PRINCIPAL COACHING BEHAVIORS AND

THE DEVELOPMENT OF VETERAN TEACHERS'

INSTRUCTIONAL PRACTICES

A DISSERTATION

SUBMITTED TO THE EDUCATIONAL LEADERSHIP GRADUATE OFFICE OF

BALL STATE UNIVERSITY

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF EDUCATION

BY

NANCY PRICE

DISSERTATION ADVISOR: DR. KENDRA LOWERY

BALL STATE UNIVERSITY

MUNCIE, INDIANA

July 2020

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TABLE OF CONTENTS

LIST OF TABLES

TABLE   PAGE

LIST OF FIGURES

ABSTRACT

This qualitative study addresses the need for the school principal to take on the role of a coach, specifically for veteran teachers, rather than merely one of a manager or evaluator. The purpose of this study was to identify principal coaching behaviors that foster professional relationships and teacher development of curriculum and instruction for veteran teachers. The data were gathered from interviews conducted with 20 educators, principals and teachers. The interviews were then transcribed manually and analyzed and the following common themes emerged from both principal and teacher interview data: consistent teacher feedback, supportive instructional leadership, relationship building, challenges of coaching, and open communication.

ACKNOWLEDGEMENTS

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Mom and Dad, your commitment and sacrifice that was required in order to give me a solid education all throughout elementary, middle and high school did not go unnoticed. Those years were truly influential in guiding my desire to want to pursue a career as a teacher. Thank you for your continuous support and prayers.

My Lord and Savior Jesus Christ. Without Him, I would not be where I am today and could not have accomplished anything.

DEDICATION

I would like to dedicate this work to Michael Price, my husband of sixteen years, who has shown me the utmost support and inexplicable sacrifice, the numerous nights and weekends of my absence in order to study, conduct my research and write. I love you more than you will ever know!

I am also grateful for my two sons, Noah and Jonah, who also had to deal with me not being home many evenings after work and weekend afternoons to go study in order to make this dissertation a reality and a completed project. I love you both!

CHAPTER I: INTRODUCTION

The school principal's role has evolved over time from a manager to being more of an instructional leader or coach (Mendels, 2012; Neumerski, 2012; Whitaker, 2012). The Wallace Foundation (2012) identified the following practices of effective school leaders: forming a vision of high standards-based success for all students, creating a healthy school climate, sharing leadership with teachers, improving instruction and managing people, data and all the processes that will result in school improvement (Mendels, 2012; Tschannen-Moran, 2015). The latter two practices support the need for the principal as coach. The concept of principal as coach coincides with effective leadership in that building successful relationships is a key component of coaching. Those successful principal-teacher relationships are fundamental in developing shared leadership opportunities for teachers, where they feel empowered as a part of the school community (Greenlee & Brown, Jr., 2009; Ishimaru, 2013). Principals who take the time to build relationships with and advocate for teachers will empower them and engage them in opportunities to grow. Such a dynamic and positive relationship will aid in the effectiveness of the coaching process.

Coaching relationships between the principal and his/her teachers are among the most dynamic and rewarding as well (Johnson, Leibowitz & Perret, 2017). When a successful relationship has been built, the one being coached will be more willing to accept feedback. Coaching is most effective when the focus is being a change agent with the goal of changing performance at the forefront; however, the person being coached needs to recognize the need for it. Feedback during the coaching should be specific, accurate and given in a timely manner (Reeves, 2009).

A coach leader is defined as "one who will challenge his or her educators to break from the norm, to be creative, to use their imagination, to try new things and to act in new ways" (Kee, Anderson, Dearing, Harris, & Shuster, 2010, p. 11.) When taking on this model of leadership, a cognitive shift in the principal's thinking is necessary. The mindset that says "this is how we have always done it" has to be dismissed and changed to thinking of fresh methods that may not have been thought of before (Kee et al., 2010; Rock, 2006). Having a coaching mindset requires empowering others with new strategies and skills in order to facilitate accomplishment of their greatest potential. Kee et al. (2010) suggests there needs to be a shift from listening to respond with one's own point of view to listening to understand with others' point of view in mind and also listening to hold up standards-based expectations. It is about reawakening and reconnecting the leader to his/her deeply rooted belief in people. A coach leader needs to believe in those being coached and have confidence that they are capable of making great progress (Fullan, 2001; Johnson et al., 2017).   Coaching is nurturing at its foundation, but it is also a strategy for pushing individuals toward growth and change (Aguilar, 2013; Johnson et al., 2017; Kee et al., 2010; Reeves, 2009). Coaching is not a magical fix for the world of education; however, it is "an essential piece of the multilayered approach that will be necessary to transform schools" (Aguilar, 2013, p. 15).

A principal's desire to get out of the office can be challenging due to the many other roles he/she is expected to fulfill, but the goal has to be to get into classrooms on a regular basis. Teachers spend the first few weeks of a new school year taking the time to get to know their students and build rapport. That should also be the mindset of the principal-coach as a similar rapport must be built between principal, teachers and students. Being in the classroom will allow such relationships to flourish (Johnson et al, 2017).

This study addressed how principal coaching behaviors can develop veteran teachers' instructional practices and how principal-teacher relationships can be strengthened as a result of coaching behaviors exemplified by the building principal.

Background of the Problem

The principal-teacher relationship is crucial as the pressure is extremely high for teachers due to the educational expectations placed on them (Collet, 2012; Fullan, 2008). Barth (2006) stated that if relationships between administrators and teachers are trusting, generous, helpful and cooperative, then these qualities will circulate throughout the school community. Teachers need to feel supported and coached throughout the year in order to improve and grow their craft; coaching is not undertaken just to improve test scores but to support teachers to be effective as possible (Bhella, 2001; Darling-Hammond, 2003; Mendels, 2012). Effective teachers represent a valuable human resource for schools that needs to be cherished and supported (Darling-Hammond, 2003). When asked why so many teachers leave their career within the first five years, the most popular answer is the lack of support (Brown & Wynn, 2009). When teachers feel supported, there is an atmosphere where great teaching can occur in a "nurturing school environment" (Darling-Hammond, 2003, p. 13). Principals should take a differentiated approach as it relates to the support of their teachers, relating that support to their teachers' background, skills and years of expertise (Walker & Slear, 2011).

The principal has a strong influence on building a positive school culture along with cultivating positive, supportive relationships with teachers. The principal needs to trust the process of adding coaching techniques to his/her leadership role, while the teachers will need to trust that this role the principal holds as coach will look different than the traditional evaluator hat previously worn (Johnson et al., 2017). Formal evaluations will most likely not disappear;

however in a coaching situation, more informal evaluating of teaching practices and offering feedback is an ongoing process rather than much of the weight being on a one-time formal occurrence.

Aguilar (2013) stated that the coaching approach rests on the belief that people can learn and change due to the element of deep reflection and a relationship built on trust. Trust is earned by principals who show care for their teachers, students and parents (Fox & Gong, 2015; Tschannen-Moran & Gareis, 2014). Risks can be taken, powerful conversations held, and growth acknowledged and applauded. Coaching is a crucial factor of a successful professional development program, led by the principal, who should act as the primary instructional leader ensuring that teachers are actively involved in the process of teaching and helping them to strengthen their craft. Coaching also acts as an investment in human capital and in the systematic improvement of teachers and the school in which they work (Annenberg Institute, 2004; Knight, 2009).

Statement of the Problem

With so much emphasis placed on assessments and teacher evaluation, the principal's role of instructional coach has been forced to take a backseat (Fink & Resnick, 2001; Johnson et al., 2017; Price, 2011; Walker & Slear, 2011). Even if a principal wanted to take the role of a coach, he/she is not able to pursue that role due to the excessive managerial, disciplinary, and evaluative tasks that need to be addressed daily. The Every Student Succeeds Act (ESSA) places more of an emphasis on utilizing formative assessments in order to drive the daily instruction; however, this must coincide with continuous teacher professional development (Dennis, 2017). The varying needs of the students require teachers to participate in ongoing professional learning as it relates to best practices in literacy instruction. Coaching acts as one form of job-embedded,

ongoing professional development that would aid in developing veteran teachers' instructional practices. When a principal takes the position of a transformational, coach leader, he or she assists teachers the ability to improve their craft, to want to change and to be led. Transformational coach leaders have three main charges: to serve, empower and inspire those they lead to succeed; to lead in a way that builds trust, confidence in pride while working alongside of them; and to offer intellectual stimulation. As a result of such transformational leadership teachers would be valued and their needs would be met (Balyer, 2012). A coach that is a transformational leader and who wants to transform schools, must realize that improvement is necessary concerning instruction and leadership and supporting teachers to cope with the physical, emotional, social and intellectual challenges that diverse schools possess (Aguilar, 2013).

There is a way to balance the evaluative and instructional leadership roles although along with that does come risks. The principal should have clear boundaries concerning these two roles and how the coaching information will be utilized (Williamson, 2012). There may be some resistance to the coaching model from teachers who are more used to the evaluative model and have done well and are now being challenged to grow professionally (Fullan, 2001; Johnson et al., 2017; Reeves, 2009). Researchers have found good reason for coaching to be explored and developed as a leadership behavior. Aguilar (2013) stated that "coaching offers a model for professional development that can support teachers and principals in making immediate and long-term changes" (p. 16), while Goleman (2000) observed that of all of the leadership styles, coaching was one of the least commonly used approaches due to the seeming lack of time and understanding of how to be a coach leader.

Purpose of the Study

The purpose of this study was to identify principal coaching behaviors that foster professional relationships and teacher development of curriculum and instruction, specifically for veteran teachers. Often times, veteran teachers are overlooked when it comes to coaching, feedback and support, especially if they have been proven to be highly effective and/or effective teachers; however, they should continue to be challenged as to how they could become even better as a result of ongoing, job-embedded professional development (Brezicha, Bergmark & Mitra, 2015; Heineke, 2013). The principal is the one who "creates a vision, sets goals, builds a strong team of teachers, encourages skill building and continuous learning, assesses performance by looking at data, and provides inspiration" (Trail, 2000, p. 4). Because of these important responsibilities, how the principal utilizes and embodies coaching behaviors needed to be explored further. The data from this narrative inquiry were collected from twenty interviews, comprised of thirteen teachers and seven building principals. A preliminary questionnaire was given to building principals for the purpose of assessing what, if any, coaching qualities may already be present.

Research Questions

My research questions were:

1. In what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices?

2. What are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher?

Theoretical Framework

The theoretical framework for this study was adult learning theory as developed by Knowles who introduced the term "andragogy" (Knowles, 1973). Andragogy refers to a set of core guidelines that applies to adult learning. There are six main principles of andragogy: the learner's need to know, the concept of the learner, the prior experience of the learner, readiness to learn, orientation to learning, and motivation to learn (Knowles, 1973; Knowles, Hutton & Swanson, 2012). Knowles believed that there is a difference between adult learning and children's learning in the area of motivation for learning. Adults enter into an educational environment mainly because there is some type of improvement needed in their present situation and/or career. Knowles was convinced that an adult's readiness to learn also stems from the relevance that the learning has on the adult's life. Relevance motivates adult learners, and an effective coach highlights the relevance of learning; therefore, a coaching relationship can motivate veteran teachers to improve their practice.

Significance of the Study

Multiple studies have been conducted regarding principal leadership styles (Bhella, 2001; Cheng, 2013; Johnson et al.,2017); however, I investigated ways to develop coaching relationships between principal and the veteran teacher in order to foster veteran teacher development in instructional practices. The perceived benefits and challenges of such a relationship were also investigated. There is research about coaching and supporting new, first year teachers (Hipp, 1996; Roberson and Roberson, 2008; Tillman, 2005); however, the research is not present on what could happen if those coaching relationships were to continue even for veteran teachers, thus demonstrating the need for this study.

Definition of Key Terminology

The following definitions are being provided in order to allow for clear understanding as it pertains to this study:

1. *Principal leadership behavior*: Processes or activities of an individual or group in efforts toward achieving goals in a given situation. It follows the premise that leadership includes the function of the leader, the follower, and the other situational variables (Hersey, Blanchard, & Johnson, 1996).

2. *Coaching:* "differentiated professional support, meeting each teacher's unique needs over time. It often occurs one-to-one and may involve several interactions lasting days, weeks and, in some cases, months" (Knight, 2009, p. 18).

3. *Mentoring:* "a collaborative partnership in which individuals share and develop mutual interests (Tillman, 2005); "the act of helping and giving advice to a younger or less experienced person, especially in a job or school; the activity of supporting and advising someone with less experience to help them develop in their work (Cambridge University Press, 2020).

4. *Veteran teacher:* teachers who have more than three years' experience teaching in a classroom full-time and is no longer a novice in the field (IGI Global Disseminator of Knowledge, 2017).

Delimitations

The study took place from February to December 2019. The location of the study was in a Midwestern state within the Safe Haven Community Schools (a pseudonym) district. The sample of the study included thirteen teachers and seven principals from the district's elementary, intermediate, junior high and high school buildings.

Summary

Principal coaching behaviors can further develop veteran teachers' instructional practices and strengthen principal-teacher relationships. The role of principal as coach exemplifies the transformational leader who serves, empowers and inspires others to achieve great success, coinciding with sharpening others' skills and building upon their knowledge from their own experiences (Balyer, 2012).

The balance of this study consists of four additional chapters. Chapter 2 includes a review of the literature regarding principal leadership styles and behavior and its relationship to the development of veteran teachers' instructional practices. In Chapter 3, the research design and methodology of the study is described along with the research instrument utilized. Chapter 4 is comprised of the data analysis and discussion of the findings. Chapter 5 includes the summary, implications of the study and concluding remarks.

CHAPTER II: LITERATURE REVIEW

This literature review consists of a discussion of the current research about the various leadership behaviors that are demonstrated by school leaders, the diverse roles of a principal, the differences between mentoring and coach leadership, the element of a trust as it pertains to the principal-teacher relationship, and culminates with an explanation for the need for a principal to take on the role of a coach. I also provided literature through the lens of adult learning theoretical framework (Cox, 2015; Merriam, 2008).

Effective school leadership is demonstrated by principals who are willing to shape and support powerful instruction, and are able to develop and build up their organization which has been designed to support deep learning for teachers as well as students (Campbell & van Nieuwerburgh, 2017; Darling-Hammond, 2007). Effective principals give their staff a sense of direction by providing the vision, goals and direction of the school mission; by helping individual teachers via support, modeling, and supervision; by redesigning the organization as is necessary for this type of learning and collaboration to take place through partnering with families and the community; and finally, by managing the organization with strategic resources and support. Effective leaders encourage their teachers to learn from each other as they provide opportunities for them to collaborate. School leaders can make a difference in shaping building level factors that can impact new teachers' attitudes toward the profession…as educators (Brown & Wynn, 2009; Darling-Hammond, 2003).

Principal Leadership Behavior

The research of Blocker and Richardson (1963) regarding teacher morale as it relates to principal leadership style concluded that the quality of the relationship that teachers had with their administrator as well as the leadership they received greatly affected their job satisfaction.

