

A CASE STUDY OF A FIRST YEAR HIGH SCHOOL LITERACY COACH :

by

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ABSTRACT OF THE DISSERTATION

A Case Study of a First Year High School Literacy Coach

By Carolyn Armstrong

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Professional development for teachers is a vital component of good classroom instruction and promises significant impact on student achievement (Yoon, et. al, 2007). Researchers have argued that the most effective professional development is long-term. Academic coaching grew out of that need. Most of the literature on coaching, however, focuses on early literacy. There is very little research on high school coaching.

The purpose of this study was to add to the small, but growing body of research about literacy coaching at the high school level. Through an in-depth qualitative case study of a first year high school literacy coach, the study documents how the coach spent his time, what the goals and topics of his coaching were, what influenced those goals, and how what he did compares to the literature about coaching.

The coach spent the majority of his time working individually with teachers. The next highest amount of his time was spent co-planning and giving presentations to teachers. Very little of his time was spent in classrooms observing or co-teaching. The topics of his coaching centered around instructional strategies, building an understanding of teachers and practice, and much of his time centered around data and assessment.

The coach's use of time was influenced by district initiatives, teacher needs, and the coach's perception of teachers' needs. His successes had to do with the teachers' collaborative development of common assessments and keeping the teachers calm during many changes. His challenges had to do with the lack of time he spent working in classrooms side by side with teachers.

The coach fulfilled the roles the teachers and the culture asked him to. He focused on the roles associated with helping and counseling. He did not take on the more intense and directive coaching roles working with teachers in the classroom. As a result, he did not move teachers out of their comfort zone or effect significant changes in teachers' beliefs or practices. He did, however, build trust and collaboration within the department.

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CHAPTER 1: INTRODUCTION

Statement of Problem

For quite a long time there has been consensus in the educational community that on-going professional development for teachers is a vital component of good classroom instruction for students and that it has the promise of contributing to significant impact on student achievement (Joyce & Showers, 2002; Wei, et. al, 2009; Yoon, et. al, 2007). The ways in which professional development for teachers is delivered has changed dramatically, especially over the past 15 years. Researchers have long argued that one-shot workshops have not had the long-term sustained effect on classroom instruction desired and have called for new models to deliver teacher support that is on-going and job embedded (Guskey, 2000; Michael, 2008). Joyce and Showers (2002), for example, found that less than 15 percent of teachers actually use new ideas from traditional professional development workshops. The increasing use of academic coaches grew out of that need for sustained change. Working side by side with teachers as a more knowledgeable peer, coaches fulfill the need for professional development that is truly embedded and relevant.

Symonds (2003) defines literacy coaches as:

Classroom teachers who have both content and instructional expertise in literacy. They are released from teaching students so they can promote and support high-quality literacy instruction through direct, school-based work with other teachers. Literacy coaches model lessons, observe classroom instruction, and coach teachers one-on-one or in grade-level groups. (p. 8).

The *Reading First* Initiative, a federal education program designed to target reading instruction in grades K-3, required coaches be hired in schools that received funding to help implement scientifically based reading instruction in classrooms. As a result, more than 5,200 schools have hired reading coaches since 2001 (Duessen, et. al, 2007). As anecdotal evidence of the effectiveness of this model for professional development started to spread, school districts, and even whole states such as Florida (Marsh, et.al, 2008) began to hire coaches. Although the programs and coaching roles varied significantly, a model began to emerge and a growing body of educational literature began to describe the coaching role and define it more clearly (Allen, 2006; Bean and Carroll, 2006; Blachowicz et. al, 2005; Casey, 2006; Toll 2007; Walpole and McKenna, 2004). As coaching slowly began to spread into the middle school and even some high schools, the International Reading Association in 2006 in conjunction with the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), and National Council for the Social Studies (NCSS) developed Standards for Literacy Coaches at the middle and high school levels (2006). Most of the literature on coaching, however, is descriptive and the vast majority of it still focuses on early literacy coaching in grades K-3 and data from the *Reading First* initiative.

Recent research reports, such as the ACT report (2006) the RAND report on the state of adolescent literacy (2005) and the Carnegie Corporation's most recent *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (2010) have highlighted what Jacobs (2008) calls a "crisis" in adolescent literacy. After the seminal National Reading Panel Report (2000), educators and researchers focused on early literacy. Unfortunately, the narrow focus neglected adolescent learners and their literacy needs. According to the NAEP, 70 percent of middle and high school students are scoring below the proficient level in reading achievement

(2005). Meanwhile, new rigorous Common Core Standards have been adopted by most of the country with the goal of preparing all students for 21st Century College and Career readiness.

The literacy standards of the Common Core state in their introduction:

Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.

(2010).

If students are to meet the challenges of these new standards and of their 21st century literacy expectations, attention must be given to secondary literacy. According to the National Council of Teachers of English (NCTE), “Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement” (2006 p. 8). Coaching holds great promise for providing the critical professional development needed, but at the secondary level, and especially in high schools, literacy coaching is still rare and there is very little literature documenting its effectiveness.

Purpose of the Study

The purpose of this study is to add to the still small, but growing body of research about literacy coaching at the high school level. This is a qualitative in depth case study of a high school literacy coach in his first year as a coach. By closely studying his experiences, the study seeks to identify both the successes and challenges of coaching at the high school level and how it may differ from those of coaches at other levels. The aim of this study is not only to describe the activities of a high school literacy coach, but also to uncover what influences those activities.

Research Questions

Framing this study are the following research questions:

- What does the coach do in his role as a coach? How does the coach spend his time?
 - What is the purpose or are the goals of his coaching?
 - What factors influence what the coach does and how he spends his time?
 - What are his successes and challenges?
 - How are the coach's activities similar to what is described in the literature and how are they different?

Significance of the Study

This study aims to add to the very limited literature on high school literacy coaching by closely documenting the experiences of a high school coach and examining coaching roles. Elementary coaches are far more common in schools and have been written about far more extensively, but there is little information about how coaching in a high school may differ. Through a close, in depth study of a single high school literacy coach, the study will document both how the coach spends his time and what influences what he does. Literature explaining the

kinds of roles, responsibilities and relationships high school literacy coaches should undertake exists, yet few studies have been conducted that seek to document what a high school coach actually does and why he does it as well as how what he does might be similar or different from than an elementary coach and why. This study aims to add to the limited literature by providing a detailed look at the experience of a high school literacy coach, through the multiple perspectives of teachers, administrators, students, and the coach himself.

CHAPTER 2: LITERATURE REVIEW

Two key areas of research inform this study. The first is the research on effective professional development for teachers. The second is the research on literacy coaching.

Defining Effective Professional Development

Professional development for teachers is an important aspect of education. For teachers to be effective they must also be learners and reflective practitioners. No matter how rigorous and extensive a teacher's pre-service training, without classroom experience in which to apply the learning, the training is limited and theoretical (Darling-Hammond, 1998). Teacher training has been documented to be one of the most important factors in student achievement and may in fact be one of the few indicators of student success that a school can control (Guskey, 2000; Michael, 2008; Yoon, 2007). According to the U.S. Department of Education, "research confirms that teachers are the single most important factor in raising student achievement" (NCLB, 2007). On-going professional development is essential to promote teacher growth and thereby achieve quality classroom instruction, and ultimately, student learning.

Professional development for teachers has been a major part of public education in the U.S. since the post-depression era, but the model typically used consisted of single workshops based on a paradigm of deficit in teachers' skills and knowledge (Clarke & Hollingsworth, 2002; Wei et al.2009; Yoon et al., 2007). This model has been criticized in the literature about professional development especially over the last twenty years, and many studies have been done to determine what professional development models and activities are most effective in promoting and sustaining teacher learning and change. The most fundamental shift is in the focus from the idea that change is something done to teachers to something done by teachers as active and involved learners. The idea of life-long professional learning in which the motive is

not to repair inadequacy but to seek “fulfillment as a practitioner of the art of teaching,” (Clarke & Hollingsworth, 2002, p. 948) grounds the current literature on professional development.

The literature defines effective professional development in many ways, but the various elements given can be grouped into three broad categories (with considerable overlap among them). The first is that effective professional development must be job-embedded (Au, 2008; Knapp, 2003; Guskey, 2000; Roe, 2004; Yoon et. al, 2007). For learning from professional development to be translated by teachers into classroom practice it must fit into the context of the teachers’ own work and be based on the perceived needs of the teacher and the teacher’s students in the context of that particular school environment. Teachers must perceive professional development to be relevant to what they actually do in the classroom and to the learning of the students they teach (Clark & Hollingsworth, 2002). The American Educational Research Association’s “Professional Development to Improve Student Achievement” (Holland, 2005) states:

Professional development should improve teachers’ knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers’ actual work experiences also is vital.

(AERA, p. 4).

In a multi-year extensive survey study of teacher professional development in the United States and abroad that included a sample of more than 130,000 teachers in all 50 states and data from over 30 other countries, Linda Darling-Hammond and associates (2009) conclude that the United States lags far behind many other countries in providing professional development that significantly impacts teacher practice and student learning. They found that while American teachers participated in workshops and short-term learning experiences at comparable levels to

teachers in other countries, the chance for sustained, collaborative learning is limited. They conclude:

The structures and supports that are needed to sustain teacher learning and change and to foster job-embedded professional development in collegial environments fall short. The time and opportunities essential to intense, sustained professional development with regular follow-up and reinforcement are simply not in place in most contexts, as evidenced by the short duration of most professional development activities.
(Darling-Hammond et. al, 2009, p. 27).

Schools and districts that tailor professional development to build on what teachers already know and are doing in the classroom have a much greater chance of having the teachers implement the intended changes in their classrooms (Darling-Hammond, 1998).

A second facet of effective professional development is that it is fully supported by both district and school level administrators (Knapp, 2003; NSDC Policy, 2001; Yoon et al., 2007).

The administration should not only attend the professional development, but also participate fully so they can provide the support needed to implement the changes (Professional Development Audit, 2008). In addition, for true change to take place the process includes changes in the environment and school culture, which cannot occur without administrative support. The National Staff Development Council Standards for Professional Development (2001) include the Context Standard, “Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement” (NSDC, 2001). Teachers certainly learn and grow from attending workshops and seminars, or doing graduate work, but if their learning and growth is not supported in their school setting, many times those changes are short-lived (Renyi, 1998). Even the most innovative and enthusiastic teachers cannot sustain their practices in an environment that is not supportive of change. The most effective and sustained professional development not only has administrative support, but also administrative participation. For example, Gilrane, Roberts &

Russell (2008) conducted a two-year case study of the effectiveness of a professional development project sponsored by a Reading Excellence Act grant in a high-poverty rural elementary school. The data they collected suggests that the chief obstacle to implementation of the professional development was a lack of administrative support and understanding of what the new practices they were trying to implement. The researchers conclude, “We cannot suggest strongly enough to others considering intensive professional development efforts that administrators must also be willing to become learners with teachers” (p. 347).

Finally, effective professional development is multi-faceted. Teachers learn in many ways and settings and are changing all the time to reflect this learning (Knapp, 2003; Yoon et. al, 2007). Any professional development effort needs to take into consideration the many ways that teachers learn and the many avenues for growth and provide for as many varied learning experiences as possible. Richardson (2001) lists 8 research-based characteristics of professional development that lead to reform:

1. School-wide (develop culture of improvement and context specific)
 2. Long-term with follow-up
 3. Process encourages collegiality (learning communities, dialogue)
 4. Agreement on goals/vision
 5. A supportive administration
 6. Adequate funds for materials, speakers, substitute teachers, etc.
 7. Buy-in from participants
 8. Acknowledges participants’ existing beliefs and practices.
- (p.1).

Her list is comprehensive for whole school reform, but may not provide a complete picture of the individual teacher’s professional development. Teachers change and grow not only as a result of institutional initiatives, but also as a result of a myriad of other experiences. Reflective teachers are always changing, adapting, and modifying their instruction based on formative data gathered in the classroom. As they see students are not understanding or able to apply what they are

attempting to teach, they modify their lessons to meet the needs of their students. Some teachers formalize the collection of formative student data and work in collaboration with other teachers to examine student work and design instruction based on what they learn (Buchanan & Schultz, 1993). Whether in a formal setting, or informally in daily classroom interactions, teachers are continually changing and adapting to meet the needs of their students. Laura Desimone (2009) lists the many ways teachers develop professionally as documented by research on professional development and concludes that teacher learning is “complex, interactive, formal, and informal” (p. 183). Because professional development is so complex and varied, Desimone (2011) advocates that the evaluation of professional development should be conducted by assessing how well it addresses “core features” rather than evaluating the activity itself (p.69).

The seemingly obvious purpose of professional development is to improve teacher practice and ultimately student achievement. Guskey (2002) describes professional development as “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (p. 381). Changing teacher practice, attitudes and beliefs, however, is not a simple process and many professional development initiatives have proved to be ineffective (Cantrell & Hughes, 2008; Cohen & Hill, 2000). Teacher change is a complex process which Smith (2009) notes is found in the literature to involve “shifts in sociocultural norms and participation in discourse communities” (p.1; Richardson & Placier, 2001). Malcolm Knowles developed a theory that is specific to adult learning which he called andragogy (1984). He used the term in order to distinguish between what he conceived as pedagogy for teaching children, and his theory of andragogy for adults. In his view, children do not have the requisite experience to determine their own learning goals the way adults do. Andragogy posits that adult learners need to set their own learning agenda, learn

best by experience, and learn the most when what they are learning is of immediate value (Knowles, 1984). A second theory of adult learning, Mezirow's theory of perspective transformation, emphasizes the change in perspective that often accompanies adult learning (Glickman, Gordon, & Gordon, 2001). Transformative learning follows from a disorientating dilemma that causes reflection and action (Mezirow, 1990). Although not all those who study adult learning agree with either theory, or even agree that adults learners differ significantly from younger learners (Pratt, 1988, Brookfield, 1995), principals of adult learning endure from both these theories that grow out of a need to understand the complexity of adult learning and change. In The New York City Leadership Academy's publication, "Adult Learning Theory" (2006) lists five essential principals of adult learning from a synthesis of the research in the field:

- Adults learn most deeply from experience and reflection
 - Learning is a social process
 - Adults have a high capacity to learn from the discomfort inherent in moving from the known to the unknown
 - Adults learn by creating and revising stories
 - Adults learn best in an environment of structured freedom
- (NYC Leadership Academy, 2006).

For professional development to effectively bring about teacher change, the ways in which adults best learn must be considered. Guskey (2002) maintains that teachers change in response to what works in their classroom with their students so that their beliefs change in response to experiences in the classroom that positively impact student learning (p. 384).

Studies are clear that effective professional development for teachers can have a profound effect on student achievement (Professional development Audit, 2008; Darling-Hammond, 1998, Wei, et al., 2009). Some warn, however, that the focus on professional development sometimes forgets that the ultimate goal is not only teacher growth, change, and learning, but student learning and achievement. Mizel (2003) states, "In and of themselves, the newer types of staff

development mean little. What matters is the degree to which they cause educators to develop and apply practical knowledge and skills that increase student achievement” (2003, p.12). Much of the literature on effective professional development has focused on teacher change and how teachers are implementing new practices in their classroom. Other literature has focused on how professional development has influenced teachers’ beliefs and attitudes. It is only recently, however, that studies have been done to determine the effect of professional development on student achievement. Yoon and colleagues (2007) reviewed 1300 studies that might demonstrate the effect of professional development for teachers on student achievement but found only 9 that met the rigorous What Works Clearinghouse standards for evidence. The nine studies demonstrated significant student gains as a result of teacher professional development in the three distinct content areas of mathematics, language arts, and science (2007). The results are certainly promising, but much more could be learned about how specific teacher learning influences student outcomes.

Literacy Coaching as Professional Development

In order to insure that teachers try new initiatives and strategies with fidelity, many districts and programs employ instructional coaches to work side by side with teachers to model new programs and assist teachers individually in implementation such as the coaches in the Reading First and other initiatives (Deussen et. al, 2007; Showers & Joyce, 1996;). In a large-scale professional development initiative in Florida, coaches were extensively trained and used to assist teachers in classrooms to implement the America’s Choice literacy program in their classrooms. An independent auditing firm examined the results of the professional development in surveys of over 800 staff members, focus groups of over 100 teachers and administrators, ethnographic data from 12 classrooms, and also measured the correlation of professional

development to student performance on standardized tests. The study found a positive correlation between the professional development teachers received and student achievement, but found that the contributions of coaching varied widely. In the schools where the coach was well trained and not assigned administrative duties that encroached on his or her time, the support provided by the teachers facilitated greater implementation of the model. (Professional Development Audit, 2008). In a study of coaching at a university reading clinic, Collet (2012) found, "...teachers showed evidence of application and transformation of learning about literacy instruction. Interactions with a coach appeared to support the teachers' increasing expertise" (pg. 42). The increased use of coaching represents a shift in professional development from a whole staff or a whole department model to a collaborative individualized approach catered to teachers' unique needs. Instructional coaches and other peers can have a great impact on teacher learning and growth (Deussen et. al, 2007). In a study of professional development for early childhood teachers, Neuman and Cunningham (2009) found, "Participants who received coursework and coaching demonstrated higher quality practices, after taking into account pretest measures of quality, than their counterparts who received no treatment or course-based professional development only" (p.556). Coaching proved to have a significant impact on teachers' growth and practices. Numerous recent studies have shown the impact of coaching on teacher practices (Biancarosa et. al, 2010; Gamse et. al, 2008; Garet et al., 2008) and some recent studies such as Elish-Piper & L'Allier's 2011 study have begun to explore the relationship between coaching of teachers and student achievement.

Coaching meets the professional development criteria of being job embedded. Coaches work side by side with teachers in classrooms and schools and are uniquely situated to know the needs of both students and staff. In a report on how the Bay Area School Collaborative used

literacy coaches to help transform instruction, Symonds (2003) writes, “Coaching is a strategy that embeds expertise in the teaching force...Coaching, therefore, directly affects the heart of schools: teaching and learning in the classroom (p. 8). Coaches can also mediate the relationships and partnerships between teachers and building and district administration by serving as a communication agent for teachers as well as an agent of change for the district (Donaldson & Neufeld, 2006; Poglinco et. al, 2003; Walpole et. al, 2010). Since the professional development is occurring in their buildings, principals and other administrators are more likely to participate, and just the act of hiring a coach, especially with tough economic times and tight budgets shows a commitment on the part of the district to provide quality professional development for teachers.

Finally, coaches are uniquely situated to provide multi-faceted professional development that is differentiated to meet varied teacher and student needs. In an extensive study of 190 Reading First coaches, Deussen et.al, (2007) collected data on the time coaches spent in various activities which enabled the researchers to cluster coaches into five major categories: data-oriented, student oriented, managerial, and teacher oriented coaches. Data oriented coaches focused on student data and assessment to help inform teachers’ instruction. Student oriented coaches spent more time working with students than with teachers. Managerial coaches were most involved in meetings and paperwork for the school, and teacher oriented coaches were most focused on professional development for teachers. The researchers point out the significance of the differing roles and variations for coaches in that even in a single program such as Reading First, “People who hold the same job define and perform their work in very different ways,” (Duessen et. al, 2007 p.4). Coaching is unique because a coach functions within the culture and needs of a particular school and faculty and can adapt to the needs of that particular environment.

Studies of implementation rates of teacher practices from training show tremendous gains when followed up with coaching. Knight's (2007) study found that 85% of teachers implemented new strategies learned when the professional development was followed up with instructional coaching (p. 3). Coaching may not be the only way to provide teachers with professional development, but it is unique in that it meets all the criteria identified for effective professional development.

Literacy Coaching Roles and Responsibilities

Literature on the roles and responsibilities of literacy coaches abound. In the "Standards for Middle and High School Literacy Coaches" (2006), three leadership and one content area standard are listed with numerous elements and performances given for each. In a national survey, Blamey and colleagues (2009) listed fifty-five possible coaching activities based on the standards. Deussen and colleagues (2007) developed five categories of coaches based on their research in Reading First schools. Toll (2007) identifies three coaching functions: intervening, leading, and partnering. Poglinco et. al, (2003) identified five coaching models: technical, collegial, peer, mentoring, and literacy. Knight (2009) identifies six types of coaching: cognitive, content, literacy, instructional, differentiated, and leadership. Moran (2007) developed a coaching continuum of eight roles of increasing intensity: collaborative resource management, literacy content presentations, focused classroom visits, coplanning, study groups, demonstration lessons, peer coaching, and co-teaching. Jay and Strong (2008) list three: facilitator, observer, and colleague, but add that "The roles and responsibilities of the literacy coach are defined and refined as the position evolves" (p. 33). The number of roles and responsibilities of coaches in the literature is staggering. To help clarify the role, the International Reading Association published the following definition:

A reading coach or a literacy coach is a reading specialist who focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices. They provide essential leadership for the school's entire literacy program by helping create and supervise a long-term staff development process that supports both the development and implementation of the literacy program over months and years (International Reading Association, 2007).

Even so, as Stevens (2011) notes in her study entitled *The High School Literacy Coach:*

Searching for an Identity, “the lack of a clearly defined set of roles and responsibilities can be problematic for coaches as they negotiate the many demands that are placed on their time” (p.23).

Some of the literature on coaching roles distills these multiple roles into two broad categories (McKenna & Walpole, 2008; Neufeld & Roper, 2003; Poglinco, 2003; Smith, 2012). McKenna & Walpole (2008) call them change and content coaches as do Neufeld & Roper (2003) and Poglinco (2003). Smith calls them mentoring and literacy program advocate. Ippolito (2010) calls the roles responsive coaching, coaching for teacher self-reflection, and directive coaching, which is coaching for the implementation of specific practices. What is similar in these is that one set of duties falls under the broad umbrella of helping teachers and the other of effecting institutional change. The literature on coaching is clear that a coach must develop relationships with teachers in order to be able to provide support and professional development (Jay & Strong, 2008; Knight, 2007), however as Toll (2005) says, “Literacy coaches are in the change business. Their jobs wouldn't exist if someone didn't want someone else to change.” (p. 14). Smith (2012) studied three middle school literacy coaches and described what he calls the “tension” in the “balance between teacher mentoring and literacy program advocacy coaching responsibilities” (p.12). In a large scale study of Florida middle school coaches, Marsh & McCombs (2009) found that many coaches described themselves as “spread too thin” (p. 503).

and came way short of the state's goal that they spend 50% of their time in classrooms working with teachers. In a related study of twelve teacher leaders, Mangin (2005) notes that "In order to gain access to teachers, teacher leaders frequently compromise their instructional improvement objectives, limiting their work to instructional assistance and minimizing the amount of change expected of teachers" (p.1). This tension seems germane to the coaching role. In order to effect change coaches need to build relationships, yet building those relationships is time-consuming and can take away from the business of effecting change.

A second obstacle for coaches to affect change is the resistant teacher. Since coaches do not have supervisory authority, they cannot require teachers to work with them. Much of the literature on coaching talks about the teachers who are reluctant or resistant to coaching (Knight, 2007; Smith, 2006). In some instances it is the teachers who most need to change who are resistant to working with the coach (Toll, 2005). Coaches have to be able to navigate those interpersonal relationships to get teachers to want to work with them.

As mentioned previously, literacy coaching is far more wide spread in elementary schools than at the high school level subsequently most of the research on literacy coaching has been conducted at the elementary level. As a result, most of the roles and responsibilities in the literature focus on elementary coaches. Recent studies of high school literacy coaches (Blamey et. al, 2011; Gross, 2008; Stevens, 2011) have begun to discuss the inherent differences between coaching in a high school and coaching in an elementary school. While elementary school coaches work with a team of teachers who are all responsible for literacy instruction, high school literacy coaches work with content specialists who may or may not believe they should be involved in supporting growth in student literacy skills (Stevens, 2011). She writes: "Most of the research on coaching has been conducted at the elementary level, where literacy is the

foundation of the curriculum. However, the unique features of high schools must be taken into account if coaching efforts are to be successful” (Stevens, 2011, p. 23). In a study of middle school coaches, Marsh, 2012, calls for, “a comparative analysis of coaches at different levels” (p. 24) in recognition of the differences in roles of an elementary and secondary coach. The Annenberg Foundation for School reform launched a program to train literacy coaches for high schools in the neediest urban areas of Pennsylvania in 2005. Reflecting on their extensive work with high school coaching they write:

While certain elements of good practice hold true across the K-12 spectrum, trying to apply what worked in elementary schools will often undermine the work in secondary schools. Effective coaching recognizes and adapts to the structural, cultural, and instructional differences of different school levels” (King et. al, 2005 p.5).

Conclusion

Coaching is a unique model for providing quality professional development for teachers. What is meant by coaching, however, is still being defined and explored, particularly at the high school level. How coaches in day to day practice actually enact the different roles of a coach in a high school setting and why they enact them has not been documented. By closely studying a high school coach as he serves both as a mentor or content coach as well as a change coach or literacy program advocate, this study adds to the scant research on how these roles are enacted at the high school level.

