

INSTRUCTIONAL LEADERSHIP AND COACHING: THE INFLUENCE OF
PRINCIPAL LEADERSHIP ON TEACHER SENSE OF PURPOSE AND
BELONGING

by

BETHANY DAVIS

A Scholarly Delivery Submitted in Partial Fulfillment

of the Requirements for the Degree


DOCTOR OF EDUCATION

West Texas A&M University

Canyon, Texas

December, 2021

Approved:



Dr. Gary Bigham
Professor of Educational Leadership
Chair, Scholarly Delivery Committee

11-11-21

Date



Dr. H. H. Hooper
Associate Professor of Educational Leadership
Member, Scholarly Delivery Committee

11-11-2021

Date



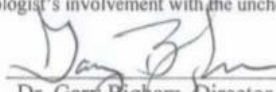
Dr. Mark Garrison
Professor of Education
Methodologist, Scholarly Delivery Committee

11-11-2021

Date

*Qualified Signature	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Literature Review	<input type="checkbox"/>	Case Study	<input checked="" type="checkbox"/>	Empirical Study
-------------------------	-------------------------------------	-----	--------------------------	----	--------------------------	----------------------	--------------------------	---------------	-------------------------------------	--------------------

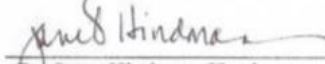
*The qualified signature of the methodologist indicates agreement only with the scholarly deliverable(s) checked. The lack of one or more checked scholarly deliverables is not indicative of disagreement, but instead reflects a lack or absence of the methodologist's involvement with the unchecked scholarly deliverable(s).



Dr. Gary Bigham, Director
Department of Education

11-11-21

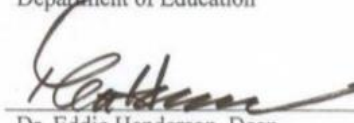
Date



Dr. Janet Hindman, Head
Department of Education

11/15/2021

Date



Dr. Eddie Henderson, Dean
College of Education and Social Sciences

11/15/21

Date

Dr. Angela Spaulding, Dean
Graduate School

Date



INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS

Letter of Amendment

Approval

April 22, 2021
Dr. Gary Bigham
2403 Russell Long Blvd.
Canyon, TX 79016

Dr. Bigham:

The West Texas A & M University Institutional Review Board is pleased to inform you that upon review, the amendment to proposal # **2021.01.007** for your study titled, “**The Impact of Instructional Coaching and Support on Teacher Sense of Purpose and Belonging,**” meets the requirements of the WTAMU Standard Operating Procedure (SOP) No. 15.99.05.W1.01AR Institutional Review Board (Human Subject Research). Approval for the amendment is granted until **February 7, 2022**.


Principal investigators assume the following responsibilities:

1. **Continuing Review:** The protocol must be renewed on or before the expiration date if the research project requires more than one year for completion. A [Continuing Review form](#) along with required documents must be submitted on or before the stated deadline. Failure to do so will result in study termination and/or loss of funding.
2. **Completion Report:** At the conclusion of the research project (including data analysis and final written papers), a [Close out form](#) must be submitted to AR-EHS.
3. **Unanticipated Problems and Adverse Events:** Pursuant to [SOP No. 15.99.05.W1.13AR](#), unanticipated problems and serious adverse events must be reported to AR-EHS.
4. **Reports of Potential Non-Compliance:** Pursuant to [SOP No. 15.99.05.W1.05AR](#), potential non-compliance, including deviations from the protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol must be requested by submitting an [Amendment form](#) to AR-EHS for review by the IRB. The IRB must approve the Amendment before being implemented. Amendments do not

- extend time granted on the initial approval
6. **Consent Forms:** When using a consent form, only the IRB approved form is allowed.
 7. **Audit:** Any proposal may be subject to audit by the IRB Administrator during the life of the study. Investigators are responsible for maintaining complete and accurate records for five years and making them available for inspection upon request.
 8. **Recruitment:** All recruitment materials must be approved by the IRB. Recruitment materials distributed to potential participants must use the approved text and include the study's IRB number, approval date, and expiration dates in the following format: WTAMU IRB# #####.##.### Approved: ##/##/#### Expiration Date: ##/##/####.
 9. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the Family Education Rights and Privacy Act (FERPA) administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA) if applicable to the research being proposed. The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.

Sixty days prior to the expiration of this proposal, you will receive a notification of the approaching expiration date at which time you will need to submit an [Amendment/Continuation/Close out](#) form.

Thank you for your cooperation with the IRB and we wish you well with your research project. Sincerely,



Dr. Angela Spaulding,
Vice President of Research and Compliance

ABSTRACT

This final composite scholarly delivery explores the influence of instructional practices on teacher sense of purpose and belonging through three separate artifacts. Each artifact has its own title page, abstract, keywords, content, and references. The first artifact, a review of literature is a traditional review of research on instructional leadership and instructional practices. The second artifact is a case study that can be utilized for educating master's and doctoral candidates in the field of education leadership. The article was written as a submission to the *Journal of Cases in Educational Leadership*. The final artifact is an empirical study on instructional leadership and instructional practices as it relates to teacher sense of purpose and belonging.

Acknowledgements

The author would like to thank West Texas A&M University to providing her the opportunity to complete her Doctor of Education degree and continue to develop her leadership abilities in the education profession. She would like to thank her chair, Dr. Gary Bigham, and committee members, Dr. Mark Garrison, and Dr. H. H. (Buddy) Hooper, for their guidance and encouragement throughout this journey. She would also like to thank the members of her cohort that motivated her to never give up and to continue working toward the finish line.

This scholarly delivery is dedicated to my family that always encouraged me to pursue the next step in my education and supported me throughout my doctoral journey.

Table of Contents

LITERATURE REVIEW.....	2
Purpose.....	3
Framework.....	3
Synthesis.....	6
Conclusions.....	21
References.....	22
CASE STUDY.....	37
Abstract and Keywords.....	38
Case Narrative.....	38
Teaching Notes.....	46
References.....	54
EMPIRICAL ARTICLE.....	62
Abstract.....	63
Purpose.....	63
Literature Review.	66
Methods.....	71
Results.....	78
Discussion.....	87
References.....	92

INSTRUCTIONAL LEADERSHIP AND COACHING: THE INFLUENCE OF
PRINCIPAL LEADERSHIP ON TEACHER SENSE OF PURPOSE AND
BELONGING

by

BETHANY DAVIS

A Literature Review Submitted in Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF EDUCATION

West Texas A&M University

Canyon, Texas

December, 2021

Literature Review

Statement of Purpose

The purpose of the following synthesis is to increase understanding of instructional coaching and support and examine its connection to teacher sense of purpose and belonging based on existing research literature. The synthesis will help determine future directionality for research and policy development on instructional coaching and teacher support. Principals have both a direct and indirect influence on the teachers on their campus through their decisions and interactions (Bellibas & Liu, 2018; Printy, 2008). By increasing awareness about the effects of consistent instructional support on teachers, more intentional interactions and strategic planning can occur in school districts by those in instructional leadership positions. Consistent instructional support has the potential of encouraging teacher pedagogy and desire to be in the profession, as well as increase the instructional capacity of campus leadership (Watkins, 2005). Many teachers no longer desire to remain in the profession, and educational leaders feel the urgency to create environments that are conducive to developing high-quality teachers (Shaw & Newton, 2014), the education of children depends on it (Watkins, 2005).

Conceptual Framework

The conceptual framework is formed on the basis of the following research focus statement: “My research focus is on Leadership, specifically Executive Leadership and Rural Elementary Principal Involvement in Instructional Leadership with the influence of (quality and quantity of) Instructional Coaching on teacher sense of purpose and belonging”. In an ever-changing profession, teachers are reporting increased levels of stress (Collie et al., 2012), and many are considering leaving the profession altogether

(Skaalvik & Skaalvik, 2010). In a report from the Texas Education Agency on teacher attrition, over 10% of teachers left their position in a local education agency each year from 2011-2019 (Texas Education Agency, 2020). Teachers do not feel supported or prepared to carry out their responsibilities (Raju, 2013). Therefore, school leaders, specifically principals, must ensure that teachers are equipped to adapt and grow with the dynamic nature of society or be at risk of burnout or career change. Instructional coaching is a system that has been supportive of teacher development and teacher retention (Shaw & Newton, 2014). However, there has been little research completed on teacher perspectives of instructional coaching as it relates to their satisfaction and sense of belonging to their campus and to the teaching profession.

Sources and Search Procedures

The literature was selected through an exhaustive search process to form a database of research that was analyzed to address the goals of my research and the need to review as much information as possible (Hallinger, 2014). An exhaustive search was chosen to fulfill the requirements of a traditional literature review by examining a large body of existing instructional leadership research and literature. The West Texas A&M University Cornette Library and Google Scholar were utilized for an online search of literature. The search terms that were used included: instructional leadership, instructional supervision by principals, instructional coaching, teacher purpose, teacher self-efficacy, and teacher support. The search began with a search of literature on instructional leadership, and then added the other terms gradually to narrow the results by using Boolean operators “AND” and “OR”. The results were filtered to display only scholarly articles from peer-reviewed journals. Each search term was also used

individually to broaden the search. Additionally, the same search protocol was utilized within the *Educational Administration Quarterly*, *Journal of Educational Administration*, *Journal of Leadership Education*, and *Rural Educator* databases. As articles were determined to fit within the research purpose, they were saved and stored in Paperpile. The articles were later sorted into five folders within Paperpile: Leadership, Instructional Leadership, Instructional Coaching, and Teacher Efficacy, Purpose, and Belonging. Some articles were housed in multiple folders as they related to more than one aspect of the research focus. Approximately 102 sources were selected for use in the following review of literature, with 95 of the sources being peer-reviewed journal articles, as represented in Table 1. Two of the sources were published prior to the year 2000, and the remaining sources primarily represented research published from the year 2010 through the year 2020.

Table 1

Journal Representation by Frequency and Title.

Journal Name	Number of Articles from the Journal	Journal Name	Number of Articles from the Journal
Educational Administration Quarterly	16	International Journal of Evidence Based Coaching and Mentoring	1
The Elementary School Journal	6	International Journal of Educational Reform	1
Journal of Educational Psychology	4	Irish Educational Studies	1
Teaching and Teacher Education	4	Journal of Career Development	1
The Clearing House: A	3	Journal of Curriculum	1

Journal of Educational Strategies, Issues and Ideas		Studies	
American Educational Research Journal	3	Journal of Educational Change	1
Journal of School Leadership	3	Journal of Educational and Psychological Consultation	1
Theory Into Practice	3	Journal of Literacy Research	
Educational Policy	2	Journal of Positive Behavioral Interventions	1
International Journal of Leadership in Education	2	Journal of Psychology	1
Leadership and Policy in Schools	2	Journal of Staff Development	1
Professional Development in Education	2	Journal of Teacher Education	1
Rural Educator	2	Journal of Research on Leadership Education	1
AERA Open	1	Kappa Delta Pi Record	1
Anxiety, Stress, and Coping	1	Language and Education	1
Assessment for Effective Instruction	1	Mid-Western Educational Researcher	1
Australian Journal of Teacher Education	1	Procedia- Social and Behavioral Sciences	1
British Educational Research Journal	1	Reading Research Quarterly	1
Coaching: An International Journal of Theory, Research, and Practice	1	Research in Science Education	1

Education	1	Revista de Psicodidactica (English Ed.)	1
Educational Leadership	1	SAGE Open	1
Educational Management, Administration & Leadership	1	School Leadership & Management	1
Educational Research Review	1	School Leadership Review	1
Educational Researcher	1	School Psychology of Education	1
Education Sciences		Teacher Education Quarterly	1
High School Journal	1	Teachers and Teaching	1
Indian Journal of Health and Wellbeing	1	Tech Trends	
Innovative Higher Education	1	Total Articles	95

Synthesis of Existing Literature

Principal Involvement in Instructional Leadership

The role of a principal has changed drastically over the last few years and continues to change in response to the needs of the school campuses (Bellibas & Liu, 2018). Over time, the responsibilities of principals have evolved based on legislation, education programming, and training availability (Hallinger, 2005). The level of responsibility and involvement for principals in school accountability continues to increase (Connor, 2017; Marks & Printy, 2003; O'Doherty & Ovando, 2013) and principals are responsible for ensuring professional growth of their staff (Stark et al., 2017). The most significant change in school leadership practice involves a shift in focus

from management of systems to implementation and sustainment of quality instruction (Mangin, 2007; Shaked & Schechter, 2016). Instructional leadership takes on many forms in various organizations and includes many different practices at the campus level. Myran and Sutherland (2019) defined instructional leadership as “the role of leadership in defining the school’s mission, managing instructional programs, and promoting a positive school climate” (p. 667). Yvonne et al. (2010) explained instructional leadership as “managing and leading the school’s technical core, that is, teaching and learning” (p. 338). As a result of instructional support and supervision of teachers, the quality of instruction that is provided to students becomes a high priority for a campus principal (Shaked & Schechter, 2016; Wahlstrom & Louis, 2008). School leaders are now expected to support teachers in their instructional practices that engage and challenge all students in addition to the management duties that are required for the campus to maintain operation (Gallucci et al., 2010).

Shaked and Schechter (2016) found that “principals are expected to act as their schools’ instructional leaders by promoting the best possible practices in teaching and learning so that students achieve maximal academic success” (p. 178). Spillane et al. (2004) described effective leaders as those that are able to utilize various styles of leadership based on the needs of the campus. However, when a principal is unsure of the appropriate instructional intervention, they often fall back into tasks at the management level in which they feel comfortable or they have experienced success doing in the past (Stark et al., 2017). Teachers, therefore, suffer as they have lost an opportunity for support and development and principals often experience low self-efficacy to accomplish their duties (Wallin et al., 2019). Robinson (2010) explained, “Learning to lead is not

about mastering a long list of capabilities. It is about learning how to draw on and integrate appropriate cognitive and emotional resources in context-sensitive and goal-relevant ways” (p. 23). Therefore, it is of utmost importance that principals immerse themselves in increasing their understanding of instructional practices so they can better support their teachers (Le Fevre & Robinson, 2015; Robinson, 2010; Wahlstrom & Louis, 2008).

As principals assume their instructional responsibilities, they must be intentional to address the teaching and learning policies and procedures that are practiced on their campus (Neumerski, 2013). While the day-to-day operations of the school are imperative, a principal must now also have a depth of knowledge and increased involvement in instructional supervision (Hallinger, 2005; Mangin, 2007; Sebastian & Allensworth, 2012; Wallin et al., 2019), because the tasks associated with instructional supervision have substantial influence on instructional practices of the campus (Mangin & Dunsmore, 2015; O’Doherty & Ovando, 2013). Often, principals lack the appropriate training and exposure to supervisory behaviors and tasks that accompany instructional leadership and establish adequate content knowledge (Le Fevre & Robinson, 2015; Robinson, 2010; Stark et al., 2017).

Principals that establish systemic change do so through an understanding of the urgency to improve instruction and a vision for school-wide success (Hallinger, 2005; Shaked & Schechter, 2016). Additionally, campus leaders must present instructional behaviors or new initiatives to teachers strategically to communicate the importance of new practices and establish collaborative support for their implementation (Halverson et al., 2015). Devine et al. (2013) stated, “With guidance, leadership and, support from the

top, the school can ensure a systematic uptake of teaching practices, ensure that national standards are respected, and that those teachers who most need support receive it” (p. 1128). Teachers exhibit higher levels of trust and assurance in their leader when they execute the instructional behaviors that are warranted and address known campus needs (Le Fevre & Robinson, 2015; Wahlstrom & Louis, 2008).

