

THE RELATIONSHIP BETWEEN LEARNING LEADERSHIP TASKS OF
PRINCIPALS AND THE ABILITY OF INSTRUCTIONAL COACHES TO SERVE AS
CHANGE AGENTS FOR TEACHERS

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ABSTRACT

This mixed methods research study determined if there was a relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers. Preskill and Brookfield's (2009) approach to learning as a way of leading was the focus for the research questions, survey questions, and data analysis. Data was collected using a survey with both closed-ended and open-ended questions. The participant sampling group was comprised of 38 principals who had not been instructional coaches, 27 instructional coaches, and 6 principals who had been instructional coaches found within five different midwestern school districts housing an instructional coaching program.

The first research question addressed the prevalence of the learning leadership behaviors in principals in most successful and least successful instructional coaching scenarios. The quantitative data showed all nine learning leadership tasks of principals were significantly different between most successful and least successful instructional coaching programs. The second and third research questions addressed the leadership behavior of principals in successful and unsuccessful instructional coaching scenarios. The qualitative data showed developing collective leadership, being open to the contributions of others, supporting the growth of others, and creating community were the most discussed and showed to be the most important for successful instructional coaching programs.

CHAPTER ONE
INTRODUCTION TO THE STUDY

Background

In order for education to continue to improve student achievement, teachers have to perform at higher levels (Killion & Harrison, 2006), requiring teachers to change practices. In the world of education, and specifically addressing how teachers change with regard to professional development, Guskey (2002) described four steps to change. First, teachers attend professional development, the teachers change classroom practice, positive student learning outcomes are observed, and the teachers' beliefs and attitudes are changed.

Addressing the issue of teacher performance, many school districts have implemented instructional coaching programs as an embedded form of professional development to help support principals and teachers. Instructional coaches are involved in all four steps of Guskey's work on professional development and teacher change. The instructional coach offers a large part of the professional development to teachers, the coach encourages and monitors the teacher's use of new instructional practices, the coach leads data driven conversations with regard to student outcomes, and the coach's ultimate goal is to lead teachers to improve their practice through a change in their beliefs and attitudes towards pedagogy (Killion & Harrison, 2006). Barkley and Bianco (2011) explained, "[instructional] coaching provides a powerful approach to create a change" (p. 114). These are significant responsibilities for instructional coaches who require a great deal of support from the principal in order to reach success.

Implementation of new programs focused on increased teacher effectiveness and student achievement, such as the incorporation of an instructional coaching program, requires a strong leader. “No matter how much a coach knows, and no matter how effective a coach is, the principal’s voice is ultimately the voice most important to teachers” (Knight, 2008, p. 52). Successful change cannot occur unless the school leader is highly effective (Fullan, 2002).

In order for a principal to continually stay on top of the ever-changing landscape of education, an educational leader needs to be not only an instructional leader, but also specifically a learning leader. Preskill and Brookfield (2009) discussed nine tasks of a learning leader including learning how to be open to the contributions of others, reflect critically on one’s practice, support the growth of others, develop collective leadership, analyze experience, question oneself and others, promote democracy, sustain hope in the face of struggle, and create community. These skills require a leader to continue learning and remove roadblocks from others’ learning experiences. Preskill and Brookfield believe that through this process all members of an organization see the importance of continued learning, allowing instructional coaches to be effective change agents for teachers.

Statement of the Problem

A principal as a strong learning leader promotes learning within his or her own building by being a lead learner. Waters, Marzano, and McNulty (2003) acknowledged this through a study showing intellectual stimulation by a building leader, including keeping up-to-date on best practices and ensuring teachers know, have discussed, and are using these practices, has a large correlation with high student achievement ($r = .32$). The

problem in practice arises when a principal is not first and foremost a learning leader and because of this the understanding of the importance of learning for the entire educational community is not transparent. Principals may inadvertently not support this type of learning by remaining focused on the many managerial roles of a principal instead of on the instructional leadership role. Instructional coaching becomes difficult because the goal of this type of program is to ultimately lead teachers to change their practices through continual learning.

While research on instructional coaching programs has been conducted, the research is limited to a focus on what instructional coaches do and how this type of a program affects student outcomes. The mention of principals in instructional coaching literature spans a few pages describing some of the roles of a principal in a working relationship within an instructional coaching program. Killion and Harrison (2006) and Knight (2008) focused on principals attending professional development in order to increase knowledge of how to implement an instructional coaching program and how to work with instructional coaches. They also time needs to be spent working with coaches and other principals to better understand the roles of coaches, to support the work, and to be able to use coaches effectively.

Another important aspect of an instructional coaching program is the idea of principals and teachers as “willing learners” (Killion & Harrison, 2006, p. 115). Instructional coaching programs are more effective if principals promote coaching through sharing the benefits of this type of program with teachers leading to a willingness

to increase learning (Killion & Harrison, 2006). Barkley and Bianco (2011) and Knight (2005) stated when principals and instructional coaches form a partnership, growth of the leader and improved student achievement are present.

Another focus of research falls into the field of analyzing how different types of leadership styles affect coaching programs. A study conducted by Arrington (2010) sought to discover the relationship between transformational leadership and instructional coaching. A weak, positive correlation was found between these two and showed “transformational leaders can inspire and empower teachers to grow within the organization while instructional coaches can motivate and enhance teachers’ capacities within the classroom” (Arrington, 2010, p. 104).

A study by Hudson (2010) utilized path-goal theory and leadership responsibilities defined by the Mid-Continent Research for Education and Learning to analyze the implementation of a coaching program. Hudson found the definition of a coaching program primarily came from each building and had changed over time. It was also discovered the goal of the coaching program was also defined by the building. Principals who possessed path-goal leadership characteristics of setting “clear expectations, collaboration, support, and networking,” (Hudson, 2010, p. 120) were found to be able to reach goals more effectively. Hudson (2010) also found leadership responsibilities, such as “the knowledge of curriculum, instruction, and assessment” greatly aided in work completed by the instructional coach and the principal (Hudson, 2010, p. 128).

Although both Arrington (2010) and Hudson closely examined leadership styles and the effect on coaching programs, there is still a current gap in research. The problem

in practice studied through this research focused on the relationship of a principal not being a promoter of learning and the effect it had on the change agent role of an instructional coach. In order to address this problem, this research study specifically analyzed the relationship between learning leader qualities of a principal and how they influenced the use of an instructional coach as a change agent.

Purpose of the Study

The purpose of this mixed methods research study was to determine if there was a relationship between learning leadership behavior of principals and the ability of instructional coaches to serve as change agents for teachers. The survey research approach was used to identify strengths and weaknesses of building principals' learning leadership tasks according to instructional coaches and their ability to lead change. A phenomenological approach was utilized in order to determine the nature of the phenomenon of how a principal can affect the outcome of an instructional coaching program and teacher change in the classroom. The researcher, as an instructional coach, explored the experience of being an instructional coach to "bracket" biases and preconceptions (Hatch, 2002, p. 86).

The lens of the constructivist perspective was incorporated into the study to reveal the perceptions of instructional coaches and principals. The multiple experiences of instructional coaches and principals were analyzed inductively. This allowed the researcher to determine the learning leader characteristics affect on instructional coaches work and teacher change in the classroom (Hatch, 2002).

Research Questions

In this study, the researcher gained understanding of the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers. In order to reach understanding, the researcher asked the following research questions:

1. For principals, what is the prevalence of learning leadership behavior in most successful and least successful instructional coaching scenarios?
2. What is the leadership behavior of principals in successful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches
3. What is the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches

Conceptual Underpinnings for the Study

The conceptual framework or lens in which the study was conducted was Preskill and Brookfield's (2009) approach to learning as a way of leading. Even though this approach was associated with lessons from the struggle for social justice, the descriptions of what was determined to be a true learning leader were relevant to education today and

the need for the organization to be focused on learning. The framework was concentrated on promoting change as a result from what is learned by leaders and the people they lead (Preskill & Brookfield, 2009). This approach was closely associated with how principals as learning leaders affect instructional coaches in their work with teacher change.

Preskill and Brookfield (2009) discussed nine tasks of a learning leader including learning how to be open to the contributions of others, reflect critically on one's practice, support the growth of others, develop collective leadership, analyze experience, question oneself and others, promote democracy, sustain hope in the face of struggle, and create community. True learning leaders create an environment in which all members of the organization, including themselves, can and are learning constantly from sharing of ideas between individuals and groups of people. Learning leaders are excited about this learning and readily share new insights and changes to their own thinking practices with others (Preskill & Brookfield, 2009).

The first task described by Preskill and Brookfield (2009) is learning how to be open to the contributions of others. Openness necessitates leaders to “stop talking and start listening” (p. 21) to the people within the organization. This task also necessitates leaders to keep in check their own perceptions and ideas in order to fully process what others are saying without bias (Preskill & Brookfield, 2009). A safe environment to share is necessary for effectiveness.

Learning how to reflect critically on one's practice and learning how to analyze experience are two tasks described to be imperative for a learning leader (Preskill & Brookfield, 2009). Reflection, as described in this approach, is not practiced by just the leader, but it is promoted in all members of the community. These leaders ask for

critique of their own practice from all members of the organization and then change their practice publicly in accordance with their learning. Listening is key in hearing what people have to say about a leader's practice, but it is also important in understanding peoples' stories, which leads to learning about and from experiences. Learning how to analyze experience requires leaders to first appreciate the experience of others (Preskill & Brookfield, 2009). Fullan (2002) stated in order for a principal to lead "cultural change," the principal has to be a model of lifelong learner through sharing what has been learned through reading (p. 18). Learning leaders are excited about this learning and readily share new insights and changes to their own thinking practices with others (Preskill & Brookfield, 2009).

Another task for learning leaders to be successful is learning how to support the growth of others (Preskill & Brookfield, 2009). This task requires leaders to focus on growing everyone around them and is evident through how leaders "put their energy into activities and practices" (Preskill & Brookfield, 2009, p. 62), which remove obstacles for others to reach learning goals. In order for a leader to truly know what goals are present within the community and how to remove obstacles, the leader has to continue to listen closely to the members of the community.

Learning how to develop collective leadership and learning democracy can be challenging for leaders but are important tasks for them (Preskill & Brookfield, 2009). Hambright and Franco (2008) stated principals have too much work to do and need to depend on others in the building in order to get educational work accomplished. Collective leadership requires a flattening of the hierarchy of an organization in a way in which all members have the responsibility and the right to lead, supporting the vision and

taking responsibility for what occurs in the organization (Preskill & Brookfield, 2009). This type of environment allows members to be innovative without worry of repercussions from the leader, and it also allows questions and issues to be raised by all members because everyone has a part in the leadership (Preskill & Brookfield, 2009).

Learning how to question oneself and others leads to learning in new ways about difficult problems. Preskill and Brookfield (2009) stated learning leaders feel comfortable about asking questions without knowing the answers. They do not control the flow of information because they do not necessarily know the answers, but they open up collaborative opportunities for all members of the organization to work together to solve problems (Preskill & Brookfield, 2009).

Learning to sustain hope in the face of struggle is another task needed by learning leaders. This requires a leader to be aware of the difficulty of change, but they are able to show others what can be and has already been accomplished through their work (Preskill & Brookfield, 2009). In order for momentum to continue, leaders need to remain positive about the work ahead (Preskill & Brookfield, 2009).

Communication and consensus building are key in learning to create community. The community needs to be safe, where all members can communicate freely with one another and feel a responsibility to do so (Preskill & Brookfield, 2009). Consensus building cannot be forced, but it has to be genuine and all members of the community need to stand behind the decisions made, knowing opposite views will be heard fully (Preskill & Brookfield, 2009).

All nine tasks of a learning leader are utilized to promote learning in an organization. These leaders are excited about this learning, readily share new insights

and changes to their own thinking practices with others, and create an environment in which all members of the organization, including themselves, can and are learning constantly (Preskill & Brookfield, 2009). Instructional coaching programs are in place to focus on learning and practice of teachers in the classroom to ensure increases in student achievement. In order for this to be effective, a principal who is a learning leader needs to be in place to promote the importance of the instructional coaching program.

Design and Methods

This mixed methods research study addressed the relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers (Hatch, 2002). The data source utilized in the research study was the use of surveys containing both open-ended and closed-ended questions answered by instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches, using the learning as a way of leading framework to design questions (Fink, 2009). The closed-ended questions data were analyzed through the use of descriptive statistics and SPSS. The open-ended questions data were analyzed using typological analysis, including the process of reading the data many times, looking for typologies, and coding the data with the typologies to observe patterns, themes, and relationships (Hatch, 2002).

Assumptions

Assumptions for this study included the belief that principals need to have qualities of learning leaders in order for instructional coaches to be able to be change agents for teacher practice. According to the Council of Chief State School Officers (2008), the Interstate School Leaders Licensure Consortium Standards reported

principals' requirements are in "sustaining a school culture and instructional program conducive to student learning and staff professional growth" and promoting a "vision of learning that is shared and supported by all stakeholders" (p. 14). Waters et al. (2003) determined through meta-analysis there is a positive significant relationship between leadership and student achievement when principals know not only what to do, but "when, how, and why to do it" (p. 2). This requires leaders to become learners of best practices for implementation of programs and ideas. If done well, then implementation of programs, such as instructional coaching, will be utilized in the best manner possible and will lead to teacher change in the classroom.

Since the researcher is an instructional coach, personal assumptions developed over the last several years in this position may have biased the study. Bracketing, according to Hatch (2002) and Creswell (2009), is a way of putting assumptions and previous experiences aside, so a focus on what data are being gathered and analyzed is looked at with an open mind. The potential bias was addressed in all parts of the study from developing research questions, creating survey protocols, analyzing survey data, and reporting what had been found from the data.

The experience of the researcher as an instructional coach also informed this study. Unless someone has been in an instructional coaching position it is difficult to truly understand how an instructional coach can lead to change in the classroom and how a principal can have a gatekeeper affect on the change process. The insight gained from experience aided in formulation of appropriate questions asked and being able to analyze nuances in what was being said by instructional coaches and principals who had been instructional coaches.

Definition of Key Terms

Many terms used in this study can possess multiple meanings or can lead to different interpretations depending on what context is used. The context for the study pertains to instructional coaching programs and all terms will be defined in that manner. In order to fully understand how terms are being utilized in the study, the following definitions are offered.

Change. This term refers to doing something differently than how it has been done in the past. For educators it means incorporating new instructional strategies in the classroom, using data to inform decision-making in the classroom, changing beliefs and attitudes towards the philosophy of education, and questioning how things have always been done in education (Killion & Harrison, 2006).

Change Agent. A coach as a change agent requires one to ask questions, to raise doubt about what is occurring in the building and district (Killion, 2008) and to find blind spots and places where work and/or communication are not effective (Barkley & Bianco, 2011). In this study, a change agent refers to a coach who through their work has led teachers to change practices, attitudes, and beliefs (Guskey, 2002).

Instructional Coach. Instructional coaching programs vary greatly between districts as well as between buildings in the same district depending on how the role of coach has been incorporated (Killion & Harrison, 2006). Some districts utilize coaches for the entire district and others have coaches based in specific grade levels of buildings. Some coaches are focused on specific content areas, where others address all content areas. Some coaching programs even use specific approaches to coaching, such as Cognitive Coaching. The definition utilized in this study will be an educator who

primarily works with and supports teachers and principals, ensuring teachers are continually growing in their ability to educate and students are learning to their fullest potential (Killion & Harrison, 2006; Knight, 2009). Other synonymous terms utilized in this study for instructional coaches are teaching and learning coaches, literacy coaches, and instructional specialists.

Learning Leader. This term as defined by Preskill and Brookfield (2009) relates to a leader who will “create an environment conducive to people’s growth and inviting of everyone’s participation in the fashioning of change” (p. 4). These leaders hold learning as most important and promote learning of all members of the community. These leaders are eager to listen to others discuss their learning as well as to share their own learning. A learning leader in this study will be focused on building administrators and Preskill and Brookfield’s description of learning leaders.

Principal’s Leadership Style. This term refers to the learning leader tasks as described by Preskill and Brookfield (2009). These tasks include learning how to be open to the contributions of others, reflect critically on one’s practice, support the growth of others, develop collective leadership, analyze experience, question oneself and others, promote democracy, sustain hope in the face of struggle, and create community.

Teacher Change Practice. A change in teachers’ practice as defined by Guskey (2002) results from attendance in professional development causing a change in teachers’ classroom practices, leading to increases in student’s achievement, and ultimately causing a change in the teachers’ attitudes and beliefs. Teacher change practice in this study will utilize this definition but will also include changes in teachers’ classroom practice with regard to direct instructional coaching.

Significance of the Study

There is a lack of research on the principals' roles as learning leader and how it affects instructional coaches' abilities to be a change agent. Much of the research available addresses what instructional coaches do and how this type of a program affects student outcomes. The mention of principals in literature regarding instructional coaching programs is restricted to a few pages briefly describing some of the roles of a principal in a working relationship within an instructional coaching program. Killion and Harrison (2006) and Knight (2008) focused on how a principal needs professional development and time to work with coaches and other principals in order to better understand the roles of coaches, to support the work, and to be able to use coaches effectively. It was also stated instructional coaches cannot be effective in a building unless teachers and principals are "willing learners" (Killion & Harrison, 2006, p. 115).

Principals need to be a strong backer of instructional coaching and share the benefits of this type of program with teachers (Killion & Harrison, 2006). Barkley and Bianco (2011) and Knight (2005) stated principals and instructional coaches form a partnership in which growth of the leader and goals of improved student achievement are present. A current gap in research exists on how learning leader qualities of a principal can influence the effective use of an instructional coach and ultimately lead to change in teachers' beliefs and attitudes, which can in turn increase student achievement.

This research study focused on qualities of a principal and how these qualities affect the likelihood of change being possible through an instructional coach's work. District administration can benefit from the research by being able to determine if an instructional coaching program would be beneficial when looking at principal learning

leadership strengths and weaknesses. Knight (2012) researched the cost of a coaching program as compared to traditional professional development. The cost of a coaching program included examining time used by teachers, principals, and coaches; equipment and materials; professional development for instructional coaches; and the coach's salary. Although this study only looked at the work of five coaches, the findings were found to be typical for many coaching programs. In order to justify the cost of a coaching program, the program would have to be "6.5- 12.5 times more effective in reaching desired outcomes than the traditional approach to professional development" (Knight, 2012, p. 74). Before a program is implemented or if a program is already present in the district, a reflection of how it is working and having a possible reason for deficiencies in the program may be addressed.

Principals can benefit from this research by being able to determine learning leader strengths and weaknesses in order to utilize an instructional coach effectively. Reflection on strengths and weaknesses can be an area of growth for a principal. Instructional coaches can benefit from the research by being able to identify what may be reasons for their success or lack of success due to strengths and weaknesses of principals' learning leadership tasks and how they can help build their leader up through coaching in deficient areas.

Summary

In education, the need for a principal who is a learning leader in order to address the need for change in the classroom is imperative. Instructional coaching programs have been implemented in some districts to help support principals and teachers through this

change process. The purpose of the study is to discover the relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers.

Preskill and Brookfield's (2009) approach to learning as a way of leading will be the focus for the research questions as well as the survey questions used in this qualitative study to determine what leadership characteristics will aid in instructional coaches being a change agent. The assumptions for the study included the belief principals need to have qualities of learning leaders for instructional coaches to be able to be change agents for teacher practice. This study should benefit district administrators, building administrators, as well as instructional coaches on how best to implement an instructional coaching program as well as how to address deficiencies in an existing program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Change requires successfully navigating through a set of phases (Kotter, 1995), which are time-intensive, require people to step outside of comfort zones, and are messy. Without change, innovations and growth cannot occur, which allow organizations to remain current and competitive (Bolman & Deal, 2008). In the world of education, this translates into improved teacher practices leading to increased student achievement.

This chapter reviews literature focused on organizational change and how leadership plays a part in effective change. A look at how change specifically occurs in education based on professional development and the incorporation of instructional coaching programs to aid in this change is examined. Within the concept of instructional coaching, instructional coaching ideals and coaching roles and models are explored. A thorough examination of how instructional coaching leads to change in teachers and the need for instructional coaching is utilized. Principal leadership is then addressed focusing on principal standards, principal leadership styles, and principal processes including influencing teachers and change and shared leadership. A close look at principal leadership and instructional coaching gives a better understanding of the importance of this study with regards to current research.

Organizational Change and Leadership

Meyerson (2001) asserted change occurs in two different ways, either through drastic action, usually top down, rapid, and in the wake of a major need for change, or

through evolutionary adaptation, which involves a slow, gradual process with less disturbance in what is occurring in the organization. These types of change occur similarly in the business and education worlds. Addressing the business world, Kotter (1995) described eight steps to transform an organization. These steps included:

establishing a sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements and producing still more change, and institutionalizing new approaches. (p. 2)

Kotter (1995) stated establishing a sense of urgency requires one to take a look at the reality of what is going on within an organization, what are possible problems or changes coming in the future, and where might the organization find opportunities for growth. In order to address these changes, the leader needs to form powerful guiding coalitions through the identification of power players who can become a team to lead change (Kotter, 1995). According to Bolman and Deal (2008), forming guiding coalitions requires mapping the political terrain and then networking and building coalitions. Mapping the terrain allows one to identify the people within the organization as well as stakeholders outside of the organization who possess enough political influence to get the job accomplished. This process also allows one to determine how others are likely to react to change (Bolman & Deal, 2008). Identification of possible resistance permits the leader to develop a plan to work with resistant people in a way to accomplish change (Bolman & Deal, 2008). Further, Kim and Mauborgne (2003) expressed the need to silence those who are against change by forming close networking ties with “respected senior insiders” who can identify people who are going to move against change and how they play the political game (p. 96).

Networking and building coalitions require building relationships with influential people. Kim and Mauborgne (2003) described this as jumping the motivational hurdle in order to influence the political scene leading to exponential change. Meyerson (2001) stated the relationships required for forming alliances does not just include people who are for the change, but also people who are opponents to change. Opponents to change could become future allies and work well as a sounding board when determining how hard to push for change (Meyerson, 2001).

Creating a vision, communicating the vision, and empowering others to act on the vision are the next three steps in leading change, according to Kotter (1995). Creating a vision allows an organization to have a focus on attaining a goal as well as generates strategies to reach this goal. Communication of the vision should occur at every opportune time in order to explain the vision and teach the strategies to reach the goal. Empowering others to act on the vision requires a leader to remove obstacles to the change, as described in Path-Goal Theory (Northouse, 2010). It is the responsibility of the leader to make the path to the goal as smooth as possible (Northouse, 2010). Empowering others also requires the leader to allow followers to try alternative methods and think outside of the box to reach the goal. According to Preskill and Brookfield (2009), leaders empower others allowing members to be innovative without worry of repercussions from leaders and creating an environment where questions and issues can be raised. Kanter (1980) stated in order to increase one's own power, a leader has to share it with others. If the organization meets the intended goal through this practice, power is increased and more can be accomplished.

