A PHENOMENOLOGICAL VIEW OF TEACHER EFFICACY AS EXPERIENCED BY

SECONDARY TEACHERS ENGAGED IN THE PROCESS OF INSTRUCTIONAL

COACHING

by

Shaftina Fiesta Snipes

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

Sarah Pannone, Ed.D, Committee Chair

Sally H. Childs, Ed.D, Committee Member

Terry Cline, Ph. D, Committee Member

Abstract

The purpose of this hermeneutic phenomenological was to describe teacher efficacy in the lived experiences of secondary teachers actively engaged in the instructional coaching process. The theoretical framework guiding this study was Albert Bandura's (1992) social cognitive theory as it expounds upon the role efficacy plays in human agency as it encompasses teacher's individual beliefs and past experiences, as well as, the extrinsic motivations. Teacher efficacy, the confidence a teacher holds regarding their abilities to enact student learning, can be influenced by interactions with instructional coaches. Criterion-based sampling was used to select instructional coaches (*n*=2) and teachers (*n*=10) to participate in the study. Data collection tools utilized included interviews, teacher/coach observations, and participant journals that assessed teacher lived experiences. Data analysis was conducted by transcribing data and inputting information into NVivo 10, a computerized data analysis tool, for coding, clustering, and creating a visual representation of data. Three themes emerged during the data collection process: Teacher Perceptions of Instructional Coaching, Roads to Student Success, and Efficacy Misconceptions. The results of the study will provide local education agencies with supplementary information regarding implementation of teacher support initiatives such as instructional coaching, lateral entry, and teacher education programs.

Keywords: instructional coaching, literacy coaching, responsive coaching, directive coaching, self-efficacy, teacher efficacy, student achievement

Dedication

I would like to dedicate my dissertation to my two biggest supporters – my son, Akyil Hayes and my father, the late Mr. Jefferson R. Snipes, Jr.

In life, we often take on tasks without prior knowledge of the subsequent sacrifices to one's families and friends. At a very early age, Akyil fully understood those sacrifices and, without complaint, unswervingly encouraged me to press on. Along this journey, there were many times that you have desired to take part in more entertaining ventures, but you decided to remain steadfast in your support of me, encouraging me to write, when the very words escaped me. Even in times, where I lacked faith in myself, the faith that you had in me made all the difference.

At a very young age, I was faced with the worst tragedy that a child ever has to endure – the death of my beloved mother. Faced with such tragedy, I unwittingly blocked out most of my childhood memories. The one thing that has continued to resonate within me to this day are the words my beloved father periodically whispered in my ear, "you can be…you can do anything you decide that you want to do." Even in the wake of his own transcendence, he continued to encourage me to focus on my studies and finish what I had started so many years ago. It is with his steadfast love and support that I continue to persevere.

Acknowledgement

There are so many individuals who I would like to acknowledge who continually supported me throughout this process.   First and foremost, I would like to give all glory and honor to God, the father, who has always been a beacon of light unto my life. His peace sustains me and reminds me that I can do all things if I just seek him. It is through developing a relationship with Him that I fully began to understand the role that faith has in my life. Without him, I am nothing, I can do nothing, but with him, I am able to move day to day knowing that His love for me is eternal.

To my son, Akyil Hayes, you are the best part of me. Thank you for always being so kind and loving. To my beloved aunt and uncle, Valjean and Charles Mitchell; my cousins, Reverend Dr. Valdes Snipes-Bennett, Eva Baysmore and Jaki Shelton-Green, I thank you for your continued prayers. I thank you for all the love and counsel you have given me throughout my journey. You have always encouraged me to move beyond my fears and reach for the stars. I am so thankful to have such a wonderful system of support. To the matriarch of my family, Ivory T. Vincent, even at the tender age of 100, your wisdom and discernment have been a beacon for which I have governed my life. I thank you for your truth and helping me to stay grounded in the Word.

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During this process, I struggled with finding committee members to commit to helping guide me along this journey. Serving on a dissertation committee can prove to be quite tiresome, especially when dealing with a study that has taken as long as mine has to complete. I would like to thank each of my committee members for seeing me through this process. To Dr. Sally Childs, thank you for being that one "yes" in a sea of "no's." As I was calling one person after another, I was relieved that you would extend yourself to help me in my time of need.

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I would like to also say a word of thanks to my dissertation chair, Dr. Sarah Pannone. Over the last couple of years, I have experienced one death after another. It would have been easy for me to give up and wait until the storms of life slowed down. It is through your continued encouragement that I have found myself at this place. There were moments along this journey that all I could hear you say, "You can do it!" or "Where are you at?" Thank you for not

letting me give up on myself. Thank you for your patience, for your guidance, for your attention to detail. Thank you.

Last, but not least, I would like to say a word of thank you to my research consultant, Dr. James Swezey. I am so very honored to have you as my research consultant. I am forever grateful that you would take your time to guide me through understanding the intricacies of developing a qualitative study.   Thanks a bunch! You are truly… the best!

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List of Abbreviations

Adequate Yearly Progress (AYP)

Adult Learning Theory (ALT)

Common Core State Standards (CCSS)

District School and Transformation (DST)

Instructional Coaches (ICs)

Instructional Literacy Design Coach (ILDC)

Institutional Review Board (IRB)

Literacy Coaches (LCs)

Local Education Agency (LEA)

National Staff Development Center (NSDC)

No Child Left Behind (NCLB)

North Carolina Department of Public Instruction (NCDPI)

Professional Development (PD)

Professional Learning Communities (PLC)

Race to the Top initiative (RttT)

State Education Agency (SEA)

School Literacy Teams (SLTs)

Social Cognitive Theory (SCT)

Teacher Self-Efficacy Scale (TSES)

Teacher Personnel Report (TRP)

United States Department of Education (USDOE)

Zone of Proximal Development (ZPD)

CHAPTER ONE: INTRODUCTION

Overview

Educational reform efforts across the United States have established strong correlations between student achievement and teacher effectiveness (Gallucci, Van Lare, Yoon, & Boatright, 2010; Gross, 2007) due to rising levels of teacher accountability, threats to teacher tenure laws, and stagnant teacher compensation. As teachers in North Carolina began fleeing to other states in unparalleled numbers (Driscoll & Watson, 2015), state education agencies (SEAs) and local education agencies (LEAs) strive to identify successful research based practices of providing novice and veteran teachers with effective systems of support. Both SEAs and LEAs embrace the ideology that it is the "teachers [responsibility] to develop students' abundant potentials with an overall view of education" (Lui, 2012, p. 82) despite the external circumstances indirectly impacting educational outcomes.

While teachers are being held accountable for student achievement, teacher systems of support have continued to dwindle, accompanied by teacher efficacy levels, making it even more difficult to ensure that students are "guaranteed [an] education and not merely schooling in the sense that there needs to be an open commitment that every child will achieve the expected outcome" (Sonia, 2012, p. 4). The focus of this study examines the lived experiences teachers have with teacher efficacy as they navigate through the process of receiving instructional coaching.

Chapter One examines the evolution of teacher efficacy and how it is intertwined with the process of instructional coaching. The purpose of exploring the context of the teacher efficacy phenomenon is to reveal how teachers lived experiences contribute to efficaciousness and to interpret the contextual significance of these experiences within the instructional coaching

model. In this particular chapter, the noted subsections include: background, purpose statement, problem statement, study's significance, the research plan, and questions.

Background

In an effort to address the issue of increased teacher accountability levels and lessening teacher support, many districts implemented instructional coaching initiatives. LEAs and SEAs were afforded the opportunity to maintain high teacher accountability while increasing teacher systems of support by utilizing an instructional coaching approach (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010). Many states were met with fiscal challenges associated with increased costs of additional personnel, specialized training requirements, and dwindling capital. Consequently, the United States Department of Education's (USDOE) budget office amended their financial appropriations and state allocations to support the systematic expansion of teacher support initiatives nationwide (Bruce et al. 2010).

Historical Contexts

In 2001, the Bush Administration implemented the No Child Left behind Act (NCLB) which serve as the precursor to the development of higher levels of student and teacher accountability. NCLB required the development of more rigorous instructional standards, regular assessment of these standards, and the implementation of adequate yearly progress (AYP) which provided parents a snapshot to the effectiveness of each school in a particular district (Borkowski & Sneed, 2006; Guilfoyle, 2006; Haycock, 2006).

Haycock (2006) discussed the numerous benefits associated with NCLB, including avenues for providing support to school districts who are being challenged to pay closer attention to educational inequities found within various school systems throughout the nation. NCLB provided an avenue in which schools are being evaluated yearly based upon set goals

that are designed "not to stigmatize schools that don't make adequate yearly progress, but to pay attention and help of the schools and students who need it most" (Haycock, 2006, p. 40). NCLB was grounded in the philosophical belief that every child can learn and opened the gates to global educational reform. Even more, attention was paid to failing schools during the Obama administration with the Race to the Top initiative (RttT). In 2009, the RttT initiative became law under the American Recovery and Reinvestment Act. RttT reiterated the importance of the concept of "leaving no child behind" and making sure that all students were being provided the best education possible. President Obama earmarked $4.35 billion dollars of federal funding to assist state educational agencies(SEAs) with transitioning to the implementation of research-based instructional practices designed to encourage higher levels of student achievement (Department of Education, 2013).

Social Contexts

In response to the RttT grant opportunity, state and local education agencies nationwide were given the opportunity to adopt Common Core State Standards (CCSS) and apply for additional funding through the federal government. The CCSS was comprised of detailed standards of learning designed to ensure that all students were being taught similar information, at the same level of rigor, nationwide. In 2010, the birth of the Common Core and RttT required additional attention to be focused on the improvement of low-performing schools. States who adopted the Common Core were eligible to apply for the additional $4 billion fund set aside for RttT. In response to the implementation of RttT, the state of North Carolina adopted the Common Core, applied for the RttT grant, and received funding for the implementation of programming to improve public schools in North Carolina.

Consequently, North Carolina structured the Career and College: Ready, Set, Go!

Initiative (Department of Education, 2013) to address issues associated with low performing

school districts. The state of North Carolina received $399,465,769 in RttT grant funds to

implement educational reforms over the course of 4 years. Utilization of RttT funds permitted

the state of North Carolina to provide "support services to 118 low- achieving schools identified

for support through Race to the Top" (Department of Education, 2013, p. 3).

The state of North Carolina continued its efforts to ensure student success with the

development of the District School and Transformation (DST) division of the North Carolina

Department of Public Instruction (NCDPI). In the DST model, a comprehensive coaching model

was implemented that incorporated multi-tiered levels of support for the public-school system:

district, school, and teacher.

District Transformation Coaches provided support for district office leadership. School

Transformation Coaches were designed to provide principal leadership support and Instructional

Coaches (ICs) targeted the needs of teachers within the school system. Each level of coaching

was aimed at providing a systematic level of support to ensure that school districts were fully

supported as they sought to tackle the problems associated with low student achievement.

As mounting research correlated instructional coaching to student achievement (Mangin

& Dunsmore, 2014; Atlemspm & Will, 2014), local education agencies (LEAs) adopted similar

coaching models to be implemented in local districts statewide. Daly et al. (2013) specifically

depict how the various social networks among leaders throughout various districts facilitated the

introduction of instructional coaching as one of the newest educational reform tactics that could

be implemented to address lagging student achievement.

In addition, increased ideological frameworks attributing the work of ICs to higher levels

of teacher efficacy (Beauchamps et al., 2014; Beasley et al., 2013, Bruce et al., 2010) added a

new lens to educational reform efforts that would possibly address the growing achievement gaps without the interference of the SEA.

Theoretical Contexts

This study is grounded in Knowles' (1970) adult learning theory (ALT) and Bandura's (1993) social cognitive theory (SCT). Knowles' (1970) associates the ability to develop new insights and skills with the adult's self-agency. It purports that expanding the knowledge base of adults takes place in light of pre-existing societal expectations that must be self-directed. Knowles' (1970) ALT identifies five assumptions which enable adults to transfer new knowledge from short term memory to long term memory. These include adult maturation, previous learning experiences, timeliness or readiness, the immediacy of application, and intrinsic motivation (Knowles, 1984). During instructional coaching, teachers are placed in situations of receiving whole group, small group, and one-on-one PD with the intent to eventually lead to an improvement in the quality of classroom instruction. As teachers engage in the process of receiving instructional coaching, guiding principles of Knowles' (1970) ALT must be present for teachers to assimilate newfound knowledge and increase teacher efficacy levels.

Teacher Efficacy is directly taken from Bandura's (1993), SCT which alludes to the teachers' perception of past proficiencies. These preconceived notions either heighten or diminish their prospects of engaging in instructionally significant tasks. The phenomenon of teacher efficacy, as developed within an instructional coaching model, asserts that "human action, being socially situated, is the product of a dynamic interplay of personal and situational influences" (Bandura, 1999, p. 155). During the instructional coaching model, teachers develop efficacy based upon both personal and situational influences. Bandura (1999) advises that the difference between the hypothetical and actual situations people experience can adversely impact

efficacy just as easily as it can enhance efficacy.

Ippolito (2010) distinguishes between the directive and responsive coaching model, which acts as a determinant as to whether a teacher has sufficient time to develop the cognitive, affective, and behavioral readiness that is required to actively participate in learning something new. The reciprocal interplay between teachers and ICs, the various interactions that they have with one another, and their pre-established relationship all play a role in the presence and development of the phenomenon of teacher efficacy (Knight et al., 2015). The current literature provided a comprehensive quantitative view of teacher efficacy within various instructional coaching models. Gaps in the literature suggested (Gibson, 2011; Klassen et al., 2011, Klassen & Tze, 2014; Woolfolk, 2013) that more qualitative studies may be able to provide a new lens from which to understand the lived experiences of teachers who directly work with ICs.

Situation to Self

As a secondary Instructional Literacy Design Coach (ILDC), I have been given the opportunity to witness firsthand how individual expectations, past successes, and failures can influence a teacher's willingness to engage in various instructional activities. The motivation for this study was to describe the lived experiences of teachers within the context of instructional coaching. The study seeks to examine how teachers perceive their efficaciousness, while engaged in the instructional coaching process, and how they feel their level of efficacy relates to the development of their instructional praxis.

Philosophically, a constructivist epistemological paradigm was taken in order to grasp the true essence of the teacher's view of efficacy. The constructivist epistemological paradigm asserts that humans are able to utilize their individual sensory experiences and observations to make sense of the world around them (Creswell, 2013). Freire (1993) best illustrated

constructivism in describing how "teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge" (p. 69).

It is my belief that in exposing the true essence of a phenomenon necessitates the contemplation of all viable viewpoints. Social constructivism resembles an intricate tale in which an individual's vast culture, histories, and personal beliefs are tightly woven that they are incapable of separating the objective world from their own foundational beliefs. Together the past and present experiences collide cultivating a new fully operational delineation of efficacy (Klassen & Tze, 2014). In order to fully understand how this efficacy influences educators, a more profound discourse unveiling how teachers view efficacy development during the instructional coaching model is necessary.

Traditionally, our literature has relied upon efficacy scales in an attempt to quantify teacher efficacy (Klassen & Tze, 2014; McCollum, Hemmeter, & Hsieh, 2013; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, Skaalvik, &Skaalvik, 2007; Tschannen-Moran & McMaster, 2009; Van Uden, Ritzen, & Pieters, 2013). By using a qualitative approach, use of dialogical logic draws one closer to discovering the development of teacher efficacy in its infancy. Freire (1993) reiterates that any actions devoid of dialogue can be considered a form of oppression. In order to recreate this viable reality without establishing an oppressive environment requires further exploration of internal and external experiences; which rests upon having the ability to dialogue with all possible parties that experience the phenomenon.

The assumptions attributed to this study are both ontological and axiological in nature. It is expected that each teacher's experience with efficacy differs. While some teachers may be

able to articulate their process of developing teacher efficacy, some are not. By examining the multiple realities associated with the rise and fall of their efficaciousness while engaged in the process of receiving instructional coaching, teachers are provided a forum in which they can give voice to the journey to efficaciousness or lack thereof.

The relationship between the giver and receiver of knowledge and how teachers associate meaning to the knowledge being imparted is critical to the learning process (Guba & Lincoln, 1994). My axiological assumption is that a wealth of information regarding how efficacy looks, feels, and the interactions that contribute to the rise and fall of teacher efficacy will only be unveiled when teachers are allowed to articulate the process of maturation as experienced in the presence of external stimuli. It is my desire to provide teachers the opportunity to exhume enough vocal presence that will aid in the establishment of a fundamental, primal awareness of teacher efficacy and the significance it plays in the learning environment.

Problem Statement

While many instructional coaching models focusing primarily on elementary and middle school, DST "worked with 66 low achieving high schools, 37 middle schools, 25 elementary schools, and 6 school districts with substantial numbers of low-achieving schools" (Thompson et al., 2011, p. 1) from 2006-2010. Blamey, Meyer, and Walpole (2008) reiterate the fact that "research on literacy coaching at the secondary level is extremely limited" (p. 311); however, the state of North Carolina is one of the few states who sought to provide instructional coaching at the secondary level. The available research fails to provide concrete views of what the coaching model looks like and how coaches comply with various roles and responsibilities (Cantrell & Hughes, 2008; Dunsmore & Mangin, 2014).

This study seeks to review and contribute to the current literature on teachers' experience

with teacher efficacy while in an instructional coaching environment. Klassen et al. (2011) specifically calls for a continued qualitative analysis of teacher efficacy in order to delve deeper into questions that cannot be unveiled through measurement scales and explore the behaviors associated with teacher efficacy. This study is unique in that it strives to fill this gap by providing a new lens into teacher efficacy through concentrating on the lived experiences of secondary teachers. Creswell (2013) clarifies how Van Manen's hermeneutical phenomenology allows the research to "reflect on essential themes [of the phenomenon and] what constitutes the nature of [the] lived experience" (p. 79).

In utilizing a phenomenological design, it is expected that a number of relevant themes will be unveiled which will aid future researchers to understand teacher efficacy, its development, and the role that it plays in the student learning. Throughout this study, teachers will be given the opportunity to engage in dialogue regarding teacher efficacy as experienced within the instructional coaching process, external stimuli that enhance and/or delimits their efficaciousness, and perceptions teacher hold regarding the meaning of teacher efficacy.

Purpose Statement

The purpose of this hermeneutic phenomenological study was to describe the essence of teacher efficacy among the lived experiences of secondary teachers who are actively engaged in the process of receiving instructional coaching. In this research, teacher efficacy was defined as the "individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational goals" (Slaavik & Slaavik, 2014, p. 612). Through this phenomenological study, insight was gained in the experiences of secondary teachers' self-efficacy experiences during the process of instructional coaching. Instructional coaching was defined as a "job-embedded literacy professional development conducted by professionals hired

specifically to work with teachers" (Ippolito, 2010, p. 165). The theory guiding this study was Knowles' (1977) ALT and Bandura's (1993) SCT. The SCT examined the relationship between instructional coaching and the development of teacher efficacy, while the ALT examined how adults respond when provided new information to assimilate.

Significance of Study

The study provides an opportunity to illuminate individual teacher perceptions about the role of ICs and the impact it has on teacher efficacy. Through uncovering the lived experiences of teachers as they interact with ICs, it is expected that a better understanding of what teachers may feel while participating in the coaching process. As well as how these experiences translate into heightened or reduced levels of teacher efficacy. This study will add to the literature to help educators, administrators, and district leaders understand the multifaceted roles of the IC (Dunsmore & Mangin, 2014; Matsumura & Wang, 2014) in relation to the development of teacher potential.

Theoretical Significance

There is a scarcity of qualitative research from the teacher's perspective that focuses on instructional coaching at the secondary level. Most studies surrounding the phenomenon of teacher efficacy are quantitative in nature and link efficacy levels to personal professional achievement (Klassen et al., 2014). These studies directly correlated instructional coaching to improved levels of teacher efficacy at the elementary and middle school level (Klassen et al., 2011; Klassen & Tze, 2014; McCollum, et al., 2013; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 2007; Tschannen-Moran et al., 2009; Van Uden et al., 2013).

Bandura (1977) established measurement scales for quantification of efficacy levels. Quantification of self-efficacy using various measurement scales revealed a possible

mismeasurement of the phenomenon since components of the scales have been manipulated to fit within the framing of the individual study consequently losing power to effectively gauge effective outcomes (Klassen et al., 2011). This manipulation "can lead to misleading conclusions, as well as a kind of definitional entropy where the meaning of carefully defined psychological constructs lose[s] precision over time, eventually losing predictive power and theoretical distinctiveness" (Klassen et al., 2011, p. 37).

More so, quantitative studies have centered on the various aspects of instructional coaching that were indirectly associated with teacher effectiveness, including best practices, PD, classroom management, and student interventions (Dibapile, 2012). Each element may lead to a more efficacious teacher, but rarely have they sought to explore how teachers experience efficacy (McCollum, et al., 2013). The few more qualitative studies, which connect teacher efficacy to the process of instructional coaching, failed to capture the essence of teacher efficacy due to a focus on associated manifestations of efficacy such as: seeking to achieve higher goals, demonstrating the motivation to take instructional risks, or participating in crucial conversations with coaches; however, this too failed to unveil the true essence (Van Manen, 1990) of teacher efficacy.

Practical Significance

As the roles and responsibilities of ICs fluctuate statewide, many administrators are unable to provide a clear definition of what instructional coaching is and what the process of instructional coaching should entail (Al Otaiba et al., 2008; Blamey & Walpole, 2008; Cassidy & Cassidy, 2005; Gross, 2010; Mangin, 2014; Steckel, 2009). More importantly, school-wide implementation of instructional coaching varies district-wide creating a large degree of confusion among teachers as to what they should expect from ICs. By uncovering the teacher's

perspective of coaching a different light to how teachers view instructional coaching, the value of coaching at the secondary level and the impact the process has on the development of teacher efficacy will be unveiled. For many teachers, hearing the perspective of their colleagues assist in reduction of teacher resistance ICs encounter when entering the learning environment (Ippolito, 2010).

In 2015, when the RttT initiative ended, policy makers and other district leaders were forced to make tough decisions about whether to continue funding coaching initiatives. Some districts saw value in hiring ICs to continue the work of the RttT initiative, while other districts simply allowed instructional coaching to vanish. This study provides additional support for helping policy makers, as well as, LEAs and SEAs to see how teachers envision efficacy within the instructional coaching process. By gaining a new lens into a teachers' journey teachers to self-confidence and pedagogically sufficiency, policy makers may be inspired to continue the utilization of ICs as change agents within school districts nationwide.

Dixon et al. (2014) reiterate the fact that the internal state of the teacher can be transferred onto the student resulting in varying levels of student success. In view of the ICs work with teachers and whether their work contributes to or is detrimental to teacher efficaciousness can aid in defining critical elements within the working relationship of teachers and coaches to enlarge teacher efficacy levels as an added measure to close student achievement gaps.

Research Questions

The research questions associated with this study are designed to be broad in nature (Creswell, 2013) for teachers to expand upon narratives designed to unveil their individual interpretations of efficacy within the instructional coaching model. One central question and

three sub questions was used in the study. Each question explores how teachers define efficacy, how efficacy feels, and interactions that contribute to the development of efficacy.

Central Question. How do lived experiences of the secondary teachers shape their perceptions of teacher efficacy during the instructional coaching process? Creswell (2013) explains the importance of selecting a central research question that is overarching and encompasses the meaning of the phenomenon. This question was selected because it reiterates how the perceptions of teacher efficacy are often associated with interactions that challenge their beliefs. It also provides the context in which efficacy will be assessed. Instructional coaching has been implemented throughout districts across the United States to provide an avenue in which teachers develop collaborative partnerships with instructional specialists to increase efficacy levels through social persuasion, increased levels of mastery experiences, and use of constructive feedback (Beasley, Gartin, Lincoln, & Penner-Williams, 2013). Interactions that transpire during these partnerships can reinforce or impact a teacher's interpretation of their professional efficacy and their capacity to engage students in obtaining positive outcomes.

SQ1. How do secondary teachers understand and apply meaning to their experiences with teacher efficacy? This question attempts to assess a working definition of efficacy as seen through the eyes of each teacher participant. Thomas and Mucherah (2014) reiterate the differences in how teacher development fluctuates when immersed in different learning environments. Both psychological and emotional intelligence contributes to not only the development of efficacy but to how teachers perceive the world around them (Klassen & Tze, 2014). Klassen et al. (2011) reemphasize the importance of context on teacher perceptions of efficacy. Depending upon the learning environment, teachers may have different experiences, positive and negative, that may strengthen or negate all possibilities of efficacy development.

Mangin and Dunsmore (2014) specifically describe how the context of coaching directly impacts the teachers' perception of the coach's role. Consequently, the experiences that teachers have during responsive coaching and directive coaching differ dramatically (Denton & Hasbrouck, 2009). Additionally, the levels to which a teacher will recognize and internalize the information obtained during the coaching process are both interconnected with the learning environment (Thomas & Mucherah, 2014).

SQ2. How do secondary teachers display teacher efficacy in making instructional decisions during the instructional coaching process? Sub question two aids in establishing the connection between teacher efficacy and decision-making processes. According to Knight (2007), the process of instructional coaching is grounded in empowering teachers to make instructional decisions that will deepen student learning. Bandura (1977) associates efficacy to the behaviors exhibited within specific environments. Denton and Hasbrouck (2009) reiterate the importance of collegiality within teacher, coach relationships to optimize on teacher efficacy and ensure the implementation of research based instructional strategies within the learning environment. Howe and Barry (2014) assert that under the proper circumstances teachers are more flexible when it comes to taking the necessary changes to instruction that may lead to increased mastery experiences; therefore, leading to improved levels of teacher efficacy. The specific conditions that are typically necessary include adequate amounts of time, collaborative partnerships with ICs, and access to necessary resources (Howe & Barry, 2014).

SQ3. What role does teacher efficacy play in teacher-coach interactions? Sub question number three is designed to analyze activities associated with efficacy development. Heineke (2013) explores the critical nature of communication during the instructional coaching process in nurturing or damaging efficacy levels. Increased levels of teacher efficacy rely heavily upon the

coaches' ability to establish teacher trust, function as a collaborative partner, and provide constructive feedback (Beauchamp, Klassen, Parsons, Durksen, & Taylor, 2014; Dunsmore & Mangin, 2014). How teachers view the role of the instructional coach in the learning environment and preconceived notions relies heavily on teacher efficacy and ultimately determines if teachers will even attempt to engage in the coaching process (Bandura, 1977). Positive interactions between ICs and teachers have been shown to increase participation levels, access to mastery experiences, and the development of high levels of efficacy.

Definitions

1. *Collective Efficacy* – Bandura (1997) defines collective efficacy in two ways. It can either be considered "the performance capability of a social system "(Bandura, 1997, p. 469) or "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainment" (Bandura, 1997, p. 477).

2. *Classroom Management* – Classroom management is the product of how teachers respond to various conflicts that happen within the learning environment (Pinchevsky & Bogler, 2014).

3. *Instructional Coaching* – Instructional coaching is a "job-embedded literacy professional development conducted by professionals hired specifically to work with teachers" (Ippolito, 2010, p. 165).

4. *Pedagogy* - Pedagogy is often considered the 'how' of the teaching process. Van Manen (1990) defines pedagogy as "the activity of teaching, parenting, educating, or generally living with children, that requires constant practice acting in concrete situations and relations of living with children" (p. 2).

5. *Professional Development* **-** Professional Development (PD) is defined as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (Mizell, 2008, p. 2).

6. *Professional Learning Community* – DuFour (2006) identifies professional learning communities (PLCs) as "educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve" (p. 217); however, Schmoker (2006) defines the professional learning community as "group of teachers who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels (p. 176).

7. *Secondary Education* - The study seeks to understand efficacy in the context of instructional coaching at the secondary level. In many schools, secondary education consists of students in grades 6-12. In this study, secondary education will be defined as education incorporated grades 9-12 provided by a high school or college preparatory program (Gross, 2010).

8. *Self-Efficacy* **-** Self-efficacy, which will be used interchangeably with the term personal efficacy, is a "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 2).

9. *Teacher Efficacy* **-** Slaavik & Slaavik (2014) denotes teacher efficacy as an "individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational goals" (p. 612).

Summary

In Chapter One, the background of instructional coaching in the state of North Carolina was provided. The purpose of the study reflected the desire to reveal how teachers experience changes in their teaching efficacy as they participate in the instructional coaching process. The saturation of literature in view of efficacy was divulged and an overview of what would make this study stand out in comparison to other studies on teacher efficacy.

Chapter Two will further explore the governing theoretical framework of the study and the related literature which seeks to both expose gaps in the literature and explore opportunities for future research.

CHAPTER TWO: LITERATURE REVIEW

Overview

Chapter Two will provide a better understanding of the theoretical framework governing the study. While Knowles' (1977) ALT provides insight into how adults engage new information, Bandura's (1993) SCT provides a working definition of the phenomenon under examination and provides a foundation for understanding the study's significance in the field of education. The relevant literature respects the contributions that have already been made regarding teacher efficacy in instructional coaching and attempts to identify the gap in the literature as is denoted by the concentration of studies in elementary and middle schools, as well as, a saturation of quantitative research instead of qualitative research. In this chapter, more information on the instructional coaching process, the pre-established connections to teacher efficacy, and how both influence student outcomes will be explored further.

Theoretical Framework

The instructional coaching model relies heavily on Knowles' (1977) ALT and Bandura's (1993) SCT. In the field of education, students come to school prepared with limited amounts of background knowledge along with a long list of external influences that influence the learning process. The teacher's responsibility in the learning process is multifaceted. Traditionally, the primary responsibility of the teacher is to disseminate information; however, the more recent distribution of teacher responsibility includes ensuring that local and state mandated performance outcomes are being met. Meeting these local and state mandates can be a challenge for novice teachers or teachers who are transitioning from other professions into the field of education (Popham, 2011). To effectively transfer new knowledge to students, teachers utilize their pedagogical knowledge to provide the necessary skills required for the specified performance

outcomes from one school year to the next. Many novice and lateral entry teachers do not have these skills.

At the present time, these performance outcomes have been labeled as adequate yearly progress (AYP) and are indicative of what students should learn at various age and grade levels (Popham, 2011). Although students engage in summative assessments, teacher effectiveness is determined by a wide range of performance indicators which are collectively utilized to determine the value that a teacher may add to the lives of their students (Harris, Ingle, & Rutledge, 2014).

For example, in the state of North Carolina various teaching attributes are utilized to evaluate various aspects of the teaching profession and teacher characteristics that are emblematic of effective teachers. These include: leadership capability, content knowledge, pedagogical skills, student growth and advocacy, diversity awareness, technology integration, internal and external communication skills, professional growth, and ethical standards (North Carolina Teacher Evaluation Process Manual, 2015). Each of these components, combined with the teacher's ability to reflect and self-assess their capability to enhance student learning, play a role in teacher accountability measures utilized throughout the state.

While a wide variety of tools are utilized to determine teacher effectiveness, often teachers are held accountable for student learning despite external factors that may impede the learning process (Lui, 2012). Even as the educational system begins to transition from the teacher-centered classroom to a more student-centered classroom, students in grades K-12 continue to struggle, especially with the implementation of CCSS and how to gauge student achievement. Fully understanding the differences between the learning processes of adults and children aids teachers in creating some level of permanence in the cognitive retention of new

found information (Woolfolk, 2013).

Knowles' (1970) ALT reveals a distinct difference between the child learner and the adult learner. Knowles (1970) clarifies how the process of learning is about the transformation of individual behavior and attitudes through gaining knowledge. In order to know that true learning is taking place within the individual a behavioral shift should be evident. In looking at the adult learner, Knowles (1970) points to Maslow's (1962) idea of self-actualization and the importance that it holds to ensure that an individual can reach their optimal level of potential. The idea of self-realization as seen in the hierarchy of needs describes how the individual cannot even conceive of obtaining new knowledge unless the basic human needs are being met (Maslow, 1962). Once an individual reaches the phase of self-actualization, it is here that they can absorb new information having all other needs met. In a sense, it is difficult to understand the workings of the world without first obtaining knowledge of oneself.

As most individuals transition from adolescence into adulthood, we become less influenced by external societal pressures to maintain or increase our educational pursuits. This self-awareness eliminates the adult's need for social acceptance and adults become more selective in their attainment of new found knowledge. Knowles' (1970) ALT implies that:

> as an individual matures, his need and capacity to be self-directing, to utilize his experience in learning, to identify his own readiness to learn, and to organize his learning around life problems, increases steadily from infancy to pre-adolescence, and then increasing rapidly during adolescence (p. 43).

The natural maturation of human beings leads to internal conflict. During the maturation process, humans claim ownership of their learning process as they move into adulthood. This often leads to an internal conflict between the individual's perception of societal expectations, to

remain open to outside influences, and the individuals desire to develop self-direction, devoid of external influences, which may adversely impact their personal development (Ippolito, 2010).

, Knowles (1970) examines how this self-direction is ultimately achieved during adulthood. Knowles (1970) believes it is due to biological development, life experiences, social roles, vicarious experiences, and reaching a level of individual maturity. While children receive this new information for the first time, many adults hold predispositions, have a prior knowledge of this information, and have developed a unique view of the world around them. For the adult learner, timing is an essential difference between the adolescent and adult learner. Choosing the appropriate time to engage the learner is essential to the proper assimilation of new information because the adult learner welcomes the arrival of new found knowledge when challenges in life create the need for expanding their knowledge. When adult learners rely on newfound knowledge to heightened levels of personal or professional success (Knowles, 1970), they willingly engage in the learning process.

