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Correlation Between Teacher Mindset and Perceptions Regarding Coaching, Feedback, And Improved Instructional Practice

Beth K. Stenzel
University of Nebraska at Omaha

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CORRELATION BETWEEN TEACHER MINDSET AND PERCEPTIONS
REGARDING COACHING, FEEDBACK, AND IMPROVED INSTRUCTIONAL
PRACTICE

By

Beth K. Stenzel

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Educational Administration

Under the Supervision of Dr. Jeanne L. Surface

Omaha, Nebraska

August 2015

Supervisory Committee:

Dr. Jeanne L. Surface

Dr. Kay A. Keiser

Dr. Janice M. Garnett

Dr. C. Elliott Ostler

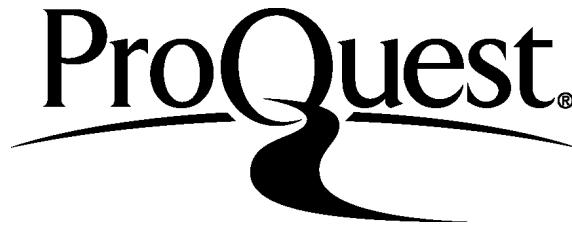
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Abstract

CORRELATION BETWEEN TEACHER MINDSET AND PERCEPTIONS REGARDING COACHING, FEEDBACK, AND IMPROVED INSTRUCTIONAL PRACTICE

Beth K. Stenzel, M.S., Ed.D.

University of Nebraska, 2015

Advisor: Dr. Jeanne L. Surface

The daily demands placed upon teachers are seemingly endless. Yet, it is the teacher's skills that are the most important factor in influencing student achievement (Dalton, 1998; National Board for Professional Teaching Standards, 2002; National Commission on Teaching & America's Future, 1996; Ripley, 2010; Stronge, 2007). The topic of coaching has become increasingly common in the field of education as a way to help teachers be effective. Coaches need to support all teachers, regardless of the type of mindset held by the teacher.

The purpose of this quantitative study was to understand the correlation between teacher mindset and perceptions regarding coaching, feedback, and improved instructional practice. The overarching question for this research study was aimed at discovering if the mindset of teachers influenced their perceptions of the coaching and feedback process: "Does the mindset of teachers influence their perception regarding the coaching and feedback process?" There were nine questions guiding this research.

Data was gathered through a paper and pencil survey during the spring of 2015. A total of 68 respondents returned completed surveys. Data was analyzed using descriptive statistics, *t*-tests, Pearson's *r*, one-way ANOVA, and Tukey's Post hoc Test.

The results found that leaders and coaches had a slightly greater mean in both mindset and perceptions than classroom teachers. Additionally, there was a statistically significant difference in perceptions towards the coaching and feedback process among those currently in leadership positions. Among classroom teachers, there was a correlation between perceptions towards the coaching and feedback process based on years of experience.

Further exploration in the area of mindset and issues involving coaching is needed. Both mindset and perceptions about coaching have the ability to impact student achievement. Implications for further research are discussed.

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Table of Contents

Chapter One - Introduction	1
Statement of the Problem	3
Purpose of the Study	5
Methodology	7
Definition of Terms	8
Coaching	8
Efficacy	9
Feedback	9
Grit	9
Intelligence	9
Mindset	9
Motivation	9
Performance Mentality	10
Perseverance	10
Professional Development	10
Resilience	10
Self-efficacy	10
Limitations of the Study	10
Delimitations of the Study	11
Significance of the Study	11
Summary	12
Outline of the Study	13
Chapter Two – Review of the Literature	14
Effective Teaching	14
Pedagogy	16
Andragogy	18
Classroom Management	19
Teacher Efficacy	23
Personal Teacher Efficacy	24
Collective Teacher Efficacy	25
Teacher Mindset	26

How feedback cultivates a mindset	30
Coaching	33
Chapter Three - Methodology	40
Overview of the Problem and Purpose.....	40
Research Design.....	41
Research Questions	42
Participants.....	44
Survey Instrument	44
Validity.....	46
Reliability.....	47
Data Analysis	48
Summary	49
Chapter Four - Results	51
Research Question 1.....	54
Research Question 2.....	55
Research Question 3.....	56
Research Question 4.....	56
Research Question 5.....	57
Research Question 6.....	60
Research Question 7.....	62
Research Question 8.....	66
Research Question 9.....	69
Chapter Five - Conclusions.....	72
Limitations of the Study.....	85
Delimitations of the Study	86
Recommendations for Future Research	87
Conclusion	90
References.....	91
Appendix A.....	104
Appendix B	110

List of Tables

		Page
Chart 1	Reliability by Element on the Coaching Perceptions Survey	47
Chart 2	Reliability by Element on the Mindset Survey	48
Table 1	Descriptive Statistics for the Perceptions Survey for All Participants	52, 75
Table 2	Descriptive Statistics for Mindset Survey for All Participants	53, 79
Table 3	Descriptive Statistics for All Educator's Perceptions Regarding Coaching and Feedback	54
Table 4	Descriptive Statistics for Teachers Perceptions Regarding Coaching and Feedback	55
Table 5	Descriptive Statistics for Current Leaders and Coaches Perceptions Regarding Coaching and Feedback	55
Table 6	Correlation Between the Mindset of Teachers and Their Perceptions Regarding the Coaching and Feedback Process	56
Table 7	Correlation Between the Mindset of Current Leaders and Coaches and Their Perceptions Regarding the Coaching and Feedback Process	57
Table 8	Descriptive Statistics for Elementary, Middle, and High Schools Teachers	58
Table 9	ANOVA for Elementary, Middle, and High School	59
Table 10	Multiple Comparisons Between Levels	60
Table 11	Correlations Between Perceptions and District Size	61
Table 12	Correlations Between Mindset and District Size	62
Table 13	Correlations Between Mindset and Years of Experience for All Educators	63

Table 14	Correlations Between Perceptions and Years of Experience for All Educators	63
Table 15	Correlations Between Perceptions and Years of Experience for Teachers	64
Table 16	Correlations Between Mindset and Years of Experience for Teachers	65
Table 17	Correlations Between Years of Experience and Mindset for Leaders	65
Table 18	Correlations Between Perceptions and Years of Experience for Leaders	66
Table 19	Descriptive Statistics for Educational Level	67
Table 20	ANOVA for Mindset at Various Levels	68
Table 21	Group Statistics	68
Table 22	Independent Samples Test Between Bachelor's and Master's Level	69
Table 23	Perceptions and Mindset According to Gender	70
Table 24	Independent Samples Test for Gender	70
Table 25	Correlation Between the Mindset of Females and Perceptions Regarding Coaching and Feedback	71

Chapter One - Introduction

The greatest performers in any field recognize the importance of a coach. Whether it is in sports, music, art, business, or teaching, the role of a coach can be the transformative key in a successful career. Coaching is a way to help teachers develop their skills and abilities while boosting performance (MindTools, n.d.). It is a collaborative process and may include ongoing dialogue. The coach challenges and supports individuals to help them achieve growth objectives (Crane & Patrick, 2009). Such coaching can come from administrators, supervisors, consultants, literacy coaches, trainers, peers, or others designated to assist with the process. The goal behind coaching is to lead to improved classroom instruction, and ultimately, improved student learning. It establishes the foundation for a culture that is focused on high-performance (Crane & Patrick, 2009). The way a teacher perceives the coaching process may be impacted by the mindset he or she developed.

If we learn something easily, the perception is that we have an intelligent brain. If we don't, our brain is unintelligent. This type of thinking may come from the messages we receive around praise for intelligence or from messages around performance. Ultimately, it impacts our thinking and motivation. The way a person thinks influences motivation, perseverance, self-efficacy, and perceptions about learning. When teachers enter the field of education, they already have perceived notions about intelligence. These perceptions are important to consider because they impact student achievement. Perceptions are impacted by mindset.

A person's mindset affects how he or she will respond to life's circumstances. People have either a fixed mindset or a growth mindset (Dweck, 2006). Knowing one's

mindset is important because it determines how ability is perceived. Ability is seen as either intrinsic or something that can be learned (Kravovsky, 2007). While many people with equal talent enter the teaching profession, some continue to expand their skills and excel while others remain stagnant. The main difference appears to be in the skills a teacher has learned in order to recover from difficult situations (Kravovsky, 2007; Roselle, 2007). Understanding these differences in teachers is important because of how they influence the way teachers respond to students and their learning.

At a time when everyone seems to have an answer for improving education and increasing student achievement in the classroom, charter schools (Nathan, 2004), merit pay or teacher salaries (Hanushek & Rivkin, 2007), increasing per student spending (Slavin, 2004), having better teacher in-service training (Dildy, 1982; Slavin, 2004), and more parental involvement (Gonzalez-DeHass, Willems, & Holbein, 2005; Hill & Taylor, 2004) have all been considered. Studies show that one factor has the greatest impact on student achievement; knowledgeable and skillful teachers (Report of the National Commission on Teaching & America's Future, 1996; Wong, 2007). Having knowledgeable and skillful teachers would be the goal of any school or district. Teachers may have content knowledge but struggle with how to transfer information to students (Pollock, 2012). They need assistance with increasing student engagement.

As coaches begin to support teachers, they need to know how the teacher responds as a learner just as much as teachers need to know how their students respond as learners. In an attempt to better understand learning and success, a great deal of attention has been focused on identifying characteristics of grit, resilience, perseverance, motivation, intelligence, and self-efficacy. While each of these characteristics pinpoint a

specific quality within an individual, in isolation, they fail to get us closer to understanding what it is inside the individual that either allowed the person to succeed or struggle in developing each of the desired qualities. To truly understand how these behaviors develop and impact an individual, a focus on issues around mindset may lead to greater revelations.

Statement of the Problem

When teachers have a fixed mindset about themselves and their own learning, they tend to have a similar perspective toward students. If they believe characteristics are inherent, stigmas, labels, and honors will remain with a student long into their educational career. Such teachers are quick to label struggling students as having behavior issues or as unable to learn. They also consider students who get good grades to be intelligent. Once students' inherent characteristics are established in the teacher's fixed mindset, there is little or no opportunity for growth or changing these characteristics. In the perspective of the teacher with a fixed mindset, these characteristics are permanent and part of the student's basic personality. Because of this, these teachers see little or no reason to work with such students to try to develop their skills beyond what they already see. A student's abilities are thus "fixed" in the mind of the teacher and are beyond anyone's ability to change.

The way the teacher addresses each student transfers the fixed mindset from themselves to the students with which they work. A comment such as, "You got these math problems all right. You are so smart," tells the student that it is only because of his intelligence that he got the math problems right. Conversely, it tells the student who didn't get everything correct that he must not be intelligent (Dweck, 2007). Comments

around intelligence may also signal to the student that if he doesn't get them all right next time, his intelligence may have dwindled. If the student perceives these messages with the understanding that intelligence is fixed, he may quit trying because he doesn't want to appear unintelligent. This type of thinking leads to a performance mentality.

A performance mentality hinders the growth and learning process. This mentality increases confidence when the individual performs well. As a result, if the performance doesn't go well, the individual loses confidence because the feeling of success came from the comments and opinions of other people. This type of mentality prevents the person who performed well from considering ways to continue to grow and leaves the person who performed poorly defeated and wanting to give up. When an individual understands that learning is an ongoing process, it removes the notion that there is an end-point to learning (Lebow, 1993). With this type of mindset, the goal becomes one of stretching and growing, rather than one of performance. Teachers with a focus on continued learning will be able to transfer this same focus to students.

Perhaps the most significant characteristic of a teacher is the mindset he or she brings to the profession. In the educational profession, there is a continual need to learn and grow. As curriculum, administration, and state standards change, teachers must be adaptive, flexible, and have the skills necessary to meet the demands. When districts increase professional development through the coaching process, teachers will respond to both the process and feedback in varying ways. The way a teacher perceives the coaching experience will impact the results of the process.

Purpose of the Study

The purpose of this study is to determine the correlation between a teacher's mindset and his or her perceptions towards the coaching and feedback process. The research study includes teachers with teaching experience. This study is designed to determine if a teacher's mindset leads to satisfaction or dissatisfaction with feedback from the coaching process.

Better understanding the correlation is important because teacher efficacy is connected to the attitudes teachers have about their ability as a teacher. These attitudes stem from a developed mindset. Mindset is what shapes our capacity for learning (Dweck, 2006). Once teachers form their mindset, learning new skills or solving new problems will be viewed as either a learning opportunity or a chance for failure. The way teachers perceive opportunities will correlate to how they respond to teaching situations as well as the ability of students to acquire new skills. These perceptions, or mindset, provide possible distinguishing attributes between teachers with high efficacy or low efficacy. In turn, levels of efficacy set the stage for student achievement.

Teachers with higher personal teaching efficacy are more likely to take advantage of coaching where teachers with low efficacy may see the coaching process as more work (Ross, 1992). This may be because higher efficacy is related to a growth mindset so teachers with a growth mindset will be eager to receive feedback whereas teachers with a fixed mindset, or low efficacy, may become frustrated with the process. This frustration may stem from being asked to implement new or specific strategies. If the teachers believe they are being coached because they are not doing a good job, it may lead to greater dissatisfaction. Understanding the correlation will provide information to districts

that will increase both teacher and coaching effectiveness. It is important to understand teacher responses to coaching and feedback and determine if their views are evolving as quickly as those who are doing the coaching or if they see feedback as another form of evaluation.

Research Questions

This study will focus on mindset and coaching. Results may indicate the perceptions and mindset of teachers as they relate to the coaching and feedback process. Through the survey process, the study will examine the following questions...

Research Question 1: What is the mindset of teachers?

Research Question 2: What is the mindset of current leaders and coaches?

Research Question 3: Is there a correlation between the mindset of teachers and their perceptions towards the coaching and feedback process?

Research Question 4: Is there a correlation between the mindset of those currently in leadership positions and their perceptions towards the coaching and feedback process?

Research Question 5: What is the relationship between mindset and perceptions among teachers at elementary, middle, and high school levels?

Research Question 6: What is the relationship between mindset and perceptions towards the coaching and feedback process based on the size of the district?

Research Question 7: What is the relationship between mindset and perceptions towards the coaching and feedback process based on years of experience?

Research Question 8: What is the relationship between mindset and perceptions towards the coaching and feedback process based on level of education?

Research Question 9: What is the relationship between mindset and perceptions towards the coaching and feedback process based on gender?

Methodology

This was a correlational research study and it sought to determine the tendency or pattern between mindset and attitudes about coaching and feedback. During this correlational research design, mindset and attitudes about coaching were measured at the same time. The survey had two distinct sections; one to gather information about mindset and another to gather information about the attitudes and perceptions of coaching and feedback. There was also a section that gathered demographics. This design was appropriate because this research sought to understand the relationship between the two variables. Understanding the correlation between mindset and attitudes of teachers are beneficial in determining future goals about hiring, coaching, and professional development.

Once the survey was available to participants, they had one to two weeks to complete the questions regarding mindset, coaching, feedback, professional development, and demographics. If participants did not complete the survey during the initial phase, an additional reminder was provided. This study aimed to answer the question, “Does the mindset of teachers influence their perception regarding the coaching and feedback process?”

Controversy over self-reporting on surveys may cause some to be concerned about the validity of the results. Surveys are only as valid as the participant’s ability to be honest, view themselves accurately, and clearly understand the questions (Hoskin, 2012). If an individual is concerned about how his or her self-image will be impacted by

the survey, responses may be affected (McLeod, 2009). However, when considering the validity, researchers have identified cognitive and situational issues as being key to gaining honest reporting (Center for Health and Safety Culture, 2011).

Cognitive issues involve the participant's ability to understand the questions being asked, recall information, and answer appropriately. The participant must also understand the rating scale so that answers align with beliefs. Situational issues evolve from how the setting may influence participants as they are taking the survey (Center for Health and Safety Culture, 2011). If a person is at school, work, or home, answers may be impacted if the participant fears repercussions. Bias increases when questions involve socially undesirable behaviors, are highly sensitive, when the participant wants to give socially desirable answers, and there is pressure to provide a certain type of answer (Donaldson & Grant-Vallone, 2002). When participants understand the questions and have a strong feeling of anonymity, reporting will be more accurate. For purposes of this research, questions are written in ways teachers can understand and results are anonymous so there is no possibility of repercussions.

