Secondary Teachers' Perceptions of Student-Centered Instructional Coaching on

Their Self-Efficacy and Instructional Practices

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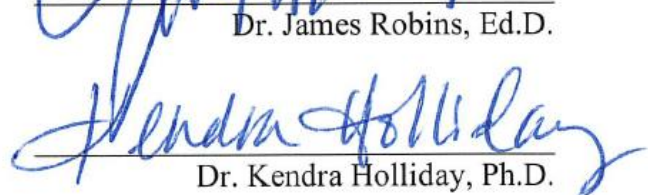Doctor of Education in PK-12 Educational Leadership

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Abstract

At the time of this study, most of the literature on student-centered coaching was focused on the elementary level. This qualitative study explored how secondary teachers perceived the impact of participating in a student-centered coaching cycle on their teaching practices, focusing on self-efficacy, utilization of instructional strategies, and utilization of student evidence.

The study occurred in a large, urban school district in the midwestern United States. Purposive sampling was used to select 10 participants for an open-ended, semi-structured interview. Interview transcripts were analyzed and coded to generate themes.

The researcher found that participants expressed increased confidence in instructional practices, including lesson planning, improved understanding of the standards and scaffolds, and greater effectiveness in engaging students. The study also revealed an increase in the use of new instructional strategies and a refinement of existing ones. Additionally, participants demonstrated increased utilization of student evidence to inform instruction. Participants also noted a positive coach-teacher partnership.

School districts should create positions for student-centered coaches in buildings and work to advertise the role of a student-centered coach. In future research, this study may be replicated with a larger sample size or longitudinally to determine the long-term impacts of a student-centered coaching cycle.

Dedication

Glory to God.

To my children, Brayden and Madilyn. I am thankful God gave you to us.

Acknowledgments

I extend my heartfelt appreciation to my friends, family, and coworkers whose frequent check-ins and words of encouragement pushed me further. Your unwavering support and occasional distraction were invaluable along this journey. A special thank you to my husband, Bryan, who has supported me on this academic journey every step of the way. And to Cohort 26B and my Climb and Drag crew, I couldn't have done it without you!

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Chapter 1

Introduction

As education continues to evolve, so do instructional coaching models. There are three main models of instructional coaching: teacher-centered coaching, relationship-driven coaching, and student-centered coaching; each model has its own nuanced roles and responsibilities. However, one constant remains: improving instruction to benefit student achievement (Knight, 2010; Sweeney & Harris, 2020).

The primary responsibility of a teacher-centered coach involves assisting teachers in effectively implementing instructional programs, whereas a relationship-driven coach focuses on offering support to teachers. A student-centered coach assumes the crucial role of fostering both student and teacher learning, with an emphasis on propelling their educational progress (Sweeney & Harris, 2020, p. 5). In a student-centered approach to instructional coaching, the instructional coach and teacher work in partnership to set specific targets for students that are rooted in the standards and ensure that the targets are met (Sweeney, 2013, p. 4).

The stages of a student-centered coaching cycle are for the instructional coach and teacher to set a standards-based goal, develop targets based on the goal, pre-assess student mastery to determine a baseline for learning, co-plan, co-teach, and lastly, post-assess student mastery to measure progress and determine instructional next steps (Sweeney & Harris, 2020). Core practices for student-centered coaching are that coaches: "utilize coaching cycles, set standards-based goals, unpack the goal into learning targets, co-plan with student evidence, co-teach using effective instructional practices, measure

the impact on student and teacher learning, and partner with the leader" (Sweeney & Harris, 2020, p. 3).

Student evidence is critical to the student-centered coaching model as it provides information about how students perform in relation to the standard. This evidence is also the main difference from other coaching models that rely more on teacher planning or instruction. Focusing on student evidence allows teachers and coaches to monitor learning and adjust instruction to improve student outcomes. Examining student evidence is an essential component of student-centered coaching to determine ways to capture student learning as part of co-planning (Sweeney, 2013). Knight (2021) agrees that data is critical to the coaching process, naming it as one of the seven factors for success in sustaining a coaching program. As part of high-quality professional development, "Teachers in the same grade level or subject area meet regularly and discuss student work, instructional strategies, and student performance" (Archibald et al., 2011, p. 11).

Some schools and districts may have a checklist of instructional strategies for teachers to implement, and coaches may support these and coach teachers to effectively utilize these strategies (Sweeney, 2013). Knight (2021) agrees that teacher instructional strategies are critical to the coaching process, naming it as one of the seven factors for success in sustaining a coaching program. Aguilar (2013) states that part of adult learning is meeting teachers where they are and building on their previous experiences to guide them through learning. Teachers with higher efficacy are more likely to implement new instructional strategies (Bruce & Ross, 2008).

Districts have implemented instructional coaching to leverage teacher use and knowledge of effective practices to impact student achievement. The ultimate

measurement of coaching is to measure student outcomes and secondarily to practice teacher reflection (Sweeney & Harris, 2017). Sweeney's student-centered approach has a results-based coaching tool to measure student academic growth (Sweeney, 2013). The results-based coaching tool allows the instructional coach to track and monitor student achievement scores and instructional techniques used (Sweeney, 2013). However, because efficacy is fluid and difficult to quantify, the tool does not allow for the impact of the instructional coach and teacher partnership to be a documented technique.

The focus on partnership and collaboration is critical to the student-centered coaching model and builds teacher efficacy (Sweeney & Harris, 2020). Donohoo, Elles, and Hattie (2018) assert that when teachers believe they and their colleagues can impact student achievement, they have collective efficacy, which impacts student achievement. Hattie (2017) found that teacher collective efficacy has an effect size of 1.57, and teacher self-efficacy has an effect size of 0.92. Therefore, student-centered coaching has to include co-planning, co-teaching, and partnering with teachers to achieve master standards so that efficacy can build in teachers (Sweeney & Harris, 2020). In this qualitative study, the researcher sought to examine what impact, if any, engaging in a student-centered coaching cycle may have on secondary teachers' perceptions of their self-efficacy, usage of instructional strategies, or usage of student evidence.

Background

In 2002, No Child Left Behind (NCLB) was intended to make American schools competitive and ensure that subgroups of students gained proficiency on standardized exams. Schools were forced to make adequate yearly progress (AYP) or risk transferring students to a higher-performing school, implementing a tutoring program, or restructuring

for a complete turnaround. To ensure schools met AYP, the act declared that schools provide "high-quality and ongoing professional development" (No Child Left Behind, 2002). NCLB also allowed teacher mentoring to include coaching and team teaching (2002).

In 2015, the Obama administration enacted the Every Student Succeeds Act (ESSA) to replace NCLB. ESSA refined the definition of professional development (PD) to be "sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, classroom-focused" (Every Student Succeeds Act, 2015, Section 8002, paragraph 42). The act also allowed schools to use federal funds to hire instructional coaches to support this effort (Every Student Succeeds Act, 2015).

Effective PD programs share features such as job-embedded practice, intense and sustained durations, a focus on discrete skill sets, and active learning (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Kraft et al. (2018) determined instructional coaching as a PD model encompassing all these features, which is one main reason why instructional coaching is highly used in school districts nationwide.

District X first hired instructional coaches to support teacher development during the 2001-2002 school year. For 18 years, the instructional coaching framework in District X was focused on developing reflective practitioners and used the following texts to guide their work: Lipton and Wellman's book *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* and Killian et al.'s book *Coaching Matters*. During the 2019-2020 school year, the instructional coach model in District X switched to Diane Sweeney's student-centered coaching. The school district has partnered with a student-centered coaching consultant who guides all instructional coaches and leadership to

implement the student-centered coaching model. First and second-year instructional coaches in District X are given additional training. (⬛⬛⬛⬛⬛⬛, personal communication, February 26, 2024).

Statement of the Problem

Elementary teachers reported that supportive partnerships, relationships, shared learning, and being student-focused all positively impacted their instructional practice (Brandon, 2019). Generally speaking, frequent, actionable, and appropriate feedback on a process rather than an outcome can increase people's self-efficacy (Gist & Mitchell, 1992). Furthermore, frequent instructional feedback has been shown to positively impact teacher self-efficacy (Krasniqi & Ismajli, 2022). An instructional coaching cycle was shown to have the strongest effect on teachers' self-efficacy beliefs (Tschannen-Moran & McMaster, 2009). Coaches who serve in a collaboration role, where feedback is consistent and actionable, instead of a supervisory role have a greater impact on teachers' self-perceptions (Knight, 2005).

In student-centered coaching, the instructional coach works alongside the teacher to co-plan and co-teach lessons based on student evidence of learning targets (Sweeney, 2013). Feedback is embedded within the work, and the instructional coach supports the teacher in implementing the feedback during the coaching cycle (Sweeney, 2013). Research has shown that student-centered coaching positively impacts teacher self-efficacy (Becker, 2019; Collins, 2021; Tekir, 2022). For example, first- and second-year middle school teachers increased their self-efficacy by 64% after engaging in a student-centered coaching cycle (Becker, 2019). Elementary teachers who participated in a student-centered coaching cycle reported a positive impact on their instructional practice

(Brandon, 2019). However, of these studies, only one study solely involved secondary teachers.

Student-centered coaching, along with other various coaching models, clearly defines the coaching process (Aguilar, 2013; Knight, 2007; Sweeney, 2013). Although the definition is clear, a deeper understanding of teachers' perceptions of how the student-centered coaching model has impacted them should be further explored (Collins, 2021; Frederick-Williams, 2019). At the time of this study, the researcher found limited research regarding specifically secondary teachers' perceptions of how student-centered coaching has impacted their teaching in general (e.g., how to use instructional strategies and student evidence).

Purpose of the Study

This qualitative research aimed to explore secondary teachers' perceptions of how their experiences of participating in the student-centered coaching cycle impacted their teaching. More specifically, the current research aimed to explore secondary teachers' perceived changes in their self-efficacy, utilization of instructional strategies, and utilization of student evidence after participating in a student-centered coaching cycle.

Significance of the Study

This study seeks to add to the literature on teacher perceptions of the student-centered instructional coaching model in grades 6-12. At the time of this study, the researcher found limited research on secondary teacher perceptions of how the student-centered coaching model may impact their practice of self-efficacy, use of instructional strategies, and use of student data. This study will attempt to fill this gap by obtaining teacher perspectives through interviews to gain insight into how this work may impact

them and their practice. Understanding this may help school districts validate their use of instructional coaches or coaching models and help instructional coaches better understand the impact of their work.

School districts can use this knowledge to decide how instructional coaches may support teachers. School districts spend several thousand dollars per teacher per year to provide instructional coaching (Knight, 2007). A 2018 Kickup study showed that student proficiency increased by 68% after the teacher engaged in a student-centered coaching cycle. While there is research to support student outcomes from teachers (Kickup, 2018), there is limited research regarding teacher perception of the effectiveness of the student-centered coaching model. Additionally, instructional coaches can use this information to affirm their practice.

