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It Takes More Than a Whistle: Perceived Characteristics of Effective School Based Coaches

Jenna Nicole Sage

University of South Florida, jenna.sage@yahoo.com

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It Takes More than a Whistle: Perceived Characteristics of Effective School Based
Coaches

by

Jenna N. Sage

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Special Education
College of Education
University of South Florida

Major Professor: Albert Duchnowski, Ph.D.
Karen Colucci, Ph.D.
Lise Fox, Ph.D.
Patricia McHatton Alvarez, Ph.D.

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Mentoring, Case Study

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DEDICATION

I want to dedicate this dissertation to my family without whom this journey would have been impossible. My husband has been a part of this academic expedition since high school and knows how perilous it has been at times. I want to thank him for always being my companion and trusting that we would make it through together; for all of his blood, sweat, and putting up with my tears. I love you.

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From high school dropout to doctor.

Thank you to my family for always believing in me.

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ABSTRACT

School districts across the United States are moving toward tiered models of service delivery such as Positive Behavior Support (PBS) and Response to Intervention (RtI). A common practice in providing support for those initiatives is to develop leadership teams who are facilitated by an education-based coach. With a recent surge in hiring and transitioning of education-based coaches who support PBS and RtI it is increasingly important to understand the perceived characteristics of those coaches who are most effective at providing the social and academic outcomes associated with tiered models of service delivery. This dissertation will use a case study methodology and mixed method analysis to examine the perceived characteristics of effective coaches and the organizations that best support effective coaches.

Chapter One

Introduction

As school districts move forward with federal mandates and initiatives that support behavioral and academic problem solving models such as positive behavioral supports (PBS) and response to intervention (RtI) there is an increased need for greater specificity and refinement as well as examples of effective implementation of problem solving models. Many districts are utilizing tiered models of support that include a hierarchical framework by which district level personnel support school based teams. In doing so, a common model of effective teaming and training includes the use of a coach to support teacher needs and implementation (Neufeld & Roper, 2009).

The school reform movement in the past decade has included a number of legislative and policy changes that have had an impact on the role and responsibilities of school-based coaches. Within the school reform movement state-level organizations provide support for coaches in multiple ways including ensuring funding, assisting in meeting quality standards, access to information and resources, and ongoing professional development (Dole, 2004; Killion, 2007; Onchwari & Keengwe, 2010). Several school reform centers have suggested recommendations for the process of coaching (Black, 2007; Brady, 2007). The most important suggestion is to create a comprehensive and strategic reform plan that includes a coaching model for instructional and school-based initiatives (Black, 2007).

Recommendations have also been made regarding policy and practice for coaching within a school reform movement (Sloan-McCombs & Marsh, 2009). Schools should consider ways to identify high-quality coaches, and qualified coaches, offer incentives to attract quality coaches, provide continuous professional development for coaches, create a climate of data based decision making, and address barriers to effective coaching (Brady, 2007; Sloan-McCombs & Marsh, 2009). The movement toward accountability and quality in education has put a local, state, and federal focus on the need for effective education supports through a coaching process.

In Florida and across the nation recent distribution of monies from the American Recovery and Reinvestment Act (ARRA) of 2009 to support school reform and create jobs has also led to an increased focus on the role of the school-based coach (ed.gov, 2009). In Florida specifically, funds were established through ARRA for reading and other appropriate coaches (FLDOE, 2009). For example, there are more than 2,000 full-time education based coaches in Florida and these numbers have grown exponentially over the past decade (Knight, 2007). The role of these coaches is intended to provide support to assist in improving and sustaining student achievement and overall school improvement requirements (FLDOE, 2009). This is especially relevant since coaching is relatively cost effective and in the past district budgets often did not expand rapidly enough to support coaching models and the resources necessary for effective coaching (Black, 2007; Joyce & Showers, 1981)

In 2009, Hillsborough County Public Schools (HCSP) was awarded a 100 million dollar grant award through the Bill and Melinda Gates foundation to, “develop a quality new-teacher induction program that would include true mentoring relationships; improve

our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan”

(<http://communication.sdhc.k12.fl.us/empoweringteachers/>). The award of this grant is met with both excitement and apprehension by the community. While the investment in improving teacher quality is generally accepted, it may also be the case that there is a certain level of uncertainty for how the district can support this level of training without an in-depth understanding of how to effectively train, evaluate, and incentivize teachers. This apprehension may be especially true for enhanced professional development and peer mentor evaluations which includes coaching elements.

Positive Behavior Supports and Response to Intervention

ARRA funds were also established for schools to provide Positive Behavior Supports (PBS; FLDOE, 2009). PBS is a systematic school-based reform process by which schools provide teaching, modeling, and reinforcement of appropriate behaviors (Peshak-George, Kincaid, & Pollard-Sage, 2009). PBS refers to the process of including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments (Sailor, Dunlap, Sugai, & Horner, 2009). Those supports are implemented across three levels on a continuum of services and interventions. PBS restructures the punitive environment to focus attention on appropriate behaviors that have been explicitly taught and practiced. This process is often supported through a team that consists of six to eight team members with specific roles and responsibilities who are led by a behavior-based coach (Lewis, Barrett, Sugai, & Horner, 2010).

Similarly, the role of effective school-based team coaching has become more relevant with the implementation of Response to Intervention (RtI). RtI utilizes a three tiered process of responding to student needs based on universal assessment and is supported through progress monitoring and ongoing evaluation (FLDOE, 2008; Kurns & Tilly, 2008). The National Association of State Directors of Special Education (2006) suggests that while implementing an RtI process, state education agencies should assist by providing active leadership. This may require examining and modifying current roles and responsibilities to support the local education agencies in implementing RtI and scientific based interventions. Many schools and districts are adjusting their infrastructure to create behavior and academic coaches. Kurns and Tilly (2008) go on to explain that the scaffold of interventions and active leadership should include structures that support intervention coaches and ultimately implementation fidelity.

As schools continue to invest time and money into supporting initiatives and professional development it is essential that the role of ‘coach’ be understood. The more that schools and districts understand the characteristics that make an effective coach, the better they will be able to hire, train, and support education based coaches.

The Problem

The following study was a descriptive and explanatory case study (Duchnowski, Kutash, & Oliveira, 2004; Hocutt, & Alberg, 1994-1995; Yin, 1984, 1994) aimed at identifying perceived characteristics of effective coaches who support educational interventions and initiatives such as PBS and RtI. This study linked propositions developed from the literature on coaching across multiple fields to current theories of coaching in education. The intent was to create a set of core competencies and

characteristics to assist SEA's and LEA's as they create plans based on long term school reform goals or short term plans involving federal grant funding, to provide school-based coaching to support initiatives such as PBS and RtI.

With an intense focus on PBS and RtI and an increased focus on coaching to support those tiered initiatives, it is necessary to understand the coaching process (Horner, Sugai & Anderson, 2010; Peshak-George & Kincaid, 2008). There is much emphasis on coaching as a support for systems change efforts: little is known about who makes a good coach, what the outcomes of effective coaching are, and what roles and responsibilities impact the outcomes of coaching, what effective coaching looks like, feels like, or sounds like (Knight, 2009; Lewis, Barrett, Sugai, & Horner, 2010; OSEP, 2004; Sugai & Horner 2006). There is a lack of a clear universal definition of effective coaching in tiered service models in education (Joyce & Showers, 1982; Knight, 2009; Lewis, Barrett, Sugair, & Horner, 2010; Neufeld & Roper, 2009; Sailor, Dunlap, Sugai, & Horner, 2009; Sugair & Horner, 2006). Without a clear definition it is difficult to understand the overall goal of coaching processes, including implementation fidelity and improved student outcomes. That being the case, it is important to gain a better understanding of the coaching process.

The goal of the study was to test the propositions developed through a literature review about the perceived characteristics of effective coaching. The literature review included characteristics across multiple fields of study with the intent of examining the foundation for which education-based coaching, specifically that of coaching for PBS/RtI processes, has been determined and whether foundational theories of coaching draw a straight line to coaching that supports tiered models of support such as PBS and RtI.

The results of the study can then be used to assist in understanding school-based coaching roles and lead to more rigorous studies of the effects that characteristics of effective coaches may have on student outcomes, effective coaching processes, and how districts can hire, support, and train effective coaches. The contribution of this study is to provide a rich description of the perceived characteristics of effective coaches to help guide future empirical studies.

Research Questions

1. What perceived core characteristics can be identified that describe effective coaches?
2. What perceived core characteristics can be identified that describe effective organizations that support coaching?

Chapter Two: Part One

Coaching Characteristics

Joyce and Showers (1980), the seminal authors of education based coaching, have described the search for a term to define the role of ‘facilitated guide’ as a search to capture the relationship of facilitated learning. In their work, they described terms to be avoided such as “supervised practice,” because they envisioned negative connotations associated with it (Joyce & Showers, 1980). Joyce and Showers (1980) based their initial work within the field of sports and found that a coach is a person who is perpetually teaching others how to help each other.

The role and responsibilities of a coach differ across multiple fields in which they are commonly used such as sports, business, medicine, life, and education. The overall concept of coach is often related to a person who instructs or trains others on specific skills (The American Heritage College Dictionary, 1997). Coaching as it relates to education has been defined as technical assistance, on-site support, and a collaborative relationship which generates action research, problem solving, and the facilitation of transferrable learning (Joyce & Showers, 1980; Neubert & Bratton, 1987; Robbins, 1995; Ringwalt, et al., 2009). In addition, coaching in the field of education specifically requires an observation and feedback cycle which should assist staff with mastering skills related to curriculum, instructional goals, and pedagogy (Joyce & Showers, 1980; Lewis, Barrett, Sugai, & Horner, 2010).

Broad theoretical frameworks. The framework for instructional/school-based coaching is modeled after theories of coaching across disciplines. Several theories that have been posited as guiding the framework for coaching include psychoanalytic, cognitive behavioral, organizational, and humanistic theories (Kilberg, 1997; Bandura, 1986, 1977; Stern, 2001; Peterson, 1996). These models support school-based coaching but do not translate literally into an effective model and do not elaborate on the necessary traits or characteristics of an effective school-based coach. The framework for coaching is posited on several seminal theoretical frameworks, such as, the zone of proximal development and social learning theory, as well as, more contemporary perspectives that have both historical and current models for coaching processes and characteristics of coaches. These theoretical frameworks have created the base for educational coaching and are described below.

The theoretical tenets of Vygotsky (1978) support the coaching process, especially that of peer based coaching. Human development and learning is viewed as a social process, by which the construction of meaning is transferred between individuals (Vygotsky, 1978). This theory supports the idea that exchanges between people (coach and coachee) are a process by which learning can occur.

Vygotsky's (1978) Zone of Proximal Development (ZPD) also influences the coaching process, specifically, the relationship between learning and development. ZPD proposes that the process of learning is tied to developmental stages in a complex manner (Vygotsky, 1978). It is the theory of ZPD that has impacted the ages at which curricular strategies are focused and taught (Vygotsky, 1978). This is also true for adult learning processes. ZPD also proposes that learning and development are individually determined

(Vygotsky, 1978). It is this supposition from ZPD that impacts the need for coaching in the adult learning process. Since people develop and learn to varying degrees across varying times, the coaching process can add to professional development training by adding a personalized and individualized component to the learning process

Similarly, Bandura's Learning Theory (1977; 1986) proposes that learners have the opportunity to both discuss and reflect on material learned. Bandura's (1977) theory of social learning grew from the behavioral theories of the time to include a social/observational process. Rather than a simplified stimulus response cycle, Social Learning Theory adds an observational dimension. Social Learning Theory also includes a component of efficacy (Bandura, 1977; 1986). Efficacy, the idea that one can accomplish a goal individually, is important for both coach and coachee. For a coaching process to be successful, both/all persons involved must believe that success is a goal and a possibility (Sullivan & Kent, 2003). Bandura (1977) also proposed that for learning to occur, application of new ideas must occur congruent with feedback and observation. It is this feedback and observation cycle that Joyce and Showers (1980) described as quintessential to the coaching process. The process of learning through observation also implies an effect of modeling behaviors for staff, which is a common coaching practice (Bandura, 1977).

Theoretical coaching perspectives. The contemporary history of coaching as a profession in the literature dates back to the late 1930's and continued to appear minimally in the literature base for several decades (Bigelow, 1938; Gorby, 1937; Hayden, 1955; Mold, 1951). Mahler (1964) in the mid 1960's began to publish research on training managerial personnel as effective coaches. Tobias (1996) proposed that the

term coach was first used in the fields of consulting and counseling as a result of previous terms related to the process of coaching seeming remedial. By redefining the role of coach, attention was given to a more contemporary definition of the coaching process and led to an increase in attention to the role of coach throughout the 1990's (Stern, 2001). Much of the history of coaching stems from the business world in terms of performance management production. Industrial psychology also employed the use of consultative practices for job satisfaction and placement in the corporate world (Ryan & Smith, 1954). The use of industrial psychology and developmental counseling, the precursor to corporate coaching, again dates back to the 1930's (Flory, 1965).

Athletic coaching. While there is little in the literature directly connecting the field of athletic coaching to educational coaching, it is clear that the role of coach originated in the sports field. The role of coach in sports has often been viewed as punitive, demanding, and boisterous; the connection to education is based on the facilitative and teaching aspects of coaches. Lindsley (1992), went so far as to suggest that consistent coaching and practice are widely accepted in athletics but often neglected in academics, primarily because education doesn't keep score. This is no longer the case with rigorous standardized testing and this may be part of the crossover of the role of coach from sports to academics.

Neufeld and Roper (2003) take the idea of coaching in athletics, especially the role of coaches in tennis and football, and describe the role of education coach as parallel in that a coach helps players to strengthen skills prior to games. They go on to describe the role of education based coach as one that is collaborative and designed to assist in the development of school-based capacity (Neufeld & Roper, 2003). Thus, the role of both

athletic and educational coach is one who assists in developing the necessary skills to achieve high scores and team success, much the way educational coaches' specific roles are to collaborate with teachers to develop the necessary skills to assist with student success.

Executive coaching. Executive coaching has been defined as a process by which people are provided the skills, information, and opportunities needed to develop and become more effective (Baron & Morin, 2009; Peterson, 1996). The use of the term coach in the business field evolved from autonomous and teaming structures created during the removal of vertical structures within business organization (Nyman & Thach, 2002). The process of executive coaching has been described as teaching contextual skills within personal relationships between coach and coachee and providing feedback on interpersonal relations and skills (Baron & Morin, 2009; Ellinger, 2003). The executive coach creates a customized program with activities to assist the coachee with relevant problems or issues to maintain consistency and focus attuned to the coachee's strengths (Baron & Morin, 2009; Peterson, 1996).

The use of coaches in the business field has become increasingly common over the past decade (Baron & Morin, 2009; Ellinger, 2003; Passmore & Brown, 2009) and the field of executive coaching has been estimated as a billion dollar industry (Bono, Purvanona, Towler & Peterson, 2009). The International Coaching Federation (ICF), one of the largest institutions that tracks, certifies, and supports executive coaches has estimated that there are more than 15,000 members across 90 countries (Baron & Morin, 2009). The ICF further estimates that worldwide there are more than 30,000 practicing coaches which has steadily increased over several years (Baron & Morin, 2009; Bono,

Purvanova, Towler & Peterson, 2009). It has also been suggested that 88% of organizations use a coaching process and 74% of organizations report an increase in the use of coaches over the past several years (Passmore & Brown, 2009).

Types of executive coaching. Four common types of executive coaching have been described by Nyman and Thach (2002). Performance coaching is a process which involves a coach working individually with a business leader to assist them in identifying strengths and areas for improvement. Holistic coaching is a process by which individuals are coached to find balance across life domains. Content coaching requires that a coach have a specific skill set in a content area and a successful track record with that business skill which is similar to the person being coached. The manager as coach uses a person who already has the roles and responsibilities of business manager and assigns them to support persons working under them (Nyman & Thach, 2002).

While there are multiple types of coaching in the executive field and a growing population of coaches being used to support employees and leaders in business it is important that a research base exists to support the roles and responsibilities of executive coaches. It is often the literature from executive coaching that supports the role of coach in education (Passmore & Brown, 2009). Bono, Purvanova, Towler and Peterson (2009) suggest that a common theme found across the executive coaching literature is the need for more evidence for who makes an effective executive coach.

A recent review of the literature on executive coaching revealed only few evidence based studies regarding the impact of executive coaching (Ellinger, 2003; Grant, 2004; Kampa-Kokesch & Anderson, 2001). These evidence based studies focused primarily on performance improvement, behavioral and cognitive based coaching

outcomes, and coaching relationships (Bush, 2005; Cavanaugh, Grant & Kemp, 2005; Dawdy, 2004; Passmore, 2006). The research indicates that tangible benefits derived from executive coaching include acquisition of new skills, improvement in work conditions and relationships, increased motivation, growth within employment roles, establishment of work-related goals and with regards to business outcomes increased sales (Marber, 2007). The empirical studies reveal overall that executive coaching is positively related to increased self-efficacy, leadership roles, and improved performance (Baron & Morin, 2009; Ellinger, 2003).

A retrospective study by McGovern et al. (2001) reported the relationship between coach and coachee as critical to the success of the coaching process. Similarly, Dingman (2004) in an internet poll of 92 coaches also reported a correlation between the relationship of the coach and coachee and the success of the coaching process. The ability to develop rapport and form relationships is a common theme among characteristics of coaches.

In a study examining the coaches backgrounds, Judge and Cowell (1997) identified that coaches held various degrees with 90% having degrees in business and psychology and some of the coaches holding psychology licenses and working independently. The study included three large organizations asked to respond to an email questionnaire (n=428 participants). Results indicated that those coaches that did not have a psychology background were more likely to discuss questioning skills, building rapport, and having a variety of resources available. Those coaches with psychology backgrounds were more likely to mention analysis and assessment of data, knowledge of business and characteristics such as a sense of humor, intuition, courage and perceptiveness (Bono,

Purvanova, Towler & Peterson, 2009). This study revealed the importance of a coach's background to influence their perceptions about effective coaching and the roles and responsibilities of coaching. In executive coaching a background in psychology was viewed as having a more positive effect on coaching. This is relevant for those school based psychologists that may perform the role of coach on a PBS/RtI team.

While the field of executive coaching is based more on practice than on research it can be said that the characteristics and roles and responsibilities of the coach are an important factor in the coaching process and several themes regarding characteristics emerged from the literature (Lowman, 2005). As described above, the relationship between coach and coachee are a constant theme (Baron & Morin, 2009; Bono, Purvanova, Towler & Peterson, 2009; NASA, 2006).

Characteristics described in the executive coaching field include flexibility, warmth, openness, listening and counseling skills, presence and attentiveness, and spontaneity (Baron & Morin, 2009; Bono, Purvanova, Towler & Peterson, 2009; NASA, 2006). Roles and responsibilities described in the literature include therapeutic techniques, interpersonal and intrapersonal skill development, establishing a coaching agreement, active listening, asking powerful questions, effective communication skills, ability to create action plans, establish goals, and manage coachee progress (Baron & Morin, 2009; Bono, Purvanova, Towler & Peterson, 2009; NASA, 2006). Based on the coaching criteria, several authors have suggested tips on hiring executive coaches which include clearly defining desired outcomes, defining assessment procedures, and commitment to the coaching process (Nyman & Thach, 2002). Suggested questions to ask potential coaches include; what is the need to be coached relative to the need for

development and what is the potential coaches' method to assist in the development process (Bono, Purvanova, Towler & Peterson, 2009)?

With the field of executive coaching growing rapidly in the business community there are direct links to the coaching process in the education field. The characteristics, background experience, and roles and responsibilities defined by executive coaching help schools to define similar coaching standards. The growth of executive coaching reflects the potential for contributions to defining education based coaching (Passmore & Brown, 2009).

The contemporary theories within executive coaching have common ties to the use of coaches in education. While the field of coaching has grown across the business field it has simultaneously grown in the field of education. While empirical studies have examined the outcomes of the coaching process, few have investigated the characteristics that create an effective coach. With executive coaching and educational coaching working symbiotically to gain exposure and impact it is increasingly important to understand all aspects of the coaching process, including that which makes coaches effective enough to have meaningful outcomes.

Personal coaching. Similar to executive coaching, the field of personal or life coaching has also grown substantially. The field of personal coaching was grown from the field of sports and executive coaching as a process to motivate and support individuals (Biswas-Diener, 2009). Personal coaching assumes that people have the capacity to grow, to focus on mutually developed goals, and work in collaborative relationships (Biswas-Diener, 2009; Dunn, 2009).

While the field of personal coaching is growing, the research base is relatively small. One popular personal coaching model, GROW (goal, reality, options, will) developed in the 1990's is a problem solving model based on behavioral theory (Passmore & Brown, 2009). Again, while the literature is replete with case study examples of the effectiveness of models like GROW, there is little to no empirical evidence of the success of personal coaching.

Thus a common misperception has been that personal coaching mimics common therapeutic techniques (Dunn, 2009; Ellinger, 2003). Personal coaching has a focus on coachee behavior and practical applications of skills, whereas, therapy often focuses on underlying issues for behaviors (Dunn, 2009; Ellinger, 2003). The personal coaching relationship is generally one that emphasizes personal resources, strengths, and goal setting (Biswas-Diener, 2009).

Since the process of personal coaching is focused on individual behaviors, coaches must have a set of skills to assist coachees in setting and pursuing goals. Personal coaches are described as needing to have active listening skills, be able to ask powerful open-ended questions that allow coachees to become aware of personal behaviors and resources, should be able to work with coachees to remove or reframe negative self-talk and work toward personal goals, use encouragement and have a level of consistent optimism, celebration, and acknowledgement to boost coachee success, and have accountability skills to assist coachees in reaching goals, setting deadlines, and maintaining progress (Biswas-Diener, 2009).

These characteristics are not empirically validated but are consistent throughout the case study literature in the personal coaching field. While personal coaching is often

not a scientific endeavor, the value of understanding how it has influenced education-based coaching and furthermore our understanding the effectiveness of a coach are valuable additions to our perceptions of the coaching process. The characteristics of coaches in the personal coaching process may likely be similar to those in education.

Healthcare coaching. Coaching in the healthcare field has been described as a process by which nurses and healthcare professionals can help patients to achieve their goals (Donner & Wheeler, 2009). Often healthcare coaching includes inter-professional collaboration including nurses, physicians, and other health care professional working together to assist those being coached to reach health related goals (Donner & Wheeler, 2009). Healthcare coaching describes the process as one in which the patient leads.

Roles and responsibilities described in the healthcare field for effective coaching include the ability to facilitate conversations through listening and questioning, effective observation of patient behaviors and providing timely and meaningful feedback (Donner & Wheeler, 2009). Also a healthcare coach should help patients to clarify values and beliefs, identify gaps between perception and reality, and build trusting relationships (Donner & Wheeler, 2009). Characteristics in the healthcare coaching process include flexibility and dependability, sensitivity, commitment, optimism, organization, and balanced concern (Donner & Wheeler, 2009).

Again, while there is little empirical evidence to support the roles, responsibilities, and characteristics of healthcare coaches, there are overlaps across the fields of sports, executive, personal, and healthcare coaching that include listening and questioning, relationship and rapport building, assessment and accountability, and observing, supporting, and working with clients, patients, or coachees to succeed at agreed upon

goals. These fields are influencing the use of coaches in education and the need to understand what characteristics and roles and responsibilities are necessary. While there are common themes across fields the use of coaches in education is often different than those in sports, business, personal and the health fields.

Educational coaching. With an increased need for effective school based coaching to facilitate teams through developing instructional curricula and implementing behavioral supports and programs, the need to determine the characteristics and roles and responsibilities of effective coaches increases. Contributors to the National Implementation Research Network (2005) suggest that through investigation they did not find any analyses of the components of effective coaching (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005). These authors go on to say that though it is clear that effective coaching is important there is no evidence of what makes a coach effective (ibid.).

In education, there are a number of different types of coaching which each have different methods and goals (Knight, 2009). Several types of educational coaching include peer coaching, classroom management coaching, content and instructional coaching, literacy coaching, and cognitive coaching (Knight, 2007; Knight 2009). These varieties of education based coaching require defined roles, administrative support, building coaching relationships, and resources such as personnel, time, and supportive staff (Knight, 2007; Knight 2009).

Mentoring. It is also important to make a distinction between mentoring and coaching. Mentoring is a commonly used process in education which has many similar characteristics with coaching (Donner & Wheeler, 2009; Michael, 2008; Murray, Ma &

Mazur, 2008; Onchwari & Keengwe, 2010; Starcevich, 1991). The biggest distinction made between coaching and mentoring across disciplines is that mentoring is a relationship between a person with more experience and knowledge to assist a person in growing and developing, whereas, coaching is more collaborative, time limited, and focused on conversation between two skilled professionals to help to achieve mutual or individual goals (Donner & Wheeler, 2009; Shore, Toyokawa & Anderson, 2008). In other words, a mentor instructs and assists, while a coach collaborates and guides (Donner & Wheeler, 2009; Michael, 2008).

Most commonly, schools assign senior or experienced teachers to work with novice or lesser skilled teachers (Murray, Ma, & Mazur, 2008). While there are similarities between coaching and mentoring, such as, building relationships, goal setting, and a set of skills and knowledge about the subject being supported, the difference between collaborative versus expert driven has drawn the line in the sand between the two roles. While schools often use a mentoring process, they may also engage in a coaching process, with mentoring being used to support novice teachers and coaching used to support lesser-skilled teachers or to teach new programs, curricula, or initiatives.

Instructional coaching. Instructional coaching is intended to improve the quality of teaching and the outcomes of student learning in classrooms (Saphier & West, 2009; Ringwalt, et al., 2009; Neufeld & Roper, 2003; Ross, 1992). The instructional coaching process is one that includes feedback, support, and motivation to increase student achievement (Saphier & West, 2009; Neufeld & Roper, 2003). Two types of instructional coaches are often referred to in the literature, change coaches and content coaches (Neufeld & Roper, 2003). Change coaches commonly work toward school

reform movements and overall organizational improvement by identifying and allocating resources, as well as, assisting in developing leadership skills of teachers and administrators (Neufeld & Roper, 2003). Content coaches focus on instructional strategies in content areas and more often work directly with teachers more than administrators (Neufeld & Roper, 2003).

Instructional coaches are most often site-based individuals who provide intensive professional development and work collaboratively with school staff (predominately teachers) to help them utilize research-based strategies into the classroom (Neufeld & Roper, 2003; Knight, 2007). Instructional coaching has most often been associated with literacy-based instruction and most recently with response to intervention (Knight, 2007; Sloan-McCombs & Marsh, 2009).

The goals of change, content and literacy based coaching are to work with educators to analyze lessons and interventions, provide feedback and promote problem solving (Brady, 2007). The goal of instructional coaching is to work with teachers to ultimately improve student outcomes, however, there is little evidence to support student achievement improvements (Allan, 2007; Black, 2007; Blamey, Meyer & Walpole, 2008/2009; Joyce & Showers, 2002; Ringwalt, et al., 2009). There are however anecdotal reports to support the effectiveness of instructional coaching.

