SUPPORTING STATEWIDE SYSTEMS UTILIZING EXTERNAL COACHES: A CONCURRENT MIXED-METHODS STUDY IN A RURAL COMMUNITY

A Dissertation

Presented in Partial Fulfillment of the Requirements for the

Degree of Doctor of Education

with a

Major in Educational Leadership

in the

Department of Graduate Education

Northwest Nazarene University

by

Adria M. David

May 2014

Major Professor: Loredana Werth, Ph.D., M.S.

AUTHORIZATION TO SUBMIT DISSERTATION

This dissertation of Adria M. David, submitted for the degree of Doctor of Education with a major in Educational Leadership and titled "Supporting Statewide Systems Utilizing External Coaches: A Concurrent Mixed-Methods Study in a Rural Community," has been reviewed in final form. Permission, as indicated by the signatures and dates given below, is now granted to submit final copies.

Major Professor Loredana Werth Date 4-17-14

Dr. Loredana Werth

Committee Members Loriann Sanchez Date 5/22/14

Dr. LoriAnn Sanchez

Steven M. Underwood Date 5-22-14

Dr. Steve Underwood

Program Director Loredana Werth Date 4-17-14

Dr. Loredana Werth

Discipline's College Dean Paula D Kellerer Date 4-17-14

Dr. Paula Kellerer

ACKNOWLEDGMENTS

To serve and empower others is the core of my soul and the purpose for looking at how rural states can empower learning through the use of administrative coaching. To say this research study was completed all on my own would be a fallacy. Without the professors at Northwest Nazarene University and the significant people who surrounded me during this time, I could not have done it. From my committee chair, Dr. Loredana Werth, who provided wisdom, strength and friendship during my moments of uncertainty. To my committee members Dr. Lori Sanchez who guided my thinking, you have given me clarity and direction. Dr. Underwood who helped me dig deep within my soul to persevere, while continuing to improve my thinking, and technical writing, in order to complete my study. To my wonderful editor, previous coworker, and friend, Natasha Rush, who took this journey with me for the last four years. She has inspired and taught me how to find the confidence within myself to actually be successful in putting the words down on paper. And my senior editor, Kim Foster, thank you for your final touches along the way, which made the dissertation complete. And finally, to my amazing family, (my husband Brett who never let me give up, my two daughters Alicia and Tiana who were my cheerleaders on the side) without all of you there would be no me. Your support, encouragement, and housekeeping moments of “picking me up” and “dusting me off” provided the momentum I needed to keep going. I have truly been blessed with so many great people in my life. Thank you all.

DEDICATION

As I reflect upon the last 17 years since I became an educator, I know I could not have done it without God in my life. I believe He provided the wisdom, the courage to go on, and placed the right people in my life when I needed them the most. Bev and Larry Knouse, you opened your doors to an outsider when your daughter brought me home like a lost puppy. Instead of treating me like a worthless animal, you made me part of your family. You showed me the power of love and the unity of a family. Kim Knouse, you sought me out when others could have walked by and shared your family with me. For that, I will always be grateful. To Gary Johnston, you shaped me into who I am as an educator. Thank you for always believing. To other friends, teachers, colleagues and classmates, your friendships have continued to shape me overtime to be better than I was the day before, for that I am grateful. To my two younger brothers whom I admire and appreciate for modeling what it takes to be a Vidrio, hard work and disciple. To my husband, Brett, and my two daughters, Alicia and Tiana, this journey has not always been easy, but your daily compassion, encouragement, and wisdom helped me to continue to forge ahead. And Nicholas my grandson, your smile and hugs provided the energy boosts I needed along the way. Finally, to my beloved friend, Michael Gene Cleveland, whose laugh I long to hear again. You stood by my side through high school and the majority of my educational journey, as we both longed to be great educators. You were there by my side, as I struggled to read my first college book and never gave up on me. Unfortunately, your life was taken short and I was left to continue our journey alone. This dissertation is for God and these eight amazing people who have forever touched my life and embody the words of empowerment and selflessness.

ABSTRACT

Across state lines, budget cuts in education are a reality, especially for those in remote and rural areas. With less financial support, some districts are looking to their state departments to be models of good practice for how to leverage and work within budgetary means, while also keeping up with the advancement in education seen around the world. The history of American schools has defined itself by keeping up globally to ensure its students can be global competitors. In order to continue on the path of educational excellence, there is a need to find innovative ways to continue to be supportive of one another through embedded, professional development and systemic thinking. This concurrent mixed-methods research study looked to one state's coaching project over the last seven years. This state utilized its own coaches as a means to grow and develop leadership capacity for system improvement, even when budget woes were at an all-time high. This study found three key findings: (a) all participants demonstrated positive levels of agreement that the coaches had the skillset identified by the researcher, engaged in actions that align to effective professional development, and that coaches were perceived to have an impact on leadership; (b) administrators and administrative coaches had the highest levels of agreement with all survey items, and their views were consistently in agreement with no statistical difference; and (c) school staff who were further removed from formal leadership roles were less aware of the skillset, actions, and effects of the coach, and although they had positive levels of agreement, the levels of agreement were statistically lower than that of the administrators and coaches. Essentially, staff members who served in some type of leadership capacity perceived to benefit from the administration receiving state coaching support, than those who did not. These findings will help this rural state to reexamine its structure not only to strengthen the project, but to be the model for other divisions within the department attempting to utilize state coaches

throughout the state. Themes presented will also allow other state agencies to better assess their needs of implementing a statewide coaching project, especially for those from rural states.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

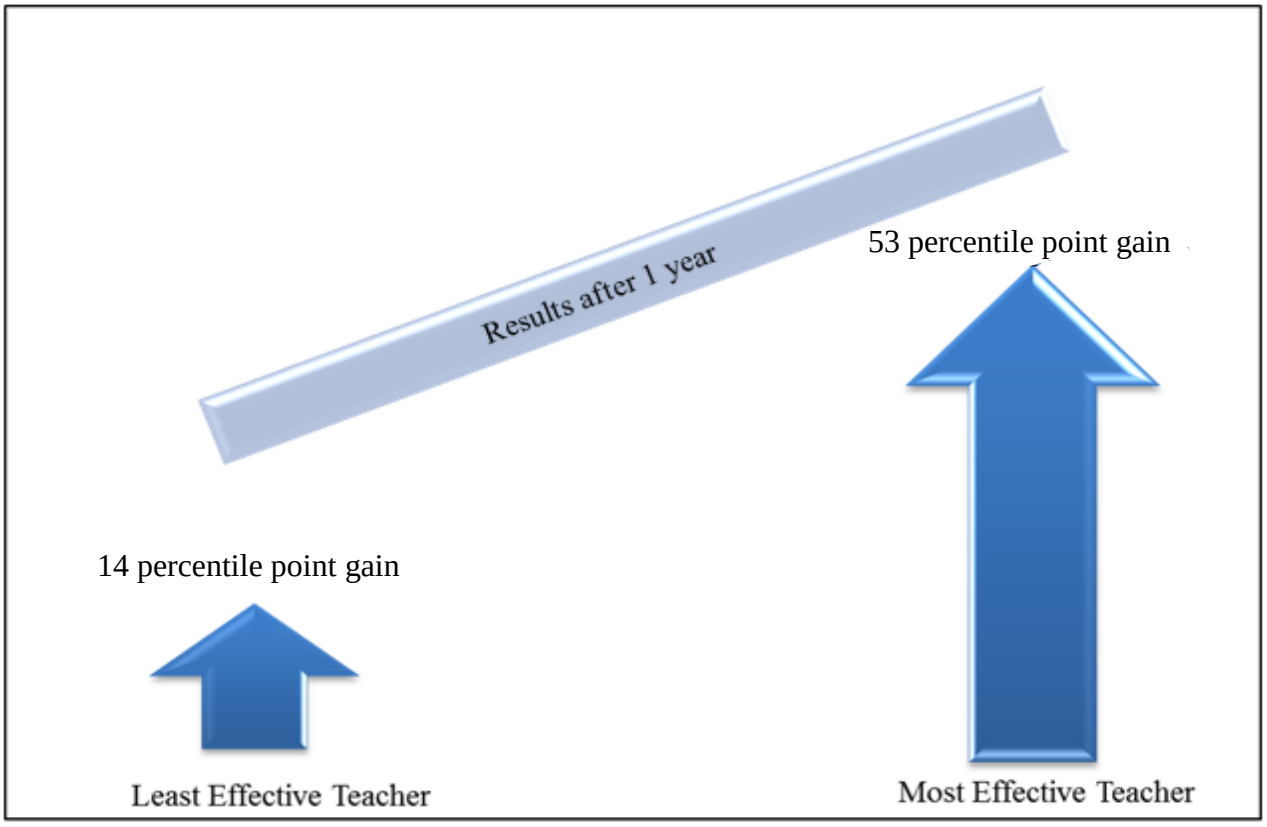
For the last several decades, opposing political sides have continued to voice concerns about failing schools and "needs improvement" districts missing state proficiency goals (Hull, 2010; Hess, 2013; McClure, 2005). With a shrinking educational budgets and rising pressures for student achievement, educational reform has long taken center stage among its stakeholders in America's public education (Ramalho, Garza, & Merchant, 2010). In the United States, the political system is democratic while the economic system continues to be capitalistic. This difference in systemic values creates havoc in the educational system (Fowler, 2009). The capitalistic view of education emphasizes efficiency and getting the most out of expenses and investment as quickly as possible (Miskelly & Noce, 2002; Rury, 2009). The capitalistic demand for a speedy return on investments has often lead to hasty decisions by policy makers (who have no educational background) that determine the fate of a policy on the basis of its anticipated cost (Marshall, Mitchell, & Wirt, 1985; Norton, Webb, Dlugosh, & Sybouts, 1996; Sergiovanni, Burlingame, Coombs, & Thurston, 1992). Through the years, these decisions have created a trickle-down effect from federal to states, states to local governments, and finally terminating in the classroom.

While policy makers continued to battle over which policies would provide the best rate of return, Wright, Horn, and Sanders (1997) claimed the biggest impact on student performance was the decisions made by a teacher within the classroom (Brophy, 1996; Hall & Simeral, 2008; Hattie, 1992; Marzano, 2003; Wright et al., 1997). A few years later, Marzano (2003) conducted a meta-analysis spanning over thirty-five years of research to identify factors found to impact student achievement. Figure 1 illustrates the impact teachers have on student achievement (Marzano, 2003; Wright et al., 1997). These studies and those to follow continue to influence the

direction of education reform while redefining the roles of leadership in an attempt to improve teacher effectiveness in order to impact student achievement (Laba, 2011).

Figure 1

Teacher Effects on Student Achievement



**Note. Constructed from data in What Works in Schools: Translating Research Into Action* by R. Marzano, 2003, Alexandria, VA: Association for Supervision and Curriculum Development, p. 72–73.

As education reform continues to be the focus of many political groups, federal agencies hold states accountable for meeting new initiatives in order to receive federal funding. One such initiative implemented today is the requirement for states to provide a statewide system of intensive and sustainable support (McClure, 2005). In 2004, statewide division teams began to take shape, and teams were either housed at the state department or regional centers throughout their state. According to McClure, many of these teams were comprised of external state department employees and district and school personnel. Other state officials relied on

experienced external specialists and coaches to serve on their teams. The following list provides a brief overview of some of the earlier state designs. In some cases, these methods are still used for technical support.

- In Arizona the education department hired external facilitators to provide support. Districts were required to contract with one of the facilitators of their choice.
- The State Department of Education in Virginia contracted with ten licensed administrators. These administrators committed to be Virginia's state turnaround specialists for three consecutive years. Each administrator was selected based on their previous performance of helping their schools overcome adversity. Training on management, finance, accounting, and restructuring practices for transforming schools was provided to specialists.
- The Ohio State Department of Education recruited and employed district coaches. Ohio's district coaches focused on high-quality professional development, the implementation of standard based instructional practices, and data analysis to help districts target effective improvement practices. The coaching support provided targeted, whole system improvement by working with districts to build capacity.
- Maryland's State Department of Education team consisted of four support specialist from the department and several external specialists.
- Kentucky's State Department of Education team was comprised of state staff members and a small group of district support facilitators. The work focused on district level capacity building.
- The State Department of Education in Arkansas created a cadre of instructional specialists in reading and mathematics to support schools.
- In California, the State Department of Education used regional comprehensive assistance centers to provide direct support to only the district level.

- The State Department of Education in New York used state employed regional centers to provide technical support at the school level.
- New Jersey's State Department of Education shared Title I monitoring team members to provide technical support to districts.
- The Michigan State Department of Education used regional extension centers to support schools using content (literacy, math, or science) coaches. Content coaches were trained and supervised by state employees at regional extension centers.

As the federal government has adjusted what that support must look like, more and more states continue to use technical assistant or coaching teams as a mechanism for supporting districts and schools in the "needs improvement" category (McClure, 2004). This study aims to capitalize on the use of coaching teams as a means to find a cost-effective method for system improvement. More specifically, this study endorses Jerald's 2012 study that claimed coaching teams influence a change in leadership skills. Jerald provided technical assistance to a variety of organizations ranging from the U.S. Department of Education to individual school districts. He believed the ultimate goal for system improvement should be to replace "haphazard and uncoordinated spending on professional development" (Jerald, 2012, p. 25). Educational spending should be about deliberate investment in a coherent system for improving teaching effectiveness at a systems level. Further study indicates the need for the right components to be in place in order to create the flexibility needed for coaches to focus on broader categories of whole-system reform (Underwood, 2013).

According to Fullan (2011) the right components will lead to whole system reform, but they must be evidence-based drivers focused improved outcomes for all students and schools. Fullan identifies the four drivers as: (a) a focus on capacity building, (b) ensuring high-quality group work and connectedness, (c) emphasizing high quality pedagogy, and (d) approaching

reform systemically. Fullan goes on to explain that these four drivers also meet a set of important criteria of addressing and changing the culture of the educational system. Changing the culture requires addressing the undertone of attitudes and the philosophy for the work and creating a theory of action in order to improve instruction, build teamwork, and build intrinsic motivation for the individual and the collective whole. Together, the drivers and criteria transform the system (Fullan, 2011, p. 3-5).

Federal, state, and local school budgets are under increasingly intense scrutiny as every dollar needs to be stretched. Every budgetary entity must be carefully itemized and audited with respect to how the money is spent to determine which expenditures offer the most advantageous use for student populations (Woodside-Jiron & Gehsmann, 2009). Like many other states, the rural state in this study has incorporated the use of coaches. For the purpose of this study, state coaches are administrative coaches who act as a mechanism for supporting those who are in school improvement. Given the 2014 budgetary constraints on education, it is imperative to know if statewide coaching teams are creating a system change by effecting school leadership, thus impacting teacher effectiveness, so that student outcomes are improving in a manner befitting the expense.

Statement of the Problem

As of 2014, there is a gap in research focusing on ways states can leverage statewide administrative coaching as a means to develop school leadership skills in order to affect teacher performance practices that benefit student outcomes (Elmore 2008; Fullan, 2010). Although there remains to date little to no research on how to leverage statewide administrative coaching; there is a plethora of information on coaching types in an individual educational setting. This study aims to draw upon the literature addressing various teacher-level coaching models in order to provide a common understanding of the elements shown to have an effect on teacher

performance (Brown, Stroh, Fouts, & Baker, 2005; Denton & Hasbrouck, 2009; Fink, Markholt, Copland, & Michelson, 2011; Garver, 2010; Knight, 2007b) so that these elements can be applied to a larger systems approach.

As state agencies work with local educators to help students become college and career ready, professional development will play a crucial role in preparing students for the future. Part of this preparation will be training leaders on how to evaluate and support educators on how to help students become critical thinkers and problem solvers. In order to help students become cognizant about their own metacognition and develop stronger problem-solving skills, the current instructional practices will need to be changed (Anderson, Leithwood, Louis, & Wahlstrom, 2010; Brown et al., 2005). Archer and Hughes (2011) advocated that part of the paradigm shift will be helping teachers and administrators improve their own metacognition in order to develop stronger problem-solving skills. Providing professional development and embedded practices will help educators reach deeper levels of instructional rigor focused on the depth and breadth of content areas, rather than on broad surface information (Archer & Hughes, 2011; Kise, 2006). Administrative coaches can aid in this process by providing the support leaders will need not just in the classroom or building, but district-wide. Administrative coaches will also help to encourage the effective implementation of new policies, instead of returning to old practices and maintaining the status quo (Blackman, 2010; Rury, 2009), once again shifting the role of leadership.

Since there is no strong research to establish a theoretical framework for administrative coaching, this study will utilize the learning from research on teacher-level coaching and principles of effective school leadership to guide the theoretical framework for explaining the intervention in this study. As such, the framework for understanding coaching in this study centers first on Elmore's (2000) five principles of distributed leadership model that focused on

large-scale improvement to improve whole-system change. Additionally, this study will be guided by Jim Knight's (2007b) eight high-leverage leadership tactics, which are strategies used to effectively coach educators. This study synthesizes the work from both researchers by identifying five common elements as a foundation for how administrative coaching will be examined in this study.

In addition to the five common elements, there is a need to address the concept of change by understanding first- and second-order change in a whole system and how change can be applied to the individual level. The very word *change* refers to the impact and magnitude it has on the individual stakeholder. First-order change is minimal with minor adjustments; second-order change is significant and requires learning new skills in order to enact the change (Waters & Cameron, 2007). Insight into first- and second-order change will aid in constructing the interconnections of leadership responsibilities and how the responsibilities intermingle with the coaching arena. Previous research and the works of Waters and Cameron (2007) showed a significant correlation ($r^2 = .25$) between school-level leadership and student achievement (Hudson, 2010; Marzano, 2003; Marzano, Waters, & McNutty, 2005).

This significant correlation between school-level leadership and student achievement lends itself to further research into administrative coaching because little is known about how to make leaders more effective at what they do. Currently, in 2014, there is a lack of research which examines the leveraging of statewide administrative coaching as a means to develop school leadership skills and how it can create a change in teacher performance practices to benefit student outcomes (Elmore, 2008; Fullan, 2010).

Background

Research in the area of teacher level coaching has produced a substantial body of evidence for identifying different types of coaching models in an educational setting (e.g. the roles coaches play as skill developers for educators and the influence coaching has in education on educators). Such studies have inferred that coaching may lead to larger scale systems improvement by creating a change in leadership skills, which ultimately impacts a teacher's overall effectiveness and leads to improved student outcomes (Anderson et al., 2010; Matsumura, Garnier, & Resnick, 2010; Showers, 1984; Woodside-Jiron & Gehsmann, 2009). However, the lack of research (of which only two articles were found) in examining how states can leverage teacher level coaching techniques as a means to develop school leadership for improving school systems has resulted in taking a closer look at one rural state's administrative coaching project. The purpose of this concurrent mixed-methods research study was to analyze the different perceptions of those who participated in a coaching project already being implemented in one rural state which utilized administrative coaches as a way of supporting district and school leadership.

Research Questions

Maxwell stated the purpose for research questions is "to find what you specifically want to learn and understand" (2005, p. 228). While conducting this research, the following research questions were investigated:

1. What are the perceptions of administrative coaches' skillset, actions, and perceived impact on leadership?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

Hypotheses

Question 1:

- The descriptive information will show respondents perceived levels of agreement with coaches' skillset, actions, and perceived impact on leadership.

Question 2:

- H_0: There is a perceived difference in the effects between coaches and leaders.
- H1: There is no perceived difference in the effects between coaches and leaders.

Question 3:

- H_0: Other staff members do not indicate perception levels with the same extent of agreement about the work of the coach as what the leaders indicate.
- H1: Other staff members do indicate perception levels with the same extent of agreement about the work of the coach as what the leaders indicate.

Description of Terms

There are numerous terms, definitions, and acronyms in the field of education—so many terms, in fact, even those who work in the education field may find them confusing. Researchers use operational definitions to define variables (Creswell, 2008). An operational definition is defined as "the specification of how you will define and measure the variable in your study" (Creswell, 2008, p. 160). The following terms are used throughout this paper.

Administrative coach. An external individual who provides support to the whole educational system. This external person helps those working in the system to learn, as opposed to simply teaching within the system. This type of coach closes and helps remove system gaps between individuals and teams and empowers the group to grow as a whole system.

First-order change. Marzano et al.'s (2005) description of minor adjustments needed in the educational setting that deal with the change of understanding best practices in the areas of knowledge of curriculum, instruction, and assessment.

Instructional coaches. Professional developers who work collaboratively with teachers to empower them to incorporate research-based instructional methods into their classrooms (Knight, 2007b; Knight & Cornett, 2008).

Needs improvement. A status description for a school or district that fails to meet the NCLB adequate yearly progress by not meeting the state assessment goals two years in a row.

School improvement coaches. Experienced educators or consultants who are contracted by state agencies, districts, or affiliated service centers. Improvement coaches are ideally selected to provide consultation within the school or district receiving support services (Laba, 2011).

Second-order change. Defined by Marzano et al.'s (2005) as having a deep understanding of how the selected change initiative will affect current practices in curriculum instruction and assessment. This level of change is much more rigorous and difficult to accomplish.

Statewide system of support. A range of services that touch on many facets within the system to focus on the instructional core and teachers and students in the presence of content. These services include programs such as the state's coaching project, parent and community involvement, implementation of response to intervention, a superintendent's network of support, and other programs.

Statistical Package for Social Sciences (SPSS). This software program allows the analyzer to work with large data sets more quickly and efficiently when analyzing statistical problems, rather than configuring in longhand (Tanner, 2012).

Vulnerable populations. Groups such as children, prisoners, and subjects for whom a certificate of confidentiality may offer appropriate additional protections (U.S. Department of Health and Human Services, 2013).

Significance of the Study

There is a gap in the professional literature related to effective, statewide administrative coaching models nationwide, with even less know about how to support improvement in rural communities (Chval et al., 2010; Hall & Youens, 2007; Neufeld & Roper, 2002; Obara, 2010). Although Obara (2010) focused on the different characteristics needed to be an effective teacher level coach, his findings did suggest a need for school-based coaching to be used system-wide in order to build capacity. However, Obara noted the "lack of research in this area makes it difficult for schools, districts, and policy makers to decide if school-based coaching is worth investing in such programs" (2010, p. 249) for statewide capacity building.

In a time when rural states are quickly falling behind and increasingly less revenue is earmarked for education, state educators must know what methods will produce the most desired outcomes for leaders, teachers, and students. No longer can educators waste time and resources on methods thought to work, but which have little evidence. The education system as a whole must know which methods work most effectively. Identifying the key components of effective implementation of professional development is crucial for states and a state's student population (Denton & Hasbrouck, 2009; Fink et al., 2011).

This study looked to uncover the perceptions of administrative coaching in terms of coaches' skillsets, actions, and their perceived effects on school leadership skills and to what extent the perceived effects extended out to other staff members actions not being coached. This study also delineates how states can build a democratic and professional path that "builds from the bottom, steers from the top, and provides supports and pressure from the sides" (Hargreaves

& Shirley, 2009, p. 107) as opposed to forcing mandates “from-the-top” (Hargreaves & Shirley, 2009, p. 23) or having districts address problems “from the bottom.” To do this, states must have a desire to develop shared leadership, increase content and procedural knowledge, and still remain empathetic to the challenges districts are faced with each day. Being aware and recognizing the existence of this complexity and uncertainty will ensure that everyone is able to do his or her best work (Elmore, 2008; Fullan, 2008; Hargreaves & Shirley, 2009).

In addition, Hargreaves and Shirley’s (2009) suggested that educators need to be more innovative and creative in the twenty-first century, rather than insisting on operating alone. Part of the process is for districts to be empowered and energized by working collectively and interdependently, learning from one another. Researchers have questioned whether or not coaching can be an effective reformative practice from a state’s level to provide support from the side to help ensure the best work is being accomplished (Bottoms & Schmidt-Davis, 2010). Joyce and Showers (1982) described the act of coaching as a method of providing companionship amongst the educators and the coaches, which creates a safe place for educators to learn from one another through observations. The safe environment breeds success as educators are able to practice and refine their skills due to the constructive feedback they receive from peers. This constant, reflective feedback loop encourages educators to continue to grow professionally and, thus, positively affects student outcomes (Collet, 2012; Danielson, 2009; Joyce & Showers, 1982).

Overview of Research Methods

As of spring 2014, there were five cohorts of schools and districts in the rural state, which is the focus of this study, who have participated in the state’s coaching project for three consecutive years. As a nonparticipant in this study, the researcher aimed to investigate the work

that took place in Cohorts 3, 4, and 5, by identifying districts and schools that had received administrative coaching support through the state's coaching project.

To examine the state's coaching project for utilizing administrative coaching as a means to support K–12 administrators and teachers, a concurrent mixed-methods design was selected for the study. In order to provide a more comprehensive set of findings surrounding the data collection, an explanatory design was used to capture both quantitative and qualitative data to leave room to explore other perceptual areas as they arose. In addition, the collection of both data sources allowed the researcher to look at the data in a descriptive statistical manner by comparing and contrasting the statistical findings, which resulted in a better understanding of the researcher's problem and question (Creswell, 2008; Klein & Olbrecht, 2011).

All data for the research questions were collected through the distribution of an electronic survey to approximately 915 participants. Participants selected were comprised of administrators, teachers, administrative coaches, paraprofessionals, and related others who had been in the project for a total of three or more consecutive years. The quantitative data were comprised of Likert scale response items. The qualitative data consisted of participant responses to two open-ended questions embedded within the electronic survey. The open-ended questions provided an additional voice to those surveyed (Creswell, 2008), without the constraints of the rating scale. This allowed those who were surveyed to elaborate or address any other areas regarding administrative coaching that may not have been addressed in the survey.

An analysis of the survey data was conducted to reveal any perceived connections between administrative coaches, administrative leadership, and staff members. The results were then calculated using descriptive statistics, which helped to populate scales and measures that identified central tendencies or themes and variables found within the study. The researcher used the Mann–Whitney *U* test, a nonparametric test used to help populate different scales. The

Mann–Whitney *U* test “is a two independent groups test for an ordinal scale dependent variable” (Tanner, 2012, p. 364).

First, the Mann–Whitney *U* test allowed the researcher to collect perceptional data from each subgroup’s (e.g., teachers, administrators, and administrative coaches) Likert item responses. Second, the nonparametric test provided a method for comparing the perceptual data amongst the subgroups (Tanner, 2012). Using this test provided insight into the implications for maintaining and using administrative coaching as a means to improve system change for districts and schools. Finally, the researcher conducted a qualitative analysis of the two open-ended questions to investigate associated themes and relationships between school leadership, teachers, coaches, paraprofessionals, and related others to determine how the responses further explained the Likert scale response items.

Chapter II

Review of Literature

Introduction

Thirty years ago, the United States Secretary of Education prompted the publication of *A Nation at Risk* (The National Commission on Excellence in Education, 1983). This publication called for a change in education and produced one initiative after another, aiming to close achievement gaps. Additionally, in 2001, No Child Left Behind Act (NCLB, 2002) was enacted to amend the Elementary and Secondary Education Act of 1965 (Fowler, 2009; National Dissemination Center for Children with Disabilities, 2013). This new law called for greater accountability for states to meet the needs of all K–12 students enrolled in public education. One component of the law addressed the need for states to provide technical assistance to schools whose students failed to make annual yearly progress as measured by the states' testing systems (National Dissemination Center for Children with Disabilities, 2013; NCLB, 2002; U.S. Department of Education, 2013). As schools began to struggle to make annual yearly progress, a new approach to education emerged. Schools began to focus on researched-based teaching methods, giving rise to increased professional development and coaching methods as ways to support professional development in schools (Denton & Hasbrouck, 2009; Knight, 2007a; Woodside-Jiron & Gehsmann, 2009).

According to Hopkins, Stringfield, Harris, Stoll, and Mackay (2014) the previous provides a small glimpse into the history of school improvement reform, referred to as phase two and three. The researchers' analysis of the last four decades of education reform has sculpted their theoretical view suggesting there are five phases that the school effectiveness, or school reform, movement has gone through since from 1960s to the present. Hopkins et al. (2014) identified five phases: (a) understanding the organizational culture of the school; (b) action

research and research initiatives at the school level; (c) managing change and comprehensive approaches to school reform; (d) building capacity for student learning at the local level and the continuing emphases on leadership; (e) towards systemic improvement. The researchers emphasize that the phases are not mutually exclusive, but overlapped at times historically, and that being knowledgeable about the five phases will increase the ability of current educational systems to progress faster in phase five in relation to approaching reform and improvement systemically (Hopkins et al., 2014).

Phase one began with the civil rights movement and focused on the improvement of school conditions and the quality of education being accessed by all students as a concern for equity in outcomes for all children. In phase one, the education profession knew that many students were underserved and not achieving as well as peers in other, more affluent locations.

Phase two was driven by a focus on school renewal. People knew outcomes were not equitable in phase one, and the education profession sought to change this. In this phase, reform efforts focused on meeting the needs of disadvantaged students, especially those who were economically disadvantaged or who had special needs. Research at this time focused on describing schools that effectively served students, but little was known about how these schools became effective. Phase three in the 1980s and 1990s emphasized taking what was learned during phase two and applied the effective schools research to developing school improvement models. During this time, policy and practice focused on adopting specific school reform models, often matched with site-based management, in an attempt to install Edmonds correlates of effective schools. As this occurred, it gave rise to an emphasis on action research and other methods that were school based in order to further research from a practitioner perspective. However, it became evident that school improvement models did not uniformly produce positive results. Some schools advanced, while others did not.

The limitations of phase three led to more focused efforts in phase four, which paralleled the advent of NCLB. In phase four, educators at the local, state, and federal levels started to focus efforts on improving leadership and building capacity among schools to problem solve and find ways to implement the practices found in the effective schools research. A limitation that was discovered during this phase was that capacity building, the focus on strong instructional practices, and supported educational leadership was still not sufficient to obtain large-scale educational improvement. This limitation created a turning point which has educational leaders now seeking to learn more about how to improve the entire educational system. This focus characterizes phase five.

Phase five is all about whole-system reform. The school is its own system, but it sits within the larger school district system, which is then part of the larger state and federal political systems. Educational leaders in school effectiveness have come to realize that improvement must be occurring in each of these levels, all at the same time, in order to effectively move the dial for all schools. This is why some state coaching programs have placed administrative coaches at both the school and district level simultaneously in order to encourage coherent change at the local level in ways that also attempt to reflect state-level efforts at coherence and whole-system reform. There is emerging understanding that one model does not fit all and that a multi-tiered approach of strategies and techniques that are systemically designed for all levels at the same time are needed in order to truly scale-up educational reform. Hence, the researchers suggest the need for school reformers to be knowledgeable about the five phases in order to keep the system moving forward by learning from the strengths and weaknesses of the past (Hopkins et al., 2014).

Shift in Leadership

In thinking about the five phases, states government and local school districts continue to attempt to run effective systems, however, they have been faced with completing the task while confined to smaller fiscal budgets, less support and increased accountability. Smaller budgets and the emphasis on accountability, compounded with new nation-wide common core standards, continue to bring to light the disparities in the delivery of curriculum and gaps in student learning (Nichols, Glass, & Berliner, 2006; Sunderman, Kim, & Orfield, 2005) and the need for savvy leaders to be leading (Dufour & Marzano, 2011; Fullan, 2010, 2011). The push to implement rigorous standards will take time, ongoing professional development, feedback, and substantial support in order to be effective in schools (Hall & Simeral, 2008; Pimentel & Coleman, 2012; Whitaker, 2012). This demonstrates the need to revisit and redefine the role of leadership in order to support and help leaders be effective in leading change but from a systems-thinking perspective (Dufour & Marzano, 2011; Fullan, 2010, 2011; Whitaker, 2012; Hopkins et al., 2014).