This study will attempt to provide documented insight into secondary teacher perceptions of the impact of student-centered coaching. Teacher voices need to be heard for this. Sweeny (2013) states, "Documenting how students are learning and how coaching led us there creates buy-in by providing a rationale for why the work is necessary and important" (p. 88). This documentation will support buy-in and affirm the coaching practices of current instructional coaches using the student-centered coaching model.

Hattie's 2012 research found that teacher self-efficacy has an effect size of 0.63, and in 2019, he determined that self-efficacy increased to an effect size of 0.92; both data points exceed the 0.4 threshold when measuring the impact of teaching on student learning. The student-centered coaching cycle builds teacher capacity and efficacy

(Sweeney, 2023). Therefore, the researcher was interested in how teachers perceived their self-efficacy after engaging in a student-centered coaching cycle.

Coaching increases the implementation of instructional strategies (Bruce & Ross, 2008; Cornett & Knight, 2009; Greene, 2004; Knight, 2007). The research regarding the teacher's use of instructional strategies after engaging in a student-centered coaching model is limited. Focusing on a specific coaching model will add to the research about how different coaching models may support this area.

The use of student evidence differs from other coaching models that exclusively use teacher evidence to measure the success of the instructional coaching model. In student-centered coaching, student evidence provides teachers with data on student learning, whereas in other instructional coaching models, teacher performance is measured to determine instructional effectiveness (Sweeney, 2013). Aguilar (2013) agrees that data analysis, including reviewing student work samples, is an integral part of a coaching cycle. After engaging in a student-centered coaching cycle, 76% of teachers implemented the use of formative assessments to plan for instruction (Kickup, 2018). Given that the use of student evidence as the primary measurement of success is unique to student-centered coaching, it was an area of interest for the researcher.

Delimitations

Delimitations are the researcher's self-imposed limits that define the study's intended purpose and scope (Lunenburg & Irby, 2008). The researcher limited the participants of the study to secondary teachers only, grades six through twelve, in one large, urban public district. The data collection method was limited to interviews.

Assumptions

Assumptions aid the researcher in structuring the study, interpreting data, and attributing significance to the findings (Lunenburg & Irby, 2008). The researcher assumed that student-centered coaching practices within the district were implemented with fidelity. The researcher also assumed that interviewees were truthful in answering questions.

Research Questions

Creswell (2018) suggests qualitative research has a central question and then adds sub-questions to focus the research. The central question that guided the research was: What are secondary teachers' experiences of participating in a student-centered coaching cycle? The researcher used the following sub-questions to guide this qualitative study:

RQ1

What are the changes, if any, in secondary teachers' perceived self-efficacy after participating in a student-centered coaching cycle?

RQ2

What are the changes, if any, in secondary teachers' perceived use of instructional strategies after participating in a student-centered coaching cycle?

RQ3

What are the changes, if any, in secondary teachers' perceived use of student evidence after participating in a student-centered coaching cycle?

Definition of Terms

To eliminate misinterpretation of terms, or so that another researcher may replicate the study, the researcher has listed definitions of central terms below (Lunenburg & Irby, 2008).

Andragogy

The practice of educating adults based on the premise that adults have unique learning needs compared to children (Knowles, 1968).

Collective efficacy

The shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students (Donohoo, 2017).

Instructional strategies

A series of actions, methods, or techniques, with a definable outcome relative to student learning (Marzano, n.d.).

Self-efficacy

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

Student evidence

A student work sample or assessment score which may determine a student's proficiency level on a standard or progress monitor toward a goal (Sweeney, 2020).

Student-centered coaching cycle

Student-centered coaching cycles may occur with an individual teacher or a small group of teachers. They are four to six weeks and include the coach and teacher(s) setting

standards-based goals, developing targets, pre-assessing students, co-planning and co-teaching, and post-assessing students (Sweeney, 2020).

Student-centered coaching model

"Student-Centered Coaching is an evidence-based instructional coaching model that shifts the focus from 'fixing' teachers to collaborating with them to design instruction that targets student outcomes. Taking a data-driven approach increases the learning and efficacy of teachers, coaches, and most importantly our students" (Sweeney, 2023).

Organization of the Study

This study is organized into five chapters. Chapter 1 includes the introduction, background, statement of the problem, purpose of the study, significance of the study, delimitations, assumptions, research questions, and definition of terms. Chapter 2 is a review of the literature: self-efficacy, Social Cognitive Theory, Adult Learning Theory, instructional coaching, teacher self-efficacy, teacher practice with the use of instructional strategies, and teacher use of student evidence. Chapter 3 includes research methods, research design, setting, sampling procedures, instruments, data collection procedures, data analysis and synthesis, reliability, researcher's role, and limitations. Chapter 4 includes the results and findings. Chapter 5 includes a study summary, findings related to the literature, and conclusions.

Chapter 2

Review of the Literature

This qualitative study aimed to understand how the student-centered coaching cycle changed teachers' perceptions of their teaching practice. The first purpose of this qualitative research was to understand secondary teachers' perceptions of how their self-efficacy changed after engaging in a student-centered coaching cycle with an instructional coach. A second purpose was to understand secondary teachers' perceptions of their use of instructional strategies after engaging in a student-centered coaching cycle with an instructional coach. A third purpose was to understand if secondary teachers' perceptions of using student evidence changed after engaging in a student-centered coaching cycle with an instructional coach. This literature review is organized into five sections, which are as follows: theoretical framework, instructional coaching and teacher self-efficacy, instructional coaching models, instructional coaching and teacher use of strategies, and instructional coaching and teacher use of student evidence.

Theoretical Framework

Self-efficacy

Bandura coined the phrase self-efficacy in 1977, asserting that self-efficacy determines whether a person is persistent in facing challenges. Engaging in activities that are perceived as threatening but are actually safe can lead to increased self-efficacy through mastery experiences and a decrease in defensive behavior. There is a link between perceived self-efficacy and behavioral changes (Bandura, 1977). Learning occurs with constant and reciprocal interaction (Bandura, 1986). Those with higher self-

efficacy are more effective and successful than those with lower self-efficacy (Bandura, 1997).

Gist & Mitchell (1992) found that those who think they can perform better on a task outperform their peers. Gist & Mitchell stated that self-efficacy is a mobile, dynamic perception of being capable of performing a task. People with the same skills may perform differently based on their use of the skills in contexts due to their efficacy levels. The researchers argued that an intervention, like modeling or feedback, could raise self-efficacy if low self-efficacy is an inaccurate perception of performance. If the low self-efficacy was not an accurate perception of performance, they argued that the task may be shifted to increase performance and self-efficacy.

Teacher Self-efficacy

Bandura (1997) focused on the organizational aspects of teachers' roles and their impact on teachers' professional efficacy. He highlighted the significance of school-related variables, including the school's climate, principal behavior, sense of community among staff, and decision-making procedures. Bandura proposed a comprehensive framework for teacher efficacy made up of seven categories: efficacy in influencing decision-making, efficacy in influencing the acquisition and use of school resources, teaching efficacy, efficacy in disciplinary matters, efficacy in enlisting parental assistance, efficacy in involving the community, and efficacy in creating an open school climate. The Ohio State Teacher Efficacy Scale (OSTES) from Tschannen-Moran and Hoy (2001) narrowed Bandura's (1997) work to three factors: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. This work underscored the importance of considering the school environment and

organizational factors when examining teachers' perceptions of their professional competence.

There is a link between teacher efficacy and student achievement. John Hattie's (2017) Visible Learning research showed that teacher self-efficacy has an effect size of 0.92. Effect size is a quantifiable measurement of how strong the relationship is between two variables; any effect size over 0.40 is considered a "hinge point" to impact student achievement significantly (Hattie, 2017). He states that teachers with strong self-efficacy are more likely to set challenging goals they believe their students can accomplish. Cantrell and Callaway (2008) furthered this idea, finding that teachers who are high content literacy implementers strongly believe they can impact student achievement in literacy, regardless of factors outside of teacher control, like a child's home experiences. Additionally, high implementers were more apt to find and try instructional strategies that may support struggling students.

In a study, Krasniqi and Ismajli (2022) examined teacher self-efficacy and classroom management as measured by principal instructional feedback. The researchers used a quantitative correlational design with a random sampling of 379 primary and lower secondary school teachers. Data was collected from the Teacher Sense of Efficacy Scale (TSES) and an additional five questions regarding feedback and self-efficacy. There was a positive relationship between feedback frequency and teacher self-efficacy, specifically a strong relationship between feedback on classroom management and teacher self-efficacy regarding classroom management skills. Classroom management is a supporting factor of self-efficacy, as referenced in Bandura (1997) and Tschannen-Moran and Hoy (2001).

As noted in Gist and Mitchell's (1992) research, a relationship exists between teachers with high self-efficacy and implementing instructional strategies. To build on this, Anderson and Oliver (2022) examined the relationship and differences between teacher perceptions of professional learning communities (PLCS), self-efficacy, and collective efficacy in a quantitative study. The study included 57 schools in one school district in the southern United States. The researchers administered three Likert scale surveys to 739 respondents: the Professional Learning Community Assessment-Revised (Olivier & Hipp, 2010), the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), and the Teacher Efficacy Beliefs Scale-Collective Form (Olivier, 2001). The researchers found a positive relationship between PLCs, teacher self-efficacy, and collective efficacy. A moderate positive relationship was noted between supportive structures like PLC and teacher self-efficacy with instructional strategies.

Social Cognitive Theory

Albert Bandura's (1971) Social Cognitive Theory is a framework for understanding individuals' learning and development. The theory explores the role between individuals and their behavior and environment. The theory emphasizes observational learning, or modeling, and how individuals process and apply that information to shape their behaviors and cognitive processes. Learners are influenced by their social environment, particularly when strong expectations and reinforcements warrant a specific repeated behavior.

A central component of Social Cognitive Theory is self-efficacy, the belief in one's capacity to execute behaviors necessary to produce specific performance attainment. When people believe in their ability to perform a particular behavior, they are

more likely to act on those behaviors, especially when there is a positive outcome. Self-efficacy is crucial in motivating individuals to select challenges and persist in facing obstacles (Bandura, 2001).

