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ELEMENTARY READING COACHES IN FLORIDA:
A STUDY OF THEIR BACKGROUND, EXPERIENCES, COACHING ACTIVITIES,
TIME, AND OTHER FACTORS RELATED TO READING ACHIEVEMENT

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education
at the University of Central Florida
Orlando, Florida

Spring Term
2012

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ABSTRACT

The focus of this research was to investigate and clarify the daily work lives of elementary reading coaches in central Florida by studying their background, academic and professional experiences. The beliefs and perceptions of the reading coaches on factors that influence reading achievement were examined. The responses from 96 participating elementary reading coaches were used to investigate (a) the relationship between demographic information, professional experiences, and academic background of the reading coach, (b) the percentage of time reading coaches engaged in specific coaching activities, and (c) the linkage between coaching activities and change in the Florida Comprehensive Assessment Test developmental scale scores.

Data from a web-based survey and personal interviews were used to collect pertinent data to understand the daily work lives of the elementary reading coaches and bring awareness to perceptions, successes and hindrances to the role and the impact on reading achievement. Descriptive statistics were used to present demographic, professional and academic information about the reading coaches. Multiple regression analyses were performed using time allocated to coaching activities and the change in reading achievement to determine existing relationships. Developmental scale score change was examined from the baseline year to the third year. Qualitative analyses were used to determine reading coach themes from the survey responses. Participant profiles, calling on the tenets of case study methodology, were developed based on the triangulated data. Narrative descriptions of coaching data for the participant profiles were organized by years of teaching experience of the reading coach.

The results of the study indicated that reading coaches perceived coach-teacher collaboration to be the most influential activity affecting reading achievement. This perception was not congruent with finding of time spent and change on reading achievement. Recommendations were presented including a formalized understanding of the daily work lives of reading coaches by school districts, administrators and the reading coaches themselves.

To my fabulous husband, Bryan, who asked me to marry him, planned a wedding, and started a life with me all during this seven year journey. And, who even when I really wanted, would never let me quit.

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Along with my husband, I would like to thank my amazing parents who have supported all my dreams and always believed that I could do anything!

Thank you to my committee for their dedication, guidance, and support throughout this process: Dr. Susan Wegmann for taking on the role of chair and advisor for the entire process and for sharing the same passion for the role of the reading coach. Dr. Rosemarye Taylor for the mentoring of my academic and educational career along with leading me to a study that truly resonated with my passions. Dr. Sherron Roberts for generously coming on board when needed and for inspirationally being a part of each step in my academic career. Dr. Enrique Puig for the many ways you have shaped me as an educator and for always challenging me to think differently. Dr. Taylar Clements for being a true colleague, friend and advocate in this arduous process.

To my rock star team of colleagues at Development Studies Center for making my goal a priority, for encouraging me and for taking on the work when I took on the writing. For Jan Berman who reminded me that the accomplishment and the celebration was well worth the broccoli.

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To all the reading/literacy coaches who have the same passion that I do for teaching and learning. When it is hard, hold in your heart the potential the role had to make a difference not only for teachers but most importantly the students!

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CHAPTER ONE: INTRODUCTION

Statement of the Problem

The role of reading coaches “is a growing development in the field of American education” with the goal of increasing student achievement through teacher development rather than instructing students (Hall, 2004, p. 2). To understand the contemporary evolution of the reading coach requires ample research into the impact of reading coaching on student achievement (Hall, 2004). The non-classroom based position of reading coach is in jeopardy given the economic short fall in states and school districts around the country for the 2011-2012 school year. This study will add to the research on the role of reading coach and the opportunity for the role to support teachers and students as a member of the school staff. The International Reading Association (IRA) (2004) defined a reading coach as 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” (Literacy Coaching Clearinghouse, 2008, “Qualifications of a Reading Coach,” para. 3). In 2004, Knight stated that “interest in the form of professional learning loosely described as coaching had grown dramatically in the past ten years” (p. 1).

Beginning in 2002, the Florida K-12 Comprehensive Research-Based Reading Plan (2005) made reading coaches an integral part of the schools in the state of Florida. In response to the No Child Left Behind Act (2001), which includes *Reading First* legislation, Florida’s then Governor Jeb Bush initiated Just Read, Florida! The directive for Just Read, Florida! by the governor and Florida Department of Education (FLDOE) was to drastically improve the reading proficiency of Florida’s students (Just Read,

Florida!, 2008). Per Florida State Board Rule 6A-6.053, the Florida K-12 Comprehensive Research-Based Reading Plan continues in the 2012-2013 school year (Florida Department of Education, 2011). Guiding this directive was the K-12 Comprehensive Research-Based Reading Plan which is outlined and approved yearly by Just Read, Florida! and is created and enacted by school districts. An essential element of the Florida 2012-2013 K-12 Reading Plan is the maintenance of or increases to the use of reading coaches at school sites, particularly in high-risk schools (Florida Department of Education, 2011). In 2011, the Florida Department of Education contended,

“while it is not required that every school be provided a reading/literacy coach, district leadership must allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on: student performance data; experience and expertise of the administration and faculty in reading assessment, instruction, and intervention; and receptiveness of administration and faculty to the coaching model.” (p. 1)

Within the Florida K-12 Comprehensive Research-Based Reading Plan, the role of reading coach was defined as a “stable resource for professional development throughout the school to generate improvement in reading and literacy instruction and student learning” (Just Read, Florida!, 2008, p. 2). Along with the definition, the Florida K-12 Reading Plan outlined criteria for supporting initial and on-going professional development along with criteria for additional activities, requirements for the reading coaches, and qualifications for hiring of reading coaches.

The purpose of this study was to contribute to research on elementary reading coaches by examining and analyzing the background, experiences, coaching activities,

time, and other factors related to improving reading achievement. Dole (2004) reported that very few research studies had been conducted to determine the impact that reading coaches had on reading achievement in schools. “Right now, little research exists on the use of reading coaches in schools. This will change as more educators and researchers begin to understand their potentially critical role in the professional development of teachers” (Dole, 2004, p. 468). Toll (2005) reported an increased emergence of research on the coach experiences is evident of the expansion of the reading coach position across the United States. In a 2008 study, the RAND Corporation Reading Group supported the need for further research by stating,

while reading coaches are prevalent in many schools across the nation, there is little empirical evidence regarding the nature of coaching and its effectiveness in changing teacher practice and practically no evidence related to coach effects on student achievement (p.5).

With staffing allocations at a premium, daily activities of reading coach must support the position’s viability. Hall (2004) states that “there is a quandary presented by school administrators who, beset by budget woes” need to evaluate budgets and need to “recognize the valuable role of coaches” (p. 9). Espousing “next to the principal, coaches are the most crucial change agent in a school,” Fullan and Knight (2011) contend that it is “futile to develop the role unless we treat it as part of an overall strategy to change systems” (p. 50).

The purpose and viability of the role continues to be questioned in the state of Florida, where an enormous investment in elementary reading coaches had been made. Investments at a time of grave budget cuts for the 2011-2012 school year to education in

the state of Florida were worthy of further evaluation and additional studies. The primary focus of this study was to analyze the use of time spent by elementary reading coaches and whether or not specific coaching activities had an effect on overall school-wide reading achievement. Providing substantiated evidence about the impact of coaching on teacher practice and student achievement would provide value-added support of funding the reading coach position in districts and schools (Bowman, 2011).

Purpose of the Study

The study was designed to investigate particular factors of reading coaches in elementary schools. Factors explored were (a) the relationship between the demographic information, professional experiences, and academic background of elementary reading coaches, (b) the percentage of time reading coaches engaged in specific coaching activities, (c) and the linkage between coaching activities and change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011.

The terms “reading coach” and “literacy coach” are often used interchangeably (Moxley & Taylor, 2006). For the purpose of this research study, the researcher will use the term “reading coach” as a teacher that engages in activities daily to provide the job-embedded professional development at the teachers’ school site.

Conceptual Framework

The conceptual framework of this study allowed for the examination of (a) the demographics, professional experiences, and academic backgrounds of the identified elementary school reading coaches; (b) the identification and development of understanding of the coaching activities, roles and work performed by reading coaches;

and (c) the impact that the coaches' demographic backgrounds, academic backgrounds, professional experiences, and time spent on certain coaching activities had on teacher instruction and student achievement.

In the examination of the theoretical basis for the role of the reading coach, two tenets of professional development emerged: coaching as a professional development model and reading coach as instructional leader. The first tenet was coaching as a professional development model in which job-embedded professional development had more influence on teacher practice than the traditional workshop model that lacked an adult learning application (Joyce & Showers, 1982; Knight, 2009). The work of the reading coach relied on application of teaching practices and coaching activities. In their practical application of theory, Puig and Froelich (2007) referred to coaching activities as a "continuum that spans and overlaps from overt modeling to self-selected action research" (p. 48). Figure 1.1 provides a graphic of the Continuum of Coaching that Puig and Froelich (2007) used to categorize coaching activities.

The second tenet looks at reading coach as instructional leader in which coaching teachers added value to the improvement of teacher instruction as it related to student reading achievement (Sparks & Hirsh, 2000). These two tenets will be briefly explored in the review of literature in this conceptual framework section. Chapter Two of this dissertation will provide a review of literature related to this study.

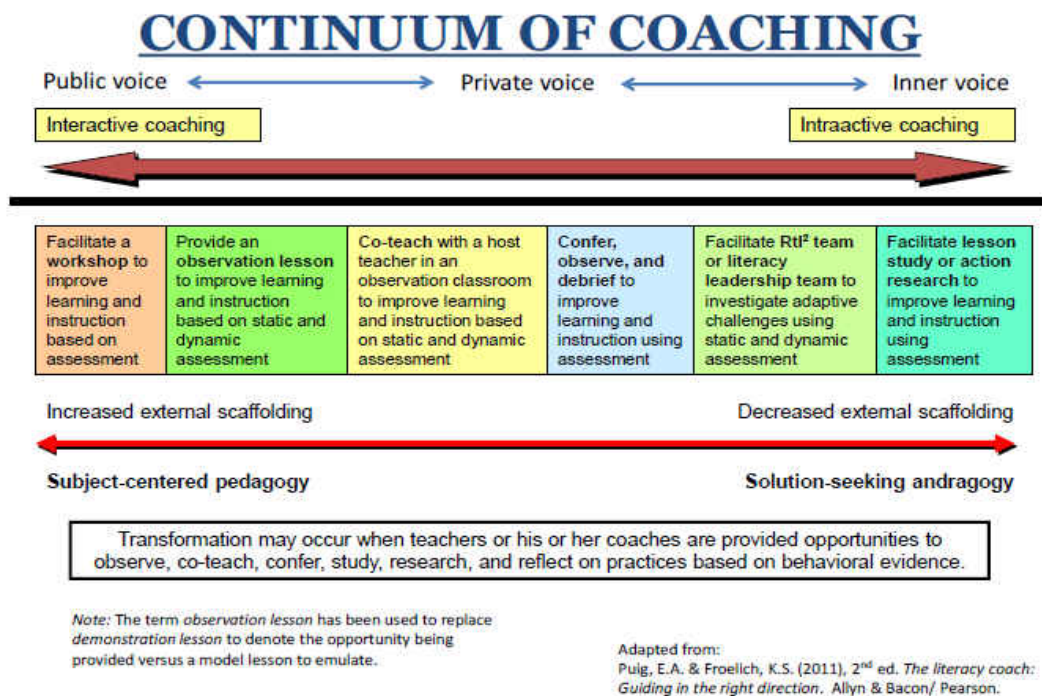


Figure 1 Continuum of Coaching

Note. Revised from *The literacy coach: Guiding in the right direction* (p. 139), by Puig, E.A. & Froelich, K.S. (2007). New York: Pearson. Reprinted with permission.

Coaching as a Model of Professional Development

Instructional coaching is a model of professional development within the educational system (Knight, 2009; Neufeld & Roper, 2003). In 1982, Joyce and Showers, commonly known as the pioneer researchers of coaching, described primary elements of coaching as a unique professional development model. In their peer coaching model, Joyce and Showers (1982) shared their concept of coaching which included teachers working together to improve student achievement. Critical to this

opportunity to work together was the aspect of feedback in the acquisition of the new teaching techniques of the teachers involved in the research. Joyce and Showers (1982) states:

Feedback, however, rather than emphasizing fidelity to a skill or model, stresses the appropriateness of specific strategies to certain goals. Together, the teacher and ‘coach’ examine appropriate places in the curriculum for the use of specific strategies, evaluate the effectiveness of observed lessons, and plan for future trials. This phase of training represents a continuing problem-solving endeavor between the teacher and coach. The purpose of this instruction is to ensure vertical transfer-to increase the probability that application will not take place as if lateral transfer were, in itself, sufficient. We believe that a major problem in teacher training designs had been the assumption that a skill, once learned, can be ‘popped into place’ in the classroom (transferred laterally). (p. 170)

Along with the aspect of providing feedback, Joyce and Showers (1982) reported the model of coaching provided companionship and support in effort to improve instruction to meet the instructional demands of the students. In their later research, Showers and Joyce (1996) found that teachers who routinely practiced newly learned teaching techniques with each other were more effective than teachers who worked alone.

Showers and Joyce (1996) supported the idea of coach as agent of change to encourage teachers practicing newly learned teaching techniques with a trained professional. Instructional coaching to support change was affirmed by Murphy, Manning, Walberg’s (2002) statement “research and practice in the field can increase knowledge ... and improve the nation’s schools” (p. 30). Sparks and Hirsh (2000)

affirmed it was the interaction of what the teacher knew and did that had the greatest impact on student learning. They reported “effective professional development must make the connection between subject matter and pedagogy” (Sparks & Hirsh, 2000, p. 5). In their review of the literature, they identified the following as characteristics of effective staff development: (a) results-driven and job-embedded; (b) focused on teachers becoming deeply immersed in subject matter and teaching methods; (c) curriculum-centered and standards-based; (d) sustained, rigorous, cumulative, and (e) directly linked to what teachers do in their classrooms (Sparks & Hirsh, 2000, p. 5). The job-embedded nature of instructional or peer coaching provided the foundation for reflection within practice.

In 2001, Grant, Young and Montbriand reported that this format of coaching “provided long-term support for teachers and was integrally connected with classroom practice” (p. 23). Neufeld and Roper (2003) concluded that coaching impacted practice through the principles included “must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective problem solving of specific problems of practice” (p.3). The role of instructional coach sets the stage for in-house professional development from an on-site consultant who enhances teacher practice, curriculum, and assessment (Kaplan & Owings, 2002).

Due to the increased interest in this professional development model over the decades, Knight and Cornett (2009) conducted an extensive review of the literature on coaching. The authors found that three forms of coaching had the empirical evidence to support effectiveness: “(a) peer coaching (Bush, 1984; Manaac-Ireland, 2003; Showers, 1982, 1983), (b) cognitive coaching (Hull, Edwards, Rogers & Sword, 1988), and (c)

instructional coaching (Knight, 2004, 2007)” (p. 3). Knight further identified eight common practices that all three forms of coaching included:

- there was a focus on professional practice,
- the training provided by the coaches was job-embedded,
- coaching was intensive and ongoing,
- coaching was based on the tenet that its function was grounded in partnership,
- coaching was dialogical in that the conversations with teachers were reflective rather than instructive,
- the practice of coaching was non-evaluative,
- the relationship between coach and teacher was confidential;
- the practice of coaching was facilitated through respectful communication (p. 18-19).

Instructional coaches foster a professional learning community based on discussions, sharing of concerns and practices and an exchange of ideas by the teachers. This movement from the traditional workshop or sit-and-get format to the more collaborative, relationship driven coaching model breaks the norms of isolation and allows for increased efficacy and focus on the growth of the craft of teaching. Reading coaches, by nature of the professional development model, embody the role of instructional leader at the school site with the ability to impact change.

The Reading Coach as Instructional Leader

Murphy, Manning, and Walberg (2002) suggested for collaboration to succeed at a school, educators should be recognized and recognize themselves as instructional leaders who have the ability to make change with the teachers they support. Reading

coaches are being asked to take on the leadership role and assist fellow teachers in the development of high-quality instruction to improve reading achievement for all students (Al Otaiba, Hosp, Smartt, & Dole, 2008). In other words, principals build teacher capacity when they foster environments for collaboration and facilitate the development of teachers. Strong instructional leadership by principals was reported by Even-Ascencio (2002) as a factor of successful coaches. The effectiveness of the coaching initiative hinges on the principal and reading coach relationship, wherein the principal is accountable for effective implementation of the initiative, while the reading coach receives the necessary professional development and subsequently coaches, mentors, and partners with teachers during the literacy time (Booth & Rowsell, 2002).

When principal and reading coaches delineate roles, the reading coach is able to provide leadership for the school's literacy program by helping create and supervise long-term professional development processes that supported both the development and implementation of the literacy programs (Booth & Rowsell, 2002). Similarly, Hasbrouck and Denton (2005) reported that reading coaches facilitate the professional development of teachers, enhancing their ability to teach students. The challenge was in creating the atmosphere that allows for collaboration, inquiry and lifelong learning. As instructional leaders, reading coaches are not just excellent reading teachers, they should be highly qualified to work with adult learners (Hasbrouck & Denton, 2005).

According to Kemp (2005), reading coaches worked with teachers rather than with individual students to develop innovative teaching methods and actively engage teachers in strengthening their literacy strategies. Thus instructional support for students was provided through the work the reading coach engaged in with the teacher (Kemp.

2005). Coaches engage in various roles in order to develop the instructional improvement, such as information provider, facilitator, presenter, advisor, or mentor (Kemp, 2005). The instructional improvements were directed toward school improvement to impact student achievement.

The International Reading Association (2004) reported that a reading coach can provide school leadership by providing professional development in order to improve reading achievement. Puig and Froelich (2007) conceptualized The Continuum of Coaching which demonstrated differentiation in coaching activities. The categories of coaching activities include (a) workshop or session, (b) observation lesson, (c) co-teach, (d) confer, observe, debrief, (e) study groups or literacy leadership council, (f) action research/lesson study (Figure 1.1) (Puig & Froelich, 2007). The entry points along with continuum vary in the scaffolded supports provided by the coach to meet the professional learning needs of the teacher given the pedagogy and students (Puig & Froelich, 2010). Reading coaches have the opportunity to engage in the coaching activities that directly impact teaching and learning. The opportunities to engage in these types of coaching decisions provide the foundation for the role of leader within coaching. Taylor and Moxley (2008) defined the coach as “a teacher leader who has the responsibility to promote and enhance literacy instruction with the ultimate goal of improving student achievement as measured by reading, writing, and content learning” (p. 8). Furthermore, Taylor, Pearson, Peterson, and Rodriguez (2003) reviewed the research on the subject of increasing literacy at the elementary levels and found

that elements of a framework of reading instruction that maximized student’s cognitive engagement are important to consider when attempting to improve

reading instruction. In addition to the reading curriculum, or who teachers teach, how teachers teach reading is of paramount importance. (p. 24)

Reading coach as instruction leader is focused on supporting the “how” of teaching through their daily work that includes coaching activities and professional development.

In summary, intensive, ongoing, job-embedded coaching had evolved the professional development experience beyond the workshop model to a collaborative model that focuses on aspects of teaching in order to directly impact student learning. Reading coaches as instructional literacy leaders at school sites collaborate with entire school communities to enact the literacy vision while focusing on the instructional needs of students (Booth & Rowsell, 2002). Coaching as a professional development model created the opportunity for the reading coach to be a peddler of influence who builds a non-evaluative, confidential relationship with teachers which allow them to engage in inquiry to improve student achievement not only in reading but in all areas of learning.

Elementary School Reading Coach Activities

The role of reading coach had yet to be clearly and completely defined through empirical research (Knight & Cornett, 2009). Evident in research is advice, theoretical descriptions and suggestions for the role of the reading coach. The state of Florida, however, decided to measure 13 activity domains through the Progress Monitoring and Reporting Network (PMRN) system (Florida Center for Reading Research, 2011). For the purpose of identifying and measuring the activities of elementary school reading coaches in central Florida the 13 activity domains identified by the State of Florida were used in this study. The identified activities included:

1. Whole Faculty Professional Development: Providing or facilitating professional development sessions such as faculty seminars, action research, and/or study groups designated to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers and paraprofessionals.
2. Small Group Professional Development: Providing or facilitating small group professional development sessions such as faculty seminars, action research, and/or study groups designed to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers, and paraprofessionals.
3. Planning: Planning, developing, and/or preparing professional development, including: surveying teachers for PD needs; preparing content for PD for teachers, parents, and others; planning a schedule of PD delivery, gathering PD materials; preparing a lesson for modeling and planning a coaching session with a teacher.
4. Modeling Lessons: Demonstrating lessons while teachers observe or co-teaching lessons in classrooms.
5. Coaching: Coaching (initial conversations, observation, and reflecting conversation) teachers in classrooms which includes observing teachers, formulating feedback regarding lessons, discussing feedback with teachers, and reflecting with teachers relating to reading or content area lessons.
6. Coach-Teacher Conferences: Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other topics related to reading. Informally conversing with teachers in a variety of ways (phone, E-mail or fact-to-face) on topics concerning reading such as fluency building, organizing literacy centers, students in need of intervention, etc.

7. Student Assessment: Facilitating and coordinating student assessments, including scheduling the time and place for assessments, and notifying teachers of the assessment schedule.
8. Data Reporting. Entering assessment data into any data management system.
9. Data Analysis: Analyzing student data to assist teachers with informing instruction based on student needs. This includes personal study of data reports, principal/coach data sessions, and teacher/coach data sessions.
10. Meetings: Attending meetings in my school, district or region regarding reading issues.
11. Knowledge-Building: Attending meetings in the school, district, or region regarding reading issues. Examples include meeting with school/district administrators or coaches, school/community groups, curriculum teams, Reading Leadership Teams, School Improvement Plan Teams, etc.
12. Managing Reading Materials. Preparing the budget for reading materials, reviewing and/or purchasing the materials, maintaining inventory, and delivering reading materials. Also included are duties such as gathering teacher resources and organizing leveled books for classroom libraries in collaboration with school staff.
13. Other: Time spent on other duties assigned. (Florida Center for Reading Research, 2011, pp. 13.6-13.9)

Information gathered yearly from the PMRN was not known to the researcher or practitioners as it is not reported as public information. All coaches, regardless of their

funding source, must report their time to the Progress Monitoring and Reporting Network on a biweekly basis (Florida Department of Education, 2011).