The next step of Kotter's (1995) change theory is planning for and creating short-term wins. Planning for and creating short-term wins lead to immediate change, which can be seen by members of the organization. These small changes have to be planned, created, recognized, and rewarded. Meyerson (2001) recognized the importance of short-term wins by coining the term variable-term opportunism. This is described as taking advantage of any short-term changes occurring. In order to set up for short-term change, the leader needs to focus on changes that can occur easily, focus on the issue and get people involved in the process to change, point out advantages to change by talking with people, and motivate others to lead change actions (Meyerson, 2001).

Consolidating improvements and producing still more change and institutionalizing new approaches are Kotter's (1995) last two steps to change in the business world. Consolidating improvements and producing still more change requires keeping the momentum toward change going. This is a difficult step because hard changes in processes, structures, and even personnel occur in order to ensure the momentum continues. Institutionalizing new approaches is used to show all members of the organization that the success observed is due to the implemented changes. Finally, it also involves ensuring leadership embraces the changes in the organization and continues to promote the change (Kotter, 1995).

Change in Education Based on Professional Development

Change is a difficult process in the business world as well as in education. Hargreaves and Fullan (2013) described an approach to looking at the change process in education as the professional capital approach. This approach recognized teaching was not an easy endeavor and required a great deal of "technical knowledge, high levels of

education, strong practice within schools, and continuous improvement over time” (p. 37). These requirements lend themselves to be developed through highly productive professional development.

Professional development is utilized in a way to give teachers new information about education, give teaching strategies to be used in the classroom, as well as allow teachers to collaborate and share ideas with other professionals. According to the American Federation of Teachers (2008), professional development has to be focused on building individual teachers’ content and discipline knowledge and practice. The Missouri Department of Elementary and Secondary Education (2013b) agreed with this statement and added professional development allows teachers to be successful in their practice. Professional development should incorporate research-based strategies and information; should provide time, support, and resources for teachers; should involve collaboration; should incorporate the use of student and teacher data; and should be relevant to the teacher (American Federation of Teachers, 2008; Learning Forward, 2011; Missouri Department of Elementary and Secondary Education, 2013b).

Professional development requires a foundation in research-based strategies and information (American Federation of Teachers, 2008; Learning Forward, 2011; Missouri Department of Elementary and Secondary Education, 2013b). As a successful professional development program is designed, teacher and student data as well as “theories, research, and models of human learning” should be incorporated (Learning Forward, 2011, Learning Designs section, para. 1). Keeping in mind how teaching and learning progressions occur, as well as understanding the “complexity of teaching,” adds to the quality of professional development (American Federation of Teachers, 2008, p. 9).

Additionally, the program needs to include research on how organizations, practices, and teachers change over time (Learning Forward, 2011).

Professional development should provide time, support, and resources for teachers as implementation of new practices occurs in the classroom (American Federation of Teachers, 2008; Learning Forward, 2011; Missouri Department of Elementary and Secondary Education, 2013b). Time is key to ensuring professional development is fully effective. The Missouri Department of Elementary and Secondary Education (2013b) stated research has shown “50 hours or more of effective professional learning” (p. 3) is needed to fully see a change in student performance. This is difficult with limited time provided for these types of activities. High quality leadership is imperative in creatively providing time for teachers to be a part of professional learning as well as to provide support for teachers as they implement new practices (Learning Forward, 2011). Leadership also includes “prioritizing, monitoring, and coordinating resources” (Learning Forward, 2011, Resources section, para. 1) for these learning experiences.

Collaboration in professional development through professional learning communities adds to the effectiveness of this type of training (Learning Forward, 2011; Missouri Department of Elementary and Secondary Education, 2013b). These communities need to be focused on “continuous improvement, collective responsibility, and goal alignment” (Learning Forward, 2011, Learning Communities section, para. 1). Within these three key characteristics, teachers need to have time to share ideas used in the classroom, to be observed and to observe other teachers as they use new practices and ideas, and to share student work (Missouri Department of Elementary and Secondary

Education (2013b). These types of activities provide support for teachers in implementing new practices and ideas.

Success of professional development is observed through the use of student and teacher data (American Federation of Teachers, 2008; Learning Forward, 2011; Missouri Department of Elementary and Secondary Education, 2013b). Through collaboration, teachers should be discussing student work as well as analyzing student data to ensure practices are continually improving student achievement (Missouri Department of Elementary and Secondary Education, 2013b). This includes multiple types of data (Learning Forward, 2011), such as formative and summative assessments, observations, and one-on-one conversations with students. Informal and formal observations of teacher use of the newly learned information should be incorporated as a guide to the success of professional development (Learning Forward, 2011).

Relevance in professional development is a way to provide more meaningful training and learning opportunities for teachers. Habegger and Hodanbosi (2011) stated the most meaningful professional development is “job-embedded, ongoing training, that addresses the issues teachers face daily in their classrooms and is aligned to state standards, curricula, and assessments” (p. 36). The American Federation of Teachers (2008) stated this occurs when both teachers and experts design professional development addressing specifically what teachers are expected to teach through grade level standards and curriculum. Professional development allows teachers to relate to the information being taught because it directly affects their teaching world.

In a study of professional development effectiveness, Birman, Desimone, Porter, and Garet (2000) surveyed more than 1000 teachers and conducted 16 case studies in five

states. This study showed when professional development was based over a longer period of time, was content focused, and allowed teachers to be active in learning, the professional development was more effective. The study also included the use of coaching for support in implementation. The coaches modeled lessons, aided in planning of lessons, and led feedback sessions with teachers. It was found professional development was more effective when it aligned with teacher goals, built on background knowledge, included follow-up reflection and dialogue with other teachers, and addressed changes in state and federal educational mandates.

In the world of education, and specifically addressing how teachers change with regard to professional development, Guskey (2002) described four steps to change (Figure 1). Teachers attend professional development, teachers change classroom practices, positive student learning outcomes are observed, and the teachers' beliefs and attitudes are changed. These four steps need to occur in this order for true change in practice to occur.

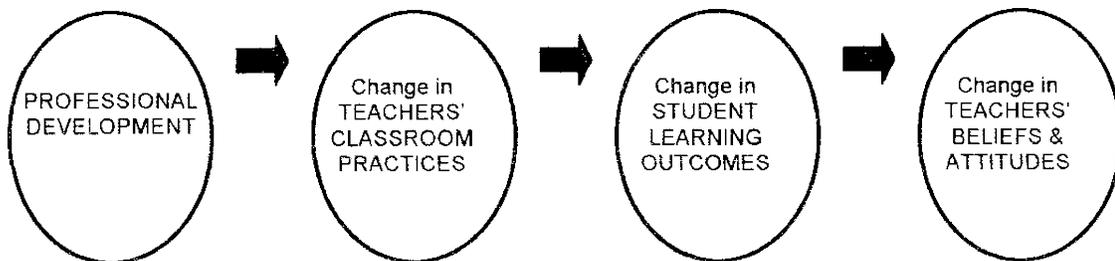


Figure 1. Guskey's Model for Teacher Change

Kotter's (1995) and Guskey's (2002) different approaches to change overlap. According to Kotter (1995), a sense of urgency and forming powerful guiding coalitions are the first steps in the change process. This occurs in the educational world when leaders realize professional development is imperative for teachers to continue growing in a field of rapid change. Urgency is required to keep up with demands for increased

test scores and the need for higher graduation rates. Many times forming a guiding coalition is not utilized, but it would be beneficial in creating a team with the same goals who work effectively together (Kotter, 1995).

The first step of Guskey's (2002) change theory, offering of professional development, coincides with Kotter's (1995) creating a vision and communicating the vision. In order for professional development to be effective, the vision of the organization has to be well thought out to create a road map and goal for change. All members of the educational community need to understand the vision and realize how professional development is a strategy, which will lead to learning and ultimately reaching the goal. Schein (1993) stated knowledge acquisition and insight and habit and skill learning are slow processes, which can lead to anxiety during the learning process. Knowledge acquisition and insight are learning through gaining information and through cognitive manipulation of the information. Habit and skill learning require one to practice new skills and recognize incompetence for a time goes with learning new habits and skills but each success is rewarded in some way (Schein, 1993). Working to combat the anxiety, which can come with learning, organization members need to come to the realization that what they are doing is not working and if they do not learn how to complete a task in a new way, they will not be able to reach their own goals. These members need to feel safe in order to learn and try new ways of approaching and completing goals (Schein, 1993).

Some studies have shown other aspects of professional development to be key in teacher change of habits in the classroom. Wallace and Priestley (2011) completed a study focusing on teacher beliefs and how they affect implementation of teaching

strategies in the classroom. Although this was a limited study, results showed teachers felt they needed time to dialogue about what they were doing in the classroom and how it was working. Teachers were also given the opportunity to develop their own professional development, with strategy suggestions from experts as well as support given to implement the strategies. Three out of five teachers decided to be part of the study because of the idea there would be clear results from their actions. One other important result was the realization the beliefs regarding professional development of teachers mirrored the beliefs of what was implemented in the classroom.

Guskey's (2002) second step, the teacher changing classroom practice, matches with Kotter's (1995) empowering others to act on the vision. When teachers utilize what has been learned through professional development in the classroom, it is more likely to lead to change in beliefs and attitudes. This may require a teacher to try something innovative in the classroom, which necessitates leaders to remove obstacles from implementation (Kotter, 1995). The job of leading a district or building of people to continue learning is too big for one person, and when others are empowered to lead, the job can be accomplished more efficiently and effectively (Reeves, 2006).

The third step in Guskey's (2002) change theory, positive student learning outcomes are observed, aligns with Kotter's (1995) ideas of planning for and creating short-term wins and consolidating improvements and producing still more change. Short-term wins in student achievement will motivate the teacher to continue utilizing what was learned through professional development. Again, if teachers continue to see

improvements in student scores, continuation of utilizing what was learned in professional development will occur and sharing of ideas and successes with other teachers may result.

The final steps in Guskey's (2002) and Kotter's (1995) theories work together as more and more teachers' beliefs and attitudes are changed, the new approaches are institutionalized because a connection is seen between the success of students and changes in classroom practice. Heifitz and Linsky (2002) reported this change in teachers' beliefs and attitudes many times constitutes an adaptive change. The teacher is realizing the roadblock to student increased achievement is the lack of change on the teacher's part, requiring the teacher to give up what has always been done and try something new (Heifitz & Linsky, 2002).

Instructional Coaching

One key to successful professional development leading to teacher belief change in a classroom is the need for support for teachers. One-shot professional development does not ensure teachers will take the information back into the classroom. According to Showers and Joyce (1996), less than 10 percent of people who attended professional development actually put what they had learned into practice. It is a complicated process to take learning a skill out of context in a professional development workshop type experience and put it back into context in the classroom (Joyce & Showers, 1982). Instructional coach support increases teachers using the new skill within the classroom (Joyce & Showers, 1982). Many schools have already or are currently implementing site-based instructional coaches to aid in supporting use of new skills (Warpole, 2005).

Instructional coaching stems from the foundational ideas of teacher leadership, spanning over the last three decades. York-Barr and Duke (2004), in a meta-analysis of over 20 years of research on teacher leadership, stated teacher leaders influence teachers in order to improve instructional practices leading to increased student achievement. Danielson (2007) asserted the need for teacher leaders stemmed from the relatively “flat profession” of teaching where teacher responsibilities stayed the same over time (p. 14). Also, it is beneficial for a principal to promote teacher leadership because teachers many times will stay in the same position for many years and can provide leadership support for building leaders. Another benefit is a group of teacher leaders will have many expertise areas beneficial to decision-making in a building (Danielson, 2007). Teacher leadership roles can be both formal and informal (Danielson, 2007; York-Barr & Duke, 2004). Informal roles tend to come when a teacher takes the initiative to lead change in a building (Danielson, 2007). Peer coaching and instructional coaching are considered more formal roles (Danielson, 2007).

The ideas behind instructional coaching started in the 1980s with research from Joyce and Showers regarding peer coaching (Joyce & Showers, 1982). This involved the realization professional development alone was not allowing teachers to improve practice in the classroom. Joyce and Showers promoted peer coaching as a model for small groups of teachers to learn together. The results were an increase in implementation of skills learned through professional development (Joyce & Showers, 1982). From this point, different definitions, roles, and models for coaching evolved.

Coaching ideals. Defining coaching is a complex process because of the many approaches and models involved in coaching. Overall, Walpole (2005) defined coaching

as “doing whatever it takes to support a teacher’s growth within his or her own classroom and school” (p. 41). Simply put, coaching ensures teachers are continually growing in their ability to teach and students are learning to their fullest potential (Killion & Harrison, 2006; Knight, 2009). A coach’s focus is on adult learning (Kowal & Steiner, 2007). Knight (2009) synthesized much of the research on coaching and different coaching models and came up with the following similarities found within a coaching program: job-embedded, intensive and ongoing, dialogical, non-evaluative, confidential, facilitated through respectful communication, and grounded in partnership.

Coaching is job-embedded in which coaches work on-site in the classroom with teachers individually (Denton & Hasbrouck, 2009; Knight, 2005, 2009). This allows for one-on-one professional development to occur with support to implement what has been learned. A planning cycle can be utilized between the coach and the teacher, including looking at data to see what students need, planning a lesson according to the need, implementing the lesson, and having a feedback conversation about the effectiveness of the lesson (Knight, 2009).

The intensive nature of coaching requires continual learning by teachers to sustain skills and information, which have been learned through professional development (Dalton & Hasbrouck, 2009; Knight, 2009). Through this process teachers receive the professional development and support they need to implement the new practices (Knight, 2009). Even though several teachers may be learning the same skill, a coach may take different approaches for supporting teachers as implementation takes place. Also, the coach may spend differing amounts of time with these teachers to give the support required (Knight, 2009).

Coaching is dialogical through the process of promoting dialogue between the coach and the teacher (Knight, 2009). This type of dialogue involves discovery of learning together. The coach identifies what the teacher needs through listening and then can give options of how they could reach the goal together (Warpole, 2005). Technical feedback, according to Joyce and Showers (1982), tends to focus on relationships found within the organization of the lesson as well as opportunities or strategies, which were omitted from the lesson. Feedback through reflective conversations aids in an instructional coach and teacher thinking through the effectiveness of the lesson and how improvement can be made (Joyce & Showers, 1982; Knight, 2009; Warpole, 2005).

The non-evaluative role of coaches (Knight, 2009) is intended to aid in building relationships and sustain confidentiality of the work between teachers and coaches. Observation is a part of coaching, but it never moves into an evaluative role (Denton & Hasbrouck, 2009; Knight, 2009; Warpole, 2005). Coaches are not administrators or evaluators of teachers. Reflection of observations involves a conversation based on the premise of learning, not judging (Knight, 2009). Both teachers and coaches should be learning from these conversations.

Coaching is recommended to be confidential in order to promote a safe environment of sharing (Knight, 2009; Warpole, 2005). This type of environment promotes honesty in the conversation where a teacher feels safe to truly share what areas they need to improve as well as share strengths (Knight, 2009; Warpole, 2005). Honesty allows a coach to truly support teachers in areas of weakness more quickly instead of having to make prolonged observations and then guess as to the weak area.

Respectful communication about teaching and learning is how coaches facilitate learning of teachers (Knight, 2009; Warpole, 2005). Coaches are respectful of the teachers with whom they work. They do not tell a teacher what they should do, but ask questions, which lead the teacher to decide upon a good course of action (Knight, 2009). Relationships require a form of “provision of companionship” including the ability to work through possibly difficult implementation of new strategies or ideas with someone who can share in this change process (Joyce & Showers, 1982, p. 6). The support provided allows teachers to reflect and build upon skills in a more comfortable and satisfactory way (Joyce & Showers, 1982).

Coaches are grounded in partnership with the teacher (Knight, 2009). The teacher and coach are both learning from one another in a collaborative relationship (Knight, 2009). This type of relationship allows teachers to have choice of options they want to pursue to increase the quality of their teaching as well as how they want to utilize the coaching model (Knight, 2009; Warpole, 2005).

Coaching roles. Coaches have certain requirements needed in order to be effective in a classroom and in a school. According to Walpole (2005), coaches should be full-time because the roles are directly associated with work between a coach and teachers. Being in the classroom at the same time as being a coach can divide the focus of a coach. Effective coaches form trusting relationships with the teachers with whom they work (Knight, 2008), requiring them to possess strong interpersonal skills (Kowal & Steiner, 2007). Strong communication skills are an asset for coaches because it allows for building enduring relationships (Knight, 2008). Without trusting relationships, it is difficult for a coach to work with teachers in reaching goals.

In a study of ten teacher leaders in formal roles, such as instructional coaches or mentors, Williams (2009) attempted to answer the question about what work these leaders do. Typical work for these leaders included observations, leading small groups, and supporting teachers in their learning. Interestingly, the research showed there was a lack of definition of the role of instructional coach or mentor. The lack of a definition of the role created misunderstanding for administrators, coaches, and teachers. Many of the skills developed by these leaders were diverse according to the small groups with which they worked. Many of these skills were learned after taking the position in response to needs of the instructional coaches and mentors (Williams, 2009).

Depending on the coaching model used and the philosophy behind coaching, different combinations of requirements are found within a coaching repertoire. Barkley and Bianco (2011) stated being able to move fluidly between these roles is a skill required by instructional coaches. Killion and Harrison (2006) defined different roles of a coach. These included being a resource provider, a data coach, an instructional specialist, a curriculum specialist, a classroom supporter, a learning facilitator, a mentor, a school leader, a catalyst for change, and a learner.

A coach as a resource provider is someone who finds resources that are not easily obtained by teachers but are needed for teacher and student success (Habegger & Hadanbosi, 2011; Killion, 2008; Walpole, 2005). This could include supplies and materials for students as well as resources for teachers such as research materials, example lesson plans, and new ideas and outside professional development (Habegger & Hadanbosi, 2011; Killion, 2008). A resource provider's main goal is to be helpful to teachers (Habegger & Hadanbosi, 2011).

A data coach focuses on student achievement data and how this data are used to design instruction (Killion, 2008). Coaches may analyze the data themselves (Walpole, 2005), but the goal is to understand and know how to organize data in a way teachers can easily and in a timely manner analyze the data for themselves (Killion & Harrison, 2006). In order to improve teachers' abilities to analyze and use data, coaches facilitate data conversations (Killion, 2008). Successful coaches need to create a safe environment for these conversations to take place because teachers are highly possessive of data and sometimes feel embarrassed if students in their class do not do as well as other students. When teachers fully understand the data are solely leading to decisions made regarding instruction and curriculum, this process moves more smoothly (Killion, 2008).

Many times coaches are mentors to new teachers in the district, building, or to teaching and sometimes they mentor other teacher mentors (Killion, 2008; Killion & Harrison, 2006). When coaches mentor new teachers, they are there to help them better understand the new school and district (Killion, 2008). According to Ingersoll and Strong (2011) in a review of 15 studies regarding induction programs, overall the results showed mentoring programs have a positive effect on teachers' "satisfaction, commitment or retention" (p. 38).

Coaches as curriculum specialist focus on the "what of teaching rather than the how" (Killion, 2008, p. 11). It is important teachers understand the structure of curriculum and how to use it to guide instruction (Killion, 2008; Killion & Harrison, 2006). This involves being able to unwrap standards and fully understand what background knowledge students are going to need in order to learn new information.

Understanding and utilizing a pacing guide to lead instruction is also included in the curriculum specialist's role (Killion, 2008; Killion & Harrison, 2006).

The role of instructional specialist allows a coach to “turn their attention to how to teach [curriculum]” (Killion, 2008, p. 11). This requires a coach to be able to teach a teacher how to select the best strategies for learning to take place (Killion & Harrison, 2006). Through the use of “analysis of application- extending executive control,” teachers practice strategies so the right strategy at the right time can be utilized in the classroom (Joyce & Showers, 1982, p. 7). The coach needs to be familiar with and able to teach many different practical, research-based strategies (Habegger & Hadanbosi, 2011; Knight, 2008) as an expert in pedagogy (Kowal & Steiner, 2007). Many times this is where a coach as a content specialist helps in specifically working with one content area (Barkley & Bianco, 2011). Strategies could include differentiated learning, classroom management, cooperative learning, and the use of assessment practices (Killion, 2008; Knight, 2008).

A coach as a classroom supporter is different from the other roles because it takes place in the teacher's classroom (Killion, 2008). This type of role is accomplished through the process of regular observations, modeling lessons for teachers, giving feedback after observations, and holding reflective, dialogical conversations (Joyce & Showers, 1982; Killion, 2008; Knight, 2008; Walpole, 2005). The coach is considered the expert in the role of classroom supporter and leads the reflective conversations through posing open-ended questions (Killion & Harrison, 2006) as a second set of eyes for the teacher (Barkley & Bianco, 2011).

Learning facilitators focus on professional development of teachers (Barkley & Bianco, 2011; Habegger & Hadanbosi, 2011; Killion, 2008; Walpole, 2005). Coaches work one-on-one with teachers to determine professional learning goals and action steps to meet those goals (Habegger & Hadanbosi, 2011; Knight, 2008). With these goals in mind, the coach many times coordinates and designs the professional learning opportunity for teachers in a way to keep them engaged and active in the learning process (Killion & Harrison, 2006). Coaches may also work within small groups of educators set up as professional learning communities in order to be the facilitator of learning (Killion & Harrison, 2006). Professional development can include a book study, a workshop, a faculty meeting, or scoring common assessments (Killion, 2008).

School leadership is another role for a coach. Coaches are in place to advocate for innovative reform and to help teachers implement reform (Killion, 2008). This could involve being a part of different committees or different projects at the building or district level (Habegger & Hadanbosi, 2011). As a partner with the principal and teachers, a coach is many times involved in setting goals for the building (Walpole, 2005). Coaches as school leaders act as another set of eyes for the principal and can give check-ups about how the building is doing and how culture is being affected by reform (Killion & Harrison, 2006).

The role of catalyst for change can be difficult and uncomfortable for coaches. This role requires a coach to ask questions, to raise doubt about what is occurring in the building and district (Killion, 2008), and to find blind spots and places where work and/or communication are not effective (Barkley & Bianco, 2011). A coach will “generate dissonance essential to promote change” (Killion, 2008, p. 13). This might include

proposing a new assessment system or appraising the current use of time afforded to instruction and offering an alternative method to the instructional day (Walpole, 2005). Any of these types of change can be daunting for a school and require a coach who has built strong relationships and who understands the art of tact in addressing these issues.

Ideally, a coach is foremost a lead learner in the building (Killion & Harrison, 2006). They learn through attending conferences, reading, forming networks with other professionals, and writing (Killion, 2008). Continued learning is focused on keeping up with best practices and research-based strategies, which can be shared with teachers. Knight (2008) asserted coaches should also be participating in professional development focused on building the knowledge of how to do the work of an instructional coach in order to develop the ability to work with teachers. Coaches also reflect on their work through writing and having reflective conversations with peers (Killion, 2008).