Agency is the active role individuals play in shaping their experience. Bandura (2001) said, "To be an agent is to intentionally make things happen by one's actions" (p. 2). There are three modes of agency: direct personal agency, proxy agency, and collective agency. Direct personal agency requires one's beliefs and attributes to enable them to seize unexpected opportunities. Conversely, proxy agency involves seeking expertise or resources from another person who embodies one's desired outcomes and requires perceived social efficacy. Proxy agency can either support self-development or hinder the cultivation of personal competencies. Collective agency is a group's shared belief in their collective power. Human agency has four core features: intentionality, forethought, self-reactiveness, and self-reflectiveness. Effective professional development is grounded in proxy agency and the ability to empower teachers with skills, knowledge, and resources through learning from one another. PLC collaboration fosters collective agency to increase self-efficacy (Anderson & Oliver, 2022; Bandura, 2001).

Adult Learning Theory

Adult Learning Theory is a foundational concept in adult education that emphasizes the distinctive characteristics of adult learners and informs the design of effective professional development. The theory states that adults are self-directed learners who bring life experiences and are motivated by internal factors. Adults prefer problem-centered learning that is relevant to their life or role and focuses on immediate application. In professional development contexts, understanding these principles can

guide the creation of programs that better meet the unique needs of educators (Knowles, 1968).

Knowles (1968) is known to have brought the concept of andragogy, the study of teaching adult learners, to the United States from Europe in the 1960s. Knowles (1968) had assumptions of adult learners: self-concept, adult learner experience, readiness to learn, orientation of learning, internal motivation to learn, and adult learners need to know what, when, and how they will learn prior to learning taking place. Adult learning facilitators need to gain insight into teachers' needs and interests, so they avoid becoming resistant (Aguilar, 2013; Merriam & Bierema, 2014).

Henschke (1998) discusses the importance of modeling in training adult educators who help adults learn. Adult educators can come from various backgrounds and often lack formal training in this area; therefore, effective modeling and using the principles of adult education and andragogy is crucial in preparing adult educators. Modeling involves having the right attitude, being congruent in theory and practice, and establishing trust with learners. Henschke's (1998) work corroborates Bandura's (2001) concept of proxy agency. There are five building blocks for preparing adult educators, including beliefs about adult learners, qualities of effective educators, phases of the learning process, teaching techniques, and implementation of a prepared plan. Henschke (1998) asserts that modeling is essential in guiding the preparation of adult educators and ultimately benefits both educators and learners.

Merriam (2001) explores the significance of andragogy and self-directed learning in the context of adult education. Self-directed learning emphasizes the importance of adults taking control of their learning process. These theories emerged as adult education

sought to professionalize and differentiate itself from other educational fields. Andragogy and self-directed learning have played significant roles in shaping the practice of adult education.

Instructional Coaching and Efficacy

Instructional Coaching as Ongoing, Embedded Professional Development

Social Cognitive Theory and Adult Learning Theory emphasize the importance of modeling to improve performance and efficacy. Through personalized support, instructional coaching builds on these concepts and can ensure that students benefit from quality instruction (Quintero, 2019). Instructional coaching can serve as a means for schools to implement and meet district goals. Instructional coaching cannot be the only form of professional learning; it must be paired with other professional learning opportunities to ensure everyone can grow and provide equity across a system (Annenberg Institute, n.d.).

Since the COVID-19 pandemic, schools have faced drastic turnover, and many students' needs have changed. A change in student needs leads to variation in teacher needs. A collaborative partnership between teacher and instructional coach provides teachers with sustained and personalized job-embedded professional learning. School leaders believe instructional coaching supports teachers because the needs in a school shift quickly. In addition, instructional coaches are dedicated to professional growth. The co-planning and co-teaching elements of the coaching model allow teachers to implement new strategies, and the coaching cycle includes in-depth conversations around student evidence of learning (McKee, 2022).

The research underscores the transformative impact of instructional coaching on teacher self-efficacy, a critical factor in effective teaching. In a quasi-experimental study, Tschannen-Moran and McMaster (2009) explored teacher self-efficacy beliefs before and after participating in one of four possible professional development formats about a teaching strategy. One professional development format was an informational workshop, the second was an information workshop paired with modeling, the third was an information workshop paired with modeling and practice, and the last was an information workshop paired with modeling, practice, and coaching. The researchers administered surveys to 93 elementary teachers in nine schools within five districts. Teachers who received treatments one and four reported the highest levels of self-efficacy; 25% of teachers in treatment one had increases of over one standard deviation, and 38% of teachers in treatment four had increases of over one standard deviation. The strongest treatment was treatment four, which incorporated coaching and aligns with Bandura's (1971) and Henschke's (1998) findings supporting the importance of modeling in improving teacher self-efficacy and performance.

To delve deeper into the impact of instructional coaching as professional development, The New Teacher Project (2015) completed a comprehensive study that gathered data from three large public urban districts and one midsize charter network with over 10,000 teachers, 500 school leaders, and 400,000 students. They identified teachers whose performance was enhanced by professional learning and compared their learning experience to those whose practice was not enhanced by professional learning. They interviewed 127 staff members through focus groups and collected their evaluation data. New teachers reported nearly three times as many coaching hours as experienced peers. Teachers who received weekly observations and feedback from an instructional

coach were more likely to report more opportunities for practice outside of the classroom and believed that feedback and observations were effective for their improvement. These findings align with Bandura's (2001) Social Cognitive Theory, and teachers in this study showed evidence of motivation to support their growth and proxy agency to foster their motivation and self-efficacy. Through teacher evaluations, the researchers found that of the 127 teachers in the study, 30% improved performance, 50% remained at the same level of performance, and 20% decreased in performance. Furthermore, the researchers found a strong commitment to teacher improvement, totaling six to nine percent of a district's budget. The study suggests that schools and districts do not add more support but refine the support they currently have to provide clear outcomes and accountability measures (The New Teacher Project, 2015).

Instructional Coaching Models

There are three models of coaching: relationship-driven, teacher-centered, and student-centered. Each has a different area of focus and associated practices. A school's chosen model may depend on the school's philosophy of teaching and learning and school culture; furthermore, a school or coach may use multiple models. However, the intent is that student-centered coaches are aligned in the practices of student-centered coaching cycles 60% of the time (Sweeney & Harris, 2013). While there are several instructional coaching models, there is no standard model (Quintero, 2019).

Teacher-centered Coaching Model

The teacher-centered coaching model is focused on teachers. Therefore, the impact on students may be secondary. This model focuses on the following: monitoring what the teacher is or is not doing, data is used to hold teachers accountable, the use of

materials is the focus of the coaching, the coach is perceived as the mentor or evaluator, and the role of the coach is to help teachers implement an instructional program (Sweeney, 2013). It is difficult to build trusting relationships with teachers in this model. Coaches become associated with accountability and may blur the line between coach and evaluator, negatively impacting a teacher's perception of coaching. (Sweeney & Harris, 2013; Sweeney & Harris, 2020). Teacher-centered coaching may be best in some instances when a school is trying to implement a new program or there is a group of novice teachers with the hope that these implementations will also increase student achievement (Sweeney & Harris, 2013).

Teacher-centered coaching may include peer coaching. Jarvis et al. (2017) explain that peer coaching occurs when teachers use observations to learn from and with each other. Coaching may also include reciprocal peer coaching if both teachers are involved in the coaching cycle in alternating roles as coach and teacher. Peer coaching may also include a triad approach in which a coach, a teacher, and an observer serve as a moderator for the coaching conversation. Peer coaching has six components: establishing and maintaining trust, designing differentiated professional learning for all, establishing coaching configurations to maximize learning, calibrating individuals' skills and needs, using reflection as an integral part of coaching, and providing descriptive feedback. The focus of learning is centered on the teacher, thus making peer coaching a teacher-centered coaching model.

Another teacher-centered approach is curriculum coaching. The purpose of a curriculum coach is to support the teacher in curriculum implementation. Curriculum coaches may work with teachers to best understand content standards, assessments,

pacing guides, and instruction centered around the curriculum (Learning Forward, 2018). Teachers who have a better understanding of the curriculum may also have improved instructional practices (Coburn & Russell, 2008).

Literacy coaching is also a teacher-centered model. The state of Florida (n.d.) describes literacy coaches as experts in the science of reading and who work with teachers to implement evidence-based literacy instruction. "Coaches work with teachers one-on-one, in small groups, and in large groups" (Hanson, 2011). Literacy coaches work with teachers until a strategy or practice becomes sustained; coaches will model a strategy, co-teaches using the strategy, and observe the teacher use the strategy independently (Casey, 2006 as cited in Hanson, 2011). While a component of student evidence supports the teacher in ensuring the instructional strategies are effective, the focus is on the teacher using and implementing the strategy, not on student learning.

Relationship-driven Coaching Model

This model focuses on building relationships with teachers, data is rarely used, materials are shared with teachers, the coach is perceived as the friend or resource provider, and the coach's role is to support teachers (Sweeney, 2013). In this model, coaching may feel unfocused for a teacher, negatively impacting their perception of coaching (Sweeney & Harris, 2020). It may feel more comfortable for coaches. After all, it is about making the lives of teachers easier – no resistance from teachers because it is more of a resource provider role. Relationship-driven coaching "makes less of an impact on student learning" (Sweeney & Harris, 2013, p. 6).

Student-Centered Coaching Model

Student-centered coaching focuses on the following: partnering to promote learning, data or student evidence is used to drive instruction, use of materials as a tool to promote learning, the coach is perceived as a partner or collaborator, and the coach's role is to propel student and teacher learning (Sweeney, 2013). In this model, teachers may have a positive perception of coaching because the model is beneficial to both teachers and students (Sweeney, 2013; Sweeney & Harris, 2020). The goals in student-centered cycles are based on student performance and outcomes instead of teacher performance and outcomes. Student-centered goals significantly impact students' achievement; teacher-centered goals are less effective in bringing about lasting change than student-centered goals (Knight, 2018). Knight's findings align with Hattie's 2017 research on the importance of student performance in teacher efficacy. He contends that teachers with higher self-efficacy will set more ambitious goals for their students, thus propelling academic achievement.

Sweeney & Harris (2020) summarized the guiding principles of student-centered coaching by stating, "Coaching is not about fixing teachers, coaching is a partnership focused on student learning, coaching is about continual professional growth, and coaching is part of a robust professional learning ecosystem" (p. 2). The seven core practices are: "utilize coaching cycles, set standards-based goals, unpack the goal into learning targets, co-plan with student evidence, co-teach using effective instructional practices, measure the impact on student and teacher learning, and partner with the leader" (p. 3). The core principles are built on Wiggins and McTighe's (2005) backward design philosophy from *Understanding by Design*, where "we ask designers to start with

a much more careful statement of the desired result – the priority learnings – and to derive the curriculum from the performances called for or implied in the goals" (Wiggins & McTighe, 2005, p. 17). From this philosophy, teachers and coaches can co-plan using a backward design and measure the impact of formative assessment.