Definition of Terms

Coaching. Coaching involves observing the teacher during instruction, providing performance feedback, and discussing options to further enhance student learning. It also includes listening to teachers, joint planning, and observing classrooms to better understand instruction and corresponding student outcomes. The expected outcome of coaching is to assist teachers in strengthening instructional practice which leads to greater student achievement.

Efficacy. There are two forms of efficacy common in the literature. These forms are personal teaching efficacy and collective teaching efficacy. Personal efficacy is related to a teacher's perception about his or her own teaching effectiveness. Collective teaching efficacy refers to the perceived ability of the staff in a building to make a difference.

Feedback. Teachers need clear and precise information regarding elements of classroom instruction. Feedback may be delivered in a variety of ways such as coaching notes, short discussions, or more in-depth conversations.

Grit. Grit is the ability of an individual to develop a long term goal and stick with it until completed. It has to do with an unwavering commitment to reach a particular aspiration.

Intelligence. Intelligence is a difficult concept to define. Commonly, it is linked with IQ or ability to learn. There are many forms of intelligence; social, emotional, and academic. There are multiple intelligences which include existential, interpersonal, intrapersonal, naturalistic, spatial, bodily/kinesthetic, musical/rhythmic, logical/mathematical, and verbal/linguistic (Gardner, 1983). In each case, it is usually referred to as being smart in a particular area. For purposes of this research, intelligence refers to the ability to learn or acquire new skills.

Mindset. The way a person views learning and intelligence is referred to as mindset. There are two forms of mindset; fixed and growth.

Motivation. The spark or driving force that moves an individual to act or respond is referred to as motivation. While motivation cannot be physically observed, it

is measured or determined by intensity and vigor in pursuing a goal. There are internal and external factors that motivate individuals.

Performance Mentality. A person with a performance mentality will focus on how well he or she performed rather than focus on learning or developing new skills. A performance mentality gives confidence to the individual who did well but leaves the individual who did not do well feeling defeated or inadequate.

Perseverance. Perseverance is the steady persistence, commitment, and steadfastness applied to finish something to the end, even during times of obstacles or discouragement.

Professional Development. Ongoing learning opportunities provided to enhance knowledge and skills specific to one's occupation are referred to as professional development. These opportunities can occur in a variety of forms such as coaching, attending workshops, book study, or any other activity that promotes new skills or knowledge.

Resilience. People with resilience are able to recover and build strength after facing challenges, dealing with adversity, or overcoming other stressful events.

Self-efficacy. Self-efficacy is the way an individual thinks and feels about his or her own ability to respond to specific tasks or succeed in specific situations.

Limitations of the Study

This research was a quantitative study including elementary, middle, and high school teachers currently attending a Midwestern university. Since data was collected through a survey process, the results relied on accurate self-reporting. This study was only limited to teachers who were taking classes so it included teachers at all stages of

their careers. Teachers at various stages may be likely to view the coaching process differently. Survey results at the beginning of a career may differ from teachers with years of experience. Perceptions from a new teacher may also differ greatly from a struggling teacher.

An additional limitation was that the teachers who completed the survey were investing in ongoing learning. This may have limited the variety of mindsets as teachers who are open to new things may be more likely to take classes.

Delimitations of the Study

The following delimitations were imposed by the researcher. Only one university in the Midwest was involved in this study. While the survey was open to all teachers taking additional coursework, results were based on teachers who actually completed the survey, reducing the number of participants. Since the study was limited to one university, the results may not be generalized to teachers in all districts.

Significance of the Study

This study is significant because the findings will enable districts to make decisions that will ultimately impact student achievement. These decisions involve identifying teacher candidates with a growth mindset, recognizing qualities of effective teaching, and determining the most effective forms of staff development to reach all teachers. It will support districts in evaluating current methods of coaching, how teachers are impacted, and address possibilities for change. The information from this research is useful to districts, principals, coaches, and others involved in hiring decisions, ensuring high student achievement, or evaluating teacher effectiveness.

This information is also beneficial to universities as they consider teacher candidates for Administrative and Doctoral programs. School leaders, which may include supervisors, principals, consultants, literacy coaches, trainers, peers, or other designees, need to believe in the growth of teachers and students. A growth mindset is vital to leading change.

Summary

This research study is unique in the field of education because exploring the correlation between a teacher's mindset and perceptions about coaching is an under-researched area. As the focus on learning and student achievement continues to shape the decisions within schools and districts, there has been a greater awareness about the mindset of students. Although there is an awareness of the need to help students develop a growth mindset, this task will become challenging if the teacher doesn't share the same perspective. The purpose of conducting a study about the connection between teacher mindset and attitudes about the coaching process is that the results will inform hiring decisions and provide possible areas for professional development. Professional development for school leaders might include how to help teachers develop a growth mindset. Principals should consider providing professional development for teachers around how to provide feedback that will foster a growth mindset in students. Within buildings, there should be a continued focus on establishing a culture of learning and growth among all staff and students. It may also impact decisions around the coaching process.

Outline of the Study

The topic of teacher effectiveness and coaching continues to be a focus for schools and districts across the nation. Understanding what constitutes effective coaching and the resulting impact it has on teachers deserves careful consideration. Chapter One presented the background of this research, identified the problem, stated the significance of exploring the problem, and presented a brief overview of the methodology. It shared a few limitations of the study. In Chapter Two the literature in the areas of (1) effective teaching, (2) teacher efficacy, (3) mindset, and (4) coaching will be reviewed. Presented in Chapter Three is the research design, a description of the participants, and the process for collecting data. Chapter Four included a detailed analysis of the data for each of the research questions. A summary of the research, limitations, and implications for further research were included in Chapter Five. This research was intended to provide insight into correlations that exist between mindset and perceptions regarding the coaching, feedback, and improved instructional practice process.

Chapter Two – Review of the Literature

A review of the literature and related research in the area of mindset and coaching will be presented. The purpose of this study was to determine the correlation between a teacher's mindset and his or her perceptions towards the coaching and feedback process. The literature examines how mindset influences the way teachers respond to circumstances. Mindset may be a contributing factor to the way teachers respond to both student growth and personal growth. Coaching has a direct impact on teacher growth. Teacher growth has a direct impact on student growth.

Effective Teaching

Teacher hopefuls attend universities anticipating that at the completion of their studies, they are prepared to teach. Classes on theory, methodology, and curriculum specific subjects provide a brief glimpse into the teaching world, but the real experiences occur during school contact hours and student teaching. It is during these moments that the university student is in a position to put theory into practice. With deliberate guidance from the cooperating teacher, the university student successfully completes the student teaching experience and is ready to take on the calling of a teacher. These fully licensed teachers, as compared to those with emergency permits, generate higher achievement in students (National Council for Accreditation of Teacher Education, 2006).

The daily demands and expectations placed on teachers, both new and experienced, are seemingly endless. As a result, in order for teachers to be successful, they need to develop the skills to gracefully face all these responsibilities. Being able to juggle a myriad of tasks is vital for teacher effectiveness and student success. A teacher's

skills are the most important factor in influencing student achievement (Dalton, 1998; National Board for Professional Teaching Standards, 2002; National Commission on Teaching & America's Future, 1996; Ripley, 2010; Stronge, 2007). They impact how, what, and how much students learn (Stronge, 2007).

One study compared the achievement gains of a group of students who had similar performance at second grade to their academic performance three years later (Sanders & Rivers, 1996). This study evaluated the academic gains of students based on whether they had the most or least effective teachers. Students who had three years of effective teachers as compared with students who had three years of ineffective teachers had a difference of 52-54 points. This means students with consecutive ineffective teachers were scoring in the 44th percentile while their counterparts who had consecutive effective teachers were scoring in the 98th percentile. Equally important was the finding that the residual affect a teacher had on a student endured for subsequent years.

A different study examining teacher practices in the areas of math and reading also indicated that teacher practices are an indicator of student achievement (Kane, Taylor, Tyler, & Wooten, 2011a). With this type of correlation, the importance of hiring effective teachers is evident. Since the practices teachers have in place in the classroom are an indicator of student achievement, selecting effective teachers is vital to student success. Determining what constitutes effective teaching should drive hiring decisions, coaching and feedback, and evaluations.

Effective teaching results in student learning and development both cognitively and affectively (Cabrera & La Nasa, 2002; Tomic, 1992). Determining effectiveness is an elusive concept because there are many factors influencing successful teaching

(Cabrera & La Nasa, 2002; Stronge, 2007). As a result, two key areas will be discussed here. These include teaching for learning and creating an environment for learning.

Teaching for learning, or instruction, includes pedagogy, strategies, assessment, and data.

Creating an environment for learning, or classroom management, pertains to procedures, routines and how the teacher sets up the environment.

Pedagogy

Pedagogy is the process of how something is taught and the construction of learning that results from the teacher and student interactions (Dalton, 1998). As a result, every aspect from how a teacher responds to a student to how the content is taught and the engagement strategies that are implemented will impact student learning. This means teachers should understand students' likes and dislikes, how they learn best, areas impacting their home lives, and then make learning relevant to the student. They need to understand standards as a tool for guiding the teaching and learning process (Dalton, 1998). Teachers need to be competent in their knowledge of the subject they are teaching as well as how to teach it (National Council for Accreditation of Teacher Education, 2006). When they are competent, they are in tune with what students are thinking, anticipate misconceptions to understandings, analyze instruction, and make adjustments as necessary (Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012; Ripley, 2010). Great teachers are never satisfied with what they are currently doing. They constantly reevaluate and look for ways to improve (Ripley, 2010). Teachers who are effective provide ongoing assistance during interactions with students (Coggshall et al., 2012). These teachers have high expectations for all students, are culturally responsive, and have

the knowledge and strategies necessary to support all learners (Williams & Association for Supervision and Curriculum Development, 2003).

Although content knowledge is not the only factor in determining student achievement, there is a correlation between higher academic performance among students whose teachers majored or minored in the subject being taught (Wenglinsky, 2000). In part, it is because these teachers, as with other effective educators, focused more on higher-order thinking through questioning and hands-on activities. Reading scores are also higher when teachers include questioning and discussions (Kane et al., 2011a, Kane, Taylor, Tyler, & Wooten, 2011b).

In another study, Jencks and Phillips (1998) explored teacher results on the Texas Examination of Current Administrators and Teachers (TECAT) and the impact on student achievement. They discovered teachers with lower scores were teaching larger populations of black and Hispanic students. Students, in turn, had lower achievement results. In a study where first and third grade students had low math scores, teachers with the highest TECAT scales were assigned to these classrooms. Alternatively, students with the highest math scores were assigned teachers with lower TECAT scales. By the eleventh grade, students' math scores merged, indicating a strong causation of the teacher's TECAT performance, thus high efficacy, which ultimately had the greatest impact on achievement.

Since effective teachers are continually looking for ways to improve, they use data as a gauge of student learning. The data is about the individual student and it guides teacher practice which leads to greater improvement (Gallagher, 2012). Effective teachers understand the benefits of collaboration and seek the support of others to help

them understand the data and improve their instruction and technique. It's not just about having high levels of achievement for students, but it is also about high expectations for teachers (Gallagher, 2012).

Andragogy

While pedagogy is the discipline of instructional practice and teaching methods of young learners, another area worth mentioning in this research is the theory of andragogy, which addresses adult learning. There are five assumptions that drive the theory of andragogy. First is the notion of self-concept. As people mature, they begin to understand who they are and strive to find ways to improve (Glickman, Gordon, & Ross-Gordon, 2010; Pappas, 2013; Smith, 2002). The second assumption refers to the adult learner experience where people accumulate a reservoir of experiences that can aid other learning (Glickman et al., 2010; Pappas, 2013; Smith, 2002). Third is readiness to learn in which people become more focused on developmental tasks as they mature.

Assumption four, orientation to learning, is where people are able to immediately apply learning in order to solve problems (Glickman et al., 2010; Pappas, 2013; Smith, 2002).

The fifth and final assumption, which was a later addition to the theory of andragogy, focuses on motivation to learn, where motivation becomes internal (Glickman et al., 2010; Pappas, 2013).

These five assumptions may lead to the belief that adult learning differs from the way students learn. However, Knowles later acknowledged that differences between the way adults and children learn may be a matter of degree (Glickman et al., 2010).

Initially, the problem with pedagogy as it related to adults was their resistance to lectures, rote memorization, and testing methods (Knowles, 1970). Many of the struggles we see

among students today include a resistance to testing, rote learning, and memorization. Accordingly, it appears that the need to learn in response to life applications is present in both children and adults, suggesting that the learning process is much the same in both pedagogy and andragogy. The process of educating students has been moving away from memorization to application and higher order thinking; a skill necessary for both young and adult learners. There is a need for teachers to become skilled at moving students from a basic level of understanding in content areas to being able to synthesize and evaluate material.

Classroom Management

Another area that demonstrates the effectiveness of a teacher is the skill associated with classroom management. There are many facets to such management, but the most obvious centers around classroom behavior. Teachers who are effective at classroom management are not only able to address problems when they occur, but are able to prevent them from happening altogether (Brophy, 1983). This is often accomplished with precise planning, high engagement activities, and appropriate pacing. In effective classrooms, teachers are purposeful and intentional in everything they do. They establish clear expectations and hold students accountable. This includes completing work on time (Brophy, 1983) and academic rigor.

As teachers express growing concerns over student behavior (Jones & Jones, 1998), schools and districts must find ways to ensure behavior is not a distraction from learning. Effective teachers do this by managing the classroom through the establishment of rules and procedures (Marzano, 2007). Rules and procedures are different and effective teachers understand the difference. Rules tend to be a list of general

expectations, indicating acceptable or unacceptable behavior (Evertson, Emmer, & Worsham, 2000; Wong & Wong, 2004). They exist to create a safe environment (Erwin, 2004). When class rules are established, effective teachers involve students in the process because this promotes ownership (Evertson et al., 2000; Marzano, 2007; Nash, 2009; Stronge, 2007). Then they spend quality time reinforcing them.

Procedures and routines establish a pattern for how something will be done or accomplished with such consistency that the patterns and routines become automatic (Breaux & Whitaker, 2006; Brophy, 1987; Erwin, 2004; Evertson et al., 2000). They help to ensure the classroom functions efficiently (Wong & Wong, 2004) and that disruptions are minimized so teaching time is maximized (Evertson et al., 2000; Stronge, 2007). Classrooms that aren't managed and lack procedures and routines are chaotic and tend to be less effective, which may have a negative impact on student learning (Marzano, 2007; Wong & Wong, 2004).

Effective teachers excel at classroom management. They understand the importance of establishing rules, procedures, and routines. They teach them so students understand them, review them regularly, and reinforce them with consistency. They realize the power of planning and reap the rewards of establishing successful learning environments. Students are actively engaged and teachers are keenly aware of things that are happening (Stronge, 2007). Achievement in math is higher for students whose teacher is better at classroom management (Kane et al., 2011a; Kane et al., 2011b). "Effective classroom management is essentially invisible. It is so seamless that unless we know what to look for, we won't be able to see it" (Smith, 2004, p. 4).

Many people have seen or heard about classrooms where the children are wildly out of control. They don't follow directions, have tantrums, and are considered unmanageable. The teacher's lounge becomes the place for the beaten down teacher to pile complaint upon complaint about the tough class. When asked about test scores, the common response is that so much time is spent addressing behavior that there isn't any learning that could possibly take place. If only they had the group of children in the neighboring classroom. Then things would be different. Unfortunately, they always get the unmanageable kids. Rather than working to become effective or figuring out why the neighboring classroom is running smoothly, the ineffective teacher sees herself as a victim. All the problems are outside her control.