One case study conducted in 2005 in a Northwestern school district reported school transformation from coaches that build trusting relationships, and are content experts that use data to drive decision-making and lesson planning (Black, 2007). Another school district reported that instructional coaching across the school district assisted in empowering teachers to implement instructional practices. Two large school

districts report that 85% of their teachers continue to use the instructional strategies that coaches have helped them to plan and implement and these changes are improving student outcomes (Black, 2007).

Seminal research by Joyce and Showers (1980) has indicated that professional development is more effective when coupled with a coaching process. Knight (2007) has also shown that teachers are more likely to implement new strategies when supported by instructional coaches. Those teachers that were supported by instructional coaches also were more likely to demonstrate high quality implementation more frequently than those teachers that gained skills from professional development alone (Knight, 2007).

Research on instructional coaches at the elementary level indicates that coaches' roles often include professional development, assessment, observation and modeling, and planning (Blamey, Meyer & Walpole, 2008/2009; Neufeld & Roper, 2003). Knight (2007) has indicated that instructional coaching roles fall into several coaching principles: choice and voice, dialogue and reciprocity, reflection, praxis, and equality. Standards for middle and high school literacy coaching includes: collaboration, evaluation and development of instructional strategies (IRA, 2006).

Coaches are also required to support novice teachers and help to improve practice, support veteran teachers, maintain professional relationships with school administration, manage time and resources, provide organizational support, be aware of best practices and research-based interventions, maintain confidentiality with staff members and administration, understand how to teach adult learners, and be an advocate (Brady, 2007; Neufeld & Roper, 2003; Saphier & West, 2009). These responsibilities are most often done while having limited authority, often while maintaining a teaching responsibility,

and sustaining efforts to be updated on the latest teaching technologies (Brady, 2007). It is these challenges to instructional coaching that again address a need to understand the characteristics of an effective coach to ensure that the right individual is matched to the job.

Peer coaching. Similar to instructional coaching, peer coaching is a process in which novice teachers are observed, offered instructional advice, and supported through resources (Bowman & McCormick, 2000; Parkinson, 2005). However, peer coaching is a process by which teachers at similar learning phases are supporting each other, rather than an expert-novice model such as instructional coaches (Bowman & McCormick, 2000; Brady, 2007; Neufeld & Roper, 2003; Saphier & West, 2009). Peer coaching is described as a strategy for a collaborative partnership to make evaluative decisions regarding instruction (Bowman & McCormick, 2000; Parkinson, 2005).

Joyce and Showers (1996) documented the history of peer coaching from the mid-century to the millennium. In the mid-century the focus of coaching practices primarily centered on professional development of academic quality and social equity which paralleled the political and social movements of the time (Joyce & Showers, 1996). In the 1970's the professional development and training efforts made by schools and professionals were not making significant and sustained school change (Joyce & Showers, 1996). At the same time, there was a lack of research on training outcomes, especially outcomes of teachers tied to student achievement (Joyce & Showers, 1996). In the 1980's and 90's changes that were made to school organization and school reform movements led to changes in training design to focus more on follow-up and post training

support, which led to the coaching process (Joyce & Showers, 1996; Stokes & Baer, 1977).

PBS and RtI coaching. As described above, in athletic, executive, personal and healthcare coaching, the role of the coach is to build a trusting relationship with staff, assess and develop skills of individuals, and provide feedback to staff on the use of newly acquired skills. In PBS and RtI the role of the coach also includes building internal capacity of the school and district to make reform and organizational decisions (Neufeld & Roper, 2003; CPBIS, 2008). The PBS and RtI coach works directly with instructional staff but also has to interact directly with district and school administration to assist in PBS and RtI implementation, school reform activities, and whole school implementation and structure (Neufeld & Roper, 2003; Lewis, Barrett, Sugai, & Horner, 2010).

In one state recently, coaching of PBS has increased nearly 200% and that state also expanded the role of special education cooperatives that support coaching processes (Illinois PBIS, 2009). This expansion has been seen across the U.S. and internationally (PBIS.org). With an increase in the number of persons assigned to a coaching role in schools, specifically to support PBS and RtI the specific roles and responsibilities should be clearly identified. As described earlier, the PBS and RtI coach is a change coach, responsible for assisting administration with addressing whole school reform and organization (Neufeld & Roper, 2003; Lewis, Barrett, Sugai & Horner, 2010). Specifically, a change coach helps to recruit PBS and RtI team members, build capacity for implementation, model leadership skills to staff members, and develop and identify resources (Neufeld & Roper, 2003; Lewis, Barrett, Sugai, & Horner, 2010). A change coach is also responsible for understanding and assessing school-wide data and sharing

that data with administration and school staff (Neufeld & Roper, 2003; Lewis, Barrett, Sugai, & Horner, 2010).

Knight (2007) also states that coaching related to PBS and RtI should be, “top-down and bottom-up, easy and powerful, self-organizing and highly organized, ambitious and humble, engaged and detached.” It is characteristics like the ones that Knight describes that offer insight into what kinds of people should be a coach but also continues to add to the ambiguity of a definition. Though there is little evidence to support the specific characteristics of education-based coaches, especially those associated with behavioral support teams; there is a need to clearly identify the roles and responsibilities associated with the role of coaching.

Role of coach. The characteristics, roles, and responsibilities of other coaching professions have directly influenced the education, and especially behavior-based coaching role. It is through an understanding of the types of coaches that have been effective in other fields that we draw knowledge on education behavior-based coaches. The role of the education behavior-based coach is not clearly identified but there are common themes that are seen in the literature. Several themes that can be seen in the literature are communication, relationships, teaching, and content knowledge (Blamey, Meyer & Walpole, 2008/2009; Brady, 2007; Knight, 2007; Muscott, Mann, & LeBrun, 2008; Ringwalt, 2009; Saphier & West, 2009; Simonsen, Sassu & Sugai, 2008; Sloan-McCombs & Marsh, 2009). These themes provide a starting point for understanding what makes an effective coach. See Table 1. for a more comprehensive list of the themes discovered in the literature.

Table 1

Themes found in literature of characteristics of effecting coaching	
Theme	Descriptor
Communication	Conflict/Conflict Resolution Listening Questioning Feedback Goal Setting/ Action Planning
Teaming	Environment Rapport/Relationship Leadership Teaming
Teaching/Trainer	Interventions Classroom Curriculum Teaching/Training/Technical Assistance
Client/Person Centered	Presence/Awareness Self Cultural Responsiveness Professionalism
Systemic Change	Positive Behavior Supports/Response to Intervention Problem-Solving Data-Based Decision Making
Behavioral Strategies	Reinforcement/Rewarding Motivation Modeling
Disposition	Empathetic Respectful Optimistic Nurturing

Note. Themes in the literature were found in the following sources: Baldwin-Anderson, 2004; Brotman, Liberi & Wasylyshyn, 1998; Diedrich, 1996; Graham, Wedman & Garvin-Kester, 1994; Kampa-Kosesch & Anderson, 2001; Katz & Miller, 1996; Kilberg, 1997; Malcolmson, 2008; MODOONO, 2002; Quinn, 2004; Ravier, 2008; Shanklin, 2006; Sugai, Todd, & Horner, 2006.

More specifically, communication includes being able to maintain effective communication with staff, administration and the PBS/RtI team (Blamey, Meyer, & Walpole, 2008/2009; Brady, 2007; Knight, 2007; Muscott, Mann, & LeBrun, 2008; Saphier & West, 2009; Simonsen, Sassu, & Sugai, 2008). Communication should be consistent, include comprehensive discussions of the issues, include performance feedback, and vary according to staff and administration needs (Blamey, Meyer, & Walpole, 2008/2009; Brady, 2007; Knight, 2007; Muscott, Mann, & LeBrun, 2008; Saphier & West, 2009; Simonsen, Sassu, & Sugai, 2008). Communication should also include effective questioning which is open-ended, explicit, and informed (Saphier & West, 2009).

Relationships for coaching should be built and formed on trust and respect (Brady, 2007; Blamey, Meyer & Walpole, 2008/2009). Those relationships are developed and maintained with administration, staff, and often district level personnel (Blamey, Meyer & Walpole, 2008/2009). Those relationships must also be sustainable and often require a level of mutual respect and long-term commitment (Brady, 2007; Blamey, Meyer & Walpole, 2008/2009).

The process of teaching for an education behavior-based coach includes understanding adult learning styles, modeling, and facilitating the learning process (Brady, 2007; Knight, 2007; Sloan-McCombs & Marsh, 2009). Understanding adult learning includes providing professional development in a meaningful way, allowing adults time to process new information, and providing an accurate level of support for acquisition of novel information (Brady, 2007; Sloan-McCombs & Marsh, 2009).

Teaching adults in a coaching process also includes modeling new skills and facilitating

the implementation of new skills (Brady, 2007; Knight, 2007; Sloan-McCombs & Marsh, 2009). Another important responsibility for behavior-based coaches is content knowledge (Muscott, Mann, & LeBrun, 2008; Simonsen, Sassu, & Sugai, 2008). For the instructional coach content knowledge includes understanding the subject being coached (Muscott, Mann, & LeBrun, 2008; Simonsen, Sassu, & Sugai, 2008). For the behavior-based coach content knowledge includes an understanding of the complex and comprehensive components of PBS and RtI, which both include multiple steps, processes, and systematic change procedures (Simonsen, Sassu, & Sugai, 2008).

Finally, for the behavior-based coach content knowledge also includes an understanding of implementation procedures, analyzing and disseminating data, and creating a structure for sustainability (Muscott, Mann, & LeBrun, 2008; Saphier & West, 2009; Simonsen, Sassu, & Sugai, 2008). These responsibilities require initial training and support on the process of PBS and RtI for coaches. Behavior-based coaches must also have the skills necessary to understand and analyze behavioral data, which often includes office discipline referrals, suspension and expulsion data, and referrals to special education (Lewis, Barrett, Sugai, & Horner, 2010). PBS and RtI also require a level of sustainability and the behavior-based coach must be able to provide consistent, long-term support.

Hierarchical roles. The roles and responsibilities of a coach often include multiple dimensions. Often in education based coaching there is a system of roles that goes from state to district to school to administration. This hierarchical process influences the process of coaching by creating varying job titles, responsibilities, and roles across levels. These variations support the need to have a consistent understanding

of the characteristics, roles, and responsibilities needed for effective coaches in education.

At the state level, organizations need to provide standards for the coaching process (Killion, 2007). State level agencies can assist by providing funds to establish coaching standards such as qualifications, expectations, and evaluation (Killion, 2007). State agencies can also ensure that the coaching process is aligned with state policies, school reform planning, and student assessment procedures (Killion, 2007). State level agencies should also plan to provide on-going professional development to coaches and as system of support to maintain collaboration, networking, and recognition (Killion, 2007).

The district level is divided into two components. The first is the district support that can be provided to the coaching process. The second is district level personnel as external coaches to support schools. Districts should support the coaching process as part of a comprehensive reform plan and should be aligned with state level requirements, school-based needs, and community centered (Black, 2007; Killion, 2007).

External coaches can be beneficial by providing objectivity and confidentiality, out-of-the-box thinking, and additional experience working beyond the school level (Black, 2007; Brady, 2007; Dunn, 2009; Killion, 2007). In seeking an external coach, it is recommended that districts identify coaches who demonstrate success, have experience, are respected and trusted, know district policies, have communication and organization skills, are reflective and facilitative (Killion, 2007; Saphier & West, 2009). School districts should consider establishing policies regarding the coaching process, setting criteria for the coaching process, provide initial and ongoing training, identify a

person to lead any school-based coaches, conduct coaching evaluations, and provide time and support to all coaches at the district and school-based level (Killion, 2007).

Dunn (2009) suggests that sometimes a blended coaching process can be most effective. In this arrangement district level coaches possess the qualities described above and also support school based or internal coaches (Dunn, 2009). School based, internal coaches have a deep understanding of internal organizational structures, a part of the school culture, understand the dynamics of the staff (Dunn, 2009). Schools should work to identify competent and expert staff to fulfill the role of coach, provide opportunities for collaboration, provide additional workspace and professional development opportunities (Killion, 2007; Knight, 2007). Even with those supports in place, several barriers have been identified for internal coaches, including staff reluctance to work with 'expert' coaches and having a view that administration was sufficient support (Sloan-McCombs & Marsh, 2009). With that being said, teachers and administrators also reported positive outcomes after coaching including increased student achievement, and professional collaboration (Killion, 2007; Sloan-McCombs & Marsh, 2009).

Finally, at the administrative level, principals can assist in providing a successful coaching process whether external or internal models are utilized. Principals can allow for coaches and teachers to work together in a collaborative relationship and support both in finding the resources necessary for student success (Knight, 2007). In addition, principals should help the coach to establish credibility with staff, address confidentiality issues, meet regularly with coaches, and support ongoing professional development (Killion, 2007; Knight, 2007). Principals have suggested that there is difficulty with recruiting and retaining effective coaches and some staff have questioned an

administrator's ability to judge the effectiveness of a coach (Sloan-McCombs & Marsh, 2009).

Training and evaluation. The National Intervention Research Network indicates that the selection of practitioners, including coaches, is essential for implementation (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). The researchers at NIRN (Fixsen, et al., 2005) also suggest that while there is no empirical evidence to support how to select practitioners, a common theme in the literature was the need for those supporting implementation of school reform, such as coaches, to have a high level of understanding of the content and organization of the process. The researchers at NIRN (Fixsen, et al., 2005) list training and coaching as essential elements of the implementation process and suggest that those persons responsible for training and coaching (often the same people) have the expertise necessary for full scale implementation.

Schools and districts often rush into the coaching process without the necessary training and risk hiring unqualified and untrained coaches, thereby limiting the effectiveness of school reform interventions (Black, 2007). Prior to the hiring of coaches, schools and districts should invest in training for expert personnel and that training should continue on a regular basis to provide for ongoing professional development (Killion, 2007). Fixsen, Blasé, Horner and Sugai (2009) suggest that part of an intensive professional development process includes technical assistance in the form of training and coaching events that allow for creative infusion of novel skills. Through these opportunities, effective coaches will have opportunities to learn new skills, practice new skills, and continue a collaborative process.

After coaches have been trained, the process of evaluating their performance can occur. Coaches require performance evaluations guided by state and district level standards, if such standards exist (Killion, 2007). Three outcomes have commonly been reviewed for evaluative practices of coaches which includes changes in staff pedagogy (i.e., strategies, methods, and techniques), staff interactions, staff satisfaction, and student outcomes (Murray, Ma, & Mazur, 2008). One tool that exists to formally evaluate a coaching process is from athletic coaching but can be adapted to assess other forms of coaching. The coaching efficacy scale (Fung, 2003) assess four dimensions of coaching including motivation, strategy use, coaching techniques, and character building. Findings from the coaching efficacy scale have shown low scores in the dimension of strategy use and the high scores in character building, suggesting that coaches in the athletic field are perceived as more effective in teaching character than skills. The use of a tool such as the coaching efficacy scale could be adapted to evaluate education based coaches.

While the literature lacks a systematic analysis of the characteristics of effective coaching, there are a plethora of articles that anecdotally illustrate coaching characteristics (Ravier, 2008; Baldwin-Anderson, 2005; Shanklin, 2006; Quinn, 2004; Joyce & Showers, 1981). While a number of characteristics overlap within and across the field, it is the themes drawn from multiple sources that will help address which characteristics are beneficial to the ultimate goal of coaching which is implementation fidelity and thereby student success. A person assigned the role of coach also brings with them a set of values, beliefs, and characteristics into the role of coach that can influence the coach coachee relationship and the coaching process (Ellinger, 2003). It is these

characteristics that influence the role of the coach and potentially, the outcomes of implementation.

Conclusion

As discussed previously, it is established that training and professional development are important in supporting PBS and RTI (Horner, Sugai & Anderson 2010; Joyce & Showers, 1980/1981/1996; Knight, 2009; Lewis, Barrett, Sugai & Horner, 2010; OSEP, 2004; Peshak-George & Kincaid, 2008), it is known that training supported by coaching is more impactful than training and professional development alone (Joyce & Showers, 1980/1981/1996) but what we have yet to fully understand is what that coaching process looks like, who makes a good coach, what are the expected outcomes of a good coaching, and how do we find, hire, and support effective coaching? Although there is a growing body of scientifically rigorous studies supporting PBS (Bradshaw, et al., 2008; Cohen, Kincaid, & Childs, 2007; Horner, et al., in press; Horner, et al., 2004; Irvin et al., 2004; Irvin et al. 2006) there is still little known about the coaching process (Knight, 2009). With thousands of schools launching really complex models of systems change, the coaching process designed to support PBS is built upon the literature from multiple fields of study. Researchers, practitioners, and district and school staff are modeling their coaching processes on these fields with little or no research supporting the coaching process of PBS (Fixsen, et al., 2005, Joyce & Showers, 1980/1981/1996). The field has been drawing conclusions based on ancillary research that may or may not parallel PBS coaching and has not been appropriately unpacked to understand the relationships between other fields of coaching and coaching within tiered models of systems change. We have not yet efficiently defined the critical components, perceived

characteristics, expectations, or features of effective coaches or effective coaching processes.

With nearly 13,000 schools in the United States implementing PBS and numbers of articles highlighting PBS it is clear that researchers, practitioners, and implementers all know that coaching is an important role within tiered systems (Horner, Sugai, & Anderson, 2010; Peshak-George & Kincaid, 2008; Scott & Martinek, 2006). The components of PBS have been well established through research and described in several blueprints and reference guides (Lewis, Barrett, Sugai & Horner, 2010; OSEP, 2004). The first edition of the PBS Implementer's Blueprint (Sugai, et al., 2004) lists nine essential components for PBS implementation. Those components include (a) leadership team, (b) coordination, (c) funding, (d) visibility, (e) political support, (f) training capacity, (g) coaching capacity, (h) demonstrations and, (i) evaluation. Additionally, coaching is often referenced in articles, texts, guides, blueprints, references, resources, and tools associated with PBS and RtI. The Response to Intervention Blueprints: School Building Level Edition (Kurns & Tilly, 2008) also recommends ongoing coaching.

Peshak-George and Kincaid (2008) highlight the recommendations from the PBS Implementer's Blueprint as a guide for district implementation of PBS. Within coaching capacity they provide details on the roles of the coach, characteristics of coaches and responsibilities of a PBS coach. Which include maintaining fidelity of implementation, supporting the evaluation process, understanding and using a data-based decision making process, having familiarity with tiered supports, team facilitation and the school climate.

Similar functions of coaching can be found across the literature. Though each author builds off of the previous researchers and literature available, there is little

evidence why these things are necessary. Well respected and seminal authors in the area of PBS often cite coaching as a valuable tool in the PBS process but it is not clear how those conclusions are drawn. If the literature on implementation, which is built primarily from the business field (Fixsen et al. 2005) is used as a guide for systems change processes in the school, can the same conclusions be drawn about coaching? Is experience of coaching processes enough to draw conclusions? Even when more than 200 articles are reviewed to determine relevant coaching outcomes; little is found (Knight, 2009).

Knight (2009) in a review of nearly 255 articles on coaching in education drew few conclusions about several kinds of education based coaching including Cognitive Coachingsm (which is a developed coaching process aligned with the coaching relationship), Content Coaching, Instructional Coaching, and Literacy Coaching. The authors suggest that we know several things about coaching, it impacts teacher attitudes, teaching practices, teacher efficacy, and student achievement but goes further to state that we need to know what support systems are needed for effective coaching, which organizations can support or diminish professional development, what potential best practices for coaches may be, and what impact does coaching have on student outcomes (Knight, 2009).

The goal of this study then, was to unpack what we think we know about coaching. To take from the literature, whether based on hypotheses, experience, anecdotal research, or empirical studies from other fields and develop a better understanding of coaching, specifically, what perceived characteristics impact coaching and what organizational structures may support effective coaching. Through this study it

will be possible to build on the knowledge base that already exists by finding evidence for our best guess approach to coaching.

Chapter Two: Part Two

Organizational Characteristics

Overview of effective organizations. With a limited understanding of the effectiveness of a coach on the process of education-based interventions, there is also a limited understanding of the role of the organization on the effectiveness of the coach (Cameron, 1980; Dean & Bowen, 1994; Fixsen, et al., 2005; Jensen, 1983). It is often necessary to examine the environment in which a person behaves in order to best evaluate their effectiveness (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Organizational structures are the foundation for the implementation of educational interventions (Fixsen, et al., 2005).

In an examination of the implementation research, Fixsen, et al. (2005) suggest that leadership and organizational structure are necessary for components of interventions to be started and maintained. The authors also suggest for core implementation components to be effective, the necessary organizational components must also be in place (Fixsen, et al., 2005). Sustainable interventions implemented with high fidelity are those that are supported by strong organizational structures (Fixsen, et al., 2005).

While Fixsen et al., (2005) have investigated the phenomena of implementation science and within that, organizational structures, there is still little evidence to support organizational and systemic influences on the implementation of education-based interventions. Cameron (1980) agrees, suggesting that without an understanding of how to assess organizations we will continue to be limited in our understanding of how those

organizations are influential. Organizations are often deemed effective based on their output (profit, customer satisfaction, etc.) rather than the overall internal health of the organization (e.g., worker satisfaction, climate, etc.) (Cameron, 1980; Urgin, 2009). A formal understanding of the role that organizations play, is especially important as it relates to the role of the coach as an effective component of overall implementation.

Theoretical frameworks. There are a number of theories that support the need for organizational structures (Borgatti, 1996; Dean & Bowen, 1994; Hegens & Lander, 2009; Jensen, 1983; Lattal, 2003; Smith, 2001; Zangwill & Kantor, 1998). Dominant theories include organization theory, management theory, learning organization theory, continuous improvement theory, and behavior analysis (Borgatti, 1996; Dean & Bowen, 1994; Hegens & Lander, 2009; Jensen, 1983; Lattal, 2003; Smith, 2001; Zangwill & Kantor, 1998). The majority of the theories come from the business, health, and social science fields. It is through these theories that a framework for effective organizational structure can be built.

While most theorists concur that there is no one opportune way to structure an organization, it is argued that there needs to be a fit between the organization and its size, technology, and environment (Borgatti, 1996; Jensen, 1983). Organization theory is often broken into multiple theoretical perspectives. The modernist perspective views organizations through universality, control, rational structures, standardization and routines (Hatch, 1997). An interpretivist perspective views organization theory through the way in which people give meaning and order to their experience within an organization (Hatch, 1997). The postmodern perspective focuses on deconstructing the

organizational structure by destabilizing managerial ideologies and revealing marginalized viewpoints within organizations (Hatch, 1997).

All of these perspectives within organizational theory help us to understand the process of the systems within organizations such as performance evaluations, reward and punishment systems, and decision making processes within an organization (Jensen, 1983). With organization theory being the predominant theory, managers/leaders are able to understand the relationship between culture, physical structure, technology, social structures, and the environment and be able to build effective organizational structures (Hatch, 1997; Jensen, 1983). The focus of organizational theory has been predominately focused on management prior to the 1970's and organizational theories have grown from a focus on management to the complexity of interrelated structures within and outside an organization (Jensen, 1983). These theories of organizations assist in understanding the environments that will most effectively support coaching.

While theorists have moved beyond the framework of what is known as management theory toward an overall organizational perspective, it still remains a theory commonly used in the business field. The dominant lens of management theory is total quality which is most often characterized through the principles, practices, and techniques within an organization (Dean & Bowen, 1994). The three principles within management theory are the focus on customers, continuous improvement, and teamwork (Dean & Bowen, 1994). Management theory is most often concerned with understanding an organization more than just improving the function of an organization (Dean & Bowen, 1994). Through management theory and total quality the domains of leadership, resource

management, employee relations and strategic planning can be utilized and better understood (Dean & Bowen, 1994).

Peter Senge is a leading authority on organizational theory. He is known for having coined the 'learning organization' as a perspective dominating the business field (Smith, 2001; Slater & Narver, 1995). Learning organizations are described as those where people continually grow their capacity to learn (Smith, 2001; Slater & Narver, 1995). For such organizations to support the growth of their employees they must be flexible, adaptive, and productive (Smith, 2001; Slater & Narver, 1995). Such organizations must also be conducive to learning and reflexive activities as well as providing the tools and resources necessary for people to grow and learn (Smith, 2001; Slater & Narver, 1995). Because of the focus on growth, learning organization theory is conducive to long-term growth and sustainability (Smith, 2001; Slater & Narver, 1995).

The predominant models with learning organization theory are personal mastery, mental models, building a shared vision, team learning, leadership, and systems thinking (Smith, 2001). Personal mastery, building a shared vision, and team learning are related to growing a personal vision/goal and developing the capacities of a group's vision/goal (Smith, 2001). Mental models are the assumptions that influence the actions that employees take (Smith, 2001). Leadership in a learning organization views the leader as a steward or teacher of the organization. The leader is the person responsible for providing the tools and resources to assist people with their personal and group growth (Smith, 2001). In learning organization theory, systems thinking is the component that bridges the other models into a coherent process (Smith, 2001; Slater & Narver, 1995).

Through systems thinking within learning organizations people are able to lead effectively and grow effectively.

Continuous improvement theory traces its origins in organizational theory to the business field in the mid-century (Berwick, 1989; Zangwill & Kantor, 1998). The large automobile corporation Toyota created the Just-in-Time method of manufacturing which centers on the idea of fast and functional assembly line processes Berwick, 1989; (Zangwill & Kantor, 1998). The industrial push of the 1950's also boosted the use of quality checking in production lines and the use of statistical reasoning to boost production (Zangwill & Kantor, 1998). These two phenomena led to the Kaizen philosophy of continuous improvement. Continuous improvement, bred from the Japanese philosophy of raising quality, production, and effective management (Zangwill & Kantor, 1998). The theory of continuous improvement produces incremental steps toward effective organizations through the management of quality control.

Finally, the science of behavior analysis became a dominant theory in the mid 60's (Skinner, 1965). After its reign in the social sciences it has made a name within the business and organizational field as well (Lattal, 2003). Research described by Lattal (2003) persists that the places chosen year after year as the best places to work most often use low-power tangible rewards, have a culture of customer service, fairness, and empathy toward employee and community concerns with an open door to company information. The tenets of rewarding good behavior, focusing on individual and community service and value-based opportunities are all tenets of positive reinforcement, a predominant component of behavior analysis.

The study of patterns of behavior within behavioral theories allow businesses to assess and evaluate the culture of the company and behavior analysts can then recommend behavioral interventions to address any needs (Lattel, 2003). In business, behavior theory allows persons to define successful performance, collect and analyze repeatable data patterns, focus on individual behavior across settings, and identify systemic causes of behavior (Lattel, 2003). Through the use of classical behavioral methods companies are able to create environments that support sustained growth and improvement.