Theoretical Framework

While leadership coaching has an established history in the business world, where it has been viewed as a way to enhance leadership skills and organizational productivity, it is a relatively new phenomena in school systems but is becoming more and more common (Wise & Hammack, 2011). As such, there is very limited research on the effects of coaching school administrators to improve school systems. Kinnaman (2009) studied participants' perceptions of state administrative coaches and found that school leaders viewed the support as highly beneficial. However, the study did not analyze participant actions or changes in practice as a result of coaching. Similarly, Wise and Hammack (2011) created a survey tool that asked school leaders about the competencies of their coaches and linked those competencies to theoretical

expectations of what should ultimately correlate to student achievement. This survey had similar limitations to Kinnaman, in that it focused mostly on perceptions of the coaches' competencies, and did not study changes in leadership or staff behaviors, nor did it study the ultimate link to student achievement. Additionally, in a quasi-experimental study, Underwood (2013) evaluated the link between a state coaching program and student achievement outcomes in reading and mathematics. Underwood (2013) found promising trends, however the study results were statistically inconclusive, seemingly due to other systemic challenges. Furthermore, his study did not control for the implementation data in the coaching program, and so variance in outcomes may have been due to unknown implementation challenges.

This study draws on the gaps left by the above research by attempting to shed light on the bridge between the program implementation (i.e., the skillset and actions of the coaches) and self-reported data on what effects this may begin to have on leadership actions (i.e., the perceived impact on leadership). Because of the lack of literature, there is not a strong theory of administrative coaching, so for the purpose of this study, the following will draw from the literature on educational leadership and instructional coaching models that have typically focused on teachers, rather than on leaders.

Five common elements from two core bodies of research inform the basis for this study. The five common elements come from Elmore's (2000, 2008) work, the five principles of distributed leadership focused on large-scale improvement and Jim Knight's (2007b) eight high-leverage leadership tactics, which focus on strategies used to effectively coach individuals. These five elements are pivotal to understanding the relationship between coaching and leadership and serve as a means to identify the perceived effects coaching has on leadership skills for large-scale improvement.

Richard Elmore (2000) made a strong case that in order for large scale improvement to take shape, leadership must first be redefined in order to keep the focus on learning, especially now when principals are being asked to do things they do not know how to do (Elmore, 2005, 2008). The second need in order to obtain large scale improvement, according to Elmore (2008), is defining a clear set of principles to guide the practice for how to complete the work. The five principles for distributed leadership identified by Elmore (2000) are:

1. The purpose of leadership is the improvement of instructional practice and performance, regardless of role.
2. Instructional improvement requires continuous learning.
3. Learning requires modeling.
4. The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution.
5. The exercise of authority requires reciprocity of accountability and capacity.

Jim Knight (2007b) has spent the last twenty-one years researching instructional coaching. Through the course of his research he has shown that it is a mistake not to see coaches as leaders and leaders as coaches. To be an effective coach, a coach must also be an effective leader (Knight, 2007b). Knight further defines that instructional coaching is an approach demonstrated through partnership working with individual teachers helping them to incorporate research based instructional practices into their work, rather than demanding the work be done. It is through these partnerships, that a coach can begin to take on the role of being a leader of change (Knight, 2007b). These types if partnerships theoretically support the current focus of educational reform, Hopkins et al.'s (2014) phase five focuses on whole system education reform. Knight identifies eight high level leadership tactics (strategies) that coaches can employ that leads to change (Knight, 2007b). The eight high level leadership tactics are:

1. *Staying detached* is defined as effectively building relationships through active listening and still being able to take a step back from the emotional moments to keep the long-term goals in view.
2. *Walking on solid ground* is the knowledge of knowing what the goals are, having a clear understanding of the outcomes to be achieved, and the flexibility of achieving the goals through new ideas.
3. *Clarifying your message* is being clear and articulate about new information and the ability to connect the new information to personal experiences to help others to connect and use the new information.
4. *Managing change effectively* is setting expectations, using feedback dialogue, building relationships, providing the time to craft the skill and providing the essential equipment needed to get the work done.
5. *Confronting reality* is refusing to ignore and address tough situations that hinder the process from moving forward for the betterment of the group.
6. *Understanding school culture* is being aware and sensitive to the cultural norms and changing the norms if they are not good for students.
7. *Being ambitious and humble* is focused on moving the work forward for the improvement in instruction an in the experience of students, rather than for the betterment of the coach.
8. *Taking care of thy self* is staying healthy by distinguishing the role of the coach from the individual, finding others outside the group to confide in a positive way, and locating a place that energizes and helps create new ideas.

Five common elements. Below are the five common elements identified from Elmore and Knight's work. These elements provide the fundamental information for understanding how

the relationship between instructional coaching and leadership principles can be paired together in the presence of system change, in order to create large scale improvements in rural states.

Top–down and bottom–up. The top–down and bottom–up approach is about finding balance (Elmore, 2000), where coaches position themselves as equal partners who collaborate with fellow educators and (now) leaders (Knight, 2007b).This type of partnership provides opportunities for individuals, as well as gives the collective whole a voice and choice, which creates a collegial conversation during collaborative meetings (Elmore, 2000). Coaches are change leaders and must be willing to have collegial conversations by *confronting reality* (Tactic 5) through questioning aimed at real situation taking place from district level down to the building level (Knight, 2007b). Coaches get to the heart of what matters through these collegial conversations.

Easy and powerful. The purpose of leadership is to improve instructional practice and performance (Elmore, 2000). Part of the practice is for a skilled and knowledgeable coach to offer practices that are easier and more powerful to use than the current methods being implemented district or building wide. This is accomplished when the coach is able to *manage change effectively* (Tactic 4) by ensuring the leaders the coach is knowledgeable of systems and is able to help support the leadership to implement change. The coach simplifies, clarifies, models, observes, and provides feedback for leadership on the implementations of the practice (Knight, 2007b).

Self-organizing and highly organized. Coaches must lead by modeling values and behaviors of what is expected (Elmore, 2000). Knight (2007b) referred to this as *walking on solid ground* (Tactic 2). Coaches must know and be able to articulate the larger vision. Coaches must have the depth of knowledge and the *understanding of the culture* (Tactic 6) in order to build relationships and lead change.

Ambitious and humble. A coach leads with a balanced approach of "personal humility and willful ambition" (Knight, 2007b, Tactic 7, p. 30). This is accomplished through communication and work in order to build trust for the betterment of the whole rather than coming across as supercilious.

Coaches should be supportive and committed to the process by being willing to apply gentle persistence without forcing the practices. Elmore (2000) referred to this as the reciprocity of accountability and capacity.

Healthy and detached. The coach should connect and communicate effectively with the staff, while remembering change can be challenging and quite personal. Sometimes there is a need to *clarify the message* (Tactic 3) by revisiting and communicating ideas in order to be shared with others (Knight, 2007b). Coaches, as leaders, must be conscious to the varied reactions and be able to remove their own personal responses to those who are not pleased with the coach's role in the district (Elmore, 2000). Coaches must *stay detached* (Tactic 1) by using partnership communication, change thinking to create distance and not let tough situations become personnel. Finally, coaches should *take care of thy self* (Tactic 8) remembering to take time out mentally and physically by having someone they can confide in outside of the work.

Key Attributes to Leadership Capacity

Building leadership capacity is the act of creating conditions for growth, self-renewal, and the development and distribution of leadership within an educational setting (Williams, 2009). While, research has pointed out that teacher effectiveness is the most influential school-level factor for improved student outcomes (Darling-Hammond, 2000; Marzano, 2003). The research has also demonstrated that leadership is recognized as the second most important school-related factor to contribute to student learning and creating success for an entire learning community (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, 2003; Williams, 2009).

In 2005, Marzano et al. conducted a meta-analysis of the research on school leadership dating back to 1978. The analysis emphasized the critical role leadership plays in effecting change and the possibilities of those changes being significant enough for school reform. Marzano and others credit Burns as the original founder of defining the role of leadership, thus clearing the path for other theorists to expand upon the definition in business and later in the educational field (Bass, 1985; Bass & Avolio, 1994; Marzano et al., 2005).

Burns identified two basic types of leadership: transactional and transforming. He went on to define transactional leaders as leaders who lead by exchanging one thing for another in which there are a series of interactions that are more managerial in nature. Burns described transforming leadership, on the other hand, as leaders who recognize and exploit the existing needs or demands of their followers in order to transform performance to a higher level of productivity. In addition, these leaders look for potential ways to motivate their followers by seeking to satisfy higher needs by engaging the full person above and beyond menial tasks of management. This results in a relationship of mutual stimulation and elevation converts followers into leaders and leaders into moral agents (Burns, 1978).

Since Burns's work (1978), others have continued to look at the magnitude and impact leadership roles have had in the business sector and have expanded upon the original definition to include a transformational model of school leadership in the educational setting (Avolio, Bass, & Jung, 1999; Bass, 1985; Bass & Avolio, 1994; Marzano et al., 2005). In 1994, Kenneth Leithwood developed the transformational leadership model by incorporating the four I's (individual consideration, intellectual stimulation, inspirational motivation, and idealized influence) from Bass and Avolio's previous work in 1994, which addressed the need for leaders to attend to individual staff

member needs and be able to inspire, motivate, support, provide resources, and demonstrate great character by building and modeling expected behaviors (Leithwood, Jantzi, & Steinbach, 1999; Marzano et al., 2005).

As time has progressed, researchers have identified additional characteristics leaders need in order to lead in the twenty-first century. Kensler, Reames, Murray,and Patrick (2011) conducted a crosswalk analysis and suggested building leadership capacity must include the use of system-thinking tools. System-thinking tools include high-quality conversations and dialogue aimed at focusing on forming answerable questions to be supported with professional development (Danielson, 2009; Guskey & Sparks, 1996; Kensler et al., 2011). The professional development needed must focus on both technical and communicative skills. The technical area of focus should center on multiple forms of data to include the cultural and evaluative needs (Kensler et al., 2011), while the commutative skills need to address listening and circular feedback loops with rich, embedded dialogues (Danielson, 2009; Guskey & Sparks, 1996).

Common themes continue to emerge over time regarding leadership characteristics. Leaders must inspire trust (Covey, 2008) and be committed to building trusting relationships with their followers (Dufour & Marzano, 2011). Leaders must possess the ability to be visionary in order to clarify purpose and keep the end goal in mind, while working on short-term goals in order to celebrate the small successes along the way (Covey, 2008). Leaders must have the knowledge to align systems in order to implement the flow of success by attracting the right stakeholders who have buy-in attitude and positioning properly trained personnel. This must be done in order to develop collective capacity in creating a professional learning community (Collins, 2001; Covey, 2008; Dufor & Marzano, 2011; Reeves, 2009). Finally, according to Covey (2008), a one-size-fits-all process for implementing leadership does not exist. Instead, he

saw these characteristics as a sequential process needed to aid in building strong leadership. Covey also stated that leadership must be founded on trust from which everything else is built, because it impacts all the other steps in building leadership capacity.

Supporting Covey and Dufour and Marzano's later works, Collins's (2001) research of elite business companies provided the business sector with key determinates of great leadership that can be applied to leaders in the education field. The highest category of leadership, which Collins refers to as Level 5 leaders, must be willing to build "enduring greatness through a paradoxical blend of personal humility and professional will" (Collins, 2001, p. 20). In other words, education systems need leaders who are ambitious, but ambitious for the whole, rather than for themselves. These types of leaders empower rather than disempower (Eisler & Carter, 2010) and build leaders within the school setting in order to create sustainability throughout the years as people and positions change. Level 5 leaders display modesty, self-efficacy, and diligence. They are driven by the need to produce results, and when things do not go well, they self-reflect and own the situation. When things go well, Level 5 leaders attribute the success to the whole (Collins, 2001).

Fullan and other researchers (Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010) agreed strengthening leadership capacity and instruction is critical to student outcomes, thus defining the need for high-quality professional development that incorporates adult learning principals of motivation, reinforcement, retention and transference (Blase & Blase, 1999), and supports (Borko, 2004; Darling-Hammond, 1993; Desimone, 2009; Mayotte,Wei, Lamphier, & Doyle, 2013). In addition, Fullan addressed the need to produce system leaders who are not only willing to learn from others, but committed to contributing to others for the betterment of the whole (Fullan, 2011b; Fullan & Knight, 2011). This concept is reinforced by the work of the

Wallace Foundation which explained collective leadership is far more impactful than individual leadership when the group is mobilized (in Fullan, 2011a; Seashore Louis et al., 2010).

In order to be effective, administrative coaches must theoretically attend to all these characteristics of effective leadership as the goal for what they attempt to impact. Then, they must know how to utilize their skillset and actions to influence school leadership to change in these ways. Therefore, the goals of a coach are to lead from the side as a partner who helps the school leadership become transformational in nature, focuses on systems-thinking, builds trust among staff, has a vision for instructional excellence, creates collaborative communities, and more. Further, since each system is slightly different, the coaching must all be done in a differentiated way based on each school situation.

Coaching: A Historical Snapshot

In order to understand the concept of "seeing coaches as system leaders" who support the new roles of leadership, as suggested by Fullan and Knight (2011, p. 53), there is a need to revisit the history of instructional coaching. The historic context will be used to support the theoretical framework in this study by showing how administrative coaches have begun to focus on systems-change. This focus aligns with part of what Hopkins et al. (2014) viewed as the larger educational reform movement's fifth phase of system reform.

Coaching is not a new concept (Denton & Hasbrouck, 2009; Hall & Simeral, 2008). In fact, there are a multitude of individual level models and definitions which exist around the world. Research has suggested the word "coach" can be traced back linguistically to Hungary in the 16th century, when the word meant "wagon, to be carried or transported" (coach, 2013a). Coaching was first applied to the act of helping others when Oxford University as a slang term referring to someone who carried another person through something, such as a math assignment, similar to a tutor (coach, 2013b). Present-day, coaches can be found in just about every aspect of

life, from a medical coach, someone who demonstrates how to meet wellness goals (Employee Wellness Program, 2014) to an animal coach, who demonstrates how to care for one's pet (City, Elmore, Fiarman, & Teitel, 2011; Elder & Padover, 2011; Fink et al., 2011; Garver, 2010).

From the business world of CEOs and executives to professional athletes to the world of medicine, organizations around the globe have seen the benefits personal coaches can have on an individual's career (Fielden, 2005). Coaches are necessary to successfully navigate changes and daily challenges of knowing when to push individuals conceptually and when to pull back in order to move systems from good to great (Collins, 2001; McKee, Tilin, & Mason, 2009). The world of education is no different as states start to use coaches as a mechanism for school improvement across multiple districts by focusing their energy on leadership capacity (Reeves, 2009).

In the early 1980s, Joyce and Showers (1982) made a significant find that changed the face of professional development through peer coaching. The results of their study showed if professional development for teachers was followed up in a meaningful way with job-embedded support (e.g., instructional coaching), then the rate of transfer for the new learning was substantially more significant than when no follow-up was provided for the professional development. In addition, the researchers noted that by using teacher-led teams (i.e., peers rather than outside experts) increased the transfer probability, thus revolutionizing the educational world of coaching (Joyce & Showers, 1982). More recently, the research has continued to point out the importance of transferred learning through the use of follow-up professional development, feedback, and learning targets (Brown et al., 2005; Guskey & Sparks, 1996; Sailors & Price, 2010).

Following Joyce and Showers' research in the 1980s, a variety of teacher coaching models began to develop. However, it was with the birth of Reading First that the coaching

momentum really began to pick up (Denton & Hasbrouck, 2009). NCLB (2001) demanded greater accountability for K–12 schools. As a result, schools were forced to focus on effective, researched-based teaching methods, giving rise to increased professional development and coaching methods as ways to support professional development in schools (Brown et al., 2005). The Reading First initiative provided federal funding for school-wide impoverished, Title I schools. Title I, "provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure all children meet challenging state academic standards" (U.S. Department of Education, 2012, p. 1). Reading First was included in Title I-B, and allocated competitive grant funds to participating elementary schools. A portion of the grant funding was used in most participating schools to fund reading coaches as part of a requirement for job embedded professional development. These coaches provided year-round professional development for coaches and administrators in the areas of early literacy skills, side-by-side coaching, data analysis, and research-based instructional strategies for reading and their implementation in the classroom (U.S. Department of Education, 2013).

Upon conclusion of Reading First grant funding, many districts had to draw from other funding sources and subsequently began to modify the job description of Reading First coaches to match other's needs (Chval et al., 2010; Garent et al., 2008). Some of the job refinements moved teacher level coaches away from coaching to take on other types of support duties. A portion of those duties included grading, calling parents, covering classrooms, or other outside assignments (Chval et al., 2010). On the other hand, other job refinements gave birth to new types of coaching models, such as district system coaches (Garent et al., 2008).

Coaching Methods and Models

Research findings indicate there are various coaching models that support the individual implemented in both the business and education field. This literature review focuses on six different coaching models found in the research today, five of which have shown to improve systems at the individual classroom level (Hall & Simeral, 2008). While the sixth model reviewed in this section provides the primary theoretical frame for this study, due to the lack of research on system-wide administrative coaching, the study draws to an extent from all six coaching models because of their potential for creating large scale improvement by influencing leadership.

Peer coaching is the first model for discussion, originally developed by Andrew Thorn as a cost-effective way to provide quality coaching to business leaders (Thorn, McLeod, & Goldsmith, 2007). While in the education world Joyce and Showers (1982) brought to light peer coaching as a design to help teachers work collaboratively to solve problems and answer questions pertaining to the implementation of innovations from professional development trainings. The methodology behind peer coaching is to create a transfer from the learning educators receive during in-services and professional development to application in their classrooms (Bruce & Ross, 2008; Fink et al., 2011; Thorn et al., 2007). Joyce and Showers (1982) noted in order for the new learning to transfer, participants need time to experiment and practice using the new information. Their findings suggested these new practices should be used up to 10 to 20 times in a variety of situations in order for the new learning to become a fluid part of a teacher's repertoire. Other researchers have described peer coaching as a method of learning from one another and creating communities of practice or shared histories of practice (Joyce & Showers, 2002; Murray, Xin, & Mazur, 2008; Wegner, 1998).

The second model, developed in 1984 and still considered to be the most widely used model in education, is Cognitive Coaching (Ellison &Hayes, 2013; Knight, 2007b). The model focuses on self-directedness and the development of cognitive complexity by "attending to the internal thought process of teaching as a way to improve the learning" (Ellison & Hayes, 2013, p. 6). The process uses a predictable cycle that begins with a planning conversation in which the coach centers the work on mediating the teachers thinking, perceptions, beliefs, and assumptions toward a goals and self-directedness. Once the actionable goal is created, an observation of the actionable item is conducted, followed by time for reflection and a return to discussion (Affinito, 2011; Costa & Garmston, 1994; Ellsion & Hayes, 2013; Fink et al., 2011; Knight, 2007b).

Executive Coaching is the third model to have emerged. Like Peer Coaching it arose from the business sector. According to the research, the focus of the model is to help individuals become competent in one or more areas of their lives. According to Goldsmith, Lyons, and Free (2000) the executive coach follows a circular cycle comprised of raw data gathering, through feedback, action planning, and results.

The fourth coaching model that demonstrates a strong potential for systems improvement, is referred to as the blended coaching model. This model focuses on assisting teachers in building capacity within their schools amongst themselves by setting goals, sharing of best practices, and transferring new learning during building collaborations to grow the process school-wide (Elder & Padover, 2011).

Instructional Coaching is the fifth model to materialize out of the effects of NCLB. In this model the coach is employed full-time on-site as the professional developer. The model is focused on creating and working in partnership with the staff (Cornett & Knight, 2008). In this model the coach is highly skilled in a broad range of instructional issues, possesses strong communication skills (in order to empathize, listen, and build trusting relationships), and uses the

coaching cycle (modeling, observing, collaborating, and exploring of the data), in order to empower the practitioner (Knight, 2007b, 2008; Strahan, Geitner, & Lodico, 2010).

The final model, administrative coaching, to be reviewed evolved almost a decade ago and came from the state education agencies in Washington and Kentucky for their state school improvement programs. This model is the premise for this study in collecting perception data from participants in the coaching project. The model pulls pieces from other models (i.e. Cognitive Coaching, Peer Coaching, and Instructional Coaching). However, the foundational core of the model was designed to focus leadership in its own right along with the system characteristics of effective schools. The Nine Characteristics of High Performing Schools, used in Washington, were identified in a meta-analysis conducted in 2003 and later replicated again in 2007 (Shannon & Bylsma, 2007). The following are the nine characteristics:

1. Clear and shared focus.
2. High standards and expectations for all students.
3. Effective school leadership.
4. High levels of collaboration and communication.
5. Curriculum, instruction, and assessments aligned with state standards.
6. Frequent monitoring of learning and teaching.
7. Focused professional development.
8. Supportive learning environment.
9. High level of family and community involvement.

The primary focus of administrative coaches is to support the work of systems improvement by building leadership capacity to pursue effective practices around these characteristics. Administrative coaches work in partnership with districts and school leaders to promote alignment, provide support to leadership teams through the task of improvement,

provide information on current research for improving academic outcomes for all students, and help to create and implement a customized school improvement plan to help guide the leadership through the change process to improve student achievement (Idaho State Department of Education, 2013a).

Learning from the Research

While the research around system-wide administrative coaching is still in the beginning stages of development, a wide range of studies on teacher-led coaching models can be found (Elder & Padover, 2011). For this reason this section of the literature review aims to highlight some of these research findings from teacher-led coaching models.

As with many controversial topics, there are two opposing research positions concerning educational coaching. One body of research used to examine the instructional coaching model was the evaluation of the Reading First initiative. The Final Impact Study Report concluded that instructional coaching had no effects on student achievement, while also noting that there were inconclusive findings to support the idea that instructional coaching added any benefit to teacher practices when compared to teachers in non-Reading First schools (Gamse, Jacob, Horst, Boulay, & Unlu, 2008; Garent et al., 2008). However, educational leaders at the national level criticized this study as severely flawed because the comparison schools came from Reading First districts in which there was substantial sharing of Reading First practices. So, the study did not identify with certainty that the coaches had no effect, only that the effects were not statistically greater than other schools with similar support structures.

In contrast, others have concluded that with the right methods and implementation practices, instructional coaching can be a powerful tool for improving instructional practices and impacting student performance (Garver, 2010; Matsumura et al., 2010; Shidler, 2009; Woodside-Jiron & Gehsmann, 2009). Knight and other scholars have found instructional coaching to be an

effective method for influencing student outcomes (Denton & Hasbrouck, 2009; Elder & Padover, 2011; Knight, 2009; Strahan et al., 2010).

In 2006 a study was conducted on literacy coaches at the middle and high school levels. The findings identified four key elements coaches should have in place in order to be effective. Effective coaches must be (a) skillful collaborators, (b) skillful job-embedded coaches, (c) skillful evaluators of literacy needs, and (d) skillful instructional strategists (International Reading Association, 2006).

The International Reading Association (2006) noted that coaches not only need to be skillful collaborators, but coaches empower the group to have discussion around rich dialogue and feedback loops in order to have powerful conversations that impact change (Boreen, Johnson, Niday, & Potts, 2009; Danielson, 2009; Gordon & Brobeck, 2010). Other researchers have seen the dialogue as a way to focus the learning, thus making the knowledge base for educators stronger and creating transparency amongst the different members in the educational groups. Boreen et al. (2009) referred to this method as “mirroring” because it provides information back to the person being coached (p. 49). Mirroring includes repeating important points, restating comments made, and summarizing what the individual has shared before the conclusion of the meeting (Chval et al., 2010; Dingle, Brownell, Leko, Boardman, & Haager, 2011; Garver, 2010; Stocks & Duncan, 2010).

Knight and Cornett (2008) found results similar to the results from the International Reading Association. The two researchers found:

- Coaching should be conducted in partnership rather than from feeling like a mandate from the state.

- Coaching should be collaborative as the actions are based on partnership principles where participants are provided choice and their voices are heard when connecting new learning to practical applications.
- Coaching support must use a balanced approach of humbleness but have the drive to have the necessary *tough* conversations.
- Coaching must build trust prior to sharing ideas.
- Coaches need to know how to be supportive but be committed enough to approach and apply gentle persistence without the forcing of the new practices.
- Coaches must possess specialized curriculum knowledge.
- Coaches must form collaborative relationships.
- Coaches must support student achievement.
- Coaches must be intentional and opportunistic.

Coaches must be able to address the *what* and *whys* to be effective by providing the practitioner with the pedagogy to transfer skills in order to reach the highest skill development level. Moreover, effective coaching helps remove teacher isolation and, instead, creates teams of support. These teams, or networks, provide companionship that allows teachers to observe, practice their skill in a safe place, and provide feedback to one another (Joyce & Showers, 2002).

College (2012) suggests the research in the area of professional development has produced a sufficient body of evidence indicating the need to provide follow-up, embedded support and training to sustain change in the field of education. This supports the initial findings from Joyce and Showers (1982). Additionally, Coburn and Woulfin (2012) examined how some schools provided follow-up, embedded practice for educators by conducting a qualitative longitudinal study on the use of coaching. They discovered the role of coaching goes beyond simply solving classroom-based problems of practice, even as far as the federal level, to help

teachers implement policies into practice that are expected of them by factors outside of the school. The results of Coburn and Woulfin (2012) substantiate previous work, which asserted that higher quality implementation of reform practices results from programs that include coaching support when compared to those without coaching support. When coaches set specific coaching targets and create feedback loops with teachers, the coaches create a circular rotation from knowledge to practice then practice to knowledge (Guskey & Sparks, 1996). This cycle embeds the learning and the practice amongst all participants, thus improving student achievement (Coburn & Woulfin, 2012; Collet, 2012; Walpole, McKenna, & Morrill, 2011; Walpole, McKenna, Uribe-Zarain, & Lamitina, 2010).

In order for an educational site to completely buy-in to a coaching model and fully reap the benefits, relationships must be formed and fostered (Knight, 2007b). Respect for educators' professionalism must occur (Elmore, 2008). It is also essential for districts to take the time to clearly define the role and expectations of the coach and be willing to provide ongoing professional development for not only the coach, but for all members of the school community (Hudson, 2010).

Bridging the Work: Coaches as Change Agents

Fullan and Knight (2011) advocate the collection of past research demonstrates there is more than one change agent needed in moving a system forward. Both scholars note the research has already identified teachers as the most significant factor, and the first agent of change, in student success. Meanwhile, the research also shows administrators are the second agent of change, based on the indirect work they do in making sure the teachers have the time, resources, and professional development to be successful. Finally, they contend the third change agent is the instructional coach. Both authors advocate the need for all three agents to be working collaboratively in order to bring about deep change and support the new role of leadership.

Based on emerging literature, one might advocate a fourth agent of change: the administrative coach. Fullan and Knight (2011) extend the idea of teacher coaching, stating the work of coaches is crucial because they not only *change the culture of the school* as it relates to instructional practice (Fullan & Knight, 2011), but theoretically speaking, *they change the culture of systems district-wide.* The research is clear, "school improvement will fail if the work of coaches remains at the one-to one level" (Fullan & Knight, 2011, p. 53). Coaches have the potential to be system leaders. It's time to recast their role as not being confined solely to teacher practices but as being integral to whole-system reform for leadership coaching in ways that start supporting the larger demands being placed upon school and district leaders.

Conclusion

There is much to learn from previous and existing teacher led coaching models to be used to influence leadership change. Danielson (2009) stated in order to have effective teachers, effective professional development systems must be put into place, instead of teaching behind closed doors. Professional development designs need to be job-embedded and about sharing the practices with others in order to learn and refine skills needed to move systems forward (Danielson, 2009) from good to great (Collins, 2011). Building upon these statements, the same argument can be made about building capacity for leadership change. Fullan (2008) advocates the power in networking to learn from other leaderships, rather than leading in isolation (Fullan, 2011).

Coaching can provide the ongoing, embedded support that is needed to encourage the process of examining practices in order to improve leadership skills. This study aims to extend the work of other scholars to accumulate evidence from a specific state's coaching project and the use of administrative coaching as a means to influence leadership change. The theoretical framework provides the structure for analyzing the components within the statewide

administrative coaching model to identify the perceived effects of administrative coaches have on school leadership skills and to what extent the awareness of the work and impact of the coach extends to other staff members.

Chapter III

Design and Methodology

Introduction

The focus of this concurrent mixed-methods explanatory study (Creswell, 2008; Creswell, Plano Clark, Gutmann, & Hanson, 2003) was on leveraging statewide coaching as a means to develop school leadership for improving school systems in the northwest through the analysis of a rural state's coaching project. A concurrent mixed method study was chosen because the data collection allowed the researcher to collect both quantitative and qualitative data at the same time. Furthermore the qualitative data was used to enhance the quantitative results as noted by Hanson, Creswell, Plano Clark, Petska, and Creswell (2005), making mixed methods more common in today's research. This chapter provides the design and methodology used to collect and analyze the data and limitations found while conducting research on the perceived effects of administrative coaching had on school leadership skills for improving school systems.

After reviewing the literature, it is evident there is an abundance of information surrounding teacher level coaching (Collet, 2012; Elder & Padover, 2011; Fink et al., 2011; Garver, 2010). Nonetheless, a gap exists in the professional literature related to effective statewide administrative coaching models (Chval et al., 2010; Hall & Youens, 2007; Neufeld & Roper, 2002; Obara, 2010). There is an even wider gap in the literature for identifying components from coaching models that have any statistical effect on systems and leadership capacity. This study will contribute to the literature base about the perceived effects of statewide systems that attempt to improve leadership capacity and student outcomes by embedding professional development in the form of administrative coaching.

This study was conducted to investigate the perceived effectiveness of administrative coaching. More specifically, the purpose was to separate and categorize which specific components within the state coaching model are perceived to have the most positive influence on leadership, teaching and embedded professional development practices especially those in rural states. The research questions were as follows:

1. What are the perceptions of administrative coaches' skillset, actions, and perceived impact on leadership?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

This chapter provides a description of the population studied, as well as the variables used.

Research Design

This research study was comprised of qualitative and quantitative data, known as a concurrent mixed methodology. This technique involves data collection using both quantitative and qualitative data approaches in a single study, in which the data are collected simultaneously. An explanatory design was embedded into the concurrent mixed methodology study, defined by Creswell (2008) as the ability to place priority on quantitative data collection and analysis, using the qualitative data to explain the results of the quantitative data, and "involve the integration of the data at one or more stages in the process of research" (Creswell et al., 2003, p. 212). The explanatory design allowed the researcher to pull from the strengths and offset the weaknesses of data within the quantitative and qualitative results (Creswell, 2008). In other words, utilizing the results from both the quantitative and qualitative data enriches the results in ways one form of data does not (Brewer & Hunter, 1989; Hanson, Creswell, Plano Clark, Petska, & Creswell, 2005; Tashakkori & Teddlie, 1998).

The first research question is descriptive, so the hypothesis of this study is broken down into three parts in that it will show coaches, leaders, and other staff members perceived baseline levels of agreement with coaches' skillset, actions and perceived impact on leadership without making any type of comparisons.

The second research question has two hypothesis. The null hypothesis (H_0) is that there is a perceived difference in the effects between coaches and leaders. The alternate hypothesis (H_1) is that there is no perceived difference in the effects between coaches and leaders.

The third research question has two hypotheses. The null hypothesis (H_0) is that other staff members do indicate perception levels with the same extent of agreement about the work of the coach as what the leaders indicate. The alternate hypothesis (H_1) is that other staff members do not indicate perception levels with the same extent of agreement about the work of the coach as what the leaders indicate.

A concurrent mixed-methods study allowed the researcher to generalize results from a sample of a population and gain a deeper understanding of the phenomenon of interest as a design method of inquiry (Greene & Caracelli, 1997; Kelle, 2006), in order to capture more reflection from participants than simple numbers would have provided in collecting perception data about coaching. This method allowed for the collection of Likert scale data to be analyzed in one way, but also the collection of open response data to further explain the results (Creswell, 2008; Klassen, Creswell, Plano Clark, Smith, & Meissner, 2012). The researcher was able to compare the results from both data sets and make some interpretations, which aided in understanding the research questions (Creswell, 2008; Kelle, 2006; Klassen et al., 2012; Marshall & Rossman, 2011).