In a study focused on how instructional coaches learn and what supports are needed by coaches throughout this learning process, Gallucci, DeVogt Van Lare, Yoon, and Boatright (2010) investigated these questions through multiple interviews with a coach, teachers, principals and external consultants who worked with the coach over four years as well as through observations with the coach. Professional development for coaches included continued learning, and focused on what the coach needed and time for practice in context. Coaches also were supported through professional development leadership work groups as well as given time to learn through summer sessions. The data gathered showed the skills gained by the coach helped lead teachers to view this person as a leader in the building. The data also revealed professional development systems are needed to support the work of instructional leaders in a building (Gallucci et al., 2010).

Coaching models. Within the coaching world, there are many different models utilized by lead educators. Walpole (2005) stated the model for coaching chosen by a school should match the needs of the learners in the building. Some such models include peer coaching, cognitive coaching, specific coaching approaches such as literacy coaching and math coaching, and instructional coaching.

Peer coaching, starting in the 1980s through the work of Joyce and Showers (1982), focuses on peer teachers working together and observing one another to support new learning. This type of work requires all teachers to be a part of the team of peer coaches. Feedback is not a part of the process because too many times it becomes evaluative, undermining the validity of the coaching program. Collaboration, through mutual sharing of ideas and strategies, between teachers is viewed as key to success in this process. Barkley and Bianco (2011) stated peer coaching should be voluntary and involve a pre-observation conference, the observation, and a post-observation conference. The pre-observation conference gives the coach the ability to find out what the coachee needs and to formulate a plan for the observation. During the observation, the coach observes what was discussed in the preobservation meeting. The post-observation meeting needs to be safe so observations can be discussed and possible ideas for improvement can be generated (Barkley & Bianco, 2011).

Costa and Garmston (2012) stated the use of cognitive coaching requires one to be a listener. Cognitive coaching teaches in order to be a coach, one has to set aside bias and preconceptions to truly hear what another person has to say. Also, the coach cannot have an agenda or a longing to solve the problem for a person. Through the use of dialogical conversations (Knight, 2009), inquiry and paraphrasing by the coach, it is up to

the person being coached to reflect deeply and find the solution to the problem (Costa & Garmston, 2012).

Some coaching models are specific to a type of content area. These include specific areas such as literacy coaching and math coaching. Literacy coaching involves coaches who truly understand the process of literacy and who are able to instruct teachers how to use it effectively in the classroom (Knight, 2009). Math coaches focus on instructing teachers on the best practices and approaches to a quality math program. For both approaches, these coaches are well versed in specific content pedagogy as well as practical uses of instructional methods in the content area.

Instructional coaching focuses on coaches knowing and being able to help teachers incorporate research-based strategies in the classroom in order to increase student achievement levels (Knight, 2009). Instructional coaches organize and can facilitate peer coaching programs (Barkley & Bianco, 2011). Unlike peer coaching, instructional coaches may initiate the process of coaching with a teacher (Barkley & Bianco, 2011). Knight (2008) stated there are seven principles instructional coaches should practice through a partnership with teachers: equality, choice, voice, dialogue, reflection, praxis, and reciprocity.

Equality focuses on the teacher and the coach both being a part of the learning process through relationship building and collaboration. Teachers are allowed to make their own choices, and instructional coaches realize the importance of differentiating choices, leading to support and learning for each teacher. Voice and empowerment is given to teachers in positing opinions and thoughts about implementation of teaching practices. Through the process of dialogue, teachers and coaches work collaboratively to

learn from one another. Respecting professionalism, instructional coaches give teachers enough information where they can reflect and make educated decisions about what is implemented in the classroom. Praxis is practiced when teachers are able to utilize what is currently being learned in a useful way in the classroom. Instructional coaches practice reciprocity as they learn along with the teachers (Knight 2008). This is not a one-sided approach but a partnership between the teacher and the instructional coach.

Instructional Coaching and Change

Instructional coaching is put in place to support teachers in the change process. Utilizing the model for teacher change (Guskey, 2002), instructional coaching definitions, roles, and models are revealed. Guskey (2002) stated professional development guiding change in the teachers' classroom practices accompanied by a change in student outcomes, leads to a change in teachers' beliefs and attitudes. Instructional coaches are paramount in this process.

Instructional coaches provide professional development to teachers through providing resources, modeling lessons, and actually fulfilling the role of learning facilitator (Killion & Harrison, 2006). Job-embedded professional development is key to teachers wanting to go into the classroom and utilize newly learned information (Knight, 2009). Through this process, the instructional coach has to have a wide knowledge of instructional strategies as well as the ability to conduct appropriate professional development, which engages the teachers.

Change in the teacher's classroom practice comes as a result of high-quality professional development and support. An instructional coach is in place to provide additional resources for the teacher to utilize, to be a classroom supporter through

modeling, observing, and giving feedback to the teacher, as well as to be a mentor to new teachers and mentors of new teachers (Killion, 2008). This support role allows teachers to be motivated to try new ideas and strategies as well as feeling comfort in knowing there is someone who will listen and aid in reflective conversations in order to increase growth (Knight, 2008, 2009).

Once the new ideas and practices have been fully implemented into the classroom, change in learning outcomes for students is key for a teacher to continue utilizing the ideas and practices. These changes can be observed through qualitative and quantitative data. Walpole (2005) proposed instructional coaches should utilize data analysis such as looking at demographics of students, comparing data to state standards, and systematically collecting data to promote instructional decisions. No matter how difficult it is, change will not occur without data (Walpole, 2005).

In a small study of a data coaching program in a middle school, Hill (2010) found the following results regarding teacher use of data to make decisions in the classroom with the support of a data coach. It was found teachers only met to analyze data when the coach was present. It was also found when teachers looked at the data alone, they only looked at surface data like overall scores of students. This could be due to the coach having sole ownership over the data by putting together the reports, planning the data meeting, and leading the data meeting. One issue raised in the study was even when the data coach met with the teachers, it did not mean the findings led to change in the classroom (Hill, 2010). It does seem the results show if a coach is available to lead data conversations with teachers, there is a better chance of teachers knowing if student achievement has changed due to changes in the classroom.

Once teachers see the positive impact on student achievement from new ideas and strategies gained through professional development, change in teacher beliefs and attitudes occur. This involves understanding the difference between light and heavy coaching. Killion (2008) asserted coaching light involves building supportive relationships with teachers. Coaching heavy focuses on activities leading to true change. A coach who uses these practices cannot worry about being liked but has to worry about what is truly going to lead to improvements in teaching and learning. This type of coaching makes teachers feel uncomfortable, but it leads them to think about the current practice in the classroom, thus leading to teacher belief changes (Killion, 2008).

The Need for Instructional Coaching

Many school districts across the nation have implemented instructional coaching programs in order to provide support for teachers to utilize what has been learned through professional development into the classroom. Instructional coaching programs are diversely implemented in buildings and districts (Killion & Harrison, 2006). Some school districts have chosen to implement a particular model; have coaches work with a specific grade level, content area, or building; or have coaches who work district-wide offering professional development. Whatever the model or approach, a coaching program can provide a key support role to implementation of programs, instructional strategies, and change in the classroom.

Cornett and Knight (2008), through a meta-analysis, researched “254 research articles, books, book chapters, technical reports, position papers, dissertations, and presentations” regarding instructional coaching and on-site professional development (p. 194). This research showed overall instructional coaching utilized as a support for

implementation of professional learning, is a positive approach. The researchers stated “there are no silver bullets in education,” but an instructional coaching program can aid in moving a school forward (Cornett & Knight, 2008, p. 213).

A few studies have been conducted on the support role of instructional coaches for teachers. One such study conducted by Collet (2012) was designed to address how teachers make decisions based on support from an instructional coach. Instructional coaches were found to be a support role to aid in teachers’ change in practice (Collet, 2012). This study found the degree to which teachers transferred learning to their classroom practice also depended on how comfortable they felt in a setting, who they worked with, and their actions such as planning and reflecting. The zone of proximal development and the importance in a coach staying within the teacher’s zone in order to move them to the next level was also addressed (Collet, 2012).

Another study addressing the importance of instructional coaches supporting teachers and the effectiveness of implementation of new practices was conducted by Knight and Cornett (2008) and focused on how effective coaches are at leading teachers to change practices to increase quality of instruction in the classroom. Teachers were studied and implementation data of new instructional routines were compared between teachers who just attended professional development (17 teachers) and teachers who had attended professional development and were supported by a coach (22 teachers). The data overwhelming showed teachers who had attended professional development and who were supported by coaches utilized the new teaching routine more days than teachers who just attended the professional development (91.5 days compared to 36.2 days, respectively), the teachers with coach support used the routine better than teachers

who just attended professional development ($M= 2.81$, $SD= .81$ compared to $M=1.08$, $SD= 1.18$, respectively), teachers who had coaches supporting them continued to use the new strategies even when there was a delay in the program (15 of 22 as compared to 3 of 17), and “all of the teachers supported by coaching stated the teaching routine was helpful for their students’ learning of the content they taught” as compared to only 12 of the 22 other teachers who stated the same (Knight & Cornett 2008, p. 14). This study shows the support role of instructional coaches is important part of implementation in the classroom.

Through a study of two instructional coaching projects, the Kansas University’s Pathways to Success project and the Maryland Department of Special Education’s Passport to Success project, from the Kansas University Center for Research and Learning, Knight (2005) studied the effectiveness of instructional coaching programs. Both projects had a precise and clearly focused approach to training and studying instructional coaches. Knight found when utilizing this coaching approach, implementation rates of new instructional strategies reached 85%. Many teachers stated through instructional coaches modeling the new instructional practice, the teacher was able to confidently implement the practice into the classroom. Furthermore, coaching aided in promoting effective conversations about instruction, making “an important contribution to school reform” (Knight, 2005, p. 2).

Principal Leadership

Instructional coaching programs are important for implementation of what has been learned through professional development in a teacher’s classroom. A key player in the success of programs and change is an effective, strong leader (Fullan, 2002; LaPointe

and Davis, 2006). According to Learning Forward (2012) and the Wallace Foundation (2013a), school reform cannot take place without an effective leader. In order for an instructional coaching program to be successful, a building leader needs to be in place who can promote the successful use of instructional coaches with teachers. The principal role in a building is defined through standards and through different styles of leadership. The ability to influence teachers and change and understanding the importance of shared leadership are key processes found within this role.

Principal standards. The building administrator role is defined and measured through specific standards. Through an examination of many different standards, the following were found to be important for principals. Creating a vision, promoting a culture and climate conducive to teaching and learning, focusing on professional development, promoting shared leadership, working within the community, being able to manage people and systems, having high levels of ethics, and influencing the educational political system are important to the role of principal (Council of Chief State School Officers, 2008; Learning Forward, 2012; Marzano, 2013; Missouri Department of Elementary and Secondary Education, 2013a; Wallace Foundation, 2013b).

Stakeholders collaboratively establish the vision, mission, and goals for the organization (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a). In order to reach the goals set by the vision, action steps to reach those goals need to be identified and implemented (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a). Data analysis is collected to monitor movement towards the vision (Council of Chief State School Officers, 2008; Marzano, 2013). The vision should reflect

the belief that all students can learn and the need to reach academic success by all students (Wallace Foundation, 2013b).

Promoting a positive school culture and climate conducive to teaching and learning requires building an environment of “collaboration, trust, learning, and high expectations” (Council of Chief State School Officers, 2008, p. 14). The principal has to understand how to develop this positive culture and incorporate it in the building (Learning Forward, 2012). Through the development of the culture, a focus on the learning of the students as well as the learning of adults in the building is key (Learning Forward, 2012; Wallace Foundation, 2013b). The focused learning of students and adults involves ensuring a rigorous program is in place as well as high quality assessments used to determine student growth (Council of Chief State School Officers, 2008; Marzano, 2013; Missouri Department of Elementary and Secondary Education, 2013a). The leader should also promote collaboration between teachers to address curriculum and assessment (Marzano, 2013). This aids in the success of creating a positive school culture and climate.

A focus on professional development addresses the learning of adults. The professional development offered needs to promote best practices (Missouri Department of Elementary and Secondary Education, 2013a) and build the “capacity of staff” (Council of Chief State School Officers, 2008, p. 14). This can be accomplished through “embedded professional development” (p. 6) addressing individual need of teachers (Marzano, 2013). Analysis of data is important in this role to ensure learning from professional development is incorporated in the classroom (Marzano, 2013; Wallace Foundation, 2013b).

Shared leadership is required in today's educational field where there is too much for one person to accomplish (Learning Forward, 2012; Wallace Foundation, 2013b). The principal needs to design and implement the capabilities of educators to be teacher leaders (Council of Chief State School Officers, 2008). This can be developed through the use of professional learning communities where all members have the opportunity to be a leader (Wallace Foundation, 2013b).

Principals should utilize resources provided by stakeholders, including community resources. The community is part of a school system and principals need to build positive relationships with parents and community members to ensure the school and students are successful (Council of Chief State School Officers, 2008). A principal should also utilize the many and diverse resources available in the community (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a).

Ethical decision-making and behavior is key to the success of an educational leader. These leaders are first and foremost concerned with others and how their needs are being met through upholding social justice and democracy (Council of Chief State School Officers, 2008). This requires modeling ethical decision-making and behaviors in order to display and promote integrity in the school environment (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a).

Influencing the educational "political, social, economic, legal, and cultural" system is also an important job of an educational leader (Council of Chief State School Officers, 2008, p. 15). This is accomplished through advocating for people involved in

the school district as well as being a part of city, state, and federal decision-making forums. A key element is being able to foresee changes coming in the educational field and being proactive in addressing these changes (Council of Chief State School Officers, 2008).

Educational administrators not only have to possess leadership qualities, but they also have to be able to manage people and systems (Council of Chief State School Officers, 2008; Marzano, 2013; Missouri Department of Elementary and Secondary Education, 2013a; Wallace Foundation, 2013b). Proper management allows a leader to keep people within the organization safe as well as allows the organization to run in an effective manner (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a). Leaders need to fully understand and be able to efficiently utilize the multitude of resources available, such as people, data, money, and technology (Council of Chief State School Officers, 2008; Missouri Department of Elementary and Secondary Education, 2013a; Wallace Foundation, 2013b).

Principal leadership styles. Principal standards are important for principals to be able to address in order to be successful in a building. Along with these standards, principals bring their own leadership style to the position. This can influence the effectiveness of a principal on change in a building. Transformational leadership, cultural change leadership, balanced leadership, instructional leadership, and learning leadership are a few leadership styles, which have been shown to lead to success for educational leaders.

Leithwood (1992) stated transformational leadership is a way to promote teacher leadership in a building. Through the process of “helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping them solve problems together more effectively” a building administrator can make impactful changes in a school (Leithwood, 1992, pp. 9-10). Collaborative cultures allow teachers to learn together as they improve teaching practices. Teacher development occurs when an administrator follows through with the school mission, which promotes problem solving by teachers. Problem solving leads to teams of teachers being able to share ideas of solutions without worry of repercussions from the administrator (Leithwood, 1992). In all, transformational leadership can produce powerful change.

Fullan (2002) stated, “Moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creating and sharing, and coherence making” are five keys to a cultural change leader (p. 17). Moral purpose leads an administrator to be concerned for the success of their own building’s students as well as the students found in other schools in the district, state, and nation. Understanding the change process involves a principal to truly understand change is messy and to create a structure in which this can occur. Knowledge creating and sharing through professional learning communities requires all members of the community to continue learning as well as share learning with one another. Coherence making requires creating a vision, which creates a focus for everything within the school (Fullan, 2002).

Balanced leadership, according to Waters et al. (2003), is grounded in over 30 years of research, finding “effective leadership means more than simply knowing what to

do- it's knowing when, how, and why to do it" (p. 2). The balance required is between declarative knowledge leading one to know what needs to change in order to increase student achievement, procedural knowledge allowing one to know how to lead the change through an understanding of first and second order changes, experiential knowledge indicating one has an understanding of why the change is important, and contextual knowledge which directs a leader to know when the change needs to occur (Waters et al., 2003). When all knowledge bases are utilized, successful leadership can occur.

Printy and Marks (2006) asserted principals who are instructional leaders offer "resources and instructional support" for teachers to reach student learning goals (p. 215). Shared leadership includes teachers working together to help in decision-making and learning, requires principals to be a part of this leadership process, and leads to innovation and understanding of what is occurring in the building. In order for teachers to work together, administrators and teachers have to have a positive working relationship where positive dialogue occurs and principals remove obstacles so teachers can make decisions about what needs to be accomplished. The principal has to create a vision and an environment where teachers can make well informed decisions without sway from the administrator. Principals need to provide resources and support for teachers to try new things even though risk is present (Printy & Marks, 2006).

In a study by Calik, Sezgin, Kavgaci, and Kilinc (2012), instructional leadership behaviors of a school principal were shown to positively effect teachers' self-efficacy, or the belief they could make a significant difference in students' lives. This promoted a drive for teachers to try different strategies and approaches to teaching students.

Although this research study showed instructional leadership as an effective leadership style, Fullan (2002, 2014) stated being a direct instructional leader is not enough to impact learning and lead to change.

Dufour (2002) and Dufour and Marzano (2009) stated an administrator, as a learning leader, is more effective than as an instructional leader. Fullan (2014) stated a learning leader focuses on what innovations truly are needed by the organization and provides what is needed for innovations to be successful. Continued learning for all members of the organization, including leaders, and sharing of ideas between individuals and groups of people is a goal for a true learning leader (Dufour, 2002; Fullan, 2014; Preskill & Brookfield, 2009). Outcomes of student learning are the focus instead of the teaching input and these outcomes focus conversations on how to reach and support each student in the building (Dufour, 2002; Dufour & Marzano, 2009).

Preskill and Brookfield (2009) listed the following tasks of a learning leader. Being open to the contributions of others necessitates leaders to truly listen to what people have to say while being mindful of their own bias and perceptions. Learning how to reflect critically on one's practice prompts a leader to ask others to critique the leader's practice leading to changes in these practices. Supporting the growth of others requires a leader to remove obstacles to learning. Leaders who develop collective leadership understand the importance of flattening the hierarchy so all members of the community can practice leadership skills. Analyzing experience comes from appreciating the experiences of others in the organization. Questioning oneself and others allows a leader to ask questions without answers in order to promote collaboration among members. A learning leader promotes democracy when people within the organization understand

they have the responsibility and right to lead. Sustaining hope in the face of struggle stems from a leader who truly understands the change process and can continue movement towards change within the organization. Creating a community of safety allows members to communicate openly and to be innovative.

Principal processes. The ability for an educational leader to influence teachers and change and to understand shared leadership seems to be two themes addressed in both the standards for school leaders as well as within different types of leadership styles. Shared leadership within itself requires leaders to change their approach from a top-down hierarchy to more of a flattened leadership model (Bolman & Deal, 2008). This can be difficult when a leader is required to give up power, which has been earned through hard work and time (Kanter, 1980). A leader who understands and utilizes what motivates humans, “doing things that are intrinsically meaningful to themselves and working with others,” (Fullan, 2014, p. 7) leads to change. In order to influence teachers and change within a building, a leader has to also understand the change process. Through many different models of change, the leader promotes, supports, and takes responsibility for what occurs in the building.

Influencing teachers and change. A successful school requires two key elements—highly effective teachers and strong leaders (LaPoint & Davis, 2006). The educational leader hires, supports, and takes responsibility for teachers within the school building. In order to have effective educators, an effective leader needs to be in place. Waters et al. (2003) research showed when highly effective leaders are in place, they influence teachers, who then influence students to make achievement gains. There is a powerful correlation between student achievement and effectiveness of principal practice

(Waters et al., 2003). Another high correlation in this study was revealed between a principal being a change agent and student achievement (Waters et al., 2003). Both influencing teachers and change lead to higher student achievement, which is the goal of education.

Robinson and Timperley (2007) conducted a meta-analysis of several studies addressing student achievement and professional development. This study revealed five leadership areas, which led to student achievement gains. The five areas were “providing educational direction, ensuring strategic alignment, creating a community that learns how to improve student success, engaging in constructive problem talk, and selecting and developing smart tools” (Robinson & Timperley, 2007, p. 247). In order for any changes to take place, the leader needed to provide educational direction as well as ensure strategic alignment. This required the leader to make sure all teachers knew the goals for learning in the building as well as to ensure all programs, initiatives, resources, and professional development were aligned with the goals. Creating communities that learn how to improve student success require engagement in constructive problem talk. The teachers involved in these types of communities were able to identify problems and then took collective ownership of issues being faced. Selecting and developing smart tools for the principal included ensuring the chosen tools were going to have maximum leverage for student achievement (Robinson & Timperley, 2007). These dimensions were shown to lead to changes in teacher practice and ultimately led to positive student achievement.

Influencing change is another aspect of being a building principal. Educational leaders need to be able to address change before it even occurs. Possessing declarative knowledge or knowing what needs to change requires one to foresee what changes are

coming in education as well as being aware of the difficulties to change (Council of Chief State School Officers, 2008; Preskill & Brookfield, 2009; Waters et al., 2003). This allows a leader to understand why change needs to occur or to have experiential knowledge of change (Waters et al., 2003). Possessing procedural knowledge or knowing how to lead change requires one to understand the change process and all of the intricacies to true change (Fullan, 2002; Waters et al., 2003). Finally, contextual knowledge, which indicates when change should occur, is imperative to getting the change right the first time. False starts pose issues for change to occur in the future.

Strong leaders understand change occurs through the push-pull-nudge approach (Hargreaves & Fullan, 2013). When leaders push, it is a fine line between forcing people to change and encouraging someone to change because they are hesitant about the change they know needs to take place. Leaders utilizing pull by creating a vision drawing others in to the change process. Nudge occurs when a principal provides opportunities, situations, and consistent focus on the vision allowing the teacher to make decisions regarding change. This approach necessitates a leader to “pull whenever you can, push whenever you must, and nudge at all times” (p. 39).

Shared leadership. Fullan (2002) asserted, “an organization cannot flourish-at least, not for long-on the actions of the top leader alone” (p. 20). As stated throughout the standards for principals, there is too much work and change to be accomplished in schools for one person to reach those goals alone (Learning Forward, 2012; Wallace Foundation, 2013b). The incorporation of teacher leaders allows a principal to delegate leadership roles to other responsible parties in the building.

In a study from Mangin (2007), it was found building leaders who possessed a great deal of knowledge regarding teacher leadership and had a high amount of interactions with teacher leaders was more supportive of teacher leaders in their building. They tended to promote teacher leaders as a resource, identified and let teachers know expectations for improvement and were more likely to expect teachers to work with teacher leaders in order to improve their instruction in the classroom. This study also showed building leaders who were not high in the qualities of knowledge and interaction tended to not even support these leaders in their work (Mangin, 2007).