Their research also uncovered two categories of leadership style, democratic and autocratic. Democratic leadership has also been identified as consideration behavior, which is more focused on individuals' satisfaction. Autocratic leadership is also called initiating behavior due to the focus on goal or task functioning in the organization. It can be expected that a principal's leadership behavior can be perceived differently depending on the person under that leadership. Each uses his or her own frame of reference in order to gauge the level of leadership they receive.

Another study regarding kindergarten principal leadership behavior stated that it is important to "choose optimal leadership behavior that can minimize teachers' dissatisfaction and enhance teacher work performance" (Cheng, 2013, p. 251). The purpose of Cheng's study was to investigate how kindergarten principal behaviors—empathetic concern, assertive orders, and the giving of rewards and punishment—impact the teachers' work performance. Teaching experience and the teachers' level of education were control variables and he used a questionnaire to gather data from teachers regarding the behaviors of their principals. Cheng concluded that empathetic concern was the leadership behavior that had the greatest effect on teacher performance, with assertive orders next and the giving of rewards and punishment having no effect. The latter study communicates the value of the idea that a leader showing concern and support is a factor that should be top priority. Fostering leaders amongst the principal's own staff will prove to reap dividends in the end. Leithwood and Riehl (2003) referred to the following claims about leadership that have resulted from school leadership research:

1. Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction (p. 4);

2. administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist (p. 5);

3. a core set of leadership practices form the "basics" of successful leadership and are valuable in almost all educational contexts (p. 5);

4. successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work (p. 8) and

5. to the opportunities and challenges of educating diverse groups of students. (p. 8)

Three types of leadership have been identified: (a) transformational, (b) transactional and (c) laissez-faire (Barnett and McCormick, 2004; Burns, 1978). Transformational leadership implies that the leader and follower work together in order to raise each other up to higher levels for the mission of the organization. Transactional leadership refers to when the leader and follower go in different directions, not necessarily bound together, yet working toward a common purpose. This is necessary due to the nature of their relationship and the process of each situation. If the leader does one thing, the follower will do another. Laissez-faire leadership refers to an absence of leadership (Barnett and McCormick, 2004).

Another leadership model that stemmed from Burns' ideas is what is referred to as the full range leadership model (Bass & Avolio, 1987). The difference is that transformational leadership is defined by certain behaviors. This type of leader desires to behave in manners that motivate and inspire others around them by providing meaning and challenge to their work. Transactional leadership is identified by three behaviors: contingent reward, management by exception (active) and management by exception (passive). Contingent rewards refer to rewards given when objectives are reached. Management by exception (active) is when the leader makes

sure mistakes are not made while management by exception (passive) is when the leader only intervenes when necessary.

Sir John Whitmore (2002) saw coaching as "a means of helping people uncover and bring out the best in themselves, their people and the teams with whom they work" (Creasy & Paterson, 2005, p. 11). He also spoke of coaching as a behavior, the practice of emotional intelligence (EQ), and EQ as attitude or way of being. Goleman, another emotional intelligence researcher, categorized leadership styles as follows: coercive, authoritative, affiliative, democratic, pacesetting, and coaching (Goleman, 2000). First is the coercive style, which can yield good results if working with problem employees; however, this style primarily has a negative impact. Second, the authoritative style communicates the overall goal but incorporates the element of choice when it comes to follow through. Next, the affiliative style takes on the view that the "people come first", which is great for building up the team's sense of harmony and drive. The democratic style seems to have positive affects by encouraging everyone to have a voice, but it could lead to a team feeling like they have no leader. The fifth style is referred to as the pacesetting style. This is when the leaders set high standards and actually model such a level of standards, leading to a positive impact on self-motivated individuals. Finally, the coaching style of leadership focuses on personal development; however, this is most effective when the individuals being coached are aware of their areas needing improvement and have the desire to grow.

If one aspires to be in school leadership for the prestige of the title, then he/she is missing the purpose, especially in the realm of education. A school leader's drive should be to carry out whatever is in the best interest of the children. Successful principal leadership is both a huge

responsibility and a privilege, so the proper training and foundation need to be laid when preparing effective school leaders.

Experimental evidence has shown that principals' leadership behavior has a strong influence on their teachers' daily experiences, efforts and commitment to change (Bhella, 2001; Cheng, 2013; Erickson, 1967; Leithwood & Montgomery, 1982). Principal leadership also has an effect on the level of support given to teachers, how they respond to teacher demands and expectations, as well as their overall satisfaction on the job, just to list a few.

Diverse Roles Within the Principalship

The role of a school principal is multi-faceted (Bredson & Johansson, 2000; Brookhart & Moss, 2013; Calik, Sezgin, Kavgaci, & Kilinc, 2012). A principal does not just wear one hat. He/she must take on the roles of leader, learner, administrator and coach. The focus on the latter is the driving force of this study. According to The Wallace Perspective (2013), there are five key practices of effective principals: shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education, cultivating leadership in others, so that teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost, and managing people, data and processes to foster school improvement.

First of all, shaping a vision of academic success for all students must be a schoolwide commitment. The leadership of the principal is what gets everyone else on the same mindset that all students should be held to high standards and this is what will close the ever-daunting achievement gap. Second, the principal creates a climate conducive to education by always working to improve the school culture as a main avenue to improving student learning. Next, the effective principal cultivates leadership in others. He/she cannot have the mindset of solitary

leadership. Student learning is positively influenced by shared leadership, and this should not threaten the principal's leadership in any way. Fourth, improving instruction is at the forefront of the effective principal's focus. He/she spends time in classrooms making note of what is working and what isn't, and then follow up with the teachers. Lastly, the principal's systematic management of people, data and processes is how the school as a whole feels supported, resulting in higher performance (Mendels, 2012).

In *A Bridge to School Reform* (2007), the Wallace Foundation states that leadership is that "bridge that can bring together all of the required elements of school reform into a coherent whole" (DeVita, Colvin, Darling-Hammond, & Haycock, 2007, p.4). The Wallace Foundation strives for excellence in education, demonstrated by means of various studies and conferences which communicate the importance of improving educational leadership at all levels—state, district and school. A study by Haycock (2007) explored some general lessons about school leadership. Key points included that school leaders who work with poor and minority children should focus on what they can change, not on what they cannot. Secondly, school leaders of high-performing schools and districts hardly ever talk or act like those you hear at big conferences. Third, school leaders of high performing schools and districts do not leave much of anything to do about teaching and learning to chance; and good leaders actually ACT like teachers matter, they do not just say the cliché' without believing it.

Principal as Administrator

The principal as administrator is an inevitable role. Many central administrators seem to see principals as "middle managers" and they measure a principal's success by how well they are carrying out the policies and procedures of the district (Leithwood & Montgomery, 1982). The principal's role can present itself as complex due to the fact that there is a multitude of people

who the principal must interact with. The administrative role is also responsible for those routine

management tasks, including paperwork which could lead to overload and insufficient time for

desired tasks. Managing the structural organization of a school is often the role of the principal

as well, which includes how tasks are given and carried out, how time and space in the school

building are used, managing equipment, supplies and other resources, as well as all of the day-to-

day operations (Leithwood & Reihl, 2003).

The principal also acts as a supervisor in this role, and this directly relates to how he/she

goes about retaining and developing quality teachers (Watkins, 2005). As a principal performs

regular walkthroughs and classroom visits, he/she is able to offer valuable feedback to the

teachers in order to further develop their teaching practices. Many teachers see the principal as

the "chief teacher" and therefore look to the principal for that kind of leadership as they teach on

a daily basis. When the word principal was first used in the field of school leadership, it was

used as an adjective in front of the word teacher (Pierce, 1935).   Hensley, assistant

commissioner in Kentucky's Department of Education (2012) said that the principal teacher was

a kind of first among equals, an instructor who assumed some administrative tasks as schools

began to grow beyond the one-room schoolhouses of the past. The original principal was like

the other teachers in the school, concerned with instruction as a top priority. Today's best

principals know what good and effective instruction looks like so they can provide feedback to

guide teachers (Mendels, 2012).

The aspect of power is important to consider as it relates to leadership behavior and style.

French and Raven (1959) have classified the power of leaders into five different bases: reward

power, coercive power, legitimate power, referent power, and expert power. A few years later a

sixth base of power, information power, was identified, and then a seventh, connection power.

Reward power is the follower's perception that the leader can hold back, give or increase rewards; while coercive power is the perception of the follower that the leader can punish or reprimand. Legitimate power indicates that the leader because of his/her position in the organization has influence over others; and referent power is that perception that the leader's personality traits make him/her likeable so that the follower wishes to imitate him/her. Expert power suggests that the leader holds relevant knowledge and expertise; and information power, recognizes that the follower sees the leader as one who has access to crucial information. Connection power suggests that the leader has relationships with important and influential individuals outside of the organization.

As a result of a study completed by Schultz and Teddlie (1989) relating to these bases of power found that teachers' job satisfaction was either high or low depending on their view of the principals' use of these bases of power. Teachers with high job satisfaction saw their principals using expert and legitimate power more than the teachers with low job satisfaction. Job satisfaction scores were highly affected by all bases of power with the exception of reward power.

An abuse of power is something that can be detrimental to a school organization as principals should not be in their position for the title. There is an issue when the principal only sees his/her role as a manager. Principals should be in their position for the purpose of leading a team and working alongside their faculty and staff for the benefit and growth of the students. Tapping into the strengths of each position will prove to bring unifying and lasting results. "Humility, rather than self-importance, power or authority is the key to a successful principalship" (Ritchie, 2013, p.21).

If all of the power for learning, growth and change is given to principals, stated Ziegler and Ramage (2013), we have missed the mark. The sole way to make those transformational changes is for all parties—teachers, administrators, and staff—to work together for the common goal of teaching children. Ziegler and Ramage provided an example from Pottsgrove Middle School in Pennsylvania where shared ownership of instruction and achievement demonstrated how student progress is aided by all educators working together. The administration was committed to helping the teachers take more ownership of student achievement with the aid and guidance of instructional data teams, a building data team, and a strong focus on quality instruction and walkthroughs.

Principal as Instructional Coach

When principals demonstrate the aspect that they perceive themselves as learners, they are better able to engage that culture of learning in their schools (Bredeson & Johansson, 2000; Brookhart & Moss, 2013; Campbell & van Nieuwerburgh, 2017). Regular communication can be sent from the principal to the teaching staff regarding what has been observed in the building; and by sharing it with all the staff, they are able to learn from each other.

Instructional leadership terminology began to evolve during the effective schools' movement of the 1970s. Researchers were comparing "effective and ineffective" schools. "Effective" schools were defined as those who were successfully teaching children despite their family background or socioeconomic status. A key component was the principal was a strong instructional leader; however, these studies did not clearly define "what an instructional leader was, what he or she would do to make the school effective, how he or she would do this work, and whether the work would vary by context" (Neumerski, 2012, p. 317). What was loosely communicated was that successful school leaders were instructional leaders not just managers.

Initially, personal characteristics were the basis of this title as instructional leader. Later, the principal's general behaviors were considered, such as monitoring student progress, visiting classrooms and being more visible. Standing out above all of the principal behaviors was that he or she was to be a "strong, directive leader, focused on building school culture, academic press, and high expectations for student achievement" (Neumerski, 2012, p. 318-319).

Hallinger and Murphy (1987) stated their perspective on principal instructional leadership as having the following role: to define the school's mission, the manage the instructional program, and to promote the school learning climate. Initially, the principal leader has to define the mission and communicate that with the staff in such a way that they can develop school-wide goals together and communicate those with the entire school community. Secondly, managing the instructional program is more than just teacher evaluations. Principal instructional leadership has to include coordinating the curriculum by ensuring that students are receiving the instruction they need and then monitoring student progress.

In another study regarding the principal's role in finding, supporting and keeping teachers, principals saw their role and responsibility of offering support (to new teachers) as top priority. This "support" was defined as being an advocate, protector, mentor, talking with them regularly, visiting their classrooms and being visible. Support could also mean discipline, organization, affirmation, resources and curriculum. Supportive leadership is about growth and development, not evaluation and punishment (Brown & Wynn, 2009). As it relates to the principal's role as instructional coach, researchers have found that coached teachers were more likely to implement new strategies than teachers who did not receive coaching (Bush, 1984; Knight, 2007; Knight & Cornett, 2008). A group of 51 teachers were randomly placed into two groups, one that would receive coaching on the practice taught in a professional development

workshop, while the other group did not receive such coaching. Evidence of the new learning

was observed in the various classrooms and the study showed that classrooms of the teachers

who received coaching saw evidence of the practice in 90% of their observations, while the other

group only showed evidence in 30% of the observations (Figure 1). One of the conclusions

made was that coaching which focuses on helping teachers carry out new instructional practices

results in implementation (Knight, 2009).
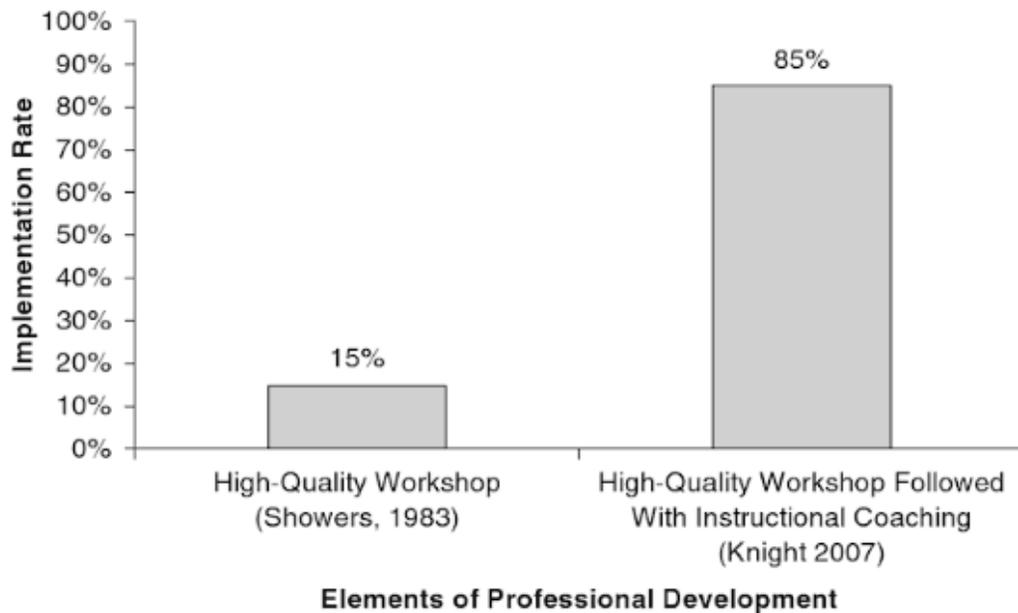
Figure 1: Percent of New Teachers Implementing New Skills (Knight, 2007).