As ineffective teachers become more stressed, they are quick to blame others for their problems (Wong & Wong, 2004). Effective teachers, by contrast, regard problems in the classroom as an opportunity to grow and develop personally as well as professionally. It is a chance to learn new techniques and overcome challenges. They take ownership for the things that happen in their classroom. After all, effective classrooms don't happen by chance. There is a great deal of thought, time, and effort that goes into creating an effective classroom environment.

Behavior problems are greatly minimized when rules and procedures are in place, but it does not mean that students will always follow them. When they don't follow them, consequences, both positive and negative, should be in place (Marzano, 2007). For the first offence, the teacher offers a reminder, followed by private conversations, and ultimately practice sessions until the offending behavior is corrected (Breux & Whitaker, 2006). Some schools establish school wide practices for addressing student

expectations. This system leads to a consistent use of terminology among all staff members and eliminates confusion for students. Common language for addressing behavior allows any staff member to address students and have the same expectations.

What a teacher does impacts every aspect of the day. Effective teachers know this and spend a lot of time teaching procedures and routines. They break them into parts, teach them with clarity and specificity, and review them regularly (Smith, 2004). With explicit instruction, students will understand what is expected of them. “It is simply not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave...” (Evertson et al., 2000, p. 18). Rules and procedures are as necessary in a classroom as laws are in society. Without them, people would have differences about which behaviors are acceptable or unacceptable and anarchy would reign. Procedures establish regular habits leading to a smoother flow of activities within the classroom.

While students in well managed classrooms don’t necessarily understand the purpose of the structures that are in place, they have confidence because of the calmness and routine it adds to the classroom atmosphere. Such procedural structure keeps students from becoming anxious. Effective classrooms provide students with a safe, comfortable environment where they are provided with consistent procedures and routines. Brophy (1987) reported that “...teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians” (p. 2-3). High stress environments can have a negative impact on achievement. Stress can affect memory, learning, and performance (Akirav, Sandi, &

Richter-Levin, 2001; Mika et al., 2012). If students feel anxious, threatened, or uncomfortable, they will not have the cognitive energy to focus on learning. Teachers can create an environment of learning by creating a classroom culture where every student contributes to the learning of others. The physical space should also be organized. Too much clutter or overly busy walls may take a student's focus away from the things that are important. Effective teachers work diligently on personal and professional growth and development. They are open to learning new strategies and implementing them into the classroom.

Additional teaching behaviors found in effective teachers include the ability to determine areas where students are struggling and provide opportunities to re-teach skills. At all times, effective teachers maintain high expectations. While there is much research identifying characteristics of effective teachers, (Kane et al., 2011b; McTighe & O'Connor, 2005; Tomic, 1994), each teacher's underlying beliefs have a profound impact on how these various characteristics are implemented in the classroom. Beliefs are connected to teacher efficacy. More than just individual teaching characteristics, research is demonstrating a consistent correlation between teacher efficacy and increased student achievement.

Teacher Efficacy

Teacher efficacy is related to the beliefs teachers hold about their ability to positively affect student learning (Protheroe, 2008; Ross, 1992; Tschannen-Moran, Hoy, & Hoy, 1998). While this topic has been receiving heightened attention over the last two decades, researchers have been exploring this concept for much longer. When investigating concepts of school climate, it has been found that high achieving schools

have teachers devoting more time to instruction with an increased commitment to student achievement (Brookover et al., 1978). This commitment stems from the confidence and conviction that one has the requisite skills for producing desired outcomes (Gibson & Dembo, 1984; Tschannen-Moran et al., 1998).

Personal Teacher Efficacy

Personal efficacy is the belief and confidence of an individual to elicit effective teaching, reach all children, and impact learning (Protheroe, 2008; Ross, 1992; Tschannen-Moran et al., 1998). Producing desired outcomes stems from personal and collective teacher efficacy. The level of efficacy may impact the amount of effort, types of activities selected, and intensity of persistence when working with students (Tschannen-Moran et al., 1998; Ware & Kitsantas, 2007). As a result, personal efficacy impacts performance, decision-making, commitment, and probability of staying in the profession (Skaalvik & Skaalvik, 2007; Ware & Kitsantas, 2007).

Since teacher efficacy is strongly correlated with behavior in the classroom, teachers with a strong sense of efficacy spend more time planning and are generally more willing to implement new ideas (Tschannen-Moran & Hoy, 2001). In classrooms with high quality classroom management, students perform better in math (Kane et al., 2011b). In reading, students perform better when teachers promote higher order thinking and allow students to engage in discussions (Kane et al., 2011b). Teachers with high efficacy are eager to create positive learning environments for all students. They also tend to be more persistent and more resilient (Chong & Kong, 2012; Goddard, Hoy, & Hoy, 2000; Tschannen-Moran & Hoy, 2001). Teacher efficacy is an important consideration because

they continue to try new things to support the learning of the most difficult students (Gibson & Dembo, 1984).

Collective Teacher Efficacy

As teachers consider their own abilities to support learning, they also develop beliefs about the staff with whom they work. Collective teacher efficacy is based on the beliefs teachers have that as a group, they are capable and can positively influence student achievement (Goddard et al., 2000; Skaalvik & Skaalvik, 2007; Ware & Kitsantas, 2007). Establishing a shared vision where teachers believe they can collectively make a difference has been shown to have an impact on student learning (Goddard et al., 2000). A shared vision helps create, reinforce, or redefine a school climate and culture. Like focusing on the tip of an iceberg and forgetting the bulk of the object that lies unseen, an individual may miss seeing the complexity of a structure. It is the many layers of patterns, trends, structures, and mental models that impact the entire organization (Senge, 2012). While many aspects of the climate are visible, the school culture includes the deeper values and beliefs found within individuals and among the collective group. Teachers make determinations about resources, barriers, and all other factors that impact teaching and learning in the school. These perceptions impact how teachers respond to circumstances and the student learning that follows.

As teachers continue to build their teaching skills, their efficacy, and focus on developing a growth mindset, they become aware that mastery is not something that can ever be realized. A person can always get better. Working towards mastery is hard work, requires persistence, determination, grit, effort, and time (Coleman, 2013). It is this very awareness of growth and the possibilities that come with improving skills that

drives teachers with high efficacy to continue to improve in knowledge and skill. With improvement comes increased student learning and achievement. Aiming towards personal mastery allows individuals to deepen their vision and focus their energy on a particular discipline (Senge, 1990).

Teacher Mindset

Change is never easy but it is often necessary for achieving excellence and causing growth. The way a person responds to change may be an indicator of the type of mindset possessed. Imagine the scenario where a principal is talking to the staff about changes that will impact the curriculum in the next school year. Immediately, some teachers begin to complain and come up with many reasons the change won't work. At the outset, they are resistant to change and may choose to criticize the idea just because it is different. Another group is excited about the countless possibilities that exist with the new changes and see how this will positively impact learning. They embrace change and look forward to the growth they will experience. Another group of teachers is somewhere in the middle. They may understand that change is necessary but are uncertain how it will impact them personally. How is it that the same group of teachers can react so differently to the same set of circumstances?

The way a person responds to daily situations is impacted by mindset. A popular quote by Erich Heller, demonstrating how perception is reality, states, "Be careful how you interpret the world; it *is* like that" (Cooper, 2011). People have either a fixed mindset or a growth mindset (Dweck, 2006). Awareness of one's mindset is important since it can determine perceived ability. Many new teachers enter the profession with equal talent. However, some continue to grow and excel in both skill and knowledge

while others maintain basic competencies. The distinction appears to stem from skills that have been acquired in order to recover from complex circumstances (Krakovsky, 2007; Roselle, 2007).

It is the difficult situations that help develop a person's character. The teacher who is afraid to make mistakes and works diligently to be perfect is more concerned about performance than developing new skills and mastery (Dweck, 2007; Krakovsky, 2007; Roselle, 2007). This type of attitude, referred to as a fixed mindset, may prevent a teacher from seeking assistance or learning new ways to work with tough students, talk to angry parents, or teach unfamiliar concepts in the curriculum. They may view asking for help as a sign of weakness or incompetence. There may be lingering mental models about what constitutes a strong versus weak teacher. Ingersoll (2001) found that younger teachers are more likely to leave the teaching profession than any other group. A few reasons for job dissatisfaction stem from student discipline and lack of motivation by students (Ingersoll, 2001). A different outcome may have resulted if these teachers had developed different skills in working with students and had learned to seek help.

Teachers with a fixed mindset hold to the belief that their own abilities and intelligence are static. They tend to view their students in the same way. This type of thinking leads to learned helplessness (Jacobson, 2013). When there is no hope of improving, there is no reason to put forth effort. Teachers who are hopeful find ways to solve challenging situations. The self-beliefs people hold about intelligence influence their motivation to learn (Trei, 2007). Teachers who are successful have the belief that they can accomplish various tasks. Helping teachers succeed requires expanding their resilience and attitudes about learning (Witter, 2013). Guiding teachers to understand the

power of feedback in promoting a growth mindset is also important. Telling a student, “You are excellent at science,” indicates to the student that he may not be as skilled in other subjects. Alternatively, a comment such as, “Your hard work in science demonstrates a real understanding of the subject,” places the focus on effort rather than ability. Providing comments around effort builds pathways to resilience (Witter, 2013).

Resiliency, or a growth mindset, is “...a unique, powerful combination of tenacity (willingness to keep trying in the face of setbacks), optimism (belief in the probability of success), and impact (commitment to standards)” (Bernshausen & Cunningham, 2001, p. 6). People who are growth minded learn through their experiences, grow in new positions, and remain optimistic even when things aren’t going well (Cross, 2011). If a person holds to a fixed mindset, they are more concerned with how smart they appear to others whereas people who believe intelligence can be expanded are motivated to learn (Dweck, 2006; Trei, 2007; Uhl, 2007).

Perhaps the most significant characteristic of a teacher is the mindset he or she brings to the profession. Attending a university and earning a teaching certificate is an accomplishment for every soon-to-be teacher. In spite of the recent success of graduating, there are major differences between teacher candidates. For the teacher with the fixed mindset, earning the certificate is the completion of learning. He or she is now ready to teach every student who comes through the door. The growth mindset would view attending a university as a beginning stage for learning to become an accomplished teacher. This fixed versus growth mindset will impact how the teacher receives feedback about his or her teaching as well as how he or she works with students. This has major implications for the coach who is working with a teacher.

Most of the research pertaining to feedback, mindset, and resiliency is defined in terms of the teacher-student relationship (Aronson & Steele, 2005; Dweck, 2007, 2009; Krakovsky, 2007; Trei, 2007; Uhl, 2007). This paper contends that, while there are differences, the coach-teacher relationship has many similarities to the teacher-student relationship. In both situations, the goal of the relationship is growth, whether it is academic growth or instructional growth. As such, references about teacher-student relationships are being applied to the coach-teacher relationship in the context of this research.

In the educational profession, there is a continual need to learn and grow. As things change, such as curriculum, administration, and state standards, teachers must be adaptive, flexible, and have the skills necessary to meet changing demands. As districts increase professional development through the coaching process, teachers will respond to both the process and feedback in varying ways. Once a teacher is hired, it is expected that the teacher will continue to grow in skills. Support is provided to ensure this happens. Support may be provided through a variety of people such as the principal, assistant principal, reading facilitator, elementary supervisor, special education instructional coach, instructional facilitator, or others. Such support comes in the form of 30 second feedback, 5 minute feedback, instructional coaching, walk-throughs, formal and informal observations, grade level planning, etc. The question that often comes up is why some teachers implement feedback and others appear to ignore it. There may be a startling correlation between the teacher's mindset and implementation of feedback.

Teachers with a fixed mindset are not engaged in the process of thinking critically about their teaching. "In fact, rather than trying to recognize their weaknesses, they run

from them, conceal them, and even lie about them” (Dweck, 2009, p. 9). These responses may have more to do with psychological factors than ability (Dweck, 1986). For teachers with a fixed mindset, the coaching process may leave them feeling uncomfortable and incompetent. When a teacher with a fixed mindset is so concerned with failure, they may avoid new challenges and prefer to repeat skills they already have mastered (Dweck, 1986; Elliot & Church, 1997; Nussbaum & Dweck, 2008; Zimmerman, 1990). They may dismiss feedback that is perceived as negative in order to preserve self-esteem issues (Nussbaum & Dweck, 2008). This is what begins to set teachers apart. Although teachers may enter the field with similar abilities, the teacher with a fixed mindset is afraid to try new things and will engage in performance-avoidance behaviors (Elliot & Church, 1997). Teachers with a growth mindset often take feedback and evaluate it to determine how they can improve. They view effort as the major factor in success and thrive with new challenges (Dweck, 1986).

How feedback cultivates a mindset

The mindset a teacher has is not something that developed overnight. It was acquired throughout a lifetime of interactions with influential people such as parents and teachers. It is believed that praise for success and intelligence increases confidence and motivation (Dweck, 1986, 2007). However, praising intelligence sends the message that the student is being judged based on innate characteristics. If a student is intelligent, they fear looking unintelligent. On the other hand, a growth mindset is cultivated by praising the learning process and not intelligence (Dweck, 2009). When students develop an understanding that making mistakes is part of the learning process, they are more motivated, dedicated, persistent, and involved in exploring their errors (Dweck, 1986,

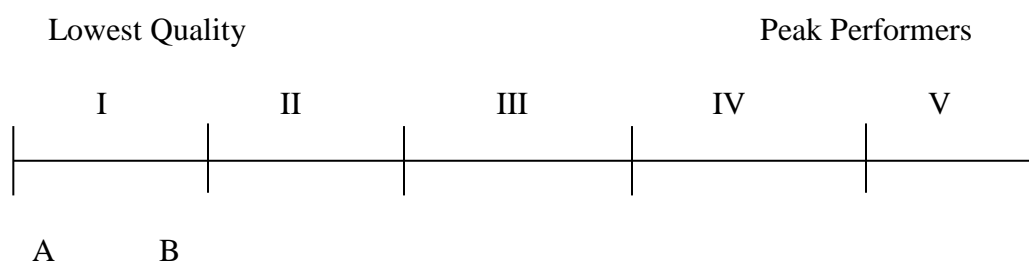
2007; Lebow, 1993). These self-regulated learners are resourceful and diligent because they set out to master skills and will find ways to succeed in spite of difficult conditions (Zimmerman, 1990).

Lebow (1993) views learning from a philosophy of constructivism which addresses five issues: minimizing the damaging effects of instruction, supporting autonomy, embedding reasons for learning into the activity, supporting self-regulation, and focusing on intentional learning. This is an important concept because self-regulated learners are involved in self-monitoring their learning and display high levels of metacognition and motivation (Zimmerman, 1990). They are great at establishing their own goals for learning.

Goals are viewed by many as something people should have so that learning takes place. Goals fall into two categories; learning goals and performance goals (Dweck, 1986). Learning goals readily align with the growth mindset because the end result is mastery. Performance goals align with the fixed mindset because they are judgment based. Since performance goals encourage defensiveness, they have a negative impact on learning and may lead to withdrawal and poor performance (Grant & Dweck, 2003). Yet, teachers are often expected to establish yearly performance goals as part of their professional development plan. Districts that do this may be unintentionally fostering the fixed mindset among its teachers. When teachers feel judged, they are more likely to view the process as negative and determine any failures as due to a lack of ability rather than something that could be learned (Dweck 1986; Elliot & Church, 1997). If this is the result of performance goals, it is important to consider what happens with learning goals.

Learning goals are based on skill development (Dweck, 1986) and therefore encourage greater risk taking and increased motivation (Elliot & Church, 1997). When learning, there is often a disconnect between knowing and applying information (Brown, Collins, & Duguid, 1989). Since teachers with a growth mindset would be focused on mastery of a skill, this could dramatically impact how they apply new teaching concepts in the classroom, thus impacting student learning.

All teachers, whether in a fixed or growth mindset, are given labels. Kathy Kennedy (Kennedy, 2011) has listed teacher performance on a continuum from lowest quality to peak performers. She contends that IA teachers (see below) are the new teachers and are in the lowest quality temporarily, until they develop their skills. IB teachers, however, have little to no talent and are 85% as good as they will be. This is the teacher who needs intervention support. Even if improvement is gained, it is said that this teacher will likely never be that great.