In order to assist these learners to take ownership of their own learning processes and to understand the need to change, explicit strategies must be employed to engage the learner in becoming self-reflective (Woolfolk, 2013). This comes through participating in dialogic situations with other adults who either validate their pre-established beliefs and challenging these beliefs. By providing thought-provoking questions regarding already established beliefs, adults must first have their personal belief systems validated without feeling any form of coercion. When adult learners realize the faulty logic associated with their own belief system, they are ready to accept new found information. Adult learners must "actively engage the concepts presented in the context of their own lives and collectively critically assess the justification of new knowledge" (Mezirow, 1996, p. 10).

All things considered, this level of introspection is directly tied to an individual's level of self-efficacy. Self-efficacy is a subcomponent of Bandura's (1993) SCT. The SCT describes the human's need to interact with other humans in order to engage in the learning process. Through social interactions, individuals develop a perceived self-efficacy based upon their past experiences and how their view themselves in light of those around them. Bandura (2001) explains how this perceived efficacy is played out in the psyche. Subconsciously, the learner's evaluation of their own unique potential serves as a catalyst for heightened or de-escalated levels of intrinsic motivation. This, in turn, acts upon the self-regulation of an individual's behavior. Bandura (2001) describes how the internalization of one's capabilities excites human agency, the intentional act governing individual motivation and self-regulatory; ultimately governing the individual's desire to willingly engage in specific activities. To better understand human agency, a working knowledge of the input-output model in which humans equate meaning to experiences whether positive or negative, is required.

Bandura's (2001) ideology of the human brain's ability to function like a computer to "deliver up information to a neural network acting as the mental machinery that does the construing, planning, motivating, and regulating nonconsciously" (p. 2) affirms the psychological changes that take place during the formation of personal identity. As neurological processes are set in motion, the brain attributes meaning to every act that we have engaged in – past, present, and future. Through the process coined as forethought, humans are able to create associations to experiences taken place in their immediate environment. These processes serve to discourage or encourage required behavioral adjustments to be successful in undertaking various activities. The SCT relies on internal forethought, self-reflection, and human agency used to determine their proper placement in society. In doing so, humans associate with one

another to expand upon their knowledge of self.

The social aspect involved in the development of self-awareness is an internalized process, whereas, the externalization of this social process describes the construction of knowledge which is best described by Vygotsky's (1978) social constructivist theory. Vygotsky (1978) describes the importance of human interaction to the learning process. This theory implies that humans apply meaning to their experiences through social interaction. Heineke (2013) recognizes "that as knowledge is co-constructed in social situations, identities of the participants are also being constructed; language is a powerful source for building identity" (p. 412). Galluci et al. (2010) cites Moll (2001) in echoing the connection between the sociocultural theory and cognitive development.

In short, the cognitive development as described in Vygotsky's sociocultural theory reiterates how knowledge of oneself comes through interacting with other people. Vygotsky (1978) clarifies how human development and social engagement set the foundation for proximal development.   Vygotsky's (1978) Zone of Proximal Development (ZPD) implies that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (p. 88). When challenged beyond the appropriate developmental level, humans reach a point of frustration, which leaves them incapable of processing new information.

Ultimately, this frustration can be linked directly to a cognitive function humans develop from birth to adulthood that is directly associated with past performances, emotional intelligence and the internalization of a natural comparison while socially engaged with others. Humans develop a unique assessment of what normal ability levels should be for individuals with similar goals (Bandura, 1993).   The emotional intelligence and intrinsic motivation that results from

this comparative analysis are often associated with the development of personal efficacy.

An individual's personal outlook and intrinsic motivation to engage in specific acts associated with predetermined tasks are also linked to efficacy levels. Bandura (1993) asserts that efficacy is less determined by how humans compare their abilities to other individuals; but more so, how humans measure personal progress to past performances; however, it does not exclude assessing individual ability against social counterparts. An impaired view of ones' abilities in maintaining and improving a specific skill set in conjunction with an analysis of others attainment can weaken self-efficacy tremendously (Bandura, 2003).

Bandura (1994) defines self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 2). The development of self-efficacy is often attributed to modeling that takes place throughout infancy and well into young adulthood from social interactions within the immediate environment. The initial development of efficacy is linked to Maslow's Hierarchy of Needs, in that children connect their families' ability to ensure their personal well-being with their own ability to take on certain tasks (Knowles, 1970).

Self-efficacy plays a vital role in the individual's motivation to engage particular activities as humans anticipate past failures repeating themselves in a similar circumstance that evolves over time. Consequently, humans regulate their behavior constricting themselves to activities that they feel capable of mastering. Efficacy levels resting on faulty logic create a self-fulfilling prophecy (Merton, 1948). Essentially, humans believe they are incapable of achieving a task, so they either never attempt to achieve the task or they allow their doubt to supersede their possibility of imminent success.

These successes come from the self-concept that humans gain through observing and

correlating their own abilities to the abilities of those around them. In every area of life, humans pay attention to the accomplishments that they are able to produce and compare them to their counterparts. If an individual's emotional intelligence, mastery experiences, and performance feedback lead them to believe that they are inadequate to perform a particular task, they experience a decrease in self-efficacy (Woolfolk, 2013). Self-efficacy development essentially determines how humans overcome obstacles from one field to another.

Bandura (1997) examines how the effects of self-efficacy can be evident in various professions including education. In the field of education, the term is typically known as teacher efficacy or teacher self-efficacy, associating the teachers' motivation to attempt tasks most commonly seen within the learning environment. Similar to personal efficacy, teacher efficacy can be attributed to an "individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational goals" (Slaavik & Slaavik, 2014, p. 612). When teachers experience past failures in meeting performance goals, efficacy levels tend to decline. Bandura (1993) explains how low levels of self-efficacy may be directly correlated with individual anxiety, development of avoidance tactics or refusal to engage in specific instructional activities. As research continues to examine the vicarious nature of teacher efficacy, noteworthy associations between low teacher efficacy and low student efficacy have been made, suggesting teacher efficacy as another contributing factor to the student achievement gap (Klassen & Tze, 2014; McCollum, Hemmeter, & Hsieh, 2013; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 2007; Tschannen-Moran & McMaster, 2009; Van Uden et al., 2013). Consequently, declining levels of student efficacy and low levels of teacher efficacy may be linked to low levels of student performance and low high school graduation rates (Bandura, 1993).

Related Literature

While teacher PD is critical to the improvement of various skill sets, teacher opportunities to receive PD were limited and self-reflection of the instructional process even more restricted (Aguilar, 2013; Beauchamp et al., 2014; Dixon et al., 2009; Dunsmore & Mangin, 2014; Mangin, 2014; Teemant, Leland, & Berghoff, 2014). The typical workshop approach provided a wealth of information; however, the expectation and time allotted for implementation appeared vague (Denton & Hasbrouck, 2009). By the 1980's, enough research had been conducted to suggest "teachers [would be] more likely to integrate newly-learned instructional strategies into their regular teaching repertoires if they [were] provided with coaching, either from peers or experts" (Denton & Hasbrouck, 2009, p. 152).

Literacy Coaching. These peer experts were entitled instructional or literacy coaches and utilized as change agents to reinforce educational reforms throughout various SEAs and LEAs. Both literacy and instructional coaching programs were developed to counteract the need for additional teacher supports (Cassidy & Cassidy, 2008); however, there is a distinct difference between the roles and responsibilities associated with the literacy and instructional coach. Atteberry and Bryk (2011) have defined the literacy coach as a teacher who provides on-site PD, providing teachers ample opportunities to reflect on their own practice to improve teaching abilities. Literacy coaches primary focus centers on infusing various strategies aimed at increasing student reading comprehension across various content areas (Al Otaiba, Hosp, Smartt, & Dole, 2008; Atteberry & Bryk, 2011; Blachowicz, Buhle, Ogle, Frost, Correa, & Kinner, 2010; McCollum, Hemmeter, & Hsieh, 2013; Gross, 2010).

The implied ideology insinuates that high levels of student literacy and increased student achievement are correlated (Blachowicz, et al., 2010). The typical transformation within the

learning environment required master teachers receive training on best practices, literacy theory, and provide teacher support in order to become a LC. Blamey, Meyer, and Walpole (2008) advised that the focal point of literacy coaches engages in critical conversations with teachers about the implementation of emerging instructional practices to increase literacy skills without fear of retribution.   As literacy coaches were distributed throughout the country to provide best practices for improved reading comprehension, positive gains were noted in student achievement, restoring hope within the research community that closing the student achievement gap was possible (Dunsmore & Mangin, 2014; Mangin, 2014).

Instructional Coaching. Gallucci et al. (2010) concluded that the literacy coach is an integral part of an instructional coaching revolution aimed at reinforcing district-wide instructional reform by providing content specific instructional support that is beneficial for improving the quality of teacher pedagogy. The coaching model "relies on coaches working one on one in their teachers' classrooms - observing, modeling, and providing feedback to improve student learning over time" (Atteberry & Bryk, 2011, p. 357); however, there has been much debate as to the roles that are associated with the instructional coaching process.

Ippolito (2010) helps clarify the role of the instructional coach as a "job-embedded literacy professional development conducted by a professional hired specifically to work with teachers" (p. 165) but traditionally coaching roles extend far beyond PD. ICs serve as "leader/collaborative consultant, resource, collaborator, diagnostician, and student advocate" (Al Otaiba et al., 2008, p. 144). ICs can also be seen as curriculum developers and teacher mentors; however, Knight (2007) identified a missing element in teacher mentorship which is found in instructional coaching models of mentoring. Basic mentorship provides instructional guidance, while instructional coaching relies on modeling instructional approaches to

strengthening teacher pedagogy. Traditional teacher mentors do not provide in class demonstration of instruction during the mentorship process.

While the ICs role is multifaceted and ambiguous, research has shown that the implementation of instructional coaching in the classroom adds authenticity to student learning and instructional practices. Each role an IC plays requires a different level of expertise (Aguilar, 2013; Al Otaiba et al., 2008; Gross, 2010; Ippolito, 2010; Stevens, 2010). Galluci et al. (2010) advised that "effective organizational supports can mediate professional learning as situated social practice" (p. 924) to ensure that coaches continue to grow in their expertise of evolving instructional practices and educational research. Coaches utilize expertise gained from training to increase teacher capacity and aid them in becoming reflective practitioners, so that they are able to analyze and evaluate their own instructional practice for the purpose of making necessary improvements (Ippolito, 2010; Steckel, 2009; Stevens, 2010; Teemant, 2014).

During the instructional coaching process, teachers are provided with research-based instructional practices that can be modeled and instantly executed within the classroom (Aguilar, 2013; Dunsmore & Mangin, 2014; Knight, 2007, 2008; Mangin, 2014; Teemant, 2014; Teemant, et al., 2014; Vanderburg & Stephens, 2010). Since coaching provides an opportunity to provide demonstration on-site, teachers observe good teaching in context. Afterwards, coaches engage teachers through dialogue to reflect upon lesson planning, student achievement levels, instructional practices, and possible interventions that can be implemented within their classrooms which may reinforce heightened levels of student achievement (Al Otaiba, et al., 2008; Dunsmore & Mangin, 2014; Gross, 2010; Heineke, 2013; Ippolito, 2010; Steckel, 2009; Stevens, 2010; Teemant, 2014; Teemant, et al., 2014).

The nature of instructional coaching is transformative in that it provides teachers with

individualized collaboration and mentorship, which improves the probabilities of the teacher developing higher levels of efficacy, implementing best practices, and taking ownership of the learning environment (Al Otaiba et al., 2008).   Heineke (2013) identified the development of a strong relationship between the coach and teacher as the primary component deepening the learning experiences and student achievement. Al Otaiba et al. (2008) advises that while "it takes hard work for a coach to change teachers' views about instruction" (p. 146). When done correctly, adjustments to teacher practice are more sustainable because the teachers take ownership of new methods for improving student achievement.

Instructional coaching is believed to provide teachers with a sense of empowerment found within the mentoring process that naturally takes place (Dierking & Fox, 2014). This empowerment encourages teachers to be transparent in expressing issues and concerns found within their pedagogy. Research has shown that the discourse that takes place between teacher and coach aids teachers and strengthens their content knowledge, pedagogy, and increased reflexivity of best practices, which simultaneously lead to positive student outcomes (Aguilar, 2013; Al Otaiba, et al., 2008; Dunsmore & Mangin, 2014; Gallucci et al., 2010; Heineke, 2013; Steckel, 2009; Walker-Dalhouse, Risko, Lathrop, & Porter, 2010). Understanding the roles undertaken during the coaching process clarifies how mastery and vicarious experiences lead to higher levels of teacher efficacy and improved instructional practices.

The Coaching Roles and Expectations. Trying to understand the role of the instructional coach can be quite exhaustive. The roles of the instructional coach in elementary schools are much more defined than that of the secondary IC (Steckel, 2009). Insufficient amounts of literature exist to support the role as it is expected to be carried out in the secondary setting; however, the importance of the coach's knowledge and qualifications are imperative to

the effectiveness of the initiative at all grade levels (Gross, 2010; Steckel, 2009). ICs are typically limited to the area of PD; however, there are a number of duties that do not fall within the realm of PD that ICs are responsible for (Blamey & Walpole, 2008). The coaches' job rests somewhere in between that of regular teachers and administrators. Activities assumed by coaches can range anywhere from grant writing to curriculum developers (Blamey & Walpole, 2008; Steckel, 2009) making it even more difficult for researchers to establish concrete evidence as to the role that ICs play within the learning environment.

Cassidy & Cassidy (2005) reiterate the importance of defining the role of the instructional coach. Blachowicz et al. (2010) outline the various roles by narrowing them down to determine what an effective instructional coach should be capable of doing within the learning environment. ICs typically provide PD, assist with the organization and implementation of curriculum, provide instructional demonstrations, maintain the infrastructure of a professional learning community, and monitor formative and summative assessment data (Blachowicz et al., 2010). The instructional coach is expected to work with students, parents, teachers, and other internal and external stakeholders, as needed. In addition, some coaches are expected to develop and monitor implementation of School Literacy Teams (SLTs) (Knight, 2007).

Conceptually, ICs act as a forum in which teachers are allowed to participate in critical conversations regarding content specific topics in an effort to enrich their teaching experiences. Coaches and teachers should collaborate with one another to ensure that the instructional framework fits well with the school's culture. Blachowicz et al. (2010) advises that "the coaches' and teachers' focus [is] on deciding what the enacted framework would look like in their school environment, what they would actually see in a classroom where best practices prevailed, and what materials and resources the teachers would need" (p. 350).

Challenges to Effective Instructional Coaching. In the secondary setting, administrative responsibilities are often fused with the traditional role of the instructional coach. This misconception accounts for the confusion in what coaching should look like (Blamey & Walpole, 2008; Gross, 2010; Steckel, 2009). While the initial function of the instructional coach was limited to the classroom, recently coaches have been provided "school and district-based leadership by designing, monitoring, and assessing reading achievement progress, providing professional development, and improving reading achievement" (IRA, 2004). Even though local education agencies reap benefits of having an extra individual with administrative authority, using ICs as part of the administrative team restricts the coach from gaining teacher trust and being able to motivate them in utilizing best practices (Denton & Hasbrouck, 2009).

Teachers assume that any information gained from the ICs may be utilized punitively; however, Knight (2007) indicates that ICs observe teachers' utilizing a nonevaluative approach to the develop trust. Since the role of ICs relies upon the direct observation of teachers teaching, trust is essential when providing individualized feedback about teacher content knowledge and pedagogical capabilities (Denton & Hasbrouck, 2009). When ICs are part of the administrative team, teachers fear that the observations conducted by ICs will somehow become part of their performance observation, instead of merely a method for determining areas of continued development (Denton & Hasbrouck, 2009; Knight, 2007).

The coaching model "relies on coaches working one on one in their teachers' classrooms observing, modeling, and providing feedback to improve student learning over time" (Atteberry & Bryk, 2011, p. 357). The evolution of the coaching model asserts that coaches extend their responsibilities to include: acting as instructional developers, providing feedback on instructional lessons, assisting teachers in becoming reflective practitioners through the development of

professional learning communities, researching and communicating research based practices, modeling lessons during instructional time, co-teaching, and providing demonstration lessons when necessary (Al Otaiba et al., 2008; Blamey & Walpole, 2008; Denton & Hasbrouck, 2009; Howe & Barry, 2014; Peterson, Taylor, Burnham, & Schock, 2009; Steckel, 2009; Witte, Beemer, & Arjona, 2010).

Since there is much misconception on the roles ICs' play, teacher resistance is a major challenge. Knight (2007, 2008) advises that teachers are more willing to change when they feel as if they are equal partners in the process. Since some teachers see themselves as master teachers accepting change poses a challenge. Additionally, when ICs are hired from outside of the school, there are often teachers who may have similar expertise in reading who may challenge the coaches' professional advice (Al Otaiba et al., 2008). In addition, increased barriers to teacher implementation of instructional strategies such as "lack of time, knowledge, materials, and [in class] support" (Al Otaiba et al., 2008, p. 143) could also play a role in teacher push back. Knight (2007) suggests that adoption of new instructional practices rely heavily upon the teachers' view of the skill needed to implementing specific strategies, as well as, the effectiveness of the practice is implemented.

Effective implementation of instructional practices can be associated with the type of coaching being utilized within the learning environment. Coaching can be either responsive or directive. The directive coaching model puts "heavy emphasis on fidelity of implementation of mandated reform programs, sometimes providing teachers with direct recommendations or even mandates about need[ing] instructional changes" (Denton & Hasbrouck, 2009, p. 158). On the other hand, in responsive coaching, ICs take their direction from the teachers. They pay close attention to the needs of each individual teacher and develop a plan of action accordingly.

Teachers can utilize ICs to assist them in becoming reflective practitioners; however, teachers can also set expectations for the ICs that do not fit within the role of the coach, such as providing individual student tutorials (Al Otaiba et al., 2008; Mangin & Dunsmore, 2014). It is important to generate teacher buy-in utilizing a responsive approach that increases the success of the instructional coaching model. Teacher resistance results from the school wide rejection of the instructional coaching model if both teacher and administration are unfamiliar with the role of the instructional coach (Blachowicz et al., 2010; Blamey & Walpole, 2008; Gross, 2010; Steckel, 2009). Teachers and administration may be unable to create a connection between the coaches' requests and the underlying impact to student achievement (Blamey & Walpole, 2008).

In order for the coaching model to be effective, the process must be implemented systematically starting with the establishment of relationships between the coach and his/her colleagues. Once a coach has established the PD to be provided, teachers must regularly participate in activities that the coach provides. In addition, Atteberry and Bryk (2011) advise that "the tasks involved in school-based coaching, as well as some aspects of the comprehensive literacy instructional framework itself, may be an entirely new undertaking for the individuals training to become coaches" (p. 359) which may cause difficulty in implementing the coaching model. Additionally, administrative support plays an essential role in the successful implementation of a coaching model (Denton & Hasbrouck, 2009). Blachowicz et al. (2010) encourage school districts to ensure that ICs are provided with ample opportunities to engage in PD so that they can fully support their teachers instead of using ICs in a more administrative role.

The Teacher-Coach Relationship. Lowenhaupt, McKinney, and Reeves (2014) reiterate the importance of developing rapport and strong relationships in instructional coaching.

For many educators, their classroom offers a safe haven for which they are able to close their doors and work within their comfort level. Unless teachers are applauded for their ability to improve student learning or chastised for their failure to meet expected academic gains, teachers are left to their own devices. As long as educators are compliant with district mandates, they are often given creative freedom to communicate instructional goals at will (Denton & Hasbrouck, 2009).

Often with the introduction of an instructional coach into the learning environment, the teacher may be alarmed and assume that they have reflected an inability to effectively meet administrative instructional expectations. In order for coaching to be effective, the process must be implemented systematically starting with the establishment of relationships between the coach and his/her colleagues. Heineke (2013) cites Rogogg (2003) in stating that "human cognitive development can often be attributed to individual participation in social activities" (p. 415). Even if mandated, teachers still can choose whether to be a willing participant in the instructional coaching process or not.

Since teachers choose their level of participation in the coaching process, gaining teacher trust through the development of concrete relationships lies at the epicenter of instructional coaching (Beasley et al., 2013; Gallucci et al., 2010; Heineke, 2013; Howe & Barry, 2014; Knight, 2007, 2008; Lowenhaupt et al., 2014). Long-term fundamental changes in instructional practices can be directly associated with solid teacher-coach relationships (Blamey & Walpole, 2008; Ippolito, 2010; Peterson et al., 2009). The development of trust and credibility are an essential element for ICs to gain access to the learning environment. Building these relationships from scratch often poses the most difficulties (Ippolito, 2010). Various tactics can be used for developing solid relationships with teachers; however, typical entrance into dialogue

regarding teacher effectiveness cannot be made without first establishing a trusting relationship. Once a strong relationship is established coaches can develop an environment "for the teachers to safely offer ideas and ask questions" (Heineke, 2013, p. 424).

Communication is a key element to being a coach. Blamey et al. (2008) advise that the "coach must be able to communicate with teachers effectively, a task which includes listening to individual needs and presenting ideas and suggestions for improvement" (p. 320). The primary method utilized by ICs to communicate the need for a change in practice is the process of modeling self-reflective processes through a collaborative hands-on approach (Denton & Hasbrouck, 2009). Collaboration between coach and teacher results in transparency and honesty in the area of content based discourse and allows for increased levels of problem-solving in order to deepen student learning (Heineke, 2013; Peterson et al., 2009). This process takes a substantial amount of time and cannot be rushed. Every decision made in the classroom is drawn from the consequences associated with past experiences, both positive and negative (Bandura et al., 2003).

Akkuzu (2014) advises that teachers found that feedback was most influential in the area of communication. While ICs may be expected to act in non-administrative and administrative roles, teachers who felt that the coach was an instructional partner were more likely to adhere to change (Beasley et al., 2013). Mentorship or other partnerships increase teacher efficacy levels (Beasley et al., 2013). Coaches are often given the choice to engage in responsive or directive coaching. Traditionally coaching has been responsive, where teachers are given the option of whether they utilize the expertise of the instructional coach (Mangin & Dunsmore, 2014; Vanderburg & Stephens, 2010). In responsive coaching, the coach must entice educators to engage in the coaching process, but teachers "reported that coaching and collaboration helped

increase their sense of efficacy an implementation of literacy strategies" (Vanderburg & Stephens, 2010, p. 143).

During directive coaching, coaches may utilize "authoritative stances such as pressuring, persuading, and buffering" (Heineke, 2013, p. 411), which could result in lower levels of teacher self-efficacy and higher levels of teacher resistance. When an instructional coach is required to utilize directive coaching the foundational relationship between the coach and teacher can often be damaged. Teachers may have pre-established beliefs regarding the various power structures at play when ICs work directly with administrators. This may place strain on the nature of the relationship (Mangin & Dunsmore, 2014; Rainville & Jones, 2008; Vanderburg & Stephens, 2010) resulting in a lack of trust and the inability for the development of teacher capacity and positive student outcome.

Heineke (2013) cites Vygotsky (1978) in stating that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (p. 412). Heineke (2013) likens instructional coaching to an apprenticeship aligned with the learner's zone of proximal development. Effective coaches are "committed to learning new concepts and ideas relevant to literacy and content area instruction, actively pursuing venues for developing knowledge" (Blamey et al., 2008, p. 320) for the purpose of reducing teacher frustration levels enough to engage them into being receptive of newfound knowledge. In order to reduce the frustrations of the learner so that they are able to internalize new information, the coach must assess the teacher and know what his/her prior experiences are and how s/he utilize their past experiences to meet the needs of each teacher independently.

Teacher Self-Efficacy. There are six contributing factors that are derived from a teacher's past and may influence the development of teacher efficacy. They include the

teacher's emotional intelligence, reaction to stress, personal beliefs, social interactions, and vicarious and mastery experiences (Bandura et al., 2003, Woolfolk, 2013). During the instructional coaching process, teachers experience a rise and fall of efficacy (Tschannen-Moran et al., 2007) as they associate performance feedback to previous trials and/or successes experienced while teaching. The rise and fall in teacher efficacy is often associated with the type of coaching that takes place and the self-esteem level teachers already possess prior to becoming a teacher.

During the directive coaching process, teachers may feel isolated or targeted to receive a coach as symbolic of poor teaching performance (Denton & Hasbrouck, 2009), while teachers receiving responsive coaching may view coaches as added support leading to higher levels of teacher efficacy. Teacher efficacy has been defined in various ways over the course of time. Teacher self-efficacy as defined by Slaavik and Slaavik (2014) is an "individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain given educational goals" (p. 612). Slaavik and Slaavik (2014) cites Bandura (2006a) in referring to teacher self-efficacy as a theory "grounded in the theoretical framework of SCT, emphasizing the evolution and exercise of human agency—the idea that people can exercise some influence over what they do (p. 611).

Teacher efficacy ultimately drives an individual to make decisions about their capacity to successfully achieve specific goals based on past experiences, both positive and negative.   Past literature suggests that there are three elements known to impact teacher efficacy, including actualized success through student achievement, collaborating with others and the success, or collaboration with peers and expert. However, Shidler (2009) suggests that teacher education and experience are the only two variables that truly impact teacher efficacy. Early on, pre-

service teachers can associate successes in student teaching and utilize these to increase their levels of efficacy. Essentially, when teachers are given mentors, they begin to be impacted upon by social persuasion which contributes to their efficacy levels, especially if the mentor consistently provides positive feedback (Beasley, et al., 2013).

Research indicates that teacher efficacy impacts professional choices and intrinsic motivation (Woolfolk, 2013). Teachers may choose not to take on some task in fear of failure. While physiological factors impact teacher efficacy, social persuasion, mastery and vicarious experiences also indirectly impact efficacy levels (Putnam, 2012). Direct and indirect feedback can easily be associated with social persuasion causing teachers to alter their beliefs regarding their individual performance. In looking at teacher efficacy, research indicates that teachers with high levels of efficacy are more likely to welcome ICs. Putnam (2012) advises that "efficacious teachers are more likely to seek ways to improve their teaching methods through alternative methods of instruction and experimentation" (p. 28).

In teacher efficacy, this is often seen in the teacher's beliefs that s/he is capable of obtaining things s/he desires, while personal teacher efficacy relies upon the teachers' belief that s/he can positively impact student learning. Yeo et al. (2008) advise that personal teacher efficacy rests on the "teachers' beliefs that factors under their control (internal locus of control) have a greater impact on the outcomes of a teacher than factors in the environment or the student (external locus of control)" (p. 193). This is often reiterated in educational reform. Teachers are directed to ignore elements that are beyond their control (Borkowski & Sneed, 2006; Haycock, 2006).

Development of teacher self-efficacy "is very important to be developed for the teachers because it is required in the decision-making process, in curricular planning, [and] in the didactic

process" (Ignat & Clipa, 2010, p. 181). Teacher's experience levels serve as confirmation of their self-efficacy, whether low or high, based upon past mastery experiences. Lower self-efficacy has been positively associated with higher levels of perceived stress; however, undue stress doesn't have anything to do with job satisfaction. Reilly, Dhingra, and Boduszek (2014) advise that "teachers who are more satisfied with their work are not necessarily more confident in their own ability to complete work-related tasks and goals" (p. 371). Often the levels of stress may be self-imposed due to individualized expectations. Reilly et al. (2014) suggest that this connection may be due to the fact that teachers who have higher levels of teacher efficacy often expect more of themselves than teachers with lower levels of efficacy.

Teacher Efficacy, Content Knowledge, and Pedagogical Development. Yeo et al. (2008) create a connection between teacher efficacy and three levels of teacher focal areas including student engagement, instructional practice, and classroom management. Student engagement refers to the level in which students are intrinsically motivated to participate in a particular instructional task. Bandura et al (2003) suggest that "self-efficacy plays a pivotal role in [the] process of self-management because it affects actions not only directly but also through its impact on cognitive, motivational, decisional and affective determinants" (769).

In the area of classroom management, teachers with low levels of efficacy often utilize more authoritative means to gain control of the classroom. Classroom management is known as the product of how teachers respond to various conflicts that happen within the learning environment (Pinchevsky & Bogler, 2014). Teachers with high levels of self-efficacy are more comfortable with creating a student-centered environment because they are better able to empower students within the classroom (Dierking & Fox, 2014). Dierking and Fox (2014) associate these practices with the teacher's own feelings of empowerment within the learning

environment, which leads to higher levels of teacher efficacy.

Teachers with lower levels of teacher efficacy often use avoidance tactics to deal with classroom management issues and are often more controlling of the learning environment, resulting in a more teacher centered environment (Pinchevsky & Bogler, 2014). For the IC, this creates a challenge in helping the teacher to create a student-centered classroom without causing more damage to the teachers' level of efficacy. Dierking and Fox (2014) suggest that this refusal to develop more student-centered activities may actually result from the teacher's awareness of state and local mandates to teach particular standards within a specified time frame. Dierking and Fox (2014) advise that "before teachers can confer a sense of empowerment to students, they must first feel themselves to be strong and engaged professionally and personally" (p. 131). This empowerment often can be seen in various methods districts employ to provide instructional support for struggling teachers.

For example, differentiation of instruction is an instructional practice that requires teachers to delve deeper into accessing the individual needs of each student. Differentiation of instruction requires that teachers are confident in having multiple tasks taking place all at once. Basically, the teacher demonstrates confidence in his/her abilities to impact student learning, while meeting the individualized needs of each student (Akkuzu, 2014; Bandura et al., 203; Dixon et al., 2014; Lee et al., 2011; Pendergast et al., 2011; Pinchevsky & Bogler, 2014; Putman, 2012; Siwatu et al., 2011; Tschannen-Moran et al., 2007; Van Uden et al., 2013).

Knight (2007) shows us that instructional coaching can assist in developing teacher efficacy, as teachers are given an opportunity to witness research-based strategies utilized successfully. In the area of instructional support, Dixon et al. (2014) link teacher efficacy to a teacher's willingness to differentiate in the classroom; as teachers with high levels of teacher

efficacy are more willing to take academic risks in the learning environment (Dixon et al., 2014).

When done correctly, teachers and coaches are able to build strong working relationships and

teachers benefit from the expertise of having a mentor.

Dixon et al. (2014) advise that teachers often experience difficulty scaffolding instruction

because they lack confidence in teaching or lack knowledge of the content for which they are

expected to teach. This lack of confidence directly impacts their willingness to engage in the

coaching process. Tschannen-Moran et al. (2007) recommend that "increasing the level of

content knowledge and demonstrating teaching methods appropriate for conveying this

knowledge to a diverse group of students, contributed to an increase in the levels of outcome

efficacy" (p. 75). The role of the instructional coach ultimately rests upon assisting teachers with

the development of the teacher efficacy needed to attempt various levels of differentiation

utilizing best practices (Knight, 2007; Pinchevsky & Bogler, 2014; Swackhamer, et al., 2009).

Tschannen-Moran et al., (2007) warn that the underlying focus of teacher efficacy is

reliant upon the teacher's ability to ensure specific outcomes in the learning environment. Often

this lays in the area of increased student engagement levels. Van Uden et al. (2013) advise that

student behaviors are directly linked to the level of classroom engagement. The self-efficacy of

the teacher is "largely related to educational innovation, good class management, offering

suitable learning activities, and taking responsibility for students in need of special care" (Van

Uden et al., 2013, p. 46). As teachers interpret the experiences that they have with their students,

they incorporate these into their perception of teacher self-efficacy.

The teachers' misconceptions surrounding their ability to enact change in student

learning can often result in a reduction of intrinsic motivation leaving the teacher with dwindling

efficacy levels. Cantrell & Hughes (2014) suggest that the relationship between teacher efficacy

and student achievement are reciprocal in nature. Teachers who experience dwindling efficacy levels within the classroom can reiterate their teaching capabilities with high levels of student performance. Similarly, students being taught by highly efficacious teachers experience high levels of efficacy and are able to perform better academically (Beasley et al., 2013; Çalik et al., 2012; Cantrell & Hughes, 2014).

Teacher Efficacy and Professional Development. The National Staff Development Council (NSDC, 2008) defines PD as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (p. 1). Consequently, PD comes in a vast variety of forms. Traditionally, PD has been associated with an established workshop approach, which is carried out in isolation from the natural learning environment (Bruce et al., 2010). Within many LEAs, teachers are gathered together and provided PD on a district wide initiative with little to no direct consideration as to the implementation of learned strategies as it relates to differing content areas (Atkenson & Will, 2014; Beauchamp et al, 2014; Bruce et al., 2010; Ippolito, 2010). Ippolito (2010) explains the importance of receiving PD embedded within the natural learning environment so that teachers are best capable of witnessing the implementation of best practices.

During the instructional coaching model, teachers directly work with ICs and are able to increase their levels of self-efficacy through verbal persuasion, vicarious observation of successfully implemented strategies, and increased levels of mastery experiences. Bandura (1997) advises that there is a "reciprocal causality, a two-way relationship, [in] interpreting [the] relationship between collective teacher efficacy and teachers' self-efficacy" (p. 250). During sessions in which teachers engage in PD with ICs, teachers with high levels of self-efficacy may be more compliant and more willing to utilize new instructional strategies in the learning

environment (Denton & Hasbrouck, 2009; Yeo et al., 2008). These teachers stretch themselves so that they are capable of becoming reflective practitioners and embracing instructional change (Denton & Hasbrouck, 2009).

Teachers with lower self-efficacy; however, often complain and believe that they are unable to implement instructional strategies in the classroom. Often this is seen in teachers identifying barriers to implementation of strategies such as a "lack of time, knowledge, materials, and [in class] support" (Al Otaiba et al., 2008, p. 143). Yeo et al. (2008) imply that these avoidance tactics can often be used to self-protect. Since low levels of teacher efficacy can be tied to high levels of anxiety (Bandura, 1993), often teachers experiencing low levels of teacher efficacy find various coping techniques including avoidance to prevent themselves from having to complete tasks that they may not be able to successfully complete.