The researcher focused the investigation of this study on the relationship of reading coaches' experiences and time spent in coaching activities to examine the linkage to student achievement in reading. To accomplish the study, the researcher requested permission from Boulware (2007) to modify his Literacy Coach Engagement and Work Context survey and Bowman (2011) to modify her Florida Middle School Literacy Coach survey. Boulware (2007) completed a similar study of high school reading coaches, and Bowman (2011) completed a similar study of middle school reading coaches. This study extends their research to investigate elementary reading coaches. Boulware's and Bowman's surveys were developed to gather self-reported time assessments from reading coaches. Both instruments collected time-on-task data and asked open-ended questions. The rarity of empirical studies related to the link between coaching activities and improving student achievement was the catalyst for the researcher's primary focus on the elementary reading coach in this study.

Definition of Terms

Developmental Scale Score (DSS). A score used by the Florida Comprehensive Assessment Test (FCAT) to describe the location of a student's test performance on an achievement continuum. The score is appropriate for measuring individual growth and can be averaged for making group comparisons and for monitoring the change of grade groups over time.

Florida Comprehensive Assessment Test (FCAT). Standardized assessment tests associated with Florida’s A Plus accountability plan, which includes a text to measure proficiency in reading.

Reading Coach or Literacy Coach. A school or district assigned person responsible for providing job-embedded professional development and teaching fellow teachers in the areas of reading, literacy and instruction with the goal of improving student achievement. The terms “reading coach” and “literacy coach” are often used interchangeably (Moxley & Taylor, 2006). For the purpose of this research study, the term “reading coach” will be used.

Progress Monitoring and Reporting Network. The Department of Education commissioned the Florida Center for Reading Research (FCRR) to develop a Web-based data management system for recording and reporting student data from the Florida Assessments for Instruction in Reading. The Coach’s Log within the PMRN is a tool that can be used effectively to improve the reading program at a school and to guide the performance of the Reading/Literacy Coach.

Professional Development. Refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Also referred to as professional learning.

Reading Coach Log. Every two weeks, State of Florida reading coaches are required to report time spent in each of the 13 reading coach activities on the Progress Monitoring and Reporting Network (PMRN).

Strategy. Determine the approach taken to achieve learning objectives. Strategies are referred to instructional strategies that teachers use to support

student learning. Strategies also represent the approach taken by reading coaches to support teacher learning.

Research Questions

This study focused on the analysis of trends in reading coach practice to determine if coaches in targeted districts are engaged in coaching activities that potentially have impact on teaching and learning. The following questions were addressed in the study:

1. What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?
2. What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011?
3. What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011?

Population

Two hundred twelve elementary reading coaches from four central Florida school districts were recruited to participate in this study. The included 212 elementary schools were located in four central Florida school districts and indicated that they employed reading coaches in their elementary schools. Data were collected from the survey population using an online-survey host, SurveyMonkey.com. The researcher identified elementary schools in participating districts with teachers holding the title Reading Coach

or Literacy Coach. The principals at these schools were provided the initial email with the link to be forwarded to the Reading Coach or Literacy Coach for participation.

Thirteen participants who agreed to participate in a short interview were from the sample group to participate in a follow-up face-to-face or phone interview.

Methods

This mixed methods study relied on the implementation of survey methodology which compared the activities of currently practicing reading coaches from the sample reading coach population from four Florida school districts so inferences can be made about daily activities of the reading coach population. The methodology for this study relied on three sources. First, descriptive data were gathered from elementary reading coaches to explain their demographic and background data. Participant profiles developed around selected coaches were built from the above data. Second, simple descriptive statistics and regression analysis were used to measure time spent on the 13 reading coach activities and difference in the developmental scale scores (DSS) on FCAT reading achievement assessment. Third, qualitative data analysis of the selected group of elementary school reading coaches were used with the survey data, interview transcripts, and school performance data.

Instrumentation

The Florida Elementary School Reading Coach Survey

The surveys used in this study were a modified version of Boulware's (2007) Literacy Coach Engagement and Work Context survey and Bowman's (2011) Florida Middle School Literacy Coach survey. Boulware's survey instrument was analyzed for validity of content by a panel of graduate students who provided feedback to him and

Bowman's survey instrument was reviewed by a panel of reading coaches with whom the researcher was in contact. Bowman's Florida Middle School Literacy survey was the preliminary instrument used to develop the survey for this study and the modifications were focused on time-related verbiage. The accuracy of the revised survey instrument used in the current study was reviewed by an accessible panel of elementary reading coaches. Data from the survey instrument used were not used to generalize the background and experiences of reading coaches beyond the four central Florida school districts.

Survey Implementation

UCF IRB and school district permission was granted to conduct research the survey with elementary reading coaches prior to data being collected. The data collection procedure replicated that of Bowman (2011) which was similar to Boulware (2007). In efforts to gather greater sample respondents a web-based online survey was used following the Tailored Design Method (TDM) as recommended by Dillman (2000). Surveymonkey.com was used, surveys were sent according to IRB approval in October, 2011. The survey invitations were sent to school principals to grant permission for the reading coach to participate. If participation was granted, the principal forwarded the web link to the coach so he/she could have one-click access to the online survey. Follow-up emails were sent three weeks after the initial contact with an electronic reminder to principals whose coaches had not taken the survey. No compensation was given for the survey process.

Interview Questions

In efforts to more thoroughly understand the data and build context around the results, one reading coach was interviewed face-to-face and 13 reading coaches were interviewed by phone in December, 2011. Participating reading coaches were sent the questions and the consent letter via email. Each reading coach was asked the following specific interview questions:

1. Why did you decide to become a reading/literacy coach?
2. What do you do that you believe influenced student achievement in reading the most?
3. What measures do you use as evidence of the influence on student reading achievement?
4. What contributed or had contributed to your success as a reading/literacy coach?
5. What had impeded your success as a reading/literacy coach?
6. Describe your relationship with the school principal.

Qualitative data from the responses to these questions were transcribed, paraphrased, and analyzed for similarities and differences.

Participant Profiles

Participant profiles were developed using reading coach demographic data, regression analysis, survey data, and phone interviews. No names of districts or schools were used and anonymity was provided for all participants. A number (such as Reading Coach 1) was used to reference participants to assure anonymity.

The constructed participant profiles were intended to contextualize the work performance of reading coaches. The researcher was able to call on the tenets of case

study methodology to build a context for reading coaches, their activities and the perceptions of their effectiveness. Merriam (1998) stated “some call case study field work, field research, or ethnography.” Case study was further explained by Merriam (1998) as “a design is employed to gain an in-depth understanding of the situation and meaning for those involved.” The researcher employed elements of case study design along with detailed descriptive statistics to quantify the work lives of elementary reading coaches. Theme analyses were used to determine themes and build context for the profiles. Key words and phrases from the open-ended questions on the survey and the phone interview questions were used to create the themes.

Data Sources

Table 1 displays the research questions, the courses of data and the statistical analysis used in the study.

Table 1

Research Questions: Sources of Data and Statistical Analysis

Research Question	Source of Data	Statistical Analysis
1. What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?	Florida Elementary Reading Coach Survey Items: 12-15, 25-31	Descriptive Statistics
2. What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores in years 2008 – 2011?	Florida Elementary Reading Coach Survey Items: 1-8, 23-24 FLDOE Student Achievement FCAT Developmental Scale Scores	Descriptive Statistics Correlation/Regression Analysis
3. What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2007 – 2011?	Florida Elementary Reading Coach Survey Items: 10 - 11, 19 – 23, 32 Interview Questions	Qualitative Information Verbal Representation Theme Analysis & Coding Elements Case Study Methodology, Detailed Descriptive Statistics

Data Collection and Analysis

School performance data were accessed through the Florida Department of Education assessment database. The researcher was limited by the reported assessment data in grades kindergarten through second for participating school districts. The four districts represented in the study did not have common, comparable assessment data for

kindergarten through second grade. The common assessment for the four districts was the Florida Comprehensive Assessment Test (FCAT) reading assessment. FCAT is administered yearly to third, fourth and fifth grade students. FCAT results are provided as developmental scale scores to describe the location of a student's test performance on an achievement continuum for third, fourth and fifth grade. Additionally, developmental scale scores (DSS) are provided in grades four and five to indicate student learning gains from the previous year. Florida Comprehensive Assessment Test (FCAT) reading data from years 2008 – 2011 test administrations were analyzed in this study. The developmental scale scores of the students in fifth grade in 2011 were analyzed for differences from the baseline in 2008 to the third year, 2011. The data points analyzed were the developmental scale scores of the 5th graders determined by the Florida Department of Education FCAT and the differences from the baseline data in 2008 to the third year, 2011.

Independent data variables were based on the total percentage of time spent by each reading coach during the first semester of the 2011-2012 school year. The data matrix was constructed, and the analyses were performed following the pattern in the Bowman (2011) study of middle school coaches. These guiding principles were followed in the data matrix and analysis:

1. Once reading coaches posted their data to the SurveyMonkey.com website, the percentage of time per coaching activity was analyzed by total responses reported per activity, individual percentages by activity, and overall coaches' percentages by activity.

2. Each coaching activity was analyzed through multiple regression analysis using SPSS to predict time devoted to particular coaching activities related to the developmental scale scores from FCAT reading in 2008 to the third year, 2011.
3. The regression equation used in the analysis was built around this predictive model: For every increase in the number of hours devoted to particular coaching activities, an increase in reading gains among students becomes evident.

Data were analyzed using the Statistical Package for Social Sciences, Version (SPSS) 16.0 software. The statistical tests and analysis included descriptive statistics along with multiple regression and the verifications for regression testing. Participant profiles were used for data organization and to report interview information.

Assumptions

The assumptions of this study are:

1. It was assumed that reading coaches had an understanding of the time spent on various activities, as they had to report the number of hours spent on 13 activities every two weeks to the Florida Progress Monitoring and Reporting Network (PMRN) (Progress Monitoring and Reporting Users Guide)
2. It was assumed that reading coach academic and professional background may influence understanding of how reading coaches spend their time.
3. It was assumed that the data reported by the reading coach were self-reported and reliability was based on the veracity and accuracy of each coach's answers.

4. It was assumed that generalizations from the student achievement data trends in third, fourth and fifth grade on the FCAT can be made to student achievement in kindergarten, first and second grade.

Limitations

The limitations of this study include:

1. This study was limited to a geographic region of four central Florida school districts.
2. This study was limited to elementary reading coaches in the above region and school districts.
3. This study was limited to the self-report survey data and interview information of the above participating population.
4. This study was limited by the assessment data of elementary school students, the data point available for all four participating school districts was the FCAT which is limited to third, fourth and fifth grade students.
5. This study could be limited by the turnover of reading coach and/or administrator at a given school within the three years analyzed in the student achievement data.

Significance of Study

This study was designed to explore the relationship between the time reading coaches spend engaged in coaching activities with teachers and student achievement as evident on the Florida Comprehensive Assessment Test (FCAT) of reading for students in third, fourth and fifth grade. “The success of coaching encourages teachers to want to spend more time with coaches, and more teachers to seek out their help” (Neufeld &

Roper, 2003, p. 22). The results of this study had the potential to impact the growing body of research focused on the value, effectiveness and viability of the role of the reading coach. The timeliness of this study is evident in the survey being conducted in March 2012 by a joint collaboration of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to obtain information about the current roles and responsibilities of reading specialists/literacy coaches across the United States. The results of this study could impact states, districts and a principal's decision to fund the position of reading coach.

Organization of the Study

Chapter One provided context and an overview of the study. Chapter Two contains a synthesis the relevant literature and research pertaining to this study's problem. Chapter Three had a presentation of methodology used to conduct the research study, including population information, instrumentation, data collection, and the qualitative and quantitative analysis of the study data. Chapter Four contains results of the data analysis. Chapter Five includes a summary and discussions of the findings, conclusions of the study, implications for practice, and recommendations for future research.

Summary

Chapter One had provided an overview of the study. Included were the statement of the problem and the purpose of the study. A condensed synthesis of the research on reading coaching was provided for the conceptual framework of the study. The researcher presented the research questions, population, instrumentation, data collection and analysis.

CHAPTER TWO: REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

Boote and Beile (2005) affirmed that a comprehensive literature review is necessary in order to provide a significant framework from which to plan and implement both theoretical and practical research. To conduct a comprehensive review of the research on reading coaching and the impact on student achievement, the review of literature included published research, professional books, position papers, prior dissertations, online statements and other documents. Included in professional books is the personal collection of the researcher from educational work with reading coaching. The researcher consulted with a library research assistant to ensure a thorough search. EBSCO host and other Boolean searchers were primary resources which the majority was obtained from the University of Central Florida library. Keywords used to identify sources included: reading coaches, literacy coaching, peer coaching, reading achievement, student achievement, academic achievement, and elementary.

The researcher's examination of the theoretical basis for the role of reading coach in Chapter One examined two tenets: first, coaching as a professional development model and, second, reading coach as instructional leader. In this chapter, the researcher more extensively reviewed current literature and research related to the topic of reading coaching thus expanded on the two tenets. The chapter begins by situating the role of the reading coach within current educational research. Then the researcher will review the reading coach professional background and preparation followed by a comprehensive examination of coaching activities of elementary reading coach. This is followed by a

review of the research on the effect of the reading coach on student achievement. Finally, the factor of time on the role of the reading coach will be considered as a potential impact on the domain of work and effects of the role.

What is Reading Coaching?

Many researchers have agreed that professional development is critical to the improvement of the craft of teaching and in turn student achievement (Darling-Hammond, Wei, Richardson, Orphanos, 2009; Hirsh & Killion, 2009; Guskey, 1998). Hirsh and Killion (2009) espoused that high-quality; research-based, effective professional development must be part of the solution to build teacher capacity. Manzo (2005) stated many school districts are building “an army of specialists to help teachers apply research to practice” (p. 20). Coaching is being utilized as a catalyst for change and builds on the tenet of coaching as a professional development model. In the United States, school-based coaching was pioneered primarily in large districts like Boston and New York City and had been spreading quickly around the nation, particularly in urban schools (Russo, 2004). The trend to employ coaches in schools as an approach for improving classroom instruction is currently undergoing evaluation at both the national and state levels of government for its impact on student achievement (Bean & Carroll, 2006). Reading coaches facilitate teachers’ reflection on students learning and their own theories of practice as well as challenge teachers to transform their instruction to improve student learning. Morrow (2003) confirmed the importance of reading coaching in teacher development:

Reading coaches have become an important part of professional development.

They provide information and resources for teachers. Reading coaches model

new teaching strategies within classrooms, and they discuss with teachers issues of concern and successful experiences. Coaches observe teachers trying new strategies and provide feedback for reflection. Coaches, who are typically master teachers, also provide ongoing support. (p.6)

Reading coaches play a key role in developing ongoing support for literacy instruction and an opportunity for teachers to reflect on and discuss their instruction. Russo (2004) shared a justification for school-based coaching was many of the conventional forms of professional development were unpopular with educators because they were led by experts who told teachers what to do and were not heard from again. He asserted that school-based coaching provides the close connection to teachers' classroom work. According to Kaplan and Owings (2002), reading coaching sets the stage for in-house professional development from an on-site consultant who enhances teacher practice, curriculum, and assessment. In their study of coaching, they found the reading coach's primary role is to support teachers to become more reflective and to refine what they are doing. Kaplan and Owings (2002) reported coaches' work in schools to provide ongoing, high-quality professional consultation to teachers to help them develop and improve their craft. Lyons and Pinnell (2001) espoused the role of reading coach is to create an environment through rapport building and professional development where teachers are willing to try new approaches. This culture is one that encourages active participation, creates a safe environment, provides opportunities to use what they know to construct new knowledge, and introduces new concepts in context in order to engage teachers in professional development.

“Does reading coaching work?” was a question posed by Bean and Isler (2008). They investigated this question by asking teachers, reviewing teacher and classroom practices, and relating student achievement improvements to coaching at the school. The researchers (Bean & Isler, 2008) envisioned reading coach as a job-embedded approach to professional development that is based on what teachers need to know in order to teach their students, is literacy-focused, and provides on-going support that may include classroom observations and feedback to teachers. The reading coach can help teachers achieve their short-term goals of learning how to implement an instructional strategy and their long-term goals of becoming more effective at the craft of teaching through co-planning, co-teaching, modeling or observation and feedback. Reading coaches not only “increase teachers’ understanding of how to teach reading” but also “increase teachers’ knowledge of how to differentiate instruction” (Bean & Isler, 2008, p. 2). Bean and Isler (2008) shared evidence that support the role of the reading coach as valuable to teachers and that teachers’ who have been coached are changing their practices in positive ways.

The disparity between the perspective in the literature and real-world coaching was outlined in Bean, Draper, Hall, Vandermolen and Zigmond’s (2010) research of 20 Reading First coaches in Pennsylvania. In literature, coaching “conjures up the picture of the skilled coach and the less-skilled teacher working together to analyze performance, discuss critical but helpful feedback, and hone instructional practice to provide more effective instruction for students” (p. 111-112). The researchers found coaches spent far less time engaged in these types of activities. “Our coaches were problem solvers, research coordinators, data managers and consultants” and “when the coaches did work with teachers, their focus was less on honing teachers’ skills, and more on figuring out

how to bring additional, different, or unique resources to the aid of struggling students” (Bean, et al., 2010, p. 112).

Toll (2005) defined a coach as “one who helps teachers to recognize what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more” (p. 5). In 2005, Toll suggested that “teacher growth” was the more respectable use of reading coaches. Teacher remediation and program implementation, the other two purposes, did not incite growth as a professional. The collaborative role of coach supported self-directed professional growth “honors the worth and dignity of teachers” (Toll, 2005, p. 14). Coaching is a form of inquiry-based learning characterized by collaboration between individuals or groups of teachers and more accomplished peers. Pognico and Bach (2004) share the effective aspects of reading coaching “involves professional, ongoing classroom modeling, supportive critiques of practice, and specific observations” (p. 9).

In 2004, the U.S. Department of Education charged Learning Point Associates to create a coaching guide for Reading First coaches. Learning Point Associates (2004) defined a coach “helps others to recognize their instructional knowledge and strengths, and supports them in their learning and application of new knowledge and instructional practices” (p. 6). The role of coach is to provide job-embedded learning and ongoing and sustainable support to teachers. Learning Point Associates categorized coaching as “versatile, flexible, and just-in-time” (p. 6).

The factor of versatility and flexibility were emphasized by Hasbrouck and Denton (2005) who stated a reading coach is a teacher who had many quality experiences

to share with other teachers. Characteristics of reading coaches include knowledgeable in scientifically based reading methods, demonstrating excellent interpersonal skills, being able to collaborate and mentor, providing professional development for adults, demonstrating excellent pedagogical skills in elementary classrooms, and exhibiting knowledge of school improvement processes (Just Read, Florida!, 2008). At the elementary level, reading coaches support teachers, those who provide literacy intervention, and those who teach in other areas, such as English Language Learners, English as a Second Language, and Learning Support in day-to-day core reading instruction (Moxley & Taylor, 2006). One of the major roles of a reading coach is assisting classroom instructors with planning appropriate reading instruction (Bean & Carroll, 2006). Through this collaborative planning, the reading coach and teacher discuss their perceptions of the lesson and possible alternatives or increasing student learning. This coaching conversation directed toward inquiry allows the coach and the teacher are making hypotheses and searching for information (Lyons & Pinnell, 2001).

According to Moxley and Taylor (2006), another important role of coach is to offer current, researched professional development in addition to other tasks which include feedback to their peers who implement the curriculum. Lyons and Pinnell (2001) discussed the purpose of coaching conversations and feedback is to use teachers' own thinking as a springboard to assists them to change behavior. According to Killion and Harrison (2006), reading coaches can transform schools into learning centers, facilitate knowledge sharing and knowledge creation through their ongoing work with teachers, engage teachers as professionals in the analysis of and reflection on their work, acknowledge teachers' struggles and join them in the struggles, and honor teachers as

individuals and professionals and support them cognitively and emotionally. These various roles of reading coach can lead to unleashing the potential of all educators supporting risk taking and experimentation.

In order to transform and extend the potential of teachers, coaches reinforce the importance of precise instruction and high quality professional learning through their actions (Shanklin, 2006). Reading coaches and teachers collaboratively discuss perceptions of the lesson and possible alternatives for increasing student learning. Effective coaching is a form of ongoing, job-embedded professional learning increases teacher capacity to meet student needs (Shanklin, 2006). Denton (2003) noted the need for reading coaches to work directly with teachers toward improving teaching practice:

If professional development only takes place in the abstract environment of a classroom full of other teachers, it can be very difficult for teachers to go back and translate it into actual classroom practice. Opportunities to apply abstract information to the real problems of real students, combined with regular and systematic observations and feedback by those providing the professional development, helps teachers learn by doing and see results firsthand. This is why most successful reading initiatives rely at least in part on reading specialists or literacy coach to serve one school or a small group of schools (depending on size of the schools) can be the most effective single strategy for improving teaching, and, ultimately, student performance. (p. 6)

Coaching unleashes the potential of all educators by supporting risk taking and experimentation. Reading coaching contributed to change in student learning, in teaching, in professionalism, and in school culture (Killion & Harrison, 2006).

In summary, the experts in the field have provided a variety of definitions and purposes for the role of the reading coach. The collaborative partner who engaged in a professional development model to build teacher practice to ultimately enhance student achievement is the overarching goal for the elementary reading coach. The hope for the practice of reading coaching is that coaching makes a difference for students, teachers, principals, schools, and school systems.