Determining a teacher as likely to never be that great is a bold statement. Is this due to a fixed mindset by both the teacher and school leader? Why shouldn't this teacher be great? A teacher who was receiving intervention support said to her coach, "I'll never be one of those great teachers." Why not? What's limiting her? Is it her mindset?

Capacity is a person's ability to develop over time (Dweck, 2006). One needs to ask what is holding the teacher back. If all teachers enter the field with generally the same level of skill, would a change in mindset bring about the change necessary to turn the IB teacher into a peak performer?

What we believe can change us—affect our motivation, our aptitudes, our very brain chemistry. Assume the fixed mindset and you live in a world of limits and you have little control. Switch to the growth mindset and desire, motivation and learning are ignited; the world becomes your oyster.

(Uhl, 2007, last paragraph)

To think with a fixed mindset and to believe those limits is to always be a victim. A teacher has given away his or her power to others. The only person who should determine an individual's success or failure is the individual him or herself. To change to a growth mindset opens a person up to limitless opportunities.

Coaching

With greater emphasis placed on the teacher, coaching has received more attention as a way to provide ongoing support. The goal behind coaching is to improve classroom instruction and increase student learning. Unless effective coaching techniques are identified and implemented, coaches will be unsuccessful in their interactions with teachers. Instead, they will find themselves spending costly time trying to evoke school change rather than investing impactful time in teacher improvement.

In addition to identifying the most effective coaching methods, there needs to be a consistent definition of coaching. "It is essential that 'coaching' is understood by schools and school leaders if it is to be a successful model of professional learning for teachers

that results in an improvement of student outcomes” (Tangient LCC, 2012, para. 1).

Although coaching is being touted as the essential element needed to improve student achievement, there are differing views about how coaching is defined.

Coaching is teachers talking and acting in a purposeful way with the goal of continuously improving their teaching practice. A coach is a critical listener/observer who asks questions, makes [*sic*] observations and offers suggestions that help a teacher to reflect and grow and produce different decisions. The ultimate goal of any coaching program is to institutionalise [*sic*] reflective practice and continuous improvement among staff as part of collaborative, collegial learning environments for the purpose of improving student achievement (Tangient LCC, 2012, para. 2).

An alternative definition states that they “...are not guides by the side or mentoring buddies. They coach; they train; they teach” (Wong & Wong, 2011, para. 2). “The coach zeros in on particular situations, teams, or persons and counsels in more intimate and personal ways” (Fogarty & Pete, 2007, p. 111). In these cases, coaches have a much more active role in the process. It’s more than giving advice or making observations. While it is clear that the goal of coaching is to assist teachers in becoming more effective, the selected definition could vary the impact of implementation and effectiveness. This is an important consideration for school leaders.

School leaders are citing evidence that coaching and feedback are leading to improved student achievement (L’Allier, Elish-Piper, & Bean, 2010; Ross, 1992). However, there is a need to better understand the connection between the growing trend in coaching and the perceptions teachers have about receiving feedback. Coaching must

result in a teacher changing his or her instructional practice to be seen as effective.

There has been a perception among teachers that coaching was reserved for the struggling teacher. As more school leaders use coaching as the ideal method for impacting teacher performance, from the struggling teacher to the expert teacher, research needs to be done to determine if teachers now view coaching as a form of professional development, rather than a tool for evaluation and intervention. Regular evaluations occur less frequently and coaching is intended to be frequent and ongoing. The way feedback is perceived has a major impact on how and if it will be implemented. The type of mindset held by a teacher is likely to impact how the coaching process is perceived. “As they say, help is only help if it’s perceived as help,” (Crane & Patrick, 2009, p. 31).

If teachers view coaching feedback as another form of evaluation, it may increase levels of stress. Stress can have a profound effect on memory, learning, and performance (Akirav et al., 2001; Mika, et al., 2012). As a result, if coaching is perceived to be a stressful experience, improvement in instructional practice will be hindered. Coaching requires a great amount of participation from both the teacher and the coach. “A coach can only coach someone who is willing to be coached” (Fogarty & Pete, 2007, p. 116).

School leaders are using coaching as an ongoing tool because they realize change takes time. Vygotsky viewed learning as a process. He developed the concept called the zone of proximal development which distinguishes what a learner can do without help versus what a learner can do with help. A learner that is encouraged will continue to develop.

As with his zone of proximal development, learning can be further enhanced with support (Vygotsky, 1978). Since school leaders are seeing evidence that coaching

improves student achievement, their desire to implement coaching is understandable. They would benefit from the development of a specific coaching plan created by collaboration between individual schools and the district resulting in a consistent definition of coaching goals and implementation. Such a plan would create increased effectiveness of both coaching and feedback and would give teachers a better understanding of its purpose

While much of Vygotsky's studies pertain to the learning of children, many of the same concepts can be applied to anyone learning something new. He defined the zone of proximal development as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p. 33). In this case, the guidance or collaboration with more capable peers would be those that are providing feedback to teachers. Growth in teaching is the perceived outcome as a result of providing feedback. The gradual release of instruction, which includes modeled, shared, guided, and independent practice, is a model for designing instruction in the classroom. It follows Vygotsky's idea that learning is a process. This is also an ideal model when teaching adults. Universities begin the process with instruction, practicum experiences, and student teaching. Once these university students are certificated, hired, and put into classrooms, there must be a continuous cycle of instruction for teachers as well. Again, this follows the gradual release of instruction which included modeled, shared, guided, and independent practice. When teachers are not provided support, they leave the field (Stansbury & Zimmerman, 2000; Wong, n.d.).

When it became apparent that new teachers were leaving the field early in their career, they were assigned mentors (Breux & Wong, 2003). Mentors were intended to provide support for the new teacher. Without the support, 33% were leaving within three years. This is in sharp contrast to the 95% that stayed in the teaching field after three years if they had support (Breux & Wong, 2003). This type of data suggested the need for organizing and implementing a plan to support new teachers. Based on the results, it has worked. However, once teachers stay, there remains a need for continuous professional growth.

As stated in the Interstate School Leaders Licensure Consortium 2 (ISLLC2), the principal must advocate, nurture, and sustain a school culture and instructional program conducive to student learning and professional growth. During an interview, a principal in a large urban school district in the Midwest mentioned that principals must be in the classrooms to know what is happening instructionally because when you are in the classroom you can see what students are learning. If instruction is not where it should be, the principal must sit down with that teacher and talk about ways to improve instruction. Those conversations need to happen. If principals are not in the classroom and are unaware of what's happening, the end result could be that students are not learning.

While there has been a shift in a principal's role from manager to instructional leader, the principal cannot take on the entire responsibility for coaching the staff in a building. It must be a team approach and include multiple sources of support (Perret, 2011). Possible issues of including multiple sources include consistency of feedback and amount of support provided. The current research has some discrepancies about how much contact teachers and coaches need in order to elicit growth. Ross (1992) found that

all teachers were more effective when they had increased contact with coaches.

Schindler (2009) found too little time leaves unresolved issues while too much time has the potential of weakening the focus. This clarified that it was the type and quality of an interaction that was a greater determiner than time.

The question inevitably arises why some people respond positively to coaching, implement suggestions, and improve instruction while others appear resistant. Some may refuse to accept any feedback at all. The answer might lie in a person's mindset. An individual's mindset toward coaching and feedback may be the most important factor in determining if improvement in instruction will take place. "The main constraint in achieving expertise is not some fixed prior level of capacity, but purposeful engagement involving direct instruction, active participation, role modeling, and reward" (Sternberg, 2005, p. 17). People have either a fixed or growth mindset. A person's mindset will have an impact on their development, growth, and response to coaching which influences instructional improvement. When a person has a fixed mindset, the individual believes their capacity for growth is pre-determined and permanent. A growth mindset takes a different approach.

In this mindset, the hand you're dealt is just the starting point for development.

This *growth mindset* is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way-in their initial talents and aptitudes, interests, or temperaments- everyone can change and grow through application and experience. (Dweck, 2006, p. 7)

For anyone involved in the coaching process, this is crucial to understand. If feedback is being provided but change isn't taking place, the coach may need to consider if it is due to mindset versus ability.

For those that are trying to improve and willing to learn, with every mistake, their brain sends signals to help them do better and correct future errors. On the flip side, employees who seem set in their ways and cynical about employee development really won't be able to move past certain flaws. (Cross, 2011, para. 4)

Once the coach determines if the issue is one created by the individual's mindset, steps can be taken to encourage growth. There may be a tendency for a teacher with a fixed mindset to become defensive, lash out at the other individual, and prove why his or her way is best, but a competent coach with a growth mindset can turn such an attitude around. Beginning a coaching session with phrases such as, "this process is one that can be learned and isn't a reflection on one's ability," or "these skills can be developed through practice and although mistakes will happen, it's the process we'll focus on here," can do much to foster a growth mindset in the one being coached. Implementing the best models of support will lead to the greatest gains in student achievement.

Chapter Three - Methodology

The purpose of this study was to explore and describe the correlation between a teacher's mindset and perceptions toward the coaching and feedback process. A correlational study has been designed to utilize survey results to explore connections and determine how two things are related. This chapter describes the methodology and includes a review of the problem, the purpose of the study, a description of participants, the survey instrument, procedures for distributing the survey, and a discussion of how the data was analyzed. Finally, this chapter includes an analysis of the results.

Overview of the Problem and Purpose

Teachers with a fixed mindset view characteristics related to learning as inherent. With this type of mindset, there is little opportunity for growth. When students encounter teachers with a fixed mindset, they become locked into a label as a certain type of student. Teachers with a growth mindset understand that learning is an ongoing process and are focused on helping the student master existing skills as well as develop new ones. A teacher's skills are the most important factor in influencing student achievement (Dalton, 1998; National Board for Professional Teaching Standards, 2002; National Commission on Teaching & America's Future, 1996; Ripley, 2010; Stronge, 2007). Therefore, ensuring teacher effectiveness is vital for maximizing student success. This study examined the correlation between teacher mindset and perceptions toward coaching and feedback.

This correlation was important to study because the way a teacher perceives the learning process for themselves is likely to be similar to how they view the learning process for students. It was essential to explore the concept of whether growth minded

teachers are more open to coaching and feedback than teachers with a fixed mindset.

Exploring potential relationships is valuable to coaches as well as other leaders involved in hiring decisions.

Research Design

The ability to conduct an unflawed study is impossible (McGrath, 1981). While flaws inevitably exist, there is still valuable information that can be extracted from research. This study explored the perceptions of teachers as it relates to coaching and feedback about improved instructional practice. Perceptions are best collected through a survey process. For this research study, educators who were currently enrolled in a Midwestern university and were taking additional coursework were asked to participate in a coaching perceptions survey, developed by the researcher, and a mindset survey, created by Carol Dweck. Educators might have been enrolled in graduate coursework, working on an endorsement, or just taking classes for additional learning. Participants were asked to self-report their perceptions about the coaching and feedback process by responding to the survey questions. They were also surveyed to explore their mindset and determine if it was fixed or growth oriented. While the main focus for this research was about teacher's perceptions about the coaching and feedback process, educational leaders may also have been taking additional coursework. Their perceptions were also explored.

With the support of university professors, current university students had an opportunity to complete the survey during one of their classes or at a later time. The survey approach was selected in order to reach the widest range of teachers working at

various levels, collect information in the shortest amount of time, and gain the perspectives of teachers from varying districts (Alreck & Settle, 1995; Creswell, 2012).

This quantitative study utilized a correlational research design. Correlational research is used to identify predictive relationships. In this study, the research analyzed the correlation between teacher mindset and the coaching and feedback process. A correlational study needs approximately thirty participants (Creswell, 2012).

When evaluating the results of the research, various groups were formed. Teachers were grouped by their overall mindset (fixed or growth) and if they viewed coaching as positive or negative. Additional groups included perceptions between elementary, middle, and high school level, relationships between the size of districts, years of experience, level of education, and gender. This study also considered the mindset of current leaders and coaches. This data was obtained from the survey that was distributed by university professors to students who were currently enrolled at a Midwestern university.

Research Questions

The overarching question for this research study was aimed at finding out if the mindset of teachers influenced their perceptions regarding the coaching and feedback process: “Does the mindset of teachers influence their perception regarding the coaching and feedback process?” Subsequent questions guiding this study were...

1. What is the mindset of teachers?
2. What is the mindset of current leaders and coaches?

Research questions 1 and 2 were analyzed using descriptive statistics for the mindset of teachers, leaders, and coaches.

3. Is there a correlation between the mindset of teachers and their perceptions towards the coaching and feedback process?
4. Is there a correlation between the mindset of those currently in leadership positions and their perceptions towards the coaching and feedback process?

Research questions three and four were analyzed using the Pearson Correlation to determine the correlation between teacher mindset and perceptions towards the coaching and feedback process.

5. What is the relationship between mindset and teachers at elementary, middle, and high school levels?
6. What is the relationship between mindset and perceptions towards the coaching and feedback process based on the size of the district?
7. What is the relationship between mindset and perceptions towards the coaching and feedback process based on years of experience?
8. What is the relationship between mindset and perceptions towards the coaching and feedback process based on level of education?
9. What is the relationship between mindset and perceptions towards the coaching and feedback process based on gender?

Research questions 5 through 9 were analyzed using a one-way ANOVA or *t*-tests to determine if there was a relationship in perceptions towards the coaching and feedback process among leaders, pre-leaders, and classroom teachers as well as if there was a relationship between mindset among elementary, middle, and high school teachers. It was also used to determine if there was a relationship based on years of experience, level of education, gender, or ethnicity.

Participants

The participants for this research study included current teachers who were taking coursework at a Midwestern university. Teachers may have been enrolled as graduate students, working on an endorsement, or simply taking additional coursework. These teachers came from a variety of districts and included both public and private schools. These participants included elementary, middle, and high school teachers. They had varying years of teaching experience. As a result of the various school settings, teachers also had varying degrees of familiarity with the coaching process. The demographics regarding age, gender, and ethnicity were dependent upon current enrollees at the university as well as their willingness to participate. To ensure the safety of participants, no names were collected or associated with the responses and there were no other individual identifiers. As an additional safeguard, the surveys were distributed and collected by university professors; therefore the researcher did not know which students received the survey. Once surveys were collected by the university professors, they were given to the researcher. The researcher tabulated the results. A minimum of 30 participants were needed for this research (Creswell, 2012).

Survey Instrument

For purposes of this quantitative study, data was collected through a survey design. The survey was administered by paper copy. In collaboration with a Midwestern university, this study needed the support of professors to either allow time for students to complete the survey in class or collect surveys that had been completed at a later time. An introduction to the survey was included which invited teachers to participate.

To obtain data for this quantitative study, the researcher developed a Coaching Process Perceptions Survey (CPPS). The CPPS, a 29-item survey, measured a teacher's perceptions about coaching, feedback, and improved instructional practice, and utilized a 6-point Likert scale (1=strongly agree, 2=agree, 3=mostly agree, 4=mostly disagree, 5=disagree, 6=strongly disagree). There were also multiple choice questions and open ended questions.

Dr. Carol Dweck designed a survey which ranked an individual's mindset as growth or fixed. With permission granted from Dr. Dweck in October, 2014, this mindset survey was also included in the second section of the survey. The 16-item mindset survey also utilized a Likert scale. For questions 3, 5, 7, 8, 11, 13, 15, and 16, the scale ranged from 1-6 with 1 being strongly disagree and 6 being strongly agree. The other scores included 5 for agree, 4 for mostly agree, 3 for mostly disagree, and 2 for disagree. For questions 1, 2, 4, 6, 9, 10, 12, and 14, the scale ranged from 1-6 and had reverse scoring, with 1 being strongly agree and 6 being strongly disagree. The other scores included 5 for disagree, 4 for mostly disagree, 3 for mostly agree, and 2 for agree. As in section one of the survey, participants rated their level of agreement with each statement.