Tschannen-Moran et al. (2007) advise that there is hope for teachers to increase their efficacy levels by engaging in a variety of PD activities. Schwackhamer, Koellner, Basile, and Kimbrough (2009) suggest that one method of increasing teacher self- efficacy is through continued education. Teachers who continue taking classes at both the master level and/or participate in PD can increase their levels of self- efficacy. Teachers can become "intrinsically motivated to become an effective, highly trained teacher with new skills, instructional techniques, and an increased content knowledge base (Tschannen-Moran et al., 2007, p. 72). One known method that can be used to increase the content knowledge of teachers lies in the area of instructional coaching.

Knight (2007) advises that effective instructional coaching provides a balance in which teachers are able to receive site based PD. PD provides the opportunities for teachers to have authentic conversations in which they are able to openly discuss issues that may be impacting

their classroom efficacy. Dixon et al. (2014) advise that "coping with teaching issues and being able to overcome insecurities are important qualities to all educators" (p. 116). By providing a forum in which educators feel safe in developing coping strategies through partnership, teachers are able to develop the necessary skills to engage students resulting in higher levels of achievement.

Teacher Efficacy and Professional Learning Communities (PLCs). This much-needed partnership, between novice teachers, master teachers, and experts, is formed naturally during collaborative planning sessions known as professional learning communities (PLCs). Past research differs in the way that they look at the role PLCs play in the learning environment. DuFour (2006) defines PLCs as "educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve" (p. 217); however, Schmoker (2006) defines the professional learning community as "group of teachers who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels (p. 176).

Many PLCs also serve as another form of PD provided to developing teachers in a small group environment. Despite differing views of the roles PLCs serve, when teachers are allowed to collaborate with one another to discuss various academic related issues they are afforded an opportunity to substantiate their views regarding various instructional practices which is correlated with increased levels of teacher efficacy (Lee, Zhang, & Yin, 2011).

The PLC model permits higher collaboration among teachers and provides a forum for which teachers are able to establish a school's culture. Reeves (2010) explains how the PLC model engages teachers in dialogue regarding student achievement, instructional practices, and

planning strategies. During PLCs, teacher efficacy levels are strengthened when they are placed in an environment in which they can compare the successes and failures they experience with other educators, establishing a norm of expectancy (Lee, et al., 2011). In this environment, teachers are allowed to problem solve, voice their shared beliefs, and establish a professional trust among internal stakeholders.

As teachers construct their professional trust of one another, their interpersonal communication naturally begins to increase. Akkuzu (2014) describes how interpersonal communications among peer's influences teacher-efficacy. During PLCs, teachers who are less efficacious tend to avoid engaging in conversations or fully participating in the PLC with other educators who may be more experienced. Daly, Liou, Tran, Cornelissen, and Park (2013) suggest that this may be due to the fact that within each network of individuals, there is a focal leader who serves as the voice of everyone else within the group. This particular leader sets the pace for the entire group. Daly et al. (2013) advise that maintaining the relational resource of the focal leader may be stronger than the individuals need for PD.

As teacher increase their social relations and establish status among other teachers a false sense of entitlement invalidates an individual's need for PD (Daly et al., 2013). Teachers receiving short-lived accolades from their peers and instructional leaders creates a culture in which novice and lateral entry teachers may feel added PD is unwarranted. Daly et al. (2013) reiterate how the efficacy leaders, formal or peripheral, play an important role in establishing the school's culture. Bandura (1977) points to modeling practices and verbal persuasion tactics by leaders and peers are a primary component of efficacy development. During PLCs, teachers are afforded the opportunity to form partnerships among their fellow educators. Beasley et al. (2013) explain how these partnerships either dispel or reinforce previously held beliefs about

student learning opportunities contributing substantially to the development of collective efficacy.

   Perceived Collective Efficacy. Collective efficacy is "the group's shared belief in its conjoint capabilities to organize and execute courses of action required [producing] given levels of attainment" (Bandura, 1997, p. 477). Collective efficacy is grounded in the Bandura's (1993) SCT which connects the development of our unique experiences to interactions that we have with those in our immediate environment. Bandura (1993) expounds on how the social nature of the learning environment can be impacted by teacher-efficacy. In the learning environment, teacher self- efficacy can become part of the school culture. When more than one teacher has individual perceptions of their ability to engage students in the learning process and it spreads throughout the school, this can be identified as collective self-efficacy.

   Collective Efficacy can often be used interchangeably with the establishment of school culture as it is established when teachers communicate their beliefs to impact school wide student achievement (Bandura, 1997; Çalik, Sezgin, Kavgaci, & Kilinc, 2012; Klassen et al., 2011). Collective Teacher Efficacy reiterates the idea that schools are a social forum and that beliefs within each school can be contrived from all the members of a particular learning community. The group utilizes its collective experiences in teaching to develop their belief in their ability to impact change in student learning. During this process, the teacher acts as an analytical unit with other teachers. Each teacher contributes their own individual interpretation of the student's performance capabilities which ultimately can indirectly impact the individual efficacy levels of each teacher in the learning environment.

   When teachers collaborate with one another and share the common belief that they are able to acquire positive outcomes, student achievement levels increase (Klassen et al., 2011).

Collective efficacy also plays a vital role in teacher job satisfaction. Viel-Ruma, Houchins, Jolivette, and Benson (2010) conducted a study of special education teachers in 47 urban schools and determined that collective efficacy was the leading cause of job satisfaction. Viel-Ruma et al. (2010) cited Ware and Kitsantis (2007) in stating, "that both collective and teacher-efficacy predicted teacher job commitment levels in general education teachers" (p. 228). Teacher attrition levels were also linked to how teacher-efficacy contributed to collective efficacy.

Since collective efficacy depends upon the individual efficacy levels of the teachers, schools composed of teachers with higher levels of efficacy reflect a high level of collective efficacy. Conversely, schools composed of teachers with low levels of efficacy have lower collective efficacy levels (Tschannen-Moran & Salloum, 2014). These efficacy levels are often constructed during professional learning communities (PLCs) where teachers are given the opportunity to enter into discourse about their belief systems and are made aware of the belief systems of their colleagues (Lee, Zhang, & Yin, 2011). In addition, Lee et al. (2011) advise "since [there is a] high correlation between teachers' trust and their collective efficacy" (p. 828), teachers in an environment with low levels of collective efficacy often resist instructional assistance from instructional experts outside of the school district.

Collective efficacy can be impacted by the beliefs that are consciously or subconsciously relayed by the instructional leadership (Bandura, 1997; Çalik et al., 2012). Instructional leaders with high levels of efficacy are best capable of creating a collaborative learning environment where every staff member feels as if their contributions are valued. Often instructional leaders communicate with the teacher through verbal and nonverbal means such as facial expressions, body language, body positioning, voice tone, and inflection, as well as other leadership behaviors (Çalik et at., 2012; Knight, 2007). As instructional leaders reflect positive behaviors in the

learning environment, teacher self-efficacy improve. Whether direct or indirect, the message that can be sent by the instructional leaders to the teachers can establish both a positive and/or negative school culture. The introduction of an instructional coach into a school that already has preset levels of self-efficacy (whether high or low) could result in either positive or negative outcome.

Summary

In Chapter Two, the literature examines more traditional methods of providing PD for teachers. It provides a working definition of instructional coaching identifies the roles and responsibilities of coaches, expresses the challenges of coaching, and creating a connection between instructional coaching and teacher-efficacy. Chapter Two also aids in understanding both direct and indirect consequences of low teacher-efficacy on student outcomes. In educational reform efforts intended to increase student achievement and improve teacher effectiveness, the role instructional coaching has on improved levels of teacher-efficacy plays an important part in fully understanding school transformation.

This study is designed not only to add to the current research on teacher-efficacy but to allow the teachers' voices or attitudes to reveal the influence efficacy holds in their professional practices. In Chapter Three, the methods associated with the study will be delineated.

CHAPTER THREE: METHODS

Overview

The purpose of the study was to provide a phenomenological study of the lived experiences of secondary teachers engaged in the instructional coaching process. The focus of the inquiry was to examine the lived experience of teachers to identify relevant themes and interpret these themes to determine what if any, shared experiences can be documented. The focus of the inquiry asserted that only teachers engaged in instructional coaching can communicate what happens to teachers internally during the coaching process.

The ultimate goal was to find out how the secondary teachers in this study communicated their lived experiences of teacher-efficacy in their interactions during the process of instructional coaching. The theoretical framework looks at Bandura's (1977) SCT in view of how the individual defines themselves based upon the interactions that they have with those around them.

In this chapter, a clear representation of the study's design, research questions, setting, and participant sampling will be provided. In addition, Chapter Three provides a detailed outline of the procedures to be conducted during the study, IC's role, data collection and analysis processes. Lastly, this chapter examines the steps that were taken to increase the studies trustworthiness, as well as, other ethical issues that may arise throughout the course of the study.

Design

Phenomenology involves the process of understanding a particular phenomenon, Epoché, while it was being lived. According to Van Manen (1990), the process of understanding human experiences when dealing with pedagogy requires an individual interpretation of the experience. The very nature of understanding the learning process requires the teacher to be able to make

sense of what the student may be discussing in light of the experiences that they are undertaking. In hermeneutic phenomenology, humans gather the meaning of their unique experiences from being able to simultaneously acknowledge a particular experience and the influences that the experience had on their lives. Being able to remember what a particular situation felt like helps to identify the event moving forward in life and aid the human in capturing those moments forever.

Moustakas (1994) reiterated how phenomenology provides a forum for which a particular experience can be understood based upon a particular context. In utilizing hermeneutic phenomenology, Moustakas (1994) examined the bridging process in which the necessary interpretation of the experience can only be construed through, "the direct conscious description of experience and the underlying dynamics or structures that account for the experience – providing a central meaning and unity that enables one to understand the substance and essence of the experience" (p. 9). However, Husserl (1980) contended that the meaning of the lived experiences of humans can only unfold naturally when researchers refrain from interpreting each experience. Moustakas (1994) encouraged the use of the hermeneutic process of analysis that encourages interpreting the meaning of each experience in order to accurately reflect the essence of the phenomena being studied.

In utilizing hermeneutic phenomenology, Van Manen (1990) stressed that "pedagogy requires a hermeneutic ability to make interpretative sense of the phenomena of the lifeworld in order to see the pedagogic significance of situations and relations of living with children" (p. 2). In working with children, and having knowledge of their lived experiences, Van Manen (1990) asserted that simply witnessing what students go through isn't sufficient enough to gain a full understanding of the essence of their unique experiences within the learning environment.   In

order to gather the true meaning of what, or how, each situation captures meaning for the person involved a level of interpretation is required.

The purpose of utilizing a hermeneutic model for this particular study was so that I would be better able to identify inconsistencies within the lived experiences of individual teachers from school to school. By making sense of the teacher's interpretation of their own efficacy development and through examining teacher descriptions of the phenomena, I should be able to develop a full understanding of, and place meaning on, how efficacy grows in the life of the teacher leading each teacher to develop meaningful interpretations regarding their own teaching capabilities.

By using a qualitative approach, teacher-efficacy was examined within the normal learning environment. In utilizing quantitative methods, teachers may be more apprehensive in their responses and I am less likely to actually observe truly authentic experiences as they took place in the classroom. Qualitative research provided a better opportunity for me to witness the formulation of thoughts, body language, and to delve deeper into the mind of the participant to examine the decision-making process as it evolved. In addition, by using a qualitative approach to examine teacher efficacy, I was able to gain insight into the extent to which teacher efficacy fluctuated when instructional coaching was involved. Doing so could be as simple as examining word choice, teacher behavior, and other dynamics of the teacher/coach relationship.

Research Questions

CQ. How do lived experiences of the secondary teachers shape their perceptions of teacher efficacy during the instructional coaching process?

SQ1. How do secondary teachers understand and apply meaning to their experiences with teacher efficacy?

SQ2. How do secondary teachers display teacher efficacy in making instructional decisions during the instructional coaching process?

SQ3. What role does teacher efficacy play in teacher-coach interactions?

Setting

The study took place in three high schools in the southeastern region of North Carolina. Pseudonyms were used to protect the identity of the county, schools and participants represented. The district will be known as Clearview County Schools. The Clearview County School District is a mid-size urban school district that is comprised of 35 schools; 8 of which are high schools, including Greenleaf Academy, J. Bedford High School, and W. F. Peace High School which serves 2,641 students, grades 9-12.

Greenleaf Academy serves 628 students, grades 9-12. J. Bedford High School serves 934 students, grades 9-12, and W. F. Peace High School serves 1,079 students, grades 9-12. All three schools actively participate with both instructional coaching and literacy coaching models. School demographics (see Table 1) reflect a diverse student population across all three schools with the exception of Greenleaf Academy. Greenleaf Academy is primarily made up of Black students (43.9%), while J. Bedford High School (78.1%) and W. F. Peace High School (66.6%) are primarily made up of white students. All three schools have very small numbers of Asian students (Greenleaf Academy, 2.8%; J. Bedford High School, 0.7%; and W. F. Peach High School, 1%), but a much higher Hispanic population (Greenleaf Academy, 11.1%; J. Bedford High School, 9.9%; W. F. Peace High School, 13.2%).

Each school has students who are limited in their proficiency; however, the composite Limited English Proficient (LEP) students reflected low numbers throughout all three schools. Students who are considered economically disadvantaged were remarkably similar with the

exception of Greenleaf Academy, which had 68.3% of their students who are considered

economically disadvantage based upon their ability to qualify for free and/or reduced lunch.

Student gender disparity across all three schools reflected slightly higher numbers of male

students over female students.

Table 1

School Demographics

Characteristic	Greenleaf Academy (n = 628)	J. Bedford High School (n = 934)	W. F. Peace High School (*n* = 1079)
Gender N (%)			
Male	336(54)	471(50.3)	561(52)
Female	292(47)	463(49.5)	518(48)
Race			
American-Indian	3 (0)	1 (0)	6 (0)
Asian	18 (2.8)	7 (0)	11 (1)
Hispanic	70 (11.1)	92 (9.9)	142 (13.2)
Black	276 (43.9)	77 (8.2)	183 (16.9)
White	226 (35.9)	727 (78.1)	719 (66.6)
Two or More	33 (5)	29 (3.1)	18 (1.7)
Pacific Islander	2 (0)	1 (0)	0 (0)
Subgroups			
Non-EDS	199(31.56)	464(49.6)	544 (50.4)
EDS	429 (68.3)	470 (50.3)	535 (49.6)
LEP	31(4.9)	21(2.1)	33(3)
Non LEP	597(95)	913(97.8)	1046(96.9)
AIG	16 (2.5)	95(10.2)	138(12.7)
SWD	78(12.4)	110(11.8)	70(6.5)
Non-EC	550 (87.5)	824(88.2)	1009(93.5)

Source: percentages are in parenthesis. Non-ED = Non Economically Disadvantaged; ED = Economically Disadvantaged; LEP =Limited English Proficient; Non-LEP = Non Limited English Proficient; AIG = Academically or Intellectually Gifted; SWD = Students with Disabilities; Non-EC = Non Exceptional Children. Information retrieved from http://accrpt.ncpublicschools.org/app/2013/disag/

During the study, all data collection took place within each respective school. Teacher

participants were given the opportunity to select a location within their school that was most

comfortable for their semi-structured interview. In order to ensure that observation of

teacher/coach interactions were as authentic as possible, observations took place within the

classroom during the learning environment. Participant journals were conducted online using a

Google Forms template that was administered electronically. Participant journaling was left to the discretion of each participant. Each participant was sent bi-weekly reminders to engage in the journaling process; however, teachers self-selected the location for which to engage in the journaling.

Participants

My study sought to describe the experiences teachers have that impact their teacher efficacy while engaging in the instructional coaching process. In order to obtain a diverse group of participants, two instructional coaches in three schools served as gatekeepers for locating 10 teachers (male = 1, female = 9) who were actively engaged in receiving instructional coaching. Schwackhamer et al. (2009) established how most veteran teachers would have already established mastery experiences and are well on their way to developing higher levels of teacher efficacy, so attempts were made to utilize novice teachers for the study. Teacher quality indicators aided in suggesting not only teacher effectiveness, but levels of teacher efficacy, and becoming more familiar with the participant pool.

Since the purpose of my study was to describe the lived experiences of teacher efficacy within the context of instructional coaching, selecting teachers who held less knowledge of teaching would be the optimal situation in which to increase the likeliness of being able to witness teachers as they experienced shifts in their efficacy. However, as the numbers of novice teachers declined (Master, Sun, & Loeb, 2016) the ability to restrict the participant pool became more difficult. Consequently, seven teachers were identified within the first five years of teaching and three who would be considered veteran teachers.

Table 2

Teacher participant Information including their pseudonym, participant type, gender, age range, ethnicity, teaching experience, grade level and subject

Pseudonym	Type	Gender	Age	Ethnicity	Grade levels	Teaching Experience	Subject
Julie	IC	F	34	Caucasian	9-12	9	N/A
Sharon	IC	F	39	Caucasian	9-12	15	N/A
Claire	Teacher	F	27	Caucasian	9-10	1	Math
Margaret(Meg)	Teacher	F	35	Caucasian	9-12	2	CTE
Sally	Teacher	F	27	Caucasian	9	2	Math
Lisa	Teacher	F	38	Caucasian	10-11	3	Math
Allison	Teacher	F	29	Caucasian	9-12	3	CTE
Katie	Teacher	F	27	Caucasian	10-12	1	Science
Kristin	Teacher	F	28	Caucasian	10-12	1	Science
Tammy	Teacher	F	51	Caucasian	9-12	28	Science
David	Teacher	M	58	African-American	9-12	30	Science
Dianne	Teacher	F	43	Caucasian	9-12	7	CTE

In order to overcome such restrictions, I utilized a reporting system implemented in the state of North Carolina that annually reports teacher qualifications and other pertinent educational statistics. The Teacher Personnel Report (TPR) provided a glimpse into the diversity of teachers located within each school. The TPR is a collection of information compiled annually by the state of North Carolina that identifies select teacher characteristics. This information, along with student performance indicators, and whether or not individual schools have met AYP is included in a report entitled the North Carolina Report Card ("NC Report Cards", n.d.) Although the report cannot be directly linked to teacher efficacy, it describes a school's teacher count, experience levels, licensure, continuing education, and attrition rates (see Table 2). This information served as an indicator as to whether the collective efficacy of the teachers was high or low. Tschannen-Moran & Salloum (2014) suggested that collective efficacy and individualized teacher efficacy levels are related. Subsequently, a highly effacious school tends

to be composed of highly effacious teachers.

According to the TPR, J. Bedford High School, and W. F. Peace High School, both have 93% of their teachers who are fully licensed to teach, while Greenleaf Academy has 92% of its teachers fully licensed to teach. Both J. Bedford and W. F. Peace High have 7% of their teachers who are lateral entry. Greenleaf Academy has a slightly higher number of teachers (8%) who are lateral entry. Lateral entry teachers are teachers who have a bachelor's degree and are allowed to teach school while they obtain their teacher licensure through alternative programs that have been approved by the SEA (Clotfelter, Ladd, & Vigdor, 2010).

While the NCLB, requires 100% of teachers be categorized highly qualified, W. F. Peace High School (98%), Greenleaf Academy (77%), and J. Bedford High School (93%) all fall below the 100% mark. Obtaining highly qualified status indicates the teacher of record has obtained an adequate level of content knowledge and pedagogical ability to aid students in meeting performance expectations (Guilfoyle, 2006). All three schools have 6 teachers who are Nationally Board Certified and 16-21% of their teachers who hold advanced degrees. Nationally Board certified teachers obtain their certification through a rigorous process of developing a teaching portfolio that includes instructional videos, student work samples, and written reflections which demonstrate their accomplishments as an educator and their abilities to impact student learning (Cavalluzzo, Barrow, Mokher, Geraghty, & Sartain, 2014).

In addition to being Nationally Board certified, all three high schools have experienced teachers who have taught 4 years or more; Greenleaf Academy (84%), J. Bedford High School (87%), and W. F. Peace High School (80%). J. Bedford High School holds the highest number (40) of teachers who have taught for over 10 years. In the area of teacher attrition, W. F. Peace High School has a higher level of teacher turnover (12%) within one school year.

Table 3

Teacher Personnel Report

Characteristic	Greenleaf Academy (n =49)	J. Bedford High School (n = 61)	W. F. Peace High School (n = 61)
Licensure N (%)			
Full	45 (92)	57 (93)	57 (93)
Lateral Entry	4 (8)	4 (7)	4 (7)
Teacher Effectiveness			
HQ	38 (77)	57 (93)	60 (98)
NBCT	3 (6)	4 (6)	4 (6)
Adv. Degrees	10 (20)	13 (21)	10 (16)
Experience Levels			
0-3 yrs.	8 (16)	8 (13)	12 (20)
4-10 yrs.	14 (29)	13 (21)	9 (18)
10+ yrs.	27 (55)	40 (66)	38 (62)
Teacher Turnover			
% within 1 yr.	4 (9)	5 (8)	7 (12)

Source: HQ = Highly Qualified; NBCT = National Board Certified Teacher; SAS Report retrieved from https://ncreportcards.ondemand.sas.com/SASVisualAnalyticsViewer/VisualAnalyticsViewer.jsp

While the teacher personnel report was not used to aid me in the participant selection process, it provided a clear numerical representation of my potential participant pool. During the sampling process, purposeful sampling was used to increase the consistency and richness of participant data (Creswell, 2013; Patton, 1990). Both Patton (1990) and Creswell (2013) reiterate the concentrated identity of different types of purposeful sampling which are considered most effective based on the individual approach being applied to the study; specifically identifying criterion sampling as the most effective sampling for a phenomenological study.

According to Creswell (2013) using criterion sampling would ensure that "all participants have experience of the phenomenon being studied" (p. 155). Since all participants in my study needed to be teachers and engaged in instructional coaching, criterion sampling allowed me to select participants who met the criteria for my study. Subsequently, criterion based sampling increased the quality assurance and ensured that all participants experienced the phenomenon

being studied (Patton, 1990). Set criteria for participation in the study were as follows:

Teacher participants were all secondary teachers.

Teacher participants were all actively engaged in the instructional coaching process. Klassen et al. (2011) denoted that teachers with higher levels of teacher efficacy are more receptive to instructional coaching.

To assist me with selecting teacher participants, the Assistant Superintendent of Secondary Education within the district was contacted and asked for permission to obtain the assistance of ICs servicing both schools. Permission request letters (see Appendix C) were sent to the local educational agency prior to making initial contact with ICs. Since the ICs were used as Gatekeepers, the district level IC supervision was asked to set up an informational meeting. Immediately prior to the meeting, ICs were emailed copies of a personalized recruitment letter (see Appendix B), which explained the purpose, significance, expectations, and participant information associated with the study. During the IC meeting, each IC was presented with a paper copy of the recruitment letter to review during our initial discussion. During the meeting, the role the ICs was covered in depth. Each IC was encouraged to consider participating in the study and given both consent forms (see Appendix D) and the IC Participant Information Sheet (see Appendix I) to complete. The IC Participant form would later provide pertinent contact information regarding possible teacher participants.

After this information was obtained each teacher participant was contacted for an initial participant meeting. During the meeting, teachers were provided a background of the study, they too were given an Informed Consent form (see Appendix E) and asked to complete a Teacher Participant form (see Appendix H). After obtaining teacher approval, each teacher was asked to complete a Teachers' Sense of Self-Efficacy (TSES) Scale survey (see Appendix K) for the

purpose of identification of teacher efficacy levels prior to the commencement of the study. The TSES consisted of 12 items. The overall reliability of the TSES is .94 including reliability for engagement (.87), instruction (.91), and management (.90) (Tschannen-Moran & Woolfolk, 2001). The Teachers' Sense of Self-Efficacy (TSES) Scale was delivered using Google Forms, which is password protected online software.

Procedures

During the fall of 2016, IRB approval (see Appendix F) was obtained through the university. Permission forms were submitted to Clearwater School district (see Appendix C). After obtaining all necessary approvals, a meeting was scheduled through the LEA in order to make initial contact with all possible ICs. Prior to the scheduled meeting, each IC was emailed a personalized copy of the coach recruitment letter (see Appendix B) and the necessary IC consent forms (see Appendix D). Once permissions were received from Clearview County Schools (see Appendix G), a meeting was scheduled with each IC and the recruitment letter was reviewed, which has been designed to explain the nature of my study, its significance, and the IC expectations. It was my intention to utilize each IC as a gatekeeper to aid in the identification of twelve teacher participants who meet the required criteria. Once assistance was solicited from district-wide ICs for participation, they were requested to complete the IC participant information sheet (see Appendix I) by going to http://goo.gl/forms/3d1x73Ogrv, which was utilized to gather caseload information for identifying possible participants and determining possible observation dates.

Subsequently, each building administrator was contacted to obtain building level permission and to schedule an initial meeting with all possible teacher participants. Each teacher participant was provided a personalized teacher recruitment letter (see Appendix A), which

explained the role of the study, the teacher expectations, how participation in the study would be beneficial to them and their school districts, and teacher participation incentives. After the recruitment meeting, teachers were encouraged to participate in the study. Those who decided to participant in the study were asked to complete a Participant Information Sheet (see Appendix H) by going to http://goo.gl/forms/RHWWNF4MX3. While completing the Participant Information Sheet, teachers selected their possible interview and observation dates.

Prior to the interview, both coaches and teachers turned in their consent forms to print off and sign. ICs were given the option of downloading consent forms at https://goo.gl/cO0hLn/. Once teacher participants had been selected and required teacher participant criteria was verified, a face-to-face meeting was scheduled to provide each participant with additional recruitment documentation (see Appendix A) including a copy of my proposal, district, and school wide approval forms. All teachers printed and signed the Teacher Informed Consent Form immediately prior to the interview process. Each consent form was picked up from both teachers and coaches immediately prior to the initial interview. All forms requiring teacher/coach signatures were verified. Both teacher and coach were provided copies of their signed paperwork for their personal records. Original documents were stored under lock and key in a fire-resistant safe.

After solidification of teacher participants, interviews and observations were scheduled to take place within the same week. Email verification of interview and observation dates were sent to both the teacher and IC. Teacher participants were sent an email indicating they could initiate the first round of participant journaling. Each journal was personalized with a teacher participant number to ensure that teachers would have unique journaling logs. In respect of the teacher participant's schedules, teachers were encouraged to utilize their district calendar(s) to

determine the most appropriate times for interviews and observations. Each teacher selected three possible dates that would work best. Afterward, verification of dates, times, and locations were sent to each participant prior to initiation of data collection. During each interview, teachers were reassured that all information obtained would be kept secure and that no answers were right or wrong. Each teacher was advised that interviews would be auto-recorded utilizing GarageBand, an Apple digital recording application. Each audio-recorded interview was transcribed and returned to teachers for approval. All original recordings were kept under lock and key in a fire-resistant safe.

The Researcher's Role

Although I am a secondary Instructional Literacy Design Coach, the current study utilized participants throughout the district who had no prior knowledge of my past experiences with the coaching process. I utilized the bracketing process to clarify my personal, biographical, and educational experiences as well as the necessary paradigms that may have existed and the intended role I sought to take throughout the course of the study.

Initially, my role within the study was etic in nature. Since I conducted all interviews, observations, and participant journals, my participation was three-fold. I actively collected data, coded, analyzed, and applied meaning to the information extracted. Creswell (2013) examined how the research should attempt to include the view of both the participants and the researcher in order to be more holistic. Although the initial process was more etic, during the interview process I transitioned into a participant observer in order to delve deeper into the participant responses for the purpose of clarifying specific responses.

Since the focus of my study relied upon teacher experiences, I attempted to be as transparent as possible by explaining to each participant the purpose of the study, all data

collection processes that would take place throughout the course of the semester, and the methods that would be put in place to ensure anonymity of the participants. Invitations to participate in the study were provided to both teacher and coach participants, along with participant incentives.

I believe teacher efficacy falls within the same category as other social constructs. As teachers engage with other more seasoned teachers or those who they perceive to be expert teachers, they endeavor to examine their own praxis. Teachers, like all other humans, have lived experiences that they often cannot apply meaning to. Even if their experiences cause a shift in efficacy, newer teachers may not be able to adequately communicate the experience and how it unfolds within their lives. As a result, the only assumptions which were made is that all teacher participants attempted to be as transparent as possible within the study.

Philosophically, Freire (1993) asserted that "dialogue cannot exist without humility" (p. 90). Knight (2006) linked Freire's philosophical viewpoint to that of other critical theorists who assert that there is a direct connection between knowledge and power. In the critical pedagogy, Freire supported constructivism and sought to transition education from a means of indoctrination to social activism (Knight, 2006). Freire (1993) prescribed that knowledge serves to either lead to resistance or oppression. Knight (2006) reiterated how "exercises of power in a postmodern world involves prerogative to define meanings and to specify what knowledge is valuable" (p. 131). In utilizing social construction to define teacher efficacy within the context of instructional coaching, I believe that more information can be extracted about efficacy and instruction through observation of teacher interaction with instructional coaching and dialogue with teachers to clarify how their efficaciousness evolves throughout the process.

As an instructional coach, the foundation of the coaching process is grounded in

dialogue. It is a personal belief that this dialogue is tainted when either the coach or teacher

perceive themselves to be the ultimate "owners of truth and knowledge" (Freire, 1993, p. 90). In

assisting teachers to be reflective practitioners, the coaches' primary responsibility lies in aiding

teachers to challenge personal ideologies associated with self-sufficiency and imparting

knowledge. As a result, it is feasible that teachers will grapple with their efficaciousness when

placed in an environment in which they must have trust in a transformative system that has

previously been linked to bureaucracy (Mangin & Dunsmore, 2014; Rainville, 2008).

Data Collection

In accordance with the policies and regulations set by Liberty University, all data

collection activities commenced after obtaining expressed written permission from the

Institutional Review Board (IRB). Once permission was established through the University,

Approval was obtained from the LEA prior to moving forward with the study. Informed Consent

was collected from all 10 teacher participants and both ICs.

To fully understand how teachers, reflect upon and add value to their lived experiences

during the coaching process, multiple methods will be utilized to attempt to capture the essence

of the experience. Three forms of data collection were utilized throughout the course of the

study. The data collection process included the use of interview, observations, and a participant

journal.

Through the triangulation process, all audio-recorded interviews were transcribed and

given to each respective teacher participant to review for the purpose of validating participant

responses. Transcriptions were made from observation notes and electronic data collection and

were returned to teacher participants to ensure accurate representation of teacher experiences.

During this process and the subsequent data analysis, a computerized software, NVivo

10, was utilized to aid in identifying relevant themes and interpretation of the data.

Interviews

One face-to-face, open-ended, semi-structured interview were conducted with each participant for a total of 10 interviews throughout the course of the study. The interview process was based upon the structure of the school calendar. Immediately following IRB approval and prior to the implementation of the study, a pilot test was conducted to assess if the research questions were effective in describing the lived experiences of possible participants. The pilot served as an opportunity to gauge possible strengths and weakness of the questions. Most importantly, it served to assess additional follow-up questions and determine other necessary adjustments that needed to be made during the main study. ICs were utilized as gatekeepers to obtain consent from secondary teachers who are already actively engaged in receiving instructional coaching and solicited their assistance in reviewing the interview questions and providing feedback on the proposed interview questions for the study.

In respect of the teacher's time, all interviews were conducted during teacher planning periods and/or on teacher workdays. Teachers were allowed to identify the best time for the interview process to take place. During the interview, GarageBand audio recording software was utilized to capture teacher thinking processes. All interviews were transcribed to establish the lived experiences of each participant. Each participant was given one interview took place over the course of the study for a total of 10 interviews over the course of the study. The initial interview questions suggested for the study (see Appendix M) were as follows:

1. What does teacher efficacy mean to you?

2. How would you describe your teaching efficacy?

3. What improves/impedes upon your teaching efficacy?

4. How would you describe your teaching experience before entering the instructional coaching process?

5. What processes do you have in place? Describe your teaching philosophy and pedagogical practices.

6. How has your teaching experiences changed during the coaching process?

7. What type of interactions have you had with ICs?

8. What past situations have improved or impeded your development of teacher efficacy?

9. What challenges did you face with your efficacy when working with ICs?

10. How has your instructional coach influenced you in terms of teacher efficacy?

The purpose of the selected questions provided teachers with the opportunity to assess their teacher efficacy in light of working with an instructional coach, as well as, prior to working with an instructional coach. Bandura (1993) examined how the various process of the SCT come together to assist individuals with decision making. In order for teachers to understand their efficacy and how the human constructs a perception of their abilities within their mind, they have to fully understand how to develop the coping mechanisms to deal with situations under duress. Questions number 1-3 served to assess the teacher's prior knowledge of teacher efficacy in relation to student engagement and the role that it has in their efficacy levels. In order for teacher participants to identify shifts in teacher efficacy, it is important that they are able to identify what constitutes efficacy and how it is developed.

Bruce et al. (2010) explained how teachers with heightened levels of self-appraisal struggle within professional learning communities' due to their inability to be critically reflective of their praxis. Questions 4 and 5 provided the teacher participant reflexivity in their ability to

implement various instructional strategies. In considering their teaching life prior to receiving an instructional coach, the teacher participant would be able to reflect on how their processes have shifted as a result of the process.