Instructional Coach Models and Efficacy

Bruce et al. (2010) studied the impact of professional development paired with peer coaching to find a relationship between teacher efficacy and student achievement. The qualitative study took place in two school districts in Canada with elementary teachers and a math curriculum. Participants engaged in six two-day professional learning sessions in which they engaged in coaching cycles. Before the experience, District A teachers reported lower teacher efficacy and student achievement than District B. After the experience, District A outperformed District B in both teacher self-efficacy scores and student achievement scores.

In a mixed methods study, the researcher aimed to understand how elementary teachers' perceptions of their instructional practices and self-efficacy changed after working with a math curriculum coach. The researcher conducted a focus group interview and surveyed 22 teachers and two curriculum coaches. Teachers reported that the curriculum coach provided them with resources to implement instructional practices. Teachers reported no significant change in their self-efficacy after working with a curriculum coach (Syverson, 2018).

Pearson (2016) conducted a quantitative study to determine if there was a statistically significant relationship between teacher use of an instructional coach and teacher self-efficacy. A total of 418 elementary and secondary teachers in one Arizona

school district responded to a questionnaire that included the Teachers' Sense of Efficacy Scale and questions to determine teachers "perception of support and satisfaction with professional performance" (Tschannen-Moran & Hoy, 2002, p. 2, as cited in Pearson, 2016). The researcher found a strong positive relationship between teacher self-efficacy, modeling, and implementing a newly learned strategy, which aligns with Bandura's (1971) and Henschke's (1998) findings related to modeling and self-efficacy.

Student-Centered Coaching and Efficacy

Brandon (2019) conducted a qualitative study to determine how elementary teachers describe the influence of a student-centered coach on their instructional practices as it relates to social interaction and the zone of proximal development. The study took place in the southeastern United States with 10 elementary teachers. The researcher found that supportive partnerships, relationships, shared learning, and being student-focused all positively impacted teacher instructional practice. Each of these elements is present in the student-centered coaching model. Tekir (2022) also suggested that student-centered coaching contributed to teacher self-efficacy through the partnership approach and improved pedagogical knowledge. The partnership approach supports Bandura's (2001) notion of proxy agency as noted in Social Cognitive Theory.

Becker (2019) conducted an action research project to determine the connection between teacher self-efficacy and engaging in a student-centered coaching cycle. Participants in this study were limited to four sixth-grade middle school teachers in their first or second year of teaching at one large middle school in Iowa. It was found that teacher self-efficacy did increase by 64%.

Collins' (2021) study aimed to fill the gap between student-centered coaching and teacher self-efficacy. However, the study was conducted in an East Asian elementary school. All four teachers in the research reported that their self-efficacy increased. Three stated that they felt student engagement increased and they felt supported, and one teacher reported she was able to realize that through student-centered coaching, she was able to help students. One teacher reported she was unsure if she was implementing instructional strategies correctly – this may support the need to ask more teachers how student-centered coaching impacts their use of instructional strategies.

Instructional Coaching and Instructional Strategies

Extensive literature supports the general use of coaching to improve the effectiveness of implementing instructional strategies (Bruce & Ross, 2008; Cornett & Knight, 2009; Kohler et al., 1999; National Reading Technical Assistance Center, 2010). In a study focusing on coaching and the implementation of effective literacy strategies, Cantrell and Calloway (2008) interviewed 16 core content sixth through ninth-grade teachers who received summer training and literacy coach support to implement literacy strategies. At the end of the study, high implementers reported higher self-efficacy than low implementers. This study supported Bandura's (1971, 2001) Social Cognitive Theory, specifically his assertion that the more one performs a task with positive results, the more likely they are to repeat it. In the study, both high and low implementers agreed it was a content teacher's responsibility to address student literacy needs. However, high implementers said it was their responsibility regardless of difficulties outside their control. Low implementers shared that teachers have little power to address literacy gaps when there are outside factors like parent support. Teachers require skill training through

professional development and coaching to implement a new technique successfully. Ongoing support is essential through the implementation process to help teachers build self-efficacy with the technique (Cantrell & Calloway, 2008).

Peer coaching is a key piece of professional training to support knowledge transfer of professional learning. Training may include knowledge of new skills, then modeling, then practice, and finally, peer coaching can be implemented to ensure the content is used effectively. Teachers who are coached practice strategies more often, adopt appropriate strategies for their goal and context, demonstrate a clearer understanding of the strategy, retain the skill over time, and are more likely to have students understand the strategy and purpose (Joyce & Showers, 2003).

Student-Centered Coaching and the Implementation of Instructional Strategies

Fewer studies focus on the specific use of student-centered coaching to improve the implementation of instructional strategies. KickUp (2018), an independent K-12 evaluation firm, collected data from 87 coaches who implemented student-centered coaching in years two and three. Through qualitative reflection, 66% of teachers were better able to differentiate instruction, 65% were better able to model for students, 55% were better able to deliver focused lessons, 52% were better able to confer with students, and 35% were better able to help students self-assess.

Tekir (2022) conducted a qualitative phenomenological study that measured the perceived impact of student-centered coaching on teachers' instructional practices. The study took place in a large school district in the northern United States in elementary, middle, and high schools. The researcher found that student-centered coaching was an effective way to support teachers' understanding of the content and strategies to use to

deliver the content to impact student learning due to the partnership approach. The researcher also found that student-centered coaching was effective; however, veteran teachers still have a negative view of it due to negative prior experiences with other models or not being convinced of the benefits of coaching. After a coaching cycle, teachers reported that students were implementing the learning strategies used during instruction.

Littlejohn (2019) aimed to gain an understanding of teachers' perceptions of student-centered coaching as a professional development tool in supporting them in planning and implementing project-based learning. It took place at a high-poverty secondary school in South Carolina. The teachers in the study reported that the student-centered coaching model supported their creation and implementation of project-based learning because it was focused on their needs. However, there should be other forms of professional development.

Instructional Coaching and Teacher Use of Student Evidence

Effective professional learning designs encourage collaboration and problem-solving. As part of this, teachers may analyze student evidence and reflect on their work to determine their impact. Furthermore, professional learning becomes more impactful when teacher collaboration leads to conversations about what instructional strategies may support growth in student performance data (Donohoo, 2017).

Dunn et al. (2013) found that data-driven decision-making can be used for accountability. When the data is at the student level, teachers can better differentiate instruction for each student (Rallis & MacMullen, 2000, as cited in Dunn et al., 2013). A teacher can administer an assessment, analyze the results, interpret the results by

strengths and weaknesses, and plan instruction to meet a student's instructional needs. In this study, the researcher wanted to understand the relationship between self-efficacy and data-driven decision-making. Participants were 537 K-12 teachers in a northwestern state who had attended data-driven decision-making professional learning and were given two questionnaires. The researchers found that teacher efficacy influences impact; teachers who were more confident in data-driven decision-making were more likely to collaborate with peers to implement it.

Student-Centered Coaching and the Use of Student Evidence

While research supporting the general use of peer coaching to improve the use of student evidence is available in the literature, minimal research focuses specifically on the use of student-centered coaching. In addition to the aforementioned findings in KickUp (2018), data indicated that 76% of teachers reported using formative assessments better to plan instruction. KickUp argues that data shows student-centered coaching will increase teachers' use of best practices, including using formative assessments to plan and differentiate instruction.

Apart from the previously mentioned discoveries, Tekir (2022) found that student-centered coaching impacted how teachers use student evidence to make data-driven decisions when lesson planning. Coaches reported that the student-centered coaching model forced them to use student evidence with teachers to determine instructional next steps instead of their perception of how well the teacher is instructing or lesson planning.

Summary

A literature review yielded information on instructional coaching, teacher self-efficacy, teacher practice with instructional strategies, and teacher use of student evidence. It was grounded in the theoretical frameworks of self-efficacy, Social Cognitive Theory, and Adult Learning Theory.

The current research shows a positive relationship between student-centered coaching and teacher self-efficacy; however, a literature review found few studies related to secondary teachers' perceptions of the relationship between student-centered coaching and teacher self-efficacy. There is a considerable amount of literature to show the positive relationship between instructional coaching, typically teacher-centered coaching, and teacher use of instructional strategies. More research is needed on student-centered coaching and teacher use of instructional strategies.

This research would provide additional literature on secondary teachers' perceptions of their self-efficacy after engaging in a student-centered coaching cycle. While some literature supports a positive relationship between student-centered coaching and lesson planning using instructional strategies, this study would provide additional literature on teacher perceptions of their use of instructional strategies at the secondary level in a large urban mid-western school district. Using student evidence to drive instruction is a relatively new concept in coaching models. Because of this, there is limited research on how instructional coaching supports teachers' use of student evidence in lesson planning and instruction.

The following chapter will describe the methodology for this qualitative study, including research design, setting, sampling procedures, instruments, data collection

procedures, data analysis and synthesis, reliability and trustworthiness, researcher's role,

and limitations.

Chapter 3

Methods

This study aimed to examine secondary teachers' perceptions of how engaging in a student-centered coaching cycle has impacted their teaching practice, specifically their self-efficacy and use of student evidence and instructional strategies. This chapter includes detailed information on the research design, setting, sampling procedures, instruments, data collection procedures, data analysis and synthesis, reliability and trustworthiness, researcher's role, and limitations of the study.

Research Design

A qualitative, phenomenological research design was used to address the central research question in this study. "The purpose of qualitative research is to obtain an in-depth understanding of purposively selected participants from their perspective" (Lunenburg & Irby, 2008, p. 176). The central research question for this study focused on secondary teachers' lived experiences of participating in a student-centered coaching cycle. The phenomenological research design allows the researcher to capture teachers' "lived experiences" (Creswell, 2012, p. 76). Thus, a phenomenological research design is suited to best explore teachers' experiences and perceptions of the impact of the student-centered coaching cycle on their teaching practice.

Setting

District X is a large, urban school district in the midwestern United States. The district serves approximately 22,000 students with its five high schools, seven middle schools, 28 elementary schools, four early childhood centers, and six alternative schools and programs. All secondary schools have two instructional coaches per school building.

Among the five high schools, high schools A, B, C, and D are grades 9-12. High

school E is an International Baccalaureate school, grades 8-12, and admits students who

live in District X and are performing in the top 75th percentile in English Language Arts

or Math and 50th percentile in the other. All seven middle schools are grades 6-8. Table 1

lists demographic information about District X's secondary schools, including the total

number of students in each secondary school, the teacher-to-student ratio, the percentage

of English language learners, the percentage of students with individualized education

plans (IEPs), and the percentage of students who qualify for free or reduced lunch.

English language learner refers to students who are working toward proficiency in

English. Students with IEPs refers to students who qualify for special education services.

Free and reduced lunch refers to students who live in low-income households and qualify

for free or reduced lunch prices.