The leader must then focus all decision-making in ways that will result in a powerful

impact on academic achievement. The primary absolute for leaders is to clearly identify and

communicate the expectations for schools (Kee et al., 2010). Standards-based leadership leaves

minimal space for personal preference or power to get in the way. School leaders should

pinpoint what standards will become the focus of all of their conversations so it removes any

chance for confusion or ambiguity. From the beginning, the leader coach must adhere to the

standards and expectations of what works in schools, not on his/her own personal agenda (Kee et

al., 2010). Through means of committed listening, intentional language and powerful questions,

the leader coach is able to raise awareness relating back to the standards and expectations which will support in teachers' success.

Hattie (2009) defined three uniquely different types of school leadership, transformational leadership, instructional leadership, and learning leadership. His definition of instructional leadership:

> …occurs among school leaders who attend to the quality and impact of all in the school on student learning, ensure that disruption to learning is minimized, have high expectations of teachers for their students, visit classrooms, and are concerned with interpreting the evidence about the quality and nature of learning in the school (p.154).

These elements would sound quite important to most; however, the effect size of such leadership is barely above the mark of the effect size without any intervention. As a result, Hattie (2009) refers to what is called "learning leadership," which is leadership that promotes student and adult learning and truly happens when leaders "promote and participate in teacher learning by providing coaching over an extended period…" (Johnson et al., 2017, p. 24). This type of leadership is one of the most significant influences on student learning.

Mentoring Programs

Mentoring has been defined as "a collaborative partnership in which individuals share and develop mutual interests" (Tillman, 2005, p. 611). Research has a lot to offer about supporting new teachers but not in the continuation of such practices for veteran teachers. Past studies found that "well-designed mentoring programs raised retention rates for new teachers by improving their attitudes, feelings of efficacy and instructional skills" (Darling-Hammond, 2003, p. 11). The role of teacher mentors to first-year teachers is described in depth within the

literature; however, when it comes to placing the principal in that role, and for such a

relationship to also occur with veteran teachers, the literature is not as prevalent, if present at all.

It has been noted, however, that principals are to serve as developers and nurturers, to help new

teachers understand the culture of the school, and to help them adjust to the school setting as it

compares with their experiences in their teacher preparation programs. (Tillman, 2005). The

principal in a building could have an "open door policy," as many do, when teachers can just

stop in and talk with the principal; however, this can still be intimidating to a first-year teacher.

Consequently, principals need to make it a point to seek out these novice teachers and start those

conversations about their instructional practices until the teachers become comfortable enough to

approach the principal on their own (Hope, 1999). Principals should be available and accessible

and should foster healthy, professional, coaching relationships with novice and veteran teachers

alike; perhaps, therefore, if such coaching relationships were consistent for all teachers, such a

culture would be more natural and less intimidating. Strong, supportive instructional leadership

is not only helpful to novice teachers but also to veterans, in order to ensure they stay in that

particular school (Darling-Hammond, 2003).

     Roberson and Roberson (2009) offered two valuable strategies in order to meet the needs

of new teachers. First of all, establish regular professional development meetings with them.

Giving new teachers information is one way of moving them toward being an expert in their

field, as well as allowing them time to ask any question they may have. These meetings should

be required of all new teachers, the meeting times should be consistent each time they are held,

and the meetings should be meaningful to the participants. The second strategy is to provide

new teachers with meaningful, instructive feedback. Novice teachers should be well aware of

what the school and district goals are for student achievement. The principal could hold pre-

service meetings to make teachers aware of these goals at the onset of the school year. In

summation, the principal has the responsibility of making sure that the teachers are well prepared

to lead their students toward success in reaching the school and district goals.

Hope (1999) believes that getting new teachers acclimated to the school and to the

principal's expectations requires "systematic contact in order to assist in the teachers'

professional growth" (p. 54). He also suggests the following should be involved in that

systematic contact: "intervening to diminish teacher isolation, facilitating mentoring and

collegial relationships, maximizing potential success through the teaching assignment, offering

professional development opportunities, being accessible and explaining the evaluation process"

(p. 54-55). Principals should understand that mentoring can be used as a communication tool in

order to clearly state expectations. A principal should always encourage teacher self-reflection

as it relates to his/her classroom practices and should be readily available to aid the teacher in

making that transition to the school context.

Districts in Rochester, New York as well as Cincinnati, Columbus and Toledo, Ohio have

utilized such mentoring programs and the attrition rate of new teachers was reduced by more

than two-thirds (Darling-Hammond, 2003). Mentor teachers were allotted release time from

their own classrooms to coach beginning teachers in their instructional lessons. Mentored

teachers have also been said to become more competent than those who have to learn as they go

by trial and error. Veteran teachers also benefited by having these mentor programs in place.

They were able to remain in teaching, yet they were continually challenged and stimulated by

their mentoring of the beginning teachers, resulting in an ever-growing excitement for teaching.

There is a difference, though, between mentoring and coaching (see Figure 2). One can

also consider these two terms along a continuum of instructional coaching; mentoring being a

more directive, management-type training, while coaching is a non-directive approach that is more relationship based (van Nieuwerburgh, 2012). Additional distinctions between coaching and mentoring are as follows: the focus of coaching is an evidence-based, in-depth development of specific knowledge, skills and strategies while in mentoring, the focus is on the individual's professional role as they move into new roles and responsibilities. Secondly, coaches do not necessarily have more experience than the one being coached, while in a mentoring relationship, the mentor is usually the more experienced colleague and that experience can help analyze and facilitate growth (Creasy & Paterson, 2005). Whitmore also proposed two key principles of coaching: (1) raising awareness and (2) taking responsibility. A coach must have a good awareness of self before he/she can build an awareness of others. As a result, the coach benefits from the relationship as well because it helps develop his/her own emotional intelligence and professional skills.

	Coaching	Mentoring
Level of formality	*More formal*: contract or ground rules set, often involving the coachee's line manager	*Less formal*: agreement, most typically between two parties
Length of engagement	*Shorter term*: typically between 4 and 12 meetings agreed over 2 to 12 months	*Longer term*: typically, unspecified number of meetings with relationships often running over 3 to 5 years
Focus	*Focused on performance*: typically, a greater focus on short-term skills and job performance	*Focused on career development*: typically, a concern with longer-term career issues, obtaining the right experience
Level of sector knowledge	*More generalist*: typically, coaches have limited sector knowledge	*More sector knowledge*: typically, mentors have knowledge of organisation or business sector
Training	*More relationship training*: typically, coaches have training in coaching-related skills	*More management training*: typically, mentors have a background in senior management
Focus	*Dual focus*: more typically a dual focus on the needs of the individual and the needs of the organisation	*Single focus*: more typically a single focus on the needs of the individual

Figure 2: Contrasting mentoring and coaching (Christian van Nieuwerburgh, 2012; adapted from Passmore, 2010, p.5)

Coach Leadership

Principal coach leaders are in the primary position to positively affect how much trust is present in a given school setting. A coach leader is defined as "one who will challenge his or her educators to break away from the norm, to be creative, to use their imagination, to initiate something new, to act in new ways" (Kee et al., 2010, p. 11). Coaching is defined as "differentiated professional support, meeting each teacher's unique needs over time. It often occurs one-to-one and may involve several interactions lasting days, weeks and, in some cases, months" (Knight, 2009, p. 18). There is a necessary cognitive shift in a principal's thinking in order to take on this mode of leadership. The principal as coach views himself or herself as a learning leader with the ability to balance high expectations with vigorous support. Formal

evaluation processes are adjusted in such a way that there are more opportunities for meaningful

professional reflection and growth (Bredeson & Johansson, 2000; Campbell & van

Nieuwerburgh, 2017; Johnson et al., 2017).

Having a coaching mindset requires empowering others with new strategies and skills in

order to accomplish their greatest potential. Principals do not need to hold to a punitive

accountability mindset but rather should be creating a schoolwide focus on learning, not only for

the students but also for the adults who are teaching them. (Dufour & Mattos, 2013).

Additionally, there are other aptitudes at work during coach leadership: coaching agreements,

committed listening, intentional language, powerful questions, creating awareness, a plan for

action, designing action and managing progress (Kee et al., 2010). As a coach leader, one needs

to believe in those being coached, that they are able to achieve great progress; it is a partnership

that inspires personal and professional potential (International Coach Federation, 2009 cited in

Kee et al., 2010). This mindset aligns with the transformational leadership model, which

originated with Burns (1978), Bass (1985) and Bass and Avolio (1994), and was further

developed by Leithwood (1994), who stated that the pillars of transformational leadership would

be absolutely imperative for school principals of the 21st century. These were referred to as the

Four I's: individual consideration, intellectual stimulation, inspirational motivation and idealized

influence (Marzano, Waters, & McNulty, 2005).

Principals who have a coaching mindset will have an understanding that they are not in

this alone (Mendels, 2012). They make use of all of the faculty and staff's talents and abilities,

encouraging them to take leadership roles. If a principal is open to sharing leadership, the

students may grow in their learning. When school leadership comes from a variety of sources,

such as principals, teachers, staff teams and others, higher student achievement results.

Coaching has also been referred to as a process and a well-trained coach is proficient in the change process, supporting a specific plan of action while individuals create their desired changes for themselves and the organization (Reiss, 2004). Many researchers have stated that leadership is not a zero-sum game meaning principals "do not lose influence as others gain influence" (The Wallace Perspective, 2010, p. 10).

Trust

Principal leadership styles and behavior have a direct impact on student achievement, coinciding with the element of trust. In order for principals to earn the trust of their teachers, a sincere care for the teachers, students and families must be evident along with honest, authentic interactions with teachers (Price, 2011; Tschannen-Moran and Gareis, 2014). Leaders who possess an "ethic of care" engage the school community in the vision and challenge of being a caring school, shape the school's organizational structure, and cultivate additional caring relationships such as parent and community partnerships (Louis, Murphie, and Smylie, 2016).

Trust is also a result of being open and transparent with teachers, which is the center of strong relationships that help students learn. Teachers need to know what the intentions and expectations are up front (Johnson et al., 2017). Bryk and Schneider (2003) reported that there is a strong correlation between high levels of trust and high levels of performance in schools. There are numerous benefits for a school that has strong relational trust. First of all, when there is collective decision making atmosphere, there is apt to be more teacher buy-in when it comes to school reform. Such reforms will be more widely accepted because in the presence of trust, there is a reduction in the risk that could coincide with such changes. Teachers are more willing to put in the required extra work and face potential conflicts that may arise during school improvement efforts when that strong relational trust is present (Bryk & Schneider, 2003).

Principals must lay the foundation for respect and personal regard for their staff as they listen to their concerns and are aware of their areas of need. As the principal conducts the daily business of the school with this relationship-focus in mind, the relational trust will continue to grow.

The coaching relationship is built upon trust and those in such a relationship must consider the value and effects of the feedback being given in that coaching situation (Watkins, 2005). This process looks different than the traditional evaluator one that principals are charged with conducting. Trust has been defined by Tschannen-Moran (2004) as one's willingness to be open to another based on the confidence that the other is kind, honest, open, reliable, and knowledgeable. According to Johnson et al. (2017), perspectives on trust could lead principals off course into thinking that gaining teachers' trust only comes from being "consistent, skilled, respectful and kind, and patient and understanding" (p.51). As it relates to principal as coach, the school leader would be urged to take qualities of consistency, skill, respect, kindness, patience, and understanding to a deeper level, and make oneself vulnerable enough to build a trusting relationship with teachers. Principals should approach this with teachers as a process that is conducted together and not with the mindset of the principal imparting the coaching upon the teacher.

Darling-Hammond (2003) stated that how a teacher feels regarding the support they receive from administration is one major factor relating to that teacher's plans to stay in or to leave the profession. School principals need to be aware that how they carry out their administrative duties has an effect on their teachers, either positive or negative. Teachers experience significant pressure, so being a recipient of that administrative support can make all of the difference in how they perform their educational duties. Aguilar (2013) stated that the

coaching perspective views the adults in any given school as being able to change practices. Demonstrating that supportive principal as coach leadership is crucial and influential on teachers' instructional practices is what drove and warranted pursuit of this topic.

The Need for Principal as Coach

Because the principal is ultimately concerned with the quality of instruction, it is his or her responsibility to offer coaching to teachers and to also model that coaching. The school leader should model how coaching conversations and coaching relationships occur with increased levels of self-awareness (Campbell & van Nieuwerburgh, 2017; Creasy & Paterson, 2005). Some schools institute an induction program for new teachers in which a coaching mentor is provided to them and they will work together to grow professionally. Both the mentor and mentee, in this case, would be given access to each other's classrooms to observe instruction (Watkins, 2005).

When the principal acts as that instructional coach, regularly visiting the classroom and offering effective feedback, it is not another individual doing the coaching. The principal who spends more time on instructional leadership areas such as coaching and evaluation has been known to result in higher student gains, as it relates to a larger school improvement strategy (Grissom, Loeb & Master, 2013). As a principal coach, one should focus more on pursuing these coaching interactions with teachers rather than being so consumed with the paperwork and formality of the role. When teachers see their walkthroughs as professional growth opportunities, the coaching is also more effective. This will also aid in the building of relationships with staff, which in turn will build trust, which will result in the coaching process being more productive and effective.

The two most common obstacles to a coaching role mentioned by principals are the lack

of time for the amount of observations required and spending too much time on discipline issues

rather than visiting classrooms. Johnson et al. (2017) suggested that the mandates put forth from

the state regarding the number of observations and evaluations should be viewed as "bare

minimums" (p. 41). When principals only carry out the minimum amount of observations, they

may not get an accurate picture of that teacher's true, everyday performance. Ongoing

observations and informal feedback along the way will be well-received and even welcomed if

this is what becomes the norm. Another benefit of increased classroom observation time is that

when principals are more present in classrooms on a regular basis, many discipline issues

decrease. When time is made for consistent visits, helpful feedback and strategies to those

classrooms of teachers who may struggle with student discipline, students will be sure to spend

more time in the classroom learning. Building "classroom visitation rapport" is a necessity for

the principal coach. This should be just as much a priority, if not more, as other important

meetings or items on a daily checklist (Johnson et al., 2017).

Theoretical Framework

Coaching principles, such as being an effective instructional change agent and practicing

nonjudgmental listening and open questioning (Cox, 2015; Drummond, 2019), and adult learning

theory have a natural alignment. Learning involves some type of change in the individual

because of an experience, which then enables him/her to make adjustments (Knowles, 1973). In

the 1950s, Houle's research was conducted in order to gain a better understanding of adult

learning by researching why adults participate in continuing education (Knowles, 1973). The

study resulted in discovery of three main categories in which adult learners fell into: goal-

oriented learners, activity-oriented and learning-oriented. The goal-oriented learner has clear

objectives. The activity-oriented learner is more focused on the social interaction that occurs within the group. The learning-oriented learner has always been captivated with learning and learns for the sake of gaining more knowledge (Knowles, 1973). This research was not solely concerned with what and why adults learn, but more about how they learn and what assistance they are given along the way in order to obtain the learning.