Each of these theories builds a framework for the need of an effective organization to support effective coaching to take place. The theories all address leadership, environmental structures, teaming, and culture as necessary components for a successful organization to maintain and thrive. This being said, the business, athletic, healthcare, and education system all rely on the structure of the organization to support the employees/staff and interventions that they endeavor.

Business. The theories that drive business organization also drive the function of the business field. Urgan (2009) suggests that institutional factors often impact the adoption of new systems. Mimicry of peers (modeling an organization after another), compliance with industry norms, and coercive influence from powerful entities all impact an organization systemic growth (Urgan, 2009).

Research into organizational adoption suggests that the interaction of systems, organizational structure, individual impact, and social factors all influence implementation (Urgan, 2009). This is especially true if these factors are not identified and analyzed for effectiveness prior to implementation (Urgan, 2009). The research

conducted on the adoption of a particular systemic intervention in a business also indicates that organizations often evolve from autonomy to a state of social/cultural interaction with the market place (Urgin, 2009). In other words, much like a school that maintains a sense of autonomy, relying on administrative management, will grow through the influence of district or state mandates to implement interventions such as PBS or RtI.

Urgin (2009) also states that an organization's ability to effectively mimic successful organizations impacts the organization's overall implementation fidelity. One major tenet of PBS and RtI is the need for staff and administrative buy-in prior to implementation (Lewis, Barrett, Sugai, & Horner, 2010). That being said, for a school to begin implementation prior to having the necessary components (systemic, organizational, individual, and social) it is likely that the implementation will not be as successful. While mimicry may increase confidence, it may not increase fidelity (Urgin, 2009).

Athletics. It has been argued that there are a number of similarities between the way in which organizations in business and athletics function (Weinberg & McDermott, 2002). Olympic and top athletes have often been used as motivational speakers for corporations (Weinberg & McDermott, 2002). Leaders and coaches of top athletic teams have been hired as consultants for large corporations (Weinberg & McDermott, 2002). People have compared the Olympic athletes pyramid of peak performance, which includes personality, motivational, psychological, and coping with adversity skills, to that which leaders of large corporations must also possess (Weinberg & McDermott, 2002).

Csikzentimahalyi (2002) developed the idea of 'flow', which is a state of ideal performance that is often used and taught in both athletics and business. Two elements

that were shown to crossover between athletics and business organizations were group cohesion (through effective leadership) and communication (Weinberg & McDermott, 2002). The leaders (n= 20) from business and athletics agreed that leadership was necessary for organizational success (Weinberg & McDermott, 2002). While leadership traits often varied across disciplines (honesty being reported more often for business leaders and consistency reported more often for athletic coaches) respect, role acceptance, and ability to create cohesion among subordinates was most often reported as important (Weinberg & McDermott, 2002).

Communication was also seen as vital for successful organizations (Weinberg & McDermott, 2002). Both athletic and business leaders agreed that communication should be concise, clear, frequent, and honest (Weinberg & McDermott, 2002). Business leaders more often reported that good listening skills were necessary (Weinberg & McDermott, 2002). Within communication skills, athletic leaders also noted that positive reinforcement is necessary to motivate and engage athletes through feedback (Weinberg & McDermott, 2002).

Leadership and communication are important tenets in athletics and business. These are also important components of education-based interventions (Sailor, Dunlap, Sugai, & Horner, 2009; Lewis, Barrett, Sugai, & Horner, 2010). Educational interventions require effective organizational structures which include active administrative leadership, open and effective communication and often positive reinforcement and feedback (Sailor, Dunlap, Sugai, & Horner, 2009; Lewis, Barrett, Sugai, & Horner, 2010). It is with these dominant organizational theories that the tenets of educational organizational structures have fostered. As education becomes more

structured, standardized, and systemic, it is clear that the frameworks that guide business models will also continue to guide academia.

Healthcare. Within the healthcare industry there was recent movement toward effective teaming within health organizations (Baker, Day, & Salas, 2006; Cowen, et al., 2008). The movement which was initiated from reports of the Institute of Medicine (IOM) was in response to healthcare organizations that were often lacking communication within or across industry teams, having poor conflict resolution, and overloaded systems (Baker, Day, & Salas, 2006; Cowen, et al., 2008). Because healthcare organizations rely on interdisciplinary communication it is increasingly important for effective healthcare organizations to utilize strategies that will create effective environments (Baker, Day & Salas, 2006; Cowen, et al., 2008).

The healthcare industry along with the IOM have suggested that effective teams within healthcare organizations have leadership, performance monitoring, are easily adaptable, have mental models (sic), a collective orientation, and mutual trust (Baker, Day, & Salas, 2006). It is also suggested that these teams, in order to best work within an effective healthcare organization, must have individuals on the team that are skilled and have positive attitudes (Baker, Day, & Salas, 2006). Teams should also be improved through modifying tasks, workflow, and structure to best meet the needs of the organization, specifically goals and visions (Baker, Day, & Salas, 2006).

Roberts and Rosseau (1989) identified eight characteristics of effective healthcare organizations. Those included: 1) systemic variety of components; 2) task interdependence; 3) hierarchical differentiation; 4) cohesion of decision makers; 5) accountability; 6) frequent feedback; 7) time limits which allow members to assimilate

quickly and; 8) synchronized outcomes. Similar to educational organizations that are working toward the implementation of interventions, healthcare organizations also require efficient and structured teams to be successful.

Education. The seminal work from the National Implementation Research Network (NIRN; 2005) set the stage for the way in which social sciences and especially education view the process of implementation. The authors took their cues from the business, healthcare, mental healthcare and education fields to better understand the components necessary for implementation with fidelity (Fixsen, et al., 2005). Reports from advisory boards and commissions determined that we know a great deal about effective interventions, but little about structures that support such interventions (Fixsen, et al., 2005).

A number of organizational components were discovered through their literature review that impact implementation efforts (Fixsen, et al., 2005). Across the other coaching fields, structural characteristics such as, attitudes/beliefs, climate, skill, practice, leadership, training, and resources all impacted the way in which interventions were deemed successful (Fixsen, et al., 2005). Furthermore, Neufeld and Roper (2003) through monitoring a systems change process, determined which organizational elements were impactful. Those elements included, leadership commitment to change, stakeholder involvement in planning, team development, reducing customary ineffective practices, finding resources, aligning organizational structures (training, evaluation, etc.), and sustained commitment lead to improved systemic organizational implementation. Similar organizational supports were also associated with staff satisfaction of a residential treatment program (Fixsen, et al., 2005).

In another seminal work in education, Sammons, Hillman, and Mortimore (1995) investigated the key characteristics that make a school effective. Through an extensive review of the literature they determined eleven key correlates that impact the effectiveness of schools (Sammons, Hillman, & Mortimore, 1995). The authors defined effective schools as those in which students are able to make progress beyond that which would be expected (Sammons, Hillman, & Mortimore, 1995). This study of the level of effectiveness is dependent upon a sample of schools, control variations, methodology, and time (Sammons, Hillman, & Mortimore, 1995). While most studies of school effectiveness focused on overall achievement of student academic performance, the authors were able to find research that supported social outcomes as well (Sammons, Hillman, & Mortimore, 1995).

Through their literature review, Sammons, Hillman, and Mortimore (1995) determine eleven factors for effective schools (see Table 2). Those characteristics are similar to those found throughout the literature in the business, healthcare, and athletic fields.

Table 2

Eleven organizational factors associated with effective schools

Factor	Descriptor
Professional leadership	Firm and purposeful A participant approach The leading professional
Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration
A learning environment	An orderly atmosphere An attractive working environment
Concentration on teaching and learning	Maximization of learning time Academic emphasis Focus on achievement
Purposeful teaching	Efficient organization Clarity of purpose Structured lessons Adaptive practice
High expectations	High expectations all around Communicating expectations Providing intellectual challenge
Positive reinforcement	Clear and fair discipline Feedback
Monitoring progress	Monitoring pupil performance Evaluating school performance
Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work
Home-school partnership	Parental involvement in their children's learning
A learning organization	School-based staff development

Note. Adapted from “Key Characteristics of Effective Schools: A review of school effectiveness research,” by P. Sammons, J. Hillman, & P. Mortimore, 1995, International School Effectiveness and Improvement Centre: Office for Standards in Education. University of London.

The majority of the studies reviewed showed leadership as a key factor for school effectiveness (Sammons, Hillman, & Mortimore, 1995). Leadership was a key characteristic across grade levels as well (Sammons, Hillman, & Mortimore, 1995). Leadership as a factor that impacts organizational effectiveness and implementation effectiveness is a correlate across disciplinary fields.

In addition, Whetten and Cameron (1984) also determined that administrative leadership was a key determinant of school effectiveness. The authors suggest that effective administrative support must include emphasis on process and outcomes, a lack of fear of failure and willingness to engage in risk taking, are able to work with constituents and demands, communicate frequently, understand the organization's structure, and work to improve the organization at all costs (Whetten & Cameron, 1984). Because these administrators are effective it reflects of the effectiveness of the school as an organization.

An investigation of school characteristics related to suspension and expulsion, Christle, Nelson, and Jolivette (2004) attributed leadership as a key determinant of schools that engage in lower rates of harsh disciplinary practices. The authors also suggest that communicative style, environmental factors, and beliefs also determined the overall use of suspension and expulsion as a disciplinary method (Christle, Nelson, & Jolivette, 2004). The findings suggest that certain characteristic variables can impact an organizations use of certain disciplinary methods which can be seen as impacting their overall effectiveness. For example a school that has high rates of suspension and expulsion may be seen as one that is less effective than a school that has lower rates.

The authors of a study on the use of a specific school-based prevention program (Thaker, et al., 2007) found that leadership was a key indicator of successful adoption and implementation. Program characteristics that impacted implementation include: 1) the degree to which staff perceived the program to better than current practice; 2) perceived ease or difficulty of implementation; 3) perception of consistency with staff needs (Thaker, et al., 2007). Specifically, organizational factors that impacted implementation were the school's capacity to train staff, have skilled staff, and resources, the degree to which the school planned for the innovation and administrative and leadership support (Thaker, et al., 2007).

Leadership is also addressed specifically for schools implementing PBS (Bradshaw et al., 2008; Sugai, & Horner, 2006). The organizational health of a school implementing PBS consists of resources, staff, academics, leadership, and institutional integrity (Bradshaw, et al., 2008). In relation to the impact of leadership on the effectiveness of organizational implementation of PBS, the administrator's ability to gain access to resources and supports impacts the success of implementation (Bradshaw et al., 2008).

Similar to leadership, teaming also is shown to impact the effectiveness of a school organization (Bradshaw et al., 2008; Sammons, Hillman, & Mortimore, 1995; Somech, 2008). In a study of 149 school teams it was shown that school teams that are able to identify, utilize, and function within conflict were able to adopt school reforms more effectively (Somech, 2008). The level of the team's effectiveness was also impacted by administrative support, with leaders playing a key role in a team's ability to work efficiently through team conflict (Somech, 2008). Likewise, the school's ability to

implement PBS was impacted by the team’s ability to work with a district liaison and/or coach, as well as, the team’s level of training (Bradshaw, et al., 2008).

Conclusion

In summary, there are several presumed characteristics that impact both the effectiveness of the coach and the coach within an organization. These characteristics, which transfer across various disciplinary fields, such as business, healthcare, athletics, and education, share commonalities that facilitate a better understanding of the perceived characteristics that should be sought out when hiring a coach. Coaching characteristics found in the literature across disciplines suggest that coaches should be effective communicators, work within a team structure, be effective teacher/trainers, be person centered, understand systemic features of a school and the specific intervention being used, be aware of behavioral strategies, and possess certain demeanor quality traits. For a summary of the characteristics found across the organizational literature see Table 3.

Table 3

Summary of organizational characteristics to support effective coaching

Characteristic	Descriptor
Professional leadership	Firm and purposeful A participant approach The leading professional Sustained commitment to change Hierarchical differentiation Cohesion across leaders Prompt adoption and maintenance of interventions
Teaming	Unity of purpose Consistency of practice Collegiality and collaboration Attitudes and beliefs Team development Shared vision and goals Task interdependence Planned conflict
Communication	Frequent feedback

	Concise Clear and easily understood Honest
A learning environment	An orderly atmosphere An attractive working environment Access to resources Adequate time Compatibility with other interventions
Focus on teaching and learning	Maximization of learning time Academic and behavioral emphasis Focus on achievement
Purposeful teaching	Efficient organization Clarity of purpose Structured lessons Adaptive practice Intervention practice Reduce the use of ineffective practices
High expectations	High expectations all around Communicating expectations Providing intellectual challenge Climate Interventions are perceived as positive
Positive reinforcement	Clear and fair discipline Feedback Consistent
Monitoring progress	Monitoring pupil performance Evaluating school performance Evaluation of staff and team Accountability Synchronized outcomes
Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work Needs are met
Home-school/community partnership	Parental involvement in learning Stakeholder involvement
A training organization	School-based staff development Skilled staff Ongoing training

Note. Themes in the literature were found in the following sources: Baker, Day, & Salas, 2006; Bradshaw et al., 2008; Christle, Nelson, & Jolivet, 2004; Cowen et al., 2008; Fidsen et al., 2005; Lewis, Barrett, Sugai, & Horner, 2010; Neufeld & Roper, 2003; Roberts & Rosseau, 1989; Sailor, Dunlap, Sugai, & Horner, 2009; Sammons, Hillman, & Mortimore, 1995; Somech, 2008; Sugai & Horner, 2006; Thacker, et al., 2007; Urgan, 2009; Weinberg & McDermott, 2002; Whetten & Cameron, 1984.

These characteristics also help us to understand the organizational structures that support the effectiveness of implementation of common education-based reform interventions such as PBS and RtI. Schools as organizations should have supportive and effective leadership, have a set of shared visions and goals oriented toward a teaming environment, address academic needs through teaching and learning, have high expectations, utilize behavior reinforcement based strategies, monitor progress, hold student and parent rights in high regard, and create a learning environment. This is especially important when considering the increase in popularity of coaching processes and the increase in the hiring of personnel to support the implementation of such processes.

Chapter Three

Method

To answer the research questions a Yin case study approach was used (Duchnowski, Kutash, & Oliveira, 2004; Hocutt, & Alberg, 1994-1995; Yin, 1984, 1994). Yin case study methodology is defined as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 1994, p.13). The Yin cases study methodology has been shown to be valid and reliable (Yin1984; 1994). This study used patterns within theory and literature to investigate a phenomenon that exists within the complex environment of schools.

The steps developed by Yin (1984; 1994) to conduct a case study include:

1. Establishing research questions
2. Determine if the study is exploratory, explanatory or descriptive
3. Determine the type of case study design to be used
4. Select the appropriate cases based on theoretical criteria
5. Collect data using a comprehensive case study protocol
6. Analyze the data for each proposition created from the literature
7. Compose case study reports

This study can be described as a multiple case study (schools) with embedded units of analysis (interviewees). An advantage to using multiple case designs is that findings are replicated across cases thus supporting a comprehensive qualitative design

(Yin, 1984; 1994). This study is a descriptive and explanatory case study which used literature across disciplinary fields to develop propositions (Yin, 1984; Yin, 1994).

The process of descriptive and explanatory methodological design begins with developing a theory (Yin, 1994). The theory developed from this literature review of coaching across multiple fields is that characteristics, roles, and responsibilities are often discussed in relation to the process and effectiveness of education-based coaching. This theory was drawn from multiple sources of coaching literature and a lack of empirical evidence to support the theory. Figure 1. shows the relationship between the theories of coaching characteristics across multiple disciplines which emerged from the literature, the link to educational coaching, and the components which may impact effective coaches.

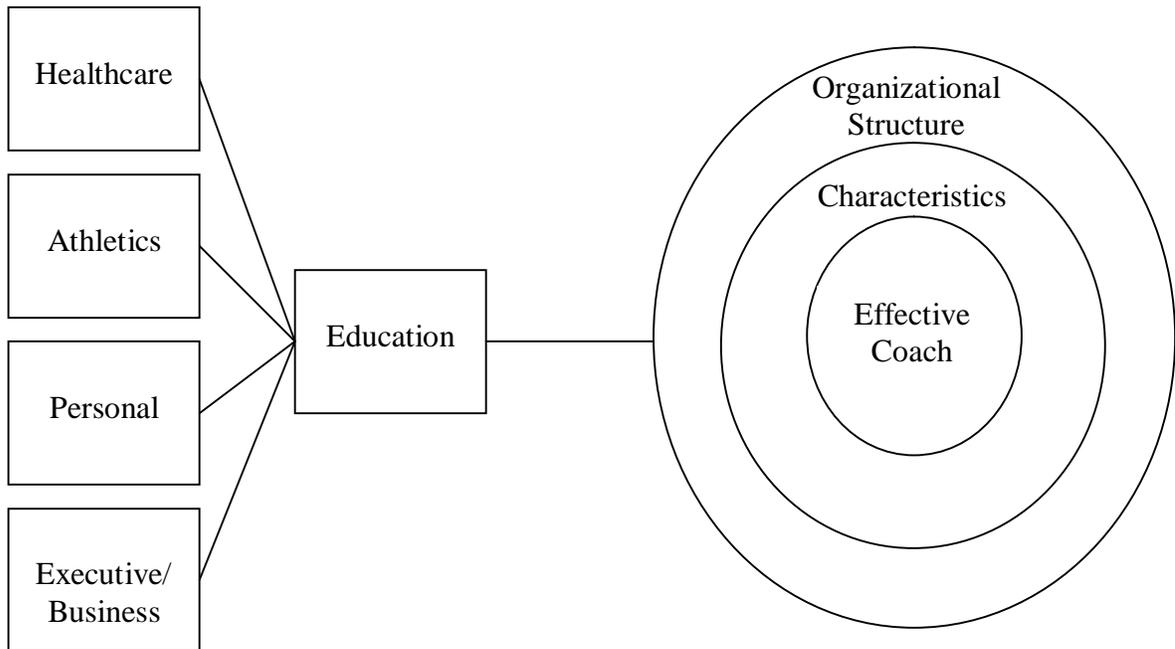


Figure 1

Theoretical Dynamics of Effective Coaching Characteristics

The next step in the descriptive and explanatory process was selecting cases and designing a protocol (Yin, 1994). Yin suggests that researchers select the cases to be studied due to their similarity to the results of the theoretical propositions to replicate the literature driven theory (Yin, 1994). People who have been coached or who have been a coach for at least one year were selected as the single unit of analysis. School administrators were also interviewed to provide an additional perspective of the coaching process.

Sample and Participants. The study participants were purposively selected from one district located in a medium sized school district in Central Florida. The school district has approximately 63 schools across grade levels, including charter and center schools (www.marion.k12.fl.us/dept/crs/docs/districtstatistics.pdf). The district has 6,244 employees with 48% of those being teaching staff and 48% support staff and 4% administrative staff (approximately 3,000, 3,000, and 250 respectively; www.marion.k12.fl.us/dept/crs/docs/districtstatistics.pdf). There are currently 17 PBS schools in the district. There are 11 district based coaches and no school based coaches (n= 11 elementary school coaches; n= 5 middle school coaches; n= 1 high school coach; D. Abshier, personal communication, August 27, 2010).

The researcher was involved in the PBS training process for this district from 2006-2009. The schools that were involved in the study may have been initially trained in PBS by the researcher but the school staff, coaches, and administration may or may not have been directly trained by the researcher due to transitioning of school personnel. Of the current coaching staff working in the school district with the schools that were

included in the study, only one was also a coach during the time of initial trainings (D. Abshier, personal communication, August 27, 2010). The researcher was not involved in training every school involved in the study as training also occurred after her involvement with the district as a PBS trainer. Of the 17 trained PBS schools, the researcher was involved in training or co-training 13 schools from 2006 to 2009. The researcher was not involved in the initial training of any of the participants that were included in the final sample. The researcher's relationship with the district is maintained through the District Behavior Analyst and PBS District Coordinator who is not part of the study but was involved in determining schools and participants based on availability.

While the researcher aimed for a total of four participants from the four schools for a total of 16, a total of fourteen ($n=14$) participants were chosen in the final sample. Participants were selected through discussions with the PBS District Coordinator. These discussions to determine eligibility included information regarding the school's level of implementation of PBS/RtI and willingness to participate. The sites included two elementary schools, one middle school, and one high school. From those schools, one administrator, one coach, and two people who have been coached participated ($n=14$). One district level coach was responsible for working with two of the participating schools, thus leading to a total number of participants to fourteen. One school had such a limited amount of PBS implementation that an additional team member was not able to be identified. This same school with limited implementation was not amenable to additional administrative interviews. This was resolved by interviewing the administrator that was initially trained with the school. This administrator was no longer at the chosen

participating school but had over three years of experience involved in a PBS process with that school. A further discussion of these issues is addressed in future sections

The final sample included 14 participants from the four schools. Originally it was intended that four people from the 4 schools (n=16) would be included in the study. The final number of participants was changed because one coach served multiple locations and one school lacked enough PBS/RtI team members to meet the two team member inclusionary criteria for the study. The 14 participants included four school based administrators/deans, seven school based PBS/RtI team members, and three district level PBS coaches. One coach served as the district coach for two of the schools involved (L2 an elementary school and B a high school). In that instance, the coach provided responses for the interview questions during one interview. Her responses reflected her perceptions of effective coaching for both schools from the perspective of a coach and was not particular to the level or differences between the schools. This participant's interview responses were included in the analysis as both the coach for L2 and the coach for B as though they were two coaches. This was done to ensure that her responses were included in the analysis. The mean scores are adjusted to reflect the accurate number of participants, though both total and mean scores will be discussed.

The PBS/RtI team members included classroom teachers, special education teachers, guidance counselors, deans, a media specialist, and a math coach. The high school, B, did not include a second team member as one could not be secured due to an overall lack of current year's PBS implementation. This school was included in the final analysis because the research and interview questions regard the person's perception of

effective coaching and did not have to reflect their current level of coaching support or implementation level.

The administrator from school B was also unique in that he was no longer the administrator at school B but was strongly involved PBS in the years that he was the school's administrator. He was involved in the school's initial PBS training and was instrumental in the maintenance of the school's implementation until his transfer to another school in 2010. The school's current administrator was not supportive of PBS and was neither willing nor able to provide responses to the interview questions.

Table 4 provides a detailed analysis of the study participants. The table shows that a majority of the participants were white females, with three participants being African American. Three participants were male with two of those participants being in an administrative role. The average year in the participant's current role at the school was 3.82 and ranged from one year to nine years. The average year at the schools for the participants averaged 3.77 and ranged from one to nine years. The coach that served multiple schools spends the majority of her time at one of the two schools, eight hours at L2 compared to two hours at B.

Table 4

Participant Information

Schools	Gender	Ethnicity	Job Title	Yrs as in current position	# of hours/week at school 2010-2011	Yrs at school(s)
L1 Coach	F	White	Behavior Specialist	6	1	2
L1 Member 1	M	White	First Grade Teacher	2	N/A	3
L1 Member 2	F	White	Guidance Counselor	6	N/A	6
L1 Admin/Dean	F	White	Dean of Students	4	N/A	4
L2 Coach *	F	White	School Psychologist	4	8	4
L2 Member 1	F	African American	RtI Math Coach	1.5	N/A	N/A
L2 Member 2	F	White	Third-Fifth Grade ESE VE Teacher	9	N/A	9
L2 Admin/Dean	F	White	Principal	6	N/A	6
M Coach	F	White	Behavior Specialist	1	0	1
M Member 1	F	White	Media Specialist	5	N/A	5
M Member 2	F	African American	Discipline Dean	2	N/A	2
M Admin/Dean	M	White	Assistant Principal	2	N/A	2
B Coach *	F	White	School Psychologist	4	2	1
B Member 1	F	African American	Dean	1	N/A	1
B Admin/Dean	M	White	Assistant Principal	4	N/A	3

Note: * Indicates coach that serves two schools simultaneously; ESE= Exceptional Student Education (Special Education), VE= Varying Exceptionalities Self-Contained Classroom, RtI= Response to Intervention

The researcher was deliberate in selecting more elementary schools over secondary sites, as it is often that more early level education settings implement PBS. One estimate, which was determined using data from the Technical Assistance Center on PBS and Department of Education data, found that nearly 5,000 elementary schools were implementing PBS in 2008, as opposed to the combined total of 2,860 middle, high, and alternative/center schools (Spaulding, Horner, May, & Vincent, 2008). These data are similar in Florida with the number of schools trained as of November 2011 with 569 elementary schools and a combined 412 middle, high, and alternative/center schools (FLPBS, 2011). Including an additional elementary school will allow for a more rich representation of the implementation status of PBS in schools and districts. A discussion of the level of implementation at each site is included in a later section.

The researcher was also deliberate in selecting to use an additional ‘coachee.’ This was done to gain, not only, multiple perspectives but again a more rich representation of perceptions. Since it is often the people directly working for or with a coach that may have a sense of their effective characteristics, it is essential then to gather additional data to address their perspectives. It may be the case that an administrator, who is often indirectly involved in the teaming process does not have as detailed a perspective. It may also be the case that one is not able to identify within themselves those characteristics that enable their effectiveness. By providing multiple perspectives, a more diverse and deep data set will be collected.

Methodological issues. There are inherent limitations with using a convenience and purposive sample in a research process (Polkinghorne, 2005). While the researcher was aware of those limitations and took steps to ensure that there was a reduced personal,

interview, and analytic bias. It should also be noted that Polkinghorne (2008), in discussing the language of qualitative research stated that, “Such [sampling] selections are purposeful and sought out; the selection should not be random or left to chance. The concern is not how much data were gathered or from how many sources but whether the data that were collected are sufficiently rich to bring refinement and clarity to understanding an experience (p. 140).” While purposive sampling was used to build an efficient case to study, the researcher also used a team based approach to reduce any individual bias (MacQueen, McLellan, Kay, & Milstein 1998).

To reduce personal bias, which is possible due to the researcher’s past working relationship with the district and previous training of some of the schools currently implementing PBS, the researcher worked closely with the school district’s PBS District Coordinator to identify and determine eligible participants. Therefore, the researcher was not individually determining participation and the District Coordinator was able to assist in identifying potential participants based on the inclusion criteria of more than one year’s involvement.

Additional personal bias was reduced through school district staff turnover. Because the researcher was involved in training the PBS schools three years ago, there has been significant turnover of staff positions, staff roles, and district personnel (D. Abshier, personal communication, February 11, 2010). In the experience of the researcher, with over 10 years of being a facilitator of PBS training, it is often that the PBS team has not yet established a full time or dedicated coach during the training process. Since the researcher was not involved in initial training of the PBS team, there was no conflict of bias from previous interaction during the interview process. Bias was

also reduced in this study through the use of external-district based coaches who are often not directly involved in the initial training process and engage in more post hoc training through the state's technical assistance center or the school district (D. Abshier, personal communication, August 27, 2010).