Conceptual and Theoretical Framework

As indicated by the existing literature on professional development, if professional development is to have the desired effect of improving classroom teaching and ultimately raising student achievement, three steps must occur as represented by the chart below. The first is that

the professional development that is provided must be of high quality, that is, it must be intensive, focused, sustained, supported, and implemented with fidelity (Yoon et al., 2007). It should also meet all 8 of Richardson's characteristics mentioned previously for successful school reform (2001). The second step is that teachers themselves have to have the skills, motivation, and resources to apply what they have learned in their classroom practice (Showers, Joyce, & Bennett, 1987). The final step is that the change in classroom practices, or the teaching, that takes place as a result of professional development should increase and enhance student learning (Yoon et al., 2007).

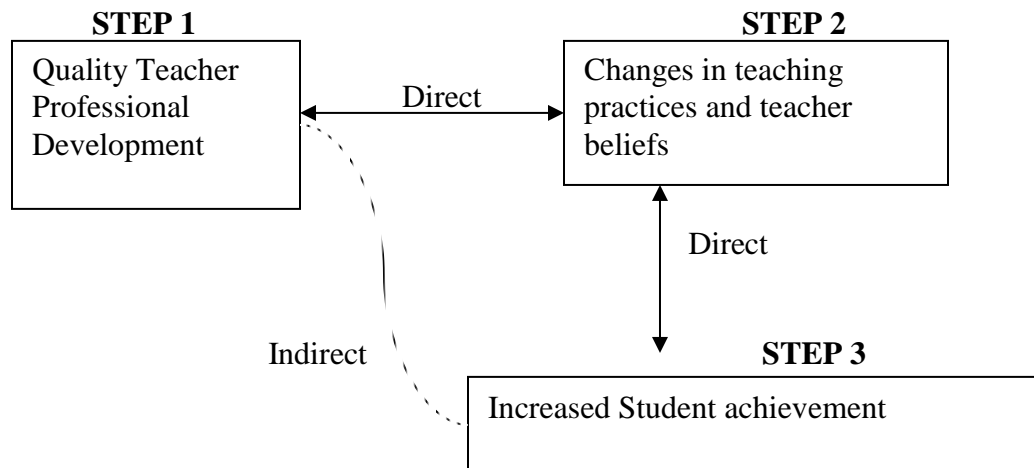


Figure 1: Professional Development Impact

It is important to note that the flow between each step goes both ways to reflect that effective professional development is sustained and responsive to teacher growth and changes in teachers' needs. Teachers' practices also change not only in response to the professional development, but also in response to student understanding and growth (Roe, 2004). Although student learning is the end goal of professional development, there is no direct causal link between the two as each is mediated through the teacher. As a result, documented student learning as a result of professional development is not often seen in the literature. Coaching as part of the model of

professional development that is job embedded and contextualized to meet the teachers' unique instructional needs can help to strengthen that indirect link. By focused coaching on student data from a teacher's actual classroom, rather than a generalized idea of students, the indirect link is strengthened as shown in figure 2.

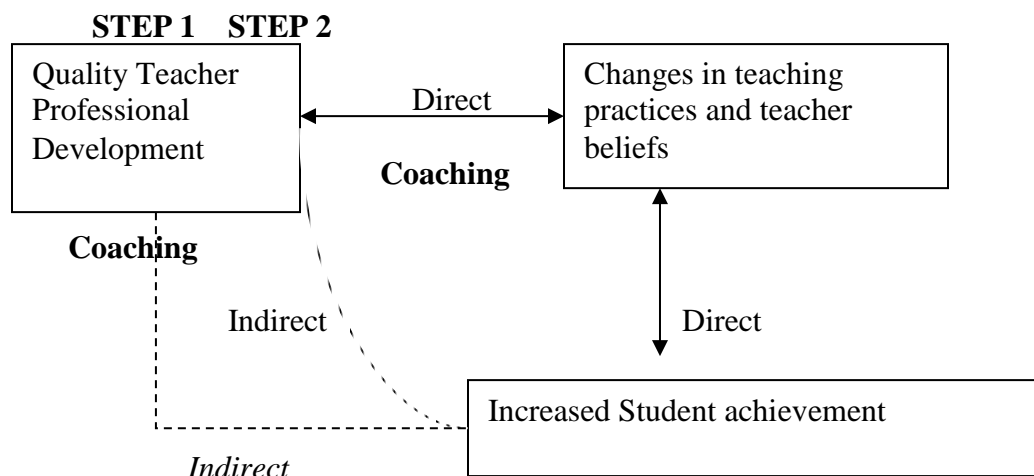


Figure 2: Coaching Impact

Sociocultural and Adult learning theory

Because of the recursive nature of teacher change in response to professional development, as well as to student learning, the theoretical stance I used to frame my case study of literacy coaching in the high school is a sociocultural one. I began with the assumption that learning is situated in social contexts and that learning involves changes in participation in communities rather than individual acquisition of concepts separate from experience (Gee, 2003; Lave & Wenger, 1991; Vygotsky, 1978). Similarly, as individuals become full participants in social communities, the communities themselves evolve and change (Lave & Wenger, 1991). So then, learning is what Gee calls a “process of socialization into a Discourse community” (2003, p. 123). The Vygotsky Space Model developed by Ron Harré (1984) and elaborated on by

Gavelek & Raphael (1996) provides a useful lens for the study of coaching. In this model, the public or social is transformed in the individual who is learning, and then returns back to the public/social. This recursive process of transformation is continually “evolving and changing over time and with experiences” (p. 187). Rather than being given professional development by a literacy coach, teachers are full participants in a “community of practice” in which “understanding and experience are in constant interaction” (Lave & Wenger, 1991, p. 52). The teachers themselves inform the process through participation and interaction with the coach. Gallucci et.al (2010) used the same lens to study coach learning in the context of their work. In this case, the same lens is used as a way to look at the varied perspectives of the coach, teachers, and administrators in a particular context (a single high school).

Adult learning theory is a second lens from which I framed this study. In his theory of adult learning which he calls andragogy, Malcolm Knowles emphasizes the importance of both experience and independence in adult learning (Knowles, Holton & Swanson, 1998). He says that adults need to know the “how, what, and why of learning” (p. 135). According to Knowles, adults learn best when they can be self- directed, take ownership for their learning goals, and learn by experience. Guskey’s (2002) model for teacher change aligns with Knowles’ adult learning theory in that it begins with professional development that aligns to what teachers want (p. 383) and then is implemented in classroom practices and has an impact on students learning outcomes. The final step is a change in teacher beliefs and attitudes. Although there is considerable overlap in sociocultural theory and adult learning theory, together they form a useful lens for examining the ways in which a coach works with teachers and impacts instructional change.

CHAPTER 3: DESIGN AND METHODOLOGY

Case Study Design

The intent of this qualitative study was to document the activities of a literacy coach in a high school setting. The coach was studied closely through a focused in-depth case study using interviews, observations, and artifacts. The purpose for using case study design and qualitative data was to better understand literacy coaching at the high school level and understand what a high school literacy coach does and what influences these activities. Case study design was chosen to provide a rich, detailed description (Creswell, 1998).

Data was collected through observation, in-depth interviews and documents and artifacts. Case study design was chosen to provide “vividness and detail” of the setting and participants under study (Marshall & Rossman, 1999, p. 159). The coach himself kept a very detailed log of his activities each day. A sample of his log is provided in the next chapter.

Setting

This study focuses on a description of the experiences, activities, perceptions, and relations with teachers and administrators of a high school literacy coach. The high school serves a large and very diverse student population from a range of ethnic, cultural, socio-economic groups and with varying achievement levels. School-wide achievement levels have varied greatly over the years and the high school has achieved adequate yearly progress according to the NJ guidelines in some years and in others has not. Since moving into a brand new building five years ago, the school has had four different principals. The current principal is brand new to the school but has come with experience as an urban principal.

Although there has been academic coaching in the district for over 10 years, this is only the third year for academic coaching at the high school level. The coach is brand new to

coaching, though he has taught in the high school for many years and is perceived by many as a teacher-leader, having served on numerous school committees and as the English department chair. Initially the study was to focus on the prior literacy coach, but she decided to leave for grad school and the coach in the study was hired to replace her. The coach in the study agreed to participate and was studying his own practice simultaneously as a final project for his administrative degree so we worked together to gather and discuss data. In addition he had support from the other coaches in the district through a monthly meeting of all the literacy and math coaches called “Coaching the Coaches,” as well as monthly meetings with the other literacy coaches in the district. Although math and literacy and math coaches have been employed in the district for many years, and coaches service every school in the district, they are repeatedly scrutinized and their purpose challenged as the budget continues to tighten.

Sample

The coach was brand new to the position during the school year of this study though he had been a teacher in the high school for many years and served as the department chair for the prior two years. According to the state guidelines, the teachers in the school were implementing a new curriculum in September 2012 that was aligned to the Common Core State Standards and was written by the teachers in grade level teams over the previous school year. The charge for the 2012-13 school year, the year in which the study took place, was to implement and revise the units of study they had written as well as develop common assessments to document student progress as required by the new teacher evaluation system mandated by the state. To accomplish this work, bi-monthly ninety-minute professional development sessions, two full in-service professional development days, and one class period of common planning with grade level teams three times a week had been built into the schedule. Along with the supervisor, the coach

facilitated many of these sessions. As data was being collected the coach was actively participating in the study by keeping a coaching journal and logging his daily activities and reflections (Elish-Piper & L'Allier, 2011), as well as adding his review and analysis of the data as it was collected. This also served as a project for the coach's own graduate work.

Data Collection

The coach's journal and his notes and power points from each presentation he gave throughout the entire school year (from September 2012- June 2013) were collected as data. In addition, interviews and shadowing took place from January 2013 -June 2013.

The qualitative data relied on multiple methods of data collection in order to provide a rich description of the coach. These included three sets of formal interviews with the coach, as well as short debriefing interviews after each observation event, a single set of interviews with a volunteer group of teachers with whom the coach works, observations (shadowing) of the coach at work on five full days , and the collection of documents and artifacts, which included the coach's log.

Interviews

The first formal interview with the coach took place at the very beginning of the study in January 2013. The second interview was toward the middle of the study after three full day observations in which qualitative data had been collected and analyzed. During the interview the coach and I discussed the data that had been collected as well as the coach's interpretation of the events that were documented. A final formal interview took place near the end of the study after all the observational data had been collected and had begun to be analyzed. The interview protocol was semi-structured in order to elicit as much information as possible (Seidman, 1998). In addition, after each observation/shadowing, the coach and I debriefed to provide context,

answer questions and clarify understandings. Although some of the interview questions were developed in response to the data, appendix 5 provides the basic structure. The initial interview with the coach was arranged at a convenient time and place for him and lasted about 45 minutes. The second and third interviews again used a semi-structured protocol to explore the emerging questions raised by the data as well as to clarify and revise. The coach's own analysis and interpretations of the data were also elicited as the data was shared with him, and he also analyzed his own activity logs and coach journals so that his understandings as a result of the research could also be represented in the findings. In addition, the coach was given transcriptions and notes for clarifications, revisions, and reflections so that he could serve as a participant researcher. Interviews with the volunteer teachers and the principal also took place between the first two interviews with the coach so that he could review their responses as well. All interviews were recorded and the recordings transcribed as soon as possible after the interview. My own understandings and notes on the context of the interviews, as well as emerging understandings were noted in the margins.

Observations

Observation was used in the study in order to form a rich, in-depth portrait of a practicing high school literacy coach. Eight observation events took place over the course of the study encompassing as many different coaching events as possible. Five of the eight were full day shadowing where I accompanied the coach throughout his day. The types and variety of coaching events to be observed was determined both by the analysis of the emerging data, and by the coaches' own schedule of activities. The observational protocol consisted both of field notes taken on my laptop notebook and taped recordings of the coach and those with whom he interacted. Notes taken during observation are both descriptive and reflective, with the reflective

notes added to the descriptions in a bracketed column on the side of the page. The coach was given transcriptions for his review. He was encouraged to note comments, explanations and reflections.

Documents

To further provide triangulation (Mathison, 1988), documents and artifacts were also be collected. Documents help to “ground an investigation in the context of the problem being investigated (Merriam, 1998, p. 126). Coaching logs, lesson plans, presentations, and emails gathered from the coach were examined in order to “uncover meaning, develop understanding, and discover insights relevant to the research problem” (Merriam, 1998, 133).

Timeline of Data Collection

Data collection occurred over a 6-month period from January 2013 through June 2013.

The timeline is summarized in Table 1.

January	February	March	April	May	June
Interview 1 Coach Observations (2)	Coach Observations (2) 1 day shadowing	Interviews of teachers and principal 1 day of shadowing	Coach observations (1) 1 day of shadowing	Coach observations (1) 1 day of shadowing	Final Coach Interview 1 day of shadowing
	Analysis of survey data		Gather documents and artifacts		Gather documents and artifacts
Begin to	Gather				

gather documents and artifacts	documents and artifacts				
Transcription and coach verification and reflection.	Transcription and coach verification and reflection.	Transcription and coach verification and reflection.	Transcription and coach verification and reflection.	Transcription and coach verification and reflection.	Transcription and coach verification and reflection.

Table 1: Data Collection

Role of the Researcher

At the time of the study, I was the supervisor of secondary language arts in the district in which the study took place. As such, I was the primary evaluator of the high school coach, and the teachers with whom he worked from the English department. Although this did give me easy access to the site, participants, and other data, it does raise questions about participants' comfort in reporting honestly and accurately. In order to alleviate this it was important for me to define my role as a researcher in this context and insure the participants' of confidentiality and anonymity. I informed all parties at each research event that I was not at work that day and took personal and vacation days for each observation/ shadowing event. I did not participate or respond to questions and soon it appeared that the teachers and coach forgot my presence. In addition, my understanding of the organization, participants, and the context helped to situate the research I was gathering and aided in gathering deeper, more rich information.

Data Analysis

The qualitative data relied on multiple forms of data in keeping with case study design (Creswell, 1998). The data was coded in two ways, the first to align to the research questions and the second to align to with Mary Catherine Moran's (2007) 8 categories of literacy coaching on her continuum. Moran's literacy coach continuum was chosen for a few reasons. The first was that she focused on actual activities that coaches engage in. The other is the emphasis in her work on differentiation in coaching. Teachers at various levels of learning and experience have very different needs, and the continuum addresses those differences. Each of these was color coded on the transcript as the transcript was typed shortly after each interview or observation. Two left side margins were reserved on the transcript. The first was to be labeled for the researcher's contextual notes, reflections, and preliminary analysis that helped to inform subsequent data collection (Miles & Huberman, 1984). The second column was reserved for the coach to provide his feedback and reflection. This not only served to ensure reliability, but also to include the coach's understandings and insights and enlisted him as a participant researcher (Marshall & Rossman, 1999). In addition, after each interview/observation a summary was written. As Miles and Huberman (1984) explain, "The summary reviews findings, looks carefully at the robustness of the data supporting them, and sets the next data collection agenda" (p.25). Finally, an outside researcher was hired to code and review a large section of the data, including the coach's log to provide inter-rater reliability.

The outside researcher who was hired to code data, Renee (a pseudonym), was chosen for a few reasons. The first was that she had previously successfully conducted her own qualitative study for her dissertation. The second was that she was (and still is) a literacy coach in another building in the same district where the study took place and was familiar with the coach in the study, the researcher, and the context in which the study took place. Finally, she was chosen

because she has a strong knowledge base about coaching itself and the research about the literacy coaching.

Renee and I each coded the first two months of the coach's log and the first two sets of observational notes and interviews from the days I spent shadowing the coach. We compared codes afterward and found consistency in our coding of events according to Mary Catherine Moran's coaching continuum. These described how the coach spent his time and are reflected in the chart below. As we discussed our coding and compared, Renee noticed that a second coding would need to be applied in order to answer the second research question I had which asked what the goals of his coaching were and what influenced those goals. At this point I decided to do two sets of coding, the first based on Mary Catherine Moran's continuum we called "format codes" and the second coding based on the content of his coaching which we called "topic codes." We recoded the original data at that point independently and then again came together and found consistency in our coding.

After the data was organized and coded for each event, information was sorted by each color category and placed in separate files by color and sorted within each folder into transcription, analysis, reflections of the participant (coach), and field notes, so categorical aggregation could take place (Creswell, 1998). As mentioned above, the coding took place in two rounds. First the notes, logs and transcripts were coded in what I refer to as "format codes." These are based on Mary Catherine Moran's coaching continuum (2007) in which she lists eight coaching activities. These represented how the coach spent his time. Additional format codes were added to the list as they emerged from the data. A list of the format codes and an example for each are listed in the chart below:

Format Code	Date/Time	Activity
Collaborative Resource Manager	10/10/12- Period 3	Provide P.D. with materials for Public Speaking class.
Literacy Content Presentations	12/10/12 After school	Presentation to English department on common midterm development (see power point).
Classroom Visits	4/23/13 Period 8	Observed teacher completing literature circles
Co-Planning (includes Common planning meetings)	4/10/13 Periods 2 and 4	Met with grade level common planning teams to serve as a resource for completion of common assessment data spreadsheets
Study Groups	4/29/13 After school	Facilitated the “Write Group” to research and study how to best teach writing.
Demonstration Lessons	5/20/13 Period 1	Modeled lesson on how to engage students for reading (MM grade 10).
Peer Coaching	12/19/12 Period 7	Met with teacher to reflect and debrief on lesson observed and next steps
Co-Teaching	1/11/13 Period 3	Planning of co-teaching art history writing process (AP)
One-on-one meetings with teachers	11/20/12 After school	Met with TF to help integrate Google Docs in upcoming unit
One-on-one meetings with leadership	10/1/12 Period 2	Met with supervisor to review notes from the county superintendent’s meeting we attended.
Attending PD	12/21/12 9:00am-12:00pm	Monthly “Coaching the Coaches” PD for district coaches: Data analysis for planning PD.
Email and Record keeping	11/8/12- Period 3	Email, reorganized coaching log
Work with individual students	2/1/13 Period 4	Met with student to help her with recitation for the Poetry Out Loud competition
I&RS meetings and follow up	12/18/12 Periods 2-7	Attended I&RS team meetings. Suggested diagnostic assessments for two students.

Work done alone	11/13/12 Period 5	Worked on data analysis to discuss with teachers
CEP support (March-June only).	6/5/13 Period 1	Met with guidance counselors to review the list of registered CEP students for the fall.
Department chair support	2/1/13 Period 1	Met with department chair about materials protocol.
Collegial courtesies	4/19/13 Period 1, 3	Hosted visiting Rutgers students and placed them in classes to visit.
Group meetings with leadership	3/22/13 Period 7	Scheduling committee meeting with principal and teachers

Table 2: Format Codes

Two other categories (interviewing and dealing with substitute issues) appeared in the log data, but each only in a single month and for very little time, so they were eliminated from the format code categories.

Once the data was coded into format codes, each piece of data was then coded according to topic, referred to as topic codes. The topic codes represent what the work the coach did was about. Eleven topic codes emerged from the data as Renee and I worked together for the second round of coding. They are:

1. Policy (explaining, clarifying, hearing concerns about)
 - a. Meetings with teachers to prepare for their observations/ evaluations
 - b. Meetings with teachers to help them develop their professional development plans
 - c. Discussions about student placement requirements
 - d. Teacher meetings and concerns about the schedule
2. Assessment
 - a. Includes common assessments, PSAT, SAT, AP tests, unit assessments
3. Data
4. Classroom Management
5. Technology
6. Strategizing instruction
7. Strategizing around a student
8. Strategizing curriculum
9. Parent- teacher communication
10. Purpose/ philosophy
11. Building understanding of teachers and practice

An example of each topic code from the coach's log can be found in table 3 below.

Topic Code	Date/ time	Activity
1. Policy	9/25/12- period 2	Met with SM about planning a field trip.
2. Assessment	10/1/12- after school	Met with English department to discuss common assessments. Specifically, we divided the department into five split-level groups to share the common assessments.
3. Data	10/15/12- periods 7&8	Worked on data analysis of NJ ASK scores for grade 9.
4. Classroom Management	10/5/12-period 6	Met with JG. We discussed classroom management issues. We discussed the holistic approach to classroom management--looking at a bigger picture of how the whole student is doing.
5. Technology	1/11/13- period 1	Met with teacher about electronic portfolios. Talk to teacher about Google Drive and set up a Google account for her.
6. Strategizing Instruction	12/7/12- period 1	Met with PK. Worked on getting material to assist her with her independent reading, SSR, reading log project.
7. Strategizing around a student	4/11/13- period 1	Met with teacher. Discussed student I am helping her to reach out to.
8. Strategizing curriculum	3/7/13- period 6	Met with teachers. Discussed English 10 curriculum.
9. Parent-teacher communication	4/10/13- period 2	Met with teacher to discuss how to handle a difficult parent.
10. Purpose/Philosophy	2/21/13-period 5	Spoke with teacher--shared success stories about students who were rough in high school and turned out well after college. Purpose of the story is to let the teacher know that the things we do in the classroom have their effects, even if it is not immediate.

11. Building Understanding of teachers and practice	11/19/12-period 2	Met with JG. She showed me the many things that she's doing with technology.
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Table 3: Topic Codes

Once the coding was complete, the files were read and reread (Marshall & Rossman, 1999) and notes added using post-its as ideas were generated by the reading. Frequency by month was also noted as well as frequency for the year of both format and topic codes. Then analysis of the data was written up under each subcategory and then across categories.

Once the case was analyzed a description of the case was written followed by the themes and generalizations gathered. The report concludes with both the researcher's interpretations of the findings and the interpretations of the coach studied.

Trustworthiness and Ethics

Prior to the study, written permissions were obtained from the superintendent of schools, the principal and the coach for the case study as well as permission granted to conduct the study by the Rutgers Institutional Review Board. Triangulation of data sources to include observations, interviews and the collection of artifacts provided multiple forms of data to check against one another (Creswell, 2007). For example, data obtained from an interview was checked against what is observed as well as artifacts such as the coaching journal.

A second method to establish validity was the use of member checking. After each transcription of data, the participant in the study (the coach) was given the transcription, as well as the researcher's emerging analysis of the data. He was asked to record his own thoughts, reflections, and insights about the raw data on the transcripts, as well as his corrections and interpretations of the researcher's notes. He was also given drafts of each of the summaries completed by the researcher, as well as a draft of the final findings and analysis. His input is also represented in the final report. As Creswell and Miller explain, "In this way, the

participants add credibility to the qualitative study by having a chance to react to both the data and the final narrative” (Creswell & Miller, 2000, 127). As a case study, the report also relies on what Creswell and Miller describe as “thick description” (2000). By describing the case in as much detail as possible, I am trying to paint of picture of the contexts of the study in order to “help readers understand that the account is credible” (Creswell & Miller, 2000, 129).

Finally, an outside researcher was hired to code some of the data in the study, to collaborate on analysis and findings and to provide objective insights.

Limitations of the Study

Since this is a qualitative case study, the findings are limited to the case under study and are therefore not generalizable. The study does, however, provide a rich description of literacy coaching in the high school level in order to add to the very limited body of research of coaching in a high school setting.

CHAPTER 4

Setting the Stage: Shift Happens

This qualitative study sought to document what a literacy coach does at the high school level, what influences those decisions, and to describe in rich detail his successes and challenges. The year in which this study took place was riddled with changes and challenges for teachers and for education in general. It is tempting to look at the year as unique or an anomaly; however, change has been the nature of education for many years now. Each year brings its own set of changes and challenges in the ever-changing field of education; changes in standards, changes in expectations, changes in teacher evaluation, etc. As the coach in the study states, “The only constant is change, and if we are to be successful we have to embrace it.”

In the 2012-13 school year, at the school in which the study took place, the teachers were implementing a new curriculum that they had written in grade level teams the previous year based on the Common Core State Standards. They were charged with designing common assessments to align with those units to be given to students for the first time. In addition, a new teacher evaluation system was being implemented based on the work of Charlotte Danielson. The superintendent began the year at his convocation on the first day the staff returned with a short video entitled “Shift Happens,” which talks about the changing world in the 21st Century and how education has to “shift” in response. That was a predominant theme for this year at the Jefferson High School (a pseudonym) and throughout the district.

Other changes for the Jefferson High School were its principal (the fourth in six years) and the literacy coach (the third in four years). Jerry (a pseudonym) had been a teacher at the high school for 14 years. When the previous literacy coach decided to leave to pursue graduate work, Jerry was hired to take her place. He was well respected in the school and in the English

department with whom he primarily worked, and had served in many leadership capacities in the school which made him a good candidate for the position.