In looking at how teachers determined what philosophies govern their pedagogy; the teacher would be better equipped to challenge their current practices and consider the implementation of best practices within the learning environment. Tschannen-Moran and McMaster (2009) explained how "the cyclical nature of behavior influencing self-efficacy, and thus new behaviors, forms a self-reinforcing cycle of either success or failure that tends to become quite stable unless a jarring experience provokes a reassessment" (p. 229) in looking at the transition from teaching without an IC to recognizing the changes that had taken place after the process. It was anticipated that the participants would be able to reflect and apply meaning to their efficacy as they move in and out the coaching process.

In view of the critical conversations and PD that would take place, the study sought to clarify the working relationship between teacher and coach and examine any possible connections these interactions held to the development of teacher efficacy. Questions 6-7 were designed to help teacher communicate what the process and interactions that they associated with the coaching process. Gibson (2011) pinpointed possible limitations to understanding the interactions that take place within the coaching process that influence teacher efficacy and how coaching assisted with the transformation of instructional behaviors.

Lastly, Questions 8-10 provided teachers an opportunity to bestow meaning to the experiences that they had and the role that these experiences played in the development and/or lack of development of their teacher efficacy. By asking teacher participants to describe their interactions an attempt to better understand the essence of the teach coach relationship and how

it leads to heightened or declined levels of teacher efficacy might become more visible.

Additional probing questions were utilized during the interview process to clarify any misconceptions in teacher participant responses. After each interview has been completed, audio-video recordings were transcribed and immediately imported into NVivo 10 for coding. Additional transcriptions and review of the video will be conducted by teacher participants to determine the accuracy of individual teacher statements and account for subliminal body language that cannot be assessed through the use of the computer aided software. Individual teacher statements were open coded and examined to determine prevalent themes prior to creating interpretations of the data.

Observations

Observations were conducted in the natural learning environment during a time that the teacher and coach felt most appropriate in order to identify both positive and negative interactions between the teacher and coach. Observed behaviors often reflected intrinsic beliefs (Bandura, 1995; Gutek, 2005). This process allowed me to view the teacher's relationship building capabilities, as well as assisted in viewing positive and negative, interactions between the teacher and coach which may have impacted the teacher efficacy levels.

Pre-Observation Conference
•Collaborative planning
•Review content to be covered
•Specify instructional focus
•Set criteria for coaching observation
•Implement professional development (if required)

Post-Observation Conference
•Teacher/Coach Debriefing
•Teacher/Coach discussion of lesson observations
•Collaborate analysis of learning goals
•Determine next steps

Classroom Observation
•Co-teaching (teacher and coach teach together)
•Modeling (coach demonstrate research-based instructional practices
•Teacher observation (coach observation of current instructional practices)
•Informal evaluation of student learning

Figure 1. Instructional coaching cycle. This figure represents the cyclical nature and specific roles found within the instructional coaching process

Knight (2007) provided three specific components that are included in the instructional coaching process including the pre-observation conversation, the teacher-coach classroom observation, and the post-observation feedback. The coaching cycle (see Figure 1), utilized the work of Knight (2007) and provided a working framework for utilizing four focus areas to increase instructional planning, teacher pedagogy, one-on-one PD, and relationship building.

During the pre-observation conference, the coach provided the teacher the opportunity to determine specific focus areas. Knight (2007) broke these focus areas into four specific areas including classroom management, content, instruction, and assessment. While teacher and coach actively engaged in collaborative planning, they identified specific content to be covered, the specific areas that the teacher would like the coach to focus on during the upcoming lesson, expected teaching and learning behaviors, and PD needs. Consequently, while all elements of a lesson may be present, the teacher and coach may choose to place emphasis on one particular area as opposed to concentrating on all four focus areas (Knight, 2007).

A nonparticipant approach was taken during the observation process. Observations occurred during one pre-scheduled time period over the course of the semester. Overall the teacher and coach interactions were observed only once, for a total of 10 in classroom observations throughout the course of the study. Since the majority of interactions between teachers and ICs are conducted during the instructional block, the observation protocol resembled that of a classroom observation (see Appendix L) focused on classroom management, content, instruction, and assessment to ensure that all four focus areas were accurately documented.

In order to capture the full instructional process as it unfolds, one pre-scheduled observation will take place to capture the pre-observation conversation and post-observation feedback sessions. During the pre-observation conversation, the teacher and coach specified focus areas for the upcoming lesson (Knight, 2007). The study utilized a total of 10 observations. These observations focused on one of the four primary areas: teacher/coach conversations, PD presentations, and evidence of collaborative planning.

Each observation was designed to capture coaching tasks as they evolved while "retaining a hermeneutic alertness to situations that allow us to constantly step back and reflect on the meaning of those situations" (Van Manen, 1990, p. 69). Subsequent anecdotes of the various situations noted throughout the course of the observations were utilized in order to exact meaning of the essence of the phenomena. This means that the collection of information from the teachers' observations was vastly different from school to school. The purpose of the observations was to capture the experience within its totality so some observations may last 90 minutes, while others may last 45 minutes depending on the school. Teachers were encouraged to structure the area of focus for each observation to ensure that the observation is as authentic as

possible.

The observation protocol documented the date, place, and time of each observation. Since there are a vast number of forms that can be utilized to document the instructional process, A two-column graphic organizer (see Appendix L) was adapted to capture both the descriptive (learner and teacher behaviors) and reflective (comments) that were represented during the instructional coaching process. Additional mapping was utilized to provide a clear view of the learning environment. Mapping the learning environment provided a clear view of student participation patterns as they are exhibited during the classroom observation.

Participant Journals

During the two weeks prior to the study, administrative approval was obtained for the study and teacher contact information was solicited. Using the online application, Google Form, from Google Products ("About Google - Products," n.d.), a series of open-ended questions was developed to engage teachers in documenting their experiences through journaling. The following response prompts (see Appendix N) were listed at the top of the Google Form to aid teachers in generating a journal entry: (a) Elaborate on the various interactions between you and your IC that may have positively impacted or created barriers to your instructional process. (b) Describe how these interactions have influenced your feelings about your abilities to successfully improve student performance outcomes? (c) Describe how these interactions have influenced your feelings about your professional teaching capabilities? (d) What differences have you noticed in your instructional process? (e) What do you attribute these changes? (f) How do you feel about them? (g) What differences have you noticed in your beliefs regarding your students learning abilities? and (h) What do you attribute the positive and/or negative shifts in your view of student learning abilities?

An email reminder was emailed to teacher participants bi-weekly, resulting in a total of 20 journal entries over the course of the study. Teachers were also given the option to access and make entries in their participant journal, as needed. Journal entries were downloaded from Google Form into a Microsoft Excel file and uploaded into NVivo 10 for analysis. The setting for the Google Forms was set to allow teacher participants to adjust their response, as needed.

Google Products are password protected with access to documentation only available by request from the original owner. All responses input in the Google Form are time stamped, transcribed, and submitted to me digitally. Participant responses were collected and returned to the participant for verification prior to analysis and interpretation.

Data Analysis

A collaborative analysis approach was utilized to analyze multiple data mediums. The first step in analyzing data in phenomenology required that different horizons throughout an individual's response was identified. This typically came through the process of reviewing the data and highlighting statements considered significant to the description of the individual's lived experience (Creswell, 2013). With the implementation of a Computer Aided Qualitative Data Analysis Software (CAQDAS), NVivo 10, the process of horizontalization was simplified. The NVivo 10 software gave me the capability to examine statements online and highlight these significant statements digitally. NVivo 10 provided the capability to quickly identify repetition in words and phrases which expedited the process of horizontalization.

Subsequently, relevant themes derived from NVivo 10 and noted patterns assisted with the development of clusters of information and making interpretations of teachers lived experiences. Since obtaining the essential meaning of the lived experience posed the most difficult task to undertake (Van Manen, 1990), the process of identifying clusters of meaning,

involved obtaining "insight into the essence of a phenomenon [which] involves a process of reflectively appropriating, of clarifying, and of making explicit the structure of meaning of the lived experience" (p. 77). To increase the interrater reliability of the study, and identify revolving themes, a computer aided qualitative data analysis software (CAQDAS) assisted with open, axial, and selective coding.

By utilizing computerized software to analyze participant responses and quickly identify relevant patterns and/or themes, the teacher researcher was provided a quick, efficient manner in which to code the data. All transcripts were uploaded into NVivo 10 to assist with organization, coding, development of memos, and identification of relevant themes. Various stages of the Interpretative Phenomenological Analysis (IPA) was utilized to analyze participant data. Larken, Watts, and Clifton (2006) advised that the use of the IPA format will assist me to "develop a more overtly interpretative analysis, which positions the initial 'description' in relation to a wider social, cultural, and perhaps even theoretical, context" (p. 104).

IPA provided a more structured approach to analyzing data which centers its focus on a particular phenomenon. Smith, Flowers, and Larkin (2009) provided a framework for implementation of the IPA process but permitted modification of the process to fit within the context of the study being conducted. In line with the IPA described by Smith, Flowers, and Larkin (2009), moving through the various stages of analysis resulted in the development and interpretation of final themes. The stages that were implemented were as follows:

Stage I: Immediately following each interview, observation, and questionnaire, each recorded interview was read and imported into NVivo 10. A query to identify repeated words or phrases within the individual participant's responses was utilized. A memoing tool was utilized document repetitions and notate personal thoughts of teacher responses.

Stage II: Once all data had been entered into NVivo 10, repeating themes across all participant responses was identified.

Stage III: Afterward, the process of clustering helped develop various categories of themes that arose throughout the individual responses. Afterward, the process of extracting relevant phrases or statements that fell within the thematic clusters that had evolved was employed.

Stage IV: A cross-analysis was conducted utilizing NVivo 10 for all data points and extracted repeating themes, which led to the development of a visual representation of themes. Afterwards, the process of creating textual descriptions of the teachers lived experience was initiated.

Stage V: In this final stage, a comparative analysis of relevant themes and the finalization of themes were examined with the text to try to interpret and apply meaning to the lived experience.

Kakkori (2009) implies that through "phenomenological reduction, through which everything we take for granted becomes a phenomenon: that which is known in and by consciousness" (p. 21). Also, an attempt was made to identify additional phenomena that might impact my overall ability to be objective in acceptance of the teachers' lived experiences, so that a more objective approach could be taken in light of all preconceived notions that would threaten the reliability of the study. Documentation of all naturally occurring phenomena was conducted so that access of all preconceived assumptions regarding teacher efficacy during the instructional coaching process would be unveiled in an effort to reduce the level of impact that these ideologies would have on the interpretative process.

Trustworthiness

In order to ensure trustworthiness of the study, I was transparent in explaining the

purpose of the study to all teacher participants. Written, informed consent was obtained from all

participants prior to the commencement of the study. All interviews were transcribed and

returned to each teacher participant to review and make alterations, as needed. At the conclusion

of the study, each participant received copies of all data collected to provide the opportunity to

conduct final checks prior to the data analysis process.

Credibility

Aligned with specific techniques outlined by Lincoln and Guda (1985), I utilized the

process of triangulation to increase the credibility of my study. All data sources were compared

to determine the various points of views being expressed. NVivo 10, a Computer Aided

Qualitative Data Analysis Software (CAQDAS), was utilized to reveal relevant trends in the

data. Data were collected at different time intervals to establish the consistency of information

obtained. Direct quotations were taken from each participant to ensure narratives described

teacher lived experiences as accurately as possible.

In addition, all participants were given transcribed copies of all data sources to verify the

accuracy of information collected and initial interpretations. Creswell (2013) described how

providing participants the opportunity to evaluate the accuracy of data sources as a central

element in determining the credibility of the study. In doing so, each participant was afforded

the opportunity to examine the descriptions and themes that were revealed over the course of the

study.

Dependability

All documentation obtained through the course of the study was then pooled together to

create a detailed record for internal and external auditing. Whenever a study takes place within

the public school system, the local education agency typically provides an external auditor to

oversee the proper implementation of the study and increase the dependability of the study.

Throughout the course of the study, Clearview County Schools identified a school representative

to serve as an external auditor during the data collection process. Periodic debriefings were

conducted throughout the study detailing each step was data was being collected to ensure the

conformability and replicability of the study.

Confirmability

In view of the confirmability, most studies correlate confirmability with the researcher's

ability to establish objectivity during the process of data collection, analysis, and interpretation.

In utilizing the phenomenological approach, identifying methods to ensure "objectivity and

detachment [from the study] are neither possible nor desirable" (Lincoln & Guba, 1985, p. 883).

Van Manen (1990) emphasizes the importance of being able to apply necessary interpretations to

the lived experiences of the participants in the study.

Even so, there were several precautions that were utilized to increase the objectivity of

the study. First of all, NVivo 10 was utilized during the coding process, which increased the

level of control associated with identifying overlapping words and phrases. Through

implementing the process of memoing, all personal biases were input into NVivo 10 and utilized

the process of bracketing to reduce possible intrusions that may have been present in an effort to

increase confirmability. In addition, Triangulation was utilized to further increase the

confirmability.

Transferability

The phenomenological approach examines lived experiences of individuals and how they exact meaning of a specific phenomenon taking place in their life. Creswell (2013) explains Van Manen's hermeneutical phenomenology allows the research "reflect on essential themes [of the phenomenon and] what constitutes the nature of [the] lived experience" (p. 79). In utilizing a phenomenological design, all information assembled during this study applies to each individual at their respective schools. While each participant experienced the same phenomenon, their lived experiences of that phenomenon would be unique to the individual. Consequently, the results of the study cannot be transferred to other demographic areas, targeted populations, or individuals outside of the current study.

<div align="center">

Ethical Considerations

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To ensure that all participants felt safe in their discussions of their lived experiences, reflexivity was utilized and participants were provided with background knowledge of who I was, the intent of the study, and the interpretative process that was used during the study. During the bracketing process, phenomenological reduction was utilized to access all previous assumptions regarding teacher efficacy during the instructional coaching process.

While total anonymity could not be guaranteed, the participants were assigned pseudonyms that were used when describing their lived experiences. In addition, all participants received transcripts of all data collected prior to data analysis in order to review participant statements and adjust, if necessary. The participating district was assigned a pseudonym to ensure the protection of participating districts.

While I hold personal knowledge of the other three ICs, each school utilizes the instructional coaching process differently, as deemed necessary by their individual school. Prior

to the study, there was no prior knowledge of the manner in which the coaching processes were implemented within the various schools. To ensure the credibility of the study, no additional information was provided to other ICs with the exception of the purpose of the study and the role that I played in the study.

All data collected was secured under lock and key with the exception of data extracted from digital outlets. These documents were secured through the Google Products, which utilizes a password protected system to ensure the security of the documents. All participation incentives were provided at the conclusion of the study.

<div align="center">**Summary**</div>

In Chapter Three, a detailed explanation of the procedures that took place throughout the course of the study was provided. Anticipated future research possibilities were given a framework for replication the study. Chapter Three also laid out a full description of IC's background, role within the study, and research paradigms governing the study. In a review of the IC's background was provided to increase the credibility of the study. The researcher's previous knowledge of instructional coaching, teacher efficacy, and the role that each has on student outcomes was discussed in detail.

The data collection and analysis processes that were utilized within the study provided additional support for understanding how the data was triangulated and examined the process that was used for coding data and creating interpretations of the teachers lived experiences. In view of the study's trustworthiness and ethical considerations, various procedures were described to address inter rater reliability, confidentiality, and external auditing.

In Chapter Four descriptions of key findings and emergent themes will become much clearer. Chapter Four starts out by providing a brief background of each participant, the study's

results, how the IPA process was utilized to disclose relevant themes and presents an illustration of how the theme development process. Chapter Four also provides insight into how teacher's descriptions of teacher efficacy within the instructional coaching model aligned with the studies guiding research questions.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this phenomenological study was to examine teacher efficacy within the lived experiences of secondary teachers in the process of receiving instructional coaching. Chapter Four intends to lay out detailed characterizations of each participant and discussions that were described throughout the course of data collection. Common themes and narratives will be examined to better elaborate on the participant's lived experiences and results as aligned with each research question will be answered based on the coding process and data analysis. For the purpose of ensuring anonymity, pseudonyms have been used to identify all teacher participants, the participating schools, and the school district.

Participants

During the study, there were two types of participants utilized, coach participants and teacher participants. The coach participants were solicited prior to the selection of teacher participants and were utilized to identify teachers who met the specific sampling criteria established for the study.

Coach Participants

Two ICs employed by Clearview County Schools were solicited as gatekeepers for the study. Combined the coaches hold over 24 years of experience in education. The following will provide more insight into the lives and work associated with both ICs.

Julie. Julie worked as an English teacher at J. Bedford High School, for six years, prior to being promoted to the position of Instructional Literacy Design Coach. Julie transitioned into the ILDC position three years ago and switched from J. Bedford High School to W. F. Peace High School. Julie is a native of Clearview County, where she graduated from J. Bedford High

School in 2002. Julie is 34 years old, married and has two children. She resides on a farm and prides herself in raising farm animals, growing her food from nature, and spending time with her family. She spends a great deal of time working with her administration to provide teachers with PD activities aimed at the utilizing the newest forms of technology possible. Within her school, she is known for providing teachers with a wealth of resources. While Julie provides school-wide support, she indicated that she was assigned to work one-on-one with five teachers including Tammy, David, Katie, Kristin, and Margaret (Meg).

Sharon. Sharon currently lives in an adjacent county. She moved from the city to be closer to Clearview County. She worked at Warrenton County schools for twelve years prior to becoming an ILDC and moving to Clanton County, which lies directly outside of Clearview. Sharon taught English for twelve years prior to moving to W. F. Peace High School and has been the IC for three years. Sharon 39 years old and married with one child. Although she resides outside of Clearview, Sharon still has property in New Haven. She travels to the city often for theatre, concerts, and various festivals that place periodically; but truly enjoys the quiet life that she has established in rural Clanton County. Over the course of her time working at W. F. Peace, she has focused on directly mentoring four teachers in various content areas, including Claire, Sally, Allison, Lisa, and Dianne.

Teacher Participants

Overall, Julie and Sharon were able to assist me with soliciting 10 teacher participants. The 10th participant, Dianne, has had a coach for two years. Dianne teaches one course at W. F. Peace and two other courses at Greenleaf Academy, but Sharon advised that she only assists Dianne with identifying resources that she can utilize while transitioning from one school to the next. All 10 secondary teachers were employed by Clearview County School district and were

purposefully selected to participate in the study based upon their participation in the instructional coaching process at their various schools. In all, there were 9 females and 1 male. The majority of the teachers participating in the study grew up in the surrounding community; however, two were relocated to the area due to various programs offered throughout the state to attract teaching professionals. Their age varied (25-59) as well as their teaching experience (1-15 years). Each teacher participant has a unique individualized story regarding their educational philosophies and reasons for becoming educators. As well, each has differing lived experiences while working with instructional coaches.

      Allison. Allison, who is 29 years old is married with one child and currently expecting her second child. She has taught at W. F. Peace for three years. She entered the educational system through the lateral entry program, which requires that a teacher holds a bachelor's degree in a particular content area and then enroll in education classes to obtain her initial licensure. Allison is a third-year teacher and just finished her education degree. She currently teaches marketing, hospitality, and tourism in the Career Technical Education (CTE) department for W. F. Peace. Allison emphasizes her belief in self-reflection. She advised that she tries to analyze what's working versus what's not working with her students. She reiterates the importance of not just looking at test scores but actually examining her students' reactions to her coursework to determine whether or not her students are successful. She described her teacher efficacy in terms of the effort that she makes to:

> constantly revisit the curriculum to look from year to year, as well and how I taught this way, three previous semesters and what I can do to change it or does this work so I don't have to focus on working on that. So, then I can maybe revamp a newer one or maybe change the questions around, because [she feels] our curriculum change all the time.

During the course of the year, Allison described how she works to make sure that her students are engaged in designing lessons that keep them "up and moving." On the TSES teacher efficacy scale, Allison obtained an average score, indicating that she feels empowered to facilitate student learning in some areas, but less empowered in other areas.

Claire. Claire teaches Math I and II at W. F. Peace High School. She is 27 years old and is married with two children. Claire is a native of Clearview County. She graduated from W. F. Peace High School. She serves as a teaching assistant at the local community college and enjoys infusing the newest levels of technology into her classroom. This is Claire's first year teaching for the public school system and she advised that, while it is somewhat different, she enjoys working with both secondary and collegiate level students. Claire emphasized the positive relationship she has with her IC because she partners with her to increase her understanding of how to differentiate instruction.

Claire is considered a novice teacher in that she has been teaching for only one year. She reflects on the days that she was in high school and advised that she thought that the teaching model that she saw in high school would be what she did as a teacher W. F. Peace. She delights in the level of technology that has been implemented into the school and how teachers are spending more time working with students independently. When asked to describe her teacher efficacy, Claire wasn't sure exactly what efficacy was but emphasized that it would have to be based on the ethics that a teacher brings with her to her facility.

Dianne. Dianne is a CTE teacher at W. F. Peace Academy. She is 43 years old. She has been teaching for seven years. Dianne is in the process of transitioning from W. F. Peace Academy to Greenleaf Academy due to low enrollment in her specialty area. While Dianne loves teaching, she described her frustration in being split between two schools. Both Greenleaf

Academy and W. F. Peace High have instructional coaches, but due to the transient nature of her current assignment, Dianne advised that she is often left unsupported by both coaches. Dianne advised that she knows that she can contact either coach for additional resources, but she feels disconnected because of a huge variance in the types of students attending the two schools. She advises that what works for one school doesn't "transition well to the types of students that she has" in the other school.

David. David is a veteran teacher at J. Bedford High School. David is 58 years old. He has been teaching for almost 30 years. David began his teaching career in a nearby urban school district. He talked about the difference between teaching students from both rural and urban schools. David currently coaches wrestling and serves as the assistant football coach. He reiterates the importance of knowing the kids who you teach and how building relationships serve as a bridge to helping students learn. David is a native of Clearview County; however, he moved away earlier in his career but felt compelled to move back home to be closer to his loved ones. David believes that his efficacy levels have been up and down as he has progressed through his career. He said that when he was:

> Younger, teaching… I kinda felt like I could save the world, help the children… but now with things going on in the world… how they are doing education has me backtracking like is this right for the students even is this right for me as the teacher doing this for the students.

He further explains that teaching is very difficult, but having "support from administration and the upper level [is important], because that has a big impact, because if you don't get that support, it's kinda hard to teach."

On the TSES scale, David obtained an average score indicating that there are particular areas that he feels more successful and other that he feels less empowered. David described his efficacy in terms of professionalism. He advised that when teachers are doing what's best for students, they are less likely to have problems with teacher efficacy.

Katie. Katie is 27 years old. She teaches science at J. Bedford High School. She lives in Clearview County. She grew up in Clearview County but has only been a teacher for the past year. Katie is married, but she doesn't have any children. She coaches track at J. Bedford and made a point to warn that her schedule is always packed. She advised that she is not sure what to think about teacher efficacy. She believes that she, "impact their ability to learn… Not just content knowledge, but their ability and desire to learn." She said that since she is "fresh out of college" she finds it challenging to try to do everything that the district asks. She explains that her philosophy aligns with the district in that:

> [they] spent a lot of time talking about creating that kind of environment where students want to learn, and not just… ok here I'm just going to teach you the material, but getting them to want to learn and believing that every kid… if you provide the tools that every kid has the ability to learn.

Even though Katie discusses her efficacy in terms of what she hopes and believes that she is capable of doing within the learning environment, her TSES scale was slightly higher than other teachers in the study. She indicates that she believes that she is capable of helping students to learn because the collaborative nature of her school is very supportive.

Kristin. Kristin is a first-year teacher at J. Bedford High School. She is 28 years old and is not married, nor does she have any children. She currently teaches Earth and Environmental Science. Kristin has a quirky sense of humor and advised that it's her sense of humor that makes

her feel comfortable as a teacher. She said that she often feels unprepared for teaching the material that she is expected to teach because she has a lack of experience and content knowledge. When asked how she would define her teacher efficacy, she explains that she couldn't. She believes that all teachers fall into the same category that she falls into and said that she doesn't think teachers think about their teacher efficacy. She states:

> I honestly don't think teachers do. I mean I know… I know me I don't feel as qualified as I should teaching Biology or AP Environmental. So sometimes we do try to learn right before the kids walk in. Like, give me a second because the kids you know Google something like what's this. I don't know you just googled it… You know, but I wish I was more skilled in that area to teach it.

Although she seems to express doubt in her abilities to successfully teach her science course, she scored slightly above average on the TSES scale. She credits her instructional coach for coming into her classroom and helping her figure out what processes she needs to put in place in order to be successful.

Lisa. Lisa grew up in Clearview County. Lisa is 38 years old. She graduated from J. Bedford High School prior to becoming a math teacher. Lisa focuses intensely on helping students who would normally be classified as being "at risk." She defined efficacy as "being ethical." She likens efficacy to "being true to students" and "doing the right thing" for students. Lisa is married. Although she has only been teaching for 3 years, she has reminisced on becoming a teacher and how teaching is very personal to her. She explains that:

> I was that D-minus student and had an 800 and something SAT score. I was the kid that the teacher said you're not going to get to college. And I wasn't. No state college accepted me. I got declined on all of them. I got accepted by a private school, but my

parents can afford it. So, then it was community college and I dropped out and… [she

didn't] want to be an at risk kid, but I was that low kid, and when it hit me about being a

teacher that was [her] goal. That was what it was about. I wanted to come in here and not

be the teacher that I had.

She utilizes her negative experiences with education to motivate her to find new innovative ways

to work with students. Lisa reiterates the importance of breaking down topics so that students

are capable of understanding the concepts. Based upon the TSES efficacy scale, Lisa scored

slightly below average. The TSES efficacy provides three components that teachers describe

their degree of ability in controlling. For Lisa, her scores indicated that she felt as if she was

capable of implementing instructional strategies within the classroom, but exhibited a lack of

confidence in engaging students and classroom management. She reiterates the importance of

breaking down topics to her students to make sure that they don't feel belittled by their teachers.

Margaret (Meg). Margaret teaches Principles of Business in all grades at J. Bedford

High School. She is 35 years old and insists on being called Meg. She has been in the field of

education for almost two years. She grew up in a rural town a few miles north of Clearview

County and teaches at her alma mater. She is married with two children. Her husband is a youth

pastor and she spends a great deal of time working with teenagers at her church. She entered

into education through the lateral entry program and was only familiar with education indirectly.

She said that "my mom was a kindergarten teacher so I grew up knowing the work load, knew

that it took a lot of effort a lot of time out of the classroom."

Meg defines efficacy as her "plan of action in order to maintain the level of classroom

that I want. What's my desired goal? What's the end goal? What am I gonna do to get there?"

Prior to teaching, Meg received her degree in Business Administration. She likens teaching with the business and explains that:

> based off the experience with my mom and seeing the effort she put into it I was excited to put in that much effort and knew that I had the drive to do it and I was willing… the biggest thing that I wanted to focus on was student relationships and that's what I focused on this year and I'm very proud of the progress with that this year and also I guess in the world of business the thing that comes into it is strong work ethics… the relationship side of it communicating... having to work with the team of people is still the same whether it be out there in the corporate world or with teaching.

She approaches teaching with high levels of energy which translates into higher levels of efficacy. She admits to struggling to meet the needs of every student in her class, especially those who may choose not to be successful, but she feels a sense of responsibility to try to engage all youth.

Sally. Sally is a 9th grade math teacher at W. F. Peace High School. Sally is 27 years old. She has been teaching for only two years. Sally has one son. Sally scored the lowest on the TSES teacher efficacy scale indicating that her efficacy is far lower than other teachers participating in the study. Sally is a transplant to Clearview County. She was raised in another county where she met and married the love of her life, who happened to be a native of Clearview County. Sally initially was a housewife and had no intentions of becoming a teacher, but as her child entered elementary school, she decided to become an educator.

Two years later, she is expecting a second child and expressed how much she loves working with the students at W. F. Peace High School. She said her expectations for what teaching is being totally different than what she experiences each day. Sally advised that she is

big on looking for second opinions and working collaboratively with a team of teachers. She advised that when she thinks of her teacher efficacy, she feels that it "is pretty good… I think my classes… my students learn a lot start to finish just based on day to day interactions." Sally advised that she understands the importance of high stakes tests, but she looks more toward what is going on in her classroom as an indicator of student success.

Tammy. Tammy is a 51 years old, veteran science teacher at J. Bedford High School. She is married with four children, ages 17-25. She has been teaching at J. Bedford for 28 years and described the various changes that have taken place throughout a single year of instruction. Tammy defines efficacy as how she feels about her job. She said that right now feels, "kinda topsy turvy. Some things feel really good about. And then there are a lot of things that have changed a lot that not so sure have been for the best." Tammy expressed the importance of establishing a relationship with her instructional coach. She advised that initially she was alarmed at having someone come into her classroom to observe what she was doing, but once she realized that the coach was there to help her and was not critical of her work, she became more relaxed. Tammy advised that there is a thin line in making sure that the IC understands what the teachers' comfortable level when working with students in the teacher's class especially prior to making suggestions for improvements. She reiterates how her coach assisted her with becoming more willing to take academic risks by walking her through implementing newer strategies into her science classes.

Results

Unraveling overarching themes required a thorough review of all data points and extensive analysis of a list of codes. Each code was based upon participant responses that were categorized to present a collective impression of themes that arose from teachers lived

experiences. Three overarching themes represent the collective ideas and lived experiences of

teacher participants. The subsequent section contains a comprehensive description of

participants' lived experiences, using their own words, to describe the teacher efficacy

phenomenon.

Theme Development

During data analysis, all interviews and observations were transcribed then uploaded into

NVivo 10. Since all journal entries were conducted electronically, the individual teacher

responses were downloaded and uploaded into NVivo 10, as well. Over the course of a week, all

data points: interviews, observations, and journal entries were carefully reviewed. By utilizing

NVivo 10, each line was reread and various words and phrases were highlighted and analyzed to

generate individual nodes, groups of repeated ideas. After multiple nodes were identified,

carefully crafted memos were developed using NVivo 10's memoing application to connect

individualized thoughts to specific nodes described throughout all texts. After the memoing

process, all documentation was exported from NVivo 10 and the process of identifying relevant

themes was initiated.

Once all data had been placed in nodes, the clustering process was utilized to identify

groups (clusters) of related ideas. NVivo 10 was then employed to create a word cloud of the top

100 words that are reflected the most throughout all data points. Figure 2 reflects the results of

the word cloud based on all sources uploaded into the system.

Figure 2. Word Cloud of coded sources in NVivo 10

As seen in Figure 2, the student lies at the center of the teacher, the coach, building efficacy, instructional coaching, teaching, and the classroom. During the analysis process, additional coding revealed repetitious words and phrases that were replicated throughout the collected data. Utilizing NVivo 10, multiple nodes were created during the coding process. These nodes assisted in locating overlapping ideas across texts.

Table 4 provides a clear view of the over-arching ideas that were identified during the coding process. While the chart provided insight into the frequency of codes, it is not intended to be utilized for statistical analysis, but to paint a picture as to how relevant themes were selected throughout the data review. Table 4 gives a brief picture of the frequency of those codes including the number of sources the information was extracted from and how many references were made to each topic area. This frequency is not to be used for statistical analysis, but rather for giving the reader insight into the emergence of relevant themes and how the coding contributed to the selection of themes during data review.