Interview bias was based on the researcher's involvement with the school district in the past was avoided by providing the participants an approved IRB consent form and were provided with a full description of the study and the option to opt out for any reason, including any perceived bias. The interview was conducted in a manner that offered the participant the ability to concur with the answer provided, including member checks of the transcribed interview. Member checks were done via email. The researcher sent each participating interviewee a PDF copy of the original transcript and asked each participant to review the document and provide any additional information or changes that they desired to be made. Nine of the fourteen participants made comments regarding their interview transcript. Only one change was requested and it was a minor deletion of background conversation that was recorded and subsequently transcribed. The deletion was agreed to with the participant. The researcher also provided quality checks during and after the interview for the participant to confer. The interviews were recorded and transcribed anonymously so that no identifiable information was stored or used during the analysis.

Analytic bias was reduced by using a team based approach throughout the analytic process (MacQueen, McLellan, Kay, & Milstein 1998). Independent raters were used to score rating forms and code themes from the interviews. A thorough rater training process was developed for both the qualitative and quantitative data and are

described below. Using a team based approach to data analysis ensured that the data being analyzed was done so without individual bias.

The researcher conducted an extensive literature review on coaching across multiple disciplines and organizational structures. This literature review was used to develop propositions for the coaching effectiveness and organizational structures that support effective coaching. Those themes emerged from the information on Table 1. and Table 3. Overall themes emerging from the literature include communication, skills, systems change, demeanor, teaming, high expectations for teaching and learning. The propositions were used to guide the interview process and guide data collection. The data was analyzed using a mixed method, concurrent nested strategy (Creswell, 2003). This strategy involves a nested approach in which the qualitative data are nested within the quantitative data. The following research questions were addressed using the propositions below.

Research questions

1. What perceived core characteristics can be identified that describe effective coaches?
2. What perceived core characteristics can be identified that describe effective organizations that support coaching?

Propositions

1. Effective coaches will demonstrate communication skills that promote a successful planning and implementation process.
 - a. An effective coach constructively resolves conflict and reframes challenges.
 - b. An effective coach is an active listener and uses open-ended and structured questioning.
 - c. An effective coach facilitates meetings that are structured using goal setting and action planning and lead to clear learning outcomes.
 - d. An effective coach supports team processes that are cooperative and open.

2. Effective coaches will demonstrate competencies in key content areas.
 - a. An effective coach designs meaningful, function-based interventions.
 - b. An effective coach assists staff to structure classrooms and use classroom management techniques that support positive student outcomes.
 - c. An effective coach is knowledgeable about the academic content curriculum.
 - d. An effective coach is knowledgeable about the behavior content curriculum.
3. Effective coaches will demonstrate competencies in key systems change initiatives.
 - a. An effective coach has experience implementing PBS and RtI.
 - b. An effective coach uses data to make decisions through a problem-solving process
 - c. An effective coach uses or recommends evidence-based practices to support behavioral strategies.
 - d. An effective coach uses culturally responsive interventions, lessons, and strategies to support initiatives.
4. Effective coaches will demonstrate a positive demeanor and disposition toward co-workers and students.
 - a. An effective coach is optimistic rather than pessimistic.
 - b. An effective coach is empathetic rather than sympathetic.
 - c. An effective coach is respectful rather than discourteous.
 - d. An effective coach is supportive rather than unaccommodating.
5. Effective coaches will demonstrate processes that support a teaming and collaborative environment.
 - a. An effective coach assists the team in creating a sense of unity of purpose through shared visions and goals.
 - b. An effective coach assists the team in creating collegiality and collaboration.
 - c. An effective coach assists the team in maintaining positive attitudes and beliefs.
 - d. An effective coach assists the team in assigning roles that support team member strengths and allow for task interdependence.
6. Organizations that support and facilitate effective coaching will demonstrate high expectations for teaching and learning.
 - a. An effective organization utilizes clear and purposeful teaching through structured lesson planning activities.
 - b. An effective organization supports and encourages the use of evidence-based practices.
 - c. An effective organization encourages high expectations in students and staff through the use of frequent and tangible recognition that reaches diverse levels of potential and capability.
 - d. An effective organization is able to support the coaching process by providing adequate time, resources, and training.

These propositions were used throughout the data collection and data analysis process. To determine the evidence in support of the propositions the researcher engaged in a mixed methods design. The procedures are described below:

- Develop interview protocols
- Conduct and record interviews
- Train independent raters/coders to reliability on scoring form
- Raters score interview transcripts
- Train independent raters/coders on coding (through code refinement and code development) to reliability
- Raters/coders code data for patterns and themes
- Team analyzes mixed method data
- Report quantitative, qualitative, and combined data results

Interviews. Interviews were conducted to determine the degree of support for the propositions gathered from the literature. An informal pilot study was conducted to develop the questions for interview. Three individuals who have been involved in a coaching process were interviewed to determine the extent to which the interview questions align with the propositions. Following each pilot interview the questions were revised based on the outcome data. The interview questions were also reviewed by the expert panel (dissertation committee) to provide additional revisions and suggestions. A semi-structured interview process was used to provide an opportunity for open-ended and unstructured participate responses. A more structured, guided interview followed, allowing the participant to address specific areas of the coaching process. The questions include additional probes that assisted interviewees in addressing the propositions. For

questions or interviews where the propositions are not directly addressed through the questions and probes or are addressed through short answers, an additional probe such as, “can you tell me more about that,” was used.

The questions for each interview are listed below.

1. What is your job title/position at the school?
2. How long have you been in that position?

Describe to me the ideal coaching experience...

What are your expectations for an effective coach?

What do you want an effective coach to do on a regular basis?

What do you feel the ultimate goals of effective coaching should be?

3. What are some of the personal characteristics of a good coach?
 - a. What personality types are better suited for coaching?
 - b. Why?
4. What are some of the essential skills that a coach needs?
 - a. What knowledge does a coach need to be effective?
 - b. What does a coach need to do to be effective?
5. What different roles and responsibilities does an effective coach fulfill?
6. What supports does an effective coach provide to the PBS team?
 - a. In what ways can a coach assist the team?
 - b. Are there resources or tools that a coach should have to benefit the team?
 - c. What can a coach do to ensure a team achieves its goals?
 - d. How does an effective coach assist the team with making intervention decisions?
7. What supports does an effective coach provide to classroom teachers?
 - a. Is it expected that coaches work directly with classroom teachers?
 - b. If so, in what ways?
 - c. What would the goals be of a coach and teacher working together?
 - d. Are there specific things that an effective coach can do to address common classroom issues?
 - e. How would an effective coach suggest interventions and classroom supports?
8. Are there ways in which an effective coach impacts students?
 - a. What are the direct impacts of effective coaching on students?
 - b. What are the indirect impacts of effective coaching on students?
 - c. In what ways can an effective coaching process improve student achievement?
9. What resources and tools does an effective coach need from the school to be most effective?
 - a. What resources would help a coach with data-based decision making?
 - b. What resources would help a coach with problem-solving?
 - c. In what ways can classroom teachers assist an effective coaching process?

- d. In what ways can administration assist an effective coaching process?
10. What resources and tools does an effective coach need from the district to be most effective?
 - a. What does the district do to facilitate the coaching process?
 - b. Are there barriers from the district that inhibit coaching from being effective?
11. What is the biggest contribution to the team that an effective coach could make?
12. What is the biggest contribution to the school that an effective coach could make?
13. In addition to the duties that you have already described, what more could an effective coach do to assist staff and administration?
14. Is there anything that you would like to add about an effective coaching process?

A set of questions which addresses the content of each of the propositions was created in an interview format. This format encouraged free-response answers, which was used to find themes and patterns in the data and forced-choice questions, which were analyzed using a Likert scale for scoring the interviews (See Appendix A).

The interviews were scheduled through the PBS District Coordinator due to her knowledge of the school and personnel schedules. Interviews were scheduled across two days toward the end of the school year. An interview schedule was created so that the researcher could interview each participant at each school during blocks of time. For example, the administrator, and two team members were scheduled for a block of time at one school in the morning and another block of time was scheduled at another school around lunchtime. The interviews took place in the individual's offices or neutral school space such as a guidance office which may be shared with multiple individuals but was scheduled for no interruptions during the interview time. Participants were encouraged to take as much time as they needed. In two instances while interviewing administrators they had to respond to a call on the radio but were not removed from the interview setting.

For two participants who were unavailable during the scheduled interview times. An online phone conversation was scheduled using the same interview protocol. In both instances the participants contacted the researcher via online video chat from their homes during evening hours. Those participant transcripts or interview lengths were not different from those participants that responded face to face.

Interview transcript lengths ranged from 196 lines to 398 lines. Each transcript was uniform using 1" margins, 12 pt Times New Roman Font and the same header. The lines do include the interviewer's questions, though those did not vary across lines of script. The average number of lines for the interview transcripts was 258 lines.

Quantitative data

Interview raters. Interviews were reviewed by two independent raters who were external to the study but have knowledge of the coaching process and Yin case study methodology. These independent raters were trained to read the transcribed responses from the interviews to determine the degree of support or refutation of the propositions. Raters were required to have inter-rater reliability of $\geq 80\%$. Inter-rater reliability was calculated using the following calculation:

$$\text{Reliability} = \frac{\text{total agreements}}{\text{total number of agreements} + \text{disagreements}}$$

Rater training process. The training process began after all data were collected and the interviews were transcribed. The raters had previous experience in the education fields and with PBS and RtI. Both raters had knowledge and experience with coaching processes.

A series of four case studies were created using the two pilot interviews (see Appendix B). The case studies include elementary, middle, and high school examples.

The case studies also include an exemplar, two median examples, and a non-example to provide a range of practice for the raters. The case studies were used to provide practice in using the rating form and gaining inter-rater reliability. The raters also had access to a document that assisted in matching the interview questions to the propositions (see Appendix B). In cases in which reliability was difficult to meet, the researcher and raters discussed and came to agreement for future questions. Any discrepancies were addressed using the propositions to determine appropriate scores.

Quantitative data analysis. The resulting data from the case study protocol and interviews were used to determine the degree of evidence that supports the propositions. Descriptive statistics were used to perform an initial analysis of the data. These data included mean, median, and range. These data are displayed graphically in Chapter Four.

The data from the rating form (see Appendix A) were analyzed using summation totals. Each indicator was summed to create an Indicator Total. The Indicator Totals (ranging from +12 to -12) were summed to create a Proposition Score. The data from the Proposition Score and Indicator Total were used to determine the propositions that most accurately reflect the current literature on effective coaching.

Qualitative data

The four non-structured interview questions which were intended to address more concrete ideas of the coaching process, as well as, serve as rapport builders, and the structured interview questions were analyzed using HyperRESEARCH, a Computer-Aided Qualitative Data Analysis Software (CAQDAS; 1990-2009; Fielding & Lee, 1998). The HyperRESEARCH software allowed the team to organize, code, and share the data from the interviews using an intuitive interface. HyperRESEARCH allowed the

researcher to create a Case from which all of the team members were able to work on the data. The researcher ran a practice data set to gain competency in using qualitative software prior to training the raters and analyzing the researcher's data set. This was done with the supervision of the researcher's major professor. The qualitative data analysis occurred in three phases: 1) data reduction, 2) code development, and 3) coding for themes. These phases are described below.

Data reduction. A data reduction occurred first in order to identify themes that were found within the interview transcripts. The purpose of the reduction was to determine, focus, and simplify the data (Miles & Huberman, 1994) that are relevant to perceived characteristics of coaches. The data reduction began with identifying words from the propositions and indicators that were relevant to the overall research questions (e.g., communication and teaming are found in the propositions, while, resolves conflict and reframes challenges are found in the proposition indicators). Pre-identified codes from the developed propositions and indicators assisted with the process of developing the codes that were used by the team.

The team was familiar with the propositions and indicators, after having been previously trained to rate the interview questions. The interview transcripts were reviewed independently by the two rater/coders and the researcher. The team members met to discuss which emerging themes had agreement and disagreement and the team determined whether to include that theme during data analysis. The team erred on the side of inclusion to ensure that all possible themes were analyzed further. Themes that were independent of the propositions and indicators were also discussed (e.g., organized, rapport building, positivity, motivating/encouraging, etc.)

Code development. From the code reduction process the team created a list of codes (MacQueen, McLellan, Kay, & Milestein, 1998; Miles & Huberman, 1994), which allowed the team to apply the refined codes to the data in a more consistent and efficient manner. The codes were developed based on the conversations during code reduction which were either found in the literature (propositions and indicators) or found in the interview transcripts (independent themes) as a guide for further refinement. The list was then the final document from which the team coded their transcripts.

Coding for themes. The training process for the coders/raters was included in both the qualitative data analysis and the code reduction and code list development. The coders/raters were also trained on the software program by coding sample data until a consistent level of agreement occurred. This training process included regular meetings to discuss the process, progress, and any questions that arose throughout the coding process.

The team based approach that was used required that the data be coded individually by multiple team members (two independent raters and the researcher). The coded data were then compared and discussed and codes were refined until consensus was met. As expected reliability began fairly low and the team had to refine and discuss the coding process until consensus was reached. Consensus was determined through multiple conversations between the research team members. Any discrepancies in codes were discussed, examples of definitions for codes were discussed, especially for terms related to the proposition Demeanor, since the value of those terms are often more subjective. The team reached consensus when everyone could review the transcript again and code the same participant responses. The team also aimed for broad themes to be

found in the data rather than specific quotations. Broad themes that were found by team members were discussed as proposition/indicator themes or independent themes.

Qualitative data analysis. After code reduction and code development the team used HyperRESEARCH software to assist in theme and pattern identification (CAQDAS; 1990-2009; Fielding & Lee, 1998). The individual coded data were then unfiltered to show all of the codes assigned by the team. All team members then engaged in conversations regarding coding refinement and overall patterns and themes. Those overall patterns and themes determined the degree to which participants discussed themes found in the interview transcripts.

Mixed method analysis

A concurrent nested strategy was used to address the analysis of both sets of data which are derived from the interviews (Creswell, 2003). This research method was used to gain a broader perspective of the propositions by using multiple methods of analysis. This method provides for a more rich analysis (Creswell, 2003). This method was also beneficial because it allowed the researcher to gain multiple sources of data simultaneously (i.e., from one interview). The goal was to find convergence among the two sets of data (Creswell, 2003).

In order to find this convergence between the quantitative data (rating form scores) and the qualitative data (patterns and themes), the researcher and research team addressed both sets of analyzed data. The quantitative data provided summation totals for the propositions and indicators. The qualitative data provided broad themes and patterns based on the propositions and indicators and independent themes. These two

sets of data were then assessed for the commonalities, since they were based on the same framework.

The team, who was involved in training and analyzing both sets of data discussed and determined the way in which the rating form scores align with the themes and patterns found or vice versa. For instance, if teaming had a high score in the rating process and also was discussed often by participants and created significant patterns in the data, it was then presumed that teaming as a perceived characteristic of effective coaching was supported by both sets of data. It may have also been the case, for instance, that demeanor did not produce a high score on the rating form and did not provide patterns found through coding, and it may then be presumed that though demeanor is supported in the literature it may not be a perceived characteristic of effective coaches.

The team also included a brief pattern matching logic process to provide a second level of convergence of the qualitative and quantitative data (Yin, 2009). This level of analysis was used to compare the empirical data (i.e., interview transcripts) with the predicted data (i.e., the research based propositions) (Yin, 2009).

Chapter Four

After the data were collected, three levels of data analysis occurred. The first level of analysis included a quantitative analysis of the interview transcripts using a rating form to determine the level of support for the propositions. The second level of analysis was a qualitative analysis of the interview transcripts using a code development and code analysis process (MacQueen, McLellan, Kay, & Milestein, 1998; Miles & Huberman, 1994). The third level of analysis included a concurrent nested strategy and pattern matching logic strategy to provide a mixed method analysis of both the quantitative and qualitative data (Creswell, 2003; Yin, 2009).

The findings from these levels of analysis will be discussed in this chapter. They will be presented so that the research questions guide the discussion, followed by a description of the participants and/or schools, and the key findings for both the quantitative and qualitative data. The research questions that guided the study were as follows:

1. What perceived core characteristics can be identified that describe effective coaches?
2. What perceived core characteristics can be identified that describe effective organizations that support coaching?

Question 1: What perceived core characteristics can be identified that describe effective coaches?

Quantitative Data. The first phase of data analysis involved a quantitative process of testing the propositions and indicators. The rating form was scored by the independent raters and the researcher after training occurred as described in Chapter 3. One independent rater reached an inter-rater reliability rate of 95% initially using the formula described in Chapter 3. This rater was currently involved in a Yin Case Study design study simultaneously which may explain the initial high rate of inter-rater reliability. The second rater initially scored a low rate of inter-rater reliability, below 80%. The rater and researcher met to discuss the variations in scoring and after re-training, a score of 88% was reached. An inter-rater reliability rate of 94% was reached for all three raters prior to initial analysis. See Appendix E for the data related to inter-rater reliability.

The rating forms were scored creating a summation total for the overall proposition (i.e., total of all indicators) and indicator totals (ranging from +12 to -12). The rating form was created as a Likert Scale form that included both the propositions and indicators. A sample of the rating form can be found in Appendix A. Across the 14 participants the total scores for indicators could range from +168 to -168. The propositions and indicators were analyzed using the total scores, means, medians, and ranges. The propositions and indicators were as follows:

6. Effective coaches will demonstrate communication skills that promote a successful planning and implementation process.
 - a. An effective coach constructively resolves conflict and reframes challenges.
 - b. An effective coach is an active listener and uses open-ended and structured questioning.
 - c. An effective coach facilitates meetings that are structured using goal setting and action planning and lead to clear learning outcomes.
 - d. An effective coach supports team processes that are cooperative and open.
7. Effective coaches will demonstrate competencies in key content areas.
 - a. An effective coach designs meaningful, function-based interventions.

- b. An effective coach assists staff to structure classrooms and use classroom management techniques that support positive student outcomes.
 - c. An effective coach is knowledgeable about the academic content curriculum.
 - d. An effective coach is knowledgeable about the behavior content curriculum.
8. Effective coaches will demonstrate competencies in key systems change initiatives.
- a. An effective coach has experience implementing PBS and RtI.
 - b. An effective coach uses data to make decisions through a problem-solving process
 - c. An effective coach uses or recommends evidence-based practices to support behavioral strategies.
 - d. An effective coach uses culturally responsive interventions, lessons, and strategies to support initiatives.
9. Effective coaches will demonstrate a positive demeanor and disposition toward co-workers and students.
- a. An effective coach is optimistic rather than pessimistic.
 - b. An effective coach is empathetic rather than sympathetic.
 - c. An effective coach is respectful rather than discourteous.
 - d. An effective coach is supportive rather than unaccommodating.
10. Effective coaches will demonstrate processes that support a teaming and collaborative environment.
- e. An effective coach assists the team in creating a sense of unity of purpose through shared visions and goals.
 - f. An effective coach assists the team in creating collegiality and collaboration.
 - g. An effective coach assists the team in maintaining positive attitudes and beliefs.
 - h. An effective coach assists the team in assigning roles that support team member strengths and allow for task interdependence.
7. Organizations that support and facilitate effective coaching will demonstrate high expectations for teaching and learning.
- a. An effective organization utilizes clear and purposeful teaching through structured lesson planning activities.
 - b. An effective organization supports and encourages the use of evidence-based practices.
 - c. An effective organization encourages high expectations in students and staff through the use of frequent and tangible recognition that reaches diverse levels of potential and capability.
 - d. An effective organization is able to support the coaching process by providing adequate time, resources, and training.

Key Findings

Propositions and Indicators. The propositions and indicators were the themes that emerged from the current literature on coaching. *Key finding: It is perceived that an*

effective coach will have characteristics that support Systems Change, as well as, Active Listening and Effective Questioning, Classroom Management Skills, Optimism, and Maintaining Positive Attitudes and Beliefs of PBS/RtI Team Members

Based on the total score of the propositions, Systems Change had the highest level of support of the propositions (except organizational) (total= 60; mean= 4.28). The mean for the totals of propositions and indicators would be 12. A mean score of six or above would indicate a high degree of support or evidence and a mean score of five or below would indicate a low level of support or evidence. Mean scores did not go above five so the analysis is discussed in terms of more or less support or evidence. Data indicate that within Systems Change, participants perceived the indicators that describe an effective coach as having experience implementing PBS and RtI (mean= 1.35) and an effective coach using data to make decisions through a problem-solving process (mean= 1.71) as highly supported. Table 5 shows the full scope of these findings.

The indicator Classroom Management had a mean score of 2.14. That indicator was defined as, an effective coach assisting staff to structure classrooms and use classroom management techniques that support positive student outcomes. This indicator had the highest mean indicator score of those related to coaching characteristics. This indicator was also the only indicator with a mean score above two, showing a high level of support.

Additionally, the indicators that an effective coach is an active listener and uses open-ended and structured questioning (mean= 1.21), an effective coach is optimistic rather than pessimistic (mean= 1.14), and an effective coach assists the team in maintaining positive attitudes and beliefs (mean= 1.21) had mean indicator scores of

above one. Each of those indicators (active listening, optimism, and team positivity) has a mean score higher than one within the proposition categories, with all other mean indicator scores within the overarching proposition having a mean score of less than one and indicating a higher degree of support.

Key finding: It is perceived that the characteristics of Demeanor and Teaming, as well as, Academic Content Knowledge, Respectfulness, and Lesson Planning are not highly supported.

The data reveal that there is a lower level of support for the propositions of Demeanor and Teaming (mean= 2.86 and 2.71 respectively). While the overall scores for the propositions of Demeanor and Teaming were low, several indicators within those propositions had some support. The indicator, an effective coach is optimistic rather than pessimistic (mean= 1.14) had the highest level of support within Demeanor. The indicator, an effective coach assists the team in maintaining positive attitudes and beliefs (mean= 1.21) had the highest level of support within Teaming. Overall indicator scores also revealed a low level of support for the indicators of Academic Content Knowledge, Respectfulness, and Lesson Planning (mean= 0.36, 0.21 and 0.21 respectively).

Table 5

Data By Proposition and Indicator

Propositions/Indicators	Total	Mean	Median	Range
Communication	48	3.42	3.50	-8 - 8
A. (resolves conflict)	10	0.71	0.00	-1 - 3
B. (active listener/questions)	17	1.21	1.00	-2 - 3
C. (goal setting/action planning)	9	0.64	0.50	-3 - 3
D. (cooperative/open)	12	0.86	1.00	-2 - 3
Content Area Skills	52	3.71	3	1 - 11
A. (functional interventions)	10	0.71	0.00	-1 - 3
B. (classroom management)	30	2.14	2.50	1 - 3
C. (academic content)	5	0.36	0.00	0 - 3
D. (behavior content)	7	0.50	0.00	0 - 3
Systems Change	60	4.28	4.5	-2 - 10
A. (PBS/RtI experience)	19	1.35	1.50	0 - 3
B. (data/problem solving)	24	1.71	2.00	-2 - 3
C. (evidence based practices)	6	0.43	0.00	-2 - 3
D. (culturally responsive)	11	0.79	0.00	0 - 3
Demeanor	38	2.71	3.5	-1 - 6
A. (optimistic)	16	1.14	1.50	-3 - 3
B. (empathetic)	7	0.50	0.50	-1 - 2
C. (respectful)	3	0.21	0.00	0 - 3
D. (supportive)	12	0.86	1.00	-1 - 3
Teaming	40	2.86	3.5	-8 - 8
A. (visions/goals)	9	0.64	0.00	-3 - 3
B. (collegiality/collaboration)	7	0.50	0.50	-3 - 2
C. (positive attitudes/beliefs)	17	1.21	1.00	0 - 3
D. (roles/task interdependence)	7	0.50	0.00	-3 - 3
Organizational	67	4.79	5.5	-3 - 10
A. (lesson planning)	3	0.21	0.00	0 - 3
B. (evidence based practices)	7	0.50	0.00	-2 - 3
C. (tangible rewards/high expectations)	17	1.21	1.50	-2 - 3
D. (time, resources, training)	40	2.86	3.00	1 - 3

Note. The proposition 'Organizational' is included in the findings for the Research Question 2.

Summary

The quantitative data show that the proposition of Systems Change had an overall higher level of evidence, whereas, Demeanor and Teaming had a lower level of evidence. The data also show that the indicators of Active Listening/Questioning, Classroom Management Skills, Optimism, and Maintaining Positive Attitudes of the Team had a higher level of evidence, whereas, the indicators of Academic Content Knowledge, Respect, and Structured Lesson Planning had a lower level of evidence. Further analysis of the data using a qualitative process is discussed below.

Qualitative Data

Data Reduction Process. The data reduction process began with the researcher and independent raters doing a thorough read through of all of the interview transcripts and discussing initial descriptors. The research team identified words from the propositions and indicators that were relevant to the overall research questions and related to the propositions and indicators (e.g., communication and teaming are found in the propositions, while, resolves conflict and reframes challenges are found in the proposition indicators). The team also kept track using a tally mark system for additional themes that emerged beyond the propositions and indicators that were found in the interview transcripts. This was done to capture any additional information that was identified in the transcripts.

Code Development. From the initial read through of the interview transcripts the research team met to discuss the codes that were discovered and would be used to evaluate the transcripts via HyperResearch (CAQDAS; 1990-2009; Fielding & Lee, 1998). The research team met several times to ensure that the codes were both relevant

to the research questions, related to the propositions and indicators (which were derived from the literature), and included any additional themes discovered in the transcripts.

After a complete list was created the research team worked together on one transcript to meet consensus on the coding process. This run-through was done using hard-copies of the transcripts and highlighters to code the words/phrases to be assessed. Because the team worked together using the coding processes described in Chapter 3 and used discussion to reach consensus on codes, an inter-rater reliability rate of 100% was reached on the run-through and subsequent transcripts. The following were the

Proposition and Indicator codes that were used in the qualitative data analysis process:

- 1) Communication
 - a) Resolves Conflict
 - b) Reframes Challenge
 - c) Active Listener
 - d) Questioning
 - e) Goal Setting
 - f) Action Planning
 - g) Cooperative/Cooperation
 - h) Open
- 2) Content Area Competencies
 - a) Function Based Intervention(s)
 - b) Classroom Management
 - c) Academic Content
 - d) Behavior Content
- 3) System Change Competencies
 - a) Implementation
 - b) Positive Behavior Support/PBS
 - c) Response to Intervention/RtI
 - d) Data
 - e) Problem Solving
 - f) Evidence Based Practices
 - g) Culturally Responsive Interventions
- 4) Demeanor
 - a) Optimistic
 - b) Pessimistic
 - c) Empathetic
 - d) Sympathetic
 - e) Respectful

- f) Discourteous
- g) Supporting
- h) Unaccommodating
- 5) Teaming/Team
 - a) Visions
 - b) Goals
 - c) Collegiality
 - d) Collaboration
 - e) Positive Beliefs
 - f) Positive Attitudes
 - g) Assigning Roles
 - h) Task Interdependence
- 6) Organizational Support
 - a) Lesson Planning
 - b) Evidence Based Practices
 - c) High Expectations
 - d) Tangible Recognition
 - e) Rewards
 - f) Time
 - g) Training
 - h) Resources
 - i) Materials

Note. The proposition, ‘Organizational Support’ is included in the discussion for Research Question 2.