Site selection. The coaching project began in 2008 and currently continues in 2014. It aims to aid Title I schools and districts in "needs improvement" status (Idaho State Department

of Education, 2013). The term “needs improvement” is defined as failing to meet adequate yearly progress by not meeting the state assessment goals two years in a row and subsequently not meeting goals for at least two consecutive years after initial identifications. In addition, for a school to participate in the project, the district had to be working towards system improvement by also agreeing to participate in the coaching project. Sites selected for this study were purposefully sampled from all available schools that began the program in 2010 or later (i.e., Cohorts 3, 4, and 5). Participants will be described further below.

Coaching Project

The project was designed by the state to assist schools and districts in developing their own internal capacity to sustain school improvement efforts. In year one, eight hours of technical support is provided to each building site by an administrative coach, with the hours of support decreasing each year after. The administrative coaches are primarily retired educators recognized as distinguished educators in their field of study. Each administrative coach is trained by the state through three partnering universities to facilitate the work of school improvement. They work with the building site administrator to create a plan that focuses on the needs and challenges of each individual being served, providing professional develop opportunities, resources, and self-evaluation tools to help build internal capacity (Idaho State Department of Education, 2013a).

Participants

The population of possible schools is defined as schools and districts who have participated in the project for a total of three consecutive years (Underwood, 2013b). Since 2008, there have been five new cohorts (see Table 1). Each cohort was started annually in January through the end of December, and each cohort remained in the project for three consecutive years. Upon Cohort 1 completing year 1 in December 2008, a new cohort (Cohort 2) was selected from applicants in Title I schools in improvement status to begin in 2009. Then at the

completion of 2009, Cohort 1 entered into year three, Cohort 2 entered year two and a new cohort (Cohort 3) was selected to begin in 2010. This pattern of bringing on a new cohort when the previous cohort began year two continued. Cohorts 3, 4, and 5 were selected as a purposeful sample from the coaching project timeline (see Table 1) to participate in the study. In education and in this rural state, staff members are constantly shifting positions due to higher competitive wages from surrounding districts, educational advancements or from the reorganization within a district. In attempt to eliminate these variables, the three cohorts selected were the most recent completed cohorts since the project began in 2008. Prior to a survey being distributed, the researcher sought permission from each of the district sites within the three cohorts. Permission to survey staff members was obtained for 28 out of the possible 62 school sites from Cohorts 3, 4, and 5 (45% of the sites), in 12 school districts. The survey was distributed to the 28 school sites to obtain a sufficient sample size of the larger population (Creswell, 2008).

Table 1

Coaching Project Cohorts Timeline

Calendar Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
2008	Year 1				
2009	Year 2	Year 1			
2010	Year 3	Year 2	Year 1		
2011		Year 3	Year 2	Year 1	
2012			Year 3	Year 2	Year 1
2013				Year 3	Year 2
2014					Year 3

The sample size for this study was approximately 925 educators (K–12 participants) from 28 school sites in this northwest state as noted in the following table, Table 2. This states data report provided a summary of the demographics used in Table 2 for each of the districts and schools from which participants were selected. The researcher used pseudonyms in place of school names in order to provide anonymity for the educational sites and staff members. Table 2 provides information regarding the location and size of each educational site, student enrollment, the number of certified staff members, enrollment count for free and reduced lunches, and the poverty rate for each school, for each cohort year. The free and reduced lunch count refers to the number of students who were enrolled in the free and reduced lunch program, which was used to calculate the educational sites' poverty rate. In order for a school to have qualified for Title I funds, the poverty rate had to be at least 35%, or greater than the district wide poverty rate, which was one of the criteria used to qualify a district and school site to participate in the coaching project (see Table 2).

Table 2

Demographic Summary for Participating Sites

District	School	Location	Students	Teachers	F/R Lunch	Poverty Rate
1	1A	Town: Remote	461	33.0	245	53.1%
	1B	Town: Remote	99	12.0	90	90.9%
2	2A	Rural: Distant	141	11.0	58	41.1%
3	3A	Rural: Remote	54	6.5	29	53.7%
	3B	Rural: Remote	78	8.5	40	51.3%
4	4A	Rural: Fringe	890	53.5	343	50.3%
	4B	Town: Remote	469	33.0	215	59.5%
	4C	Town: Remote	780	35.5	426	69.4%
	4D	Rural: Fringe	89	7.5	82	96.6%
	4E	Rural: Distant	255	14.0	96	52.9%
5	5A	Town: Distant	505	29.0	275	54.5%
6	6A	Town: Remote	764	45.5	535	70.0%
7	7A	City: Small	488	26.0	346	70.9%
	7B	City: Small	491	26.0	366	74.5%
	7C	City: Small	446	25.5	233	52.2%
	7D	City: Small	423	21.0	158	37.4%
	7E	City: Small	705	39.0	566	80.3%
	7F	Rural: Fringe	406	21.0	211	52.0%
	7G	Rural: Fringe	564	27.5	287	50.9%
8	8A	Rural: Distant	341	23.5	260	76.2%
9	9A	Rural: Fringe	255	18.0	132	51.8%
10	10A	Town: Distant	365	21.0	185	50.7%
	10B	Rural: Remote	85	6.0	59	69.4%
11	11A	Rural: Remote	346	20.0	193	55.8%
	11B	Rural: Remote	315	16.0	185	58.7%
12	12A	Town: Remote	714	45.5	510	71.4%
	12B	Town: Remote	136	11.0	107	78.0%
	12C	Town: Remote	49	4.0	unavailable	unavailable

**Note.* F/R = free and reduced.

The total purposeful sample reflected all members of the larger population (Tanner, 2012) in Cohorts 3–5. The Raosoft Survey Software (Raosoft, Inc., 2011) was used as an online tool to calculate the sample size needed to have sufficient numbers for data analysis, by limiting the margin of error to 5% that the results happened by chance (Groves & Lyberg, 2010; Lee, Benoit-Bryan, & Johnson, 2012). This tool has a built-in formula on the dashboard to which it provides the number of survey results needed to be analyzed in order to have a sufficient representation of 95% confidence the results did not happen by chance of the larger population and subpopulations (Lee et al., 2012). A total purposeful sample size from the larger group was identified and represented the population in the coaching project, as prescribed by Creswell (2008). The Raosoft Software recommended a sample size of 272 was needed to give a margin of error, at a 95% confidence level, just under 5%. Table 3 provides disaggregated results for the subgroups in Cohorts 3, 4, and 5. The table provides two columns; the first column represents the total purposeful sample for each subgroup. The second column provides the recommended (by Raosoft Inc., 2011) sample size needed from the larger population for each subgroup. The subgroups were defined by the positions each participant held during the three consecutive years he or she was in the project. The positions were categorized into four groups: (a) administrators, (b) teachers, (c) paraprofessionals and related others, and (d) administrative coaches (see Table 3).

Even though the primary scope of work for administrative coaches is to work with individual administrators in the areas of needs and challenges, the overall purpose behind working with the individual is to help the administrator build capacity. As the individual role of leadership has continued to evolve, in that the idea that leadership is about a group of individuals moving the process forward collectively (Fullan, 2011a; Seashore Louis et al., 2010; Williams, 2009) it was essential to capture the indirect perceived effects from the other subgroups in order

to see how the process of coaching is transferred out to other staff members who do not directly receive the administrative coaching support.

Table 3

Recommended Sample Population

Subgroups	Total Staff in Cohorts 1-3	Recommended Sample size
Administrators	*62	54
Teachers	658	243
Paraprofessionals & Related Others	162	115
Administrative Coaches	43	39
Total (n)	925	272

**Note.* One school site closed.

Vulnerable populations. For this study, there were no minors, as all participants were over the age of 18, nor were there any vulnerable populations. Vulnerable populations are individuals who lack the capacity to provide informed consent or the willingness to participate in a research project and may be unduly influenced by others (U.S. Department of Health and Human Services, 2013). The survey was considered as having minimal risk as defined by the U.S. Department of Health and Human Services (2013) "probability and magnitude of physical or psychological harm that is normally encountered in the daily lives, or in the routine medical, dental, or psychological examination of healthy persons" (45 CFR 46.303[d]). In other words the participation in the survey did not impose any greater physical or mental challenges than the person's routine daily activities, such as a routine visit to the dentist.

Protection of human subjects and approval. Permission and approval from the human subjects review board was obtained before the start of the study (Creswell, 2008), approval number 1037367. The researcher adhered to all ethical standards (Hess-Bieber & Levy, 2006) by respecting the rights of participants, honoring research sites, and reporting the research fully and

honestly (Creswell, 2008; Marshall & Rossman, 2011). In addition, appropriate informed consent was obtained through signed permission letters prior to distributing the survey to all participants within the district and school setting (see Appendix H) and continued until the conclusion of the last survey administered before any data were collected. Each participant voluntarily participated in the survey and his or her anonymity was protected. Each participant was informed in English about the research and the length of the survey before taking the online survey and was given the opportunity to skip any item or withdraw from the survey at any time.

An outside evaluation expert, Murphy Enterprises, was contracted to develop an online version of the researcher's survey. A binding contract was written to ensure the expert subject matter's creation of the online survey was consistent and in compliance with the definition of informed consent regulations found in the Code of Federal Regulations (45CFR 46.117). The outside agency was selected as a means to protect individual anonymity and increase responses, so that respondents would not send surveys back to the researcher, who is a state employee, and would thus feel more comfortable in completing the survey.

All data collected from the outside agency, Murphy Enterprises was kept in SurveyGizmo and were only accessible to Murphy Enterprises using a passcode. The outside agency collected the survey results and compiled the raw data, removing all further identifiers prior to submitting the raw data back to the primary researcher (see Appendix H). All submitted data will be kept for three years, after which the data will be destroyed to remain in compliance with the Code of Federal Regulations (45CFR 46.117).

Role of the Researcher

The researcher's previous work experience in coaching led to further investigation into the selected topic of utilizing external coaches as a means to improve statewide educational systems and the use of a mixed method for this study. A personal focus on coaching began in

2004 when the researcher was asked to step out of the classroom to fulfill the role of reading coach under the Reading First grant program. Over the course of nine years, the coaching position metamorphosed from a reading coach focused on literacy in kindergarten through third grade to an instructional coach focused on teacher instruction. As an instructional coach, the role was to provide support to all grade levels in all academic and behavioral areas throughout the school.

As the economy shifted and the state fell into a recession, the district was faced with a limited budget and was unable to replace coaches who retired or left their positions. This was a turning point as the remaining instructional coaches moved from supporting one school to supporting multiple schools, both elementary and secondary, throughout the district. Each coach stayed one week with a school and then rotated to another school the following week. Though not a perfect model, the model did provide some new insight into coaching. For the first time, the coaches were able to view building practices from a district perspective. This advantage allowed for the opportunity to address larger systemic issues while sharing positive common practices seen across the district.

The scheduling of this coaching model also had limitations. The most crucial drawback to the rotation schedule was the inability to offer differentiated coaching support to schools that needed it. Because of the transitory nature of the schedule, there simply was not time for such coaching to occur. This echoed the findings in Affinito's (2011) and Rush and Young's (2011) research, where both studies found coaches can be stretched too thin, thus limiting coaching support and access to teachers.

It was this experience of supporting multiple schools that led to my invitation to serve at the state level as the Response to Intervention Coordinator. The new role as a state coordinator

revealed a greater need to revisit coaching models as a means to support districts through a statewide system of support that utilized external administrative coaches.

The researcher was a nonparticipant in the study and was not responsible for any of the statewide oversight of the coaching program but took responsibility for identifying participants from districts and schools who had received external coaching support through the coaching project. In addition, perception data were collected, while coding surveys and identifying common themes amongst the participants' responses.

Data Collection

The data collection was used to study the coaching project in terms of perception of how the administrative coaching system succeeded as a means to support K–12 administrators and staff members. Both quantitative and qualitative data were collected in a descriptive statistical manner. Data collection is more than a process of gathering numbers and information for a particular study (Creswell, 2008). It is ensuring that the process for collecting the data is "ethical and it should respect individuals and sites" (Creswell, 2008, p. 179). The data collection for this concurrent, mixed-method study occurred in the fall of 2013 academic year. The primary investigator worked with districts to identify the best week within the fall semester of 2013 to send out the electronic survey. The researcher sought support from the researcher's supervisor before sending out the survey about how to protect the e-mail identity of participants prior to data collection.

The qualitative component of the survey consisted of two open-ended questions that were presented at the conclusion of the survey. The open-ended questions served two purposes: (a) to address any areas the participants felt were excluded and (b) to be able to elaborate on any survey question that made them feel a rating scale did not capture the picture of the work (Creswell, 2008).

Instrument

The investigator's new role at the state department provided access to additional outside resources from the U.S. Department of Special Education. One of those resources was access to a professional development rubric that rated the delivery of professional development used by grantees whose state had been awarded a state professional development grant from the U.S. Department of Special Education. Formal permission from Dr. Jennifer Coffey, project officer from the U.S. Department Office of Special Education (see Appendix H), was given to the researcher to modify the Evidence-based Professional Development Components Rubric to create a 5-point Likert-scale survey instrument in 2013 for the research on utilizing administrative coaching to provide statewide support. Table 4 provides the procedural steps taken in creating and validating the survey instrument used in the study.

Table 4

Survey Process

Steps	Process
1.	Survey Creation
2.	Face Validity by Six Educators
3.	Face Validity by Subject-Matter Expert No. 1
4.	Content Validity Indexing
5.	Face Validity by Subject-Matter Expert No. 2
6.	Survey Distribution

Survey creation. The first step in the survey process was designing the survey instrument. The researcher modified the language in the coaching section of the evidence-based, professional development rubric developed by Dr. Coffey of the U.S. Department of Special

Education. The professional development components and specifications from the rubric were constructed into 27 measurable coaching statements for the administration and building staff survey and 28 measurable coaching statements for the coach survey. Guidelines suggested by Creswell (2008) and Hanne, Ammentorp, Erlandsen, and Ording (2012) were considered in constructing potential statements during the survey development process. The survey instrument was created based upon what research had shown to be evidence-based professional development needed to impact systems (Dunst & Trivette, 2012; Trivette, Dunst, Hamby, & O'Herin, 2009).

Face validity by six educators. The second step of the survey process was conducting face validity of the survey instrument. Face validity refers to the assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous, and clear (Anastasi & Urbina, 2007; Oluwatayo, 2012). The survey instrument was distributed to four content-area expert educators who had received administrative coaching support from the state within the last two years via the coaching project, but were not selected as part of the population sample. The other two content-area expert educators who participated in validating the survey were two state employees, who served on the statewide system of support team for this rural state. All six content-area expert educators were asked to review each survey item and offer any suggestions to the structure and syntax of the statements. Once the suggested corrections were made to the survey document, the written feedback was submitted back to the researcher.

Face validity by Subject-Matter Expert No. 1. During the third step of the survey process, the researcher sought input and support from a subject-matter expert from the northwest Regional Educational Laboratory (REL). The REL expert provided face validity by making suggested revisions over the phone during a Web conference meeting (see Appendix L). REL Northwest is one of ten regional centers funded by the Institute of Education Science and works

in partnership with education stakeholders in the Northwest region of the United States with schools, districts, state department of education, and others. Currently, REL Northwest is working with this rural state's department of education's division team, referred to as the statewide system of support team. Taking part in the face validity process provided information for the current work REL is doing to help build capacity for the state's divisional team. Their partnership with this state and others helps groups use their data and research to improve academic outcomes for students (Regional Education Laboratory Program, 2013).

Content validity indexing. The fourth step in the survey process was to have the six expert educators evaluate the survey items' content validity and the internal consistency reliability. According to Creswell (2008) and others, content validity is the extent to which an instrument adequately samples the research domain of interest when attempting to measure what it is intended to measure (Carmines & Zeller, 1979; Waltz, Strickland, & Lenz, 1991). The purpose of evaluating the survey items' content validity was to review the responses and identify which items should be adjusted and used to create summated scales (Polit, 2010). The use of an item content validity index (I-CVI) is considered favorable according to Polit and Beck (2006) in determining the value of survey items with respect to the research questions. Each content-area expert educator was asked to rate the relevance of each survey items using a 4-point scale system. A "1" indicated not relevant, a "2" indicated somewhat relevant, a "3" indicated quite relevant, and a "4" indicated very relevant (Wynd, Schmidt, & Schaeferl, 2003). Ratings of 1 and 2 are considered not favorable (content invalid), whereas, a rating score of 3 or 4 is considered to be favorable (Lynn, 1986; Polit & Beck, 2006; Waltz & Bausell, 1983; Waltz et al., 1991).

Once the survey was rated by each of the content-area expert educators, the researcher used the content validity index formula CVR = [(E-(N/2))/(N/2)] to identify the statements that scored below .80. Those scoring below .80 were then removed. Conversely, any survey item that

scored .80 or higher remained in the survey (Lynn, 1986; Polit, 2010; Polit & Beck, 2006). The outcomes indicated instrumental content validity at 1.0 for both the administrative coach survey and the administration and staff survey. Both surveys were considered to have excellent content validity, as Lynn suggested that an instrument with a score of 1.0 to .78 falls into this category.

Tables 5 and 6 indicate the I-CVI for the administrative coach survey and administration and building staff survey as determined by the content-area experts through the validation process. A copy of the administration and building staff survey can be found in Appendix D. A copy of the administrative coach survey can be found in Appendix E

Table 5

I-CVI Administrative Coach Survey

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Number in Agreement	I-CVI
1–19	4	4	4	4	4	4	6	1.0
20	4	4	4	4	3	4	6	1.0
21	4	4	4	4	3	4	6	1.0
22	4	4	4	4	3	4	6	1.0
23	4	4	4	4	4	4	6	1.0
24	4	4	4	4	4	4	6	1.0
25	4	4	4	4	4	4	6	1.0
26	4	4	4	4	4	4	6	1.0
27	4	4	4	4	4	4	6	1.0

mean I-CVI = 1.0

Table 6

I-CVI Administration and Building Staff Survey

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Number in Agreement	I-CVI
1	4	4	4	4	4	4	6	1.0
2	3	4	4	4	4	4	6	1.0
3	4	4	4	4	4	4	6	1.0
4	4	4	3	4	4	4	6	1.0
5-9	4	4	4	4	4	4	6	1.0
10-11	4	3	3	4	4	4	6	1.0
12	4	4	4	4	4	4	6	1.0
13	4	3	3	4	4	4	6	1.0
14	4	4	3	4	4	4	6	1.0
15	4	4	4	4	4	4	6	1.0
16	4	3	4	4	4	4	6	1.0
17-18	4	4	4	4	4	4	6	1.0
19	4	3	3	3	4	4	6	1.0
20-2	4	4	4	4	3	4	6	1.0
23	4	4	3	3	4	4	6	1.0
24-25	4	4	4	3	3	4	6	1.0
26-27	4	4	4	4	4	4	6	1.0

mean I-CVI = 1.0

The second step was to measure the research instrument's internal consistency reliability. Internal consistency reliability refers to an instrument's item scores, to which they are reliable and accurate among themselves and with the overall instrument (Croasmun & Ostrom, 2011). One type of test that can be used to analyze instrument internal consistency reliability is the Cronbach's alpha coefficient (Croasmun & Ostrom, 2011; Gliem & Gliem, 2003). The overall internal consistency reliability on the Cronbach's alpha was an overall score of 0.98.

Face validity by Subject-Matter Expert No. 2. Once the paper version of the survey instrument was deemed valid and reliable, the researcher again sought input and support from another subject-matter expert. This time the subject-matter expert was an independent external evaluator, owner of Murphy Enterprises. The expert's field experience extends from being the current director for the University of Idaho, Center on Disabilities and Human Development to being the program evaluator for centers like the National Information Reporting System, and an external evaluator for State Personnel Development Grants from the U.S. Department of Special Education. The owner's (Murphy Enterprise) experience has led to the ability to contract privately. Murphy Enterprises was contracted as an independent, external evaluator to assist in data collection for the dissertation research (see Appendix N). The contractor developed an online version of the researcher's survey, a 5-point Likert-scale survey instrument, constructed of 27 item statements for the administration–building staff and the coach's survey. In the creation of the online survey, the external evaluator provided face validity to the online survey, making sure the survey still measured the intended target variable (Anastasi, 1988; Marshall & Rossman, 2011) in order to create a reliable survey measure.

Survey distribution. The online version of the researcher's survey was consistent with informed consent regulations and was distributed through a secure web-based platform, using the

software program called SurveyGizmo, version 2013.10.25. The SurveyGizmo (2013) company was founded in 2006 and is currently based in Boulder, Colorado.

To identify the perceived key areas influencing leadership, the survey instrument was distributed in the fall of 2013 to educational staff members whose administration participated in the coaching project for three or more consecutive years. Administrators, building staff, and administrative coaches' perspectives on the most important coaching behaviors associated with impacting leadership were solicited through the survey. Following the item statements, two open-ended questions were asked. The two open-ended questions allowed participants to identify any additional key areas related to the use of administrative coaches in building leadership skills and any other area that may have been omitted, but thought to be important.

The survey also gathered demographic information about the participants. The demographic data that was collected identified the respondents number of years in education, current position, highest degree held, grade levels taught and the number of years they had been in the building while the administration received coaching support from the coaching project.

An e-mail containing a direct link to the survey was sent to all participants, allowing them to access the survey from their own e-mail account. Prior to taking part in the full survey, participants were prompted to voluntarily provide consent as a way to designate interest in continuing with the survey. The directions further explained that all answers and identities would remain anonymous. The participants were also instructed that all survey items were voluntary, and if at any time they felt uncomfortable and did not want to answer a survey item or any of the other remaining questions, they could skip ahead or leave the survey immediately (see Appendix A).

In an attempt to yield additional responses, a gift card drawing was conducted as an incentive and in appreciation for taking the survey (Appendix M). In addition to the gift card

giveaway as a method to increase survey responses, an advanced notification conducted through e-mail was followed by a phone call to participating districts and schools. A copy of the survey script is found in (Appendix K)**.** In the past, a low response rate was seen as an indicator for low survey accuracy and quality of the survey being administered (Aday, 1996; Babbie, 1990). Additional studies have been conducted on response rates and have found that low response rates are not ideal, but it does not automatically skew survey results beyond intolerable limits (Zhou & Pinkleton, 2012). In fact, Visser, Krosnick, Marquette, and Curtin's (1996) study reported that response rates near 20% yielded more accurate measurements than the response rates between 60% and 70% when respondents initially refused to cooperate in taking a survey, but after more than four repeated attempts finally agreed to take the survey, thus supporting similar findings suggesting that a nonresponse error can still yield robust results (Curtin, Presser, & Singer 2000; Groves, 2006; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Keeter, Miller, Kohut, Groves, & Presser, 2000). In an attempt to yield additional responses, and learn from the current research findings of not more than four attempts, a gift card drawing was conducted as an incentive and in appreciation for taking the survey. In addition to the gift card giveaway as a method to increase survey responses, an advanced notification conducted through e-mail was followed by a phone call to participating districts and schools.

Once the survey link closed, the subject-matter expert compiled the raw data and removed all personal identifiers prior to submitting the raw data back to the primary research investigator. The researcher received the results through SurveyGizmo and an Excel spreadsheet. SurveyGizmo's privacy policy forbids the use of or trading of any collected customer information. The company is certified under both the Health Insurance Portability and Accountability Act and Safe Harbor Programs and keeps all data in secure, password-protected accounts that only account holders are able to access (SurveyGizmo, 2013). No findings from the

survey were associated to any one participant. In addition, SurveyGizmo's privacy policy made sure that there was no association between the results and participants who took the survey. A sample of the survey can be found in Appendices A–E. The design of the study aimed to find if there was a comparison between the quality of coaching support administrative personnel received and how it related to changing their leadership skills.

The researcher entered results into the Statistical Package for the Social Sciences (SPSS) program and conducted a statistical analysis. A comparison was made between different respondents regarding their perceptions about the types of coaching support the administrative personnel received and its effects on leadership skills. The descriptive data provided the perceived effects of administrative coaching had on leadership skills for change, especially those in this rural state. The survey also provided results to the three research questions:

1. What are the perceptions of administrative coaches' skillset, actions and perceived impact on leadership?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

Determinations were made using quantitative results from the 5-point Likert survey and responses to the open-ended questions on the survey.

Analytical Methods

Explanatory descriptive statistics were used as the primary analysis technique in this study. The primary purpose was to explain the patterns and any relationships related to the research questions (Marshall & Rossman, 2011). This study incorporated an electronic survey broken into three sections. The first section contained eight demographic questions for the administration and building staff and nine demographic questions for administrative coaches.

The second section of the survey contained 27 Likert-type items. The final section of the survey concluded with two open-ended questions.

The researcher used the Mann–Whitney *U* test to help populate the different scales for the quantitative portion of the survey. As noted before, the Mann–Whitney *U* test is a nonparametric test used for ordinal scale data when there are two independent groups of unequal sizes with a dependent scale variable (Conover, 1999; Keselman, Cribbie, & Zumbo, 1997; Keselman, Wilcox, Othman, & Fradette, 2002; Tanner, 2012).

This statistical test was the suitable measure due to meeting the four assumptions: (a) dependent variables were ordinal, (b) independent variables consisted of two categorical independent groups, (c) there was independence of observations (different participants in each group), and (d) the distribution of scores for both groups in the independent variables had the same or different shape in which the researcher looked at the difference in the medians of both groups (Laerd Statistics, 2013). The large sample size was split into four different subgroups:

1. Administrators
2. Teachers
3. Administrative coaches
4. Paraprofessionals and related others

Furthermore, the Mann–Whitney *U* test was employed to analyze the results of the surveys at $p = .05$, comparing the results from the different subgroups. This nonparametric measure combines and ranks the data into two different groups and calculates the statistical difference between the sums of the ranks between the two groups (Conover, 1999; Tanner, 2012).

Using the Mann–Whitney *U* test provided insight into the implications for maintaining and using administrative coaches as a means to improve system change for districts and schools across rural and urban districts.

The qualitative component of the survey was two open-ended questions that provided opportunities for all subgroups to use text to describe their ordinal responses. Allowing respondents to expand through text provided additional data for the researcher to investigate that might have not otherwise been explored using only quantitative methods (Jansen, 2010). Content textual analysis was the procedure used in analyzing the qualitative data. Content textual analysis evolved from content analysis, which was originally developed as a quantitative method used in sociology and mass communication (Cohen & Crabtree, 2006; Marshall & Rossman, 2011) for counting how often text was used in written form (Berelson, 1952; Krippendorff, 1980; Marshall & Rossman, 2011). Over time, this type of coding evolved into content textual analysis moving beyond word counting to analyzing the meaning and relationships about the word or concepts being used (Busch et al., 2005).

The researcher used a three step coding process for conducting the content textual analysis, as described by qualitative research experts (Creswell, 2005; Johnson & Christensen 2008; Marshall & Rossman, 2011).

1. The first step was exploratory in which the researcher read through all the open-ended responses to acquire a feel for themes that were recurring.
2. The second step was open coding; the researcher identified key words, phrases, and sentences that allowed for inferences to be made about their meanings in order to categorize them into themes.
3. The final step in the process was axial coding. This process grouped emerging categories and themes together by identifying the relationships between the two

categories. Categories and themes were grouped together based upon the number of times a word or related phrase was used, and described according to the research question addressed.

Limitations

Creswell (2008) acknowledges the importance of reporting the limitations, or delimitations of a study (Woolcott, 2009). A number of assumptions and delimitations are made in this study. First, participants who volunteered to take part in this study were presumed to answer the survey questions to the best of their ability in a truthful manner.

The second limiting factor focused on participant participation. Obtaining the permission letters started last spring and carried into the fall, resulting in 28 out of 62 school sites willing to participate in the survey. Being constrained to28 school sites decreased the number of individuals available to take the survey in the different subgroups.

The third limiting factor was addressing sample size, though there were 341 respondents willing to take the survey, not every respondent met the criteria of being in the project for three consecutive years, leaving only 209 respondents who met criteria were able to take the survey. Some of the unexpected variables were retirements with no forwarding e-mail addresses. Others were due to reorganization of administration if buildings were unable to meet annual yearly progress or staff members leaving to seek other employment, which was a common factor in several of the small rural schools who compete with larger surrounding districts who provide a lucrative salary.

Lastly, issues related to race, gender, educational level, and ethnicity may have impacted the results of this study. Although participants in the study were educators or retired educators who came from different educational backgrounds it was assumed that common themes would emerge in their experience of participating in the Building Capacity Project.

Chapter IV

Results

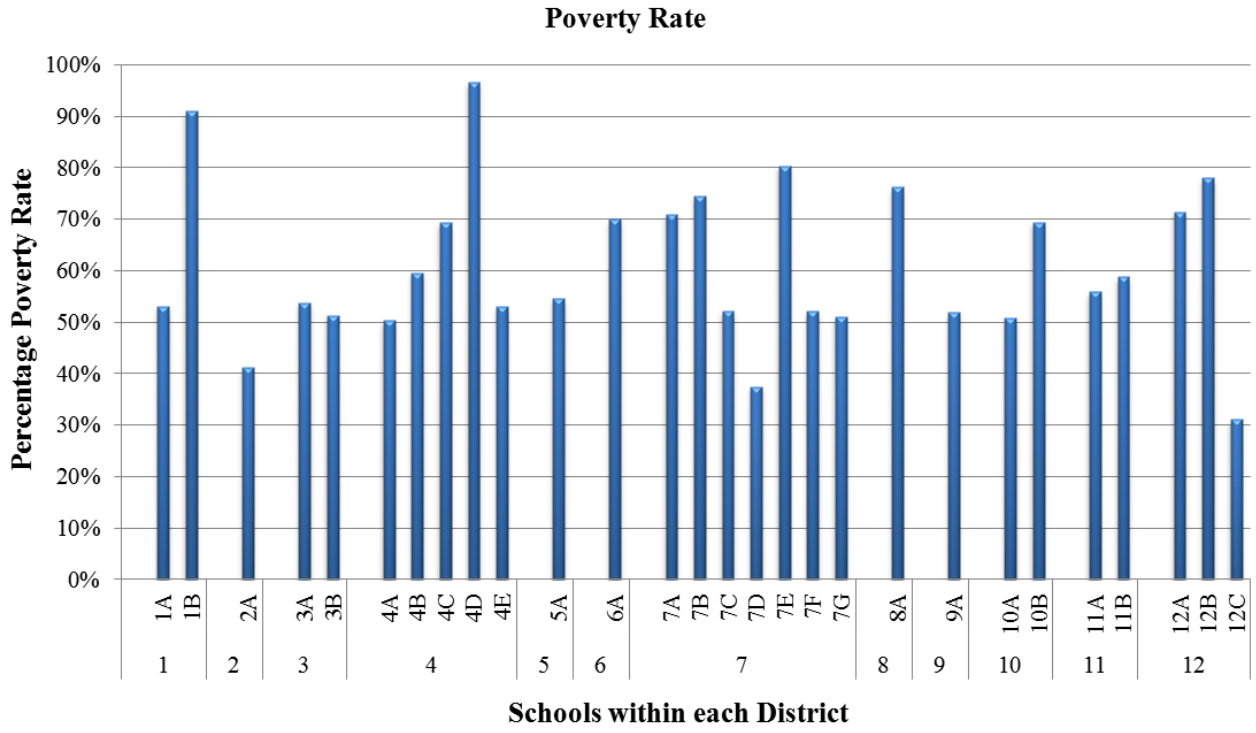
Introduction

The purpose of this study was to investigate the perception coaching has on making positive changes in leadership skills, more specifically through a rural state's coaching project. This chapter reports the findings from this concurrent mixed methodology. The mixed method includes: basic descriptive statistics of the percentage of respondents that agree or strongly agree on data collected through a 5-point Likert-scale survey, Mann Whitney *U* test of the Likert-scale data to examine comparisons between subgroups, and embedded explanatory data from two open-ended questions, capturing the perceptions from the administrators, administrative coaches, K–12 teachers, and related other staff members throughout 28 schools in 12 different districts regarding the perceived effects administrative coaches had on leadership in a northwest rural state over the last three years.