Teachers must engage in ongoing professional development and learning to be productive in implementing effective pedagogy (Haneda et al., 2017). Instructional behavior of principals that includes a strong professional development focus has the greatest impact on the instructional practices of teachers (Sebastian & Allensworth, 2012). Educators, particularly those in school settings, spend their time innovating ways to teach children important concepts and content (Wood et al., 2018). As a result of effective instructional practices, “teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods” (Blase & Blase, 1999, p. 359). Understandably, educators are experts in teaching children. However, to best support children in their learning, the educators themselves must continue to learn and refine their practice (Evers et al., 2016) and become experts in their own learning. The principles of andragogy are viewed as applicable practices for appropriately reaching adults and understanding their learning processes. Knowles et al. (2005) defined the principles of andragogy as an individual’s awareness and willingness to participate in learning and development. Instructional coaching is not possible without considering the andragogical principles, which require a deep understanding and relationship among the coach and teacher.

Teachers that frequently engage in professional learning provide evidence of the effectiveness of their pedagogy through their instructional practices (Thoonen et al., 2011). Knight (2019) stated, “Professional development that fosters genuine professional learning and leads to real improvements in the classroom has to position teachers as partners, and be job-embedded, explicit, and adaptive” (p. 14). Teachers feel more confident in their effectiveness with students when they experience authentic professional development that is focused on their individual needs (Cantrell & Hughes, 2008; Kraft & Blazar, 2017; Shaked & Schechter, 2016). Professional development should be intentional about meeting the needs of each individual teacher instead of providing a generic, staff-wide training (Wang, 2017).

The most effective school campuses are led by principals with a strong instructional leadership focus and have a greater impact on teacher practices (Dou et al., 2016; Yvonne et al., 2010). The consistency of a strong instructional leader must be accompanied by an expectation that a shared commitment to organizational change is normal practice (O’Doherty & Ovando, 2013). Connections have been found between strong instructional leadership and teacher commitment (Cansoy et al., 2020).

Instructional Coaching Implementation and Practice

Instructional coaching moves instructional leadership to the next level through direct involvement in teacher practice and support and is an appropriate means of professional development for improvement in instructional practice and for transforming existing practices (Bean et al., 2010; Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). Coaching relationships are strategically designed and purposed to help in fulfilling the ultimate campus and student achievement goals (Coburn & Woulfin, 2012; Knight,

2007). With student success being at the forefront of educational purpose and direction, “for schools to be effectively responsive to new demands to teach all students at a high level, teacher development must become a high priority” (Sergiovanni, 2009, p. 287). Neumerski (2013) described the origin of instructional coaching as “influenced by cognitive and situational learning theories, early coaching models envisioned teachers as co-constructors of knowledge who would learn through interactions with their more expert peers” (p. 322).

One purpose of instructional coaching as a means of teacher improvement is to support student learning (Fuller et al., 2017). Decisions should not be made solely for the elevation of the teacher when they fail to support students or make strides to meet their needs (Marsh et al., 2010). Skiffington et al. (2011) stated, “While instructional coaching can have many challenging moments—any important exploration of uncharted territory does—it also has soaring highs as teachers gain new insights and see children benefit from their new teaching strategies” (p. 12). Implementation of instructional coaching should ensure that the purpose is understood so that appropriate decision making will drive those involved to improve the organization (Marsh et al., 2010). The purpose must be clearly articulated for a more productive and transparent relationship (Matsumura et al., 2009). Honest communication of the purpose of the observation will benefit the coach and the teacher and will prevent feelings of deception or manipulation. Coaching observations should be used for identifying areas of improvement, not for finding elements of pedagogy not executed properly. Devine et al. (2013) stated, “Pushing for rapid change can alienate staff and sabotage efforts” (p. 1128). Alienation of teachers is

an unethical practice that is seen in far too many schools and should never be evidenced in a coaching relationship.

Increased attention is given to instructional coaching among many school districts (Hammond & Moore, 2018; Knight, 2007; Walkowiak, 2016) as an effective tool for elevating the average. Districts are creating more coaching positions than previously were established (Kurz et al., 2017) and coaching is being viewed as an appropriate and successful means of supporting teachers (Devine et al., 2013). However, coaching is utilized in different ways depending on the campus, context, and allocated resources (Hallinger, 2005; Neumerski, 2013). Some districts utilize coaching proactively in supporting teacher best practices, while others take a more reactive approach when support or intervention is needed (Reddy et al., 2019; Mangin & Dunsmore, 2015).

Coaching is a shared practice of reflection, feedback, and action steps for improvement that benefits the teachers and the coaches (Denton & Hasbrouck, 2009; Gibbons & Cobb, 2017; Knight, 2007; Knight et al., 2018; Mangin & Dunsmore, 2015). Coaching provides an opportunity for a teacher to receive support and direction on things that they may not have identified or realized on their own (Jung, 2019; Stefaniak, 2016). Wang (2017) stated, “A coach must guide teachers to reflective insight into the classroom to inform their instruction and classroom activity” (pp. 32-33). With some coaches, the focus is on a formal process of observation and feedback. Others choose to take on a more responsive, supportive role as problems arise (Bean et al., 2010, Ippolito, 2010, Numerski, 2013). Following the implementation of instructional coaching, principals would become more involved with the instructional role of a teacher, professional development could occur through in the moment coaching or prescribed based on

individual teacher's needs, and teachers would be able to give input on their practice in the classroom (Howley et al., 2014; Tschannen-Moran & McMaster, 2009). Coaching should be individualized, and a plan should be developed between the coach and the teacher (Connor, 2017; Knight, 2007; Knight, 2019). Denton and Hasbrouck (2009) provided an exhaustive list of commonly executed coaching practices:

Coaches may be called upon to provide a variety of services, including observing lessons and providing feedback to a teacher, modeling effective teaching techniques and strategies, advising and supporting teachers to improve lesson design and implementation (e.g., designing or locating materials, co-planning), co-teaching, working with teachers to effectively use assessment data to group students and provide intervention, engaging in problem-solving discussions with teachers, conducting workshops to help introduce teachers to new strategies, leading teacher study groups, helping teachers with the organization and management of their classrooms, developing and monitoring school improvement plans and goals, and designing systemic and organizational changes (e.g., class schedules, team meetings, etc.) to improve student academic achievement.

(p. 155)

Musanti and Pence (2010) stated, "As we learn and develop, we grow from absolute dependence on others to interdependent relationships that allow us to become autonomous and independent as we internalize different abilities and knowledge" (p. 74). Teaching is not exempt from development, and coaching is a practice that facilitates the transition from dependence to independence. The development process, however, is

often characterized by resistance (Lowenhaupt et al., 2013). Teachers resist support due to a desire to prove their ability or skill (Hammond & Moore, 2018; Musanti & Pence, 2010).

Coaching is accomplished through a deeply personal relationship (Knight, 2019) that cannot be formed instantaneously (Devine et al., 2013). The influence of an instructional coach can be positively transformational, or it can be detrimental to the future pedagogy of a teacher. Jacobs et al. (2018) stated, “Even the most skilled coaches may struggle in their interactions with teachers who are reluctant to work with them” (p. 691). Knowledge of curriculum without knowledge of teachers produces an empty attempt at instructional coaching, and teachers that are resistant to feedback. Many coaches lack the training, experience, and confidence to effectively accomplish the purpose of coaching (Gallucci et al., 2010; Gettys et al., 2010; Matsumura et al., 2009). The coaching relationship is looked at with resentment when a coach is not knowledgeable of the content (Hammond & Moore, 2018; Knight, 2019; Knight et al., 2015) or lacks appropriate training in coaching practices (Stoetzel & Shedrow, 2020). Some view coaching as a forced practice (Devine et al., 2013), and others feel that coaching is used for job performance evaluation and can impact their employment tenure (Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). Teachers that are resistant to coaching require more intentional interactions (Jacobs et al., 2018). Trust and productivity, when developed over time, contribute to a more successful coaching model that benefits the coach and the teacher, which in turn has positive impacts on the relationships within the school environment and the organizational community (Devine et al., 2013; Price, 2012; Sammons et al., 2007; Youngs, 2007). The establishment of trust

also creates an environment that is conducive to a coach providing feedback, which is critical to the development of teacher motivation and efficacy (Blase & Blase, 1999; Tschannen-Moran & McMaster, 2009). Halverson et al. (2015) reinforced the need for feedback by stating that it is, “essential for developing organizational capacity to learn from prior practices and to intentionally shape practice to achieve anticipated ends” (p. 451). Timely feedback provides a guide for next steps in improvement, and communicates efficiently the areas that are successful, as well as areas that need to be addressed for future implementation.

A way to ensure coaching decisions are strategic is through consistent meetings. Planning meetings or coaching sessions should be scheduled and held consistently. The scheduled meetings should be considered protected time, to best honor the time of the teacher and the coach. Teachers may experience feelings of resentment toward coaches when they are pulled from their time with teachers to complete administrative or other campus duties (Neumerski, 2013). Coaches often have other campus responsibilities that take them from some of their most important interactions with teachers (Bean et al., 2010; Edinger & Edinger, 2018; Wallin et al., 2019). Inconsistency leads to feelings of inferiority to the events that take precedence, thus communicating that their time is not valuable to the other person (Jacobs et al., 2018).

The establishment of an environment that encourages and supports continuous growth is a key area of focus for a principal as they develop their instructional leadership qualities and involvement (Hallinger, 2005; Sebastian & Allensworth, 2012). Gettys et al. (2010), concluded, “Collective accountability results as all members of the organization have an interest in the success of the entire population and work together to bring about

change and instructional focus” (p. 93). The role of a principal is important to the success of a teacher in the profession, and the level of trusting support provided to teachers is essential to the success of instructional coaching. An instructional coach becomes a constant voice for a teacher to whom they can turn in navigating the complexities of their job responsibilities, and therefore feel a sense of security in their work (Ilgan et al., 2015).

Lambert (2002) explained, “The days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators” (p. 37). However, campus resources vary. Some principals are responsible for coaching teachers, while other campuses may have assistant principals or instructional coaches to support this effort (Matsumura et al., 2009; Stark et al., 2017). Often, principal involvement may occur through collaboration with instructional coaches in their interactions with teachers during the coaching process. Principals that have instructional coaches on their campus must be intentional to work collaboratively and coordinate their efforts to support teachers (Gibbons et al., 2019). However, in smaller, rural schools with limited resources, the principal often is responsible for all aspects of leading the campus, including instructional practices (Canales et al., 2008).

A recent challenge facing the practice and implementation of instructional coaching comes from the changes many schools have faced during the COVID-19 pandemic in 2020. The accessibility that once made coaching a convenient practice on many campuses now has new requirements and restrictions. Many school districts have moved their instruction to a fully virtual format, while others have adopted a hybrid

model of face-to-face instruction and virtual instruction. The new instructional formats generate a need for synchronous and asynchronous coaching options (Kurz et al., 2017).

Teacher Sense of Purpose and Belonging

Teachers all desire to experience support and feelings of belonging, regardless of their level of experience (Shaked & Schechter, 2016; Watkins, 2005). Experiencing a sense of belonging is a need that must be met for teachers to understand their purpose and execute their duties (Bjorklund et al., 2020). However, an ever-changing field of education places an extraneous demand on teachers (McCarthy et al., 2009; Pettegrew & Wolf, 2016), and the grit to face challenges and manage stress appropriately is not evident in every person. Challenges are experienced differently by everyone (Beltman et al., 2011). Ultimately, some people are not wired to manage high demand or high-stress environments and seek to remove themselves from such environments (Gil-Flores, 2017). Teachers will experience change and challenges in some form throughout their career (Klassen & Chiu, 2010), and every teacher experiences these things differently (Butt et al., 2005; McCarthy et al., 2009). Nevertheless, school districts and campus principals can step in to provide support to their staff to alleviate the negative impact of some of the stressors. While many situations cannot be prevented, the support and guidance provided to teachers can be proactive in nature.

Ilgan et al. (2015) found that “teacher job satisfaction was positively associated with administrative support and principal background” (p. 83). Gil-Flores (2017) defined job satisfaction as “the positive or negative appraisals by individuals of their jobs, generating favourable or unfavourable views of them” (p. 17). Teachers that experience job satisfaction positively influence their work environment and have higher

effectiveness across the organization at the campus level, the classroom level, and the student level through their commitment to the success of the organization (Gil-Flores, 2017; Huysman, 2008; Sammons et al., 2007; Thoonen et al., 2011; Wininger & Birkholz, 2013). In contrast, teachers that are dissatisfied with their work are more likely to leave the profession (Edinger & Edinger, 2018; Klassen & Chiu, 2010). Sammons et al. (2007) stated, “efforts to support and enhance teacher quality should focus upon building, sustaining and retaining their commitment and resilience, as well as on more usual aspects such as curriculum-related, teaching and role matters” (p. 699).

A contributing factor to teacher satisfaction and commitment is self-efficacy, which is “a teacher’s perceived capability to impart knowledge” (Tschannen-Moran & McMaster, 2009, p. 228). Self-efficacy has been found to be a critical factor in teacher receptiveness to instructional support (Tschannen-Moran & McMaster, 2009), and influences teacher satisfaction (Vittorio Caprara et al., 2003). Teacher commitment and enthusiasm are influenced by the level of investment in one’s pedagogical practice (Gibson & Dembo, 1984; Tschannen-Moran & Hoy, 2001). However, the influence of an instructional supervisor or principal is an important environmental factor in the development of teacher self-efficacy (Boyd et al., 2011; Klassen & Chiu, 2010; Wahlstrom & Louis, 2008). Collaboration and cooperation provide teachers with the support and encouragement needed to increase self-efficacy (Skaalvik, & Skaalvik, 2011) which brings motivation to improve practice and thrive during challenging times (Vittorio Caprara et al., 2003). Herman et al. (2017) explained:

self-efficacy is a malleable teacher characteristic that can be altered through cognitive restructuring and mastery experiences. Thus, building

self-efficacy and improved confidence in effective practices can serve as a point of entry for reducing teacher stress and burnout while improving outcomes for students. (pp. 91-92)

Pedagogical support and encouragement from supervisors often leads to teachers having higher levels of satisfaction in their work (Certo & Fox, 2002; Skaalvik & Skaalvik, 2011; Teemant et al., 2014). Authentic support of teachers is needed now more than ever before, as the profession is seeing increased stress and decreasing attrition (Collie et al., 2012; Skaalvik & Skaalvik, 2010). Teachers are given more responsibilities and less time to make the required preparations needed, which has led to feelings of dissatisfaction. Teachers that are new to the profession, and teachers that struggle to implement new practices and strategies are more likely to need as much support as possible to experience satisfaction in their work (Mccann & Johannessen, 2004). Professional development must be intentionally designed to support teacher efficacy (Richards et al., 2016). Zugelder (2019) found that “frequent, consistent, and intentional instructional coaching has potential to yield improvement in teacher retention, teacher effectiveness, and improved student achievement” (p. 183). Instructional coaching can be an effective means of supporting teachers by respecting the professionalism of teachers, while providing opportunities for them to learn and develop their pedagogical practices (Desimone & Pak, 2017; Gibbons & Cobb, 2017; Knight & van Nieuwerburgh, 2012; Teemant, 2014; Yanira, 2017).

With the professional development investment in resources of time, expertise, supervision, and qualified personnel required for highly effective instructional coaching, the retention of instructional personnel becomes a matter of vast importance. Many

school districts have a growing concern for teacher retention and teacher commitment to the profession (Shaw & Newton, 2014), but implementing systems and practices to address these concerns is difficult to begin (Herman et al., 2017). Watkins (2005) asserted, “principals have the challenge and obligation to develop an environment that not only attracts the best teachers available, but one that also retains and develops them throughout their career” (p. 86). Recruitment efforts without strategies to retain teachers is an empty attempt at addressing the problem of attrition (Butt et al., 2005). Research points to many factors related to teachers leaving their schools or the profession including, lack of administrator support, little opportunity for professional development, and input in the decision-making process (Musanti & Pence, 2010; Vanderburg & Stephens, 2010). Teachers also desire to grow in their understanding of the content, which often establishes feelings of efficacy and commitment as they deepen their comfort in their practice (Dierking & Fox, 2013).