Through the work of principals training and supporting teachers to be leaders and through the use of professional learning communities, leaders are able to promote shared leadership. Waters et al. (2003) encouraged this notion by identifying 21 principal leadership responsibilities utilizing a meta-analysis approach of over 30 years worth of research. Some of the items with the highest correlation to student achievement gains were directly related to shared leadership. Building a culture where everyone shares the same beliefs regarding student learning; including teachers in important decision-making regarding what is occurring in the school; and ensuring teachers have learning opportunities to build knowledge about, discuss, and be able to practice research-based strategies and practices are keys to building shared leadership in a building (Waters et al., 2003).

In order to train and support teachers to become leaders in a building, principals need to understand what knowledge and abilities teachers bring to the educational setting, move people into leadership roles effectively, and mentor and support teachers as they become leaders in the building. When a principal truly knows his or her teachers'

knowledge and abilities, they can see where leadership skills need to be developed (Leithwood, 1992) and utilized in the educational setting (Council of Chief State School Officers, 2008). Once this is determined, Fullan (2002) stated principals can then “mobilize the energy and capacities of teachers” to meet the ever-growing changes required of teachers (p. 17). Principals, who share their leadership roles in an effective manner, allow the many changes and tasks required in education to be accomplished in a more efficient manner.

The use of professional learning communities lends itself to shared leadership. Hargreaves and Fullan (2013) addressed the importance of “social capital (the collaborative power of the group)” (p. 37) in supporting teachers in the forward-moving change process. Through these groups, everyone is given the chance to be a leader (Wallace Foundation, 2013b) and teachers are involved in shared leadership through the decision-making and learning process (Printy & Marks, 2006). Professional learning communities lead to knowledge creating and sharing which requires all members of the community to continue learning as well as share learning with one another (Fullan, 2002). Dufour and Marzano (2009) stated a principal’s role in professional learning communities is monitoring the work of the team and meeting with the team multiple times throughout the year to review their work. This creates a culture where it is imperative teachers continue learning to be effective leaders in their classrooms as well as in the building.

Principal leadership and instructional coaching. Influencing teachers and change, promoting shared leadership, and remaining the instructional leader are responsibility of the administrator of a building. Even though teacher leaders, such as

instructional coaches, are utilized in a building, the principal remains the lead instructor (Knight, 2008). Knight (2008) stated “no matter how much a coach knows, and no matter how effective a coach is, the principal’s voice is ultimately the voice most important to teachers” (p. 52). When teachers realize the principal supports and utilizes teacher leaders, such as instructional coaches, these leaders are more effective in the building (Danielson, 2007). In order for an instructional coach to make a difference in a building and lead to change in an efficient amount of time, a coach has to be supported by the principal (Warpole, 2005) through collaborative relationships (Norton, 2007).

Matsumura, Garnier, and Resnick (2010) found where leaders were perceived to promote shared leadership, teachers were more likely to participate in an instructional coaching program and utilize help from coaches during lessons. It was also found teachers found this program useful to their work. When principals showed support for the program, instructional coaches were also given more time to work and were encouraged to provide professional development to teachers (Matsumura, Garnier, & Resnick, 2010). The study showed principals as having a key role in the success of an instructional coaching program.

Along with being a key influencer in the success of an instructional coaching program, building administrators also work together in a partnership (Barkley & Bianco, 2011; Knight, 2005; Pankake & Moller, 2007) with instructional coaches through vision setting and balancing the jobs of both the principal and the instructional coach. This partnership allows the instructional coach to be in an instructional leadership role beside the principal (Knight, 2008). Knight (2005) stated this is when a coaching program is the most successful.

The partnership model works the best when the vision of the principal for the building is fully understood by the coach (Knight, 2008). The understanding can be developed through the collaborative creation and use of an action plan for the instructional coach to use as a guide for their work (Pankake & Moller, 2007). The action plan should address the “nature, potential, and effectiveness of interventions a coach brings to a school,” (Knight, 2005, p.19) allowing the principal to trust the message the instructional coach is sharing with teachers and how the coach is working with teachers to support the vision (Knight, 2009).

A balance of job roles is importance in forming a partnership between a principal and an instructional coach. The identifying of clear roles allows for both the principal and instructional coach to “understand the boundaries of what each will and will not do” (Barkley & Bianco, 2011, p. 93). It also ensures both parties are supported and allowed the resources needed to get their jobs accomplished (Pankake & Moller, 2007). An instructional coaching program is most effective when both parties have a clear picture of the work to be done.

Principals are able to support instructional coaches in several ways. These include providing time to meet with coaches on a regular basis, providing coaches resources and promoting coaches as resources to others, endorsing coaching relationships with faculty and staff, ensuring a focus on instructional leadership, providing professional development for coaches, and participating in professional development to further understand the coaching process. A supportive principal will be available to meet with

coaches regularly (Pankake & Moller, 2007). These meetings are used to make sure there is alignment between the vision and what the coach is doing within the building (Knight, 2009).

Another way principals support coaches is by providing resources for the instructional coach as well as promoting coaches as instructional resources to others. The resources instructional coaches require can include human and fiscal resources (Pankake & Moller, 2007), specifically knowing whom to contact in the district for different needs as well as money to provide professional development and to purchase resources to be used as support for teachers. Instructional coaches as resources can occur through collaboration between the principal and coach to determine which teachers could use the support of a coach the most in the building (Knight, 2005). Instructional coaches as a resource can also be observed when a principal is working with a teacher on needed improvements and offers the coach as a resource to help in enhancing the instructional practice (Knight, 2005, 2008). Either way, the teacher is not told to use the coach but is offered the coach as a resource.

The building of the peer relationship of an instructional coach and teachers is another way a principal can support a coach's role. Before the coaching program is initiated and throughout the program, it is imperative a building principal show their support for the program. Principals need to introduce the concept of coaching in the building before it even starts, and when it starts, they need to introduce the coach to teachers and set expectations for work with the coach (Killion & Harrison, 2006). When principals introduce these concepts in a "positive light," they are more likely to be involved in the program and support the needs of the coach (Matsumura, Garnier, &

Resnick, 2010, p. 262). Throughout the program, the principal should also share information and speak out about the effectiveness of coaches with others (Knight, 2009; Pankake & Moller, 2007). Coaches should also be allowed to share out with others what they have accomplished through their work with teachers (Pankake & Moller, 2007).

The instructional coach should be able to focus on roles promoting instructional leadership. The principal needs to find a way to ensure this focus is achieved by intentionally reducing other roles, which might conveniently be filled by instructional coaches, but do not have anything to do with instructional leadership (Pankake & Moller, 2007). Through the use of the action plan set up through the partnership between the principal and instructional coach, the focus of the instructional coach's work can be maintained.

Professional development for both instructional coaches and principals is needed in order to allow both parties to truly understand the role of a coach. Instructional coaches need professional development in instructional practices, leadership development (Kowler & Steiner, 2007; Pankake & Moller, 2007) as well as in how to provide effective professional development. Principals need professional development to be able to support their coaches (Knight, 2009) by building understanding of the roles of a coach (Knight, 2005) and how to best work with instructional coaches (Killion & Harrison, 2006). Districts also support this type of professional development by ensuring principals have the knowledge of coaching prior to working with their building coaches (Killion & Harrison, 2006).

Not only can principals help support instructional coaches, but also, instructional coaches can help support principals. Instructional coaches can help support principals by

honestly sharing what is occurring in the building regarding teaching and learning (Knight, 2005). This can be uncomfortable, but helpful to a principal who has a lot of responsibilities and who may miss some things occurring in the building. Instructional coaches can also help principals grow in their leadership skills, requiring a principal to be vulnerable with the coach, expressing the need to grow in their profession, and allowing the coach to help in this process (Barkley & Bianco, 2011). Through the partnership of principal leadership and instructional coaching, teaching and learning can improve and in turn student achievement will increase.

Summary

In this chapter, organizational change and leadership were defined through Kotter's (1995) eight steps to transform an organization. These steps included

establishing a sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements and producing still more change, and institutionalizing new approaches. (p. 2)

Then change in education based on professional development was discussed.

Professional development was defined and described utilizing a discussion of collaboration and student and teacher data. Guskey's (2002) four steps to change including teachers attending professional development, the teacher changing classroom practice, positive student learning outcomes being observed, and the teachers' beliefs and attitudes changing were discussed and applied to Kotter's transformation of an organization steps.

Instructional coaching was defined as "doing whatever it takes to support a teacher's growth within his or her own classroom and school" (Walpole, 2005, p. 41).

The many diverse roles of an instructional coach were discussed and different models of instructional coaching were explored. The models included peer coaching, cognitive coaching, and instructional coaching. The role of instructional coaches as change agents was then explored through the use of Guskey's (2002) approach to teacher change and professional development.

A look into principal leadership and instructional coaches was completed through a study of principal standards and different leadership styles. A closer look at what principals do to influence teachers and change as well as to promote shared leadership gave a more clear view of the role of principal. Finally, a look at principals and their work with instructional coaches led to a better understanding of how principals can support instructional coaches in their work.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

Introduction

A principal has a great deal of responsibilities in order to be effective. A few of these responsibilities include being able to create and implement a vision, promoting a culture and climate conducive to teaching and learning, providing relevant professional development, promoting shared leadership through flattening the hierarchy, and being able to manage people and systems (Bolman & Deal, 2008; Council of Chief State School Officers, 2008; Learning Forward, 2012; Missouri Department of Elementary and Secondary Education, 2013a; Wallace Foundation, 2013b). These different obligations can divert attention from what truly matters in education, which is learning. When learning is not the focus in a building, roadblocks for instructional coaching programs can be evident.

While research on instructional coaching programs has been conducted, the research is limited to a focus on what instructional coaches do and how this type of a program affects student outcomes. The mention of principals in literature regarding instructional coaching programs is restricted to a few pages briefly describing some of the roles of a principal in a working relationship within an instructional coaching program. Killion and Harrison (2006) and Knight (2008) focused on how a principal needs professional development and time to work with coaches and other principals in order to better understand the roles of coaches, to support the work, and to be able to use coaches effectively.

Another assertion written about in the literature regarding instructional coaching stated instructional coaches cannot be effective in a building unless teachers and principals are “willing learners” (Killion & Harrison, 2006, p. 115). Principals need to be a strong backer of instructional coaching and share the benefits of this type of program with teachers (Killion & Harrison, 2006). Barkley and Bianco (2011) and Knight (2005) stated principals and instructional coaches form a partnership in which growth of the leader and goals of improved student achievement are present. A current gap in research exists on how learning leader qualities of a principal can influence the effective use of an instructional coach and ultimately lead to change in teachers’ beliefs and attitudes, which can in turn increase student achievement.

In this chapter, the design and methods for research will be described in order to better understand the reasons for decisions made for this study as well as to explain how the research will answer the research questions being posed. The paper is set up to explain the purpose of the study, to list the research questions, to explain the design of the study, and to offer limitations and assumptions found within the study. The design of the study will further explore the participants and sampling procedures, the data collection procedures and human subject protection and other ethical considerations, the data analysis process, and the role of the researcher and trustworthiness for research. For this study, the relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers will be examined.

Purpose

The purpose of this mixed methods research study was to determine if there was a relationship between learning leadership tasks of principals and the ability of

instructional coaches to serve as change agents for teachers. The survey research approach was used to identify strengths and weaknesses of building principals' learning leadership tasks according to instructional coaches and their ability to lead change. A phenomenological approach was utilized in order to determine the nature of the phenomenon of how a principal can affect the outcome of an instructional coaching program and teacher change in the classroom. The researcher, as an instructional coach, explored the experience of being an instructional coach to "bracket" biases and preconceptions (Hatch, 2002, p. 86).

The lens of the constructivist perspective was incorporated into the study to reveal the perceptions of instructional coaches and principals. The multiple experiences of instructional coaches and principals were analyzed inductively. This allowed the researcher to determine the learning leader characteristics affect on instructional coaches work and teacher change in the classroom (Hatch, 2002).

Research Questions

In this study, the researcher gained understanding of the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers. In order to reach understanding, the researcher asked the following research questions:

1. For principals, what is the prevalence of learning leadership behavior in most successful and least successful instructional coaching scenarios?

2. What is the leadership behavior of principals in successful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches
3. What is the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches

Design for the Study

This research project addressed a problem of practice, which included identifying leadership qualities needed by a principal in order for an instructional coach to effectively influence change in teachers' practices and beliefs. There is a lack of research on the effect of how learning leader qualities of a principal can influence the effective use of an instructional coach and ultimately lead to change in teachers' beliefs and attitudes, in turn increasing student achievement. When districts are spending a great deal of money on instructional coaches, it is imperative to understand the relationship between learning leader tasks of the principal and the ability of instructional coaches to serve as change agents for teachers.

A concurrent mixed methods approach was utilized in order to determine the nature of the phenomenon of how a principal can affect the outcome of an instructional coaching program and teacher change in the classroom (Creswell, 2009). A survey was

employed containing both open-ended and closed-ended questions (Fink, 2009). The closed-ended questions and quantitative portion of the study were used to address the research questions exploring the relationship between principals' learning leadership tasks and the effectiveness of instructional coaches as well as the perceptions of instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. The open-ended questions and qualitative portion of the study allowed the researcher to truly investigate experiences of people, such as instructional coaches and principals (Hatch, 2002).

The lens of the constructivist perspective was incorporated into this study to reveal the perceptions of instructional coaches and principals. The constructivist approach explored the different perceptions of instructional coaches and how the principal affects the ability of a coach. It was understood that through different experiences and backgrounds, instructional coaches had different perspectives on the work being done in a building (Hatch, 2002). These multiple experiences of instructional coaches and principals were analyzed inductively to determine the learning leader characteristics effect on instructional coaches work and teacher change in the classroom.

Participants and Sampling Procedure

This mixed-methods research study included elementary and secondary focused instructional coaches and principals in five different midwestern public school districts containing an instructional coaching program. The participants in the study were chosen because of their work directly with instructional coaches or because they are instructional coaches. A sample of convenience was utilized because of the limited number of instructional coaches and principals in the field as well as the fluidity of instructional

coaches moving into leadership roles such as principals and directors of programs within school districts (McMillan, 2012). For this reason, the three participant sampling groups included instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. The sampling was comprised of 38 principals who had not been instructional coaches, 27 instructional coaches, and 6 principals who had been instructional coaches. These three groups of participants were given surveys in order to share different perspectives on how principals' learning leadership tasks affected the ability of an instructional coach to be an agent of change for teachers in a building.

Data Collection

Creswell (2009) stated data collection procedures are used for “setting the boundaries for the study, collecting information... as well as establishing the protocol for recording information” (p. 178). This section of the paper will focus on these aspects of data collection. Data collection in the study utilized surveying instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches (Hatch, 2002). The surveys included open-ended and closed-ended questions to ensure a mixed method analysis of the data collected. This section will include a thorough look at the data collection procedures as well as a discussion on the human subject's protection and other ethical considerations.

Data collection procedures. The methods utilized in this mixed methods research study included the use of open-ended, quantitative questions and closed-ended, qualitative questions on three different surveys given to three different participant groups: instructional coaches, principals who had been instructional coaches, and principals who

had not been instructional coaches. The open-ended questions allowed participants to respond to questions in their own way, therefore allowing perceptual data to be collected and analyzed. The closed-ended questions were reflective in nature and were used to determine relationships between the strengths and weaknesses of learning leadership tasks as related to the effectiveness of the instructional coach in the building. The survey protocols (see Appendix B, C, and D for The Role of the Principal in Instructional Coaching survey Form One, Two and Three) focused on the learning leader tasks as described by Preskill and Brookfield (2009).

Survey Form One and Two were utilized with Instructional coaches and principals who had been instructional coaches respectively. These two sample groups received both open-ended and closed-ended questions. Each survey took approximately 30 minutes. These participant groups answered the closed-ended questions according to different principals with whom they had worked. This allowed instructional coaches who have worked with multiple principals in different configurations of buildings and grade levels as well as in specific formats or more organic definitions of what the coaching program looks like for a district (Killion & Harrison, 2006) to share their varied experiences. The data gathered from the open-ended questions allowed for the collecting of perceptual data about what is needed of a building leader for an instructional coaching program to be successful in a school. This collection of data allowed the researcher to expand the understanding of the perceptions of instructional coaches and principals who had been instructional coaches as to the effects of principals' learning leader strengths and weaknesses on teacher change in the classroom.

Survey Form Three was given to principals who had not been instructional coaches. This participant group was only given the open-ended question portion of the survey since they had not worked as an instructional coach. The key to surveying these principals was to determine perceptions of the effect strengths and weaknesses of learning leader tasks have on an instructional coaching program in a building.

Human subjects protection and other ethical considerations. According to the US Department of Health and Human Services (1979), all human subjects involved in research must be offered respect for persons, beneficence, and justice. This requires a researcher to ensure subjects have voluntarily entered into the research, will not be harmed, and understand the benefits of being a part of the research. In order to follow these requirements, the research design of the study was submitted to the MU Institutional Review Board before research began to determine the risks and the effectiveness of protecting participants from harm.

Protection of participants was also accomplished through an informed consent form given to participants before the data collection process began. The participants were voluntary and could withdraw from the study at any time. The participant names remained anonymous in order to protect their identity and the information given during the surveys. The data collected were kept in a locked space as to not allow anyone to intentionally or unintentionally gain access to the information.

Data Analysis

Analysis of the data collected required an understanding of how different approaches to qualitative and quantitative data analysis occurs. The nature of qualitative research is open-ended and requires interpretation of the data on the part of the researcher

through constant reflection during the research period (Creswell, 2009). In this research study, the quantitative data were analyzed through the use of descriptive statistics and SPSS. The qualitative data were analyzed through a typological approach.

Research question one addressed the prevalence of learning leadership tasks in most successful and least successful instructional coaching scenarios. The quantitative data were analyzed through the use of descriptive statistics and SPSS by calculating the mean and standard deviation of each of the nine tasks described by Preskill and Brookfield (2009) for the most successful and least successful instructional coaching scenarios. Each of the nine tasks were represented by two items for a possible score ranging between two and twelve. Nine paired sample *t*-tests were utilized to test for the differences in learning leadership tasks between the successful and unsuccessful instructional coaching scenarios.

Research questions two and three addressed the perceptions of instructional coaches, instructional coaches who are now principals, and principals regarding leadership behavior of principals in successful and unsuccessful instructional coaching scenarios. These qualitative data were analyzed using a typological approach to data analysis, requiring the creation of typologies or categories, which were determined before the data were analyzed (Hatch, 2002). The typologies for this research study came from Preskill and Brookfield's (2009) learning leader tasks. These included learning to be open to the contributions of others, learning critical reflection, learning to support the growth of others, learning collective leadership, learning to analyze experience, learning to question, learning democracy, learning to sustain hope in the face of struggle, and learning to create community.

Typological analysis then required the researcher to read through all collected data with one typology as the focus for the reading. The places in the reading where the typology matched were marked or coded for the particular typology (Hatch, 2002). This was completed for each typology. The second reading of the data focused on the sections marked as coinciding with the typologies. According to Hatch (2002), “a summary sheet should be created for each informant, and as the data excerpts are read, you should write a brief statement of the main idea of the excerpt on the summary sheet” (p. 154).

Patterns, relationships, and themes were determined after reading through the typologies again. The researcher paid close attention to patterns representing “similarity, difference, frequency, correspondence, and causation” throughout the different typologies (Hatch, 2002, p. 155). Also relationships such as “inclusion, rationale, cause-effect, and means-end” were a focal point during analysis of data (Hatch, 2002, p. 155). Themes throughout the data were determined during this time (Hatch, 2002).

Another reading of the data within each typology focused on the patterns, relationship, and themes identified during the last step. These were coded throughout the data. The next step entailed determining if the patterns, relationships, and themes were supported by the data. Informed decisions had to be made to determine how the data fit or did not fit into the categories and how this was to be addressed (Hatch, 2002). A look back at possible relationships between or among the patterns for the participants as a whole group was the next step. Hatch (2002) stated this could be accomplished more effectively by creating a visual representation of the patterns.

The final two steps in typological analysis involved writing one-sentence generalizations about each pattern and selecting data excerpts to support generalizations.

The generalizations explained the relationships found among the patterns identified in the previous steps. The excerpts were chosen to reflect what had been found in the data and were included in the written data analysis section (Hatch, 2002).

Role of Researcher

The role of the researcher is varied and based upon their experiences and worldview (Creswell, 2009). A researcher who embodies the constructivist worldview seeks to understand the world around them and also to better understand others' perceptions of their world (Creswell, 2009). The researcher in this study wanted to better understand others' experiences as instructional coaches and how the experiences were related to building principals' learning leadership tasks, allowing the researcher to generalize experiences of instructional coaches.

The constructivist approach also leads the researcher and participants to be co-constructors of meaning in the research (Hatch, 2002). The researcher was able to analyze data collected from not only other instructional coaches, but by principals who had not been instructional coaches and principals who had been instructional coaches. The different perceptions of the participants in the study allowed for a more developed database used to determine meaning of the data gathered.

The researcher also held the role of participant in this study. The researcher as an instructional coach explored the experience of being an instructional coach to "bracket" biases and preconceptions (Hatch, 2002, p. 86). Being a part of a building included in the study, the researcher had to be aware of what was being stated to other coaches and principals in order to not bias the other participants' perceptions and reflections in the study.

Trustworthiness

In order to ensure trustworthiness of the research, the researcher intentionally focused on reliability and validity of the study from start to finish. This process started with an examination of the worldview approach used during the research project (Creswell, 2009). The constructivist approach was determined to fit the beliefs of the researcher because it allowed the researcher and participants to exist as co-constructors of meaning (Hatch, 2002). This approach also allowed for different meanings of the phenomenon being studied to be shared by people as they experienced it (Creswell, 2009).

As the research protocol was developed, the researcher focused on how to ensure trustworthiness of the survey through a look at validity and reliability. The researcher focused on establishing content validity or the likelihood the questions being asked were measuring what was intended (Fink, 2009). In order to do this, the researcher had several experts take the survey and reflect on the questions being asked as well as the construction of the survey.

Trustworthiness was also considered during data collection. Before surveys could be sent out to participants, permission to conduct research was obtained by the school district. Once permission was granted, each participant was given informed consents before the data collection process began. The informed consent letter included the purpose of the study, an estimation of how long the survey would last, possible risks and benefits of being a part of the study and taking the survey, confidentiality notification, volunteer participation information, as well as the researcher's contact information (Fink, 2009). Although some demographic information was collected, the participant names

remained anonymous in order to protect their identity and the information given during the survey.

Trustworthiness of the data being analyzed stemmed from how the data were treated. After the data had been collected, the data were kept in a locked space as to not allow anyone to intentionally or unintentionally gain access to the information. The data were then analyzed in a systematic format utilizing the typological approach in order to avoid bias and unwarranted generalizations.

The conclusions drawn from the research also required a trustworthy approach. The researcher being an instructional coach posed a potential problem with lending a biased lens to the data collected and analyzed. In avoiding this pitfall of research, the researcher explored the experience of being an instructional coach to “bracket” biases and preconceptions (Hatch, 2002, p. 86).