Because the research team conducted multiple read-throughs of the transcripts and were keeping tally mark records of additional themes that emerged, a list of words were agreed upon to be included in the qualitative data analysis. The additional themes that emerged while doing initial and subsequent readings of the transcripts were as follows:

1. Organizational Skills
2. Positivity
3. Rapport Building/Trust
4. Modeling
5. Follow-Through
6. Encouraging/Motivating
7. Understanding of the ‘Big Picture’/
‘Whole Picture’

Data Analysis. Once the codes were agreed upon and consensus was met the team independently used HyperResearch to analyze the transcripts (CAQDAS; 1990-2009; Fielding & Lee, 1998). Each rater created the list of codes in the software program. The program organizes the list of codes in alphabetic order. Once the list was created in each rater's HyperResearch Case the researchers uploaded the individual transcripts and saved them in the Case file (which was titled Coach Characteristics; CAQDAS; 1990-2009; Fielding & Lee, 1998). For each rater, this Case was the only case they were evaluating using HyperResearch (CAQDAS; 1990-2009; Fielding & Lee, 1998). The raters then used the corresponding codes to organize words, blocks of words, and/or paragraphs in the transcripts that related to the codes. Each rater then ran a basic report which indicated the number of times a code was labeled. A further report which included descriptive statistics was reviewed and found to be redundant of the information analyzed in the quantitative process.

Key finding: It is perceived that an effective coach will have characteristics that support Communication and Content Area Skills, as well as, Active Listening and Questioning, Data-Based Decision Making and Problem Solving, Optimism, Empathy, Supportiveness, and Collaboration.

The propositions of Communication and Content Area Skills were both highly supported in the qualitative analysis. Data indicated that Communication was a theme found often in the transcripts. One administrator stated that, "*They [coaches] need to be very good at communicating. They need to be a good listener*". A team member at that same school explained that, "*Questioning skills, I think that's really important*". A dean stated that, "*... effective communication back to the team from somebody who*

understands it and has seen it go all the way through in a school setting, that communication back and forth to the team that things will work out". A team member also commented that a coach would be an, *"An active listener. The coach would be an active listener and proactive in presenting any updates or information to the school"*. Comments from one school included, *"Communication. To see what the needs are, to see where everybody is, to get their opinions on things, so that that could guide their coaching"*, *"I think being a good listener, being open... I would say listening"*, *"Listening skills is [sic] crucial"*. The participants more often mentioned the indicator of listening skills rather than open ended questioning skills.

The proposition of Content Area Skills was supported through statements across schools regarding the knowledge and experience of perceived effective coaches. One team member explained that, *"Having some [knowledge] in behavior, so that they cannot [sic] help understand what's going on, particularly with students that are especially difficult. Them having a little bit of a background in psychology or behavior would very much help in understanding and brainstorming solutions"*. A team member at another school stated, *"Well, I think they have to be very knowledgeable in intervention decisions, in types of interventions"*. When asked what the essential skills of an effective coach should be a team member said, *"Management, good class management skills, because you need to be able to notice what you need"*. In addition, a team member also stated that, *"... [a coach has to] have a good foundation in managing the behaviors of anti-social students"*.

The indicators that were supported more often in the interviews included Active Listening, Data-Based Decision Making, Team Communication and several Demeanor

indicators including, Optimism, Empathy and Support. The indicator Active Listener was most often mentioned in the interviews in very brief one or two word responses, even after being probed to provide additional information. Comments included, “*An active listener. The coach would be an active listener...*”, “*Listening skills is [sic] crucial*”, “*I think being a good listener... I would say listening*”, “*To be a good listener*”, and “*And I think just a good listener*”. Since the concept of listening is quite explicit in this instance, there was little need for participants to expand on their perceptions of listening as a characteristic of a good coach.

Data-Based Decision Making was also coded often in the interview transcripts. Throughout the interview transcripts, participants commented that using data and being active in the problem solving process were desired skills for coaches to possess. Several comments from team members, when they were asked about skills or tools that an effective coach would need included: “*Provide their data, accurate data. How the plan has been implemented and its effectiveness and I believe data is [sic] a huge part of that*”. Another team member also referred to the coach assisting with data stating,

“Well, I know we tally and keep track of our referrals, things like that to help guide us. And we also take note of the times for the referrals and when they happen, where they happen. We also noted which students have the most referrals, and those that need to be targeted for extra intervention and things like that”.

Deans/Administrators and coaches perceived that coaches needed to be more skilled at data use and problem solving. One coach mentioned that,

“I think really supporting the admin, because you know, they have tons of other duties to do, and you don’t want to see such a good thing go by the wayside. Hopefully they’re [the coach] looking at data, they’re pulling it, you know, they’re seeing [sic] increase. If not, we need to problem solve I would say”.

Additionally, an administrator commented that the coach is integral in looking and using data by stating that,

“Sure. Data, definitely discipline data, definitely school-wide data. And it just kinda shows them which bag of tricks to pull from And of course, different files. I have discipline files on all my students. And you know, we just talk about each of them finding our what worked, what didn’t work”.

While team members discussed the perceived effectiveness of a coach that uses data and problem solving to assist the team to make intervention and school-wide decisions, the administrators and coaches discussed the use of data-based decision making and problem solving as perceived tools to assist administration make better overall school-wide decisions, which is also reflected in the addition of the theme of the ‘whole/big picture’, and is discussed in more detail in a later section. Participants briefly mentioned the use of problem solving as a strategy to assist classroom based teachers make intervention decisions.

Key finding: There was no support for the hypothesis that a coach has to have respect.

Participants made very brief, generalized, or few statements regarding the perceived effectiveness of a coach that is respectful. While other Demeanor characteristics such as optimistic, empathetic, and supportive were discussed by participants, the concept of respectfulness was rarely coded. While participants did speak to qualities such as ‘likeableness’, ‘encouraging’, ‘helpful’, ‘unbiased’, ‘approachable’, ‘outgoing’, ‘role model’, ‘flexible’, and ‘straight forward’. Findings from the literature review supported respect as a characteristic of effective coaches; however, participants in this study did not perceive respectfulness as a necessary demeanor quality for coaches to have.

Key finding: Participants commented on anecdotal characteristics, beyond those in the study propositions and indicators that they perceived to be important to describe characteristics of an effective coach.

The research team, while conducting the qualitative analysis process coded additional themes that were found regularly throughout the interview transcripts. Those additional codes were as follows:

1. Organizational Skills
2. Positivity
3. Rapport Building/Trust
4. Modeling
5. Follow-Through
6. Encouraging/Motivating
7. Understanding of the ‘Big Picture’/
‘Whole Picture’

Participant statements reflected perceptions that an effective coach should have the characteristics described in previous sections, as well as, these additional characteristics. Themes such as organizational skills, positivity and rapport building were commonly discussed. One principal stated that,

“Relationships. You’ve got to have relationships with the staff and the students to be able to move that school forward, because if I’m a coach and I come in and I don’t understand where the kids are coming from, my kids come from- 93% of my kids are on free and reduced lunch. You know, so they come from some really difficult places. And if a coach comes in to work with my staff and they don’t have an understanding of the culture, they’re not gonna help the teachers, because the teachers are gonna block and shut the doors. So they’ve got to understand the culture and they’ve got to be able to build relationships. And then you can do what you need to do”.

Similarly, a coach commented,

“No, rapport building is crucial. When I started as a coach, I didn’t know anybody at this school. I was new to this school, so it took me a good year to even figure out the people on my team.

And I think now it was kind of time wasted. You know, I wish I would have been here a little bit more so that when I walked in as a coach I already earned that trust. And there were a lot of trust issues I think when I first started. So to me you've got to be somebody that can build trust..."

And a team member explained,

"I think an ideal coach experience would be someone who's positive and can effect change, organized. And you know, that the students look up to, not really as a friend but as a model".

That same team member continued by saying, *"Again, I think they'd have to be positive. They'd have to be organized"*. Participants made similar brief comments regarding the additionally coded themes with one to word comments about an effective coach being a positive person, being an organized person, being a role model, building trust, being motivating for staff, students, and the team, and following through with interventions, supports, resources, and training.

Data by Participant

Key finding: Differences were found across participants when the data were analyzed by participant role.

Analysis of the data by participant role indicated that there was a higher level of support for the propositions by administrators and team members than coaches, with coaches having a range of 11.5 overall. See Table 6 for the rating form scores. However, adjusting for the difference in numbers of participants across roles and looking at the mean scores, there was a higher level of support for the propositions by administrators and coaches than the team members. The findings indicate that team members perceived a lower level of evidence than the administrators and coaches. Team member's school based roles included a classroom teacher, a special education teacher, a guidance

counselor, deans (2), a media specialist, and a math coach. While the two Deans included in the sample as team members perform an administrative role at the school they responded to the interview questions as PBS team members, this may have influenced their responses to their perceived effectiveness of coach characteristics in that they were not responding the interview questions in an administrative capacity.

Table 6

Data By Participant Role

Propositions/Indicators	Coaches (n=3)		Members (n=7)		Administrators/Deans (n=4)	
	Total	Mean	Total	Mean	Total	Mean
Communication	8	2.67	18	2.57	21	5.25
A. (resolves conflict)	1	0.33	3	0.43	6	1.50
B. (active listener/questions)	2	0.67	9	1.29	6	1.50
C. (goal setting/action planning)	5	1.67	0	0.00	4	1.00
D. (cooperative/open)	1	0.33	6	0.86	5	1.25
Content Area Skills	10	3.33	22	3.14	20	5.00
A. (functional interventions)	2	0.67	4	0.57	4	0.00
B. (classroom management)	6	2.00	16	2.29	8	2.00
C. (academic content)	0	0.00	1	0.14	4	0.00
D. (behavior content)	2	0.67	1	0.14	4	0.00
Systems Change	13	4.30	21	3.00	26	6.50
A. (PBS/RtI experience)	2	0.67	8	1.14	9	2.25
B. (data/problem solving)	4	1.33	11	1.57	9	2.25
C. (evidence based practices)	4	1.33	-1	-0.14	3	0.75
D. (culturally responsive)	3	1.00	3	0.43	5	1.25
Demeanor	6	2.00	16	2.29	16	4.00
A. (optimistic)	-1	-0.33	10	1.43	7	1.75
B. (empathetic)	2	0.67	2	0.29	3	0.75
C. (respectful)	0	0.00	3	0.43	0	0.00
D. (supportive)	5	1.67	1	0.14	6	1.50
Teaming	15	5.00	6	0.86	19	4.75
A. (visions/goals)	5	1.67	0	0.00	4	0.00
B. (collegiality/collaboration)	2	0.67	1	0.14	4	0.00
C. (positive attitudes/beliefs)	3	1.00	6	0.86	8	2.00
D. (roles/task interdependence)	5	1.67	-1	-0.14	3	0.75
Organizational	18	6.00	26	3.71	23	5.75
A. (lesson planning)	0	0.00	0	0.00	3	0.75
B. (evidence based practices)	4	1.33	-1	-0.14	4	0.00
C. (tangible rewards/high expectations)	5	1.67	8	1.14	4	0.00
D. (time, resources, training)	9	3.00	19	2.71	9	2.25

Administrators scores showed more evidence for the propositions of Communication, Content Area Skills, Systems Change, and Demeanor. Administrators commented more often on the four propositions above. One administrator explained that,

“They obviously need to be very good at communicating. They need to be a good listener. And they need to be someone who is willing to take a vested interested [sic] in either a teacher or a student’s lives and be willing and step in and give suggestions and help in really any aspect of either RtI or PBS to help teachers in the classroom meet the goals that we put in place for PBS”.

Similarly, another administrator stated that a coach should have,

“A different perspective that we already talked about. I would say just another, you know, just more- how can I put it? More skills. More bag of tricks. And just different ideas that is going to help the entire campus. For example, they can look at the data and they can say, well have you tried this, this, this and this. And if that doesn’t work, well we tried it over here. So it’s just their experience”.

Scores for administrators and coaches also showed a similar level of evidence for the proposition of Teaming. This would indicate that administrators and coaches perceive the characteristics of teaming skills as more often supported than the members of the team. Administrator and coach comments regarding teaming include,

“And you know somebody [coach]- and effective team is gonna have, you know, eight to ten people working on it, but that person that may lead the team today isn’t gonna be that person who is gonna take the lead a few months from now. And you know, so utilizing all of the resources to bring in , tapping into everybody’s strengths. Everybody had a different strength”.

That same administrator later said that,

“You know, I think just provide a lot of resources and support, making sure you have the right players at the table makes a big difference. I know that when we sit down at the table, I’m not the one that has the answers. I might at times, but usually I’m not”.

Team members did mention the indicators that support the proposition of teaming. The comments were either brief or did not support the proposition. One Team Member even stated that, *“I’m gonna put it this way. I am the team. We have other members, but I do all the work. We have meetings and they have all these brainstorming ideas, and I get to do all the work”*. Alternately, the coaches and administrators made more in-depth comments regarding team roles, team goals, and team processes, whereas team members

Key finding: *When participants were asked to describe their ideal coaching experience, responses reflected the overall findings of the quantitative and qualitative data.*

Each interview session began with several questions intended to build rapport and set up the interview questioning with reflective open-ended questions regarding the participant’s perceptions of ideal coaching experiences, expectations for effective coaching, and regular duties of effective coaches (see Appendix C for the interview introduction and interview questions). These questions were intended to help to build rapport with the interviewees and provide the interviewees with a scenario of what the ultimate goals of effective coaching might be so that when responding to the additional interview questions, participants were able to envision an ideal experience.

Data from these questions support the overall data in regards to what participants perceived as effective characteristics. Participants made comments that reflect communication, teaming, demeanor, systems change, and content area skills. One administrator stated that a coach is someone whom, *“... first of all I think it needs to be someone who has experience in education. Someone that has a good understanding and grasp of what public education does”*. That administrator went on to say that an effective

coach would, “... *meet with teachers regularly, to be available any time they have questions or need help with something they’re doing. Need to make sure you follow-up and look at the information, data that we collect and make sure that the teachers are being successful, the goals that we’ve put in place are being successful*”. The administrator continued to say that, “*One, they need to be willing to self-educate, to go online and make sure they’re up with everything that is cutting edge, so that they can share the information*”. This administrator’s comments are reflective of the expected experiences, expectations, and duties of a coach. These comments are also reflective of the propositions and indicators that were supported from the literature.

Question 2: What perceived core characteristics can be identified that describe effective organizations that support coaching?

Schools

The final data set included four schools, two elementary, one middle and one high school. As mentioned above, the high school was functioning at a very low level of PBS implementation for the 2010-2011 school year. According to the administrator interviewed (currently at another school) and the team member interviewed, previous years had seen a higher level of implementation but not a consistently high level of ongoing implementation fidelity since the initial PBS training. The high school was located in the southeastern are of the county which serves both rural and suburban communities (<http://www.marion.k12.fl.us/>). The school has been open since 1955(<http://www.marion.k12.fl.us/>). The school is currently implementing a mentoring program, Smaller Learning Communities, and High Schools that Work and Continuous Improvement Model as school reform models (<http://www.marion.k12.fl.us/>). Upon

entering the high school there was no sign of PBS or RtI by way of signs, posters, visuals, etc.

The middle school is located in the northern part of the county (<http://www.marion.k12.fl.us/>). The northern part of the county is rural and the school is located adjacent to several large horse ranches. The school has been implementing PBS for four years and visuals signs of PBS were observed in two hallways upon entering the school that included several small posters displaying the school-wide PBS expectations and rules for hallway behavior.

Two elementary schools were included in the final data set. The schools represented two different communities in the Florida County. L1 is situated in a more rural area on the central and southern portion of the county, it is a Title 1 school and was constructed in 1996 (<http://www.marion.k12.fl.us/>). Upon entering L1 there was a clear picture of PBS implementation through visual displays of expectations and rules, posters, and clear walkway paths that included hallway rule reminders.

L2 is located in an inner-city area, situated within a 75 year old neighborhood (<http://www.marion.k12.fl.us/>). L2 is considered an at-risk school due to an overall low socio-economic status and multi-ethnic population (<http://www.marion.k12.fl.us/>). Observational data did not indicate clear signs of visual support of PBS (i.e., no visible poster or signs) but it is the only school in the data set that included PBS information on its website, boasting a 75% decrease in office discipline referrals since implementation (<http://www.marion.k12.fl.us/>).

All four of the schools have been implementing PBS for three years or more, with an average of four years of implementation. The two elementary schools had a score that

is above or near the criterion score of 80 on the Benchmarks of Quality (Cohen, Kincaid & Childs, 2007). The Benchmarks of Quality is a research validated instrument used in the state of Florida to assess the level of a school’s PBS implementation (Cohen, Kincaid & Childs, 2007). School L2 was also awarded a Gold Model School Status the previous year, which is an award given to schools in Florida that show a high level of implementation and meet certain requirement criteria (<http://flpbs.fmhi.usf.edu/>). See Table 7 for additional data on PBS implementation.

Table 7

PBS Data

Schools	Yrs of Implementation	BOQ Score 2010-2011	Model School Status *2009-2010
L1	3	86	No
L2	6	79	Yes (Gold)
M	4	N/A	No
B	3	N/A	No
District Avg.	4	88.5	

Note. * indicates a difference in year as Model School Status is often not reported until the following Fall (e.g., 2011-2012)

In addition to the observational data and PBS data that were included above, the school’s demographic data are also provided. Table 7 provides a more detailed description of the schools specific demographics. All of the schools had a medium to large student population with an average of 1005 and the largest student population being the school B. The schools also have a high rate of students on Free and Reduced Lunch with an average of 76.55% or more than three quarters of their student population. Schools L2, M, and B all reported high levels of daily student attendance. School L1 reported a low level of attendance at 63.3%. None of the school met Adequate Yearly

Progress as measured by No Child Left Behind, however, one school did make a school grade of A, one school made a school grade of B and two made grades of C, which are also measured based on student level standardized testing criteria.

Additionally, discipline data related to the implementation of PBS and RtI are included in Table 8. Both the In School Suspension (ISS) and Out of School Suspension (OSS) data were taken from the school's School Improvement Plan (SIP). The Office Discipline Referral (ODR) data were taken from their self-reported Benchmarks of Quality (BoQ) End of the Year data collected through Florida's PBS/RtIB Project. The ISS and OSS data are also collected through FLPBS/RtIB however; the numbers are often different than those reported to the state. Since the majority of the data were collected from the SIPs, the researcher, to remain as consistent as possible, chose to use the state data. The schools averaged 240 ISS and OSS days, however, school M's data were not included on their SIP for 2010-2011. The average reported ODRs was 602.67, with school B having the highest reported ODRs.

Table 8
School Demographics

Schools	# of Students 2010-2011	FRL 2010-2011	Avg Daily Attendance 2010-2011	ISS 2010-2011	OSS 2010-2011	ODR 2010-2011	School Grade 2010-2011	AYP 2010-2011	AYP 2010-2011 % Criteria Met	# of Instructional Staff 2010-2011	% Highly Qualified Teachers 2010-2011
L1	905	75.36%	63.3%	97	106	594	C	No	87%	62	98.4% (61)
L2	704	83.80%	96%	0	257	195	C	No	77%	53	100% (53)
M	779	74.58%	94%	N/A*	582	1016	B	No	69%	52	101.9% (53)
B	1632	72.44%	90%	610	225	N/A*	A	No	77%	90	98.9% (89)
District Avg	1005	76.55%	85.8%	235.67	242.5	602.67			77.5%	64.25	99.8%

Note. FRL= Free and Reduced Lunch, ISS= In School Suspension, OSS= Out of School Suspension, ODR= Office Discipline Referral, AYP= Adequate Yearly Progress; School data were reported from Florida's Department of Education (School Grade and AYP), the School Improvement Plans (Discipline Data, Instructional Staff, and Highly Qualified Teachers), the Marion County School Board Public Relations offices (Student # and FRL), and FLPBS:RtIB (ODR); *ISS for M was reported in the SIP as a % instead of days as required; *ODR for B was not reported to FLPBS:RtIB due to lack of completing end-of-year reports as required.

Along with the information provided in Table 8, a detailed table of other relevant information found in the school's SIPs can be found in Appendix D. This table is included to provide other relevant information reported in the SIP that directly relates to the schools PBS and/or RtI implementation. The school's that included a mission and/or vision statement all discussed academic intentions, such as striving for academic excellence or maintaining a challenging curriculum, they only vaguely mention social skills related to appropriate behavior or responding to interventions. Some of the schools reported the use of PBS strategies to support student attendance goals, suspension reduction goals or parent involvement goals. For example, school L2, included teaching PBS and PBS trainings as strategies to decrease suspensions and increase parent involvement. Each school reported having an active RtI team ranging from four to 12 members. Schools L1 and L2 both included regular meeting schedules for the team and each school provided a list of supports that the RtI team will provide to staff and students.

Quantitative Data

One of the research questions and one of the propositions were intended to provide information related to the findings in the literature that organizational support is important to the process of effective coaching. The proposition for organization was as follows:

6. Organizations that support and facilitate effective coaching will demonstrate high expectations for teaching and learning.
 - e. An effective organization utilizes clear and purposeful teaching through structured lesson planning activities.
 - f. An effective organization supports and encourages the use of evidence-based practices.
 - g. An effective organization encourages high expectations in students and staff through the use of frequent and tangible recognition that reaches diverse levels of potential and capability.

- h. An effective organization is able to support the coaching process by providing adequate time, resources, and training.

The themes that were used to code the proposition for Organizational support were as follows:

- 1) Organizational Support
 - a) Lesson Planning
 - b) Evidence Based Practices
 - c) High Expectations
 - d) Tangible Recognition
 - e) Rewards
 - f) Time
 - g) Training
 - h) Resources
 - i) Materials

Key finding: Differences were found across schools when the data were analyzed by school.

Analysis of the data by school indicated that the elementary schools had an overall higher cluster of high scores showing more evidence of support for the propositions and indicators. See Table 9 for a detailed display of the data by school. L1 had a high level of support for the propositions (Totals 24, 20). The data from L2 showed a high level of support for the propositions (Totals 26, 18). The data from the elementary schools also showed higher levels of support for the indicators. The data indicate that the participants at the elementary schools showed a higher level of overall support for the propositions and indicators. This can be seen in the clusters of higher, mid range and lower scores, with the middle and high school having a higher cluster of lower scores.

Table 9

Data by School

Propositions/Indicators	L1		L2		M		B	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean
Communication	15	3.75	7	1.75	14	3.50	12	4.00
A. (resolves conflict)	5	1.25	2	0.50	3	0.75	-1	-0.33
B. (active listener/questions)	3	0.75	4	1.00	5	1.25	5	1.67
C. (goal setting/action planning)	1	0.25	0	0.00	4	1.00	6	2.00
D. (cooperative/open)	6	1.50	1	0.25	2	0.50	2	0.67
Content Area Skills	16	4.00	18	4.50	10	2.50	10	3.33
A. (functional interventions)	6	1.50	3	0.75	1	0.25	0	0.00
B. (classroom management)	8	2.00	9	2.25	9	2.25	6	2.00
C. (academic content)	0	0.00	3	0.75	0	0.00	2	0.67
D. (behavior content)	2	0.50	3	0.75	0	0.00	2	0.67
Systems Change	24	6.00	15	3.75	8	2.00	14	4.67
A. (PBS/RtI experience)	9	2.25	3	0.75	2	0.50	5	1.67
B. (data/problem solving)	11	0.25	2	0.50	5	1.25	4	1.33
C. (evidence based practices)	4	1.00	2	0.50	0	0.00	0	0.00
D. (culturally responsive)	0	0.00	8	2.00	1	0.25	5	1.67
Demeanor	10	0.71	8	2.00	17	4.25	2	0.67
A. (optimistic)	7	1.75	-1	-0.25	9	2.25	-2	-0.67
B. (empathetic)	0	0.00	5	1.25	3	0.75	-1	-0.33
C. (respectful)	0	0.00	3	0.75	0	0.00	0	0.00
D. (supportive)	3	0.75	1	0.25	5	1.25	5	1.67
Teaming	9	0.64	8	2.00	14	3.50	16	5.33
A. (visions/goals)	1	0.25	1	0.25	4	1.00	5	1.67
B. (collegiality/collaboration)	1	0.25	2	0.50	2	0.50	3	1.00
C. (positive attitudes/beliefs)	7	1.75	2	0.50	4	1.00	5	1.67
D. (roles/task interdependence)	0	0.00	3	0.75	4	1.00	3	1.00
Organizational	20	1.43	26	6.50	14	3.50	13	4.33
A. (lesson planning)	0	0.00	3	0.75	0	0.00	0	0.00
B. (evidence based practices)	3	0.75	5	1.25	1	0.25	1	0.33
C. (tangible rewards/high expectations)	5	1.25	6	1.50	5	1.25	3	1.00
D. (time, resources, training)	12	3.00	12	3.00	10	2.50	9	3.00

Key finding: It is perceived that an organization that supports effective coaching will have characteristics that support Time, Resources, and Training.

One of the indicators that supports the proposition of Organizational support, stated as follows, “An effective organization is able to support the coaching process by providing adequate time, resources, and training”, was the highest level of evidence (mean= 2.86) and was most often coded in the qualitative analysis. See Table 10 for the proposition of Organizational Structure. All participants commented on the need for organizations to support effective coaching through ongoing, up to date and consistent training (either school-based, self-directed or district-based), providing enough time to fulfill the functions of effective coaching, and having access to, knowledge or, or a toolbox of materials and resources that can support effective coaching.

Table 10

Proposition and Indicator Scores for Organizational Structure

Propositions/Indicators	Total	Mean	Median	Range
Organizational	67	4.79	5.5	-3 - 10
A. (lesson planning)	3	0.21	0.00	0 - 3
B. (evidence based practices)	7	0.50	0.00	-2 - 3
C. (tangible rewards/high expectations)	17	1.21	1.50	-2 - 3
D. (time, resources, training)	40	2.86	3.00	1 - 3

Note. Table 5 provides the entire data set.

Administrators perceived organizational support through time, resources and training more often than other participants. Comments included statements such as:

“From the district perspective, you know, I think it’s their [coach] job to make sure that our technology is cutting edge. To constantly update. And you know, you get into the finances and money always is the biggest issue. But I think form the county office, you know, that’s one of the biggest things. And they do a lot of inservices as well... we are constantly working with the [data

software] company that we bought it from to upgrade so that it is... user friendly”.

“Yeah, but that [reward systems] all stems down to money. We had a really good fundraiser last year, and so we’re still kind of using the carryover. But that again stems back to having enough people to do a fundraiser, because there’s just, you know, so.... And I would hope that they’d have some more training, [be]cause we have three of our administrators were not here at the beginning of the PBS program”.