Jefferson High School is a large suburban high school serving a highly diverse student body. It's approximately 2500 students represent a large African-American population, Asian, Indian, Hispanic, and White. Over 60 languages are spoken at home. Socio-economically the district is diverse as well. The eastern side of the township includes subsidized housing and the southern part includes million-dollar homes. Although the literacy coach worked with teachers across disciplines, his primarily focus was with the English department. In the 2012-13 school year, the English department at Jefferson High School consisted of 27 teachers. Of the 27, ten were tenured, three were tenured but had just transferred from the middle school to the high school and the rest were non-tenured (in the school for 3 years or less). Four were in their very first year of teaching. Because of state initiatives to implement the new Common Core State Standards and align the curriculum to them, Jefferson had arranged the schedule to accommodate "common planning periods" a few times a week in addition to the teachers' daily prep period. Common planning periods were periods set aside for teachers to meet in grade level teams to work on curriculum. This was the third year of common planning at Jefferson. In the first year the teachers had conducted a gap analysis as required by the state to measure the curriculum against the Common Core State Standards. In the second year of common planning the teachers at Jefferson designed new units of study at each grade level based on the standards. In the year of the study, the charge was to revise those units as they were implemented in the classroom as well as design common assessments to measure student learning and progress toward meeting the standards. As will be seen later in the chapter, much of the coach's time in the year of the study was spent in common planning meetings with the English teachers.

Peace in the Midst of Change

Jerry started his work as the literacy coach before the school year even began. His extensive log documents meetings with the supervisor and many teachers before the school year began. Throughout the month of August, Jerry met with teachers, listened to their concerns and strategized for instruction. His first presentation to the English department took place on the first day of school's department meeting. There he presented his peace sign. The peace sign hung in the room where the department common planning teams met and served as a theme and touch stone throughout the year. The way teachers would be at peace, the metaphor asserted, was to align one's personal goals to the school goals and the department goals. Although he phrased it as such, these were really new state requirements and mandates under New Jersey's AchieveNJ and the Common Core State Standards. Assessments needed to be developed that aligned to the standards that would be used to measure student growth over the year and eventually be included as part of a teacher's evaluation. Jerry explains the peace metaphor:

We as educators can tend to feel frustrated when we encounter things that draw our time and attention in different directions. What we need to realize is that there are three legitimate groups (or voices or draws on our time) that are looking at our jobs from different perspectives. It is not that these three groups are against the work that we do. We need to realize that they have a legitimate voice in what we do, that their viewpoints of what we should be doing is legitimate, but it is up to us to make sure that each group does not over-influence the other.

1. State/district: The state and district has needs and initiatives, such as Common Core State Standards and the new evaluation system. They have a legitimate right to require us to become part of these initiatives.
2. Department: The department has initiatives, partially in response to state and district, partially in order to further the good of the department. This includes common planning, instructional coaching, and curriculum revision/common units of study.
3. Class/students: Our students come in with their own needs, which do not always match the needs of the other groups. It is up to us to meet those needs.

When we see these groups as in competition for our time and energy as educators, we can feel frustrated. When we can see these groups as legitimate voices, then we can work within our time and energy limitations to bring some sort of balance to all of this. And that balance was demonstrated by the peace sign.

One of Jerry's goals was for the teachers to be at peace with all the changes required by the school and department. "My focus is emotional and affective—I want teachers to feel that they can meet the changes that are coming through education and still be positive forces for good in the school."

In February, Jerry addressed the idea of embracing change again. There had been much anxiety over the common midterm exams. Jerry addressed that concern with a presentation called Istanbul and Constantinople which emphasized that changes in policy and shifts in education do not fundamentally change what is important and what happens in the classroom; teaching and learning. The metaphor asserted that just as Istanbul was renamed Constantinople but the place itself remained unchanged, education was changing yet fundamentally it remains the same. As the data for this study, collected through observation, interviews, and artifacts, including both Jerry's own log, and each of his presentations was analyzed, themes emerged across the data sources which will be discussed in the subsequent sections of this chapter. The overarching theme of responding to changes in education was a common thread that tied all the data together. Jerry reflected on one of the reasons he decided to become a literacy coach, "I also think that we're at a stage in education when so many things are changing. And teachers are trying to grip onto something stable. I would like to be that stability." This was a role he embraced during the study.

How a High School Literacy Coach Spends his Time: Logs.

The over-arching question this qualitative research study sought to answer is how a high school literacy coach spends his time. In addition to shadowing the coach on 5 occasions and asking the coach questions about how he spent his time in 5 interviews, the coach kept an

extensive log for the entire year in which he recorded how he spent his time each day. Jerry talked about the importance of his log to his own work:

I really want to analyze how I am spending my time and how it relates both to coaching in general and to the Danielson Framework for teacher evaluation since that is new for us. The 15- minute units are from counseling. All counselors do it. It's units of time. I'm trying to figure out time schedule. How I spend my time.

An example of Jerry's log is found below.

Coaching activity	Danielson domain	Code	Applicable Grade Level(s)	Applicable Subject Area(s)	Date(s)	Hours	Units	Comments
Instructional coaching	1e	CD	9-12	Eng LA	9/6/2012	Period 4	2	GB: Discussed strategies for college essays. Call for action: Send examples of good college essays to Deb Meet with Peter (SPED) to talk to him about working w/ inclusion teachers. How to get involved.
Systems coaching	4d	CD	9-12	Eng LA	9/6/2012	Periods 1	5	SB, MM, DD, VZ, WJ(English teachers): Various navigation issues.
Department management	4f	O	10	Eng LA	9/6/2012	Period 2		No sub for MB. Had to get sub and create lessons. Met with Sped. supervisor about the issue. Call for action: Make sure that students have questions for Summer reading tomorrow.
Systems coaching	4f	O	9-12	All	9/6/2012	Beginning of every period.		Helped students in hallway find classes.
Instructional coaching	1c	CD	9-12	Eng LA	9/6/2012	After school	2	Met with DD about the 10 Language arts Lab curriculum

Figure 3: Coach's Log

In addition, Jerry broke down his coaching activities in two ways each month as indicated by the charts below:

By coaching activities	Units
Team teaching	11
Systems coaching	49
Student strategizing	16
Department management	32
Reflective coaching	34
Purpose coaching	8
Instructional coaching	73
Coaching planning	73
Classroom observation	7
Total	303

Figure 4: Coaching Log Activities

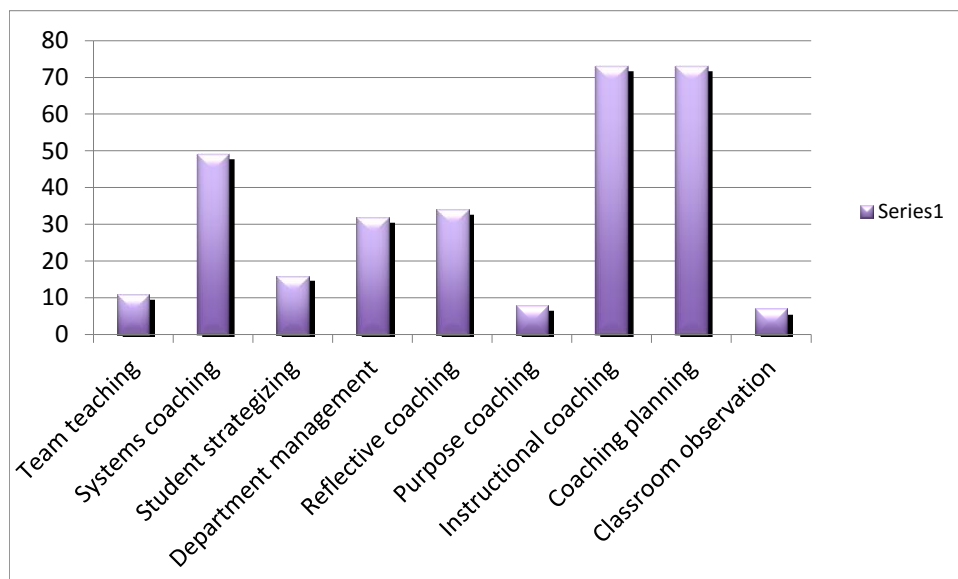


Figure 5: Coaching Log Activities Chart

He broke out his activities in the same way using the Danielson Framework for teacher evaluation.

Daneilson Framework elements	Element	Units
Demonstrating Knowledge of Content and Pedagogy	1a	37
Demonstrating Knowledge of Students	1b	18
Setting Instructional Outcomes	1c	16
Demonstrating Knowledge of Resources	1d	15
Designing Coherent Instruction	1e	44
Designing Student Assessments	1f	9
Creating an Environment of Respect and Rapport	2a	0
Establishing a Culture for Learning	2b	2
Managing Classroom Procedures	2c	4
Managing Student Behavior	2d	0
Organizing Physical Space	2e	0
Communicating with Students	3a	5
Using Questioning and Discussion Techniques	3b	0
Engaging Students in Learning	3c	2
Using Assessment in Instruction	3d	11
Demonstrating Flexibility and Responsiveness	3e	0
Reflecting on Teaching	4a	19
Maintaining Accurage Records	4b	4
Communicating with Families	4c	0
Participating in a Professional Community	4d	38
Growing and Developing Professionally	4e	70
Showing Professionalism	4f	9
Total		303

Figure 6: Coaching Log using Danielson

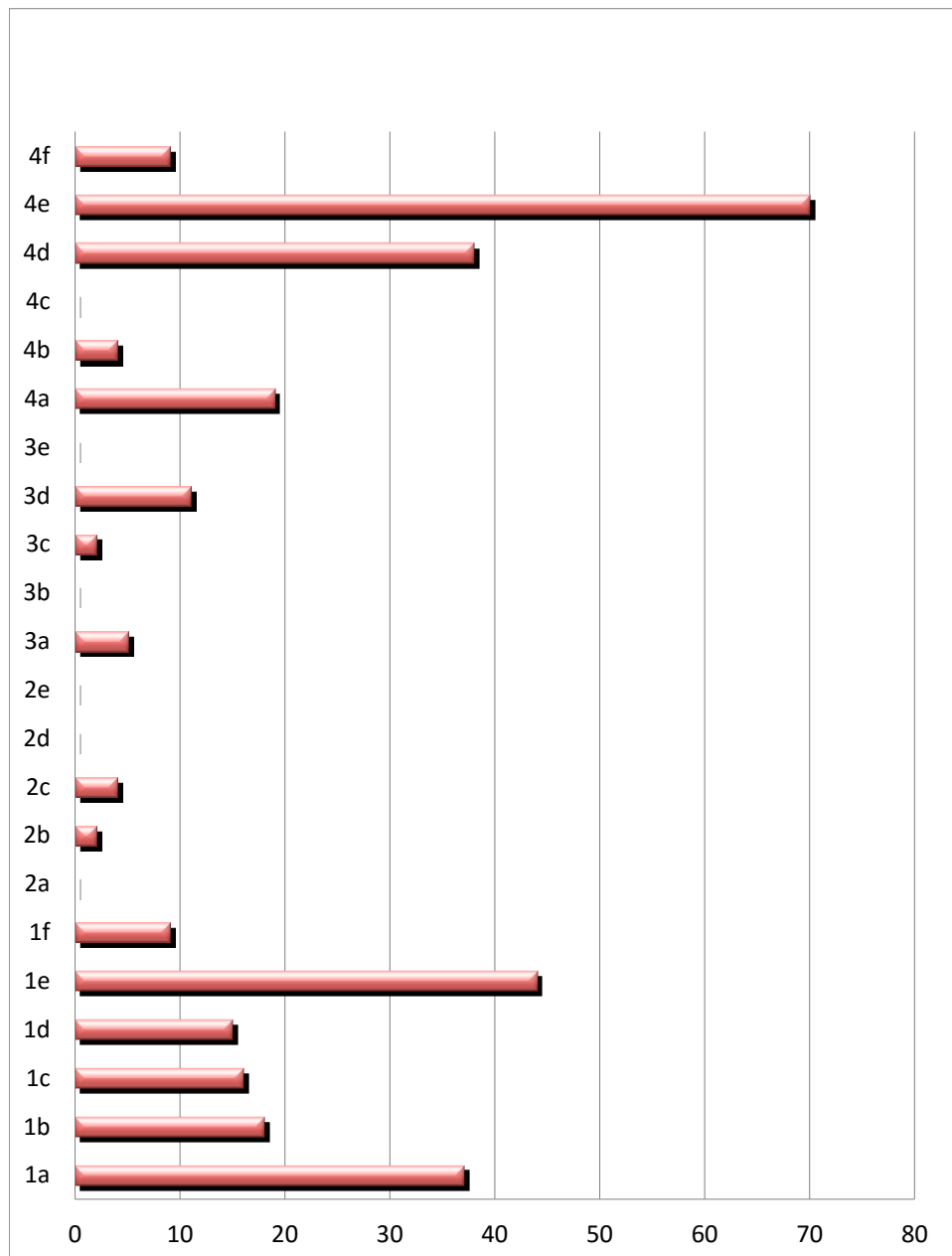


Figure 7: Danielson Chart

The coach developed this system on his own in order to monitor his own time. Although his coding was somewhat helpful, what was most helpful to the coding of the study was the brief descriptions he listed for each event. These were used to first code each event for its format (structure) which began with Moran's (2007) eight coaching activities and then expanded to add

thirteen additional activities. Then a second round of coding was used to document each event by topic. An example of this coding from the coach's log is shown below:

Coaching activity	Date(s)	Hours	Comments	Format Code	Format Time	Topic Code	Topic Time
Instructional coaching	11/8/2012	Period 2	During common planning had a great unit-planning conversation with S.M. She wants to develop a sort of goal-setting unit for the 9 th graders. Follow up with her on this.	4	15	6	15
Instructional coaching	11/9/2012	After school	Presented a PD on various techniques to help students engage independent in their academic reading. Suggestions include setting reading goals (today you will find out that Ana has a secret. What is it?) Using visuals	2	45	6	45

			before a novel to introduce characters, etc. Create some formats for teachers to share how they have been using the laptops.				
Reflective coaching	11/12/2012	Period 4	Met with P.Y. He wants to use the text <i>Grendal</i> in his hero unit. He has self-reported that he thinks things are getting incrementally better with his ICS co-teacher.	9	15	11	15
Instructional and systems coaching	5/6/2013	Period 3	Met with teacher. Discussed CEP registration. Also discussed procedures for recommendations.	9	45	1	45

Table 4: Log Coding

In these entries we see format codes 4 (Co-planning), 2 (Literary content presentations), and 9 (one-on-one meetings with teachers) with the time spend in each event in the next column. The third column is the topic codes. The first two are 6 (Strategizing instruction), the third is 11

(Building understanding of teachers and practice) and the last is 1 (policy). A list of the codes is found below.

Format Codes	Topic Codes
1. Collaborative Resource Manager	1. Policy
2. Literary Content Presentations	2. Assessment
3. Classroom Visits	3. Data
4. Co-Planning	4. Classroom Management
5. Study Groups	5. Technology
6. Demonstration Lessons	6. Strategizing Instruction
7. Peer Coaching	7. Strategizing around a student
8. Co-Teaching	8. Strategizing curriculum
9. One-on-one Meetings with teachers	9. Parent-Teacher communication
10. One-on-one meetings with leadership	10. Purpose/ Philosophy
11. Group meetings with teachers	11. Building understanding of teachers and practice.
12. Group meetings with Leadership	
13. Work done alone (excludes email and record keeping)	
14. Email, record keeping	
15. Work with individual students	
16. I&RS Meetings and follow up	
17. Coach PD	
18. CEP Support	
19. Department Chair support	

20. Sub Issues	
21. Collegial courtesies	
22. Interviewing	

Table 5: Format and Topic Codes

Once all was coded, three excel spread sheets were made for each month. One had both the format and topic coding, one had the format coding only and the other the topic coding only. Each of the single coded sheets was sorted by time and then numerically tallied from the most to the least amount of time.

Format Codes: The Way the Coach Spent His Time According to his Log

The primary question of the study sought to uncover how the coach spent his time. The format codes provided the answer to this question. According to the log Jerry kept for the entire year, Jerry spent the greatest amount of his time, 20%, working one-on-one with teachers. The next two activities (email/ record keeping and co-planning) were each only close to half the amount of time he spent working with individual teachers. Below is a chart that shows the minutes and percentage of time he spent in each activity for the entire school year.

Format codes entire year	Minutes	Percentage of time
One-on-one meetings with teachers	11430	20%
Email & record keeping	7840	13%
Co-Planning	6840	12%
Focused Literacy Presentations	5340	9%
CEP Support	3390	6%
Collegial Courtesies	3240	5%
Work done alone	3135	5%

Group meetings with leadership	2985	5%
I&RS Meetings and follow-up	2520	4%
Work with individual students	2295	4%
One-on-one meetings with leadership	2160	3%
Attending PD	1215	2%
Demonstration Lessons	975	1.7%
Study Groups	660	1%
Collaborative Resource Manager	435	.007%
Co-Teaching	420	.007%
Department Chair Support	345	.006%
Peer Coaching	330	.005%
Classroom visits	285	.005%
Interviewing	210	.003%
Sub Issues	75	.001%

Table 6: Format Coding

Some of the activities on the bottom of the chart are statistically insignificant. Sub issues, for example, only occurred in three months and were brief periods of time to bring the sub plans or help the sub to get acclimated. Interviewing occurred only in September according to the coach's log. Although department chair support appeared in seven of the ten months of the school year, each event was only around forty-five minutes for the entire month in which the coach helped the department chair with distribution of books and materials.

It is interesting to note that four of Mary Catherine Moran's (2007) original eight fundamental coaching activities represented less than 1% of Jerry's time: collaborative resource manager, co-teaching, peer coaching, and classroom visits. The Literacy Coaching Continuum:

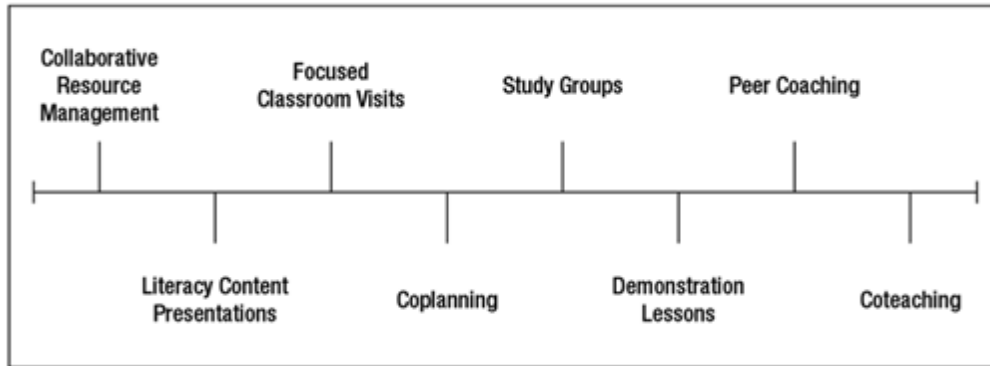


Figure 8: Coaching Continuum

Whether this is due to this being Jerry's first year as a literacy coach or due to the fact that most of Moran's research on coaching comes from research of coaching in elementary schools and not high schools will be discussed later.

Comparison of Monthly Data in The Coach's Logs

1. The Greatest Amount of Time: Working One- on- One with Teachers

A comparison of the monthly data to the full year is useful in explaining some of the differences month by month. One-on-one meetings with teachers, the activity in which the coach overwhelming spent the majority of his time, remained steady throughout the year. In every month except three the coach spent the majority of his time working individually with teachers. In December and February the one-on-one meetings were the second largest usage of the coach's time with Literacy presentations taking the lead. This is due to professional development in-service days scheduled in those two months. The coach both prepared for and delivered the professional development for those days. May is the third month in which one-on-one meetings was the second largest use of the coach's time, when CEP support topped it as the largest use of

Jerry's time. The CEP program, a concurrent enrollment program between the high school and a local community college, had been Jerry's course as a teacher. When he became the coach he volunteered to be the liaison between the high school and the college and to handle the student registrations. This increasingly took up much of his time late in the school year: March-420 minutes, April- 465 minutes, and May-1755 minutes, as students were registering.

2. Email and Record-Keeping

Email and record keeping, the second largest use of Jerry's time, steadily increased as the year progressed. In October, for example, Jerry logged 30 minutes for this activity, and in May he logged 1680 minutes. It is not clear if some of the increase was due to differences in his logging of those activities as the year progressed or if the increase was really that dramatic. In reading over the log, sometimes the coach simply wrote "email and record keeping" and other times he added "resource preparation," especially in the earlier months, which may also explain some of the increase of time as he stopped being as specific as to the nature of the email and record-keeping. As his time spent as collaborative resource manager decreased, his time spent in the more general "email, record keeping and resource preparation" increased. They may represent similar activities in preparing materials for teachers.

3. Co-Planning and 4. Literacy Content Presentations

The third largest use of Jerry's time throughout the year according to his log is co-planning. The vast majority of these were when Jerry attended grade level common planning meetings, which he did frequently. Grade level teams of teachers met a few times a week in designated meeting times to work on curriculum and assessments and Jerry attended many of these meetings. The amount of time spent in the meetings dramatically spiked in January and April when the grade level teams were working on developing common grade level midterms

and final exams. Sometimes Jerry would do formal presentations (also represented in Literacy Content Presentations) or lead the discussions in the grade level common planning meetings, but most of the time he would sit in and serve as a resource as the teachers discussed curriculum and designed assessments. Jerry did many presentations in both after school workshops and on teacher in-service days in which he presented focused literacy content. These are represented by power point presentations which became part of the artifacts collected.

5. Concurrent Enrollment Support and 6. Collegial Courtesies

The fifth largest use of Jerry's time was with Concurrent Enrollment Support (CEP). Jerry had taught a concurrent enrollment course with the local community college the previous year in which the students received dual credit. The program was expanding to other subject areas, and Jerry volunteered to centrally coordinate that effort and serve as the liaison between the college and the high school. All the time spent on CEP support was in April and May as he registered and tested students and a small amount of time in September as he worked with the teacher who was taking over for him to teach the program.

Although Collegial courtesies only represented 5% of Jerry's time it is interesting to note that as the year progressed Jerry spent more of his time on these activities, from just 45 minutes in the month of September, up to 870 minutes in April. Although some of what is coded as collegial courtesies had to do with requests from the building or department, such as assisting with testing or placing university student observers, many others were self-initiated and tended to be designed to build community and culture, especially within the English department. For example, decorating the English wing was coded as a collegial courtesy as was designing activities for the children of the department members for Take Your Child to Work Day.

I&RS and Working with Students

Working with I&RS meetings and individual students each represented 4% of the coach's time. The Intervention and Referral Service Committee (I&RS) is a school-based committee made up of an administrator, a counselor, and some teachers. The purpose of the committee is to develop and implement strategies for reaching students who have been referred to the committee by their teachers as failing, struggling, or at risk of failing. Jerry volunteered to serve on the committee as the English department/ literacy specialist. He felt strongly about his presence on the committee, "I can offer strategies for reaching these students. Plus it keeps me in touch with students and I can follow up on what is working and what isn't for them." Most of the time spent in I&RS were in meetings that occurred only once or twice a month but took up most of the school day. On the months when more time was spent on I&RS, Jerry also met with teachers as follow up to discuss how to help the individual student. An example from Jerry's log is below:

Met with teacher about I&RS student. Examined students' notebook, large assignments, and smaller assignments. Student seems to be having three problems. The first problem is a completion problem. Student is an attendance and late problem. Student does not complete assignments outside of the classroom. However, she does complete assignments in the classroom. Her open-ended writing is generalized. The longer writing is filled with generalizations--she shows that she understands the most basic emotions of the history, but none of the details of the cause and effect of that history. She is able to write specific details from a picture. When she is given a historical picture, she is able to list the details and make correct inferences from those details. She also seems to do well in writing about movies. She says that she finds the reading difficult because she has trouble picturing the image in her mind. She can answer specific detail questions that are based on one piece of writing--following a seek and answer strategy. However, when she has to answer a question based on synthesizing information from multiple written sources, she seems to have difficulty in putting the information together into specific responses. Teacher said that student needs an inner voice saying "why? why? why?"; that voice seems to be absent when student writes. Teacher recommended using pre-writing (such as a graphic organizer) for her open-ended questions before she writes.

Jerry also spent 4% of his time working directly with students. The bulk of this time was early in the year (October- 210 minutes and November 750- minutes). Almost all of this time was spent

working with students on college essays and applications and much of it took place after school with his former students. Little time was recorded with individual students again until January when the log records 255 minutes. As the school year approached the mid-year mark some teachers were referring students to Jerry who were in danger of failing for the year. Jerry worked with the students usually during the school day in a capacity he calls “student coaching.” In February the time was high again as he working with students after school to help them prepare for the Poetry Out Loud competition. Then the time drops off again until May when it spikes to 420 minutes. Almost all of this time in May had to do with CEP registration and “coaching students” to help them on the entrance exam or to interpret their results.