Reading Coach Professional Background and Preparation

Professional Background

The necessary background, experiences, and preparation are needed for the position of reading coach. In 2004, The International Reading Association provided five requirements the role of reading coach:

1. Since the primary role of reading coaches is to provide support to classroom teachers in reading instruction it is essential that they be excellent classroom teachers.
2. The reading coach should have in-depth knowledge of reading as a process, reading assessments, and instruction in reading.
3. Reading coaches have experience working with teachers to improve their practice.
4. Along with that experience, reading coaches should be excellent presenters and be skilled at presented and facilitating adult learning.
5. Reading coaches must have experience or preparation that enables them to master the complexities of observing and modeling in classrooms and providing feedback to teachers. (pp. 3-4)

Hiring for the role of reading coach takes consideration. Knight (2006) wrote administrators are charged with hiring the right reading coaches and that applicants for consideration need to be excellent teachers, be flexible to accommodate the needs of the teachers, be highly adept at building relationships with adults. Also, Poglinco, Bach, Horde, Rosenblum, Saudners, and Supovitz (2003) reported that mastery of subject knowledge and teaching skills were consistently two areas identified by administrators and coaches as characteristics essential to the effectiveness of the role of the coach. The Advisory Board of the Literacy Coaching Clearinghouse shared the six characteristics that define effective reading coaching (Shanklin, 2006). Every reading coach should:

1. Involve collaborative dialogue for teachers at all levels of knowledge and experience.
2. Facilitate development of a school vision about literacy that is site-based and links to district goals.
3. Is characterized by data-oriented student and teacher learning.
4. Is a form of ongoing, job-embedded professional learning that increases teacher capacity to meet students' needs.
5. Involve classroom observations that are cyclical and that build knowledge overtimes.
6. Supportive rather than evaluative. (pp. 1-2)

Feger, Wolek, and Hickman (2004) included knowledge and skills; interpersonal skills, content knowledge, pedagogical knowledge and knowledge of the curriculum as essential reading coach skills. Thus, as instructional leaders, reading coaches are not just excellent reading teachers, they are highly qualified to work with adult learners.

Similarly, a national electronic survey of 140 reading coaches on hiring requirements and coach duties was conducted by Roller in 2006. Analysis of the surveys found that 76% of respondents had been elementary school teachers, 17% had taught at the middle school level, and 7% had been high school teachers. The requirement to have had one to three years of success teaching experience was reported by 77% of the respondents. Of the 37% who reported master's degrees were a requirement for the position, only 19% shared that a literacy or related area master's degree was required.

Preparation

Hiring considerations and professional background are important to the role of coach (Knight, 2009). Also, important is preparation provided to the coach in his/her role, realistically a coaching model of support. Although coaching models may differ in the specific actions they recommend, they all started by acknowledging that a strong knowledge base in curriculum, instruction, and assessment is necessary for coaching to be successful (Denton & Hasbrouck, 2009). Kaplan and Owings (2002) reported coaches are usually former teachers who work in schools and provide ongoing, high-quality support to teachers to assist them in the enhancement of the craft of teaching. Successful classroom teaching experiences must form the foundation of any coach's knowledgebase (Kaplan & Owings, 2002). In addition, their active participation in ongoing professional development builds on the knowledge and skills gained during initial certification programs (L'Allier, Elish-Piper & Bean, 2010). Fountas and Pinnell (2008) found coaches were differentiated by their knowledge of reading and writing processes, capacity to use this knowledge to call attention to critical parts of the lesson, and ability to select points that will lead to new learning, ability to engage teachers in reflection as a

way to improve their skill (disequilibrium), and ability to create a trusting relationship within which critical feedback is valued. Thus, specific knowledge building is essential for literacy coaches, but not all knowledge building happens through formal readings. Contributing to the knowledge of a reading coach, a complex set of experiences; including readings; lesson planning; lesson observation; analysis of data; and targeted discussions with teachers, peers, principals, mentors, and outsiders must be present (Walpole, McKenna, & Morrill, 2011). In Fisher's (2007) considerations for reading coach programs, having a clear intended purpose and a "research base related to literacy learning and development, adult learning, leadership and professional development" was essential (p. 1). Also highlighted was the importance of having clear employment qualifications, professional learning time for coaches, and a clear vision of the "predicted and intended outcome of the literacy coaching program for teachers, coaches, administrators, and students" (Fisher, 2007, p. 4).

Learning Point Associates (2004) captured the skills that the *Reading First* coaches should possess. These skills included:

- Look for the positive in each interactive opportunity.
- Display strong listening skills, questioning abilities, and confidentiality.
- Demonstrate a willingness to embrace the teacher/coach model as a way to address professional development needs.
- Actively support the individual teacher's learning—acknowledging that the individual teachers do not come with the same professional development needs.
- Coach individuals and groups to identify their strengths, areas of potential growth, and steps to take in improving instruction.

- Provide instruction and coaching that honors the diversity of students and teachers and uses knowledge of that diversity to maximize effectiveness.
- Communicate appropriately with the principal, Reading First coordinator, and others responsible for the success of the program. (p. 5)

These skills assist coaches in their role to create a community of learners at the school site in order to guide that community forward for their own professional growth.

A model for coaching preparation can be found out of The Ohio State University, Literacy Collaborative. Biancarosa, Bryk, and Dexter (2010) embarked on a four year longitudinal study of Literacy Collaborative (LC), a school-wide reform model relied primarily on the one-on-one coaching of teachers as a lever for improving student literacy learning. Literacy Collaborative provides rigorous training for reading coaches. The authors found the training included coverage of the theory and content of literacy learning, how to teach children within the Literacy Collaborative instructional framework, and how to develop these understandings in other teachers through site-based professional development and coaching. Literacy Collaborative coaches learned how to lead a professional development course to introduce theories and instructional practices to teachers and how to use one-on-one coaching as a mechanism to support individual professional growth and development (Biancarosa et al., 2010).

Like the Literacy Collaborative, a school district in Chicago tried to create a system of preparation for the reading coaches. Blachowicz, Fogelberg, and Obrochta, (2005) described the lessons learned from a five-year project to develop urban reading coaches in a large, diverse, metropolitan school system. The authors shared six coaching

processes that effectively supported the change process of the schools in the Chicago district:

1. Connect coaching to current practices in teaching and learning
2. Choose generative practices which are best teaching practices that raise questions about learning.
3. Establish credentials as a capable, hardworking, generous coach who is able to work with the students.
4. Make student learning the focus of the work with teachers.
5. Use a repertoire of coaching strategies to differentiate the service model of coaching for the teachers.
6. Video tape strategies that teachers are effectively practicing in their classrooms, the coach can produce compelling evidence of best practices at work.

(Blachowicz et al., 2005, pp. 55-58)

The complexity of the role of reading coach is further indicated by the activities and spectrum of needs by the teachers at the school-site. In their 2003 study, Poglinco, et al. found that teachers felt supported when the coaches explain the program, show materials, demonstrated lessons, co-teach lessons, and then observe the teachers' complete lessons. This spectrum of activities are further supported Puig and Froelich (2007), who contended coaching had to be viewed as a continuum of broad-spectrum experiences (Figure 1.1). The continuum is a spectrum which starts with goals and outcomes developed in collaboration with teachers, and moves toward the application of those goals and outcomes in the classroom to increase student learning. By thinking of coaching as a continuum on a landscape of professional development, opportunities will

be provided where everyone involved benefits from collaborative problem-solving (Puig & Froelich, 2007).

The reading coach initiative in the state of Florida is guided by the Just Read, Florida! office and the Florida Department of Education State Board Rule. The Florida Department of Education (2011) stated the coach serves “as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement” (p. 2). Characteristics of a reading coach included being knowledgeable in scientifically based reading research methods, demonstrating excellent interpersonal skills, being skilled at collaborating and mentoring, providing professional development for adults, demonstrating excellent pedagogical skills in classrooms, and exhibiting knowledge of school improve processes (Florida Department of Education, 2011).

Challenging the majority of literature reviewed, Gallucci, Van Lare, Yoon, and Boatright (2010) affirmed reading coaches were not prepared for the role of coach and to support the teachers at their school site. The evidence is limited by fact that this was a single-case study. Gallucci et al. (2010) concluded there must be ample professional development for the coach, teachers and administrators so coaching can effectively implement the literacy vision of the school or district.

Based on the synthesis of literature, reading coaches must have certain attributes and experiences (academic and content knowledge), ample successful experiences in their own classroom, and preparation for the role. Reading coaches need to be able to work well with adults and be flexible and trustworthy to support teacher development. As indicated by Gallucci et al. (2010), further considerations need to be made about the

preparedness and professional learning for the role of the coach. Synthesis provides a foundation for expectations and experiences can fortify the role of the reading coach in a school system. Reading coaches prepared by their professional background and preparation, select and daily engage in coaching activities to support their school-based role.

Coaching Activities of Elementary Reading Coaches

The daily coaching activities of elementary reading coaches embody their roles and responsibilities. The publication of the International Reading Association (IRA, 2004) qualifications for hiring reading coaches set common criteria for the people to be considered for the reading coach positions. The intent was to assure that those taking the role of reading coach would understand the effective coaching activities that embody the role (IRA, 2004).

In the survey conducted by Blamey, Meyer, and Walpole (2008), the respondents reported spending a large amount of their time creating an identity and were plagued by ambiguity. This was supported by the fact that 74% of respondents stated that their role was “undefined” (p.318). The remaining respondents reporting defined roles, 15% stated they were solely determined by the district and 11% were determined by a collaborative process.

Also finding no job description was Poglinco et al. (2003) who conducted research on America’s Choice Design Coaching Model in America’s Choice Schools. The researchers found there was no apparent job description for the coaches in the America’s Choice Schools. Coaches indicated not having a clear description of their roles and responsibilities added to misunderstandings and made their jobs more difficult.

While other coaches shared they understood the skills needed for the role, including a thorough knowledge of subject matter, teaching experiences, and skill working with adults.

Researchers and authors have tried to define the role of reading coach and provide a foundation for activities to engage in the work. Burkins (2007) shared eight responsibilities: coordinate professional learning, work with teachers on instruction, act as literacy leader for the school, manage literacy materials, participate as a member of the school community, manage literacy data, engage in professional learning in literacy, and manage time and resources (pp. 30-23). In a synthesis of his decades of research, Knight (2011) stated “coaches take a partnership approach to collaboration” in their activities by engaging in actions such as enrolling teachers, identifying teachers’ goals, listening, asking questions, explaining teacher practices, and providing feedback (pp. 21-22). The responsibilities and activities of reading coaches lay the foundation for their work.

Killion and Harrison (2006) stated the “success of a coaching program depends on making smart decisions about the role of coaches” (p. 28). Through their research, they found that even though the expectations, job descriptions and performance expectations varied greatly from school to school; similarities existed in the roles of school-based coaches. The ten listed roles by the authors often occur in conjunction with each other as the coach engages in daily activities at the school: resource provider, data coach, curriculum specialist, instructional specialist, classroom supporter, mentor, learning facilitator, school leader, catalyst for change, and learner.

The United States Reading First initiative provided guidelines for the role of the coach. The Learning Point Associates shared those guidelines in their 2004 guide for

Reading First coaches stating “reading coaches are essential support for professional development efforts” (p. 4). The knowledge, expertise and understanding of reading and teaching methodologies guide the coach in their roles:

- Provide scientifically based professional development opportunities that are tailored to the needs of the Reading First staff.
- Demonstrate effective strategies for implementing the five essential elements of reading instruction.
- Explain *why* certain strategies, assessments, materials, and organizational structures are effective.
- Expertise in the full range of assessments required for Reading First (screening assessments, diagnostic assessments, progress monitoring assessments, and outcome assessments)
- Provide single-topic mini-presentations on needed strategies
- Plan and deliver large group workshops
- Serve as a resource for new materials and ideas.
- Consult with teachers on a one-to-one basis or facilitate teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices, and program requirements.
- Seek ways to act as a bridge between the administration and the teachers in designing, developing, implementing, and evaluating the school’s reading program. (p. 4)

Learning Point Associates (2004) furthered detail knowledge and skills of the reading coach. The reading coach should be able to problem solve and make decision about

literacy learning. The attributes of reading coaches can be categorized in three areas “knowledge, skills and personal characteristics” (Learning Point Associates, 2004, p. 8). The knowledge reading coaches possess included, “knowledge of curriculum, instruction, assessment, and standards” and “knowledge of curriculum-driven support materials and technology-enhances resources for grade levels, subject areas, and student needs” (p. 8). Reading coach skills included “collaborating with others and being a team player”; “being a good note takers, collector of data, and research”; and “possesses teaching skill that can be used to model lessons and strategies” (p. 8). Characteristics of reading coaches include “being a good listener” and “being trustworthy” (p. 8). Overall, the goal is that reading coaches use their knowledge, skills and characteristics to share new ideas, coaching and learning for the teachers they support.

Similarly, Taylor, Moxley, and Boulware (2007) supported the complexity of the role is due in part to the mixture of the roles. These roles include:

- modeling research based literacy strategies
- providing literacy professional development
- modeling collaboration
- leading professional learning communities
- possessing people skills
- assisting with data analysis
- assisting teachers with ongoing data based instructional decisions
- engaging the parents and community in literacy related activities
- monitoring the progress of literacy learning. (pp. 25-32)

In 2011, Puig and Froelich released a second edition to their work which refined the role of coach to Response to Intervention (RtI). The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004) included a method for identifying and serving students with disabilities as Response to Intervention. The activities of the reading coach would support the work of teachers in intensifying instruction to meet the demands of the student. Consequently, as the tiers of instruction intensify so did coaching conversations and activities.

Instructional improvement is part of the work of the coach as emphasized by the Response to Intervention model. Elish-Piper and L'Allier (2010) research study indicated literacy coaches may wish to employ a targeted approach to improving classroom instruction. This would allow for the coach to combine an in-depth review of multiple student assessment results with their classroom observations to identify teachers who need to improve their instruction related to a specific aspect of literacy and provide appropriate professional development directed at that area of instruction for those specific teacher (Elish-Piper & L'Allier, 2010). Along with this, Kemp (2005) had found being a “facilitator who provides assistance and guidance as teachers develop a repertoire of literacy strategies” and “advisor who gives recommendations to school staff members among the primary roles of reading coaches” (p. 24). Walpole and McKenna (2004) espoused that knowledge of reading instruction, diagnosis and assessment is part of the reading coach skill set. Beyond those skills, Walpole and McKenna (2004) contended coaches need to continually be directing improvement in reading and literacy instruction within their school, district and state.

The improvement of literacy instruction was part of Blachowicz, Obracht, and Fogelberg (2005) five year study. They found that reading coaches spent the majority of their time assisting teachers to implement new literacy strategies and providing professional development. They reported that by employing reading coaches as the change model, an urban school district reading achievement improved from 55% in 2000 to 80% in 2003. Important to the change was the use of a variety of coaching activities: strategy coach, guide on the side, and observation aid.

Reading coaches need to spend at least half of their time working directly with teachers because when literacy coaches are working directly with teachers, they are more likely to produce positive growth in teacher practice and student achievement (L'Allier, Elish-Piper, Bean, 2010, Florida Department of Education, 2011, Puig & Froelich, 2011). One of Puig and Froelich's (2011) guiding principles for effective reading coaching was to teach students on a daily basis. This included working in a classroom on a daily basis so they can hone their instructional practice and also learn more about students. The authors recommend 40% of the work week should be spent working with students.

In identifying the activities performed by a Florida literacy coach, The Florida Department of Education identified 13 activity domains that could be measured through the Progress Monitoring and Reporting Network (PMRN). In a Reading Coach Activity Log found on the PMRN user's website, the coach was required to enter how much time was devoted to the 13 coaching activities (Appendix C).

Reading coaches have a myriad of activities and roles that they can engage in on a daily basis. A formalized understanding of how these roles support teacher growth and student learning is needed to make the best decisions. However, Toll (2005) shared

activities that the reading coach should not do, including supervise, judge, espouse themselves as expert, or provide pull-out services. Providing support for daily activity selection, the Florida Department of Education (2011) indicated an expectation for reading coaches to spend 50% or more of their time working with individual teachers observing instruction, providing feedback on instruction, and modeling lessons.

Student Achievement: The Reading Coach Effect

“Assigning a full time reaching coach to serve one school or one small group of schools can be the most effective single strategy for improving teaching, and ultimately, student performance” (Morrow 2003, p. 7). Quality reading instruction is a primary factor in making a difference in student reading success (International Reading Association, 2004; Kaplan & Owings, 2002). L’Allier et al. (2010) developed seven guiding principles reading coaches can use to focus their work on the improvement of teaching and student achievement in the elementary grades:

1. Coaching requires specialized knowledge of literacy processes, acquisition, assessment, instruction in literacy.
2. Time working with teachers is the focus of coaching, coaches spend time with teachers engage in coaching activities such as observing, modeling, conferencing, co-teaching, and leading book study groups.
3. Collaborative relationships are essential for coaching through the establishment of trust, maintaining confidentiality, and communicating effectively with teachers.
4. Coaching that supports student reading achievement focuses on a set of core activities.

5. Coaching must be both intentional and opportunistic which includes having a plan for working with teachers that is deliberate but flexible.
6. Coaches must be literacy leaders in the school and engage in leadership practices of setting goals or directions in a school, developing people, and redesigning the organization to facilitate accomplishment of goals.
7. Coaching evolves over time which involves continuing to learning, developing positive relationships with teachers, and modifying what they do as they evolve in their role.

Morrow (2003) agreed student learning is considerably improved by first-rate teachers. If we consider how schools are being requested to educate the most diverse student body in our history to higher academic standards, then we must submit to the fact that we need schools that are organized to support continuous learning for the teaching staff (Darling-Hammond, 2003). Killion (2002) stated the teacher's capacity to provide "differentiated, high quality reading" increases (p. 27), and, overall, "achievement in reading increases for all students" (p. 27). The end result of any professional development should be increased student achievement (Bean, 2004). Bean (2004) reported "the amount of time spent coaching is related to student performance at the end of the year in terms of the percentages of students who were proficient or at risk" (p. 111).

Evidence of research by Bean is the study conducted by Blachowicz et al. (2005), which found that an urban school district in Chicago substantially improved reading achievement by implementing a variety of literacy coaching models. For 10 years, the school district had adopted and implemented best practice strategies associated with

literacy improvement, including using the literacy coach model in schools with the most mobile populations along with a differentiated literacy program and specific interventions. In Evanston/Stokie School District “the percentage of underachieving students in the primary literacy program meeting grade-level literacy benchmarks rose from 55% in 2000 to 80% in 2003” (Blachowicz et al., 2005, p. 55).

Not only was research done in Chicago, it was also conducted in New York District 2. Neufeld and Roper (2003) reported in District 2 in New York there was strong evidence coaching contributes to improved teaching and student learning: “the results of instructional reform in Community District 2 in New York City, provided a compelling example of how coaching can improve teaching and student achievement when it is embedded in sustained, coherent, district-wide efforts to improve instruction” (p. 1).

Research done in the greater Toronto area in Ontario, Canada concluded a system improvement by documenting a 20% increase on most measures (Fullan & Knight, 2011). Working in 17 low-performing schools, the collaborative efforts of principals and reading coaches enhanced the work. Fullan and Knight (2011) shared

the coaches typically spend their day planning lessons with classroom teachers, modeling lessons, observing instruction, facilitating meetings, reviewing student data, and leading the collaborative marking of students work (p. 51).

Reading coaches and teachers are continuously making hypotheses and searching for information about the students (Lyons & Pinnell, 2001). Their greatest sources of data are observations of children as they look for evidence of learning. The purpose of coaching conversations is to use teachers’ own thinking as a springboard to show them how to change their behavior, (Lyons & Pinnell, 2001). In their work with Reading First

coaches, Learning Point Associates (2004) state “ultimately, the job-embedded coaching model positively influences student achievement” this is due to the fact that coaching supports “teachers in the development of new strategies and substantially increased the amount of time teachers spend in their own professional development” (p. 7). In their research on interventions, Vernon-Feagans, Gallagher, Ginsberg, Amendum, Kainz, Rose, and Burchinal (2010) concluded the student gains were probably due in part to the literacy coach who was available to the teacher in the regular classroom to help problem solve about each individual child on a biweekly basis. The researchers suggested this type of coaching was a critical part of the intervention needs greater scrutiny as the crucial mediator of the intervention effectiveness.

In a longitudinal study of Literacy Collaborative, Biancarosa et al. (2010) found at a minimum well-specified and well-supported coaching initiatives can effect positive changes in student learning. By design, coaching is an intervention from which we might reasonably expect variable effects to accrue depending on the quality of coach, the school context in which the coach works, and varying amounts of coaching that each individual teacher receives. The researchers found that,

...significant gains in student literacy learning beginning in the first year of implementation and that the effect’s magnitude grew larger during each subsequent year of implementation. On average, children in participating schools in the first year of implementation made 16% larger learning gains than observed during the baseline no-treatment period. In the second year, children learned 28% more compared to the baseline data, and by the third year they had learned 32% more. Our analyses also indicate that these results persisted across summer

periods as verified through the follow-up of students in the fall of the subsequent academic year. (p. 27)

Reading coaches are expected to support teacher development and influence the use of best practices in the classroom. The expectation is to have impact on teaching which will lead to an impact on learning. Elish-Piper and L'Allier (2010) suggested because reading coaches who spent the largest percentage of their time working directly with teachers had the greatest student reading achievement gains in the classrooms where they coached, literacy coaches are encouraged to spend the majority of their time working directly with teachers.

Time as a Factor of Reading Coaching

The expectation of the Florida Department of Education (2011) is for reading coaches to impact teacher development leading to best practices in teaching and ultimately positively impacting student learning and achievement. Elish-Piper and L'Allier (2010) suggested the majority of coaching time should be spent directly with teachers. The Florida Department of Education (2011) quantified expectations for reading coaches to spend 50% or more of their time working with individual teachers. Puig and Froelich (2011) recommended 40% of the work week should be spent working with students. With all of these demands on coaching, along with numerous roles and responsibilities of the reading coach, time was a factor that must be considered in this present study.

In their study, Marsh et al. (2008) found that various administrative duties kept coaches from completing their tasks. Less than 50% of coach time was spent working in the classroom.

L’Allier, Elish-Piper, and Bean (2010) found coaches spend a great deal of time on activities like organizing materials, administering assessments, and participating in meetings. Coggins et al. (2003) found though the seven coaches in the case study valued observing, very little time was spent in that activity. Similarly, Moxley and Taylor (2006) surveyed 35 coaches in a Florida school district. Reading assessments and data management were reported by coaches as activities that consumed their time. Little time was spent working directly with teachers which are the responsibility of the reading coach, especially as dictated by the state of Florida.

Deusson, Coskie, Robinson, and Autio (2007) researched Reading First reading coach activities in five western states. Outline in their Reading First state application to spend 60%-80% of their time in classroom related activities, they reported spending only 28% of their time working with teachers. The coaches reported spending time working with data, “administering or overseeing assessments, managing data, and interpreting data” (Deusson et al., 2007, p. 3). The researchers found a significant relationship between the state the coaches were employed and allocation of time.

As Director of Research and Policy for the International Reading Association (IRA), Roller (2006) shared the results of a 2005 survey of reading coaches on their hiring requirements and duties. The coaches indicated they spent less than one hour a week engaged in the planning process with teachers and between two to four hours per week engaged in observation, demonstration, and discussions about lessons. Four to five hours a week were dedicated to assessment and instructional planning as indicated by 49% of 140 respondents.