For both the Coaching Process Perceptions Survey (CPPS) and Mindset survey, the Likert scale allowed the researcher to measure a participant's opinions, attitude, or beliefs on certain issues (Alreck & Settle, 1995). The third section of the survey focused on demographics including school setting, the district the participant was employed by, years of teaching experience, level of education, gender, and ethnicity (see Appendix A).

The demographic information allowed the researcher to better understand perceptions within subgroup populations.

Validity

Many things must be considered when using surveys to gather high quality data (Mora, 2011). Since validity is concerned with measuring what is intended to be measured, three areas must be addressed; construct validity, internal validity, and external validity (Creswell, 2012). Construct validity, also called content validity, is focused on creating questions that research the intended issue without excluding related subjects (Mora, 2011). Internal validity addresses if the questions are really able to explain the results of the research and if valid cause and effect inferences can be drawn between the independent and dependent variables (Creswell, 2012). External validity occurs when the results can be generalized to the targeted population (Mora, 2011).

Since the perceptions survey had not been previously administered, validity needed to be established. Validity for the perceptions survey began with a panel of three university professors who were currently coaching student teachers. The panel reviewed and edited the questions. After completing the editing process, the survey was field tested on graduate students who were enrolled at the university.

The pilot study was conducted to determine validity and reliability. The survey was given to educators who were currently enrolled at a Midwestern university. A pilot is implemented with around 15% of the sample population (Creswell, 2012). This research required a minimum of 30 participants so four to five participants would have been sufficient for the pilot. However, a greater number was included to ensure greater reliability and validity.

Reliability

In order for a survey to be reliable, it must be able to get the same information each time it is administered (Burton & Mazerolle, 2011). Upon completion of the pilot survey, the researcher reviewed the results with a professor. The results appeared consistent among the sample.

Chart 1

Reliability by Element on the Coaching Perceptions Survey

	Element	Items
1:	Effectiveness of coaches (leading to improved teaching)	1, 3, 10, 13, 14, 15, 18, 22, 23, 25, 26
2:	Availability of coaches	1, 3, 4, 8, 9, 19, 27, 29
3:	Teachers valuing feedback	2, 3, 4, 6, 7, 11, 16, 19, 26
4:	The coach practices effective methods	3, 4, 8, 9, 10, 15, 17, 25, 26
5:	Goals and expectations are clearly communicated	3, 4, 5, 7, 8, 10, 17, 21, 22
6:	Equal input from coach and teacher	4, 12, 18, 20, 28, 29
7:	Understanding the purpose of coaching	2, 6, 7, 10, 11, 13, 16, 18, 24

Chart 2

Reliability by Element on the Mindset Survey

	Element	Items
1:	Fixed Mindset	1, 2, 4, 6, 9, 10, 12, 14
2:	Growth Mindset	3, 5, 7, 8, 11, 13, 15, 16

Data Analysis

The purpose of this quantitative correlational research study was to explore and describe the correlation between a teacher's mindset and perceptions toward the coaching and feedback process. The results of this research will add to the body of knowledge about mindset and coaching. By better understanding how mindset impacts the way teachers view the coaching and feedback process, leaders will be able to make more informed decisions about coaching that will lead to the greatest impact on student achievement. The process to conduct this study included developing a CPPS survey, piloting the CPPS survey, distributing and collecting the completed CPPS and mindset survey, analyzing the data, and finally, interpreting the data.

Both the CPPS and mindset survey utilized a 6-point Likert scale in order to simplify the selection process for the participants. In each survey, the order of the questions was intentionally varied to reduce initiation, routine, and fatigue (Alreck & Settle, 1995). Reducing these components allowed the participant to respond to each question as independently as possible.

Once the survey was administered and data was collected, analysis included displays of scores and associations between scores. Data interpretation examined the linear relationship between the variables and determined the strength of association between the type of mindset and perception of the coaching process. The linear correlation coefficient, r , alternatively called the Pearson product moment correlation coefficient, was used to determine the strength and direction of the relationship between the two variables. The analysis of the outcome may impact educational decisions in the future.

Summary

Student achievement is linked to teacher effectiveness. Although teachers enter the field with varying degrees of preparedness, some teachers continue to develop new skills and become even more effective. As these teachers grow in their effectiveness, their ability to impact student achievement will also increase. Coaching is being utilized in many districts as a way to support teacher growth and increase effectiveness with students. Teachers view feedback from coaching in various ways. Some consider it a positive way to refine what they are doing in the classroom. Others become offended. The type of mindset held by the teacher may be a contributing factor to how feedback is viewed. Teachers with a growth mindset may be open to suggestions because they are striving to perfect their craft. Teachers with a fixed mindset are focused on their performance as a teacher and are not looking for ways to improve.

Chapter Three discussed the method for this research study which explored the correlation between the mindset of teachers and his or her perceptions towards the coaching and feedback process. Chapter Four of this research study discusses the

analysis of the results and Chapter Five shares the implications of the findings and how the results may impact the coaching process.

Chapter Four - Results

The purpose of this study was to explore and describe the correlation between a teacher's mindset and perceptions toward the coaching and feedback process. This correlational study utilized survey results to explore connections and determine how these two things were related. A paper-pencil survey was administered to the participants and the results were recorded by the researcher. Chapter Four presents the results and findings of this research.

The participants of this study included teachers and leaders who were currently enrolled in a specific Midwestern university as graduate students, working on an endorsement, or simply taking additional coursework. Of the 85 college students that received the survey, a total of 68 (76%) answered and returned the questionnaire. These educators represented twenty-three educational settings and included both public and private environments. These participants included elementary, middle, secondary, and college educators. They had varying years of experience and varying degrees of familiarity with the coaching process. The demographics regarding age, gender, and ethnicity were dependent upon current enrollees at the university as well as their willingness to participate.

The overarching question for this research study was aimed at finding out if the mindset of teachers influenced their perceptions regarding the coaching and feedback process: "Does the mindset of teachers influence their perception regarding the coaching and feedback process?" To answer question one, the survey results for all participants were collected. Table 1 displays the perceptions survey and Table 2 displays the mindset survey.

Table 1**Descriptive Statistics for the Perceptions Survey for All Participants**

		N	Minimum	Maximum	Mean	Std. Deviation
Q1	A coach assists me in implementing instructional practices in my classroom.	63	1.00	6.00	4.4603	1.14758
Q2	I value coaching notes as a tool to improve my instruction.	61	1.00	6.00	5.0164	1.11791
Q3	Having a short conversation, less than 5 minutes, with the coach about my teaching enables me to improve my instruction.	63	1.00	6.00	4.6667	1.12163
Q4	Having a more in-depth conversation, longer than 5 minutes, with a coach enables me in improving my instruction.	63	1.00	6.00	5.3175	1.05991
Q5	A coach encourages me to practice and implement new strategies.	63	1.00	6.00	5.0317	.96667
Q6	Coaching feedback is provided in non-evaluative manner.	63	1.00	6.00	4.8413	1.19416
Q7	The coach really wants me to be successful.	63	1.00	6.00	5.3016	.97773
Q8	The coach is willing to model instruction in the classroom if I don't understand something.	63	1.00	6.00	4.5556	1.43435
Q9	Modeling instruction facilitates my implementation of skills.	62	1.00	6.00	5.1290	.96638
Q10	Coaching increases the likelihood that I will implement new skills learned during professional development.	63	1.00	6.00	5.1746	.90767
Q11	Coaching helps me to develop a deeper understanding of how to teach.	63	1.00	6.00	5.0476	1.12778
Q12	I am given the opportunity to provide input during coaching conversations.	63	1.00	6.00	5.0476	1.24988
Q13	Coaching helps me overcome instructional challenges I face while teaching.	63	1.00	6.00	5.0159	1.14289
Q14	Coaching helps me to reflect on my own teaching.	63	1.00	6.00	5.3016	1.02603
Q15	Coaching facilitates my understanding of how to use data to improve student performance.	63	1.00	6.00	4.8413	1.20759
Q16	Coaching facilitates my understanding of how to use formative and summative assessment to drive my instruction.	63	1.00	6.00	4.6667	1.17775
Q17	The coach recommends ways to be more effective in the classroom.	63	1.00	6.00	4.9048	1.02728
Q18	Coaching contributes positively to the improvement of my instruction.	63	1.00	6.00	5.1111	.93517
Q19	The coach celebrates my successes with me.	63	1.00	6.00	4.9206	1.15426
Q20	The coach maintains open, two-way communication.	63	1.00	6.00	4.9365	1.22965
Q21	The coach sets high expectations for teacher and student performance.	63	1.00	6.00	5.0476	1.21055
Q22	The coach communicates clearly.	63	1.00	6.00	4.9365	1.18965
Q23	Coaching occurs in a professional manner.	63	1.00	6.00	5.0952	1.10299
Q24	The goal of instructional coaching is to increase student achievement.	63	1.00	6.00	5.1746	1.04016
Q25	The coach remains positive when working with me.	63	1.00	6.00	5.1111	1.06424
Q26	Coaching helps me establish consistent routines and procedures which contribute to teaching and learning.	63	1.00	6.00	5.0952	.91077
Q27	The coach responds to my messages in a timely manner.	62	1.00	6.00	4.8387	1.25703
Q28	The coach values my perspective.	63	1.00	6.00	5.1429	.98139
Q29	The coach is available to listen if I have questions or concerns.	63	1.00	6.00	5.0952	1.10299
	Valid N (listwise)	59				

Table 2**Descriptive Statistics for Mindset Survey for All Participants**

		N	Minimum	Maximum	Mean	Std. Deviation
Q1	You have a certain amount of intelligence, and you can't really do much to change it.	68	2.00	6.00	4.8971	1.10817
Q2	Your intelligence is something about you that can't change very much.	68	2.00	6.00	4.8088	1.16231
Q3	No matter who you are, you can significantly change your intelligence level.	68	1.00	6.00	4.8088	1.21259
Q4	To be honest, you can't really change how intelligent you are.	68	1.00	6.00	4.7206	1.30264
Q5	You can always substantially change how intelligent you are.	66	1.00	6.00	4.6212	1.28620
Q6	You can learn new things, but you can't really change you basic intelligence.	68	1.00	6.00	4.3529	1.43272
Q7	No matter how much intelligence you have, you can always change it a quite a bit.	67	2.00	6.00	4.6119	1.16717
Q8	You can change even you basic intelligence level considerably.	67	2.00	6.00	4.6866	1.06186
Q9	You have a certain amount of talent, and you can't really do much to change it.	68	2.00	6.00	5.0294	.96151
Q10	Your talent in an area is something about you that you can't change very much.	67	1.00	6.00	4.8955	1.10281
Q11	No matter who you are, you can significantly change your level of talent.	68	1.00	6.00	4.8088	1.26086
Q12	To be honest, you can't change how much talent you have.	68	1.00	6.00	4.8676	1.09141
Q13	You can always substantially change how much talent you have.	68	2.00	6.00	4.7794	1.03442
Q14	You can learn new things, but you can't really change you basic level of talent.	68	1.00	6.00	4.5441	1.21476
Q15	No matter how much talent you have, you can always change it quite a bit.	67	2.00	6.00	4.8358	.96290
Q16	You can change even your basic level of talent considerably.	68	2.00	6.00	4.9412	1.00569
	Valid N (listwise)	62				

Respondents completed the coaching survey which utilized a Likert scale ranging from 1-6 with 1 being strongly disagree and 6 being strongly agree. The mindset survey also utilized a Likert scale. For questions 3, 5, 7, 8, 11, 13, 15, and 16, the scale ranged from 1-6 with 1 being strongly disagree and 6 being strongly agree. The other scores included 5 for agree, 4 for mostly agree, 3 for mostly disagree, and 2 for disagree. For questions 1, 2, 4, 6, 9, 10, 12, and 14, the scale ranged from 1-6 and had reverse scoring, with 1 being strongly agree and 6 being strongly disagree. The other scores included 5 for disagree, 4 for mostly disagree, 3 for mostly agree, and 2 for agree. Based on the results of the perception survey, the scores ranged from 1.31 to 6.00. The results for all educator's perceptions about the coaching process was $M = 4.99$, $SD = 0.85$. For the mindset survey, the scores ranged from 2.31 to 6.00. The results for all educator's mindset was $M = 4.79$, $SD = 0.82$. The results are shown in Table 3.

Table 3

Descriptive Statistics for All Educator's Perceptions Regarding Coaching and Feedback

	N	Minimum	Maximum	Mean	Std. Deviation
Perception_AVE	59	1.31	6.00	4.9977	.85334
Mindset_Ave	62	2.31	6.00	4.7853	.82316
Valid N (listwise)	54				

Research Question 1

What is the mindset of teachers?

Research question 1 was answered using descriptive statistics and included the mean and standard deviation. This data only looked at the survey results for respondents that identified themselves as classroom teachers. The results for teacher's perceptions

about the coaching process, shown in Table 4, was $M = 4.92$, $SD = 1.03$. The results for teacher's mindset was $M = 4.72$, $SD = 0.89$.

Table 4

Descriptive Statistics for Teachers Perceptions Regarding Coaching and Feedback					
	N	Minimum	Maximum	Mean	Std. Deviation
Perception_AVE	34	1.31	5.97	4.9229	1.03016
Mindset_Ave	32	2.31	6.00	4.7188	.88957
Valid N (listwise)	30				

Research Question 2

What is the mindset of current leaders and coaches?

Research question 2 was answered using descriptive statistics and included the mean and standard deviation. This data only looked at the survey results for respondents that identified themselves as current leaders or coaches. The results for perceptions regarding the coaching process was $M = 5.12$, $SD = 0.55$. The results for the mindset of current leaders and coaches was $M = 4.94$, $SD = 0.80$. The results are shown in Table 5.

Table 5

Descriptive Statistics for Current Leaders and Coaches Perceptions Regarding Coaching and Feedback					
	N	Minimum	Maximum	Mean	Std. Deviation
Perception_AVE	23	3.83	6.00	5.1214	.54876
Mindset_Ave	24	3.56	6.00	4.9375	.80145
Valid N (listwise)	22				

Research Question 3

Is there a correlation between the mindset of teachers and their perceptions towards the coaching and feedback process?

A Pearson product-moment correlation coefficient, displayed in Table 6, was computed to assess the relationship between teachers' perceptions about the coaching and feedback process and mindset. There was a negative correlation between the variables, $r = -0.235$, $n = 30$, $p = 0.211$. Overall, there was a negative correlation between perceptions about coaching and mindset. With r being less than -0.30 , the results were not statistically significant.

Table 6

Correlation Between the Mindset of Teachers and Their Perceptions Regarding the Coaching and Feedback Process			
		Perception_AVE	Mindset_Ave
Perception_AVE	Pearson Correlation	1	-.235
	Sig. (2-tailed)		.211
	N	34	30
Mindset_Ave	Pearson Correlation	-.235	1
	Sig. (2-tailed)	.211	
	N	30	32

Research Question 4

Is there a correlation between the mindset of those currently in leadership positions and their perceptions towards the coaching and feedback process?

A Pearson product-moment correlation coefficient was also computed to assess the relationship between current leaders and coaches perceptions about the coaching and feedback process and mindset. There was a positive correlation between the variables, r

$= 0.43$, $n = 22$, $p = 0.046$. Overall, there was a statistically significant positive correlation between perceptions about coaching and mindset among current leaders and coaches at the 0.05 level. The results are displayed in Table 7.

Table 7

Correlation Between the Mindset of Current Leaders and Coaches and Their Perceptions Regarding the Coaching and Feedback Process

		Perception_AVE	Mindset_Ave
Perception_AVE	Pearson Correlation	1	.429*
	Sig. (2-tailed)		.046
	N	23	22
Mindset_Ave	Pearson Correlation	.429*	1
	Sig. (2-tailed)	.046	
	N	22	24

*. Correlation is significant at the 0.05 level (2-tailed).

Research Question 5

What is the relationship between mindset and perceptions among teachers at elementary, middle, and high school levels?