The profile of the 12 district sites were compiled from information obtained from the state website and the coaching project. As noted in Chapter III, the 12 district sites were selected from all districts participating in the program based on predetermined criterion of having a staff member in the building or district who received administrative coaching support for three consecutive years as part of Cohort 3, 4, or 5 of the program. Each of the district and school sites that participated in the coaching project were also identified as Title I in "needs improvement" status for not making adequate yearly progress on this state's accountability assessment. Figure 2 provides the poverty rate for each of the 28 participating schools, grouped by the 12 districts.

Figure 2

Poverty Rate



Research questions. To investigate the perceived effects a statewide coaching model could have on professional development practices statewide, especially those in this rural state, both quantitative and qualitative data were collected from the survey. The findings helped answer the following research questions:

1. What are the perceptions of administrative coaches' skillset, actions and perceived impact on leadership?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

Cronbach's alpha coefficient. An internal consistency reliability check was conducted on both the administrative coaches and teacher–administrator surveys using Cronbach's alpha

coefficient measure. This test was used to look at the internal consistency by looking at the variability of both the individual items and composite scores (Polit, 2010; Tanner, 2012). According to the research, coefficients between 0.70 and 0.75 are considered adequate, 0.80 and 0.85 are considered good, but coefficients ranging from 0.90 and higher are considered excellent, as they are a better indicator of the instrument's success in hypothesis testing, thus lowering the risk of Type II errors (George & Mallery, 2003; Polit, 2010; Tanner, 2012).

The following Cronbach's alpha table (see Table 7) provides the coefficient results for each of the following educational subgroups:

- Administrative coaches
- Administrators
- Teachers
- Paraprofessionals and related others

The Cronbach's alpha coefficient reliability statistics for each subgroup resulted in scores ranging from 0.94 to 0.98. These scores were well above the accepted coefficient of 0.80, which indicated a lower risk of Type II errors, resulting in great internal consistency and reliability for the survey.

Table 7

Cronbach's alpha

Groups	Cronbach's alpha	*Survey Items*
Administrative Coaches	.94	27
Administrators	.95	27
Teachers	.97	27
Paraprofessionals and Related Others	.97	27

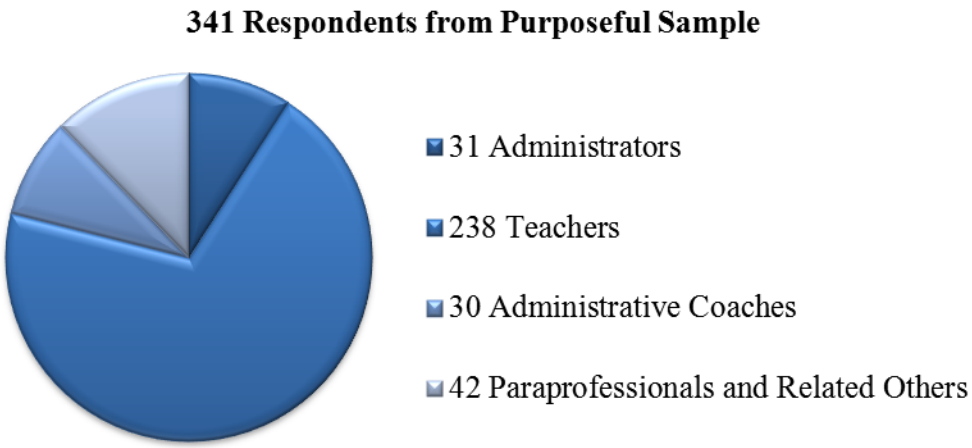
Source: SPSS (2014).

Purposeful Response Sample. The survey instrument used in this study to answer the research questions was adapted from the U.S. Department of Special Education's (2013) evidence-based, professional development rubric by creating a scale survey with 27statements each for administrators, building staff, and administrative coaches using a 5-point scale rating followed by two open-ended questions.

Murphy Enterprises, a contracted partner, worked closely with the researcher and invited 915 educators to participate in taking the State's Administrative Coaching Survey through an electronic database called SurveyGizmo (2013). Murphy Enterprises' used the database to send e-mails and collect survey results. The survey was distributed to a purposeful sample in the fall of 2013 to K–12, educational staff members and administrative coaches from the 12 selected districts in Cohorts 3, 4, and 5 who had participated in the coaching project and who had granted permission for the researcher to conduct the study (Figure 2). The survey launched on October 25, 2013 and was scheduled to close two weeks later on November 8, 2014. However, the window for the survey was extended through November 27, 2013 in order to increase response rates. A total of 341 participants responded to the survey. A breakdown of the subgroups from the respondents is captured in Figure 3.

Figure 3

Number of Total Respondents



The aggregated number of participants who completed the survey is illustrated in Table 8. From the 341 respondents, only 209 participants met the criterion of being employed at the participating district or school site in which the administration received administrative coaching support from the coaching project for three or more consecutive years. The ratio of included responses for administrators was 33.8%, teachers 21.0%, administrative coaches 62.8%, and paraprofessionals and related others 14.2%, just slightly under the recommended amount from the on-line sample size calculator (Raosoft, Inc., 2011) used to calculate the sample size needed in order to limit the margin of error to 5%. An overall total percentage of included responses for the entire survey distribution for all subgroups was 22.6% (see Table 8). While this proportion of included responses is lower than desired, Visser, Krosnick, Marquette, and Curtin (1996) suggest that response rates near 20% still yield an accurate representation of participant perceptions.

Table 8

Purposeful Sample: Respondents Who Met Criterion of 3 Years

Subgroups	Total Staff in Cohorts 1-3	Recommended Sample Size	Total Respondents	Purposeful Sample (#)	Purposeful Sample (%)
Administrators	*62	54	31	21	33.8%
Teachers	658	243	238	138	21.0%
Paraprofessionals & Related Others	162	115	42	23	14.2%
Administrative Coaches	43	39	30	27	62.8%
Total (n)	925	451	341	209	22.6%

**Note.* One school site closed.

As noted in Chapter III, an attempt to yield additional responses through the use of advanced reminders (e-mail and phone call reminders), in addition to the gift card incentive, yielded 129 more responders, supporting the research that offering material item incentives to respondents increases the survey response rate (Singer, Van Hoewyk, Gebler, Raghunathan, & McGonagle, 1999; Singer, Van Hoewyk, & Maher, 2000; Yu & Cooper, 1983).

The survey consisted of 27 statements that evaluated the respondents' perceptions focused on the coaching project use of administrative coaches in providing professional development support for district and school leadership. Participants were able to select the following choices on the Likert-scale:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The number of responses and selected answers by group participants are depicted for all responses in Appendicies P-S. All percentages were calculated using the number of completed responses by participants in the purposeful sample. If a respondent answered *agree* or *strongly agree*, then the respondent perceived the statement was a skillset of the coach, was an action administrative coaches utilized, or that the work of the coach was perceived to impact leadership change. In contrast, if the participant marked the answer *strongly disagree* or *disagree*, then the perception from the respondents was they did not see the statement as a skillset, action, or perceived impact of the administrative coaches. However, if a respondent answered neutral it provided an indication the participant had no opinion to offer or they saw no evidence of the skillset or action being used to impact leadership change. The same categorization was used for all surveys items. Data were coded so that Strongly Agree was equal to five (5), Agree equal to four (4), Neutral equal to three (3), Disagree equal to two (2), and Strongly Disagree was equal to one (1). When median scores were analyzed for central tendency, any median score greater than three (3) indicated that the majority of respondents had positive levels of agreement with the survey item.

Findings

Question 1: What are the perceived effects that administrative coaches have on school leaders?

While there were differences between various groups in terms of the perceptions that they had of the skills, actions, and perceived effects of the administrative coach, the majority of respondents answered positively (agree or strongly agree) to questions on the survey. Combined responses for levels of agreement with each survey item are provided in Table 9. The majority of administrators perceived that coaches had the skillset, conducted the actions, and had positive perceived impacts on all the items surveyed (responses ranged from 73% to 100% agreement).

Similarly, the majority of administrative coaches had strong levels of agreement with all items (responses ranged from 67% to 100% agreement). Fewer teachers (positive responses ranged from 35% to 74%) demonstrated agreement with the items, but few teachers responded negatively; with the majority of those who did not indicate agreement choosing to mark a neutral response. Fewer responses of paraprofessionals and related others were in clear agreement (positive responses ranged from 32% to 82%). However, similar to teachers, paraprofessionals and related others marked a neutral response more often than a negative response.

Table 9

Combined Positive Responses (Percent Agree/Strongly Agree) for All Survey Items

Survey Items (Administrative Coach items in parentheses)	Admin.	Teachers	Paras & Others	Coaches
1. The administrative coach made me feel supported. (1. I supported the district and building staff.)	100%	52%	52%	93%
2. I had a trusting relationship with the administrative coach. (2. I built trusting relationships with the district and school staff.)	96%	50%	45%	100%
3. The administrative coach had strong communication skills. (3. During my time as an administrative coach I posed strong communication skills.)	96%	60%	44%	100%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc. (4. I was familiar with typical district and classroom structures, operations, policies etc.)	100%	65%	61%	100%
5. The administrative coach worked collaboratively with educators to assess district and school needs. (5. I worked collaboratively with educators to assess district and school needs.)	96%	66%	64%	100%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached. (6. I used multiple sources of information to provide effective feedback to those being coached.)	95%	53%	57%	96%
7. The administrative coach stayed current with new media technology. (7. During my time as an administrative coach, I stayed current about new media technology.)	82%	45%	70%	89%
8. The administrative coach was knowledgeable about current educational practices and educational reform. (8. During my time as an administrative coach, I stayed current about educational practices and school reform.)	100%	74%	78%	100%

Survey Items (Administrative Coach items in parentheses)	Admin.	Teachers	Paras & Others	Coaches
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum. (9. During my time as an administrative coach, I stayed current about evidence-based instructional practices, state standards and curriculum.)	100%	71%	74%	96%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits. (10. Using feedback from site visits, I facilitated action planning for district, schools, and/or personnel.)	95%	57%	57%	100%
11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data. (11. I helped staff make decisions at all education levels by supporting the work with current research and data.)	95%	53%	61%	100%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions. (12. I was able to apply my knowledge about assessment in literacy skills in order to support staff in data-making decisions.)	95%	46%	55%	89%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions. (13. I was able to apply my knowledge about assessment in mathematical skills in order to support staff in data-making decisions.)	82%	35%	39%	67%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions. (14. I was able to apply my knowledge about assessment in writing skills in order to support staff in data-making decisions.)	91%	41%	41%	93%

Survey Items (Administrative Coach items in parentheses)	Admin.	Teachers	Paras & Others	Coaches
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions. (15. I was able to apply my knowledge about assessment in overall content areas in order to support staff in data-asking decisions.)	100%	49%	55%	93%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data. (16. I was able to apply my knowledge about goal setting, using formative and summative data to support school staff members.)	95%	71%	82%	100%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work. (17. I used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.)	91%	46%	64%	100%
18. The administrative coach set clear expectations when providing professional development for building staff. (18. I set clear expectations when providing professional development for building staff.)	86%	46%	46%	85%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team). (19. I met weekly, biweekly, monthly or quarterly with school leadership team(s).)	91%	49%	46%	100%
20. The administrative coach made a difference in the district. (20. I made a difference in the district(s).)	82%	55%	32%	100%
21. The administrative coach made a difference in the school. (21. I made a difference in the school(s).)	91%	40%	50%	93%

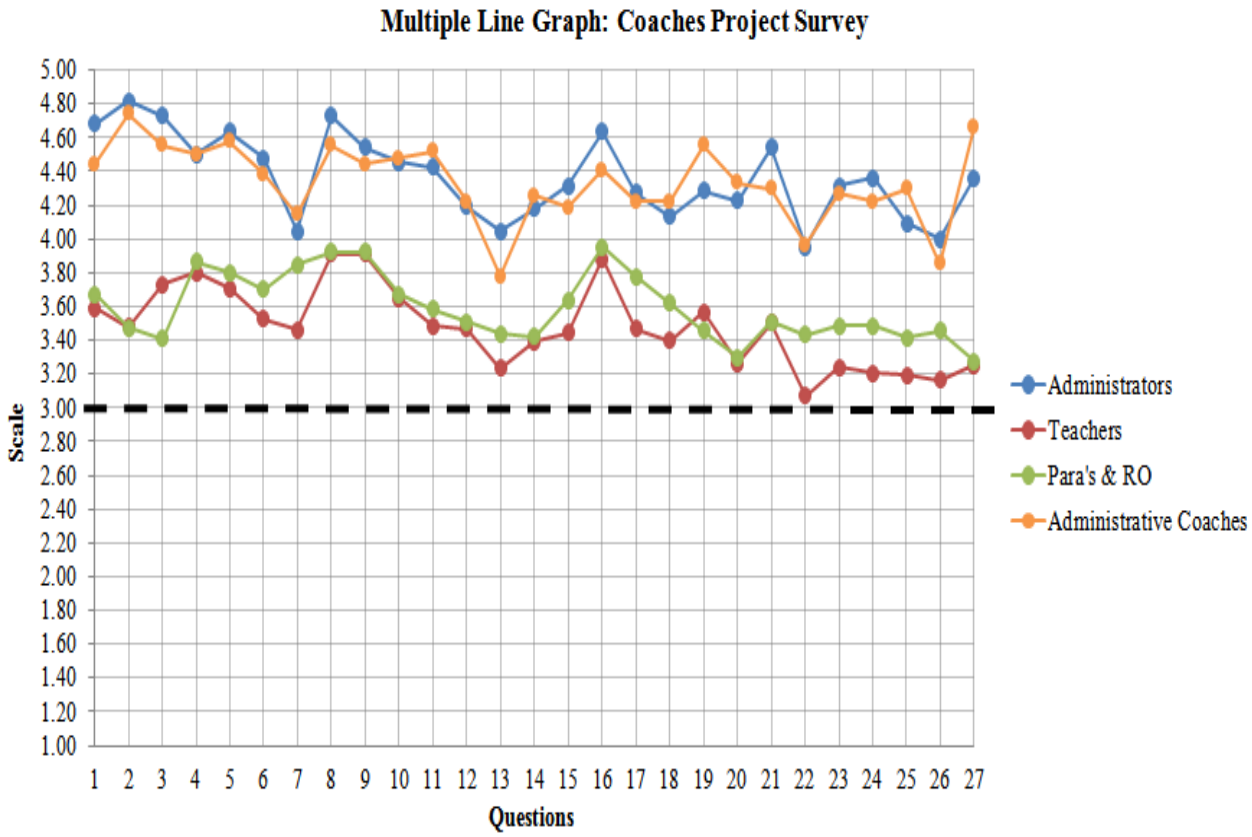
Survey Items (Administrative Coach items in parentheses)	Admin.	Teachers	Paras & Others	Coaches
22. The administrative coach made a difference in teacher classrooms. (22. I made a difference in the teacher classroom(s).)	73%	54%	36%	74%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness. (23. I impacted the building leadership skills, which led to improved teacher effectiveness.)	96%	37%	50%	92%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes. (24. I impacted the building leadership skills, which led to improved student outcomes.)	96%	45%	55%	89%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills. (25. I impacted the district leadership skills, which led to improved building leadership skills.)	82%	38%	48%	93%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness. (26. I impacted the teacher which led to improved teacher effectiveness.)	82%	38%	46%	70%
27. State funding should be used to continue supporting districts with administrative coaches. (27. State funding should be used to continue supporting districts with administrative coaches.)	82%	40%	41%	100%

In all cases, the median response among participants was greater than three (3) which indicates that, even while teachers and the group of paraprofessionals and related others had less positive levels of agreement, all subgroups had more favorable perceptions of the coaches' skillset, actions, and perceived impacts on leadership than negative. This can be seen in Figure 4, where the central tendency of responses falls above three for every survey item and for every

subgroup. These favorable findings are also supported by the primary themes that emerged in the open-ended responses as well, which will be described below.

Figure 4

Multiline Graph: Four Subgroups



Two open-ended questions followed the Likert-scale items of the survey and were used to further explanatory description. Participants were prompted to voluntarily respond to each question. The first open-ended survey question sought to answer what the perceived effects administrative coaches had on school leaders by collecting descriptive information on the respondents' perceived levels of agreement regarding the coaches' skillset and actions taking place in the building to support school leadership. Whereas the second question provided additional information participants wanted to elaborate on that was not addressed in the survey

or to further expand on one or more of the survey items. The results from these findings are found in (Appendices BB-CC) and are addressed in parts in the other two research questions.

The total theme responses to survey question can be found in Appendices (BB-CC). The following table displays are the most addressed themed responses by the collective whole. The seven common themes were identified through the axial coding process. As can be seen in the table, respondents from each subgroup took the time to add additional, optional responses that indicated they found the administrative coach to be a positive support in areas such as working with leadership teams, helping to set common goals, and developing collaboration practices. The number provides the count for how many times the themes of words were used in each subgroup's responses (Table 10).

Table 10

Total Themed Reponses: Support

Theme Responses	Teachers	Admin. Coaches	Admin.	Paras & RO
Provided support in areas of need	12	9	6	2
Worked with leadership teams	11	2	1	
Helped set common goals, smart goals	8	6	3	1
Helped with action planning and process	7	6	4	1
Helped build a system of collaboration	7	5	2	
Helped administration create leadership teams	4	6	1	1
Provided support in data analysis	3	8	2	1
Added knowledge and skills of best practices	5	5	2	1

**Note*. Paras & RO=Paraprofessionals and Related Others.

From the theme responses, all eight themes were then categorized into three larger themes: (a) support of need, (b) support of process, and (c) support of action.

Support of need. All four subgroups reported one area of action they perceived as being evidenced by the administrative coach in supporting leadership. These actions were providing *support to areas of need* that were particularly poignant or timely to the respondent. An administrator noted on the survey, "The administrative coach provided *support [emphasis added]t*o an already overworked principal." A second administrator made the comment, "Our administrative coach provided guidance, information, support and communication to our Title Program that allowed our school to move from not meeting adequate yearly progress in reading and math to meeting both on a regular basis." One teacher commented,

> Because our admin was new in the middle of the year before our administrative coach started, she needed lots of support and guidance to rebuild our broken and dysfunctional staff. Our administrative coach has done a fantastic job of truly evaluating the needs and growth in our school and continues to provide support and builds from there.

Another teacher stated, "The administrative coach gives us the support our school needed." A different teacher responded, "Our administrative coach is very supportive of teacher needs and works with administration to meet those needs."

Adding to the educational staff comments, administrative coaches also reflected upon the idea of all-around targeted support. One coach shared that they used "a continuum of support when working with the district leadership and school leadership." Another administrative coach categorized the support being provided to teams: "If there were nonnegotiable initiatives at hand, I would use directive support and always use collaborative support when technical assistance was not needed in the district or school initiatives." A different coach commented, "My role as an administrative coach was a support function of coaching, collaborating, and consulting. I was the 'guide on the side' to the school's leadership team." In one final comment,

one coach responded, “Once the trust developed, it was a nonthreatening source of support for new administrators.”

These multiple comments support the high levels of agreement on the various Likert-scale questions that asked about the activities in which the administrative coach engaged that addressed the specific needs of the school. For example, Question 5 measured level of agreement to the phrase: the administrative coach worked collaboratively with educators to assess district and school needs. The vast majority of administrators agreed (96%) that the coaches did indeed assess needs, and teachers (66%) and paraprofessionals and related others (64%) had some of the highest levels of agreement with this statement. Therefore, the open-ended responses confirm and clarify the Likert-scale questions.

Support of process. Another area perceived to be evident in the actions displayed by the administrative coaches to support school leadership was support of process. In other words, coaches helped schools to instill processes within the school that were viewed as helpful to the respondents. Several administrative coaches stated they helped support the principals as they would, to “build a leadership team” and with others, “We support the principal helping them improve the functioning of the leadership team by establishing norms, utilizing protocols and making better use of meeting times.” An administrator noted, “The administrative coach helped to support my work in strengthening the process of building leadership teams.” Another administrator indicated that, “the administrative coach impacted my leadership practice, which transferred to the building leadership team and school.” Adding to this sentiment, a third administrator articulated a similar view and shared, “the administrative coach supported me by giving me feedback on my leadership techniques...to help me better organize the leadership team’s needs to develop and implement solutions.” A teacher mirrored this view and expressed the following in the survey: “We had a leadership committee that had little to do with the actual

decision making or goal setting, but that changed with the coach. We continue to have an active leadership committee." Finally, this perceived support of process was even mirrored by a member from the paraprofessional and related other group who noted, "The administrative coach assisted in the development of our school leadership team."

All four groups shared how the administrative coach helped support leadership teams through the process of creating SMART Goals and work in the WISE Tool. One teacher indicated on the survey, "The administrative coach assisted us in creating SMART goals for our school based on assessment information." To illustrate this further, an administrator stated, "The administrative coach has been invaluable in helping us develop and implement our school improvement plan in the WISE Tool." Affirming the teacher and the administrators feedback on the survey, an administrative coach stated, "I provide support in helping leadership teams through the process of working in the WISE Tool, using and implementing the WISE planning tool."

The open-ended comments clarified and confirmed the high levels of agreement in the Likert-scale questions. For example, Question 10 asked: "The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits." The large majority of administrators (95%) and coaches (100%) agreed this occurred, along with a majority of teachers (57%) and the group of paraprofessionals and related others (56%). Such facilitation of teaming processes was confirmed in the open-ended responses as a positive change.

Support of action. Lastly, the final area analyzed from the total theme responses perceived to be evident in the actions displayed by the administrative coaches, is support of action. Many administrative coaches referenced part of their role as a coach, as being to help leaders, in the words of one coach, "create a sense of urgency to effect change by helping the

leader put the work into motion." Another coach described it similarly by saying, "it's the action of actually using of the district and building leadership teams that strengthen teacher effectiveness to create change." Another coach implied the support of action happens through a series of four steps.

- "Putting a focus on the school improvement process,
- Learning to become skilled facilitators of the work with data carousels,
- Acquiring the skillset to conduct walkthroughs, and
- Becoming skilled at planning and running collaborative meetings."

School staff added to the idea of the four steps. For example, one new principal shared:

> It was imperative that I had someone to brainstorm, problem-solve and help me created an action plan, to complete the work. Working with an administrative coach increased my personal accountability, by having someone to share and discuss goals, which would monitor the implementation of these things with me.

Additionally, a teacher shared the administrative coach "gave new ideas and perspective to support the action of the work getting accomplished."

As before, these open-ended responses add depth to the Likert-scale responses by showing that the levels of agreement on various items about the actions the coach took were perceived to impact the actions of the school. For example: Question 15 asked: "The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions." All administrators (100%) and the vast majority of coaches (93%) agreed this occurred. As an additional example, Question 23 asked: "The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness." The majority of administrators (96%) and coaches (89%) agreed the coaches'

actions had indeed supported improved leadership and teacher actions within the school, which is verified by the open responses.

Question 2: Do the perceptions of school leaders differ from that of the administrative coaches?

Using the statistical software IBM SPSS, 20.0 (SPSS, 2014), the researcher used the Mann–Whitney *U* test was conducted to evaluate the statistical significant difference between the perception data amongst administrators and administrative coaches in order to determine if there were any statistically significant differences ($p < .05$) between subgroup responses on each survey item. The research results showed no significant differences could be found ($p > .05$ for all 27 items) between administrators to administrative coaches, thus rejecting the null hypothesis and accepting the alternative hypothesis that school leaders' perceptions were equally as positive as that of the administrative coaches. For specific p-values for each survey item, see Table 11.

Table 11

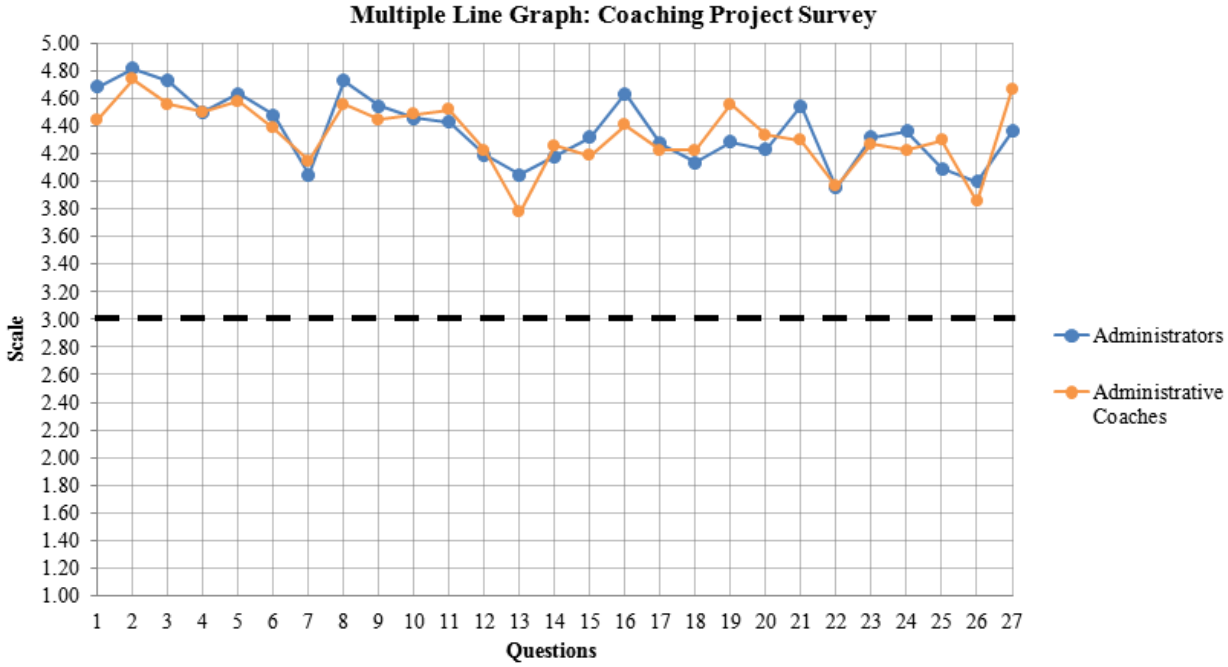
Mann–Whitney U Test: Administrators to Administrative Coaches

Items	Mann–Whitney *U*	*p* value
1	285.50	.778
2	642.00	.343
3	238.50	.156
4	286.00	1.00
5	261.50	.548
6	248.00	.545
7	283.50	.758
8	246.00	.220
9	273.00	.581
10	295.50	.973
11	271.50	.770
12	271.50	.770
13	241.00	.212
14	277.00	.641
15	264.50	.425
16	223.50	.090
17	282.00	.729
18	274.50	.616
19	235.50	.258
20	283.50	.759
21	227.00	.117
22	295.00	.965
23	275.50	.803
24	264.00	.453
25	250.00	.290
26	261.00	.411
27	234.00	.144

To analyze the data further, there was a need to explore all the response rates together submitted by the administrative coaches and administrators to compare the distance between each median score in order to analyze the peaks and valley trends of the data. The constant was set to reflect the survey scale, at 1.0 to 5.0 for each of the 27 Likert items (Figure 5). A line was applied to the graph at 3.0 to reveal the division between what would be considered positive responses (i.e., medians greater than 3.0) and negative responses (i.e., medians less than 3.0). By applying a line graph to the medians for each subgroup, this line further allowed the researcher to easily explore common data points that were positive (agree or strongly agree) from those that were negative (disagree or strongly disagree). The peaks and valleys line plot of the administrators' median responses closely mirrored the peaks and valleys of the coaches'. From visual inspection, this supports the findings from both the Mann Whitney *U* test and the qualitative findings of the two open-ended questions; there were no perceptual differences between administrative coaches and administrators.

Figure 5

Multiline Graph: Administrative Coaches and Administrators



Question 3: To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

The researcher once again performed a Mann–Whitney *U* test in order to further explore if there was a statistically significant difference of ($p < .05$) between the administrators and teacher perception levels of agreement about the work the coaches provided for each building leader. A significant difference was found ($p < .000$) between the perceptions of administrators and teachers on all 27 survey items, thus accepting the null hypothesis: teachers did not have the same view of administrative coaches' skills, actions, and perceived impacts as were held by administrators. The Mann–Whitney *U* test results for the comparison between administrators and teachers for all questions 1-27 are shown in Table 12.

Table 12

Mann–Whitney U Test: Administrators and Teachers

Items	Mann–Whitney *U*	p value
1	530.50	0.000
2	405.00	0.000
3	640.00	0.000
4	841.50	0.000
5	666.00	0.000
6	616.00	0.000
7	912.00	0.000
8	683.00	0.000
9	891.00	0.000
10	752.50	0.000
11	599.50	0.000
12	734.00	0.000
13	696.00	0.000
14	652.00	0.000
15	660.50	0.000
16	706.00	0.000
17	732.00	0.000
18	830.50	0.000
19	775.00	0.000
20	698.00	0.000
21	706.00	0.000
22	806.00	0.000
23	619.50	0.000
24	534.00	0.000
25	716.00	0.000
26	803.00	0.000
27	706.00	0.000

Due to earlier findings from question one, which resulted in administrative coaches and administrators sharing similar perceptual levels of agreement for the action of work by the coaches. A second analysis was conducted to test the hypothesis of perceptions between administrative coaches and teachers. After conducting the Mann-Whitney *U* test, the results also concluded that there was also a significant difference between administrative coaches and teachers for all survey items, (items, 9, 13, 16, and 21: $p < .001$; all others items: $p < .000$). The items with closer levels of agreement were:

- (9) The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum;
- (13) The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions
- (16) The administrative coach was knowledgeable about goal setting, using formative and summative data;
- (21) The administrative coach made a difference in the school; and
- (26) The administrative coach impacted the teacher which led to improved teacher effectiveness (Appendix DD).

Continuing to evaluate perceptual data, another analysis was conducted to learn if there was a statistically significant difference ($p < .05$) between administrators and paraprofessionals/related others perception levels of agreement about the coaches action of work. A significant difference was found for all survey items ($p < .05$), except for survey item seven. Survey item seven states: “The administrative coach stayed current with new media technology.” The result was $p = .325$, indicating no significant difference was found between administrators and paraprofessionals/related others (Table 13).

Table13

Mann–Whitney U Test: Administrators to Paraprofessionals and Related Others

Items	Mann–Whitney *U*	*p* value
1	89.50	0.000
2	59.00	0.000
3	70.00	0.000
4	159.50	0.013
5	126.50	0.002
6	131.50	0.003
7	223.50	0.325
8	101.00	0.000
9	145.00	0.004
10	120.50	0.001
11	114.00	0.001
12	135.00	0.005
13	142.00	0.003
14	112.00	0.000
15	130.50	0.002
16	120.00	0.001
17	168.00	0.035
18	160.50	0.024
19	103.50	0.001
20	121.00	0.002
21	109.00	0.001
22	166.50	0.035
23	108.00	0.001
24	106.00	0.000
25	129.00	0.007
26	152.00	0.011
27	113.50	0.001

To elaborate on these findings, an additional analysis was conducted to evaluate the perceptual data between administrative coaches and paraprofessionals/related others. The results were similar to the findings earlier identified between administrators and paraprofessionals/related others. There was a significant statistical difference of ($p < .05$) for all survey items, , except for survey items

- (7) The administrative coach stayed current with new media technology; and
- (26) The administrative coach impacted the teacher which led to improved teacher effectiveness, as a significant difference was not found ($p > .05$) for either item (Appendix EE).

Based on these findings a response comparison was conducted to identify the top five emergent areas where there was the most significant difference between administrators and teachers (Table 14). The table is broken down into four columns. The first column identifies the survey items, followed by the response rate in percentages for each question for administrators and teachers. The final column provides the percentage difference between the two groups.