Poglinco et al. (2003) study of America's Choice Schools conducted a study of time related to the coaches in the America's Choice Schools. Reporting by coaches indicated being pulled away from coaching activities and into different directions, such as managerial or administrative activities. Conversely, when the administrator had a firm understanding of the coaching model and recognized the impact of time on the role, coaches were given fewer other duties. Overall, Poglinco et al. (2003) confirmed that the "single most significant barrier to effective coaching was time" (p. 41).

However, more time is not necessarily better, as found in Shidler's (2009) three year study to determine the impact of time on teacher efficacy and student achievement. She found that significant correlations existed in year one between coaching time and student achievement, the same did not hold true in year two and three. Shidler (2009) concluded that "more time on coaching is not always better" and that "it is the type and quality of the interaction that becomes the deciding factor" (p. 459).

Twenty Reading First coaches were investigated by Bean et al. (2010) to determine how coaches distribute their time and the rationale they give for their work. She concluded that

past research indicates that most coaches are spending relatively little time in classrooms and that their time is taken up by tangential school related tasks.

Coaches vary greatly in how they view and implement their role, and such variation is influenced by contextual and administrative factors. (p. 90)

Reading First coaches spent 23.6% of their time working with individual teachers, 21.1% of time engaged in management activities, 20.6% in school-related activities, 14.2% of time planning and organizing, 12.1% working with groups of teachers, and 8.2% of the

time working directly with students. A higher percentage of student proficiency was found in schools the coaches reported being engaged in more coaching activities.

We found that all the coaches were involved in all five activity categories to a greater or lesser extent, that teachers were keenly aware of how coaches spent their time, and that time allocation was strongly associated with teachers' perceptions of the coach as a valuable resource to the school and teacher. (Bean et al., 2010, p. 108)

The researchers summed their findings with the following seven conclusions,

1. Could assign each coach to a category or type as a convenient way of understanding the coaches and their work.
2. The appeared focus of the reading coaches was student learning and achievement.
3. Shifting the coaching focus on the students rather than the teachers is an important key to improving and changing teacher classroom practice.
4. The extent of the focus on students was beyond the classroom and extended to student services and working with other school personnel.
5. The value of coaching diminished in the eyes of the teachers as the coach spent time on school management or administrative tasks.
6. The value of coaching was noticed by the teachers – attention, information, and assistance. Consequently, teachers noticed when they did not receive it.
7. Improvements in student achievement appear to be impacted by time spent in coaching teachers, either individually or as groups. (Bean et al., 2010, p. 111)

Boulware's (2007) dissertation research investigated the 36 high school coaches in four central Florida school districts for the relationship between background and time

and these effects these factors and on reading achievement. According to Boulware (2007), coaches spent very little time in the activities they believed were the most important and impactful, “modeling of literacy strategies”. The coaches revealed they allocated time to activities not associated with impacting student achievement. This was evident in the mean percentage of time spent in other activities, 14.75%. Conversely, the mean percentage of time for modeling lessons was 7.4% and for direct coaching of teachers it was 6.77%. Based on his research, Boulware (2007) concluded the time allocated by the high school reading coaches was not aligned with activities that have a positive impact on reading achievement.

Also, relevant to the current study, Bowman’s (2011) dissertation focused on her investigation of 44 middle schools in four central Florida school districts for the relationship among experiences, coaching activities and other factors related to reading achievement. With Florida’s goal of coaches spending 50% of their time working directly with teachers, coaches indicated spending 35.68% of time in those domain activities (modeling lessons, coaching, and coach-teacher conferences). The coaches indicated they spent most time (16.24%) engaged in coach-teacher conferences. The coaches in this study believed working with teachers and students were effective in determining achievement gains but felt time away from coaching activities hindered their work. It is interesting to note she found there was “an indication that these activities had a positive relationship with the annual learning gains in reading of lowest quartile students” (p. 87).

Reading coaches are charged with the allocation of time on specific activities, coaching or other school-related work. Reading coaches, teachers and administrators

espouse working directly with teachers and students have the potential to impact student achievement in reading. Though important, the research reports coaches spend less than half of their time in these activities related directly to teacher practice and development. Time was hindered by other factors such as the administration, assessments and other school-related duties.

Summary

The elementary reading coach is someone who engages in professional learning with the teachers coaching activities to support improvements through the tenets of coaching as a professional development model and reading coach as instructional leader. Booth and Rowsell (2002) suggest the reading coach is the person who incites enthusiasm about student's reading and writing at the school site. The on-site work of the coach is intended to extend learning beyond the professional workshop and into the day-to-day experiences and solution seeking opportunities of teachers as their instruction; curriculum and planning meet the students.

The hiring of reading coaches needs to be highly considered (Knight, 2006). This role is a paradoxical mixture of ambition and humility requires administrators to be charged with difficult task of hiring well to support the literacy vision. The International Reading Association (IRA, 2004) established requirements for the role of reading coach. Along the same context, The Advisory Board of the Literacy Coach Clearinghouse (2008) shared characteristics of effective reading coaches. Finding the right person is not enough – that person needs to be well prepared for the role ahead. Fisher (2007) considered having clear employment qualifications, professional learning opportunities

for coaches and a clear vision of the outcomes of the literacy program essential to the work.

The state of Florida is guided by the guidelines outlined by the Just Read, Florida! office (2005). Just Read, Florida! defined the role of reading coach, the qualifications of the coach along with characteristics that a coach should demonstrate in the role of coach.

The coaching activities and roles of the reading coach vary greatly and are impacted by the coaching context and administrative factors. Though consistently undefined as a role, there is consistency in the reading coach activities. Puig and Froelich (2007) shared the Continuum of Coaching (Figure 1.1) which highlighted the key aspects of coaching activities along a broad-spectrum of experiences and supports.

The state of Florida further defines the roles of reading coach through the Progress Monitoring and Reporting Network (PMRN) which includes 13 activity domains. These activity domains are what the Florida reading coach had to report to the state. Along with these activity domains, The Florida Department of Education's Just Read, Florida! office (2011) indicated more than 50% of the coach time needs to be working directly with teachers.

The ultimate goal of the work of reading coaches is to impact teaching which will have a positive impact of student learning and achievement. The International Reading Association (IRA, 2004) affirmed quality reading instruction is the primary factor in student reading success. Leaning Point Associates (2004) supported the concept reading coaches "play significant roles in efforts to change literacy instruction and, ultimately, student achievement" (p. 29). Bean (2004) confirmed what coaches do is important and that teachers value the coaching and the time the reading coach spends support their

work. The encouragement for reading coaches to spend a large amount of time with teachers is directly related to the fact that those coaches who did spend large percentages of time with teachers saw the greatest impact on student achievement (Elish-Piper & L'Allier, 2010).

Time is an impacting issue in the work of the reading coach. Deussen, Coskie, Robinson, and Autio (2007) found a significant relationship between where the coach was employed and allocation of time. In other words, those that worked in places with a system for coaching and an understanding of coaching activities from the district to administration to the classroom teachers were more apt to have the time to dedicate to the classroom instruction.

Chapter Two synthesized the existing research and literature related to the problem of this study. The methodology of this current research study is described in Chapter Three, including the population, instrumentation, and data collection and analysis. The data analysis is presented in Chapter Four. A summary, implications for practice, conclusions, and recommendations for future research are provided in Chapter Five.

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this methodology chapter is to describe the procedures used for data collection and analysis from reading coaches working in the four central Florida school districts in this study. Included are the population and research questions along with the information about instrumentation, data collection procedures and the analysis employed for each of the research questions.

Purpose of the Study

This study provided K-12 representation in the research by focusing on elementary school reading coaches. By surveying and interviewing elementary school reading coaches about professional experiences, academic background, time engaged in coaching activities, and other factors, this study strived to examine the linkage between reading coaches and students' reading achievement scores in elementary schools. This study was influenced by a previous study conducted by Bowman (2011) entitled Middle School Literacy Coaches in Florida: A Study of the Relationships Among Experience, Coaching Activities, and Other Factors Related to Reading Achievement. The intent was to provide a view of the reading coach from the elementary perspective as Boulware (2007) did with high school and Bowman (2011) did with middle school. The current researcher and Bowman designed their respective studies to replicate the 2007 work of Boulware, High School Literacy Coaches in Florida: A Study of Background, Time and Other Factors Related to Reading Achievement. Missing from Boulware and Bowman's respective research projects was attention to elementary level reading coaches. The researcher selected to use qualitative data about elementary reading coaches which

allowed for the development of participant profiles and further examination of school level data and demographics.

Population

The population of this study was comprised of 212 elementary school reading coaches from elementary schools located in central Florida. Data were collected from the population using an online-survey hosted on the SurveyMonkey website. All teachers with the title “Reading Coach” or “Literacy Coach” at an elementary school in the four school districts were provided the opportunity to participate in the survey. The researcher expected a 40% return rate but actually had a 45.2% final return rate with 96 of the two hundred twelve reading coaches responded to the survey. Of the 96 respondents, 71 (74%) answered all questions presented. To provide information beyond the scope of the online survey, one reading coach was interviewed face-to-face and 12 were interviewed by phone. In item 33, respondents were solicited for interest in participating in a brief interview with the researcher; if interested, respondents could provide contact information. Face-to-face interviews were preferred but 12 reading coaches required a phone interview. Twenty-six coaches did provide contact information and the researcher was able to interview thirteen. A number (such as Reading Coach 1) was used to reference participants to assure anonymity. Qualitative data were collected through a structured phone interview process. Participant profiles of the 13 interviewees are presented in Chapter Four. Of the 13 coaches interviewed, four had 0-6 years of classroom teaching experience, six had 7-18 year and 3 had 19-24 years. Six of the reading coaches started in their role of coach prior to 2007 while two started in 2007, one started in 2009 and four started between 2010 and 2011.

Research Questions

The following research questions were developed for this study to be able to focus on the analysis of trends in reading coach practices in order to understand the work of elementary reading coaches and the potential for impacting student achievement:

1. What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?
2. What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011?
3. What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011?

Data Collection

The researcher requested permission from the four targeted school districts after receiving permission from the Institutional Review Board (IRB) at the University of Central Florida. Surveys were sent out electronically in October 2011 after the researcher was given permission to conduct the study in the four central Florida school districts. Elementary school principals in the four school districts were asked to forward the e-mail and attached letter (Appendix F) to the reading coaches requesting participation in the survey. The attached letter for the coaches provided information about the purpose of the study along with contact information from the researcher if further discussions were needed about participation.

Reading/literacy coaches who participated in the survey followed the online SurveyMonkey link to access the Florida Elementary School Reading Coach Survey (Appendix B). On the opening page of the survey, respondents were given a unique school identifier code to enter for the researcher (known only to the researcher to assure confidentiality) along with a request for their formal consent to participate in the study (Appendix F). Once consent was given and the school code was entered, the respondents completed the survey. SurveyMonkey maintained the data collected from reading coaches' surveys, provided basic summary statistics, and allowed for eventual export of the raw data for further analysis by the researcher.

Initial contact with the 212 elementary school principals occurred in October 2011. A total of 27 reading coaches submitted their online surveys in response to the first request. Second and third requests for response to the survey were sent to principals in October and November of 2011 (Appendix G). At the conclusion of the data collection period, a total of 96 or 45.2% submitted an online survey. Data from the 96 surveys comprised the data set available for quantitative analysis of the research, with the number (*N*) varying depending on whether the particular questions were answered.

Instrumentation

The Florida Elementary School Reading Coach Survey

The researcher obtained permission (Appendix A) from the authors of the Literacy Coach Engagement and Work Context Survey (Boulware, 2007) and The Florida Middle School Literacy Coach Survey (Bowman, 2011). Bowman's survey was essentially replicated for the elementary reading coaches; however, minor adjustments were made to account for timely information and specific adjustments to meet the criteria

of elementary school reading coaches. The current study used the Florida Elementary School Reading Coach Survey (Appendix B), which follows a three part organization:

- Part 1(Coaching Activities): Included questions pertaining to coaching activities, opinions of successes, challenges to coaching, and the coach’s school environment.
- Part 2 (Coaching Activities and Time): Highlighted the 13 activity domains of the Progress Monitoring and Reporting Network (PMRN) coach log. Considering the first semester of the 2010-2011 school year, reading coaches were asked to provide a percentage of time engaged in each of the domains.
- Part 3 (Reading Coach Demographics/Academic and Professional Background): Provided a forum for elementary reading coaches to share demographic background, professional experience, and preparation for the role of coach.

The Florida Elementary School Reading Coach Survey was used to gather data through a web-designed format. SurveyMonkey was the Internet-based survey tool used to administer and gather the data for the study. This web-based survey tool provides a forum for survey creation, collection of responses, and analysis of data (SurveyMonkey, 2010). A custom link, response reminders, and an opt-out option were provided.

Participation was anonymous. As an Internet-based collection tool, participants could select the setting in which they participated in the survey. SurveyMonkey also provided basic data analysis in the form of aggregated and individual data (SurveyMonkey, 2010).

Reading Coach Interview

Reading coaches surveyed were solicited for interest in participating in a brief interview with the researcher; if interested, respondents could provide contact

information. Face-to-face interviews were preferred but 12 reading coaches required a phone interview. Twenty-six coaches did provide contact information and the researcher was able to interview thirteen.

The 26 reading coaches who indicated their willingness to participate in further conversations were initially contacted via e-mail. Two reading coaches replied with interest but had respective inabilities for participation, due to travel or other reasons. One reading coach committed to an interview time but could not be reached at that time, or for the three additional attempts made by the researcher to conduct the interview. One interview was completed face-to-face and 12 were completed by phone. The interviews were conducted in December 2011.

There was a dual purpose for the interview: the interview group provided the construct for the participant profiles and the interview provided a forum for the reading coaches to further express their thoughts about their work as a coach and the impact on student achievement. Using a standard script (Appendix E) for each interview conducted, the researcher asked six questions, and the interviews varied in length but took no longer than 30 minutes each. The researcher confirmed no known risks to the participation in the interview and that anonymity and confidence would be maintained. All participants were asked to respond to the same six issues:

1. Why did you decide to become a reading/literacy coach?
2. What do you do that you believe influenced student achievement in reading the most?
3. What measures do you use as evidence of the influence on student reading achievement?

4. What contributed or had contributed to your success as a reading/literacy coach?
5. What had impeded your success as a reading/literacy coach?
6. Describe your relationship with the school principal.

Participant Profiles

Three profiles were developed using reading coach demographic data, regression analysis, survey data, and phone interviews. No names of districts or schools were used, and anonymity was provided for all participants. A number (such as Reading Coach 1) was used to reference participants to assure anonymity

The constructed participant profiles were intended to contextualize the work performance of reading coaches. The three profiles were constructed around the number of years in the classroom (4 had 0-6 years of classroom teaching experience, 6 had 7-18 year and 3 had 19-24 years) with the intent of highlighting their coaching experiences based on the six issues discussed. The researcher was able to call on tenets of case study methodology to build a context for reading coaches, their activities and perceptions of their effectiveness. Theme analyses were used to determine themes and build context for the profiles. Key words and phrases from the open-ended questions on the survey and the phone interview questions were used to create the themes. The researcher built on the case study methodology of Merriam. Merriam (1998) stated “some call case study field work, field research, or ethnography”. Merriam (1998) further explained that “case study design is employed to gain an in-depth understanding of the situation and meaning for those involved”. The researcher employed elements of case study design along with detailed descriptive statistics to quantify the work lives of elementary reading coaches. The triangulation of survey, interview and student performance data provided a view of

the factors and context in which reading coaches functioned. The researcher was able to use the participant profiles to build a context for reading coaches, their activities, and the perceptions of their effectiveness.

Interviewees

Chapter Four presents the participant profile conversations based on the interviewees survey and interview data. To provide further information on the participants for the profiles, a synopsis of the interviewees is presented below:

- Reading Coach 7: In her third year of coaching, she had been a dean of students prior to taking on the role of a reading coach. An educator at her current school for five years, Reading Coach 7 left the classroom as a CRT (Curriculum Resource Teacher).
- Reading Coach 11: With 4-6 years of classroom teaching experience, she had been a reading coach for little over a year and previously was a reading intervention teacher.
- Reading Coach 13: Newly out of the elementary classroom and in her second year of coaching, she had 22-24 years of classroom experience. She had worked at her current school for 15 years.
- Reading Coach 31: A reading coach for over five years, she had been at her current school for seven years. When asked to leave an elementary classroom to become a reading coach, she believed it was the right time to leave the classroom and was confirmation of the work.

- Reading Coach 51: At the time of the study, she was new to the role of reading coach. Previously, she had been a reading intervention teacher and coach at another school in her current district. With 16-18 years of teaching experience, Reading Coach 51 was drawn to the role of coach because of the opportunity to help teachers.
- Reading Coach 52: In the role of reading coach for more than five years, she spent 19-21 years as a classroom teacher and had been at her current school all those years.
- Reading Coach 54: She had been the reading coach role for two of the nine years she had been at her current school. Spending 16-18 years as a classroom teacher, she shared her previous role was reading teacher.
- Reading Coach 64: With nine years in the profession, she spent four as a classroom teacher and the last five as a reading coach. These years of experience have all been at the same school site. Her role before becoming a reading coach was as a reading intervention teacher.
- Reading Coach 68: Had 16-18 years of experience and had been a reading coach for four of those years. Her role at the time of the study was a multi-faceted role: CRT (Curriculum Resource Teacher), reading coach, instructional coach, RtI coach, textbook manager, and testing coordinator, and had been at her current school for 6 years.
- Reading Coach 75: A reading coach for over five years, she was a former ESE (Exceptional Student Education) teacher. She had worked at her current school for 7 years and had been an educator for 10-12 years. When first taking on the

role, she was part-time reading coach and part-time SLD (Specific Learning Disabilities) teacher.

- Reading Coach 78: In her fifth year as a reading coach, she was first given the opportunity to be a Math/Science Coach though reading was her first love. She had been at her current school for 5 years and had been a teacher for 22-24 years. Reading Coach 78 had also held the role of CRT (Curriculum Resource Teacher).
- Reading Coach 94: In her first full-time year as coach and felt as if she journeyed into the role. Her principal asked her to take on the role of part-time reading teacher and part-time SLD (Specific Learning Disabilities) teacher. When the reading coach retired, she took on the full-time position this school year. Reading Coach 94 had been in education for 7-9 years and at her current school for 8 years.
- Reading Coach 96: A classroom teacher for three years, she had been a reading coach for six years. Reading Coach 96 was a reading coach for six years.

Table 2 presented the years of teaching experience, first year in the role of reading coach, and years at current school of the 13 participants that compile the profiles.

Table 2

Reading Coach Interviews: Participant Profiles

Reading Coach ID Number	Years Teaching	First Year as Coach	Years at Current School
7	4-6	2009	5
11	4-6	2010	1
13	22-24	2010	15
31	7-9	Pre-2007	15
51	16-18	2011	<1
52	19-21	Pre-2007	15
54	16-18	Pre-2007	11
64	4-6	2010	9
68	16-18	2007	6
73	10-12	Pre-2007	8
78	22-24	2007	5
94	7-9	Pre-2007	8
96	0-3	Pre-2007	9

Data Analysis

Survey data were obtained for elementary reading coaches between October and November of 2011. The development of the participant profiles was based on the quantitative and qualitative data from the online survey and face-to-face or phone interviews. Student achievement data indicated by the FCAT reading achievement assessment for 2008-2011 were obtained from the Florida Department of Education website, in November 2011 and were organized into tables using a Microsoft Excel spreadsheet.

Research Question 1: Demographic, Professional, and Academic Background

What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?

Research Question 1 obtained the descriptive data of elementary reading coaches including demographic, academic and professional background information. The background characteristics of reading coaches were organized into descriptive tables. To gain greater understanding of the descriptive data elements, narrative descriptive statements were developed from the tables.

Research Question 2: Coaching Activities and Change in Reading Achievement

What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011?

Research Question 2 addressed the relationship among the factors and predictors of the data sets and the influence on school-wide reading proficiency. SPSS 16.0 statistical software was used to develop a multiple linear regression model showing the relationship between selected coaching activities and the change in school-wide mean FCAT reading developmental scale scores (DSS) among 5th graders between the respective years of 2008 and 2011. Modeling lessons, coaching and coach-teacher conferences were the selected coaching activities because the State of Florida's outlined goal is for reading coaches to spend 50% of their total time in the those domains. The regression equation was formed by using the percentages of time that each reading coach self-reported in the PMRN coaching activity domains of modeling lessons, coaching and

coach-teacher conferences to explain the differences in school-wide mean FCAT reading DSS for the 5th graders between the 2008 and 2011 cohorts.

Research Question 3: Perceptions of Coaching Activities on Reading Achievement

What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011?

Research Question 3 focused on the factors that reading coaches perceived had an effect on reading achievement at their school site. The survey responses of the interviewees were analyzed and subdivided into three participant profile groups of 0-6 years, 7-18 years and 19-24 years. The triangulation of the data from the Florida Elementary School Reading Coach Survey, structured phone interviews, and school demographic and reading achievement information obtained from the Florida Department of Education (2011) website were analyzed for common themes and further review for the construction of participant profiles. Theme analysis was conducted manually with organizational assistance of Microsoft Excel spreadsheets. The responses to each of the questions were inserted into spreadsheets; themes for responses emerged and evolved as each response was manually coded. Coding was used as the analytical tool. As outlined by Stake (1995), “Coded data are obtained primarily for categories dividing a variable” (p. 29). Some smaller yet similar themes were grouped and coded into single larger themes where deemed logical. The numbers of respondents who cited a particular theme were tallied and frequency tables were created in order to gain a sense of popularity of each of the themes. Stake (1995) described a “tally system” (p. 30) and the purpose of coded data as a way of classification of “whole episodes, interviews, or documents, making them more appropriately retrievable at a later time” (p. 32).

Common themes were identified and coded using the data sources from the interview responses and responses to the open-ended questions from the survey. Specific survey items analyzed included item numbers 10 (support), 11 (hindrances), 17 (effective coaching activities), 18 (determining measures), 19 (other duties), 20 (coaching successes), and 21 (greatest concern). Finally, an organizational structure for the case studies was constructed. The reading coaches were grouped by survey item 27, which asked respondents for their years of experience as a classroom teacher.