Table 1

District X's Secondary Schools' Demographic Data from 2021-2022 School Year

Schools	Student count	Teacher-student ratio	Student Demographics		
			English language learners	IEPs	Free or reduced lunch
High school A	1282	1:20	39%	17%	76%
High school B	824	1:18	31%	17%	79%
High school C	1124	1:26	20%	18%	72%
High school D	1789	1:19	43%	13%	77%
High school E	1007	1:21	1%	11%	52%
Middle School A	653	1:22	29%	30%	82%
Middle School B	530	1:22	33%	20%	85%
Middle School C	747	1:22	30%	23%	89%
Middle School D	446	1:22	18%	22%	70%
Middle School E	626	1:22	24%	16%	71%
Middle School F	951	1:22	60%	16%	89%
Middle School G	723	1:22	44%	19%	76%

Note. Data is sourced from building needs assessment surveys.

Sampling Procedures

The population for this study consisted of secondary teachers in District X who had engaged in a student-centered coaching cycle. There are approximately 480 secondary teachers in District X. A student-centered instructional coach can effectively complete 4-6 cycles simultaneously (Sweeney, 2013). This means that if instructional coaches in District X are spending their time solely on student-centered coaching, approximately 380 cycles should be completed per school year; however, this does not mean that 380 teachers will engage in a coaching cycle. Some teachers may participate in multiple student-centered coaching cycles per school year (Sweeney, 2017).

Purposive sampling was used to select participants so that the researcher could "purposefully inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2012, p. 157). Participants were selected based on their employment in a secondary school within District X and their experience working with an instructional coach during the school year in which the research study occurred. In addition, the researcher chose to exclude teachers with whom she had a close professional relationship. To ensure fidelity of the student-centered coaching cycle, the researcher chose to only interview teachers who engaged in the student-centered coaching cycle with an experienced coach as evidenced by at least one year of coaching training and experience with the student-centered model. The researcher asked those experienced instructional coaches in District X to provide a list of all teachers with whom they had completed a student-centered coaching cycle. This list of teachers was used to generate a list of potential participants, and participants were randomly selected from the list.

Of the 10 participants, six were middle school teachers, and four were high school teachers. Nine of the ten participants had advanced degrees. There was a wide range of years of experience and subject areas among participants. Pseudonyms were used to protect the participants' identities.

Instruments

Effective methods for qualitative research include open-ended, semi-structured interview questions with follow-up questions that depend on participant responses (Lunenburg & Irby, 2008, p. 192). Semi-structured interviews are a mix of structured and unstructured questions; this type of interview allows for insights and new information to emerge (Merriam & Tisdell, 2016).

The researcher developed the interview questions based on existing literature regarding instructional coaching and its impact on teacher self-efficacy, use of instructional strategies, and use of student evidence. The initial set of interview questions were reviewed and approved by an expert panel which was comprised of lead instructional coaches in District X, curriculum and instruction directors in District X, and the candidate's advisory committee from the Baker University's Graduate School of Education.

The researcher asked a total of 14 semi-structured interview questions: two questions related to the teacher's experience with instructional coaching in general, two questions related to the teacher's perceived instructional self-efficacy before and after engaging in a student-centered coaching cycle, two questions related to the teacher's perceived resource self-efficacy before and after engaging in a student-centered coaching cycle, two questions related to the teacher's perceived disciplinary self-efficacy before

and after engaging in a student-centered coaching cycle, two questions related to the teacher's perceived use of student data before and after engaging in a student-centered coaching cycle, two questions related to the teacher's perceived use of instructional strategies before and after engaging in a student-centered coaching cycle, and one general question if the participant would like to add additional comments about their experience.

During the interview, the researcher also asked follow-up questions and used probes to elicit more details about an experience. These questions allowed the researcher to gain a full understanding of the participant's experience and ensure their responses fully addressed the researcher's intention for each interview question.

Data Collection Procedures

Prior to data collection, the researcher gained approval from Baker University's Institutional Review Board (IRB) for the study. The IRB was submitted on January 9, 2024, and approved on January 25, 2024 (see Appendix A). The researcher electronically submitted the Regulations and Procedures for Research Projects form to District X on January 25, 2024, and it was approved on February 6, 2024 (see Appendix B). Once permission from the university and district was gained, the researcher began interviewing participants.

The researcher used her own professional learning network to identify instructional coaches in District X. An email was sent to District X instructional coaches, inviting them to provide names and email addresses of teachers who completed a student-centered coaching cycle for the researcher to contact (see Appendix C). After the researcher had a list of potential participants, a random sample of 30 potential participants were emailed and invited to be interviewed (see Appendix D). The email

included the purpose, a brief study introduction, and a consent form (see Appendix E). The random selection of participants from the list would continue until 10 participants consented to participate in the study. Then, interviews were scheduled via email.

All interviews were conducted via Zoom and were recorded and transcribed via Zoom's cloud software. An interview protocol was followed (see Appendix F). The researcher also asked follow-up questions and probes as needed. The researcher chose to interview participants using semi-structured interviewing. Semi-structured interviewing uses open-ended questions and allows for follow-up questions based on participant responses (Rubin & Rubin, 2012).

Data Analysis and Synthesis

Qualitative data analysis is recursive and allows the researcher to determine implicit and explicit concepts (Merriam & Tisdell, 2016). To complete a qualitative analysis, the researcher analyzed interview responses for similarities and differences, coding and categorizing, and constant comparison.

Creswell (2012) identifies five steps for qualitative data analysis: organize and prepare the data, read or look at the data, code the data, create descriptions of the people, settings, or themes for analysis, and make interpretations of the findings.

First, the researcher organized and prepared the data by transcribing interviews verbatim using Zoom's cloud software and uploading them to Microsoft Word. The researcher verified that the transcripts were accurate by matching them to the audio recording. Transcripts were sent to participants for member checking. In addition to audio recordings and transcripts, the researcher took notes during the interviews to identify specific comments that necessitated further elaboration from the participant.

Second, the researcher read and examined the data. The researcher read all transcripts and notes. This review of transcripts allowed the researcher to reflect on and better understand the data before the First Cycle coding.

Third, the researcher coded the data. First Cycle coding was used during this step to summarize the data (Saldaña, 2013). In Vivo coding was used to find keywords or phrases that may help the researcher find common themes and concepts. The researcher reread interview transcripts line by line and highlighted repeated terms or keywords or phrases that would capture the participants' perspectives in relation to the research questions. Based on these highlighted quotes, the researcher developed a code to summarize the main thoughts of the participants (Saldaña, 2013).

Fourth, the researcher organized the codes into categories and themes. After First Cycle coding, the researcher conducted Second Cycle pattern coding to group the codes into categories to further organize the data (Saldaña, 2013). The researcher created a table and organized the codes into groups. The categories were used to develop themes using the same table process.

Finally, the researcher made interpretations of the findings. The researcher aligned the categories and themes to develop findings for each research question.

Reliability and Trustworthiness

Qualitative validity means the researcher ensures the findings are accurate according to the researcher, participant, and readers (Creswell & Creswell, 2018). Credibility was addressed by using member checking. Member checking is a strategy in which the researcher provides a copy of the transcript to the participants to check for

accuracy (Creswell & Creswell, 2018). All participants were sent a copy of their transcript to verify the transcripts' accuracy.

Transferability was established by using thick description. The researcher chose only to study secondary teachers at schools within one district. The researcher provided a detailed description of the research setting (e.g., district and the schools' demographic information). Additionally, the researcher used transcripts, notes, memos, and reflections to create thick descriptions of the data. Direct participant interview quotations and anecdotes aided in interpreting the findings to best understand the participants' lived experiences.

To address reliability, the researcher standardized the data collection process. The researcher followed the interview protocol, and all interviews were conducted on the same video conference platform, Zoom. In addition to interviews, the researcher took notes during the interviews and wrote memos and reflections after each interview.

Researcher's Role

The researcher is currently a middle school instructional coach in the Midwest. The researcher has a bachelor's degree in secondary English education, a master's degree in curriculum and instruction, and a doctoral candidate in educational leadership. The researcher has spent 12 years in education, seven as a high school teacher, one as a high school instructional coach, and four as a middle school instructional coach.

The researcher is a former secondary teacher and current secondary instructional coach and, therefore, considered potential biases due to being closely connected to the topic. To prevent the researcher from inputting the judgment of the participants or their instructional coaches, the researcher ensured that reliability and trustworthy strategies

were implemented. The researcher remained objective throughout the interviews and data analysis process.

Limitations

Limitations are "factors that may have an effect on the interpretation of the findings or the generalizability of the results" (Lunenburg & Irby, 2008, p. 132). There were two limitations of the study. First, although only teachers who engaged in a student-centered coaching cycle with an experienced instructional coach were selected to participate in the study, the variability of each instructional coach's knowledge and experience with the student-centered coaching cycle is out of the study's control. Second, all participants were from one large, urban school district in the midwestern United States, so the findings may not be transferable to other settings.

Summary

This chapter included a detailed explanation of the research design, sampling procedures, instruments, data collection procedures, data analysis and synthesis, reliability and trustworthiness, the researcher's role, and limitations. Purposive sampling was used to conduct semi-structured interviews. Interview transcriptions were used to find common themes and concepts. Chapter 4 presents the results of the qualitative data analysis.

Chapter 4

Results

The findings of this study are described in this chapter. This phenomenological, qualitative study aimed to investigate how secondary teachers' participation in a student-centered coaching cycle influenced their perceptions of self-efficacy, instructional strategy utilization, and utilization of student evidence into teaching practices.

Participants

A total of 10 secondary teachers participated in the study. All teachers were from District X and had engaged in a student-centered coaching cycle during the 2023-2024 school year with an experienced coach. Regarding participants' racial and ethnic identity, eight identified as White, one identified as African American, and one identified as Asian. Regarding participant gender identity, seven identified as female, and three identified as male. Ages ranged from 24 years old to 56 years old, with an average of 40 years old.

At the highest level of education, nine had a master's degree, and one had a bachelor's degree. Of the 10 participants, six were middle school teachers, and four were high school teachers. Experience ranged from one to 30 years, averaging 14 years. Concerning content, one taught career and technical education, three taught English Language Arts, two taught math, two taught science, and two taught social studies.

Regarding the coaching experience, during the 2023-2024 school year, eight participants engaged in one coaching cycle, and the rest engaged in two coaching cycles; four participants engaged in a coaching cycle focused on instructional strategy use, two participants engaged in a coaching cycle focused on curriculum resource usage, and four

participants engaged in a coaching cycle focused on using student evidence or assessment.