“Time to get everybody together... You need time to be with a team outside of the team so that they can actually see that you know what you’re talking about... And commitment, time and commitment are the most important things”.

“Time to do the things that need to be done. Money, which I get it-well, if she [administrator] has it, I get it. But time and money. And a space to do the things that you need to do”.

Across participants they either discussed the need for coaches to have access to time, resources, and training or they discussed the need for the organizational support to be present for coaches to be most effective, either at the school or district level.

Additionally, participants perceived that organizational support include a high level of tangible recognition and high expectations, though this was not as highly rated as training, time and resources, participants did comment that a perceived effective coach would perform in an organization that supports expectations and recognition, which are both criteria within a PBS process. Quotes from the interviews that reflect this indicator include a team member that stated, *“Reminding them [students] about the dollars and the rules and rewarding them when you see them meeting the characteristics that are on our dollars”*. Similarly, a team member mentioned that a coach is, *“...an encourager, as someone who lets the child know that they’re watching them and they’re there and to do your best and be someone who comes into provide rewards sometimes for a particularly*

difficult child that they would like to work for". Another team member also stated, "She [coach] would be looking for those positive reinforcers from teacher. Redirecting behavior in a positive way versus in a negative way, consistent implementing like whatever the reinforcers are for that school as it consistently- is it tied back to the school expectations".

Key finding: Administrators and coaches perceived organizational supports as being more highly supported than team members.

When the data were analyzed by participant role it was found that there was a higher level of support for the proposition and indicators of organizational supports by administrators and coaches. While team members did comment on organizational supports and commented on the need for time, training, and resources and high expectations and recognition, administrators and coaches had more detailed, in-depth, and quality comments regarding this proposition. As shown in the above statements, administrators and coaches reflected in depth about time, training, and resources, and team members made more brief comments regarding rewarding students and staff.

Key finding: Participants perceived less support for the hypothesis that an organization has to have structured lesson planning.

Coaches, administrators, and team members made little mention of using lesson planning as an activity that an effective coach would possess or support. The indicator of lesson planning had the lowest total rating score at 0.21 (along with the indicator respect) and was coded minimally during the qualitative analysis. This also supports the low level of evidence of academic and behavior content knowledge. Participants focused more on logistical and personal characteristics than on expertise. Based on the overall degree of

evidence and qualitative analysis, participants did not perceive technical skills, mechanic functions of coaching, such as structured lesson planning, evidence based practices, academic content knowledge, etc. Participants focused more on humanistic and procedural characteristics such as, time, training and resources, maintaining positive attitudes on teams, being positive and optimistic, having and supporting classroom management, being an active listener, etc. These overall findings are discussed in more detail in the following section.

Mixed Method Analysis

The final level of analysis included a concurrent nested strategy in which the research team reviewed both the quantitative data and qualitative data to determine similarities in the level of support for the propositions and indicators and a Pattern Matching Logic method which provided additional information related to the support of the propositions and indicators. The Pattern Matching Logic was used to compare the empirical data (interview transcripts) and the predicated data (propositions and indicators found in the literature) (Yin, 2009). For each participant if the response supported the indicator, which included a + 3, +2, or +1 score a Positive Score was tallied. For each participant that responded in negation of the proposition, which included a -3, -2, or -1 a Negative Score was tallied. For indicators that were scored 0 a “No Supporting Data” was tallied. All scoring forms were tallied by the researcher independently. See table 11 for a list of the Pattern Matching outcomes.

Table 11

Pattern Matching Logic

Proposition/Indicator	Positive Score (Supports)	Negative Score (Against)	No Supporting Data
Communication	30	6	20
A. (resolves conflict)	6	2	6
B. (active listener/questions)	7	1	6
C. (goal setting/action planning)	7	1	6
D. (cooperative/open)	10	2	2
Content Area Skills	27	1	28
A. (functional interventions)	6	1	7
B. (classroom management)	14	0	0
C. (academic content)	3	0	11
D. (behavior content)	4	0	10
Systems Change	20	3	23
A. (PBS/RtI experience)	9	0	5
B. (data/problem solving)	11	2	1
C. (evidence based practices)	5	1	8
D. (culturally responsive)	5	0	9
Demeanor	25	5	26
A. (optimistic)	9	1	4
B. (empathetic)	7	2	5
C. (respectful)	1	0	13
D. (supportive)	8	2	4
Teaming	27	3	26
A. (visions/goals)	6	1	7
B. (collegiality/collaboration)	7	1	6
C. (positive attitudes/beliefs)	10	0	4
D. (roles/task interdependence)	4	1	9
Organizational	28	2	25
A. (lesson planning)	1	0	13
B. (evidence based practices)	4	1	8
C. (tangible rewards/high expectations)	9	1	4
D. (time, resources, training)	14	0	0
TOTAL	167	20	148

Note. Highlighted boxes show the indicators that had high scores (≤ 6).

Key finding: Proposition/indicators were either supported or unsupported, few were negated.

The data show that overall the propositions and indicators were either supported (had positive scores) or not supported (were not found in the transcripts). Only a few of the propositions and indicators were negated (50% + scores ; 44% not found in data; 06%

- scores). Participant interviews reflected that the perceptions of effective coaching were either supporting the findings in the literature or were not present and not supporting the findings in the literature. Participants rarely negated or provided evidence against the propositions/indicators. On few occasions, such as the comment provided by a coach who stated that she was the entire team and did all of the work was a proposition/indicator negated. In this case, the participant was a team member who had several scores that negated the propositions of communication and teaming. Her perceptions were based more on her experiences than on her perceptions of ideal coaching. This was also the case in several other instances and is described further in the next finding.

Key finding: Schools that had overall lower levels of PBS implementation had different perspectives than those with higher levels of implementation.

The researcher, through the observational, interview, and analytic processes began to see a pattern in the responses of different schools and participants. Though it is not reflected as clearly in the data, there appeared to be a different ability to envision the ideal coaching experience versus the actual coaching experiences. Participants were prompted on several occasions through the scripted introduction (which can be seen in Appendix C) and several of the questions were intended to evoke answers based on 'ideal' coaching experiences, in other words, hypothetical situations. Those coaches that were at lower implementing schools were better able to describe their perceptions through that 'ideal' lens rather than through their actual experiences. Participants at schools that either had a high level of PBS implementation or greater access to coaching experiences spoke about 'ideal' coaching perceptions as a reflection of actual events.

The researcher noticed that during interviews, participants at lower implementing PBS schools paused more before responding, used words that reflected hypothetical situations, such as, ‘would be’, ‘need to be’, ‘should be’, ‘I think’, etc. Whereas, participants with more current coaching experiences made comments that reflected actual situations, such as, ‘in my experience’, ‘I am or do’, ‘I had or have’, etc.

Summary

The four levels of data analysis yielded a number of key findings that can be related to the literature review. Again, the process of the Yin Case Study Methodology (2009) requires that a comprehensive literature review be conducted to find the themes from current literature. Those themes are then used to guide the creation of propositions and indicators that are used in the interview and case study process. The interviews are then analyzed to find support or refutation of the propositions. In this case, the propositions were either supported or not found, with few being refuted. This indicates that the literature is consistent in reflecting the base of the concept of ‘effective coaching’ and that the perceptions of the participants generally reflect the literature. For those propositions that were not found, it supports the initial problem discussed in Chapter One and the reason for conducting the study. There is a general lack of understanding and consensus regarding what characteristics an effective coach should or would possess. The overall findings from the study are shown in Table 12.

Table 12

Overall Data Summary

Proposition/Indicator	Quantitative Support	Qualitative Support	Pattern Matching Logic Support
Communication		X	
A. (resolves conflict)			
B. (active listener/questions)	X	X	X
C. (goal setting/action planning)			X
D. (cooperative/open)			X
Content Area Skills		X	
A. (functional interventions)			
B. (classroom management)			X
C. (academic content)			
D. (behavior content)			
Systems Change	X		
A. (PBS/RtI experience)			X
B. (data/problem solving)	X	X	X
C. (evidence based practices)			
D. (culturally responsive)			
Demeanor			
A. (optimistic)	X	X	X
B. (empathetic)		X	X
C. (respectful)			
D. (supportive)		X	X
Teaming			
A. (visions/goals)			
B. (collegiality/collaboration)		X	X
C. (positive attitudes/beliefs)			X
D. (roles/task interdependence)			
Organizational	X		
A. (lesson planning)			
B. (evidence based practices)			
C. (tangible rewards/high expectations)			X
D. (time, resources, training)	X	X	X
TOTAL	7	9	13

The data table provides shaded boxes that indicate those propositions and indicators that were supported across all levels of analysis. Among the key findings that are discussed above, it is also noted that overall, the indicators of Active Listener/Open Ended Questioning, Data/Problem Solving, Optimism, and Time/Resources/Training were highly supported across all levels of analysis. This would indicate that the participants perceived these indicators (and the overarching propositions) as having the most impact on their perception of effective coaching characteristics. Along with the overall findings from the data analyses were the findings that were ‘anecdotal’ to the study. Participants and schools showed variations in their perceptions of coaching characteristics. Even more, participants showed variations in the perceptions of effective coaching based on their level of experience of coaching. Finally, the data show the overall finding that in general participants perceptions of effective coaching support the literature to the extent of those propositions that were supported (Propositions supported: Communication, Content Area Skills, Systems Change, and Organizational Supports; Indicators supported: Active Listener/Questioning, Data Use/Problem Solving, Optimism, Empathy, Supportiveness, Collaboration, Time/Resources/Training). Also, the overall findings support the initial problem being investigated, that there needs to be a better understanding of what effective coaching is. This is shown through the high number of propositions/indicators that were not found in the interview transcripts.

Chapter Five

Introduction

This study was a descriptive and explanatory case study (Duchnowski, Kutash, & Oliveira, 2004; Hocutt, & Alberg, 1994-1995; Yin, 1984, 1994) aimed at identifying perceived characteristics of effective coaches who support educational interventions and initiatives such as PBS and RtI. The study used propositions developed from the literature which was derived from multiple fields and included current theoretical perspectives. The intent of the research was to create a set of perceived core competencies and characteristics which could be used to assist State Education Agencies and Local Education Agencies as they work toward school reform goals that include providing school-based coaching to support initiatives such as PBS and RtI.

There continues to be a focus on PBS and RtI and the coaching models used to support those tiered initiatives (Horner, Sugai & Anderson, 2010; Peshak-George & Kincaid, 2008). With an emphasis on coaching as a support for systems change efforts, there is little known about who makes a good coach, what the outcomes of effective coaching are, and what roles and responsibilities impact the outcomes of coaching (Knight, 2009; Lewis, Barrett, Sugai, & Horner, 2010; OSEP, 2004; Sugai & Horner 2006). There is a lack of a clear universal definition of effective coaching in tiered service models in education (Joyce & Showers, 1982; Knight, 2009; Lewis, Barrett, Sugair, & Horner, 2010; Neufeld & Roper, 2009; Sailor, Dunlap, Sugai, & Horner, 2009; Sugai & Horner, 2006). Without a clear definition it is difficult to understand the overall

goal of the coaching processes. It remains important that the field of education gain a better understanding of the coaching process.

The goal of this study was to test the propositions developed through the literature review about the characteristics of effective coaching. The results of the study are intended to then be used to assist in understanding school-based coaching roles and lead to more rigorous studies of the characteristics of effective coaches, how the coaching process may have an impact on student outcomes, what effective coaching processes entail, and how districts can hire, support, and train effective coaches. The expected contribution of this study was to provide a rich description of the perceived characteristics of effective coaches to help guide future empirical studies.

The research questions that guided the literature review, data collection, and data analysis were as follows:

Research Questions

1. What perceived core characteristics can be identified that describe effective coaches?
2. What perceived core characteristics can be identified that describe effective organizations that support coaching?

Implications for Practice

In Chapter One there is an emphasis that schools and districts should be identifying ways to hire and maintain highly effective coaches (Brady, 2007; Sloan-McCombs & Marsh, 2009). These qualified coaches should work in and create a climate of data based decision making and address barriers to effective coaching processes (Brady, 2007; Sloan-McCombs & Marsh, 2009). The literature from multiple fields of

study and practice parallel the idea that there are characteristics that an effective coach should possess in order to be successful. While we lack a definition for effective coaching, through this study, several findings can be used to begin to have a clearer picture of what is perceived as characteristics of effective coaches. These key findings can then be used to address the barriers that currently exist in identifying, recruiting, and maintaining effective coaches and environments that support effective coaching.

Active Listening. It was found that Active Listening was perceived as a critical skill for an effective coach to have. In the executive coaching field, several studies and articles emphasized the need for coaches to engage in active listening (Baron & Morin, 2009; Bono, Purvanova, Towler & Peterson, 2009; NASA, 2006). Biswas-Diener (2009) described that coaches in the personal coaching field need to have active listening skills and be able to ask powerful open-ended questions. Donner and Wheeler (2009) state that in the healthcare field, a coach should be able to facilitate conversations through listening and questioning. The education field includes coaching characteristics that include communication skills to maintain open lines of communication with staff, administration and the PBS/RtI team (Blamey, Meyer, & Walpole, 2008/2009; Brady, 2007, Knight, 2007; Muscott, Mann & LeBrun, 2008; Saphier & West, 2009; Simonsen, Sassu, & Sugai, 2008). Saphier & West (2009) go on to explain that communication for a coach in the education field should include effective questioning.

This study supports the literature by also finding that it is perceived that effective coaches will have communication skills, specifically, active listening skills. These findings indicate that when districts and schools are recruiting or working to identify a person that will support an effective coaching process, they should be identifying a

person that has good listening skills. There are informal listening skills assessments that can be found by doing an online search on the internet. The Common Ground Rating Form (CGRF) is one formal assessment that is commonly used in the healthcare industry to assess a number of communication skills, but also a domain specific to active listening (Lang, Harvill, McCord, & Anderson, 2004). In the CGRF, active listening is described as, “an explicit and focused curiosity or interest in what the patient believes may be going on or what their greatest concern is or what are their expectations” (Lang, Harvill, McCord, & Anderson, 2004). The full CGRF can be downloaded at <http://qcom.etsu.edu/communication/Guideline.htm>. A formal or informal assessment could be used to help identify someone who will engage in active listening in the coaching role. A survey or staff recruitment process may also help to identify someone at the school-based level that already engages in active listening with staff.

This finding also applies to coaches that are currently in the role of coach in the school setting. Jalongo (1995) describes active listening as the construction of meaning from all environmental cues, both verbal and nonverbal. The skill of active listening is one that can be honed and practiced. Active listening skills require empathy, contextual understanding, perspective taking and reciprocal communication and feedback (Newman, Danzinger, & Cohen, 1987). A coach can practice perspective taking, reframing, and providing feedback in a non-threatening manner through role-playing exercises and vignette scenarios in order to better communicate with staff, students, parents, and administration.

Data Use and Problem Solving. This study found that there is a perception of effective coaches needing to have skills related to data based decision making and

problem solving. While fields other than education do not place as much emphasis on data as a guiding force for coaching decisions, Biswas-Diener (2009) does describe that an effective coach will work toward a coachee's personal goals and have accountability skills to assist in reaching those goals, setting appropriate timelines, and maintaining progress toward a client's goals. These steps require using data, whether informal or formal to guide the goal setting and mastery process. Biswas-Diener (2009) appears to be describing a coach that is able to guide the coaching process by identifying a current level of performance, setting attainable goals, monitoring progress, and evaluating success. These are much the same steps that are highly emphasized in the literature from the education field.

Educational coaching, specifically, that related to PBS and RtI focuses predominately on using data to drive decisions and using a problem solving model to guide implementation. Neufeld and Roper (2003) suggest that the role of the coach should include building internal capacity of the school and district to make reform and organizational decisions. This process is done by examining school based and district wide data to determine areas of need and areas of maintenance and then using that data to guide intervention decisions. Several authors focus on the coaches need to understand implementation procedures, analyzing and disseminating data, and creating sustainability (Muscott, Mann & LeBrun, 2008, Saphier-West, 2009; Simonsen, Sassu & Sugai, 2008). Lewis, Barrett, Sugai and Horner (2010) go on to say that the data most often includes office discipline referrals, suspension and expulsion data, and referrals to special education.

The key finding in which participants perceived effective coaches as needing knowledge and skills with data use and problem solving suggests that when schools and districts are recruiting or identifying coaches, their ability to understand, analyze, communicate, and facilitate data usage is necessary. Since the use of formal and informal assessment data, and authentic assessment data are much more commonly used in the classroom and throughout the schools in today's test driven environment, the ability to find people knowledgeable and proficient at using data may not be as difficult to identify as some of the other key characteristics perceived in the study. When recruiting coaches from a classroom domain, administrators and district personnel could use current teacher evaluation data to gain a better understanding of their use of data to guide instruction. A series of problem-based scenarios could also be created and used to identify those who are strong at using data and problem solving to guide instruction and intervention.

This finding also impacts coaches that are actively in the coaching role. A coach can engage in activities that allow them to practice and become more proficient in data analysis and problem solving skills. With the influence of Response to Intervention and the focus on assessment in the classroom, many school districts offer opportunities for professional development in problem solving processes and data-based decisions making. An active coach can take advantage of these opportunities to gain a better proficiency with ongoing and evaluative data.

Optimism. The study found that participants perceived optimism as a skill necessary for effective coaching. While it seems intuitive that a person who is charged with supporting an initiative entitled 'positive' behavior supports, should indeed be a positive person, it is not always the case that an optimistic person is performing in the

coaching role. Unlike active listening and data-based decision making, optimism is not often perceived as a skill that is able to be taught or trained. The branch of psychology known as positive psychology does promote and emphasize the ability to gain optimism and lessen the degree of pessimism that people engage in (Seligman, 1998). In fact research on optimism has focused on identifying assessments and tools that can gauge optimistic levels and personal and executive coaches often work with clients to increase the levels of optimism (Positive Psychology Center, 2007).

This finding can be interpreted as a need to identify in potential coaches, during the recruitment process, a person that is either intrinsically optimistic or willing to increase their level of optimism through a guided coaching or mentoring process. There are questionnaires at the Authentic Happiness website, a site dedicated to the study and research of positive psychology that can help administrators assess the level of happiness and optimism. For an active school based coach that requires increasing their level of optimism or decreasing their level of pessimism, they may want to consider seeking the support of a personal coach that can guide their goal seeking process. While it is commonly understood that optimism is an innate personality characteristic, ongoing research is indicating that optimism is a skill that can be learned and practiced (Seligman, 1998).

Organizational Structures that Support Time, Resources, and Training.

Fixsen et al. (2005) suggest that sustainable interventions that are implemented with a high degree of fidelity are those that are supported by strong organizational structures. The findings from this study support that statement in that participants perceived organizational structures as a strong indicator of effective coaching. The indicator that an

effective organization is able to support the coaching process by providing adequate time, resources, and training was the highest scoring and most often coded indicator. The implications for this finding suggest that within the school reform process, an organization should focus efforts at providing time, resources, and training opportunities. Authors in the literature suggested that effective organizations require active and supportive administration (Lewis, Barrett, Sugai, & Horner, 2010; Sailor, Dunlap, Sugai, & Horner, 2009; Sammons, Hillman, & Mortimore, 1995; Whetten & Cameron, 1984). An organizational structure would likely then need to begin at the district level, ensuring that administration is supportive of the PBS/RtI process, willing to address the structures necessary to provide time, resources, and training within the coaching process, and willing to identify the means to gain access to these structures.

For an active coach, they may or may not be working in an organization that offers the level of structures that participants from this study suggested would support effective coaching. For a coach that is in a supportive organization, they may be able to advocate for additional time, resources, and training to maintain the level of implementation that is necessary for sustainability and a level that may allow that coach to slowly fade their level of support for autonomy of implementation. One coach in the study suggested that her ultimate goal in coaching is that she works herself out of a job. Her ability to function in an organization that is able to provide adequate time, resources, and training, allowed her to envision a time when she would be able to fade her support and allow the school to maintain its implementation of PBS/RtI. For a coach that is not in an organization that is able to provide an adequate level of time, resources, and

training, they may be required to advocate, seek out, and identify means of acquiring those supports.

Organizational Supports: Elementary versus Secondary. In the monograph from the national forum for PBS at the high school level (2004) it is published that the levels of implementation fidelity are not the same at the elementary and secondary levels. Data from Florida's Positive Behavior Support: Response to Intervention for Behavior Project indicates the same findings in the state of Florida (2009-2010). This study also indicated a lower level of implementation for the high school that was sampled.

The findings from this study provide two implications for practice. First, since it is known that there is a variation in the level of implementation and thereby support for organizational structures, high schools will need to work to provide those structures and focus on implementation. For recruitment and hiring, administrators should seek coaches that will embody the characteristics perceived in this study as valuable to an effective coaching process. For active coaches, they should work with administration to advocate for the improvement of the structures that will support effective coaching.

The second implication for practice relates to the finding that those participants that were not currently experiencing effective coaching provided different responses to their perceptions of effective coaching. As described in Chapter Four, participants at lower implementing schools, especially the high school, provided unique anecdotal data which was shown in their delivery of responses and their interview data. Respondents who were at the high school were better able to envision an 'ideal' coaching experience because their current experiences weren't guiding their responses. In other words, to better understand 'ideal' coaching, it may be necessary to ask those that are not

experiencing 'ideal' coaching. By inquiring with the staff and coaches at lower implementing schools, administration and district level personnel may be able to gain a better understanding of the coaching needs and address those needs.

Humanistic versus Technical Characteristics. An overall indication from the participant's perceptions of effective coaching characteristics implies a difference between findings in the literature and findings from this study. The literature, especially that from the education field focused heavily on technical skills related to implementation fidelity. The literature was focused on evidence based practices, function based interventions, skill acquisition, contingent reinforcement, and facilitative management skills (Blamey, Meyer, & Walpole, 2008/2009; Brady, 2007; Knight, 2007; Muscott, Mann, & LeBrun, 2008; Ringwalt, 2009; Saphier & West, 2009; Simonsen, Sassu, & Sugai, 2008; Sloan-McCombs & Marsh, 2009). This researcher's experience in the field of training PBS reflects a common procedure of focusing on technical skills of the coaching process. The indication may be that these skills are easier to train and acquire.

However, this study indicates that with technical skills, participants perceived humanistic skills as equally or more important to an effective coaching experience. Optimism, relationships, trust, modeling, are all skills that may be perceived as harder to train but necessary to the coaching process. The fields of personal, executive, healthcare, and athletic coaching focus much more of the importance of these humanistic characteristics (Bush, 2005; Cavanaugh, Grant, & Kemp, 2005; Dawdy, 2004; Passmore, 2006). McGovern et al. (2001) indicates that the relationship between the coach and coachee is critical to the success of the coaching process. Dingman (2004) goes on to

explain that building rapport and forming relationships is a necessary ability for coaches to possess.

Implications for practice then support the need to hire, recruit, train, and maintain coaches that are able to blend both the humanistic characteristics of relationship, trust, and rapport building, optimism and positivity, and being a role model with the technical skills of data-based decision making and problem solving, creating and implementing functional and evidence based interventions with fidelity, and having an understanding of behavioral strategies to support classroom management. This may require districts and schools to increase opportunities for professional development, offer opportunities for coaching from other fields (i.e., utilizing personal coaches to support education-based coaches), and gaining a better understanding of how to assess and evaluate both technical and humanistic characteristics.

One instrument that has been used to address this need is the Teacher Perceiver Interview (TPI; Selection Research, Inc., 1977). The TPI is used to assess the beliefs, attitudes, and values of potential teachers (Metzger & Wu, in press). Domains that are assessed in the instrument include; mission, empathy, rapport driven, individualized perception, listening, investment, input driven, activation, innovation, gestalt, objectivity, and focus (Metzger & Wu, in press). An assessment that addressed the humanistic characteristics perceived to be important to the effectiveness of a coach could be used to help in the hiring and recruitment process. This researcher has seen that the recruitment process for PBS/RtI coaches consists of nudging the person at the table that the team believes most closely fits the responsibilities of a coach, or assigning a person who already fulfills 'coach-like' responsibilities. That person may possess both the

humanistic and technical skills, but may not. Tools, such as the TPI, can assist in determining the best 'fit' for coach may work to ameliorate these outcomes.

Differences by Role: Administrators and Coaches versus Team Members. A finding from this study indicated that administrators and coaches perceived the characteristics of effective coaches differently than team members did. The sample included administrators, discipline deans, coaches, classroom teachers, academic coaches, guidance counselors, and special education teachers. The data indicated that administrators and coaches perceived teaming skills as more indicative of effective coaching than team members did.

The literature supported effective coaching processes as those that have active and engaged administration, coaches that maintain professional relationships with administration, and coaches that assist administration with addressing whole school reform and organization (Brady, 2007; Bush, 2005; Cavanaugh, Grant, & Kemp, 2005; Dawdy, 2004; Dingman, 2004; McGovern et al. 2001; Neufeld & Roper, 2003; Passmore, 2006; Saphier & West, 2009). This implies that there is a strong relationship, bond, or camaraderie that occurs between administration and coaches. There may be an implied 'us' versus 'them' between team members, who are often instructional staff and administrators and coaches who are often in top level positions. This also implies that team members view the role of coach differently and have different expectations for the teaming process. This may indicate the need for these entities to actively engage in team building activities, create horizontal rather than vertical communication lines, and establish rules regarding hierarchical roles across team members (which is to include administration and coaches).

Limitations

Several limitations should be considered in understanding the findings from this study. There was a small sample size (14) although this is an appropriate sample size for a case study methodology, especially exploratory case studies. The sample was drawn from one school district. The district was a medium sized district in the state of Florida but it is not known whether the same results would occur in a small or large school district. The coach participants were all external coaches (not school based). While this may be a limitation, it may also be a strength to the study in that the coach participants have an outside perspective of the day to day functions of the school. This limitation was also addressed by including team members and administrators who are school based. Since the purpose of a case study is to generalize to a theory, in this case based on the literature, and not to a population, the sample limitation is not great.

A limitation was that the time of year limited some of the participant's availability. Because the research was conducted and the interviews scheduled at the end of a school year, it is difficult to determine if the results may have been different had the study been conducted at the beginning of a school year. Educators may have different perspectives about overall school and district cultures based on varying times of the school year.

This limitation may have also impacted the length and brevity of the interview sessions. The interviews lasted between twenty minutes and an hour and a half. The difference in time was also discussed in previous chapters in relation to the interview participant's experiences with an effective coaching process. However, it may have been the case that the time of year may have impacted the participant's ability or willingness to

dedicate more time. This limitation was minimized through planned interview questions and probes. This limitation was also minimized using a member check process by which each transcript was finalized and emailed to the participants to review and add or revise any answers or information that they deemed necessary. Only one participant emailed with a correction, which was due to an audio conflict and was corrected in the final transcript.