Summary

The quantitative and qualitative methodologies used in this study were described in this chapter. The methodological framework was described by the included information on population, instrumentation, and data collection and analysis. Results of the data analysis are presented in Chapter Four and the final summary, implications for practice and recommendations are outlined in Chapter Five.

CHAPTER FOUR: DATA ANALYSIS

Introduction

This study was designed to investigate particular factors and responsibilities of reading coaches in elementary schools. The researcher explored (a) the relationship among the demographic information, professional experiences, and academic background of elementary reading coaches; (b) the percentage of time reading coaches engaged in specific coaching activities; and (c) linkage between coaching activities and changes in the change in Florida Comprehensive Assessment Test (FCAT) reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011.

This chapter contains an analysis of the data. Though 212 surveys were sent and 96 surveys were returned through SurveyMonkey.com, the response size (*N*) varied per survey item depending on how many individuals answered the given item. Demographic data of elementary reading coaches included in the survey are provided. The work environments of reading coaches, along with their professional and academic characteristics, are described using tables and narratives found in this chapter. Statistical analyses of the data were used to determine existing relationships, if any, between 13 reading coach activities (independent variable) and change in student achievement (dependent variable) as measured by change in student performance from the baseline year, 2008, to the third year, 2011.

Research Question 1: Demographic, Professional, and Academic Background

What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?

To gain a detailed understanding of the background information of the reading coach sample descriptive statistics were used. Statistics regarding length of time as a reading or literacy coach are represented in Table 3. Of 70 reading coaches who responded, 33 (47.1%) had four or more years of experience. Eighteen respondents, 25.7%, had less than one year experience and 19 respondents, 27.1%) had one to three years' experience.

Table 3

Length of Time as Reading or Literacy Coach (N = 70)

Length of Time	<i>n</i>	%
Less than 1 Year	18	25.7
1-3 Years	19	27.1
4 Years or More	33	57.1

Table 4, contains data about the teaching experiences the respondents held prior to taking on their current role as reading coach. Of the 69 reading coaches who responded to the question, elementary school teacher was the most popular category, with 27 responses (37.7%). Another 19 coaches (27.5%) responded as being a reading intervention teacher or a reading teacher prior to taking on the role of reading coach. Twenty-nine (40.0%) respondents reported they had another role such as ESE teacher, English/language arts teacher, curriculum resource teacher or district staff.

Table 4

Assignment Prior to Assuming Reading Coach Role (N = 69)

Role	<i>n</i>	%
Elementary School Teacher	26	37.7
Reading Teacher	10	14.5
Curriculum Resource Teacher	10	14.5
Reading Intervention Teacher	9	13.0
ESE Teacher	4	5.8
Social Studies Teacher	1	1.4
Mathematics Teacher	1	1.4
Other	12	17.4

The researcher reported responses about the length of time each respondent spent as a classroom teacher in Table 5. A total of 48 (68.5%) of reading coaches who responded had at least 10 years of classroom teaching experience, while 22 (31.4%) of the reading coaches had fewer than 10 years of classroom teaching experience. Five (7.1%) reading coaches had three or fewer years of classroom teaching experience.

Table 5

Length of Time as Classroom Teacher (N = 70)

Years	<i>n</i>	%
0-3	5	7.1
4-6	8	11.4
7-9	9	12.9
10-12	13	18.6
13-15	8	11.4
16-18	11	15.7
19-21	4	5.7
22-24	4	5.7
25-30	6	8.6
More than 3	2	2.9

Detailed by the researcher in Table 6 was length of time at current school for reading coaches. Thirty-nine (55.7%) of reading coaches reported being at their schools for seven or more years. Nine coaches (12.9%) had been at their school for one year or less. Reporting four to nine years at their current school were 22 (31.4%) reading coaches.

Table 6

Length of Time at Present School (N = 70)

Years	<i>n</i>	%
Less than 2	9	12.9
2-3	10	14.3
4-6	12	17.1
7-9	19	27.1
10 or More	20	28.6

Table 7 depicts the undergraduate major of the respondents. The most populated category was Elementary Education with 44 respondents (62.9%). Early Childhood Education was the next largest category with seven respondents (10.0%), followed by English and Education, each identified by three respondents (4.3%).

Table 7

Reading Coaches' Undergraduate Major (N = 70)

Major	<i>n</i>	%
Elementary Education	44	62.9
Early Childhood Education	7	10.0
Education	3	4.3
English	3	4.3
Exceptional Education	2	2.9
Psychology	1	1.4
Business	1	1.4
Communication Sciences	1	1.4
Design and Marketing	1	1.4
Home Economics	1	1.4
Marketing	1	1.4
Music Education	1	1.4
Political Science	1	1.4
Social Studies Education	1	1.4
Speech Pathology	1	1.4
Theater Arts	1	1.4

Descriptive statistics for other degree-related characteristics such as level of degree completed and major area of graduate degree completed are depicted in Table 8. A total of 65 (86.6%) of respondents, nearly all in the sample, held a master's degree. The remainder of the educational qualifications were split evenly, with bachelor's degree and doctoral degree each reported by five (7.7%) of responding reading coaches. Fifty (76.9%) of reading coaches earned their graduate degree in education, indicating a majority, with 18 (27.7%) of that total having earned reading-related graduate degrees.

Table 8

Reading Coaches' Other Degree-Related Characteristics (N = 65)

Statistic	<i>n</i>	%
Highest Degree Completed		
Bachelor's	5	7.7
Master's	55	86.6
Doctorate	5	7.7
Area of Graduate Degree		
Reading Education	18	27.7
Other Education	32	49.2
Non-Education	5	7.7
No Graduate Degree	5	7.7

The researcher provided descriptive statistics in Table 9 regarding types of preparation respondents received for their role as reading coach. The 70 reading coaches who responded to this question identified multiple preparation experiences. District training, cited by 54 respondents (77.1%) and reading endorsement, cited by 40 respondents (57.1%), were the most frequently cited preparation forms indicated. Other prevalent forms of preparation included online training, with 37 respondents (52.9%), as well as school site training and independent study, both with 36 responses (51.4%). The least prevalent was graduate coursework, cited by 15 respondents (21.4%). Other preparation experiences cited by 15 respondents (21.4%) included Reading Recovery, Reading First training, attending state and national conferences along with classroom teaching experience.

Table 9

Types of Preparation for Literacy/Reading Coach Role (N = 70)

Training	<i>n</i>	%
District Training	54	77.1
Reading Endorsement	40	58.1
Online Training	37	52.9
Independent Study	36	51.4
School Site Training	36	51.4
College Coursework	28	40.0
Graduate Degree in Reading	27	38.6
Vendor Training	20	28.6
Other	15	21.4
Graduate Coursework in Non-Reading Degree	15	21.4

Note. *n* accounts for multiple responses from participants.

Support Questions: Work Environment Data

Elementary reading coaches were asked four additional questions to provide insights into their work environment. The questions related to: office space, professional development room, access to classroom libraries, and approximate budget to support coaching initiative.

The 90 participants that responded, only 3 (3.3%) did not have a designated office space. Sixty-one (67.8%) of 90 reading coaches who responded indicated they had a professional development room in which they could work with teachers. Of the 87 respondents, 60 (69%) coaches reported having access to classroom libraries to use for demonstrations and teacher checkout. Of 73 coaches who responded about budget support that addressed the approximate budget for purchasing books, attending

conferences, and professional development, 23 (31.5%) reported a budget of \$100 or less and 33 (45.2%) reported budgets ranging from \$1,001 to more than \$5,000.

Research Question 1: Demographic, Professional, and Academic Background Summary

A summary of background characteristics of elementary reading coaches from four participating school districts are outlined below. Indicators such as years of teaching experience, years at a school, holding a master's degree and engaging in preparation activities emerged as descriptors for elementary reading coaches. A majority of coaches had been in the role of coach for more than 4 years, had 10 or more years of teaching experience, and held a master's degree. A statistically significant number of reading coaches who held master's degrees (86.6%) held those degrees in the field of education (76.9%). Forty (58.1%) reading coaches indicated having a reading endorsement. Over a third of the sample (37.7%) indicated their work assignment prior to being a coach was as an elementary school teacher. Two others cited categories of prior work assignments included reading teacher and curriculum resource teacher (10, 14.5% each). Thirty-nine (55.7%) reported having been at their current school for seven or more years. The data indicated a broad spectrum of preparation experiences. Preparation experiences included district training (77.1%), college coursework (40.0%), and graduate degrees in reading and online training (38.6% each). Thirty-six (51.4%) of the reading coaches indicated independent study as their preparation for the role of reading coach.

Research Question 2: Coaching Activities and Change on Reading Achievement

What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011?

In their work, reading coaches have opportunities to impact all grade levels in their elementary schools. Due to the variability of measures in K-2 among the four participating districts, the researcher selected the consistent measure of the FCAT, which assesses reading achievement in grades 3-5. One score that could be used to show the impact of a reading coach is the 5th grade reading developmental scale score (DSS). Research Question 2 had been designed to show change in FCAT DSS scores for 5th graders from the baseline year, 2008, to the third year, 2011.

Reading coaches were asked to self-report the percentage of time spent on the 13 coaching activity domains (Appendix C) in the first semester of the 2011-2012 school year. Aggregate responses of reading coach activities, along with the maximum percentage of time reported by respondents, are presented in high-to-low rank order in Table 10. Because the survey system allowed respondents to enter percentages of time spent that added up to less or more than 100% of time, the raw percentage values entered by the respondents were multiplied by a factor of 100 divided by the total entered by the respondent. This process kept the same proportion of time as the respondents entered but ensured that all added up to 100%.

Table 10

Percent of Time Spent in Coaching Activities (N = 67)

Rank	Activity	<i>M</i>	<i>SD</i>	Maximum
1	Coach-Teacher Conferences	13.46	9.99	40.00
2	Other Duties	10.52	16.97	100.00
3	Student Assessment	9.55	8.19	46.73
4	Coaching	9.29	9.28	40.00
5	Data Analysis	8.78	6.38	31.58
6	Small Group Professional Development	8.01	5.90	25.00
7	Planning	7.92	5.25	20.00
8	Knowledge Building	6.78	5.15	21.21
9	Meetings	6.71	4.51	21.05
10	Modeling Lessons	5.73	5.57	26.09
11	Materials	5.10	4.56	18.87
12	Data Reporting	4.17	5.49	28.30
13	Whole Faculty Professional Development	3.98	4.47	23.36

Note. All minimums were zero.

Coach-teacher conferences, defined as conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other topics related to reading, was the highest ranking activity reported by reading coaches in this population. Also included are information about conversations with teachers in a variety of ways (phone, e-mail or fact-to-face) on topics concerning reading such as fluency building, organizing literacy centers, and students in need of intervention (Florida Center for Reading Research, 2011).

After coach-teacher conferences, respondents reported time spent in the following categories, from highest to lowest: other duties, student assessment, coaching, data analysis, small group professional development, planning, knowledge building, meetings, modeling lessons materials, data reporting, and whole faculty professional development.

The state of Florida outlined the goal for reading coaches to spend 50% of their total time in the domains of modeling lessons, coaching and coach-teacher conferences (Florida Department of Education, 2011). The mean percentage of time spent reported by reading coaches in these three activities totaled 28.5%. Other duties, defined as time spent in activities that were not considered to be central to the role of the reading coach (Florida Center for Reading Research, 2011), were collectively ranked second. Respondents repeatedly reported that time allotment was the greatest concern they have about their role as reading coach.

Regression Analysis of Reading Coach Factors

SPSS 16.0 statistical software was used to build a multiple linear regression model for Research Question 2, what relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011? The model was used to show the relationship between the percentages of time that reading coaches spent in the three coaching activity domains (modeling lessons, coaching, and coach-teacher conferences) identified as most critical by the state of Florida and student performance measures in reading (Florida Department of Education, 2011). The percentages of time that each reading coach reported in the three most important coaching activity domains served as the independent variables in the multiple linear regression model. The dependent variable was the change in school-wide 5th grade mean FCAT reading DSS (developmental scale scores) between 2008 and 2011. The focus of this study was on school performance and not individual performance; therefore, the straight difference between the school-wide means for the three years was

deemed an acceptable dependent variable. This change was represented by either a negative value, when performance was higher in 2008 than in 2011, or by a positive value, when performance was higher in 2011 than in 2008. Only those respondents who had values for the dependent variables and all of the independent variables were captured for the regression analysis.

Six particular assumptions were checked prior to building the multiple regression model and met the qualifications prior to further statistical analysis. Since there were multiple independent variables, the threat of multicollinearity was checked to determine that two of the variables do not explain too much of the same variance. No apparent outliers were detected to impact the regression analysis. The additional assumed qualifications were normality of the distribution, linearity, independence of the distribution, and homogeneity of the variance.

The results of the multiple linear regression model illustrating how the combination of modeling lessons, coaching and coach-teacher conferences predicted change in 5th grade mean FCAT reading DSS from 2008 to 2011 are shown in Table 10. The linear combination of the three independent variables did not statistically explain DSS difference in school-wide mean 5th grade reading scores, $F(3, 62) = 0.58, p = .63$. Although the model was not statistically significant, the positive coefficient associated with the percentage of coach-teacher conferences suggested a slight trend that increased in this factor led to increases in DSS gains. The negative coefficients for modeling and coaching implied that as these percentages increased the DSS gains decreased. Again, the lack of statistical significance for the overall model and the individual coefficients suggest the lack of any concrete trend.

The regression model for predicting differences in DSS as a function of the linear combination of modeling lessons, coaching, and coach-teacher conferences was not statistically significant at the $\alpha = .05$ level but is indicated in Equation 1.

Table 11

Change in FCAT Reading Developmental Scale Scores (N = 66)

Variable	<i>B</i>	<i>SE B</i>	β	<i>p</i>
Constant	35.36	14.17		
Modeling Lessons	-0.26	1.24	-.03	.83
Coaching	-0.72	0.75	-.12	.34
Coach-Teacher Conferences	0.64	0.69	.12	.36

Note. $F = 0.58$. $R^2 = .027$.

* $p < .05$. ** $p < .01$.

Equation 1: $DSS \text{ Difference} = 35.66 - 0.26 (\text{Modeling Lessons}) - 0.72 (\text{Coaching}) + 0.64 (\text{Coach-Teacher Conferences})(1)$

Overall, there was no statistical evidence that percentages of time spent in modeling lessons, coaching or coach-teacher conferences influenced the difference in 5th grade DSS scores, based on the overall F test. However, a small amount of variability in DSS difference was explained by the combination of the three coaching domains based on R^2 values. A total of 2.7% ($R^2 = .027$) of the variation in DSS difference was accounted for by the combination of modeling lessons, coaching, and coach-teacher conferences, implying a small degree of practical significance.

It is important to address the relationship on DSS change between other coaching activities beyond the three PMRN coaching activities deemed important by the state of Florida used in the regression model. The relationship between each of 13 PMRN

coaching activities and DSS difference in school-wide mean 5th grade reading scores between 2008 and 2011 was tested using Pearson correlations. As parametric data that depicts linear relationships, Pearson correlations were chosen due to the normal distribution of the variables and suitably large sample size ($N = 66$). Table 12 represents results of the Pearson correlations with all 13 PMRN coaching activities. Overall, correlations were close to zero, therefore indicating no statistical relationship between activity and change indicator. The strongest correlation was between small group professional development and DSS change, $r = -.23, p = .06$.

Eight of the thirteen reading coaching activities showed a negative correlation indicating that a statistical increase in time in that given activity related to a decreased DSS change. The five activities that had a statistically positive correlation were: coach-teacher conferences, data analysis, meetings, whole group professional development, and other. This has practical significant given the findings revealed in Table 10 which provided the percentage of time the respondents spent in the 13 coaching activities. The reading coach respondents ranked the five activities associated with positive correlations as follows: 1) coach-teacher conference, 2) other duties, 5) data analysis, 9) meetings, and 13) whole group professional development. Thus the findings revealed that the two activities the respondents are spending the most time in are practically correlated to an increase in DSS scores.

Table 12

Pearson Correlations Between Coaching Activities and FCAT Reading DSS Change (N = 66)

Activity	<i>r</i>	<i>p</i>
Whole Faculty Professional Development	.01	.97
Small Group Professional Development	-.23	.06
Planning	-.11	.39
Modeling Lessons	-.04	.73
Coaching	-.11	.36
Coach-Teacher Conferences	.10	.41
Student Assessment	-.10	.42
Data Reporting	-.07	.56
Data Analysis	.03	.78
Meetings	.21	.10
Knowledge Building	-.05	.69
Materials	-.01	.93
Other Duties	.15	.22

p* < .05. *p* < .01.

Support Questions: Reading Coach Time and Coaching Activities

Reading coaches were asked questions pertaining to the frequency of time spent with teachers conferring on various topics. The data are presented in Table 13.

Table 13

Frequency of Reading Coaches' Time Related to Various Coaching Activities

Frequency of Coaching Activities (Item)	<i>n</i>	% of Time
Reading/literacy walk-throughs and provide teacher feedback (1) ^a		
Rarely	19	19.8
Daily	8	8.3
Weekly	41	42.7
Bi-monthly	12	12.5
Monthly	14	14.6
Quarterly	2	2.1
Yearly	0	0.0
Confer with teachers about improving vocabulary instruction (2) ^b		
Never	5	5.4
Daily	8	8.6
Weekly	33	35.5
Monthly	39	41.9
Yearly	8	8.6
Confer with teachers about improving fluency instruction (3) ^c		
Never	4	4.2
Daily	7	7.4
Weekly	46	48.4
Monthly	34	35.8
Yearly	4	4.2
Confer with teachers about improving reading comprehension instruction (4) ^d		
Never	5	5.3
Daily	23	24.5
Weekly	50	53.2
Monthly	14	14.9
Yearly	2	2.1

^a*N* = 96. ^b*N* = 93. ^c*N* = 95. ^d*N* = 94.

Reading and Literacy Walkthroughs

Fifty-three (55.2%) of 96 respondents indicated making weekly or bi-weekly walkthroughs, 14 respondents (14.6%) reported making monthly visits, and 8 respondents (8.5%) reported daily walkthroughs. No reading coaches reported making only yearly visits.

Conferring with Teachers on Improving Vocabulary Instruction

Thirty-three reading coaches (35.5%) reported conferring with teachers on improving vocabulary instruction on a weekly basis and 39 respondents (41.9%) conferred on a monthly basis. Eight of respondents (8.6%) reported either daily or yearly conferences. Five (5.4%) reported never engaging in conferences pertaining to improving vocabulary instruction.

Conferring with Teachers to Improve Fluency Instruction

A total of 80 respondents (84.2%) reported conferring with teachers to improve fluency instruction on either a weekly or monthly basis. Seven (7.4%) reading coaches indicated daily conferences with teachers on improving fluency instruction. Never and yearly were each chosen by four coaches (4.2% each).

Conferences with Teachers about Improving Reading Comprehension Instruction

Fifty respondents (53.2%) stated they engaged in this activity on a weekly basis while 23 (24.5%) reading coaches conferred on a daily basis. The remainder of respondents indicated they conferred to improve reading comprehension instruction monthly (14.9%), never (5.3%) and yearly (2.1%).

Reading coaches were asked on the electronic survey questions pertaining to the frequency of time they spent with teachers in other coaching activities beyond the domain of PMRN categories. Table 14 displays use of reading coach time.

Table 14

Time Allocated to Various Reading Coach Activities (N = 94)

Allocation of Time to Coaching Activities (Item)	<i>n</i>	% of Time
Time spent with teachers in lesson study (5)		
Never	45	47.9
Daily	2	2.1
Weekly	7	7.4
Monthly	28	29.8
Yearly	12	12.8
Time spent with teachers in book study (6)		
Never	17	18.1
Daily	0	0.0
Weekly	9	9.6
Monthly	41	43.6
Yearly	27	28.7
Time spent with teachers in action research (7)		
Never	52	55.3
Daily	1	1.1
Weekly	3	3.2
Monthly	20	21.3
Yearly	18	19.1
Time spent coaching teachers on reading strategies (8)		
Much of the day	14	15.7
When I can make time	14	15.7
At least once a week	30	33.7
Many times during the month	25	28.1
I struggle with making time to do this	6	6.7

Allocation of Time to Coaching Activities (Item)	<i>n</i>	% of Time
Time at which coaching takes place (9)		
Before school	3	3.4
After school	12	13.5
During planning periods	50	56.2
In-school days	13	14.6
Early release days	3	3.4
Other	8	9.0

Note. *N* = 89 for items 8 and 9.

Lesson Study

Forty-five (47.9%) reported never engaging lesson study. Fifty (52.6%) reading coaches stated they engaged in lesson study either monthly or yearly with teachers. Two (2.1%) reported daily and 7 (7.4%) reported weekly time allocated to lesson study with teachers.

Book Study

Sixty-eight (74.3%) reading coaches reported engaging in book studies with teachers either monthly or yearly. Reading coaches indicated 9 (9.6%) engaged weekly and 17 (18.1%) never engaged in book study with teaches.

Action Research

Fifty-two (55.5%) of reading coaches indicated never engaged in action research with teachers. Twenty (21.3%) reported monthly and 18 (19.1%) reported yearly time allocated to action research. Three (3.2%) indicated weekly and one (1.1%) indicated daily action research time with teachers.

Coaching Reading Strategies

Thirty (33.1%) coaches reported coaching teachers at least once a week and 25 (28.1%) coaches reported coaching teachers on reading strategies many times during the

month. Fourteen respondents (15.7%) reported to each of the categories of either spending much of the day or when I can make time on coaching reading strategies. Six (6.7%) of reading coaches stated they struggle with making time for this.

Time to Coach

A total of 50 respondents (56.2%) reported coaching takes place during planning periods. Twelve (13.5%) coaches stated coaching takes place after school and 13 (14.6%) of respondents noted in-service days for time for coaching. Three (3.4%) coaches indicated either coaching before school and on early release days and 8 (9.0%) of the coaches reported engaging in coaching activities at other times of the day.

Research Question 2: Coaching Activities and Change on Reading Achievement

Summary

Research Question 2 focused on the analysis of the relationship that existed between percentages of time elementary reading coaches spent in coaching activities and school-wide 5th grade mean FCAT reading DSS (developmental scale scores) between 2008 and 2011. Based on data analyzed, there was no statistical evidence that percentages of time spent in modeling lessons, coaching or coach-teacher conferences influenced the difference in 5th Grade DSS scores, based on the overall *F* test. Overall, correlations between a coaching activity and a change in performance measure were close to zero, therefore indicating no statistical relationship between coaching activity and the change indicator, DSS score.