Meetings with Leadership

Meetings with leadership (Group-5% and One-on-one- 3%) consisted mainly of monthly coaching meetings with the language arts supervisor and with the supervisor and the principal once a month for the group meetings. Some of the group meetings were in preparation for professional development and the minutes were higher in the months of in-service days for teachers. Many of the one-one- one meetings were informal and took place with Jerry’s supervisor on an as needed basis as issues arose in the department. Some of the one-on-one meetings were initiated by the supervisor, but most were initiated by the coach as needs and/or questions arose with the teachers.

Work Done Alone

A significant amount of time in the format codes is a category I called work done alone. This represented 5% of the coach’s time. Interestingly, Jerry’s log does not contain any time in this category for the months of September or June. In May only 45 minutes are recorded which Jerry listed as “final audit of grade 9 final exam.” This code was highest in April at 900 minutes.

All but 30 of these minutes in April were spent on data spreadsheet compilation and analysis. A large number of the minutes of other months also listed data spreadsheet as the description. For the high school English department this was the first year of attempting to track data based on departmental common assessments. Each teacher was given an excel spreadsheet on which to record student scores on a beginning of the year “cold reading assessment,” and “on-demand writing,” a mid-year benchmark of each and an end of the year for each. The coach combined each spreadsheet into grade level sheets (one for each grade 9-12). Then along with the supervisor he attempted to identify trends across grade levels to determine instructional needs as well as measure student progress. This was done not only for the purposes listed above, but also in preparation for the following year in which Student Growth Objectives (SGOs) based on local common assessments would be a part of each teacher’s final evaluation score. When the observational data and Jerry’s presentations are discussed later in this chapter it will be evident that this was a high priority in the year of this study and a great area of angst for teachers.

Aside from the data spreadsheets themselves, almost all of the time coded as work done alone had to do with data in some form. In October for example, 465 minutes were spent preparing data for teachers on test scores of their students. In November, the bulk of his time working alone was to prepare a report of the department’s baseline data to present to the Assistant Superintendent. In January he prepared mid-year grade data for teachers as well as reading over and critiquing common mid-term assessments both for the English and math departments. Compiling, analyzing and preparing to present data is the way the coach spent the time when he worked alone.

Attending Professional Development, Demonstration Lessons and Study Groups

Jerry spent 2% of his time on his own professional development. In his log this included going to workshops outside of the district as well as monthly professional development days that the district provided to all the coaches in the district called “Coaching the Coaches.” At the time of the study, the district had both a literacy and a math coach in each of its schools (7 elementary schools, 1 intermediate, 1 middle and 1 high school) as well as two district technology coaches who traveled between buildings. A supervisor who had been a former coach facilitated the monthly professional development for the coaches in collaboration with other district administrators.

Jerry’s log indicates that 1.7% of his time was spent doing demonstration lessons in teacher’s classrooms and 1% of his time spent facilitating study groups. According to his log, Jerry had one study group the year of this study after school which he called The Write Group. The study group consisted of 5 teachers from the English department and Jerry and they met after school every two weeks on Tuesdays to discuss writing instruction, research best practices and try out new strategies in the classroom.

Remaining Format Codes

The remaining format codes for Jerry’s log listed in the chart below do not represent a significant portion of his time throughout the year although some instances were seen in the observational data and will be discussed in a later section. It is interesting to note that all four are on Moran’s coaching continuum. As mentioned earlier, there may be considerable overlap of work done alone and being a collaborative resource manager given Jerry’s log descriptions of the work later in the year. The implications of the scarcity of the other activities in the log will be discussed in a later section.

Collaborative Resource Manager	435	.007%
Co-Teaching	420	.007%
Peer Coaching	330	.005%
Classroom visits	285	.005%

Table 7: Remaining Codes

The Way the Coach Spends His Time: Observational/ Interview and other Data

In the previous section, the coach's log was analyzed for the amounts of time he spent doing different activities throughout the entire school year. The other data collected during the study included five observational events (shadowing the coach for the day) once a month between January and June and five interviews with the coach during the same period of time. Teacher volunteers (6) and the principal were also interviewed in April. In addition, the coach gave me many of his professional development presentations; thirteen power point presentations that he had presented throughout the school year. Although it is possible to quantify the entries provided in the logs, the observational and interview data is much more descriptive in nature and there is considerable overlap in the format codes used for the log. In the next sections I will illustrate how each of the format codes was seen in the observational, interview, and presentation data with the understanding that most of this data can be coded in multiple categories.

Format Codes Data in Comparison to the Coach's Log

Three of the format codes identified in the coach's log were not evident anywhere in the observational or interview data. They were Department chair support, Sub issues, and interviewing. In the log these three combined represented only .01% of the coach's time and most of that was early in the year before the observations and interviews took place beginning in January. One-on-one meetings with teachers, the largest percentage of Jerry's time according to

his logs, was evident in all five of the observations as well as in interviews both with the coach and with the teachers with whom he worked. The very first day of shadowing the coach began with a meeting with a teacher. Terri (a pseudonym) had asked to meet with the coach during her 2nd period prep and came into his office. She was having trouble with a student and as she entered she was clearly upset, having just come from a confrontation with the student. The student would not accept the peer feedback other students were giving him on his writing. An excerpt from the taped transcript is below:

Terri: He kept telling us he thought it was fine. He had a thesis that was just a statement of fact. The kids were being really gentle and good about stating ways he could improve but he would cut them off mid-sentence and defend himself. He started getting more and more upset and they started to get upset. So I asked him to stay after and I said I feel like you don't want to improve. I know you want to learn but just not from us.

Coach: Okay.

Terri: He talked about how his classmates just wanted to put him down. He said he did not want to change or have 'these people' change him. He said he could only learn from people he could trust.

Coach: Wow.

Terri: I kept trying to convince him that it was all coming from a place of trying to help him but he wouldn't hear me. I found myself getting more and more upset and frustrated. I lashed out about his being stubborn.

Coach: Wow.

Terri: Finally I was like, Sweetheart this conversation is not working. I'm going to ask you to just take one step back and process when someone gives you feedback. That hurt his feelings that I asked him to do such a small thing.

Coach: Wow, wow.

Terri: I feel like I've really damaged our relationship. I really care about him getting better. I don't know what the magic words are with this kid.

Coach: It sounds like you were following your heart. I think that is part of the answer. I mean, this is a difficult case.

Terri: We've talked before about how this kid reminds me of myself. He has an interview with Cornell. I really want him to be ready for that first year in college. I'm afraid though that I've hurt the student-teacher relationship. I returned his attacks.

Coach: Maybe a different tactic? Oh gosh, maybe like *The Taming of the Shrew*, you kill him with kindness. Maybe the lesson is people can care for me and still see my faults.

This conversation was a bit unique from the majority of the one-on-one conversations I observed, because it was about a single student while most others were about a class or

curriculum and instruction. Jerry also did not always offer advice as he did in this particular instance. Sometimes he simply listened and other times told the teacher he would get back to them after he did some research or thought about the issue. The conversation below is an example from my third observation in March when the coach visited a teacher sitting in the hall for her duty period.

Coach: Hey Mary how's it going? Did you start *Gatsby*?

Mary: I started Monday.

Coach: How's it going?

Mary: It's fine in period 3, but period 7, ugh, hates the book and I'm having trouble getting them to do the reading.

Coach: Did you do that pre-reading activity Mark suggested with the themes?

Mary: Yes and that was okay, but then we started the reading and they just aren't into it at all. I get the rolled eyes and the fake following along. Maybe it's not right for this class? I don't know.

Coach: Can I come in and see Monday? I'll look for some activities and ideas that might help to hook them, but first I'd like to see.

Mary: Sure. That would be great.

Although both of these excerpts are one-on-one conversations with the coach, in the first he is strategizing around a student and in the second around instruction, which I found to be the case the majority of the time. In the first instance the teacher requested the meeting with the coach, which was observed a few times, but in the second the coach sought out the teacher and inquired in order to ascertain what she needed. In my observations this was most often the case. The coach visited teachers on duties and at lunch and prep periods and would inquire about their needs. When I asked Jerry about this practice he described it.

I call this coaching seeding. I go around and have conversations with people on duties, lunch etc. When we talk long enough they start to ask me questions. Mr. F, the art history teacher had hall duty. He asked, 'how do you like your new position?' I talked about, this is what I'm doing and He said,---"wow we could really use that." That's how I ended up doing some co-planning and modeling in the AP Art History class. It happened like that with the Biology and Chemistry teams also. I go to English Common planning about 2 days a week—taking care of things. On non-common planning days I do coaching seeding walks-- between classes teachers by door—visit hall duties. I visit

study hall duty. I typically hang out in the teacher's room before school and first period. They will come up to me if I'm in the teacher's room. I get good requests.... Can I talk to you?

One of the English teachers I interviewed talked about these collegial conversations as well,

Jerry's available. Administrators are not always around plus not that interested I don't think honestly, but Jerry seems to care and want to help or at least listen when you just need to vent about stuff. It's not always really comfortable to talk to other teachers. There's a judgement that Jerry doesn't seem to have. Maybe because he isn't in the classroom, but he was in the classroom just last year so he gets it.

Email and Record Keeping: Teacher Requests and Data

The second biggest use of Jerry's time as indicated by his log was email and record keeping. I did observe Jerry working on data for a short amount of time at the beginning of my April observation, but otherwise did not record him engaging in these activities. In one interview Jerry did talk about emailing:

I get a lot of requests, um, questions especially in email from the new teachers mostly, "how do I do this?" or, "where can I get a discipline form," or "what is the procedure?" I try to answer those right away. I want them to see me as a resource and that's easy.

He also discussed data in terms of new accountability for teachers:

Even for the new teachers it's just not like it was when they were in school. Not only do we have to get the data on how students are doing, but we have to ask, what is the data telling us? How are we going to use it? I want teachers to see that and not just how does this make me look as a teacher.

Jerry did spend a significant amount of time preparing data in order to have those conversations with teachers.

Co-Planning with Teachers: Common Planning Meetings

The third greatest use of Jerry's time according to his log was co-planning. In all five of the days I observed Jerry he attended at least one common planning meeting with the English teachers. Common planning was built into the high school schedule three times a week for grade level teams to work on curriculum and assessment. Jerry attended the very first common

planning meeting of the year with each grade level and presented a power point presentation to focus the groups on their work for the year and help the teams set norms. His presentation began with the purposes of common planning and the goals for the teams for the school year. Then he discussed the paradigm shift from top down curriculum to collaborative curriculum development, and the need for norms, and he concluded with how he could help them as the coach. In our very last interview of the year, Jerry discussed the importance of attending those meetings:

I think one of the best uses of my time and a success was common planning. Sometimes I presented things but most of the time I just served as a resource there to help while they did the work and figured things out. Without a coach I think things would have fallen apart by October. Splintered. Only the 11th grade group really developed a leader who could really keep everyone on track. There's so many new teachers they need the support.

During my observations, I saw Jerry present at some common planning meetings and simply sit and participate at others.

One of the teachers I interviewed described it:

It's like a stability or someone to balance when things got off kilter or someone was hijacking the meeting. There are some loud voices in our group. We needed reminding too, actually a lot about why we were doing the work- that it wasn't just because we were told to. Not everybody was great and focused but most of us were when Jerry was there and that would mostly carry over.

Jerry was also observed co-planning a few times with individual teachers to design activities and lessons for classes. For example, on one of the days I observed he sat with one teacher and helped him design a research project and rubric for his freshman classes. Many times he also shared resources and materials and lessons he had used when he was in the classroom in these instances so it is difficult to separate out this co-planning with serving as a Collaborative Resource Manager.

Literacy Presentations

The fourth most common way the literacy coach spent his time according to his log was in preparing and presenting focused literacy presentations. At four of the seven common planning meetings I attended with the coach while observing him he presented a power point presentation. The contents of the presentations will be discussed in the next section when topics are explored. Jerry also organized the information presented to the principal at his periodic meetings with him using power point. He would update the principal on the work he had done, was doing, and his next steps using slides in power point and showing him on his laptop. Jerry told me that he felt it was more organized to present information to the principal this way since the principal was not involved with the work on a daily basis and unfamiliar with what the coach and department were working on. When I interviewed the principal, one of the comments he made about the coach was his “professionalism,” and “clarity of focus for his work.” The principal also commented that he “did not feel the need to monitor what the coach was doing since the coach reported directly to the supervisor,” and he “trusts the coach to keep him informed.”

Concurrent Enrollment Class Support

In my observations I was only once present when Jerry was working on CEP, the Concurrent Enrollment Courses with the local community college which he organized for the high school and represented the next highest use of his time according to his log. As we were sitting in his office debriefing after a common planning period I observed in March, a guidance counselor came to the door.

Counselor: I’m sorry to interrupt, but I’m so excited. Hi Carolyn. I got my first CEP registration and I wanted to bring it to you personally. It’s for Physics! About a month earlier then we got them last year so I’m, like, extra excited!

Coach: Good stuff. Thank you! Ok, so cool!

Counselor: Have a nice day guys! (exits).

Interviewer: So, you’re collecting all the C.E.P registrations?

Coach: Yes. It's, oh gosh, streamlined. Um, rather than having every teacher not knowing what's the status with their particular student, we all, we've created a Google doc where we all know the status of all of our students.

Interviewer: Wow.

Coach: So, we have the spreadsheet right there. So, all I have to do is find, oh she's not even on the list. And, so, all I have to do is create her and bam, she's in.

Jerry was proud to have developed the system for tracking student registrations even if it did take a good portion of his time especially in the later part of the school year.

Collegial Courtesies: Take Your Child to Work Day and the PIE club

Just walking the English department halls, I could see evidence of what we coded as collegial courtesies. Posters such as "Smile you are in the English department," and "When Ninja's sleep they dream of being English teachers," were displayed. Jerry talked about building morale and a sense of community in one of our interviews. He was particularly proud of what he had planned for Take Your Child to Work Day.

I'm really excited about what we have planned. We're going to have some coloring pages for the children, some English coloring pages, a picture of Shakespeare, a picture of woman from the Great Gatsby. And for the older children we'll have some story starters and we're going to put an English department book together. We're going to set up the conference room for snacks. It should really be fun for the kids.

At another interview, Jerry talked about the PIE club he started once a month after school. Jerry explains it:

PIE stands for Positive Interactions for Educators. Educators gather together, eat dessert, and tell success stories from the classroom. Entrance fee is you have to bring a success story. (We've been known to admit people without a story if they needed encouragement bad enough!) The ridiculous thing we discovered is that the simple act of sharing success stories can be encouraging and even inspiring to the tellers and to the listeners.

The third Friday of each month Jerry would bring pie and teachers from all different departments would come after school to share successes. A few core people from the English department would come every time, but teachers from other departments would stop in from time to time to

share. When we talked about the PIE club at our second interview, Jerry had been hosting it for three months and a total of 17 different teachers had attended. It was another collegial courtesy Jerry did to help build community and morale.

I&RS Meetings and Work with Individual Students

I did not observe Jerry at any I&RS meetings, but part of that is because he did not schedule me to observe him on the days when he sat in on actual I&RS meetings which were generally scheduled for a good portion of a full day. On two occasions I was with him when students came to see him. The first was a former student who came to give Jerry his college essay for him to read and give him advice which Jerry was happy to do. The second was later in the year when I shadowed Jerry in April. A student came to see Jerry whom he had worked with in the I&RS process and was monitoring. They had an agreement that the student would check in at least once a marking period. I left the room as they talked for five minutes or so and then Jerry told me about the conversation:

“So, he is a good example of student coaching. I work with his teachers and with him. It keeps me grounded in keeping students in the front of my mind. He just needs a little motivation. He’s lazy but capable. The teachers don’t always have the time or they are too close to the situation sometimes. I don’t think he will pass the year in all his classes, but he is doing better and better yet he knows now what he needs to do and not withdraw which is what he was doing.”

Jerry took on this mentoring role with both teachers and students.

Attending Professional Development and Demonstration Lessons

According to Jerry’s log 2% of his time was spent attending professional development. Although professional development was not seen in any of the observational data, most likely because observations would not have been scheduled when Jerry was out of the school building attending it, Jerry did speak about it at one of our interviews. I asked him about the support he got as a new coach:

“It’s funny, I don’t even feel like this is my first year. We get a lot of support like coaching the coaches every month and I’ve been able to go to some workshops and that’s been valuable. Maybe because I took on some of this role before as a teacher with all the new teachers in the department.”

A demonstration lesson in a teacher’s classroom was observed only once at the very last shadowing day with Jerry. The teacher had asked Jerry to come in because her students had started reading *The Great Gatsby* and did not like it and were complaining about having to read it. Jerry maintained that with the right lessons the students could be motivated to enjoy it. In the observed demonstration lesson Jerry began used many visuals as well as current celebrity quotes to motivate students and then read pieces of the text aloud and had students discuss their speculations about the characters and outcomes and debate their ideas. Students were noticeably engaged and the teacher reported afterward that the students were now enjoying the novel.

Remaining Format Codes

The remaining format codes from Jerry’s log are listed in the chart below:

Collaborative Resource Manager	435	.007%
Co-Teaching	420	.007%
Peer Coaching	330	.005%
Classroom visits	285	.005%

Table 8: Remaining Format Codes

In the observational and interview data, there were a few more instances of coding for collaborative resource manager than was coded on Jerry’s log, but many instances were also coded in other categories such as co-planning. In two observations, Jerry provided teachers with materials during common planning meetings to assist them. In one he provided them writing data on the students in their classes so they could assess student strengths and weaknesses. In the second he provided them with a curriculum map of their upcoming units. The problem with

coding Jerry's activities as a collaborative resource manager may be the nature of the material he provided. Moran (2007) describes the role as "helping to choose appropriate instructional resources as well as facilitating the organization and effective integration of the materials." (p.34). I saw very little of that in Jerry's coaching. That may be due to the fact that Moran's research was based on the roles of elementary school literacy coaches which may vary significantly from a literacy coach's roles at the high school level where the teachers with whom he or she is working are content specialists. The need for the teachers might be less for instructional materials and more for instructional strategies and the process rather than the content. This will be discussed in the topic codes section.

Co-Teaching, Peer Coaching and Classroom Visits

Moran (2007) describes these three literacy coach roles as follows:

Learning Format	Description	Potential Roles of the Literacy Coach
Focused Classroom Visits	The literacy coach provides teachers the opportunity to observe a particular teaching method, learn how other teachers organize for instruction, and develop an understanding of what is expected at other grade levels.	Facilitator, resource person
Peer Coaching	This is the traditional coaching model whereby the literacy coach observes the classroom teacher and provides feedback during a debriefing session.	Expert, encourager, voice
Coteaching	The classroom teacher and the literacy coach plan a lesson together and share responsibility for the lesson's implementation and follow-up.	Collaborator, encourager, voice

Figure 9: Role Descriptions

(p.14).

In Jerry's log the combined percentage of his time spent in these three roles was less than 1% (.019%). The observational and interview data support what was found in his log as none of these roles were observed or discussed at interviews.

How the Coach Spent His Time

The Coaching Continuum

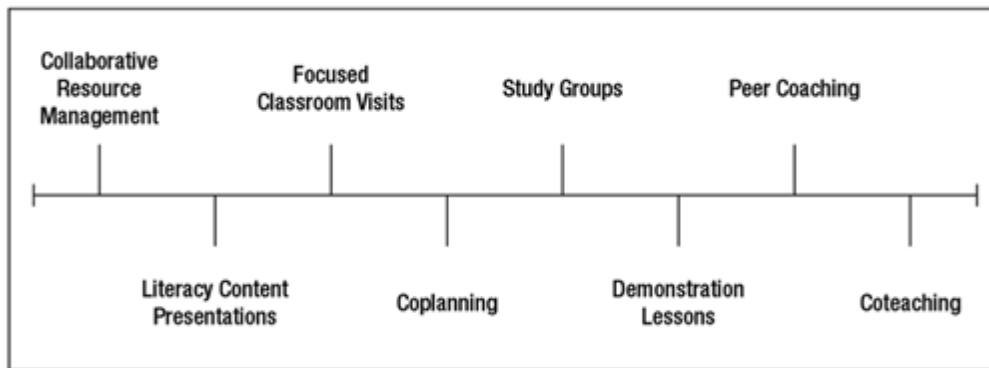


Figure 8: Coaching Continuum

Moran (2007) describes the continuum as an increasing progression of “intrusion” and “impact of involvement on a teacher’s sense of comfort.” (p. 15). It is interesting to note that although Jerry did little Peer Coaching and Co-teaching, the activities deemed the most intrusive, he spent close to 15% of his time in the three middle categories, co-planning, study groups and demonstration lessons. He also spent very little of his time, .007% on the least intrusive activity according to Moran, that of a collaborative resource manager. The lack of time spent co-teaching and peer coaching could be attributed to this being the first year of coaching for Jerry and those activities may have increased in years beyond the study as he and the staff became more comfortable with his role.

Findings: Question 1: What Does a First Year High School Coach Do?

One-on-One Teacher Meetings and Presentations

The majority of the coach's time both from his log data and the observational and interview data was spent meeting one-on-one with teachers. As the data shows, some of this was coach initiated to assess teacher needs for assistance but the majority of it was teacher initiated. As one teacher described it in an interview, "He's just around and you can run things by him and pick his brain." The second highest percentage of the coach's time was spent giving presentations to teachers. Jerry's presentations were almost always in response to teacher needs. Considerably little (less than 1%) of the coach's time was spent in teacher's classrooms. This may be due to this being Jerry's first year as a coach, or it could be that in the context of this high school this is what the teachers needed.

Jerry spent the majority of his time meeting one-on-one with teachers. In his first year as a coach, it was of primary importance that he establish relationships and build trust. As Devries Guth and Pratt-Fartro (2010) explain, "Before any coach can work with any teacher, an atmosphere of trust, confidence, and security must be developed and nurtured" (pg. 33). Jerry worked on that at these one-on-one meetings with teachers. He also worked on what he called "coaching seeding." His individual meetings with teachers gave him the opportunity to assess teacher needs for which he could provide support. Rather than sit in his office, Jerry was out with the teachers during their hall duties, during lunch and during their prep periods almost every day, which accounts for why it is so prevalent in the data. In addition, teachers sought him out to ask his advice or run things by him as well.

It is interesting to note that Jerry never talked about the reluctant teacher as is seen so often in the literature about coaching (Knight, 2007; Jay & Strong, 2008; Smith, 2006). He did discuss in some of our interviews how some teachers were more receptive to having him visit their classes than others, but he never characterized any of the staff, especially in the English

department as resistant. He seemed to maintain a positive relationship with the staff to varying degrees of work. With some of the more seasoned staff, discussions were around best practices they were already implementing in their classrooms and sharing their expertise, while conversations with new teachers might offer suggestions. The fact that most of these conversations were one-on-one was safer for teachers and is consistent with the less “intrusive” nature of Jerry’s coaching in his first year. Jerry did express the desire to spend more time in classrooms modeling lessons, observing and co-teaching and it may be that in his next year as a coach that time would increase.

The second largest use of Jerry’s time giving presentations to groups of teachers. Providing professional development is an important role for literacy coaches (Knight 2008, Roller 2006); however, one of the greatest benefits of having a literacy coach in a school is not only to present information, but also to work side by side with teachers in the classroom to implement the best practices that have been presented. The International Reading Association published a policy statement in 2004 in which they included the chart below from the research of Rita Bean (2004).

Coaching Activities (Levels of Intensity)		
Level 1 (informal; helps to develop relationships)	Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)	Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)
<ul style="list-style-type: none"> • Conversations with colleagues (identifying issues or needs, setting goals, problem solving) • Developing and providing 	<ul style="list-style-type: none"> • Co-planning lessons • Holding team meetings (grade level, reading teachers) • Analyzing student work • Interpreting assessment data 	<ul style="list-style-type: none"> • Modeling and discussing lessons • Co-teaching lessons • Visiting classrooms and providing feedback to teachers

materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in Study Groups • Assisting with assessing students • Instructing students to learn about their strengths and needs	(helping teachers use results for instructional decision making) • Individual discussions with colleagues about teaching and learning • Making professional development presentations for teachers	• Analyzing videotape lessons of teachers • Doing lesson study with teachers
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Table 9: Levels of Intensity
 Bean, R.M. (2004).

Jerry's spent little of his coaching in level 3 activities, those that might be less comfortable for him or for the teachers. Again, it is difficult to say if this was because he was in his first year, or if this pattern would have continued into his second year as a coach.

Topic Codes: What were the Topics and Goals of the Coach's Work According to His Log?