Table 4

Data Analysis Coding

Code identified	Sources	References
Perceptions of Instructional Coaching	10	22
The Importance of Relationships	12	45
Interactions	6	27
Providing Instructional Feedback	8	29
Collaborative Lesson Planning	13	48
Facilitating the PLC	9	36
Individualized PD	8	30
iInnovate	9	24
LDC	5	14
Strategies	13	36
Technology	6	29
Student Achievement	17	73
Formal/Informal Assessment	9	19
Methods of Engagement	8	33
Creating Student Motivation	11	34
Student Choice	4	4
Teacher Efficacy	10	56
Teacher Effectiveness	6	10
Data Analysis	12	25
Shifting Instruction	9	42
Utilizing Instructional Resources	9	18
Efficacy Defined	10	29

To briefly identify emerging themes as indicated in Table 4, there are three items that seemed consistent from one participant to the next. For example, the multiple roles of the instructional coach are prevalent from one school to the next. As teachers portrayed the various accounts of experiences that they have with their coaches, they mirrored positive feedback, collaboration in lesson planning, assistance in PLCs, relationship building, and PD provided. When clusters were formed, all of these codes that were obtained fell within three major concepts: teacher efficacy, student achievement, and instructional coaching. Figure 3 provides a visual representation of how these major concepts were categorized during the clustering process.
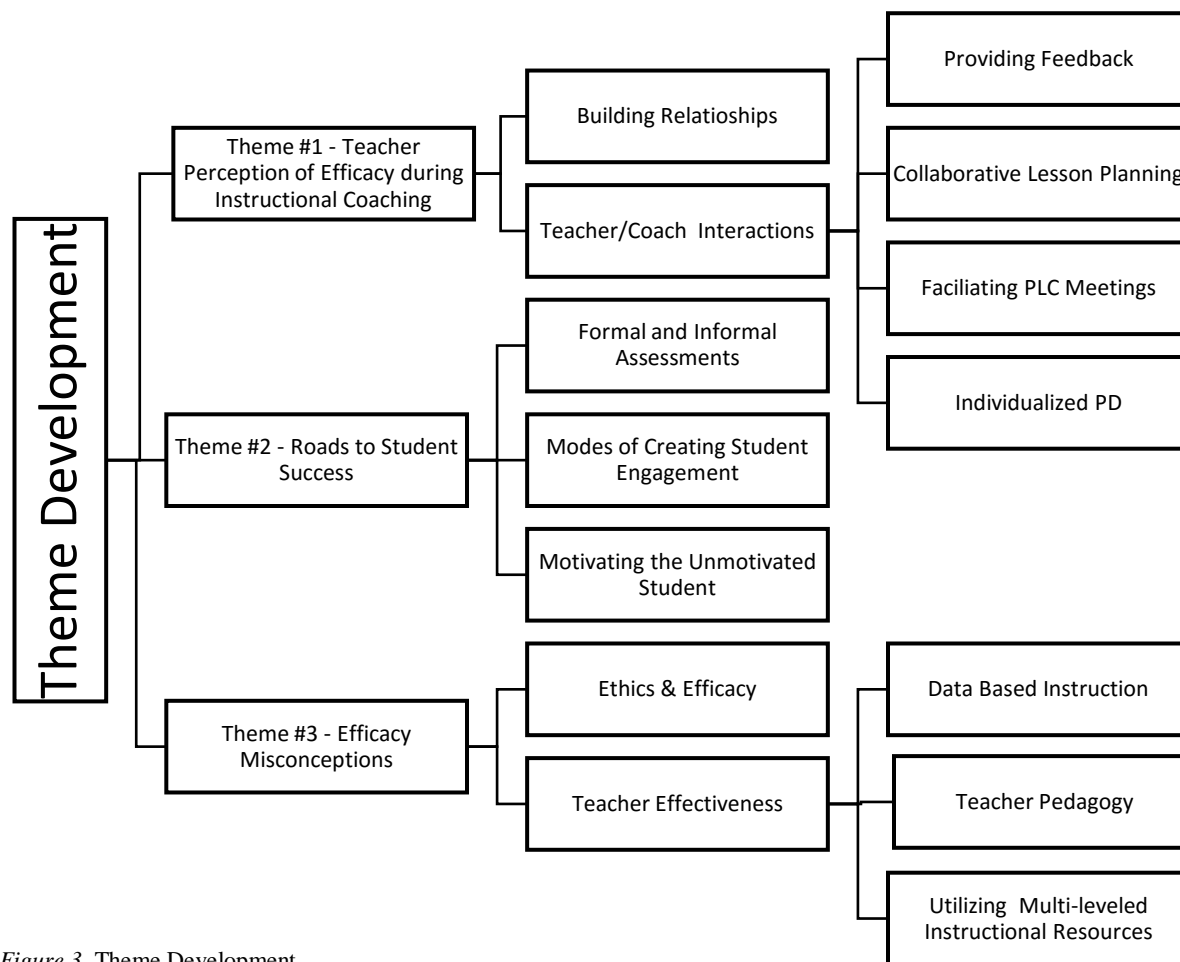
Figure 3. Theme Development

The first theme, Teacher Perceptions of Efficacy during Instructional Coaching,

described how secondary teachers shared different perceptions regarding what ICs do and how

their perceptions related to teacher efficacy. Throughout the responses provided by teacher

participants, it was established that ICs roles within the schools are vast. Teachers describe their

frustrations with limited time in working with ICs and how the IC contributes to the overall

growth and development of the school and teachers therein. The first theme encompasses the two

foundational components of instructional coaching: Building Relationships and Teacher/Coach

Interactions.

The second theme, Roads to Student Success, reiterates the central idea that teacher efficacy and instructional coaches are directly tied to student achievement. Participants described how they felt successful not necessarily because of student performance, but because of the feedback that was given by coaches, support in finding resources, and knowledge that they weren't alone in the teaching process. Throughout the study, participants attribute their ability to increase student achievement to the interactions that they had with their instructional coaches and how s/he assisted in understanding best practices for creating formal and informal assessments, implementing various methods for increased student engagement and motivation.

Lastly, the misconception of what teacher efficacy entails serves as the final theme, Efficacy Misconceptions. Through multiple interviews, observations, and journal entries teachers were encouraged to discuss their efficacy. The first two questions in the teacher interview addressed placing a definition upon the term and describing what impedes and/or improves efficacy. Throughout all participant responses, teachers experienced difficulties placing into words what efficacy meant, how it was developed and how their instructional practices attribute to the development of such.

Of the 10 noted participants, eight consistently divulged positive experiences with their IC and how it made them feel more confident in their abilities as a teacher or improved their levels of efficacy associated with the interactions that they had with their IC. When asking participants to clarify what efficacy meant, often the responses centered on the various strategies they learned from their coaches, how this implementation led to a feeling of success, and overall effectiveness or how the role teach bias has in relation to the teaching profession. In view of teacher effectiveness, participants discuss the importance of PD and having someone to turn to in order to get help in becoming a better teacher. The codes by participants referring to data

analysis, receipt of resources, and the shifting of instructional practices echoed the idea that teacher effectiveness plays a large role in developing teacher efficacy within the instructional coaching model, but cannot be considered one and the same.

Emerging Themes

In-depth analysis of all data led to several themes that resonated throughout participant responses. These themes were: Teacher Perception of Efficacy during Instructional Coaching, Roads to Student Success, and Efficacy Misconceptions. A detailed explanation of each, along with participants' thoughts and words, is included in this section.

Theme One: Teacher Perception of Efficacy during Instructional Coaching. Eight of the 10 teacher participants hold the perception that the IC is part of the member of the administrative team responsible for providing teacher resources and PD. Of the eight teachers with this perception, neither directly associated their IC with the model that best described instructional coaching, including the pre-conference, observation, and post-conference.

Teacher participants who did not fully understand the vast roles that a coach plays within any given day expressed frustrations with the access they had to the ICs and had lower views of their efficacy within the instructional coaching model. Teacher participants who had a more implicit understanding of the different roles associated with instructional coaching were more understanding regarding the time limitations that impacted the ICs ability to coach effectively.

When teacher participants were asked questions to generate their perceptions of teaching within the instructional coaching model answers varied across the board. Katie said, "I have stretched farther out of my comfort zone than I think I would have done naturally." She attributes her ability to do so with the work that she had completed with her IC. Other participants discussed limitations that served as barriers to the IC successfully fulfilling their

multi-tiered tasks. Allison explained that "sometimes we just don't have enough time in the day to get done all the stuff we need to get done… Uh… meetings… You just have to be very flexible." David agrees that the roles of the IC are multifaceted, which can have its positives and negatives. He said,

> We're overwhelmed. We're so overwhelmed right now. We have so much to do. You can ask for extra assistance. She helps us out tremendously even, given and finding information, coming into the classroom to help us do extra things to ensure that all students learn that the slower students get caught up.

In expounding upon theme one, teacher perceptions of efficacy during instructional coaching, it is important to discuss two principle components that were repeated throughout the course of the study – building relationships and teacher/coach interactions.

Building Relationships. Building relationships between the teacher and IC are important to establishing a working relationship and increasing teacher efficacy levels because the relationship between teacher and IC is much different that of teacher and administrator. It is crucial that IC's and teachers develop solid relationships throughout the coaching process as every interaction that follows is preceded by the development of a foundational trust between teacher and coach.

During the study, seven of 10 teachers described building positive relationships with their IC. Six participants identified a wide variety of roles that their ICs are responsible for fulfilling and how their teaching lives differed both with and without their IC. For example, Tammy talked about the isolation she felt without having an IC. She said, "it was kinda like you are an island by yourself and if it didn't get done it just didn't get done, that was pretty much the

bottom line." Allison expressed similar sentiments in explaining her perceptions of instructional coaching. She said,

> I feel like the coaching process has just added somebody to just be there for you. I feel like teaching was really the same, but I can always pull my coach to come in and help me with my class. So, there's always somebody else there that I can pull upon and then they also gives you more ideas to incorporate into the classroom. So, I guess, probably in the classroom it's made my classroom flow a little bit better.

For Allison, the IC helped alleviate the isolation felt once the doors of the classroom close.

When asked what challenges teachers have had with instructional coaching that may have directly/indirectly impacted their teacher efficacy. An alarming number of participant's, nine of 10, present challenges associated with time. David advised that:

> Challenges for me is not because of she and I, but because she has to go to meetings. She has too many meeting and we want to get it together. So, we have great working condition and working together is great, but then we have other things like meetings for this, or for that…Data Meetings. We have other PLCs tomorrow and it's kinda hard for us to get together and when we do get together, we can't play around we have to take care of business. Does that make sense?

David reiterated a more positive working relationship with ICs that result in a positive perception of the work of an IC. Kristin shared her lived experience with her IC with similar notions; advising that she uses her coach for, "anything from counseling to (laughing) life coach to… whatever I need at any given moment… Julie is great. So… all in all… she's a good woman to have on staff."

In Kristin's point of view, building the relationship with her IC allowed her to develop trust which permitted her to work more closely with her students. Kristin advised, "I think it's kind of because she's a teacher too, so she's like do this with the low ones, you need this for the middle ones, and this is what the high ones need. Cause you basically have those three groups." For Kristin, knowing that her IC comes from "the same place and speaks the same language" as she does makes a difference. She stated that,

> I'm the kind of get it done, I don't care what it looks like. And so, what I thought that everybody knew how to write a sentence. And so, when I said complete this lab… that you would write it in a sentence and everything was capitalized… and correctly and that's not. And so, Julie showed me like okay, so you're also a grammar teacher and you have to grade like. Yes, I mean you know. So, you're both… You're an English teacher and grammar teacher and science teacher. So, she showed me that you need to look at that as well.

In a review of the comments that Lisa made regarding her interactions with her IC, Lisa responded by explaining that:

> I've noticed like with us, meaning the teachers, we get set in a way and it's easy to just like to just stay with one thing. Then I noticed that there is a lot of kids to get bored, but then with I innovate I was almost as a new teacher, like I told one of the Assistant Principals, the first time I did iInnovate, I had these ideas and wanted to do different things, but you're so nervous and scared and you don't know if it's going to work or you don't know how to start it or you don't know what to do with it. The iInnovate team really just it made me do it. Honestly, they made me do it… I felt like I didn't have a choice. So, I had to do it. But then… right, when I did it. I came back to my meeting and

I was like… I was super excited at how well it went, Oh! my God! I love this work and the kids loved it and started to get better and so it's learning those new tools that helped me change my teaching. Some I like… some I don't.

For Lisa, the fear of the unknown and her level of understanding when it comes to the role of the IC created tensions within the structure of their relationship. Sally expressed similar ideas in stating that she said, "sometimes like when you first learn about a coach or somebody that was going to come into your room and that's just the change. So, you're like OK is this person observing me… Is this person my boss…? Are they going to tell me…? You know…I have to do this…thins…and this… You get a little taken back." For Sally, it took opening herself up to receiving coaching and building a solid relationship to permit the IC to assist. She said, "as we've gone through it… she's not that way. She's here to help and. She really is a big help whenever you know we utilize her in the classrooms. That was one of the challenges, in the beginning, to just step out of my little mode and let her come in and help."

Lisa illustrated her experience with the iInnovate team and how it made her feel less empowered to make instructional decisions for her classroom. Since the IC heads up the iInnovate team, Lisa expressed the feeling of not having a choice in implementing a particular instructional strategy, which tainted her perception of IC. Although the relationship that she initially built with the coach was involuntary, the end results led Lisa to be more open to embracing new instructional tools.

For Lisa and Sally, the differing roles that the IC played overshadowed their view of what ICs should be doing. Sally discusses how the IC is utilized during PLCs, PDs, and "whenever… we utilize her in the classroom", which indicates that the level of understanding regarding the

roles the IC plays is reflected in the participant's lived experiences and their overall willingness to actively engage in the instructional coaching process.

Teacher/Coach Interactions. When asked to describe the types of interactions that participants had with coaching, responses ranged from none to daily. Throughout the coaching process, the interactions that coaches had with teachers impacted not only the coach/teacher relationship, but it also impacted the level of trust teachers hold when determining whether the IC is capable of assisting teachers with developing high levels of teacher efficacy. Eight of the 10 recall positive interactions with their IC. Two participants account interactions that are less favorable in that direct interaction with the ICs were not present. These two participants limited their interactions to PD sessions received in-house

Throughout the study, the teacher participants, who responded positively about their interactions, described a level of intimacy and camaraderie which permitted them to feel comfortable working side by side with their IC. Eight of 10 teacher participants relay positive experienced with their ICs based upon the interactions that they have had with their coach. Claire advised that she believes her interactions with her coach has, "made me feel more confident about my student's success." Claire describes improved levels of confidence from simply having an IC in which to consult with. Allison shares the same sentiments in dealing with her IC. She said:

> I find myself seeking her out sometimes; whenever I am racking my brain. I don't know how to change this into something I want it to be. You can describe it to her. And she, even if it's math, she can turn it into something that doesn't look like math but it is the kids will still want to participate in it.

Allison describes how she "seeks out" her IC as a direct indicator as to the types of resources and interactions that she has come to rely upon when dealing with her coach. Similarly, Dianne describes not being able to interact with her coach as "being robbed." She said:

> Ever since student teaching I've always kind of had that support if I needed it. If I ever needed to co-teach with another teacher or do rotations or to have an instructional coach within the classroom with me to see kind of like their perspective on how they teach. I've never been robbed of that opportunity and I've always kind of had that at my availability whenever I needed it.

Meg described similar experiences, advising that "she's great always open-minded anytime of adequate and she always helps she's very creative or innovative and I have the same kind of mind if I come to her with a big idea she runs with it, she's like "yeah, let's not talk about it… let's do it." She talked about how the interactions that she has had with her IC as life altering experiences.

She said, her "interactions are always encouraging and I have fallen in love with teaching because of these interactions. I am an innovative person so learning new things and having no limit on where my creativity can take place in the classroom is encouraging. Those interactions give me excitement to teach." She also reiterated that the interactions that she has with her IC made her feel "empowered and ready to meet the challenges." Overall, Meg describes how her interactions with her IC helped improve her teacher efficacy.

Of the two participants who had negative sentiments, they expressed a lack of intimacy regarding their coaching interactions. For example, Katie advised that "the only interactions I have with my instructional coach are limited to various staff professional development meetings." She goes further to say that even though her interactions are limited; she believes

"these sessions give me the confidence to try new strategies and confidence in my abilities as a professional." Lisa shares similar experiences with describing very limited interactions with her IC. She said she and her IC:

> haven't really sat down for a one-on-one discussion … PDs and things like that nature when we're doing stuff… like on a typical planning period… like it's like today… they would offer that individual along with other staff members as actually offer us ways to learn, and other things, but never really one on one.

She also noted that she believes that the lack of interaction has definitely impacted her student learning, she advised that, "with the lack of interaction, I don't feel as if it has improved my student performance, but I do feel as if I had more interactions that I could possibly learn new things to help impact my student learning." Lisa's description signifies a desire to improve upon the working relationships she has with her IC. Both Katie's and Lisa's experiences imply that they need to increase their various interactions with their IC to improve their efficacy levels.

All 10 participants alluded to a variety of different interactions that they had with their IC including receiving instructional feedback, PLC meetings, Individualized PD sessions, and one-on-one collaborative planning sessions.

Providing Instructional Feedback. When the IC and teacher participants establish a solid relationship, participants expressed a desire to have the coach provide feedback regarding their instructional practices. Providing feedback, whether positive or negative, plays an important role in instructional coaching. When asked to share the types of feedback that they received from their IC and how it impacted their efficacy, three of 10 teacher participants all responded favorably. Allison said,

She observed my 4th block marketing class. The next day she came during my planning period and went over other strategies for communicating the information was very helpful! She gave me compliments and alternatives to procedures... I am now starting to look for other options instead of my go to's for instruction.

Allison utilizes her IC's feedback to gauge her next steps to improving her instruction. She advised that as a result of being coached she has changed her philosophy about her classroom and started to utilize a new cliché in her classes. She reiterated "Variety is the spice of life" and she utilizes the cliché' to describe her classroom. She explains that sometimes she feels like her IC "gave me a grade you know just pointed out quite a few things that I didn't see maybe that I was able to address them that. Like me, there are a few students who were off-task, even just something as simple as that." She welcomes constructive criticism and utilizes it to improve upon her craft.

For Meg, similar descriptions were reported during her journaling about the IC/participant observation. Meg advised that during the:

Post conference on the observation that Julie did in my classroom. I told her of some struggles that I was having in my classroom with literacy and she had a few good ideas that I have utilized in my classroom. She was positive and encouraging…She spoke positively of the activity we did while she observed me. I thought it was chaotic and I wasn't sure I would do the activity again; however, after she told me the class was vibrant and enjoyed the activity, I will do it again. Especially after hearing her observation of activity; I feel excited to do it again because of her positive feedback.

For Meg, obtaining reassurance regarding their instructional practices increases their thoughts regarding taking academic risks. While receiving feedback, Meg initially felt that the activity

was "chaotic", but she moves from saying she "wasn't sure I would do the activity again", to definitely trying it a second time.

Collaborative Lesson Planning. Throughout the course of the study, Six of 10 participants shared positive narratives regarding how collaborative planning with their IC helped enrich their classrooms and led to heightened levels of student achievement. Meg describes how her practice began to shift through collaborative planning with her IC. She stated:

> I got really excited saw more opportunities to be more creative and so even from lesson planning to the way that I can get conduct my classes every day it is so different today than it was the first day of school. I have a lot more activities that my students do, they are up, they're moving. They rarely sit in their seats for longer than 20 minutes... I'm always trying to keep them engaged constantly, so the difference between day one in today is huge and in my opinion. And I think my students would say the same.

Katie provides a vivid description of the shifts to planning that took place in her classroom throughout the course of the study. She writes,

> Over the last few months at this school, my planning process has become more refined. My administrative team, including our instructional coach, has modeled successful planning and instructional strategies and processes. I think that these changes have resulted in better learning opportunities for my students.

Katie reiterated that she spending a lot of time collaborating with her colleagues. During her interview, she explains that the planning process has become "a team effort."

Tammy describes similar ideologies about the collaborative lesson planning between her and her coach. She describes it as more so a method in which to gather additional resources to accentuate the lessons that are already created. She notes that:

She worked with me a lot last year. Probably more so last year. Helping us find stuff on our topics, giving us relevant videos, helping us come up with stuff. We had the basic ideas; the lesson… and she would tell us how to make it more interesting, more engaging.

Similarly, Allison provides a vivid description of how the lesson planning process takes place. She expounds upon the importance of the IC being tempered when working with teachers. She recaps her account of working with the IC and how it improves her efficacy because of her flexibility and desire to help. She adds:

She'll lesson plan …Just whenever she needs to come... we'll be like, "Hey! Can you meet me on this day?" … She'll be like, "Sure!" and we'll do whatever we need to do and so… it's very casual but we get a lot of stuff done. Being casual helps because then you feel like you can be yourself and get what you need to do. She'll come in and observe me.

She continued by reflecting on how the IC sets up collaborative planning and utilizes an informal structure to make her feel comfortable discussing topics of interest. She stated,

One time she let me know, one time she didn't and I was fine either time. We did a little video interview one time after the planned observation and that went on for about 30 minutes of just chit chat back and forth about what I could be doing better or what strategies she saw or what I could use even you know how to work with some students that maybe were having trouble with mainly with attention.

Most participants described the work of ICs based on their willingness to engage in collaborative lesson planning. There were forty-eight accounts of teacher participants who perceive ICs a part of the instructional process, specifically to assist with the development of lesson plans.

Facilitating PLC Meetings. Nine of 10 participants provided thirty-six accounts of how the ICs role in the facilitation of Professional Learning Communities (PLCs) helped them develop a better understanding of the instructional process. PLCs serve as the foundation from which teachers review student data and revisit lesson plans for the purpose of deepening student learning. During which, teacher participants indicated how the ICs serves as a resident expert in answering teacher questions and helping them find their next steps when reviewing student results.

For example, David describes the many meetings of the coach as a barrier to teachers receiving the assistance they need. He advised that "we have great working condition and working together is great, but then we have other things like meetings for this, or for that…Data Meetings. We have other PLCs tomorrow and it's kinda hard for us to get together."

While two participants describe the PLC as a distraction, eight other participants, like Katie, illustrated how useful having the IC in the PLC can be for teachers. She explains that:

> Our instructional coach is usually at our PLC meetings and Committee meeting and also so, for example, the I innovate meetings she's at those as well team settings. She's usually there to answer questions or provide feedback on things we have already done or provide suggestions on other activities or resources we could use.

For Katie, the IC serves to clarify any misconceptions that a teacher may have about the instructional process, strategies, and/or activities that can be implemented within the classroom.

In contrast, Sally holds a very different view of the ICs role in the PLC. Upon sharing her thoughts, it was clear that Sally had a more refined perception of the roles that the IC encompassed. She said,

We've had a lot of meetings and stuff with her, we do planning a lot with her. PLCs

sometimes she's in there with us, but also, she's actually come into our classroom for us

and help us teach She'll sit down at that station and work with students.

Sally describes her lived experience with ICs as one that encompasses a wide range of

interactions that she encountered while teaching. Particularly, Sally talked about individualized

and group sessions in which her coach provided strategies for improving student engagement.

   Individualized Professional Development. Individualized PD within the IC model serves

to provide teachers with an onsite specialist, who develops sessions that cater to the unique needs

of each teacher. When having teachers to elaborate on the various interactions that they

experienced with ICs, all participants discuss having their PD needs fulfilled. Most participants

described the PD that they receive from the IC as one that enhanced the learning environment

and made students more motivated to learn.

   Lisa, Meg, and Kristin all shared their experience with their IC and the iInnovate

initiative. Lisa describes the role of the iInnovate team. She said they:

   Meet once a month I think [or] once every two months and they give us a ton of tools to

   put in our toolbox, our instructional toolbox. So, they talk about a lot of apps and lots of

   different creative ways to lesson plan and project based learning and we're about to be

   introduced to iBooks.

During the meetings, Julie explained that novice teachers learn various strategies that can be

immediately implemented into the classroom and basic expectations that new teachers often miss

when they enter the educational field through the lateral entry process.

   Meg describes her IC and how she utilizes PD to reiterate the importance of infusing

literacy into every content. She goes on to say that she:

really didn't know how much literacy matter in my curriculum until she started opening our eyes especially with reading levels of our students we had a PD about that and I was really shocked to see the levels the most of our students where at based off what I thought they would be so I really tried to incorporate a lot more vocabulary into my lessons, in my lessons we focus more on vocabulary a good bit for a simple fact like today when they got done with their review I gave them a piece of paper of words that were in their questions and answers and if they don't know the words they're not going know the answer so I didn't really realize that was a big struggle for students until Julie started showing us that they are.

Unlike Lisa and Meg, Kristin expressed a longing to receive more PD directly linked to her subject area. Kristin shared how she felt regarding blanket PD sessions that often could not be immediately implemented in specialized areas such as science. She aspires to have more ready-made content specific PD that may require attending conferences outside of Clearview County. Kristin advised,

I think if we had more like PD like toward your subject… like biology. So, if they could give me something already prepared, like here… here's your biology lab… I'm excited about after this summer I'm taking a course in environmental science…Like to help teach AP environmental…So they'll give me labs because a lot of the PD we do it's great. However, I need… how you work it toward biology. Give me a lab because the kids want to see the lab… they want to see things blow up. You know… I'm like… I don't know how to do all that… so I would rather that sorta thing would help.

When asked if her instructional practice changed as a result of the PD that has currently been offered. Lisa reverts back to her age and the fact that she is new to education. She reiterated that

being brand new means that anything she learns can be put to use. She further elaborates on the difference between what she expected to be doing, "teaching like she was taught, back in high school" and what she is being encouraged to do by her current administration.

Theme Two: Roads to Student Success. As teacher participants describe their lived experiences with teacher efficacy and how it develops during the instructional coaching process, one of the themes that surfaced surrounded the ICs ability to assist teachers with leading students to success. The second theme, Roads to Student Success, captures the indirect relationship between ICs and student achievement. All teacher participants associated their efficacy to their ability to increase student achievement. During data analysis, teachers discussed several components that they determined were indicators for a student demonstrating higher performance levels, including formal and informal assessments, student engagement, and student motivation.

During the study, teacher participants discussed student achievement in relation to self-efficacy and instructional coaching 73 times over the course of 17 different data sources. Many of the stories that were provided were positive interactions between the teacher and IC that made them feel as if they were working together to ensure student success. Teacher participants compared their success levels and how they felt regarding their abilities as a teacher to how student perform both in the classroom and on high stakes tests. For example, Claire said, "everything my coach has offered me has been to improve overall student success in the classroom." Claire further goes on to discuss how her IC works directly with her students in order to make sure that they reach mastery.

For instance, Katie talked about how when she first started teaching at J. Bedford High School she realized that her content was difficult for students to understand. She said she,

"started implementing what they call contracts which is a literacy kinda step by step process for how they are getting through from the beginning to the end, the end being assuming content mastery." She goes further to talk about building an environment in which every student has the opportunity to learn. When asked what impedes and improves your teacher efficacy? Katie responds by saying that

> I think biases'. Actually, that would go both ways. It might improve or hurt efficacy. Like again you have certain biases. Uh... Certain kids that walk through the door and you just have a couple of interactions with them and you're sure they're not going to do well or oh this kids going to do great, I know this kids going to do fine…my top kid. I mean that can hurt a teacher's efficacy. It's hard to say that you believe in every child if you can say that about kids that…

Katie reiterated that having preconceived notions about student achievement sets teachers up to be disappointed in the long run. She emphasizes how she tries to be aware of her biases, but not to allow them to be visible to the students she serves.

Unlike Katie, who describes student achievement in terms of what each student is capable of doing; Meg bases her ideas of student achievement on how she approaches education. Meg talked about how she was made to feel when she was in high school. She said:

> I was that… I don't want to say at risk kid, but I was that low kid. And when it hit me, about being a teacher that was my goal. That was about it. I wanted to come in here and not be the teacher that I had. Who taught German to me! Who talked about polynomials trinomials and binomials and confused me on what's what, because these mathematical terms were being thrown at me.

She discusses how she altered her approach to teaching students to ensure that they felt capable of understanding mathematical concepts. She goes on to say:

> I wanted these guys to come in here and just be taught in a way and like use different words… I think I put it in a form where… I… we're talking Sunshine's and we're talking… today during Math II like we're talking bow ties, … you know we're talking clothing bow ties, so they can understand vertical angles so that I didn't have a teacher like that. So, my mindset was whenever I came in here I wanted to be that teacher and really explain things in a simpler way and some kids and some teachers have told me like it… you dumb it down, but I don't feel like dumbing it down I just feel like it's in terms of that they can understand. However, I think we're doing that.

She continues to describe her method of creating balance for students who have differing achievement levels:

> I have learned also that there are some students in those certain classrooms that also can't really work with that, they need to be challenged. So, I've really got to kind of figure out that in between on how I challenge students and also kind of talk to them or explain it to them in a way that's pretty easy.

Determining how to ensure student success for all students despite their readiness levels was a topic that was prevalent in participant responses. Dianne explains that "the learning abilities of students have not changed but the technology within education has changed a lot."

For Dianne, who has been teaching for five years, David, who has been teaching for 30 years, and Tammy, who has been teaching for 28 years, the transition to one-on-one laptop initiative and moving to a technology driven district has thrown a ratchet into Tammy's

instructional plan. David recollects on how much he relies on the IC to help him find material to

make students want to learn. He said:

> Since we're technological, the coach will go out and find us a lot more information that
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> the kids can get into. Like sometimes we find information, but we have to be so quick in
>
> finding it. It's all about the kids. We're here for them. They're not here for us. So, we
>
> have to find things to be more creative so they will be stimulated and want to be in the
>
> classroom so they have to find that information for us… games, extra labs. Things like
>
> that.

He adds, "I was straight by the book... Bam! Bam! Bam! It's my way… this way… I guess I was

an old an old school type teacher. I wasn't looking for different learning styles different ways to

teach things, different ideas"

Through his reflection, David describes how initially he wasn't ready to make shifts to

his instruction and could not see how it would benefit the students academically. During the

interview, he still advised that he has reserves regarding whether education is moving in the right

direction. He stated, "Uh! … how they are doing education has me backtracking, like is this

right for the students, even is this right for me as the teacher doing this for the students?" His

level of doubt, regarding the implementation of innovative teaching strategies into the classroom,

mimics the response that Kristin holds regarding ICs. She notes that "while unique strategies are

described and modeled, I do not think that these are always effective in improving student

performance."

For Kristin, as with many other educators, student assessment results gauge student

performance. Kristin noted, prior to entering into the instructional coaching model,

I believe that every student can succeed.   But…What that looks like in practice I don't actually believe that I understood that until this year even though I had my student teaching. I definitely changed my ideals since coming here… so I think my instructional techniques would have been a bit more… just instruct and expect assessment results and less of the activities and things that our instructional team here encourages us to do.

For Kristin, her desire to simply teach students and then assess them was quickly halted when she began working with ICs; however, teacher participants shared challenges that they had with coaching and teacher efficacy as it pertained the expectation that students were still expected to reach certain performance levels.

Formal and Informal Assessments. Throughout the course of the school year teachers are required to focus their students on obtaining mastery on particular standards as governed by the state and federal education agencies. Depending upon the content area, added pressures are placed upon teachers as annually student performance is likened to school performance. Schools that are deemed "low performing", a D grade or lower, are often targeted to receive external assistance from the state education agency and/or parents are given the option to remove their students from schools that do not perform.

Consequently, formal and informal assessment plays a major role in how teacher participant's efficacy is developed. Most teacher participants describe various methods that they utilize to ensure that students are moving toward mastery. Dianne advised that she:

Base assignments on students Level constantly using assessment strategies to gauge whether or not they understand the content and understand where I need to go from there looking at that data to make sure that my kids are grown they get the standards that they need.

Similarly, Sally and Allison explain how their efficacy is tied to student performance. When asked how they describe their teacher efficacy, both discuss efficacy in terms of student performance. Sally recaps,

> My teacher efficacy (whispering)... Uh… I would say that it is pretty good. I like… Ummm… I think my classes… My students learn a lot start to finish just based off like I said day to day interactions. Hopefully looking at a pretest and a post test. We do that in Math I. We use the same test in the end. Hopefully looking at that. …

For Sally, her efficacy and what her students are capable of learning and the interactions she has with them are one and the same. In continued conversation with Sally, she begins to express her frustrations with having assessments decide her worth as a teacher. She expressed that her work with the student in the classroom is most important when it comes to determining her efficacy. She said:

> Even with the state test just about that. The results are just about one school. That's just one school… that's one day… that's one time, so my time in the classroom with them is just so much more valuable to me and what they actually do in my classroom. How they have grown from here to here… that's the part that actually makes me… you know… a good teacher…

While Sally actually said is "a good teacher" comes from her interactions with her students. She doesn't really describe how assessment fits into the interactions she has with her students.

Allison; however, expressed how she utilizes self-reflection along with student assessment serves to determine whether she is capable of guiding students to meet their goals. Allison stated:

I kinda try to look from year to year, as well and how I taught this way, three previous

semesters and what I can do to change it or does this work so I don't have to focus on

working on that. So, then I can maybe revamp a newer one or maybe change the

questions around because our curriculum change all the time. But I mean if you look at

better all the time. And I was going to say first you know I don't really like having to do

the quiz every week. It seemed really demanding of the kids like hey you got to do a quiz

every week and we got to assess you every week that has actually been really helpful to

see their growth in that and we'll talk about it. We'll talk sometimes about the quiz even

if they didn't get the answers right. That can sometimes explain things to me. So, I think

they're getting.

Dianne, through her self-reflection, felt very similar to Sally when it came to things that

improved or impeded upon her teacher efficacy. She advised that one of the things that improve

upon her efficacy is understanding how to analyze assessment data so that she will know where

to go to help students. She explains that:

So, this is a double edged sword so I'm going to use data as it helps in that and also to

deters… using data and having this PD's on data and analyzing student data and student

progress helps me get a visual view on where my students are at. Where they need to go

and the steps I need to take to get them to where they need to go. That is probably one of

the biggest advantages to analyzing student data.

Dianne advised that her efficacy is negatively impacted when she has to take time away from her

instruction to actually analyze the data. She goes on to say,

One of the disadvantages of analyzing data is um… I feel like it kind of not… I'm

speaking for myself here… for me, I feel like it feels like it takes away from some of like

my instructional time that I could be using or my planning time that I could be using like trying to create like really creative lesson plans. So, it does take up a good amount of time to look at each and every student that you have in each and every class and looking at their individual strengths, weaknesses, all their benchmarks all their unit tests, even their past EOG and you see scores and seeing where you can kind of go from there to make it happen. Now… again, like I said that is the negative side of it…it does take a while, but the benefits that you have in the long run definitely outweigh those negatives.

In the same way, Katie explains how student assessments impact her teacher efficacy. She said her IC helped her come to terms with the reality that it takes the time to help students meet the expectations that a teacher has for them. She describes how working with the IC has improved her efficacy through validation and helping her pace her expectations. She says:

I think she has because she's shown me to slow down. Break it off. Start with your foundation first and then… and sometimes you have to start with the foundation, and the foundation, and the foundation, and she said, "that's OK." You need to get at that foundation first. So, she… and that is helping because when kids are just failing… bombing… failing tests it's like I really can't teach. But when she showed me how to start that foundation and I started at least making 30s and then 40s and then 50s… Is it passing… No, but we're getting there so she's helped slow that down and really helped me with the lower level.

For Katie, working with her IC helped her understand the importance of pacing oneself. She repeats over and over that, you have to make sure students have the foundation that they need to succeed, but then she explains how her IC advised her that "that's OK", which served to validate her as a teacher. During the remainder of her interview, Katie goes on to describe how her IC

shared with her things that she did in her own class, which helped her create a stronger connection with her IC.