Findings Related to Research Question 1

The first research question addressed secondary teachers' perceived self-efficacy after participating in a student-centered coaching cycle. One theme that emerged was that participants felt more confident with their overall instruction. Co-planning and co-teaching are elements of the coaching cycle. Conferring may occur during co-planning and co-teaching. Co-planning allowed participants to create lesson plans with more intentionality and implement instructional strategies that increased student engagement. Conferring allowed participants to reflect on the lesson and student outcomes. See Table 2 for a summary of teacher perceptions.

Theme 1: More confidence in instruction. Nine participants noted more confidence in their instruction after engaging in a student-centered coaching cycle. Within Theme 1, three categories emerged. The categories included increased intentionality of lesson planning, increased understanding of the standard and scaffolds, and increased effectiveness in student engagement.

Category 1: Increased intentionality of lesson planning. Seven secondary teachers reported being more intentional when lesson planning after engaging in a student-centered coaching cycle. Participants explained that coaching conversations with their coach allowed them to reflect and be intentional with the instructional strategies planned for and used. Peter shared that before engaging in a coaching cycle, he taught for and planned with his highest-achieving students in mind. Since the coaching cycle, Peter said, "I would say that it has helped my intentionality of lesson planning. Because I am

now thinking, 'Okay, well, if this group of kids is not doing what I'm telling them to do, why is that happening?' And it's allowed me to do some reflection." Lindsey noted that her self-efficacy increased because she saw student growth due to her intentional planning. She said, "With the summarizing, I have seen improvement, so it's shown me that if I'm a little more intentional about some of the work that goes into the teaching with the pre-readings and with using such a structured rubric. It shows me, okay, I can get this. Students were struggling with summarizing, but now I can see ways to help them."

Category 2: Increased understanding of the standard and scaffolds. Six secondary teachers reported an increased understanding of the standard and scaffolds after engaging in a student-centered coaching cycle. Participants noted that before their coaching cycle, they were unclear on what a standard required students to produce. They did not know how to break them down into manageable chunks or scaffold the standard to allow students to reach mastery. Jessica said working with a student-centered instructional coach "brought clarity to what the standard is, how to break it down for students, and how to give our students a framework of how to think about a text." Reflecting on her improved ability to scaffold standards for student mastery, Tracy said she is more comfortable with "being able to provide a 'do now' that addresses more foundational skills."

Category 3: Increased effectiveness in student engagement. Six participants said they felt they had increased effectiveness in student engagement, which led to enhanced instructional self-efficacy and further supported their disciplinary self-efficacy.

Regarding instructional self-efficacy, participants expressed that their ability to keep students interested was enhanced because they used various instructional strategies

and felt more confident with the overall instruction. Through the work with his coach on formative assessment and instructional strategies, Peter said he is "getting the class to really engage as a learning community and not necessarily independent students trying to get a topic done."

Participants indicated their disciplinary self-efficacy was either affirmed or strengthened because they felt they could better prevent problem behavior by keeping students engaged. The instructional strategies utilized during the coaching cycle kept students working rigorously and promoted engagement, which meant less time for students to be off task or disruptive. Kurt and his instructional coach implemented accountable talk protocols and set clear student expectations. He said, "I can focus less on the behaviors and more on how I can structure this so that way I don't see the behaviors." Participants' increased instructional self-efficacy supported their disciplinary self-efficacy.

Findings Related to Research Question 2

The second research question addressed secondary teachers' perceived use of instructional strategies after engaging in a student-centered coaching cycle. Two themes emerged: the use of new instructional strategies and the increased effectiveness of existing instructional strategies. Co-planning and examining student evidence supported choosing appropriate new instructional strategies or refining existing ones.

Theme 1: Use of new instructional strategy. Nine participants noted that they learned or incorporated a new instructional strategy due to their coaching cycle. During co-planning, Mary and her coach discussed fostering meaningful conversations through cooperative learning roles, a new instructional strategy for Mary. Each student

understood their purpose in the discussion, especially when discussing phenomena after a lab. She said, "They know they have to talk. They can't get out of it. It really helps focus in and hone in on what those experiences need to be when it comes to the hands-on pieces."

Tracy's coach led a fishbowl strategy during a lesson when they noticed students were not grasping the concept. Because this strategy was new, the coach led the strategy with Tracy's support. Tracy said:

"The kids were having a hard time understanding what we wanted from them, how they were supposed to do the different steps. And so at this particular time, we stopped the lesson, and we said, 'Okay, let's demonstrate it.' But we had a group of kids demonstrate, and we would give them the steps, and everybody was kind of gathered around watching them do it. So kind of modeling, but with the kids doing it."

Tracy shared that executing the fishbowl strategy with her coach allowed her to implement the strategy again after the coaching cycle ended.

Theme 2: Increased effectiveness of the existing instructional strategy. In addition to trying new strategies, eight participants also mentioned that they could use existing instructional strategies more effectively. Rick shared that before the coaching cycle, he used a note-taking strategy to introduce new content to students. Students would copy teacher-presented information into their notes and study them. However, after working with his instructional coach, he used a note-taking strategy to help students more deeply process information. Students reflected in their notes, asked themselves questions, and responded to posed questions. He said, "But for the most part it's grasping the critical

content, those specific things that are present for each unit. Making sure that they have a

clear understanding of those specific things before moving on to demonstrating their

skills."

Before the coaching cycle, Ginger used graphic organizers for other standards but

did not have one she found suitable for the standard she was working with during her

coaching cycle. Her coach found an organizer from Advancement Via Individual

Determination (AVID), an instructional framework used in District X. Ginger said using

a graphic organizer "really helped to narrow things down for the students to actually get

to the central message of the text. It really did help, and I'm able to see a change." She

continued that after the cycle, she is using gradual release, a method that transfers

ownership of the learning to the student, to allow students to use the organizer

independently.

Findings Related to Research Question 3

The third research question addressed the perceived use of student evidence after

participating in a student-centered coaching cycle. One theme emerged: increased use of

student evidence to inform instruction. Co-planning, conferring, and co-teaching all

supported the increase of using student evidence to inform instruction.

Theme 1: Increase the use of student evidence to inform instruction. Eight

participants noted that they used student evidence to inform instruction more often after

engaging in a student-centered coaching cycle. For some participants, instructional

strategies were used to support collecting student evidence. Lynn noted that the

aggressive monitoring sheet allowed her to understand if students understood the material

so she could find a common mistake to reteach to the whole class. She said, "And, as we

rotate, she [the instructional coach] has this aggressive monitoring sheet, which I also learned. That's another thing. I'm doing it, in fact, now because I learned that from her. And so, by doing that, we see who is still needing help. We see what common mistakes they're doing."

Similarly, Karen detailed an assignment tracker to foster student reflection and self-assessment. Karen used student work produced in class and student self-reflections as student evidence when lesson planning. She said, "On the back of the paper, we started doing an assignment tracker, so they can see where they're proficient or developing, side by side. Then I started asking them questions, reflecting, like, 'Do you think that your grade right now is representative of how much you know, why or why not?'" She said the reflection allowed students to think deeply about the concept and provided her insight into their confidence in the concept. She said students often noted that attendance played a role in their knowledge gaps, so she could plan based on multiple data points like confidence and content knowledge.

Four participants noted rubrics as a specific strategy to gain student evidence that informed their instruction. Jessica said, "We were actually given a very specific rubric that spelled out the word awesome. And had these details of, 'Okay, what should a summary look like?' And so then, that has been helpful for me in grading mastery." Student scores on the rubric help her better understand the gaps in learning and what needs to be readdressed in the next lesson. Lindsey said using a rubric helped her gain insight into student needs so she could plan the instruction better. She said, "It helps to be more precise to see what they're getting, what they're not getting, what we need to focus on more when if I need to reteach."

Other Findings

In addition to the findings related to the research questions, one additional interesting theme emerged. The theme was about the positive coach-teacher partnership. Although there were no interview questions regarding the partnership, many participants mentioned it as a pivotal aspect of their changed practice and overall experience.

Theme 1: Positive coach-teacher partnership. Eight participants mentioned a positive partnership with their instructional coach. Mary said, "My coach is so warm and so welcoming and so uplifting. But, I mean, [she] also knows when she needs to call me out… So we have that trust in that relationship." Ginger added how the collaborative partnership supported her professional practice:

"Having somebody to say, 'Okay, let's take a look,' somebody that's collaborating with you. Not necessarily a boss, but someone co-laboring with you to refine your practice and be able to bounce off ideas and refine the craft. I think that really has a lot of impact."

It is interesting that after the coaching cycle, most participants had an overall positive experience; however, initially half of the teachers reported hesitancy to partner with a coach. Peter shared his experience. He said, "The idea was that if I'm a veteran teacher, I don't need any coaching. What I realized is that I probably need more coaching because technology is changing, and things are happening that I wasn't experiencing 25 years ago." Of the five who reported initial hesitancy, four commented that the coaching cycle positively impacted them. Mary shared, "If someone's hesitant to do coaching because they feel like there's not anything that they're going to learn from it, they really need to be open to the idea that this is not to criticize. It's not to critique."

Table 2

Summary of Secondary Teacher Perceptions of Their Professional Practice

	Themes and Categories	N
RQ1	What are the changes, if any, in secondary teachers' perceived self-efficacy after participating in a student-centered coaching cycle?	
Theme 1	**More confidence in instruction**	9
Category 1	Increased intentionality of lesson planning	7
Category 2	Increased understanding of the standard and scaffolds	6
Category 3	Increased effectiveness in student engagement	6
RQ2	What are the changes, if any, in secondary teachers' perceived use of instructional strategies after participating in a student-centered coaching cycle?	
Theme 1	**Use of new instructional strategy**	9
Theme 2	**Increased effectiveness of existing instructional strategy**	8
RQ3	What are the changes, if any, in secondary teachers' perceived use of student evidence after participating in a student-centered coaching cycle?	
Theme 1	**Increased use of student evidence to inform instruction**	8
Other Findings		
Theme 1	**Positive coach-teacher partnership**	8

Note. N = The number of participants that shared each category and theme.

Summary

   This chapter presented the findings of interviews with ten teachers about their perceptions of their professional practice after engaging in a student-centered coaching cycle. Participants reported more confidence in instruction, the use of new and increased effectiveness of instructional strategies, increased use of student evidence to inform instruction, and a positive coach-teacher partnership. In Chapter 5, interpretations and recommendations are included. In addition, Chapter 5 includes a study summary, findings related to the literature, and conclusions.

Chapter 5

Interpretation and Recommendations

This qualitative study focused on secondary teachers' perceptions of their self-efficacy, usage of instructional strategies, and usage of student evidence after engaging in a student-centered coaching cycle. Chapter 5 builds upon the findings presented in Chapter 4. This chapter includes a study summary, findings related to the literature, and conclusions.