Tough (1971) continued with this research about how adults learn and concluded that those being studied categorized their learning efforts as projects. He found that the projects would yield some desired outcome or result, from satisfying a curiosity, from the enjoyment of the actual content, from the enjoyment of practicing the skill, or from engaging in the learning to gain the ability to produce something, or by passing on knowledge and skills to others.

Knowles stated that "we know more about how animals learn than about how children learn: and we know much more about how children learn than about how adults learn" (Knowles, 1973, p.12). He also proposed that the educational system, as we know it, is progressively regressive because once a student reaches the second grade the learning is not the priority any longer but rather achieving is, by way of passing tests.

Knowles believed that there is a difference between adult learning and children's learning in the area of motivation for learning, so he embraced the term *andragogy*, which had been prevalent in Yugoslavia in the 1970s. He was not making a distinction between children and adults as learners but rather between the assumptions about the learners. Andragogy refers to a set of core guidelines that applies to adult learning. There are six main principles of andragogy: the learner's need to know, the self-concept of the learner, the prior experience of the learner, readiness to learn, orientation to learning, and motivation to learn. The adult learner's need to know and self-concept takes more of a self-directed approach rather than dependent on someone

else's guidance toward learning. Adults enter into an educational environment mainly because there is some type of improvement needed in their present situation and/or career. The role that experience plays increases for the adult learner. As an adult gathers more experiences, those have the potential of acting as a wealth of learning as the adult is able to make more meaningful connections to new learning. A child's orientation to much of his learning is subject-centered while the adult's orientation to learning tends to be more problem-centered. The child learns subject content in order to progress to the next level of education while the adult learns in order to gain more insight and knowledge about his current situation in order to better himself for tomorrow. Knowles holds to the idea that an adult's readiness to learn also stems from the relevance that the learning has on the adult's life. Relevance motivates adults to learn, thus the new learning is more readily accepted in order to improve one's practice. Knowles ventured to say that as individuals mature, the above stated principles tend to increase in importance from infancy to preadolescence, and then increase even more during adolescence. Gilstrap (2013) stated that adult learning theory assumes that the learner is at a higher level and is ready to learn how to learn and this is what sets adults apart from children in their learning process.

Adults need to make the connection between how the new learning and their current situation will align and the growth that will result. Second, most adult learners are relatively self-directed, while some need to be nurtured along more than others. They know what they need to do in order to make progress. Third, adult learners have considerable life experiences which could either aid further learning or hinder such learning (Knowles, 1973; Merriam, 2008).

Summary

The literature reviewed addressed coaching positions taken by teacher leaders or outside individuals, but it does not refer to the principal as such. My view of the multitude of roles that a

principal has continued to become clearer as I read the literature. As I think ahead to taking the role of a principal one day, I desire to be an effective instructional leader who not only manages the day-to-day operations efficiently, but also meets the needs of my teachers as their coach. I agree wholeheartedly with the above statement that good leadership is about growing and developing teachers, not all about the evaluation process. Many principals may say that switching to the "coach's hat" mentality will increase their workload; however, wearing the coach's hat as a school principal should make your job easier (Johnson et al, 2017, p. 40). Goleman (2000) stated that the coaching style of leadership was the leadership style that was used least often, due to the common misconception that there would not be enough time to invest in helping people learn and grow. Coaching yields results because it requires ongoing communication between both parties which fosters each individual knowing the expectations and how his/her work fits into the big picture or vision.

Following my review of the literature, I see there is a need for more research regarding the development of coaching relationships between the principal and his or her teachers. Coaching within the school setting is attracting more interest in recent years as a significantly meaningful avenue for interventions that can aid both educators and students (Campbell, 2016; Knight & van Nieuwerburgh, 2012; van Nieuwerburgh, 2012; van Nieuwerburgh & Barr, 2017). However, there are still many questions that are raised regarding what coaching really is and what benefits it has upon teachers. In his book *What Great Principals Do Differently,* Whitaker said that "as principals, we must recognize that unless we show teachers a better way, they will probably never even attempt a different instructional practice" (Whitaker, 2012, p. 43).

CHAPTER III: METHODOLOGY

The methodology section describes in detail how this study was conducted. This chapter consists of the rationale and assumptions for qualitative design, type of design, researcher's role, site and sample selections, data collection techniques, managing and recording data and data analysis procedures.

Research Design

In qualitative design, the data takes the form of words rather than numbers, and those words annotate what people know, think, perceive and feel while describing their actions, behaviors, activities and interactions with those involved. The goal of qualitative research is the understanding of individuals' particular circumstances; the how and why of how events occur (Rubin & Rubin, 1995). Creswell (2014) explains that qualitative research has its origin in anthropology, sociology and the humanities consisting of open-ended questions that the researcher interprets and makes meaning from.

In this study, teacher interviews conveyed how individuals perceived their principals' leadership behavior and how that has helped or hindered in the development of their instructional practices throughout the course of their time under such leadership. Principal interviews were also conducted, including questions regarding their leadership style along with reflections relating to the preliminary questionnaire. Interviews are a key component to qualitative research as they are conducted as a means of questioning one's experiences and assigning meaning to those experiences (Dilley, 2004; Seidman, 1998). Seidman (1998) also stated:

> Interviewing provides access to the context of people's behavior and thereby
>
> provides a way for researchers to understand the meaning of that behavior. A
>
> basic assumption in in-depth interviewing research is that the meaning people

make of their experience affects the way they carry out that

experience…Interviewing allows us to put behavior in context and provides

access to understanding their action (p. 4).

Descriptive narrative research methodology was the qualitative approach for this study. The Latin origin of the word narrario (noun) means a story while narrare (verb) means to tell or narrate (Moen, 2006). A narrative is shared for the purpose of telling a sequence of events which prove to be of importance to that individual. Narrative studies within educational research allow teachers' voices to be heard and newfound meaning can be derived from their daily experiences as an educator (Connelly & Clandinin, 1990; James, 2005; Moen, 2006). Teachers reflected on their experiences and reconfigured the personal and professional outlooks they had on themselves. The primary purpose for using narrative research in educational research is to capitalize on the fact that individuals are storytelling beings (Connelly & Clandinin, 1990; Moen, 2006).

It has also been argued that narrative interviews are more like a conversation back and forth between researcher and participant and those conversations become an ongoing record whereby the participants make sense of their experiences. Educational researchers who use narrative interviews have found that the level of the interactions with teachers are closely aligned with a true representation of their lives (Connelly & Clandinin, 1990). The researcher asks questions of the interviewee about his/her life experiences relating to the topic of interest, then the researcher, in essence, retells those events in conjunction with his/her own experiences and results in a collaborative product (Creswell, 2014; Moen, 2006).

Narrative research is being used more in education research mainly because teachers tend to be storytellers. Individuals share about how they experience the world around them, how they

give meaning to those experiences, and then the researchers collect the data and write their own interpretation (Connelly & Clandinin, 1990; Moen, 2006).

Research Questions

My research questions were:

1. In what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices?

2. What are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher?

Institutional Context

The institutional context of the study was in Safe Haven (a pseudonym), Indiana, within the Safe Haven Community Schools (a pseudonym) district. 2019-2020 enrollment data show 3,878 students and 265 teachers housed within seven schools. 49.3% of the student population is White, 21.2% African American, 15.1% Multiracial, 13.2% Hispanic, 1.1% Asian, and 0.2% American Indian. The teacher population is predominantly White (94%).

The city of Safe Haven, as of July 2019, had a total population of 28,047, 99% urban and 1% rural. The estimated median household income is $29,113, while the state average is $52,314, with the main source of industry being manufacturing. As of 2016, residents living with an income that is below the poverty level is 38.4% while the state average is 18.5% while the crime index remains above the U.S. average (www.city-data.com).

The rationale for choosing this location was that due to the high poverty rate, there is a significant need for high quality education. Veteran teachers have the potential to offer said high quality instruction; however, the focus of this study on coaching veteran teachers is to analyze the principal's leadership mindset to know how to pinpoint how to keep challenging those

teachers to continue to be the best educator they can possibly be and not to be stagnant in their teaching style and methods. This is the district in which I have been teaching for the past six and a half years; therefore, I am curious about how the principal coach leadership mindset would aid in the development of veteran teachers' instructional practices.

Pilot Study

A pilot study was conducted with three teachers who were recruited from my personal circle of colleagues. Individual consent was obtained from all teachers participating in the pilot study. The purpose of the pilot study was to develop the depth of questioning to be included in the interview protocol.

The interviews were held as a discussion with the participants. First I explained the purpose of the study and also shared the research questions in order to lay a foundation for what was investigated during the study. Then, I asked each participant each question of the teacher interview protocol, one at a time, and they assisted with the adjustment of some of the questions' wordings in order to ensure clarity of the question, as well as allowing for a more detailed response eliminating the possibility of a yes or no answer. Each participant offered what their answers would have been if they were the participant, but then each gave helpful feedback in order to elicit a deeper level of a response desired for given questions. For example, the question about the qualities that the ideal principal would possess was added in order for the participant to be able to expound on what type of a leader he/she would truly be able to learn from and follow after. In addition, question number four was added, relating to rating the importance of a principal to be the instructional coach, in order to further develop veteran teachers' perspectives on this topic of coaching.

Participant Selection

Choosing participants through purposive sampling was utilized for this study as there needed to be a variety of individuals who would take part in the interview process, some from elementary, intermediate, junior high and high school levels, all of which would be potentially valuable to the study. Having veteran teachers from a variety of grade levels gave a well-rounded perspective as well as a multitude of varying experiences within their schools and classrooms. Purposefully selecting participants allowed for a better understanding of the research problem and the research questions (Creswell, 2014). Qualitative data collected well is focused on "naturally occurring, ordinary events in natural settings, so that we have a strong handle on what real-life is like" (Miles et. al., 2014, p. 11), which was the purpose of the interviews. The emphasis was on the individuals' actual experiences in order to determine meaning.

The goal of this study was to interview or obtain consent to interview a minimum of two teachers from each of the seven buildings in the district as well as each of the building principals. After multiple attempts and requests, all but one of the intended teacher interviews was conducted. A preliminary questionnaire was sent to each of the building principals that asked them to reflect on their intentionality as a communicator as well as their self-perception as a leader. After approval from The Institutional Review Board was obtained, participants for this study were recruited through a preliminary email sent out to each building principal that asked for their identification of veteran teachers in each of their buildings who would be willing to participate in the interviews. At that point in time, the principals had no knowledge as to what the study would entail other than the title. The principals then sent me a list of the veteran teachers in each of their buildings, then another email was sent to that overall list and the first two teachers to respond from each building were the ones that interviews were then scheduled

with.   The term veteran teacher is being defined as a teacher who has been teaching full time in

the classroom for three or more years. An email request to interview went out seeking

permission to those willing to participate.

<center>**Participants**</center>

A select group of veteran elementary, intermediate, junior high and high school teachers

and principals at Safe Haven Community Schools (a pseudonym) were the participants in this

study. The following teachers participated: seven elementary (two from each elementary

building, with the exception of one building), two intermediate, two junior high and two high

school. The rationale for having two teachers from each building is solely for the purpose of

having a variety of perspectives (ideally) regarding the principal's leadership behavior. Having

only one teacher per building seemed too limiting as that would only be one viewpoint on the

leadership in that particular building. There was no requirement for how many years the teacher

had worked for the present principal as some of the schools have experienced turnover in

leadership within the last couple years.   Seven building principals, four elementary and one each

from intermediate, junior high and high school, also participated in the study in order to gain

their perspectives of themselves as leaders, bringing that total up to twenty participants.

Building Profiles

Participants were from each of the seven buildings in the district: four elementary

buildings (Schools 1-4), one intermediate (School 5), one junior high (School 6) and one high

school (School 7). Table 1, presented in Chapter 4, organizes participants by years' experience

and by building. The following descriptions refer to those buildings in the same order as

mentioned above:

School 1. School 1 is a Pre-Kindergarten through Grade 4 building that houses 370 students, of which 49.5% are White, 19.7% are Multiracial, 16.8% are Hispanic, 13.2% are Black and 0.8% are American Indian, and there is a 90% free/reduced lunch rate. There are 26 teachers: 96.2% White and 3.9% Black, with 50% of its teachers having 6 or more years' experience.

School 2. School 2 is a Pre-Kindergarten through Grade 4 building comprised of 418 students of which 40.4% are Black, 33.3% are White, 14.4% are Multiracial, 11.2% are Hispanic and 0.7% are Asian, and there is a 81.1% free/reduced lunch rate. There are 26 teachers, all of whom are White, with 61.5% of its teachers having 6 or more years' experience.

School 3. School 3 is a Pre-Kindergarten through Grade 4 building that has 404 students, 52.7% are White, 17.6% are Multiracial, 16.8% are Black, 10.6% are Hispanic, and 2.0% are Asian, and there is a 78.8% free/reduced lunch rate. There are 26 teachers, all of whom are White, with 57.7% of its teachers having 6 or more years' experience.

School 4. School 4 is a Pre-Kindergarten through Grade 4 building that has 443 students of which 57.3% are White, 16.0% are Hispanic, 13.1% are Black, 12.4% are Multiracial, 0.7% are Asian, and 0.2% are American Indian. There is a 70.4% free/reduced lunch rate. There are 25 teachers, all of whom are White, with 68% of its teachers having 6 or more years' experience.

School 5. School 5 is a building that consists of Grades 5 and 6 and has 547 students. 48.3% are White, 19.2 % are Black, 18.1% are Multiracial, 13.9% are Hispanic, and 0.5% are Asian. There is a 79.9% free/reduced lunch rate and there are 36 teachers, 97.2% White and 2.8% American Indian. 72.2% of its teachers have 6 or more years' experience.

School 6. School 6 is a Junior High School that houses Grades 7 and 8 and consists of 553 students, of which 49.9% are White, 19.5% are Black, 16.1% are Hispanic, 13.6% are

Multiracial, and 0.2% are American Indian. There is a 74.3% free/reduced lunch rate and 32

teachers, 87.5% White and 12.5% Black. 56.2% of its teachers have 6 or more years'

experience.

School 7. School 7 is a high school consisting of Grades 9-12, of which 50.5% are

White, 23.4% are Black, 13.6% are Multiracial, 10.6% are Hispanic and 1.8% are Asian. There

is a 62.1% free/reduced lunch rate and 70 teachers, 87.1% White, 8.6% Black, 1.4% Multiracial,

1.4% Asian, and 1.4% Hispanic. 68.6% of teachers have 6 or more years' experience.

Participant Profiles

T1. This teacher has been in the field of education for seven years. She has taught third

grade for five years and previous to that spent one year as an academic specialist and one year as

an instructional aid. The driving force behind this teacher becoming a teacher was the fact that

her daughter had an Individualized Education Plan (IEP) for a processing delay, and she wanted

to be able to advocate for her education. Six out of the seven years have been at the current

building.