Limitations of the Review

The synthesis of the literature included in this review is not free from limitations. Research surrounding teacher sense of purpose and belonging is extensive (Donohoo, 2018; Edinger & Edinger, 2018; Hoppey et al., 2018; Zhu et al., 2018), however, the added factor of instructional coaching to the research brings insufficient insight. Literature presents the tasks associated with the principal role, but often fails to discuss the method by which the various leadership responsibilities occur (Spillane et al., 2004). Further empirical research is needed on principal involvement in instructional coaching in the present school context (Gallucci et al., 2010) and the impact it has on teacher practice (Lowenhaupt et al., 2013). Although the search procedures were exhaustive,

there is no feasible way to synthesize all existing research and literature on the topics of instructional leadership and coaching, therefore, only a small portion of existing literature is represented in this review. One journal was overrepresented in the chosen sources, *Education Administration Quarterly*. However, the articles that were chosen contributed value to the presentation of findings. The current climate due to COVID-19 brings additional challenges to instructional coaching practices as many coaching practices and systems have taken on new forms, and more research and models are needed to support the changes that continue to take place.

Conclusions and Implications

The synthesis of literature reveals a need for further research that specifically examines the relationship between instructional coaching behavior of principals and teacher satisfaction and sense of belonging to the campus and profession. Future directionality has been identified through this synthesis for research and policy development on instructional coaching and teacher support. Policymakers, school leaders, teachers, and education researchers all benefit from the findings. As the literature revealed, consistent instructional involvement from a principal can support teacher pedagogy and influence the effectiveness of the organization as a whole. It is important for principals to understand the value of coaching and develop a process for implementation and sustainment of the practice at the campus level. Future research should identify the connection even further to include teacher retention.

References

- Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., & Zigmond, N. (2010). Coaches and coaching in reading first schools: A reality check. *The Elementary School Journal*, 111(1), 87–114. <https://doi.org/10.1086/653471>.
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226–244. <https://doi.org/10.1080/13603124.2016.1147608>
- Beltman, S. Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207. <https://doi.org/10.1016/j.edurev.2011.09.001>.
- Bjorklund, P., Daly, A. J., Ambrose, R., & van Es, E. A. (2020). Connections and capacity: An exploration of preservice teachers' sense of belonging, social networks, and self-efficacy in three teacher education programs. *AERA Open*, 6(1), <https://doi.org/10.1177/2332858420901496>.
- Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly*, 35(3), 349–378. <https://doi.org/10.1177/00131619921968590>.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303–333. <https://doi.org/10.3102/0002831210380788>.
- Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher

- job satisfaction: lessons from the TSW pathfinder project. *School Leadership & Management*, 25(5), 455–471. <https://doi.org/10.1080/13634230500340807>.
- Canales, M. T., Tejeda-Delgado, C., & Slate, J. R. (2008). Leadership behaviors of superintendent/principals in small, rural school districts in Texas. *Rural Educator*, 29(3), 1–7.
- Cansoy, R., Parlar, H., & Polatcan, M. (2020). Collective teacher efficacy as a mediator in the relationship between instructional leadership and teacher commitment. *International Journal of Leadership in Education*, 1–19. <https://doi.org/10.1080/13603124.2019.1708470>.
- Cantrell, S. C., & Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research*, 40(1), 95–127. <https://doi.org/10.1080/10862960802070442>.
- Certo, J., & Fox, J. (2002). Retaining quality teachers. *The High School Journal*, 86(1), 57-75.
- Coburn, C. E., & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1), 5–30. <https://doi.org/10.1002/rrq.008>.
- Connor, C. M. (2017). Commentary on the special issue on instructional coaching models: Common elements of effective coaching models. *Theory into Practice*, 56(1), 78–83. <https://doi.org/10.1080/00405841.2016.1274575>.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional

- learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>.
- Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. *Journal of Educational and Psychological Consultation: The Official Journal of the Association for Educational and Psychological Consultants*, 19(2), 150–175. <https://doi.org/10.1080/10474410802463296>.
- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice: Instructional Coaching Practices: Promising Models, Empirical Support, and Considerations for Practice*, 56(1), 3–12. <https://doi.org/10.1080/00405841.2016.1241947>.
- Devine, M., Houssemand, C., & Meyers, R. (2013). Instructional coaching for teachers: A strategy to implement new practices in the classrooms. *Procedia - Social and Behavioral Sciences*, 93(C), 1126–1130. <https://doi.org/10.1016/j.sbspro.2013.10.001>.
- Dierking, R. C., & Fox, R. F. (2013). “Changing the way I teach”: Building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129–144. <https://doi.org/10.1177/0022487112462893>.
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of Educational Change*, 19(3), 323-345.
- Dou, D., Devos, G., & Valcke, M. (2016). The relationships between school autonomy

- gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management, Administration & Leadership*, 45(6), 959–977. <https://doi.org/10.1177/1741143216653975>.
- Edinger, S., & Edinger, M. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology*, 152(8), 573-593.
- Evers, A. T., Heijden, B. I. J. M. van der, Kreijns, K., & Vermeulen, M. (2016). Job demands, job resources, and flexible competence. The mediating role of teachers' professional development at work. *Journal of Career Development*, 43(3), 227–243. <https://doi.org/10.1177/0894845315597473>.
- Fuller, E. J., Hollingworth, L., & Pendola, A. (2017). The every student succeeds act, state efforts to improve access to effective educators, and the importance of school leadership. *Educational Administration Quarterly: EAQ*, 53(5), 727–756. <https://doi.org/10.1177/0013161X17711481>.
- Gallucci, C., Devoogt Van Lare, M., Yoon, I. H., & Boatright, B. (2010). Instructional coaching: Building theory about the role and organizational support for professional learning. *American Educational Research Journal*, 47(4), 919–963.
- Gettys, S., Martin, B., & Bigby, L. (2010). Does mentoring assist in developing Beginning principals' instructional leadership skills? *International Journal of Evidence Based Coaching and Mentoring*, 8(2), 91-110.
- Gibbons, L. K., & Cobb, P. (2017). Focusing on teacher learning opportunities to identify potentially productive coaching activities. *Journal of Teacher Education*, 68(4), 411–425. <https://doi.org/10.1177/0022487117702579>.

- Gibbons, L. K., Wilhelm, A. G., & Cobb, P. (2019). Coordinating leadership supports for teachers' instructional improvement. *Journal of School Leadership*, 29(3), 248–268. <https://doi.org/10.1177/1052684619836824>.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569–582. <https://doi.org/10.1037/0022-0663.76.4.569>.
- Gil-Flores, J. (2017). The role of personal characteristics and school characteristics in explaining teacher job satisfaction. *Revista de Psicodidáctica (English Ed.)*, 22(1), 16–22. <https://doi.org/10.1387/RevPsicodidact.15501>.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239. <https://doi.org/10.1080/15700760500244793>.
- Hallinger, P. (2014). Reviewing reviews of research in educational leadership: An empirical assessment. *Educational Administrative Quarterly*, 50(4), 539–576. <https://doi.org/10.1177/0013161X13506594>
- Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2015). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 25(3), 447–481. <https://doi.org/10.1177/105268461502500305>
- Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education*, 43(7), 110.
- Haneda, M., Teemant, A., & Sherman, B. (2017). Instructional coaching through dialogic

- interaction: Helping a teacher to become agentive in her practice. *Language and Education: Dialogic Learning and Teaching across Diverse Contexts: Promises and Challenges*, 31(1), 46–64. <https://doi.org/10.1080/09500782.2016.1230127>.
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90–100. <https://doi.org/10.1177/1098300717732066>.
- Hoppey, D., Black, W. R., & Mickelson, A. M. (2018). The evolution of inclusive practice in two elementary schools: Reforming teacher purpose, instructional capacity, and data-informed practice. *International Journal of Educational Reform*, 27(1), 22–45.
- Howley, A. A., Dudek, M. H., Rittenberg, R., & Larson, W. (2014). The development of a valid and reliable instrument for measuring instructional coaching skills. *Professional Development in Education*, 40(5), 779–801. <https://doi.org/10.1080/19415257.2014.919342>.
- Huysman, J. T. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers' job satisfaction. *Rural Educator*, 29(2), 31–38.
- Ilgan, A., Parylo, O., & Sungu, H. (2015). Predicting teacher job satisfaction based on principals' instructional supervision behaviors: A study of Turkish teachers. *Irish Educational Studies*, 34(1), 69-88.
- Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *The Elementary School Journal*, 111(1), 164-190.
- Jacobs, J., Boardman, A., Potvin, A., & Wang, C. (2018). Understanding teacher

- resistance to instructional coaching. *Professional Development in Education*, 44(5), 690-703.
- Jung, K. (2019). Learning to scaffold science academic language: Lessons from an instructional coaching partnership. *Research in Science Education*, 49(4), 1013–1024. <https://doi.org/10.1007/s11165-019-9851-y>.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin.
- Knight, J. (2019). Instructional coaching for implementing visible learning: A model for translating research into practice. *Education Sciences*, 9(101).
- Knight, D., Hock, M., Skrtic, T. M., Bradley, B. A., & Knight, J. (2018). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. *The Educational Forum*, 82(4), 425–442. <https://doi.org/10.1080/00131725.2018.1474985>.
- Knight, J., Elford, M., Hock, M., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *Journal of Staff Development*, 36(1), 10–12.
- Knight, J., & van Nieuwerburgh, C. (2012). Instructional coaching: A focus on practice. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 100–112. <https://doi.org/10.1080/17521882.2012.707668>.
- Knowles, M. S., Holton III, E. F., & Swanson, R.A. (2005). *The Adult Learner*.

Burlington: Taylor & Francis Group.

Kraft, M. A., & Blazar, D. (2017). Individualized coaching to improve teacher practice across grades and subjects: New experimental evidence. *Educational Policy*, 31(7), 1033–1068. <https://doi.org/10.1177/0895904816631099>.

Kurz, A., Reddy, L. A., & Glover, T. A. (2017). A multidisciplinary framework of instructional coaching. *Theory Into Practice: Instructional Coaching Practices: Promising Models, Empirical Support, and Considerations for Practice*, 56(1), 66–77. <https://doi.org/10.1080/00405841.2016.1260404>.

Lambert, L. (2002). A framework for shared leadership. *Educational Leadership*, 59(8), 37.

Le Fevre, D. M., & Robinson, V. M. J. (2015). The interpersonal challenges of instructional leadership. *Educational Administration Quarterly: EAQ*, 51(1), 58–95. <https://doi.org/10.1177/0013161X13518218>.

Lowenhaupt, R., McKinney, S., & Reeves, T. (2013). Coaching in context: the role of relationships in the work of three literacy coaches. *Professional Development in Education*, 40(5), 740–757. <https://doi.org/10.1080/19415257.2013.847475>.

Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3), 319–357. <https://doi.org/10.1177/0013161X07299438>.

Mangin, M. M., & Dunsmore, K. (2015). How the framing of instructional coaching as a lever for systemic or individual reform influences the enactment of coaching. *Educational Administration Quarterly: EAQ*, 51(2), 179–213. <https://doi.org/10.1177/0013161X14522814>.

- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly: EAQ*, 39(3), 370–397.
<https://doi.org/10.1177/0013161X03253412>.
- Marsh, J. A., Sloan McCombs, J., & Martorell, F. (2010). How instructional coaches support data-driven decision making. *Educational Policy*, 24(6), 872–907.
<https://doi.org/10.1177/0895904809341467>.
- Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly: EAQ*, 45(5), 655–693. <https://doi.org/10.1177/0013161X09347341>.
- Mccann, T. M., & Johannessen, L. R. (2004). Why do new teachers cry? *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 77(4), 138–145.
<https://doi.org/10.3200/TCHS.77.4.138-145>.
- McCarthy, C., Lambert, R., O'Donnell, M., Melendres, L. (2009). The relation of elementary teachers' experience, stress, and coping resources to burnout symptoms. *The Elementary School Journal*, 109(3), 282–300.
<https://doi.org/10.1086/592308>.
- Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73–89.
- Myran, S., & Sutherland, I. (2019). Defining learning in educational leadership: Reframing the narrative. *Educational Administration Quarterly: EAQ*, 55(4),

657–696. <https://doi.org/10.1177/0013161X18809338>

Neumerski, C. M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly: EAQ*, 49(2), 310–347. <https://doi.org/10.1177/0013161X12456700>.

O'Doherty, A., & Ovando, M. N. (2013). Leading learning: First-year principals' reflections on instructional leadership. *Journal of School Leadership*, 23(3), 533–561. <https://doi.org/10.1177/105268461302300305>

Pettegrew, L. S., & Wolf, G. E. (2016). Validating measures of teacher stress. *American Educational Research Journal*, 19(3), 373–396. <https://doi.org/10.3102/00028312019003373>.

Price, H. E. (2012). Principal–teacher interactions. *Educational Administration Quarterly: EAQ*, 48(1), 39–85. <https://doi.org/10.1177/0013161X11417126>.

Printy, S. M. (2008). Leadership for teacher learning: A community of practice perspective. *Educational Administration Quarterly: EAQ*, 44(2), 187–226. <https://doi.org/10.1177/0013161X07312958>

Raju, T. J. (2013). Relationship between teacher stress and job satisfaction. *Indian Journal of Health and Wellbeing*, 4(2), 371–373.

Reddy, L. A., Glover, T., Kurz, A., & Elliott, S. N. (2019). Assessing the effectiveness and interactions of instructional coaches: Initial psychometric evidence for the instructional coaching assessments–teacher forms. *Assessment for Effective Intervention*, 44(2), 104–119. <https://doi.org/10.1177/1534508418771739>.

Richards, A, Levesque-Bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of

- resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education: An International Journal*, 19(3), 511–536.
<https://doi.org/10.1007/s11218-016-9346-x>.
- Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. *Leadership and Policy in Schools*, 9(1), 1–26. <https://doi.org/10.1080/15700760903026748>.
- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*, 33(5), 681–701.
- Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly: EAQ*, 48(4), 626–663.
<https://doi.org/10.1177/0013161X11436273>.
- Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective*. Allyn & Bacon.
- Shaked, H., & Schechter, C. (2016). Holistic school leadership. *NASSP Bulletin*, 100(4), 177–202. <https://doi.org/10.1177/0192636516683446>
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135(1), 101–106.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069.
<https://doi.org/10.1016/j.tate.2009.11.001>.

- Skaalvik, E. M., & Skaalvik, S. (2011). Teachers' feeling of belonging, exhaustion, and job satisfaction: The role of school goal structure and value consonance. *Anxiety, Stress, and Coping*, 24(4), 369–385. <https://doi.org/10.1080/10615806.2010.544300>.
- Skiffington, S., Washburn, S., & Elliot, K. (2011). Instructional coaching: Helping preschool teachers reach their full potential. *YC Young Children*, 66(3), 12–19.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3–34. <https://doi.org/10.1080/0022027032000106726>
- Stark, M. D., McGhee, M. W., & Jimerson, J. B. (2017). Reclaiming instructional supervision: Using solution-focused strategies to promote teacher development. *Journal of Research on Leadership Education*, 12(3), 215–238. <https://doi.org/10.1177/1942775116684895>.
- Stefaniak, J. E. (2016). The role of coaching within the context of instructional design. *TechTrends*, 61(1), 26–31. <https://doi.org/10.1007/s11528-016-0128-2>.
- Stoetzel, L., & Shedrow, S. (2020). Coaching our coaches: How online learning can address the gap in preparing K-12 instructional coaches. *Teaching and Teacher Education*, 88, 102959. <https://doi.org/10.1016/j.tate.2019.102959>.
- Teemant, A., Leland, C., & Berghoff, B. (2014). Development and validation of a measure of critical stance for instructional coaching. *Teaching And Teacher Education*, 39, 136–147.
- Texas Education Agency (2020). *Employed teacher attrition and new hires 2011-12 through 2018-19*. <https://tea.texas.gov/sites/default/files/Employed%20Teacher>

%20Attrition%20and%20New%20Hires%202011-12%20through%202018-19.pdf.