Limitations and Assumptions

The limitations for this study revolve around the fluidity of instructional coaches in instructional coaching programs, which differ greatly between districts and buildings within districts. The assumptions for the research study include a belief in principals being the gatekeeper to the success of any program in a building. Also, the experience of the researcher posing bias in and informing the study at hand was discussed.

Limitations

Instructional coaching programs tended to be fluid when it came to the people involved. Instructional coaches many times were master teachers who moved into principal roles or other leadership roles in districts after being in a coaching position for a few years as per personal experience. This led to difficulty in getting an accurate picture

of the perceptions of instructional coaches as many were in the coaching position for only a short time.

Killion and Harrison (2006) stated different districts and buildings incorporate instructional coaching in different ways. This includes the process of selecting people to be in the instructional coaching position and whether the instructional coaching program is a grass roots movement from teachers and principals wanting the position in the building or if it was more of a top-down process where the district placed instructional coaches in buildings. These different approaches may have an effect on the quality of an instructional coaching program and may in turn affect the ability of an instructional coach to be an agent of change in a building.

Assumptions

Assumptions for this study included the belief principals need to have qualities of learning leaders in order for instructional coaches to be able to be change agents for teacher practice. Waters et al. (2003) determined through meta-analysis there is a positive significant relationship between leadership and student achievement when principals know not only what to do, but “when, how, and why to do it” (p. 2). This requires leaders to become learners of best practices of implementation of programs and ideas. If done well, implementation of programs, such as instructional coaching, will be utilized in the best manner possible and will lead to teacher change in the classroom.

Since this researcher is an instructional coach, personal assumptions developed over the last several years in the coaching position may have biased the study.

Bracketing, according to Hatch (2002) and Creswell (2009), is a way of putting assumptions and previous experiences aside, so a focus on what data is being gathered

and analyzed is looked at with an open mind. This bias needed to be addressed in all parts of the study from developing research questions, creating survey protocols, analyzing survey data, and reporting what had been found from the data.

The experience of the researcher as an instructional coach may also have informed this study. Unless someone has been in an instructional coaching position, it is difficult to truly understand how an instructional coach can lead to change in the classroom and how a principal can have a gatekeeper effect on this change process. The insight gained from experience aided in formulation of appropriate questions to ask and being able to analyze nuances in what was being said by instructional coaches and principals who had been instructional coaches.

Summary

The problem addressed in this research study arose from the problem in practice of a principal not possessing the characteristics of a learning leader. When principals, who are learning leaders, promote learning within their own building through the process of modeling the practice of continually learning themselves, the more likely a change in teacher beliefs and attitudes can occur. The purpose of this study was to discover the relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers.

Preskill and Brookfield's (2009) approach to learning as a way of leading was the focus for the research questions as well as the survey questions used in this mixed methods study. Participants in the study included instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. All groups participated in surveys. Descriptive statistics and typological analysis were

used to analyze the data collected. In order to remove bias and preconception of the data, the researcher bracketed bias and identified limitations and assumptions in this study.

CHAPTER FOUR

RESULTS AND FINDINGS

Introduction

The requirement of meeting more stringent standards in education leads to the need for teachers to improve instructional techniques. Continuous improvement requires learning, and in education, this is associated with professional development. Professional development is a key focus for leadership standards from both the Council of Chief State School Officers (2008) and the Department of Elementary and Secondary Education (2013a). The Interstate Leaders Licensure Consortium standards address staff professional growth by stating the principal would be responsible for developing the “instructional and leadership capacity of staff” (Council of Chief State School Officers, 2008, p. 14). The Missouri Leader Standards focus on professional development by addressing the need for “continuous professional learning” (Missouri Department of Elementary and Secondary Education, 2013a, p. 3) and on creating a professional development plan in order to continue growing in “knowledge and skills based on best practices” (Missouri Department of Elementary and Secondary Education, 2013a, p. 4). According to these standards, it is the responsibility of the administrator to ensure teachers are continually growing in their knowledge as educators.

Incorporating instructional coaching has been a choice of many school districts facing the need to ensure teachers are improving practices. Instructional coaching programs are implemented as an embedded form of professional development to help support principals and teachers. Instructional coaches are involved in all four steps of

Guskey's (2002) work on professional development and teacher change. The instructional coach offers a large part of the professional development to teachers, the coach encourages and monitors the teacher's use of new instructional practices, the coach leads data driven conversations with regard to student outcomes, and the coach's ultimate goal is to lead teachers to improve their practice through a change in their beliefs and attitudes towards pedagogy (Killion & Harrison, 2006). Barkley and Bianco (2011) explained, "[instructional] coaching provides a powerful approach to create a change" (p. 114). These are significant responsibilities for instructional coaches who require a great deal of support from the principal in order to reach success.

Implementation of new programs has focused on increased teacher effectiveness and student achievement, such as the incorporation of an instructional coaching program, requires an effective and strong leader (Fullan, 2002; LaPointe & Davis, 2006). "No matter how much a coach knows, and no matter how effective a coach is, the principal's voice is ultimately the voice most important to teachers" (Knight, 2008, p. 52). According to Learning Forward (2012) and the Wallace Foundation (2013a), school reform cannot take place without an effective leader.

In order for a principal to continually stay on top of the ever-changing landscape of education, an educational leader needs to be not only an instructional leader, but also specifically a learning leader. Dufour (2002), Dufour and Marzano (2009), and Dufour and Mattos (2013) stated an administrator, as a learning leader, is more effective than as an instructional leader because they focus on learning for all members of the community, both students and adults. Preskill and Brookfield (2009) discussed nine tasks of a learning leader including learning how to be open to the contributions of others,

reflecting critically on one's practice, supporting the growth of others, developing collective leadership, analyzing experience, questioning oneself and others, promoting democracy, sustaining hope in the face of struggle, and creating community. These skills require a leader to continue learning and remove roadblocks from others' learning experiences. Preskill and Brookfield believed through this process all members of an organization would see the importance of continued learning. In education this belief would allow instructional coaches to be effective change agents for teachers.

Overview of Study

This mixed methods study was conducted to determine if there was a relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers. Online surveys were sent to five different midwestern school districts currently utilizing instructional coaches. The surveys were either distributed by the assistant superintendent of curriculum and instruction or by the researcher. The surveys were sent electronically to 38 principals who had not been instructional coaches, 27 instructional coaches, and 6 principals who had been instructional coaches. Of the 38 principals who were never instructional coaches, 89.5% ($n=34$) responded, but only 50% ($n=19$) completed all parts of the survey. Of the 27 instructional coaches, 92.6% ($n=25$) responded, but only 59.3% ($n=16$) completed all parts of the survey. Of the six principals who had been instructional coaches, 66.7% ($n=4$) responded, but only 50% ($n=3$) completed all parts of the survey. Overall, 53.5% ($n=38$) of the surveys were completed.

The demographics of the respondents to the survey varied. The majority of principals who had not been instructional coaches had been principals for three to four

(41.2%) or seven or more (47.1%) years. The majority of these principals had worked with instructional coaches either three to four (43.8%) or five to six (28.1%) years. The number of instructional coaches with whom they had worked was either one to two (42%) or three to four (42%).

The majority of instructional coaches had been in this position for one to two (56%) or five to six (24%) years. The majority of the instructional coaches had worked in one to two (64%) buildings as instructional coaches. The number of principals with whom the majority had worked was one to two (44%), five to six (20%), or seven plus (20%).

All of the principals who had been instructional coaches were instructional coaches for one to two years (100%). The number of buildings in which the majority had worked was one to two (75%). The number of principals with whom they had worked as instructional coaches was one to two (75%). The majority of these principals had been in a principal role for one to two years (75%). The number of years they had worked with instructional coaches as a principal was one to two years (75%). Finally, the number of instructional coaches with whom they had worked as a principal was one to two (100%).

This study was designed to explore the relationship between learning leadership tasks of principals and the ability of instructional coaches to serve as change agents for teachers within different coaching programs in the midwest. The surveys included open-ended and closed-ended questions to ensure a mixed method analysis of the data collected. The open-ended questions addressed general thoughts on instructional coaching and the principal's role. The closed-ended questions were derived from Preskill and Brookfield's (2009) nine learning leadership tasks.

The methods utilized in this mixed methods research study included the use of open-ended, qualitative questions on three different surveys given to three different participant groups: instructional coaches, principals who had been instructional coaches, and principals who had never been instructional coaches. The open-ended questions permitted participants to respond to questions regarding what the differences were between a successful and an unsuccessful instructional coaching program, how an instructional coach affected teacher change, how a principal affected the instructional coach's work with teachers, and what leadership characteristics typified a principal with a successful or unsuccessful instructional coaching program, therefore allowing perceptual data to be collected and analyzed using the typological approach (Hatch, 2002). This collection of data led the researcher to expand the understanding of the perceptions of all three participant groups as to the effects of principals' learning leader strengths and weaknesses on teacher change in the classroom.

The closed-ended, quantitative questions were only given to two participant groups: instructional coaches and principals who had been instructional coaches. These questions were reflective in nature and were used to determine relationships between the learning leadership tasks of principals in most successful and least successful instructional coaching programs. The nine learning leadership tasks were measured using a Likert-type scale and rated by the participants from one to six: 1= Never, 2= Almost Never, 3= Somewhat Never, 4= Somewhat Always, 5= Almost Always, and 6= Always. Two statements for each of the nine learning leader tasks were posed for a total of 18 statements. The two numbers for each of the nine tasks were added together and averaged for a score between zero and 12. The higher the number, the more likely a

principal was to possess one of the nine learning leadership tasks. This allowed instructional coaches who have worked with multiple principals in different configurations of buildings and grade levels as well as in specific formats or more organic definitions of what the coaching program looks like for a district (Killion & Harrison, 2006) to share their varied experiences with a principal in a most successful instructional program as well as a least successful instructional coaching program.

Survey Form One and Two were utilized with instructional coaches and principals who had been instructional coaches respectively. These two sample groups received both open-ended and closed-ended questions. Survey Form Three was given to principals who had not been instructional coaches. This participant group was only given the open-ended question portion of the survey since they had not worked as an instructional coach. The survey protocols (see Appendix B, C, and D for The Role of the Principal in Instructional Coaching survey Form One, Two and Three) focused on the learning leader tasks as described by Preskill and Brookfield (2009).

Research Questions

In this study, the researcher gained understanding of the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers. In order to reach understanding, the researcher asked the following research questions:

1. For principals, what is the prevalence of learning leadership behavior in most successful and least successful instructional coaching scenarios?

2. What is the leadership behavior of principals in successful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches
3. What is the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Principals who had been instructional coaches
 - c. Principals who had not been instructional coaches

First Research Question

The first research question addressed the prevalence of the learning leadership behaviors in principals in most successful and least successful instructional coaching scenarios. The data collected to answer this question came from the closed-ended response items. The data from both instructional coaches and principals who had been instructional coaches were put together and entered into SPSS. The two items for each of the nine learning leadership tasks for most successful and least successful instructional coaching programs were added together and averaged. Table 1 contains the individual averages for each of the nine learning leadership tasks in most successful and least successful instructional coaching programs (see Appendix E for histograms of each of the nine learning leadership tasks for most successful and least successful instructional coaching programs).

Table 1

Learning Leadership Tasks of Principals in Most Successful Instructional Coaching Programs and Least Successful Instructional Coaching Programs

<u>Learning Leadership Tasks</u>	<u>Most Successful</u>		<u>Least Successful</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Developing Collective Leadership	10.316	1.376	5.158	2.218
Questioning Oneself and Others	9.895	1.663	5.000	2.055
Being Open to Contributions of Others	9.842	1.772	5.316	1.529
Analyzing Experience of Others	9.790	1.619	4.368	1.571
Creating a Community	9.632	2.266	4.000	1.826
Reflecting Critically	9.368	1.673	4.211	1.548
Supporting Growth of Others	9.263	1.759	5.105	2.601
Sustaining Hope	9.053	1.957	4.368	1.739
Learning Democracy	8.684	1.827	5.105	2.079

N=19.

When analyzing the data from the means for each of the nine learning leadership tasks, it became apparent which tasks held by principals were observed in most successful instructional coaching programs. Out of a possibility of 12 points, developing a collective leadership, questioning oneself and others, being open to the contributions of others, analyzing experiences of others, and creating a community were given around ten points. Analyzing the data addressing learning leadership tasks of principals with least successful instructional coaching programs showed lower scores by around five points,

indicating these learning leadership tasks were not as prevalent in principals with unsuccessful instructional coaching programs.

Nine paired sample *t*-tests were calculated to compare the mean learning leadership tasks of principals in most successful instructional coaching scenarios to the mean learning leadership tasks of principals in least successful instructional coaching scenarios. A significant difference at a selected probability level of $\alpha = .05$ was utilized. The nine learning leadership tasks were then ordered from largest average difference between most successful and least successful programs to the smallest average difference between most successful and least successful programs. Table 2 contains the paired sample *t*-test results.

According to instructional coaches and principals who had been instructional coaches, there was a significant difference between all nine learning leadership tasks of principals between most successful and least successful instructional coaching scenarios. From greatest to least differences in averages between most successful and least successful programs were creating a community (M difference= 5.632, SD = 2.671, SE = .613), analyzing experiences of others (M difference= 5.421, SD = 2.610, SE = .599), reflecting critically (M difference= 5.158, SD = 2.478, SE = .568), developing collective leadership (M difference= 5.158, SD = 2.062, SE = .473), questioning oneself and others (M difference= 4.895, SD = 2.079, SE = .477), sustaining hope (M difference= 4.684, SD = 2.262, SE = .519), being open to contributions of others (M difference= 4.526, SD = 2.010, SE = .461), supporting growth of others (M difference= 4.158, SD = 2.167, SE = .497), and learning democracy (M difference= 3.579, SD = 2.775, SE = .637).

Table 2

A Comparison Between Learning Leadership Tasks of Principals in Most Successful Instructional Coaching Programs and Least Successful Instructional Coaching Programs

Learning Leadership Tasks	<i>M</i>	<i>M</i> difference	<i>SD</i>	<i>SE</i>
Creating a Community		5.632*	2.671	.613
Successful Program	9.632			
Unsuccessful Program	4.000			
Analyzing Experience of Others		5.421*	2.610	.599
Successful Program	9.790			
Unsuccessful Program	4.368			
Reflecting Critically		5.158*	2.478	.568
Successful Program	9.368			
Unsuccessful Program	4.211			
Developing Collective Leadership		5.158*	2.062	.473
Successful Program	10.316			
Unsuccessful Program	5.158			
Questioning Oneself and Others		4.895*	2.079	.477
Successful Program	9.895			
Unsuccessful Program	5.000			
Sustaining Hope		4.684*	2.262	.519
Successful Program	9.053			
Unsuccessful Program	4.368			
Being Open to Contributions of Others		4.526*	2.010	.461
Successful Program	9.842			
Unsuccessful Program	5.316			
Supporting Growth of Others		4.158*	2.167	.497
Successful Program	9.263			
Unsuccessful Program	5.105			
Learning Democracy		3.579*	2.775	.637
Successful Program	8.684			
Unsuccessful Program	5.105			

Note. * denotes significant difference at $p < .001$; $N = 19$.

When comparing the data between principal learning leadership tasks in most successful instructional coaching programs as compared to principal learning leadership tasks in least successful instructional coaching programs a significant difference was shown. The greatest differences (mean differences of five and above) were creating community, analyzing experiences of others, reflecting critically, and developing collective leadership. The least amount of difference was found in supporting the growth of others and learning democracy.

Second Research Question

The second research question addressed the leadership behavior of principals in successful instructional coaching scenarios, as perceived by instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. The data were analyzed using a typological approach (Hatch, 2002) based on the nine learning leadership tasks as described by Preskill and Brookfield (2009). According to Hatch (2002), the data were read through with one typology as the focus for the reading. The places in the reading where the typology matched were marked or coded for the particular typology. This was completed for each typology. The second reading of the data focused on the sections marked as coinciding with the typologies. A summary sheet was created and color-coding was used in order to keep records of patterns, relationships, and themes. Informed decisions had to be made to determine how the data fit or did not fit into the categories and how this was to be addressed. Finally, one-sentence generalizations were written about each pattern and data excerpts were selected to support generalizations (Hatch, 2002).

As the data were analyzed, many observations came to light. Some of the nine learning leadership tasks overwhelmingly stood out compared to other tasks when all participants reflected on what principal behaviors were present in successful instructional coaching scenarios. The following descriptions of what was shown in the data are in order from items most discussed in the surveys to least discussed in the surveys. The most to least discussed tasks were learning how to develop collective leadership, being open to the contributions of others, supporting the growth of others, creating community, questioning oneself and others, reflecting critically on one's practice, learning democracy, analyzing experience, and sustaining hope in the face of struggle (see Figures 2-8 for individual summaries of principal learning leadership behaviors in a successful instructional coaching program and Figure 9 for an overall summary of these same behaviors).

Developing Collective Leadership

Instructional coaches. Learning to develop collective leadership through vision setting was found to be an important task for principals in a successful instructional coaching program. Vision setting was mentioned multiple times and instructional coaches stated in order to develop collective leadership in an instructional coaching program, a principal first developed a vision focusing on learning for all. One participant asserted, "They [the principals] have a vision of learning for all members of the building and see the benefits of having a coach to help support in that learning" (IC17).

Instructional coaches also felt this vision supported a coaching program and a coach had to be able to understand and relay this vision to others. The work of a coach directly

flowed from the vision and was regularly addressed between the principal and coach to ensure alignment. In support, two instructional coaches said:

A principal will do better with a coach if he has the mindset that we are a team and we are working towards the goal/belief "all kids can learn" and improving student's learning (IC6).

The principal meets with the instructional coach regularly to identify the vision, ensure goals are being reached, and to reflect on what is occurring with learning (IC17).

Instructional coaches felt it was important for the principal and coach to work as a team in order to have a successful program and allow others to grow in leadership skills. This meant the principal was not a micro-manager and allowed others to take on such activities as professional development. One instructional coach stated, "They [The principals] need to [be] okay with shared leadership with the instructional coach as well as with teachers" (IC17).

Principals who had been instructional coaches. Principals who had been instructional coaches asserted vision creation was key in successful instructional coaching programs. They stated the principal created a vision and goals for the instructional coaching program. In support of creating a vision, a principal affirmed, "The coach should be able to articulate the principal's vision for student achievement...the coach should be carrying out the vision through their work" (PIC3). A principal also needed to share leadership roles with others including all members taking collective ownership of outcomes of decisions and data. In order to promote

collective ownership, a principal stated, “The principal also must foster an environment where it is safe to try new things and risk-takers are celebrated” (PIC4).

Principals who had not been instructional coaches. Again, vision setting was viewed as an important process for principals to have a successful instructional coaching program. Principals who had not been instructional coaches said principals needed to create a clear vision and mission for the building in order for an instructional coaching program to be effective. Two principals shared:

A successful program has a goal of student success at the core (P20).

The principal must show the teachers that the IC [instructional coach] has the same vision as the principal. They need to speak the same language and have the same plan to reach building goals (P10).

Additionally, several principals stated the coach then carried out this vision through their work.

Principals said the instructional coaching program needed a defined and expressed purpose and set expectations for coaches. These expectations could be co-created by principals, teachers, and coaches. In order to accomplish this, one principal said, “[The] principal and coach are a team. They spend many hours conferring with each other so that both parties have the same vision” (P17). This allowed coaches and principals to be on the same team as addressed by one participant, “Principals who have a handle on instruction and teaching have the ability to work with coaches in a collegial manner and not diametrically opposed to one another” (P15).

Principals also needed to be comfortable with delegation and allowing others to lead as well as look for ways to build leadership qualities in others. Two principals

stated, “[Principals should be] willing to let the coach be a leader without feeling threatened” (P4) and “[principals should] be a mentor who recognizes/promotes leadership qualities among staff” (P22).

Summary of developing collective leadership. All three participant groups viewed vision as a key factor in developing collective leadership in successful instructional coaching scenarios. Both instructional coaches and principals who had not been instructional coaches stated the vision focused on student learning and the coach’s work was aligned with the vision. The principal ensured teachers understood this alignment. Instructional coaches and principals who had been instructional coaches said the coach was able to articulate the vision to others. Both principal participant groups reported the coach carried out the vision with their work. The principals who had been instructional coaches extended the idea of a vision to creating a vision for the instructional coaching program itself. The principals who had not been instructional coaches supported this idea by stating coaches should have expectations for their work.

Both instructional coaches and principals who had not been instructional coaches affirmed the principal and coach worked as a team. Principals who had been instructional coaches added to this thought by stating these teams had ownership of outcomes and data from their work. Both principal participants stated through this teamwork, principals were comfortable with delegation and sharing leadership roles with others (see Figure 2 for a summary of developing collective leadership behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Developing Collective Leadership (Total N=52)	<ul style="list-style-type: none"> • Vision Setting (n=16) <ul style="list-style-type: none"> - Aligned vision of student learning and the coach’s work - Coach articulated vision • Principal and coach were team (n=4) 	<ul style="list-style-type: none"> • Vision Setting (n=6) <ul style="list-style-type: none"> - Created coaching program vision - Coach articulated vision - Coach carried out vision • Shared Leadership (n=2) • Ownership of outcomes and data (n=2) • Created a safe Environment (n=1) 	<ul style="list-style-type: none"> • Vision Setting (n=16) <ul style="list-style-type: none"> - Aligned vision of student learning and the coach’s work - Coach carried out vision - Created coach expectations • Principal and coach were team (n=4) • Delegation (n=1)

Figure 2. Summary of developing collective leadership behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. Numbers following statements show number of responses.

Being Open to the Contributions of Others

Instructional coaches. Being open to the contributions of others required a principal to practice good listening skills in order to know the strengths and needs of others and build on those strengths and needs. One participant stated, “Principals should seek to know the staff wants and needs in terms of instructional practice in order to better understand instructional coaching’s place within a given building” (IC25). In knowing these qualities of the staff, principals promoted the use of the coach to teachers and supported the coach in their work. As shared by an instructional coach, “The principals must present the instructional coach as an extension of themselves” (IC18).

Many times being open to the contribution of others required a principal to “recognize their own weaknesses” (IC11). These principals were comfortable with “allowing the staff to observe how they are coached through their own weaknesses” (IC18). They also tended to be life-long learners, continually staying on top of changes in education.

Principals who had been instructional coaches. Principals who had been instructional coaches stated a principal who had a successful instructional coaching program was a good “listener” (PIC1; PIC2).

Principals who had not been instructional coaches. Being open to the contributions of others required a principal with a successful instructional coaching program to be a risk-taker and an active learner along with the staff. These principals trusted the coach to support teachers in their growth and promoted the coach to teachers. A principal shared the following example:

A principal observes or is reported a problem. The principal has time to address the problem with the teacher but not follow up consistently. The coach should be able to implement and coach the teacher on the area of weakness in a non-evaluative approach (P34).