T2. This teacher always knew that she wanted to become a teacher so immediately

following high school, she went to college to get her teaching degree and upon graduation moved

to Florida where she taught second grade at a charter school for three years. Wanting to move

closer to family, she and her husband moved back to Indiana where she has taught 3rd grade for

two years.

T3. This teacher has been in the field of education for 28 years. She has been a classroom

teacher, an instructional facilitator, a reading coach, a Title I coordinator and a Master teacher.

The schools in which she has worked have all been public, high-poverty Title I schools in Indiana

with the exception of one school in Texas that was an affluent school. She noted two major

differences between the high poverty schools and the affluent school. The biggest difference was the amount of parent participation she had available to her at the affluent school. She hadn't been used to the magnitude of that type of support, having spent all of her prior years in high poverty schools where there was such a contrasting demographic.

T4. This teacher gained her interest in teaching while she was still in high school and had the opportunity to participate in a child development program that made it possible to work in a preschool setting. This is what sparked her interest in early childhood and teaching children their foundational skills in education. She has been teaching Kindergarten for three years, all at the same elementary school.

T5. This teacher has been an educator for 25 years and started out as a substitute and then that opportunity moved into a permanent position. It was actually five years of a temporary contract and then was permanent. She has taught grades one through five in four different buildings across the district, and was also a TAP Master teacher.

T6. This 20-year educator has been in the classroom for 17 of those years at the junior high and high school level, where she has also served as Department Chair. T6 spent the other three years in administration, one year as TAP District Coordinator and two years as an elementary assistant principal.

T7. This 29 year teacher has been in the same district for the duration. She has taught everything from first through fifth grades and two and a half years as a Title I Interventionist.

T8. This teacher has taught high school math for 25 years, all at the same high school, with the exception of his first year teaching, which was at a private high school. He knew from the time he was in high school that he wanted to be a math teacher. He has also been math department chair for the past seven years.

T9. This teacher originally graduated with a psychology degree and then decided to go into teaching so she completed a transition to teaching program and began her teaching career with a Special Education emergency permit. She then received her elementary teaching license in order to get a full time position in special education and did that for a few years. She then pursued a general education position and has been in her current building ever since, teaching 5th and 6th grade math. She also taught 5th grade for one year in a different district in between that time. All of these experiences total 18 years.

T10. A 41-year teacher, this educator has had quite the journey throughout her career. When she was in 4th grade, her teacher was her inspiration as an African American teacher, one of the first of her time. This teacher started her career teaching 4th grade for five years, beginning in 1979. Over the course of the rest of her career she taught Language Arts, Social Studies and even one year of Physical Education, at the middle school level. She is hoping to retire after one more year of teaching.

T11. This teacher started her career in education as an academic specialist, working in two different Kindergarten classrooms alongside two really experienced and competent teachers. She attributes her learning the most about being a teacher from these two years' of experience. Following that, she got hired as a Kindergarten teacher and taught for two years before being one of 53 teachers who had gotten RIFed (reduction in force). It was then that she took a position at another school but then a week into the school year, she was called back to the first district and taught Kindergarten for a year, that school closed so she was moved to another school, left on maternity leave and then returned for the last 20 days of the school year and taught 2nd grade, and then returned to Kindergarten for another nine years.

T12. This middle school Math teacher has taught for four and a half years, her first experience being starting in the middle of a school year. The first year and a half were spent teaching a mixture of 7th and 8th grade students. The next two years were solely 7th grade students: one general math class, one pre-algebra class and one Algebra I class, which was followed by 7th grade general math and pre-algebra.

T13. Out of all of the teachers, this one had the unique experience of teaching in New Zealand as well as the United States, at the elementary level, for a combined total thus far of about ten years. Included in that time, she also held the position of academic specialist. During our interview, she went into extensive detail related to the comparison between schools in New Zealand and the United States as it pertained to teacher training and day to day support and accountability.

P1. This principal began his career in education as an elementary teacher who taught three years of third grade and three years in split classes, one of those years in a 3rd/4th grade split and the other two years in a 4th/5th grade split.   He started his administrative studies after one year of teaching and after taking a class per semester, finished his degree in about six years. He was able to obtain his first administrative position in a 5th/6th grade building as an assistant principal and then moved to an elementary principal position for the next six years.

P2. This administrator began her career in education as a special education teacher, as a teacher for the visually impaired. She was a December graduate so this position was for the Spring semester following her graduation. For the next eight years, she taught Special Education at the elementary level, and then worked in the district office as Elementary Case Conference Coordinator for three years. Following that experience, she went back to the elementary level and was a TAP Master teacher for four years, then went back to the district office for three years,

two of those years as Assistant Director of Special Education and one year as Director. She is currently in year two as an elementary principal.

P3. This principal has been in the field for 25 years. He began his career teaching out of state and then moved to an Indianapolis high school and taught Social Studies. While teaching, he had experiences being head football coach, assistant coach, and athletic director in various schools. His first administrative position was that of assistant principal in 2001. He held that position for two years, then moved into the principalship and has been in that role ever since.

P4. Upon entering college and being one of the very few males in elementary education, he believed there was a definite need for male teachers. He began by teaching fourth grade, along with being an athletic coach. He also had the opportunity in the area of discipline, due to working on his administrative license at that time. An assistant principal job became available so he was an assistant principal for two years at one elementary school then moved to a different school in the same district in order to help with discipline and severe behaviors by starting a behavior intervention program, along with being the assistant principal. The following year he took a principalship, at the school at which he had his first assistant principal position, and has completed his fourth year there.

P5. This building leader had not always been decisive on wanting to be an educator, but those around her told he should pursue teaching and she was still unsure about working with children and again, those in her life told her she was really good with children and in leadership. After graduating, she taught Special Education for five years at the elementary level in a self-contained classroom and spent all five of those years at the same school. In her sixth year as an educator, the opportunity arose for her to take an administrator role in a different elementary building but in the same district. This was quite the transition for her as a young building leader

in her upper 20s, no one in that building really knew her, and she found herself rediscovering her own strengths and being confident in her leadership abilities in this new role.

P6. This administrator started her educational career teaching high school in a county district in the state of Indiana. From there she became a coordinator for that district in Special Education, high ability and Title I, and then moved to the Cooperative office as Director and served in that role for 25 years. From there she was asked to become the Director of Secondary Education in a neighboring district and following that experience became principal of a junior high school housing 7th and 8th graders. In total, she has been in education for about 38 years.

P7. P7 has been in education for 40+ years. She has been a teacher in the classroom at the elementary level, a human resources employee for one year, Title I Preschool Director/Title I Curriculum PK-8, a principal for about 22 years, an academic specialist, and currently a principal at an Intermediate School housing grades 5 and 6.

Data Collection

Semi-structured, face-to-face interviews were the primary avenue of data collection for this qualitative study. On average, each interview was about 25 minutes in length. The site for each interview varied according to what was most convenient and conducive for each participant. Such locations included school classrooms and conference rooms, quiet booth in a restaurant and/or coffee shop.

Qualitative interviewing was a means of finding out what others felt and thought about their worlds (Rubin & Rubin, 1995). Through the qualitative interviews, I was able to understand the experiences and recall events in which I was not present for. Qualitative interviewing refers to not only a set of skills but a philosophy, a way for learning to take place (Rubin & Rubin, 1995). This learning consists of a trifold combination: those being interviewed

are encouraged to describe their world with their own words, a relationship evolves between the interviewer and interviewee which requires something of both sides, and this learning helps to discern the quality of the research (Rubin & Rubin, 1995). Interviews were a useful method of data collection and are suitable for collecting information about participants' experiences (Ryan, Coughlan, & Cronin, 2009). Conducting one-on-one interviews also provided valuable information and the person's social environment as well as insight into what they thought about the situation thus proving to be a beneficial tool in data gathering for qualitative research. The detailed personal data that were collected resulted in a high-quality response which could lead to digging deeper into the questioning process opening up more avenues for knowledge (Block & Erskine, 2012).

Upon approval of the request to interview, I contacted each participant and scheduled the interview. This allowed for a non-threatening environment of the participant's choice in order for him/her to be able to speak most freely. Before each interview began, a request for consent was received and documented accordingly (Appendix E). The semi-structured interview tool consisted of eleven questions asking each teacher participant to think about his/her experiences in the school setting under the leadership of their particular principal, while each principal was asked ten questions in order to reflect on his/her leadership style and perception of the relationships he/she has with teachers. During the course of the interview, I probed for deeper responses depending on the answers given by the interviewee. The questions are included in Appendices A and B.

Data Analysis

A semi-structured interview protocol was created and during each interview an audio recording was also included in order to go back and get more detailed responses that may have

been missed during the actual, in-person interview. As each interview was conducted and recorded, I replayed each recording and manually transcribed each of the interviews. The rationale behind doing my own transcription was to ensure a deeper understanding of what was communicated. Each transcript was then read and reread in order to ensure a complete immersion and understanding of the data. During each reading, the process of analytic memoing was also utilized (Miles, Huberman, & Saldaña, 2014). I inserted comments next to the transcription data that highlighted key points that I wanted to return to during my analysis. As the memoing continued, common responses resulted in the formation of categories, such as principal presence in the classroom, feedback, supportive leadership, modeling effective instructional strategies, leaders being approachable and the importance of building relationships. The process of coding ensued in which I created a data matrix on oversized poster paper in order to visually see the alignment of each interviewee's responses and common categories that became present between principal and teacher data, which then proceeded to the highlighting of common words and phrases in order to determine the overarching themes that emerged.

Coding is the deep reflection, interpretation and analysis of the meaning of the data collected; a form of discovery (Miles et al., 2014). The main purpose of codes is to recover and chunk similar data points in order to cluster portions that will relate to a particular research question or theme. Initial codes are created from recurring patterns in the data (first cycle coding). From that point, codes that are closely related are grouped together in order to create smaller categories or pattern codes (second cycle coding). Relationships among the categories formed will then allow for a higher level of analysis and meaning, leading to second cycle coding, which will initiate the emotion and values coding.

In vivo coding was utilized during first cycle coding and the transcription data were analyzed for common words, phrases and/or themes that occurred repeatedly. In vivo coding is defined as the "assigning of a label to a section of data, using a word or short phrase taken from that section of the data" (Given, 2008, p. 472) and is used for the purpose of remaining true to the participant's own words for the intent of capturing the importance of the contribution of the response (Given, 2008; Miles, Huberman, & Saldaña, 2014). This type of coding also allows the connection within the data to be preserved while also allowing for deeper analysis of concepts addressed.

Common themes emerged following the coding process and were analyzed in order to develop conclusions about practical considerations to develop further in the future. In addition, the principles of Adult Learning Theory (ALT; Knowles, 1973; Knowles, Hutton & Swanson, 2012) were used as an analytical tool to describe the teachers' and principals' experiences as it relates to coaching.

Role of the Researcher

In order to be an effective qualitative researcher, it has been stated that various components are necessary: "a clear, logical mind; an ability to listen, a good memory, curiosity and an ability to establish a good rapport and to empathize" (Bulpitt & Martin, 2010, p. 9). Perhaps the most crucial element would be the one referring to empathy. I was given access to the interviewee's world of experiences and needed to be an empathetic research instrument, doing my best to understand and clarify as needed. I, as the researcher, was the key instrument for data collection, interviewing individuals in their natural setting. Having been a classroom teacher for fifteen years, six years in this particular district, proved to be a benefit during the interview process as I was able to relate to the teachers who were interviewed as it pertained to

their experiences; however, I did not allow that to be a deterrent by my prior experiences

affecting their responses based on any reactions I may have had during the interview process. As

of the 2019-2020 school year, I am an assistant principal in the elementary building in this

district that I have taught in for the past six years. All information received from each interview

will remain confidential and stored in an undisclosed location in order to protect the views and

experiences of all participants.

Being reflexive, or aware of self, is also an important consideration. I, as the interviewer,

had a unique bias to the information that I collected and this was beneficial to my research

process. My background and experiences also shaped the interpretation of the data. Each

interview was an intricately created conversation, so I was aware of my professionalism while at

the same time was able to build that rapport and relationship in order to gain meaningful data.

Trustworthiness

Trustworthiness refers to the rigor of a study, including the level of confidence in the

data, interpretation, and methods utilized in order to guarantee the quality of a study (Polit &

Beck, 2014). To be sure that the data from this study had limited personal bias, methods of data

collection established said trustworthiness. Lincoln and Guba (1985) began to outline criteria for

trustworthiness to include credibility, dependability, confirmability and transferability, and

authenticity (Connelly, 2016; Guba & Lincoln, 1994).

The credibility of this study was shown as a result of the in-depth coding and analyzing

processes that the interview data underwent. Dependability was exemplified with clear research

questions, the role of the researcher was clearly described, and the data included a variety of

respondents. Confirmability was evident throughout the process of keeping detailed interview

logs and transcripts and was continuously reviewed in order to present valuable and informed

findings. These findings exhibit transferability as the anticipated importance of the findings were communicated and could be tested further to allow for deeper exploration as it relates to principal coaching behaviors and veteran teachers' instructional practices. The transparency of the data analysis also supports this study's level of transferability by presenting a crystal-clear picture of the narrative data.

Summary

Presented in this chapter was a summary of the methodology of this qualitative study. The goal of the in-person interviews with veteran teachers and principals was to gain their unique perspectives about leadership behaviors and their experiences as it related to teaching and coaching. The narrative research design was also explained as an effective method to utilize in an educational study due to the nature of teachers being storytellers. The demographic information of the school district and individual school buildings was also described, along with the pilot study, data collection and the analysis process. The role of the researcher, trustworthiness and potential limitations were also explained.

Chapter four presents the purpose and the findings of the study, including a table describing each participant, and the data the supports each of the five themes that emerged from the data analysis process. Further analysis of the adult learning theoretical framework is also discussed.

CHAPTER IV: FINDINGS

The principal is the one who "creates a vision, sets goals, builds a strong team of teachers, encourages skill building and continuous learning, assesses performance by looking at data, and provides inspiration" (Trail, 2000, p. 4). Because of these important responsibilities, how the principal utilizes and embodies coaching behaviors needed to be explored further. The data from this narrative inquiry were collected from twenty interviews, comprised of thirteen teachers and seven building principals. A preliminary questionnaire was given to building principals for the purpose of assessing what, if any, coaching qualities may already be present. Refer to Chapter 3 (pp. 46-49) for an explanation of my process for data collection and analysis as it relates to the development of codes, categories and themes.

Purpose of the Study

The purpose of this study was to identify principal coaching behaviors that foster professional relationships and teacher development of curriculum and instruction, specifically for veteran teachers. Often times, veteran teachers are overlooked when it comes to coaching, feedback and support, especially if they have been proven to be highly effective and/or effective teachers; however, they should continue to be challenged as to how they could become even better as a result of ongoing, job-embedded professional development (Brezicha, Bergmark & Mitra, 2015; Heineke, 2013).