A one-way Analysis of Variance (ANOVA) was used to examine whether there was a relationship between mindset and perceptions among elementary, middle, and high school teachers. The independent variable represented the perspective towards coaching and mindset. The dependent variable was the level at which the teacher taught. With regards to perceptions towards the coaching and feedback process, at the elementary level the results are $M = 5.19$, $SD = 0.48$. At the middle school level the results are $M = 4.88$, $SD = 1.31$. The results at the high school level are $M = 4.60$, $SD = 1.33$. See Table 8 for the means and standard deviations for each of these groups. The mindset results at the

elementary level are $M = 4.53$, $SD = 0.73$. At the middle school level the results are $M = 4.28$, $SD = 1.25$. The results at the high school level are $M = 5.22$, $SD = 0.69$. See Table 8 for the means and standard deviations for each of these groups.

Table 8

Descriptive Statistics for Elementary, Middle, and High Schools Teachers									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Perception_AVE	Teach Elem	15	5.1816	.47860	.12357	4.9166	5.4466	4.34	5.76
	Teach Middle	8	4.8836	1.31137	.46364	3.7873	5.9800	2.00	5.97
	Teach High School	11	4.5987	1.32678	.40004	3.7074	5.4901	1.31	5.59
	Total	34	4.9229	1.03016	.17667	4.5635	5.2824	1.31	5.97
Mindset_Ave	Teach Elem	15	4.5250	.72994	.18847	4.1208	4.9292	3.38	5.75
	Teach Middle	6	4.2813	1.24984	.51025	2.9696	5.5929	2.31	5.69
	Teach High School	11	5.2216	.69054	.20821	4.7577	5.6855	4.25	6.00
	Total	32	4.7188	.88957	.15725	4.3980	5.0395	2.31	6.00

An alpha level of 0.05 was used for all analyses. The one-way ANOVA for perceptions at various grade levels (See Table 9) was [*Levene* $F(2, 31) = 1.03$, $p = 0.37$]. The significance result with perceptions was 0.37 and therefore it can be concluded that there was no statistically significant difference.

The one-way ANOVA for mindset at various grade levels (See Table 9) was [*Levene* $F(2, 29) = 3.25$, $p = 0.05$]. The significance result with mindset was 0.53 and therefore it can be concluded that there is a statistically significant difference. Additional information was needed to determine where the difference was located.

Table 9**ANOVA for Elementary, Middle, and High School**

		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Perception_AVE	Between Groups	2.172	2	1.086	1.025	.371
	Within Groups	32.848	31	1.060		
	Total	35.020	33			
Mindset_Ave	Between Groups	4.493	2	2.246	3.251	.053
	Within Groups	20.038	29	.691		
	Total	24.531	31			

Post hoc comparisons using Tukey procedures were used to determine which pairs of the three group means differed. These results are displayed in Table 10. The test indicated that in the area showing mindset, the mean score for the middle school teachers was ($M = -0.94$, $SD = 0.83$) when compared with high school teachers. The Tukey test revealed the area of difference but with a SD of 0.83, results were not significantly different.

Table 10**Multiple Comparisons Between Levels**

Tukey HSD

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Perception_AVE	Tea Elem	Teach Middle	.29799	.45066	.787	-.8112	1.4071
		Teach High School	.58286	.40862	.340	-.4228	1.5886
	Teach Middle	Teach Elem	-.29799	.45066	.787	-1.4071	.8112
		Teach High School	.28487	.47831	.823	-.8923	1.4621
	Teach High School	Teach Elem	-.58286	.40862	.340	-1.5886	.4228
		Teach Middle	-.28487	.47831	.823	-1.4621	.8923
Mindset_Ave	Tea Elem	Teach Middle	.24375	.40153	.817	-.7479	1.2354
		Teach High School	-.69659	.32997	.105	-1.5115	.1183
	Teach Middle	Teach Elem	-.24375	.40153	.817	-1.2354	.7479
		Teach High School	-.94034	.42188	.083	-1.9822	.1015
	Teach High School	Teach Elem	.69659	.32997	.105	-.1183	1.5115
		Teach Middle	.94034	.42188	.083	-.1015	1.9822

Research Question 6

What is the relationship between mindset and perceptions towards the coaching and feedback process based on the size of the district?

A Pearson product-moment correlation coefficient was computed to assess the relationship between educator's perceptions about the coaching and feedback process and

the size of the district. Table 11 shows a negative correlation between the different variables, $r = -0.11$, $n = 54$, $p = 0.42$. Overall, there was a negative correlation between perceptions about coaching and the size of the district but the results were not statistically significant.

Table 11

Correlations Between Perceptions and District Size			
		Perception_AVE	Size_Rank
Perception_AVE	Pearson Correlation	1	-.111
	Sig. (2-tailed)		.424
	N	59	54
Size_Rank	Pearson Correlation	-.111	1
	Sig. (2-tailed)	.424	
	N	54	59

A Pearson product-moment correlation coefficient was computed to assess the relationship between educator's mindset about the coaching and feedback process and the size of the district. There was a negative correlation between the variables, $r = -0.05$, $n = 54$, $p = 0.97$. Overall, there was a negative correlation between mindset and the size of the district but with r being less than -0.30 , there is a weak correlation so the results were not statistically significant. See Table 12.

Table 12

Correlations Between Mindset and District Size			
		Size_Rank	Mindset_Ave
Size_Rank	Pearson Correlation	1	-.005
	Sig. (2-tailed)		.972
	N	59	54
Mindset_Ave	Pearson Correlation	-.005	1
	Sig. (2-tailed)	.972	
	N	54	62

Research Question 7

What is the relationship between mindset and perceptions towards the coaching and feedback process based on years of experience?

A Pearson product-moment correlation coefficient was computed to assess the relationship between educator's mindset and years of experience. There was a negative correlation between the variables, $r = -0.141$, $n = 61$, $p = 0.28$. Overall, there was a negative correlation between perceptions and the years of experience but with r being less than -0.30 , there was a weak correlation so the results were not statistically significant. See Table 13.

Table 13**Correlations Between Mindset and Years of Experience for All Educators**

		Mindset_Ave	Q53
Mindset_Ave	Pearson Correlation	1	-.141
	Sig. (2-tailed)		.278
	N	62	61
Years of Experience	Pearson Correlation	-.141	1
	Sig. (2-tailed)	.278	
	N	61	67

A Pearson product-moment correlation coefficient was computed to assess the relationship between educator's perceptions about the coaching and feedback process and years of experience. There was a positive correlation between the variables, $r = 0.29$, $n = 59$, $p = 0.25$. Overall, Table 14 shows a positive correlation between perceptions and the years of experience and at the 0.05 level, results were statistically significant.

Table 14**Correlations Between Perceptions and Years of Experience for All Educators**

		Q53	Perception_AVE
Years of Experience	Pearson Correlation	1	.292*
	Sig. (2-tailed)		.025
	N	67	59
Perception_AVE	Pearson Correlation	.292*	1
	Sig. (2-tailed)	.025	
	N	59	59

* Correlation is significant at the 0.05 level (2-tailed).

When this same question was explored while examining the results of teachers only, there were also some significant findings. A Pearson product-moment correlation coefficient was computed to assess the relationship between teacher's perceptions about the coaching and feedback process and years of experience. There was a positive correlation between the variables, $r = 0.44$, $n = 34$, $p = 0.009$. Overall, there was a positive correlation between perceptions and the years of experience and the results were statistically significant at the 0.01 level.

Table 15

Correlations Between Perceptions and Years of Experience for Teachers			
		Q53	Perception_AVE
Years of Experience	Pearson Correlation	1	.442**
	Sig. (2-tailed)		.009
	N	36	34
Perception_AVE	Pearson Correlation	.442**	1
	Sig. (2-tailed)	.009	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

When this same question was explored to examine the mindset results of teachers only, findings were not significant. A Pearson product-moment correlation coefficient was computed to assess the relationship between teacher's mindset and years of experience. There was a positive correlation between the variables, $r = -0.21$, $n = 32$, $p = 0.25$. Results were not statistically significant. See Table 16.

Table 16**Correlations Between Mindset and Years of Experience for Teachers**

		Q53	Mindset_Ave
Years of Experience	Pearson Correlation	1	-.210
	Sig. (2-tailed)		.248
	N	36	32
Mindset_Ave	Pearson Correlation	-.210	1
	Sig. (2-tailed)	.248	
	N	32	32

When this same question was explored while examining the results of leaders only, findings were not significant. A Pearson product-moment correlation coefficient was computed to assess the relationship between leader's mindset and years of experience. There was a negative correlation between the variables, $r = -0.19$, $n = 24$, $p = 0.397$. The results were not statistically significant. See Table 17.

Table 17**Correlations Between Years of Experience and Mindset for Leaders**

		Q53	Mindset_Ave
Years of Experience	Pearson Correlation	1	-.185
	Sig. (2-tailed)		.387
	N	25	24
Mindset_Ave	Pearson Correlation	-.185	1
	Sig. (2-tailed)	.387	
	N	24	24

When this same question was explored to examine the mindset results of leaders only, findings were not significant. A Pearson product-moment correlation coefficient was computed to assess the relationship between leader's perceptions about the coaching and feedback process and years of experience. There was a positive correlation between the variables, $r = -0.17$, $n = 23$, $p = 0.43$. Results were not statistically significant. See Table 18.

Table 18

Correlations Between Perceptions and Years of Experience for Leaders			
		Q53	Perception_AVE
Years of Experience	Pearson Correlation	1	-.171
	Sig. (2-tailed)		.434
	N	25	23
Perception_AVE	Pearson Correlation	-.171	1
	Sig. (2-tailed)	.434	
	N	23	23

Research Question 8

What is the relationship between mindset and perceptions towards the coaching and feedback process based on level of education?

A one-way Analysis of Variance (ANOVA) was used to examine whether there was a difference in perception and mindset based on the educational level of the educator. The independent variable represented the perspective towards coaching and mindset. The dependent variable was the educational level. Before conducting the one-way ANOVA, the descriptive statistics were displayed. With regards to perceptions towards the

coaching and feedback process, at the Bachelor's level, the results were $M = 4.40$, $SD = 1.27$. At the Master's level the results were $M = 5.12$, $SD = 0.69$. The results at the doctoral level were $M = 5.90$. Only one respondent had a doctoral certificate. See Table 19 for the means and standard deviations for each of these groups. The mindset results at the Bachelor's level were $M = 4.96$, $SD = 1.22$. At the Master's level the results were $M = 4.72$, $SD = 0.71$.

Table 19

Descriptive Statistics for Educational Level									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Perception_AVE	BS	11	4.4044	1.26764	.38221	3.5528	5.2560	1.31	5.41
	MS	45	5.1180	.68677	.10238	4.9117	5.3243	2.00	6.00
	Doct	1	5.8966					5.90	5.90
	Total	57	4.9940	.86760	.11492	4.7637	5.2242	1.31	6.00
Mindset_Ave	BS	11	4.9545	1.22637	.36976	4.1307	5.7784	2.31	6.00
	MS	49	4.7194	.71102	.10157	4.5152	4.9236	3.38	6.00
	Doct	0							
	Total	60	4.7625	.82136	.10604	4.5503	4.9747	2.31	6.00

An alpha level of .05 was used for all analyses. The one-way ANOVA for perceptions at various degree levels (See Table 20) was [*Levene* $F(2, 54) = 3.91$, $p < 0.05$]. The significance result with perceptions was 0.03 and since it is < 0.05 , it can be concluded that there was a statistically significant difference. Additional information is needed to determine where the difference was located.

An independent samples *t*-test (Tables 21 and 22) was conducted to compare perceptions at the Bachelor's level and perceptions at the Master's level. There was a difference in the scores for Bachelor's ($M = 4.40$, $SD = 1.27$) or the Master's level ($M =$

5.12, $SD = 0.69$) conditions; $t(54) = -1.80$, $p = 0.098$. These results suggest that the educational level does not impact perceptions towards coaching and feedback.

The one-way ANOVA for mindset at various degree levels (See Table 20) was [*Levene* $F(1, 58) = 0.73$, $p > 0.05$]. The significance result with mindset was 0.40 and therefore it can be concluded that there was not a statistically significant difference since it is $> .05$.

Table 20

ANOVA for Mindset at Various Levels						
		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Perception_AVE	Between Groups	5.331	2	2.665	3.909	.026
	Within Groups	36.822	54	.682		
	Total	42.152	56			
Mindset_Ave	Between Groups	.497	1	.497	.733	.395
	Within Groups	39.306	58	.678		
	Total	39.803	59			

Table 21

Group Statistics					
Degree Level		N	Mean	Std. Deviation	Std. Error Mean
Perception_AVE	BS	11	4.4044	1.26764	.38221
	MS	45	5.1180	.68677	.10238
Mindset_Ave	BS	11	4.9545	1.22637	.36976
	MS	49	4.7194	.71102	.10157

Table 22

Independent Samples Test Between Bachelor's and Master's Level										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception_Ave	Equal variances assumed	5.111	.028	-2.569	54	.013	-.71362	.27775	-1.27047	-.15677
	Equal variances not assumed			-1.804	11.473	.098	-.71362	.39568	-1.58015	.15291
Mindset_Ave	Equal variances assumed	8.459	.005	.856	58	.395	.23516	.27466	-.31464	.78495
	Equal variances not assumed			.613	11.552	.552	.23516	.38346	-.60394	1.07425

Research Question 9

What is the relationship between mindset and perceptions towards the coaching and feedback process based on gender?

An independent samples *t*-test (Tables 23 and 24) was conducted to compare perceptions based on gender. There was not a significant difference in the scores for females ($M = 5.15$, $SD = 0.72$) or males ($M = 4.73$, $SD = 1.03$) conditions; $t(56) = 1.83$, $p = 0.73$. These results suggest that gender does not significantly impact perceptions towards coaching and feedback.

An independent samples *t*-test (Tables 23 and 24) was conducted to compare mindset based on gender. There was not a significant difference in the scores for females ($M = 4.64$, $SD = 0.78$) or males ($M = 5.06$, $SD = 0.87$) conditions; $t(59) = -1.93$, $p = 0.59$. These results suggest that gender does not significantly impact mindset.

Table 23

Perceptions and Mindset According to Gender					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Perception_AVE	Female	37	5.1500	.71737	.11793
	Male	21	4.7291	1.03283	.22538
Mindset_Ave	Female	41	4.6372	.77739	.12141
	Male	20	5.0625	.87194	.19497

Table 24

Independent Samples Test for Gender										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception_Av	Equal variances assumed	1.318	.256	1.826	56	.073	.42098	.23051	-.04078	.88274
	Equal variances not assumed			1.655	31.154	.108	.42098	.25437	-.09771	.93968
Mindset_Ave	Equal variances assumed	.662	.419	-1.927	59	.059	-.42530	.22066	-.86685	.01624
	Equal variances not assumed			-1.852	34.152	.073	-.42530	.22968	-.89200	.04139

A Pearson product-moment correlation coefficient was computed to assess the relationship between female's mindset and perceptions about the coaching and feedback process. Table 25 shows there was a positive correlation between the variables, $r = 0.36$, $n = 34$, $p = 0.04$. Overall, there was a positive correlation between perceptions about

coaching and mindset and gender in females. With r being greater than 0.30, the correlation is statistically significant at the 0.05 level.

Table 25

Correlation Between the Mindset of Females and Perceptions Regarding Coaching and Feedback			
		Perception_AVE	Mindset_Ave
Perception_AVE	Pearson Correlation	1	.363*
	Sig. (2-tailed)		.035
	N	37	34
Mindset_Ave	Pearson Correlation	.363*	1
	Sig. (2-tailed)	.035	
	N	34	41

*. Correlation is significant at the 0.05 level (2-tailed).

The purpose of Chapter Four was to present the results and findings of this research in regards to educators' perceptions towards the coaching and feedback process as well as mindset. Several questions were explored. Chapter Five will discuss the findings.

Chapter Five - Conclusions

This study analyzed the collected data which explored the correlation between an educator's mindset and perceptions toward the coaching and feedback process.