Table 14

Response Comparison: Administrators to Teachers

Items	Administrators Agree/ Strongly Agree	Teachers Agree/ Strongly Agree	Difference
The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data making decisions.	95.2%	46.2%	49.0%
The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data making decisions.	90.9%	41.0%	49.9%
The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data making decisions.	100%	48.6%	51.4%
The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	95.5%	45.2%	50.3%
The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	95.5%	38.0%	57.5%

Similarly, Table 15 illustrates a response comparison conducted to identify the five emergent areas where there was the most significant difference between administrators and paraprofessionals/related others. Like the previous table, there are four columns. The first column identifies the survey items. The second and third column provides the percentages for each survey item for both administrators and paraprofessionals/related others. The last column provides the percentage difference between the two groups.

Table 15

Response Comparison for Administrators and Paras/RO

Items	Administrators Agree/ Strongly Agree	Paras/RO Agree/ Strongly Agree	Difference
Built trusting relationships.	96%	45%	50%
Strong communication skills.	96%	44%	52%
Knowledgeable about assessment in writing skills in order to support staff in data making decisions.	91%	41%	50%
Knowledgeable about assessment in overall content areas in order to support staff in data making decisions.	100%	55%	46%
Made a difference in the district(s).	82%	32%	50%
Impacted the building leadership skills, which led to improved teacher effectiveness.	96%	50%	46%

The researcher then conducted a cross comparison amongst the perception all subgroups to identify the highest yielding percentages for *strongly agree*, using the Mann–Whitney *U* statistical report. Table 16 provides the top three survey items identified by all four subgroups as being evident in the skillset and actions of the administrative coach.

Table 16

Cross Comparison for Strongly Agree

Professional Development Components
Built trusting relationships with the district and school staff.
Knowledgeable about evidence-based instructional practices, standards, and curriculum.
Familiar with typical district and classroom structures, operations, policies, etc.

The researcher then combined the percentages for the two columns *strongly agree* and *agree*, from the data output for each of the subgroups. The purpose for combining the columns was to further identify additional perceptual patterns to be found within the scale percentages. Amongst the administrators, a total of five additional statement items emerged as having 100% agreement about the skillset and areas of work by the administrative coaches:

- The administrative coach made me feel supported.
- The administrative coach had familiarity with typical district and classroom structures, operations, policies, etc.
- The administrative coach was knowledgeable about current educational practices and educational reform.
- The administrative coach was knowledgeable about evidence-based instructional practices, standards, and curriculum.
- The administrative coach was able to apply his or her knowledge of assessment in overall content areas to support staff in data-making decisions.

After combining the data output for *strongly agree* and *agree* five statements emerged amongst the teachers' perception as having the strongest level of agreement about the skillset and

action in the work provided by administrative coaches. Approximately two thirds or more of all teacher respondents agreed with the following:

- The administrative coach had familiarity with typical district and classroom structures, operations, policies, etc. (65% agree)
- The administrative coach worked collaboratively with educators to assess district and school needs. (66% agree)
- The administrative coach was knowledgeable about current educational practices and educational reform. (74% agree)
- The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum. (71% agree)
- The administrative coach was knowledgeable about goal setting, using formative and summative data. (71 % agree)

All (100%) of the administrative coaches agreed that eleven survey items accurately described their skillset and actions for supporting and impacting leadership change. The eleven additional survey items statements were as follows:

- I built trusting relationships with the district and school staff.
- I posed strong communication skills.
- I had familiarity with typical district and classroom structures, operations, policies etc.
- I worked collaboratively with educators to assess district and school needs.
- I used multiple sources of information to provide effective feedback to those being coached.
- I was knowledgeable about current educational practices and educational reform.

- I used feedback from site visits to facilitate action planning for district, school, and personnel.
- I helped staff make decisions at all education levels by supporting the work with current research data.
- I was knowledgeable about goal setting, using formative and summative data.
- I met weekly, biweekly, monthly, or quarterly with school leadership team(s).
- I made a difference in the district.
- State funding should be used to continue supporting districts with administrative coaches.

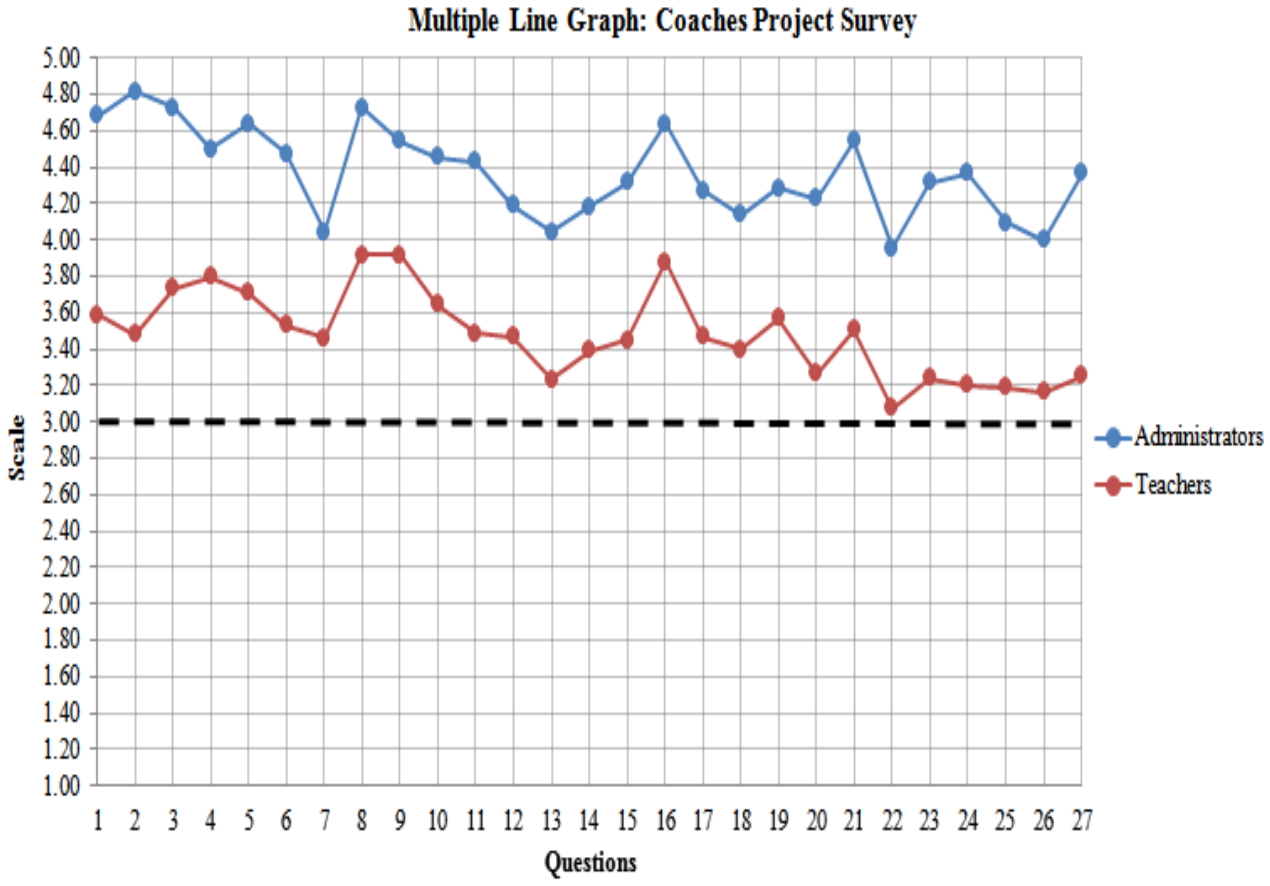
Likewise, five statements emerged from the perception of paraprofessionals and related other staff members, as having strong the strongest levels of agreement about the coaches' skillset and area of work for supporting and impacting leadership change. Approximately two thirds or more agreed with the following:

- The administrative coach worked collaboratively with educators to assess district and school needs. (64% agree)
- The administrative coach stayed current with new media technology. (70% agree)
- The administrative coach was knowledgeable about current educational practices and educational reform. (78% agree)
- The administrative coach was knowledgeable about evidence-based instructional practices, standards, and curriculum. (74% agree)
- The administrative coach was knowledgeable about goal setting, using formative and summative data. (82% agree)

Connecting back to the descriptive analysis of peaks and valleys, further visual inspection was conducted to compare the distance between each median score amongst the administrators and teachers' Likert-scale item responses. Continuing the same process the constant was set at 1.0 and extended to 5.0. A central line was set at 3.0 to demonstrate the difference between positive and negative responses. The line graph for both groups displayed a similar pattern of highs and lows for the peaks and valleys. However, the linear plots between the two variables did demonstrate a wider gap between the plotted data points, supporting the results from the Mann-Whitney U test. The administrators' and teachers perception levels indicate they do not share the same extent of agreement about the work of the coach (Figure 6).

Figure 6

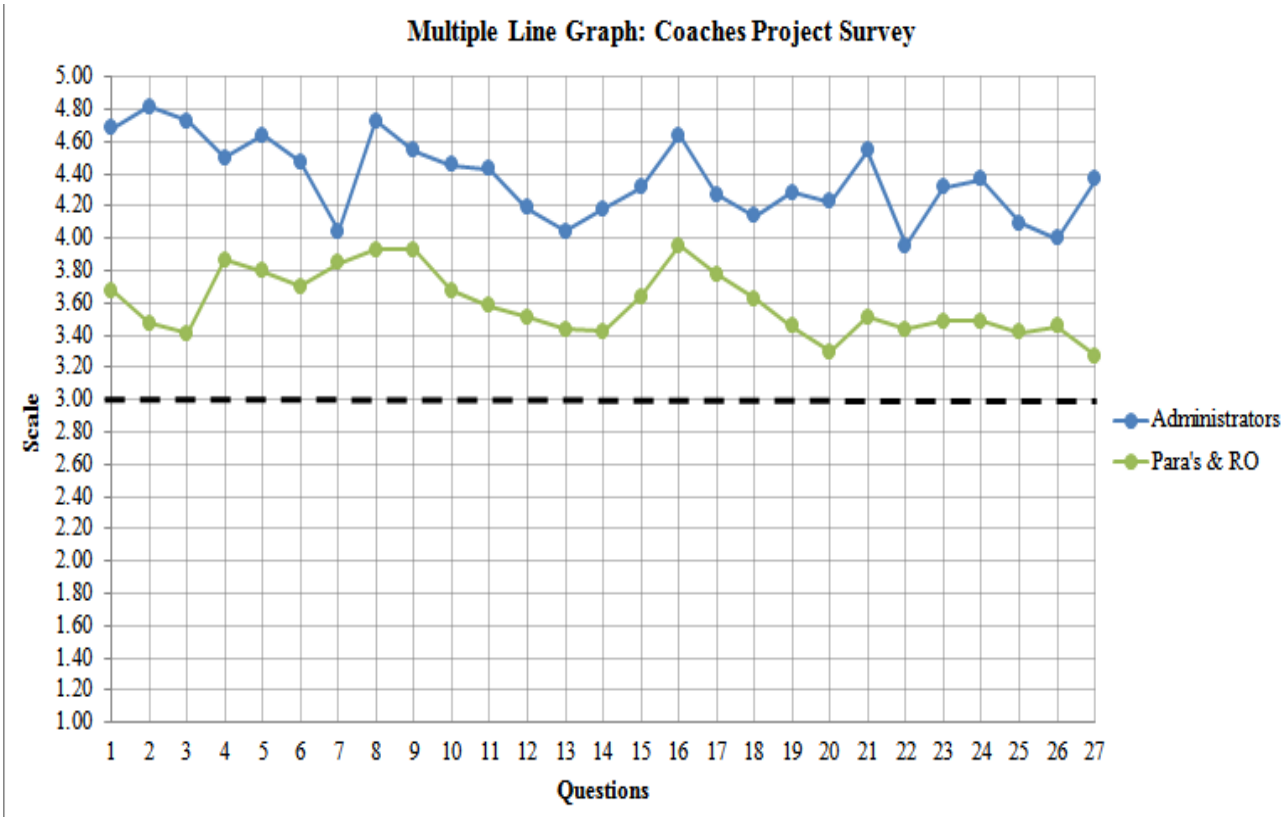
Multiline Graph: Administrators and Teachers



Similar findings were also found in the line graph of peaks and valleys for administrators and paraprofessionals/related others. Likewise visual inspection between the two variables showed a similar distance between the scale ratings for each data point, thus confirming the results from the Mann-Whitney *U* test that the administrators and paraprofessionals/related others have varying perceived levels of agreement regarding the coaches skillset and actions (Figure 7).

Figure 7

Multiline Graph: Administrators and Paraprofessionals/Related Others

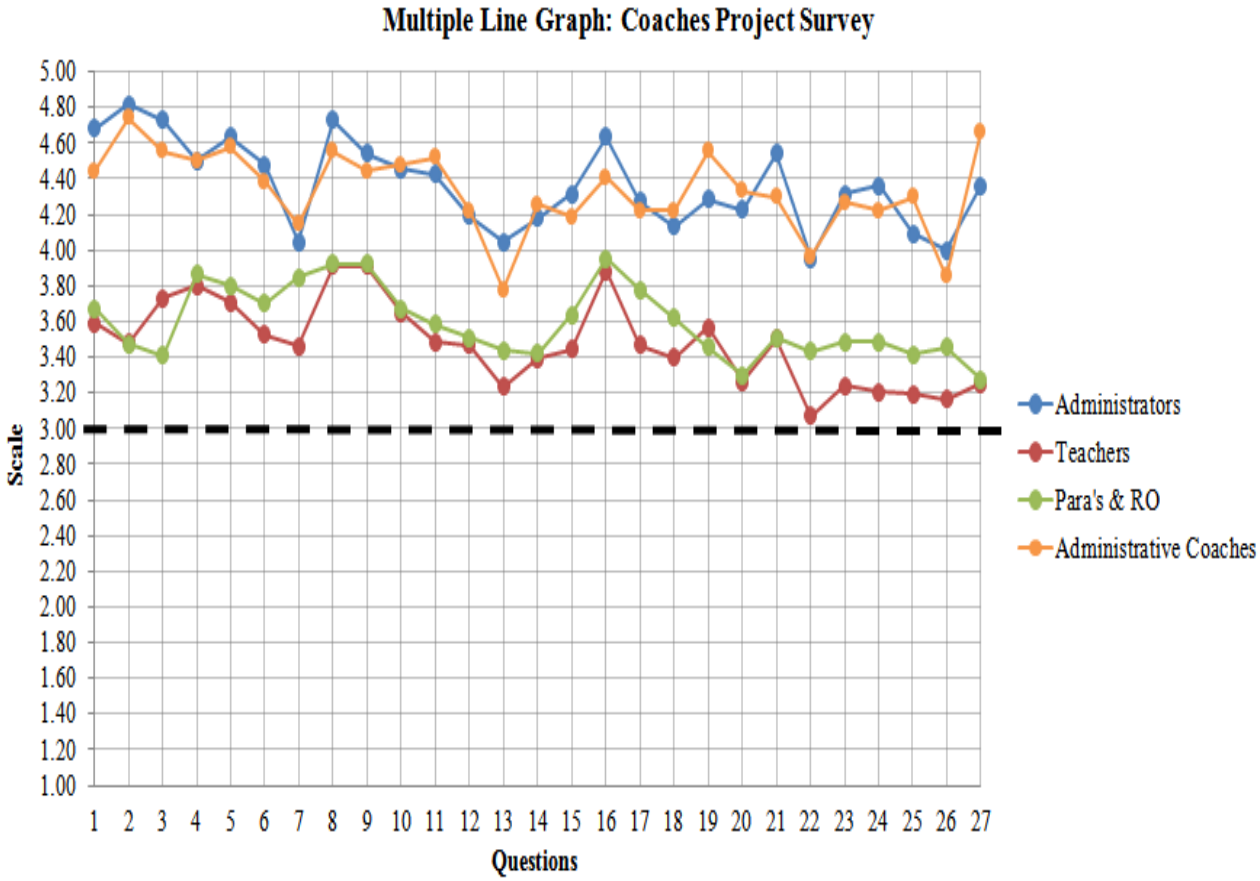


Similar peaks and valley patterns emerged amongst the other subgroups, which prompted the researcher to plot the data points together on one line graph. As a result, the line graph patterns for all four subgroups closely mirrored one another (Figure 7). Again a central line was marked at 3.0 to demonstrate the difference between positive and negative median responses.

The median data point for each survey item amongst the four different subgroups fell above a 3.0 creating a positive set of responses for all subgroups on all items, despite the statistically significant differences found in the overall levels of agreement (Figure 8).

Figure 8

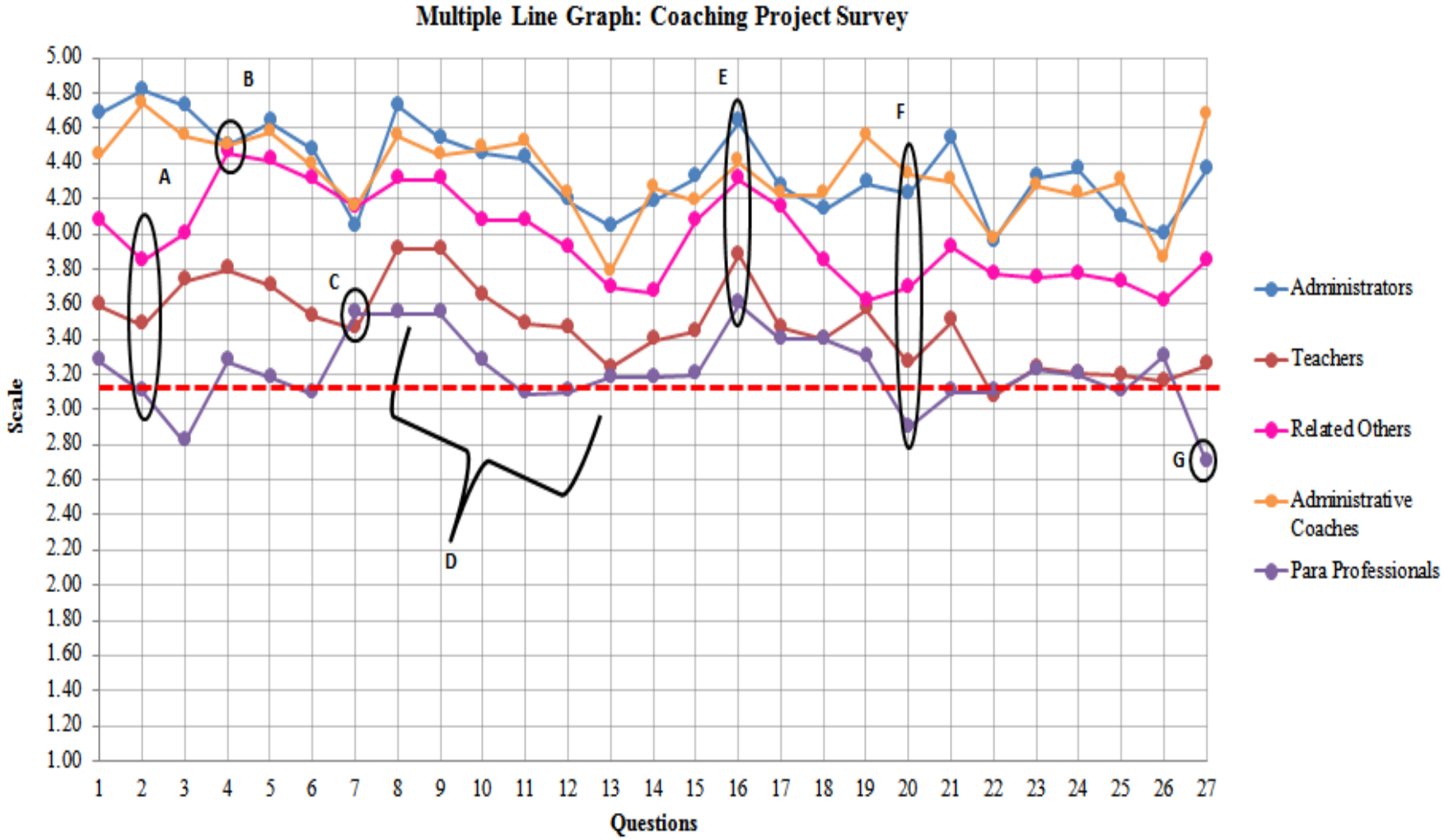
Multiline Graph: Four Subgroups



These positive line graphs between the four subgroups influenced a final analysis of peaks and valleys, to separate the paraprofessional and related other group, in order to determine if the positive trend line would hold true. By separating the larger subgroup into two smaller groups (i.e., a group for paraprofessionals and a different group for related others), the researcher was able highlight to highlight only four median data points that fell under the 3.0 fixed trend line that would have otherwise would have been overlooked (Figure 9).

Figure 9

Multiline Graph: Five Subgroups



Although Figure 8 demonstrates the spread in responses, it also continues to point out several points of interests.

- Cluster A demonstrates a definite split in responses between administrative coaches and administrators versus teachers and paraprofessionals and related others, as each group answered on opposite sides of the Likert-scale.
- Cluster B perceives statement 4 from the survey to be similar in importance, due to three out of the five groups had similar responses.
- Cluster C in contrast to statement 7 from the survey creates a downward trend amongst all three groups, except for that of the paraprofessionals.
- Cluster D depicts a common peak-and-valley trend, although the percent spread is different amongst all five groups.
- Clusters E and F show a consistent trend line, one going up and the other going down, among all five groups.
- Cluster G, the last point of interest, displays a downward trajectory for statement 28 amongst only one group, the paraprofessionals.

In summary the results from this study provided several points of interested. The first being that administrative coaches and administrators level of perception results mirrored one another. The second point of interest is teachers, paraprofessionals and related others also mirrored one another. While the level of agreement was not the same the overall perception from respondents did agree that the skillset, actions conducted through the work of coaches was evident in the work to support school leadership. Resulting in a positive agreement the state's use of administrative coaches is perceived as being impacting to support school leadership.

Chapter V

Discussion

Introduction

The underlying interest of this study centered on examining statewide practices that seem to have potential promise for professional development, from the viewpoint of helping state leaders make good programmatic decisions as well as be good stewards of state educational funding. Hull (2010) found that professional development support is often the first thing to be eliminated during funding hardships, which this state and other rural states have encountered. Yet states and schools have been challenged to continuously meet new educational reform demands. These educational reform demands are not going away anytime soon and continue to be the debate of many political platforms, especially as schools and districts continue to fall into "needs improvement" categories as defined by federal guidelines. It has been these federal guidelines that have pushed this state to develop a system coaching project to support districts and schools of "needs improvement" status. This state coaching project is being used at a critical time when the role of leadership has continued to morph and evolve into a whole system approach of creating conditions for growth, self-renewal, and development in order to build capacity amongst others to move the whole system forward (Leithwood, 2011; Williams, 2009).

It was the gap in the research surrounding statewide coaching to build capacity among district and school leadership that led to the primary interest of this study. The purpose of this study was to focus on a state's use of administrative coaching as a mechanism for supporting leadership skills for change. More specifically the researcher examined the perceived levels of agreement about the administrative coach's skillset, actions used in the work to support, and the perceived impact of coaching on leadership. The study focused on the following three questions:

1. What are the perceptions of administrative coaches' skillset, actions and perceived impact on leadership?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

Summary of the Results

This chapter contains a summary of findings for each of these questions in regards to participants' perceived levels of agreement about the skillset and actions of the administrative coach to support and impact leadership in this northwest rural state. The key findings of this study are the following:

1. All participants demonstrated positive levels of agreement that the coaches had the skillset identified by the researcher, engaged in actions that align with effective professional development, and that coaches were perceived to have an impact on leadership.
2. Administrators and administrative coaches had the highest levels of agreement with all survey items, and their views were consistently in agreement with no statistical difference.
3. School staff members who were further removed from formal leadership roles were less aware of the skillset, actions, and effects of the coach, and although they had positive levels of agreement, the levels of agreement were statistically lower than that of the administrators and coaches.

A concurrent mixed-methods study was considered appropriate to include both quantitative and qualitative data to answer the research questions. The data collection consisted of a survey which attempted to assess how well coaches contributed to what Bass and Avolio

(1994) referred to as transformational leadership where leaders work to attend to needs of their staff while working to motivate and inspire staff to improve.

A quantitative portion of the survey included a set of Likert-scale items. The items were created from the Evidence-based Professional Development Components Rubric (Appendix H) and distributed to a purposeful sample from this state's coaching project participants (administrators, administrative coaches, and site staff) from Cohorts 3, 4, and 5. The twenty-seven Likert-scale items asked participants to provide a scale rating of 1-5 based on their perception of the skillsets and actions used in the work by coaches as well as perceptions of the perceived impacts of the coaches' support on leadership. To determine the internal consistency of the Likert-scale items, a Cronbach's alpha test was conducted, demonstrating a high calculated score of .98 (Croasmun & Ostrom, 2011; Gliem & Gliem, 2003). Likert-scale item results were analyzed using the Mann-Whitney *U* test through IBM SPSS 20.0 statistical software (SPSS, 2014). The Mann–Whitney *U* test compared the results of the different subgroups to find statistically significant differences at $p \leq .05$.

The qualitative component of the study included two open-ended questions that followed at the end of the twenty-seven Likert-scale survey items. Each of the open-ended questions on the electronic survey was coded for themes, adding further elaboration to the quantitative data.

The survey data from two hundred and nine educators, comprised of administrators, teachers, administrative coaches, paraprofessionals and related others, was included in the analysis. Upon analysis of participation rates, there were two limiting factors that should be taken into consideration related to interpreting the results of this study. The first factor is a lack of responses and potential lack of awareness of extended staff member participants' in terms of their understanding of the coaching program. The number of paraprofessionals and related others that responded was the make-up of the subgroup, farthest from the estimated number of

respondents needed for a representative sample. This may have led the results to not represent the views of the actual population. Furthermore, even though the survey was voluntary, some of the respondents not serving in a leadership capacity may have over or under estimated the population's perceptual levels of agreement in the survey responses due to distance from or lack of awareness with the work of the coach. Examples of this were captured in a couple of responses from teachers, paraprofessionals, and related other responses. A teacher shared, "I don't know. The administrative coach met with a school leadership team and I wasn't part of the team." Another teacher reported, "This person spent time with our principal, other than that, I don't know that this person did anything other than observe staff meetings and meet with administrative personnel." Furthermore, a paraprofessional noted, "I don't serve on any committee that interacts with this person and have never had face-to-face that I can remember." These types of sentiments are well summarized by the following comment from a related other:

> I saw the administrative coach in the building a lot and she came in my classroom a few times. However, she seemed to only talk to my administrator and very little to most staff. I wasn't on the leadership team, so I am unsure if she was a part of that. She may have helped the team a lot.

Comments such as these shows that some survey respondents may have just been unaware of the work of the coach, which makes the researcher wonder about the degree to which teachers and others should be better informed if the coach is actually having an effect. Or, possibly, the coach may be effective, and these others may not see the behind the scenes work and therefore not attribute good improvements to the coach. This relationship between the coach, teachers, and others would benefit from further research.

The second factor that was not expected and which limited the data collection in the study resulted from a saturation of surveys by researchers in targeted districts at the

time of the study. Several districts, especially districts in close proximity to universities, declined to be surveyed for this study due to the saturation of other doctoral students seeking permission to survey educators within the same districts. One district administrator apologized to the researcher and expressed, "I limit the number of surveys educators are asked to take each year to two." Another district administrator stated, "We have been approached already by three other doctoral students, and I just can't commit to a fourth survey this year." These practices limited the number of permissions obtained. The inability to obtain permission from every Cohort 3, 4, or 5 site limited the study's sample size. Being constrained to 12 districts decreased the number of individuals available to take the survey in the different subgroups.

Research Question #1

The first research question asked: What are the perceived effects that administrative coaches have on school leaders? A large majority of administrators (agreement ranged from 73% to 100%) on items that asked if the coaches had the right skillset needed for the work and if they engaged in the types of coaching activities identified by this study. Furthermore, the large majority of administrators (agreement ranged from 73% to 100%), the work of the coaches had a positive effect on leadership practices in their school. Based on the analysis of the open-ended response data, eight themes about coaching support emerged from participants open responses (Appendix BB) that were more specifically grouped into three areas: support of need, support of process, and support of action.

Support of need:

- Providing support in areas of need
- Providing support in data analysis
- Added knowledge and skills of best practices

Support of process:

- Helped with action planning and process
- Helped build a system of collaboration
- Helped administration create leadership teams

Support of action:

- Worked with leadership teams
- Helped set common goals, smart goals

The open ended responses confirmed the overwhelmingly positive agreement on the Likert-scale items. In general, participants from all subgroups identified the work of the coach as being a mechanism of support. It was clear that coaches were seen to have a skillset that led to actions which were perceived to have positive effects on school sites.

Previous research suggests that the role of leadership continues to evolve. Effective leadership has been found to be more complex and demanding. Therefore the need to support leadership is vital in the twenty-first century (Dufour & Marzano, 2011; Fullan, 2010, 2011; Whitaker, 2012). The results of this study demonstrate that administrators and (to a lesser extent) teachers and others agree with and welcome being supported by the coach and perceive the support as positively effecting change. This is summed up in the words of one administrator:

> The administrative coach played a vital role in assisting with the WISE Tool, as well as supporting the needs and direction of the school on visits and meetings with the principal, building leadership team and district office. Our administrative coach was invaluable.

The results of the perceptual data in this study confirm the researcher's hypothesis that, if done well, coaching can potentially lead to larger scale systems improvement (Anderson et al., 2010; Matsumura, Garnier, & Resnick, 2010; Showers, 1984; Woodside-Jiron & Gehsmann, 2009).

Research Question #2

The second research question asked: Do the perceptions of school leaders differ from that of the administrative coaches? School leaders and administrative coaches shared similar perception levels both had high levels of agreement with survey items (agreement on all items ranged from 67% to 100%) about the skillsets, actions, and perceived effects of the coaches, and the Mann Whitney *U* test for all items concluded that there was no statistically significant difference between the perceptions of the two subgroups ($p > .05$). Many items shared quite high levels of agreement between administrators and coaches. Two items evidenced the strongest levels with 100% of both administrators and coaches in agreement. These two survey items were:

- The administrative coach is familiar with typical district and classroom structures, operations, policies, etc.
- The administrative coach is knowledgeable about current educational practices and school reform.

As a result of these high levels of agreement between the administrators and coaches, the null hypothesis was rejected and the alternative hypothesis was accepted. In other words, there is no difference in the levels of agreement about the coaches' skillset, actions, and perceived effects on leadership. Both coaches and administrators seem to indicate that, with the right support and professional development, this state's coaching project can be a mechanism for building capacity. To elaborate, these high levels of agreement about the coaching program and similarity in perceptions between administrators and coaches lead the research to believe that coaching can be a strong process for building the intrinsic motivation needed to impact and develop leaders. This is especially true when both parties work in partnership with each other and with other groups in the school by being focused on purposeful and relentless work.

Research Question #3

The third research question asked: To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach? Participants who have participated in the coaching project overall have found the project to be positive for supporting leadership teams and administration. As indicated in the median responses (all items were greater than 3.0), most teachers either agreed or were neutral in their perceptions that the major components of coaching were present and positively affected leadership in the school, despite lower levels of absolute agreement from teachers (responses ranged from 34% to 74%). Similarly, the median response on Likert-scale items showed that most paraprofessionals and related others either agreed or were neutral in their perceptions that the major components of coaching were present and positively affected leadership in the school (all items were greater than 3.0), despite lower absolute levels of agreement (responses ranged from 32% to 82%).

The lack of negative responses confirmed that those who were aware of the coaches typically viewed them as a positive asset since very few rated the coaches' skillset, actions, or perceived impacts negatively. These differences in opinion seem to be attributed to a lack of awareness of the work of the coach. This was typified in comments by a few other staff members who noted that if the staff member did not serve in a leadership capacity it was often difficult to identify the exact evidence of how the project supported leadership change, as some changes were too subtle to notice to outside members.