Additionally, a limitation was that the researcher had previous interaction with the school district. While this is discussed in detail in previous chapters and steps were taken to minimize any bias. This potential bias was addressed through the use of independent raters and a consistent and structured interviewing procedure.

A study limitation was that the independent raters may have had difficulty evaluating the evidence of constructs for which a definition was not clear. This may have been especially true for terms related to Demeanor, as those are often more subjective. For example, while there was little evidence to support 'respect' as a perceived core characteristic, the transcripts do have reference to the idea of respect without using the actual word. Though the team worked to discuss agreed upon definitions through a consensus process, it is not clear if inclusionary definitions would have altered the findings.

A delimitation of this study was that it did not focus on the implementation levels of PBS and/or RtI at the sample sites. There is research on implementation levels and the impacts of implementation fidelity (Algozzine, Horner, Sugai, Barrett, Dickey, Eber, Kincaid, 2010; Cohen, Kincaid, & Childs, 2007). Although this study did find

differences across schools based on implementation, those results were not further analyzed based on evaluation outcomes due to limitations on data collection.

Implications for future research and practice

There is limited research on the characteristics of effective coaching. This study was intended to add to the literature base and be a beginning point for additional research to continue to understand the coaching phenomena. Additional research should address multiple case studies across districts and states. With states across the U.S. adopting PBS and RtI as viable school reform movements it is necessary to gain a more diverse understanding of the perceptions of effective coaching across geographic locations. Research should also address the variations in implementation levels. Because PBS and RtI are driven by data-based decision making using evaluation instruments and with coaching being a fundamental component, it is necessary to understand if and how effective coaching might impact or be impacted by implementation levels. Future research can include school, district and/or state evaluation outcomes as an additional variable.

Future research can also address the finding that it was perceived that coaches should possess both humanistic and technical skills. Research can include instruments such as the TPI and/or questionnaires that measure levels of happiness and optimism. To gain a more in-depth understanding of the characteristics of effective coaching it will be valuable to assess both the technical and humanistic characteristics.

All of these additions to the research base will assist in gaining a better understanding of who is an effective coach, why, and how schools and districts can recruit, train, and maintain effective coaches. Future research will also need to include

experimental investigations of the effectiveness of coaches and the relationship with effective coaches and implementation outcomes. If the quality or effectiveness of a coach impacts the implementation of the intervention they are supporting, research should investigate that phenomena.

This is especially true in a period of intense focus on coaching (Knight, 2007; FLDOE, 2009; NASDSE, 2006). With a number of Florida districts and districts across the country utilizing funding to increase their coaching capacity, future research will need to drive the process for disseminating those funds and addressing the outcomes of the coaching process. These data could be used to create a more effective cadre of coaches that will then drive the effectiveness of implementation.

Conclusion

The research questions for this study were:

1. What perceived core characteristics can be identified that describe effective coaches?
2. What perceived core characteristics can be identified that describe effective organizations that support coaching?

Based on the findings of this study there are several perceived characteristics of effective coaching that emerged, including active listening, data use and problem solving, and being optimistic. The study also found that the organizational support of providing adequate time, resources, and training were perceived as indicators that impact effective coaching. These findings support the literature which was derived from multiple professional fields. Since it is the knowledge of coaching from other fields outside of education that have been used to guide the understanding of coaching in PBS and RtI, the

findings from study also support that there is consistency across fields (Fixsen et al. 2005).

The findings from this study also support the hypothesis that there is a general lack of understanding of what effective coaching is, looks like, and impacts. The outcomes of the study indicate that the participants either provided support for or not did not provide address the propositions and indicators found in the literature. Participants perceptions of effective coaching characteristics supported the hypothesis that while we do have a basis for effective coaching, there is still a great deal to be researched. Based on these findings there continues to be a gap in our understanding of the coaching process and the characteristics of people that would function as effective coaches. This study is a first step in building a literature base of evidence to support the process of effective coaching.

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APPENDICES

APPENDIX A

School Being Rated: _____
 Rater: _____

1. Communication

Effective coaches will demonstrate communication skills that promote a successful planning and implementation process.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Strong	Moderate	Mild	Strong	Moderate	Mild	None	
Parts of the Proposition (Indicators):								
A) An effective coach constructively resolves conflict and reframes challenges.	+3	+2	+1	-3	-2	-1	0	
B) An effective coach is an active listener and uses open-ended and structured questioning.	+3	+2	+1	-3	-2	-1	0	
C) An effective coach facilitates meetings that are structured using goal setting and action planning and lead to clear learning outcomes.	+3	+2	+1	-3	-2	-1	0	
D) An effective coach supports team processes that are cooperative and open.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

2. Content Area Competencies

11. Effective coaches will demonstrate competencies in key content areas.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Parts of the Proposition (Indicators):	Strong	Moderate	Mild	Strong	Moderate	Mild	
A) An effective coach designs meaningful, function-based interventions.	+3	+2	+1	-3	-2	-1	0	
B) An effective coach assists staff to structure classrooms and use classroom management techniques that support positive student outcomes.	+3	+2	+1	-3	-2	-1	0	
C) An effective coach is knowledgeable about the academic content curriculum.	+3	+2	+1	-3	-2	-1	0	
D) An effective coach is knowledgeable about the behavior content curriculum.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

3. Systems Change Competencies

Effective coaches will demonstrate competencies in key systems change initiatives.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Strong	Moderate	Mild	Strong	Moderate	Mild	None	
A) An effective coach has experience implementing PBS and RtI.	+3	+2	+1	-3	-2	-1	0	
B) An effective coach uses data to make decisions through a problem-solving process	+3	+2	+1	-3	-2	-1	0	
C) An effective coach uses or recommends evidence-based practices to support behavioral strategies.	+3	+2	+1	-3	-2	-1	0	
D) An effective coach uses culturally responsive interventions, lessons, and strategies to support initiatives.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

4. Demeanor

Effective coaches will demonstrate a positive demeanor and disposition toward co-workers and students.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Strong	Moderate	Mild	Strong	Moderate	Mild	None	
A) An effective coach is optimistic rather than pessimistic.	+3	+2	+1	-3	-2	-1	0	
B) An effective coach is empathetic rather than sympathetic.	+3	+2	+1	-3	-2	-1	0	
C) An effective coach is respectful rather than discourteous	+3	+2	+1	-3	-2	-1	0	
D) An effective coach is supportive rather than unaccommodating.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

5. Teaming

Effective coaches will demonstrate processes that support a teaming and collaborative environment.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Strong	Moderate	Mild	Strong	Moderate	Mild	None	
A) An effective coach assists the team in creating a sense of unity of purpose through shared visions and goals.	+3	+2	+1	-3	-2	-1	0	
B) An effective coach assists the team in creating collegiality and collaboration.	+3	+2	+1	-3	-2	-1	0	
C) An effective coach assists the team in maintaining positive attitudes and beliefs.	+3	+2	+1	-3	-2	-1	0	
D) An effective coach assists the team in assigning roles that support team member strengths and allow for task interdependence.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

6. Organizational Support for Teaching and Learning

Organizations that support and facilitate effective coaching will demonstrate high expectations for teaching and learning.

INSTRUCTIONS: Rate the following parts of the proposition. If data support or are against the statement, rate the evidence as strong, moderate, or mild by circling either +3, +2, +1, -3, -2, or -1. If the data have no evidence about the statement then circle no.	The data provide evidence that SUPPORTS the statement. The evidence is...			The data provide evidence that is AGAINST the statement. The evidence is...			The data DO NOT provide any evidence about the statement	TOTAL
	Strong	Moderate	Mild	Strong	Moderate	Mild	None	
A) An effective organization utilizes clear and purposeful teaching through structured lesson planning activities.	+3	+2	+1	-3	-2	-1	0	
B) An effective organization supports and encourages the use of evidence-based practices.	+3	+2	+1	-3	-2	-1	0	
C) An effective organization encourages high expectations in students and staff through the use of frequent and tangible recognition that reaches diverse levels of potential and capability.	+3	+2	+1	-3	-2	-1	0	
D) An effective organization is able to support the coaching process by providing adequate time, resources, and training.	+3	+2	+1	-3	-2	-1	0	

School Being Rated: _____

Rater: _____

APPENDIX B

WHERE TO LOOK: Linking the Propositions Indicators to the interviews of school personnel. This only meant as a guide and is not exclusive of where to find evidence of the propositions. For all indicators look at questions 11, 12, 13, 14.

1. Communication	
Indicators:	Where to 'look' in data
a. An effective coach constructively resolves conflict and reframes challenges.	Questions: 3, 4, 5, 6
b. An effective coach is an active listener and uses open-ended and structured questioning.	Questions: 3, 4, 5, 6
c. An effective coach facilitates meetings that are structured using goal setting and action planning and lead to clear learning outcomes.	Questions: 3, 4, 5, 6, 13
d. An effective coach supports team processes that are cooperative and open.	Questions: 3, 4, 5, 6

2. Content Area Competencies	
Indicators:	Where to 'look' in data
a. An effective coach designs meaningful, function-based interventions.	Questions: 4., 5, 6, 7
b. An effective coach assists staff to structure classrooms and use classroom management techniques that support positive student outcomes.	Questions: 4, 5, 7, 8, 9, 13
c. An effective coach is knowledgeable about the academic content curriculum.	Questions: 4, 5, 6, 7, 11, 13
d. An effective coach is knowledgeable about the behavior content curriculum.	Questions: 4, 5, 6, 7, 11, 13

3. Systems Change Competencies	
Indicators:	Where to 'look' in data
a. An effective coach has experience implementing PBS and RtI.	Questions: 4, 5, 6, 9
b. An effective coach uses data to make decisions through a problem-solving process.	Questions: 5, 7, 9, 11
c. An effective coach uses or recommends evidence-based practices to support behavioral strategies.	Questions: 5, 6, 7, 8, 9
d. An effective coach uses culturally responsive interventions, lessons, and strategies to support initiatives.	Questions: 4, 6, 7, 8, 11, 12

4. Demeanor	
Indicators:	Where to 'look' in data
a. An effective coach is optimistic rather than pessimistic.	Questions: all
b. An effective coach is empathetic rather than sympathetic.	Questions: all
c. An effective coach is respectful rather than discourteous.	Questions: all
d. An effective coach is supportive rather than unaccommodating.	Questions: all

5. Teaming	
Indicators:	Where to 'look' in data
i. An effective coach assists the team in creating a sense of unity of purpose through shared visions and goals.	Questions: 4, 5, 6, 9, 10, 11
j. An effective coach assists the team in creating collegiality and collaboration.	Questions: 4, 5, 6, 9, 10, 11
k. An effective coach assists the team in maintaining positive attitudes and beliefs.	Questions: 4, 5, 6, 9, 10, 11
l. An effective coach assists the team in assigning roles that support team member strengths and allow for task interdependence.	Questions: 4, 5, 6, 9, 10, 11

6. Organizational Support for Teaching and Learning	
Indicators:	Where to 'look' in data
i. An effective organization utilizes clear and purposeful teaching through structured lesson planning activities.	Questions: 9, 10, 12,
j. An effective organization supports and encourages the use of evidence-based practices.	Questions: 9, 10, 12,
k. An effective organization encourages high expectations in students and staff through the use of frequent and tangible recognition that reaches diverse levels of potential and capability.	Questions: 9, 10, 12,
l. An effective organization is able to support the coaching process by providing adequate time, resources, and training.	Questions: 9, 10, 12,

Communication: Case Study 1- Elementary School

Communication	Sources			Average
	PBS Team Member	Administrator	Coach	
1. What are some of the personal characteristics of a good coach?	They are easy going and easy to get along with. They should listen to me and my needs. They are goal oriented and team oriented.	Want them to be good communicators to listen and speak with team in respectful manner. They should facilitate team meetings and not take over. They should get along with the whole team	I am good at working with the team and listening to their needs. They have a lot of needs and I try to take an challenges they may have and turn them around. I also try to do a lot of action planning to keep the team on track.	
2. What are some essential skills that a coach needs?	Well, they should be good listeners and communicators. They should get along with the team and they should help me when I need it.	They should be on task and follow-through with team requests. They should listen to the administrative staff and help the team with requests from us.	Being a coach but still helping the team. We have a team leader and they facilitate meetings but I try to do as much to help with this as possible	
3. What are different roles and responsibilities that you/coach fulfills?	Be there at meetings. Help to turn goals into actions.		I have to attend meetings, maintain the action plan, help when there are concerns or issues	
4. What supports do/does you/coach provide to the PBS team?	She listens to us. She keep us on track. She is always there for us	They listen to our needs as administrators. They address any conflict before it gets to us. They help us with the school's goals by working with the team to get things done.	I spend time listening to each team member and the team as a whole. I try to address any conflict right away. I set goals with the team, both personal and team goals. I support them at each level of PBS	

Content Area Competencies: Case Study 1- Elementary School

Content Area Skills	Sources			Average
	PBS Team Member	Administrator	Coach	
5. What are some of the essential skills that a coach needs?	They need to know what I'm teaching so they can create good interventions.	I expect them to be familiar with most of the content areas and especially the teachers they work with, their specific teaching styles	I always like to spend time with the teachers to get to know them in their classrooms, teaching styles, management styles, etc.	
6. What are different roles and responsibilities that you/coach fulfill	She help me come up with behavior plans and interventions so that I can work with all my students	They attend workshops and trainings to stay on top of the best interventions and content knowledge. They also spend time with teachers in classrooms as much as possible	I create interventions. I try to understand the functions of behavior to make interventions that will work for the teacher and student. I also try to understand what is happening academically as much as behaviorally	
7. What supports do/does you/coach provide to the PBS team?	She helps the team address school-wide interventions and see the big picture.	They work with the team to come up with solutions to school-wide concerns... if the cafeteria is loud they'll find a solution with the coach	I work with the team to address academic and behavior issues across the school.	
8. What supports do/does you/coach provide to the school staff	She has a good understanding of the content that we deliver and behaviors that we see typically. She takes that	They work directly with the staff to create function based interventions for students. The teachers really benefit from their content expertise	I work with the staff as much as possible to provide effective interventions	

	and helps me find the best solutions			
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Content Area Competencies: Case Study 1- Elementary School (Cont'd)

9. What resources and tools do you/coach need from the school to be most effective?	Websites about behaviors and behavior plans and intervention ideas, lots of them!	I expect the coaches to have a large toolbox of intervention ideas and resources for the teachers, from ideas to materials, to people	I try to attend conferences and workshops to access new ideas and resources. I also try to stay up to date on new technologies for academics and behavior	
10. What is your/coaches biggest contribution to the team	Her expertise in all things behavior	They really focus on understanding the whole picture when it comes to academics and behavior	I just try to help them with behavior and interventions as much as possible	

Systems Change Competencies: Case Study 1- Elementary School

Systems Change Competencies	Sources			Average
	PBS Team Member	Administrator	Coach	
11. What supports do/does you/coach provide to the school staff	She has done a really great job of knowing the best ways to integrate PBS into my classroom. She understands the diversity of my students and works with it to solve problems that occur	Since they are experts in their fields and experts in PBS they do a great job making data-based decisions and using our schools data to create school wide interventions	I try to take my background as a behavior analyst and apply it the school's need. I try to be responsive to the diversity of our school and use proven practices	
12. What is your/coaches biggest contribution to the team	She is really an expert. Since she is Hispanic she seems to really understand my students and she is great with data	They really rally behind the team and do an amazing job analyzing data and making decisions from it	I don't know. I just try to use data as much as possible to gain buy-in keep the team motivated and support the school	
13. What is you/coaches biggest contribution to the school?	Really taking the data and making meaningful interventions, like last year when we kept having parents show up late in the morning, she created this amazing plan and ran with it, it worked great	They are masters of taking pages of data and turning into a story to tell our staff. The staff really respond well to the use of data as a tool to make decisions	I guess that intervention that I helped the team create to entice parents to drop off kids on time. I just took all the data and we started asking questions about it until we came up with a viable solution... and it worked	

Demeanor: Case Study 1- Elementary School

Demeanor	Sources			Average
	PBS Team Member	Administrator	Coach	
14. What are some of the personal characteristics of a good coach?	She is a very supportive person naturally. She really nurtures our team and us as individuals. She wonderfully kind and has an amazing way of always focusing on the positive	I always hire people that are optimistic. I think it's necessary in education to be hopeful. I also try to put people in a coaching role that I know will support the team and the goals of the school	I guess I'm a cheerful person. I get along with all kinds of people and I try to see the best in everyone. I just try to put myself in my teacher's shoes	
15. Is there anything that you would like to add about an effective coaching process?	Like I said previously, she really cares about us... respects us as a team	Our coaches are the best	I think we just always have to think positive. Be strength oriented with everyone	

Teaming: Case Study 1- Elementary School

Teaming	Sources			Average
	PBS Team Member	Administrator	Coach	
16. What is your/coaches biggest contribution to the team	She really helped us figure out who should do what, before she came we let one person take over and now we all have a role and know what to do and when	They have really created a sense of collaboration. Our teachers work together in groups, or teams are like-minded and there is harmony. They also do a great job of keeping everyone interested and happy	I have created a matrix of roles and responsibilities that was the number priority when I took over from the last coach. I just wanted to make sure everyone was happy	
17. What are some of the essential skills that a coach needs?	Being able to set goals and follow-through with them. Knowing who is on the team and how to best utilize them	They need to be able to keep things positive and fun and at the same time create a cohesive team	I just try to make meetings and our time together fun but still focus on the task at hand and get our goals checked off the list	
18. What are different roles and responsibilities that you/coach fulfill?	Maintaining the action that we meet our monthly and yearly goals. Being at our meetings regularly to help keep us focused and interested	They know their roles and help the team to know what they should be doing. At each meeting we discuss what each team member did over the month, why, and how it worked	I meet with the team every month and I make sure that everyone is getting along and that we are all doing what we need to be doing	
19. What supports do/does you/coach provide to the PBS team?	She was great at helping assign roles and each meeting we all leave with something to work on before the next meeting.	They spent the first couple of months just working on the team, goals, roles, and everything before they even started tackling the hard stuff. That was a great help		

Organizational Support for Teaching and Learning: Case Study 1- Elementary School

Organizational Support for Teaching and Learning	Sources			Average
	PBS Team Member	Administrator	Coach	
20. What resources and tools do you/coach need from the school to be most effective?	More time and of course more money. We never have enough money or time to do all the things that we want to do	They probably need more of everything but we try to make sure that they are recognized for their efforts and they feel appreciated. We also purchased some curriculum materials for them last year so they could create some lessons on behavior. They really liked that	I need more time to plan with the teachers. I need more availability from the teachers to go over what they are teaching about behavior and why. And I wish we could do a better job as a school of recognizing the good in everyone	
21. What resources and tools do you/coach need from the district to be most effective?	I don't know. Probably money and time.	They can always use more training, especially on evidence based practices since that is in such high demand and on RtI. I would love if I could offer them more money to do what they do too.	From the district, I need more support in general. I need them to understand how hard it is to set up a school wide system, it requires a lot of time and resources that I have to find on my own most of the time	
22. What is you/coaches biggest contribution to the school?	Our first year we created set of lesson plans that we've used for three years now.	They've done a lot for our team and they really let our staff know how much they appreciate them by setting up incentives for them too	I have just tried to help the school be the best that it can be	

Communication: Case Study 2- Elementary School

Communication	Sources			Average
	PBS Team Member	Administrator	Coach	
1. What are some of the personal characteristics of a good coach?	They should listen to us and be there for us	They should be a good liaison and not be afraid to speak up if a meeting is going in the wrong direction	I try to support the team the best I can	
2. What are some essential skills that a coach needs?	They should be there for us and do what we need them to do	They should know how to facilitate the meetings. They should also know when to speak up and when to be silent	I think the skill I use the most is resolving all the issues the team comes with. They have had a lot of transition and carry a lot of luggage into meetings	
3. What are different roles and responsibilities that you/coach fulfills?	They help solve all the problems that we have when we are having a hard time getting along	They should listen to the teachers first and foremost. They should keep the team focused on the school goals.	I have to do a lot of things like work with the team, plan, meet, plan some more. The DC requires us to turn in action plans so a lot of time is spent on that	
4. What supports do/does you/coach provide to the PBS team?	They haven't supported me much this year. I guess they are there to help other teachers, listen to their problems	They are there for them when they need them	I try to listen to the team and solve and problems based on what they say. Listening is more than just hearing and they pick up on that	

Content Area Competencies: Case Study 2- Elementary School

Content Area Skills	Sources			Average
	PBS Team Member	Administrator	Coach	
5. What are some of the essential skills that a coach needs?	They should be able to help me in the classroom, know what I need to help students in my room not just always focus on the school stuff	I hire them based on their knowledge and experience with PBS. Some of them have been classroom teachers, that helps	I try to work with teachers to create good plans for kids that are creating problems	
6. What are different roles and responsibilities that you/coach fulfill	They should see what I do as a classroom teacher every once in a while. If they know what I do they might be able to help more	I expect them to do what is required by the district and PBS project. I also expect that they are familiar with all aspects of the school	Well, I'm the behavior specialist too so I have done a lot of FBAs and created a number of BIPs. Sometimes that role takes over coaching	
7. What supports do/does you/coach provide to the PBS team?	They just guide our intervention ideas and let us know if something would work or not	They are experts in their fields. As behavior specialists, guidance counselors, teachers, and so they support the team with their knowledge and experience	I don't know. I guess since I was a teacher before I was a PBS Coach the teachers appreciate that. Plus I have a degree in psychology and we did a lot with behavior stuff, so I work a lot with designing interventions	
8. What supports do/does you/coach provide to the school staff	I had one coach come into my class and help with some classroom management stuff	I'm not sure that they do support the staff directly. They mostly work with teachers that are on the team and then they pass it along	I work more with the team than the staff but I suppose in an indirect way any success we have as a team helps the whole school	

Content Area Competencies: Case Study 2- Elementary School (Cont'd)

<p>23. What resources and tools do you/coach need from the school to be most effective?</p>	<p>I need more training on behavior and classroom management, I'll be the first to admit it</p>	<p>Nothing</p>	<p>I would love more info on what the teachers are doing, since I'm not in the classroom, more direction on curriculum would help</p>	
<p>24. What is your/coaches biggest contribution to the team</p>	<p>Being knowledgeable</p>	<p>I haven't heard about anything big this year but they are always doing something</p>	<p>I can't say, they do all the hard work</p>	

Systems Change Competencies: Case Study 2- Elementary School

Systems Change Competencies	Sources			Average
	PBS Team Member	Administrator	Coach	
25. What supports do/does you/coach provide to the school staff	They help the staff understand what is really going in school by showing graphs at every staff meeting	Feedback, feedback, feedback. They know what is going on beyond the school by looking at data	I look at the data, I help the team and school create effective interventions and I try to do it with RtI in mind	
26. What is your/coaches biggest contribution to the team	Helping us analyze the data and find the right kind of intervention to use. Once we looked up best practice stuff online to make sure they were good ideas	They provide feedback to the team. They take the reports for the Project and they go back to the team and share the information	N/A	
27. What is you/coaches biggest contribution to the school?	Teaching the whole staff about the 4-step problem solving process. They use it for everything now!	I can't recall	I took a class on working with minority students over the summer and I brought back the resources to the staff. I don't think anyone looked at it but I did my best to share	

Demeanor: Case Study 2- Elementary School

Demeanor	Sources			Average
	PBS Team Member	Administrator	Coach	
28. What are some of the personal characteristics of a good coach?	I like a person who is nice and pleasant to speak with	They should be outgoing but not domineering	I think a coach should be organized, timely and see everyone's perspective	
29. Is there anything that you would like to add about an effective coaching process?	I have some really bad experiences with coaches that are overbearing and unsupportive I think a good coach is one that cares and treats me with dignity	The people that I have around me are partners who care about the school and the kids. They support the school and the students they work with. That makes a huge difference	No	

Teaming: Case Study 2- Elementary School

Teaming	Sources			Average
	PBS Team Member	Administrator	Coach	
30. What is your/coaches biggest contribution to the team	They really have focused on bringing us together, to meet and to get along	The coach looks at the team as a whole, they know that they are not the only ones, they need everyone to be successful	I probably do more than I should. I had to really work with everyone to understand that I'm not the leader, just the coach	
31. What are some of the essential skills that a coach needs?	They should get along with all different kinds of people	They shouldn't just take over the role of team leader, the roles on the team need to be very clearly defined so that the coach is second in command	I know that it's more than just getting them to meet it's about getting them to be positive	
32. What are different roles and responsibilities that you/coach fulfill?	N/A	At the training they took our schools vision and used it to help create the plan. They are always happy when you see them in the hallways	I take the different dynamics of the team members and I create a unified team	
33. What supports do/does you/coach provide to the PBS team?	They really get us working together	They have really turned a disgruntled staff and team into a group that truly gets along	I just remind them everyday to keep smiling and having fun	

Organizational Support for Teaching and Learning: Case Study 2- Elementary School

Organizational Support for Teaching and Learning	Sources			Average
	PBS Team Member	Administrator	Coach	
34. What resources and tools do you/coach need from the school to be most effective?	We need money to buy school incentives	I think we always need more time and money	I can't think of anything	
35. What resources and tools do you/coach need from the district to be most effective?	More help with behavior issues	Money, more people, an assistant, more personnel. We need more training on the higher tiers. Our staff need more training on functions of behavior, PBS training in general for our staff	I need more support from the district, especially as the schools move up the tiers and become more complex in their training and intervention needs	
36. What is you/coaches biggest contribution to the school?	N/A	Going above and beyond	I just do what I can	

Communication: Case Study 3- Middle School

Communication	Sources			Average
	PBS Team Member	Administrator	Coach	
1. What are some of the personal characteristics of a good coach?	Appearances. They can't look all a mess, what does that say about them	They should be nice	N/A	
2. What are some essential skills that a coach needs?	Make people comfortable and provide a safe environment	They should follow my directions the first time	They need to be able to do what is asked	
3. What are different roles and responsibilities that you/coach fulfills?	They should get the team to participate in a non-threatening way	They are available to answer questions and help solve issues	Lots of paperwork	
4. What supports do/does you/coach provide to the PBS team?	They need to be available and at the very least let us know how to reach them, maybe an email address or something	N/A	I show up for the meetings and listen to them complain for at least 10 minutes every time	

Content Area Competencies: Case Study 3- Middle School

Content Area Skills	Sources			Average
	PBS Team Member	Administrator	Coach	
9. What are some of the essential skills that a coach needs?	She doesn't do much of anything at our school	I want her to know it all... behavior, coursework, staff and students	Being organized is everything	
10. What are different roles and responsibilities that you/coach fulfill	I'm not too sure what her role is to be honest	Well she leads the team in all their efforts to do what is needed at the school to get better behavior	I know a lot about behavior but nothing about being a teacher, sometimes I think it puts me at a disadvantage	
11. What supports do/does you/coach provide to the PBS team?	N/A	N/A	I do everything for the team, everything	
12. What supports do/does you/coach provide to the school staff	She did go to one teacher's class to pull out a kid that was being disruptive	I don't think the coach works with the staff other than being a colleague, she mostly works with the team	I don't think I do really	

Content Area Competencies: Case Study 3- Middle School (Cont'd)

9. What resources and tools do you/coach need from the school to be most effective?	N/A	I try to give her anything she needs within reason	Paper and access to youtube	
10. What is your/coaches biggest contribution to the team	She does know about behavior and helped the team come up with some good interventions	I'm not sure	I don't know that we have really done anything big yet	

Systems Change Competencies: Case Study 3- Middle School

Systems Change Competencies	Sources			Average
	PBS Team Member	Administrator	Coach	
11. What supports do/does you/coach provide to the school staff	I guess she was some kind of coach at another school so she must know about PBS or something	N/A	I keep trying to remind them that they need to be using evidence based interventions but they still keep coming to me with students they say have EBD but haven't done any kind of intervention	
12. What is your/coaches biggest contribution to the team	We do always look at the data, every single meeting, it's data, data, data	She is always asking for our data. I don't know what they do with it, but they have a ton of data	Sometimes I think because I'm Latina they listen to me differently, maybe they gain a bit of understanding about different cultures. They're all White.	
13. What is you/coaches biggest contribution to the school?	N/A	Well I hired her because she came from another PBS school so I hoped that she could help us	I'm still working on that	

Demeanor: Case Study 3- Middle School

Demeanor	Sources			Average
	PBS Team Member	Administrator	Coach	
14. What are some of the personal characteristics of a good coach?	They should be approachable	I want any of my staff to care for kids	Patient, willing to work with difficult people, did I say patient?	
15. Is there anything that you would like to add about an effective coaching process?	I know that she is trying to work with our school, she shows us a lot of respect, we can be difficult to work with	Not at this time	N/A	

Teaming: Case Study 3- Middle School

Teaming	Sources			Average
	PBS Team Member	Administrator	Coach	
16. What is your/coaches biggest contribution to the team	She really has tried to get us to all get along and that's not easy	I think she has taken a difficult team to work with and focused on the positive, I give her a lot of credit for that	N/A	
17. What are some of the essential skills that a coach needs?	Getting people to get along	Working with diverse groups and creating a sense of unity	Staying positive... it's nearly impossible here but I try to stay positive	
18. What are different roles and responsibilities that you/coach fulfill?	At meetings she has tried to get us talking with eachother using partner talk and round robins, it's starting to work.	Getting the team to work together as a team and focusing on their strengths and weaknesses to start the process moving forward	N/A	
19. What supports do/does you/coach provide to the PBS team?	You know, she did make us come up with a team purpose, I guess that helped for a little while	N/A	I work everyday to create a sense of unity with this team.	