“The principal must [also] be a good listener” (P22) as stated by a participant. Principals practiced good listening skills by being willing to hear what others had to say, taking it into consideration, and deciding how it fit with the focus of the building (P18). Principals also showed they supported coaches by remaining open to their ideas, opinions, and “attempts to enact positive change in the building” (P8).

Summary of being open to the contributions of others. In a successful instructional coaching scenario, possessing good listening skills is imperative for a principal to be open to the contribution of others according to all three participant groups. Principals who had not been instructional coaches also stated when listening, a principal took into consideration what was said and then saw how it fit with the focus of the building. Instructional coaches asserted listening skills allowed a principal to know the

strengths of others as well as allowed them to build upon those strengths. Principals who had not been instructional coaches affirmed principals should be open to the coach’s ideas and opinions.

Instructional coaches and principals who had not been instructional coaches shared these principals were life-long learners, and they promoted the instructional coach to teachers because the principal trusted the coach would be able to support the teacher in their growth. A principal who had not been an instructional coach stated principals had to be risk-takers in order to listen to others, try out others’ ideas, and still be responsible for outcomes (see Figure 3 for a summary of being open to the contribution of others behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Being Open to the Contributions of Others (Total N=35)	<ul style="list-style-type: none"> • Practiced good listening skills to know others’ strengths and needs (n=6) • Knew how to build on others’ strengths and needs (n=7) • Recognized own weaknesses (n=1) • Continued as life-long learners (n=6) 	<ul style="list-style-type: none"> • Practiced good listening skills (n=1) 	<ul style="list-style-type: none"> • Risk-takers (n=1) • Actively learned with staff (n=1) • Trusted and promoted coach to teachers (n=5) • Practiced good listening skills (n=6) <ul style="list-style-type: none"> - Found alignment in what others’ said and the focus of the building • Open to coaches’ ideas and opinions (n=1)

Figure 3. Summary of being open to the contributions of others behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Supporting the Growth of Others

Instructional coaches. A principal who supports the growth of others in a successful instructional coaching program provided resources such as opportunities and

time for coaches to work with teachers. Instructional coaches who supported this theme stated:

Time [should be] set aside for the coach to be able to share and follow up on p.d. [professional development] for the teachers (IC10).

The principal sets instructional coaches up with opportunities to support teachers whether through PLC [Professional Learning Communities] or prof. dev.

[professional development] or curriculum support (IC16).

Principals also directed teachers to an instructional coach as a resource for the teachers, as shared by a participant, “My principal will often direct a teacher to contact/work with me, but then the principal lets me know the teacher may be contacting me” (IC2).

In order to support the growth of others, principals had to be good listeners to know what the staff needed and wanted to improve instruction. Once principals knew the wants and needs of the staff, they removed obstacles for coaches to work with teachers. An instructional coach stated, “A principal who allows the coach more independence will enable the coach to work with the teachers according to their needs” (IC10). Principals also showed support of others’ growth by taking part in what the coach was doing with teachers and staff. “A principal's presence at team meetings says to the staff that the coach's time is valued and the principal supports the coach's initiatives in the building” (IC21).

Principals who had been instructional coaches. Supporting the growth of others in a successful instructional coaching program required a principal to be a good listener as well as provide resources, such as opportunities for coaching, to support the instructional coach. A principal who had been an instructional coach added, “The

principal must also set up opportunities for coaching to happen on a regular basis - IE: data teams, PLC [Professional Learning Communities], walk-throughs, etc” (PIC4).

Principals who had not been instructional coaches. Principals in successful instructional coaching programs removed obstacles for coaches to work with teachers by communicating the importance of coaching to teachers, facilitating conversations between teachers and coaches, and allowing coaches to demonstrate and train teachers.

Two principals gave the following examples:

For example, a leader that is not afraid to have difficult conversations will encourage their TLC [instructional coach] to push people in a positive way. And a leader who is willing to take ideas, such as on PD [Professional Development] ideas, will better serve the team (P20).

[Principals] encourage Coaches to share model lessons with teachers that invite change in classroom practices (P6).

A principal showed support for the growth of others by promoting the importance of instructional coach’s work by attending meetings facilitated by coaches. Two participants stated the following:

A principal must be supportive of both the coach and teacher by attending collaboration, data meetings, etc. A principal's presence sends a strong message "This is important!" (P22).

The principal must sit in on the meetings so he/she is aware of what the instructional coach is saying. It also sends a message to the staff that this is important (P17).

Summary of supporting the growth of others. In successful instructional coaching scenarios, principals who provided resources and time for coaches to do their work was viewed as being important in supporting the growth of others according to instructional coaches and principals who had been instructional coaches. Instructional coaches also said a principal provided the coach as a resource in growing others. Instructional coaches and principals who had not been instructional coaches stated removing obstacles for coaches to work with teachers communicated the importance of the coach's work to others. By participating in the coach's work and attending meetings facilitated by coaches, principals were able to promote the importance of working with coaches (see Figure 4 for a summary of supporting the growth of others behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Supporting the Growth of Others (Total N=33)	<ul style="list-style-type: none"> • Provided resources and time (n=10) • Provided coach as resource in growing others (n=3) • Practiced good listening skills (n=5) • Removed obstacles for coaches to work with teachers (n=4) • Was present at meetings held by coach (n=1) 	<ul style="list-style-type: none"> • Practiced good listening skills (n=1) • Provided resources (n=1) 	<ul style="list-style-type: none"> • Removed obstacles for coaches to work with teachers (n=6) <ul style="list-style-type: none"> - Communicated importance of coaching - Facilitated conversations between teachers and coaches - Allowed coaches to train teachers • Was present at meetings held by coach (n=2)

Figure 4. Summary of supporting the growth of others behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Creating Community

Instructional coaches. In successful instructional coaching scenarios, instructional coaches mentioned open communication between the coach and

administrator and between the teachers and the coach were key in creating a strong community. A participant mentioned, “Through open communication with the coach and staff, everyone is able to work together” (IC8).

Principals who had been instructional coaches. Principals who had been instructional coaches stated a principal in a successful instructional coaching program created community consisting of communication, high expectations and continued improvement, and a safe environment. Communication focused on the vision of student achievement and how the coach’s work was related to the vision. The building culture of high expectations and continued improvement promoted change and growth. One principal went on to describe this type of community as having a, “Culture of high expectations and continued improvement throughout the building. The principal also must foster an environment where it is safe to try new things and risk-takers are celebrated” (PIC4).

Principals who had not been instructional coaches. Communication is key in creating a community where a successful instructional coaching program is present. Communication needed to be open between the principal and coach as well as between the coach and all staff members. A participant stated, “Principals can give that positive support to teachers and coaches by opening the line of communication between them and supporting the program as a whole” (P24). In order for open communication to occur, a trusting environment had to be in place. Two principals supported this idea by affirming, “The principal should set the stage by creating a welcoming, open environment of trust” (P12) and “[the principal must] maintain strict confidentiality and trust with the coach so they can have open honest conversations regarding teacher performance” (P18).

Summary of creating community. Instructional coaches and both principal participant groups stated open communication was a key process in creating community where a successful instructional coaching program was found. Instructional coaches and principals who had not been instructional coaches said this communication occurred between principals and coaches as well as between coaches and teachers. Principals who had been instructional coaches affirmed the communication should always be vision focused. Both principal participant groups shared a safe and trusting environment was necessary for this communication to take place (see Figure 5 for a summary of creating community behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Creating Community (Total N=19)	<ul style="list-style-type: none"> • Ensured open communication between principal and coach (n=3) • Ensured open communication between coach and teachers (n=1) 	<ul style="list-style-type: none"> • Ensured open communication about vision (n=3) • Promoted high expectations and continuous improvement (n=1) • Created a safe and trusting environment (n=1) 	<ul style="list-style-type: none"> • Ensured open communication between principal and coach (n=3) • Ensured open communication between coach and teachers (n=3) • Ensured open communication between entire community (n=2) • Created a safe and trusting environment (n=1) • Maintained confidential environment (n=1)

Figure 5. Summary of creating community behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Questioning Oneself and Others

Instructional coaches. When principals were strong in questioning themselves and others, they tended to promote collaborative opportunities for people to share ideas and solve problems in a successful instructional coaching program. They also did not

have to have all of the answers to questions being asked. An instructional coach said, “The principal would know that they don't have the answer to everything and that it does take a village to raise a child” (IC9).

Principals who had been instructional coaches. In a successful instructional coaching program, principals who had been instructional coaches stated collaboration opportunities were promoted within the building. A principal stated, “We [The principal and I] meet weekly and collaborate on all things within the building” (PIC2). Also, these principals were “not afraid to get challenged” (PIC2) by others or “afraid to be wrong” (PIC1; PIC2) within these collaborative settings.

Principals who had not been instructional coaches. Several principals who had not been instructional coaches shared the district and building should promote collaborative opportunities and leadership as well as promote being a part of a team where a successful instructional coaching program is present. Two principals stated their job should:

Provide opportunities for the teachers and the coaches to collaborate together and encourage that relationship (P7).

Be a part of the collaboration with teachers and coaches. If the principal is not a part of the team, it is difficult to get your goals accomplished (P1).

Summary of questioning oneself and others. All three participant groups shared collaboration was a result of a principal being comfortable with questioning themselves and others within a successful instructional coaching scenario. An instructional coach said this collaboration led to people sharing ideas and solving problems together because the principal was okay with not having all the answers.

Principals who had been instructional coaches stated collaboration occurred regularly, such as every week. Principals who had not been instructional coaches shared collaboration should be building and district promoted, should occur between teachers and coaches, and principals should take part in these collaborative opportunities. A principal who had been an instructional coach also said these principals were not afraid to be challenged or to be wrong in their thinking (see Figure 6 for a summary of questioning oneself and others behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Questioning Oneself and Others (Total N=18)	<ul style="list-style-type: none"> • Promoted collaboration (n=4) • Allowed people to share ideas (n=1) • Allowed people to solve problems together (n=1) • Comfortable with not having all answers (n=1) 	<ul style="list-style-type: none"> • Regularly scheduled collaboration (n=2) • Not afraid to be challenged (n=1) • Not afraid to be wrong (n=1) 	<ul style="list-style-type: none"> • Promoted collaboration (n=6) <ul style="list-style-type: none"> - building and district collaboration - Promoted collaboration between teacher and coach • Participated in collaboration as team (n=1)

Figure 6. Summary of questioning oneself and others behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Reflecting Critically on One’s Practice

Instructional coaches. Principals, in successful instructional coaching programs, who reflected critically on their own practice, tended to be life-long learners who were willing to grow and change. They recognized their own weaknesses and were comfortable with the staff observing them being coached through their own weaknesses. This willingness to change was described by two instructional coaches:

They [principals] need to be willing to continue to learn even if it means being uncomfortable (IC17).

The principal is not the sage on the stage, but willing to hear what others have to say and possibly change their own thinking because of it (IC17).

Principals who had been instructional coaches. Reflecting critically on one's practice required a principal to not be afraid to be wrong or to be challenged by others (PIC2). A principal was a reflective on leadership practices within a successful instructional coaching program.

Principals who had not been instructional coaches. Principals with successful instructional coaching programs were life-long learners along with the staff and were willing to continue growing. A principal stated a principal who reflected critically on one's practice was "a leader that is willing to take the ideas of a TLC [instructional coach] and use them to grow" (P20).

Summary of reflecting critically on one's practice. In successful instructional coaching scenarios, instructional coaches and principals who had not been instructional coaches stated principals were life-long learners and willing to change and grow when they reflected critically on their own practice. These two participant groups said growth and change could occur because of what someone has said to them. An instructional coach also affirmed principals recognized their own weaknesses and were comfortable with others seeing these areas requiring growth. They were reflective on leadership practices as stated by a principal who had been an instructional coach (see Figure 7 for a summary of reflecting critically behaviors in a successful instructional coaching program).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Reflecting Critically (Total N=15)	<ul style="list-style-type: none"> Continued as life-long learners (n=3) Willing to grow and change (n=4) Recognized their own weakness (n=1) Comfortable with others seeing weaknesses (n=1) 	<ul style="list-style-type: none"> Not afraid to be challenged (n=1) Not afraid to be wrong (n=1) Reflective on leadership practices (n=1) 	<ul style="list-style-type: none"> Continued as life-long learners (n=1) Willing to grow (n=2)

Figure 7. Summary of reflecting critically behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Learning Democracy

Principals who had not been instructional coaches. Principals promoted learning democracy by building leadership qualities among staff, leading through a democratic style, and allowing others to lead (see Figure 8 for a summary of learning democracy behaviors in a successful instructional coaching program). A principal stated, “Be a mentor who recognizes/promotes leadership qualities among staff” (P22).

Learning Leader Behaviors	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Learning Democracy (Total N=3)			<ul style="list-style-type: none"> Built learning leadership qualities among staff (n=1) Practiced a democratic style of leadership (n=1) Allowed others to lead (n=1)

Figure 8. Summary of learning democracy behaviors (on the basis of Preskill & Brookfield, 2009) in a successful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Sustaining Hope in the Face of Struggle and Analyzing Experiences

These two tasks were not addressed in the data.

Summary for Research Question Two

Through analysis of responses from instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches, certain principal behaviors within a successful instructional coaching program were mentioned multiple times. A threshold of five responses was set in order to determine importance of perceptions of participant groups. The top five principal learning leadership behaviors were vision setting ($n=38$), ensuring open communication ($n=15$), practicing good listening skills ($n=13$), promoting collaboration ($n=12$), and providing resources and time ($n=11$). See figure 9 for an entire summary of the responses for research question two.

Summary of Responses from Instructional Coaches, Principals Who Had Been Instructional Coaches, and Principals Who Had Not Been Instructional Coaches in Successful Instructional Coaching Programs
<ul style="list-style-type: none">• Vision Setting ($n=38$)• Ensured open communication between principal, coach, and teachers ($n=15$)• Practiced good listening skills ($n=13$)• Promoted collaboration ($n=12$)• Provided resources and time ($n=11$)• Removed obstacles for coaches to work with teachers ($n=10$)• Principal and coach were team ($n=8$)• Knew how to build on others' strengths and needs ($n=7$)• Continued as life-long learners ($n=6$)• Willing to grow and change ($n=6$)• Trusted and promoted coach to teachers ($n=5$)

Figure 9. Summary of learning leadership behaviors (on the basis of Preskill & Brookfield, 2009) of a principal.

Third Research Question

The third research question addressed the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by instructional coaches, principals who had been instructional coaches, and principals who had never been instructional coaches. This data were not as prevalent as the data from the successful instructional coaching scenarios. Again, the following descriptions of what was shown in the data will be examined from items most discussed in the surveys to least discussed in

the surveys. The most to least discussed tasks were learning how to develop collective leadership, being open to the contributions of others, creating community, supporting the growth of others, learning democracy, reflecting critically on one's practice, questioning oneself and others, analyzing experience, and sustaining hope in the face of struggle (see Figures 10-16 for individual summaries of principal learning leadership behaviors in an unsuccessful instructional coaching program and Figure 17 for an overall summary of these same behaviors).

Developing Collective Leadership

Instructional coaches. Several instructional coaches mentioned an unsuccessful instructional coaching program would be found in a building led through a dictatorship. Instructional coaches gave the following examples:

For instance, the principal who dictates everything the coach does, will not give the coach time or space to help the teachers where they need it most (IC10).

[The principal] runs the meetings between the coach and teachers (IC10).

[Collective leadership is difficult when a principal is] one that wants to know what is going on all the time (IC13).

A vision of learning helps a principal to develop collective leadership practices. A principal who does not set a vision for instruction and student learning, who loses sight of the vision, and who cannot articulate the vision to teachers and instructional coaches tends to not develop collective leadership. A participant added, "Any time a principal strays from the overall goal of learning and instruction as the primary focus of their given building, the coaching paradigm loses momentum" (IC25).

Principals who do not focus on developing collective leadership and who have unsuccessful instructional coaching programs tend to not know how to use the coach and are not interested in the work of the coach. The lack of interest is shown through a principal not participating in the work of the coach and the coach not being included as part of the team. An instructional coach shared their experience as “A principal who does not include or consider work of the coach when making decisions for scheduling, professional development, and instruction [is one who has an unsuccessful instructional coaching program]” (IC7).

Collective leadership is difficult when a principal is afraid to lose control of being the only educational leader in the building. The job of a principal is daunting and hard for one person to accomplish in an effective manner. A participant reflected on how a principal not sharing a leadership role could affect a coach’s work: “A principal who is afraid/reluctant to allow the coach to be an educational leader in the building can often inhibit the work of the coach” (IC2).

Principals who had been instructional coaches. In unsuccessful instructional coaching programs, principals who had been instructional coaches reflected “top down leadership” (PIC2; PIC3) posed roadblocks to collective leadership. These principals were viewed as not being team players (PIC2).

Principals who had not been instructional coaches. In unsuccessful instructional coaching programs, principals who had difficulty or were unwilling to delegate or share their responsibilities struggled with collective leadership and tended to micro-manage (P4; P6) and have a top-down leadership style (P6). Vision was absent or these principals were unable to communicate the vision. Many times they did not have

an interest in what the coach was doing and were hands-off and unwilling to share the role of instructional leader with others. A participant shared an example stating, “[These principals have an] attitude of "that's the coach's responsibility" and does not become actively involved” (P22).

Summary of developing collective leadership. Principals in unsuccessful instructional coaching scenarios and who did not develop collective leadership tended to lack vision or were unable to communicate vision to others according to instructional coaches and principals who had not been instructional coaches. These two participant groups also stated these principals had no interest in the work of coaches, and they did not know how to use the coaches in an effective manner. Teamwork was not evident as shared by instructional coaches and principals who had been instructional coaches. Instructional coaches affirmed these principals were dictators and were afraid of losing control. Principals who had been instructional coaches said these principals promoted top-down leadership. Principals who had not been instructional coaches added to this by sharing these principals did not delegate and share leadership roles and they tended to micro-manage (see Figure 10 for a summary of developing collective leadership behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Developing Collective Leadership (Total N=29)	<ul style="list-style-type: none"> • Created dictatorship (n=4) • Lack of vision creation (n=3) • No interest in coach's work (n=5) <ul style="list-style-type: none"> - Unsure of how to use coach (n=2) - No teamwork (n=1) • Afraid of losing control (n=2) 	<ul style="list-style-type: none"> • Top-down leadership practices (n=2) • No teamwork (n=1) 	<ul style="list-style-type: none"> • No delegation (n=3) <ul style="list-style-type: none"> - Micro-management (n=2) - Top-Down Leadership practices (n=1) • Lack of vision creation (n=2) <ul style="list-style-type: none"> - Unable to communicate vision • No interest in coach's work (n=1)

Figure 10. Summary of developing collective leadership behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Creating Community

Instructional coaches. Poor communication between the instructional coach and principal led to a lack of understanding of goals and ultimately ineffective coaching programs. An instructional coach stated, “If a principal isn't open with the coach, the coach will not be very effective” (IC8).

Principals who had not been instructional coaches. Lack of communication between principals, instructional coaches, and teachers led to a lack of creating a community in unsuccessful instructional coaching programs. A principal gave the following example:

An example is when a coach goes into a classroom and the teacher has not been informed ahead of time to know that there is a coaching program and what the coaches are looking to do to help any of the staff (P24).

Summary of creating community. Instructional coaches and principals who had not been instructional coaches stated poor or lack of communication was found in a building where a principal had not created community and had an unsuccessful instructional coaching program. Instructional coaches affirmed this lack of communication occurred between principals and coaches, and the principals who had not been instructional coaches stated it occurred between principals, coaches, and teachers (see Figure 11 for a summary of creating community behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Creating Community (Total N=10)	<ul style="list-style-type: none"> Poor or lack of communication between principal and coach (<i>n</i>=3) 		<ul style="list-style-type: none"> Poor or lack of communication between principal, coach, and teachers (<i>n</i>=7)

Figure 11. Summary of creating community behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Being Open to the Contributions of Others

Instructional coaches. A principal in an unsuccessful instructional coaching program tended to not see the value in the work of an instructional coach and they misused coaches. A principal gave the following example: “Using the coach as a secretary for paperwork and data will not bring success” (IC8). These principals also dictated what the coach would do in the building and one participant stated, “For instance, the principal who dictates everything the coach does, will not give the coach time or space to help the teachers where they need it most” (IC10).

Principals who had been instructional coaches. Principals in unsuccessful instructional coaching programs did not participate in teams (PIC2).

Principals who had not been instructional coaches. These principals did not listen because they had all the answers and were “closed minded” (P13). There was no need for anyone to share his or her knowledge with the principal.

Summary of being open to the contributions of others. Principals in unsuccessful instructional coaching scenarios and who were not open to the contributions of others tended to see no value in instructional coaching, and they misused coaches through dictating their work as observed by instructional coaches. A principals who had been an instructional coach stated these principals did not participate in teams. Principals who had not been instructional coaches said these principals did not listen because they thought they had all of the answers (see Figure 12 for a summary of being open to the contributions of others behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Being Open to the Contributions of Others (Total N=10)	<ul style="list-style-type: none"> • Did not see value in coach’s work (n=3) • Misused coaches (n=2) • Created dictatorship (n=1) 	<ul style="list-style-type: none"> • Did not participate in teams (n=1) 	<ul style="list-style-type: none"> • Did not listen to others because they had all the answers (n=3)

Figure 12. Summary of being open to the contributions of others behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Supporting the Growth of Others

Instructional coaches. Principals who did not support the growth of others and worked with an unsuccessful instructional coaching program missed the importance of instructional coaching. An instructional coach shared, “There is no room for individualized plans or learning, no confidentiality, no room for growth” (IC10). These principals showed no interest in the coach’s work with teachers. A participant stated, “A

principal with an unsuccessful instructional coaching program tends to not know why the coach is in the building, how to use the coach, or even really want to use the coach”

(IC17).

Principals who had not been instructional coaches. Principals in unsuccessful instructional coaching programs tended to avoid being a part of the learning opportunities of teachers. Many times this occurred when principals were not part of regularly scheduled meetings such as what two principals shared: “Not being at meetings to show support” (P28) and “when the principal does not attend literacy/math meetings” (P17).

Summary of supporting the growth of others. Principals in unsuccessful instructional coaching scenarios, who did not support the growth of others, avoided being a part of learning opportunities. They also did not see the importance in individualizing learning and growth according to principals who had not been instructional coaches and instructional coaches respectively (see Figure 13 for a summary of supporting the growth of others behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Supporting the Growth of Others (Total N=6)	<ul style="list-style-type: none"> • Did not see importance in individualized learning and growth (n=2) • No interest in coach’s work (n=2) 		<ul style="list-style-type: none"> • Avoided being a part of learning opportunities (n=2)

Figure 13. Summary of supporting the growth of others behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Reflecting Critically on One’s Practice

Instructional coaches. Principals with unsuccessful instructional coaching programs had no willingness to change (IC17; IC18), so there was no need to reflect on their own practice.