Quantitative information regarding perceptions about the coaching and feedback process, mindset, and demographics was gathered through a survey process. This study was designed to better understand the correlation between mindset and perceptions regarding coaching, feedback, and improved instructional practice.

As reviewed in Chapter Two, Carol Dweck has done substantial work in the area of mindset and how mindset impacts the way a person responds to situations. Kathy Kennedy focuses on teacher performance and ranks teachers on a continuum from lowest quality to peak performers, describing some teachers as being 85% as good as they will be (Kennedy, 2011). With such strong views about performance, along with greater utilization of coaching in many districts to increase performance, further research was necessary to study the correlation between mindset and perceptions regarding coaching, feedback, and improved instructional practice.

The purpose of this study was to discover the relationship found in the overarching question for this research: "Does the mindset of teachers influence their perception regarding the coaching and feedback process?" Specific questions guiding this study were...

Research Question 1: What is the mindset of teachers?

Research Question 2: What is the mindset of current leaders and coaches?

Research Question 3: Is there a correlation between the mindset of teachers and their perceptions towards the coaching and feedback process?

Research Question 4: Is there a correlation between the mindset of those currently in leadership positions and their perceptions towards the coaching and feedback process?

Research Question 5: What is the relationship between mindset and perceptions among teachers at elementary, middle, and high school levels?

Research Question 6: What is the relationship between mindset and perceptions towards the coaching and feedback process based on the size of the district?

Research Question 7: What is the relationship between mindset and perceptions towards the coaching and feedback process based on years of experience?

Research Question 8: What is the relationship between mindset and perceptions towards the coaching and feedback process based on level of education?

Research Question 9: What is the relationship between mindset and perceptions towards the coaching and feedback process based on gender?

The descriptive statistics from Table 1 outline all of the responses for the Coaching Process Perceptions Survey (CPPS). It is interesting to note that question one had the lowest mean ($M = 4.46$). This question asked respondents whether they strongly agreed (6 points) or strongly disagreed (1 point) with the statement, “A coach assists me in implementing instructional practices in my classroom.” While overall attitudes towards coaching were positive, a few comments provided additional insight that is worth further exploration. One respondent said, “Actually coach me. Meet with me 1:1 to go over other types of hiccups I may be facing in the classroom outside of their very brief visit. Don’t coach just to meet a quota.” A similar comment agreed that coaching was beneficial “When the coaching has been done as an opportunity to improve teaching, not

as another item to complete on an agenda.” A different respondent said, “I need to see the coach in action.”

These comments are valuable for coaches for multiple reasons. As pointed out in Chapter One, a performance mentality hinders the growth and learning process. When coaches are focused on completing coaching visits with the sole purpose being to meet district requirements, the impact the coach may have on the teacher could be adversely affected. Additionally, when staff begin to feel visits to their classrooms are because the coach is meeting a quota, this may begin to impact collective teacher efficacy. Collective teacher efficacy is based on the belief that collectively, the staff can have an impact on student learning (Goddard et al., 2000). Based on the lower response for question one, teachers may be in need of more in-depth support, such as modeling, when it comes to implementing instructional practices in the classroom. The positive impact one participant noted was that coaching “Made the invisible, visible.”

In contrast to the first question, question four had the highest mean ($M = 5.32$). This question asked participants whether they strongly agreed (6 points) or strongly disagreed (1 point) with the statement, “Having a more in-depth conversation, longer than five minutes, with a coach enables me in improving my instruction.” Comment after comment backed up the views regarding this statement. Some recommendations about ways to improve coaching included...

- “More in-depth conversations before and after coaching visits instead of just having an administrator stop in for five minutes and say something general and not personal or objective about my teaching.”

Table 1**Descriptive Statistics for the Perceptions Survey for All Participants**

		N	Minimum	Maximum	Mean	Std. Deviation
Q1	A coach assists me in implementing instructional practices in my classroom.	63	1.00	6.00	4.4603	1.14758
Q2	I value coaching notes as a tool to improve my instruction.	61	1.00	6.00	5.0164	1.11791
Q3	Having a short conversation, less than 5 minutes, with the coach about my teaching enables me to improve my instruction.	63	1.00	6.00	4.6667	1.12163
Q4	Having a more in-depth conversation, longer than 5 minutes, with a coach enables me in improving my instruction.	63	1.00	6.00	5.3175	1.05991
Q5	A coach encourages me to practice and implement new strategies.	63	1.00	6.00	5.0317	.96667
Q6	Coaching feedback is provided in non-evaluative manner.	63	1.00	6.00	4.8413	1.19416
Q7	The coach really wants me to be successful.	63	1.00	6.00	5.3016	.97773
Q8	The coach is willing to model instruction in the classroom if I don't understand something.	63	1.00	6.00	4.5556	1.43435
Q9	Modeling instruction facilitates my implementation of skills.	62	1.00	6.00	5.1290	.96638
Q10	Coaching increases the likelihood that I will implement new skills learned during professional development.	63	1.00	6.00	5.1746	.90767
Q11	Coaching helps me to develop a deeper understanding of how to teach.	63	1.00	6.00	5.0476	1.12778
Q12	I am given the opportunity to provide input during coaching conversations.	63	1.00	6.00	5.0476	1.24988
Q13	Coaching helps me overcome instructional challenges I face while teaching.	63	1.00	6.00	5.0159	1.14289
Q14	Coaching helps me to reflect on my own teaching.	63	1.00	6.00	5.3016	1.02603
Q15	Coaching facilitates my understanding of how to use data to improve student performance.	63	1.00	6.00	4.8413	1.20759
Q16	Coaching facilitates my understanding of how to use formative and summative assessment to drive my instruction.	63	1.00	6.00	4.6667	1.17775
Q17	The coach recommends ways to be more effective in the classroom.	63	1.00	6.00	4.9048	1.02728
Q18	Coaching contributes positively to the improvement of my instruction.	63	1.00	6.00	5.1111	.93517
Q19	The coach celebrates my successes with me.	63	1.00	6.00	4.9206	1.15426
Q20	The coach maintains open, two-way communication.	63	1.00	6.00	4.9365	1.22965
Q21	The coach sets high expectations for teacher and student performance.	63	1.00	6.00	5.0476	1.21055
Q22	The coach communicates clearly.	63	1.00	6.00	4.9365	1.18965
Q23	Coaching occurs in a professional manner.	63	1.00	6.00	5.0952	1.10299
Q24	The goal of instructional coaching is to increase student achievement.	63	1.00	6.00	5.1746	1.04016
Q25	The coach remains positive when working with me.	63	1.00	6.00	5.1111	1.06424
Q26	Coaching helps me establish consistent routines and procedures which contribute to teaching and learning.	63	1.00	6.00	5.0952	.91077
Q27	The coach responds to my messages in a timely manner.	62	1.00	6.00	4.8387	1.25703
Q28	The coach values my perspective.	63	1.00	6.00	5.1429	.98139
Q29	The coach is available to listen if I have questions or concerns.	63	1.00	6.00	5.0952	1.10299
	Valid N (listwise)	59				

- “Time is always a factor – more time to meet and discuss.”
- “More time for in-depth conversations and observations.”

These comments could be anticipated among teachers with high personal teaching efficacy. As discussed in Chapter Two, teachers with high efficacy are eager to learn and grow and devote more time to planning and implementing new ideas. They are more likely to take advantage of coaching where teachers with low efficacy may see the coaching process as more work (Ross, 1992) or even as a commentary on their teaching ability. Teachers with high efficacy want to improve and may see in-depth coaching conversations as a way for this to happen.

The descriptive statistics from Table 2 outline all of the responses from the Mindset Survey. Question six had the lowest mean ($M = 4.35$). This question asked respondents whether they strongly agreed (1 point) or strongly disagreed (6 points) with the statement; “You can learn new things, but you can’t really change your basic intelligence.” On average, participants mostly disagreed with this statement. It appears that the participants for this survey generally agree that people can learn new things and can change their basic intelligence, to some extent.

By contrast, question nine had the highest mean ($M = 5.03$). This question asked respondents whether they strongly agreed (1 point) or strongly disagreed (6 points) with the statement; “You have a certain amount of talent, and you can’t really do much to change it.” On average, participants disagreed with this statement. This question pertained to talent while question six was concerned about intelligence. It would appear that while participants believe talent can change, they feel intelligence can change less.

The notion that participants may believe intelligence is more fixed than talent is an area worth further research.

This is an important area since it could have significant implications for student achievement. Students are learning all the time. As students learn new information and develop new skills, the way they process information could appear to be a matter of intelligence. Some people believe intelligence remains constant throughout a person's life. However, new research is suggesting that a student's intelligence quotient can significantly increase or decrease, particularly during the teen years (Nauert, 2011). The human brain is very plastic and malleable and can show amazing growth in an extremely short amount of time (Andrei, 2011).

“A few modern philosophers...assert that an individual's intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism...With practice, training, and above all, method, we manage to increase our attention, our memory, our judgement, and literally to become more intelligent than we were before.” Alfred Binet (as cited in Pohl & Gdula, 2013)

The inventor of the original IQ, Alfred Binet, had a growth mindset and realized the test was only an indicator of what children knew at a given time. He utilized IQ tests to determine what supports were needed to help children develop their intelligence.

In 1916, Lewis Terman made changes to Binet's IQ test. He believed innate ability was stable and that intelligence tests could be used to determine how well children would perform over time (LSA University of Michigan, n.d.). He was obsessed with intelligence, focusing on what he considered gifted children, and embraced an elitist

ideology (Leslie, 2000). He is quoted for saying, “There is nothing about an individual as important as his IQ, except possibly his morals” (as cited in Gladwell, 2008, p. 75). We can see how a person’s perspective of things can dramatically impact outcomes. A test that was intended to find the right supports for children so that they could develop their intelligence ended up becoming the very tool that labeled them and impoverished their learning.

With a heavy focus on testing and accountability to ensure students are measuring up to regulated standards, it appears Terman’s legacy continues to haunt the educational profession. We need to return to Binet’s original intent and view learning with a growth mindset. Allowing students to embrace learning with curiosity and exploration will provide an avenue for increased achievement. In spite of a student’s current talent or intelligence, educators must believe it is possible to grow in each area. Increasing talent and intelligence both take hard work and training. As a recommendation, schools need to consider having conversations with teachers and leaders about their views on intelligence. Providing training on how intelligence is malleable could enable teachers to develop more of a growth mindset in this area.

Table 2**Descriptive Statistics for Mindset Survey for All Participants**

		N	Minimum	Maximum	Mean	Std. Deviation
Q1	You have a certain amount of intelligence, and you can't really do much to change it.	68	2.00	6.00	4.8971	1.10817
Q2	Your intelligence is something about you that can't change very much.	68	2.00	6.00	4.8088	1.16231
Q3	No matter who you are, you can significantly change your intelligence level.	68	1.00	6.00	4.8088	1.21259
Q4	To be honest, you can't really change how intelligent you are.	68	1.00	6.00	4.7206	1.30264
Q5	You can always substantially change how intelligent you are.	66	1.00	6.00	4.6212	1.28620
Q6	You can learn new things, but you can't really change you basic intelligence.	68	1.00	6.00	4.3529	1.43272
Q7	No matter how much intelligence you have, you can always change it a quite a bit.	67	2.00	6.00	4.6119	1.16717
Q8	You can change even you basic intelligence level considerably.	67	2.00	6.00	4.6866	1.06186
Q9	You have a certain amount of talent, and you can't really do much to change it.	68	2.00	6.00	5.0294	.96151
Q10	Your talent in an area is something about you that you can't change very much.	67	1.00	6.00	4.8955	1.10281
Q11	No matter who you are, you can significantly change your level of talent.	68	1.00	6.00	4.8088	1.26086
Q12	To be honest, you can't change how much talent you have.	68	1.00	6.00	4.8676	1.09141
Q13	You can always substantially change how much talent you have.	68	2.00	6.00	4.7794	1.03442
Q14	You can learn new things, but you can't really change you basic level of talent.	68	1.00	6.00	4.5441	1.21476
Q15	No matter how much talent you have, you can always change it quite a bit.	67	2.00	6.00	4.8358	.96290
Q16	You can change even your basic level of talent considerably.	68	2.00	6.00	4.9412	1.00569
	Valid N (listwise)	62				

The first question guiding this research sought to identify the overall mindset of teachers. The analysis of the data ($M = 4.72$, $SD = 0.88$) led to the conclusion that according to Dweck's questions, the teachers who participated in this survey had a fairly strong growth mindset. Question two looked at the mindset of current leaders and coaches which was $M = 4.94$, $SD = 0.80$. The mean mindset score for current leaders and coaches was higher than that of classroom teachers.

Establishing a general baseline of mindset scores for teachers allowed this research to explore the correlations that might exist between mindset and perceptions towards the coaching and feedback process. Question three looked at the correlation between the mindset of teachers and their perceptions towards the coaching and feedback process. The results showed $r = -0.235$, $n = 30$, $p = 0.211$. There was not a significant correlation. However, with question four, the research looked at the correlations that might exist between mindset and perceptions towards the coaching and feedback process among leaders and coaches. In this case, there was a positive correlation between the variables, $r = 0.43$, $n = 22$, $p = 0.046$. The positive correlation between perceptions about coaching and mindset among current leaders and coaches was statistically significant at the 0.05 level.

When exploring possible reasons for these results, it is important to keep in mind that the survey participants were limited to educators who were all enrolled in a university class. This may play a critical factor in both mindset and perceptions about coaching. These educators displayed a certain level of belief in themselves and their ability to continue to learn and grow. This same attitude about continued learning and growth may impact perceptions about coaching. Educators who value growth may be

more inclined to see coaching as a valuable tool for increasing skills. Further research is needed in this area to explore the correlations among teachers within the same district or building. This would provide additional insights since not all of the educators would be enrolled in continuing education which might provide a wider range of mindsets as well as perceptions about the coaching and feedback process. Additionally, it would be valuable to have a correlation stronger than 0.05.

The fifth question asked about the relationship between mindset and teachers at elementary, middle, and high school levels. The study revealed that, as seen in Table 8, elementary level results were $M = 4.52$, $SD = 0.73$, middle school results were $M = 4.28$, $SD = 1.25$, and results at the high school level were $M = 5.22$, $SD = 0.69$. The one-way ANOVA for mindset, as seen in Table 9, was [*Levene* $F(2, 29) = 3.25$, $p = 0.05$], indicating that there was a degree of difference between the various levels. A Post hoc comparisons using Tukey procedures revealed the mean score for the middle school teachers was ($M = -0.94$, $SD = 0.83$) when compared with high school teachers. The Tukey test, found in Table 10, revealed the area of difference but with a SD of 0.83, results were not significantly different. As discussed earlier, results may be more significant among a district or school population since there would likely be a wider range of mindsets. It would be worth further exploration to look at the mindset of teachers at the middle school and high school level within a particular district or school and see how that might impact student achievement.

Question six asked if there was a relationship between mindset and perceptions towards the coaching and feedback process based on the size of the district. There were a total of twenty three educational learning environments represented. Each site was

ranked based on the size. There was a negative correlation between the variables, $r = -0.11$, $n = 54$, $p = 0.42$ and results were not statistically significant.

The seventh research question asked if there was a relationship between mindset and perceptions towards the coaching and feedback process based on years of experience. The sample size of 68 teachers ranged from new to 33 years. Statistically, new teachers were 0.03%, teachers with 1-3 years of experience were 0.12%, teachers with 4-10 years of experience were 0.43%, teachers with 11-20 years of experience were 0.30%, and teachers with 21-33 years of experience were 0.12%. A Pearson product-moment correlation coefficient was computed to assess the relationship between all educator's perceptions about the coaching and feedback process and years of experience. The data from Table 13 shows there was a negative correlation between the variables, $r = -0.141$, $n = 61$, $p = 0.28$ so the results were not statistically significant. However, when it came to all educator's perceptions about coaching and feedback, Table 14 shows the results of a Pearson product-moment correlation with was a positive correlation between the variables, $r = 0.29$, $n = 59$, $p = 0.25$. The results were statistically significant at the 0.05 level. Results were even more significant among classroom teachers. Shown in Table 15, a Pearson product-moment correlation coefficient computed the relationship between teacher's perceptions about the coaching and feedback process and years of experience. The positive correlation between the variables, $r = 0.44$, $n = 34$, $p = 0.009$ were statistically significant at the 0.01 level. When it came to the mindset of teachers and years of experience, there was a positive correlation between the variables, $r = -0.21$, $n = 32$, $p = 0.25$ but the results were not statistically significant.