In this chapter, the key findings of the study as collected from 20 in-depth interviews with 20 participants as it related to their experiences as a teacher or administrator are presented. The following table (Table 1) is a description of each participant, including a pseudonym and number of years' experience in the field of education. The use of pseudonyms was for the purpose of protecting the participants' identities. Five themes emerged from both principal and

teacher interview data: consistent teacher feedback, supportive instructional leadership,

relationship building, the challenges of coaching being time and multiple roles and lastly, open

communication.

Table 1: Participant Descriptions

Principal (P) Teacher (T)	Total Years' Experience (in education)	Principal (P) Teacher (T)	Total Years' Experience (in education)
P1 Quinn	13	T5 Claire	25
P2 Emma	21	T6 Anna	20
P3 James	25	T7 Naomi	29
P4 Lucas	19	T8 Henry	25
P5 Mia	7	T9 Alice	15
P6 Ava	38	T10 Jada	40
P7 Jasmine	41	T11 Leah	15
T1 Madison	7	T12 Lydia	4
T2 Grace	5	T13 Alexa	10
T3 Chloe	28		
T4 Lily	3		

Research Questions

My research questions were:

1. In what ways do principals exhibit coaching behaviors that develop veteran teachers'

instructional practices?

2. What are the perceived benefits and challenges of developing and maintaining a

coaching relationship between administrator and veteran teacher?

Themes

Theme 1: Consistent Teacher Feedback

Wiggins (2012) stated that the term *feedback* is frequently used to describe various types of comments made after the fact, including advice, praise and evaluation. However, he held to a different definition which stated that feedback is information about how we are doing in our efforts to reach a goal. Consistent teacher feedback was a theme that connected to both teachers and principals who spoke to the value that offering consistent feedback has on developing veteran teachers' instructional practices. Consistent teacher feedback refers to the principal being present enough in classrooms in order to give the teachers his/her perspective on strengths and areas that may need improvement as it relates to instruction. Madison spoke about how teachers truly do want regular feedback from their principals in order to gain a different perspective from someone looking in from the outside who may not hold particular biases that the veteran classroom teacher may hold. Grace and Chloe commented on how consistent feedback would aid in the process of improving instruction by offering additional ideas for what could be implemented within the elements of the lesson being taught. Grace said:

> If my principal gives me feedback and I improve on that and they see that then that looks really awesome, and they know you better, they know your teaching better, so maybe they can provide more feedback.

Similarly, Chloe noted:

> I also think he's really good even with our evaluations, somebody that's for me who has taught a really long time, he is really good at saying hey this is something I think will really help you and will give examples, not just oh I think you need to differentiate more, and he may bring in ways to differentiate. I remember one time he talked about math

fluency, and a lot of my kids were counting a lot on their fingers, or they were sequence

counting, and so then he came in and he gave me a lot of different ideas that I could try .

What works as effective feedback for one teacher may not be beneficial to another, so it

is crucial for the principal-coach to have reflective conversations and intentional discussions with

teachers in order to adapt the feedback to each veteran teacher's specific needs as noted by Lily

and Anna. Multiple teachers who were interviewed (Lily, Naomi, Henry, Jada, Lydia) expressed

the desire for principals to come into their room more often in order to offer strategies they could

put into practice, whether it be related to classroom management or instruction.

Henry stated:

> I would say, the principals have mainly done the walkthroughs with the new teachers, and
>
> with other teachers the walkthroughs have been done by the department chairs. As
>
> department chair, I would love if my principal would give evaluation forms to my math
>
> teachers about me, maybe I wouldn't want to know, but what do the teachers in my
>
> department think about me? I would love to know what are my strengths and weaknesses
>
> and then for my principal to sit down with me and coach me as the department chair.

Six out of the seven building principals communicated the importance of multiple

conversations with teachers taking place in order for the feedback to be meaningful. Principal

James stated, "Walkthroughs without feedback are worthless." Principal Lucas conveyed the

magnitude of the responsibility he placed on himself as it pertains to being the teachers'

instructional leader, while Principal Ava referred to the continuous conversations back and forth

with teachers being about what they need and what they want as it relates to coaching feedback.

More than one of the teachers interviewed mentioned that they have had walkthroughs after

which they received no feedback whatsoever. If principals are going to take the time to be

present in classrooms, teachers want to be informed of what thoughts the principal had during the visit so they know areas of improvement as well as areas of strength.

Theme 2: Supportive Instructional Leadership

A 2008 study reported that three out of four teachers report that their evaluation process had virtually no impact on their classroom practice (DuFour & Mattos, 2013). Hattie (2009) refers to "learning leadership" as being one of the most significant positive influences on student learning. This type of leadership takes instructional leadership to a more effective level. This suggests more of a focus on the Professional Learning Community (PLC) process that proposes if principals really want to improve student achievement, there needs to be more of a collective analysis of evidence of student learning rather that inspecting individuals' teaching (DuFour & Mattos, 2013). Such analysis of student learning, principals alongside of teachers, suggests the ongoing supportive instructional leadership approach.

Teachers in this study communicated the importance of their principal being a supportive leader to them and to their students. Madison and Chloe both felt that their principals were "on their side" and "has my back". Henry, as one of the high school department chairs, shared that:

> The principal really valued our opinions, we worked really closely with them, working on goals, and best practices for the classroom; they really trusted us with what we thought would really work and it turned the school around. We became an A school and so there was a lot of pressure on the principals, and of course that pressure came down to us too; but I think they really had to have a lot of faith in us.

Grace expressed the importance of the principal offering differentiated instructional support for teachers and not just giving one size fits all leadership. Henry said:

The coaching for the veteran teachers would have to be individualistic in terms of strengths and weaknesses of the teacher, and maybe even looking at the role of the teacher. As department chair, I would love if my principal would give evaluation forms to my math teachers about me, maybe I wouldn't want to know, but what do the teachers in my department think about me? I would love to know what are my strengths and weaknesses and then for my principal to sit down with me and coach me.

Teachers Claire and Naomi stated that supportive instructional leadership is also displayed by a principal who is in the classroom to assist with classroom management as the need presents itself and 69% of the teachers thought that principals should have a regular presence in the classroom, observing lessons, and supporting students in order to truly know what is happening in the classrooms on any given day. Naomi said:

When they come in and see the positives and praise you, it gives you confidence and to know that you are doing some things right, and I think when the weaknesses are presented to you in a constructive way, not in a rude way, you are able to see the difference that it makes when you try those things.

Five of the 13 teachers mentioned that the principal as an instructional leader should be able to model teaching strategies that could be effective for classroom teachers so they could see that in action. Leah shared that one of the principals she had:

Moved into that principal role from a coaching role, so I think in some ways that probably helped her, but she was someone who was, I would say, she was very approachable, but she also had a clear vision and she could very clearly articulate that. She was very organized in the way that she did everything. You could tell there was a

plan; she knew what she was doing; she was helpful with discipline and also had teachers coaching each other.

All seven principals in this study placed high importance on their role as an instructional leader in their respective buildings. Principal Quinn saw his role as an instructional leader mainly being a listener as his experience was mainly in upper elementary grades, so it was crucial for him to be able to listen to his primary grades teachers in order to work with them and be able to have a better understanding their data. Principal Emma placed high importance on her role as instructional leader, but she did admit the need for improvement in this area as her first year as principal was focused mainly on classroom management and supporting her teachers in that area, along with learning about her new assistant principal and how to work best with him so they could be in step with each other and present a unified approach as a new leadership team. Principal James reflected on his role as an instructional leader:

> I would say my greatest impact would be within our PLCs with my department chairs and my administration; I lead all those; I actually, I guess I would say I coach the coaches so I help them when they talk about an instructional issue a teacher is having, I'll either come in and observe that teacher or if I pretty well get a grasp of what they are saying from what they are describing, I have enough in my toolbox to where I can give suggestions as far as coaching them and helping them, helping teachers improve their instruction.

Principal Lucas also took significant responsibility for being the instructional leader of his building and he attributed the value of what he had to offer his staff to his previous experiences as an elementary classroom teacher. Having that background has been invaluable as he has conversations with his teachers in order to offer support and guidance.

Taking on the role of instructional leader is critical in a turnaround building according to Principal Ava. Meeting with teachers is extremely intentional by way of observing one week and meeting with those teachers the following week in order to debrief about what was observed and where to go from there. Principal Jasmine spoke of being able to have more conversations with teachers after being more visible in classrooms in order to offer input and instructional leadership that would be the most beneficial and effective. This is precisely what supportive instructional leadership should look like: ongoing principal presence in the classroom that leads to constructive and effective feedback, which has the potential to result in higher student achievement.

Theme 3: Relationship Building

According to Johnson et al., "relationships are at the heart of a school" (2017, p. 50). Furthermore, those between a principal-coach and the teachers are among the most dynamic and rewarding. Building relationships is a theme that emerged after looking at both teacher and principal interview data. Both groups expressed the value and importance of taking the time to develop not only professional relationships but also getting to know each other as people. One teacher, Madison, stated that principals should:

> build relationships with their people, because just like we have to build relationships with our students, it doesn't work if they don't have the relationship with their people. He would teach something if I asked him to, or he would work right alongside me to help me and not just drill in what needs to happen.

Chloe placed importance on the principal developing relationships not only with the teachers but students also:

I think the first thing is building relationships with staff and students; just knowing that

he cares about me as a teacher, knowing about maybe even some of my personal life as

well as about my students. Also knowing that he has my back, of course, if I did

something I shouldn't, I would want him to tell me you need to do this, but also know

that if I made a decision in the classroom that he would back me up.

Being approachable, encouraging and relational with teachers and students sets the tone

and the culture for the building as a whole which also contributes to teachers feeling valued,

according to Alice, Leah, and Alexa. Teachers want to feel valued, respected and known by their

principals, enough that they feel cared for as a whole person, not just in their profession. Jada

referenced the perspective of Harry Wong, educator, educational speaker and author who said,

"The success of the school is in direct correlation with the relationship of the adults there."

Principal Quinn spoke of his relationship-driven, culture-minded style of leadership:

I am more about the culture in the building and how the culture is going to impact

everything that happens every single day um making sure that I am seeing, ya know, as

many teachers and staff members and talking with them every day, conversing with as

many students as I can, getting to know them, ya know, from a genuine standpoint, so I

think I am that type of leader.

Principal Emma did not really define herself as having one leadership style, but rather

tailors her leadership toward the individual needs of her teachers, which in reality has a

relationship focus because how would she be able to know how to best relate with each teacher

unless she took the time to develop the relationship? As a new administrator, Principal Mia had

to take the time to develop relationships with her teachers because she was new to the building,

hardly knew anyone, so before she would even be able to go close to coaching and working with

teachers, she knew she had to get to know them first and build that trust.   Trust and setting clear

expectations were two additional key components of relationship-building that principals should

impart. Grace communicated:

>   The biggest thing I've seen is trust. There is a trust and understanding that teachers do
>
>   care and they are going to get done what they need to, and if we do need help, he is
>
>   willing to reach out and help.

When a school has a culture of the importance of building strong relationships at its foundation,

principal, teacher and student growth will thrive.

Theme 4: Challenges of Coaching: Time and Multiple Roles

Each principal and teacher interviewed had an individual perspective to share on the

challenges that presented itself when it came to principals coaching teachers, specifically veteran

teachers. The overarching challenge communicated by the data was time, or the lack of it.

Administrators have many responsibilities and hats to wear on any given day, so being a coach to

teachers proves to be a constant battle, yet so important. Many of the principals mentioned that

they attempt to schedule time to be in classrooms on a regular basis, some admitting they do

spend more time with the new teachers than with the veterans. However, a coinciding challenge

that goes along with that is so often veteran teachers get used to teaching and doing things

certain ways, that they resist the change that is so continuous and staying current in best practices

as the needs of students are so widespread. Principal Lucas spoke of his experience:

>   It's been a challenge because we have more veteran teachers. When I first got here, I
>
>   heard multiple times, "You're young enough to be my child" and I just had to prove to
>
>   them that I have a lot of knowledge and experience and I think that's what happened. I

worked with behaviors and people saw that, then I was asked to go to a different building

but yeah, with veteran teachers that is sometimes the wall that gets put up.

We cannot assume that just because a teacher has been teaching for *x* amount of years

that principals do not need to spend as much time in those classrooms. Some of the finest

teachers are disregarded due to the fact that the parents and students are happy so, as principals,

we are too, so we tend to focus more on the "trouble spots" (Johnson et al., 2017, p. 108). This

inattention to such teachers is what prevents them from continual improvement. The analogy has

been made to star athletes. They would never consider performing without a coach, so why

should extraordinary teachers have to face their craft alone?

Principal Mia, being a first year administrator and also being significantly younger than

the veteran teachers in her building, there were some walls that had to be torn down and there

was a concern on her part that she would be unable to provide quality professional development

for them due to their years in the field compared to hers. Claire also found it challenging to have

those open, crucial conversations while being able to balance building the relationship with the

teacher and having a leadership role and responsibility at the same time.

Principal Emma, spoke of frequently being pulled away from being with teachers in

classrooms due to having to address so many behavior issues that are so overwhelming at times.

This presents itself as a definite challenge to coaching teachers regularly:

At first a lot of it was management but you know starting out it is a hard thing, especially

here… That is where we spent most of our time; we did some modeling; we have done

some hard things, but helping them get a system in place to manage their class.

Principal Quinn communicated his perspective on the topic of challenges as being more about areas to keep growing in. He spoke of his intentionality in hiring the right people and being able to work alongside grade level leaders as a team approach.

The managerial side of being a building principal is another challenge that emerged. The day-to-day meetings that are scheduled, phone calls that need to be made, not to mention all of the unexpected events that come up, all seem to be hindrances to the coaching process, according to Principal Jasmine. Principal James took another view as a high school administrator who has various roles within his building both at the building and district levels:

I am the curriculum director for grades 7-12 (without the official title), I run a program called Career Tech, but probably my biggest challenge is that the superintendent is in the same building. Having multiple roles makes it challenging to be a coach to his teachers, so I work alongside my department chairs and assistant principals in order to offer that support to teachers.

Principal Ava communicated an additional challenge that presented itself that principals want to be sure they have the right approach to coaching teachers:

Sometimes you do have to talk about improvement plans, so we wanted to make sure that coaching did not seem to have the sense of an evaluation , and that the principal was not satisfied with the quality of the teaching and that was the motive for the coaching relationship. This is not the case.

Two teachers, Naomi and Alice, held to the opinion that ultimately the principal is responsible for what goes on in classrooms. Alice said, "If it's their building, and they are responsible for its success or downfall." Teachers acknowledge that principals are pulled in so

many different directions throughout a typical school day that it does make it difficult for them to be in classrooms.

Theme 5: Open Communication

When it comes to the importance of open communication between principals and teachers, 12 out of 13 teachers spoke of how crucial that component is regarding their interaction with their principals. Open communication refers to the principal having an open door, being transparent and approachable to both teachers and students. Claire stated:

> I think that open communication is very important. I think that a principal needs to be very open. I think the door needs to be open; I think principals need to be in the classroom to see exactly what we are doing.