- Thoonen, E. E. J., Slegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijssel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly: EAQ*, 47(3), 496–536. <https://doi.org/10.1177/0013161X11400185>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1).
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228–245. <https://doi.org/10.1086/605771>.
- Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141–163. <https://doi.org/10.1086/653473>.
- Vittorio Caprara, G., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95(4), 821–832. <https://doi.org/10.1037/0022-0663.95.4.821>.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly: EAQ*, 44(4), 458–495. <https://doi.org/10.1177/0013161X08321502/>

- Walkowiak, T. A. (2016). Five essential practices for communication: The work of instructional coaches. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(1), 14–17. <https://doi.org/10.1080/00098655.2015.1121121>.
- Wallin, D., Newton, P., Jutras, M., & Adilman, J. (2019). “I’m not where I want to be”: Teaching principals’ instructional leadership practices. *The Rural Educator*, 40(2), 23–32. <https://doi.org/10.35608/ruraled.v40i2.777>.
- Wang, S. (2017). Teacher centered coaching: An instructional coaching model. *Mid-Western Educational Researcher*, 29(1), 20-39.
- Watkins, P. (2005). The principal’s role in attracting, retaining, and developing new teachers: Three strategies for collaboration and support. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 83–87. <https://doi.org/10.3200/TCHS.79.2.83-87>.
- Wininger, S. R., & Birkholz, P. M. (2013). Sources of instructional feedback, job satisfaction, and basic psychological needs. *Innovative Higher Education*, 38(2), 159–170. <https://doi.org/10.1007/s10755-012-9229-9>.
- Wood, C., Wofford, M. C., & Hassinger, A. (2018). Acknowledging challenges and embracing innovative instructional practices in response to cultural and linguistic diversity. *SAGE Open*, 8(2). <https://doi.org/10.1177/2158244018771110>.
- Woulfin, S. L., & Rigby, J. G. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher*, 46(6), 323–328. <https://doi.org/10.3102/0013189X17725525>.
- Yanira, O. O. (2017). School administrators as instructional coaches: Teachers’ trust and perceptions of administrators' capacity. *School Leadership Review*, 12(1), 39–46.

- Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' experiences. *Educational Administration Quarterly: EAQ*, 43(1), 101–137. <https://doi.org/10.1177/0013161X06293629>
- Yvonne, L. G., Christine, M. N., Roger, D. G., Serena, J. S., & Daniel, B. (2010). A multilevel exploratory study of the relationship between teachers' perceptions of principals' instructional support and group norms for instruction in elementary schools. *The Elementary School Journal*, 111(2), 336–357. <https://doi.org/10.1086/656303>.
- Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X., & Shi, J. (2018). The relationship between teacher self-concept, teacher efficacy and burnout. *Teachers and Teaching*, 24(7), 788-801.
- Zugelder, B. S. (2019). Beyond new teacher mentoring: The role of instructional coaching. *Kappa Delta Pi Record*, 55(4), 181–183. <https://doi.org/10.1080/00228958.2019.1659074>

THE INFLUENCE OF INSTRUCTIONAL SUPPORT AND COACHING ON
TEACHER SENSE OF PURPOSE AND JOB SATISFACTION

by

BETHANY DAVIS

A Case Study Submitted in Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

West Texas A&M University

Canyon, Texas

December, 2021

Abstract

The following case study explores teacher perceptions of instructional support and coaching through the experiences of a fourth-grade teacher, a second-year elementary principal, and his instructional team. Through an examination of the possible impact of instructional support and coaching, appropriate interventions and actions can be discussed and developed for future practice and policy implementation. The scenario presented emphasizes the importance of teachers' sense of purpose in their work, and sense of belonging to the campus and profession. The case study is appropriate for use in administrative preparation courses involving instructional leadership and teacher support.

Keywords

Instructional coaching, involvement, planning, support

The Influence of Instructional Support and Coaching on Teacher Sense of Purpose and Job Satisfaction

Case Narrative

The Lincoln Heights community is in a rural farming region in Texas with a population of 10,360. Lincoln Independent School District (LISD) has two elementary campuses, one junior high campus, and one high school campus. Lincoln Heights North Elementary School (LHNES), one of the two elementary schools, houses 445 students in grades Kindergarten through 5th grade. Over the last few years, the demographics in the district and at LHNES have shifted to include higher percentages of minority populations. Teachers are having to practice more differentiation and specialized instruction to meet the dynamic needs of the campus but have not been able to get ahead of the curve quickly enough. The campus has seen a decline in assessment scores, particularly over the last year. While the student population has only slightly increased, the Hispanic population is projected to see a large increase in the upcoming school year and into the foreseeable future. The comparative demographic data is listed in Table 1.

Table 1

Lincoln Heights Elementary School Demographic Trends

Ethnicity	Previous Year's Enrollment	Current Year's Enrollment	Change
Caucasian	305	263	-69
Hispanic	102	141	+39
African American	20	25	+5
2 or More Races	8	10	+2
Asian	6	6	+/- 0
Total	441	445	

Approximately 38 staff members work in various capacities at Lincoln Heights Elementary School. The staff is composed of two administrators, five professional staff, eight paraprofessionals, and twenty-three certified teachers. The campus administration team includes Principal David Patton, Assistant Principal Amelia Gonzalez, and three Instructional Coaches, Whitney Scott, Tamara Johnson, and Tiffany Smith. Historically, the retention rate of LISD and LHNES has been high, but recently teacher turnover has increased. LHNES has filled two to three teaching positions every year, with most vacancies being retirees. However, this year, six positions are vacant and will need to be filled, none of which are the result of retiring teachers. Instead, these teachers resigned their positions due to the stress of the changes within the school.

Elizabeth Fallon has just begun her seventh year as a fourth grade English Language Arts teacher at LHNES, where she has spent the duration of her teaching career. Since her first year of teaching, her grade-level team was divided into a team-teaching format. She co-taught half of the grade level with Jenny Bradley, who was responsible for all math and science instruction. The other half of the grade level was taught by two other teachers. The four teachers never successfully and positively interacted with one another. The partner pairs kept to themselves, and never collaborated unless they were forced to do so. The campus leaders have now eliminated the grade-level division and will move classes back to a fully departmentalized structure. This reorganization will now require that Elizabeth teach all reading content for fourth grade, while math, science, and social studies will be divided among the three other content-specialized teachers. With the change to departmentalization, Jenny, Elizabeth's closest coworker and former partner teacher, decided to transfer to a different school district. She

was afraid that the level of responsibility that would accompany departmentalization would be too strenuous for her. A smaller district 30 miles from Lincoln Heights offered her a position to teach a third grade, self-contained classroom with 12 students and she readily accepted the position. Elizabeth is now surrounded by a team that has been dysfunctional and divisive, will have a new teacher joining the team, and is now responsible for teaching all the reading curriculum to the 73 fourth grade students.

Elizabeth's involvement in campus activities and committees has been minimal, and her engagement in professional learning communities and staff meetings is limited to her attendance. She never voices her position on matters of relevance nor engages in the content or discussions. She is known to be a negative voice on campus and is a silent protester to any new initiatives. The extent of her professional development is her completion of district mandated trainings or programs. She has never shown initiative or motivation to engage in summer professional development opportunities. Frequently, she is overheard engaging in discussions of distaste with other staff members, particularly directed toward those in administration. In her efforts to avoid the principal, she often remains in her classroom during her conference period and lunch time. Recently, her negativity has been noticed by students, parents, and members of the LISD community.

Student achievement is another area of concern for the instructional leaders, as her assessment data is far from satisfactory, and she neglects differentiation for her diverse student population. The school accountability system in Texas requires participation in a formal assessment of student achievement every year. The assessment currently administered is the State of Texas Assessment of Academic Readiness (STAAR). LISD follows the STAAR scoring measures on assessments to align the

language used in data collection. Student scores are categorized as masters, meets, approaches, and does not meet. A student scoring masters is considered to have mastered the grade level content. A score classified as meets indicates that a student is meeting the grade level requirements. An Approaches designation is viewed as passing, but without fully reaching the requirements of the grade level. A student that does not meet is representative of not reaching the requirements of the grade level. In preparation for the STAAR at the end of the year, the district administers a benchmark assessment to review the progress of the students toward grade level requirements.

On last year's benchmark assessment, which was administered in the fifth six-weeks grading period of the school year, her students scored as follows, 36% Approaches, 13% Meets, and 2% Masters. On the STAAR which was administered near the end of the school year, 40% of her students scored Approaches, 14% scored Meets, and 4% scored Masters. While her students did show a slight increase in achievement from the benchmark test to the STAAR, the scores were not strong enough to positively influence and support the accountability goals of the campus. The demographic trends require teachers at LHNES to adjust their instruction, but Elizabeth has not been willing to change her lesson planning or delivery as of yet. With the loss of her coworker Jenny, the change in grade level responsibilities, and the poor assessment results, Elizabeth is considering applying in other districts, or leaving the profession altogether.

Tiffany Smith is beginning her second year as an instructional coordinator for LHNES. Her teaching experience included eight years as a fifth-grade math teacher at the other elementary campus in the district, and four years as a reading interventionist at LHNES. Many of her intervention groups were focused on reading skills, content

acquisition, and remediation, and she received specialized reading training for the position. In her interventionist position, she frequently interacted and worked closely with teachers across grade levels on the campus. The opportunities she had with the other teachers helped her develop the confidence to seek a leadership position in the district as instructional coordinator. She recently applied and was accepted to complete her Master of Educational Leadership degree from the nearby university and will also be seeking her state certification enabling her to serve in a campus leadership position as a principal. Last year, she worked specifically with math, science, and social studies teachers in third through fifth grade. The main interactions she had with the teachers were based on planning and resource needs. In the upcoming school year, her position will be focused on all teachers in third through fifth grade, with an emphasis on coaching relationships among these teachers. She will continue to support the planning and resource needs of the teachers, but she will be strategically coaching and developing specific teachers on a consistent basis.

David Patton just completed his first year as the principal at LHNES. Prior to accepting the position, he served LISD as an assistant principal for five years and taught second grade for six years. Mr. Patton and his family have established Lincoln Heights as their home, and he anticipates spending his career in education in LISD. However, he has not served in a strictly instructional leadership role. With their concentrated focus on improved instruction, LISD hired instructional coordinators three years ago. During the hiring process for the instructional coordinators, Mr. Patton was already in an assistant principal role, therefore, he did not pursue one of the job openings. Over the last few years, the roles of the coordinators were devoted to organizing and communicating

curriculum resources to teachers. Due to the decline in academic achievement observed at the end of the last school year, the district began moving toward a coaching model for the instructional coordinators. In addition to coaching by the instructional coordinators, all campus principals will now be required to coach teachers beyond an annual summative evaluation. The coaching model to be implemented in the upcoming school year will be characterized by weekly planning meetings with the teachers and coaches, classroom observations, and follow-up feedback sessions. The move to a coaching model will force Mr. Patton to increase his instructional knowledge and leadership capacity. Though he is a seasoned teacher and leader, he has not consistently coached teachers in previous years. His position as an assistant principal had a primary focus on campus discipline and student support. He is confident in his ability to be an effective coach, but he is nervous about some of the teachers being resistant to the increase in support that he gives, as he has not previously been as involved in instruction. The new instructional support model is anticipated to be time consuming and will require intentionality by campus leadership.

Elizabeth has not responded positively to coaching in the past, and the recent changes to involve the coordinators in coaching has escalated her negative feelings toward the administration team. She believes they are no more qualified to give her suggestions than any other teacher, as their teaching experience is not much different than her own. Elizabeth also does not support the idea of Mr. Patton offering her feedback when he is only in his second year as principal, and after only being in her room for a few minutes each week. She hates when people conduct walkthrough observations or classroom visits, as she feels each visit is to only identify what she is doing wrong. She hated her previous principal, and her feelings toward Mr. Patton have not been positive

either. Elizabeth is resistant to the idea of coaching, and she resents the impending changes that will accompany the transition. However, with the change in curriculum responsibility, she has commented to Tiffany that she would be receptive to support in lesson planning. Tiffany has since expressed to Mr. Patton that Elizabeth may be willing to work with the team. Mr. Patton understands the urgency to nurture his relationship with Elizabeth, as well as support her instructionally to equip her to be a successful, thriving member of the campus instructional staff, as the success of the fourth-grade students depends on her experiencing positive change. He anticipates the best way to reach Elizabeth will be to approach her positively and be involved with the instructional relationship she will have with Tiffany.

Mr. Patton's primary concern is in regard to the negativity she holds toward new initiatives. He recognizes that other staff members listen to and respect Elizabeth's opinion. With one full year as principal completed, he is anxious to start this year with excitement and motivation from his staff. He is afraid that Elizabeth will continue to harm the fourth-grade team, and other positive initiatives that he has designed. Tiffany is anxious about the upcoming year for a different reason. Her interactions with Elizabeth last year were far from productive, and she understands the urgency for academic improvement. As the instructional coordinator for third, fourth, and fifth grade, Tiffany was assigned to Elizabeth that year, but due to Elizabeth's resentment to her authority, she was never able to establish consistent coaching practices with Elizabeth. While Elizabeth has recently expressed a desire for planning support, Tiffany worries that the new procedures for frequent coaching and planning will become a constant battle with Elizabeth. Tiffany knows the relationship must be mended, and Elizabeth needs to see the

value in coaching and planning support. Prior to the beginning of the school year, Mr. Patton decided to meet with his team of instructional coaches to devise an intervention plan for Elizabeth. The administrative team allotted time during their weekly team meetings to discuss their evaluations of Elizabeth.

Teaching Notes

The role of a principal has changed drastically over the last few years and continues to change in response to the needs of the school campuses (Bellibas & Liu, 2018). Over time, the responsibilities of principals have evolved based on legislation, education programming, and training availability (Hallinger, 2005). The level of responsibility and involvement for principals in school accountability continues to increase (Connor, 2017; Marks & Printy, 2003; O'Doherty & Ovando, 2013) and principals are responsible for ensuring professional growth of their staff (Stark et al., 2017). The most significant change in school leadership practice involves a shift in focus from management of systems to implementation and sustainment of quality instruction (Mangin, 2007; Shaked & Schechter, 2016). Instructional leadership takes on many forms in various organizations and includes many different practices at the campus level. Myran and Sutherland (2019) defined instructional leadership as “the role of leadership in defining the school’s mission, managing instructional programs, and promoting a positive school climate” (p. 667). As a result of instructional support and supervision of teachers, the quality of instruction that is provided to students becomes a high priority for a campus principal (Shaked & Schechter, 2016; Wahlstrom & Louis, 2008). School leaders are now expected to support teachers in their instructional practices that engage and

challenge all students in addition to the management duties that are required for the campus to maintain operation (Gallucci et al., 2010).