An additional finding that stood out for teachers and the group of paraprofessionals and related others was that, whereas most items showed differences between administrators and other staff, two survey items did not show a significant difference between the groups: (a) The administrative coach stayed current with new media technology; and (b) The administrative

coach impacted the teacher which led to improved teacher effectiveness. An inference that could be drawn from these data about both survey items may be the following. Regarding the item about media technology, responses tended to be lower among administrators and coaches, bringing their levels of agreement closer to the teachers and others. This may simply indicate a lack of priority on this specific item, which may not be a necessary element for coaching outcomes. Although educators are working hard to keep up with the advancement of technology, the administrative coach's work focuses more on helping leadership create a strategic plan that focuses on needs and challenges of the leadership being served to help build internal capacity (Idaho State Department of Education, 2013a). Based on this type of focus, media technology has not been at the forefront of being the largest need of support from schools and districts through this state's coaching project.

Regarding the item of the coach impacting the teacher which led to improved teacher effectiveness, time needed to implement change may be a plausible factor for why there was no significant difference for each of these items. While the absolute levels of agreement varied greatly (administrators, 86%; teachers, 43%; paraprofessionals/related others, 41%; coaches, 100%), the median responses were very similar (range of 3.1 to 4.0), meaning that the typical responses hovered in the "agree" range rather than the "strongly agree". Since system coaching involves creating conditions to support, develop, and retain highly effective leaders and leadership practices, time must be factored in, as change takes time, Bar-Yam and colleagues note "any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment" (Bar-Yam, M., Rhoades, Sweeney, Kaput, & Bar-Yam, Y., 2002, p. 1). In other words, time needs to be factored for change to filter through a system. So, the lower responses that are in common may reflect how, although responses are still generally positive, participants

may all view the impacts of the coach as more obvious on the administrator, who is closer to the work, but that it takes more time for the work to trickle down to teachers, who are further away from the work of the coaches.

Equally interesting findings in the data are the three survey items that emerged as having the highest ratio of respondents from each subgroup who rated the item as “strongly agree”. Despite lower levels of absolute agreement between the different subgroups, these three survey items were perceived most positively by all four subgroups when viewed solely within the subgroups responses to all questions. The three items that stood out about the skillset and actions of the coach to support leadership were that the coach (a) built trusting relationships with the district and school staff; (b) was knowledgeable about evidence-based instructional practices, standards, and curriculum; and (c) had familiarity with typical district and classroom structures. This finding seems to potentially connect with previous research findings conducted by Marzano et al. (2005) and Elmore (2000). This earlier research suggests that these three areas are particularly important to system improvement. Therefore, this finding confirms that participants all seemed to have similarly strong perceptions that the administrative coaches are likely contributing to these necessary conditions by taking the initiative to become familiar with the typical district and classroom structures, engage in methods to promote trusting relationships, and connect evidence to practice. It is through the process of building trusting relationships, an administrative coach can begin effectively build the capacity of school leadership that Elmore (2000) argues is necessary for school improvement.

After further analysis of the data, an unexpected find was discovered. The unexpected find emerged after all median Likert-scale scores were plotted and a line graph was added to the each comparison group’s graph. All median data points for every item and for every subgroup fell above the central line of 3.0 evidencing that the typical response for each item was positive

amongst all subgroups. The only exception to this was when the researcher broke the group of paraprofessionals and related others into two separate new groups to explore further: (a) paraprofessionals and (b) related others. Related others tended to have much more positive medians than paraprofessionals. Further, once paraprofessionals were in their own group, there were three survey items where the median response fell into the more negative range of 2.7 to 2.9. The three items were:

- The administrative coach had strong communication skills
- The administrative coach made a difference in the district.
- State Funding should be used to continue supporting districts with administrative coaches.

These more negative responses from the paraprofessionals may be due to a low sample size or from being even further removed from the work of the coach than the related others, who may be closer on a day to day basis with the administrator and may therefore know more about the work of the coach. The related others group was comprised of office staff, kitchen staff, counselors who worked full-time, but may have provided more opportunities to interaction with the administrator and coach due to office location and frequency of need by the administrator. The paraprofessionals group was comprised of full and part-time employees who may have less interaction with the administrators due to the position of moving in and out of classrooms, missing the administrator or coach by seconds, again adding to a plausible reason for the negative responses. As such, it is possible that a lack of communication or connection may have led to less awareness about the impact of the coach on the district and the worthiness of allocating state funding.

The substantial findings in this section suggest that all four groups support the state's coaching project. However, the process of shared leadership in terms of awareness of the skills,

actions, and perceived impacts of the coach going beyond just those serving in some type of leadership role may take more time or different strategies in order to have future teachers, paraprofessionals, and related others reflect more closely aligned positive perceptions when compared with administrators. Several respondents suggested strong relationships had been built with their administrative coach and that the work seemed to impact leadership skills and various school practices. However, the degree to which this awareness was distributed among all staff members was limited due to distance from the functions of formal leadership. In the open-ended responses, some indicated that they noticed a change in leadership skills, but due to the respondent not serving in a leadership role they were unable to specify the change. For example, one respondent expanded by stating, "I know there was a change, I am sure it was positive." This supports the findings that the skillset and actions used in the work of coaches were perceived as being effective in supporting and impacting leadership change amongst all subgroups.

Conclusion

Michael Fullan (2011a) has spent years researching school reform. The results from his studies show there is a need for policy makers to focus the work on the right drivers (capacity building, teamwork, pedagogy, and systemic), rather than making the core drivers about rewards, and punishment using standards and assessments. While, he does address the importance of the latter elements along the way, he strongly suggests that this alone will not build capacity or create whole system reform. Instead, his findings indicate that whole system reform comes from intrinsic motivation of teachers and students paired with increased capacity to act in ways that the literature has shown to effectively produce results. The right drivers engage teachers, other school staff, and leaders in continuous improvement of teaching and learning, which Fullan contends must be done through capacity building efforts of the next level up in the system.

Improving the technical competencies of educators is done through partnership and group work that is purposeful and relentless. He proposes that high social and human capital must be combined and with the right drivers, group development, and capacity building is needed to accomplish whole school reform-creating a culture of learning. In response to the work of Fullan and others, states have employed capacity building strategies, such as the provision of the administrative coaches examined in this study.

The findings from this study suggest that participants perceive the support and professional development provided by this state's coaching project to positively align with all the components of effective professional development indicated in the survey. The key findings specifically are as follows:

1. All participants demonstrated positive levels of agreement that the coaches had the skillset identified by the researcher, engaged in actions that align to effective professional development, and that coaches were perceived to have an impact on leadership.
2. Administrators and administrative coaches had the highest levels of agreement with all survey items, and their views were consistently in agreement with no statistical difference.
3. School staff who was further removed from formal leadership roles were less aware of the skillset, actions, and effects of the coach, and although they had positive levels of agreement, the levels of agreement were statistically lower than that of the administrators and coaches.

These findings theoretically should support the state's desire to use the program as a driver for the type of capacity building Fullan (2011) suggests is needed for building that intrinsic motivation needed to impact and develop leaders. This can be done when both parties work in

partnership and with other groups focused on purposeful and relentless work. These findings suggest that the state should continue to provide this service, while perhaps considering how the variance in participant responses may be used to guide program improvements, especially related to the perceptions of staff who are not formally involved with leadership roles.

Recommendations for Further Research

This study used a descriptive concurrent mixed method to focus on the current practices and perceptions around this state's coaching project and participants' perceived levels of agreement about the administrative coach's skillset, actions used in the work, and if respondents thought the coaches' activities had a positive impact on leaders' and teachers' learning and behaviors. The following three questions were used to capture the data.

1. What are the perceived effects that administrative coaches have on school leaders?
2. Do the perceptions of school leaders differ from that of the administrative coaches?
3. To what extent did awareness of the administrative coaching extend to the perceptions of other staff members who were not coached by the administrative coach?

Overall, the findings of this study suggest participants of this state's coaching project perceived the project as being positive. Most respondents agreed that the major components of coaching were present to support and affect leadership in a positive way, though the levels of agreement varied amongst the different subgroups. The data also imply leadership development amongst staff members may have only taken place amongst those who served in some type of leadership role. As such, further consideration is needed to examine what the appropriate role is of the administrative coach to staff who are not in leadership roles. If the state determines that the perceptions of these further removed staff should be equally aware and equally positive, then research is needed to examine what professional development components are required for the

administrative coach to build leadership capacity outside the formal school leadership team and among other staff members within the building.

Another concept that should be explored further is how the work of the coach extends beyond perceptions of school staff to actually examine how the coaching project links back to changes in leader and teacher behavior related to the instructional core. This study was limited to perceptual data about participants' views of coaches' skillsets, actions, and perceived effects. While participants reported that they believe the coach made a positive impact, actual impact is unknown. Future research needs to also explore whether or not the participants in this state's coaching projects truly learn new evidence-based practices from the coach and if their behaviors have actually changed as a result. Such a study might benefit from follow-up correlational research that examines how these things relate to long-term trends in student achievement data to make a case for whether or not the program is producing such desired results at the student level. As this study only focused on collecting the perceptual data around the administrative coaches' skillset to do the activities, the type of coaching activities being used, and capturing perceptual input on whether or not the activities had a positive impact on leadership learning and behaviors, such future research is essential to complete the picture of the effectiveness of administrative coaching programs.

An additional recommendation for future research is that the field may benefit from investigation into how the use of administrative coaching may or may not create sustainable changes in system conditions at both the school and district level. This study did not examine the overarching system conditions, such as the effectiveness of school collaboration structures, and so the findings present a limited picture of the work of the coach. Qualitative, descriptive studies might be valuable at identifying how the work of the coach addresses these aspects of system reform.

One final area that may benefit from consideration for further research is to examine the correlation between administrator and staff turnover when supported by administrative coach. Specifically, if a coach works in a school or district in which the formal leadership experiences high turnover, what strategies work best for the coach to impact the system, and what do state administrators need to consider when designing coaching for such locations?

Implications for Professional Practice

The findings from this study have implications for the state administrators of the coaching program, administrative coaches, and state legislatures. Specifically, state program administrators should continue to implement coaching as a strategy for capacity building. The consistent positive levels of agreement from school staff indicate the program is likely having the needed types of influence over local systems that will theoretically support student achievement gains. The results of the Mann–Whitney *U* test suggest that administrator and administrative coach's perceptions are more closely related due to their more intimate working relationships conducted through the life of the coaching project, as compared to teachers, paraprofessionals and other staff members within the building. However the findings of all groups were consistently in positive agreement regarding their responses on the survey items, despite the inconsistent levels of agreement between leaders and others. Potential implications suggest state leaders should revisit how they inform district staff about the role of administrative coaches in order to provide clarity and transparency for systems work and to be self-advocates of the work. Advocating for the project not only supports leadership and builds capacity it creates advocates for future support and continued funding for the work.

Additionally, state program managers should consider the findings about how teachers and other staff viewed the skillset, actions, and possible impacts of the coaches' work. Since there was some inconsistency from respondents regarding their levels of agreement with these

aspects of the coaches' work, the state should consider what changes may be necessary to ensure these individuals are effectively impacted by coaching strategies. This inconsistency suggests a need for the state to revisit the types and the frequency of the professional development offered to coaches to continue to strengthen the strategies they use to support school leadership throughout the state.

In this same vein, administrative coaches should consider adapting their work to ensure greater distribution and awareness of their work so as to ensure it is not isolated solely to those in formal leadership roles. Coaches may need to consider broadening their communication strategies and collaboration roles that they use to be more inclusive of other staff. Additionally, knowing the coaching project continues to evolve and most recently a coaching manual was created, the administrative coaches should consider sharing the manual as a support mechanism to broaden their communication.

Lastly, this study has implications for state legislatures and state policy makers. In times where funding is often cut, legislatures and state policy makers should consider how administrative coaching can likely play a vital role in the improvement of schools. Therefore, this study suggests the legislatures and state policy makers should build upon the positive perceptions of school staff by continuing to funding coaching programs while at the same time being supportive of ongoing refinements to support the effectiveness of those programs.

References

Aday, L. A. (1996). *Designing and conducting health surveys.* San Francisco, CA: Jossey-Bass.

Affinito, S. (2011). *Literacy coaching: Negotiating roles and realities* (Doctoral dissertation Available from ProQuest. (AAT 3489660)

Aguilar, E., Goldwasser, D., & Tank-Crestetto, K. (2011, October). Support principals, transform schools. *Educational Leadership, 69*(2), 70-73.

Anastasi, A. (1988). *Psychological testing*. New York, NY: Macmillan.

Anastasi, A., & Urbina, S. (2007). *Psychological testing* (2nd ed.). Pearson. NJ: Prentice-Hall.

Anderson, S. E., Leithwood, K., Louis, K. S., & Wahlstrom, K. L. (2010). Learning from leadership: Investigating the links to improved student learning. *The Wallace Foundation.* Retrieved from http://www.wallacefoundation.org

Archer, A., & Hughes, C. A. (2011). Exploring the foundations of explicit instruction. In Harris, K. R. and Graham, S. (Eds.), *Explicit instruction: Effective and efficient teaching* (pp. 1–22). New York, NY: Guilford.

Avant, C. R. (2012). *Instructional coaching and emotional intelligence* (Doctoral dissertation). Retrieved from ProQuest. (3509025)

Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multi-factor Leadership. *Journal of Occupational and Organizational Psychology, 72*(4), 441–462.

Babbie, E. R. (1990). *Survey research methods*. Belmont, CA: Wadsworth.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Bar-Yam, M., Rhoades, K., Sweeney, L. B., Kaput, J., & Bar-Yam, Y. (2002). *Complex systems perspectives on education and the education system*. New England: Complex Systems Institute. Retrieved from http://www.necsi.edu/research/management/education/teachandlearn.html

Berelson, B. (1952). *Content analysis in communication research.* Glencoe, IL: Free Press.

Blackman, A. (2010). Coaching as a leadership development tool for teachers. *Professional Development in Education, 36*(3), 421–441. doi:10.1080/19415250903208940

Blase, J., & Blase, J. (1999). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration 38*(2), 130–141. Retrieved from http://www.emerald-library.com

Boreen, J., Johnson, M. K., Niday, D., & Potts, J. (2009). How do I prepare to be a mentoring coach? In B. Varnet and C. Downey (Eds.), *Mentoring beginning teachers: Guiding, reflecting, coaching* (2nd ed., pp. 37–54). Portland, ME: Stenhouse.

Borko, H. (2004) Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3–15. doi:10.3102/0013189X033008003

Bottoms, G., & Schmidt-Davis, J. (2010, September). The three essentials: Improving schools requires district vision, district and state support, and principal leadership (Southern Regional Education Board). Retrieved from http://www.wallacefoundation.org/

Brewer, H. (2001). Ten steps to success. *Journal of Staff Development, 22*(1), 30–31.

Brewer, J., & Hunter, A. (1989). *Multimethod research. A synthesis of styles*. Newbury Park, CA: Sage.

Brophy, J. E. (1996). *Teaching problem students.* New York, NY: Guilford.

Brown, C. J., Stroh, H. R., Fouts, J. T., & Baker, D. B. (2005, February). *Learning to change: School coaching for systemic reform* (Vol. 2). Retrieved from http://nationalequityproject.org/research/

Bruce, C. D., & Ross, J. A. (2008). A model for increasing reform implementation and teacher efficacy: Teacher peer coaching in grades 3 and 6 mathematics. *Canadian Journal of Education 31*(2), 346–370.

Burns, J. M. (1978). *Leadership.* New York, NY: Harper Perennial.

Busch, C., De Maret, P. S., Flynn, T., Kellum, R., Le, S., Meyers, B., Saunders, M. ... Palmquist, M. (2005). *An introduction to content analysis.* Retrieved from http://writing.colostate.edu/guides /

Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment.* Beverly Hills, CA: Sage.

Cerni, T., Curtis, G. J., & Colmar, S. H. (2010). Executive coaching can enhance transformational leadership. *International Coaching Psychology Review, 5(*1), 81–85. Retrieved from http://search.ebscohost.com

Chang, L. (1994). A psychometric evaluation of 4-point and 6-point Likert-type scales in relation to reliability and validity. *Applied Psychological Measurement, 18*(3), 205–215. Retrieved from http://purl.umn.edu/93227

Chval, K. B., Arbaugh, F., Lannin, J. K., Van Garderen, D., Cummings, L., Estapa, A., T., & Huey, M., (2010). The transition from experienced teacher to mathematics coach. *Elementary School Journal, 111*(1), 191–216.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2011). *Instructional rounds in education: A network approach to improving teaching and learning.* (7th ed.). Cambridge, MA: Harvard Education Press.

coach. (2013a). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriam-webster.com

coach. (2013b). In *Oxford Dictionaries' online dictionary.* Retrieved from http://www.oxforddictionaries.com/us/

Coburn, C. E., & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly, 47*(1), 5–30. doi:10.1002/RRQ.008

Cohen, D., Crabtree, B. (2006, July). *Qualitative research guidelines project*. Retrieved from http://www.qualres.org/HomeCont-3822.html

Collet, V. S. (2012). The gradual increase of responsibility model: Coaching for teacher change. *Literacy Research & Instruction, 51*(1), 27–47. doi:10.1080/19388071.2010.549548

Collins, J. C. (2001). *Good to great: Why some companies make the leap—and others don't.* New York, NY: Harper Business.

Conover, W. J. (1999). *Practical nonparametric statistics* (3rd ed.). New York, NY: Wiley & Sons.

Costa, A. L., & Garmston, R. L. (1994). *Cognitive coaching: A foundation for renaissance schools.* Norwood, MA: Christopher-Gordon.

Cornett, J., & Knight, J. (2008). Research on coaching. In J. Knight (Ed.), *Coaching: Approaches and perspectives* (pp. 192-216). Thousand Oaks, CA: Corwin.

Covey, S. R. (2008). *The leader in me: How schools and parents around the world are inspiring greatness, one child at a time.* New York, NY: Free Press.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research*. Upper Saddle River, NJ: Merrill/Pearson Education.

Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2008). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed.). Columbus, OH: Pearson Prentice Hall.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage.

Croasmun, J. T., & Ostrom, L. (2011). Using Likert-type scales in the social sciences. *Journal of Adult Education, 40*(1), 19-22.

Curtin, R., Presser, S., & Singer, E. (2000). Changes in telephone survey nonresponse over the past quarter century. *Public Opinion Quarterly, 69*(1), 87–98.

Danielson, C. (2009). *Talk about teaching! Leading professional conversations*. Thousand Oaks, CA: Corwin.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives, 8*(1), 1-50. Retrieved from http://epaa.asu.edu/epaa/v8nl

Demir, K., Czerniak, C. M., & Hart, L. C. (2013). Implementing Japanese lesson study in a higher education context. *Journal of College Science Teaching, 42*(4), 22–27.

Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. *Journal of Educational & Psychological Consultation, 19*(2), 150–175. doi:10.1080/10474410802463296

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199. doi:10.3102/0013189X08331140

Dingle, M. P., Brownell, M. T., Leko, M. M., Boardman, A., & Haager, D. (2011). Developing effective special education reading teachers: The influence of professional development, context, and individual qualities. *Learning Disability Quarterly, 34*(1), 87–103.

Dufour, R., & Marzano, R. J. (2011). *Leading of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

Dunst, C. J., & Trivette, C. M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences, 8*(2), 143–148.

Eisler, R., & Carter, S. (2010). Transformative leadership: From domination to partnership. *Revision, 30*(3/4), 98–106. doi:10.4298/REVN.30.3.4.98-106

Elder, D. L., & Padover, W. (2011). Coaching as a methodology to build professional practice. *Journal of Research in Innovative Teaching, 4*(1), 138–144.

Ellison, J. & Hayes, C. (2013) *Cognitive coaching seminars foundation training.* (9th ed.). Revised Costa, A.L. & Garmston, R. J., *Cognitive coaching seminars foundation training*. Sacramento, CA: Cognitive Coaching Seminars.

Elmore, R. F. (2000). *Building a new structure for school leadership.* Washington, DC: Albert Shanker Institute.

Elmore, R. F. (2005). Accountable leadership. *The Educational Forum, 69*, 134 – 142.

Elmore, R. F. (2008). *School reform from the inside out: Policy, practice, and performance.* Cambridge, MA: Harvard Education Press.

Employee Wellness Program. (2014). *Health and wellness coaching*. Retrieved from http://www.employee-wellness-programs.com/health-and-wellness-coaching.html

Fielden, S. (2005). *Literature review: Coaching effectiveness–a summary*, 1-19. Retrieved from http://literacy.kent.edu/coaching/information/Research/NHS_CDWPCoachingEffectiveness.pdf

Fink, S., Markholt, A., Copland, M., & Michelson, J. (2011). *Research methodology leading for instructional improvement: How successful leaders develop teaching and learning expertise* (pp. 189–216). San Francisco, CA: Jossey-Bass.

Flath, B. (1989). The principal as instructional leader. *ATA Magazines*, *69*(3), 19–22, 47–49.

Fowler, F. (2009). *Policy studies for educational leaders: An introduction* (3rd ed.). Boston, MA: Pearson.

Fullan, M. (1991). *The new meaning of educational change.* New York, NY: Teachers College Press.

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive.* San Francisco, CA: Jossey-Bass.

Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy.* Thousand Oaks, CA: Corwin.

Fullan, M. (2011a, May). *Seminar series204: Choosing the wrong drivers for whole system reform*. Centre for Strategic Education. Retrieved from www.cse.edu.au

Fullan, M. (2011b). *The moral imperative realized*. Thousand Oaks, CA: Corwin.

Fullan, M., & Knight, J. (2011, October). Coaches as system leaders. *Educational Leadership*, 50-53. Retrieved from http://www.educationalleadershipdigital.com/educationalleadership/201110

Gamse, B. C., Jacob, R. T., Horst, M., Boulay, B., & Unlu, F. (2008). *Reading first impact study final report* (NCEE 2009-4038). Washington, D.C: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/pdf/20094038_1.pdf

Gardiner, J. J. (2006, Spring). Transactional, transformational, and transcendent leadership: Metaphors mapping the evolution of the theory and practice of governance. *Leadership Review 6*, 62–76. Retrieved from http://www.leadershipreview.org/

Garent, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W. ... Silverberg, M. (2008). *The impact of two professional development interventions on early reading instruction and achievement* (NCEE 2009-4038).Washington, D.C: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/pdf/20084030.pdf

Garmston, R. (1987, February). How administrators support peer coaching. *Educational Leadership*, *44*(5), 18–26. Retrieved from http://www.ascd.org/

Garver, J. R. (2010). *Coaching for achievement: A playbook for teachers and their leaders.* Phoenix, AZ: Flying Monkey Press.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference11.0 update* (4th ed.). Boston, MA: Allyn & Bacon.

Gliem, J., & Gliem, R. (2003). *Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales.* Presented at Midwest Research to Practice Conference in Adult, Continuing, and Community Education. Columbus, OH. Retrieved

from http://www.alumni-osu.org/midwest/midwest%20papers/Gliem%20&%20Gliem--Done.pdf

Goldsmith, M., Lyons, L., & Freas, A. (2000). *Coaching for leadership: How the world's greatest coaches help leaders learn.* San Francisco, CA: Jossey-Bass.

Gordon, S. P., & Brobeck, S. R. (2010). Coaching the mentor: Facilitating reflection and change. *Mentoring & Tutoring: Partnership in Learning, 18*(4), 427–447. doi:10.1080/13611267.2010.511851

Greene, J. C., & Caracelli, V. J. (Eds.). (1997). *Advances in mixed method evaluation: The challenges and benefits of integrating diverse paradigms*. (New Directions for Evaluation, No. 74). San Francisco: Jossey-Bass.

Groves, R. M. (2006). Nonresponse rates and nonresponse bias in household surveys. *Public Opinion Quarterly, 70*(5), 646–675. doi:10.1007/978146143876212

Groves, R. M., & Lyberg, L. (2010). Total survey error: Past, present, and future. *Public Opinion Quarterly, 74*(5), 849–879.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*(3/4), 381–391.

Guskey, T. R., & Sparks, D. (1996). Exploring the relationship between staff development and improvements in student learning. *Journal of Staff Development, 17*(4), 34–38.

Hall, C., & Youens, B. (2007). Re-forming the teaching work force: The case of the academic coach. *Educational Review, 59*(2), 161–178. doi:10.1080/00131910701254932

Hall, P., & Simeral, A. (2008). *Building teachers' capacity for success: A collaborative approach for coaches and school leaders.* Alexandria, VA: Association for Supervision and Curriculum Development.

Hanne, I. J., Ammentorp, J., Erlandsen, M., & Ording, H. (2012). End-of-life practices in Danish ICUs: Development and validation of a questionnaire. *BMC Anesthesiology 12*(16). Retrieved from http://www.bimedcentral.com/1471-2253/12/16

Hanson, W. E., Creswell, J. W., Plano Clark, V. L., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Faculty Publications, Department of Psychology* (Paper 373). Retrieved from http://digitalcommons.unl.edu /psychfacpub/373

Hargreaves, A., & Shirley, D. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin.

Hattie, J. (1992). Measuring the effect of schooling. *Australian Journal of Education, 36*(1), 5–13.

Hess-Biber S. N. & Levy, P. (2006). *The practice of qualitative research.* Thousand Oaks CA: Sage.

Hess, F. (2013). *Cage-busting leadership*. Cambridge, MA: Harvard Educational Press.

Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T. (2014). School and system improvement: A narrative state-of-the-art review. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice, 25*(2), 257-281, doi:10.1080/09243453.2014.885452

Hudson (2010). *How does formal leadership influence a district content coaching program?* (Unpublished doctoral dissertation). Kansas State University, Manhattan, KS.

Hull, J. (2010, October 7). Cutting to the bone: How the economic crisis affects schools. *Center for Public Education.* Retrieved from http://www.centerforpubliceducation.org/

Idaho State Department of Education. (2013a). *Idaho building capacity*. Retrieved from http://www.sde.idaho.gov/site/ssos/IBC.htm

Idaho State Department of Education. (2013b). *Elementary and secondary education act.* Retrieved from http://www.sde.idaho.gov/site/esea

International Reading Association. (2006). *Standards for middle and high school literacy coaches.* Newark, DE: Author. Retrieved from www.reading.org/resources/issues/reports/coaching.html

Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *Elementary School Journal, 111*(1), 164–190.

Jansen, H. (2010). The logic of qualitative survey research and its position in the field of social research methods. *Qualitative Social Research, 11*(2). Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs1002110

Jerald, C. D. (2012, January). Movin' it and improvin' it! Using both education strategies to increase teaching effectiveness. *Center for American Progress*. Retrieved from www.americanprogress.org

Johnson, B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership Journal, 40*(1), 4–12.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Keeter, S., Kennedy, C., Dimock, M., Best, J., & Craighill, P. (2006). Gauging the impact of growing nonresponse on estimates from a national RDD telephone survey. *Public Opinion Quarterly, 70*(5), 759–779.

Keeter, S., Miller, C., Kohut, A., Groves, R. M., & Presser, S. (2000). Consequences of reducing nonresponse in a national telephone survey. *Public Opinion Quarterly, 64*(2), 125–148. doi:10.1086/317759

Kelle, U. (2006). Combining qualitative and quantitative methods in research practice: Purposes and advantages. *Qualitative Research in Psychology, 3*(4), 293–311. doi:10.1177 /1478088706070839

Kensler, L. A. W., Reames, E., Murray, J., & Patrick, L. (2011). System thinking tools for improving evidence-based practice: A cross-case analysis of two high school leadership teams. *High School Journal, 95*(2), 32–53.

Keselman, H. J., Cribbie, R., & Zumbo, B. D. (1997). Specialized tests for detecting treatment effects in the two-sample problem. *Journal of Experimental Education, 65*, 355–366.

Keselman, H. J., Wilcox, R. R., Othman, A. R., & Fradette, K. (2002). Trimming, transforming statistics, and bootstrapping: Circumventing the biasing effects of heteroscedasticity and nonnormality. *Journal of Modern Applied Statistical Methods 1*, 288–309.

Kinnaman, L. (2009). *Idaho Building Capacity: Developing a statewide system of support for districts and schools in need of improvement* (Unpublished doctoral dissertation). Boise State University, Boise, ID.

Kise, J. A. G. (2006). *Differentiated coaching: A framework for helping teachers change.* Thousand Oaks, CA: Corwin.

Klassen, A., Creswell, J., Plano Clark, V., Smith, K., & Meissner, H. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research, 21*(3), 377–380. doi:10.1007/s11136-012-0122-x

Klein, T., & Olbrecht, M. (2011, June). Triangulation of qualitative and quantitative methods in panel peer review research. *International Journal for Cross-Disciplinary Subjects in Education*, *2*(2), 342–348. Retrieved from http://www.infonomics-society .org/IJCDSE/

Knight, J. (2007a). 5 key points to building a coaching program. *National Staff Development Council*, *28*(1), 26–31. Retrieved from http://www.instructionalcoach.org/

Knight, J. (2007b). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin.

Knight, J. (2009, winter). Coaching: The key to translating research into practice lies in continuous job-embedded learning with on-going support. *National Staff Development Council*, *30*(1), 19-22.

Knight, J., & Cornett, J. (2008). *Studying the impact of instructional coaching* (Doctoral dissertation, University of Kansas Center for Research on Learning). Retrieved from http://instructionalcoach.org/

Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. The Sage Commtext Series. London, England: Sage.

Laba, K. (2011). *Coaching or school improvement: A guide for coaches and their supervisors.* Lincoln, IL: Academic Development Institute.

Laerd Statistics (2013). Lund Research, Ltd. (version 01.2013) [Enterprise]. Retrieved from https://statistics.laerd.com/

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

Lee, G., Benoit-Bryan, J., & Johnson, T. P. (2012). Survey research in public administration: Assessing mainstream journals with a total survey error framework. *Public Administration Review, 72*(1), 87–97. doi:10.1111/j.1540-6210.2011.02482.x

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly, 30*(4), 498–518.

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times.* Buckingham, England: Open University Press.

Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. (2004, September). How leadership influences student learning (Review of research). *The Wallace Foundation, Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education*. Retrieved from http://www.wallacefoundation.org/

Leithwood, K., & Steinbach, R. (1995). *Expert problem solving*. Albany, NY: Sunny Press.

Lynn, M. R. (1986). Determination and qualification of content validity. *Nursing Research, 35*(6), 382–386.

Marsh, J. A., McCombs, J., & Martorell, F. (2012). Reading coach quality: Findings from Florida middle schools. *Literacy Research & Instruction, 51*(1), 1–26. doi:10.1080 /19388071.2010.518662

Marshall, C., Mitchell, D., & Wirt, F. (1985). Influence, power, and policy making. *Peabody Journal of Education, 62*(4), 7–115.

Marshall, C., & Rossman, G. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.

Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Waters, T., & McNutty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Matsumura, L. C., Garnier, H., & Resnick, L. B. (2010). Implementing literacy coaching: The role of school social resources. *Educational Evaluation and Policy Analysis*, *32*(2), 249–272. doi:10.3102/0162373.7103.63743

Maxwell, J. A. (2005). Designing a qualitative study. In G. Dickens (Ed.), *Qualitative research design: An interactive approach* (2nd ed., pp. 214–253). Thousand Oaks, CA: Sage.

Mayotte, G., Wei, D., Lamphier, S., & Doyle, T. (2013, March). Enhancing capacity to improve student learning (Report No. 1097-9638). *Catholic Education*. (EJ1005656)

Mc Cormick, T. M., & Boyd, P. (2007, Fall). Graduate studies cohort for elementary teachers: New direction for professional development. *Journal of Research in Education, 17,* 55-62.

McKee, A., Tilin, F., & Mason, D. (2009). Coaching from the inside: Building an internal group of emotionally intelligent coaches. *International Coaching Psychology Review, 4*(1), 59–70. Retrieved from http://search.ebscohost.com

Miskelly, M., Noce, J. (2002). Capitalism: Political theories for students. *Global Issues in Context, 1*, 21–41.