Principals who had not been instructional coaches. These principals had all the answers, so there was no reason to listen to what others said. A participant described a principal with an unsuccessful instructional coaching programs as “A person who thinks they have all the answers and is not willing to listen to other ideas and is not willing to change” (P1).

Summary of reflecting critically on one’s practice. In unsuccessful instructional coaching programs, principals who did not reflect critically on their own practice were not willing to change or listen to what others had to say according to instructional coaches and principals who had not been instructional coaches respectively (see Figure 14 for a summary of reflecting critically on one’s practice behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Reflecting Critically (Total N=4)	<ul style="list-style-type: none"> Unwilling to change (n=2) 		<ul style="list-style-type: none"> Unwilling to listen (n=1) Unwilling to change (n=1)

Figure 14. Summary of reflecting critically behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Learning Democracy

Instructional coaches. A principal in an unsuccessful instructional coaching program was stated to be a dictator of what the coach does (IC10).

Principals who had not been instructional coaches. In an unsuccessful instructional coaching program, a principal was seen to be “autocratic” (P27) or having ultimate power and tended to not see others having the rights and responsibilities to lead.

Summary of learning democracy. An instructional coach stated principals in unsuccessful instructional coaching scenarios were dictators when learning democracy was not present. A principal who had not been an instructional coach said these principals were autocratic and tended to think they had all the answers (see Figure 15 for a summary of learning democracy behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Learning Democracy (Total N=2)	<ul style="list-style-type: none"> Created dictatorship (n=1) 		<ul style="list-style-type: none"> Led through autocratic practices (n=1)

Figure 15. Summary of learning democracy behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Questioning Oneself and Others

Principals who had not been instructional coaches. In unsuccessful instructional coaching programs, principals who struggled in collaborating tended to not have high skills in this task. Also, a principal “who thinks they have all the answers” (P1) did not need to ask questions of others or of themselves (see Figure 16 for a summary of questioning oneself and others behaviors in a unsuccessful instructional coaching program).

Learning Leader Behavior	Instructional Coaches Perceptions	Principals Who Had Been Instructional Coaches Perceptions	Principals Who Had Not Been Instructional Coaches Perceptions
Questioning Oneself and Others (Total N=2)			<ul style="list-style-type: none"> • Struggled with collaboration (n=1) • Knew all of the answers (n=1)

Figure 16. Summary of questioning oneself and others behaviors (on the basis of Preskill & Brookfield, 2009) in an unsuccessful instructional coaching program according to instructional coaches, principals who had not been instructional coaches, and principals who had been instructional coaches. Numbers following statements show number of responses.

Analyzing Experiences and Sustaining Hope in the Face of Struggle

These two tasks were not addressed in the data.

Summary for Research Question Three

Through analysis of responses from instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches, certain principal behaviors within an unsuccessful instructional coaching program were mentioned multiple times. A threshold of five responses was set in order to determine importance of perceptions of participant groups. The top principal learning leadership behaviors in an unsuccessful instructional coaching program were poor or lack of communication between principal and coach (n=10), no delegation (n=5), and lack of vision (n=5). See figure 17 for an entire summary of the responses for research question three.

Summary of Responses from Instructional Coaches, Principals Who Had Been Instructional Coaches, and Principals Who Had Not Been Instructional Coaches in Unsuccessful Instructional Coaching Programs
<ul style="list-style-type: none"> • Poor or lack of communication between principal and coach (n=10) • No delegation (n=5) • Lack of vision creation (n=5)

Figure 17. Summary of learning leadership behaviors (on the basis of Preskill & Brookfield, 2009) of a principal.

Summary

The first research question addressed the prevalence of the learning leadership behaviors in principals in most successful and least successful instructional coaching scenarios. The data showed all nine learning leadership tasks of principals were significantly different between most successful instructional coaching programs and least successful instructional coaching programs. The greatest differences in tasks were found in creating community, analyzing experiences of others, reflecting critically on one's practice, and developing collective leadership. The least amount of differences in tasks was found in supporting the growth of others and learning democracy.

The second research question addressed the leadership behavior of principals in successful instructional coaching scenarios, as perceived by instructional coaches, principals who had been instructional coaches, and principals who had never been instructional coaches. The most discussed tasks were learning how to develop collective leadership, being open to the contributions of others, supporting the growth of others, and creating community. The least discussed tasks were questioning oneself and others, reflecting critically on one's practice, learning democracy, analyzing experience, and sustaining hope in the face of struggle.

The third research question addressed the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by instructional coaches, principals who had been instructional coaches, and principals who had never been instructional coaches. The most discussed tasks were learning how to develop collective leadership, being open to the contributions of others, creating community, and supporting the growth of others. The least discussed tasks were learning democracy, reflecting

critically on one's practice, questioning oneself and others, analyzing experience, and sustaining hope in the face of struggle.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

Introduction

Continuous improvement and professional development for educators are required to meet the ever-increasing standards of learning for students. Many times continuous improvement and professional development are addressed by incorporating an instructional coaching program put in place as an embedded form of professional development to help support principals and teachers. This form of professional development is in-house and personalized to what teachers need in order to meet standards (Killion & Harrison, 2006).

The success of a program, such as an instructional coaching program, requires a strong and effective leader (Fullan, 2002; LaPointe & Davis, 2006). Principals possess different leadership styles, such as transformational leadership, cultural change leadership, balanced leadership, instructional leadership, and learning leadership. Many of these types of leadership styles are also evident in an instructional coach. In a coaching program, instructional leadership is shared with an instructional coach as the coach implements instructional strategies agreed upon with the principal (Killion & Harrison, 2006). Yet, Dufour (2002) and Dufour and Marzano (2009) stated an administrator, as a learning leader, is more effective than as an instructional leader. Therefore, the focus of this study was to look at learning leadership tasks of principals as defined by Preskill and Brookfield (2009).

It is vital to understand how principal learning leadership tasks affect an instructional coaching program as these programs are expensive and failure is not an option when it comes to limited funds in education. Further, understanding the perceptions of instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches as it relates to principal affect on an instructional coaching program allows one to discover commonalities and differences between diverse perspectives. The intention of this research was to provide data on the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers.

This mixed methods study utilized the nine learning leadership tasks posed by Preskill and Brookfield (2009) to frame the study addressing the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers. The study was designed to explore the prevalence of learning leadership behavior of principals in successful and unsuccessful instructional coaching scenarios. It was also designed to collect and analyze perceptual data regarding principal leadership behaviors in successful and unsuccessful instructional coaching programs.

Data collection using surveys was utilized in this study. The surveys were sent electronically to 38 principals who had not been instructional coaches, 27 instructional coaches, and 6 principals who had been instructional coaches in five different midwestern school districts, which have an instructional coaching program. Overall, 53.5% ($n=38$) of the surveys were completed.

Research Questions

In this study, the researcher gained understanding of the relationship between principal learning leadership tasks and the ability of instructional coaches to serve as change agents for teachers. In order to reach understanding, the researcher asked the following research questions:

1. For principals, what is the prevalence of learning leadership behavior in most successful and least successful instructional coaching scenarios?
2. What is the leadership behavior of principals in successful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Instructional coaches who are now principals
 - c. Principals
3. What is the leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by:
 - a. Instructional coaches
 - b. Instructional coaches who are now principals
 - c. Principals

Results and Findings

This research sought to determine if there was a difference between principal learning leadership behaviors in successful and unsuccessful instructional coaching programs according to instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches. The data were collected both quantitatively through research question one and qualitatively through research

questions two and three. The results showed significant differences between the two types of instructional coaching scenarios.

Research Question One

The first research question addressed, for principals, what is the prevalence of learning leadership behavior in most successful and least successful instructional coaching scenarios. The data showed out of a possibility of twelve points for each learning leadership task, developing a collective leadership, questioning oneself and others, being open to the contributions of others, analyzing experiences of others, and creating a community resulted in means around ten points. Analyzing the data addressing learning leadership tasks of principals with least successful instructional coaching programs showed lower scores by around five points, showing these learning leadership tasks were not as prevalent in principals with least successful instructional coaching programs.

When comparing the mean differences between principal learning leadership tasks in most successful instructional coaching programs as compared to principal learning leadership tasks in least successful instructional coaching programs a significant difference was shown. The greatest differences (mean differences of 5 and above) were creating community, analyzing experiences of others, reflecting critically, and developing collective leadership. The least amount of mean difference was found in supporting the growth of others and learning democracy, though still significantly different.

Research Question Two

The second research question addressed the learning leadership behavior of principals in successful instructional coaching scenarios, as perceived by instructional

coaches, principals who had been instructional coaches, and principals who had not been instructional coaches.

Developing collective leadership. Developing collective leadership required a principal to develop a vision focused on student learning and the coach's work being aligned with the vision. Teamwork between the principal and instructional coach, the principal being comfortable with sharing leadership roles with others, and the principal promoting ownership of outcomes and data were viewed as being imperative to promoting a successful instructional coaching program. These actions required a safe environment in order to promote collective leadership.

Being open to the contributions of others. Possessing good listening skills was vital for a principal to be open to the contribution of others. Listening to others allowed the principal to learn the strengths and needs of others and led principals to be open to the coach's ideas and opinions. Principals who were open to the contributions of others were also life-long learners and actively learned with the staff. They promoted the instructional coach to teachers because the principal trusted the coach to be able to support the teacher in their growth.

Supporting the growth of others. A principal providing resources and time for coach's to do their work was viewed as being important in supporting the growth of others. Removing obstacles for coaches to work with teachers and participating in the coach's work by attending meetings facilitated by coaches communicated the importance of the coach's work to others.

Creating community. Open communication between principals and coaches as well as between coaches and teachers was a key process in creating community. A

principal needed to be able to maintain a community of high expectations and continuous improvement. Also, a safe and trusting environment was necessary for effective and confidential communication to take place.

Questioning oneself and others. Collaboration leading people to share ideas and solve problems together was a result of a principal being comfortable with questioning themselves and others. Also, principals were not afraid to be challenged or to be wrong in their thinking because they were comfortable with not having all the answers.

Reflecting critically on one's practice. Principals who were life-long learners and were willing to grow and change reflected critically on their own practice. Through reflection of leadership practices, these principals recognized their own weaknesses and were comfortable with others seeing these areas requiring growth. They were not afraid to be challenged or wrong.

Learning democracy. Principals promoted learning democracy by building leadership qualities among staff, leading through a democratic style, and allowing others to lead.

Sustaining hope in the face of struggle and analyzing experiences. These two tasks were not addressed in the data.

Research Question Three

The third research question addressed the learning leadership behavior of principals in unsuccessful instructional coaching scenarios, as perceived by instructional coaches, principals who had been instructional coaches, and principals who had not been instructional coaches.

Developing collective leadership. Principals who did not develop collective leadership tended to create dictatorships and utilize top-down leadership. They lacked creation of a vision and were unable to communicate vision to others. Teamwork was not evident, principals were afraid of losing control, and did not delegate and share leadership roles. Principals were not interested in the work of the coach.

Creating community. Poor or lack of communication between principals, coaches, and teachers was found in a building where a principal had not created community.

Being open to the contributions of others. Principals who were not open to the contributions of others tended to see no value in instructional coaching. They also misused coaches through dictating their work. These principals did not participate in teams or listen to others because they thought they had all of the answers.

Supporting the growth of others. Principals who did not support the growth of others avoided being a part of the learning opportunities of others. They did not see the importance in individualizing learning for others or in the work of the coach.

Reflecting critically on one's practice. Principals who did not reflect critically on their own practice were not willing to change and listen to others.

Learning democracy. Principals created dictatorships and led through autocratic practices when learning democracy was not present.

Questioning oneself and others. Principals who struggled in collaborating tended to not have high skills in questioning themselves and others. They also knew all the answers and did not need to ask questions of others or of themselves.

Sustaining hope in the face of struggle and analyzing experiences. These two tasks were not addressed in the data.

Limitations and Assumptions

The analysis of the collected data took into account the limitations and assumptions of the research. The researcher of this study was an instructional coach in one of the five studied midwestern school districts and took part in the study. Potential bias was addressed through the process of bracketing, according to Hatch (2002) and Creswell (2009), which is a way of putting assumptions and previous experiences aside, so a focus on what data are being gathered and analyzed is looked at with an open mind.

The distribution of surveys lent itself to allowing for multiple perceptions of the relationship between learning leadership tasks of principals and the ability of instructional coaches to be change agents for teachers. The surveys were sent electronically to 38 principals who had not been instructional coaches, 27 instructional coaches, and 6 principals who had been instructional coaches. A large number of participants responded to the survey (89%), but only 54% actually completed the survey. Also, there were an unbalanced number of participants who were sent the survey as well as an unbalanced number of respondents who completed the survey.

The demographics of the respondents to the survey varied and posed some limitations to the study. Many of the principals who participated had worked with limited numbers of instructional coaches. The principals who had been instructional coaches previously had been both instructional coaches and then principals for a short period of time. Many of the instructional coaches who participated had been coaches for no more than two years and had worked with fewer than three principals.

Instructional coaching programs vary greatly between districts as well as between buildings in the same district depending on how the role of coach has been incorporated (Killion & Harrison, 2006). Given the small number of instructional coaching programs available to study in the midwestern area, five different midwestern school districts were utilized. The variance in how the different programs were implemented and how they worked within each building was not taken into consideration in the study.

This study was based upon the assumption principals were the gatekeeper to the success of any program in a building and all participants would be self-reflective and honest about their interactions with principals in different instructional coaching scenarios. This also led to the assumption the respondents would have adequate knowledge of how principals behaved in schools with both successful and unsuccessful instructional coaching programs. The surveys were all returned anonymously to facilitate honesty in responses.

Implications for Practice

School leaders can use the results of this research study to assist in determining where strengths and weaknesses in learning leadership tasks of principals lie in working with instructional coaching programs. Creating community, analyzing experiences of others, reflecting critically, and developing collective leadership were tasks showing the greatest difference between principals in successful instructional coaching programs and unsuccessful instructional coaching programs. Within these differences, creating community, analyzing experiences of others, and developing a collective leadership were found to be within the top five learning leadership tasks for principals in successful instructional coaching programs. When looking at the qualitative data, developing a

collective leadership and creating community were two of the most discussed tasks along with being open to the contributions of others, supporting the growth of others, and questioning oneself and others. These are principal tasks, which should be developed and monitored.

When looking at a principal's learning leadership tasks, both quantitative data and qualitative data showed similarities on behaviors, which were reported to be important in promoting a successful instructional coaching program (see Figure 18 for principal behaviors aiding in a successful instructional coaching program). These included developing collective leadership by setting a vision aligned with the coach's work and the principal promoting teamwork through delegating and sharing leadership roles with others. Creating a community required a principal to promote open communication between principals, coaches, and teachers as well as provide a safe environment where people trust confidentiality is present. Principals who were open to the contributions of others were life-long learners; were open to others' ideas and opinions, including the coach's; possessed good listening skills in order to know what teachers were needing to improve instruction; actively learned with staff; were risk-takers; and promoted coaches to help support growth in teachers. Principals needed to support the growth of others through being present at meetings held by the coach, providing resources, and providing time for coaching by removing obstacles to coaching. Collaboration was present when principals questioned oneself and others because they did not have all the answers and possessed a realization it is good for others to share ideas and find solutions to problems. Reflecting critically led to a principal reflecting on and knowing their weaknesses and being willing to grow and change.

Data also led to determining what principal learning leadership behaviors detracted from successful instructional coaching programs (see Figure 18 for principal behaviors detracting from a successful instructional coaching program). Principals who created a dictatorship, did not create a vision for learning, lacked interest in the coach’s work, and did not delegate, struggled with developing collective leadership and promoting a learning democracy. Creating community was not evident when there was a lack of communication between principal, coach, and teachers. Principals who did not listen to others, did not participate in teams, or value coach’s work tended to struggle with being open to the contributions of others. When the principal did not see the importance in individualized growth and learning and avoided being a part of learning opportunities, they did not support the growth of others. Principals who were unwilling to change and felt they knew all of the answers did not critically reflect on themselves or question onself and others.

Principal Behavior Aiding a Successful Instructional Coaching Program	Principal Behavior Detracting From a Successful Instructional Coaching Program
<ul style="list-style-type: none"> • Vision Setting- Ensure open communication of vision • View coach as a team member • Trust and promote coach to teachers • Build on other’s strengths • Practice good listening skills • Recognize own weaknesses • Continue as life-long learner • Provide resources and time for coaching • Remove obstacles for coaches to work with teachers • Ensure open communication between principal, coach, and teachers • Promote and participate in regularly scheduled collaboration • Actively learn with staff • Be willing to grow and change • Reflect on leadership practices 	<ul style="list-style-type: none"> • Create a dictatorship • Utilize top-down leadership practices • Do not delegate • Do not promote collaboration • Do not participate in teams • Do not create a vision of learning • Show no interest in coach’s work • Misuse coach • Avoid being a part of learning opportunities • Do not see importance in individualized learning and growth • Be unwilling to change • Do not promote communication between principal, coach, and teachers • Do not listen to others

Figure 18. Principal behaviors aiding and detracting from a successful instructional coaching program.

This research revealed important implications for practice to building and district administrators. In order to ensure a coaching program is going to be worth the time, effort, and financial requirements, an evaluation by the district administration of the principal's learning leadership behaviors such as vision creation, teamwork, listening skills, life-long learning skills, ability to provide resources and time, ability to remove obstacles to learning, foster open communication, and promote collaboration should take place. Stronge, Xu, Leeper, and Tonneson (2013) stated without "effective evaluation systems in place that accurately differentiate performance, we simply can't even discern whether or not we have effective principals" (pp. 5-6). A successful instructional coaching program requires a leader who is strong in learning leadership behaviors.

Critical reflection is a learning leadership task described by Preskill and Brookfield (2009). Another implication for practice is the use of critical reflection to determine a principal's skill level when it comes to learning leadership behaviors. Once strengths and weaknesses are determined, growth can occur and decisions about creating or improving an instructional coaching program can be made.

The research also imposed implications for practice of instructional coaches. When reflecting on their work and observing strengths and weaknesses, instructional coaches can then look at possibilities of effects from the principal's learning leadership abilities. In a safe environment, instructional coaches can help principals grow in their leadership skills. This requires a principal to be vulnerable with the coach, expressing the need to grow in their profession, and allowing the coach to help in this process (Barkley & Bianco, 2011).

Recommendations for Future Research

School leadership can use this research study to analyze principal learning leadership skills when promoting an instructional coaching program. Many of the behaviors identified, such as vision alignment, teamwork, listening skills, life-long learning skills, ability to provide resources and time, ability to remove obstacles to learning, foster open communication, provide a safe environment, and promote collaboration should be examined further. This could take place through studying instructional coaching programs in other locations outside of the midwest, allowing for generalizations of findings. A study could also be conducted in only one school district, controlling variables such as how the program was implemented by the district.

Future research could be conducted by utilizing observations, interviews, and focus groups of teachers, principals, and instructional coaches. Observations would allow one to enhance understanding of the relationship of learning leader behaviors of a principal with the work of an instructional coach within the setting and through the participant's eyes (Hatch, 2002). Utilizing interviews would allow a researcher to build upon current data and discuss coaching one-on-one with a participant (Hatch, 2002). Focus groups could be used to gather opinions of the different participant groups in order to better understand their situations (Krueger & Casey, 2009).

Implementation of the identified learning leader behaviors of principals in successful instructional coaching programs could be evaluated using program evaluation techniques. According to Rossi, Lipsey, and Freeman (2004), this could include measuring program outcomes as well as measuring efficiency. Measuring program outcomes would allow one to measure the effect of implementation of the principal

learning leader behaviors on the instructional coaching program and on student achievement. This would allow one to determine if these behaviors were worth promoting and focusing on in principal leadership evaluations.

Measuring efficiency would allow districts to determine if the effect of implementing the learning leadership behaviors in principals on student achievement was cost effective in hiring instructional coaches. Knight (2012) stated in order to justify the cost of a coaching program, the program would have to be “6.5- 12.5 times more effective in reaching desired outcomes than the traditional approach to professional development” (p. 74). This approach would focus on the cost of an instructional coaching program and its benefits for student achievement (Rossi, Lipsey, & Freeman, 2004) and would allow district administration to make decisions in continuing or starting to utilize the instructional coaching approach.

Relationships in instructional coaching programs were mentioned a great deal in the qualitative data collected in this study. Although, not directly stated in the nine learning leadership tasks of Preskill and Brookfield (2009), relationship building is necessary for many of the nine tasks described. Literature supports the need for building relationships between instructional coaches, principals, and staff (Barkley & Bianco, 2011; Killion & Harrison, 2006). Taking a further look at how relationship building affects the nine learning leadership tasks could be completed to better understand the importance of building relationships, increasing the use of the nine learning leadership tasks of principals, and the effect on instructional coaching programs and student achievement.

Sustaining hope in the face of struggle and analyzing experiences were the least mentioned tasks of learning leaders in this study. A closer look at how these two areas could impact instructional coaches as change agents for teachers would be important in understanding if all nine learning leader tasks really apply to the relationship between principal learning leadership behaviors and instructional coaching programs. A greater understanding of what these two tasks involve would allow a better chance of reflecting on how they affect instructional coaches' work.

Summary

The results and findings of this study showed developing collective leadership, creating a community, being open to the contributions of others, supporting the growth of others, and questioning oneself and others were tasks needed by principals who implemented most successful instructional coaching programs. Developing collective leadership required one to set a vision aligned with the coach's work. Creating a community involved a principal promoting open communication and providing a safe environment. Being open to the contributions of others required principals to be life-long learners, being open to others' ideas and opinions, and having good listening skills. Principals needed to support the growth of others through providing resources and time for coaching and removing obstacles to coaching. Collaboration was present when principals questioned oneself and others, allowing weakness to be seen.

Limitations and assumptions of this study included the researcher being a part of the study and requiring the need for checking bias throughout the study. The surveys were completed by about half of the participants, and the three participant groups were unbalanced in the number of people who completed the survey. The demographics of the

study showed many of the participants were new to instructional coaching or had not worked with multiple instructional coaches or principals. The researcher assumed the participants would have enough experience with instructional coaching and would be honest with their responses.

Implications for practice included information for building and district administrators as well as for instructional coaches. District administrators could use the results of this research study to assist in determining where strengths and weaknesses in learning leadership tasks of principals lie in working with instructional coaching programs as well as ensure a coaching program is going to be worth the time, effort, and financial requirements. The building administrator could use this as a self-reflection and growth model for working with instructional coaches. Instructional coaches could reflect on their work by looking at possibilities of effects from the principal's learning leadership abilities on their strengths and weaknesses. They could use this process to support a principal in incorporating ideas found in this study.