As principals assume their instructional responsibilities, they must be intentional in addressing the teaching and learning policies and procedures that are practiced on their campus (Neumerski, 2013). While the day-to-day operations of the school are imperative, a principal must now also have a depth of knowledge and increased involvement in instructional supervision (Hallinger, 2005; Mangin, 2007; Sebastian & Allensworth, 2012; Wallin et al., 2019), because the tasks associated with instructional supervision have substantial influence on instructional practices of the campus (Mangin & Dunsmore, 2015; O'Doherty & Ovando, 2013). Often, principals lack the appropriate training and exposure to supervisory behaviors and tasks that accompany instructional leadership and establish adequate content knowledge (Le Fevre & Robinson, 2015; Robinson, 2010; Stark et al., 2017).

Instructional coaching moves instructional leadership to the next level through direct involvement in teacher practice and support and is an appropriate means of professional development for improvement in instructional practice and for transforming existing practices (Bean et al., 2010; Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). With student success being at the forefront of educational purpose and direction, “for schools to be effectively responsive to new demands to teach all students at a high level, teacher development must become a high priority” (Sergiovanni, 2009, p. 287). Increased attention is given to instructional coaching (Knight, 2007) as an effective tool for elevating the average. Wang (2017) stated, “A coach must guide teachers to reflective insight into the classroom to inform their instruction and classroom activity” (p. 32-33).

Coaching is a shared practice of reflection, feedback, and action steps for improvement that benefits the teachers and the coaches.

With the professional development investment in resources of time, expertise, supervision, and qualified personnel required for highly effective instructional coaching, the retention of instructional personnel becomes a matter of vast importance. Many school districts have a growing concern for teacher retention and teacher commitment to the profession. Research surrounding teacher sense of purpose and belonging is extensive (Donohoo, 2018; Edinger & Edinger, 2018; Hoppey et al., 2018; Zhu et al., 2018), however the added factor of instructional coaching to the research brings insufficient insight. Ilgan et al. (2018) found that “Teacher job satisfaction was positively associated with administrative support and principal background” (p. 83). Research points to many factors related to teachers leaving their schools or the profession including, lack of administrator support, little opportunity for professional development, and input in the decision-making process. Certo and Fox (2002) argued:

When principals communicate their expectations clearly, enforce student rules of conduct consistently, and support teachers in doing so, provide professional development or resources when necessary, and when teachers are evaluated fairly and recognized for their strengths and accomplishments, teachers are more inclined to have high morale and to be committed to their teaching position. (para. 84)

The implementation of instructional coaching by a principal directly addresses those areas of positive actions. Following the implementation of instructional coaching, principals would become more involved with the instructional role of a teacher,

professional development could occur through in the moment coaching or prescribed based on individual teacher's needs, and teachers would be able to give input on their practice in the classroom.

Coaching is accomplished through a deeply personal relationship (Knight, 2019) that cannot be formed instantaneously (Devine et al., 2013). The influence of an instructional coach can be positively transformational, or it can be detrimental to the future pedagogy of a teacher. Jacobs et al. (2018) stated, "Even the most skilled coaches may struggle in their interactions with teachers who are reluctant to work with them" (p. 691). Knowledge of curriculum without knowledge of teachers produces an empty attempt at instructional coaching, and teachers that are resistant to feedback. Many coaches lack the training, experience, and confidence to effectively accomplish the purpose of coaching (Gallucci et al., 2010; Gettys et al., 2010; Matsumura et al., 2009). The coaching relationship is looked at with resentment when a coach is not knowledgeable of the content (Hammond & Moore, 2018; Knight, 2019; Knight et al., 2015) or lacks appropriate training in coaching practices (Stoetzel & Shedrow, 2020). Some view coaching as a forced practice (Devine et al., 2013), and others feel that coaching is used for job performance evaluation and can impact their employment tenure (Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). Teachers that are resistant to coaching require more intentional interactions (Jacobs et al., 2018). Trust and productivity, when developed over time, contribute to a more successful coaching model that benefits the coach and the teacher, which in turn has positive impacts on the relationships within the school environment and the organizational community (Devine et al., 2013; Price, 2012; Sammons et al., 2007; Youngs, 2007). The establishment of trust

also creates an environment that is conducive to a coach providing feedback, which is critical to the development of teacher motivation and efficacy (Blase & Blase, 1999; Tschannen-Moran & McMaster, 2009). Halverson et al. (2015) reinforced the need for feedback by stating that it is, “essential for developing organizational capacity to learn from prior practices and to intentionally shape practice to achieve anticipated ends” (p. 451). Timely feedback provides a guide for next steps in improvement, and communicates efficiently the areas that are successful, as well as areas that need to be addressed for future implementation.

The establishment of an environment that encourages and supports continuous growth is a key area of focus for a principal as they develop their instructional leadership qualities and involvement (Hallinger, 2005; Sebastian & Allensworth, 2012). Gettys et al. (2010), concluded, “Collective accountability results as all members of the organization have an interest in the success of the entire population and work together to bring about change and instructional focus” (p. 93). The role of a principal is important to the success of a teacher in the profession, and the level of trusting support provided to teachers is essential to the success of instructional coaching. An instructional coach becomes a constant voice for a teacher to whom they can turn in navigating the complexities of their job responsibilities, and therefore feel a sense of security in their work (Ilgan et al., 2015).

Teachers all desire to experience support and feelings of belonging, regardless of their level of experience (Shaked & Schechter, 2016; Watkins, 2005). Experiencing a sense of belonging is a need that must be met for teachers to understand their purpose and execute their duties (Bjorklund et al., 2020). However, an ever-changing field of

education places an extraneous demand on teachers (McCarthy et al., 2009; Pettegrew & Wolf, 2016), and the grit to face challenges and manage stress appropriately is not evident in every person. Challenges are experienced differently by everyone (Beltman et al., 2011). Ultimately, some people are not wired to manage high demand or high-stress environments and seek to remove themselves from such environments (Gil-Flores, 2017). Teachers will experience change and challenges in some form throughout their career (Klassen & Chiu, 2010), and every teacher experiences these things differently (Butt et al., 2005; McCarthy et al., 2009). Nevertheless, school districts and campus principals can step in to provide support to their staff to alleviate the negative impact of some of the stressors. While many situations cannot be prevented, the support and guidance provided to teachers can be proactive in nature.

With the professional development investment in resources of time, expertise, supervision, and qualified personnel required for highly effective instructional coaching, the retention of instructional personnel becomes a matter of vast importance. Many school districts have a growing concern for teacher retention and teacher commitment to the profession (Shaw & Newton, 2014), but implementing systems and practices to address these concerns is difficult to begin (Herman et al., 2017). Watkins (2005) asserted, “principals have the challenge and obligation to develop an environment that not only attracts the best teachers available, but one that also retains and develops them throughout their career” (p. 86). Recruitment efforts without strategies to retain teachers is an empty attempt at addressing the problem of attrition (Butt et al., 2005). Research points to many factors related to teachers leaving their schools or the profession including, lack of administrator support, little opportunity for professional development,

and input in the decision-making process (Musanti & Pence, 2010; Vanderburg & Stephens, 2010). Teachers also desire to grow in their understanding of the content, which often establishes feelings of efficacy and commitment as they deepen their comfort in their practice (Dierking & Fox, 2013).

Questions and Activities

- 1) LISD does not want to lose a teacher on bad terms that has served the district for many years. In what ways can the LHES administrative team support the development of Elizabeth's sense of purpose and job satisfaction that would encourage her to stay in her position?
- 2) Elizabeth has voiced her opinion to other teachers on campus, and to members of the community. How can Elizabeth's concerns be heard by the LHES administrative team, without reinforcing the negative mindset?
- 3) What actions should Mr. Patton take first to mend his relationship with Elizabeth?
- 4) Who should be responsible for coaching and supporting Elizabeth? Mr. Patton, Tiffany, or should this be a combined effort?
- 5) How can Tiffany build a strong partnership with Elizabeth in order to ensure her professional learning is effective and leads to improvement in student achievement?
- 6) What can be done to build Elizabeth's capacity and understanding of instructional coaching and support?
- 7) Several parents and members of the community have reached out to Mr. Patton to share their concerns for Elizabeth's negative attitude. One parent overheard her criticizing LHES in the grocery store. Elizabeth has also been critical of LISD in a

group text message involving prominent community members. Should Mr. Patton address these concerns with Elizabeth? Does this need to be noted her in personnel file?

8) Develop a coaching plan for Elizabeth involving the following components:

- Weekly planning sessions
- Increased accountability
- Weekly coaching observations and feedback sessions
- Individualized professional development

References

- Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., & Zigmond, N. (2010). Coaches and coaching in reading first schools: A reality check. *The Elementary School Journal*, 111(1), 87–114. <https://doi.org/10.1086/653471>
- Beltman, S. Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of Research on teacher resilience. *Educational Research Review*, 6(3), 185-207. <https://doi.org/10.1016/j.edurev.2011.09.001>
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals’ perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226–244. <https://doi.org/10.1080/13603124.2016.1147608>
- Bjorklund, P., Daly, A. J., Ambrose, R., & van Es, E. A. (2020). Connections and capacity: An exploration of preservice teachers’ sense of belonging, social networks, and self-efficacy in three teacher education programs. *AERA Open*, 6(1), <https://doi.org/10.1177/2332858420901496>
- Blase, J., & Blase, J. (1999). Principals’ instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly*, 35(3), 349–378. <https://doi.org/10.1177/00131619921968590>
- Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher job satisfaction: lessons from the TSW pathfinder project. *School Leadership & Management*, 25(5), 455–471. <https://doi.org/10.1080/13634230500340807>
- Certo, J., & Fox, J. (2002). Retaining quality teachers. *The High School Journal*, 86(1), 57-75.

- Connor, C. M. (2017). Commentary on the special issue on instructional coaching models: Common elements of effective coaching models. *Theory into Practice*, 56(1), 78–83. <https://doi.org/10.1080/00405841.2016.1274575>
- Devine, M., Houssemand, C., & Meyers, R. (2013). Instructional coaching for teachers: A strategy to implement new practices in the classrooms. *Procedia - Social and Behavioral Sciences*, 93(C), 1126–1130. <https://doi.org/10.1016/j.sbspro.2013.10.001>
- Dierking, R. C., & Fox, R. F. (2013). “Changing the way I teach”: Building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129–144. <https://doi.org/10.1177/0022487112462893>
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of Educational Change*, 19(3), 323-345.
- Edinger, Suzanne K, & Edinger, Matthew J. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology*, 152(8), 573-593.
- Gallucci, C., Devoogt Van Lare, M., Yoon, I. H., & Boatright, B. (2010). Instructional coaching: Building theory about the role and organizational support for professional learning. *American Educational Research Journal*, 47(4), 919–963.
- Gettys, S., Martin, B., & Bigby, L. (2010). Does mentoring assist in developing beginning principals’ instructional leadership skills? *International Journal of Evidence Based Coaching and Mentoring*, 8(2), 91-110.
- Gil-Flores, J. (2017). The role of personal characteristics and school characteristics in

- explaining teacher job satisfaction. *Revista de Psicodidáctica (English Ed.)*, 22(1), 16–22. <https://doi.org/10.1387/RevPsicodidact.15501>
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239. <https://doi.org/10.1080/15700760500244793>
- Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2015). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 25(3), 447–481. <https://doi.org/10.1177/105268461502500305>
- Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education*, 43(7), 110.
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90–100. <https://doi.org/10.1177/1098300717732066>
- Hoppey, D., Black, W. R. ., & Mickelson, A. M. . (2018). The evolution of inclusive practice in two elementary schools: Reforming teacher purpose, instructional capacity, and data-informed practice. *International Journal of Educational Reform*, 27(1), 22–45.
- Ilgan, A., Parylo, O., & Sungu, H. (2015). Predicting teacher job satisfaction based on principals' instructional supervision behaviors: A study of Turkish teachers. *Irish Educational Studies*, 34(1), 69-88.

- Jacobs, J., Boardman, A., Potvin, A., & Wang, C. (2018). Understanding teacher resistance to instructional coaching. *Professional Development in Education*, 44(5), 690-703.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin.
- Knight, J. (2019). Instructional coaching for implementing visible learning: A model for translating research into practice. *Education Sciences*, 9(101).
- Knight, J., Elford, M., Hock, M., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *Journal of Staff Development*, 36(1), 10–12.
- Le Fevre, D. M., & Robinson, V. M. J. (2015). The interpersonal challenges of instructional leadership. *Educational Administration Quarterly: EAQ*, 51(1), 58–95. <https://doi.org/10.1177/0013161X13518218>
- Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3), 319–357. <https://doi.org/10.1177/0013161X07299438>
- Mangin, M. M., & Dunsmore, K. (2015). How the framing of instructional coaching as a lever for systemic or individual reform influences the enactment of coaching. *Educational Administration Quarterly: EAQ*, 51(2), 179–213. <https://doi.org/10.1177/0013161X14522814>

- Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly: EAQ*, 45(5), 655–693.
<https://doi.org/10.1177/0013161X09347341>
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly: EAQ*, 39(3), 370–397.
<https://doi.org/10.1177/0013161X03253412>
- McCarthy, C., Lambert, R., O'Donnell, M., Melendres, L. (2009). The relation of elementary teachers' experience, stress, and coping resources to burnout symptoms. *The Elementary School Journal*, 109(3), 282–300.
<https://doi.org/10.1086/592308>
- Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73–89.
- Myran, S., & Sutherland, I. (2019). Defining learning in educational leadership: Reframing the narrative. *Educational Administration Quarterly*, 55(4), 657–696.
- Neumerski, C. M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly: EAQ*, 49(2), 310–347. <https://doi.org/10.1177/0013161X12456700>
- O'Doherty, A., & Ovando, M. N. (2013). Leading learning: First-year principals'

- reflections on instructional leadership. *Journal of School Leadership*, 23(3), 533–561. <https://doi.org/10.1177/105268461302300305>
- Pettegrew, L. S., & Wolf, G. E. (2016). Validating measures of teacher stress. *American Educational Research Journal*, 19(3), 373–396. <https://doi.org/10.3102/00028312019003373>
- Price, H. E. (2012). Principal–teacher interactions. *Educational Administration Quarterly: EAQ*, 48(1), 39–85. <https://doi.org/10.1177/0013161X11417126>
- Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. *Leadership and Policy in Schools*, 9(1), 1–26. <https://doi.org/10.1080/15700760903026748>
- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*, 33(5), 681–701.
- Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly: EAQ*, 48(4), 626–663. <https://doi.org/10.1177/0013161X11436273>
- Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective*. Allyn & Bacon.
- Shaked, H., & Schechter, C. (2016). Holistic school leadership. *NASSP Bulletin*, 100(4), 177–202. <https://doi.org/10.1177/0192636516683446>
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader

- as principal. *Education*, 135(1), 101–106.
- Stark, M. D., McGhee, M. W., & Jimerson, J. B. (2017). Reclaiming instructional supervision: Using solution-focused strategies to promote teacher development. *Journal of Research on Leadership Education*, 12(3), 215–238. <https://doi.org/10.1177/1942775116684895>
- Stoetzel, L., & Shedrow, S. (2020). Coaching our coaches: How online learning can address the gap in preparing K-12 instructional coaches. *Teaching and Teacher Education*, 88, 102959. <https://doi.org/10.1016/j.tate.2019.102959>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141–163. <https://doi.org/10.1086/653473>
- Wang, S. (2017). Teacher centered coaching: An instructional coaching model. *Mid-Western Educational Researcher*, 29(1), 20-39.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly: EAQ*, 44(4), 458–495. <https://doi.org/10.1177/0013161X08321502/>
- Wallin, D., Newton, P., Jutras, M., & Adilman, J. (2019). “I’m not where I want to be”: Teaching principals’ instructional leadership practices. *The Rural Educator*, 40(2), 23–32. <https://doi.org/10.35608/ruraled.v40i2.777>

- Watkins, P. (2005). The principal's role in attracting, retaining, and developing new teachers: Three strategies for collaboration and support. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 83–87. <https://doi.org/10.3200/TCHS.79.2.83-87>
- Woulfin, S. L., & Rigby, J. G. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher*, 46(6), 323–328. <https://doi.org/10.3102/0013189X17725525>
- Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' experiences. *Educational Administration Quarterly: EAQ*, 43(1), 101–137. <https://doi.org/10.1177/0013161X06293629>
- Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X., & Shi, J. (2018). The relationship between teacher self-concept, teacher efficacy and burnout. *Teachers and Teaching*, 24(7), 788-801.