While further exploration into this area may be beneficial, one consideration may be that mindset is not an area where teachers have enough familiarity. They may not know how mindset impacts them or how it impacts students. Teachers are aware that the way they teach will have an impact on student achievement. As a result, teachers may see feedback as a tool for impacting students but do not yet see how mindset could potentially have the same impact.

It is interesting to note that there were no significant findings when this same question was explored while examining the results of leaders only. A Pearson product-moment correlation coefficient was computed to assess the relationship between leader's perceptions about the coaching and feedback process and years of experience. There was a negative correlation between the variables, $r = -0.19$, $n = 24$, $p = 0.397$ and results were not statistically significant. This was the same as with mindset. The Pearson product-moment correlation coefficient in Table 18 shows a positive correlation between the variables, $r = -0.17$, $n = 23$, $p = 0.43$, but results were not statistically significant.

Research question eight asked if there was a relationship between mindset and perceptions towards the coaching and feedback process based on level of education. The one-way ANOVA for perceptions at various degree levels (see Table 20) was [*Levene* $F(2, 54) = 3.91$, $p < 0.05$]. Since the significance result with perceptions was 0.03 which is < 0.05 , it was statistically significant. In regards to mindset, Table 20 shows results at [*Levene* $F(1, 58) = 0.73$, $p > 0.05$] which is not statistically significant.

Approximately 50 hours of professional development in a specific area are needed to impact the teacher's skill and impact student learning (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). It can take ten thousand hours of deliberate

practice to become proficient at complex skills (Gladwell, 2008). This would require several years of classroom experience to master the complexity of teaching. Experienced teachers are aware of how differently they teach as an experienced teacher versus when they were a new teacher. The amount of professional development as well as deliberate practice required to impact skills coincides with education and learning. This appears consistent with the data that revealed educational level made a difference in perceptions regarding the coaching and feedback process.

The final guiding question asked if there was a relationship between mindset and perceptions towards the coaching and feedback process based on gender. Tables 23 and 24 show there was not a significant relationship in the scores for females ($M = 5.15$, $SD = 0.72$) or males ($M = 4.73$, $SD = 1.03$); $t(56) = 1.83$, $p = 0.73$. These results suggest that gender does not significantly impact perceptions towards coaching and feedback. However, there are differences within genders.

Table 25 looked at a Pearson product-moment correlation coefficient to assess the relationship between female's mindset and perceptions about the coaching and feedback process. There was a positive correlation between the variables, $r = 0.36$, $n = 34$, $p = 0.04$. Overall, there was a positive correlation between perceptions about coaching and mindset in females. With r being greater than 0.30, the correlation is statistically significant at the 0.05 level. There was not the same relationship with males. One possibility is that women process information differently than males as there is a difference in overall brain composition (Costandi, 2013). This may be an area for further study but is beyond the scope of this research.

Limitations of the Study

This was a quantitative research study that included educators at various levels who were currently attending a Midwestern university and were all enrolled in the same class. As a result, participants were less diverse which may have had an impact on the results. Since the teachers who completed the survey were investing in ongoing learning, they may have been more inclined to have a growth mindset.

Another area that may have impacted results is the survey itself. Data was collected through a survey process and the results relied on accurate self-reporting. In connection with the university, the survey was graciously printed and distributed for the researcher. Until the surveys were collected, it was not known to the researcher that a few things happened that are worth mentioning. First, the demographics page was intended to be the last page. This was intentional because questions relating to demographics may be sensitive to certain individuals and lead them to abandon the survey (Alreck & Settle, 1995). Topics such as race can be sensitive for some people and they may not answer questions as openly or honestly (Wyse, 2012). Although the demographic questions included in this survey were not intended to be sensitive, this researcher chose to eliminate the potential dangers and place the demographic questions at the end. In the survey that was distributed to participants, the demographics page was first.

Another issue, unknown to the researcher until the surveys were collected, involved the mindset survey. As shown in the attached survey in Appendix A, this portion of the survey included only the questions and did not reference mindset anywhere on the page. This was intentional so that respondents would not be influenced by the idea

that their responses were about mindset and would answer more honestly. Due to an unforeseen challenge, the computer had difficulty reading the attached mindset survey. To solve this challenge, a different version of the survey was attached. The questions were exactly the same but there was a heading indicating it was a mindset survey. It is unknown whether this heading might have influenced individuals in the way they answered. As a safeguard, it was not intended to be included at the top.

Modified Survey

Heading on Mindset Survey Distributed to Participants

Title: Mindset Survey (Dweck, 2010) Please show how much you agree or disagree with each statement by marking the appropriate response that corresponds with your opinion.	Strongly agree (1)
	Agree (2)
	Mostly agree (3)
	Mostly disagree (4)
	Disagree (5)
	Strongly disagree (6)

In addition to the title, the numbers 1-6 are listed beside each statement. Some may view these numbers as scores which could also influence decisions when answering the questions. While it is anticipated that the participants would report answers honestly, not including these items was a way to eliminate possible distractors.

Delimitations of the Study

The following delimitations were imposed by the researcher. Only one university in the Midwest was involved in this study. While the survey was open to all educators enrolled in a specific class, results were based on those who actually completed the

survey, reducing the number of participants. Since the study was limited to one university, the results may not be generalized to teachers in all districts.

Recommendations for Future Research

It is important to continue exploring the relationship between an educator's mindset and perceptions regarding the coaching, feedback, and improved instructional practice process. This includes looking deeper into teacher's perceptions as well as the perceptions of educational leaders. This research sampled educators that were all interested in additional learning, enrolled at the same university, and taking the same class. Although these participants represented a wide variety of districts and sizes, it would be beneficial to explore the correlations within specific districts or schools.

Exploring the correlations within specific districts or schools would allow for a more in-depth look at individual efficacy and collective efficacy. Schools would be able to assemble a plan of action, based on their specific needs, to further increase teacher's skills which lead to increased student achievement. This type of research could include a baseline survey to determine the mindset and perceptions of the staff. An intervention that focused on professional development and training around mindset, coaching, and feedback could be implemented. Finally, a survey could be administered after the intervention to determine if the professional development had an impact on mindset and perceptions regarding coaching and feedback.

Each school has different needs, climates, and cultures. Additional research could look at how mindset and perceptions differ based on the socioeconomic status of the students. If a correlation were found, this information may be useful to better support teachers as they work with students.

Another area for future research would be to further explore the relationship between years of experience and perceptions about coaching. Research might explore how mindset and perceptions change over time and if there is a consistent pattern where a shift occurs moving teachers into a stronger growth mindset and increased perceptions about the coaching process. Understanding this correlation could enable districts to make improved hiring decisions as well as enhanced professional development.

Professional development should increase teacher's skills. Whether a teacher is highly skilled or struggling, evaluation can still be stressful. As mentioned in Chapter One, it is important to understand teacher responses to coaching and feedback and see if they view feedback as another form of evaluation. If it is considered a form of evaluation, it may increase levels of stress. Stress can have a profound effect on memory, learning, and performance (Akirav et al., 2001; Mika, et al., 2012). Some of the comments provided insight into the various views about coaching. These included...

- My appraiser provides ideas and/or advice on how to improve my teaching.
- Sometimes coaching can be evaluative and confidentiality can be difficult to maintain for some.
- I wish it were someone other than my evaluator – even though I have figured out it is okay to be transparent with my evaluator.

Although coaching is beneficial, it can feel evaluative, even to the point of wishing the coach was someone different than the evaluator.

As the relationship between mindset and perceptions regarding coaching and feedback become better understood, districts will be able to determine the most effective methods of coaching, determine how teachers are impacted, and address possibilities for

change. It may also impact decisions around the hiring process. Universities would also be able to address these issues while students are enrolled in classes.

As a long term study, surveying student teachers at the beginning and end of their student teaching experience, as well as following them throughout their subsequent teaching career, may provide greater awareness about how and when the shift in both mindset and perceptions regarding coaching occurs. This could provide valuable insight into ways to better prepare teachers as they begin their student teaching experience as well as helping them develop throughout their careers.

As universities, districts, and schools embrace coaching as a means to support teachers in the process of improvement, it is important to have a consistent definition. Coaches must take an active role. It is more than giving advice or making observations. “They coach; they train; they teach” (Wong & Wong, 2011, para. 2). They must also focus on establishing strong relationships. As one participant commented, “Building relationships is key!” Teachers are more effective when they have increased contact with coaches (Ross, 1992). Participants echoed this need through comments about ways to improve coaching. Such comments included...

- “Feedback and frequency. Positive notes are nice but do not facilitate change.”
- “Have a coach around more frequently.”
- “Be specific. Set goals at the beginning of the coaching process.”
- “To be more consistent and have meetings more often.”
- “More time allotted to the process.”

Teachers with high efficacy want to improve their practice but need coaching done with consistency, a clear goal, and adequate time allotted to the process.

Conclusion

This study provided insight into the correlation between mindset and perceptions regarding the coaching, feedback, and improved instructional practice process.

Coaching, when done with focus and precision, has the ability to transform teachers from good to great. It contains the spirit of improvement and should penetrate the entire organization (Quigley, 2013). This can only happen when there is a school-wide commitment to excellence. “Every teacher needs to improve, not because they are not good enough, but because they can be even better” Dylan Wiliam (as cited in Quigley, 2013).

Teaching is a challenging profession and coaches need to develop strong rapport with the individual involved in the coaching process. Rapport needs to be built on trust. Coaches must realize that not all teachers are in the same spot. As a result, coaches must meet teachers where they are and then support them so they can move forward (Aguilar, 2012). Coaching isn’t just for teachers. Leaders and coaches should also receive coaching so they can become more skilled. As mentioned in Chapter Two, unless effective coaching techniques are identified and implemented, coaches will be unsuccessful in their interactions with teachers.

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Appendix A

SURVEY

IRB #233-15-EX

April 8, 2015

Dear Volunteer,

I am a doctoral student at the University of Nebraska at Omaha and am collecting data for my dissertation. Research suggests that coaching is a key piece to supporting teachers in improving classroom instruction and increasing student achievement. I am interested in learning more about your perceptions about the coaching process. I appreciate hearing your views.

The Coaching Process Perceptions Survey (CPPS) and Mindset Survey are attached. I am asking that you respond to every question in the survey, including demographics. Your responses are anonymous and there is no way for the researcher to link your identity to these responses. Knowing more about your views and experience can help strengthen training and resources for teachers and coaches.

Instructions: For each question, place an x under the category that best fits your level of agreement with the statement. A few questions offer multiple choices. Please circle the letter that best represents your views. Please fill in all sections completely. This survey should take approximately 20 minutes to complete. If you are currently in a position where you are coaching teachers, please reflect on your time as a classroom teacher when answering questions about coaching.

By completing this survey, you agree to be a participant. Your participation is voluntary.

Definition

Coach – In this survey, a coach is any individual that provides feedback about your teaching (administrators, supervisors, consultants, literacy facilitators, trainers, etc.).

Thank you for your contribution to this research!

Sincerely,
Beth Stenzel
Doctoral Candidate
University of Nebraska at Omaha

Questions		Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
1.	A coach assists me in implementing instructional practices in my classroom.						
2.	I value coaching notes as a tool to improve my instruction.						
3.	Having a short conversation, less than 5 minutes, with the coach about my teaching enables me to improve my instruction.						
4.	Having a more in-depth conversation, longer than 5 minutes, with a coach enables me in improving my instruction.						
5.	A coach encourages me to practice and implement new strategies.						
6.	Coaching feedback is provided in non-evaluative manner.						
7.	The coach really wants me to be successful.						
8.	The coach is willing to model instruction in the classroom if I don't understand something.						
9.	Modeling instruction facilitates my implementation of skills.						
10.	Coaching increases the likelihood that I will implement new skills learned during professional development.						
11.	Coaching helps me to develop a deeper understanding of how to teach.						
12.	I am given the opportunity to provide input during coaching conversations.						
13.	Coaching helps me overcome instructional challenges I face while teaching.						
14.	Coaching helps me to reflect on my own teaching.						
15.	Coaching facilitates my understanding of how to use data to improve student performance.						

Questions		Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
16.	Coaching facilitates my understanding of how to use formative and summative assessment to drive my instruction.						
17.	The coach recommends ways to be more effective in the classroom.						
18.	Coaching contributes positively to the improvement of my instruction.						
19.	The coach celebrates my successes with me.						
20.	The coach maintains open, two-way communication.						
21.	The coach sets high expectations for teacher and student performance.						
22.	The coach communicates clearly.						
23.	Coaching occurs in a professional manner.						
24.	The goal of instructional coaching is to increase student achievement.						
25.	The coach remains positive when working with me.						
26.	Coaching helps me establish consistent routines and procedures which contribute to teaching and learning.						
27.	The coach responds to my messages in a timely manner.						
28.	The coach values my perspective.						
29.	The coach is available to listen if I have questions or concerns.						

Please circle the response that best aligns with your perceptions.

The most beneficial form of coaching is...

- a. Coaching notes (notes that only focus on the positive things I'm doing)
- b. 5-minute feedback (either a note or conversations that includes questions about what I'm doing)
- c. In-depth conversations (conversations that focus on how to implement a new idea or improve current practices)

d. Other

I learn most from coaching that focuses on...

- a. Strategies to use when teaching
- b. Knowledge related to specific subjects
- c. Practice scenarios that address actual situations

d. Other

In the last six months, I received coaching feedback...

- ☐ 1-5 times
 ☐ 6-10 times
 ☐ 11-20 times
 ☐ 21 or more times
- ☐ I have not received any coaching feedback in the last six months.

Open Ended...

Has coaching affected your teaching? Explain.

What improvements could be made to the coaching process?

Other comments...

Statement		Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree
1.	You have a certain amount of intelligence, and you can't really do much to change it.						
2.	Your intelligence is something about you that can't change very much.						
3.	No matter who you are, you can significantly change your intelligence level.						
4.	To be honest, you can't really change how intelligent you are.						
5.	You can always substantially change how intelligent you are.						
6.	You can learn new things, but you can't really change your basic intelligence.						
7.	No matter how much intelligence you have, you can always change it a quite a bit.						
8.	You can change even your basic intelligence level considerably.						
9.	You have a certain amount of talent, and you can't really do much to change it.						
10.	Your talent in an area is something about you that you can't change very much.						
11.	No matter who you are, you can significantly change your level of talent.						
12.	To be honest, you can't change how much talent you have.						
13.	You can always substantially change how much talent you have.						
14.	You can learn new things, but you can't really change your basic level of talent.						
15.	No matter how much talent you have, you can always change it quite a bit.						
16.	You can change even your basic level of talent considerably.						

Complete either the Classroom Teacher or Leadership section based on your position.

Classroom Teachers

☐ Elementary ☐ Middle Level ☐ Secondary

Leadership

School Level

☐ Elementary ☐ Middle Level ☐ Secondary

Position (Select the one the most applies.)

☐ Principal ☐ Assistant Principal ☐ Instructional Facilitator

☐ Dean ☐ Literacy Facilitator ☐ School Support Liaison

☐ District Administrator

☐ Other

I currently coach teachers. ☐ Yes ☐ No

Years of Experience

☐ new ☐ 1-3 years ☐ 4-10 years ☐ 11-20 years

☐ 21-30 years ☐ 31-40 years ☐ 41+ years

Level of Education

☐ Bachelor's ☐ Master's ☐ Doctorate

District of Employment

Race/Ethnicity

Gender Identity

Appendix B