Recommendations for future research include studying instructional coaching programs in other locations, conducting research in only one school district, and utilizing different research methods, such as observations, interviews, and focus groups of teachers, principals, and instructional coaches. Implementation of the identified learning leader behaviors of principals in successful instructional coaching programs could be evaluated using program evaluation techniques such as measuring program outcomes and efficiency. Taking a further look at how relationship building affects the nine learning leadership tasks could be completed to better understand the importance of building relationships, increasing the use of the nine learning leadership tasks of principals, and

understanding the effect on instructional coaching programs. A closer exploration of how sustaining hope in the face of struggle and analyzing experience could impact instructional coaches as change agents for teachers would be important in understanding if all nine learning leader tasks really apply to the relationship between principal leadership behaviors and instructional coaching programs.

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Appendix A

Informed Consent

I would like to invite you to participate in a research study entitled “The Relationship Between Learning Leadership Tasks of Principals and the Ability of Instructional Coaches to Serve as Change Agents for Teachers.” This study is being conducted as part of my dissertation research for my doctoral program in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

Purpose of the study: The purpose of this mixed methods study is to determine if there is a relationship between learning leadership behavior of principals and the ability of instructional coaches to serve as change agents for teachers.

What will be done: You will complete a survey, which should not take over 30 minutes to complete. The survey includes questions regarding your perceptions of principal leadership behavior and its affect on an instructional coaching program.

Benefits of this study: This study has the potential to be beneficial to school leadership and instructional coaches by helping them better understand which type of leadership behaviors promote the success of an instructional coaching program. This could aid in determining if an instructional coaching program is right for a particular school and what behaviors need to be developed in a principal to better promote an instructional coaching program.

Risks or discomforts: To the knowledge of the researcher, there are no reasonable and foreseeable risks or discomforts you should experience as a result of participating in this study. You may decline contributing and participating in the survey at any time.

Confidentiality: All information you provide will be confidential and grouped with responses from other participants. Depending on the survey, you will be asked to indicate the number of years you have been an instructional coach, the number of buildings in which you have worked as an instructional coach, the number of principals/instructional coaches with whom you have worked, the number of years you have been a principal, and the number of years you have worked with instructional coaches. This demographic information will only be used to summarize the population who responded to this survey. The results of this study will be published as a doctoral dissertation and could be published in educational journals.

Decision to quit at any time: Your participation in this study is completely voluntary. If you do not want to continue, you can simply not respond to the survey. You may choose to skip any question you do not wish to answer.

If you are interested in receiving a copy of the findings, please contact me by email at slmorehead@gmail.com.

Contact Information: If you have any questions about your rights as a research participant, please contact the Campus Institutional Review Board (IRB) at: 483 McReynolds Hall, Columbia, MO. 65211; 573-882-9585; umcresearchcirb@missouri.edu. The project is being supervised by Dr. Robert Watson, Professor, Educational Administration, Missouri State University (417-836-5117).

By beginning the survey, you acknowledge you have read this information and agree to participate in this survey, with the knowledge you are free to withdraw your participation at any time without penalty.

Sincerely,

Stephanie Morehead

Appendix B

The Role of the Principal in Instructional Coaching Form One: Instructional Coaches

This survey will provide information on principal characteristics and leadership traits affecting instructional coaches' work to lead change in a building. This survey includes four sections, three of which are comprised of close-ended items and one requiring open-ended answers. This survey should not take more than 30 minutes.

Section I: Demographics

Mark the appropriate box indicating your experience as an instructional coach.

	1-2	3-4	5-6	7+
Number of years as an instructional coach.				
Number of buildings in which you have worked as an instructional coach.				
Number of principals with whom you have worked as an instructional coach.				

Section II: Open-ended Questions

1. What are the differences between a successful and an unsuccessful instructional coaching program?
2. Describe how an instructional coach affects teacher change.
3. Describe how a principal affects the instructional coach's work with teachers. Please include examples.
4. What leadership characteristics typify a principal with a successful instructional coaching program? Please include examples.
5. What leadership characteristics typify a principal with an unsuccessful instructional coaching program? Please include examples.

Section III: Successful Instructional Coaching Scenario

In the following survey items, think about your **most** successful work leading change as an instructional coach within a building. In order to answer the following questions,

recall the leadership characteristics of the principal with whom you worked to reach those successes. Rate the principal's leadership characteristics in the following categories:

	Never	Almost Never	Somewhat Never	Somewhat Always	Almost Always	Always
The principal checked his or her own bias in order to fully listen to others' ideas.						
The principal was willing to incorporate the ideas of others.						
The principal promoted reflection in all members of the school, including themselves.						
The principal asked for critique from others.						
The principal shared his or her own learning with the members of the school.						
The principal removed obstacles to others' learning.						
The principal promoted innovation by educators without repercussion.						
The principal expected sharing of learning by all members of the school.						
The principal changed his or her practice publicly according to experience.						
The principal listened to and appreciated the experiences of others.						
The principal was comfortable with posing questions without having an answer.						
The principal opened collaborative opportunities for members of the school to solve problems.						
The principal felt it was the right of all members of the school to have leadership roles.						

The principal felt it was the responsibility of all members of the school to have leadership roles.						
The principal possessed a realistic picture of the challenges to change.						
The principal was able to sustain hope from all members of the organization throughout the change process.						
The principal created a community of learners.						
The principal promoted a community where all members could freely communicate with one another as well as with the principal.						

Section IV: Unsuccessful Instructional Coaching Scenario

In the following survey items, think about your **least** successful work leading change as an instructional coach within a building. In order to answer the following questions, recall the leadership style of the principal with whom you worked. Rate the principal's leadership characteristics in the following categories:

	Never	Almost Never	Somewhat Never	Somewhat Always	Almost Always	Always
The principal checked his or her own bias in order to fully listen to others' ideas.						
The principal was willing to incorporate the ideas of others.						
The principal promoted reflection in all members of the school, including themselves.						
The principal asked for critique from others.						
The principal shared his or her own learning with the members of the school.						

The principal removed obstacles to others' learning.						
The principal promoted innovation by educators without repercussion.						
The principal expected sharing of learning by all members of the school.						
The principal changed his or her practice publicly according to experience.						
The principal listened to and appreciated the experiences of others.						
The principal was comfortable with posing questions without having an answer.						
The principal opened collaborative opportunities for members of the school to solve problems.						
The principal felt it was the right of all members of the school to have leadership roles.						
The principal felt it was the responsibility of all members of the school to have leadership roles.						
The principal possessed a realistic picture of the challenges to change.						
The principal was able to sustain hope from all members of the organization throughout the change process.						
The principal created a community of learners.						
The principal promoted a community where all members could freely communicate with one another as well as with the principal.						

Appendix C

The Role of the Principal in Instructional Coaching Form Two: Principals who have been Instructional Coaches

This survey will provide information on principal characteristics and leadership traits affecting instructional coaches' work to lead change in a building. This survey includes four sections, three of which are comprised of close-ended items and one requiring open-ended answers. This survey should not take more than 30 minutes.

Section I: Demographics

Mark the appropriate box indicating your experience as an instructional coach and principal.

	1-2	3-4	5-6	7+
Number of years as an instructional coach.				
Number of buildings in which you have worked as an instructional coach.				
Number of principals with whom you have worked as an instructional coach.				
Number of years as a principal.				
Number of years you have worked with instructional coaches as a principal.				
Number of instructional coaches with whom you have worked as a principal.				

Section II: Open-ended Questions

1. What are the differences between a successful and an unsuccessful instructional coaching program?
2. Describe how an instructional coach affects teacher change.
3. Describe how a principal affects the instructional coach's work with teachers. Please include examples.
4. What leadership characteristics typify a principal with a successful instructional coaching program? Please include examples.
5. What leadership characteristics typify a principal with an unsuccessful instructional coaching program? Please include examples.

Section III: Successful Instructional Coaching Scenario

In the following survey items, think about your **most** successful work leading change as an instructional coach within a building. In order to answer the following questions, recall the leadership characteristics of the principal with whom you worked to reach those successes. Rate the principal's leadership characteristics in the following categories:

	Never	Almost Never	Somewhat Never	Somewhat Always	Almost Always	Always
The principal checked his or her own bias in order to fully listen to others' ideas.						
The principal was willing to incorporate the ideas of others.						
The principal promoted reflection in all members of the school, including themselves.						
The principal asked for critique from others.						
The principal shared his or her own learning with the members of the school.						
The principal removed obstacles to others' learning.						
The principal promoted innovation by educators without repercussion.						
The principal expected sharing of learning by all members of the school.						
The principal changed his or her practice publicly according to experience.						
The principal listened to and appreciated the experiences of others.						
The principal was comfortable with posing questions without having an answer.						
The principal opened collaborative opportunities for members of the school to solve problems.						

The principal felt it was the right of all members of the school to have leadership roles.						
The principal felt it was the responsibility of all members of the school to have leadership roles.						
The principal possessed a realistic picture of the challenges to change.						
The principal was able to sustain hope from all members of the organization throughout the change process.						
The principal created a community of learners.						
The principal promoted a community where all members could freely communicate with one another as well as with the principal.						

Section IV: Unsuccessful Instructional Coaching Scenario

In the following survey items, think about your **least** successful work leading change as an instructional coach within a building. In order to answer the following questions, recall the leadership style of the principal with whom you worked. Rate the principal's leadership characteristics in the following categories:

	Never	Almost Never	Somewhat Never	Somewhat Always	Almost Always	Always
The principal checked his or her own bias in order to fully listen to others' ideas.						
The principal was willing to incorporate the ideas of others.						
The principal promoted reflection in all members of the school, including themselves.						

The principal asked for critique from others.						
The principal shared his or her own learning with the members of the school.						
The principal removed obstacles to others' learning.						
The principal promoted innovation by educators without repercussion.						
The principal expected sharing of learning by all members of the school.						
The principal changed his or her practice publicly according to experience.						
The principal listened to and appreciated the experiences of others.						
The principal was comfortable with posing questions without having an answer.						
The principal opened collaborative opportunities for members of the school to solve problems.						
The principal felt it was the right of all members of the school to have leadership roles.						
The principal felt it was the responsibility of all members of the school to have leadership roles.						
The principal possessed a realistic picture of the challenges to change.						
The principal was able to sustain hope from all members of the organization throughout the change process.						
The principal created a community of learners.						
The principal promoted a community where all						

members could freely communicate with one another as well as with the principal.						
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Appendix D

The Role of the Principal in Instructional Coaching
Form Three: Principals who have not been Instructional Coaches

This survey will provide information on principal characteristics and leadership traits affecting instructional coach’s work to lead change in a building. This survey includes two sections, one comprised of close-ended items and one requiring open-ended answers. This survey should not take more than 15 minutes.

Section I: Demographics

Mark the appropriate box indicating your experience as a principal.

	1-2	3-4	5-6	7+
Number of years as a principal.				
Number of years you have worked with instructional coaches.				
Number of instructional coaches with whom you have worked.				

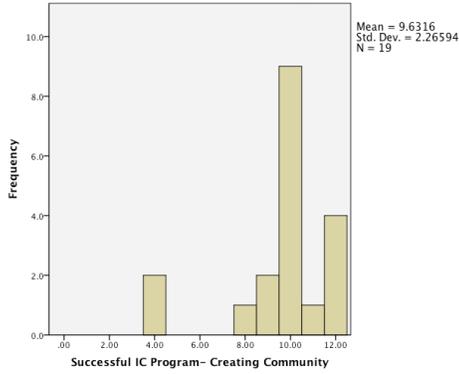
Section II: Open-ended Questions

1. What are the differences between a successful and an unsuccessful instructional coaching program?
2. Describe how an instructional coach affects teacher change.
3. Describe how a principal affects the instructional coach’s work with teachers. Please include examples.
4. What leadership characteristics typify a principal with a successful instructional coaching program? Please include examples.
5. What leadership characteristics typify a principal with an unsuccessful instructional coaching program? Please include examples.

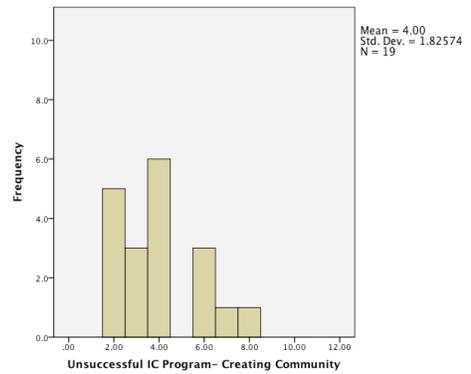
Appendix E

Creating Community

Most Successful IC Programs

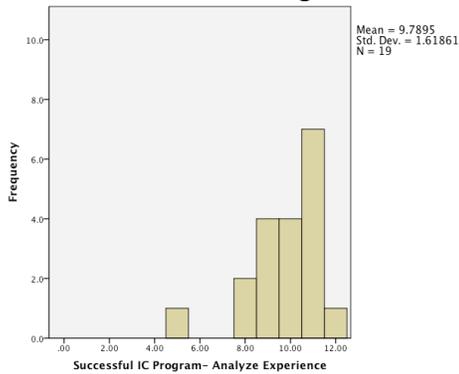


Least Successful IC Programs

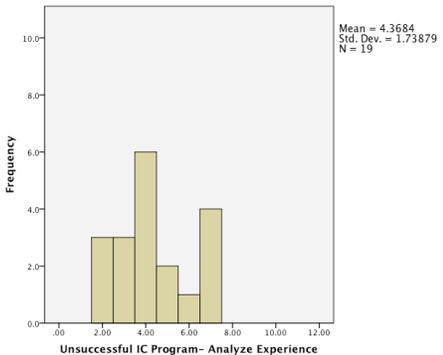


Analyzing Experiences of Others

Most Successful IC Programs

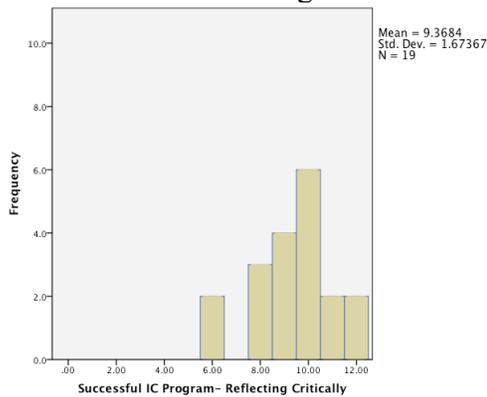


Least Successful IC Programs

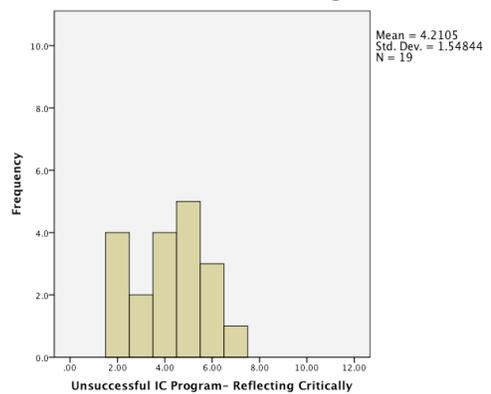


Reflecting Critically

Most Successful IC Programs

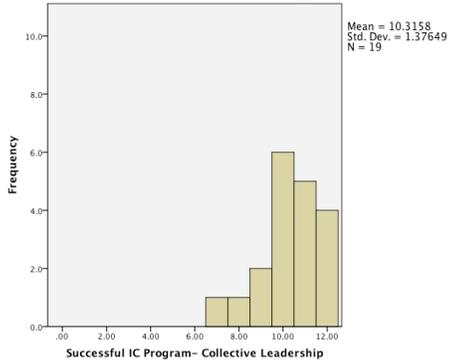


Least Successful IC Programs

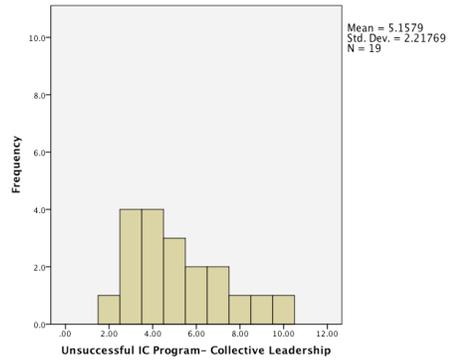


Developing Collective Leadership

Most Successful IC Programs

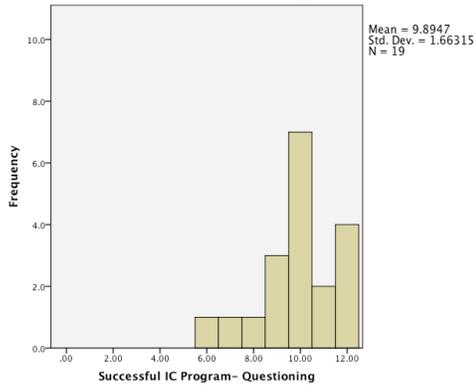


Least Successful IC Programs

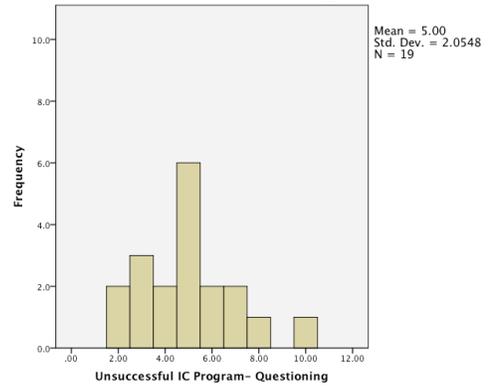


Questioning Oneself and Others

Most Successful IC Programs

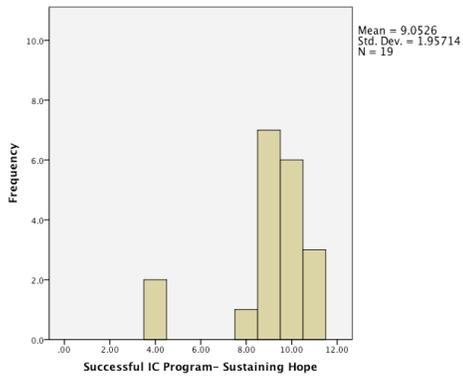


Least Successful IC Programs

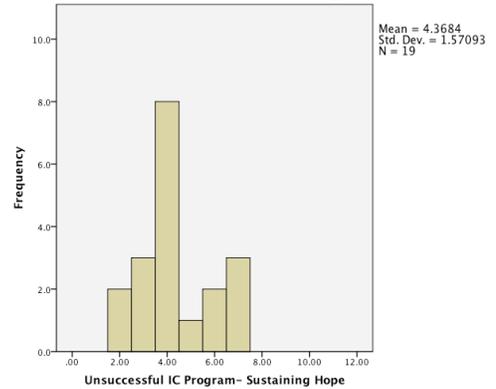


Sustaining Hope in the Face of Struggle

Most Successful IC Programs

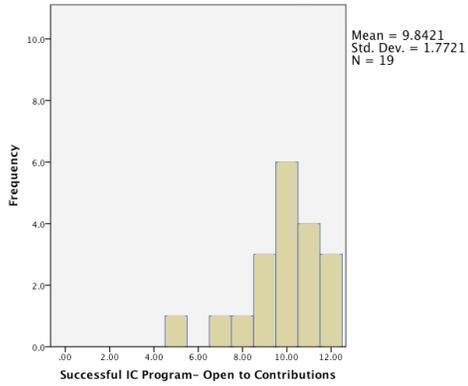


Least Successful IC Programs

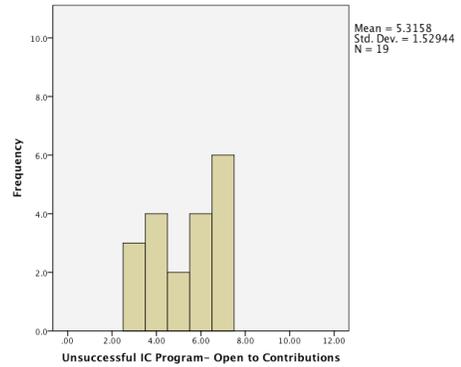


Being Open to the Contributions of Others

Most Successful IC Programs

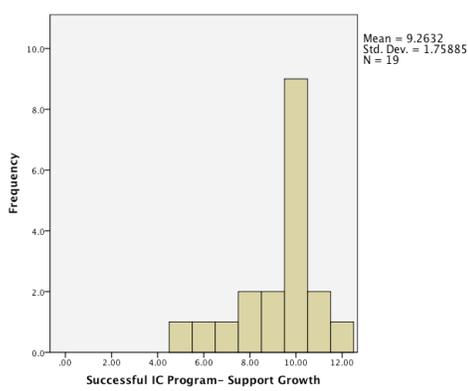


Least Successful IC Programs

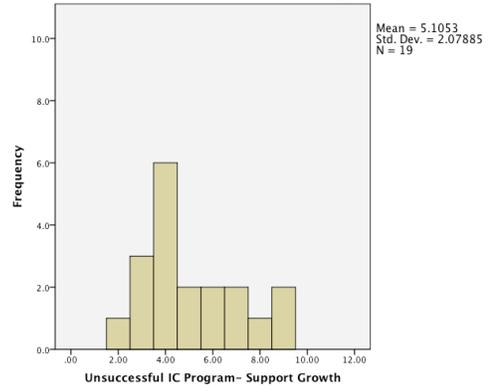


Supporting the Growth of Others

Most Successful IC Programs

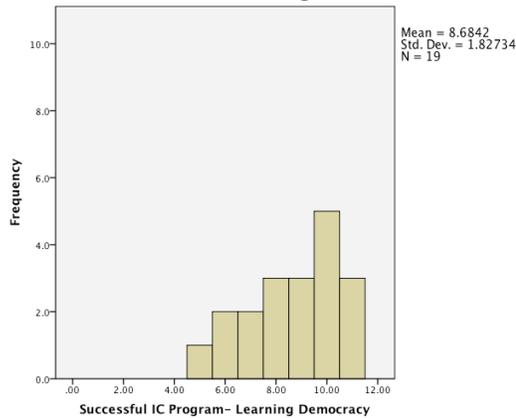


Least Successful IC Programs

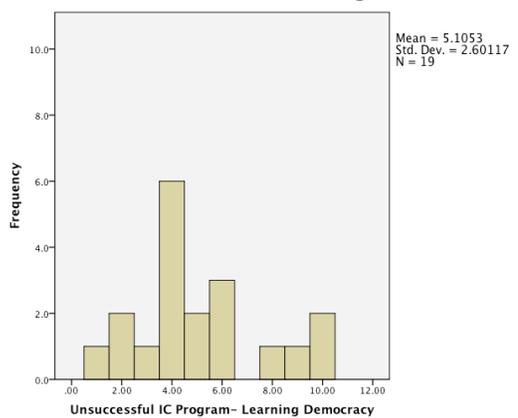


Learning Democracy

Most Successful IC Programs



Least Successful IC Programs



VITA

The author, Stephanie Morehead, was a middle school teacher in a southwest Missouri school district for seven years before becoming an instructional coach for three years in the same school district at both middle and high school levels. She then moved to another southwest Missouri school district to aid in implementing an instructional coaching program at the middle school level. She has worked in this school district for two years and is currently working with the middle school and junior high as an instructional specialist.