Organizational Support for Teaching and Learning: Case Study 3- Middle School

Organizational Support for Teaching and Learning	Sources			Average
	PBS Team Member	Administrator	Coach	
20. What resources and tools do you/coach need from the school to be most effective?	Money, and more planning time	We need access to more resources	I could use more time to focus on coaching instead all the other stuff I have to do all day long	
21. What resources and tools do you/coach need from the district to be most effective?	N/A	We could use more training. Our staff has no idea what PBS is really and they still struggle with RtI	I need more reminders about due dates and more support to train our staff, like follow-ups or phone calls	
22. What is you/coaches biggest contribution to the school?	Coming up with a reward system that the staff kind of buy into	Working with the staff to create an incentive system	Creating a series of lesson plans for our expectations	

Communication: Case Study 4- High School

Communication	Sources			Average
	PBS Team Member	Administrator	Coach	
1. What are some of the personal characteristics of a good coach?	Our coach is very warm and welcoming he does a great job listening to us gripe about our day and helping us deal with our issues	We hired our coach because he used to be in the corporate world where he had to spend a lot of time resolving conflict and dealing with difficult situations	I guess I'm a good listener. I try to really hear what people are saying	
2. What are some essential skills that a coach needs?	They need to be organize and be a good planner, there is so much going on all the time they have to keep up with it	Good listener, efficient, timely, problem solver	Have to be organized and be a good communicator	
3. What are different roles and responsibilities that you/coach fulfills?	He guides our meetings and keeps us on track with our goals	He sets up team meetings	Making sure the action plan is up to date	
4. What supports do/does you/coach provide to the PBS team?	N/A	N/A	I spend time with them and listen to their needs	

Content Area Competencies: Case Study 4- High School

Content Area Skills	Sources			Average
	PBS Team Member	Administrator	Coach	
13. What are some of the essential skills that a coach needs?	They need to know PBS inside and out	I hired him because he has a background in behavior	Knowing the FBA and BIP process	
14. What are different roles and responsibilities that you/coach fulfill	He has to work with the team but he has taken the time to go to classrooms when teachers are struggling with behavior issues and help	Well thankfully he also used to be a teacher so he knows the classroom part, you know, his subject area and he knows a good deal about behavior stuff	With RtI now it's all about tying academics with behavior so I've had to learn more about that	
15. What supports do/does you/coach provide to the PBS team?	Understanding behavior	Working on challenging behaviors with the team and with staff	I try to help them design good interventions	
16. What supports do/does you/coach provide to the school staff	N/A	Well he has really made an effort to visit classrooms and get to know teachers	I have done some classroom visits this year in particular to help teachers directly address some behavior concerns	

Content Area Competencies: Case Study 4- High School (Cont'd)

<p>23. What resources and tools do you/coach need from the school to be most effective?</p>	<p>More training on behavior</p>	<p>N/A</p>	<p>I need more RtI training to be able to make the connections between subjects and behaviors</p>	
<p>24. What is your/coaches biggest contribution to the team</p>	<p>He came up with this amazing intervention for a kid that everyone though was hopeless and really he was just a classic avoider, at least that's what {coach} said</p>	<p>He has worked diligently to work with the staff on addressing behavioral concerns</p>	<p>N/A</p>	

Systems Change Competencies: Case Study 4- High School

Systems Change Competencies	Sources			Average
	PBS Team Member	Administrator	Coach	
25. What supports do/does you/coach provide to the school staff	He's been a PBS coach for 5 years now, he's got it down	He helps my by tying the work he does with the staff into best practice	N/A	
26. What is your/coaches biggest contribution to the team	Helping us understand all that data, there is so much of it and he makes sense out of it	He has really taken our data and helped everyone understand what it means for them	Getting everyone to focus on the data not the rewards	
27. What is you/coaches biggest contribution to the school?	Well since he is has been with us he has taught us all to be good problem solvers	N/A	Using data to solve issues instead of just guessing	

Demeanor: Case Study 4- High School

Demeanor	Sources			Average
	PBS Team Member	Administrator	Coach	
28. What are some of the personal characteristics of a good coach?	He is warm and welcoming	He is passionate about PBS and the students	I just want to make a difference. I care about everyone here	
29. Is there anything that you would like to add about an effective coaching process?	He's really a nice guy who'd go out of his way to help you out	I have a great deal of respect for him and I know he respects our teachers	N/A	

Teaming: Case Study 4- High School

Teaming	Sources			Average
	PBS Team Member	Administrator	Coach	
30. What is your/coaches biggest contribution to the team	Keeping everything light and fun at every meeting. There is always laughter at our meetings	He spent a lot of time this year because we have new staff members to train them and give each person a role	N/A	
31. What are some of the essential skills that a coach needs?	Knowing people's strengths and weaknesses	Getting people to get along and work hard for each other	Understanding people's strengths	
32. What are different roles and responsibilities that you/coach fulfill?	Creating a good team requires the coach to assign tasks, just like a football coach knows who his quarterback should be	N/A	Keeping everyone looking toward the future and feeling good about it	
33. What supports do/does you/coach provide to the PBS team?	N/A	Designing a reason for meeting, they have to know why they are doing what they are doing	Creating a sense of togetherness	

Organizational Support for Teaching and Learning: Case Study 4- High School

Organizational Support for Teaching and Learning	Sources			Average
	PBS Team Member	Administrator	Coach	
34. What resources and tools do you/coach need from the school to be most effective?	We always need more time. There is never enough to meet and resolve all the issues in a half hour	N/A	We need money to buy incentives, we try to focus on incentives but we end up still spending our own money on them	
35. What resources and tools do you/coach need from the district to be most effective?	More support, maybe two coaches	I heard the district had a whole library of tier two stuff and no one seems to know where it is or how to get it, we could use all those books	I would love an assistant coach	
36. What is you/coaches biggest contribution to the school?	N/A	He has taken all the district and Project trainings he attends and shared the info with the staff. The love that	Be able to attend extra trainings since I'm not in a classroom and bring it back to the teachers.	

APPENDIX C

As you may know, you have been involved with a school that is implementing PBS and/or RtI. You may have been involved with the PBS team in some manner over the past year. While you have not worked directly with me through the PBS process, I have been involved with the training of some school and district staff over several years. I would like to learn more about the education-based coaching process here at your school. Please understand that in this interview I will only be gathering your opinion but I am also interviewing other staff members to gain a more complete picture of the coaching process.

This interview is completely confidential. I will be using a digital recorder to record our conversation, which will be transcribed electronically. Neither your name nor identifying information will be attached to this interview, so please feel free to be as open as possible.

I will need you to complete a consent form that we will both sign. This form provides evidence to the University of South Florida that you are aware that you are part of a dissertation research study. I'll keep one copy and provide one to you for your files.

Let me begin by asking some questions about coaching. Please answer these questions keeping in mind that you may or may not have experience with an effective coaching experience. The purpose is to provide your views about an ideal or effective coaching experience.

1. What is your job title/position at the school?
2. How long have you been in that position?

Describe to me the ideal coaching experience...

What are your expectations for an effective coach?

What do you want an effective coach to do on a regular basis?

What do you feel the ultimate goals of effective coaching should be?

3. What are some of the personal characteristics of a good coach?
 - a. What personality types are better suited for coaching?
 - b. Why?
4. What are some of the essential skills that a coach needs?
 - c. What knowledge does a coach need to be effective?
 - d. What does a coach need to do to be effective?
5. What different roles and responsibilities does an effective coach fulfill?
6. What supports does an effective coach provide to the PBS team?
 - e. In what ways can a coach assist the team?
 - f. Are there resources or tools that a coach should have to benefit the team?
 - g. What can a coach do to ensure a team achieves its goals?
 - h. How does an effective coach assist the team with making intervention decisions?

7. What supports does an effective coach provide to classroom teachers?
 - i. Is it expected that coaches work directly with classroom teachers?
 - j. If so, in what ways?
 - k. What would the goals be of a coach and teacher working together?
 - l. Are there specific things that an effective coach can do to address common classroom issues?
 - m. How would an effective coach suggest interventions and classroom supports?

8. Are there ways in which an effective coach impacts students?
 - n. What are the direct impacts of effective coaching on students?
 - o. What are the indirect impacts of effective coaching on students?
 - p. In what ways can an effective coaching process improve student achievement?

9. What resources and tools does an effective coach need from the school to be most effective?
 - q. What resources would help a coach with data-based decision making?
 - r. What resources would help a coach with problem-solving?
 - s. In what ways can classroom teachers assist an effective coaching process?
 - t. In what ways can administration assist an effective coaching process?

10. What resources and tools does an effective coach need from the district to be most effective?
 - u. What does the district do to facilitate the coaching process?
 - v. Are there barriers from the district that inhibit coaching from being effective?

11. What is the biggest contribution to the team that an effective coach could make?
12. What is the biggest contribution to the school that an effective coach could make?
13. In addition to the duties that you have already described, what more could an effective coach do to assist staff and administration?
14. Is there anything that you would like to add about an effective coaching process?

APPENDIX D

School Improvement Plan Information

School	SIP Mission Statement	SIP School Vision	SIP Attendance Information Related to PBS/RtI	SIP Suspension Information Related to PBS/RtI	SIP Parent Involvement Information Related to PBS/RtI	SIP Response to Intervention Information	Relevant School Data Information Related to PBS/RtI	Relevant PBS Information	Relevant Coaching Information
L1	Every child is capable of learning and has the potential to become a responsible, contributing adult member of society. Based upon this belief, it is the Mission of [L1] to maintain a challenging curriculum with high expectations for all students to achieve their personal best, thus preparing them to	N/A	P: Lack of motivation S: reward for attendance S: incentives for attendance during FCAT	P: Lack of understanding of appropriate behavior S: Classroom management strategies S: Teach appropriate behaviors S: Use incentives	N/A	10 RtI Team Members (Assistant Principal, Coordinator, Guidance Counselor, Reading Intervention Coach, Dean of Students, ESE Teacher, Math Coach, School Psychologist, **Behavior Specialist, RtI Para, Classroom Teacher Meet Bi-Monthly Will provide: administrati	N/A	Highest BoQ Score (86)	

	develop into lifelong learners and problem solvers.					ve support, teacher support, progress monitoring, instructional decisions			
School	SIP Mission Statement	SIP School Vision	SIP Attendance Information Related to PBS/RtI	SIP Suspension Information Related to PBS/RtI	SIP Parent Involvement Information Related to PBS/RtI	SIP Response to Intervention Information	Relevant School Data Information Related to PBS/RtI	Relevant PBS Information	Relevant Coaching Information
L2	[L2] students will be prepared for success in the 21 st Century, becoming international minded citizens able to compete in today's global society. This will be accomplished by the use of technology, hands-on-learning and an inquiry approach to learning. [L2]	[L2] strives to continue to maintain an atmosphere of excellence, with the belief that all students can achieve at increasingly higher levels though hard work and tenacity to success at the highest levels. [L2] emphasizes the social, emotional, physical, and	P: Lack of motivation to attend school S: Training for teachers (content unidentified)	P: Lack of parent skills S: Teach PBS strategies P: Students don't know appropriate behaviors S: PBS incentives S: PBS training P: Lack of student motivation S: PBS incentives S: PBS training	P: Getting parents to attend events S: PBS trainings for teachers on communicating and connecting with parents	12 RtI Team Members (Principal, Assistant Principal, Classroom Instructor, ESE Resource Teacher, Reading Coach, IB Magnet Coordinator, Title 1 Math Coach, **School Psychologist, Guidance Counselor, Peer Counselor, Speech Pathologist, Behavior	Least # of students (704) Highest % of FRL (83.8%) 0 days of ISS reported in SIP but high OSS reported (OSS= 257)	Lowest # of ODRs reported to FLPBS:RtIB (195) BoQ Score of 79 (just below High Implementation level of 80) Model School Status (Gold: 2009-2010) Specifically mentioned PBS as a contributing factor to a decrease in	Most amount of hours spent at school/week (8hrs/wk)

	encourages and teaches all students to solve problems and make decisions that benefit themselves and others. [L2] staff members, parents, and community members will work collaboratively to create a safe and secure learning environment in which decisions are based on what is best for students	intellectual development of each child by encouraging them to be life-long inquirers, thinkers, communicators, and risk-takers, by developing intellectual curiosity and a thirst for discovery and achievement				Specialist Will meet monthly Will provide: introductory training, follow-training, problem identification, intervention decisions		ODRs (75% decrease since implementation) on the school information website page	
School	SIP Mission Statement	SIP School Vision	SIP Attendance Information Related to PBS/RtI	SIP Suspension Information Related to PBS/RtI	SIP Parent Involvement Information Related to PBS/RtI	SIP Response to Intervention Information	Relevant School Data Information Related to PBS/RtI	Relevant PBS Information	Relevant Coaching Information
M	[M] school will provide a quality academic program that	Striving for academic excellence in student performance	N/A	P: Classroom management S: Reward good classroom	N/A	7 RtI Team Members (Assistant Principal, Guidance		Added a budget line in the SIP for PBS incentives	Least # of hours/wk spent at school (0)

	prepares students to become responsible and successful in our global society			management skills S: Teach character quality traits P: Disenchantment with PBS S: Teach PBS to staff and students		Counselor, Teacher, Dean, **Behavior Analyst, School Psychologist, Social Worker) Will provide: administrative support, teacher support, leadership team, data management, training		(\$500)	
School	SIP Mission Statement	SIP School Vision	SIP Attendance Information Related to PBS/RtI	SIP Suspension Information Related to PBS/RtI	SIP Parent Involvement Information Related to PBS/RtI	SIP Response to Intervention Information	Relevant School Data Information Related to PBS/RtI	Relevant PBS Information	Relevant Coaching Information
B	N/A	N/A	P: Lack of motivation S: reward for attendance S: incentives for attendance during FCAT	N/A	N/A	4 RtI Team Members (Guidance Counselor, Assistant Principal, **Behavior Specialist, Speech Therapist) Will	Most students (1680)	Inactive status filed with FLPBS:RtIB June 2011	N/A

						provide: administrati ve support, teacher support, leadership team, assistance with goals of SIP, teacher training			
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APPENDIX E

	Interrater Reliability
L1 Admin	
a	100%
b	89%
c	94%
d	89%
Total	93%
L1 Member 1	
a	94%
b	72%
c	100%
d	100%
Total	92%
L1 Member 2	
a	94%
b	100%
c	94%
d	94%
Total	96%
L1 Coach	
a	94%
b	89%
c	94%
d	100%
Total	94%
L2 Admin	
a	94%
b	83%
c	100%
d	100%
Total	94%
L2 member 1	
a	89%
b	89%
c	100%
d	100%
Total	95%
L2 Member 2	
a	100%
b	94%
c	100%
d	83%
Total	94%

L2/B Coach	
a	89%
b	94%
c	100%
d	89%
Total	93%
M Admin	
a	100%
b	100%
c	89%
d	100%
Total	97%
M Member 1	
a	89%
b	89%
c	89%
d	100%
Total	92%
M Member 2	
a	100%
b	94%
c	94%
d	100%
Total	97%
M Coach	
a	94%
b	100%
c	100%
d	89%
Total	96%
B Admin	
a	94%
b	94%
c	83%
d	100%
Total	93%
B Member	
a	94%
b	89%
c	89%
d	94%
Total	92%
	94%

Researcher	Communication	Content Area	Systems Change	Demeanor	Teaming	Organization	TOTAL
L1 Admin							
a	0	0	2	3	1	0	
b	0	1	3	0	0	0	
c	1	0	0	0	3	0	
d	2	0	0	1	0	3	
Total	3	1	5	4	4	3	20
L1 Member 1							
a	1	1	2	1	0	0	
b	3	1	3	-1	1	0	
c	0	0	0	0	0	2	
d	2	0	0	0	0	3	
Total	6	2	5	0	1	5	19
L1 Member 2							
a	2	3	3	3	0	0	
b	0	3	2	0	0	0	
c	0	0	1	0	3	3	
d	1	0	0	2	0	3	
Total	3	6	6	5	3	6	29
L1 Coach							
a	2	2	2	0	0	0	
b	0	3	3	1	0	3	
c	0	0	3	0	1	0	
d	1	2	0	0	0	3	
Total	3	7	8	1	1	6	26
L2 Admin							
a	3	2	3	0	0	3	
b	3	3	2	2	2	3	
c	0	3	2	0	0	1	
d	1	3	3	1	3	3	
Total	7	11	10	3	5	10	46
L2 member 1							
a	-1	0	0	2	-3	0	
b	-2	1	0	1	-3	1	
c	-3	0	0	0	1	3	
d	-2	0	0	-1	-3	3	
Total	-8	1	0	2	-8	7	-6
L2 Member 2							
a	1	1	0	0	2	0	
b	3	3	2	2	2	0	
c	1	0	0	3	0	0	
d	3	0	2	-1	0	3	
Total	8	4	4	4	4	3	27
L2/B Coach							
a	-1	0	0	-3	2	0	
b	0	2	-2	0	1	1	
c	2	0	0	0	1	2	
d	-1	0	3	2	3	3	

Total	0	2	1	-1	7	6	15
M Admin							
a	3	2	1	3	0	0	
b	0	3	1	1	0	1	
c	0	0	1	0	2	2	
d	1	0	0	1	0	3	
Total	4	5	3	5	2	6	25
M Member 1							
a	0	-1	1	2	1	0	
b	0	2	-1	0	0	-2	
c	1	0	-2	0	0	-2	
d	0	0	0	0	0	1	
Total	1	1	-2	2	1	-3	0
M Member 2							
a	0	0	0	2	0	0	
b	3	3	2	1	1	0	
c	0	0	0	0	1	2	
d	0	0	1	1	2	3	
Total	3	3	3	4	4	5	22
M Coach							
a	0	0	0	2	3	0	
b	2	1	3	1	1	0	
c	3	0	1	0	1	3	
d	1	0	0	3	2	3	
Total	6	1	4	6	7	6	30
B Admin							
a	0	0	3	1	3	0	
b	3	1	3	0	2	0	
c	3	1	0	0	3	1	
d	1	1	2	3	0	3	
Total	7	3	8	4	8	4	34
B Member							
a	0	0	2	0	0	0	
b	2	3	3	-1	0	0	
c	1	1	0	0	1	0	
d	2	1	0	0	0	3	
Total	5	5	5	-1	1	3	18

Rater 1	Communication	Content Area	Systems Change	Demeanor	Teaming	Organization	TOTAL
L1 Admin							
a	0	0	1	3	1	0	
b	0	1	2	0	0	0	
c	0	0	0	0	3	0	
d	1	0	0	1	0	3	
Total	1	1	3	4	4	3	16
L1 Member 1							
a	1	0	2	1	0	0	
b	2	1	3	0	1	0	
c	0	0	0	0	0	2	
d	2	0	0	0	0	3	
Total	5	1	5	1	1	5	18
L1 Member 2							
a	0	3	3	3	0	0	
b	0	3	2	0	0	0	
c	0	0	1	0	2	3	
d	1	1	0	2	0	3	
Total	1	7	6	5	2	6	27
L1 Coach							
a	0	2	2	0	0	0	
b	1	1	3	1	0	3	
c	0	0	2	0	1	0	
d	1	2	0	0	0	3	
Total	2	5	7	1	1	6	22
L2 Admin							
a	3	2	3	0	0	3	
b	2	3	2	1	2	3	
c	0	3	2	0	0	1	
d	1	3	3	1	3	3	
Total	6	11	10	2	5	10	44
L2 member 1							
a	-1	0	0	2	0	0	
b	-1	1	0	1	-3	2	
c	-3	0	0	0	1	3	
d	-2	0	0	-1	-3	3	
Total	-7	1	0	2	-5	8	-1
L2 Member 2							
a	1	1	0	0	2	0	
b	3	3	2	2	2	0	
c	1	0	0	3	0	2	
d	2	0	2	0	0	3	
Total	7	4	4	5	4	5	29
L2/B Coach							
a	-1	0	0	-2	2	0	
b	0	1	-2	0	1	1	

c	2	0	0	0	1	2	
d	0	0	3	2	3	3	
Total	1	1	1	0	7	6	16
M Admin							
a	3	2	1	3	0	0	
b	0	3	1	1	0	1	
c	0	0	0	1	2	2	
d	1	0	0	1	0	3	
Total	4	5	2	6	2	6	25
M Member 1							
a	0	0	0	1	1	0	
b	0	2	0	0	0	-2	
c	0	0	-2	0	0	-2	
d	0	0	0	0	0	1	
Total	0	2	-2	1	1	-3	-1
M Member 2							
a	0	0	0	2	0	0	
b	3	3	2	1	2	0	
c	0	1	0	0	1	2	
d	0	0	1	1	2	3	
Total	3	4	3	4	5	5	24
M Coach							
a	0	0	0	2	3	1	
b	2	1	3	1	1	0	
c	3	0	1	0	1	3	
d	0	0	0	2	2	3	
Total	5	1	4	5	7	7	29
B Admin							
a	0	0	3	1	3	0	
b	3	0	3	1	2	0	
c	3	1	0	0	2	1	
d	1	1	2	3	0	3	
Total	7	2	8	5	7	4	33
B Member							
a	0	0	2	0	0	0	
b	1	2	3	0	0	0	
c	2	1	0	0	1	0	
d	1	1	0	0	0	3	
Total	4	4	5	0	1	3	17

Rater 2	Communication	Content Area	Systems Change	Demeanor	Teaming	Organization	TOTAL
L1 Admin							
a	0	0	2	3	1	0	
b	0	1	2	0	0	0	
c	1	0	0	0	3	0	
d	1	0	0	1	0	3	
Total	2	1	4	4	4	3	18
L1 Member 1							
a	1	1	2	1	0	0	
b	3	1	3	0	2	0	
c	0	0	0	0	0	2	
d	2	0	0	0	0	3	
Total	6	2	5	1	2	5	21
L1 Member 2							
a	2	3	3	3	0	0	
b	0	3	2	0	0	0	
c	0	0	1	0	3	3	
d	1	0	0	2	0	3	
Total	3	6	6	5	3	6	29
L1 Coach							
a	2	2	2	0	0	0	
b	0	3	3	1	0	3	
c	0	0	3	0	1	0	
d	1	2	0	0	0	3	
Total	3	7	8	1	1	6	26
L2 Admin							
a	2	2	3	0	0	3	
b	2	3	2	2	2	3	
c	0	3	2	0	0	1	
d	1	3	3	1	3	3	
Total	5	11	10	3	5	10	44
L2 member 1							
a	-1	0	0	2	-1	0	
b	-2	1	0	1	-3	1	
c	-3	0	0	0	1	3	
d	-2	0	0	-1	-3	3	
Total	-8	1	0	2	-6	7	-4
L2 Member 2							
a	1	1	0	0	2	0	
b	3	3	2	1	2	0	
c	1	0	0	3	0	0	
d	3	0	2	0	0	3	
Total	8	4	4	4	4	3	27
L2/B Coach							
a	0	0	0	-3	2	0	
b	0	2	-2	0	1	1	
c	2	0	0	0	1	2	

d	0	0	3	2	3	3	
Total	2	2	1	-1	7	6	17
M Admin							
a	3	2	1	3	0	0	
b	0	3	1	1	0	1	
c	0	0	1	0	2	2	
d	1	0	0	1	0	3	
Total	4	5	3	5	2	6	25
M Member 1							
a	0	0	1	2	1	0	
b	0	2	0	0	0	-2	
c	0	0	-2	0	0	-2	
d	0	0	0	0	0	1	
Total	0	2	-1	2	1	-3	1
M Member 2							
a	0	0	0	2	0	0	
b	3	3	2	1	1	0	
c	0	0	0	0	1	2	
d	0	0	1	1	2	3	
Total	3	3	3	4	4	5	22
M Coach							
a	0	0	0	2	3	0	
b	2	1	3	1	1	0	
c	3	0	1	0	1	3	
d	1	0	0	3	2	3	
Total	6	1	4	6	7	6	30
B Admin							
a	0	0	2	1	3	0	
b	3	1	3	0	2	0	
c	3	1	1	0	2	1	
d	1	1	2	3	0	3	
Total	7	3	8	4	7	4	33
B Member							
a	0	0	2	0	0	0	
b	1	3	3	-1	0	0	
c	2	1	0	0	1	0	
d	2	1	0	0	0	3	
Total	5	5	5	-1	1	3	18