Author Biography

Bethany N. Davis is a doctoral candidate at West Texas A&M University. She received her M.Ed. and EC-12 Principal Certification from the University of North Texas in 2017, and her B.S. in Health from Texas A&M University in 2014. She currently serves Pampa Independent School District as the Assistant Principal at Lamar Elementary. Prior to her work in elementary administration, she served as a special education teacher and instructional coordinator for five years. Her research interests include teacher retention, instructional coaching, and recruitment.

INSTRUCTIONAL LEADERSHIP AND COACHING: THE INFLUENCE OF
PRINCIPAL LEADERSHIP ON TEACHER SENSE OF PURPOSE AND
BELONGING

By

BETHANY DAVIS

An Empirical Study Submitted in Partial Fulfillment of the

Requirements for the Degree

DOCTOR OF EDUCATION

West Texas A&M University

Canyon, Texas

December, 2021

Abstract

The following empirical study was designed to gain deeper insight into teacher perceptions and feelings toward instructional coaching and support. Initial survey analysis was conducted on a school district developed and distributed survey of instructional practices. Focus group interviews provided an opportunity for deeper conversations with participants regarding their attitudes and beliefs about, and experiences with instructional support and coaching. Data analysis procedures included descriptive statistics, randomization tests, and transcript coding. The findings of this study contribute to deepening the understanding and increased awareness of teacher feelings of satisfaction and belonging to the campus and profession and will guide decision-making for instructional practices and coaching systems in the future.

Key Words: instructional leadership, teacher job satisfaction, instructional coaching, instructional support, teacher purpose

Instructional Leadership and Coaching: The Influence of Principal Leadership on Teacher Sense of Purpose and Belonging

Teachers at all levels of experience need and appreciate support and feelings of belonging in their instructional assignments (Shaked & Schechter, 2016; Watkins, 2005). Sense of belonging is a need that must be met for teachers to understand their purpose and effectively execute their duties (Bjorklund et al., 2020). Educators, particularly those in public school settings, spend their time innovating ways to teach children important concepts and content. However, to support children in their learning, educators themselves must continue to learn and refine their practice. Unfortunately, though, teachers often neglect their own craft and practice, which results in feelings of inadequacy or dissatisfaction in their work. Principals have both direct and indirect influences on the teachers through their decisions and interactions (Bellibas & Liu, 2018; Printy, 2008). By increasing awareness about the effects of consistent instructional support of teachers, more intentional interactions and strategic planning can occur in school districts by those in instructional leadership positions. Consistent instructional support has the potential of encouraging teacher pedagogy and desire to be in the profession, as well as increase the instructional capacity of campus leadership (Watkins, 2005). Many teachers no longer desire to remain in the profession, and educational leaders feel the urgency to create environments that are conducive to developing high-quality teachers (Shaw & Newton, 2014); the education of children depends on it (Watkins, 2005).

An ever-changing field of education places an extraneous demand on teachers (McCarthy et al., 2009; Pettegrew & Wolf, 2016). The responsibilities that accompany

instruction often become more stressful than actual instructional engagement of a teacher with students, which was the teacher's primary expectation when entering the profession. The grit to face challenges and manage stress appropriately is not evident in every person. The problem is that teachers are reporting increased levels of stress (Collie et al., 2012), and many are considering leaving the profession altogether (Skaalvik & Skaalvik, 2010). In a report from the Texas Education Agency on teacher attrition, over 10% of teachers left their positions in local education agencies each year from 2011-2019 (Texas Education Agency, 2020). Teachers do not feel supported or prepared to carry out their responsibilities (Raju, 2013). Therefore, it is incumbent upon school leaders to equip teachers to adapt and grow with the dynamic nature of society, or risk burnout or career change, which in turn, further exacerbates teacher attrition concerns in the profession (Watkins, 2005).

The purpose of the study was to examine a system that has the potential to influence teachers' sense of purpose and belonging to the profession. Instructional coaching is a system that has been supportive of teacher development and teacher retention (Shaw & Newton, 2014). However, there has been little research completed on teacher perspectives of instructional coaching as it relates to their satisfaction and sense of belonging to their campuses and to the teaching profession. As many teachers have experienced changes to their job responsibilities during the coronavirus pandemic, it is critical that policymakers and leaders gain insight into the influence of current practices. The following research questions guided the design and execution of the study:

RQ1: What is the relationship between instructional support and coaching and a greater sense of purpose and belonging for teachers?

RQ2: What factors of consistent instructional support and coaching are related to a teacher's sense of purpose and belonging?

RQ3: When do teachers feel or perceive they are prepared and supported to execute their instructional responsibilities?

Role of Instructional Leaders

The role of a principal has changed drastically over the last few years and continues to change in response to the needs of the school campuses (Bellibas & Liu, 2018). Over time, the responsibilities of principals have evolved based on legislation, educational programming, and training availability (Hallinger, 2005). The level of responsibility and involvement for principals in school accountability continues to increase (Connor, 2017; Marks & Printy, 2003; O'Doherty & Ovando, 2013) and principals are responsible for ensuring professional growth of their staff (Stark et al., 2017). The most significant change in school leadership practice involves a shift in focus from management of systems to implementation and sustainment of quality instruction (Mangin, 2007; Shaked & Schechter, 2016). Instructional leadership takes on many forms in various organizations and includes many different practices at the campus level. Myran and Sutherland (2019) defined instructional leadership as "the role of leadership in defining the school's mission, managing instructional programs, and promoting a positive school climate" (p. 667). As a result of instructional support and supervision of teachers, the quality of instruction that is provided to students becomes a high priority for a campus principal (Shaked & Schechter, 2016; Wahlstrom & Louis, 2008). School leaders are now expected to support teachers in their instructional practices that engage and

challenge all students in addition to the management duties that are required for the campus to maintain operation (Gallucci et al., 2010).

As principals assume their instructional responsibilities, they must be intentional in addressing the teaching and learning policies and procedures that are practiced on their campuses (Neumerski, 2013). While the day-to-day operations of the school are imperative, principals must now also have a depth of knowledge and increased involvement in instructional supervision (Hallinger, 2005; Mangin, 2007; Sebastian & Allensworth, 2012; Wallin et al., 2019), because the tasks associated with instructional supervision have substantial influence on instructional practices of the campus (Mangin & Dunsmore, 2015; O'Doherty & Ovando, 2013). Often, principals lack the appropriate training and exposure to supervisory behaviors and tasks that accompany instructional leadership and establish adequate content knowledge (Le Fevre & Robinson, 2015; Robinson, 2010; Stark et al., 2017).

Instructional Coaching

Instructional coaching moves instructional leadership to the next level through direct involvement in teacher practice and support and is an appropriate means of professional development for improvement in instructional practice and for transforming existing practices (Bean et al., 2010; Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). Coaching relationships are strategically designed and purposed to help in fulfilling the ultimate campus and student achievement goals (Coburn & Woulfin, 2012; Knight, 2007). Increased attention is given to instructional coaching among many school districts (Hammond & Moore, 2018; Knight, 2007; Walkowiak, 2016) as an effective tool for elevating the average. Districts are creating more coaching positions than previously were

established (Kurz et al., 2017) and coaching is being viewed as an appropriate and successful means of supporting teachers (Devine et al., 2013). However, coaching is utilized in different ways depending on the campus, context, and allocated resources (Hallinger, 2005; Neumerski, 2013). Some districts utilize coaching proactively in supporting teacher best practices, while others take a more reactive approach when support or intervention is needed (Reddy et al., 2019; Mangin & Dunsmore, 2015).

Coaching is a shared practice of reflection, feedback, and action steps for improvement that benefits the teachers and the coaches (Denton & Hasbrouck, 2009; Gibbons & Cobb, 2017; Knight, 2007; Knight et al., 2018; Mangin & Dunsmore, 2015). Coaching provides an opportunity for a teacher to receive support and direction on things that they may not have identified or realized on their own (Jung, 2019; Stefaniak, 2016). Following the implementation of instructional coaching, principals would become more involved with the instructional role of a teacher, professional development could occur through in the moment coaching or prescribed based on individual teacher's needs, and teachers would be able to give input on their practice in the classroom (Howley et al., 2014; Tschannen-Moran & McMaster, 2009).

One purpose of instructional coaching as a means of teacher improvement is to support student learning (Fuller et al., 2017). Decisions should not be made solely for the elevation of the teacher when they fail to support students or make strides to meet their needs (Marsh et al., 2010). Skiffington et al. (2011) stated, "While instructional coaching can have many challenging moments—any important exploration of uncharted territory does—it also has soaring highs as teachers gain new insights and see children benefit from their new teaching strategies" (p. 12). The implementation of instructional coaching

should ensure that the purpose is understood so that appropriate decision making will drive those involved to improve the organization (Marsh et al., 2010). The purpose must be clearly articulated for a more productive and transparent relationship (Matsumura et al., 2009). Honest communication of the purpose of the observation will benefit the coach and the teacher and will prevent feelings of deception or manipulation. Coaching observations should be used for identifying areas of improvement, not for finding elements of pedagogy not executed properly. Devine et al. (2013) stated, “Pushing for rapid change can alienate staff and sabotage efforts” (p. 1128). Alienation of teachers is an unethical practice that is seen in far too many schools and should never be evidenced in coaching relationships.

Challenges Facing Public Schools

With the professional development investment in resources of time, expertise, supervision, and qualified personnel required for highly effective instructional coaching, the retention of instructional personnel becomes a matter of vast importance. Many school districts have a growing concern for teacher retention and teacher commitment to the profession (Shaw & Newton, 2014), but implementing systems and practices to address these concerns is difficult to begin (Herman et al., 2017). Watkins (2005) asserted, “principals have the challenge and obligation to develop an environment that not only attracts the best teachers available, but one that also retains and develops them throughout their career” (p. 86). Recruitment efforts without strategies to retain teachers is an empty attempt at addressing the problem of attrition (Butt et al., 2005). Research points to many factors related to teachers leaving their schools or the profession including, lack of administrator support, little opportunity for professional development,

and input in the decision-making process (Musanti & Pence, 2010; Vanderburg & Stephens, 2010). Teachers also desire to grow in their understanding of the content, which often establishes feelings of efficacy and commitment as they deepen their comfort in their practice (Dierking & Fox, 2013).

A recent challenge facing the practice and implementation of instructional coaching comes from the changes many schools have faced during the COVID-19 pandemic. The accessibility that once made coaching a convenient practice on many campuses now has new requirements and restrictions. Many school districts moved their instruction to a fully virtual format, while others adopted a hybrid model of face-to-face instruction and virtual instruction. The new instructional formats generate a need for synchronous and asynchronous coaching options (Kurz et al., 2017).

Pedagogical support and encouragement from supervisors often results in teachers having higher levels of satisfaction in their work (Certo & Fox, 2002; Skaalvik & Skaalvik, 2011; Teemant et al., 2014). Authentic support of teachers is needed now more than ever before, as the profession is seeing increased stress and decreasing attrition (Collie et al., 2012; Skaalvik & Skaalvik, 2010). Teachers are given more responsibilities and less time to make the required preparations needed, which has led to feelings of dissatisfaction. Teachers new to the profession, and teachers who struggle to implement new practices and strategies are more likely to need additional support to experience satisfaction in their work (McCann & Johannessen, 2004). Professional development must be intentionally designed to support teacher efficacy (Richards et al., 2016). Zugelder (2019) found that “frequent, consistent, and intentional instructional coaching has potential to yield improvement in teacher retention, teacher effectiveness, and improved

student achievement” (p. 183). Instructional coaching can be an effective means of supporting teachers by respecting the professionalism of teachers, while providing opportunities for them to learn and develop their pedagogical practices (Desimone & Pak, 2017; Gibbons & Cobb, 2017; Knight & van Nieuwerburgh, 2012; Teemant, 2014; Yanira, 2017).

Method

This mixed methods study utilized a sequential exploratory design, incorporating quantitative and qualitative research methods, to address the research questions. The quantitative data constituted secondary data obtained from the school district, while the qualitative data was obtained by the researcher. The quantitative portion of the study drove the qualitative portion of the study, which supported the sequential mixed methods design. Public school districts allocate numerous resources to support instructional practices, including programming and personnel. The decision to utilize this type of method was made with the knowledge that teacher perspectives are needed for a deeper evaluation of current practices and a thorough examination of the impact of the allocated school district resources. An evaluation of the instructional coaching and support program within the school district provided valuable information for future decisions and planning. An experimental research design was originally considered for the study but was deemed inappropriate due to new coaching and instructional support initiatives already in place, as well as adjustments to existing practices due to the COVID-19 pandemic.

Quantitative Design: The school district selected for this study surveyed teachers on instructional support practices and coaching systems to inform their decision

making for the next school year. The information the school district collected was deemed appropriate and applicable as secondary data and was approved by school district administrators for use in this study. The survey was sent to approximately 89 eligible elementary teachers. The targeted number of participants for the study was 50 and the survey was completed by 49 of the eligible teachers. The survey responses provided a baseline of data that supported the development of questions for the focus group interviews.

Qualitative Design: As the survey responses were reviewed, focus groups were formed based on respondents who consented to participate in future focus group opportunities. The purpose in completing focus group interviews was for clarification of the survey responses and to provide an opportunity for deeper conversations surrounding their feelings and perceptions toward coaching and support.

Coaching Procedures

The coaching formats that teachers could have been involved in included observation-based coaching, Engage2Learn (E2L), House Bill 3 Reading Academy, weekly planning support with instructional leaders, or other professional development opportunities throughout the year. Teachers could have been involved in more than one method of coaching due to instructional and campus needs.

Observation-based coaching involved the classic coaching cycle involving classroom observations and feedback sessions. Typically, the coach would go into the classroom for an observation, making note of what is seen in the classroom. A coaching point is identified, and a coaching plan is developed. The coach would then meet with the

teacher to discuss the observation and coach them on a specific action step for improvement or refinement. Follow-up observations and conversations would be scheduled for a later date.

Engage2Learn (E2L) is a coaching program through the E2L company that provides coaching services and supports campus coaches. E2L coaching allows teachers to define an area they wish to grow in and provides them with the opportunity to plan, implement, and reflect. Teachers who participated could have been coached by an E2L coach, or by a campus coach under the direction of an E2L coach. The coaching through E2L was all virtual due to the coronavirus pandemic.

House Bill 3, passed in 2019, requires that all kindergarten through third grade teachers and campus principals complete a literacy-based training known as Reading Academy. Districts must ensure the required participants complete the Reading Academy by the end of the 2021-2022 school year. The Reading Academy assigns all participants a literacy coach to work with, and they must complete coaching sessions throughout the year. The coaching sessions must be centered around literacy instruction. The Reading Academy also involves monthly training sessions on literacy instruction and lesson design.

Teachers could have also received weekly planning and instructional support sessions with an instructional coordinator or principal. The meetings consist of unit planning, daily lesson creation, and resource development and alignment. The conversations are typically individualized to meet the specific needs of each teacher, as their instructional planning needs differ. Often, the weekly planning session involves planning and preparing materials for the upcoming week.