She also describes how she initially thought that she would, "have to create one lesson and yea everybody gets it", but her IC worked with her to alter her lessons so that all of her students would be engaged.

Methods of creating Student Engagement. While many teacher participant responses aligned their efficacy with student achievement and their ability to assist students with mastering formal and informal assessments, there were some who connected with their ability to develop student engagement. Only four of the 10 participants created a connection between student engagement and teacher efficacy. For example, Claire – Claire advised that when she thinks of what improves her levels of efficacy, she immediately thinks of student engagement. She also indicates that the one thing that impedes her efficacy levels is a lack of interest among her students.

Tammy, Sally, and Dianne all shared the same sentiments when it comes to working with their IC and how it impacted their levels of efficacy. Tammy spoke about an incident in which her IC and she were engaged in a post-conference after her observation. She said,

Talking with her made me feel better about what I was already doing. It was like… not like what you are doing is wrong, but this is how to get your kids more engaged because I wasn't feeling the same way with the administration and so she really helped make me more positive about my job and what I was doing.

Tammy goes on the express her initial distress in having "someone, anyone, observe" her class. She, like many teachers, was expecting the IC to utilize an evaluative approach, but she stated

that when she saw that she was there to help, it made her feel relieved to have someone else to collaborate with.

Dianne said she utilizes her IC to help her with developing creative activities that can be easily implemented. When asked how her efficacy was impacted by working with her IC, she described a collaborative planning session and how it made her feel. She stated:

> You're constantly coming up with different strategies to make a classroom run effectively and efficiently and what may work one day, may not work the next day. So, you're always having to change it up and you're always having to come up with new assessments and come up with new strategies and come up with new learning. Uh… I guess creative assignments to get them to learn and to get them to where they need to be.

Dianne sees creating student engagement as a challenge to her efficacy. She said her, "students felt more confident in class and were participating more often than they had been." Later in the observation, Dianne explained why she explained that her philosophy is that "when students are engaged, they learn more", so she places a lot of energy in trying to create a "nice warm cheery environment" that would make students want to learn.

During the interview with Sally, she expressed similar concerns as Dianne. Her thoughts were that if students were not engaged, they weren't learning. She said she,

> Really definitely think about ways in which I can get everyone involved. By having computers, I know a lot of time it could be a distraction. So, I try to incorporate a lot of written things as far as maybe their notes. They may be written, so they will be engaged. They may do a group assignment, so that way I can make sure that everybody is participating because I usually if they do great work, I try to stick to no more than sometimes allow them to have three kids depending on the circumstance. But at least I

know, because two people in a group that is more lively, the two of them will be… get

the assignment done. So, I would say the philosophy is incorporating different things and

I'm trying to figure out what ways that will be engaged.

Sally continues to unveil that the majority of her students who were classified as "at risk", which

means that she has to work doubly hard to get them to participate in class. She talked about how

the students are not motivated and it makes her feel that she has to create lessons that are

entertaining. She advised that working with her IC helped her see "how a classroom is managed

in a different way kind of gave me a really good perspective and insight on how… you know…

you can act in a classroom and how kid's kind of react off of your energy and your vibes."

Consequently, she feels that she has to present herself in a manner that will simulate the type of

motivation that she wants from her students.

　　　Motivating the unmotivated student. In view of student achievement, 34 references were

extracted from 11 sources that directly addressed how increasing student motivation was

important to teacher participants. Six of 10 teacher participants acknowledge strides they made

with the aid of their IC to motivate unmotivated students. For example, Dianne explains how her

IC worked with students, "congratulating and motivated Juniors who stayed after school for extra

tutoring on their graduation paper" and that, "I noticed that after they were recognized for their

hard work, they were able to focus more and be more attentive."

　　　Meg describes similar sentiments, advising that, her "students accomplish more if they

know I believe in them and their capabilities. I attribute that to my teacher relationships and

learning experience." She continues explaining how her IC helped her make shifts in her teacher

expectations so that she could adjust student assignments that meet their various readiness levels.

　　　Similarly, Kristin discusses various efforts she and her IC have made in an effort to

increase levels of student motivation within the classroom. Kristin noted:

> This week, she helped create a graphic organizer for my lower students to help them organize their reading passages dealing with adaptations and evolution of various species. This week, we will be working on creative ways to get the material across.... reading for the lower students is a tough task.

David also explains different things that his IC does to help make sure that students are motivated to learn when in the classroom. He explains that "we have to find things to be more creative so they will be stimulated and want to be in the classroom so they have to find that information for us… games, extra labs. Things like that."

 For Sally, student engagement and motivation help her determine how effective she is as an educator. When asked what impeded upon her teacher efficacy within the instructional coaching model, she said that the:

> One thing that I struggled or has been a barrier to me I guess with the also the student motivation, because I can't make them want to do better or want to learn my material, so I guess that is one of the toughest things for me.

Katie agrees that motivation is critical to teacher efficacy at the secondary level. She advised her definition of efficacy is the teacher's ability to create intrinsic motivation for academic excellence in students. She exclaims,

> Do have or can you affect students desire to learn. Can you make students want to learn? Like my teacher efficacy, I do believe that I impact their ability to learn… Not just content knowledge, but their ability and desire to learn…

She goes on to explain that why student motivation challenges her efficacy as a teacher. She explains,

I think that's hard… huh, when I stop to think about that… that's tough. Especially you

know when certain kids you think of, but... uh… Especially when you're fresh out of

college… I am as fresh out of college as it gets. Uh… We spent a lot of time talking

about creating that kind of environment where students want to learn, and not just ok here

I'm just going to teach you the material, but getting them to want to learn.

For both Sally and Katie, getting students to want to learn poses a challenge that makes that

question their abilities as competent teachers. Sally clarifies that one of the strategies that she

utilizes within her class to counteract student motivation is providing students choices in the

activities that they engage in.

Sally, Claire, and Kristin describe even more steps that have been taken to increase

motivation for their students, specifically offering students choices in their assignments.

Throughout the course of data review, there were four instances in four different sources, in

which teacher participants describes providing students with choices as methods that were used

to improve student motivation. Sally said,

By giving them the option to be able to achieve the assignment. I think that definitely

helps broaden their horizon and like I said, it gives them more options with that. So, it's

not just me giving them a sign and saying you have to do it this way. I'll give them an

assignment. They can do it this way or this way or that way. And that gets more

involvement or engagement out of them.

She goes on to explain how providing student choice serves as one tool that she has

implemented to increase student motivation. She said, "I tried different methods as a way to get

students involved in the lessons and I even give them assignments where they can choose what

they do for their assignment, so they can stick to their interests."

Likewise, Claire describes how she utilizes various strategies to improve student learning. She indicates that she feels that "whenever the students have the option to pick their assignments, they seem more involved and more dedicated to the lesson." As a result, Claire said that she utilizes Gap Instruction to assist with increasing student achievement. She said,

I have created more group work based off Gap Instruction for my students. I think this has greatly impacted student learning and growth because they are grouped with other students that are on their same level.

She goes on to explain that in each work group, students are given different activities to complete to improve their student achievement.

Theme Three: Efficacy Misconceptions. Theme three, Efficacy Misconceptions, outline teacher's responses to three questions that were given during the study. The first questions that were designed to capture how teachers define efficacy, what they feel directly impacts their efficacy, and how their efficacy has developed over the course of receiving instructional coaching. When asks these questions, a preponderance of participants responses referred to how efficacy can be misconstrued as teacher ethics and teacher effectiveness. Only the most seasoned teachers described teacher efficacy to indicate a belief system governing an individuals' capability to successfully complete a task.

Throughout the study, participant responses accounted for 56 references throughout 10 interviews, 20 journal entries and 9 observations. The majority of teacher participants spoke positively of their efficacy, even in circumstances in which they were not able to articulate what efficacy actually was.

During the study, ethics is often thought of as right versus wrong and how we as humans determine what is appropriate and/or inappropriate according to the morals that have been passed

down to us by the culture that surrounds us. In defining teacher efficacy, Lisa advised that she

defined efficacy:

in terms of like being ethical is what I think of in there like with teachers can't say

it…teacher… say whatever this thing and the goals are examples like I don't know just

the teacher being true to students doing the right thing. You know likes doing the right

thing or whatever it is and they are doing ok… students just being ethical about it.

Lisa goes on the further explain that efficacy in her eyes, would be based in doing what's ethical.

She advised that she is:

I'm thinking words like great. I mean good. I believe that I'm an ethical person. I believe

that I'm here for the students. I try to do what's best for them. I mean I… If I find that the

kids have an issue. I'll do whatever I can for them. I never do a thing in terms or make

rash decisions based on like anybody's background or anything of that nature. But I think

it's good.

Out of the 10 teacher participants, Lisa was the only participant to liken efficacy with being

ethical. Throughout the remainder of the interview process, journaling, and her observation, Lisa

discussed efficacy based on how students achieve success, her instructional practices, and PD

that she received during the instructional coaching process.

As teacher participants began to discuss all the variables that describe their efficacy, they

moved from one spectrum to the other. Some teachers align their efficacy with that of the

collective efficacy of other teachers in the building. For example, David discusses how he

knows if he is right to feel a particular way about an instructional decision being made or not

based upon how his other colleagues feel about it. He also goes on to say that having "support

from his administrators and higher ups" makes his job easier. He stated that he believes efficacy

is about the level of professionalism displayed on his job and how he feels about it. Tammy expressed similar feelings in saying:

> When I get support. Support from other people from other teachers. I know that if I am feeling bad about something. If other people are kinda feeling the same thing or if we're all in the same boat versus if it's just me or if I am doing something that is wrong or am I not getting through to the kids. Is it just me…?

Being reassured that it's not "just you" when dealing with teacher efficacy is a major turning point when it comes to teacher efficacy. For example, Kristin advised that she defines her efficacy as her "ability to be able to get students involved in a lesson." When teachers feel as if they are not able to engage students in the process of learning, teacher efficacy suffers. Dianne conveys parallel sentiments in advising that her efficacy is shaped by being able to:

> Accommodate to all learning styles regardless of the students that I have sitting in my room. Making sure that they're all engaged and interested and making sure that everything is on their ability and level to keep them focused and to keep them doing what they need to do in order to pass those standards to pass the EOC or NCFE and to be you and become productive people in society when they leave.

Meg, on the other hand, initially advised that she is unaware of what the word efficacy means. She asks for a moment to look up the word teacher efficacy and there is a momentary pause in the audio-recording. Afterward, she said, "well… now that I know what it means …uh…" she continues on to say efficacy is about her "plan of action in order to maintain the level of classroom that I want. What's my desired goals? What's the end goal? What am I gonna do to get there?"

Likewise, Katie initially explains that she has no idea what teacher efficacy is. She actually starts by saying,

> so, when I think teacher efficacy I think like teacher practices …it's hard to put into words… Uh… I guess you talking about how you think students learning, what things affect your teaching practices… I guess… efficacy what's the technical definition of efficacy

Although she initially doesn't understand the terminology, she is reassured that there is no right or wrong answer and begins to try to grapple with applying the definition to a term that she has only seen once, during our initial meeting. She adds that she had never heard of efficacy before, but she would think that you have to ask yourself "do have the ability to or can you affect students desire to learn. Can you make students want to learn?" She advised that she believes that she has strong efficacy because she believes that she can "impact their ability to learn… Not just content knowledge, but their ability and desire to learn"

Teacher Effectiveness. Similar misconceptions regarding the denotation of efficacy were noted as eight of the 10 teachers outlined teacher efficacy using characteristics which would fall under the realm of teacher effectiveness. Specifically, teachers aligned efficacy with the current teacher effectiveness models that they are being evaluated under such as data based instruction, teacher pedagogy, and utilization of multi-leveled resources. Sally advised that for her,

> it just sounds like teacher effectiveness. I'm not sure if that's what it's asking… uh… teacher effectiveness, I guess it can be measured by how well the students respond to the teacher and I am still a new teacher, so I don't… I don't know all the answers. Uh… I

guess by the way you check their test score. But then what if it's a field-tested class and then that's not all. I'm just going off what I think.

Similarly, other participants admitted to either not really knowing what efficacy was or affiliated it to data.

Data Based Instruction. Each teacher in the study was asked to describe how they described teacher efficacy, how they felt their efficacy was, and what interactions would improve or impede upon their efficacy. When asked to define and describe their efficacy, Allison said, "I feel like looking at the results your kids get on their everyday work and assessments and then like also how they respond to like to get the results they want."

Allison explains that when her students reach their goals, it improves her efficacy levels. Sally describes her efficacy in a similar manner when asked to describe her efficacy; she talked about comparing student assessments. She said, "looking at a pretest and a post test. We do that in Math I. We use the same test in the end. Hopefully looking at that."

Coincidentally, Dianne's response fell in line with how both Allison and Sally both describe the development of her efficacy. According to Dianne, data analysis has both a positive and negative impact on her teacher efficacy, she adds:

> It does take up a good amount of time to look at each and every student that you have in each and every class and looking at their individual strengths, weaknesses, all their benchmarks all their unit tests, even their past EOG and you see scores and seeing where you can kind of go from there to make it happen. Now… again, like I said that is the negative side of it does take a while but the benefits that you have in the long run definitely outweigh those negatives.

Dianne's ideas of efficacy reflect positive and negative sides of each given situation. As she describes her lived experiences, how they relate to her efficacy while working with her IC, she recalls when her IC co-taught something for her in classroom, there were

> Moments where she would get so into it and so caught up and so excited. It was kind of like she like took the floor. Other times it was more… I don't think she did that just to do that. I think it was more like a learning opportunity for me to see actually like how she was able to handle certain students compared to like how I would handle certain students and to kind of gauge those behaviors and see… like… where you need to go from taking one negative behavior and taking into like in a positive account.

As Dianne recounts her experience, she adds that that's just how she thinks. She tries to see the good and bad in every situation.

While some participants discuss teacher efficacy in terms of effectiveness and others based on the assimilation and analysis of data, others pointed to the transformation of instructional practices as an indicator that they were developing and/or had a strong sense of efficacy.

Teacher Pedagogy. Some of the teacher participants implied that the relationship shared with their IC lead to a transformation of their instructional practice. The most challenging aspect of transforming a teacher's instructional practice often is building the sustainability required to inspire the educator to adopt particular instructional behaviors and implement them regularly in the classroom. Most of the teachers involved in the study describe their classroom as a place that has been changed. Some indicate positive aspects of the shift, while others describe the change as something that was forced upon them.

While discussing changes that took place while working with an IC Meg seemed proud to

discuss what she is doing versus how her classroom procedures shifted. She said,

> I have changed so much since the beginning of the school year in my instructional
> process. Each student is different and learns in different ways and at different paces. For
> me, it's been a learning experience just as much as it was for my students.

She goes on to state they shared how her instructional practice has been altered. She noted:

> I attribute the change to the positive relationships that I've built with my IC and my co-
> workers, their advice or mentoring. Also, the administration team has opened my eyes to
> the diversity of students. I feel great about the shift and prepared for next year. Education
> has changed so much since I was here 15 years ago. Some good changes and some bad,
> but those are my opinions and certainly, don't affect the changes I've made in my
> instruction. Overall, I'm happy with the shift.

Meg's happiness with the shift that she made within her instructional practice was also seen when reading Claire's journal entries. She noted:

> I have noticed a huge difference in my instructional process since the first day of school.
> I came into teaching thinking that I would have to teach the "old school" way with mostly
> lectures and note taking. After being taught what guided instruction is, I am enjoying
> giving the students opportunities to work at their pace. This has changed the way I plan,
> teach, and mentor students from then until now.

She goes on to explain how her instructional shifts have impacted her planning process. She stated:

> The shift has given me more freedom to get creative and think outside the norm. My
> students are more engaged and my classroom is now a place where students want to be.

Since Meg was once a student at J. Bedford, she remembers how she was taught. She talked about not only the shifts that she made in her instruction but why she made those changes and how it made her feel to be able to adjust the way she approached teaching.   She said,

> When I first came in a teaching in August I was used to the old way the old school way of teaching lecturing notetaking all that, because that's how I was taught and I went to Bedford, so I expected that that was the same way, that I would have to teach, and then when I got here and there was I got here and saw that the administration is going to different direction and they will more technology driven, which I am all about technology… I got really excited saw more opportunities to be more creative and so even from lesson planning to the way that I can get conduct my classes every day it is so different today than it was the first day of school.

Likewise, Dianne advised that she has seen, "major differences [in her instructional process]." She said she noticed that she is "making the students more accountable in finding the info and making sure they know the information. This is what the district is really stressing on student based learning." She also explains that in making these shifts and seeing how students respond favorably makes her feel better about being a teacher. Katie noted that she thinks that:

> in some ways, my views on student learning abilities have shifted to be more realistic since beginning my teaching career at J. Bedford. I hope for the best in every student, but I have had to accept the fact that I cannot always reach every student to make them understand the importance of an education.

Similarly, Sally said that now she "think past the typical worksheet and lecture styles of teaching and incorporate fun and engaging activities." She also said that working with the IC has made

her feel that she is, "more able to improve student performance" and she feels "more capable as a teacher."

Unlike Dianne, Katie, Claire, Sally, and Meg, David and Tammy initially had no intention of shifting their instructional practice. David said that he wasn't actually looking to do anything different in his classroom, but after working with his IC he came to realized that the change in instruction required was for the students. After coming to this realization, he began to be diligent in his work with his IC to create lessons that were more engaging.

Lisa's responses could be likened to David in that she stated that she really didn't totally understand the concept of having an IC and the impact that it would have in her classroom. She said her instruction remained the same with the exception of implementing technological tools through the iInnovate initiative. She stated:

> I think the only thing that I think has changed is the different ways of approach teaching in terms of how I present material with the uh… technology. And the use of being in iInnovate. We're learning a lot of new tools. That's what I like about it. I think that's the biggest change for me and that I'm doing things a little differently.

Utilizing Multi-Leveled Instructional Resources. In discussing various challenges to teacher efficacy, participants often related back to time constraints, especially when developing lesson plans, analyzing data, and locating resources. Tammy recalls how before she entered into the coaching model, she felt "like an island" and due to her frustrations of feeling isolated, she had the attitude that if it [all the work that comes with teaching] got done…great, but if it did not get done, oh! Well? She specifically said, "it was kinda like you are an island by yourself and if it didn't get done it just didn't get done, that was pretty much the bottom line." Tammy expressed how now that she has an IC, she provides her the framework of her lesson and consults

with her regarding different resources that she may be able to use to accentuate her lesson.

Claire expressed much of the same sentiments regarding her IC. She said, "my coach has positively impacted my instructional process by providing great review material for me to incorporate in my classroom'. For an educator, access to resource material plays a central role in how s/he may feel about their ability to engage students and help students learn content using unique strategies that entice them to want to be more knowledgeable about a particular subject. This is seen in how Sally talked about how her IC can take a simple worksheet and transform it into something more engaging that may spark student interest. She said,

> She can take it from a worksheet standpoint to where we're getting up throwing around a
> ball we're getting active that's helped a lot to get I'm getting them out of their seat and
> doing something different maybe they'll remember that instead of all that boring activity
> on the worksheet.

Sally, like all other nine teacher participants, see the ICs ability to locate and provide additional resources for them to use in the classroom as one mechanism that helped improve their teacher efficacy.

Although there were a few participants who admitted that they were unsure what efficacy was, they all discussed various elements that could easily be aligned with efficacy. Each participant seemed to hold a sense of appreciation for the support that was being provided by their IC, even if they weren't fully taking advantage of it. They viewed efficacy as tasks to successfully complete in order to stimulate student success.

Research Questions

The three themes that emerged through coding and analysis related back to both central and sub questions that served as guides for this study. Participant answers in relation to each research question can be found below.

Central Research Question 1: How do lived experiences of the secondary teachers shape their perceptions of teacher efficacy during the instructional coaching process? The central question of my study surrounded the teacher's perception of efficacy while engaged in receiving instructional coaching. Throughout the study participants, all shared various experiences that they had with their ICs. Some directly linked these experiences to the development of teacher efficacy; others described how they felt regarding the particular experience. Of the 10 noted participants, eight consistently noted positive experiences with their IC and how it made them feel more confident or improved their levels of efficacy by having those experiences. Claire said that:

> My coach has positively impacted my instructional process by providing great review material for me to incorporate in my classroom. I believe my interactions with her have made me feel more confident about my student's success.

Allison describes shifts she has made in her process after receiving assistance from her IC. She writes, "I am now starting to look for other options, instead of my go to's for instruction. My coach giving me advice and my seeing the results. The kids enjoy it and so do I."

Kristin advised that as she began to work with her IC, she began to realize how important it is for students to have a solid foundation within their content area. She writes,

> I believe starting in the foundation of reading (i.e. vocab) helps the students and builds their confidence. Starting at the beginning is hard for me because I want to jump into

content, but Julie has shown me some ways that students can grasp the vocab and be more successful in the class.

The first theme, Teacher Perception of Efficacy during Instructional Coaching, revealed a connection between teacher perception of teacher efficacy and the interactions that take place between IC and teacher participants. As well, it outlined various duties associated with instructional coaching that may have improved or impeded upon a teacher's development of teacher efficacy. Teacher participants who held a strong understanding of teacher efficacy and the roles that it plays in their instructional practice described being open to having individuals provide feedback regarding activities that took place within their classrooms. They were capable of identifying associated instructional coaching tasks from the roles that s/he filled.

Teacher participants who did not fully understand efficacy or the roles of the instructional coach often utilized phrases and terms that would indicate that they were lacking control of their participation in working with an IC. At least two participants' responses would suggest that they haven't truly embraced the idea of having an IC and were simply following protocol, but given the option would not fully engage in the initiative. The two teachers, who held negative perceptions of the development of teacher efficacy within instructional coaching, both alluded to limited interactions with their coach. Even with expressing negative sentiments, one particular teacher actually describes a desire to have more interaction with her coach.

For example, Lisa said, "I don't feel as if [instructional coaching] has improved my student performance, but I do feel as if I had more interactions that I could possibly learn new things to help impact my student learning." She continues in advising that she has had, "no differences that I have noticed" in her efficacy, but this too is attributed to the lack a relational foundation between her and her IC.

Sub Question 1: How do secondary teachers understand and apply meaning to their experiences with teacher efficacy? During the course of the study, teacher participants were asked to define and describe what teacher efficacy means to them. They were also given opportunities, through journaling, to narrate their experiences regarding situations that have occurred that would have had both positive and/or negative influence on their development of efficacy. Of the 10 teacher participants, there were no teachers who were capable of articulating that efficacy was built on the teacher's belief in their abilities. Two teacher participants actually requested that their interviews be stopped so that they could go back and look up the definition of teacher efficacy.

After looking up the definition of the work, Claire advised, "Well now that I know what it means …" and then tries to paraphrase what she had found out during her research. She advised, "uh… what's my plan of action in order to maintain the level of classroom that I want? What's my desired goal? What's the end goal? What am I gonna do to get there?" During the interview, Kristin actually asks for the term to be defined. She later goes on to say that she doesn't believe teachers actually think about efficacy. She noted,

> I honestly don't think teachers do. I mean I know I know me I don't feel as qualified as I should teaching Biology or AP Environmental. So sometimes we do try to learn right before the kids walk in. Like, give me a second because the kids you know Google something like what's this. I don't know you… just googled it… You know, but I wish I was more skilled in that area to teach it.

A unique perspective of what efficacy is and how the teacher draws meaning from can be seen in how Lisa view efficacy. Lisa defined efficacy based upon their moral philosophy that governs how they approach education. For example, Lisa advised that efficacy is

Being ethical. That is what I think of in there like with teachers can't say it…teacher… say whatever this thing and the goals are examples like I don't know just the teacher being true to students doing the right thing. You know likes doing the right thing or whatever it is and they are doing ok… students just being ethical about it.

She goes on to provide examples of what she means by being ethical. She advised that:

I believe that I'm here for the students. I try to do what's best for them... I mean I… If I find that the kids have an issue I'll do whatever I can for them. I never do a thing in terms or make rash decisions based on like anybody's background or anything of that nature.

When asked to expound on explicit situations that would improve or impede on her teacher efficacy, Lisa advised that:

When I find myself getting frustrated as a teacher and, not even just myself, and other teachers that I've seen; we tend to keep hold of [negative things that happen while teaching] and we may at times take it out on other students… that maybe be not right to do. So that's a negative. So, our own feelings and how we need to learn not to hold onto stuff.

The majority of teacher participants drew their definitions of efficacy from thoughts that they have developed over what it means to be an effective teacher.

David and Tammy both assert that efficacy is simply how they feel about their job and the responsibilities that it entails. Katie looks more toward teacher practice. She said, "Uh… I guess you talking about how you think students learning what things affect your teaching practices." She goes further to advise that her efficacy is drawn from her ability to "affect

students desire to learn", which is the closest definition to that which is accepted by past research. She advised that when she thinks of efficacy she wonders:

> Do have or can you affect students desire to learn. Can you make students want to learn? Like my teacher efficacy, I do believe that I impact their ability to learn… Not just content knowledge, but their ability and desire to learn

She described her efficacy as strong because she "believes" she has the ability to engage students in the act of learning. She noted, "I do believe that I impact their ability to learn… Not just content knowledge, but their ability and desire to learn." When asked what could possible Katie said,

> biases'. Actually, that would go both ways. It might improve or hurt efficacy. Like again you have certain biases. Uh... Certain kids that walk through the door and you just have a couple of interactions with them and you're sure they're not going to do well or oh this kids going to do great, I know this kids going to do fine…my top kid. I mean that can hurt a teacher's efficacy. It's hard to say that you believe in every child if you can say that about kids that… Ah, this one's gonna do great or not so great.

Likewise, Sally and Allison both speak about being unsure as to how they would define efficacy but eventually decide to equate it with teacher effectiveness as determined by the teacher's ability to obtain expected scores from students. Sally advised that when she hears the term it, "sounds like teacher effectiveness." She advised that:

> I guess can be measured by how well the students respond to the teacher and I am still a new teacher so I don't... I don't know all the answers. Uh… I guess by the way you check their test score. But then what if it's a field tested class and then that's not all. I'm just going off what I think.

She goes on to say that she feels that she is "able to improve student performance and [she feels] more capable as a teacher." Allison also concludes that efficacy is determined by "looking at the results your kids get on their everyday work and assessments and then like also how they respond to like to get the results they want."

Dianne's response sums up the majority of the teacher participant responses. It combines all three components including, ethics, teacher effectiveness, and student achievement. Dianne defines efficacy as:

What is important to your career or teaching your standards following those standards following the North Carolina Code of Conduct following this ethics and being a productive teacher uh… and following those job duties, as noted.

She advised that she:

Would describe [her] teacher efficacy as being a person who can accommodate to all learning styles regardless of the students that [she] have sitting in [her] room; making sure that they're all engaged and interested and making sure that everything is on their ability and level to keep them focused and to keep them doing what they need to do in order to pass those standards to pass the EOC or NCFE and to be you know… productive people in society when they leave.

Sub question number one can be easily aligned with theme three, Efficacy Misconceptions, in that it purports to narrow down the phenomenon known as teacher efficacy and place it into nicely packaged categories that can define a wide-ranging concept. When asked to define teacher efficacy, a preponderance of teacher participants appeared to struggle to find a way to find an adequate denotation for the phenomenon.

The final theme encompassed the various opinions teachers held in regards to how efficacy is defined and described. Nearly all, nine of 10, participants shared vastly different ideologies as to how they apply meaning to efficacy. Some advised efficacy was grounded in a person's ethical makeup, while others advised that the components that prescribe for teacher effectiveness, such as shifts in instructional practice, data analysis, and utilization of instructional resources, as elements that enhance teacher efficacy levels. When dealing with identifying an actual denotation for teacher efficacy, no teacher participant was able to provide a working definition for teacher efficacy; however, all participants provided vivid descriptions and narratives that implied a working knowledge of the term indicating that they had an implicit understanding of the phenomena.

Sub Question 2: How do secondary teachers display teacher efficacy in making instructional decisions during the instructional process? In asking teacher participants to describe how the instructional decisions that they made during the coaching process directly impacted their varying levels of efficacy, most teacher participants were neutral in their responses. Eight of 10 acknowledged various shifts in their instructional process; however, they did not specifically connect their decision making with their efficacy. They spoke about changes that they had made to their practices, philosophy shifts and how their ICs were directly intertwined with these shifts.

In addition, teachers utilized various affirmations throughout their lived experiences which could easily [researcher thoughts] be translated into instances in which teacher efficacy may have been improved. The following annotations reflect the lived experiences teacher participants shared when directly asked about their teacher efficacy in light of instructional shifts

that they have made while receiving instructional coaching. The majority of the interpretations provided by teachers were positive in nature.

For example, Sally described how "She has introduced engaging activities and helped monitor and create activities for my class." In her first journal entry, she noted that:

It has reenergized me and lets me see I can get outside my comfort zone when creating lessons. I have strived to create a variety of lessons that reach students at their level. I am excited and gotten positive feedback and results from students. I find myself seeing little things my kids have retained, instead of expecting them to regurgitate what I have said. This lets me know learning is taking place and gives me motivation to see what else I can get them to retain.

Katie advised that she thinks that, "in some ways, my views on student learning abilities have shifted to be more realistic since beginning my teaching career at Bedford." Likewise, Claire advised that "I choose to look deeper than the current issue for a bigger one lurking in the background. Students that once were failing my class are now excelling because they see I care beyond the grade." She goes on to explain that,

I got really excited saw more opportunities to be more creative and so even from lesson planning to the way that I can get conduct my classes every day it is so different today than it was the first day of school. I have a lot more activities that my students do, they are up, and they're moving. They rarely sit in their seats for longer than 20 minutes. Uh... I'm always trying to keep them engaged constantly, so the difference between day one in today is huge and in my opinion. And I think my students would say the same

Lisa advised that:

I came into teaching thinking that students could be able to learn the information given;

however - this semester I am seeing things differently. While I see the content being easy

– it's really hit home to see how various students not being able to handle so much

information. It's positive that I feel like I am taking my time in slowing down the content.

She continues to explain how she has altered her instructional practice. She noted:

I have felt like I have focused on smaller spurts on content on a daily basis versus how I

have in the past. I have offered students more multiple choice testing, as well as, doing

other assessments other than multiple testing. I have split a test of 20 questions where

students would take 10 questions on Day 1 and 10 questions on Day 2. While we did a

review prior to them taking the 10 question test, which I will say I have seen scores

improve.

David explains that he has seen a major difference in his instructional practices as well. He

advised that "I have noticed in my instructional strategies is that I am making the students more

accountable in finding the info and making sure they know the information."

By the same token, Allison described how her instruction has been improved. She

directly advised that her efficacy has "definitely been improved." She attributes it to:

talking to the people like our coach and stuff like that and talking to colleagues to get

better lessons and we do a lot of the same activities and the same test and we compare our

student's growth, so that definitely helps.

She goes on to say:

I would just try to like chunk my classroom… my classroom time. I would do like 30

minutes of notes and then do 30 minutes one of them practicing and 30 minutes with

group work that's still trying to mix it up. But since that coach has come involved there's

a whole lot more hands on. There's a lot more of the gap instruction. Really pinpointing those students who are in your low, medium, and highs and knowing how to group them so they can succeed.

Sally expressed views, she advised that:

I thought I could lecture you know have them answer questions in a worksheet and then maybe… maybe incorporate an activity the next day or at the end. And I found that lecture we got to be 15 minutes… 15 minutes or less and we've got to move on.

Likewise, Tammy advised that she, "tried different methods as a way to get students involved in the lessons and I even give them assignments where they can choose what they do for their assignment, so they can stick to their interests." She recounts a particular experience in which the coach helped:

Like she added foldables to one of my lessons and the kids do foldables. A way to take notes… so when you want to take notes, this is the best way to take notes… She helped me tweak my PowerPoint. If you want you can take notes from the PowerPoint. This is how you can bold these words and make sure the kids are getting what they need and not writing everything on the slide, which is what they tend to do but helping them put it together and they take notes on their own.

Dianne described similar experiences, advising that:

Coming here and being a full-time teacher has definitely I guess given me more within my belt as far as like what I can do in the classroom like I am expected to educate a child who doesn't speak English. So, there are very different avenues I've taken to make sure that that child receives the adequate and the equal amount of education that they receive um… in conjunction to another student who can speak perfect English. Aside from that,

I've seen a lot of learning disabilities. I've seen a lot of behavioral issues in the classroom and it's kind of I guess interesting kind of exciting to kind of deal with those things because it kind of like every day is a new day and there's nothing boring about a day here at W. F. Peace Academy like you're always using different things to create different day. You're constantly coming up with different strategies to make a classroom run effectively and efficiently and what may work one day may not work the next day. So, you're always having to change it up and you're always having to come up with new assessments and come up with new strategies and come up with new learning.

Claire's lived experiences with making the shift to instructional practice initially sound negative in nature. She described similar instances in which she recollects having to utilize her IC for assistance, she advised:

Here in Clearview County, they want us to really personalize students there their work their class work each and every day. It's very time-consuming to do that even to the point where I have the only one Spanish-speaking student in my class and, so literally every day I have to have a whole different lesson plan for the student and then I have an EC kid and I have a whole lesson plan for that kid and then I have advanced kids in my class and I have to have I whole set of activities for them to do separate and I have low-level kids and then I have to have a (laughing) whole set activities for those kids, so it's the work load with the way at least around Clearview schools wants to differentiate our lessons, it is always been impeding and will always be impeding just because it takes less time and sometimes you hit roadblocks, like I don't know what else to do I can't think… I don't have any more ideas… so that is trouble and will always be the trouble.

While Claire indicates that differentiation of her lessons "will always be trouble" and that the "workload" impedes on her efficacy. She goes further in-depth in her journal entries and interviews to elucidate how she "seeks out" her IC to assist her with her meet the district expectations.