Murray, S., Xin, M., & Mazur, J. (2008). Effects of peer coaching on teacher collaborative interactions and students' mathematics achievement. *Journal of Educational Research, 102*(3), 203–212.

The National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Retrieved from http://ebookbrowse.com/

National Dissemination Center for Children With Disabilities. (2013). *NCLB: No child left behind act.* Retrieved from http://nichcy.org/laws

Neufeld, B., & Roper, D. (2002). *Off to a good start: Year I of collaborative coaching and learning in the effective practice schools.* Cambridge, MA: Education Matters.

Nichols, S. L., Glass, G. V, & Berliner, D. C. (2006). High-stakes testing and student achievement: Does accountability pressure increase student learning? *Education Policy Analysis Archives, 14*(1). Retrieved from http://epaa.asu.edu/epaa/v14n1/

No Child Left Behind Act of 2001 (NCLB). (2002). Pub. L. No. 107-110, § 115, Stat. 1425.

Norton, M. S., Webb, L. D., Dlugosh, L. L., & Sybouts, W. (1996). *The school superintendency: New responsibilities, new leadership*. Boston: Allyn & Bacon.

Obara, S. (2010). Mathematics coaching: A new kind of professional development. *Teacher Development, 14*(2), 241–251.

Oluwatayo, J. A. (2012, May).Validity and reliability issues in educational research. *Journal of Educational and Social Research, 2*(2). doi:10.5901/jesr.2012.v2n2.391.

Pimentel, S., & Coleman, D. (2012, May). *Revised publishers' criteria for the common core state standards in English language arts and literacy, grades K–12.* Retrieved from http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pd

Polit, D. F. (2010). *Statistics and data analysis for nursing research.* Upper Saddle River, NJ: Pearson Education.

Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health, 29,* 489–497.

Ramalho, E., Garza, E., & Merchant, B. (2010). Successful school leadership in socioeconomically challenging contexts: School principals creating and sustaining

successful school improvement. *International Studies in Educational Administration (Commonwealth Council For Educational Administration & Management), 38*(3), 35-56.

Raosoft, Inc. (2011). *Raosoft EZ report*: *A database web survey software for gathering information*. Retrieved from http://www.raosoft.com/samplesize.html

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Regional Education Laboratory Program (2013). *Quality assurance for published REL reports.* Retrieved from http://ies.ed.gov/ncee/edlabs

Rury, J. (2009). *Education and social change: Contours in the history of American schooling* (3rd ed.). New York, NY: Routledge.

Rush, L. S., & Young, S. (2011). Wyoming's instructional facilitator program: Teachers' beliefs about the impact of coaching on practice. *Rural Educator, 32*(2), 13–22.

Sailors, M., & Price, L. (2010). Professional development that supports the teaching of cognitive reading strategy instruction. *Elementary School Journal, 110*(3), 301–322.

Sanders, W. L., & Horn, S. P. (1994). The Tennessee value-added assessment system: Mixed-model methodology in educational assessment. *Journal of Personnel Evaluation in Education, 8*(3), 299–311.

Seashore Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning.* New York, NY: Wallace Foundation.

Sergiovanni, T. J., Burlingame, M., Coombs, F. S., & Thurston, P. W. (1992). *Educational governance and administration* (3rd ed.). Boston: Allyn & Bacon.

Shannon, G. S., & Bylsma, P. (2007). *The nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning* (2nd ed.). Retrieved from ERIC database. (ED499819)

Shidler, L. (2009). The impact of time spent coaching for teacher efficacy on student achievement. *Early Childhood Education Journal*, *36*(5), 453–460. doi:10.1007/s10643-008-0298-4

Shields-Ramsay, P., & Ramsay, D. (2011, March). *School- and district-based learning coaches: A field-based exploration in selected Alberta schools (*Alberta Education Report).Retrieved from http://education.alberta.ca

Showers, B. (1984). *School improvement through staff development: The coaching of teaching.* Retrieved from ERIC database. (ED249593)

Singer, E., Van Hoewyk, J. H., & Maher, M. P. (2000). Experiments with incentives in telephone surveys. *Public Opinion Quarterly, 64*, 171–188.

Singer, E., Van Hoewyk, J. H., Gebler, N., Raghunathan, T., & McGonagle, K. (1999). The effect of incentives on response rates in interviewer-mediated surveys. *Journal of Official Statistics*, *15*(2), 217–230.

Stocks, M. J., & Duncan, H. E. (2010). Mentoring as a professional development strategy for instructional coaches: Who mentors the mentors? *Planning & Changing*, *41*(1/2), 57–69.

Strahan, D., Geitner, M., & Lodico, M. (2010). Collaborative professional development toward literacy learning in a high school through connected coaching. *Teacher Development*, *14*(4), 519–532.

Sunderman, G., Kim, J., & Orfield, G. (2005). NCLB meets school realities. Thousand Oaks, CA: Sage.

Survey Gizmo (2013). Widgix Software, LLC (version 10.25) [Enterprise]. Available from http://www.surveygizmo.com

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Tanner, D. (2012). *Using statistics to make educational decisions.* Thousand Oaks, CA: Sage.

Thompson, M., Marchant, M., Anderson, D., Prater, M., & Gibb, G. (2012). Effects of tiered training on general educators' use of specific praise. *Education & Treatment of Children, 35*(4), 521–546.

Thorn, A., McLeod, M., & Goldsmith, M. (2007). *Peer coaching overview*. Rancho Santa Fe, CA: Goldsmith, Fast Company. Retrieved from www.marshallgoldsmithlibrary.com

Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Winterberry Research Synthesis, 2*(2). Retrieved from http://signetwork.org/

Underwood, S. M. (2013a). *The Idaho statewide system of support: Scaling up whole-system reform in a rural western state* (Unpublished doctoral dissertation). Boise State University, Boise, ID.

Underwood, S. (2013b). *The structural change: capacity building project.* (Unpublished). Boise, ID: Steve Underwood.

U.S. Department of Education. (2012). *No Child Left Behind Act.* Retrieved from http://www2.ed.gov/nclb/landing.jhtml

U.S. Department of Education. (2013a). *Special education: State personnel development grants program*. Retrieved from http://www2.ed.gov/programs/osepsig/index.html

U.S. Department of Health and Human Services. (2013b). *Policy and Guidance.* Retrieved from http://www.hhs.gov

U.S. Department of Health and Human Services. (2014). Federalwide assurance (FWA) for the protection of human subjects [2011]. Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html

Visser, P. S., Krosnick, J. A., Marquette, J., & Curtin, M. (1996). Mail surveys for election forecasting: An evaluation of the Colombia dispatch poll. *Public Opinion Quarterly, 60,* 181–227. doi:10.1086/297748

Walpole, S., McKenna, M. C., & Morrill, J. (2011). Building and rebuilding a statewide support system from literacy coaches. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, *27*(3), 261–280. doi:10.1080/10573569.2011.532737

Walpole, S., McKenna, M. C., Uribe-Zarain, X., & Lamitina, D. (2010). The relationships between coaching and instruction in the primary grades: Evidence from high-poverty schools. *Elementary School Journal, 111*, 115–140.

Waltz, C. F., & Bausell, R. B. (1983). *Nursing research: Design, statistics and computer analysis* (2nd ed.). Philadelphia, PA: F. A. Davis.

Waltz, C. F., Strickland, O., & Lenz, E. (1991). *Measurement in nursing research* (2nd ed.). Philadelphia, PA: F. A. Davis.

Waters, T., & Cameron, G. (2007). *The balanced leadership framework: Connecting vision with action.* Denver, CO: Mid-continent Research for Education and Learning.

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity.* Cambridge, England: Cambridge University Press.

Whitaker, T. (2012). *What great principals do differently: 18 things that matter most* (2nd ed.). Lanchmont, NY: Eye On Education.

Williams, H. S. (2009). Leadership capacity—A key to sustaining lasting improvement. *Education, 130*(1), 30–41. Retrieved from http://search.ebscohost.com

Wise, D., & Hammack, M. (2011). Leadership coaching: Coaching competencies and best practices. *Journal of School Leadership, 21*, 449-477.

Woodside-Jiron, H., & Gehsmann, K. M. (2009). Peeling back the layers of policy and school reform: Revealing the structural and social complexities within. *International Journal of Disability, Development & Education*, *56*(1), 49–72. doi:10.1080/1034912.0802.681671

Wolcott, H. F. (2009). *Writing up qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*, 57–67.

Wynd, C. A., Schmidt, B., & Schaeferl, M. A. (2003). Two quantitative approaches for estimating content validity. *Western Journal of Nursing Research, 25*(2), 508-518. Retrieved from http://www.sagepub.com/

Yopp, D., Burroughs, E. A., Luebeck, J., Heidema, C., Mitchell, A., & Sutton, J. (2011). How to be a wise consumer of coaching: Strategies teachers can use to maximize coaching benefits. *Journal of Staff Development, 32*(1), 50–53.

Yu, J., & Cooper, H. (1983). A quantitative review of the research design effects on response rates to questionnaires. *Journal of Marketing Research, 20*, 36-44.

Zhou, Y., & Pinkleton, B. E. (2012). Modeling the effects of political information source use and online expression on young adults' political efficacy. *Mass Communication and Society, 15*, 813–830. doi:10.1080/15205436.2011.622064

Appendix A

Survey Permission

[This will be viewed only if the participant hits the link at the bottom of the received e-mail from the researcher.]

Three-part survey. Part I Demographics, Part II is Likert statements (5-point scales) and Part III is the two open-ended questions.

SURVEY

Administrative Coaching Support from the State's Coaching Project

The following survey should take approximately 15 minutes of your time. Your answers are anonymous. The following is a list of demographic questions that would help the researcher in the data analysis phase of the study. You are not required to answer the questions. This is a voluntary questionnaire. If you do not feel comfortable answering one or multiple questions, please leave them blank. Your completion of the survey and returning it is your permission to use the data results for this research project. Thank you.

Appendix B

Demographics Section for Survey (Administration and Building Staff)

1. Were you a staff member during the 3 years your administrator worked in partnership with an administrative coach? Or were you the administrator who worked in partnership with an administrative coach during the full 3 years? Yes No. If they answered no, an external window would open up. The participant could then exit the survey. "Thank you for taking the survey."
2. My gender is: Male Female
3. I worked at the following: (check all that apply) High School Jr. and or Middle School Elementary Other
4. Highest degree obtained is: High School Diploma/GED Technical School Associates Bachelors Masters Specialist Doctorate
5. The number of years I have worked in an educational setting: Allow participants were able to enter in a continuous number and nothing else.
6. The number of years I have been in education is: Allow participant to enter in a continuous number and nothing else.
8. Grade levels I have taught: Drop down menu to choose as many as they need K–12

Appendix C

Demographics Section for Survey (Administrative Coaches)

1. **I served as an administrative coach three or more consecutive years.** Yes No. If they answered no, an external window would open up. The participant could then exit the survey. "Thank you for taking the survey."
2. My gender is: Male Female
3. I worked at the following: (check all that apply) High School Jr. and or Middle School Elementary Other
6. Highest degree obtained is: High School Diploma/GED Technical School Associates Bachelors Masters Specialist Doctorate
5. The number of years I have worked in an educational setting: Allow participants were able to enter in a continuous number and nothing else.
6. The number of years I have been in education is: Allow participant to enter in a continuous number and nothing else.
8. Grade levels I have taught: Drop down menu to choose as many as they need K-12
9. At what level do you currently serve? District Elementary Secondary

Appendix D

State's Coaching Project Survey for Administrators and Building Staff

Professional Development Component	**1** = *Strongly Agree*	**2** = *Agree*	**3** = *Neutral*	**4** = *Disagree*	**5** = *Strongly Disagree*
1. The administrative coach made me feel supported.					
2. I had a trusting relationship with the administrative coach.					
3. The administrative coach had strong communication skills.					
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.					
5. The administrative coach worked collaboratively with educators to assess district and school needs.					
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.					
7. The administrative coach stayed current with new media technology.					
8. The administrative coach was knowledgeable about current **educational practices and educational reform.**					
9. The administrative coach was knowledgeable about **evidence-based instructional practices, standards, and curriculum.**					
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.					

Professional Development Component	**1**= *Strongly Agree*	**2** = *Agree*	**3** = *Neutral*	**4** = *Disagree*	**5** = *Strongly Disagree*
11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.					
12. The administrative coach was able to apply his/her knowledge of assessment in **literacy skills** to support staff in data-making decisions.					
13. The administrative coach was able to apply his/her knowledge of assessment in **mathematical skills** to support staff in data-making decisions.					
14. The administrative coach was able to apply his/her knowledge of assessment in **writing skills** to support staff in data-making decisions.					
15. The administrative coach was able to apply his/her knowledge of assessment in **overall content areas** to support staff in data-making decisions.					
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.					
17. The administrative coach used **feedback to guide the district** to **alleviate barriers** and **revise policies** and **pr**ocedures to support new ways to accomplish the work.					
18. The administrative coach set clear expectations when providing professional development for building staff.					
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly,					

Professional Development Component	**1**= *Strongly Agree*	**2** = *Agree*	**3 =** *Neutral*	**4** = *Disagree*	**5** = *Strongly Disagree*
or quarterly with the team).					
20. The administrative coach made a difference in the **district**.					
21. The administrative coach made a difference in the **school**.					
22. The administrative coach made a difference in **teacher classrooms**.					
23. The administrative coach impacted the **building leadership skills**, which lead to improved **teacher effectiveness**.					
24. The administrative coach impacted the **building leadership skills**, which lead to improved **student outcomes**.					
25. The administrative coach impacted the **district leadership skills**, which lead to improved building **leadership skills**.					
26. The administrative coach impacted the **teacher** which led to improved **teacher effectiveness.**					
27. State funding should be used to continue supporting districts with administrative coaches.					

Appendix E

State's Coaching Project Survey for Administrative Coaches

Professional Development Component	**1=** *Strongly Agree*	**2=** *Agree*	**3=** *Neutral*	**4=** *Disagree*	**5=** *Strongly Disagree*
1. I supported the district and building staff.					
2. I built trusting relationships with the district and school staff.					
3. During my time as an administrative coach I posed strong communication skills.					
4. I was familiar with typical district and classroom structures, operations, policies etc.					
5. I worked collaboratively with educators to assess district and school needs.					
6. I used multiple sources of information to provide **effective feedback to those being coached**.					
7. During my time as an administrative coach, I stayed current about **new media technology**.					
8. During my time as an administrative coach, I stayed current about **educational practices and school reform**.					
9. During my time as an administrative coach, I stayed current about **evidence-based instructional practices, state standards and curriculum**.					
10. Using feedback from site visits, I facilitated action planning for district, schools, and/or personnel.					
11. I helped staff make decisions at all education levels by supporting the work with current research and data.					

Professional Development Component	**1=** *Strongly Agree*	**2=** *Agree*	**3=** *Neutral*	**4=** *Disagree*	**5=** *Strongly Disagree*
12. I was able to apply my knowledge about assessment in **literacy skills** in order to support staff in data-making decisions.					
13. I was able to apply my knowledge about assessment in **mathematical skills** in order to support staff in data-making decisions.					
14. I was able to apply my knowledge about assessment in **writing skills** in order to support staff in data-making decisions.					
15. I was able to apply my knowledge about assessment in **overall content areas** in order to support staff in data-making decisions.					
16. I used **feedback to guide the district** to **alleviate barriers** and **revise policies** and procedures to support new ways to accomplish the work.					
17. I was able to apply my knowledge about goal setting, using formative and summative data to support school staff members.					
18. I set clear expectations when providing professional development for building staff.					
19. I met weekly, biweekly, monthly or quarterly with school leadership team(s).					
20. I made a difference in the **district(s)**.					
21. I made a difference in the **school(s)**.					
22. I made a difference in the **teacher classroom(s)**.					

Professional Development Component	**1=** *Strongly Agree*	**2=** *Agree*	**3=** *Neutral*	**4=** *Disagree*	**5=** *Strongly Disagree*
23. I impacted the **building leadership skills**, which led to improved **teacher effectiveness**.					
24. I impacted the **building leadership skills**, which led to improved **student outcomes**.					
25. I impacted the **district leadership skills**, which led to improved **building leadership skills**.					
26. I impacted the **teacher** which led to improved **teacher effectiveness**.					
27. State funding should be used to continue supporting districts with administrative coaches.					

Appendix F

Qualitative State's Online Coaching Project Survey Questions

Questions embedded in the quantitative survey for **administrators and building staff:**

1. How did the coaching project's use of administrative coaches develop school leadership?
2. Is there anything else you would like to add that was not addressed in the questionnaire?

Questions embedded in the quantitative survey for **administrative coaches:**

1. How did your role as an administrative coach develop school leadership?
2. Is there anything else you would like to add that was not addressed in the questionnaire?

Appendix G

Obtaining Permission

State Personnel Development Grant Evidence-based Professional Development Components Rubric
-----Original Message-----
From: Coffey, Jennifer
Sent: Thursday, May 23, 2013 10:10 AM
To: Audrey
Subject: RE: Evidence Based Professional Development Components Rubric

You have my permission and good luck!

Jennifer Coffey, Ph.D.
Education Program Specialist
Office of Special Education Programs

-----Original Message-----
From: Audrey
Sent: Wednesday, May 22, 2013 6:27 PM
To: Coffey, Jennifer; Adria David

Subject: RE: Evidence Based Professional Development Components Rubric

Hi Adria,

I'm forwarding your question to Jennifer. I believe OSEP and SPDG personnel were involved in its development.

Audrey

From: Adria David
Sent: Monday, May 20, 2013 2:24 AM
To: Audrey D.
Subject: Evidence Based Professional Development Components Rubric

Good Morning Audrey and Cari,
If I am wanting to use the SPDG's Evidence Based Professional Development Components Rubric for my dissertation work, who do I send permission from? Thanks. Adria

Adria David

Coordinator, Response to Intervention & Schoolwide Title I Support
Statewide System of Support
[redacted]State Department of Education

Appendix H

Research Proposal Site Access

May 16, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at _____District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

Superintendent

School District Address

Appendix I

Sample District Permission Request

Dear [redacted] Administrative Team,

My name is Adria David, I currently wear a variety of hats throughout the [redacted], but for the purpose of this e-mail, I am writing to you as a doctoral student from Northwest Nazarene University. I am conducting a research study that focuses on statewide external coaching support for districts.

The focus of my study is to analyze the most effective coaching components within the [redacted] Project. Compiling these findings and aligning them to effective leadership skills will be used to create positive change and define how rural states can improve the practices of statewide systems of support. Also the findings will help shed some light on ways to help support districts during a time when financial barriers have increased and professional development has decreased.

I am seeking your permission to survey you and school staff members whose building administrator participated in the [redacted] project for 3 years. This will be a one-time voluntary survey and will not be distributed until next fall, 2013. Each survey will be coded with a unique study number. No names or other personal identifiers will appear on the survey. All completed surveys will be kept confidential and only the researcher (me) and the Northwest Nazarene University Human Research Review Committee will have access to the research data.

I am hoping you and your staff would be willing to support me in my journey to add to the body of research. If so, I have attached a second letter that I would need from you in order to submit to my committee for approval. The letter would need to be placed on your districts letterhead, with your name and signature. The letter than can be e-mailed back to me as early as this week and by the end of May.

Thank you for your consideration in advance. If you have any questions or concerns, please feel free to send me an e-mail at [redacted] or give me a call at [redacted].

Adria David

Appendix J

District Permission Letters

[redacted] Superintendent

SCHOOL DISTRICT NO. [redacted]

P.O. Box [redacted] Fax

http:// [redacted]

May 16, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District [redacted] has [redacted] reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent

[redacted]

School District Address

[redacted]

[redacted] School District No. [redacted]

[redacted] PO Box [redacted]
Telephone: [redacted] Fax: [redacted]

June 19, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District [redacted] has [redacted] reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are August 2013 to April 2014.

Respectful

[redacted]
Superintendent

School District Address
[redacted]

[redacted]

August 28, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at the [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are August 2013 to April 2014.

Sincerely,

[redacted]

Associate Superintendent

[redacted]

Superintendent of Schools Associate Superintendent

[redacted] SCHOOL DISTRICT [redacted]

[redacted]

Board Chairman

[redacted]

Vice Chairman

[redacted]

Trustee

[redacted]

Trustee

[redacted]

Trustee

[redacted]

Superintendent

[redacted]

Clerk of the Board

May 16, 2013

Northwest Nazarene University
Attention: HRR Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at the [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent
[redacted] School District
PO Box [redacted]

[redacted] [redacted] Fax [redacted]

Superintendent

August 21, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at the [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are August 2013 to April 2014.

Respectful

[redacted]

Superintendent

[redacted] School District No. [redacted]

P.O. Box [redacted]

[redacted] FAX

June 19, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC the [redacted] District No [redacted] Administration has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are August 2013 to April 2014.

Respectfully,

[redacted]

Superintendent

[redacted] Superintendent

[redacted] School District [redacted]

June 24, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1st Floor
623 So. University Boulevard
Nampa, Idaho 83686

Re: Research Proposed Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District [redacted] has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent

[redacted] SCHOOL DISTRICT [redacted]

[redacted]

June 3, 2013

[redacted]
Board Chairman

[redacted]
Vice Chairman

[redacted]
Board Member

[redacted]
Board Member

[redacted]
Board Member

[redacted]
Superintendent

[redacted]
Business Manager

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District [redacted] has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on the campuses that participated with the Idaho Building Capacity project. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent

[redacted]

August 20, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff and students. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent

[redacted] District #[redacted]

[redacted]

August 13, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted], Superintendent
School District

[redacted] SCHOOL DISTRICT [redacted]

P.O. Box A ◆ [redacted] ◆ Phone: [redacted] ◆ Fax:

Board of Trustees

[redacted]

[redacted]
Superintendent

[redacted]
Business Manager / Clerk

August 21, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District has [redacted] reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are August 2013 to April 2014.

Respectfully,

[redacted]

Superintendent
[redacted] School District

[redacted] ***School District No*** [redacted]

District Office

[redacted]

Telephone [redacted] **• FAX** [redacted]

[redacted] **Superintendent of Schools**

June 26, 2013

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1ST floor
623 S University Boulevard
Nampa, Idaho 83686

RE: Research Proposal Site Access for Mrs. Adria David

Dear HRRC Members:

This letter is to inform the HRRC that Administration at [redacted] School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Adria David has permission to conduct her research study on campus with staff. The authorization dates for this research study are July 2013 to April 2014.

Respectfully,

[redacted]

Superintendent [redacted]

Appendix K

Survey Call Script to Increase Participation

Hello, _____ my name is Adria David. I am a Northwest Nazarene University doctoral student. Two weeks ago I sent a notification regarding an electronic email survey link that would be sent to you from Murphy Enterprises regarding the [redacted] Project.

Again, the focus of my study is to analyze the most effective coaching components with in the [redacted] Project and its effects on leadership change. Finally, the data will be used to help define how rural state agencies can improve their practices in providing statewide systems of support for local agencies.

I would like to conclude my survey by November 30, 2013. I realize my survey is voluntary, but I would be extremely honored if you could encourage your staff to take the survey. The higher the response rate the more effective my study will be.

Do you have any final questions for me? Thank you for your time.

Appendix L

Outside Evaluator: Education Northwest

education northwest

101 SW Main St, Ste 500, Portland, OR 97204-3213
503.275.9500 | 800.547.6339
educationnorthwest.org

MEMORANDUM

October 23, 2013

TO Dissertation Committee for Adria David

FROM Caitlin Scott
SUBJECT Administrative Coaching Support from Building Capacity Project

I had the pleasure of reviewing the *Administrative Coaching Support f*[redacted] *Project Survey* in August 2013. I understand that this survey is part of Adria David's dissertation and that the purpose of my review was to provide feedback on the validity of the survey.

Overall, the content of the survey appeared to me to be appropriate and valid for a study of administrative coaching in the [redacted] context. My knowledge of [redacted] Project comes from my work with [redacted] State Department of Education as a team member on a research alliance investigating the statewide system of support for schools through our Regional Educational Laboratory in the Northwest.

I did make some suggestions for revisions to the survey for clarity and brevity. Adria and I also had a phone conversation about these potential changes. Please let me know if you have any questions. My phone is [redacted] and my email is Caitlin.[redacted]

Appendix M

Gift Card Giveaway

12/1/13

Hello,

Thank you for completing the [redacted] Project Survey as part of Adria David's doctoral research at Northwest Nazarene University.

A random drawing of those who completed the gift card sign-up survey was completed and you were one of the selected recipients.

Congratulations! Your $25 Amazon e-certificate is attached.

Sincerely,

Murphy Enterprises

Appendix N

Confidentiality Form

Murphy Enterprises

October 6, 2013

RE: Confidentiality Form for Adria David's Dissertation Research, Northwest Nazarene University

Adria David has contracted with me, Dr. Cari Lee Murphy (DBA Murphy Enterprises), as an external evaluator to assist in data collection for her dissertation research. I will be developing an online version of her survey, distributing the survey via email, and collecting the data for summarization. The online survey will be developed consistent with informed consent regulations and thus be voluntary and be kept confidential. I will compile the raw data, removing all personal identifiers prior to submitting the raw data back to Adria.

Sincerely,

Cari Lee Murphy, Ph.D.

[715 11th Street
Lewiston, Idaho 83501]

Appendix O

Item Total Statistics

Survey Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's alpha if Item Deleted	Scale Mean if Item Deleted
1. Support provided to district and building staff.	95.86	398.047	.806	.	.978	95.86
2. Built trusting relationships.	95.90	394.412	.838	.	.978	95.90
3. Strong communication skills.	95.80	396.368	.823	.	.978	95.80
4. Familiar with typical district and classroom structures, operations, policies etc.	95.72	403.613	.756	.	.978	95.72
5. Collaborative work with educators to assess district and school needs.	95.75	398.644	.815	.	.978	95.75
6. Multiple sources of information were used to provide effective feedback to those being coached.	95.92	399.988	.821	.	.978	95.92
7.. Stayed current about new media technology.	96.02	406.584	.734	.	.979	96.02
8. Knowledgeable about current educational practices and school reform.	95.62	404.453	.786	.	.978	95.62
9. Knowledgeable about current evidence-based instructional practices, standards and curriculum.	95.63	406.161	.746	.	.978	95.63
10. Used feedback from site visits, to facilitate action planning for district, schools, and/or personnel.	95.82	400.931	.815	.	.978	95.82
11. Staff support in making decisions at all education levels using with current research and data.	95.96	398.902	.841	.	.978	95.96

Survey Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's alpha if Item Deleted	Scale Mean if Item Deleted
12. Knowledgeable about assessment in literacy skills in order to support staff in data-making decisions.	96.05	402.540	.791	.	.978	96.05
13. Knowledgeable about assessment in mathematical skills in order to support staff in data-making decisions.	96.29	406.989	.687	.	.979	96.29
14. Knowledgeable about assessment in writing skills in order to support staff in data-making decisions.	96.12	408.335	.680	.	.979	96.12
15. Knowledgeable about assessment in overall content areas in order to support staff in data-making decisions.	96.08	402.048	.808	.	.978	96.08
16. Knowledge about goal setting, using formative and summative data to support school staff members.	95.66	406.887	.740	.	.978	95.66
17. Used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	95.98	406.054	.677	.	.979	95.98
18. Clear expectations set when providing professional development for building staff.	96.07	401.098	.776	.	.978	96.07
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish the goals (i.e., weekly, biweekly, monthly, or quarterly).	95.90	405.943	.655	.	.979	95.90

Survey Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's alpha if Item Deleted	Scale Mean if Item Deleted
20. Made a difference in the district(s).	96.17	395.405	.836	.	.978	96.17
21. Made a difference in the school(s).	96.01	390.464	.879	.	.978	96.01
22. Made a difference in the teacher classroom(s).	96.38	397.876	.789	.	.978	96.38
23. Impacted the building leadership skills, which led to improved teacher effectiveness.	96.17	394.526	.853	.	.978	96.17
24. Impacted the building leadership skills, which led to improved student outcomes.	96.19	395.224	.855	.	.978	96.19
25. Impacted the district leadership skills, which led to improved building leadership skills.	96.25	398.331	.813	.	.978	96.25
26. Impacted the teacher which led to improved teacher effectiveness.	96.30	397.560	.822	.	.978	96.30
27. State funding should be used to continue supporting districts with administrative coaches.	96.13	388.966	.841	.	.978	96.13

Appendix P

Administrative Coaches Survey Responses

Survey Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I supported the district and building staff.	7.4%	0.0%	0.0%	25.9%	66.7%
2. I built trusting relationships with the district and school staff.	0.0%	0.0%	0.0%	25.9%	74.1%
3. During my time as an administrative coach I posed strong communication skills.	0.0%	0.0%	0.0%	44.4%	55.6%
4. I was familiar with typical district and classroom structures, operations, policies etc.	0.0%	0.0%	0.0%	50%	50%
5. I worked collaboratively with educators to assess district and school needs.	0.0%	0.0%	0.0%	42.3%	57.7%
6. I used multiple sources of information to provide effective feedback to those being coached.	0.0%	0.0%	3.8%	53.9%	42.3%
7. During my time as an administrative coach, I stayed current about new media technology.	0.0%	0.0%	11.1%	63.0%	25.9%
8. During my time as an administrative coach, I stayed current about educational practices and school reform.	0.0%	0.0%	0.0%	44.4%	55.6%
9. During my time as an administrative coach, I stayed current about evidence-based instructional practices, state standards and curriculum.	0.0%	0.0%	3.7%	48.1%	48.1%
10. Using feedback from site visits, I facilitated action planning for district, schools, and/or personnel.	0.0%	0.0%	0.0%	51.8%	48.2%

11. I helped staff make decisions at all education levels by supporting the work with current research and data.	0.0%	0.0%	0.0%	48.2%	51.9%
12. I was able to apply my knowledge about assessment in literacy skills in order to support staff in data-making decisions.	0.0%	0.0%	11.1%	55.6%	33.3%
13. I was able to apply my knowledge about assessment in mathematical skills in order to support staff in data-making decisions.	0.0%	3.7%	29.6%	51.9%	14.8%
14. I was able to apply my knowledge about assessment in writing skills in order to support staff in data-making decisions.	0.0%	0.0%	7.4%	59.3%	33.3%
15. I was able to apply my knowledge about assessment in overall content areas in order to support staff in data-making decisions.	0.0%	0.0%	7.4%	66.7%	25.9%
16 I used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	0.0%	0.0%	44.4%	55.6%
17. I was able to apply my knowledge about goal setting, using formative and summative data to support school staff members.	0.0%	0.0%	0.0%	59.3%	40.7%
18. I set clear expectations when providing professional development for building staff.	0.0%	0.0%	14.8%	48.2%	37%
19. I met weekly, biweekly, monthly or quarterly with school leadership team(s).	0.0%	0.0%	0.0%	44.4%	55.6%
20. I made a difference in the district(s).	0.0%	0.0%	0.0%	66.7%	33.3%
21. I made a difference in the school(s).	0.0%	0.0%	7.4%	55.6%	37.0%

22. I made a difference in the teacher classroom(s).	0.0%	0.0%	25.9%	51.9%	22.2%
23. I impacted the building leadership skills, which led to improved teacher effectiveness.	0.0%	0.0%	7.7%	57.7%	34.6%
24. I impacted the building leadership skills, which led to improved student outcomes.	0.0%	0.0%	11.1%	55.6%	33.3%
25. I impacted the district leadership skills, which led to improved building leadership skills.	0.0%	0.0%	7.4%	55.6%	37.0%
26. I impacted the teacher which led to improved teacher effectiveness.	0.0%	0.0%	29.6%	55.6%	14.8%
27. State funding should be used to continue supporting districts with administrative coaches.	0.0%	0.0%	0.0%	33.3%	66.7%