Professional development is provided to teachers every year and is often content or grade-level specific. Teachers relied heavily on professional development support during the year as the method of instruction changed to asynchronous or synchronous. Professional development sessions can be campus specific or held at the district level. Opportunities are also available through outside companies or education region service centers. Teachers may have received professional development support but were not involved in a direct coaching system.

Participants

Teachers were encouraged to complete the survey to inform district leaders on teacher perceptions of programs that were implemented or utilized throughout the year. The survey was optional to teachers and was presented as an opportunity to provide feedback to the district. Of the 49 survey respondents, 15 indicated they would like to participate in a focus group and would like more information on future focus group opportunities. The 15 teachers who expressed interest were contacted by the researcher with the information and dates for the focus groups, and seven teachers committed and participated in the interviews. The teachers who expressed interest in participating in a focus group represented all four elementary schools from the school district.

Eligibility requirements for teachers to complete the initial survey included possession of a valid teaching certificate, assignment to a teaching position (classroom teacher or student services such as special education or dyslexia), and active engagement in instructional coaching by an instructional coordinator or campus principal, or through another approved program such as Engage2Learn (E2L) or the House Bill 3 Reading Academy. Teachers who were not in a coaching program but received instructional

support from a campus principal or other instructional leader were also eligible for participation. The sample of participants was derived from a population that includes:

Campus 1: Twenty-one teachers representing kindergarten through fifth grade and special education.

Campus 2: Twenty-seven teachers representing early childhood through fifth grade, special education, and bilingual education.

Campus 3: Twenty teachers representing kindergarten through fifth grade and special education.

Campus 4: Twenty-one teachers representing kindergarten through fifth grade, special education, and bilingual education.

Focus group participants were formally invited solely based on their expressed willingness to participate in a focus group. Each teacher was individually contacted and informed about the format and purpose of the focus group. The seven teachers who committed and consented to participation in the focus group were split into two groups, a group of three, and a group of four. The grouping was random and based solely on participant availability. The small group format provided all participants an opportunity to share their feelings and perspectives. The following teacher demographics were represented in the groups.

Teacher 1: Four to seven years of teaching experience, presently teaching 5th grade, and participated in classroom observations and planning with campus instructional staff.

Teacher 2: Four to seven years of teaching experience, presently teaching 1st grade, participated in House Bill 3 Reading Academy, and received planning support from campus instructional staff.

Teacher 3: One to three years of teaching experience, presently teaching 3rd grade, participated in House Bill 3 Reading Academy, and received planning support from campus instructional staff.

Teacher 4: Eight to twelve years of teaching experience, presently teaching 3rd grade, participated in House Bill 3 Reading Academy, and received planning support from campus instructional staff.

Teacher 5: One to three years of teaching experience, presently teaching 2nd grade, and participated in House Bill 3 Reading Academy.

Teacher 6: Eight to twelve years of teaching experience, presently teaching 5th grade, and received planning support from campus instructional staff.

Teacher 7: Eight to twelve years of teaching experience, presently teaching 1st grade, participated in E2L coaching, and House Bill 3 Reading Academy.

Data Collection

The school district developed survey was created by district leaders with a systems evaluation focus. The survey was created utilizing the Survey Monkey platform and was distributed by email to eligible teachers on all four campuses. The survey produced responses from 49 teachers. Response percentages, response counts, respondent information, and date and time information were collected through Survey Monkey.

Survey Monkey was utilized solely for data collection and organization. Survey data was

exported and organized in a spreadsheet. Each submission was reviewed thoroughly prior to the focus group protocol development.

Focus group interviews were held following initial data analysis of the survey results. The focus group protocol was designed to extend the analysis of information gathered through the survey. The discussion was centered around predetermined questions, and open, flexible dialogue was encouraged among the participants and was facilitated by the researcher. The purpose of the focus group was to deepen the conversation and provide an opportunity for teachers to expand on and clarify their perceptions. Questions were developed that shared trends from the survey responses and would prompt the teachers to elaborate on the information. The focus groups were held on Zoom and were recorded for transcription and coding purposes.

Data Analysis

The survey data were analyzed initially to drive the development of the focus group questions. Areas that revealed a need for deeper discussion or clarification were represented in the focus group protocol. The data were organized to ensure compatibility with the Observation Oriented Modeling (OOM) software. Randomization tests were completed in the software to identify any relationships and patterns among the responses and sample demographics. Grice (2021) explained randomization tests as “a hypothesis testing procedure in which the reference distribution is constructed from randomized orderings of the data” (p. 1). The results from the tests are expressed in a Percent Correct Classification (PCC) and a chance value (c-value). A higher PCC value provides evidence for the existence of a pattern. The c-value represents the percentage that the pattern would occur again if left up to chance. Significant findings from the tests will be

found through higher PCC values and lower c-values. The most significant findings were noted, and the inferences made are addressed further in the results and conclusions.

The focus group protocol was established and utilized as a guide for each focus group interview. The interviews were transcribed by Temi, a professional transcription service, and were reviewed by the researcher for accuracy. Any necessary edits to the transcripts were made where clarity was needed. Interview transcripts were coded for themes and trends, and a log of findings and observations was established and utilized during the coding process. Themes were identified and served as the categories for the findings. Relevant and compelling quotes were included in the results section as is appropriate. The transcripts were also reviewed for any trends among experience levels, positions, or support systems.

Results

Quantitative Data

Initial survey analysis revealed information about the sample of teachers who completed the district survey. The survey was completed by a sample of 49 teachers, out of a population of 89 teachers, which results in a 55% completion rate. Respondents included teachers from Preschool/Head Start (8.16%), Kindergarten (10.20%), 1st Grade (20.41%), 2nd Grade (14.29%), 3rd Grade (18.37%), 4th Grade (8.16%), 5th Grade (12.24%), Special Education (4.08%), and Specials (physical education and music) (4.08%). The years of experience of the survey sample included 1 to 3 years (33.33%), 4 to 7 years (25%), 8 to 12 years (20.83%), 13 to 20 years (10.42%), and more than 20 years (10.42%).

Survey data revealed that 21 teachers (42.86%) received observation-based coaching, 10 teachers (20.41%) participated in coaching through E2L, 19 teachers (38.78%) completed the House Bill 3 Reading Academy, 22 teachers (44.90%) engaged in weekly planning or received support from an instructional leader, and nine teachers (18.37%) indicated they received other professional development support and job specific training.

The survey revealed 47.92% of teachers were initially excited and 43.75% were initially overwhelmed about participating in a coaching system or receiving instructional support. After being involved in a coaching system or after receiving instructional support, 46.45% of teachers felt more appreciative of the support they received, 46.65% felt more confident in their ability to teach and carry out their job responsibilities. In response to how they changed because of coaching and support, 63% of teachers felt they had grown more as a teacher. Only 10% of respondents expressed they do not wish to participate in future coaching opportunities, with 90% excited about future coaching or may consider future coaching.

The pairwise rotation test in OOM software (Grice, 2016), was used to identify significant associations between demographic questions, form of instructional support, and reported feelings pre- and post-participation in instructional supports (significance is defined here as high PCC and low c-value). Significant results were subsequently tested using the build/test model function. While many tests were completed, the most significant patterns are represented in Table 1. The PCC ranges from 0 to 100 and indicates the percent of observations that fit the expected pattern. A higher PCC value indicates more observations that fit the expected pattern. For example, as evidenced in

Table 1, in 71.43 observations, initial feelings of excitement had a relationship with a respondent feeling as if they have grown as a teacher through instructional coaching and support. The c-value is the other result from these tests and is known as the chance value. The c-value ranges from .000 to 1 and indicates how many times one can obtain the detected pattern when the data on hand is shuffled 1,000 times. The lower the c-value, the more likely the observed pattern is unique and not due to chance. For example, the c-value .002 on initial feelings of excitement and feelings of growth, 2 out of 1,000 times it would be possible to get a PCC greater than or equal to what was observed.

Table 1

Survey Responses Resulting in Significant Relationships

Relationship Tested	PCC	c-value
Observation-based coaching → Positive Support Change	64.44	.09
Observation-based coaching → Feelings of confidence	67.35	.03
Engage2Learn → Feeling supported	69.39	.09
House Bill 3 Reading Academy → Feeling more appreciative	65.31	.05
House Bill 3 Reading Academy → Feelings of growth as a teacher	63.27	.08
Weekly planning meetings → Feeling supported	65.31	.05
Initial feelings of excitement → Positive support change	64.44	.09
Initial feelings of excitement → Feelings of growth as a teacher	71.43	.002

Note. PCC= Percent Correct Classification; c-value= chance value

Qualitative Data

After the codes were assigned, it was evident that trends had been established within the group discussion. Three categories emerged from the coding process: Teacher Feelings, Effectiveness of Coaching Practices, and Coaching and Instructional Support Needs. The categories will be used to present the findings and highlight varying perspectives from the focus group discussion.

Teacher Feelings

Focus group participants highlighted some of the feelings they have experienced because of receiving instructional coaching and support. Their feelings included being initially overwhelmed, feeling insecure about their teaching ability, feeling supported, and being eager to learn something new and grow in their instructional abilities.

Initially Overwhelmed

When asked why they believed some of their peers were resentful of coaching support, several participants of the focus group shared that with everything encompassing the previous school year, including COVID-19 and frequent shifts between face to face and virtual instruction, some teachers viewed coaching as just one more stressor. Participants elaborated on their own initial feelings, specifically on feeling overwhelmed. The unknowns associated with coaching were cited as a primary reason for feeling overwhelmed. Once they felt the support from their coaches and were engaged in the process, coaching helped them feel more confident in their teaching, and they were no longer overwhelmed.

Insecurity

Teacher six elaborated on perceptions toward previous coaching experiences by stating, “people almost felt like it was punitive or that that's how they've experienced it in the past that people would come in and critique them instead of really trying to help them grow and improve.” Coaching has been viewed by some as punitive or for remedial learning for struggling teachers and influences present feelings toward coaching involvement. Teacher seven explained this idea further by sharing:

Sometimes you don't want people to come in because you already have enough pressure on yourself. But to realize that it is okay and that it's for the better, and we're all here for the kids, like we all have something to learn and grow from no matter how many years of experience you have.

Support

Focus group participants shared examples of when they feel most supported by instructional leaders including support for teaching new or difficult content, navigating, and implementing new initiatives, and knowing there is someone to turn to for help.

Teacher four shared her feelings of support, “when I know that I have that support, I mean, it's like then I can take a deep breath”. Teacher one said that coaching “made me feel like even though I was drowning in the ocean, I still had a life raft.” Participants expressed the support they received through coaching increased their confidence. One shared “[coaching] gives you a lot more confidence when it feels more like support and less like somebody that is just trying to grade you.” Another shared, “coaching really helped me kind of bring it back to my roots, what I knew was good, what I knew worked.”

Eagerness to Learn

Several points of discussion were brought up relating to teachers' willingness to learn being tied to a desire for coaching or a positive coaching experience. Teacher seven believed that veteran teachers could influence those who are more hesitant to coaching, "Seeing veteran teachers be open and accepting and have that growth mindset will help maybe those that are a little more nervous or hesitant." Teacher two spoke from a new to the grade level perspective, "for me, this just being my second year, like I'm hungry. I'm just trying to find anything and everything that I can." She wanted as much support as possible. Teacher one shared:

Everybody has, you know, room to grow and room to learn, even if they've been doing it for 30 years. Think about just from last year to this year, everything has shifted significantly that some of our veteran teachers cannot keep up and that's where the coaching and lifting each other up and the support for each other is a positive thing.

Coaching and Instructional Support Needs

All methods of coaching that were practiced within the district were represented by the focus group participants. Four of seven participated in Reading Academy, one of seven participated in E2L, five of seven received planning support, and two of seven engaged in observation-based coaching. Participants drew from previous experiences as well to contribute to the dialogue. Five themes emerged from the discussion that were viewed as important to the coaching experience: modeling, resources, feedback, availability, and consistency. Coaching helped the participants meet tangible needs. The participants shared examples of times when a coach modeled a skill or strategy for them

based on classroom needs or teacher choice. The hands-on, visual support was meaningful to their learning and made them feel supported. Teacher one spoke of the benefit of a coach for providing resources, “if we needed something, a resource, she would absolutely do what she could to find it. She was just kind of, kind of a go-between between, finding lots of answers.”

Feedback was one of the most desired instructional practices for the participants within coaching and instructional support. Teacher one stated:

It doesn't have to be all these forms. It could be just one thing good. One thing to work on. Super simple. But I think that would help with a lot of feeling supported and feeling like we're not hiding in our classrooms.

Teacher six referenced feedback by saying, “I think teachers crave that, whether it's good or bad. They want to know. They don't want you to come in and not have something to say.” Participants expressed a strong desire for availability and consistency within coaching systems and initiatives. Teacher five shared her concerns with the way things have happened previously by stating:

We know that this is what works and we know that this is what's best for kids and how they learn, but are we going to implement something else, like hard and heavy next year and then something else the next year? What's the point of me putting all my effort and coaching into this when it's just going to change next year or it might change next year?

It becomes difficult for teachers to feel engaged or excited about a program that may not continue the next year. As the year progresses, often, other needs around the school take precedence and coaching has been known to be lower in priority, and before long, loses

momentum completely. Some of the most satisfied participants who had worked with a coach previously explained their availability being a primary factor in them feeling supported. If they are going to start the year with coaching and support, they want to experience consistent coaching throughout the year. COVID-19 quarantines and absences contributed to inconsistent coaching practices. However, teachers were satisfied with brief check-ins with their coaches, even if a formal coaching plan was not followed.

Effectiveness of Coaching Practices

The focus group participants shared their perspective on the effectiveness of instructional coaching and support. Planning support, observation-based coaching, peer observation, and teacher driven coaching were the recurring preferences shared.

Planning Support

Planning support was shared as being one of the factors in a positive coaching experience. Consistent planning support for their individual content was preferred over team planning or district level planning. Teachers who felt this level of support indicated they were more prepared for instruction. Teacher three shared:

I think that that weekly planning time is so important and just knowing how you're teaching, and what you need to teach the next week. It just takes a big load off of your daily plate for sure. And it also just makes you a better teacher really, cause you're not always flying by the seat of your pants.

Observation-Based Coaching

Coaching that occurred through classroom observation and feedback sessions was discussed heavily in both focus groups. Teacher two stated, “I don't think you can really

get the feel for what's really going on until you're in the room.” Teacher one articulated her feelings on observations by saying, “The more that admin comes into the room, the teachers get better feedback.” The idea that coaching is best supported by in-person coaches and teachers are more receptive to feedback given by a coach who is in their room frequently, having an increased knowledge of their teaching style and the needs of the classroom. Teacher four shared,

I think one thing I really did miss this year was even the principals in the classroom. I mean, we saw them in the halls and they interacted all the time, but I think when we were teaching and in a lesson that's what I miss. I remember last year I was teaching the lesson and our principal came in and I was kind of struggling with a certain thing. And he jumped in there and he helped out. I loved that and that's what I missed.

Peer Observation

Participants shared they wished they had more opportunities to observe their peers. One campus shared about a system they utilized a few years ago called Observe Me. Teachers had a QR code posted outside their door, and anyone could come into their classroom to observe, and leave some brief feedback on a digital form. Teachers from their own campuses were encouraged to go visit other rooms and learn from their peers. A similar system or other opportunities to observe their peers is something they felt would be beneficial to reinstate as another layer of support, that is specific to strategies or procedures a teacher may be hoping or needing to implement in their own classroom.

Teacher Driven Coaching

Participants shared that coaching with a focus on areas of improvement or growth that the teacher chooses would contribute positively to their coaching experiences.