The topic codes represent what the work the coach did was about. The topic codes answer the first sub-question, what were the purposes or goals of his coaching? Below is a list of the codes and the number of minutes spent throughout the entire year on each topic as well as the percentage of Jerry's time spent on each topic as documented in Jerry's log.

Topic codes entire year	Minutes	Percentage of time
Strategizing Instruction	7980	26%
Assessment	6495	21%

Building Understanding of Teachers and Practice	5640	18%
Data	4470	15%
Policy	1640	.05%
Strategizing Curriculum	1155	.04%
Strategizing around a Student	1035	.03%
Technology	975	.03%
Classroom Management	495	.01%
Purpose/ Philosophy	420	.01%
Parent-Teacher Communications	390	.01%

Table 10: Topic Codes

Some of the topics at the bottom of the chart occurred only at certain times in the year. Parent-teacher communications spiked in October and March when parent- teacher conferences occurred (270 of the 390 minutes). In both those months Jerry both advised the newer teachers in dealing with parents, and sought feedback from teachers on how their conferences went.

Almost all the classroom management minutes occurred from September to November when Jerry helped the new teachers to set up expectations in their classrooms and deal with difficult students (330 of the 495 minutes). Classroom management is not a topic again until April and May. A student was killed in an auto accident in April and Jerry worked with the teachers extensively on dealing with their students during this difficult time. Purpose/ philosophy is the exception for the bottom three topic categories. These minutes are sprinkled throughout the year averaging about 45 minutes per month. Most of these are one-on-one conversations with teachers. An example from Jerry's log is found below.

2/21/2013 Period 5: Spoke with teacher--shared success stories about students who were rough in high school and turned out well after college. Purpose of the story is to let the teacher know that the things we do in the classroom have their effects, even if it is not immediate.

Comparison of Monthly Data in the Coach's Log

1. The Greatest Amount of Time: Strategizing Instruction

26% of Jerry's time was spent with teachers strategizing about instruction. Every month except for four it was the topic that represented the greatest amount of time. In the four months when it wasn't the largest, it was surpassed only by assessment (the second largest topic which will be discussed in the next section). It is important to note that although some of the log entries coded as strategizing instruction had to do with content, they were focused on the delivery of the content and not the content itself. When the event was strictly about content it was coded as strategizing curriculum. Some of the conversations took place during common planning meetings but none were formal presentations by the coach. All were informal conversations and the vast majority of them took place between Jerry and a single teacher. Some examples from Jerry's log are below:

1/15- Met with teacher. Discussed lesson form. How to get students to discuss. I recommended using debates and polls.

3/15-Met with teacher to plan project for her literature circles.

6/10- Talked to teacher about how to apply good writing practices to the classroom.

2. Assessment

The second largest topic Jerry spent his time on according to his log was assessment. The teachers were developing common assessments the year the study took place for the curriculum they had developed the previous year. They met in common planning teams three times a week to do this work. Jerry spent time at these meetings assisting with the assessment design. In addition, he delivered professional development to the teachers on types of assessments and designing assessments. Not all the teachers were on-board with the idea of common assessments and there were many one-on-one conversations that occurred with the coach as well. In addition, the stakes for developing good assessments were high because of the state initiative of Student Growth Objectives which would be implemented the following year and would mean that student growth as measured by common assessments would count toward the teachers' evaluation. For the teachers, the development of these assessments was wrought with emotion.

3. Building an Understanding of Teachers and Practice

The third largest topic recorded in Jerry's log I called building an understanding of teachers and practice. Most of these events were conversations between the coach and various teachers about what they were doing or planning on doing in their classrooms. Jerry noted them in his log and sometimes talked about having them share what they discussed with him with their grade level teams. Other times he noted some support he might give them on a later date. For example:

10/28- Spoke with teacher about the foldable lesson she had done in her class. The post it part was great. Remember to give her the Pinterest idea.

4. Data

15% of Jerry's time was spent on data. The majority of the time was spent on either helping teachers with the new spreadsheets they were keeping to monitor common assessment data for their students or compiling those spreadsheets into grade level sheets. He also spent time analyzing that data and presenting it to administration and the teachers to look for trends. In addition to the spreadsheet data on common assessments, Jerry also compiled grading and failure data and state assessment data, all of which he presented to teachers. He also prepared and presented two professional development sessions on how to use data for the teachers. Assessments and data together accounted for 36% of Jerry's time during the year of this study representing a large part of Jerry's coaching.

5. Topics that are Less Prevalent

Coaching about policy represented 200 minutes in September and then died down to very little each month until a spike in February (435 minutes) and March (360 minutes). In September the conversations centered around grading and other school policies and were mainly one-on-one conversations with new teachers. In February the policy discussions were around placements of students for the following year and criteria for honors and AP classes as well as classes for struggling students. In March the first semester grades were in and there was much discussion about credit recovery options. In March the coach also became a part of the newly formed policy committee at the high school which is also why this topic was higher.

Strategizing curriculum was low in all months except two when the coach was specifically working with the 12th grade team of teachers to revise the units in their curriculum during common planning meetings. Almost half the minutes spent strategizing around a student occurred in the month of January. Most had to do with the work Jerry was doing as a member of

the I&RS (Intervention and Referral Service) team and his follow-up to provide teachers with strategies for individual students.

6. Technology

Although technology only constituted .03% of Jerry's time according to his log for the entire year, in two places it was significant. In September and October the minutes were high. There was much new technology the year of the study. The teachers had new laptops and mounted projectors in the classroom. Jerry made sure he was well trained in the devices so he could help the teachers in September and October with the new technology. The other months technology coaching was low except for January when Jerry prepared and presented some workshops on using Google Drive and designing teacher web pages.

Topic Codes: The Topics and Goals the Coach Engaged In According to the Other Data

In the previous section, the coach's log was analyzed for the amounts of time he spent on different topics throughout the entire school year. The other data collected during the study included five observational events (shadowing the coach for the day) once a month between January and June and five interviews with the coach during the same period of time. Teacher volunteers (6) and the principal were also interviewed in April. In addition, the coach gave me many of his professional development presentations; thirteen power point presentations that he had presented throughout the school year. Although it is possible to quantify the entries provided in the logs, the observational and interview data is much more descriptive in nature and there is considerable overlap in the topic codes used for the log. In the next sections I will illustrate how each of the topic codes was seen in the observational, interview, and presentation data with the understanding that most of this data can be coded in multiple categories.

1. Strategizing Instruction

According to Jerry's log 26% of his time was spent strategizing instruction. The interview and observational data however, do not illustrate that finding from the log data. On the five days I shadowed Jerry, I only observed one brief discussion with a teacher around instruction and one demonstration lesson in a classroom at which he was modeling instructional strategies. The interviews as well had a very different focus. An excerpt from my final interview with Jerry demonstrates this. We were approaching the end of the school year and I asked him what he thought was the most important work he had done that year as the literacy coach. His response from the transcript is below:

Before we had the common core and before we had changes in teacher evaluation things were different. So, a lot of it, uh, part of what I've said my job is this year, is to be the "rah, rah guy." To tell people, "Look, we can do it! We can do it! We can do it! We can do it!" To be a sounding board that can reflect hope rather, um, because we, teachers have to have hope. They have to know that they can get through this, that they're professionals, that they have grown so far. They have to know that these challenges may seem overwhelming because we have so many at once, so many changes in evaluation for example, but it's something that we can get through. Teachers in the past have gotten through it and have proven themselves successful. We, teachers at this school, can get through these changes and can be successful.

Jerry saw himself as a stabilizing force for teachers to help them navigate the changes and challenges they faced. My interview with teachers also corroborated this role. When asked what they thought the most important role for the coach was, a teacher responded, "He is on our side. He understands and listens and doesn't judge." In Jerry's log I coded this affective coaching as Building an Understanding of Teachers and Practice and it represented the third most minutes according the log, 18% of Jerry's time, but clearly Jerry and the teachers felt that this work was his most important the year of the study.

Another source of data collected, Jerry's power point presentations, further complicate the log results. Thirteen power point presentations from the year were collected from the coach.

Three of the thirteen were monthly reports to the principal about Jerry's coaching and initiatives.

The other ten were all department presentations and are summarized in the chart below:

DATE	TITLE	PREDOMINANT THEME	AUDIENCE
9/3/12	Peace	Aligning personal/district and department goals	English Department Meeting
9/9/12	Finding Balance	Goals for common planning	English teachers Grade level common planning
10/1/12	Data	Using student data to design instruction	English teachers Grade level common planning
10/29/12	Data Wars	Using student data to design instruction (cont.)	English Department Meeting
11/9/12	Common Planning and Common Adjusting	Dealing with change	English teachers Grade level common planning
12/ 7/12	Fun with Google Docs	Using Google Docs for exit slips	English teachers Grade level common planning
12/10/12	Midterm Development	Designing Common mid-term exams	English department in-service day
1/14/13	Midterm Development	Designing Common mid-term exams (cont.)	English Department 90-minute professional learning afternoon
2/3/13	Standards and Assessment	Shifts/ change is the norm	English teachers Grade level common planning
5/13/13	English Department Meeting	Summer Reading/ Designing common final exams	English Department 90-minute professional learning afternoon

Table 11: Presentations

Only the Google Docs presentation was coded as strategizing instruction (it was coded as technology as well). Four of the ten, 9/3, 9/9, 11/9 and 2/3 were coded as Purpose/ Philosophy which in the log only represented .01% of the coach's time. Three of the remaining

presentations were coded as assessment, 12/10, 1/14, and 5/13 and the other two as data, 10/1 and 10/29. Since his presentations were clearly not focused on instructional strategies, most of his one-on-one meetings with teachers, the way he spent the majority of his time, must have been.

2. Assessment and Data

According to Jerry's log, he spent 21% of his time on the topic of assessment (the second largest use of his time) and 15% of his time on the topic of data (the fourth largest use of his time). Taken together the two topics add up to 36% of Jerry's time during the year of the study. As was mentioned earlier, this makes sense given that the teachers were charged with developing common assessments in grade level teams during common planning the year of the study. It was the first time they had done this work and Jerry felt strongly about the need to guide them in the endeavor.

One of the things that I've been envisioning is that the process is kind of like turning the Titanic around and so it's very slow, and I do accept some of the things that I as coach this year have to share about building common assessments won't be gotten the first time. I keep trying to bring them back to keeping the end in mind and not just what am I teaching next week.

The teachers had a lot of resistance to the idea of common exams initially, and Jerry's presentations and conversations were in response to those feelings. After giving a common midterm exam for the first time, Jerry characterized the teachers as taking a "mental sign," since it actually went well, but before the teachers began working on their collaborative final exam, Jerry again found the need to ground them in the purpose of the work; what he called the "big picture."

They don't always get it, so I use a metaphor. Some are getting it but for others they are just doing it because they have to. It's a shift which is why I shared the power point about Istanbul and Constantinople from *They Might Be Giants*. I want them to see that what we do is still the same. The big picture.

Data was also a new initiative the year of the study. For the first time teachers were charged with keeping class spreadsheets to chart student progress on grade level common assessments. Jerry not only helped the teachers to do this, but he also spent much time compiling individual teacher data into grade level spreadsheets, analyzing trends across the grade, and presenting the data to the teachers. Again, Jerry felt this was a good use of his time:

Some of the coaches complain about data and it is a lot, but I don't agree that it takes away from coaching. For me, it gives me something to coach into. So here's the data, What's it telling us? What do we do with it?

3. Building an Understanding of Teachers and Practice

As was mentioned earlier, although this topic code was the third most prevalent in the coach's log representing 18% of his time, it was by far the most prevalent in the observational and interview data. Many of the observation transcripts were coded under this topic as well as another. For example, the following excerpt from a transcript at a common planning meeting of the grade 11 teachers was coded as both building an understanding of teachers and strategizing curriculum.

So as I talked with some of you, you were concerned about the clarity in the next unit and how you would lay it out. So, this is what I'm calling the curriculum at glance unit of English 11. So, what I simply did for you just to make planning easier for you is I took your war unit and I typed out exactly what it says for established goals, and essential questions, content modules, complete skills, etc. So eventually, whenever you get to the end of the unit it makes sense that these are the things you will be assessing. Did the students get these? Are the students able to answer the essential questions? Did they get this content module? So that as you're planning this is a guide.

The resource the coach gave the teachers guided their curriculum planning, but was also in response to their needs.

5. Policy and 6. Strategizing Curriculum

According to his log, Policy was a topic that took a small amount of the coach's time .05% as did Strategizing Curriculum (.04%). Neither of these were seen in the observational data but both topics came up in interviews with the coach. The coach talked about serving as a resource especially for new teachers and giving them information regarding school and district policies and procedures. He also discussed the work he did with the 12th grade team to revise the units of study they had created the year before to make them more coherent.

7. Strategizing around a Student and 8. Technology

Each of these topics represented .03% of Jerry's time according to his log. Although both were a small proportion of Jerry's time overall, both did appear in the observational data. On two occasions on the days I shadowed Jerry he had individual conversations with teachers about specific students and how to best reach them. Both were initiated by the teachers who sought his advice. Jerry also talked about student strategizing in interviews when he talked about his work with the I&RS team.

The topic of technology is seen in the interview data only once, when a teacher I interviewed talked about how Jerry had helped her with the new projector in her classroom. Jerry also did what he called a weekly "Google Docs Tip" for teachers who voluntarily came one day after school. These were typically 10-15 minute demonstrations of ways to use the tool that Jerry conducted during February and March. Generally two or three teachers attended.

Remaining Topic Codes

The remaining topic codes, Classroom Management (.01% of the coach's time) and Parent-Teacher Communications (also .01% of the coach's time) do not appear in any of the observational or interview data. This is most likely due to the fact that most of the events coded

this way occurred early in the year in Jerry's log, before the time of the study which began in January.

Findings: Topic Codes: On What Did the Coach Focus?

The topic codes represent the purposes and goals of Jerry's coaching. The year of the study, the coach spent the great majority of his time on a few topics. 80% of his time was spent strategizing instruction, building an understanding of teachers and practice, and assessment and data. As a high school coach, Jerry was working with content specialized teachers who needed very little content coaching. A focus on how to best deliver the content through instructional strategies would seem like a logical focus. Building an understanding of teachers and practice also makes a lot of sense for a first year coach whose major goal for the year as he states it is to "bring peace in the midst of change." The surprising finding in the topic codes is the amount of time the coach spent on assessment and data. As was previously stated, the year of the study the teachers for the first time were accountable to develop and administer common assessments and to report student progress on the assessments on class spreadsheets. The assessments would be the basis the following year for Student Growth Objectives (SGOs), which would be a part of a teacher's evaluation. This was all new for teachers and they were very concerned and anxious about it. In addition, Jerry was responsible to compile data across grade levels and analyze it for trends and patterns. In the age of accountability, this appears to be an increasing role for literacy coaches.

Question 2: What were the purposes and goals of the coaching?

Jerry described himself as "the element of peace in the midst of change." He saw himself as a stabilizing force for the teachers. The teachers themselves also saw him this way. As one teacher described it:

They are making us do all sorts of stuff now that has nothing to do with what goes on in the classroom; what is really important. They want to blame everything on the teachers. Never the parents or the students. It's our fault and how can they get us. They don't have a clue. So we are worked up and stressed and it does have an effect. We're losing good people in the classroom. It's too much and you just try to shut your door. But Jerry gets it. He's a teacher and he tries to help. He tries to make it useful, and He takes a lot of crap but he stays positive.

In my focus group with teachers, they overwhelmingly supported and appreciated Jerry and his work. Jerry was well-liked and the teachers did seem to be telling me what they thought I wanted to hear, because they supported him. In our final interview Jerry described the teachers' responses to him as a coach:

It's funny. The newer teachers they say to me, you're coming back next year, right? It's been weird because my friends who've known me for a while, who've, you know, grown up in education with me, they've been saying things like, You're going to be back in the classroom next year, right? So, the more veterans who know me have been trying to get me back in the classroom, whereas the first years, and the non-tenureds have been trying to keep me in this supportive role. So, I actually had to ask one of them, Are people trying to get rid of me? And, one of them, who I know the best said, No, I think it's just that everyone knows how much you love teaching.

Question 3: What Factors Influenced What the Coach Did?

There were three influences for what Jerry did as documented in the data. They were the district/ department mandates, what the teachers felt they needed, and what Jerry felt the teachers needed.

District and Departmental Mandates

In the year of the study the Common Core State Standards were in the second year of implementation in the state of New Jersey. The previous year, the teachers had worked in grade level teams to align units of study in their curriculum to the new standards. Jerry had been a teacher the previous year in the English department and had been a part of that process. The year of the study, the teachers were charged with developing common assessments to measure student

growth toward meeting the standards. The results of those assessments would be used the following year to measure student growth as part of teacher evaluations. As the coach, Jerry helped to guide that work and many of his presentations and meetings with teachers were about assessment design and data. He described his role in this as a “bridge of communication between administration and teachers.” His work at the grade level common planning meetings also demonstrate his attention toward these mandates.

Teacher Needs

As demonstrated in the data, Jerry spent most of his time working one-on-one with individual teachers and most often the topic of those conversations was instructional strategies. New teachers in particular would seek out his advice on upcoming lessons and ideas. He also solicited this information from teachers. On one of the occasions when I shadowed Jerry he specifically stopped to talk with teachers as they were on hall duty and asked them what they were working on in their classrooms. Conversations ensued about where they were in the unit of study and instructional strategies they were using.

Teacher: I’m going to use a Socratic Seminar for this section of *The House on Mango Street*.

Jerry: Sounds like a plan. Let me know how that goes.

Teacher: I’ve done it before with this group and they should be getting better at it.

Jerry: Do you give them the questions?

Teacher: Some but they can come up with their own also.

Jerry: Sounds good.

What Jerry Felt the Teachers Needed

The biggest thing Jerry thought the teachers needed was support. They needed him to be the peace-keeper and help them keep calm in their mandated tasks. He describes it:

It’s hard to measure, and I don’t think teachers see it, what I’m about to say, I don’t think that teachers see this but when I think about what this year would have been like without a literacy coach, just trying to get our assessments done, trying to get through the data

that we've had to get through, trying and trying to work together, I think that there are some places where, towards the last month, where some common planning teams drifted into segments. I think that would have happened much earlier in October or January if there were not a literacy coach. I think there would have been a lot more in fighting in the department because the process of designing common assessments was a difficult process for the department this year.

Sometimes, however, Jerry misjudged what the teachers needed. On the day I shadowed Jerry in February, Jerry was visiting common planning and he had created a power point presentation in response to the pressure he said the teachers were feeling about the common midterms. It was the first time the teachers were administering a midterm exam that was common across the grade and at the common planning meetings the week before the midterms had taken place, the teachers were very vocal in their feelings that the students would not do well and that common midterms were a bad idea. Jerry's power point was meant to alleviate their frustrations through humor, but when he presented it at the first group in the morning, the teachers seemed confused. When we debriefed afterward Jerry described it:

Sometimes I don't think they get my metaphors. They are at a different place then they were two weeks ago. Midterms are over and it wasn't a disaster. Now they are taking a mental sigh. I think I misjudged and need to adjust this for the next group.

A second area Jerry focused on that he felt was needed for the teachers was for them to base their instruction on the Common Core State Standards.

This is a shift for them and it's almost like getting them to start over. It's not about, I'm teaching *Hamlet* anymore. It's about I'm teaching this standard and I'm using *Hamlet* to do it. It's a huge shift and I don't think they get it yet. I just keep going back to the standards, back to the standards. That's why I gave out the units without the resources section so they could get back to what is it that we are trying to teach. Some of them still don't get it.

At another time, Jerry described his work in trying to get the teachers to make this shift as "trying to turn the Titanic around." He understood, however, that change is a "slow process."

Balancing the Three Influences

There is no evidence in the data to suggest that there was conflict in the three factors that influenced Jerry's coaching: district initiatives, teacher needs, and his perception of teacher needs. Jerry saw himself as both a change agent and a force for peace for the teachers. Jerry seemed to blend his roles successfully and the tension between the role of serving as a mentor for teachers and a change agent or program advocate as seen in the literature about coaching (Neufeld & Roper, 2003; Smith, 2012) was not evident. This may be because of the "less intrusive" nature of Jerry's coaching (Moran, 2007). Although he functioned as a change agent in common planning meetings and presentations, his work was largely outside of the classroom in less threatening, or as Bean (2004) describes it, at a lower level of intensity.

Question 4: What Were the Coach's Successes and Challenges?

When asked this question at our final interview of the school year, Jerry talked about the development of the common assessments in each grade level and the collaboration of the teachers in their common planning teams. He also discussed how the teachers felt more supported. Teachers also expressed that they felt supported and helped. At the end of the school year in which the study took place, however, two department members, one a second year teacher and the other a tenured teacher, resigned. Both left the profession, and both cited job dissatisfaction as the reason at their exit interviews. Jerry and I discussed them at our final interview:

Wow, yeah. I saw it coming with DP. He has been unhappy all year and could not get on board with the idea of data and student growth in teacher evals. He has been complaining and complaining. I didn't see it coming with JG. In the beginning of the year I was worried about her and wondering if she was going to make it. She had management issues but I thought things had gotten better. That came out of left field for me.

As supervisor of the department, I felt Jerry's first year as a coach was highly successful. Because I travel between buildings and supervise over eighty staff members, I can't always be there for common planning when the teachers are doing the important curriculum work. I counted on Jerry to keep those meetings on track as well as to keep the pulse of the department and attend to teacher needs.

Challenges were more difficult for Jerry to articulate. When asked what the best part of his job was, he talked about how he loved to be in the classrooms modeling lessons and getting to work with students, however, as his log and the other data indicates, he actually spent very little of his time in those activities. Although the teachers liked and respected Jerry, they did not regularly invite him into their classrooms. Jerry felt that this was particular to high school teachers:

In elementary it's more like a family. When I talk to the elementary coaches at our monthly meetings, they do a lot of modeling. Here these are content people and they believe they are experts. They are all about here take this organizer I created or try this it worked really well in my class but they are not so good at receiving advice. It's I'll give but I won't take. I have had more success going into science classes and even art history because they need writing strategies and are not experts in that.

Jerry was very successful at building relationships with teachers and working with them in a non-threatening way to help them to fulfill their goals of creating common assessments as well as improving instructional practices. He was not as successful at the coaching roles in which he worked side by side teachers in their classrooms such as modeling, co-teaching or observing. Jerry attributed this to the fact that he was working with high school teachers. That might be some of the issue, but it may also be due to the fact that this was his first year as a literacy coach. Moran (2007) in her coaching continuum states that different coaching roles require increasing degrees of "intrusiveness" on the part of the coach interacting with the teacher. She defines "intrusive" as "the extent of the coach's involvement in the actual teaching

routine and the potential impact of that involvement on a teacher's sense of comfort" (pg.15). According to Moran, Jerry's time was most often spent in less intrusive settings. Jay & Strong (2008) discuss the literacy coach's first year as a time of "acquaintances" (getting to know the culture and the people, "adaptations" (responding to staff needs) "assessments" (gathering data) and then "priorities" (analyzing and setting goals based on the data) (pg. 77). They break the school year up into quarters in which each step takes place. It is clearly evident in the data that Jerry moved through the first two quarters (acquaintances and adaptations). The third quarter, however, is when more time should have been spent in the classrooms according to Jay & Strong, and data gathered both about students and about instructional practices. Although Jerry spent a lot of time on assessment and data of students, he did not systematically gather data on teacher instructional practices in the classrooms.

Question 5: How Do Jerry's Activities Compare to what is Seen in the Literature?

Much of the literature on coaching discusses differentiating both the kind of coaching and the content of the coaching to meet teachers at various levels of need and expertise (Moran 2007, Dozier 2006, Knight 2007). Jerry worked with teachers at various levels in a variety of coaching roles. His coaching was consistent with social constructivist theory in which mentoring is provided by a "more knowledgeable person who engages with less experienced or knowledgeable persons in a process known as scaffolding" (Lee & Smagorinsky, 2000). Collet (2012) studied the gradual release of responsibility model of sociocultural theory as coaches worked with teachers to change instructional practices. While the gradual release of responsibility model in the classroom moves students towards independence, in her study the coaches using the model moved the teachers toward increased collaboration both with the

coaches and with one another. Jerry's work in common planning was very reflective of this and indeed was one of his personal goals in his overarching theme of obtaining peace.