Research Question 3: Perceptions of Coaching Activities on Reading Achievement

What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011?

Research Question 3 theme analysis was conducted using hand-coding techniques with organizational assistance from Microsoft Excel spreadsheets. The researcher manually coded each response with a theme within the realm of each question. As similar themes emerged, some were grouped into a larger theme where it was deemed logical. Finally, the number of respondents who cited a particular theme was tallied and frequency tables were subsequently created in order to gain a sense of popularity of each of the themes of the questions. Along with survey data from all participants, survey and interview data from 13 volunteer elementary reading coaches were used to extend the conversations. Table 15 provides an overview of the major themes along with the significant reading coach trends within each theme. Overall themes include the impact of time and other duties on daily coaching and the importance of coach-teacher collaboration. The themes guide the data analysis presented for Research Question 3.

Table 15

Theme Analysis: Reading Coach Trends

Major Theme	Significant Reading Coach Trends
Supports from others	Coach meetings General district support Peer Support
Hindrances and challenges	Time Other duties Difficulties with administration
Influential coaching activities	Coach-teach collaboration Modeling Data analysis
Other duties	Security and supervision Committees Testing
Greatest concerns	Time allocation Teacher issues Staffing and funding
Impacts on reporting of time	No opportunity for reporting other factors Occupied with other tasks Reporting beyond required hours
Coach actions influence on student achievement	Modeling lesson Work with teachers
Relationship with Principal	Positive relationship Developing relationship

Supports for Elementary Reading Coaches

Reading coaches were asked to respond to the types of support they had received from others in providing reading/literacy coach services. These results are displayed in Table 16. Of 80 respondents, 33 (41.3%) indicated a receiving the most support from coach meetings. Within the theme of coach meetings, respondents quantified monthly meetings for support. Respondents indicated that general district support (31, 38.8%) and

peer support (23, 28.8%) assisted them in their coaching role. Some coaches noted general district support when they discussed their district-based reading team resources, but this did not fall into one of the other categories.

Table 16

Reading Coaches' Perceptions of Support from Others (N = 80)

Supports from Others	<i>n</i>	%
Coach meetings	33	41.3
General district support	31	38.8
Peer support	23	28.8
Administrators	16	20.0
Scholarly resources	6	7.5
Material sharing	3	3.8
State support	3	3.8
No support	3	3.8
Other	7	8.8

Note. "Other" included themes such as ESOL, professional development, school support, or a specific reading program.

Table 17 provides data from reading coaches reporting on hindrances and challenges they encountered in providing reading/literacy coaching services. Two themes reported most by the responding reading coaches were other duties and time, with 36 respondents each (45.0%). Other duties as assigned was voiced as a hindrance and challenge through statements such as pulled for non-coaching duties, other teacher roles during the day, meetings, and coaching is just one duty. Hindrance and challenge of teacher non-acceptance was reported by 21 (26.3%) of respondents. Descriptors such as

reluctant, receptive, resistant, and reticent were used by reading coaches in response to the teacher non-acceptance theme.

Table 17

Reading Coaches' Perceptions of Types of Hindrances and Challenges to Providing Coaching Services (N = 80)

Hindrances and Challenges	<i>n</i>	%
Time	36	45.0
Other Duties	36	45.0
Teacher non-acceptance	21	26.3
Understaffing	9	11.3
Testing timelines and expectations	4	5.0
Having to work with students and not coach teachers	3	3.8
School size	2	2.5
Administration	2	2.5
Other	3	3.8

Note. Other included themes such as lack of training, environmental changes, or the expectation to help teachers more than students.

Respondents also identified coaching activities that seemed to have the most effect on students' reading achievement at their schools. Table 18 contains the themes of 72 reading coaches that responded to this question. Two themes represented most frequently from reading coach responses were coach-teaching collaboration (26, 36.1%) and modeling (24, 33.3%). Answers on this item, also included were data analysis (15, 20.8%), intervention work (15, 20.8%), professional development (9, 12.5%) and professional learning communities (8, 11.1%).

Table 18

Reading Coaches' Beliefs About the Most Influential Coaching Activities on Student Reading Achievement (N = 72)

Influential Coaching Activity	<i>n</i>	%
Coach-teacher collaboration	26	36.1
Modeling	24	33.3
Data analysis	15	20.8
Intervention work	12	16.7
Professional development	9	12.5
Professional learning communities	8	11.1
Small group instruction	5	6.9
Other	2	2.8

Note. "Other" included items such as vendor products and specific reading strategies.

Respondents also described measures they used to determine the effect of coaching activities on student reading achievement. For analysis purposes, answers were divided into two sections: a response for grades K-2 displayed in Table 19 and a response for grades 3-5 displayed in Table 20.

Coaches reported The Florida Assessment for Instruction in Reading (FAIR) was a measure they used to determine the effect of coaching activities on student achievement. This assessment was cited 47 (65.2%) times for grades K-2 and 48 (65.6%) times for grades 3-5. For K-2, Developmental Reading Assessments (DRA/DRA 2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Phonemic Awareness Screener for Intervention (PASI) and observations/discussions were used by 22 coaches (30.6%) to determine reading achievement. For grades 3-5, Florida Comprehensive Assessment Test (FCAT), benchmark/interim assessments, Scholastic Reading Inventory (SRI), observations/discussions, and EduSoft were frequently used to determine reading

achievement. In her open-ended response to this question, one of the survey respondents wrote, “We are currently working on developing a way to measure this” indicating no assessments used to determine reading achievement.

Table 19

Reading Coaches’ Use of Measures to Determine Reading Achievement K-2 (N=72)

Measures to Determine Reading Achievement	<i>n</i>	%
Florida Assessment for Instruction in Reading (FAIR)	47	65.2
Developmental Reading Assessment (DRA/DRA 2)	22	30.6
Dynamic Indicator of Basic Early Literacy Skills (DIBELS)	10	13.9
Phonemic Awareness Screener for Intervention (PASI)	10	13.9
Observations/Discussions	10	13.9
Formative/Interim/Benchmark Assessments	9	12.5
Scholastic Reading Inventory (SRI)	8	11.1
On-going Progress Monitoring (OPM), District/State Assessments	8	11.1
Phonics Screener for Intervention (PSI)	7	9.7
Oral Reading Fluency (ORF)	6	8.3
Stanford Achievement Test 10 (SAT 10)	3	4.3
Curriculum Based Measures (CBM)	3	4.3
High Frequency/Sight Words	3	4.3
Other	9	12.5

Note. Other included items such ERI, QPA, GRADE, CIM, STAR, AR, SFA.

Table 20

Reading Coaches' Use of Measures to Determine Reading Achievement 3-5 (N=70)

Measures to Determine Reading Achievement	<i>n</i>	%
Florida Assessment for Instruction in Reading (FAIR)	48	65.6
Florida Comprehensive Achievement Test (FCAT)	31	44.3
Benchmark/Interim Assessments	20	28.6
Scholastic Reading Inventory (SRI)	14	20.0
Observations/Discussions	14	20.0
EduSoft	13	18.6
Oral Reading Fluency (ORF)	9	12.9
On-going Progress Monitoring (OPM), District/State Assessments	8	11.4
Developmental Reading Assessment (DRA)	6	8.6
Phonics Screener for Intervention (PSI)	6	8.6
Dynamic Indicator of Basic Early Literacy Skills (DIBELS)	3	4.3
ForSight	2	2.9
Quick Phonics Assessment (QPA)	2	2.9
Other	7	.10

Note. Other included items such as DAR, STAR, AR, CIM, SFA, Lexile, GRADE.

The other duties reading coaches named are displayed in Table 21. The survey asked specifically for other duties that “do not directly relate to improving student literacy,” but are seen to be important. Security and supervision duties were themes which occurred most frequently by 32 (48.5%) reading coaches. Security and supervision involved various duties such as morning duty to supervise arrival of students, afternoon duty to supervise dismissal of students, lunch duty to supervise lunchroom behaviors, playground duty to assure safety of students, etc. The next prevalent theme was committees, and was identified by 17 (25.8%) of the reading coaches and often involved a leadership role somewhere in the school or district; team leader, group coordinator, and committee chair.

Table 21

Reading Coaches' Other Duties not Related to Reading Achievement (N = 66)

Other Duties	<i>n</i>	%
Security and supervision	32	48.5
Committees	17	25.8
Testing	12	18.2
Data work	9	13.6
None	8	12.1
Substituting	7	10.6
Meetings	5	7.6
Other	3	4.5

Note. Other included items such as media specialist, Title I coordination, and professional development.

Reading coaches were asked to report their greatest successes over the past 18 months in terms of effect on teacher changes that will improve student achievement. The varied successes reported were unique, technical and content-specific. The entire list of the reading coaches' responses are displayed in Appendix H.

Frequency of themes were isolated on the item which asked reading coaches to state their greatest concern about being an elementary school reading/literacy coach is displayed in Table 22. The complete, detailed list of responses can be found in Appendix H. The theme of time was by far the most prevalent concern for reading coaches, identified by 28 (41.2%) coaches. Time referenced the amount of time reading coaches spent engaged in their activities daily.

Table 22

Reading Coaches' Perceptions of the Greatest Concerns Impacting Coach Role (N = 68)

Concerns Impacting Coach Role	<i>n</i>	%
Time	28	41.2
Teacher issues	10	14.7
Staffing and funding	9	13.2
Disrespect	8	11.8
Student achievement	7	10.3
Stress and burnout	6	8.8
Mandated testing	4	5.9
Improper coach training	2	2.9

The researcher asked respondents to share anything that happened at their school from 2010 to present that may have affected overall reading results found in Table 23. Two high frequency themes in this item were school structure, culture, and demographics identified by 15 (20.8%) coaches and changes in intervention or implementation which 13 (18.1%) coaches identified. Twenty-seven of 72 respondents indicated there was no event occurred. The complete listing of reading coaches responses is located in Appendix H.

Table 23

Influential School Events at Current School Site (N = 72)

School Event	<i>n</i>	%
None	27	37.5
School structure, climate, or demographics	15	20.8
Changes in intervention or implementation	13	18.1
Staffing change	7	9.7
Administration change	6	8.3
Changes in testing	4	5.6
Curriculum change	3	4.2
Other	3	4.2

Note. Other included themes such as changes in communication or the coach's change in general approach to getting the job done.

Reading coaches also disclosed whether their school underwent any major restructuring or school-wide reform in the school year 2010-2011 which may have benefitted overall reading results. The themes are displayed in Table 24. The majority of respondents (66.2%) indicated no restructuring or reform had occurred.

Table 24

School-wide Restructuring or Reforms at Current School Site (N = 74)

School-Wide Restructuring or Reform	<i>n</i>	%
None	49	66.2
Changes in intervention or implementation	10	13.5
New curriculum program	5	6.8
Administration change	4	5.4
School-wide restructuring	3	4.1
Students switching subjects	3	4.1
Other	3	4.1

Note. Other included themes such as increases in standards, having a new building, or changes in professional development.

Themes in Table 25 are based on coaches' consideration of how they officially reported time versus how they actually spent time in the role of reading/literacy coach. Two prevalent themes emerged. A total of 15 respondents (29.4%) reported accurate reports and 14 coaches (27.5%) reported no opportunity to report other factors. Reported beyond required hours theme indicated time was taken beyond the work day to complete required reporting. The too much fluctuation theme indicated it was hard to report accurately due to varying fluctuations in daily schedules.

Table 25

Reading Coaches' Perceptions of Factors Impacting Coaching Time Reporting (N = 51)

Factors Impacting Time	<i>n</i>	%
Accurate report	15	29.4
No opportunity for reporting other factors	14	27.5
Occupied with other tasks	9	17.6
Reporting beyond required hours	9	17.6
PMRN has a poor design	3	5.9
Does not report hours	2	3.9
Too much fluctuation in actuality	2	3.9
Completed because it is required	1	2.0

Reading Coach Perception Factors: Prominent Themes

Based on reading coaches' responses to the survey items and interview transcript analysis, a thematic overview was developed. The thematic overview examined terms within each survey answer. The following description presents the two prominent themes across questions (a) time and (b) other duties.

Time and Other Duties

When asked about hindrances and challenges encountered in providing reading/literacy coaching services, 36 of 80 (45.0%) respondents cited time and other duties. The use of time was a prevalent theme in the survey and interviews. Not only did a significant percentage of respondents cite time as a hindrance to providing coaching services, 28 of 68 (41.2%) named time most troubling of all concerns shared in this survey item.

The impact of time and other duties was consistent in both survey and interview data. During interviews, all reading coaches mentioned time and other duties at least once. Numbers (such as Reading Coach 1) were used to reference participants to assure anonymity. For example, statements cited in reading coach interviews included:

- Reading Coach 7: “Time impedes coaching. I am pulled in many directions.” (TR 1, p. 23)
- Reading Coach 94: “The largest problem is that I am by myself. We have to shut-down operations when FAIR starts. I coordinate and take part in assessing the entire school.” (TR 1, p. 1)
- Reading Coach 78: “Time impeded coaching the most. Administration is really good about not wasting my time and other duties. I still do not always have the time to do in-services.” (TR 1, p. 21)
- Reading Coach 68: “Time and too many other responsibilities.” (TR 1, p. 19)

Not only was reading coaches’ time mentioned but Reading Coach 51 mentioned, teacher and teaching time. She said: “Time is a constraint. Teachers feel pressure of the clock.” Later in the interview, she added, “The teachers are too fixated on the clock and

feel like they may get in trouble if the administration deems their pacing is off. They are burdened by these time constraints” (TR 1, p. 11). A listing of what impeded on coaching was shared by Reading Coach 13;

I don't get to do as much coaching as I would like (because) of the other responsibilities I have. Time takes away from coaching. Every day I go into two classrooms for 30 minutes each, I was given the responsibility to mentor three fifth grade students which (requires) to get in every day or every other day for 20-30 minutes, every other week lunch duty for 60 minutes, dismissal duty, leadership committee for 1.5 hours weekly, Title 1 documentation, teachers evaluations, and team meetings. (TR 1, p. 7)

Reading Coach 64 also mentioned teacher evaluation and Reading Coach 52 mentioned testing as a deterrent from coaching time.

When asked what else they wanted to share, Reading Coach 11 disclosed, one that in the role that is hard is that it is not clearly defined and so you, not necessarily knowing what it is, get pulled for lots of things. We have to do paperwork, data, coordinating assessments, odds-ends stuff, training, family night. I do the coaching model but a lot of extra stuff like RtI, leadership committees – it is never dull ... duties vary from school to school and are different and each administration has you doing different thing” (TR 1, p. 5).

Though Reading Coach 96 shared that other duties do not impede on coaching, however time remained a hindrance. “The time to spend with teachers, we have PLCs but they are too short and overrun with other things. Teachers are not open to meeting in addition to the regular meetings” (TR 1, p. 3).

Research Question 3: Perceptions of Coaching Activities on Reading Achievement

Summary

This research study focused on elementary school reading coaches' perceptions of factors that influenced reading achievement as part of Research Question 3, what activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011? In the survey and interviews, reading coaches shared the following as their greatest source of support for their ability to deliver reading coach services: coach meetings, general district support including district-based reading team resources, and peer support.

Two prevailing hindrances and challenges to provide coaching services were encountered by reading coaches: time and other duties. Coach-teacher collaboration was reported as the activity the respondents felt were the most influential practices on students' reading achievement. This response was consistent with reporting of time spent in coaching activities. Coach-teacher conferences were reported as the most frequent use of their time (13.5%). Also deemed influential were modeling and data analysis. Time spent in these activities was not consistent with the respondents' high ranking of the influence these activities can have on student achievement with modeling accounting for 5.7% and data analysis accounting for 8.8% of elementary reading coaches' time.

When asked what measures they used to determine the effect of the selected coaching activities on student achievement, FAIR was reported most frequently in both K-2 and 3-5 grade ranges. A variety of measures were used along with FAIR, in K-2 reading coaches frequently used DRA/DRA2 while in grades 3-5 FCAT was frequently

mentioned. Reading coaches' use of time was impacted by engagement in other duties. Security and supervision, committees and testing, though important activities in general, were listed by respondents as duties that do not directly relate to improving student literacy achievement.

Elementary reading coaches shared the varied and unique coaching successes they felt improved student achievement. Also, they shared greatest concerns about being an elementary school reading/literacy coach. Time had the highest frequency of responses (41.2%) when asked about the greatest concerns about the role of coach. Reading coaches shared a variety of experiences that happened at their school that may have affected the overall reading results, including school structural, climate, or demographic changes; changes in intervention or implementation; staff or administrative changes; and testing or curriculum changes. A total of 37.5% shared that nothing occurred at their school. School structure, climate or demographics and changes in intervention or implementation were two themes frequently shared by respondents. When asked if their school underwent any major restructuring or reform, 66.2% stated that no such event occurred.

Reflection on self-reported time was highlighted as respondents were asked to provide factors that impacted the way they reported their time officially versus how they actually spent their time. Twenty-nine (56.9%) of reading coaches respondent indicated they either accurately reported or there is no opportunity for reporting other factors. Overall, two themes were prevalent throughout the questions which focused on perceptions of factors influenced reading achievement were time and other duties.

Reading Coach Participant Profiles

Participant profiles included 13 interviewees. One interview took place face-to-face, while the other twelve were phone-based. No names of districts or schools were used and anonymity was provided for all participants. A number (such as Reading Coach 1) were used to reference participants to assure anonymity. The constructed participant profiles were intended to contextualize the work performance of reading coaches. The researcher was able to call on tenets of case study methodology as outlined by Merriam to build a context for reading coaches, their activities and perceptions of their effectiveness. Merriam (1998) stated “some call case study field work, field research, or ethnography.” Merriam (1998) further explained that “case study design is employed to gain an in-depth understanding of the situation and meaning for those involved.” The researcher employed elements of case study design along with detailed descriptive statistics to quantify the work lives of elementary reading coaches. Theme analyses were used to determine themes and build context for the profiles. The purpose was to provide a view of factors and context in which elementary school reading coaches functioned. The interview data were used to illuminate the context for reading coaches.

As an organizational structure, reading coaches were grouped by the item asking respondents how many years they were a classroom teacher. The survey responses of the interviewees were analyzed and subdivided into three profile groups:

- Participant Profile Group 1: 0-6 years
- Participant Profile Group 2: 7-18 years
- Participant Profile Group 3: 19-24 years

The interviewee survey data of time were used for the discussion about content and scope of work. Key words and phrases from open-ended questions on the survey and phone interview questions were used to create themes. Four main interview questions led to identifiable themes. The questions asked were, (1) Why did you decide to become a reading/literacy coach? (2) What do you do that you believe influenced student achievement in reading the most? (3) What measures do you use as evidence of the influence on student reading achievement? (4) What contributed or had contributed to your success as a reading/literacy coach? (5) What had impeded your success as a reading/literacy coach? (6) Describe your relationship with the school principal. Table 26 provides a summary view of participant profiles of 13 reading coaches' interviewees.

Table 26

Reading Coach Interviewees: Summary of Participant Profile

Reading Coach ID	# Years Teaching	First Year Coaching	Years at Current School	Coaching Supports from Others
Participant Profile Group 1: 0-6 Years				
7	4-6	2009	5	There has not been a lot of district or state support when it comes to actual day to day coaching and helping teachers to improve. Math/science coach has had a lot of training and has given much support.
11	4-6	2010	1	District Personnel, Administration
64	4-6	2010	9	Reading coach meetings
96	0-3	Pre-2007	9	District support in the coaching initiative; Reading First support
Participant Profile Group 2: 7-18 Years				
31	7-9	Pre-2007	15	Steve Barkley training; monthly coach trainings; district literacy team visits
51	16-18	2011	< 1	District meetings; district personnel
54	16-18	Pre-2007	11	Team of teachers/assistants for help
68	16-18	2007	6	District literacy team support
73	10-12	Pre-2007	7	Professional development; reading various literature; support and resources from county curriculum people; school administrators.
94	7-9	Pre-2007	8	District support in the coaching initiative, Reading First support
Participant Profile Group 3: 19-24 Years				
13	22-24	2010	15	District support
52	19-21	Pre-2007	27	Monthly reading meetings with the county are helpful; network of other Reading Coaches
78	22-24	2007	5	District personnel; other reading coaches; supportive administration

Participant Profile Group 1

Group 1 included reading coaches that had a range of 0-6 years of classroom teaching experience. Participant Profile Group 1 was developed from interview data of four reading coaches representing the given range. A number was used to reference participants to assure anonymity. Although some coaches interviewed were male, feminine gender was used throughout the discussion for consistency.

Reading Coach 7

Reading Coach 7 was in her third year of coaching and had been at her current school for five years. Reading Coach 7 obtained her undergraduate degree in Elementary Education and her Master's degree in Educational Leadership.

In the first semester of the 2011 school year, Reading Coach 7 reported spending the majority of her time, 25%, engaged in coach-teacher conferences. A total of 16% of her time was spent attending meetings and in knowledge building and 12% of the time was spent on modeling lessons and coaching activities. When asked what coaching activities had the greatest impact on student achievement, Reading Coach 7 reported observing and debriefing with teachers. To confirm success, she not only uses district and state assessments but also student observations. Though there was no time indicated in "other" on the survey, time and other jobs were mentioned as a hindrance and that she is pulled in many directions. Reading Coach 7 shared she had worked with her principal for many years. The having a long, trusting relationship with the principal provided the opportunity for Reading Coach 7 to share what she things even if they do not agree. She stated that over three years in the role of coach, one of the things she considered the biggest successes was having frequent conversations with teachers. She reported these

conversations varied, whether it was debriefing a model lesson or a conversation after observing a teacher engaged in instruction. She had seen a lot of impact in teacher lessons and shared many teachers seem to be teaching the skill/objective, rather than the story. She shared that there are teachers who do not want her in their classrooms yet she strives to continue to build a need for coaching and break down barriers with teachers. Reading Coach 7's greatest concern is that she can work with teachers all day long and is evaluated on their performance, but she does not have the authority to make them enact any changes. The same tension of being judged based on how teachers perform was shared in the fact that the size of her school limits the time she can spend working with each teacher. She confirmed that it is good to have district personal to assist at the school site. Reading Coach 7 expressed a need for coaching support and shared that she would also appreciate district meetings which went beyond information sharing and provided support on how to coach, build instruction, and work with other teachers.

Reading Coach 11

Reading Coach 11 had been a reading coach for little over a year and earned her undergraduate degree in Social Studies Education and holds a Master's degree in both Reading and Math.