Anna referred to good communication as one of the top qualities a principal should possess. Her rationale for this was good communication affects many aspects of the school such as instruction and management tasks. She stated that good communication:

> Makes you feel valued and supported. When you're not communicated with, I don't think it is the intent to make you feel like you are not valued, it is just poor communication, but that is the perception that teachers I think can feel is what I'm doing here is not important because if it were, you would have communicated with me in a more timely fashion.

Alice connected this quality of open communication with having clear expectations. The principal she referenced was:

> So effective because she was so clear in what she expected from us, but at the same time also she was super approachable. She would give specific advice; she is not all fluff; I

am not good with generalizations. I told her I was a mess the year before she came; I

mean I was terrible and she was very good about giving me strategies.

Being a teacher for 40+ years, Jada spoke of face-to-face communication being appreciated and

preferred. With all of the technological advances of the day, she realized that emails and text

messages may be more convenient; however:

> For some things I would say I need a minute of your time and I would literally time
>
> myself for a minute and maybe two, but there are some things you cannot discuss, you
>
> cannot see their expression and when you are talking about such a special commodity as
>
> children, I think that is important.

Being an open and honest communicator and in turn just as intentional as a listener are both

invaluable components to relationships as well, as mentioned by Principal Jasmine:

> I really feel like you have to be intentional about listening to what people have to say; I
>
> always have scratch paper to make notes, because throughout the course of the day, it
>
> would be easy to forget, so I think I am real intentional about listening and I think it's
>
> important that people know you're listening.

Principal Emma also connected the theme of open communication to her intentionality of

listening and teachers knowing that regular conversations will happen regarding their practice:

> I try to listen fully and to speak to understand not listen to reply or not listen to get my
>
> point across. Almost every person on this staff knows that we aren't afraid to have a hard
>
> conversation, and they are gonna hear the truth, but I will speak it in love and we will, but
>
> the truth is the truth and sometimes it's not easy or fun to hear or to sit and hear, but we
>
> are going to have those conversations.

And, Principal Lucas shared that:

I am an open leader, meaning that I don't keep things from staff members unless it's

confidential stuff. I like giving them a heads up of what's coming so there are no

surprises. If a teacher does something he or she shouldn't have, it's a conversation; it's

not beating around the bush. It's this is what happened and I need you to do this.

Teachers respond well when it's not an email to the whole staff when it only pertains to

one person.

Communication is key in any relationship. When it comes to the school setting, teachers want to

be aware of what is expected of them; they do not appreciate when significant changes are made

unexpectedly.

Summary

In Chapter IV, a review of the purpose of this qualitative study was presented along with

five major themes that emerged following the analysis of the interview data. Teachers and

principals alike spoke about the importance and value of consistent feedback being given.

Veteran teachers desire to have supportive instructional leadership from their principals, with

that support relating to whatever the teacher need presents. Principals will have a knowledge of

what individual teachers need as a result of the importance placed upon building relationships.

There are some challenges along the way when it comes to the principal taking on the role as

coach; therefore, both the principal and teacher need to have open communication from the

beginning in order for the coaching experience to be the most effective.

In Chapter V, I discuss the study's research questions through the lens of adult learning

theory. I will also discuss the implications for future practice and recommendations for further

research.

CHAPTER V: DISCUSSION

This chapter is an analysis of the data using adult learning theory as the framework for the study followed by the findings related to the first research question, in what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices. The second research question, what are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher, will follow while the latter part of this chapter will discuss the implications for policy and practice, along with recommendations for further research.

Purpose of the Study

The purpose of this study was to identify principal coaching behaviors that foster professional relationships and teacher development of curriculum and instruction, specifically for veteran teachers. Often times, veteran teachers are overlooked when it comes to coaching, feedback and support, especially if they have been proven to be highly effective and/or effective teachers; however, they should continue to be challenged as to how they could become even better as a result of ongoing, job-embedded professional development (Brezicha, Bergmark & Mitra, 2015; Heineke, 2013). The principal is the one who "creates a vision, sets goals, builds a strong team of teachers, encourages skill building and continuous learning, assesses performance by looking at data, and provides inspiration" (Trail, 2000, p. 4). Because of these important responsibilities, how the principal utilizes and embodies coaching behaviors needed to be explored further. The data from this narrative inquiry were collected from twenty interviews, comprised of thirteen teachers and seven building principals. A preliminary questionnaire was given to building principals for the purpose of assessing what, if any, coaching qualities may already be present.

In the table below, the two research questions are aligned with the themes that emerged from the data as well as showing how each of the principles of adult learning theory align with both research questions as well as the themes.

Table 2: Research Questions, themes, ALT alignment

Research Questions	Themes	Adult Learning Theory Core Principles
RQ1: In what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices?	A. Consistent Teacher Feedback B. Supportive Instructional Leadership C. Relationship building D. Open Communication	A. Learner's need to know A. Self-concept of the learner B. Prior experience of the learner C. Readiness to learn B. Orientation to learning C, D. Motivation to learn
RQ2: What are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher?	A. Consistent Teacher Feedback B. Supportive Instructional Leadership C. Relationship building D. Open Communication E. Challenges of Coaching: time and multiple roles	A. Learner's need to know A. Self-concept of the learner B. Prior experience of the learner C. Readiness to learn B. Orientation to learning C, D. Motivation to learn

Research Questions

My research questions that guided this study were:

1. In what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices?

2. What are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher?

Adult Learning Theoretical Framework Analysis

There are six main characteristics to adult learning theory (ALT) and in this section the connection between those principles and this study's data will be explored along with what the literature says about adult learning theory.

Learner's Need to Know

Knowles' theory of adult learning (1973) begins with the premise that the adult has to be able to find a connection with what they are learning, or going to learn, or to their personal situation in order for new learning to occur. Adults have to see the value and the need for taking the time to learn (Cox, 2015; Merriam, 2008). In the coaching relationship, the one being coached should always drive the agenda; therefore, coaching proves to align with this first characteristic. Data from this study showed that veteran teachers are often overlooked and more time is spent coaching new teachers. As principals, we cannot be content with just knowing that our veteran teachers are good teachers. We need to consider how to get them from good to great.

Self-Concept of the Learner

This second characteristic of adult learning theory states that as people mature they are not as easily influenced by others but rather assume greater autonomy in making their own decisions. When a veteran teacher has the desire to continuing growing in their craft, they are willing to do whatever is necessary to get the desired outcome. The coaching process would guide such progress, as the teacher would be the one driving the learning and the principal-coach is there to facilitate discussions and aid in reflective conversations.

Most of the teachers that were interviewed in this study made some type of reference to the fact that if they had classroom walkthroughs by their principal(s), it was not a meaningful experience because there was minimal to no feedback given afterward, which also raises the

point that "classroom observations can be meaningful and beneficial to some extent, but

principals should not use them as their key strategy for improving schools" (DuFour & Mattos,

2013, p. 37).

Prior Experience of the Learner

Thirdly, the vast collection of all of the experiences that veteran teachers have can either

help or hinder new learning. Teachers who have been in the field for many years have the

danger of getting "set in their ways" and not being willing to change and employ new ideas, or

the wealth of their experiences acts as a springboard to help propel them into wanting more

learning about how to best meet the ever-changing needs of their students. Those interviewed in

this study shared about their many experiences under various types of school leaders and how

their perception of that leadership helped or hindered their growth as a teacher. Coaching can be

the catalyst for new learning as the coach helps facilitate understanding and provide direction for

the adult learner (Cox, 2015; Merriam, 2008).

Readiness to Learn

In the world of education, best practices are constantly changing in order to meet the

diverse needs of our students. Veteran teachers who realize this are ready embark on the journey

of the coaching process because they know there are new strategies that can truly make a

difference in their teaching and for students' learning. The teachers in this study, after

interviewing them and analyzing their responses, seem to emulate the desire to want to become

better and want to know how they are doing in their practice. The principal-coach will work

with the teacher to define an initial goal, will observe the current situation with his/her students,

investigate what the options are and work together to get to the desired result. "Today's schools

don't need 'instructional leaders' who attempt to ensure that teachers use the right

moves…schools need learning leaders who create a schoolwide focus on learning both for students and the adults who serve them" (DuFour & Mattos, 2013, p. 39-40).

Orientation to Learning

Orientation to learning refers to adults wanting to see the relevance and use for what they are learning, so they can, in turn, apply it to a particular task or problem. In the coaching relationship, teachers will want to work on immediate issues rather than delving into issues that have no relevance to their current situation. This factor can also relate to the goals of Professional Learning Communities (PLCs) where principals and teachers are collaborating together, analyzing student data and making informed decisions about where to go next in classroom instruction in order to increase student achievement. "A highly effective principal will look for ways to align the process to a culture of collective responsibility for learner-focused outcomes" (DuFour & Mattos, 2013, p. 39).

Motivation to Learn

For the majority, adults are more internally motivated than externally. They are motivated by learning that will help improve their current problem. Principal-coaches need to emphasize the connection between their teachers' values and the outcome of the coaching. During conversations I had with the teachers in this study, most of them seemed to portray this type of motivation to learn. Seeing their students advance in their learning results in an internal joy and sense of achievement for that teacher, knowing that their hard work paid off for both parties.

In the subsequent sections, each research question will be answered in connection with the data results, followed by implications for policy and practice and recommendations for further research.

Research Question #1: In What Ways Do Principals Exhibit Coaching Behaviors that

Develop Veteran Teachers' Instructional Practices?

Some of the overarching themes that emerged that directly connect to this research question were consistent feedback, supportive instructional leadership, relationship building and open communication. The teacher interview data communicated that their current or past principals exhibited such coaching behaviors in some fashion; however, most of those behaviors were directed more toward new teachers rather than the veteran teachers. Most principals communicated in their interview data that because they know their veteran teachers so well and know what type of quality instruction they are giving, they tend not to worry about them and do not devote as much attention to them. Most veteran teachers want consistent feedback. They want to know what they are doing well and what they could change in order to improve. Teachers of today are being asked to deliver instruction in ways they did not receive themselves; therefore, the level of teacher reflection that coaching encourages will allow for job-embedded professional development to occur along with the necessary cognitive shift (Campbell, 2017; Heineke, 2013). Feedback does not just have to be the result of a classroom walkthrough; it can also happen in a coaching conversation with the teacher finding out what they want to work on or what they would like more guidance on, but how will we as building leaders find such things out if we are only engaged with our new teachers?

Principals who show support was another coaching behavior that was mentioned in the interview data. Teachers need to know their principal is going to back them up and support them when they are in need of assistance, whether it is with a parent, a student or another coworker. Offering supportive leadership is another crucial coaching behavior.

Time spent building relationships with teachers is also a key component to the coaching

process. Veteran teachers will have no desire to learn and grow if efforts have not been made to

develop that relationship first. Trust has to be built for both parties in order for coaching to be

effective. Coinciding with the importance of building relationships is having open

communication. The building leader must communicate with his or her new and veteran

teachers on a regular basis. Teachers feel valued and appreciated when they have the

information they need ahead of time. No one likes to have anything sprung on them. Building

leaders must be able to recognize this foundational aspect of coaching.

Research Question #2: What are the Perceived Benefits and Challenges of Developing and

Maintaining a Coaching Relationship Between Administrator and Veteran Teacher?

Many of the coaching behaviors presented in the previous section overlap into this

research question as well as it pertains to the benefits and challenges of developing and

maintaining coaching relationships between administrator and veteran teacher. Consistent

feedback, supportive instructional leadership, relationship building and open communication are

not only perceived benefits of a coaching relationship but they can also be challenges. Each of

these beneficial behaviors requires time and due to the principal having various roles and

responsibilities on any given day, many times the instructional leadership piece gets overlooked.

Managerial aspects of the position of the principal are unavoidable; however, if principals desire

to see improvement in student learning, high priority needs to be placed on coaching all teachers.

Limitations

This study occurred during a limited time period of May through November 2019 and

was limited to a small sample of veteran teachers' and principals' perceptions and experiences

housed within a certain demographic and geographic location. Data collection was limited to in-person interviews.

Implications for Policy and Practice

"The drop dead nonnegotiable for leaders is to clearly articulate the standards or expectations of the work of schools" (Kee et al., 2010, p. 46). Those standards or expectations are what the school leader is to hold up to become the focus of all conversations. Training principals to become coaches themselves is another way to make a difference as an educational leader. Time and the proper training needs to be taken to allow principals to develop themselves in order for them to be an effective coach (Campbell, 2017). Relationships are key when it comes to coaching, because in the presence of reflective, collegial relationships there can be behavioral, pedagogical and content knowledge change (Aguilar, 2013). Some of the most common standards and expectations that have been repeatedly found and supported from school improvement and best practice research are:

- high levels of learning for students

- continuous improvement for students (AYP)

- teaching, monitoring, and assessing the mandated state or district curriculum

- using high yield, research-based "best practice" instructional strategies utilizing high levels of student engagement for high gains, transfer, retention, and acceleration of learning

- creating and maintaining safe and trusting learning environments

- working as collaborative teams and communities of learners, also known as Professional Learning Communities (PLCs)

- building partnerships and trust with parents and community

- adhering to the "educator code of ethics"

(Kee et al., 2010, p. 48)

The RESULTS Coaching Model (Kee et al., 2010) is an acronym that helps school leaders structure their conversations in order to result in more focused outcomes. If school leaders would follow such a model, the work in our schools could be transformed. Each letter of the acronym is described as follows:

R…Resolve to change results

E…Establish goal clarity

S…Seek integrity

U…Unveil multiple pathways

L…Leverage options

T…Take action

S…Seize success

The researchers who created this model suggest that this model can be used three different ways. The first way is that the school leader could develop a specific plan of action around a particular goal. Secondly, the school leader could design actions in order to complete tasks for job performance or thirdly, the school leader could use this model to coach others in his or her organization in order to build capacity.

Effective coaching has three prerequisites: the person receiving the coaching must see the need for the change in performance, there must be a learning and performance agenda, and feedback must be specific, accurate and timely. Coaching has the potential of being an effective component of ongoing professional development. The coaching relationship is formed so then

the coach can elicit reflection and create a safe space for the teacher to take risks in order to change his/her practice (Aguilar, 2013; Reeves, 2009). Teachers need differentiated support just like their students, and in order for this to occur, the school leaders need to reflect deeply on their leadership methods and how coaching can be that ongoing, professional development which can become the focus of benefiting teacher learning, which could result in maximum growth, not just for teachers but also for their students.

Recommendations for Further Research

Another way to look at this particular study further would be to investigate responses according to the gender of the teachers and principals and what findings could be concluded from that perspective as it relates to the coach approach to leadership. Additionally, analyzing the data according to the various building levels, elementary, intermediate, junior high and high school, could result in valuable conclusions as well.