Appendix Q

Teachers Survey Response

Survey Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The administrative coach made me feel supported.	1.5%	7.4%	38.9%	35.3%	16.9%
2. I had a trusting relationship with the administrative coach.	2.2%	13.2%	34.6%	34.6%	15.4%
3. The administrative coach had strong communication skills.	2.2%	8.1%	29.4%	36.0%	24.3%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	0.7%	6.7%	27.2%	44.1%	21.3%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	1.5%	11.0%	21.3%	47.8%	18.4%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	1.5%	9.6%	36.3%	40.0%	12.6%
7. The administrative coach stayed current with new media technology.	0.7%	6.7%	48.1%	34.1%	10.4%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	0.7%	5.1%	19.9%	50.0%	24.3%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	0.7%	3.7%	24.8%	46.0%	24.8%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	0.8%	9.0%	33.1%	38.3%	18.8%

11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	0.8%	13.5%	32.3%	42.9%	10.5%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	1.5%	9.1%	43.2%	33.3%	12.9%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	3.1%	11.5%	50.0%	28.5%	6.9%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	1.6%	6.2%	51.2%	34.1%	6.9%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	2.9%	8.8%	39.7%	39.0%	9.6%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	1.5%	1.5%	25.8%	50.0%	21.2%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	1.5%	9.2%	43.1%	33.1%	13.1%
18. The administrative coach set clear expectations when providing professional development for building staff.	2.3%	13.6%	35.6%	37.9%	10.6%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	1.5%	9.1%	34.9%	40.9%	13.6%
20. The administrative coach made a difference in the district.	5.2%	12.0%	42.5%	31.3%	9.0%

21. The administrative coach made a difference in the school.	5.1%	14.0%	26.5%	34.5%	19.9%
22. The administrative coach made a difference in teacher classrooms.	8.1%	19.3%	35.6%	31.1%	5.9%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	5.9%	17.8%	31.1%	36.3%	8.9%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	4.5%	17.9%	39.6%	28.3%	9.7%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	3.0%	19.4%	39.6%	31.3%	6.7%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	6.8%	18.8%	34.5%	30.1%	9.8%
27. State funding should be used to continue supporting districts with administrative coaches.	10.3%	13.2%	33.1%	26.5%	16.9%

Appendix R

Administrators Survey Response

Survey Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The administrative coach made me feel supported.	0.0%	0.0%	0.0%	31.8%	68.2%
2. I had a trusting relationship with the administrative coach.	0.0%	0.0%	4.5%	9.1%	86.4%
3. The administrative coach had strong communication skills.	0.0%	0.0%	4.5%	18.2%	77.3%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	0.0%	0.0%	0.0%	50%	50.0%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	0.0%	0.0%	4.5%	27.3%	68.2%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	0.0%	0.0%	4.7%	42.9%	52.4%
7. The administrative coach stayed current with new media technology.	0.0%	4.5%	13.6%	54.6%	27.3%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	0.0%	0.0%	0.0%	27.3%	72.7%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	0.0%	0.0%	0.0%	45.4%	54.6%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	0.0%	0.0%	4.6%	45.4%	50.0%

11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	0.0%	0.0%	4.8%	47.6%	47.6%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	0.0%	0.0%	4.8%	71.4%	23.8%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	0.0%	0.0%	18.2%	59.1%	22.7%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	0.0%	0.0%	9.1%	63.6%	27.3%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	0.0%	0.0%	0.0%	68.2%	31.8%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	0.0%	0.0%	4.6%	27.3%	68.2%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	0.0%	9.1%	54.5%	36.4%
18. The administrative coach set clear expectations when providing professional development for building staff.	0.0%	0.0%	13.6%	59.1%	27.3%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	0.0%	4.8%	4.8%	47.6%	42.9%
20. The administrative coach made a difference in the district.	0.0%	0.0%	18.2%	40.9%	40.9%

21. The administrative coach made a difference in the school.	0.0%	0.0%	9.1%	27.3%	63.6%
22. The administrative coach made a difference in teacher classrooms.	0.0%	0.0%	27.3%	50.0%	22.7%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	0.0%	0.0%	4.5%	59.1%	36.4%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	0.0%	0.0%	4.5%	54.6%	40.9%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	0.0%	0.0%	18.2%	54.5%	27.3%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	0.0%	0.0%	18.2%	63.6%	18.2%
27. State funding should be used to continue supporting districts with administrative coaches.	0.0%	0.0%	13.6%	36.4%	50.0%

Appendix S

Paraprofessional and Related Others Survey Response

Survey Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The administrative coach made me feel supported.	0.0%	0.0%	47.8%	39.1%	13%
2. I had a trusting relationship with the administrative coach.	4.5%	0.0%	50.0%	36.4%	9%
3. The administrative coach had strong communication skills.	4.3%	4.3%	47.8%	34.8%	9%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	0.0%	0.0%	39.1%	34.8%	26%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	4.5%	0.0%	31.8%	40.9%	23%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	0.0%	4.3%	39.1%	39.1%	17%
7. The administrative coach stayed current with new media technology.	0.0%	0.0%	30.4%	56.5%	13%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	0.0%	0.0%	21.7%	65.2%	13%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	0.0%	0.0%	26.1%	56.5%	17%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	0.0%	0.0%	43.5%	47.8%	9%

11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	4.3%	0.0%	34.8%	56.5%	4%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	4.5%	0.0%	40.9%	50.0%	5%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	0.0%	0.0%	60.9%	34.8%	4%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	0.0%	4.5%	54.5%	40.9%	0%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	0.0%	0.0%	45.5%	45.5%	9%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	0.0%	0.0%	18.2%	68.2%	14%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	0.0%	36.4%	50.0%	14%
18. The administrative coach set clear expectations when providing professional development for building staff.	0.0%	0.0%	54.5%	31.8%	14%

19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	0.0%	4.5%	50.0%	40.9%	5%
20. The administrative coach made a difference in the district.	4.5%	4.5%	59.1%	18.2%	14%
21. The administrative coach made a difference in the school.	4.5%	4.5%	40.9%	36.4%	14%
22. The administrative coach made a difference in teacher classrooms.	0.0%	4.5%	59.1%	27.3%	9%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	5.0%	0.0%	45.0%	40.0%	10%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	4.5%	0.0%	40.9%	50.0%	5%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	4.8%	0.0%	47.6%	42.9%	5%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	0.0%	4.5%	50.0%	40.9%	5%
27. State funding should be used to continue supporting districts with administrative coaches.	9.1%	4.5%	45.5%	27.3%	14%

Appendix T

Administrative Coaches Response

Survey Items	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
1. I supported the district and building staff.	7.4%	0.0%	92.6%
2. I built trusting relationships with the district and school staff.	0.0%	0.0%	100%
3. During my time as an administrative coach I posed strong communication skills.	0.0%	0.0%	100%
4. I was familiar with typical district and classroom structures, operations, policies etc.	0.0%	0.0%	100%
5. I worked collaboratively with educators to assess district and school needs.	0.0%	0.0%	100%
6. I used multiple sources of information to provide effective feedback to those being coached.	0.0%	3.8%	96.2%
7. During my time as an administrative coach, I stayed current about new media technology.	0.0%	11.1%	88.9%
8. During my time as an administrative coach, I stayed current about educational practices and school reform.	0.0%	0.0%	100%
9. During my time as an administrative coach, I stayed current about evidence-based instructional practices, state standards and curriculum.	0.0%	3.7%	96.3%
10. Using feedback from site visits, I facilitated action planning for district, schools, and/or personnel.	0.0%	0.0%	100%
11. I helped staff make decisions at all education levels by supporting the work with current research and data.	0.0%	0.0%	100%
12. I was able to apply my knowledge about assessment in literacy skills in order to support staff in data-making decisions.	0.0%	11.1%	88.9%

13. I was able to apply my knowledge about assessment in mathematical skills in order to support staff in data-making decisions.	3.7%	29.6%	66.7%
14. I was able to apply my knowledge about assessment in writing skills in order to support staff in data-making decisions.	0.0%	7.4%	92.6%
15. I was able to apply my knowledge about assessment in overall content areas in order to support staff in data-asking decisions.	0.0%	7.4%	92.6%
16. I was able to apply my knowledge about goal setting, using formative and summative data to support school staff members.	0.0%	0.0%	100%
17. I used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	0.0%	100%
18. I set clear expectations when providing professional development for building staff.	0.0%	14.8%	85.2%
19. I met weekly, biweekly, monthly or quarterly with school leadership team(s).	0.0%	0.0%	100%
20. I made a difference in the district(s).	0.0%	0.0%	100%
21. I made a difference in the school(s).	0.0%	7.4%	92.6%
22. I made a difference in the teacher classroom(s).	0.0%	25.9%	74.1%
23. I impacted the building leadership skills, which led to improved teacher effectiveness.	0.0%	7.7%	92.3%
24. I impacted the building leadership skills, which led to improved student outcomes.	0.0%	11.1%	88.9%
25. I impacted the district leadership skills, which led to improved building leadership skills.	0.0%	7.4%	92.6%
26. I impacted the teacher which led to improved teacher effectiveness.	0.0%	29.6%	70.4%

27. State funding should be used to continue supporting districts with administrative coaches.	0.0%	0.0%	100%

Appendix U

Teachers Survey Response

Survey Items	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
1. The administrative coach made me feel supported.	8.9%	38.9%	52.2%
2. I had a trusting relationship with the administrative coach.	15.4%	34.6%	50.0%
3. The administrative coach had strong communication skills.	10.3%	29.4%	60.3%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	7.4%	27.2%	65.4%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	12.5%	21.3%	66.2%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	11.1%	36.3%	52.6%
7. The administrative coach stayed current with new media technology.	7.4%	48.1%	44.5%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	5.8%	19.9%	74.3%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	4.4%	24.8%	70.8%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	9.8%	33.1%	57.1%
11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	14.3%	32.3%	53.4%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	10.6%	43.2%	46.2%

13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	14.6%	50.0%	35.4%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	7.8%	51.2%	41.0%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	11.7%	39.7%	48.6%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	3.0%	25.8%	71.2%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	10.7%	43.1%	46.2%
18. The administrative coach set clear expectations when providing professional development for building staff.	15.9%	35.6%	48.5%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	10.6%	34.9%	54.5%
20. The administrative coach made a difference in the district.	17.2%	42.5%	40.3%
21. The administrative coach made a difference in the school.	19.1%	26.5%	54.4%
22. The administrative coach made a difference in teacher classrooms.	27.4%	35.6%	37.0%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	23.7%	31.1%	45.2%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	22.4%	39.6%	38.0%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	22.4%	39.6%	38.0%

26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	25.6%	34.5%	39.9%
27. State funding should be used to continue supporting districts with administrative coaches.	23.5%	33.1%	43.4%

Appendix V

Administrators Survey Response

Survey Items	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
1. The administrative coach made me feel supported.	0.0%	0.0%	100.0%
2. I had a trusting relationship with the administrative coach.	0.0%	4.5%	95.5%
3. The administrative coach had strong communication skills.	0.0%	4.5%	95.5%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	0.0%	0.0%	100.0%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	0.0%	4.5%	95.5%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	0.0%	4.7%	95.3%
7. The administrative coach stayed current with new media technology.	4.5%	13.6%	81.9%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	0.0%	0.0%	100.0%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	0.0%	0.0%	100.0%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	0.0%	4.6%	95.4%
11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	0.0%	4.8%	95.2%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	0.0%	4.8%	95.2%

13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	0.0%	18.2%	81.8%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	0.0%	9.1%	90.9%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	0.0%	0.0%	100.0%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	0.0%	4.6%	95.5%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	9.1%	90.9%
18. The administrative coach set clear expectations when providing professional development for building staff.	0.0%	13.6%	86.4%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	4.8%	4.8%	90.5%
20. The administrative coach made a difference in the district.	0.0%	18.2%	81.8%
21. The administrative coach made a difference in the school.	0.0%	9.1%	90.9%
22. The administrative coach made a difference in teacher classrooms.	0.0%	27.3%	72.7%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	0.0%	4.5%	95.5%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	0.0%	4.5%	95.5%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	0.0%	18.2%	81.8%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	0.0%	18.2%	81.8%

27. State funding should be used to continue supporting districts with administrative coaches.	0.0%	13.6%	86.4%

Appendix W

Paraprofessionals and Related Others Survey Response

Survey Items	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
1. The administrative coach made me feel supported.	0.0%	47.8%	52.2%
2. I had a trusting relationship with the administrative coach.	4.5%	50.0%	45.5%
3. The administrative coach had strong communication skills.	8.7%	47.8%	43.5%
4. The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	0.0%	39.1%	60.9%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	4.5%	31.8%	63.6%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	4.3%	39.1%	56.5%
7. The administrative coach stayed current with new media technology.	0.0%	30.4%	69.6%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	0.0%	21.7%	78.3%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	0.0%	26.1%	73.9%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	0.0%	43.5%	56.5%
11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	4.3%	34.8%	60.9%

12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	4.5%	40.9%	54.5%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	0.0%	60.9%	39.1%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	4.5%	54.5%	40.9%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	0.0%	45.5%	54.5%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	0.0%	18.2%	81.8%
17. The administrative coach used district feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	0.0%	36.4%	63.6%
18. The administrative coach set clear expectations when providing professional development for building staff.	0.0%	54.5%	45.5%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	4.5%	50.0%	45.5%
20. The administrative coach made a difference in the district.	9.1%	59.1%	31.8%
21. The administrative coach made a difference in the school.	9.1%	40.9%	50.0%
22. The administrative coach made a difference in teacher classrooms.	4.5%	59.1%	36.4%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	5.0%	45.0%	50.0%

24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	4.5%	40.9%	54.5%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	4.8%	47.6%	47.6%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	4.5%	50.0%	45.5%
27. State funding should be used to continue supporting districts with administrative coaches.	13.6%	45.5%	40.9%

Appendix X

Response Comparison: Administrative Coaches and Administrators

Survey Items	Administrative Coaches Agree/ Strongly Agree	Administrators Agree/ Strongly Agree	Difference
1. Support provided to district and building staff.	92.60%	100.00%	7.40%
2. Built trusting relationships.	100.00%	95.50%	4.50%
3. Strong communication skills.	100.00%	95.50%	4.50%
4. Familiar with typical district and classroom structures, operations, policies etc.	100.00%	100.00%	0.00%
5. Collaborative work with educators to assess district and school needs.	100.00%	95.50%	4.50%
6. Multiple sources of information were used to provide effective feedback to those being coached.	96.20%	95.30%	0.90%
7. Stayed current about new media technology.	88.90%	81.90%	7.00%
8. Knowledgeable about current educational practices and school reform.	100.00%	100.00%	0.00%
9. Knowledgeable about current evidence-based instructional practices, standards and curriculum.	96.20%	100.00%	3.70%
10. Used feedback from site visits, to facilitate action planning for district, schools, and/or personnel.	100.00%	95.40%	4.60%
11. Staff support in making decisions at all education levels using with current research and data.	100.00%	95.20%	4.80%

12. Knowledgeable about assessment in literacy skills in order to support staff in data-making decisions.	88.90%	95.20%	6.30%
13. Knowledgeable about assessment in mathematical skills in order to support staff in data-making decisions.	66.70%	81.80%	15.10%
14. Knowledgeable about assessment in writing skills in order to support staff in data-making decisions.	92.60%	90.90%	1.70%
15. Knowledgeable about assessment in overall content areas in order to support staff in data-making decisions.	92.60%	100.00%	7.40%
16. Knowledge about goal setting, using formative and summative data to support school staff members.	100.00%	86.40%	13.60%
17. Used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	100.00%	90.90%	1.70%
18. Clear expectations set when providing professional development for building staff.	85.20%	90.50%	5.30%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish the goals (i.e., weekly, biweekly, monthly, or quarterly).	100.00%	81.80%	18.20%
20. Made a difference in the district(s).	100.00%	90.90%	9.10%
21. Made a difference in the school(s).	92.60%	72.70%	19.90%
22. Made a difference in the teacher classroom(s).	74.10%	95.50%	21.40%
23. Impacted the building leadership skills, which led to improved teacher effectiveness.	92.30%	95.50%	3.20%

24. Impacted the building leadership skills, which led to improved student outcomes.	88.90%	81.8%	7.10%
25. Impacted the district leadership skills, which led to improved building leadership skills.	92.60%	81.80%	10.80%
26. Impacted the teacher which led to improved teacher effectiveness.	70.40%	86.40%	16.00%
27. State funding should be used to continue supporting districts with administrative coaches.	100.00%	86.40%	13.60%

Appendix Y

Response Comparison: Administrative Coaches and Teachers

Survey Items	Administrative Coaches Agree/ Strongly Agree	Teachers Agree/ Strongly Agree	Difference
1. Support provided to district and building staff.	92.60%	52.20%	40.40%
2. Built trusting relationships.	100.00%	50.00%	50.00%
3. Strong communication skills.	100.00%	60.30%	39.70%
4. Familiar with typical district and classroom structures, operations, policies etc.	100.00%	65.40%	34.60%
5. Collaborative work with educators to assess district and school needs.	100.00%	66.20%	33.80%
6. Multiple sources of information were used to provide effective feedback to those being coached.	96.20%	52.60%	43.60%
7. Stayed current about new media technology.	88.90%	44.50%	44.40%
8. Knowledgeable about current educational practices and school reform.	100.00%	74.30%	25.70%
9. Knowledgeable about current evidence-based instructional practices, standards, and curriculum.	96.30%	70.80%	25.50%
10. Used feedback from site visits, to facilitate action planning for district, schools, and/or personnel.	100.00%	57.10%	42.90%
11. Staff support in making decisions at all education levels using with current research and data.	100.00%	53.40%	46.60%
12. Knowledgeable about assessment in literacy skills in order to support staff in data-making decisions.	88.90%	46.20%	42.70%
13. Knowledgeable about assessment in mathematical skills in order to support staff in data-making decisions.	66.70%	35.40%	31.30%

14. Knowledgeable about assessment in writing skills in order to support staff in data-making decisions.	92.60%	41.00%	51.60%
15. Knowledgeable about assessment in overall content areas in order to support staff in data-making decisions.	92.60%	48.60%	44.00%
16. Knowledge about goal setting, using formative and summative data to support school staff members.	100.00%	71.20%	28.80%
17. Used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	100.00%	46.20%	39.00%
18. Clear expectations set when providing professional development for building staff.	85.20%	46.20%	39.00%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish the goals (i.e., weekly, biweekly, monthly, or quarterly).	100.00%	48.5%	51.50%
20. Made a difference in the district(s).	100.00%	54.50%	45.50%
21. Made a difference in the school(s).	92.60%	40.30%	52.30%
22. Made a difference in the teacher classroom(s).	74.10%	54.40%	19.70%
23. Impacted the building leadership skills, which led to improved teacher effectiveness.	92.30%	37.00%	55.30%
24. Impacted the building leadership skills, which led to improved student outcomes.	88.90%	45.20%	43.70%
25. Impacted the district leadership skills, which led to improved building leadership skills.	92.60%	38.00%	54.60%
26. Impacted the teacher which led to improved teacher effectiveness.	70.40%	38.00%	32.40%
27. State funding should be used to continue supporting districts with administrative coaches.	100.00%	39.90%	60.10%

Appendix Z

Response Comparison: Administrative Coaches and Paraprofessionals and Related Others

Survey Items	Administrative Coaches Agree/ Strongly Agree	Paraprofessionals and Related Other Agree/ Strongly Agree	Difference
1. Support provided to district and building staff.	92.60%	52.10%	40.50%
2. Built trusting relationships.	100.00%	45.40%	54.60%
3. Strong communication skills.	100.00%	43.80%	56.20%
4. Familiar with typical district and classroom structures, operations, policies etc.	100.00%	60.80%	39.20%
5. Collaborative work with educators to assess district and school needs.	100.00%	63.90%	36.10%
6. Multiple sources of information was used to provide effective feedback to those being coached.	96.20%	56.10%	40.10%
7. Stayed current about new media technology.	88.90%	69.50%	19.40%
8. Knowledgeable about current educational practices and school reform.	100.00%	78.20%	21.80%
9. Knowledgeable about current evidence-based instructional practices, standards and curriculum.	96.20%	73.50%	22.70%
10. Used feedback from site visits, to facilitate action planning for district, schools, and/or personnel.	100.00%	56.80%	43.20%
11. Staff support in making decisions at all education levels using with current research and data.	100.00%	60.50%	39.50%

12. Knowledgeable about assessment in literacy skills in order to support staff in data-making decisions.	88.90%	55.00%	33.90%
13. Knowledgeable about assessment in mathematical skills in order to support staff in data-making decisions.	66.70%	38.80%	27.90%
14. Knowledgeable about assessment in writing skills in order to support staff in data-making decisions.	92.60%	40.90%	51.70%
15. Knowledgeable about assessment in overall content areas in order to support staff in data-making decisions.	92.60%	54.50%	38.10%
16. Knowledge about goal setting, using formative and summative data to support school staff members.	100.00%	82.20%	17.80%
17. Used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	100.00%	63.60%	36.40%
18. Clear expectations set when providing professional development for building staff.	85.20%	45.80%	39.40%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish the goals (i.e., weekly, biweekly, monthly, or quarterly).	100.00%	45.90%	54.10%
20. Made a difference in the district(s).	100.00%	32.20%	67.80%
21. Made a difference in the school(s).	92.60%	50.40%	42.20%
22. Made a difference in the teacher classroom(s).	74.10%	36.30%	37.80%
23. Impacted the building leadership skills, which led to improved teacher effectiveness.	92.30%	50.00%	42.30%

24. Impacted the building leadership skills, which led to improved student outcomes.	88.90%	55.00%	33.90%
25. Impacted the district leadership skills, which led to improved building leadership skills.	92.60%	47.90%	44.70%
26. Impacted the teacher which led to improved teacher effectiveness.	70.40%	45.90%	24.50%
27. State funding should be used to continue supporting districts with administrative coaches.	100.00%	41.30%	58.70%

Appendix AA

Response Comparison: Teachers and Paraprofessionals and Related Others

Survey Items	Teachers Agree/ Strongly Agree	Paraprofessionals and Related Other Agree/ Strongly Agree	Difference
1. The administrative coach made me feel supported.	52.20%	52.10%	0.10%
2. I had a trusting relationship with the administrative coach.	50.00%	45.40%	4.60%
3. The administrative coach had strong communication skills.	60.30%	43.80%	16.50%
4.The administrative coach had familiarity with typical district and classroom structures, operations, policies etc.	65.40%	60.80%	4.60%
5. The administrative coach worked collaboratively with educators to assess district and school needs.	66.20%	63.90%	2.30%
6. The administrative coach used multiple sources of information in order to provide effective feedback to those being coached.	52.60%	56.10%	4.00%
7. The administrative coach stayed current with new media technology.	44.50%	69.50%	25.00%
8. The administrative coach was knowledgeable about current educational practices and educational reform.	74.30%	78.20%	4.00%
9. The administrative coach was knowledgeable about evidence-based instructional practices, standards and curriculum.	70.80%	73.50%	3.00%
10. The administrative coach facilitated action planning with district/building teams in response to feedback received from site visits.	57.10%	56.80%	0.30%

11. The administrative coach provided support in helping staff make decisions at all education levels by supporting the work with current research and data.	53.40%	60.50%	7.00%
12. The administrative coach was able to apply his/her knowledge of assessment in literacy skills to support staff in data-making decisions.	46.20%	55.00%	9.00%
13. The administrative coach was able to apply his/her knowledge of assessment in mathematical skills to support staff in data-making decisions.	35.40%	38.80%	3.00%
14. The administrative coach was able to apply his/her knowledge of assessment in writing skills to support staff in data-making decisions.	41.00%	40.90%	0.10%
15. The administrative coach was able to apply his/her knowledge of assessment in overall content areas to support staff in data-making decisions.	48.60%	54.50%	6.00%
16. The administrative coach was knowledgeable about goal setting, using formative and summative data.	71.20%	82.20%	11.00%
17. Used feedback to guide the district to alleviate barriers and revise policies and procedures to support new ways to accomplish the work.	46.20%	63.60%	17.40%
18. The administrative coach set clear expectations when providing professional development for building staff.	48.50%	45.80%	2.70%
19. The number of meetings between the administrative coach and the school leadership team was adequate to accomplish our goals (i.e., the coach met weekly, biweekly, monthly, or quarterly with the team).	54.50%	45.90%	8.60%
20. The administrative coach made a difference in the district.	40.30%	32.20%	8.10%

21. The administrative coach made a difference in the school.	54.40%	50.40%	4.00%
22. The administrative coach made a difference in teacher classrooms.	37.00%	36.30%	0.70%
23. The administrative coach impacted the building leadership skills, which lead to improved teacher effectiveness.	45.20%	50.00%	5.00%
24. The administrative coach impacted the building leadership skills, which lead to improved student outcomes.	38.00%	55.00%	14.00%
25. The administrative coach impacted the district leadership skills, which lead to improved building leadership skills.	38.00%	47.90%	10.00%
26. The administrative coach impacted the teacher which led to improved teacher effectiveness.	39.90%	45.90%	6.00%
27. State funding should be used to continue supporting districts with administrative coaches.	43.40%	41.30%	2.10%

Appendix BB

Open-Ended Response Question 1: Total Response Themes

Total Response Themes	Teachers	Admin Coaches	Admin	Para's & RO
Helped with action planning and process	7	6	4	1
Helped set common goals, smart goals	8	6	3	1
Created feedback loops	3	1	3	
Helped improve communication skills with staff	4	4	2	1
Added knowledge and skills of best practices	5	5	2	1
Provided resources	3	2	3	1
Provided support in areas of need	12	9	6	2
Provided professional development	4	2	4	
Provided support in data analysis	3	8	2	1
Work was completed behind closed doors	6			1
Supported the work with leadership teams	4	1		1
Helped create a shared vision	2	3	2	
Helped support the team in data-based decision making	4	4	2	
Helped administration create leadership teams	4	6	1	1
Worked with leadership teams	11	2	1	
Helped support the work in the states data management system	4	5	2	
Helped leadership understand information and policies from the state	2	3	1	1
Helped build a system of collaboration	7	5	2	
Not effective	10			1
Total n=	72	24	12	9

*Total responses are greater than the number of participants because they could provide multiple responses.

Appendix CC

Open-Ended Response Question 2: Total Response Themes

Total Response Themes	Teachers	Admin Coaches	Admin	Para's & RO
Keep the same administrative coach for the 3 years	2	1		1
Teachers not on a leadership team, noticed presence, but not clear about the role of the administrative coach	6			1
Must have district/school buy-in to impact change		2		
The needed support for change		3	2	
Great opportunity	2	2	2	
Need to be flexible and responsive		4		
Helped district/school to continue to improve	3	2	1	
Helped make the Wise Tool manageable and meaningful			2	
New perspectives brought in from the outside	3		2	
Should not be funded would rather have a content coach	1			1
The coaching project seemed more like something the staff had to endure then helpful entity	3			1
Difficult for one coach to serve multiple schools in a district, lacked consistency	3		1	1
Policy changes have caused the project focus to change making project not as strong		2	1	
Administrative coaches skill-set was inconsistent amongst the group	2			
Specific qualifications need to used when hiring new coaches to build consistency in the work		2		
Total *n* =	47	15	9	7

*Total responses are greater than the number of participants because they could provide multiple responses.

Appendix DD

Mann–Whitney U Test: Administrative Coaches and Teachers

Item	Mann–Whitney *U*	*p* value
1	843.00	0.000
2	555.50	0.000
3	976.50	0.000
4	994.50	0.000
5	857.00	0.000
6	846.00	0.000
7	979.00	0.000
8	1077.00	0.000
9	1228.00	0.002
10	883.50	0.000
11	663.50	0.000
12	951.00	0.000
13	1155.00	0.002
14	729.50	0.000
15	975.50	0.000
16	1159.50	0.001
17	932.00	0.000
18	948.00	0.000
19	700.50	0.000
20	666.00	0.000
21	1120.50	0.001
22	976.00	0.000
23	784.50	0.000
24	792.00	0.000
25	672.00	0.000
26	1144.50	0.001
27	580.50	0.000

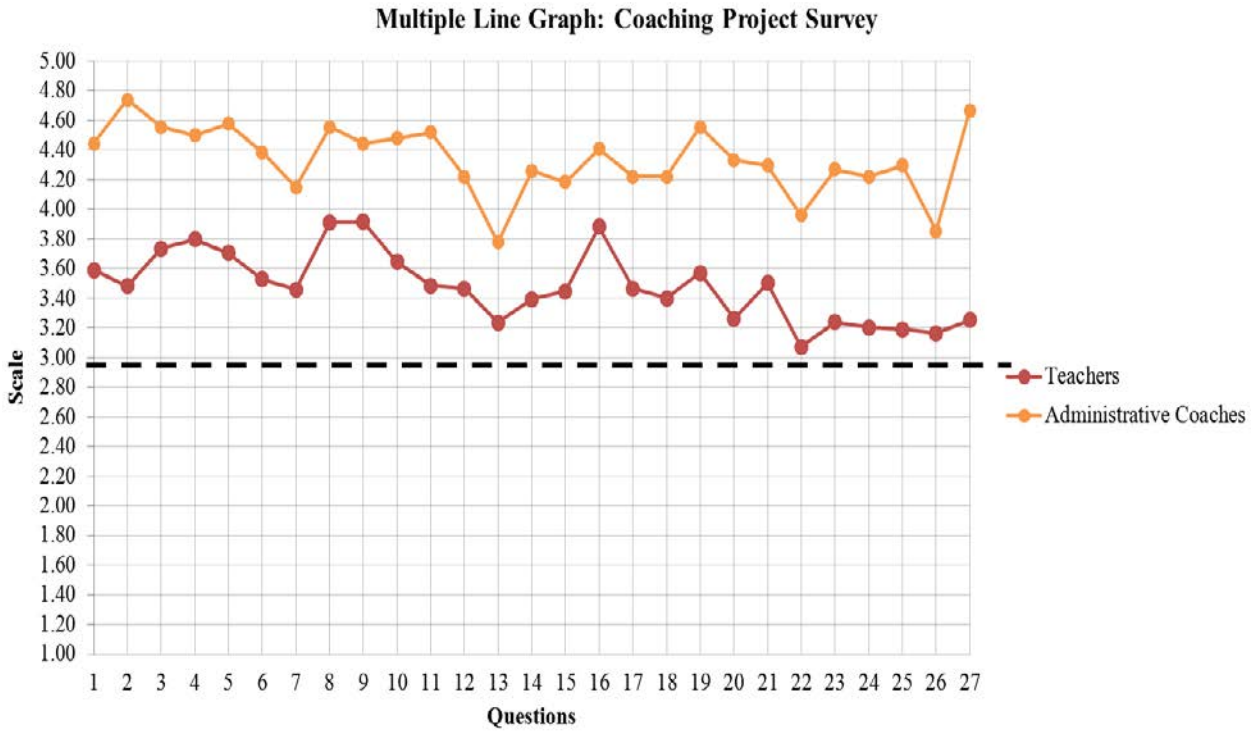
Appendix EE

Mann–Whitney U Test: Administrative Coaches to Paraprofessionals and Related Others

Items	Mann–Whitney *U*	*p* value
Q1	143.50	0.000
Q2	79.00	0.000
Q3	106.50	0.000
Q4	188.50	0.010
Q5	160.50	0.003
Q6	179.00	0.005
Q7	254.00	0.135
Q8	168.00	0.001
Q9	203.00	0.012
Q10	138.50	0.000
Q11	124.50	0.000
Q12	174.00	0.004
Q13	239.00	0.078
Q14	124.50	0.000
Q15	190.50	0.009
Q16	206.00	0.018
Q17	215.50	0.039
Q18	185.50	0.010
Q19	79.50	0.000
Q20	112.50	0.000
Q21	173.00	0.004
Q22	201.50	0.023
Q23	137.50	0.002
Q24	162.00	0.001
Q25	117.50	0.000
Q26	224.00	0.063
Q27	85.50	0.000

Appendix FF

Multiline Graph: Administrative Coaches and Teachers



Appendix GG

Multiline Graph: Administrative Coaches and Paraprofessionals/Related Others