Study Summary

The following sections summarize secondary teachers' perceptions of their self-efficacy, usage of instructional strategies, and usage of student evidence after engaging in a student-centered coaching cycle. First is an overview of the problem, which provides context to the study's central issue. Next is an examination of the purpose statement and research questions. The third section is a review of the methodology. Finally, this section lists the major findings that emerged from the study.

Overview of the Problem

Elementary teachers have emphasized the importance of supportive partnerships, relationships, shared learning, and student-centered approaches in enhancing their instructional practices (Brandon, 2019). Studies indicate that frequent, actionable feedback focusing on processes rather than outcomes boosts an individual's self-efficacy (Gist & Mitchell, 1992), with instructional feedback particularly strengthening teacher self-efficacy (Krasniqi & Ismajli, 2022). The instructional coaching cycle significantly impacts teachers' self-efficacy beliefs (Tschannen-Moran & McMaster, 2009), especially when coaches adopt a collaborative role with consistent and actionable feedback (Knight,

2005). In student-centered coaching, coaches and teachers co-plan and co-teach lessons based on student evidence, and instructional coaches support the teacher in implementing the feedback during the coaching cycle (Sweeney, 2013). Student-centered coaching positively impacts teacher self-efficacy (Becker, 2019; Collins, 2021; Tekir, 2022). A gap exists in understanding secondary teachers' perceptions of student-centered coaching impact, underscoring the need for further research in this area (Collins, 2021; Frederick-Williams, 2019).

Purpose Statement and Research Questions

This qualitative study investigated how secondary teachers perceived the impact of participating in the student-centered coaching cycle on their teaching practices. The study specifically focused on their perceived changes in self-efficacy, utilization of instructional strategies, and integration of student evidence following their engagement in a student-centered coaching cycle.

The central question that guided the research was: What are secondary teachers' experiences of participating in a student-centered coaching cycle? The researcher used the following sub-questions to guide this qualitative study:

RQ1

What are the changes, if any, in secondary teachers' perceived self-efficacy after participating in a student-centered coaching cycle?

RQ2

What are the changes, if any, in secondary teachers' perceived use of instructional strategies after participating in a student-centered coaching cycle?

RQ3

What are the changes, if any, in secondary teachers' perceived use of student evidence after participating in a student-centered coaching cycle?

Review of the Methodology

This study employed a qualitative phenomenological research design. The researcher constructed open-ended, semi-structured questions that were utilized in the interviews. The setting for the study was District X, a large, urban school district in the midwestern United States. Purposive sampling was utilized to identify potential participants. The researcher conducted interviews on Zoom with 10 participants and recorded and transcribed the interviews using Zoom's transcription software. Participants were provided with their interview transcripts for member-checking. The researcher then analyzed the member-checked interview transcripts and identified common themes and categories within the responses.

Major Findings

The researcher used In Vivo coding to identify keywords or ideas, generate categories, and organize the categories into themes. In total, five themes emerged from the study.

Regarding the first research question, the emerged theme was that participants had more confidence in instruction. More specifically, seven reported increased intentionality of lesson planning, six reported increased understanding of the standard and scaffolds, and six reported increased effectiveness in student engagement.

Regarding the second research question, the first emerged theme was the use of new instructional strategies. Nine participants reported learning a new instructional

strategy due to the coaching cycle. A second emerged theme was the increased effectiveness of existing instructional strategies. Eight participants reported refining or increasing the effectiveness of a strategy they had already used.

Regarding the third research question, the emerged theme was the increased use of student evidence to inform instruction. Eight participants noted using student evidence to inform instruction more intentionally and in detail than before the coaching cycle. Of the eight participants, four noted using rubrics as an effective method in discerning student mastery.

Another interesting theme that emerged from eight participants was a positive coach-teacher partnership. Participants highlighted the value of their instructional coach, emphasizing warmth, trust, and collaborative support. Although five of the eight also mentioned a hesitancy to partner with the coach, they found the coaching cycle beneficial to their professional practice.

Findings Related to the Literature

 Research supports the use of general instructional coaching methods (Pearson, 2016; Syverson, 2018), the use of instructional strategies (Bruce & Ross, 2008; Cantrell & Calloway, 2008; Cornett & Knight, 2009; National Reading Technical Assistance Center, 2010), and use of student evidence to improve teacher self-efficacy (Donohoo, 2017; Dunn et al., 2013). However, there is minimal research that focuses specifically on the use of student-centered coaching.

The first major finding of this study focused on the changes in teachers' self-efficacy after participating in a student-centered coaching cycle. Most participants reported more confidence in instruction. For example, their instructional self-efficacy

increased after the coaching cycle. In addition, three participants mentioned increased disciplinary self-efficacy because of increased student engagement. The current finding was consistent with previous literature on the impact of a student-centered coaching cycle. For example, Becker (2019) found that teacher self-efficacy to control disruptive behavior, motivate student learning, and use assessments for student learning increased after engaging in a student-centered coaching cycle.

Regarding the changes in teachers' perceived use of instructional strategies, two major findings emerged. The first finding focused on teachers' use of new instructional strategies after a student-centered coaching cycle, with nine participants using new instructional strategies (e.g., cooperative learning roles, fishbowl). The current finding was consistent with previous literature on how a student-centered coaching cycle impacts teachers' use of instructional strategies. For instance, McKee (2022) found that the co-planning and co-teaching elements of the instructional coaching model allow teachers to implement new strategies. Also, Tekir (2022) found that student-centered coaching contributed to teacher self-efficacy and improved pedagogical knowledge, including an increased understanding of how to use new instructional strategies.

The second finding highlighted that after a student-centered coaching cycle, eight participants reported increased effectiveness of existing instructional strategies. While previous literature supported the impact of student-centered coaching on self-efficacy and improved pedagogical knowledge, including an increased use and understanding of instructional strategies (McKee, 2022; Tekir, 2022), there was no directly related literature about the changes in using existing instructional strategies. This underscores the need for further studies to confirm this finding.

Regarding the changes in teachers' perceived use of student evidence, one major finding emerged. Eight participants expressed an increase in using student evidence to inform instruction. For example, teachers started to plan instruction based on common student mistakes or gaps in knowledge based on student evidence observed using specific techniques, including aggressive monitoring and rubrics. The current finding was consistent with previous literature on how a student-centered coaching cycle impacts teachers' use of student evidence for instruction. For example, Tekir (2022) determined that the student-centered coaching model encouraged teachers to use student evidence to make data-driven decisions when planning lessons.

In addition to the findings that addressed research questions, one more major finding emerged from the interviews: a positive coach-teacher partnership, which may help to partially explain the positive impacts (e.g., more confidence in instruction) of the student-centered coaching that emerged from the current study. The literature on supportive partnerships and collaborative relationships suggested the impact of a positive coach-teacher partnership on teacher instructional practice and self-efficacy. For example, Brandon (2019) found that supportive partnerships, relationships, shared learning, and being student-focused all positively impacted teacher instructional practice. Similarly, Collins (2021) also found that collaborating with a coach and a positive partnership helped foster an effective coaching cycle that impacted teacher self-efficacy. Therefore, one of the possible mechanisms of the positive changes in participants' instructional practice and confidence in their instruction after the student-centered coaching cycle could be the positive coach-teacher partnership they experienced.

Conclusions

      This study explored the potential impact of a student-centered coaching cycle on secondary teachers' self-efficacy, utilization of instructional strategies, and utilization of student evidence. This section includes the implications for action, recommendations for future research, and concluding remarks.

Implications for Action

      First, school districts should create positions for student-centered coaches within their buildings. While the research on this coaching model is limited, the research does suggest positive outcomes for teacher self-efficacy, use of instructional strategies, and use of student evidence. Coaching in conjunction with other supports like PLCs and professional development trainings may best support teachers.

      Second, school districts should work to advertise the role of a student-centered coach, particularly if the district has used previous coaching models. A positive coach-teacher partnership may develop because student-centered coaching is student-focused rather than teacher-focused. This student-centered focus may not be the teachers' previous experience working with an instructional coach, so promoting the role and its impact may reduce hesitation and provide teachers with a clearer understanding of the process in which they will engage.

Recommendations for Future Research

      The sample size used in this research study was small and only included secondary teachers in one school district. Most of the participants were white females. A larger sample size may add to participant diversity. Therefore, it would be beneficial to

replicate this study with a larger sample size across various school districts to better understand the impact of the student-centered coaching model.

Additionally, it may be beneficial to conduct a longitudinal study to determine how long the impacts are sustained after a cycle. In the current study, teachers were interviewed in the same school year as their coaching cycle. As it is customary for teachers to engage in many cycles throughout their professional career, it would be interesting to note if each cycle created a long-lasting impact or had a similar outcome.

There is an absence of literature to support the finding of increased effectiveness of existing instructional strategies. To address the gap, it may be beneficial to conduct a similar study with the effectiveness of instructional strategies as a component. Not only would this provide empirical evidence to support the finding, but it would also contribute to the overall literature on student-centered coaching.

Concluding Remarks

The results from this study provided additional insight into teacher perceptions of their professional practice, an area where little research currently exists. Examining how teachers perceive their self-efficacy, use of instructional strategies, and use of student evidence after engaging in a student-centered coaching cycle contributes to the existing knowledge base of this coaching model. The results from this study offer insights into how school districts can best utilize their coaching models and potential further research opportunities.

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Appendices

Appendix A. IRB Approval

BAKER UNIVERSITY

Baker University Institutional Review Board

January 25, 2024

Dear Kristin Chasteen and Brian Henry,

The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.
6. If this project is not completed within a year, you must renew IRB approval.

If you have any questions, please contact me at skimball@bakeru.edu or 785.594.4563.

Sincerely,

Scott Kimball, PhD
Chair, Baker University IRB

Baker University IRB Committee
    Jiji Osiobe, PhD
    Tim Buzzell, PhD
    Susan Rogers, PhD

Appendix B. District X Approval
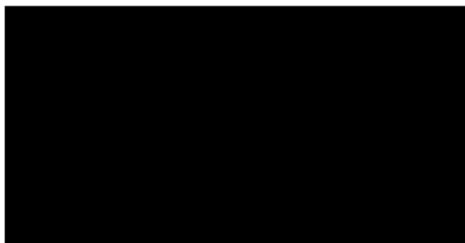
Kristin Chasteen <kristin.chasteen ████████████████████████

████████████   Feb 6, 2024, ‹

Hi Dr. ████

Just checking back in. My advisor is wondering when you think the request will be processed.

Thank you!

Kristin Werp Chasteen

███████████████████████

•••

████ ██████████   Feb 6, 2024,

to me ▾

It is okay to move forward.

•••

Appendix C. Invitation E-mail to Instructional Coaches

Dear Instructional Coaches,

My name is Kristin Chasteen, and I am a doctoral student in Baker University's Educational Leadership program. I am requesting your assistance in gathering information for a doctoral research study to better understand secondary teachers' perceptions of their self-efficacy, use of instructional strategies, and use of student evidence after engaging in a student-centered coaching cycle with an instructional coach. This study has been approved by the Institutional Review Board (IRB) at Baker University to ensure the study is ethical.