I see the RESULTS Coaching Model as a great tool for principals to make the commitment to being a coach leader. According to Kee et al., (2010) coaching continually strengthens emotional intelligence for self-awareness, self-control, motivation, social awareness and skill enhancement, and it challenges the leader to constantly grow and improve before modeling and leading others. It has also been stated that "the greatest challenge in education is positive openness to change…and if we want to improve performance, we must improve thinking" (Kee et al., 2010, p. 14-15). There needs to be a cognitive shift for principals to take on this mindset, and I believe that is what needs to be investigated even further in the application of coaching not only new teachers but veteran teachers alike. Coaching within the education system has not yet come to fruition, mainly because the training for such a role has not been consistently offered. As a result, I would suggest that future research be focused on perhaps how

principal training programs could incorporate more courses on the coaching mindset for administrators, perhaps delving more deeply into Aguilar's transformational coaching model (2013), in order to improve teaching practices for all teachers.

An additional suggestion would be when schools have experienced teachers that perform well, to investigate more about how we as building learning leaders can coach them and challenge them to be even greater teachers. We should ask what steps we can be taken to guide them into digging deeper into their instructional practices and offering them the support they would need in order to continue to excel? Good teachers will welcome frequent classroom visits because then they have the confidence that their principal truly does know what is going on in their classroom and they will have a more well-rounded picture of the teachers' instruction, not just a "one and done" evaluative approach. I believe we need to shift the focus of principal leadership more on improving instruction by investing more time into our teachers' individual needs, not just based on an evaluation, but on the day-to-day performance of what we are observing in the classroom. Principals need to have a presence in the classroom on a consistent basis. The demands on a principal's day are high, but advancing student learning should be a top priority and our teachers need the support in order to make that happen.

Concluding Remarks

In conclusion, this topic of principal as coach is and will continue to be something that I am passionate about and will continue to learn more about. My view of school leadership has been influenced by the principals that I have worked under over the past 16 years, and those experiences were the driving force for delving into this study. I have worked under some remarkable school leaders who have inspired me to continue my pursuit of school leadership even when doors didn't seem to be opening. As of the 2019-2020 school year, I am in my first

administrative position as assistant principal at the elementary level, and my perspective has

somewhat changed now that I am on the administrator side whereas up until now I have been on

the teacher side of education. However, I believe being an administrator that has been a

classroom teacher for a significant amount of time, knowing what is expected of teachers, is a

beneficial and valuable aspect of the coaching leadership I can offer. My passion for wanting to

be a principal coach is ever-so present and I have already been practicing some of the methods

that I have learned as a result of this study. It is my desire to continue in school leadership and

perhaps be one of the innovative principals putting coaching practices to work in order to fully

engage teachers in their practices which will ultimately lead to powerful results in student

achievement.

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Appendix A: Teacher Interview Protocol

**PRINCIPAL COACHING BEHAVIORS AND THE DEVELOPMENT OF VETERAN
TEACHERS' INSTRUCTIONAL PRACTICES**

Interview Protocol

Date: _____

Place: _____

Pseudonym: _____

Type of School Setting (Circle one): Elementary/Intermediate/Junior High/High School

Instruction: *Good afternoon (morning). My name is Nancy Price. I am currently completing a doctoral program at Ball State University in the field of educational leadership. Thank you for being willing to participate. I am gathering information on principal coaching behaviors and the development of veteran teachers' instructional practices. There are no right or wrong answers or desirable or undesirable answers. I want you to feel as comfortable as possible with saying what you really think and how you really feel. I will be making an audio recording of our interview and taking notes to help remember and make notes of our conversation today. The use of a pseudonym is to protect your identity and enable me to link your comments with your interview data if needed. Do you have any questions? Great. Thank you and let's get started.*

Interview Questions:

1. Tell me about your experiences as an educator.

2. How many years have you been an educator and in what sector?

3. What qualities would the ideal principal possess? Explain why these are so important to
    you.

4. How important is it for the principal to be the instructional coach on a scale from 1 to 10,
    1 being not important, 10 being extremely important. Explain your rating.

5. What kind of leader would you describe your principal as? For example, is he/she an
    administrator, manager, supervisor, instructional leader? Explain your reasons?

6. How would you define instructional coaching? *[Coaching is defined as "differentiated
    professional support, meeting each teacher's unique needs over time. It often occurs*

one-to-one and may involve several interactions lasting days, weeks and, in some cases,

months" (Knight, 2009).]

7. Do you receive any type of coaching from your principal? If yes, explain. If no, is there

   any type of coaching offered from anyone else? If so, please explain.

8. After any given evaluation or walkthrough, describe the process in which you receive

   feedback? How does this feedback impact your instructional practices?

9. How could/has being coached, by the principal or someone else, impact your teaching,

   either here at this present school?

10. Does your building participate in any form of professional development that meets

    consistently? If so, what does that consist of and how involved is your principal? Who

    follows up in relation to the content learned during such sessions?

11. What else would you like to add about the principal and coaching that I have not already

    asked about?

Thank you for being willing to participate in this study by agreeing to give of your time to

interview with me and for your honest input. Your responses are valued and appreciated. Again,

I thank you. (Stop audio recording; shake hands).

Appendix B: Principal Interview Protocol

PRINCIPAL COACHING BEHAVIORS AND THE DEVELOPMENT OF VETERAN TEACHERS' INSTRUCTIONAL PRACTICES

Interview Questions

Date: _____

Place: _____

Pseudonym: _____

Type of School Setting (Circle one): Elementary/Intermediate/Junior High/High School

Instructions: *Good afternoon (morning). My name is Nancy Price. I am currently completing a doctoral program at Ball State University in the field of educational leadership. Thank you for being willing to participate. I am gathering information on principal coaching behaviors and the development of veteran teachers' instructional practices. There are no right or wrong answers or desirable or undesirable answers. I want you to feel as comfortable as possible with saying what you really think and how you really feel. I will be making an audio recording of our interview and taking notes to help remember and make notes of our conversation today. The use of a pseudonym is to protect your identity and enable me to link your comments with your interview data if needed. Do you have any questions? Great. Thank you and let's get started.*

Questions:

1. Tell me about your experiences as an educator.

2. How many years have you been an educator/administrator and in what sector?

3. What was your motivation behind becoming a principal?

4. What kind of a leader would you describe yourself as? Describe your leadership style.

5. Reflect on the Preliminary Principal Questionnaire that I sent you prior to this interview. What are your takeaways from completing that?

6. Which component of the Communication Assessment on the Preliminary Principal Questionnaire caught your attention the most? Explain.

7. Describe and explain the level of importance you place on your role as an instructional coach to your veteran teachers. What challenges do you face relating to this role?

8. How often do you conduct classroom walkthroughs? How often do new teachers and veteran teachers have walkthroughs? How do the teachers receive feedback after walkthroughs? What kind of follow-up is there with the teachers after the feedback has been received?

9. Can you describe how you offer teachers feedback and how often this occurs? Does it only occur after a formal evaluation? How do you perceive/witness this feedback affecting teachers' instructional practices?

10. Would you like to add anything else about this topic that I may not have mentioned?

Thank you for being willing to participate in this study by agreeing to give of your time to interview with me and for your honest input. Your responses are valued and appreciated. Again, I thank you. (Stop audio recording; shake hands).

Appendix C: Interview Log

Date of Interview	Interviewee's Pseudonym	Location	Interview Type
05/14/2019	Principal Quinn	elementary school	In person
05/15/2019	Madison	elementary school	In person
05/15/2019	Grace	elementary school	In person
05/20/2019	Chloe	elementary school	In person
05/21/2019	Lily	elementary school	In person
05/22/2019	Principal Emma	elementary school	In person
06/04/2019	Principal James	high school	In person
06/05/2019	Claire	elementary school	In person
06/06/2019	Anna	high school	In person
06/11/2019	Principal Lucas	elementary school	In person
06/11/2019	Naomi	intermediate school	In person
06/11/2019	Henry	high school	In person
06/13/2019	Principal Mia	elementary school	In person
06/20/2019	Alice	intermediate school	In person
06/20/2019	Jada	junior high school	In person
06/26/2019	Leah	elementary school	In person
07/03/2019	Principal Ava	junior high school	In person
08/22/2019	Lydia	junior high school	In person
09/04/2019	Principal Jasmine	intermediate school	In person
12/16/2019	Alexa	elementary school	In person

Appendix D: Preliminary Principal Questionnaire

[From RESULTS Coaching (2010):
Used with Permission]

Part I. Communication Assessment: Below are five concepts associated with being "intentional" as a communicator. Assess your personal strengths and areas where you want to grow stronger.

Powerful Listening
(Listening Fully)

I am intentional about listening to what others have to say. I am aware of the amount of airspace available and am purposeful about how I choose to use it. I monitor or set aside distractors that interfere with being fully present.

Low			**High**	
1	2	3	4	5

Powerful Speaking
(Choosing words of power)

I am intentional about my choice of words because I know that words inspire or deflate, encourage involvement or cause retreat, invite action or inaction, lead to solutions or failures, and offer hope or despair.

Low			**High**	
1	2	3	4	5

Speaking the Truth
(Being "real" with self and others)

I speak my truth in a genuine and respectful manner while also listening to the truth from other perspectives. Before I speak, I honor silence to gain my own clarity, choose words carefully, and I deliver my message with personal regard.

Low			**High**	
1	2	3	4	5

Making and Keeping Promises
(Displaying honesty and integrity)

I am intentional about making and keeping promises to myself and others. Before making a promise that commits my time, energy and resources, I thoughtfully weigh the implications based upon priorities and values. My promises reflect my intention to follow through. When I cannot keep a promise, I take responsibility for speaking the truth to myself and others.

Low			**High**

1   **2**   **3**   **4**   **5**

<p style="text-align:center">Requests Versus Requirements
(Inducing desirable responses with adeptness)</p>

I know the difference between a request and a requirement and am clear when I use each. I lead from the viewpoint of making requests that offer options and hold requirements for those areas that are nonnegotiable.

Low   **High**
1   **2**   **3**   **4**   **5**

Part II. Intention Self-Assessment

I assume that everyone knows how we do things around here.	1	2	3	4	5	I set clear expectations about desired results and make overt agreements about ways we work together.
I frequently make decisions or take action impulsively and then deal with what happens.	1	2	3	4	5	I seek and attain clarity about intended outcomes and communicate my intentions with others.
I hold my thoughts and feelings closely, only sharing with a few close colleagues.	1	2	3	4	5	I share intentions and feelings openly, which frees up energy and expands possibilities**.**
I tolerate mediocrity by couching my language in vagueness and niceness by skirting issues regarding less-than-desired performance to staff.	1	2	3	4	5	I intentionally and effectively address attitudinal, performance or behavioral issues and create multiple pathways for positive change.
I focus on activities and reasons why it is not possible to achieve desired results.	1	2	3	4	5	I purposefully focus on results and accountability at every level in the organization.
I micromanage instead of leading. There's no leadership development.	1	2	3	4	5	I intentionally coach and delegate to develop high quality future leaders.
As a leader, my job is to dispense advice.	1	2	3	4	5	I routinely seek input and involve people in goal setting and solution finding.
It's important that I convince others that my point of view and course of action are correct.	1	2	3	4	5	I explore multiple points of view and multiple options for action that leads to better results.

I protect my staff from many of my leadership decisions, enabling them to do their jobs.	1	2	3	4	5	I share challenging situations with my staff, empowering them to contribute to the process of goal attainment.

Name:

Building:

Position:

Appendix E: Informed Consent for Teachers and Principals

<u>**Study Title**</u>: Principal Coaching Behaviors and the Development of Veteran Teachers'
Instructional Practices

<u>**Study Purpose and Rationale**</u>
The purpose of this study is to identify principal coaching behaviors that foster professional
relationships and teacher development of curriculum and instruction, specifically for veteran
teachers.

<u>**Inclusion/Exclusion Criteria**</u>
To be eligible to participate in this study you must be a teacher with at least three years'
classroom teaching experience or a building level principal.

<u>**Participation Procedures and Duration**</u>
For this project, veteran teachers will be asked to participate in a face-to-face interview
(preferred) which will take about 45 minutes to complete. Building level principals will be asked
to complete a 14-item preliminary principal questionnaire along with a face-to-face interview
(preferred) which will take about 45 minutes to complete.

<u>**Audio or Video Tapes**</u>
Audio recordings will be utilized for each interview and will be kept for five years and then
deleted. Recordings will not be used for any publications or presentations.

<u>**Data Confidentiality or Anonymity**</u>
All data will be maintained as <u>confidential</u> and no identifying information such as names will
appear in any publication or presentation of the data. No information regarding your
participation in this study or any information you provide will be shared with your current
supervisor or employer.

<u>**Storage of Data and Data Retention Period**</u>
Data will be entered into a computer program and stored on the researcher's password-protected
flash drive for five years and then deleted. Only the researcher will have access to the data.

<u>**Risks or Discomforts**</u>
There are no perceived risks or discomforts to the person for participating in this study.

<u>**Benefits**</u>
There are no perceived benefits for participating in this study.

<u>**Voluntary Participation**</u>
Your participation in this study is completely voluntary and you are free to withdraw your
permission at any time for any reason without penalty or prejudice from the investigator. Please
feel free to ask any questions of the investigator before signing this form and at any time during
the study.

IRB Contact Information
For questions about your rights as a research subject, please contact the Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5052 or at orihelp@bsu.edu.

Study Title   Principal Coaching Behaviors and the Development of Veteran Teachers' Instructional Practices

****

Consent
I agree to participate in this research project entitled, "Principal Coaching Behaviors and the Development of Veteran Teachers' Instructional Practices." I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

To the best of my knowledge, I meet the inclusion/exclusion criteria for participation (described on the previous page) in this study.

_____   _____

Participant's Signature   Date

Researcher Contact Information

Principal Investigator   Faculty Supervisor

Nancy Price, Graduate Student   Dr. Kendra Lowery, PhD
Dept. of Educational Leadership   Dept. of Educational Leadership
Ball State University   Ball State University
Muncie, IN 47306   Muncie, IN 47306
Telephone: (260)227-0830   Telephone: (765) 285-8618
Email: nprice@bsu.edu   Email: kplowery@bsu.edu

Appendix F: Recruitment Email

Hello, my name is Nancy Price and I am embarking on my doctoral dissertation research project entitled "Principal Coaching Behaviors and the Development of Veteran Teachers' Instructional Practices." I am in need of building level principals to participate in a one-time interview, preferably in-person in order for me to start collecting data regarding my two research questions:

1. In what ways do principals exhibit coaching behaviors that develop veteran teachers' instructional practices?

2. What are the perceived benefits and challenges of developing and maintaining a coaching relationship between administrator and veteran teacher?

If you would be willing to participate, please respond to this letter within seven days of receiving it. If you could please email your response, with a yes or a no, to nprice@bsu.edu I would greatly appreciate it.

Sincerely,
Nancy Price
Ball State University
Department of Educational Leadership
(260) 227-0830
nprice@bsu.edu