Kristin reminisces about how her mental processes have changed from young adulthood until transitioning into education, she stated:

I forgot how you don't process things high school… I guess I remember my mind and I thought I was processing and I'm sure I did the exact same thing in high school. It's yeah that's good enough moving on because I have a boyfriend to see or whatever.

She expressed how her instruction has changed to meet the needs of students who may have struggled with focus, as she did as a teenager. She goes on to say,

And so now [as a teacher] I have to break it down slower. To us our age like we… you tell me interactions. Ok… I got it because I'm focused on you or I'll figure it out if I don't have it, but I have to slow it down. Write it down now write it down because you're on a third-grade reading or going to a 10th grade below. I have to write it completely different because some kids can't read the directions. And so that makes it very difficult. So that's one of the things I was like… oh wow, I have to write it 10 times all in different ways because they don't understand it. So that's changed tremendously, just how I create lessons like I thought I was just going have to create one lesson and yea everybody gets it.

Sub question number two can also be best aligned with theme two, Roads to Success in that it speaks to student achievement. When looking at the instructional shift that takes place within the classroom, the overall desired result expressed by all teacher participants led to

increasing the levels of student success. All teacher participants described experiences in which they were able to utilize either information obtained or interactions with their IC to determine best practices to be implemented in the classroom. Six of 10 Participants conveyed delight with having noticed student success rates, whether immediately or gradually throughout the process.

These participants utilized phrases such as building confidence, being a good teacher, improved motivation and feeling better about their classroom to display the impact that higher levels of student success made them feel. They shared stories about how IC came into their classrooms to either model a lesson, co-teach or work directly with their students to increase student performance levels. Participants also communicated implementation of various types of PD that stimulated student growth.

Sub Question 3: What role does teacher efficacy play in teacher-coach interactions? When examining the role that teacher efficacy played in teacher-coach interactions, the study utilized two questions during both the interview and journaling process to generate a response. They were, what type of interactions have you had with instructional coaches? and what past interactions with your instructional coach have improved or impeded your development of teacher efficacy? Teacher-Coach observations were also utilized to note teacher-coach interactions and pool all data points together to gather relevant meaning as to how the teacher-coach relationship had a positive or negative impression on the teacher's efficacy. In view of the teacher-coach interactions and teacher efficacy, the responses were all constructive. Teachers spoke of falling in love with teaching, feeling confident, being encouraged, and having a resource to rely on. For example, Claire advised even during the busiest time of the year, where she doesn't see the IC as much, "She did have feedback about the progress that was seen in my

students through this presentation. Hearing that reiterated to me, that what I was doing in my classroom is effective." She adds:

> I am involved in two different meeting groups that Julie is also a part of. In our sessions, she shares resources and ideas that help integrate literacy into my classroom. She is encouraging and I have used everything she has taught me in my classroom. I have loved using them all! As a first year teacher, it has been such an asset having her as a resource.

Sally also discusses how the IC helped her meet her individual needs for preparing students which transferred into the classroom. She noted:

> She has helped me design and execute lessons and activities that are engaging and differentiated for my math classes.   I enjoy discussing lessons and ideas with other people outside of my math department. She also has shown me different resources that I utilize for engaging and effective lessons. I consider different factors that impact student learning and helped me better assess my students' achievement levels. I feel that it helps me better prepare lessons that match what my students enjoy.

She continues by explaining that working with an IC has helped her set realistic expectations for her students. She said,

> I feel that my expectations are more realistic but I still maintain standards higher than my students' current level of achievement. The positive and negative shifts in my views of student learning come from the reaction and effectiveness of the lessons I create.

She also noted that:

> I just like having a second opinion… an outside opinion. Sort of like you write a paper anything you've got all the errors taking care of that someone looks over it and they just find these little tidbits. So, I like little tidbits and the extra ideas they give me.

Other teacher participants describe similar interactions where the IC aids teachers in reflecting on best practices and how it makes them feel regarding their abilities to help students be more successful. Allison advised that her experience with her IC helped her become more comfortable in her abilities to teach. She advised that her IC:

Just kind of molds herself to be what you need her to be. But it helps me be more comfortable and what I'm willing to do in the classroom as far as what I think my kids actually can do this kind of activity. If I were to do this kind of modification and so she just kind of shifted my thinking on how to influence stuff.

She continues by saying her IC:

Checked up on me. She's made sure that I try to put some of these you know suggestions into place, but not all of them obviously, because I mean she doesn't expect you do everything but she's like so did that work. And then when I tell her you know what happened… She's like we'll maybe you could do it this way. So, she…she comes back. It's not just a one time. I'll tell you what you can do and then leaves you and you know leave you high and dry. She comes back and gives you more information and helps you figure things out. That's good.

Likewise, Tammy focuses on how her IC has established a relationship with her and knows how far to nudge her when it comes to what works and what doesn't work. She reiterated how important it is for the IC to know each teacher so that the teacher knows:

What I am comfortable with and the suggestions of that committee [iInnovate team]. And is this something you would be comfortable with in your class versus are certain things that they are not quite ready to tackle just yet. So, I think learning our, my

teaching style, and how I teach in the classroom, because of the kids we have… like this will work for this class, but maybe not for this one.

She reflects back on her first interactions with her IC.

The first one is I think for me is that talking with her made me feel better about what I was already doing. It was like not like what you are doing is wrong, but this is how to get your kids more engaged because I wasn't feeling the same way with the administration and so she really helped make me more positive about my job and what I was doing. I just think for the challenges as for me, is it's like someone else is watching me., that kinds of thing.

Kristin described similar interactions with her IC. She advised that she goes to her IC for:

When I started I had a very low class and had a low class this year too that couldn't get the words they could write the words. And so, we had to start with your basics, so she… like... She had stuff that she did her class and she was a teacher like this. How it made it kind of fun to kind of like word skills with a Z. So, she really helped me with vocabulary and taking a step back. Don't focus on how it's done; you have to first focus on vocabulary. So, she helped me with that too.

Sub question number three coincided best with emerging them one, Teacher Perceptions of Instructional Coaching. Theme one addressed the various roles and responsibilities associated with instructional coaching and how each relates to teacher efficacy. Teacher participants who fully understood the vast responsibilities that fall within the coaching model discuss the various interactions that they had with their IC in a positive light. While some participants talked about time limitations that served as barriers to the work that takes place between the IC and teacher,

they readily admit that these conflicts were in no part due to the willingness of the IC, but more so to District mandated meetings.

Participants, who did not fully understand how the responsibilities of the IC fluctuate from day to day, spoke about the lack of interactions with their IC. Even so, they also spoke of their desire to work with their IC after noticing the work that is being done with other teachers. Most teacher participants describing their experiences with their IC spoke of feeling more positive about developing stronger teaching capacity, which can be correlated with increased level of teacher efficacy.

Summary

Overall, teacher participants selected for the study were working on a daily basis with ICs. They expressed the changes in their levels of efficacy as they moved through various working relationships with their IC. Many participants expressed difficulty understanding all the components of teacher efficacy and how the phenomenon fit within their daily instructional activities. Throughout the study, teacher participants expressed feelings of being pulled out of their comfort levels, learning new, effective instructional strategy, and life-altering changes that they have made resultant of their work with their ICs. Ultimately, teacher participants were able to pinpoint their efficacy levels and align particular interfaces between the teacher and coach that resulted in them developing confidence and/or lacking confidence in their ability to deepen learning within their students.

It was apparent throughout the study that teacher participants held diverse perceptions of teacher efficacy and the indirect relationship teacher efficacy has on student achievement levels. Those who did not fully understand efficacy could not vocalize how the interactions between the IC and coach impugned upon their willingness to take academic risks and/or seek out assistance

when needed. Teachers who fully understood efficacy described how their students lack success but did not attribute to their lack of ability. Rather they attributed their student's level of success to a lack of intrinsic motivation on the part of their students and saw it as an opportunity to self-reflect and seek out assistance from their ICs, other colleagues, and administration to troubleshoot a variety of strategies that could be implemented to help students be successful.

In Chapter Five will further elaborate on the summary of findings as they relate to each research question. This chapter provides an overview of the theoretical and empirical literature in relation to both the ALT and SCT. Chapter five will also provide an in-depth analysis of the various implications, delimitations and limitations that were noted throughout the study, as well as, outline various recommendations for future research.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this phenomenological study was to examine the lived experiences of secondary teacher's efficacy when engaged in the process of receiving instructional coaching. The study was designed to look for common themes as they relate to differing perceptions teacher have of their efficacy within the instructional coaching model.

Chapter Five includes a summary of the findings of the study, along with a discussion of the relationship between the findings, related research, implications, limitations, and recommendations for future research.

Summary of Findings

One central question and three sub-questions guided the study. The central question of the study asked, how do lived experiences of the secondary teacher shape their perceptions of teacher efficacy during the instructional coaching process? A majority of teacher participants found their experience with teacher efficacy within the instructional coaching model challenged to them professionally but led to positive gains for students. Of the 10 teacher participants, eight of them shared such sentiments. The other two, who advised that they had very limited interactions with their IC should not really understand how ICs could affect their efficacy. They expressed a desire to increase the level of interaction with the IC and voiced frustrations regarding not having direct access. This sense of frustrations was absent in teacher participants who had a solid perception of teacher efficacy. They fully understood the immensity of tasks ICs were challenged with fulfilling and attributed the hurdles presented with limited access as simply part of the process.

The study had three additional sub questions that governed the study. The first sub question advised how do secondary teachers understand and apply meaning to their experiences with teacher efficacy? Most participants applied meaning to their experience with efficacy in describing how they felt various interactions with their IC made them feel. Participants described feeling more confident as a teacher and being able to make instructional risks more comfortably. Some teachers alluded to being stretched outside of comfort level and how the end results surprised them. Others said that they had begun to involve the IC in all aspects of their planning because they noticed positive results. At least one participant advised that her increased communication with her IC made her comfortable asking for advice about anything, even non-educational topics. Many stated that their relationship with their students was improved because they knew that had someone to pop ideas off of and just the knowledge of having someone else there to help out improved their sense of teacher efficacy.

The second sub question is, how did secondary teachers display teacher efficacy in making instructional decisions during the instructional process? Teacher participants spoke of how after collaborating with their IC, they gradually saw improved levels of student engagement and performance. Many of them described how their coach provided them a toolbox of instructional tools that they could utilize in order to add more creative ideas to their classroom. They spoke of reflecting on the difference between student performance with an IC and without an IC and how they felt that working with ICs served as learning moments.

At least six teacher participants explained how they have made a permanent shift to their instructional process due to the positive interactions that they've had with their IC. They shared narratives of how that they internalized the successes/failures of their students and how they were able to get students to do their work who would ordinarily not have displayed the necessary

motivation required to complete assignments. Teachers proclaimed that when they began to notice differences in their students, they felt like they were a "better teacher." Consequently, the failure of students transferred into instructional failures in the eyes of teacher participants. A majority of the participants explained that their decision to make shifts to their instruction was because they were being encouraged to focus on what was best for the students, which in turn made them feel more accomplished as a teacher. Some participants advised that the sought out their IC because they knew that she was resourceful and could provide alternative strategies that could be readily implemented.

When asking sub question three, what role did teacher efficacy play in teacher-coach interactions? Many teacher participants did not fully understand the role teacher-coach interactions played in the development of teacher efficacy. Teachers, who understood efficacy, advised that while they were working with their IC and realized that the feedback received may not always have been positive, but they could attribute coaching feedback to their own professional success. Many of the teachers in the study were novice teachers, who indicated that they had never experienced teaching without having an IC, so they felt it unfair to try to form an opinion. Two teachers advised that their interactions were limited to PD, which would not have directly impacted them because the IC was presenting to a group of people. Likewise, a second participant advised that their primary contact was during PD or random visits in the hallway.

On the other hand, Participants who were actively involved with their IC expressed increased levels of teacher efficacy. They noted having someone, who was a teacher, to talk makes them feel more capable. A few described their interactions as it related to student performance, advising that their coach would work directly with students. Those who worked were diligent in collaborating with their IC expressed how they had "fallen in love with

teaching" and attributes most of that to having an IC. Others advise that they grew professionally as a result of collaborating with their coach and finding more creative ways to teach. Overall, teacher participants who were interacting with ICs regularly advised that their IC provided them with a level of support that allowed them to become more focused on creating success for their students.

Discussion

The results of this study revealed that teacher participants' perception of the roles of ICs and student achievement played a fundamental role in classroom instruction, student interventions, and their self-assurance within the field of education. The purpose of this study was to fill in a gap in the literature regarding teacher efficacy when teachers are engaged in receiving instructional coaching. The study was designed to give voice to secondary teachers regarding the development of their teacher efficacy while engaged in the process of receiving instructional coaching. This following section is meant to review the relationship between theoretical and empirical literature presented in Chapter Two in association with the study's findings.

Theoretical Literature

Theoretically, chronicles shared by teacher participants of their lived experiences shed new light on both Knowles' (1970) ALT and Bandura's (1973) SCT. Teachers throughout the study shared narratives that reinforced both theories and provided insight into how: (a) the vicarious nature of teacher efficacy can influence quality instruction, and (b) maturation of adults, teacher readiness, and past learning experiences alter an adult's willingness to learn.

Throughout the study, eight of 10 teacher participants felt that they learned from their IC. They describe a feeling safe in being able to be vulnerable with their IC regarding their strengths

and weaknesses during the instructional coaching model. They also felt comfortable receiving feedback, PD, and instructional assistance from their ICs. This can be attributed to the groundwork set by Knowles' (1970) ALT.

Adult Learning Theory. Knowles' (1970) ALT can be broadly defined as the art of teaching adults. The theory purports that the maturation of adults, their past learning experiences, readiness to learn, and intrinsic motivation determine whether or not an adult will decide to engage in any task that requires them to learn something new. This study supports these ideas in that maturation of adults and past learning experiences impact an adult's willingness to learn new information. For example, of the 10 teacher participants, eight discussed welcoming feedback from their IC and being able to learn from their IC. Of the two teachers who were more distant from their coach, both describe negative experiences that they had and a lack of intrinsic motivation to work with their IC.

For example, Lisa spoke of negative learning experiences and how they shaped her views of education as an adult. She said, "I was that D-minus student and had an 800 and something SAT score. I was the kid that the teacher said you're not going to get to college. And I wasn't. No state college accepted me." She goes on to state that when she decided to become a teacher she didn't want to be like those teachers. She indirectly disassociates herself from the experiences she had as a student impacted her willingness to engage in different tasks. Throughout the study, Lisa advised that she, "haven't really sat down for a one-on-one discussion" with her IC. Throughout the study, she described her interactions with her IC as being been limited.

Seven of the 10 teacher participants expressed positive sentiments when talking about the instructional coaching initiative. At least half, five out of 10, entered the field through the lateral

entry process. When an educator selects to enter the field of education through lateral entry, they are hired contingent upon agreeing to return to school to take graduate level courses in education so they will gather the tools they need to be successful while teaching, as opposed to having a teaching degree and then entering into the field. Two of the 10 described their experiences and supports with TFA. The combined responses alluded to all seven participants needing someone to serve as a guide to assist them during a time in which they were unsure of how to establish a solid foundation for a new career.

Knowles' (1970) theory describes the immediacy of application. The immediacy of application in adult learning describes a shift that takes place as individuals mature. Throughout the maturation process, individuals become more accepting of knowledge centered on solving problems. The adult wishes to be taught information that can be immediately implemented. During the study, this is seen in two different circumstances; primarily in lateral entry teachers who were new to education and had a limited amount of time to adjust to their new roles and responsibilities. For example, Kristin stated, "I'm the kind of get it done, I don't care what it looks like." She explained how she just wants the answer. She was willing to learn but wants someone to provide a key to being an effective teacher. She said, "I don't know how to do all that… so I would rather that sorta thing would help." Sally also shared similar sentiments, she advised that "I am still a new teacher so I don't... I don't know all the answers." She goes on to explain that not knowing the answers makes her more receptive to working with her IC. Of the seven novice teachers, all allude to just entering into the field and welcoming mentorship in order to help them move through an unknown space. The immediacy of application is also seen in three experienced teachers, who all discussed referencing their IC to identify innovative activities that they can readily implement into their lesson.

Social Cognitive Theory. Similarly, the SCT played an important role in the teacher participants willingness to engage in particular instructional activities. The SCT stated that an individual's belief in himself and his ability to successfully reach preset goals are determined by past mastery experiences and a self-evaluation of one's ability based upon making social comparisons with those around us (Bandura, 1993). The theory suggested that

> Persons are neither autonomous agents nor simply mechanical conveyers of animating environmental influences. Rather, they make causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants (Bandura, 1999, p. 158).

Throughout the course of the study, six of 10 teacher participants described increased levels of motivation due to either receiving positive feedback, being made to feel good about implementing a lesson or watching ICs work with their students. All teacher participants described feeling as if they were in a safe, supportive environment that welcomed the implementation of innovative strategies within the classroom.

Six of the 10 teacher participants attributed the development of positive teacher efficacy to working their IC. For example, Meg advised that "I have fallen in love with teaching because of these interactions" that she had with her IC. Teachers who were more engaged with their ICs also described themselves as being more reflective of their instructional processes. They also shared more stories of feeling successful in improving student performances. For example, Sally said that she felt like she was a "good teacher" based upon how students responded to her in class and her ability to obtain positive student outcomes.

This study added to the pre-existing research on the phenomenon of teacher efficacy and how it develops within the instructional coaching model. It also provided a different lens from which to view efficacy. Teacher participants lived experiences illuminated how they perceived efficacy in relation to their teaching capability. Within the instructional model, eight of 10 teachers corroborated the role ICs had in helping redefine their place within the educational system. The study reiterated past literature which suggested that teacher efficacy can be impacted through vicarious experiences which indirectly influence student achievement (Bandura, 1997; Çalik, Sezgin, Kavgaci, & Kilinc, 2012; Klassen et al., 2011).

Empirical Literature

The results of this study confirmed previous research regarding teacher efficacy within the instructional coaching model. Research disclosed in Chapter Two correlates the development of teacher efficacy while implementing mentorship programs such as instructional coaching (Dunsmore & Mangin, 2014). In view of teacher efficacy, Slaavik and Slaavik (2014) provided a working definition of teacher efficacy describing it as the personal belief a teacher held regarding their capabilities to successfully plan, organize, and facilitate instruction with an emphasis on deepening student learning.

Throughout the study, eight of 10 teacher participants confirmed that there is a distinct relationship between instructional coaching and the development of teacher efficacy. Howe and Barry (2014) advised that this relationship is seen because the IC provides teachers with the necessary support and scaffolding (Bandura, 1997) required in order to develop confidence while gaining mastery experiences implementing new instructional strategies. Beasley (2013) concluded that the social persuasion that takes place during the coaching process also gently

encourages teachers to move outside of their comfort levels to try new instructional strategies

slowly building the necessary confidence to engage struggling learners.

Throughout the study, all 10 participants shared stories of receiving small group and

individualized PD with their IC. Teemant et al. (2014) described the role the PD has on the

development of teacher skill set all teacher participants contribute positive instructional shifts to

training sessions they received from their IC. Additionally, all participants connected the

increase of their teacher efficacy to increases in student achievement. Eight of 10 teachers

directly noted increases in student achievement and attributed it to the work they were doing

with their IC (Dunsmore & Mangin, 2014; Mangin, 2014). The other two teacher participants

attributed student growth to the PD provided, during iInnovate sessions, which provided them an

instructional toolbox that they could utilized in their classrooms.

Teacher participants shared narratives centered on being able to collaboratively plan with

their IC and how these conversations resulted in shifts in their instructional practice that ensued

positive student outcomes.   Katie advised that her IC, "modeled successful planning and

instructional strategies and processes" for her. The research referred to the critical nature of

instructional conversations that ultimately lead to enhanced reflexivity of best practices (Al

Otaiba, et al., 2008; Dunsmore & Mangin, 2014; Gallucci et al., 2010; Heineke, 2013; Steckel,

2009; Walker-Dalhouse et al., 2010) and how the implementation of best practices gave rise to

positive student outcomes, which in turn reinforced teacher efficacy levels.

Implications

This study was designed to seek out the lived experiences of secondary teachers and their

perceptions of teacher efficacy while engaged in the process of receiving instructional coaching.

The findings of this study suggested that teacher perceptions of teacher efficacy were multiple

factors that improved their efficacy as secondary teachers engaged in receiving instructional. Most participants attributed their development of higher levels of teacher efficacy to positive experiences that they had with ICs. Five out of the 10 participants saw their limited preparation as a threat to efficacy, especially when they felt unsupported by both school administrators and district officials. After conducting this study, there were three areas where implications lie. These areas included teacher education programs, instructional coaching initiative, and developing teacher efficacy.

Teacher Education Programs. This study demonstrates how a preponderance of the teacher participants felt underprepared to meet the teacher expectations that are often thrust upon them. Over and over again, teachers advised that they did not undergo student teaching and were unsure where to begin. These participants describe looking toward their IC as a guide to help them fine tune their instructional practice.

In the recent years, there has been an overwhelming number of teachers who have left teaching industry. According to the Report of the North Carolina General Assembly (NCGS) (2016), the attrition rate for teachers for 2015-2016 is 9.04%. Of the 9.4% of teachers who left the profession, 12.78% were novice teachers, 15.62% were lateral entry teachers, 32.74% were Teach for America (TFA) teachers. Of the 8,636 individuals who left education, the primary reasons for leaving was cited as personal reasons. Consequently, the NCGS implies that it would need to do additional research on the topic to further explain the attrition rate for teachers in the state of North Carolina, but points directly to teacher effectiveness as a key predictor of their ability to persist in the field.

Ingersoll, Merrill, and May (2014) suggest curricular components of teacher education programs are indirectly associated with teacher's attrition rates. Ingersoll et al. (2014) advise that attrition levels are easily attributed to:

> new teachers enter [the profession] having had numerous courses in teaching methods, a full semester of practice teaching, opportunities to observe others' classroom teaching, and received formal feedback on their own teaching. On the other hand, some new teachers enter having had no courses in teaching methods, no practice teaching, little or no chance to observe other's classroom teaching, and no formal feedback on their own teaching (p. 24).

Throughout the course of the study, seven of 10 teacher participants would fall into the category of being a novice teacher. Novice teachers are teachers with only one to three years of teaching experiences. Of the seven teacher participants who fit within this category, only two describe having been through a comprehensive teacher education program. During the interview process, six of 10 teachers advised that they were new to teaching. They entered through the lateral entry program, which permits teachers to teach while they simultaneously take teacher education programs at a local college or university. Of the teachers who had never taught, all of them expressed a need to know more about the foundational principles of education and classroom expectations.

In most programs designed to quickly release teachers into the classroom, critical elements such as teaching methods and student teacher are often minimized and/or not present at all. When teaching methods are adequately addressed, teachers still are often misplaced during student teaching. Student teaching provides an opportunity for teachers to work directly with the population that they seek to be working with during their career. As universities seek teachers to

match pre-service teachers with, specific criteria should be utilized to make sure that they are matching prospective teachers with the most effective teachers in their district. Greenberg, McKee and Walsh (2013) reiterated how the urgency of moving pre-service teachers into the classroom results in misplacement of novice teachers who would benefit from the experience of master teachers. They advised that:

> Nearly every new initiative to improve teacher preparation calls for more and earlier clinical work. However, there are very few initiatives to ensure that teacher candidates are placed in the right kind of classrooms. While more clinical practice may create a more polished novice teacher, it does not necessarily create a more effective novice (Greenberg, et al., 2013, p. 50).

A recommendation for teacher education programs that aim to produce highly effective educators, who are more grounded in pedagogy, is to infuse teacher preparation programs with a comprehensive curriculum that permits a minimum of one semester reserved for guiding pre-service teachers in understanding pedagogical preparation. Ingersoll et al. (2014) suggested that when schools implement a comprehensive education preparation program comprised of at least one semester of pedagogical preparation and one semester focused on teaching methods and instructional strategies were one-third less likely to leave the profession in the first three to five years.

In districts which rely heavily on lateral entry programs to fill vacant teaching positions, LEA administrators may wish to implement an extended teacher orientation process to develop a five to six-week teacher training session designed to acclimate incoming teachers with the necessary teaching methodologies, instructional strategies, as well as, local, state, and federal education agency policies prior to ascribing them with teaching duties. During the novice

period, one-three years, districts could benefit from utilizing a gradual release process when transferring teachers into their own classrooms.

Instructional Coaching Initiatives. As teachers transition out of the university and into the early years of their career, present research has reiterated the importance of providing the beginning teacher with in-house mentorship that can assist teachers with strengthening their teacher pedagogy (Al Otaola, et al., 2008; Dunsmore & Mangin, 2014; Gross, 2010; Heineke, 2013; Ippolito, 2010; Steckel, 2009; Stevens, 2010; Teemant, et al., 2014). Consequently, many school districts have selected individuals throughout their district and deemed them instructional coaches and/or literacy coaches with little regard to the extensive training on adult learning theories or instructional coaching practices. Mangin and Dunsmore (2015) discussed how instructional coaches can be utilized to reform the practices within a school; however, they must be adequately trained in the coaching process and the roles that they play must be task specific.

In many cases, such as seen in this study, ILDCs are challenged with fulfilling so many roles that they are unable to engage in the traditional coaching model. For example, during the study, Julie, and Sharon, both described the many added duties that they hold within their respective buildings that served as a barrier to instructional coaching. Julie specifically stated:

> To be honest, I am so very busy too. We have our graduate walk Thursday and senior assembly on Friday. I'm currently cleaning up an issue from our Grad Presentations as well. Not to mention, we have test training and EOY collection training tomorrow… I don't really have time to slow down. I'm running around getting seniors caught up, in addition to bouncing from PLCs to common plannings.

During the interview processes with teacher participants, Julie describes how she organizes her week utilizing a large white board in the front entrance of her office in an attempt to try to navigate through her week and get everything done that needs to be done.

Past research attempts to compartmentalize all of the roles and responsibilities fulfilled by an IC including: curriculum development, collaborative planning, lesson debriefing, facilitation of or development of PLCs, research and communication of best practices, modeling lessons, co-teaching, strategy demonstration, development/facilitation of PD, and other assigned duties as prescribed by administration (Al Otaiba et al., 2008; Blamey & Walpole, 2008; Denton & Hasbrouck, 2009; Howe & Barry, 2014; Peterson, Taylor, Burnham, & Schock, 2009; Steckel, 2009; Witte, Beemer, & Arjona, 2010). In this instance, additional IC responsibilities include coordinating graduation project presentations and facilitating common plannings.

When utilizing ICs to assist with school transformation, time must permit for teachers and ICs to build a trusting relationship with one another. ICs time must permit for them to conduct follow-up visits to build teacher sustainability. Reinke, Stormont, Herman, and Newcomer (2014) suggest that "as implementation varies over time, it is important for coaches to continue to check back on teachers who may have been implementing practices well on a regular basis to help support ongoing maintenance of skills" (p. 13).

Knight, Elford, Hock, Dunekack, Bradley, Deshler, and Knight (2015) reiterate the importance of both reserving time within the ICs schedule to successfully navigate through the suggested coaching cycle and allowing ICs to attend PD themselves. This cycle allows ICs to observe teacher instructional practices, to conduct the necessary research to formulate specific strategies that can be implemented and to improve teacher pedagogy – one teacher at a time. By annexing multiple tasks onto the ICs roles and responsibilities, the primary goal of the IC suffers

(Denton & Hasbrouck, 2009). ICs do not have time to perfect their craft by attending professional training sessions that are intended to help them understand how best to work with and addresses the adult learner.

At the district level, it is important to provide individual teachers assessed with being an ILDC, LC, or IC with necessary training in understanding adult based learning theories, implementation of instructional strategies, and effective coaching methods to best help their colleagues. Additionally, school administrators need to be trained on the work of the IC. Frequently the roles and responsibilities of the ICs are misconstrued by administrators, which results in added duties that may be considered administrative in nature. Consequently, the teachers feel that the ICs are part of the administrative team, which serves as a threat to the overall functional ability of ICs. In the implementation of instructional coaching initiatives, it would be helpful if a memorandum of understanding be considered at the administrative level to make sure that ICs are permitted focus on working with individual teachers to help them fine tune their craft without pressures to fulfill other obligations.

Developing Teacher Efficacy. In view of teacher efficacy, teacher participants spoke of how working with their ICs lead to them feeling more accomplished within their jobs. Across various school districts, the validity of instructional coaching has been repeatedly questioned. Some school districts are convinced of the importance of utilizing a coaching model, while others reserve their funding fulfillment of classroom based positions. Throughout the course of this study, teacher participants shared lived experiences with ICs that reaffirm the ideology that having an IC serving as a teacher mentor directly increases teacher efficacy and indirectly increases student achievement. Woolfolk (2013) advises that this is indicative of past experiences teacher hold in relation to their affective domain, stress management, personal

beliefs, social interactions, vicarious and mastery experiences. Dierking and Fox (2013) specifically address how teachers develop a view of their own efficacy based upon their interactions with other teachers that surround them.

All teacher participants in the study noted that when given the opportunity, they collaborated with their IC, colleagues, and administrative team to discuss student successes and failures, strategy implementation, and various other issues significant to teaching. Beasley, Gartin, Lincoln, and Penner-Williams (2013) explain how "the use of partnerships to provide extended professional development both during pre-service and in-service years provides teachers with the vicarious and mastery experiences needed to affirm efficacy in meeting the needs of diverse students" (p. 50). It is these vicarious and mastery experiences that Bandura (1997) directly associated with the development of teacher efficacy.

Beauchamp et al. (2014) inquiries found that teachers reported having someone (another colleague) collaborate, plan, and model for them within the school day and individualized PD, "as the top two forms of professional learning making the most difference to teachers' sense of self- and collective efficacy and the most impact on student learning" (p. 33) and "how different forms of professional learning increased their skills or enthusiasm in various areas, from helping them to master specific content to increasing their sense of confidence to try new strategies" (p. 50). This sense of confidence is what leads teachers to move beyond their comfort levels in search of student interventions to increase student learning.

Klassen and Tze (2014) advise that when teachers have high levels of teacher efficacy, student achievement increases. Throughout the study, teacher participants frequently discussed how working with their IC made them feel more self-assured and how they saw increases in student performance levels. They repeatedly utilized terms such as building confidence, being a

good teacher, improved motivation and feeling better about their classroom and students to describe how they felt while engaged in the instructional coaching process.

In view of school reform efforts, utilization of ICs in this study has been described as a teacher support mechanism that both improved teacher efficacy and indirectly impacted student outcomes. Nearly all (nine of 10) participants described how frustrated and isolated the teaching profession often makes them feel. They all alluded to the importance of having an IC to help them navigate through the most difficult aspects of the teaching profession. A recommendation for SEA, LEA, and policymakers alike would be to fully fund the instructional coaching initiative, properly train teacher designees for coaching positions, and limit their responsibilities to working with teachers in the classroom. Having ICs aid teachers in understanding best practices is a critical need that may low teacher attrition rates, increase teacher efficacy, and improve student achievement.

Delimitations and Limitations

Various delimitations were made over the course of the study including, the sample population, time frame allotted for the study, and the settings. The same population was initially limited to only novice teachers since they are more cognizant of their efficacy as it develops; however, upon consulting the district, it was advised expansion of the participation requirement would be necessary in order to obtain the require number of participants. Consequently, the targeted participant population was expanded to include both novice and veteran teachers to ensure that my study would have the proper number of participants.

The typical school year runs from August to June, in order to conclude the study within the course of one semester, the time period approved by the district for data collection, I reduced the number of interviews, observations, and journal entries. Whereas initially I was attempting

to have two interviews, two observations, and three journal entries per participant; I made the determination to collect one interview, one observation and two journal entries per participant. By doing so, I was able to meet the expectations of the district in making sure that the data collection process was completed prior to student testing.

As with any study related to human subjects, there are limitations associated with the study. The limitations of the study included participant transparency in self-reported data, site selection, the participant pool, volunteerism nature of the study, and the interpretive processes. The study itself is qualitative in nature which required teacher participants to self-report. Even while providing guiding questions for the online journaling and structuring the interview questions, on occasion teacher participants veered off topic to discuss factors that were unrelated to the study.

In addition, teacher efficacy is an internal process that can only be captured through examination of the descriptions being provided by the teacher participants. The essence of teacher efficacy is unobservable (Bandura, 1993). Efficacy is typically attributed to individual motivation to engage in specific tasks as being reflective of individual efficacy levels. Teachers, like all other humans, have lived experiences that they cannot apply meaning to, so even if they experience efficacy they may not be able to adequately communicate how the experience unfolds within their lives. How individual teachers experience teacher efficacy must be self- reported.

As well, when utilizing self-reported data, it can only be assumed that participant's accounts are as honest as possible. Although participants were told that pseudonyms would be used to protect their identity, participants may not have been totally honest in their responses. In using self-reported data, past-experiences participants hold with the phenomena must be considered. For example, teachers who have had negative experiences with ICs that may have

led to lowered teacher efficacy may provide accounts that are not as favorable as teachers without past experiences to draw from.

ICs throughout the district were assigned to particular teachers. While I measured the level of teacher efficacy in order to limit the number of participants, the placement of the ICs to particular teachers, within particular districts was uncontrollable. Since the local education agencies provided its administrators the option of whether to utilize their funding on, employing IC's or obtaining additional teachers, school selection was limited to schools who have decided to solicit the assistance of an IC. Although there have been noted similarities within the district, the site demographics fluctuated.