I am seeking to create a list of potential participants to interview. Will you please provide the names and email addresses of all teachers with whom you **have completed a student-centered coaching cycle** this (Fall 2023-Spring 2024) school year? I will send them an invitation email providing more information.

This interview includes questions to gather information regarding teachers' perceptions of their self-efficacy, use of instructional strategies, and use of student evidence before and after engaging in a student-centered coaching cycle.

Please do not hesitate to contact me via email at kristinwchasteen@stu.bakeru.edu or on my cell phone at ██████████ if you have questions or concerns.

Thank you for your time and support in identifying potential participants for this research study,

Kristin Chasteen

Appendix D. Invitation E-mail to Teachers

Dear {insert teacher name},

My name is Kristin Chasteen, and I am a doctoral student in Baker University's Educational Leadership program. I am conducting a research study to better understand secondary teachers' perceptions of their self-efficacy, use of instructional strategies, and use of student evidence after engaging in a student-centered coaching cycle with an instructional coach. This study has been approved by the Institutional Review Board (IRB) at Baker University to ensure the study is ethical.

I am seeking to interview teachers like you for my research study who have completed a coaching cycle this year to understand your experience better. Your instructional coach has indicated that you have completed a student-centered coaching cycle this school year.

By participating in this study, you will be adding to the limited literature on secondary teachers' perceptions of how participating in a student-centered coaching cycle may have impacted their teacher practices and give you an opportunity to share your own experience. Also, this interview may serve as a space for you to pause and reflect on your own professional experience this school year.

The interview includes 23 interview questions, and it is expected to last approximately 30-45 minutes. The first eight questions are demographic questions. The remaining 15 interview questions regard your perceptions and experiences of the student-centered coaching cycle. The interview protocol with questions is attached.

Participation is completely voluntary, and you may opt out of the study at any time for any reason. Pseudonyms will be used in the data report to protect your identity. Additionally, any other potentially identifying information, like the grade level you teach or the building you work in, will not be specifically shared. Interview recordings, transcripts, and data analysis will be stored digitally on a password-protected computer. Any hard copies will be stored in a file cabinet with a lock.

If you would like to participate, please read the Consent Form below, sign it, and return it to me via e-mail.

Please do not hesitate to contact me via email at kristinwchasteen@stu.bakeru.edu or on my cell phone at ▮▮▮▮▮▮▮▮ if you have questions or concerns.

Thank you for your time and consideration to participate,

Kristin Chasteen

Appendix E. Consent Form

Secondary Teachers' Perceptions of Student-Centered Instructional Coaching on Their Self-Efficacy, Use of Instructional Strategies, and Use of Student Evidence Informed Consent Form

Thank you for considering participation in this interview. Please read the following consent information, and if you agree to participate, please indicate by checking yes at the bottom of this form.

This study will explore secondary teachers' perceptions of how student-centered coaching may have impacted their self-efficacy, use of instructional strategies, and use of student evidence.

Instructional coaches in your district provided your name and email address since you had completed a student-centered coaching cycle with them. If you participate, you will answer eight demographic questions via Zoom poll and 15 interview questions on topics like your self-efficacy, how you use instructional strategies, and how you use student evidence since engaging in a student-centered coaching cycle. It is expected that the interview will take you 30-45 minutes to complete. Currently, there is limited research on secondary teachers' perceptions of how participating in a student-centered coaching cycle may or may not impact them. Your participation in this study will add to this literature and give you an opportunity to share your experience. Additionally, this interview may serve as a platform for you to pause and reflect on your own professional journey throughout this school year.

There are no anticipated risks associated with participating in this study. However, if you feel uncomfortable with a question, you may skip it, and you may exit the interview at any time. Any feedback you provide in the interview will be kept confidential. Your data will remain anonymous, which means your name will not be linked to the data you provide. Pseudonyms will be used to protect participants' identities.

Participation in this study is completely voluntary. Refusal to participate will involve no penalty. You can decide not to answer any question you feel is too personal or sensitive. You have the right to withdraw from the study at any point. If you decide to withdraw from the study, I will not include your data in the analysis.

Voluntary Consent: I have read the above statements and understand what is being asked of me. I also understand that my participation is completely voluntary and that I am free to withdraw my consent at any time, for any reason, without penalty. On these terms, I certify that I am willing to participate in this research project.

For questions about this study or if you would like to know the results of the study, please contact:
Principal Investigator:
Kristin Chasteen
kristinwchasteen@stu.bakeru.edu

Faculty sponsor/advisor:
Dr. Brian Henry
brian.henry@bakeru.edu

*I have read the above statement and consent to participate in this interview
___ Yes
___ No

Appendix F. Interview Protocol

Opening Statement

Welcome, and thank you for your willingness to participate in this study. My name is Kristin Chasteen, and I am currently a doctoral student at Baker University. Instructional coaches in your district have been practicing the student-centered coaching model. In this interview, I am seeking to better understand your experiences of engaging in the student-centered coaching model and how it may have impacted your teaching.

This interview will be recorded. Please know that your responses will remain confidential, and no names will be used in the report of the study. You may choose not to answer a question at any time, and you may also choose to opt out of the interview completely at any time. If you opt-out, I cannot use any of your responses.

We will start the interview with a quick Zoom poll to collect demographic data and some basic opening questions to understand you and your teaching experience better. Then, we'll move into more focused questions about your specific experience with instructional coaching, your perceptions of your use of instructional strategies, your use of student evidence, and self-efficacy.

Do you have any questions?

Zoom Poll Questions for Data Collection

1. What race and ethnicity do you identify with?

    a. American Indian or Alaska Native

    b. Asian

    c. Black or African American

    d. Hispanic or Latino

e. Native Hawaiian or Other Pacific Islander

f. White

g. Two or more races

h. Other

2. What gender do you identify with?

   a. Female

   b. Male

   c. Non-binary

   d. Decline to disclose

3. What is your age (in years)?

   a. Open answer

4. List the degrees you currently hold (e.g., Bachelor's in secondary English
   education, Bachelor's in biology, Master's in business administration)

   a. Open answer

5. Do you work in a middle school or high school?

   a. Middle school

   b. High school

6. How many years have you been teaching?

   a. Open answer

7. What subject area do you teach during your coaching cycle?

   a. Open answer

8. How many coaching cycles with an instructional coach have you engaged in this
   year?

    a. Open answer

Opening Questions

1. I see you've engaged in (insert number) coaching cycles this year. What was the focus of your coaching cycle(s)?

2. What has been your overall experience participating in a student-centered coaching cycle in your building this year?

Interview Questions

3. Instructional strategies refer to methods or techniques a teacher may use in order to support student learning. Some examples of instructional strategies may be a jigsaw, reciprocal teaching, graphic organizers, etc. Can you describe the instructional strategies you used regularly before working with your instructional coach in a student-centered coaching cycle?

4. After participating in the coaching cycle, did you notice any change in your use of instructional strategies?

    a. If the participant says yes, but does not provide examples, ask: You mentioned a change in X strategy; could you share a couple of examples with me? Or, You mentioned trying X as a new strategy, can you share that experience?

    b. If the participant says no, but does not provide examples, ask: Can you describe the strategies you used during the coaching cycle?

    c. If the participant says there is no change or no new instructional strategies incorporated and explains why, say: Thank you for sharing that challenge.

Next, I'm interested in hearing about how the coaching cycle may have impacted your use of student evidence.

5. Student evidence refers to a student work sample or assessment score, which may determine a student's proficiency level on a standard or progress monitor toward a goal. Some examples may be a quiz, an aggressive monitoring sheet where you have recorded student performance evidence during classroom work time, or student work samples that show their mastery of a standard. Can you describe how you used student evidence before engaging in a coaching cycle?

6. After participating in a student-centered coaching cycle, are there any changes in how you use student evidence?

    a. If the participant says yes but does not provide examples, ask: You mentioned a change; could you share a couple of examples with me?

    b. If the participant says no but does not provide examples, ask: Can you describe how you used student evidence during the coaching cycle?

    c. If the participant says there is no change and explains why, say: Thank you for sharing that challenge.

    The last area that we will cover today is your self-efficacy.

7. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. For teachers, this can be a teacher's belief in their ability, or confidence, to effectively impact student learning and performance. Some examples that may exhibit high self-efficacy are setting challenging goals for students, persisting in the face of

setbacks, or having confidence in the ability to tackle challenges. In general, do you think your self-efficacy has changed because of the coaching cycle?

    a. If the participant says yes, ask: Can you provide some examples?

    b. If the participant says no, ask the next interview question.

8. A subdomain of teacher self-efficacy is instructional self-efficacy. It refers to how much you believe you can promote rigorous learning, keep students on task, or motivate students. Can you describe your instructional self-efficacy before working with your instructional coach in a student-centered coaching cycle?

9. After participating in the coaching cycle, did you notice any change in your instructional self-efficacy?

    a. If the participant says yes, but does not provide examples, ask: You mentioned a change; could you share a couple of examples with me?

    b. If the participant says there is no change, say: Thank you for sharing that.

10. Another subdomain of teacher self-efficacy is efficacy to influence school resources to get the materials and resources you need to teach. Can you describe your efficacy to influence school resources before working with your instructional coach in a student-centered coaching cycle?

11. After participating in the coaching cycle, did you notice any change in your efficacy to influence school resources?

    a. If the participant says yes, but does not provide examples, ask: You mentioned a change; could you share a couple of examples with me?

    b. If the participant says there is no change, say: Thank you for sharing that.

12. A third subdomain of teacher self-efficacy is disciplinary self-efficacy, which is how much you believe you can get students to follow rules, control disruptive behavior, and prevent problem behavior. Can you describe your disciplinary self-efficacy before working with your instructional coach in a student-centered coaching cycle?

13. After participating in the coaching cycle, did you notice any change in your disciplinary self-efficacy?

    a. If the participant says yes, but does not provide examples, ask: You mentioned a change; could you share a couple of examples with me?

    b. If the participant says there is no change, say: Thank you for sharing that.

14. Is there anything else you'd like to share about your coaching experience?

Closing Statement

Thank you for your time and valuable insights into teacher perceptions of how student-centered coaching has impacted their practice. Your feedback will contribute to ongoing research on instructional coaching and teacher professional development. I will send you a transcript of this interview for you to review and ensure your responses are accurate. If you have any questions in the meantime, please feel free to contact me via email at KristinWChasteen@stu.bakeru.edu or via phone at ▮▮▮▮▮▮▮. Again, thank you for your time; it is greatly appreciated.