An area of difference in Jerry's coaching in his first year at the high school and much of the literature about coaching was that Jerry did very little content or curriculum coaching, prevalent in the literature about elementary school coaches (Deussen et. al, 2007; Dole, 2004; Kissell, 2011). His coaching predominantly centered around instructional strategies, data, and assessment. The focus on instructional strategies rather than curriculum and content makes sense for a high school coach given that he was working with content specialists. The surprising result of this research was the amount of time Jerry spent on assessment and data (36% of his time). Many of his presentations were also focused on data and assessment. Although we do see coaches attending to data in some of the literature, such as inputting assessment results or helping teachers with data (Bright & Hensley 2010; Elish-Piper & L'Allier, 2007), it was a huge focus for Jerry in his first year of high school coaching. This may be due to the fact that this was the first year of common assessment development and reporting of student achievement for teachers. It may also be because of the increase in accountability for teachers and the fact that the state was requiring that local assessment data be used in teacher evaluations the following year. His focus on data and assessment was both in response to the teachers' need in a practical way to design, administer, analyze and use the results of the assessments, and also their need to come to "peace" with the new requirements and increased accountability.

At his very first meeting with the teachers, Jerry used a baseball analogy to describe the goals of his coaching to the teachers. He described his role as a pitching coach who works off of the field but stays focused on building the player's individual skills. He described the role as "a second pair of eyes to help the pitcher make adjustments, work on fine turning, or assist with

adding to a pitcher's repertoire of pitches." Jerry certainly used his individual meetings with teachers in this way to differentiate and provide what they individually needed. In another presentation, Jerry compared his coaching to a third based coach who watches the whole field in order to signal for runners to run or to stay put. Jerry's role in common planning helping teachers to design common assessments, interpret and use data, and work together collaboratively illustrates this role.

When I asked Jerry about these analogies he mentioned the first base coach whom he described as "pretty useless." When I asked him why he said that all the first base coach did was give the runner on first base what he needed to run the bases (provide him with his hat, take his gloves, etc.). Although he didn't see it as important, I think Jerry's coaching illustrates this role as well as he focused on making sure the teachers had what they needed to do the job they were required to do.

CHAPTER 5: Discussion

Introduction

This qualitative case study documents what a first year literacy coach in a high school setting did in his role as a coach. The study adds to the small, but growing body of literature about coaching at the high school level. Through analysis of a full year of the coach's very detailed log, five full day observations, multiple interviews with Jerry, the coach, interviews with the principal and with the teachers with whom Jerry worked, and examination of other artifacts, the study uncovers the activities in which the coach engaged. Specifically, the study focused on the questions:

What does the coach do in his role? How does he spend his time?

- What are the purposes or goals of his coaching?
- What factors influence what the coach does and how he spends his time?
- What are his successes and challenges?
- How are the coach's activities similar and different to what is seen in the literature?

Jerry spent the vast majority of his time during the year of this study on a few activities and topics. He worked with teachers one-on-one with instructional strategies, such as how to better engage students and project-based learning and to build an understanding of them and their practices, as well as co-planning with teachers both individually and in grade level teams. He spent much of his time responding to teacher emails and record keeping, which included keeping his own very detailed log of all his activities. Jerry was responsive to teacher needs as they communicated them to him, and their needs are what provided the focus for the professional development he delivered.

As described in the previous chapter in detail, Jerry spent a significant amount of his time, 36% of his time overall for the school year, on assessment and data. That time was spent both developing and delivering presentations to teachers about assessment and data, and compiling and analyzing data himself. During the year of the study, the teachers were charged with developing common assessments in grade level teams in order to measure student progress. They were also charged with compiling spreadsheets of the data from the assessments to measure students' progress toward standards based goals. The following year these would be used for Student Growth Objectives (SGOs) which would be a part of the teacher evaluation model under new state requirements. The teachers were both apprehensive and upset by these mandates and Jerry spent a great deal of time helping them with the design of the assessments and analysis of the data, as well as helping them to be calm.

Jerry's overarching purpose was to bring what he called "peace" to the teachers with whom he was working to help them collaborate in grade level teams and produce mandated common assessments to track student progress. During the year of the study the vast majority of his time was spent on activities to assist teachers outside of the classroom setting. He spent very little of his time in coaching activities such as modeling lessons or co-teaching with teachers inside the classroom. His experience mirrored what Taylor et. al, (2007) found: "High school literacy coaches reported that modeling literacy strategies in the classroom was the professional activity that affected learning the most, but it was also the activity that they had the least time for" (p.25). Although Jerry reported that working with students in teachers' classrooms was the best part of his job as a coach, he spent very little time during the year of the study in classrooms doing that work.

Findings and Discussion

The Predominant Roles Jerry Enacted as a High School Literacy Coach

As described in detail in the previous chapter, Jerry took on coaching roles that helped him build relationships and collaboration with the teachers with whom he worked. In a very broad view, Jerry enacted the coaching roles that the culture of the high school and the teachers with whom he worked asked of him. His coaching was responsive to teacher needs and to district mandates rather than directive (Ippolito 2010). I have characterized his two major roles as that of a counselor and that of a repairman.

1. The Coach as a Counselor

At our very first interview, Jerry described his focus:

It's emotional, affective. I want teachers to feel that they can meet the challenges coming down in education and still be a positive force for good in the school. It's like the straw on a camel's back. If I can take enough off as a coach to help, just by being a sounding board and support, that's what I'm doing.

Both Jerry and the teachers with whom he worked saw this supportive stance as his most important role. In his role as a counselor he listened and offered advice. He was perceived, and perceived himself as a help to teachers. When clients go to see a counselor, they talk about their needs and problems and the counselor gives them advice, but the counselor does not have first-hand experience of their clients' problems outside of what they say. The counselor does not go home with their clients or go to work with them to see their problems in action. Jerry operated in a similar way. For the most part, a teacher's needs were mediated through that teacher. The teachers told Jerry what they needed from him. As the coach, Jerry had little first-hand experience actually seeing the instructional needs and gaps in the classroom where the teachers were doing the work. This is not to say that Jerry was not busy as a coach. His extensive log shown in the previous chapter shows how busy he was every day and how his work was centered

around teacher and school needs. His work was always in response, however, to what they told him they needed rather than what he saw in their practices.

Non-Intrusive, Non-Threatening

Much of the literature about coaching talks about the inherent tension in the role between acting as a mentor or colleague, someone teachers can come to and confide in, and the role of a program advocate or change agent (Neufeld and Roper, 2003; Smith, 2012). Ippolio (2010) writes about the way the coaches in her study balanced the more “directive” roles they were asked to carry out with the more “responsive” to teacher needs. Coaches have to build trust in order to be able to work with teachers, but they are also “in the change business” (Toll, 2005), which can be uncomfortable for teachers. Jerry did not experience this tension because he focused so heavily on the counseling role. Although he talked about being a “mediator” between the administration and the teachers, he focused on being “on their side” when he worked with the teachers.

Moran’s (2007) literacy coach continuum is a useful lens to use when examining coaching activities. The first reason is that the continuum focuses on actual activities that coaches engage in. The other is the emphasis in her work on differentiation in coaching. Teachers at various levels of learning and experience have very different needs, and the continuum addresses those differences.

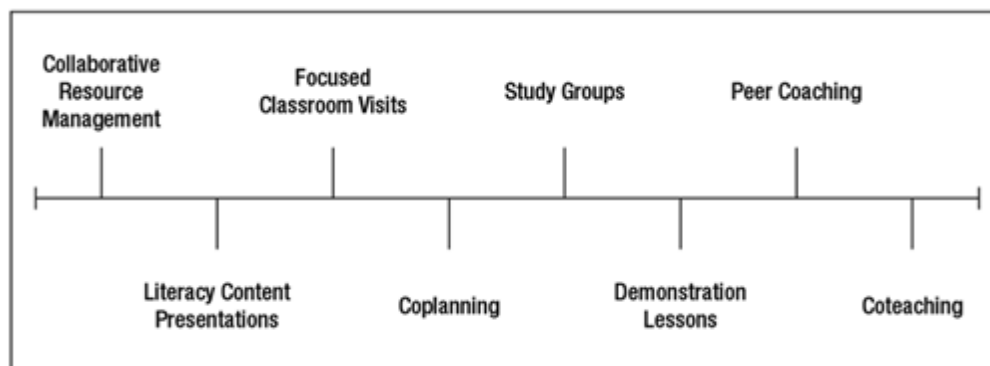


Figure 8: Coaching Continuum

As the coaching activities move toward the right of her continuum, she calls the coaching more “intrusive” (Moran, 2007 p.7). Jerry stayed predominantly in the activities on the left side of the continuum. In Bean’s (2004) progression, coaching moves from being less to more “intense” as the coaching activities move from the left to the right of the chart.

Coaching Activities (Levels of Intensity)		
Level 1 (informal; helps to develop relationships)	Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)	Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)
<ul style="list-style-type: none"> • Conversations with colleagues (identifying issues or needs, setting goals, problem solving) • Developing and providing materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in Study Groups • Assisting with assessing students • Instructing students to learn about their strengths and needs 	<ul style="list-style-type: none"> • Co-planning lessons • Holding team meetings (grade level, reading teachers) • Analyzing student work • Interpreting assessment data (helping teachers use results for instructional decision making) • Individual discussions with colleagues about teaching and learning • Making professional development presentations for teachers 	<ul style="list-style-type: none"> • Modeling and discussing lessons • Co-teaching lessons • Visiting classrooms and providing feedback to teachers • Analyzing videotape lessons of teachers • Doing lesson study with teachers

Table 9: Levels of Intensity

Bean, R.M. (2004).

Again, Jerry spent very little time in the activities that “may create some anxiety,” the level 3 coaching activities. Given the diversity of the teachers with whom he worked, and the fact that so many of the teachers in the department were new and inexperienced, I would have expected to see more of the level 3 activities in his work with them. Jerry preferred not to take teachers out of their comfort zone. Some of the literature suggests that this may have limited his effectiveness as a coach and change agent (Roller, 2006; Stephens & Mills, 2014). It is also interesting to note the terms used in the literature for these more intense coaching activities. The words *intrusive* (Moran, 2007) and *anxiety* (Bean, 2004) both carry with them negative connotations, which run counter to Jerry’s vision of himself as a counselor or helper. Ippolito (2010) refers to the differences in coaching roles as “responsive” which is coaching for self-reflection, and “directive,” coaching for the implementation of certain practices (p. 165) and discusses the need for a balance of the two roles which she calls a “mixture of pressure and support,” (p. 183). In his first year as a coach, Jerry heavily favored the responsive coaching role.

No Resistance

It is useful to situate Jerry’s coaching work in the context of coaching in the school and district. As was mentioned previously, there had been literacy and math coaches in the school district in which Jerry worked for many years before Jerry began, but the year of the study was only the fourth year of coaching at the high school. Jerry was the third literacy coach. The math supervisor and I lobbied to have coaches at the high school because of the great impact we had seen coaching make at the middle school level although we knew it would look differently at the high school level. The first literacy coach we hired at the high school was an experienced

elementary school coach from another district. Before becoming a coach she taught middle school English. At the time we thought an experienced coach was the best option since coaching was new to the building. Our first coach was not as successful at the high school as we would have hoped and developed very few relationships with the staff. Because of her lack of experience at the high school level she never felt comfortable with the content at the high school and never really felt she fit in. Her impact on the department and school was limited and she did not feel successful. Consequently, she left after one year. The second coach came out of the high school English department as an experienced teacher leader and most of the department looked up to her. She did, however, encounter great resistance from the veteran and even some of the younger teachers who considered themselves experts. Although she did work extensively with some of the newer teachers, in her two years as the coach she was often quite discouraged with her inability to get some of the teachers to change. She left to pursue graduate studies and ended up working for an educational consulting firm in another state.

Jerry was also a member of the English department when he was made a coach. He was well-respected as a teacher with his colleagues, and had served previously in other leadership capacities such as department chair and coordinator of a professional learning community (PLC). As the supervisor, I expected he would meet with some of the same resistance as the previous coach and we discussed this when he was first began in the position before the study started. Resistant teachers are a barrier to coaching that is seen in much of the coaching literature (Dozier, 2014; Knight, 2007; Smith, 2003). Jerry, however, was not faced with this issue. He was overwhelmingly liked. The teachers I interviewed talked about how helpful he was to them and had nothing negative to say about him. It could be that they thought this was what I wanted to hear as the supervisor of the department, but Jerry also felt that way and there was no evidence

in the observations or other data to suggest otherwise. The teachers always seemed happy to see him and work with him.

By examining the activities Jerry engaged in, I concluded that the reason Jerry did not meet with resistance was because there was nothing for the teachers to resist. As he operated like a counselor, he was responsive to what they said they needed but did not investigate to find areas of concern in their practices or ways he could help them improve instructionally beyond what they told him. Because he never moved into the more intense or directive coaching activities that take place in the classroom, he didn't meet with teacher resistance.

It is important to note that Jerry recognized the need to spend more time working side by side with teachers in the classroom. Because he spent his first year building such strong, supportive relationships with teachers, it is entirely possible that in his second year he would have been able to move into the more directive roles and spend more time with teachers in the classrooms, observing, modeling lessons and co-teaching, and his coaching might have reflected more of the balance Ippolito (2010) advocates is most most effective. It is also possible that coaching high school teachers might follow a different trajectory than elementary coaching on which most of the research about coaching is based (King et al., 2005, Stevens, 2011) and more time might be needed to build the kind of trust needed to facilitate other coaching activities.

No Follow-up in Classrooms

One of the fundamental benefits of coaching is achieved when the coach works side by side with teachers modeling best practices with students in the classroom, where the work takes place (Jay & Strong, 2008, Sweeney, 2003). Teachers then not only hear about best practices strategies in professional development sessions, but also see them in action with their own students. According to Guskey (2000) teachers change in response to what works in the

classroom for their students. Jerry did many presentations and one-on-one meetings with teachers aimed at changing teacher beliefs as well as improving instructional practices. It is unclear, however, if teachers actually used what Jerry provided in their classrooms or to what extent they used them. Quite a few of the presentations Jerry gave were about making data useful in the classroom and using that student data to inform instructional decisions. Although the teachers complied with the directives to develop and administer common assessments and to compile student data, as the supervisor I saw little evidence of teachers actually using their data to inform instructional decision making.

The coach's role in helping teachers to interpret and use student data for instructional decision making is present in many of the studies of coaching (Blamey, Meyer & Walpole, 2009; Jay & Strong, 2008; Knight, 2007). Jerry did not take the final step in his coaching to follow up in the classroom and help the teachers to use what he presented to them (Knight, 2007). Many of Jerry's presentations and meetings with teachers were in response to teachers' emotional responses to mandates or requirements reflective of a counseling role which was more comfortable for the teachers and perhaps also for him. This may be because this was his first year as a coach or because he needed to develop relationships before moving into the more directive roles.

2. The Coach as a Repairman

On non-common planning days I do coaching seeding walks-- between classes teachers by door—visit hall duties. I visit study hall duty. I typically hang out in the teacher's room before school and first period. They will come up to me if I'm in the teacher's room. I get good requests.... Can I talk to you?

A repairman is called when something is broken that needs to be fixed. Generally repairmen do not know if something is broken until the customer alerts them of a problem and then they come to fix it. They also do not typically plan, build or construct anything; they simply fix what has

been reported as broken. As a coach, Jerry operated in much the same way. The teachers told him what they needed help with and he helped.

No Coaching Goals

Jerry did not have any coaching goals for the teachers with whom he worked. He was not helping the teachers to implement a new program or use a particular instructional model as is seen in some of the studies of coaches (Deussen et. al, (2007); Kaplan, 2008). He also didn't "diagnose" the pedagogical challenges of the teachers with whom he worked. They told him what they needed from him and he responded. The focus of Jerry's time and energy was on the district mandated common assessments and data, both because they were mandated and because that was what the teachers believed they needed from him. Because he spent so little time in the classrooms observing teachers, he was unable to determine their instructional needs on his own without them telling him what they were. As a result he had no clear learning goals for them. He did not have a plan to build anything instructionally either on the programmatic level or on the individual teacher level. Instead, like a repairman, he addressed what the teachers told him they needed from him. Similar to the balance between responsive and directive coaching Ippolito (2010) advocates, L'Allier, Elish-Piper & Bean (2010) acknowledge that although "collaborative relationships are essential for coaching," (p. 547), highly effective coaches must have "road maps," (p.549) to guide their work. Jerry's only guide during the year of the study was not based on his goals for teachers but only on mandates and what the teachers said they needed.

No Direction from Leadership

In addition to not having his own goals, Jerry was given little direction from his supervisor or the building administration. Because I was his direct supervisor and doing this study at the same time, I purposely gave him very little direction during the year of the study

because my aim was to see what a first year literacy coach does without direct guidance. As a result, I couldn't be telling him what to do because it would be a conflict of interest between my role as a researcher and that of an administrator. I did not want my influence to skew the study results. I also did not direct teachers under my supervision to work with him for the same reason. The principal at the high school was brand new this year, the fourth new principal in five years. He was extremely happy with Jerry's work and told me at our interview, "The guy's amazing. We are all going to be working for him one day." Jerry met with the principal each month and presented what he was working on and the principal was content to let him find his own work. In the entire year of the study, the principal never asked Jerry to implement anything or to work with any specific teachers. Jerry was given very little direction and had to "Learn on the job" (Galucci et. al, 2010; Marsh et. al, 2008). He took his direction from the teachers themselves. Wilder (2013) calls this "the laissez faire approach to secondary coaching" in which "coaches were given autonomy to determine who they coached, the topic of the collaboration and the coaching events and practices" (p. 242).

With no clear goals of his own or clear administrative direction, Jerry took on the tasks and activities the teachers asked of him. In their study of elementary coaches, L'Allier, Piper, and Bean (2010) discuss how effective coaching must be both "intentional" and "opportunistic" (p. 549). While they recognize that teachers will present opportunities for the coach by expressing need or interest, they stress the importance of having an intentional plan to guide the coaching work. Jerry lacked such a plan during the year of the study and as result, only seized on the opportunities given him by the teachers, much like a repairman.

How School Needs and the Culture Defined the Coach's Work

Much of the literature about coaching discusses the ambiguity of coaching, what it means to be a coach and the extensive and varied roles and responsibilities coaches undertake (Lynch & Ferguson, 2010; Poglinco et. al, 2003; Walpole & Blamey, 2008). This was first noted even earlier in teacher leader research by Smylie (1995). In this study of a first year high school literacy coach, it is clear that the coach took on the roles that the culture in which he worked desired of him and omitted roles that were undesirable to the teachers with whom he worked. He enacted the coaching roles that matched his goal of bringing peace. His coaching never brought the teachers to what Dozier (2014) calls the “intellectual unrest that offers possibilities for powerful transformational teaching” (p.234). He focused primarily on procedural aspects of assessment and data because of district initiatives and teacher need. This had an important result.

Jerry’s coaching work did not systematically build or dramatically change either beliefs or practices in any significant way in terms of program or instructional practices. His impact was primarily task driven in that he was conscientious about creating common assessments and doing data collection, analysis and distribution. His coaching did not support what should have been the next step, the teachers using the data in meaningful ways to inform instruction. His capacity as a coach to impact the classroom was therefore very limited according to much of the literature about literacy coaching (Bean, 2004; Calo, 2012; Collet, 2012; Moran, 2007). It is, however, important to note that there is not clear consensus in the research on coaching in general. In some of the literature outside of education, good coaching is non-directive, in which the coachee sets the agenda and finds the solutions to problems with the help of the coach (Fielden, 2005). While there is this lack of consensus, the assumption exists in the literature about coaching in education that coaches will be teaching side by side with teachers (Calo, 2012;

Shanklin, 2006; Toll, 2005; Walpole & McKenna, 2004). From their very early work on effective professional development for teachers, Joyce & Showers (1982) discuss the problem of teachers being able to transfer new learning into existing practice. They first advocated for a coaching approach in which teachers coached one another and practiced new strategies with feedback from one another. Instructional coaching grew from their research. A key component of that work is the practice with feedback modeled after athletic coaching. Without the modeling, observation and practice in the actual classroom, according to their work, coaching is not really taking place.

Although he did spend little time coaching in the classroom, Jerry did however, have a profound impact on the culture of the department and school. His focus on building relationships and community had a significant effect on the collaboration of the grade level common planning teams enabling them to work together to accomplish the goal of creating common assessments. This is an important first step toward meaningful teacher learning. From a Vygotskian perspective, Jerry worked within the teacher's zone of proximal development (Vygotsky, 1978) scaffolding learning to meet the teachers where they are in their learning. His coaching facilitated collaboration and built a community of learners within the language arts department (Lave & Wenger, 1991). In the midst of many mandates and changes that were stressful for teachers, Jerry was able to accomplish his overarching goal of peace and build community and collegiality.

Though certainly beneficial, and possibly just the first step for continued coaching in subsequent years, Jerry's impact during his first year as a coach was largely separate from the instruction occurring in the classroom and as a result his impact on student learning was limited. If the purpose for having a literacy coach is to improve teacher practice and ultimately student

achievement, by that standard, Jerry's first year as a coach was unsuccessful. Knight (2007) and Walpole & McKenna (2008) argue that if improved classroom practice and student learning are not documented as the result of instructional coaching, especially in secondary schools where it is a relatively new initiative, coaching runs the risk of being abandoned at the high school level.

Implications for Practice

Coaching holds great promise for improving teachers' instructional practices and ultimately improving student achievement. Most of the literature on coaching is about coaching at the elementary school level. This may be due to the fact that literacy coaching has been around in the elementary schools for a much longer time. The literature on coaching at the high school level is just starting to grow, but much of it is prescriptive, centering around what roles coaches should enact rather than what they actually do (Hunt & Handsfield, 2013). This study of a high school literacy coach documents the way in which the teachers with whom a coach works and the lack of clear administrative direction and goals can limit the roles that a coach preforms and possibly limit his effectiveness. One of the clear implications of this study is the need for leadership and clear direction for the literacy coach. Mangin (2007) explored how a principal's understanding of the role and benefits of teacher leaders determined their level of support for the work. She found, "Even teachers with highly supportive principals wished for more support" (p. 352). Matsumura et al. (2009) further found that principal support helped coaches build trust more quickly and gain access to work with teachers in their classrooms. Because there are so many varied, yet legitimate roles the literacy coach can take on, priorities need to be set for how the coach spends his time in order to get the most impact from having a coach. Goals need to be agreed upon by the administration, both central office, in this case by me as the supervisor, and the principal and communicated clearly to both the coach and the teachers. Regular monitoring

to insure those goals are taking priority and the actions of the coach are prioritized is also essential.

A second implication of this study is the clear need not only for a job description for the coach, but also guidelines as to how to carry out those roles. As Lynch & Ferguson (2010) describe, a literacy coach's roles "evolve" over time and coaching activities should progress from the relationship building roles into the more intense roles that will bring about teacher change (p. 216). Although they are not specific about how much time it should take to move through such stages, it is important to recognize the need for that evolution and to monitor its progress. As demonstrated in this study, the absence of clear guidelines for timelines has an impact on the coaching work. In addition, district initiatives need to be considered, and guidelines given as to how much of the coach's time should be devoted to working on them as opposed to a coaching focus on individual teacher learning needs. Mangin & Dunsmore (2015) found that these sometimes competing roles and how the coach is trained to address them "limited the range of possible change strategies available to coaches," (p. 203). Again, if a balance is not achieved between responsive and directive coaching roles (Ippolito, 2010) coaching is limited.

As the supervisor, I learned a great deal about how to improve the coaching initiative in our district through this study. As a result, the supervisory team has instituted coaching cycles as a priority for the literacy and math coaches in all our schools. The coaching cycle gives the coaches a structure for how to use their time as they work with teachers (Sweeney, 2011). Varying in length from a few weeks to up to a marking period, the coaches work with the teachers to look at student data to design a focus. The coach may work with an individual teacher or a small group of teachers with similar classroom needs. The coach plans with the teachers for

the new strategies they will implement and then goes into the teacher's classroom and either models the strategy or co-teaches with the teacher. In the next phase the coach observes the teacher implementing the strategy and provides feedback. Finally, they gather more student data and debrief on the process. Depending on the data and strategies, steps may be completed multiple times. Not only are coaching cycles now part of the goals for our coaches, we also include them in our new teachers' professional development plans and encourage even our veteran teachers to include it in theirs.

A committee of supervisors, coaches, and principals also collaborated to develop and have the district adopt a district coaching manual. The coaching manual does more than give a coaching job description. The manual also provides clear recommendations for interactions and activities the coach should undertake with administrators and teachers, a detailed description of coaching cycles, activities the coach should not engage in such as substituting for classes, and recommendations for the way coaches should spend their time. The manual states that the majority of a coach's time should be spent in classrooms working with teachers modeling lessons and co-teaching as well as meeting with teachers to plan and debrief.

A new research brief by the International Literacy Association (2015), formerly the International Reading Association, sets out to define the varied roles of three types of literacy professionals in schools:

Reading/literacy specialists: Working with students who are experiencing difficulties with reading or writing at all levels (pre-K–12)

Literacy coaches: Improving classroom instruction by supporting teacher learning

Literacy coordinators/supervisors: Developing, leading, and/or evaluating school or district literacy programs" (p. 7).