Teacher five said, “I think something that's really important is to ask the teachers what they want, what they feel like their weaknesses are, what they feel like they want to get better at” and advocated for teacher voice by saying, “giving them more of a voice and an option rather than saying, we're coming in to watch you do vocabulary and you're going to be coached through vocabulary. What do you feel like you want?” The teachers felt like teachers would have more investment in the coaching process if they were given the opportunity to choose an area of focus that involved a content area or instructional component, they have an interest or desire to improve.

Discussion

With a goal in mind of examining the system of instructional coaching and support as it relates to teacher purpose and belonging to the profession, the study was intentional in evaluating differing perspectives on its impact. The research questions were designed to determine if relationships exist between coaching practices and teacher feelings, clarify the factors of coaching that support teachers, and establish needs that teachers have for the coaching process. Instructional leaders have the potential to impact teacher purpose and belonging to the campus and profession through the level and quality of instructional support they provide to teachers on their campuses (Watkins, 2005). Therefore, there is an urgency to ensure the systems are in place to support the development of teachers, and in turn, benefit the students (Shaw & Newton, 2014).

Conclusions

Instructional coaching does not eliminate the challenges teachers face, rather, provides the support needed to press on amid difficulty. Teachers desire modeling of instructional practices and strategies they may not feel confident using, provision of resources and access to materials that help them understand their content, frequent feedback, availability of their coach, and consistency within their coaching and planning meetings. Teachers feel supported when they receive consistent, individualized support from campus leaders. The support should include instructional support for teaching new or difficult content, guidance for navigating and implementing new initiatives, and assurance that they have a coach to turn to for help. Attitudes of teachers going into a coaching relationship have the potential to positively or negatively influence the level of support they feel they received as well as the amount of growth they experience. Observation based coaching is frequently practiced among all teacher groups and provides the most evidence for effectiveness with teachers. Survey respondents and focus group participants referenced observation-based coaching as their preferred method of coaching due to the personal relationship and in-person experience that accompanies an observational approach.

Strengths and Limitations

Strengths within the study can be found through its design and transferability. The findings are transferable to other school districts of similar sizes and regions as they develop procedures and practices for instructional coaching. School districts with similar teacher demographics and experience levels could benefit from the teacher perceptions described in the results. The transferability of the information can also be applied to

varying types of instructional support, not solely for coaching systems. Through a mixed methods approach, successful triangulation of qualitative focus group data and quantitative survey data was possible. Impactful meaning from the qualitative data was applied to the quantitative data. The qualitative data derived from the focus group interviews provided insight into teacher tone of voice, body language, and expressions that contributed to a deeper understanding of teacher perceptions about coaching support.

The most obvious limitation is the small sample size of teachers taken from instructional professionals in a single Texas public school district. This inhibits generalizability of findings to all teachers in the school district and prevents generalizations to teachers in other schools across the state and nation. Although the sample will not be representative of all teachers, transferability is applicable to similar professional contexts. The study was limited to teachers from four campuses due to the time constraints and scheduling logistics of the projected time frame. Since the survey had already been completed by the district, further encouragement or recruitment of teachers was not possible. The schools represented in the study were all elementary schools, limiting the responses to teachers presently working with younger students, thus excluding secondary teachers and staff. The duration of data collection presented another limitation due to time constraints associated with the study. Many coaching and support systems were established at the beginning of the school year within which this study was initiated, therefore the type of data to be collected had to exclude the possibility of an experimental design. The COVID-19 climate at the time of this study brought additional challenges to instructional coaching practices as many coaching practices and systems

took on new forms, and more research and models are needed to support the changes that continue to take place.

Implications

The results of this study contribute to a deeper understanding of teacher experiences that is needed for future implementation and refinement of teacher support systems and programs. The results also contribute to research efforts in teacher retention in both rural and urban education systems that face ongoing challenges of teacher retention, as further understanding of factors in teacher satisfaction has been revealed. The participants had positive feelings toward an observation-based model of coaching, with negative experiences forming their view of a virtual format and structure.

As the review of literature revealed, consistent instructional involvement from a principal can support teacher pedagogy and influence the effectiveness of the organization (Halverson et al., 2015; Le Fevre & Robinson, 2015; Neumerski, 2013; Robinson, 2010; Wahlstrom & Louis, 2008). Future research should identify the connection with teacher perceptions even further to include teacher retention. The findings also have implications for future instructional leaders as they are involved in instructional coaching and support. Coaches must be aware of the teacher's needs within the coaching process to take on a more supportive and individualized approach. Training for coaches should include a variety of systems and protocols to support a collaborative relationship among coaches and teachers, as the findings of the study and prior research reflects teacher's desire to have input in their development (Musanti & Pence, 2010; Vanderburg & Stephens, 2010). A collaborative relationship will allow for a shared vision for the coaching process. Therefore, instructional leaders must protect the

coaching relationships. Inconsistency within coaching systems leads teachers to experience feelings of frustration with the level of support they receive, and inferiority to the events that take precedence, thus communicating that their time is not valuable to the other person. The results highlight the importance of intentionality in the instructional coaching process and in coaching relationships, which enhances overall instructional outcomes for which all principals strive. Therefore, it is imperative that principals understand the value of coaching and develop a process for implementation and sustainment of the practice at the campus level.

References

- Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., & Zigmond, N. (2010). Coaches and coaching in reading first schools: A reality check. *The Elementary School Journal*, 111(1), 87–114. <https://doi.org/10.1086/653471>
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226–244. <https://doi.org/10.1080/13603124.2016.1147608>
- Bjorklund, P., Daly, A. J., Ambrose, R., & van Es, E. A. (2020). Connections and capacity: An exploration of preservice teachers' sense of belonging, social networks, and self-efficacy in three teacher education programs. *AERA Open*, 6(1), <https://doi.org/10.1177/2332858420901496>
- Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher job satisfaction: lessons from the TSW pathfinder project. *School Leadership & Management*, 25(5), 455–471. <https://doi.org/10.1080/13634230500340807>
- Certo, J., & Fox, J. (2002). Retaining quality teachers. *The High School Journal*, 86(1), 57-75.
- Coburn, C. E., & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1), 5–30. <https://doi.org/10.1002/rrq.008>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>

- Connor, C. M. (2017). Commentary on the special issue on instructional coaching models: Common elements of effective coaching models. *Theory into Practice*, 56(1), 78–83. <https://doi.org/10.1080/00405841.2016.1274575>
- Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. *Journal of Educational and Psychological Consultation: The Official Journal of the Association for Educational and Psychological Consultants*, 19(2), 150–175. <https://doi.org/10.1080/10474410802463296>
- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice: Instructional Coaching Practices: Promising Models, Empirical Support, and Considerations for Practice*, 56(1), 3–12. <https://doi.org/10.1080/00405841.2016.1241947>
- Devine, M., Houssemand, C., & Meyers, R. (2013). Instructional coaching for teachers: A strategy to implement new practices in the classrooms. *Procedia - Social and Behavioral Sciences*, 93(C), 1126–1130. <https://doi.org/10.1016/j.sbspro.2013.10.001>
- Dierking, R. C., & Fox, R. F. (2013). “Changing the way I teach”: Building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129–144. <https://doi.org/10.1177/0022487112462893>
- Fuller, E. J., Hollingworth, L., & Pendola, A. (2017). The every student succeeds act, state efforts to improve access to effective educators, and the importance of school leadership. *Educational Administration Quarterly: EAQ*, 53(5), 727–756. <https://doi.org/10.1177/0013161X17711481>

- Gallucci, C., Devoogt Van Lare, M., Yoon, I. H., & Boatright, B. (2010). Instructional coaching: Building theory about the role and organizational support for professional learning. *American Educational Research Journal*, 47(4), 919–963. <https://doi.org/10.3102%2F0002831210371497>
- Gibbons, L. K., & Cobb, P. (2017). Focusing on teacher learning opportunities to identify potentially productive coaching activities. *Journal of Teacher Education*, 68(4), 411–425. <https://doi.org/10.1177/0022487117702579>
- Grice, J. W. (2016). *OOM: Observation Oriented Modeling* (Version 2.5.27) [Windows]. <http://www.idiogrid.com/OOM/>
- Grice, J. W. (2021). Drawing inferences from randomization tests. *Personality and Individual Differences*, 179, 110931. <https://doi.org/10.1016/j.paid.2021.110931>
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239. <https://doi.org/10.1080/15700760500244793>
- Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education*, 43(7), 110. <http://dx.doi.org/10.14221/ajte.2018v43n7.7>
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90–100. <https://doi.org/10.1177/1098300717732066>
- Howley, A. A., Dudek, M. H., Rittenberg, R., & Larson, W. (2014). The development of

- a valid and reliable instrument for measuring instructional coaching skills.
- Professional Development in Education*, 40(5), 779–801. <https://doi.org/10.1080/19415257.2014.919342>
- Jung, K. (2019). Learning to scaffold science academic language: Lessons from an instructional coaching partnership. *Research in Science Education*, 49(4), 1013–1024. <https://doi.org/10.1007/s11165-019-9851-y>
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin.
- Knight, D., Hock, M., Skrtic, T. M., Bradley, B. A., & Knight, J. (2018). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. *The Educational Forum*, 82(4), 425–442. <https://doi.org/10.1080/00131725.2018.1474985>
- Knight, J., & van Nieuwerburgh, C. (2012). Instructional coaching: A focus on practice. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 100–112. <https://doi.org/10.1080/17521882.2012.707668>
- Kurz, A., Reddy, L. A., & Glover, T. A. (2017). A multidisciplinary framework of instructional coaching. *Theory Into Practice: Instructional Coaching Practices: Promising Models, Empirical Support, and Considerations for Practice*, 56(1), 66–77. <https://doi.org/10.1080/00405841.2016.1260404>
- Le Fevre, D. M., & Robinson, V. M. J. (2015). The interpersonal challenges of instructional leadership. *Educational Administration Quarterly: EAQ*, 51(1), 58–95. <https://doi.org/10.1177/0013161X13518218>
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An

integration of transformational and instructional leadership. *Educational Administration Quarterly: EAQ*, 39(3), 370–397. <https://doi.org/10.1177/0013161X03253412>

Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3), 319–357. <https://doi.org/10.1177/0013161X07299438>

Mangin, M. M., & Dunsmore, K. (2015). How the framing of instructional coaching as a lever for systemic or individual reform influences the enactment of coaching. *Educational Administration Quarterly: EAQ*, 51(2), 179–213. <https://doi.org/10.1177/0013161X14522814>

Marsh, J. A., Sloan McCombs, J., & Martorell, F. (2010). How instructional coaches support data-driven decision making. *Educational Policy*, 24(6), 872–907. <https://doi.org/10.1177/0895904809341467>

Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly: EAQ*, 45(5), 655–693. <https://doi.org/10.1177/0013161X09347341>

Mccann, T. M., & Johannessen, L. R. (2004). Why do new teachers cry? *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 77(4), 138–145. <https://doi.org/10.3200/TCHS.77.4.138-145>

McCarthy, C., Lambert, R., O'Donnell, M., Melendres, L. (2009). The relation of elementary teachers' experience, stress, and coping resources to burnout

- symptoms. *The Elementary School Journal*, 109(3), 282–300. <https://doi.org/10.1086/592308>
- Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73–89.
- Myran, S., & Sutherland, I. (2019). Defining learning in educational leadership: Reframing the narrative. *Educational Administration Quarterly: EAQ*, 55(4), 657–696. <https://doi.org/10.1177/0013161X18809338>
- Neumerski, C. M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly: EAQ*, 49(2), 310–347. <https://doi.org/10.1177/0013161X12456700>
- O'Doherty, A., & Ovando, M. N. (2013). Leading learning: First-year principals' reflections on instructional leadership. *Journal of School Leadership*, 23(3), 533–561. <https://doi.org/10.1177/105268461302300305>
- Pettegrew, L. S., & Wolf, G. E. (2016). Validating measures of teacher stress. *American Educational Research Journal*, 19(3), 373–396. <https://doi.org/10.3102/00028312019003373>
- Printy, S. M. (2008). Leadership for teacher learning: A community of practice perspective. *Educational Administration Quarterly: EAQ*, 44(2), 187–226. <https://doi.org/10.1177/0013161X07312958>
- Raju, T. J. (2013). Relationship between teacher stress and job satisfaction. *Indian Journal of Health and Wellbeing*, 4(2), 371–373.

- Reddy, L. A., Glover, T., Kurz, A., & Elliott, S. N. (2019). Assessing the effectiveness and interactions of instructional coaches: Initial psychometric evidence for the instructional coaching assessments—teacher forms. *Assessment for Effective Intervention*, 44(2), 104–119. <https://doi.org/10.1177/1534508418771739>
- Richards, A, Levesque-Bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education: An International Journal*, 19(3), 511–536. <https://doi.org/10.1007/s11218-016-9346-x>
- Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. *Leadership and Policy in Schools*, 9(1), 1–26. <https://doi.org/10.1080/15700760903026748>
- Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly: EAQ*, 48(4), 626–663. <https://doi.org/10.1177/0013161X11436273>
- Shaked, H., & Schechter, C. (2016). Holistic school leadership. *NASSP Bulletin*, 100(4), 177–202. <https://doi.org/10.1177/0192636516683446>
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135(1), 101–106.
- Skiffington, S., Washburn, S., & Elliot, K. (2011). Instructional coaching: Helping

- preschool teachers reach their full potential. *YC Young Children*, 66(3), 12–19.
- Stark, M. D., McGhee, M. W., & Jimerson, J. B. (2017). Reclaiming instructional supervision: Using solution-focused strategies to promote teacher development. *Journal of Research on Leadership Education*, 12(3), 215–238.
<https://doi.org/10.1177/1942775116684895>
- Stefaniak, J. E. (2016). The role of coaching within the context of instructional design. *TechTrends*, 61(1), 26–31. <https://doi.org/10.1007/s11528-016-0128-2>
- Teemant, A., Leland, C., & Berghoff, B. (2014). Development and validation of a measure of critical stance for instructional coaching. *Teaching And Teacher Education*, 39, 136–147.
- Texas Education Agency (2020). *Employed teacher attrition and new hires 2011-12 through 2018-19*. <https://tea.texas.gov/sites/default/files/Employed%20Teacher%20Attrition%20and%20New%20Hires%202011-12%20through%202018-19.pdf>
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228–245. <https://doi.org/10.1086/605771>
- Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141–163. <https://doi.org/10.1086/653473>
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility.

Educational Administration Quarterly: EAQ, 44(4), 458–495.

<https://doi.org/10.1177/0013161X08321502/>

- Walkowiak, T. A. (2016). Five essential practices for communication: The work of instructional coaches. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(1), 14–17. <https://doi.org/10.1080/00098655.2015.1121121>
- Wallin, D., Newton, P., Jutras, M., & Adilman, J. (2019). “I’m not where I want to be”: Teaching principals’ instructional leadership practices. *The Rural Educator*, 40(2), 23–32. <https://doi.org/10.35608/ruraled.v40i2.777>
- Watkins, P. (2005). The principal’s role in attracting, retaining, and developing new teachers: Three strategies for collaboration and support. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 83–87. <https://doi.org/10.3200/TCHS.79.2.83-87>
- Woulfin, S. L., & Rigby, J. G. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher*, 46(6), 323–328. <https://doi.org/10.3102/0013189X17725525>
- Yanira, O. O. (2017). School administrators as instructional coaches: Teachers’ trust and perceptions of administrators' capacity. *School Leadership Review*, 12(1), 39–46.
- Zugelder, B. S. (2019). Beyond new teacher mentoring: The role of instructional coaching. *Kappa Delta Pi Record*, 55(4), 181–183. <https://doi.org/10.1080/00228958.2019.165907>