During the course of the study, the participant pool served as a limitation, due to the fact that Clearview County is a very small school district. The sample size of the study was a limitation, as it produced perspectives of only 10 teacher participants. The same school system employed each participant; however, the demographic populations of the students were very diverse. Any information assembled from this study applies to each individual school in which the study was conducted. It cannot be transferred to dissimilar populations.

Another limitation of the study is that all teacher participants in the study were volunteers. This may be considered a limitation because, even though participants were told that the study was purely voluntary, they may have felt compelled to participate due to the pre-established relationship that they already had with their IC. The past relationships that they had with their IC may have also lead to teacher participants downplaying their feelings to avoid scrutiny from their peers, ICs, or administrators.

Lastly, researcher bias is always a possible limitation. Throughout the data analysis process, I attempted to bracket all of my personal thoughts and opinions. I utilized memoing to

document my thoughts in NVivo 10 so that I would be aware of my personal biases. I attempted to refrain from sharing my bracketed thoughts unless the teacher participant actually shared similar ideologies and actually stated them throughout the study. In which case, I shared the opinion as was described by the participant.

Recommendations for Future Research

The present study provided teacher participants the opportunity to describe the phenomenon of teacher efficacy as experienced while engaged in the process of receiving instructional coaching. Throughout the course of the study, participants provided narratives of particular situations that they experienced and how these incidents improved upon or impeded upon their development of efficacy. There still remain additional gaps in the research that may be examined in future studies, particularly the need for a more longitudinal type study where the interactions between teacher and coach can be examined from its infancy.

Additional studies may need to focus on gender differences as this study was gender limited, as there was only one male, who had a pre-established working relationship with an IC. I did not look at how teacher responses may have differed due to age and gender differences. I also was not able to gather a clear view of whether the district utilized a directive or responsive coaching model, which also may have possibly given participants a different viewpoint of efficacy. In future studies, it would be interesting to extend the length of the study and select schools that utilize two differing styles of instructional coaching to see if teacher experiences remain the same when the coaching approach differs.

Since there were only three teachers who would be considered veteran teachers, a comparative analysis of response between novice and veteran teachers may also be a thought-provoking study. A study focused on the difference between experiences with teacher efficacy

between novice and veteran teachers may lead to further implications for focusing instructional coaches on the needs of beginning teachers.

While conducting this study, I encountered challenges with collecting data within the specified time frame allowed by the district. A follow-up study or perhaps a different type of study might allow for a better comparison of efficacy development of teachers through a more extended period of time. Future research may seek to examine the vicarious nature of efficacy and its transmission from teacher to student. Such research could provide a better understanding of various aspects that may contribute to student achievement gaps

Summary

Teacher efficacy refers to the belief teachers hold that they are able to successfully carry out all task associated with the teaching process and successfully lead students toward success. There is a multitude of external factors that attribute to the development of teacher efficacy including vicarious and mastery experiences, the frequency and type of feedback that teachers regarding the fulfillment of their task, and experiences teachers have with moving students toward demonstration of academic success. The role teacher participants play in the classroom is critical to overall student success.

Dixon et al (2014) explicated how the internal state of the teacher can easily be transferred to students. Related literature supports the ideology that teacher efficacy is directly correlated to student achievement (Bruce et al, 2010; Howe & Barry, 2014; Schwackhamer et al., 2009). Thus, improving teacher efficacy has become a popular concept among school reform initiatives. It is necessary that teachers fully understand teacher efficacy and how it affects the operation of their human agency (Bandura, 1997).

Teacher participants described a number of factors they attributed directly to feeling more efficacious including time spent collaborating with their colleagues, affirmation of their teaching efforts, and feedback received from other educators. Those teachers who were not as engaged in the coaching process were consistent in attributing their stagnation of teacher efficacy to lack of teacher-coach interactions.

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Appendices

Appendix A: Teacher Recruitment Letter

Teacher Recruitment Letter

March 28, 2017

█████████████
███████
███████

Dear Mr./Mrs. ████████,

As a graduate student in the Education Department at Liberty University, I am conducting research as part of the requirements for a Doctoral of Education degree in Curriculum and Instruction. I am conducting research to better understand a process or phenomenon. The purpose of my research is to examine how the lived experiences of the secondary teachers shape their perceptions of teacher efficacy during the instructional coaching process. I am writing to invite you to participate in my study.

I am currently seeking secondary teachers who are actively engaged receiving instructional coaching my study. If you are willing to participate in my study, you will be asked to participate in two semi-structured audio recorded interviews. Each interview should take no more than 15-20 minutes to complete. I will ask you to provide consent for me to observe your teacher/coach interactions including: the pre-conference conversation, classroom observation, and the post-conference conversation. The coaching process observations should not take more than 45-90 minutes, depending upon whether your district utilizes 4 X4 block scheduling or not. Lastly, you will be engaged in online journaling. It should take approximately 5-10 minutes to complete your journaling activities bi-monthly. Your name and all other identifying information will be requested as part of the participation process; however, I will provide you with a participant identification number and utilize pseudonyms to ensure the confidentiality of your information.

To participate in the study, please go to Participant Information Sheet or go to http://goo.gl/forms/RHWWNF4MX3 to provide me with your contact information and select possible dates for your initial interview. To determine your initial teacher efficacy levels, you will be asked to complete the Teacher Self-Efficacy Scale Survey by going to https://goo.gl/forms/WaoS1YatQtHCawDG2. Once you have completed your information sheet, teacher efficacy scale, and selected possible dates for your initial interview, I will send you an email verifying the date and time of your initial interview.

In addition, each Coach participant is required to complete a Teacher Informed Consent Form prior to beginning the study. The consent document has been attached to this document and is also located at https://goo.gl/iCVV9H. The consent document contains additional information about my research, please print and sign two (2) copies of the consent document and return one (1) signed copy to me at the time of our initial meeting.

Sincerely,

████████████

Sharlina F. Snipes
Instructional Literacy Design Coach
Salisbury High School

Appendix B: Instructional Coach Recruitment Letter

Instructional Coach Recruitment Letter

March 13, 2017

███████████████████
███████████████
██████████
████████
████████

Dear Mrs. ███████

As a graduate student in the Education Department at Liberty University, I am conducting research as part of the requirements for a Doctoral of Education degree in Curriculum and Instruction. I am conducting research to better understand a process or phenomenon. The purpose of my research is to examine how the lived experiences of the secondary teachers shape their perceptions of teacher efficacy during the instructional coaching process. I am writing to invite you to participate in my study.

I am currently seeking secondary teachers who, are within the first 4 years of their teaching career, and are actively engaged receiving instructional coaching as the focus of my study. I will also need Instructional Coach Participants, who are actively engaged in providing instructional coaching to secondary teachers. If you are willing to participate in my study, you will be asked to assist me in with identification of possible teacher participants and to allow me to observe you and your teacher mentee as you interact with one another during the process of instructional coaching. The teacher/coach processes being observed will include: the pre-conference conversation, classroom observation, and the post-conference conversation. The coaching process observations should not take more than 45-90 minutes, depending upon whether your district utilizes 4 X4 block scheduling or not. Your name and all other identifying information will be requested as part of the participation process; however, I will provide you with a Coach Participant identification number and utilize pseudonyms to ensure the confidentiality of your information.

To participate in the study, please go to Coach Participant Information Sheet or go to http://goo.gl/forms/3d1x73Ogrv to provide me with your contact information and select possible dates for your initial interview. Once you have completed your information sheet, you will be prompted to select your top 3 options for your initial observation. After you have made your selections, I will send both you and your teacher mentee an email verifying the date and time of your initial observation.

In addition, each Coach participant is required to complete a Coaches Informed Consent Form prior to beginning the study. The consent document has been attached to this document and is also located at https://goo.gl/cO0hLn. The consent document contains additional information about my research, please print and sign two (2) copies of the consent document and return one (1) signed copy to me at the time of our initial meeting.

Sincerely,

███████████████

Shaftina F. Snipes
Instructional Literacy Design Coach
Salisbury High School

Appendix C: District Level Permission Request Letters

District Level Permission Request Letters

January 11, 2017

██████████

██████████████████████

██████████████████████████████

████████████████

████████████████

Dear ████████████

As a graduate student in the Education Department at Liberty University, I am conducting research as part of the requirements for a Doctoral of Education degree in Curriculum and Instruction. The title of my research project is A phenomenological view of teacher efficacy as experienced by secondary teachers engaged in the process of instructional coaching and the purpose of my research is to examine the experiences secondary English teachers have with instructional coaches and whether these experiences influence teacher efficacy. My study is a phenomenological study, which seeks to examine the experiences that an individual has and determine what and how the experience gains meaning in the lives of the individual. The primary construct or phenomena being observed will be teacher efficacy. Teacher efficacy is defined as a teacher's belief in his/her capabilities to enact student learning through development, facilitation, and/or delivery of instruction. My study does not hold a particular hypothesis as it simply seeks to reveal the perceptions of secondary teachers have regarding the development of their efficacy development while participating in the process of receiving instructional coaching.

I am writing to request your permission to conduct my research in ████████████████ system at ████████████████ ████████████████████ and ████████████████████. Teacher participants will be asked to participate in two semi-structured audiotaped interviews, participate in two classroom observations, and engage in participant journaling. Coach participants will be asked to participate in two teacher/coach observations. Each teacher/coach observations is expected to range between 45-90 minutes depending upon the length of the class period. An additional 30-45 minutes may be added to the observation, if the entire coaching process (pre-observation conference, teacher observation, and post-observation conference) is not completed simultaneously. The study is designed to be completed over the course of 45 days (March 2017 – May 2017). The data will be used to gain a better understanding of how teachers describe the development of teacher efficacy while engaged in receiving instructional coaching. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval.

Sincerely,

████████████████████

Shaftina F. Snipes

████████████████████████

██████████████

Appendix D: Instructional Coach Informed Consent

Instructional Coach Informed Consent

INSTRUCTIONAL COACH INFORMED CONSENT FORM
A PHENOMENOLOGICAL VIEW OF TEACHER EFFICACY AS EXPERIENCED BY SECONDARY
TEACHERS ENGAGED IN THE PROCESS OF INSTRUCTIONAL COACHING

Shaftina F. Snipes
Liberty University
School of Education

This letter serves as a formal invitation to participate in a doctoral research study aimed at understanding the lived experiences of secondary teachers as they engage in the instructional coaching process. You were selected as a possible participant because you are already familiar with the instructional coaching, and you are an instructional coach. Below, I will provide you with background information and additional procedural information to assist you in determining whether you would like to participant in the study. If you have any questions, please feel free to share those with me prior to agreeing to participate in the study.

I am a doctoral candidate in the School of Education at Liberty University. The study being conducted will serve as part of my doctoral dissertation. My doctoral chair is Dr. Sarah Pannone.

Background Information:
The study being conducted is a phenomenological study of teacher efficacy. Phenomenology is a term that has been coined by Edmund Husserl (1970) that focuses on how humans describe their experience with a particular phenomenon (experience). Patton (1990) explains phenomenology best when he states it is "focused on descriptions of what people experience and how it is that they experience what they experience" (p. 71). The phenomenon being reviewed for my dissertation is teacher efficacy within the instructional coaching process.

Procedures:
If you agree to participate in the study, you will be asked to engage in one task, which involves two teacher/coach observations. Each teacher/coach observations are expected to range between 45-90 minutes depending upon the length of the class period. An additional 30-45 minutes may be added to the observation, if the entire coaching process (pre-observation conference, teacher observation, and post-observation conference) is not completed simultaneously. The study is designed to be completed over the course of 45 days (March 2017-May 2017).

Risks and Benefits of Being in the Study:
Minimal risks are associated with the study. These risks can be likened to those that one encounters in describing experiences associated with everyday life. Teacher participants will be asked to share their experiences as they unfold; however, if at any time you feel that describing your personal experiences triggers heightened levels of psychological duress, we will terminate the study. This study seeks to provide policymakers with a new lens from which to view teacher efficacy as it develops during the course of receiving instructional coaching. The benefits from the study can aid students, teachers, administrators, district leaders and policy makers. For teachers and administrators, the study will unveil the opinions that teachers hold regarding their ability to engage students in learning when there is an external presence impacting the day to day operations of the classroom. By hearing the perspective of other teachers within education discuss the role instructional coaches had in their efficacy development may reduce the level of resistance teachers often exhibit when being approached by instructional coaches (Ippolito, 2010). Additionally, the study will aid in providing a clearer definition of how teachers view the roles and responsibilities of

instructional coaches (Mangin, 2014). For policy makers, the study can be a determining factor as to whether to continue utilizing the instructional coaching process as a form of educational reform. Dixon et al. (2014) reiterates the belief that the internal state of the teacher and his/her belief in their ability to educate youth can be passed along to students vicariously, as self-efficacy can be increased and/or decreased through mastery and vicarious experiences (Bandura, 2003). For students, teachers who are more self-efficacious are more flexible in making necessary changes to their instructional practices, which may ultimately impact student achievement levels (Gallucci et al., 2010; Gross, 2007). When considering how teacher efficacy increases and/or decreases with the implementation of instructional coaching, the study can provide another element to be considered when problem-solving methods being used to address the growing achievement gap.

Compensation:
Instructional Coaches will receive a one (1) time participation incentive in the amount of $15.00 at the conclusion of the study. There are no conditions of payments. Monetary benefits will not be pro-rated should the coach decide s/he does not wish to complete the study.

Confidentiality:
All records associated with this study will be kept confidential. Published reports will use pseudonyms in order to ensure that participant identities remain undisclosed. To ensure the security of all data collected, I will keep all materials locked in a fireproof safe. Access to data (including audio recordings) will be limited to my advisor; my research consultant, Dr. James Swezey; and me. If at any time the research has to be terminated, all information received from research participants will be destroyed. While I will make every effort to ensure confidentiality, it cannot be guaranteed (due to the small number to be studied).

Voluntary Nature of the Study:
Your decision to participate in this study is purely voluntary. Withdrawal from the study is accepted at any time and will not affect relations that you hold or wish to hold with Liberty University. If you decide that you would like to withdraw from specific portions of the study or the entire study, you can either email me at shaftina.snipes@gmail.com or contact me at 980.322.1403. Once you have determined that you no longer wish to participate in the study, any information that has been collected prior to and on the date of withdrawal will not be used as part of the research. All data collected prior to your withdrawal from the study will be shredded and/or deleted immediately.

Contacts and Questions:
If you have any questions, you can reach the researcher conducting this study, Shaftina F. Snipes, at 980.322.1403 or shaftina.snipes@gmail.com. You can also contact, Dr. Sarah Pannone, research advisor, at sjpannone@liberty.edu.

Please note that you can also contact the Institutional Review Board, 1971 University Blvd, Carter 134, Lynchburg, VA 24515 or irb@liberty.edu if you have questions or concerns that you would like to address with Liberty University.

Please maintain a copy of this document for your personal records.

Statement of Consent:
I have read the above information or have had it read to me. I understood the above information. I have received answers to questions asked. I consent to:

- ☐ participate in the study, and
- ☐ agree to the usage of direct quotations in the dissertation document.

Signature _____ **Date**_____

Signature of investigator _____ **Date** _____

Appendix E: Teacher Informed Consent

Teacher Informed Consent

The Liberty University Institutional
Review Board has approved
this document for use from
2/21/2017 to 2/20/2018
Protocol # 2413.022117

TEACHER INFORMED CONSENT FORM
A PHENOMENOLOGICAL VIEW OF TEACHER EFFICACY AS EXPERIENCED BY SECONDARY
TEACHERS ENGAGED IN THE PROCESS OF INSTRUCTIONAL COACHING
Shaftina F. Snipes
Liberty University
School of Education

This letter serves as a formal invitation to participate in a doctoral research study aimed at understanding the lived experiences of secondary teachers as they engage in the instructional coaching process. You were selected as a possible participant because you are already familiar with the instructional coaching, and you are a secondary teacher. Below I will provide you with background information and additional procedural information to assist you in determining whether you would like to participant in the study. If you have any questions, please feel free to share those with me prior to agreeing to participate in the study.

I am a doctoral candidate in the School of Education at Liberty University. The study being conducted will serve as part of my doctoral dissertation. My doctoral chair is Dr. Sarah Pannone.

Background Information:
The study being conducted is a phenomenological study of teacher efficacy. Phenomenology is a term that has been coined by Edmund Husserl (1970) that focuses on how humans describe their experience with a particular phenomenon (experience). Patton (1990) explains phenomenology best when he states it is "focused on descriptions of what people experience and how it is that they experience what they experience" (p. 71). The phenomenon being reviewed for my dissertation is teacher efficacy within the instructional coaching process.

Procedures:
If you agree to participate in the study, you will be asked to engage in four tasks including: two one-on-one, semi-structured, audio-recorded interviews, two teacher/coach observations, and online journal entries. Each semi-structured interview is estimated to take between 15-20 minutes in length. The teacher/coach observations are expected to range between 45-90 minutes depending upon the length of the class period. An additional 30-45 minutes may be added to the observation, if the entire coaching process (pre-observation conference, teacher observation, and post-observation conference) is not completed simultaneously. Each online journal entry should take between 5 to10 minutes; however, the length of each journal entry will be left to the discretion of the teacher participant. The study is designed to be completed over the course of 90 days (March 2017-May 2017).

Risks and Benefits of Being in the Study:
Minimal risks are associated with the study. These risks can be likened to those that one encounters in describing experiences associated with everyday life. Teacher participants are asked to share their experiences as they unfold; however, if at any time you feel that describing your personal experiences triggers heightened levels of psychological duress, we will terminate the study. This study seeks to provide policymakers with a new lens from with to view teacher efficacy as it develops during the course of receiving instructional coaching. The benefits from the study can aid students, teachers, administrators, district leaders and policy makers. For teachers and administrators, the study will unveil the opinions that teachers hold regarding their ability to engage students in learning when there is an external presence impacting the day to day operations of the classroom. By hearing the perspective of other teachers within education discuss the role

instructional coaches had in their efficacy development may reduce the level of resistance teachers often exhibit when being approached by instructional coaches (Ippolito, 2010). Additionally, the study will aid in providing a clearer definition of how teachers view the roles and responsibilities of instructional coaches (Mangin, 2014). For policy makers, the study can be a determining factor as to whether to continue utilizing the instructional coaching process as a form of educational reform. Dixon et al. (2014) reiterates the belief that the internal state of the teacher and his/her belief in their ability to educate youth can be passed along to students vicariously, as self-efficacy can be increased and/or decreased through mastery and vicarious experiences (Bandura, 2003). For students, teachers who are more self-efficacious are more flexible in making necessary changes to their instructional practices, which may ultimately impact student achievement levels (Gallucci et al., 2010; Gross, 2007). When considering how teacher efficacy increases and/or decreases with the implementation of instructional coaching, the study can provide another element to be considered when problem-solving methods being used to address the growing achievement gap.

Compensation:
Instructional Coaches will receive a one (1) time participation incentive in the amount of $15.00 at the conclusion of the study. There are no conditions of payments. Monetary benefits will not be pro-rated should the teacher decide s/he does not wish to complete the study.

Confidentiality:
All records associated with this study will be kept confidential. Published reports will use pseudonyms in order to ensure that participant identities remain undisclosed. To ensure the security of all data collected, I will keep all materials locked in a fireproof safe. Access to data (including audio recordings) will be limited to my advisor; my research consultant, Dr. James Swezey; and me. If at any time the research has to be terminated, all information received from research participants will be destroyed. While I will make every effort to ensure confidentiality, it cannot be guaranteed (due to the small number to be studied).

Voluntary Nature of the Study:
Your decision to participate in this study is purely voluntary. Participation or nonparticipation will not affect relations that you hold or wish to hold with Liberty University. Withdrawal from the study is accepted at any time and will not affect your relations with Liberty University. If a participant should decide that s/he would like to withdraw from the study, s/he can discontinue participation in the study at any time. You can decide that you would like to withdraw from specific portions of the study or the entire study. If you determine that you would like to be withdrawn from the study, you can either email me at shaftina.snipes@gmail.com or contact me at 980.322.1403. Once you have determined that you no longer wish to participate in the study, any information that has been collected prior to and on the date of withdrawal may be used as part of the research. All data collected prior to your withdrawal will be secured for the required three year retention period; afterward all information will be shredded.

Contacts and Questions:
If you have any questions, you can reach the researcher conducting this study, Shaftina F. Snipes, at 980.322.1403 or shaftina.snipes@gmail.com. You can also contact, Dr. Sarah Pannone, research advisor, at ((727) 288-6368, and sjpannone@liberty.edu

Please note that you can also contact the Institutional Review Board, 1971 University Blvd, Carter 134 , Lynchburg, VA 24515 or irb@liberty.edu if you have questions or concerns that you would like to address with Liberty University.

Please maintain a copy of this document for your personal records.

Statement of Consent:
I have read the above information or have had it read to me. I understood the above information. I have received answers to questions asked. I consent to:
- ☐ participate in the study,
- ☐ be audiotaped, and
- ☐ agree to the usage of direct quotations in the dissertation document.

Signature _____ Date_____

Signature of investigator _____ Date_____

Appendix F: IRB Approval

IRB Letter of Approval

LIBERTY UNIVERSITY.
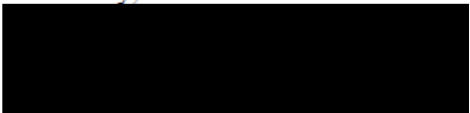## INSTITUTIONAL REVIEW BOARD

March 9, 2017

Shaftina F. Snipes
IRB Approval 2431.030917: A Phenomenological View of Teacher Efficacy as Experienced by Secondary Teachers Engaged in the Process of Instructional Coaching

Dear Shaftina F. Snipes,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

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

Sincerely,

Administrative Chair of Institutional Research
The Graduate School

LIBERTY
UNIVERSITY.
Liberty University | Training Champions for Christ since 1971

Appendix G: District Letter of Approval

District Letter of Approval

February 17, 2017

Ms. Shaftina Snipes

Dear Ms. Snipes,

I am pleased to inform you that the ▮▮▮▮▮▮ School System ▮▮ has approved your request for permission for your proposed research study entitled *A phenomenological view of teacher efficacy as experienced by secondary teachers engaged in the process of instructional coaching.*

We appreciate the opportunity to work together for the benefit of our teachers and students. Your point of contact for this project within our Department of Curriculum and Instruction will be Dr. ▮▮▮▮ ▮▮▮▮

As a reminder, by submitting your request for permission it is important that you understand and agreed that:

- Acceptance of this request for approval of a research proposal in no way obligates ▮▮▮▮ ▮▮▮▮ School System faculty and staff members to participate in this research,
- Approval does not constitute commitment of resources or endorsement of the study or its findings by the school system or by the School Board,
- Participation in research studies by school staff is voluntary,
- The anonymity of all participants including individuals, schools and the school system will be protected by not revealing the identity or including identifiable characteristics without written permission,
- The research shall be conducted within the policies and regulations of ▮▮▮ and any stipulations accompanying this letter of approval, and
- Upon completion of the study, a copy of the written report will be shared with ▮▮▮

If you have any questions regarding this approval or if I may assist you in any way, please contact me at ▮▮▮▮▮▮▮▮ or ▮▮▮▮▮▮.

Sincerely,

Assistant Superintendent of
Curriculum and Instruction

Appendix H: Teacher Participant Information Sheet

Teacher Participant Information Sheet

Teacher Participant Information Sheet

Please complete the following participant registration information.

Date

Month, day, year 📅

Teacher Name

Short answer text

School District

Short answer text

School Name

Short answer text

School's Street Address

Short answer text

City

Short answer text

State

Short answer text

Zip Code

Short answer text

phone number

Short answer text

email address

Short answer text

After section 2   Continue to next section

Initial Observation Date Selection

Please review your schedule for March 15-31, 2016. Select 3 possible dates for your initial interview. Once your survey has been received, I coordinate your interview dates with you request and send you an email verifying the date of your initial interview.

Option 1:

Month, day, year

Time

Option 2:

Month, day, year

Time

Option 3:

Month, day, year

Time

Appendix I: Coach Participant Information Sheet

Coach Participant Information Sheet

Coach Participant Information Sheet

Please complete the following Coach participant registration information sheet,.

Date

Month, day, year 📅

Coach's Name

Short answer text

School District

Short answer text

School Name

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

Name of teachers being mentored (First and Last)

Short answer text

School's Street Address

Short answer text

City

Short answer text

State

Short answer text

Zip Code

Short answer text

phone number

Short answer text

email address

Short answer text

After section 1   Go to section 2 (Initial Observation Date Selection)

Section 2 of 2

Initial Observation Date Selection

Please review your schedule for March 15-30, 2016. Select 3 possible dates for your initial observation. Once your survey has been received, I coordinate your observation dates with your assigned teacher and send you both an email verifying the date of your initial observation.

Option 1:

Month, day, year 📅

Time ∨

Option 2:

Month, day, year 📅

Time ∨

Option 3:

Month, day, year 📅

Time ∨

Appendix J: Permission Form for Teacher Self-Efficacy Scale (short form)

Permission Form for Teacher Self-Efficacy Scale

Teacher Self-Efficacy Scale Survey Retrieved from

http://mxtsch.people.wm.edu/ResearchTools/TSES_Short_OMR.pdf

Permission to use form Retrieved from http://u.osu.edu/hoy.17/files/2014/09/permission-letter-

18p6bcg.pdf

Appendix K: Teacher Sense of Efficacy Scale Survey (Short Form)

Teacher Sense of Efficacy Scale Survey

Teacher Self-Efficacy Scale Survey

* Required

Teacher Beliefs *

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position. Your answers are confidential.

	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
How much can you do to control disruptive behavior in the classroom?	○	○	○	○	○	○	○	○	○
How much can you do to motivate students who show low interest in school work?	○	○	○	○	○	○	○	○	○
How much can you do to get students to believe they can do well in school work?	○	○	○	○	○	○	○	○	○
How much can you do to help your students value learning?	○	○	○	○	○	○	○	○	○
To what extent can you craft good questions for your students?	○	○	○	○	○	○	○	○	○
How much can you do to get children to follow classroom rules?	○	○	○	○	○	○	○	○	○
How much can you do to calm a student who is disruptive or noisy?	○	○	○	○	○	○	○	○	○

How well can you establish a classroom management system with each group of students?	○	○	○	○	○	○	○	○	○
How much can you use a variety of assessment strategies?	○	○	○	○	○	○	○	○	○
To what extent can you provide an alternative explanation or example when students are confused?	○	○	○	○	○	○	○	○	○
How much can you assist families in helping their children do well in school	○	○	○	○	○	○	○	○	○
How well can you implement alternative strategies in your classroom?	○	○	○	○	○	○	○	○	○

What is your gender? *

☐ Male

☐ Female

What is your racial identity?

☐ African-American

☐ Caucasian

☐ Asian

☐ Hispanic

☐ Other: _____

What grade levels do you teach? *

☐ 9

☐ 10

☐ 11

☐ 12

How many years have you taught? *

☐ 0-3

☐ 4-5

☐ 5-10

☐ 10+

Submit

Never submit passwords through Google Forms.

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Adapted from Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing

an elusive construct. Teaching and Teacher Education, 17, 783-805. Retrieved from

http://mxtsch.people.wm.edu/ResearchTools/TSES_Short_OMR.pdf

Appendix L: Observation Protocol

Observation Protocol Form

Date: _____ Time: _____ Location: _____

Instructor:_____ Observer:_____ Course: _____

Instructional Coach: _____

Directions: The researcher will take field notes during all three segments of the instructional coaching process, as outlined below.

Pre-Observation Conference

Instructional Focus
☐ classroom management ☐ content ☐ instruction, ☐ assessment ☐ Other: ____

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Coaching Criteria

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Collaborative Planning
☐ Review of lesson objectives ☐ Specific instructional outcomes (What are the students going to learn?) ☐ Instructional Standards ☐ Connection between objectives and the lesson ☐ Facilitation/Reinforcement of PLC ☐ Pacing Alignment ☐ Other: ____

Descriptive Notes (Behavior):	Reflective Notes (Comments):

☐ Professional Development
☐ Suggested professional development activities ☐ Demonstration of Lesson/Activity/Strategy ☐ Provided one-on-one training (*Specify topic*) ☐ Other:__

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Classroom Observation

FA1: Content
Instructional materials

- ☐ Films, websites, and other audiovisual materials
- ☐ Technology Usage
- ☐ Appropriateness of handouts (*number, subject, age, and grade*)
- ☐ Assistance plan for using text
- ☐ Provision of instructional resources (*Specify*)
- ☐ Other: __

Descriptive Notes (Behavior):	Reflective Notes (Comments):

FA2: Instruction

Structure of Lesson

- ☐ The opening of class gained the students attention.
- ☐ Agenda
- ☐ Pacing of instructional delivery
- ☐ Instructional delivery (instructor introduced topic, stated goals; presented material or activity effectively, summarized the lesson, and gave an assignment or suggested an idea to consider before next class)
- ☐ Voice tone/inflection
- ☐ Emphasis on key points and important information
- ☐ Clarity/Accuracy of information
- ☐ Use of examples, metaphors, and analogies when appropriate.
- ☐ Thought provoking teacher input
- ☐ Connections to student's daily life. (*Give examples in comments*)
- ☐ Other: __

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Instructional Strategies

- ☐ Assignment Rigor
- ☐ Student engagement
- ☐ Timing of lesson
- ☐ Strategies for developing critical thinking (i.e., RBT, DOK)
- ☐ Use of questioning strategies
- ☐ Other: __

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Differentiation

- ☐ Student Choice
- ☐ Emotional, physical, and intellectual needs of students are met
- ☐ Awareness of students' prior learning and experience.
- ☐ "Real world" applications to learning
- ☐ Connection of course goals to students' personal goals, or societal concerns.
- ☐ Other: __

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Learning Environment

☐ Connection with course content.	
☐ Student engagement tactics	
☐ Familiarity with students	
☐ Use of humor	
☐ Participative atmosphere of the classroom	
☐ Physical climate (conducive to learning)	
☐ Display of student work	
☐ Other:__	

Physical Layout

Descriptive Notes (Behavior):	Reflective Notes (Comments):

FA3: Classroom Management

Student response to learning

☐ Cues of boredom, confusion.	
☐ Encouraged or discouraged questions (*dissension*).	
☐ Students opportunities for classroom discussion (*verbally or in writing*).	
☐ Other:__	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Student supports/interventions

☐ There are students not motivated or unable to follow the class.	
☐ The instructor shows favoritism towards a student or group of students.	
☐ Students are able to see visual aids and hear recordings.	
☐ There is one student/group that dominated the discussion and hindered others' participation?	
☐ Other:__	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

FA4: Assessment

Assessment

☐ Assessment matches objective exactly	
☐ Somewhat matches the objective	
☐ Does not match objective	
☐ Some students master concept	
☐ Majority of students do not master the concept	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Post Observation Conference

Self-Reflection

☐ Teacher observations	
☐ Student learning assessment	
☐ Positive Attributes of Lesson	
☐ Opportunities for Improvement	
☐ Self-Evaluation	
☐ Other:__	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Plan of Action	
☐ Suggestions/Areas of Need ☐ Plans for improving learning ☐ Other:__	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Administrative Activities	
☐ Paperwork completion ☐ Requested intervention (*Specify*) ☐ Other:__	

Descriptive Notes (Behavior):	Reflective Notes (Comments):

Appendix M: Semi-Structured Interview Protocol

Interview Protocol

Date: _____   Interviewer: _____

 Participant ID: _____

Start Time: _____ End Time: _____

Location: _____

QUESTIONS:

1.   What does teacher efficacy mean to you?

2.   How would you describe your teaching efficacy?

3.   What improves/impedes upon your teaching efficacy?

4.   How would you describe your teaching experience before entering the instructional

       coaching process?

5.   What processes did you have in place prior to your participation in the instructional

       coaching model? Describe your teaching philosophy and pedagogical practices.

6.   How has your teaching experience changed during the coaching process?

7.   What type of interactions have you had with instructional coaches?

8.   What past situations have improved or impeded your development of teacher efficacy?

9.   What challenges did you face with your efficacy when working with instructional

       coaches?

10.   How has your instructional coach influenced you in terms of teacher efficacy?

Appendix N: Participant Journal Entry Questions

Participant Journal Entry

Date: _____

Participant Name: _____

      Think about the interactions between you and your instructional coach, (a) Elaborate on the various interactions between you and your IC that may have positively impacted or created barriers to your instructional process? (b) Describe how these interactions have influenced your feelings about your abilities to successfully improve student performance outcomes? (c)Describe how these interactions have influenced your feelings about your professional teaching capabilities? (d) What differences have you noticed in your instructional process? (e) What do you attribute these changes to? (f) How do you feel about them? (g) What differences have you noticed in your beliefs regarding your students learning abilities, and (h) What do you attributed positive and/or negative shifts in your view of student learning?

Participant Journal

Thank you for sharing your experiences. Below you will find several guiding questions that will aid you with your journaling. Think about the interactions between you and your instructional coach as you discuss the following items:

* Required

Participant ID# *

Your answer

Date *

Date

mm/dd/yyyy

Elaborate on the various interactions between you and your Instructional Coach that may have positively impacted or created barriers to your instructional process?

Your answer

Describe how these interactions have influenced your feelings about your ability to successfully improve student performance outcomes?

Your answer

Describe how these interactions have influenced your feelings about your professional teaching capabilities?

Your answer

What differences have you noticed in your instructional process?

Your answer

To what do you attribute the changes in your instructional process?

Your answer

How do you feel about this shift in processes? Why?

Your answer

What differences have you noticed in your beliefs regarding your students' learning abilities?

Your answer

To what do you attribute positive and/or negative shifts in your view of student learning?

Your answer

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