Although the document talks about the considerable overlap in some responsibilities in these

roles, as is evident from this study that the role of a literacy coach in particular must be clearly defined and particular duties spelled out. Because coaches lack a specific schedule of classes, it is easy for coaches to be used for duties other than what their job outlines. Any school employing a literacy coach, especially a high school because coaching is relatively new on that level, needs to clearly define the roles and duties of the coach and diligently monitor how the coach is spending his or her time to insure the fidelity to the coaching model for professional development. Specific goals and outcomes for professional development need to be identified in order to document the value of having a literacy coach. Without clear goals and proof of outcomes, it is difficult to defend the need for individuals to serve in coaching roles.

Further Study

This study is a single case study of a first year high school literacy coach and is therefore not generalizable, but is a specific snapshot of how one high school coach spent his time as a first year coach. A second year of study would show how the role might have evolved and if in fact the coach would have spent more time in the classrooms. It would be helpful to focus on whether or not a coach can maintain the congenial and “peaceful” relationships Jerry was able to build and yet move into the roles that might make teachers feel less comfortable but effect greater change in beliefs and practices. It would also be useful to study coaching under various mandates and initiatives. In this study, Jerry’s coaching was heavily influenced by the mandate of developing common assessments and tracking student progress. In the absence of such a mandate, or with a different mandate, coaching might look very different.

Further study is also needed about the ways in which the culture of a school influences the work of a literacy coach. As Hunt and Handsfield (2013) explain, “The work of literacy coaches is deeply affected by the particulars of the local context” (p.74). Study is needed to

examine how various schools, departments, and even individual teachers influence the roles a literacy coach takes on and the way in which the coach negotiates relationships. Coaching activities can also vary from teacher to teacher. Examining how a coach works with new teachers, and how that might differ from the ways in which they work with veteran teachers would also shed light on how coaches enact various roles in response to differences in teacher needs. The influence of administration and leadership on a coach's activities is an area also worth exploring to see how leadership affects the coach's work.

The Challenge of Coaching

When asked directly if I thought Jerry was a good coach, my immediate response was yes. As his supervisor, I saw him as helpful both to me and to the teachers in our department. He built community and collegiality in the grade level common planning teams and helped the teams to develop common assessments and track student progress. He was an extremely positive influence on the culture of the department and accomplished his goal of making peace. These are all very positive accomplishments. On further examination, however, it is clear that Jerry's impact was limited. Although he helped the teachers to accomplish the tasks with which they were charged, he had very limited impact on teacher instructional practices. He did not significantly impact instruction in the classroom resulting in increased student learning and achievement which is the primary purpose for employing a coach.

The district in which I work has maintained a strong commitment to instructional coaching. We have both a literacy and a math coach in each of our nine schools. At our elementary and middle levels we have documented the impact of coaching. We have moved our teaching and learning in language arts from a traditional basal program into a balanced literacy program using the reading and writing workshop model. Our students are no longer all reading

the same text but are reading books at their reading levels and progressing individually.

Instructional practices have improved and student outcomes on internal assessments as well as standardized tests have improved. We have had coaches in our elementary schools for over ten years and in our middle school for the last eight. Coaching at the high school level is still in its infancy. If our commitment to coaching is to be sustained at the high school level, we need to be able to document its impact there as well. As the supervisor, I had to take the responsibility for the lack of tangible evidence of the impact of coaching at the high school level on instructional change and student outcomes, and make some changes in my own practices. Jerry laid the groundwork by creating a collaborative culture in the department. As the supervisor, I needed to insure that the coaching at the high school progressed.

The first change I have made is to be more directive both with the coaches I supervise, and with the teachers with whom the coaches work. Coaching cycles are built into new teachers' professional development plans and veteran teacher are also rewarded for working with the coaches. Clear goals for the coaches and the department have been developed and communicated as well as a road map for both the coaches and I to provide the needed professional development. For example, this year we are working on small group instruction and differentiated instruction based in formative data. A clear plan of professional development for teachers was developed that includes the coach modeling instruction within classroom and my data collection of implementation by teachers through classroom observations. I also meet far more frequently with the coaches than I used to in order to monitor our progress and insure we are working in tandem. It is critical that we work as a team to provide literacy leadership to the school for professional development for the teachers in order to improve student achievement. That is my goal in working with the literacy coaches in our schools. I think it is most important

that the coaches are not left alone to figure things out on their own but that we work together and they are provided the support they need.

CHAPTER 6: Journal Article

This chapter is a summary of the entire study including a rationale, the questions for this research, a summary of theory, and a condensed literature review. It also includes a methods section, findings and analysis, and a discussion of the findings. It concludes with implications for future research.

Rationale

The need for high quality, on-going professional development for teachers has been well documented in the literature (Joyce & Showers, 2002; Wei, et.al, 2009; Yoon, et. al, 2007). Quality teaching is shown to have a substantial impact on student learning and is one of the few factors that can be controlled in education (Guskey, 2000; Yoon et. al, 2007). The literature has also documented that one-shot workshops for teachers have not had the desired long term effect on teacher practices in the classroom (Michael, 2008). The idea of academic coaching grew out of that need for sustainability. Working side by side with teachers as a more knowledgeable peer without a supervisory role, coaches have been shown to have a significant impact on teachers' instructional practices (Collet, 2012; Deussen et. al, 2007). Most of the research on coaching, however, has been conducted at the elementary grade level and the vast majority of the literature focuses on early literacy.

Recent research has called attention to what some have called a “crisis” in adolescent literacy (Jacobs, 2008). Reports such as the Carnegie Corporation's *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (2010) and the demands and rigor of the recently adopted Common Core State Standards (2010) in many states have further highlighted the need for attention to adolescent literacy. According to the National Council of the Teachers of English, (2006) “Teachers possess the greatest capacity to positively affect

student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement” (p. 8).

Coaching at the high school level seems a logical solution for providing that professional development needed to impact adolescent literacy, but coaching at the high school level is still not wide-spread and there is very little literature documenting what a coach at the high school level does.

The purpose of my study was to add to the small body of research about coaching at the high school level. Through an in depth qualitative case study of a first year literacy coach in a high school, the study uncovers what a beginning coach does with his time, what activities he engages in and what influences those activities. The research questions are:

What does the coach do in his role? How does he spend his time?

- What are the purposes or goals of his coaching?
- What factors influence what the coach does and how he spends his time?
- What are his successes and challenges?
- How are the coach’s activities similar and different to what is seen in the literature?

Theory

This case study was framed by sociocultural theory. Sociocultural theory posits that learning involves changes in participation in communities rather than individual acquisition of concepts separate from experience (Gee 2003; Vygotsky, 1978). Because of the nature of coaching as a social activity in an attempt to impact instructional practice, sociocultural theory provided a useful lens. In particular, Vygotsky’s (1978) ideas about the “ Zone of Proximal Development,” that teachers use with their own students when differentiating for varied needs

was considered. When dealing with many individual teachers at varying levels of development and expertise this is a useful frame for the differing forms of interaction and the roles a coach may take on. In addition, The Vygotsky Space Model developed by Ron Harré (1984) and elaborated on by Gavelek & Raphael (1996) provided a useful lens for coaching. In this model a recursive process from the social to the individual and then back to the social transforms both the individual and the community. That is as the coach interacts with teachers in a community and learning takes place on an individual level, the community is transformed by the process. The coach in this view is also evolving in his own understanding and learning as a member of a “community of practice” (Lave & Wenger, 1991, p.52).

Literature Review

Two areas of research were explored for this study on literacy coaching at the high school level. The first was what the research says is the most effective professional development for teachers, and the second is the literature about literacy coaching.

Defining Effective Professional Development

As stated earlier, research has found that teacher quality might be the single most important factor in student achievement that a school can control (Guskey, 2000; Michael, 2008; Yoon, 2007). Researchers agree however, that single one shot workshops based on a paradigm of teacher deficit, as professional development has historically been delivered, has not been effective (Clark & Hollingsworth, 2002; Wei et. al. 2009). The most fundamental shift is the idea that change is something done to teachers to something done by teachers as active and involved learners. This finding supports sociocultural theory in which meaning is socially constructed (Lave & Wenger, 1991). Within that framework, effective professional development is defined in many ways which can be grouped into three broad categories (with considerable

overlap). Effective professional development is job-embedded, district and school supported, and multi-faceted.

Literacy Coaching as Professional Development

Literacy coaches are one way districts are meeting the complex need of professional development for teachers. Wide spread studies of the effect of literacy coaches especially in assisting with program implementation such as Reading First and America's Choice have found positive correlations between coaching and teacher implementation, and even student performance on standardized tests (Collet, 2012; Deussen et. al, 2007, Professional development Audit, 2008; Showers and Joyce, 1996). Neuman and Cunningham (2009) found, "Participants who received coursework and coaching demonstrated higher quality practices, after taking into account pretest measures of quality, than their counterparts who received no treatment or course-based professional development only" (p.556). Coaching holds great promise for professional development because coaching is uniquely situated to meet the requirements of being job-embedded, supportive, and multi-faceted.

Coaching Roles and Responsibilities

The literature on coaching is replete with the varied roles and responsibilities for literacy coaches. The "Standards for Middle and High School Literacy Coaches" (2006) give three leadership and one content area standard for coaches with numerous elements and performances given for each. In a national survey, Blamey and colleagues (2009) listed fifty-five possible coaching activities based on the standards. Moran (2007) developed a coaching continuum of eight roles of increasing intensity. Roles abound. Jay & Strong (2008) add, "The roles and responsibilities of the literacy coach are defined and refined as the position evolves" (p.33). The lack of a clear and concise set of roles may be problematic as Stevens (2011) notes in her study

entitled “The High School Literacy Coach: Searching for Identity,” but it may also give the coach the flexibility to take on the roles that best meet the needs of the teachers, students and school in which he or she works.

Some of the literature on coaching distills the numerous roles a coach can take on into two very broad categories (McKenna & Walpole, 2008; Neufeld & Roper, 2003; Smith, 2012). McKenna & Walpole (2008) and Neufeld & Roper (2003) call the two roles change coaching and content coaching. Smith (2012) calls them mentoring and literacy program advocate. Ippolito (2010) calls it responsive and directive coaching. What is similar in these is that one set of duties falls under the broad umbrella of helping teachers and the other of effecting institutional change. Some of the literature calls attention to the tension between these sets of roles (Smith, 2012). The literature is clear that a coach must develop relationships with teachers in order to be able to provide support and professional development the teachers will accept (Jay & Strong, 2008; Knight 2007), however, as Toll (2005) says, “Literacy coaches are in the change business. Their jobs wouldn’t exist if someone didn’t want someone else to change” (p.14). This tension seems germane to the coaching role. In order to effect change the coaches need to build relationships, yet building those relationships is time consuming and may take away from the business of effecting instructional change. In addition, the changes coaches could be asking teachers to make sometimes cause discomfort for the teachers and can detract from relationship building.

Elementary Versus High School Coaching

Literacy coaching is far more wide spread in the elementary school than at secondary schools. Coaching grew out of the need for early literacy interventions so the vast majority of the literature about coaching is on the elementary level. Recent studies have started to explore

the roles and responsibilities of high school literacy coaches (Blamey et al., 2008; Gross, 2010; Stevens, 2011). While elementary coaches work with generalists who all teach literacy as well as all other subject areas, high school coaches are working with content specialists who may or may not believe they should be involved in student literacy (Stevens, 2011). The Annenberg Foundation for School reform launched a program to train literacy coaches for high schools in the neediest urban areas of Pennsylvania in 2005. Reflecting on their extensive work with high school coaching they write (King et al., 2005) “While certain elements of good practice hold true across the K-12 spectrum, trying to apply what worked in elementary schools will often undermine the work in secondary schools. Effective coaching recognizes and adapts to the structural, cultural, and instructional differences of different school levels” (p.5).

Conclusions and Implications

Coaching is a model that is uniquely situated to provide all the best components of professional development for teachers. The literature on high school coaching in particular is very limited and a coach’s daily practice and activities has not been widely researched. This study was designed to document what a first year literacy coach does at a high school and what influences how he spends his time.

Methods

Research Design Overview

This qualitative case study documented what a first year high school literacy coach did, how he spent his time and what influenced those activities. I chose case study design to provide a rich detailed description of those activities (Creswell, 1998). Data was collected through observation, in-depth interviews, documents and artifacts. Case study design was chosen to provide “vividness and detail” of the setting and participants under study (Marshall & Rossman,

1999 p. 159). In addition to the data I collected, the coach kept a very detailed log of all his activities throughout the entire year which was extensively used in the study. A section of his log is reproduced below.

Coaching activity	Danielson domain	Code	Applicable Grade Level(s)	Applicable Subject Area(s)	Date(s)	Hours	Units	Comments
Instructional coaching	1e	CD	9-12	Eng LA	9/6/2012	Period 4	2	GB: Discussed strategies for college essays. Call for action: Send examples of good college essays to Deb Meet with Peter (SPED) to talk to him about working w/ inclusion teachers. How to get involved.
Systems coaching	4d	CD	9-12	Eng LA	9/6/2012	Periods 1	5	SB, MM, DD, VZ, WJ(English teachers): Various navigation issues.
Department management	4f	O	10	Eng LA	9/6/2012	Period 2		No sub for MB. Had to get sub and create lessons. Met with Sped. supervisor about the issue. Call for action: Make sure that students have questions for Summer reading tomorrow.
Systems coaching	4f	O	9-12	All	9/6/2012	Beginning of every period.		Helped students in hallway find classes.
Instructional coaching	1c	CD	9-12	Eng LA	9/6/2012	After school	2	Met with DD about the 10 Language arts Lab curriculum

Figure 3: Coach's Log

The other data was collected over a five month span between January and June. Eight observations took place, five of which were full days of shadowing where I accompanied the coach throughout the day. Three formal interviews took place with the coach at the beginning middle and end of the study and informal interviews took place after each observation event. A group of volunteer teachers were also interviewed as was the principal.

Context and Participant

The study took place at a large suburban high school in central New Jersey. The high school serves a very diverse student population both ethnically and socio-economically. School-wide achievement levels have varied over the years. Since moving to a new building five years before the study, the building has had four different principals. The principal at the time of the study was brand new. The coach was also new as a coach but had taught at the high school and was well respected in the building. He agreed to participate and was studying his own practice simultaneously as a final project for a graduate degree, so he was eager to collaborate on data

and analysis. Although this was his first year as a coach, this was the fourth year for coaching at the high school which also had a math coach.

According to state guidelines, the teachers in the high school were implementing a new curriculum the year of the study aligned to the Common Core State Standards which they had written the previous year in grade level teams. The grade level teams met in weekly common planning meetings provided in the schedule during the year of the study to develop common assessments to monitor student progress toward meeting the new standards. Those assessments would provide the data needed to document student progress (Student Growth Objectives, SGOs) the following year according to new state guidelines and be a part of teacher evaluations.

Data Analysis

The qualitative data relied on multiple forms of data in keeping with case study design (Creswell, 1998). The data was coded in two ways, the first to align with the research questions and the second to align to Mary Catherine Moran's (2007) eight categories of literacy coaching on her continuum. Her continuum was used both because it focuses on the activities a coach engages in and because it is differentiated to account for the differences working with a diversity of teacher. As other activities emerged in the data these were added to the list for coding.

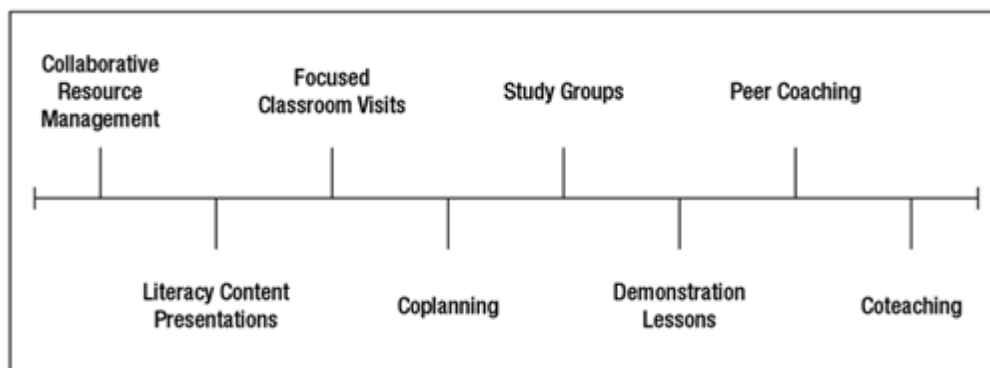


Figure 8: Coaching Continuum

Once I had coded the data, and it was reviewed by the coach for his reflections and feedback, I hired an outside researcher to code the first two months of the coach's log as well as the first two sets of observational data. Once she had finished coding we met and compared our coding and after some discussion found consistency. We broke the coding up into two sets of codes. The first, based on Moran's continuum we called "format codes" which aligned to what the coach did or how he spent his time. The second we called "topic codes" which aligned to the goals of his coaching and what influenced those goals.

Validity

I was the supervisor of the high school English department and of the coach in the study. This presented challenges to insure that the coach and the teachers were not intimidated and would report to me as the researcher and observer in an honest way. Because of this, it was critical that I defined my role as a researcher and assured the participants of confidentiality and anonymity. As I observed I was as unobtrusive as possible and did not participate or respond to any questions or discussion. The advantage however, of researching in a school I supervised was not only access but also an understanding of the organization, the participants, and the context in order to situate the research I was gathering and aid in more rich and detailed information.

Triangulation of data sources helped to insure validity of the data. The coach's log is checked against both the observational and interview data as well as the coach's presentations which were collected (Creswell, 2007). A second method to establish validity was that use of member checking. The coach reviewed all the transcripts as they were done and added his thoughts, understandings and analysis as well went along.

Limitations

Since this is a single qualitative case study and is context specific it is not generalizable. The study does, however, provide a rich description of what a first year high school coach does in order to add to the very limited body of research on coaching at the high school level.

Results

After a brief introduction to the coach and his goals for the year of the study, in the following sections I will discuss the findings about how the high school literacy coach spent his time during the year of the study.

Introduction: The Coach's Goals for the Year

The year in which this study took place was riddled with changes and challenges for teachers and for education in general. In the 2012-13 school year, at the school in which the study took place, the teachers were implementing a new curriculum that they had written in grade level teams the previous year based on the Common Core State Standards. They were charged with designing common assessments to align with those units to be given to students for the first time. In addition, a new teacher evaluation system was being implemented based on the work of Charlotte Danielson. Change was a predominant theme for this year at the Jefferson High School (a pseudonym) and throughout the district.

Other changes for the Jefferson High School were its principal (the fourth in six years) and the literacy coach (the third in four years). Jerry (a pseudonym) had been a teacher at the high school for 14 years. He was well respected in the school and in the English department with whom he primarily worked, and had served in many leadership capacities in the school which made him a good candidate for the position.

Jerry's extensive log documents meetings with the supervisor and many teachers before school even opened. His first presentation to the English department happened on the first day

of school's department meeting at which he presented his peace sign. The peace sign hung in the room where the department common planning teams met and served as a theme and touch stone for the year. The way teachers would be at peace, the metaphor asserted, was to align one's personal goals to the school goals and the department goals. Jerry explains the metaphor:

We as educators can tend to feel frustrated when we encounter things that draw our time and attention in different directions. What we need to realize is that there are three legitimate groups (or voices or draws on our time) that are looking at our jobs from different perspectives. It is not that these three groups are against the work that we do. We need to realize that they have a legitimate voice in what we do, that their viewpoints of what we should be doing is legitimate, but it is up to us to make sure that each group does not over-influence the other.

1. State/district: The state and district has needs and initiatives, such as Common Core State Standards and the new evaluation system. They have a legitimate right to require us to become part of these initiatives.

2. Department: The department has initiatives, partially in response to state and district, partially in order to further the good of the department. This includes common planning, instructional coaching, and curriculum revision/common units of study.

3. Class/students: Our students come in with their own needs, which do not always match the needs of the other groups. It is up to us to meet those needs. When we see these groups as in competition for our time and energy as educators, we can feel frustrated. When we can see these groups as legitimate voices, then we can work within our time and energy limitations to bring some sort of balance to all of this. And that balance was demonstrated by the peace sign.

One of Jerry's goals was for the teachers to be at peace with all the changes required by the school and department. Jerry returned to that theme of peace throughout the year.

Overarching Question: What does the coach do in his role as the coach? How does he spend his time?

The first way I looked at how the coach spent his time was through his coaching log. Jerry kept a detailed log the entire year of the study. He utilized the log to examine his own use of time. I coded Jerry's log using Moran's (2007) eight coaching categories found in her continuum and then added to those eight an additional thirteen as they emerged in the data from the log. Then I tallied each month and ordered them by the amount of time Jerry spent in each

activity. Then, I combined the months to get a tally for the year. The coding and the percentage of time Jerry spent in each activity is listed in the chart below.

Format codes entire year	Minutes	Percentage of time
One-on-one meetings with teachers	11430	20%
Email & record keeping	7840	13%
Co-Planning	6840	12%
Focused Literacy Presentations	5340	9%
CEP Support	3390	6%
Collegial Courtesies	3240	5%
Work done alone	3135	5%
Group meetings with leadership	2985	5%
I&RS Meetings and follow-up	2520	4%
Work with individual students	2295	4%
One-on-one meetings with leadership	2160	3%
Attending PD	1215	2%
Demonstration Lessons	975	1.7%
Study Groups	660	1%
Collaborative Resource Manager	435	.007%
Co-Teaching	420	.007%
Department Chair Support	345	.006%
Peer Coaching	330	.005%

Classroom visits	285	.005%
Interviewing	210	.003%
Sub Issues	75	.001%

Table 2: Format Codes

The larger study examines each of the ways Jerry spent his time in detail. For the purpose of this article, only the largest percentages of his time will be examined. It is, however, interesting to note that four of Mary Catherine Moran's original eight fundamental coaching activities represented less than 1% of Jerry's time: collaborative resource manager, co-teaching, peer coaching, and classroom visits. Whether this is due to this being Jerry's first year as a literacy coach or due to the fact that most of Moran's research on coaching comes from research of coaching in elementary schools and not high schools will be discussed later.

1. The Greatest Amount of Time: Working One-on-one with Teachers

One-on-one meetings with teachers, the activity in which the coach overwhelming spent the majority of his time, remained steady throughout the year. In every month except three the coach spent the majority of his time working individually with teachers.

Although the data gathered through observation and interviews is much harder to quantify than Jerry's log data, the interviews, artifacts, and observations substantiate that one-on-one meetings with teachers were a major focus of Jerry's coaching practice. He describes it:

I call this coaching seeding. I go around and have conversations with people on duties, lunch etc. When we talk long enough they start to ask me questions. Mr. F, the art history teacher had hall duty. He asked, 'how do you like your new position?' I talked about, this is what I'm doing and He said,---"wow we could really use that." That's how I ended up doing some co-planning and modeling in the AP Art History class. It happened like that with the Biology and Chemistry teams also. I go to English Common planning about 2 days a week—taking care of things. On non-common planning days I do coaching seeding walks-- between classes teachers by door—visit hall duties. I visit study hall duty. I typically hang out in the teacher's room before school and first period.

They will come up to me if I'm in the teacher's room. I get good requests.... Can I talk to you?

2. Email and Record-Keeping

Email and record keeping, the second largest use of Jerry's time, steadily increased as the year progressed. It is not clear if some of the increase was due to differences in his logging of those activities as the year progressed or if the increase was really that dramatic. In reading over the log, sometimes the coach simply wrote "email and record keeping" and other times he added "resource preparation," especially in the earlier months, which may also explain some of the increase of time. As his time spent as collaborative resource manager decreased, his time spent in the more general "email, record keeping and resource preparation" increased. They may represent similar activities in preparing materials for teachers. There were very few instances of emailing and record keeping seen in the observation data, but Jerry did talk about its importance at an interview:

I get a lot of requests, um, questions especially in email from the new teachers mostly, "how do I do this?" or, "where can I get a discipline form," or, "what is the procedure?" I try to answer those right away. I want them to see me as a resource and that's easy.

3 and 4. Co-Planning and Literacy Content Presentations

The third largest use of Jerry's time throughout the year according to his log is co-planning. The vast majority of these were when Jerry attended grade level common planning meetings, which he did frequently. Sometimes Jerry would do formal presentations (also represented in Literacy Content Presentations) or lead the discussions in the grade level common planning meetings, but most of the time he would sit in and serve as a resource as the teachers discussed curriculum and designed assessments. Jerry did many presentations in both after

school workshops and on teacher in-service days in which he presented focused literacy content.

These are represented by power point presentations which became part of the artifacts collected.

What were the topics and goals of the coach's work according to his logs?

The topic codes represent what the work the coach did was about. The topic codes answer the second research sub-question, what were the purposes or goals of his coaching?