Reading Coach 11 indicated spending the majority of time in two categories: knowledge building and coaching activities, 13% in each. Also taking up equal parts of her time with 11% each were meetings, coach-teacher conferences, modeling lessons and other. She believed the most significant coaching activity impacting student achievement was modeling lessons. Informal observations, along with specific district and state assessments, were assessments she used to measure success. Notable was that

she did not indicate assessment measures on the online survey, only in the interview. When asked about successes, Reading Coach 11 shared it had been only a little over a year since taking on the role of coach but key to the success was support by administration for initiatives, building relationships and trust with staff, and how teachers understand that there is no evaluation in the process. A challenge shared was teachers who do not want to change or do not see need a need for change. The struggle to balance what you and cannot say to teachers without crossing the fine line into evaluation and asked “what can I do?” Role ambiguity was a concern for Reading Coach 11. She indicated that because her role not being clearly defined, she do not necessarily know what to do. She also lamented about the varied understanding of the coach role from school to school, particularly by administrator. Though believing that the role of coach was valuable and rewarding, it was shared that the lack of clarity led to having to do many other duties extraneous to coaching activities outlined in the reporting system, PMRN.

Reading Coach 64

Reading Coach 64 spent the past five as a reading coach and holds a Political Science undergraduate degree along with a Master’s degree in Social Work and one in Business Administration.

The need to complete many other duties in leadership at the school was listed as her greatest challenge to providing reading coach support. This reading coach spent 21% of her time engaged in activities categorized as other. This use of time was consistent with the theme she expressed as her greatest concern about being an elementary reading coach: the high expectations that one person (herself) could impact all teachers and all

students' reading abilities. Planning, coach-teacher conferences, knowledge building, and managing reading materials each took up 11% of her time, totaling 44%. She listed two coaching activities as impacting student achievement: team meeting with PLC (Professional Learning Community) follow-up and coaching teachers with classroom observations that included feedback. Use of time for these two activities was 5% each, totaling 10%. So, she was able to only spend 10% of her time on the two activities that she felt impacted student achievement the most. Coaching successes she shared included PLC training to understand weekly formative assessments, literacy week with lots of teacher and student input, in-class observations and work with new teachers to focus on small group differentiation.

It was shared that she gained support for her role by attending district reading meetings and from her district contact. Reading Coach 64 shared that the principal who hired her to be a coach was reassigned three weeks later. The new principal came without a strong elementary curriculum background. The success of that situation was she and her new principal were able to learn together and form a supportive relationship.

Reading Coach 96

Reading Coach 96 was a reading coach for six years and was motivated by her interest in education to obtain a Master's degree in Reading. She holds an undergraduate degree in Early Childhood Education.

She stated that finding time to work with teachers and being able to working around the many responsibilities of both teacher and coach as a hindrance to the role of coach. Reading Coach 96's representation of her showed just 5% being taken by other duties and 5% in attending meetings. The greater chunks of time for this coach included

25% for small group professional development, 20% engaged in coach-teacher conferences, 15% coaching teachers, and 10% modeling lessons. She felt data analysis that included time to match data to instruction was the most effective coaching activity that she could engage in to impact students.

Reading Coach 96 mentioned several successes: teachers that are hosted teacher candidates implementing a co-teach model; primary teachers that implemented a framework for Guided Reading; the implementation of two new programs during walk to intervention for two separate grade levels; and data analysis three times per year plus follow-up on student progress for walk to intervention. She also indicated a trusting rapport with staff, coaching support for other colleagues, and the support her principal provides for decisions as additional successes within her role as coach. Expanding on the collaborative relationship with her principal, she said there was a freedom to be flexible with decisions as she and her principal constantly talk about what they need and want to do. She felt that when ideas and decision were implemented that the principal leads in that fashion. Notably, Reading Coach 96 used the phrases “love her” and “she is my go to person” in discussions (TR 1, p. 3). She added that she thought it was important that her administration values coaching and that the belief trickled down to teachers which was part of what made the process effective. Of concern to Reading Coach 96 is the uncertainty for the position to be available each year.

Participant Profile Group 2

Group 2 included reading coaches that had a range of 7-18 years of classroom teaching experience. Participant Profile Group 2 was developed from the interview data of the six reading coaches representing the given range. A number was used to reference

participants to assure anonymity. Although some coaches interviewed were male, the feminine gender was used throughout the discussion for consistency.

Reading Coach 31

Reading Coach 31 had been a reading coach for over five years and holds an undergraduate degree in Marketing. She obtained her Master's degree in Elementary Education.

Taking pride in the work she does, Reading Coach 31 shared every year she tried to build rapport with teachers and parents. Due to lack of interest, she had taken on the responsibilities of Response to Intervention (RtI) support which had capitalized on her expertise to be able to do what is good for students and to get to the deep levels of diagnosing needs and solving problems as a team. Reading Coach 31 reported spending 55% of her time in coach related activities: 30% in coaching teachers and 25% in coach-teacher conferences. Another 30% of her time, with 10% each, was filled with modeling lessons, conducting small group professional development and providing opportunities to extend her own knowledge building.

A success that was shared was being a recipient of an iPod grant from Target and being involved in her district literacy plan writing team. With hope and anticipation, Reading Coach 31 had a newly recent (five days before the interview) change in administration. Her greatest concern was having a principal who, like her previous one, did not allow her to be an original thinker. Reading Coach 31 also shared she was most concerned about smiling throughout the day so the teachers around her do not see the stress she is under.

The support she felt assisted in role of coach as coach were attending Steve Barkley training during the National Boards process, monthly coach trainings, and district literacy team visits.

Reading Coach 51

Reading Coach 51 was in her first year as reading coach. She holds an undergraduate degree in Elementary Education and a Master's degree in Education.

Reading Coach 51 reported spending 49% of her time engaged in either data analysis (25%) or coach-teacher conferences (24%). Fifteen percent of her time was spent managing reading materials. She listed providing teachers' opportunities to engage in specific professional development, supporting small group reading instruction, and engaging in PLC (Professional Learning Communities) as coaching activities that had the greatest impact on student achievement. Success experiences she had as a coach currently and at her previous school included modeling Reciprocal Teaching in classrooms along with modeling small group reading instruction in K-5 classrooms. Though modeling was emphasized, only 5% of Reading Coach 51 time was reported being spent in modeling lessons. Reading Coach 51 listed several challenges in providing reading coach services:

One would be trying to reach out to those teachers that are apprehensive about what the reading coach role is, this had been a challenge since the Reading First grant came into existence 9 years ago. Having now been in two schools where a Reading Coach was needed I still see this as a challenge. The principal can sometimes play a part in this too, by either supporting our role or not. Many look at us, still, as an evaluator instead of a support for them. Another challenge is

when you are able to provide your coaching services some, especially veteran teachers, will argue that their way of doing it is the right way and are not receptive to learning new ways of teaching children to read. They stay in that "rut" and believe that it's the best way to reach children, even if the data shows otherwise. (TR 1, p. 11)

Though she mentioned time as an impeding factor to coaching, it was not her time she specifically discussed, but teacher time constraints and feeling the "pressure" of the clock. So much attention was paid to the clock that the teachers were "too fixated on the clock and felt as if they could get in trouble" (TR 1, p. 11). Not being able to reach those teachers who need her coaching but are apprehensive was the greatest concern shared by Reading Coach 51.

When asked about the coach-principal relationship, Reading Coach 51 said they work well together and she is able to ask clarifying questions. Key attributes shared about the relationship by Reading Coach 51 were the principal's way of making her feel appreciated and valued.

Reading Coach 54

Reading Coach 54 had been in the reading coach role for two of the nine years she had been at her current school. She holds an undergraduate degree in Elementary Education and a Master's degree in Special Education.

Reading Coach 54 was impeded by not enough time to complete everything which kept her from being involved in coaching duties. This correlated with the fact that she reported spending 20% of her time in activities considered other. She said that modeling would be of primary importance for impacting student achievement but she

only reported 15% of her time dedicated to modeling lessons for teachers. She felt like seeing students become more confident and start to enjoy reading was a success for her. Another success shared was the introduction of using small group practice with sight words and alphabetic principles. She also indicated spending 20% of her time in both coaching activities and also in student assessment. A success related to student assessment was being able to show teachers how to print and use data reports. A total of 30% of her time, 10% in each, was spent in coach-teach conferences, knowledge building, and managing reading materials. Time was again part of the greatest challenge to engaging in coaching activities. Reading Coach 54 stated that “with close to 900 students, it's almost impossible to meet all the needs. I feel as if I'm running around like crazy but not being truly effective in any one area because there isn't enough time in the day” (TR 1, p. 14).

Reading Coach 54 took on the role of coach at the school where she was a classroom teacher - she confided it had both advantages and disadvantages. She shared that the coach-principal relationship had improved because they know each other better, have kept the students at the center of the decisions, revealing a “rocky” relationship at first. She also reported that the principal had realized that she would not request something that was not essential to the work.

Reading Coach 68

Reading Coach 68 had been a reading coach for four years. She had an Elementary Education undergraduate degree and a Master's degree in Reading.

With 30% of her time spent in other, Reading Coach 68 shared, “I really don't have time to coach. Sharing information and vision is the best I can do right now” (TR 1, p. 19). In support of this, she shared her greatest concern is not having enough time to do her job. The theme continued when asked to discuss successes, Reading Coach 68 shared,

“The problem is that I am the CRT, reading coach, instructional coach, RtI coach, textbook manager and testing coordinator. At some schools, four people do what I do alone. Because my plate is so full, I don't do anything well.” (TR 1, p. 19)

Reading Coach 68 disclosed she does spend 12% of her time in meetings and 9% engaged in student assessment and data analysis, respectively. She shared her belief is getting into the classroom to actually coach the teachers is the most effective coaching activity for impacting student achievement. When asked what measures she used to determine the effectiveness of the coaching, on the survey she responded none and in the interview she shared fluency assessments, weekly evaluations from reading program, state assessments and observation. In the three coaching activities examined (coach-teacher conference, coaching and modeling lessons), Reading Coach 68 spent a total of 6% of her time.

As part of the conversation about success, Reading Coach 68 reported it was important for her to get all teachers on the same page and to be able to understand how to teach with fidelity and the pattern of the program routines used for reading instruction. She cited the belief that coaching is a critical role; “the reading coach provides the more cohesion and a world of difference to keep everyone moving in the same direction” (TR

1, p. 20). Reading Coach 68 reported her district literacy team conducted monthly meetings and that they are very helpful.

A critical part of the aspect of coaching she shared was the follow-up and being able to see if suggestions are implemented and effective. Conversely, Reading Coach 68 did shared that one impediment to her role was teachers that were not open to coaching.

Reading Coach 73

Reading Coach 73 was a reading coach for over five years. She holds an undergraduate degree in Elementary Education and a Master's degree in Math and Science. She believed that her classroom experience supported her work with reading.

The greatest concern Reading Coach 73 mentioned was student gains in reading and wanting all students to be proficient. The majority of her time (15%) was spent engaged in student assessment. Equally split with 10% of her time were small group professional development, planning, coaching, coach-teacher conferences, and other. This use of time aligns with what she shared about the activities which impact student achievement. She shared a list of these activities: attending grade level PLC (Professional Learning Communities) meetings, teacher-coach conversations, modeling of lessons, small group professional development, purchasing/managing appropriate materials, and organizing RtI groups. Reading Coach 73 considered lack of time and personnel as a hindrance her ability to engage in all coaching activities. Reading Coach 73 shared she teaches 50% of the day and attends all RtI meetings.

When asked about success, Reading Coach 73 stated,

I feel that I've gained the respect of many older colleagues over the years, and I've seen amazing changes in their classrooms. I have a rapport with the teachers that I did not have when I first started in this position 6 years ago, and they are receptive and excited about new materials that I present to them. I have teachers who I never thought I'd see administering a PSI or PASI, using the Comprehension Toolkit and getting excited about it. I've done some professional development on levels of complexity in questioning and I've observed the teachers making changes to add more complex questions to their teaching.

(TR 1, p.22)

Difficulty building rapport and trust with teachers was shared as an impediment to her coaching process. She had had supportive administrations but the hardship had been they did not always understand nor were they knowledgeable of the position of reading coach.

Reading Coach 94

Reading Coach 94 was in her first full-time year as coach. When the reading coach retired, she took on the full-time position this school year. She holds an undergraduate and graduate degree in Education.

The greatest concern of spending time on progress monitoring state assessments was evident in Reading Coach 94's allocation of 20% to student assessment, 20% to data reporting, and another 8% to data analysis. She lamented on the fact she had to basically "shut-down" operations,

I need to work my coaching schedule around the progress monitoring assessment windows. These testing windows dominate my time in that they require a heavy

effort to coordinate, train and assist teachers and other support staff.

Unfortunately, the timing of these windows is especially inconvenient. At these same times during the year I feel the critical need to support the teachers. The first month of school needs to be focused on explicit training of the curriculum and making sure that all teachers have the materials and working knowledge of their curriculum maps. Unfortunately, with all of the school-wide testing, I am instead burdened by schedules, timelines and assessment training. I feel as if I lose significant training opportunity 3x per year. (TR 1, pg. 1)

Reading Coach 94 was able to allocate 12% of her time to “small group professional development” and 12% to “modeling lessons.” She cited teacher workshops in a small group professional development setting as the most effective coaching activity to impact student achievement. Notable was the use of only 4% of time to other duties.

Reading Coach 94 felt successful providing teacher training and believed the teachers are better prepared for their classroom reading experience when they undergone training. They had a variety of strategies to use for instruction and could make excellent informed instructional decisions based on data. An additional success for her was learning how to bring back to her school and teachers new learning in small sections can be presented in the professional learning communities and then modeled in the classrooms.

She noted that her administration was fluid and allowed her and the staff to be inventive in their approach to teaching while holding a high level of expectations. This was of importance to her because she said the field of coaching changes so much and you cannot be rigid. When asked what else she may want to share, Reading Coach 94 called

for anyway to improve what all coaches do, such as a more formalized coach training. She felt like sometimes she is inventing her way and that coaches seemed to all be engaged in the role differently. Notably, the question of support on her online survey was left blank.

Participant Profile Group 3

Group 3 included reading coaches which had a range of 19-24 years of classroom teaching experience. Participant Profile Group 3 was developed from the interview data of the three reading coaches representing the given range. A number was used to reference participants to assure anonymity. Although some coaches interviewed were male, the feminine gender was used throughout the discussion for consistency.

Reading Coach 13

Reading Coach 13 was in her second year as reading coach. Her undergraduate degree is in Elementary Education.

Reading Coach 13 did not see herself as successful overall as a reading coach. She shared that there were “small successes of meeting with teachers and being to help them with one little thing” (TR 1, p. 7). Reading Coach 13 stated that part of the teacher evaluation process had allowed her to coach teachers using the scales to enhance their monitoring and data days with each grade level to identify grade level weaknesses and develop smart goals for deficits.

She reported spending the largest amount of time, 17%, engaged in meetings. Whole faculty professional development and planning shared the next chunk of her time with 14% and data analysis with 11%. Even though she believed modeling had the greatest benefit to student achievement, she stated that she rarely gets to model, reporting

it as zero percent of her time. Time was her greatest hindrance. She was especially concerned about not having the time to provide immediate feedback to teachers. Even though she felt unsuccessful about her coaching so far, she was is asked to teach for an hour a day, mentor students for over an hour day, and had various other school duties and meeting commitments impeding on her time.

Reading Coach 13 espoused a good working relationship with her principal. The principal asks her, “who did you help” and they discuss the work done in the role of coach.

Reading Coach 52

Reading Coach 52 was reading coach for five years. Reading Coach 52 held an undergraduate degree in Elementary Education and a Master’s degree in Reading.

She was reluctant to step into the role of coach. Her previous role as a lead teacher within a multi-age classroom experience was coming to end and her administrative team asked her what she wanted to do next and she jokingly replied she would take the “reading job”. Not seeing her response as a joke, her administration talked her into “trying it out” for one year. In sharing that story, Reading Coach 52 affirms that she believes that the role of reading coach “extended her career” and shared she will retire at the end of the current school year.

Student assessment was the activity Reading Coach 52 reported consuming the majority of her time at 25%. Time spent in student assessment correlated with the belief working with teachers to analyze assessments, forming intervention groups, and then discussing what materials should be used as influential coaching activities on student achievement. This theme also extended in the sharing of a success with guiding teachers

through the implementation of a new state assessment and then analyzing the data. She spent 15% of time engaged in coach-teacher conferences and 10% of time attending meetings. She had also held ongoing professional development on comprehension strategies. The initiation of a Reading Club for struggling readers meets every morning for 30 minutes before school and a tutorial at the school's neighboring low-income apartments for after school was shared as a success for Reading Coach 52. Shared as a success was the collaborative relationship she had with her administration, sharing they would do whatever is needed to support her coaching efforts including teaching as needed. A hindrance and her greatest concern were both related to time: finding time to get everything done and moving the school's lowest quartile; additionally cited were constraints on teachers' time, being very busy, and feeling the pressures of state-mandated assessments this year more than ever.

Reading Coach 78

Reading Coach 78 was first given the opportunity to be a Math/Science Coach but had been in the role of reading coach for five years. She had an Elementary Education undergraduate degree and a Master's in Business Administration.

This reading coach's use of time is evidence of her belief that the opportunity to provide professional development for teachers about differentiated instruction is the most effective coaching activities for impact on students. Measures to evaluate success of coaching were cited by her that included: monitoring the use of strategies shared with teachers, engaging in professional discussions with the teachers, and monitoring student performance and growth by looking at teacher data. Reading Coach 78 reported spending 25% of her time in coach-teacher conferences and coaching activities, 15% modeling

lessons, and 10% in small group professional development. As part of her coaching model, she strived to help teachers meet the needs of individual students, who were struggling or above level, by providing additional strategies and research.

Observing teachers and students become less frustrated and get excited about reading was expressed as a success for Reading Coach 78. Additionally, she mentioned helping teachers implement guided reading school wide and working with all teachers to differentiate instruction for all students as successes. Though minimal time was reported in other, 5%, Reading Coach 78 cited time as the greatest hindrance to engaging in coaching activities at her school site; asking for more time. She also shared two of her greatest concerns: more work than time, and as money becomes tighter there is less available funding to continue professional development. Reading Coach 78 discussed that education was growing, changing, and transitioning, especially with the Common Core State Standards, and that teachers' needed to be receptive to that change and growth. Distributing chocolate and spending time socially with teachers was an effective way for Reading Coach 78 to build relationships and gain academic access.

Reading Coach Theme Analysis

During the interviews, reading coaches were asked to share their perceptions pertaining to the questions asked, (1) Why did you decide to become a reading/literacy coach? (2) What do you do that you believe influenced student achievement in reading the most? (3) What measures do you use as evidence of the influence on student reading achievement? (4) What contributed or had contributed to your success as a reading/literacy coach? (5) What had impeded your success as a reading/literacy coach? (6) Describe your relationship with the school principal.

Key words and phrases from the open-ended questions on the survey and the interview questions were used to create thematic tables. The purpose was to provide a view of factors and context for which elementary school reading coaches functioned.

Greatest Influences on Student Achievement

Displayed in Table 27 are reading coaches' responses when asked to share what actions had the greatest influence on student achievement. Modeling lessons prevailed as the most common subtheme for the reading coaches, cited by five reading coaches. Along with modeling, coaches listed working with teachers as an influential action on student achievement. Five reading coaches mentioned working with teachers in either PLC meetings or in small group professional development.

The use of data was highlighted by two reading coaches. They both referenced analyzing and using data as an influential action.

Table 27

Reading Coaches' Actions Influence on Student Achievement

Theme	Coach	Actions Influencing Student Achievement
Model lessons	11	Modeling
	13	Modeling
	31	Modeling
	54	Get into the classrooms and model more
	73	Modeling of lessons.
Work with teachers	7	Observing a lesson and then debriefing with the teacher specifically looking at student outcomes and why they either mastered or didn't master the skill
	51	Thinking Maps, DRA training, small group reading instruction, PLC meetings
	64	Classroom observation, feedback and then team meetings with PLC follow-up
	68	Get into the classroom to actually coach the teachers.
	73	Attend grade level PLC meetings, teacher/coach conversations, small group professional development,
	78	Provide professional development for teachers about differentiated instruction.
Use of data	94	Teacher workshops in small group PD setting
	52	Working with teachers to analyze assessments and then form intervention groups.
	98	Data analysis that includes time to match data to instruction

Factors that contributed to success

The prevalent subtheme for factors which contributed to success was working with teachers. Eight reading coaches shared factors related to working with teachers. Reading Coach 94 discussed how she learned to bring the information back to the teachers and break it down into small sections for PLC meetings.

Sharing that no one at the school site wanted to take on RtI, Reading Coach 31 felt that all her expertise and years of going to district workshops were finally starting to pay off because with RtI responsibilities she was able to get to deeper levels to solve

problems as a team. Reading Coach 78 shared the fact teachers are less frustrated and get more excited about reading.

The support provided by school or district administration also led to factors which contributed to reading coach success. “Learning together” was a highlighted shared by Reading Coach 64 and her administration. District support was cited by two coaches. Reading Coach 51 found district visits supportive. Reading Coach 7 also shared the district was “really good at having district level resource people but that the district meetings are about spreading information and I would like learn more about coaching, how to improve instruction, and how to work with teachers.”

Three reading coaches noted personal experiences which attributed to their success. Being able to note their own success by the excitement of teachers was shared by Reading Coach 78. Reading Coach 52 reflected she felt the role of reading coach extended her career in education.

Final contributing factors were data analysis and knowledge of students. Two reading coaches shared vignettes related to this subtheme. To these two coaches, data analysis was not only to collect data it was to chart improvements, which helped them know more about students. Provided in Table 28 is the information about the factors which contributed to success as related by the respondents.