Below is a list of the codes and the number of minutes spent throughout the entire year on each topic as well as the percentage of Jerry's time spent on each topic as documented in Jerry's log.

Topic codes entire year	Minutes	Percentage of time
Strategizing Instruction	7980	26%
Assessment	6495	21%
Building Understanding of Teachers and Practice	5640	18%
Data	4470	15%
Policy	1640	.05%
Strategizing Curriculum	1155	.04%
Strategizing around a Student	1035	.03%
Technology	975	.03%
Classroom Management	495	.01%
Purpose/ Philosophy	420	.01%
Parent-Teacher Communications	390	.01%

Table 10: Topic Codes

1. The Greatest Amount of Time: Strategizing Instruction

26% of Jerry's time was spent with teachers strategizing about instruction. Every month except four it was the topic that represented the greatest amount of time. In the four months when it wasn't the largest, it was surpassed only by assessment (the second largest topic which will be discussed in the next section). It is important to note that although some of the log entries coded as strategizing instruction had to do with content, they were focused on the delivery of the content and not the content itself. Some of the conversations took place during common planning meetings but none were formal presentations by the coach. All were informal conversations and the vast majority of them took place between Jerry and a single teacher.

2. Assessment

The second largest topic Jerry spent his time on according to his log was assessment. The teachers were developing common assessments the year the study took place for the curriculum they had developed the previous year. They met in common planning teams three times a week to do this work. Jerry spent quite a bit of time at these meetings assisting with the assessment design. In addition, he delivered professional development to the teachers on types of assessments and designing assessments. Not all the teachers were on-board with the idea of common assessments and there were many one-on-one conversations that occurred with the coach as well. In addition, the stakes for developing good assessments were high because of the state initiative of Student Growth Objectives which would be implemented the following year. Student growth, as measured by common assessments, would count toward the teachers' evaluations. For the teachers, the development of these assessments was wrought with emotion.

3. Building an Understanding of Teachers and Practice

The third largest topic recorded in Jerry's log I called building an understanding of teachers and practice. Most of these were casual conversations when Jerry was getting to know

the teachers better and build relationships. Most of these events were conversations between the coach and various teachers about what they were doing or planning on doing in their classrooms. Jerry noted them in his log and sometimes talked about having them share what they discussed with him with their grade level teams. Other times he noted some support he might give them on a later date.

Data

15% of Jerry's time was spent on data. The majority of the time was spent on either helping teachers with the new spreadsheets they were keeping to monitor common assessment data for their students or compiling those spreadsheets into grade level sheets. He also spent time analyzing that data and presenting it to administration and the teachers to look for trends. In addition to the spreadsheet data on common assessments, Jerry also compiled grading and failure data and state assessment data, all of which he presented to teachers. He also prepared and presented two professional development sessions on how to use data for the teachers. Assessments and data together accounted for 36% of Jerry's time during the year of this study representing a large part of Jerry's coaching.

Other Data Findings: The Topics and Goals of Coaching

The other data collected from interviews, observations and artifacts substantiate Jerry's log. Of particular interest were the thirteen power point presentations Jerry gave throughout the year.

DATE	TITLE	PREDOMINANT THEME	AUDIENCE
9/3/12	Peace	Aligning personal/district and department goals	English Department Meeting
9/9/12	Finding Balance	Goals for common planning	English teachers Grade level common planning

10/1/12	Data	Using student data to design instruction	English teachers Grade level common planning
10/29/12	Data Wars	Using student data to design instruction (cont.)	English Department Meeting
11/9/12	Common Planning and Common Adjusting	Dealing with change	English teachers Grade level common planning
12/ 7/12	Fun with Google Docs	Using Google Docs for exit slips	English teachers Grade level common planning
12/10/12	Midterm Development	Designing Common mid-term exams	English department in-service day
1/14/13	Midterm Development	Designing Common mid-term exams (cont.)	English Department 90-minute professional learning afternoon
2/3/13	Standards and Assessment	Shifts/ change is the norm	English teachers Grade level common planning
5/13/13	English Department Meeting	Summer Reading/ Designing common final exams	English Department 90-minute professional learning afternoon

Table 11: Presentations

Only the Google Docs presentation was coded as strategizing instruction (it was coded as technology as well). Four of the ten, 9/3, 9/9, 11/9 and 2/3 were coded as Purpose/ Philosophy which in the log only represented .01% of the coach's time. Three of the remaining presentations were coded as assessment, 12/10, 1/14, and 5/13 and the other two as data, 10/1 and 10/29. Again, data and assessment were an emphasis. Since his presentations were clearly not focused on instructional strategies, most of his one-on-one meetings with teachers, the way he spent the majority of his time, must have been.

Building an Understanding of Teachers and Practice

As was mentioned earlier, although this topic code was the third most prevalent in the coach's log representing 18% of his time, it was by far the most prevalent in the observational

and interview data. Many of the observation transcripts were coded under this topic as well as another. For example, the following excerpt from a transcript at a common planning meeting of the grade 11 teachers was coded as both building an understanding of teachers and strategizing curriculum.

So as I talked with some of you, you were concerned about the clarity in the next unit and how you would lay it out. So, this is what I'm calling the curriculum at glance unit of English 11. So, what I simply did for you just to make planning easier for you is I took your war unit and I typed out exactly what it says for established goals, and essential questions, content modules, complete skills, etc. So eventually, whenever you get to the end of the unit it makes sense that these are the things you will be assessing. Did the students get these? Are the students able to answer the essential questions? Did they get this content module? So that as you're planning this is a guide.

The resource the coach gave the teachers guided their curriculum planning, but was also in response to their needs.

The topic codes represent the purposes and goals of Jerry's coaching. The year of the study, the coach spent the great majority of his time on a few topics. 80% of his time was spent strategizing instruction, building an understanding of teachers and practice, and assessment and data. As a high school coach, a focus on how to best deliver the content through instructional strategies would seem like a logical focus. Building an understanding of teachers and practice also makes a lot of sense for a first year coach whose major goal for the year as he states it is to "bring peace in the midst of change." The surprising finding in the topic codes is the amount of time the coach spent on assessment and data. Tracking student data was new for teachers and they were very concerned and anxious about it. In addition, Jerry was responsible to compile data across grade levels and analyze it for trends and patterns. In the age of accountability, this appears to be an increasing role for literacy coaches. It was a very prevalent focus of Jerry's coaching (36% of his time). Accountability and data were a great source of angst for the teachers because it would eventually impact their evaluation. It is interesting to note that

although Jerry did field the teachers' complaints about data and assessment, they did not blame him for it and regarded him as a help.

Findings and Discussion

Jerry spent the vast majority of his time during the year of this study on a few activities and topics. He worked with teachers one-on-one with instructional strategies, such as how to better engage students and project-based learning and to build an understanding of them and their practices, as well as co-planning with teachers both individually and in grade level teams. He spent much of his time responding to teacher emails and record keeping, which included keeping his own very detailed log of all his activities. He spent a significant amount of time on assessment and data, both because of the district and state mandates and also because that is what the teachers felt they needed. Jerry was responsive to teacher needs as they communicated them to him, and their needs are what provided the focus for the professional development he delivered. In a very broad view, Jerry enacted the coaching roles that the culture of the high school and the teachers with whom he worked asked of him. His coaching was responsive to teacher needs and to district mandates rather than directive (Ippolito 2010). I have characterized his two major roles as that of a counselor and that of a repairman.

1. The Coach as a Counselor

At our very first interview, Jerry described his focus:

It's emotional, affective. I want teachers to feel that they can meet the challenges coming down in education and still be a positive force for good in the school. It's like the straw on a camel's back. If I can take enough off as a coach to help, just by being a sounding board and support, that's what I'm doing.

Both Jerry and the teachers with whom he worked saw this supportive stance as his most important role. In his role as a counselor he listened and offered advice. He was perceived, and perceived himself as a help to teachers. When clients go to see a counselor, they talk about their

needs and problems and the counselor gives them advice, but the counselor does not have first-hand experience of their clients' problems outside of what they say. The counselor does not go home with their clients or go to work with them to see their problems in action. Jerry operated in a similar way. For the most part, a teacher's needs were mediated through that teacher. The teachers told Jerry what they needed from him. Jerry had little first-hand experience actually seeing the instructional needs and gaps in the classroom where the teachers were doing the work. This is not to say that Jerry was not busy as a coach. His extensive log demonstrates how hard he worked for the teachers. His work was always in response however to what they told him they needed rather than what he saw in their practices.

Non-Intrusive, Non-Threatening

Much of the literature about coaching talks about the inherent tension in the role between acting as a mentor or colleague, someone teachers can come to and confide in, and the role of a program advocate or change agent (Neufeld and Roper, 2003; Smith, 2012). Ippolio (2010) writes about the way the coaches in her study balanced the more "directive" roles they were asked to carry out with the more "responsive" to teacher needs.

Moran's (2007) literacy coach continuum is a useful lens to use when examining coaching activities. The first reason is that the continuum focuses on actual activities that coaches engage in. The other is the emphasis in her work on differentiation in coaching. Teachers at various levels of learning and experience have very different needs, and the continuum addresses those differences.

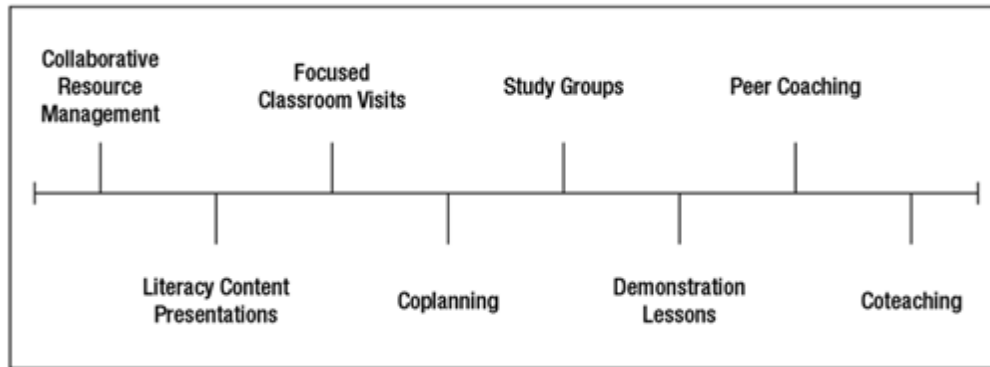


Figure 8: Coaching Continuum

As the coaching activities move toward the right of her continuum, she calls the coaching more “intrusive” (p.13). Jerry stayed predominantly in the activities on the left side of the continuum. Some of the literature suggests that this may have limited his effectiveness as a coach and change agent (Roller, 2006; Stephens & Mills, 2014). It is also interesting to note the terms used in the literature for these more intense coaching activities. The word *intrusive* (Moran, 2007) carries with it a negative connotation, which runs counter to Jerry’s vision of himself as a counselor or helper. Ippolito (2010) calls for a balance of responsive and directive coaching, “a mixture of pressure and support,” (p. 183). Jerry heavily favored the supportive role.

No Resistance

The year of the study was only the fourth year of coaching at the high school. Jerry was the third literacy coach. Our first two coaches (one from outside of the district and one from within) had dealt with much resistance from teachers. When Jerry became the coach as the supervisor, I expected he would meet with some of the same resistance as the previous coaches and we discussed this when he was first began in the position before the study started. Resistant teachers are a barrier to coaching that is seen in much of the coaching literature (Dozier, 2014; Knight, 2007; Smith, 2003). Jerry, however, was not faced with this issue. He was overwhelmingly liked. The teachers I interviewed talked about how helpful he was to them and

had nothing negative to say about him. By looking at the activities Jerry engaged in, I concluded that the reason Jerry did not meet with resistance was because there was little for the teachers to resist. As he operated like a counselor, he was responsive to what they said they needed but did not investigate to find areas of concern in their practices or ways he could help them improve instructionally beyond what they told him.

It is important to note that Jerry recognized the need to spend more time working side by side with teachers in the classroom. Because he spent his first year building such strong, supportive relationships with teachers, it is entirely possible that in his second year he would have been able to move into the more directive roles and spend more time with teachers in the classrooms, observing, modeling lessons and co-teaching. It is also possible that coaching high school teachers might follow a different trajectory than elementary coaching and more time might be needed to build the kinds trust needed to facilitate other coaching activities.

No Follow-up in Classrooms

One of the fundamental benefits of coaching is achieved when the coach works side by side with teachers modeling best practices with students in the classroom, where the work takes place (Jay & Strong, 2008; Sweeney, 2003). Teachers then not only hear about best practices strategies in professional development sessions, but also see them in action with their own students. According to Guskey (2000) teachers change in response to what works in the classroom for their students. Jerry did many presentations and one-on-one meetings with teachers aimed at changing teacher beliefs as well as improving instructional practices. It is unclear, however, if teachers actually used what Jerry provided in their classrooms or to what extent they used them. Jerry did not take the final step in his coaching to follow up in the classroom and help the teachers to use what he presented to them.

2. The Coach as a Repairman

On non-common planning days I do coaching seeding walks-- between classes teachers by door—visit hall duties. I visit study hall duty. I typically hang out in the teacher's room before school and first period. They will come up to me if I'm in the teacher's room. I get good requests.... Can I talk to you?

A repairman is called when something is broken that needs to be fixed. Generally repairmen do not know if something is broken until the customer alerts them of a problem and then they come to fix it. They also do not typically plan, build or construct anything; they simply fix what has been reported as broken. As a coach, Jerry operated in much the same way. The teachers told him what they needed help with and he helped.

No Coaching Goals

Jerry did not have any coaching goals for the teachers with whom he worked. He was not helping the teachers to implement a new program or use a particular instructional model as is seen in some of the studies of coaches (Deussen et. al, (2007); Kaplan, 2008). He also didn't "diagnose" the pedagogical challenges of the teachers with whom he worked. They told him what they needed from him and he responded. The focus of Jerry's time and energy was on the district mandated common assessments and data, both because they were mandated and because that was what the teachers believed they needed from him. Because he spent so little time in the classrooms observing teachers, he was unable to determine their instructional needs on his own without them telling him what they were. He lacked a clear "road map" (L'Allier et, al, 2010, p.549). Like a repairman, he addressed what the teachers told him they needed from him.

No Direction from Leadership

In addition to not having his own goals, Jerry was given little direction from his supervisor or the building administration. Because I was his direct supervisor and doing this study at the same time, I purposely gave him very little direction during the year of the study so

that I didn't skew my research results. The principal at the high school was brand new this year. Jerry met with the principal each month and presented what he was working on and the principal was content to let him find his own work. Jerry was given very little direction and had to "Learn on the job" (Galucci et. al, 2010; Marsh et. al, 2008). He took his direction from the teachers themselves. Wilder (2013) calls this "the laissez faire approach to secondary coaching" in which "coaches were given autonomy to determine who they coached, the topic of the collaboration and the coaching events and practices" (p. 242).

With no clear goals of his own or clear administrative direction, Jerry took on the tasks and activities the teachers asked of him. In their study of elementary coaches, L'Allier, Piper, and Bean (2010) discuss how effective coaching must be both "intentional" and "opportunistic" (p. 549). While they recognize that teachers will present opportunities for the coach by expressing need or interest, they stress the importance of having an intentional plan to guide the coaching work. Jerry lacked such a plan during the year of the study and as result, only seized on the opportunities given him by the teachers, much like a repairman.

How School Needs and the Culture Defined the Coach's Work

Much of the literature about coaching discusses the ambiguity of coaching, what it means to be a coach and the extensive and varied roles and responsibilities coaches undertake (Lynch & Ferguson, 2010; Poglinco et al., 2003; Smylie, 1995; Walpole & Blamey, 2008,). In this study it is clear that the coach took on the roles that the culture in which he worked desired of him and omitted roles that were undesirable to the teachers with whom he worked. He enacted the coaching roles that matched his goal of bringing peace. His coaching never brought the teachers to what Dozier (2014) calls the "intellectual unrest that offers possibilities for powerful transformational teaching" (p.234). His capacity as a coach to impact the classroom was

therefore limited according to much of the literature about literacy coaching (Bean, 2004; Calo, 2012; Collet, 2012; Moran, 2007). It is, however, important to note that there is not clear consensus in the research on coaching in general. In some of the literature outside of education, good coaching is non-directive, in which the coachee sets the agenda and finds the solutions to problems with the help of the coach (Fielden, 2005). While there is this lack of consensus, the assumption exists in the literature about coaching and indeed the whole concept of coaching teachers as described by Joyce and Showers (1982) that coaches will be teaching side by side with teachers (Calo, 2012; Shanklin, 2006; Toll, 2005; Walpole & McKenna, 2004).

Jerry did however, have a profound impact on the culture of the department and school. His focus on building relationships and community had a significant effect on the collaboration of the grade level common planning teams enabling them to work together to accomplish the goal of creating common assessments. This is an important first step toward meaningful teacher learning. From a Vygotskian perspective, Jerry worked within the teacher's zone of proximal development (Vygotsky, 1978) scaffolding learning to meet the teachers where they are in their learning. His coaching facilitated collaboration and built a community of learners within the language arts department (Lave & Wenger, 1991). In the midst of many mandates and changes that were stressful for teachers, Jerry was able to accomplish his overarching goal of peace and build community and collegiality.

Though certainly beneficial, and possibly just the first step in continued coaching, Jerry's impact during his first year as a coach was largely outside of the instruction occurring in the classroom and as a result his impact on student learning was limited. If the purpose for having a literacy coach is to impact teacher practice and ultimately student achievement, by that standard, Jerry's first year as a coach was unsuccessful.

Implications for Practice

Coaching holds great promise for impacting teachers' instructional practices and ultimately improving student achievement. The literature on coaching at the high school level is just starting to grow, but much of it is prescriptive, centering around what roles coaches should enact rather than what they actually do (Hunt & Handsfield, 2013). This study of a high school literacy coach documents the way in which the teachers with whom a coach works and the lack of clear administrative direction and goals can limit the roles that a coach performs and possibly limit his effectiveness. One of the clear implications of this study is the need for leadership and clear direction for the literacy coach (Mangin, 2007; Matsumura, et al., 2009). Because there are so many varied, yet legitimate roles the literacy coach can take on, priorities need to be set for how the coach spends his time in order to get the most impact from having a coach.

A second implication of this study is the clear need not only for a job description for the coach, but also guidelines as to how to carry out those roles. As Lynch & Ferguson (2010) describe, a literacy coach's roles "evolve" over time and coaching activities should progress from the relationship building roles into the more intense roles that will bring about teacher change (p.216). Although they are not specific about how much time it should take to move through such stages, it is important to recognize the need for that evolution and to monitor its progress. In addition, district initiatives need to be considered, and guidelines given as to how much of the coach's time should be devoted to working on them.

As the supervisor, I learned a great deal about how to improve the coaching initiative in our district through this study. As a result, the supervisory team has instituted coaching cycles as a priority for the literacy and math coaches in all our schools. The coaching cycle gives the coaches a structure for how to use their time as they work with teachers (Sweeney, 2011). Not

only are coaching cycles now part of the goals for our coaches, we also include them in our new teachers' professional development plans and encourage even our veteran teachers to include it in theirs.

A committee of supervisors, coaches, and principals also collaborated to develop and have the district adopt a district coaching manual. The coaching manual does more than give a coaching job description. The manual also provides clear recommendations for interactions and activities the coach should undertake with administrators and teachers, a detailed description of coaching cycles, activities the coach should not engage in such as substituting for classes, and recommendations for the way coaches should spend their time. The manual states that the majority of a coach's time should be spent in classrooms working with teachers modeling lessons and co-teaching as well as meeting with teachers to plan and debrief.

Further Study

This study is a single case study of a first year high school literacy coach and is therefore not generalizable, but is a specific snapshot of how one high school coach spent his time as a first year coach. A second year of study would show how the role might have evolved and if in fact the coach would have spent more time in the classrooms. It would be helpful to focus on whether or not a coach can maintain the congenial and "peaceful" relationships Jerry was able to build and yet move into the roles that might make teachers feel less comfortable but effect greater change in beliefs and practices. It would also be useful to study coaching under various mandates and initiatives.

Further study is also needed about the ways in which the culture of a school influences the work of a literacy coach. As Hunt and Handsfield (2013) explain, "The work of literacy coaches is deeply affected by the particulars of the local context" (p.74). Study is needed to

examine how various schools, departments, and even individual teachers influence the roles a literacy coach takes on and the way in which the coach negotiates relationships. Coaching activities can also vary from teacher to teacher. Examining how a coach works with new teachers, and how that might differ from the ways in which they work with veteran teachers would also shed light on how coaches enact various roles in response to differences in teacher needs. The influence of administration and leadership on a coach's activities is also an area also worth exploring to see how leadership affects the coach's work.

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Appendix 1

Letter of Permission: Superintendent

Dear _____:

I am writing to request permission to distribute surveys to staff and administrators, as well observe and interview the literacy coach and the teachers with whom she works at _____ School. The study will take place from June 2012-December 2012.

The study I am conducting aims to describe and uncover the impact of literacy coaching at the high school level as it compares to that of an elementary literacy coach.

All information gained in the study will be confidential including the name of the school/district and the individuals participating.

The study will be beneficial by not only contributing to the limited literature about high school coaching, but also to both the high school literacy coach and the elementary coach in your district as they participate and reflect on their practices. It may also serve as a valuable tool for the district to determine how to most effectively employ the services of a coaches at the different levels.

If you have any questions or need further information, please contact me at ext. 407 or via email.

Appendix 2

Letter of Permission: Principal

Dear _____:

I am writing to request permission to distribute surveys to staff and administrators, as well observe and interview the literacy coach and the teachers with whom she works at _____ School. The study will take place from June 2012 through December 2012.

The study I am conducting aims to describe and uncover the impact of literacy coaching at the high school and elementary level and how they are similar and different.

All information gained in the study will be confidential including the name of the school/district and the individuals participating.

The study will be beneficial by not only contributing to the limited literature about high school coaching, but also to the literacy coach in your school as she participates and reflects on her practices. It may also serve as a valuable tool for the district to determine how to most effectively employ the services of a coach at different levels.

If you have any questions or need further information, please contact me at ext. 407 or via email.

Appendix 3:

Informed Consent Form

The purpose of this study is to describe and uncover the impact of a literacy coach in a high school setting and an elementary setting and compare the two. The study is for my dissertation at the Graduate School of Education, Rutgers University. The study will include surveys, interviews, observations, and the collection of coaching logs and artifacts over single semester.

Should you participate the study will be beneficial to you by providing you with data and feedback on your role as a literacy coach. After each data collection cycle, you will be asked to read over my notes and the data and provide your own insights and comments. Information will remain confidential and outside our working relationship and have no impact on your position. A copy of the report will be provided to you at the conclusion of the study.

All information gained in the study will be confidential; pseudonyms will be used and all identifying information about the school omitted.

The study will take place over a semester of time and consist of interviews and observations at your convenience. I will also ask you to participate in the study by keeping a journal/log of your activities and reflections on those activities during that time. Audio/video taping will be used with your permission.

Your participation in the study is strictly voluntary and refusal to participate will have no negative effects. If you choose to participate in the study, you are free to discontinue participation at any time if you choose to do so.

If you have any questions about your rights as a research subject, you may contact the Sponsored Programs Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects
Office of Research and Sponsored Programs
3 Rutgers Plaza
New Brunswick, NJ 08901-8559 848-932-0159

If you have any questions, please contact me by phone (732) 873-2400 ext. 407 or via email carmstrong@franklinboe.org.

Please sign below if you would like to participate in the study:

Coach's signature

Date

Researcher's signature

Date

Appendix 4

Coach Case Study Interview 1 Questions

1. What made you decide to be a literacy coach?
2. What are your primary roles as a coach?
3. What do you think are the most important aspects of your job?
4. What are some of the challenges you face as a high school literacy coach?
5. Why do you think schools employ literacy coaches?
6. Describe a typical day for you at work.
7. What are the most rewarding aspects of your work?
8. What impact do you think having a literacy coach has on a school?
9. Is there anything else you would like add about literacy coaching?

Appendix 5

Teacher Interview Questions

1. Why do you think your school employs a literacy coach?
2. How do you work with the literacy coach?
3. What (if any) impact has the literacy coach had on you as a teacher?
4. What (if any) impact has the literacy coach had on student achievement?
5. What (if any) impact has the literacy coach had on the school culture?
6. What does the literacy coach primarily do?
7. Is there anything else you would like add about literacy coaching in your school?

Appendix 6

Principal/Administrator Interview Questions

1. Please explain the purpose for employing a literacy coach in your school.
2. How do you work with your literacy coach?
3. How does your literacy coach spend her time?
4. What effects do you believe the coach has on the school (students, staff, and the culture)?
5. What are some of the challenges faced by the literacy coach?
6. What are some ways you think the coaching could improve in the school?
7. Is there anything else you would like to add about literacy coaching in your school?