Table 28

Factors Contributing to Reading Coaches' Success

Theme	Coach	Actions Contributing to Literacy Coaches' Success
School/District Administration	7	District is really good to have district level resources
	11	Support of administration for initiatives.
	51	District visits are a support.
	52	Monthly district meetings and supports.
	64	New principal, we have learned together. The reading coach counterpart from the district and the weekly support at work.
	96	Administrative support of principal backing decisions. Freedom to be flexible with decisions. I think it is important my administration values coaching.
Personal Experience/Skills	52	Was provided training and support early on and continued PD to gain confidence. Feels like coaching had extended career.
	78	Having the time and ability to be there when the teachers need help or assistance. I can see my success as the teachers get more excited and successful.
	94	Learning how to set-up a PLC experience.
Data Analysis and Student Knowledge	51	Data notebooks to use in PLC conversations and being able to chart improvements.
	54	Knew all the students, their successes and stories coming into the role. Seeing the students more confident, starting to read and grow. Reading for enjoyment.
Work with teachers	7	Conversations with teachers.
	11	Building relationships with staff and let me know what you are not evaluating – building trust.
	51	Great PD on meaningful literacy works stations.
	68	Getting the teachers all on the same page and all coming to a common understanding with fidelity, patterns and routines of program materials.
	73	Difficult at first to build rapport, feel successful. Move out of giving assessments and the teachers are taking on the role. Shifting their thinking.
	78	Watch teachers less frustrated and get excited about reading.
	94	Teacher training – learning to bring back to the school and set-up a PLC to take concepts and break down into small sections and model
	96	Wall to Intervention and the ability to tweak each year to meet the needs of the students. Rapport with staff.

Hindrances to Reading Coach Success

After reflecting on factors that impacted their success, reading coaches were asked to share responses to what hindrances impeded their coaching success. Table 29 represented the varied hindrances reported. Nine of the reading coaches interviewed directly indicated time was a hindrance. Other duties also hindered coaching efforts as outlined by seven of the interview coaches who listed a wide variety of duties. Reading coaches' responses indicated time and other duties were connected—the longer the list of duties, the less time they had to spend in activities directly related to coaching. Conversely, two other reading coaches shared that other duties was not an impacting issue.

Three reading coaches discussed particular roles of reading coach or role definition. Explaining the role of reading coach is hard because it is not clearly defined, Reading Coach 11 shared you do not necessarily know what it is going to be and that you have to do a lot of extra tasks that vary from school to school. She further emphasized variation in role is different at each school because each administrator had different expectations. Another coach, Reading Coach 64, similarly shared district meetings were more informational and she wanted more guidance on how to coach and work with teachers. In the same vein, Reading Coach 64 requested ways to improve what all coaches do with some type of coach training. She felt like she was inventing her own system for coaching and wanted districts to be more consistent in their expectations of reading coaches.

The research indicated two additional themes: difficulties with administration and difficulty with teachers. Reading Coach 31 shared a previous principal enacted his or her

own plans and that she could not be an original thinker. The coaches shared of having anticipation and hope with a new principal taking leadership. Four reading coaches described teachers who were resistant, hesitant, not open to coaching.

Table 29

Factors Hindering Reading Coaches' Success

Theme	Coach	Factors Hindering Literacy Coaches' Success
Time	7	Time
	11	Time is very limited and often used on other tasks. It is difficult to find time to meet with some teachers due to scheduling conflicts and other obligations.
	13	Time is always an issue. I have to do 2 push-ins and mentor 2-3 students. This year I have been to all the Teacher Evaluation trainings because I am a teacher leader at my school.
	52	Time is always an issue. Our teachers are very busy.
	54	Not enough time in the day.
	68	Lack of time and personnel hinder my ability to engage in all coaching activities that I'd choose.
	78	Time, there are more needs than time.
	96	Finding time to work with teachers.
	94	Work my coaching schedule around the progress monitoring assessment windows. I am by myself. Shut down operations during testing windows.
Other duties	7	Other jobs; pulled in many directions
	11	Role is not clearly defined – paperwork, data coordinating, assessments, odds-ends, training, family nights, do extra stuff.
	13	Other responsibilities: teaching, mentoring, lunch duty, dismissal duty, leadership committee, team meetings, documentation, teacher evaluation.
	31	My principal gives me many other responsibilities. Being on the Leadership Team I carry a radio. I must be available for emergencies.
	52	Other responsibilities such as testing and teaching groups.
	54	With close to 900 students, it is impossible to meet all needs. I feel like I am running around like crazy.

Theme	Coach	Factors Hindering Literacy Coaches' Success
Difficulties with administration	68	Too many other responsibilities. The problem is that I am the CRT, reading coach, instructional coach, RtI coach, text book manager, and testing coordinator.
	31	Recent change in administration – the previous principal enacted plans and I could not be an original thinker.
	51	The principal can sometimes play a part in this, by either supporting our role or not.
	73	Administrator always provides the support but doesn't always understand or have the knowledge

Coach-Principal Relationship

The final theme was coach-principal relationship. Reading coaches were asked to describe their relationship with current administration. Responses are displayed in Table 30. Two subthemes emerged in analysis: positive relationship with principal/administration and developing relationship with administration. None of the 13 reading coaches shared a not good or negative relationship with their principal. In fact, the majority of interviewees, 9 of 13, shared positive vignettes of the coach-principal relationship. A common characteristic found in the developing relationship subtheme was that principals were new to the school.

Reading Coach 96 said her principal was her go-to person and constant talking and collaborating allowed the principal to lead the way and demonstrate the value of coaching. She shared the importance of the administrator valuing coaching do the belief “trickles” down to teachers, which make the coach-principal relationship effective. “Super collaborative” was the phrase used to describe the coach-principal relationship for Reading Coach 52. This included the reading coach sharing that administrators were willing to pull groups and teach as needed to support various school-wide efforts.

Reading Coach 51 was new to the school but appreciated being valued. With just five days with the new principal prior to our interview, Reading Coach 31 had hopes for a collaborative relationship. Reading Coach 73 used the phrase “mutual respect” to describe their two year working relationship. Also, into their second year together, Reading Coach 68 is “delighted” to have an administration that listens.

Table 30

Reading Coaches' Relationships with Principal

Theme	Coach	Coaches' Relationships with Principal
Positive relationship	7	Really good - was my principal at another school. Because we have a long, trusting relationship, we can be honest and not always agree.
	11	Good relationship. If I come with an idea, administration will 9-10 let me run with it.
	13	Very good working relationship. Will ask, who did you help today?
	11	New school for the coach, good and enjoying the relationship. Very appreciative and provides a feeling of value. Work well together and are able to ask questions and clarify.
	52	Super collaborative. Administrators seek advice, supportive, involved and do whatever is needed. Offers to help (teaching groups).
	73	Mutual respect. Good relationship. Will do anything to get what is needed.
	78	Very strong and positive relationship.
	94	Positive relationship. Allows me and the staff to invent our way, expects a high level of performance but does not get in the way of new ideas. Fluid and not rigid. Allows us to get a lot done at the school.
	96	Love! The principal is my go-to person. I share with her and she leads the way. Collaborates effectively. Constantly thinking and what may be needed for support.
	Developing relationship	31
54		Pretty good now and rocky at first. Did not know me when they came and once the principal learned more about me and the kids, it become a lot better. Keep the kids at heart and they know I will not request something that is not needed.
64		Positive. Did not come with strong elementary curriculum background. The principal is getting to know the teachers and how to interpret county stuff. Was not familiar with FAIR.
68		Previous principal of 8 years could anticipate needs. Learning new administration, it is a delight because they listen and are usually open.

Summary of Reading Coach Theme Analysis

The reading coach themes are structured around six questions asked in the interview: (1) Why did you decide to become a reading/literacy coach? (2) What do you do that you believe influenced student achievement in reading the most? (3) What measures do you use as evidence of the influence on student reading achievement? (4) What contributed or had contributed to your success as a reading/literacy coach? (5) What had impeded your success as a reading/literacy coach? (6) Describe your relationship with the school principal.

Modeling and work with teachers were prevailing subthemes for reading coaches as they shared actions they believed to have had the largest influence on student achievement. Coaching conversations and engaging in PLC conversations were cited as part of working with teachers. As a contribution to their success, reading coaches indicated work with teachers. According to this pool of reading coaches, support from school and district administration was valued by reading coaches. As a recurring subtheme, time and other duties were noted as hindrances to coaching by reading coaches who were interviewed. It was expressed that the reciprocity made coaching difficult – not enough time in general was impacted by time being taken away from other duties. Three of the reading coaches specifically cited the definition of role of the coach as a hindrance to their work and work of other coaches. The majority of reading coaches noted a positive relationship with their principal. No coach mentioned a negative relationship. Four of 13 shared a developing professional relationship. This developing relationship was mainly due to a new administrator.

Summary

Chapter Four presented the summary of data analysis. The chapter was organized to respond to the three Research Questions. To clarify qualitative and quantitative analysis, tables and accompanying narratives were provided. Chapter Five provides a summary and conclusions of the findings, implications for practice and recommendations for further research.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter was organized to provide a review of the study. Presented are the purpose of the study, the population, and data collection and analysis procedures used in the study. A summary is also included, as well as conclusions of the findings organized around the three research questions, implications for practice, and recommendations for future research.

The purpose of this study was to fill the gaps in research concerning elementary level reading coaches and explore several dimensions of reading coaches: (a) the relationship between the demographic information, professional experiences, and academic background of elementary reading coaches; (b) the percentage of time reading coaches engaged in specific coaching activities; and (c) the linkage between coaching activities and changes in the Florida Comprehensive Assessment Test (FCAT) reading developmental scale scores for 5th graders from the baseline year, 2008, until the third year, 2011. Descriptive data were used to report demographics, background and professional experiences of elementary school reading coaches in four school districts. Descriptive data provides a general representation of reading coaches' teaching experiences, educational backgrounds, and professional development experiences prior to taking on the coaching role. This information was also used to build participant profiles around a group of volunteer reading coaches who agreed to be interviewed regarding their roles. Descriptive statistics and regression analysis were used to determine the relationship between time spent in coaching activities and difference in the

developmental scale score (DSS) as indicated by the FCAT reading achievement from the baseline year, of 2008 to the third year of 2011. Qualitative data analysis with survey data and interview transcripts provided theme analysis, context for the reading coach role, and participant profiles.

Population

Ninety-six out of 212 elementary school reading coaches (45.2%) responded to an online survey. The participating reading coaches self-reported their time in relation to the coaching activities. In addition, a total of 13 reading coaches were interviewed which provided a triangulation of data needed to create participant profiles. Over 85 pages of transcript data were analyzed.

Findings Summary and Conclusions

This study investigated the relationship between time spent engaged in coaching activities and the influences those activities had on student reading achievement, as evidenced by FCAT reading developmental scale scores. It also contributes to elementary reading coach research by examining and analyzing the background, experiences, coaching activities, time, and other factors related to improving reading achievement. Perceptions about coaching activities that have the greatest impact on student achievement, successes within the coaching role, and greatest concern for the coaching role were outlined by the participating reading coaches.

Comparison Across Studies: Elementary, Middle and High School Reading/Literacy Coaches

This study replicated the Boulware (2007) and Bowman (2011) studies in order to investigate the relationship between time spent engaged in coaching activities and their influences on student reading achievement. The purpose was to provide a context for the daily work lives of elementary reading coaches. This study varied from the two replication studies in the use of FCAT data, selecting developmental scale scores to represent a change in growth over time. Two previous studies utilized respective sample sizes of approximately half the size of the current study. This difference may have been due to the larger number of elementary reading coaches in the population compared to those at middle and high schools.

Since Boulware's (2007) study, the breath of literature and knowledge about the role of coach has expanded; however, data continue to indicate a need for further clarification of the role of coach, particularly with a noticeable increase reported to me spent in the area of other activities. The clarity of role of the reading coach is significant, given the fact that the state of Florida goal of 50%, was not met by the time reported by the sample populations in all three studies.

Research Question 1: Demographic, Professional, and Academic Background

What demographic, professional, and academic background information describes elementary school reading coaches in selected Florida school districts in 2011?

A summary of background characteristics of elementary reading coaches who participated in this study follow. At the time of this study, a majority of elementary reading coaches had been coaches for more than 4 years, had 10 or more years of

teaching experience, and held a master's degree. A significant percentage of reading coaches (86.6%) held master's degrees and 58.1% indicated having the state of Florida reading endorsement. Of the sample, 37.7% indicated work assignment prior to being a coach was as an elementary school teacher and 55.7% reported having been at their current school for seven or more years. The data indicated a broad spectrum of preparation experiences of the sample, including district training (77.1%) and independent study (51.4%).

Research Question 2: Coaching Activities and Change on Reading Achievement

What relationship exists between the percentages of time spent by elementary school reading coaches in coaching activities and the change in FCAT reading developmental scale scores for 5th graders from the baseline year, 2008, to the third year, 2011?

There was no statistical relationship between percentages of time spent in modeling lessons, coaching, or coach-teacher conferences and their influence on the difference in 5th grade DSS scores, based on the overall *F* test generated from a multiple regression model. Additionally, individual correlation models run between each of the 13 individual coaching activities and a measure indicating change in performance all showed correlations close to zero.

However, five coaching activities showed a positive statistical correlation indicating that an increase in time in the given activity related to an increase DSS change: coach-teacher conferences, data analysis, meetings and whole group professional development. This is educationally significant given the survey findings which revealed that reading coaches spent the most time in their two top ranked activities: coach-teacher conferences and other. The reading coach respondents ranked the five activities

associated with positive correlations as follows: 1) coach-teacher conference, 2) other, 5) data analysis, 9) meetings and 13) whole group professional development. Though information about the role and activities of the coach can be gleaned from the above, for this sample of reading coaches from four school districts in the state of Florida, no direct relationships existed between various coaching activities and the change indicator.

Table 31

Comparison of Percent of Time Spent in Coaching Activities and Rank Order of Time Spent in Coaching Activities

Key Coaching Activity	Rank	Mean	<i>r</i>	<i>p</i>
Coach-Teacher Conference	1	13.56	.10	.41
Other	2	10.52	.15	.22
Data Analysis	5	8.78	.03	.78
Meetings	9	6.71	.21	.10
Whole Group Prof. Development	13	3.98	.01	.97

Note. See Table 10 Percent of Time Spent in Coaching Activities and Table 12 Pearson Correlations Between Coaching Activities and FCAT Reading DSS Change

Data collected from the survey showed the time reading coach respondents spent engaged in 13 reading coach activities. They ranked coach-teacher conference as the most effective for improving students' scores on FCAT. Meanwhile, other duties not directly related to coaching ranked second and whole faculty professional development ranked last. Notably, coach-teacher conference along with other duties and whole faculty professional development were three of the five coaching activities that showed a positive correlation between time spent in activity and change in FCAT reading developmental scale scores.

Similarly, Boulware’s (2007) study of high school coaches reported the majority of time spent in other duties, the top-ranking activity, while Bowman’s (2011) study of middle school coaches reported coach-teacher conferences first. Similarities in rankings were noticed between high school coaches (Boulware, 2007) for modeling lessons and other duties, as well as with middle school coaches (Bowman, 2011) for coach-teacher conferences and coaching. Boulware (2007) determined no statistical relationships were found among coaching activities and increase in student performance in a singular regression test. The only test that demonstrated significance for middle school coaches (Bowman, 2011) was between modeling lessons and overall change in reading proficiency for all students. Displayed in Table 32 is a comparison of rank order of time spent in the three key coaching activities of all three studies.

Table 32

Comparison of Rank Order of Time Spent in Coaching Activities

Key Coaching Activity	Elementary Reading Coaches <i>N</i> = 67	Middle School Reading Coaches <i>N</i> = 29	High School Reading Coaches <i>N</i> = 28
Coach-Teacher Conference	1	1	8
Coaching	4	2	10
Modeling Lessons	10	6	9
Other	2	7	1

Note. From Boulware, D. P. (2007). *High school literacy coaches in Florida: A study of background, time, and other factors related to reading achievement.* Ed. D. dissertation, University of Central Florida, United States. Retrieved from http://etd.fcla.edu/CF/CFE0001525/Boulware_Donald_P_200705_EdD.pdf and Bowman, P. A. (2011). *Middle school literacy coaches in Florida: A study of the relationship among experience, coaching activities, and other factors related to reading achievement.* Ed. D. dissertation, University of Central Florida, United States.

*Boulware’s study (2007) reported on 10 coaching activities. The three studies utilized the same central Florida School districts to obtain their sample population.

Reading coaches were asked in the online survey questions pertaining to the frequency of time spent with teachers on various topics. The data on the supporting questions presented further details on activities of elementary reading coaches. The respondents indicated allocating chunks of time (52.2%) on a monthly basis to engaging in book studies, action research and coaching teachers on reading strategies. Half of the 53 respondents (52.2%) indicated engaging in weekly or bimonthly walkthroughs with feedback. Interestingly, Bowman (2011) reported that 64.3% of middle school coaches indicated weekly or bimonthly walkthroughs, but Boulware (2007) indicated that 34.8% of high school coaches rarely engaging in this activity.

Research Question 3: Perceptions of Coaching Activities on Reading Achievement

What activities did elementary school reading coaches perceive as factors that influenced reading achievement with positive changes in the Florida Comprehensive Assessment Test in reading in years 2008 – 2011?

Qualitative data of the elementary reading coaches' perceptions of factors that influence positive differences in reading developmental scale scores (DSS) were derived from online survey items in Part 2 (Appendix B) and interview data. Reading coaches shared that coach meetings, general school district support, including district-based reading team resources, and peer support, were the greatest sources of support in enhancing ability to deliver reading coach services.

Coaches reported the two hindrances they encountered were time and other duties. Time and other duties were noted as hindrances because they prevented reading coaches from engaging in the coaching activities that directly impact student achievement. The more duties the coach had the less time there was available for coaching on a daily basis. Coach-teacher collaboration was reported as the practice that influenced students' reading

achievement the most. When asked what measures coaches used to determine the effect of the selected activities on student achievement, the Florida Assessment for Instruction in Reading (FAIR) was reported most frequently. Security, supervision, committees, and testing, though possibly important, were listed as duties that they believed did not directly relate to improving student literacy.

Table 33 provides a comparison of the three studies based on themes regarding coach perceptions of supports that assist the role as coach, hindrances to the role, influential coaching practices that support student achievement, and other duties. A notable observation is the presence of time as the hindrance to role of coach. This indicates that from 2007 to 2012, there had been a continued need for clearly defined expectations for the role of coach. If the coaches' role had been clearly defined, then time might not have been listed as a prominent hindrance, since role ambiguity fosters confusion how coaches should spend their time. A prominent theme in the current study is the relationship between time and other duties and how each impacts the other preventing the reading coach from engaging in those activities that support student achievement.

Table 33

Comparison of Themes of Reading Coach Perceptions

Perception Area	Elementary Reading Coaches	Middle Reading Coaches	High School Coaches
Support	District Coaching Meetings	District Office	Peer Coaching
Hindrances	Time	Time	Time
Influential Practice	Coach-Teacher Collaborations	Modeling	Modeling
Other Duties	Security and Supervision	Supervising Students	Testing, Preparation, and Assessment

*Note. From Boulware, D. P. (2007). High school literacy coaches in Florida: A study of background, time, and other factors related to reading achievement. Ed. D. dissertation, University of Central Florida, United States. Retrieved from http://etd.fcla.edu/CF/CFE0001525/Boulware_Donald_P_200705_EdD.pdf and Bowman, P. A. (2011). Middle school literacy coaches in Florida: A study of the relationship among experience, coaching activities, and other factors related to reading achievement. Ed. D. dissertation, University of Central Florida, United States. *Boulware's study (2007) reported on 10 coaching activities. The three studies utilized the same central Florida School districts to obtain their sample population.*

Reflection on self-reported data of the PMRN was highlighted as respondents were asked on the online survey to provide factors that impacted the way they reported time officially compared to how they actually spent their time. Of all respondent reading coaches, 29 (56.9%) stated they either accurately reported or there is no opportunity for reporting other factors.

Themes for reading coach interview analysis were structured around six interview questions. Modeling and working with teachers were prevailing subthemes for reading coaches as they shared actions they believed to have had the most influence on student achievement. They listed coaching conversations and engaging in PLC (Professional Learning Communities) conversations as important work with teachers. Reading coaches

valued support from school and school district administrations. The interviewees noted the recurring subthemes of time and other duties as hindrances to coaching. The category of developing a relationship emerged due to working with a new administrator.

Implications for Practice

The work of the reading coach is impacted by time, evident in the review of literature as well as survey results. In this study reading coach respondents mentioned that time impacted their way of work. The coaches referenced this issue the most frequently in both the survey and interview. Not only did a significant percentage of respondents cite time as a hindrance to providing coaching services, they also named time allotment as the most troubling of all concerns shared in the survey. Survey results of this current study were consistent with the high school (Boulware, 2007) and middle school (Bowman, 2011) studies. In his conclusion, Boulware (2007) stated that “a clarification of the role of the school leadership is necessary to fulfill the promise of the policymaking; literacy coaching should involve coaching and working directly with teachers most of the time” (p. 122). Similarly, Bowman (2011) concluded that “determining how coaches spend their time and helping them reach their time management goals are critical to their success” (p. 133).

This study calls for a clearly defined standard for the role of coach. In this study, coaches confirmation that there exists a prevalence of other duties that impact time to engage in coaching activities, and yet these other activities did not positively impact student achievement. The survey and interview theme analysis of this study indicate time was impacted by other duties. These duties included security and supervision tasks along with participating in committee/meetings and students testing. To reiterate, coaches need

a more formalized role in order to allocate their time daily to coaching activities and those practices that directly positively impact student achievement.

The current study's call for a more formalized role is confirmed by a March 2012 survey by a joint collaboration of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to obtain information about the current roles and responsibilities of reading specialists/literacy coaches across the United States. The function of the joint survey is to not only assist in decision making for the IRA and NCTE stakeholders but also to revise the IRA's position paper on *The Role of Reading Specialist* (2000) and *The Reading Coach* (2004). Role ambiguity fosters confusion for coaches in their use of time. According to the reading coaches surveyed and interviewed in this study, role ambiguity fosters confusion for the coaches with regard to how they spent their time. Poglinco et al. (2003) found similar results when coaches in that study indicated that they did not have a clear description of their roles and responsibilities. This added to misunderstandings about how to spend their time and made their jobs more difficult. This was confirmed in the survey conducted by Blamey et al. (2008); in which respondents reported spending a large amount of time creating an identity, and they were plagued by ambiguity. The clarification of the reading coach role "depends on making smart decisions about the role of coaches" (Killion & Harrison, 2006, p. 28) in order to positively impact teaching and learning in the state of Florida and beyond.

Decision makers, state policy makers, school districts, and administrators need additional clarification to the role of coach and what variables to the role would be effective to support the context of daily coaching. In this study, coaches' relationships with their principals were analyzed. The data fell into two categories: positive

relationship and developing relationship. In the positive category, the common subtheme was a collaborative, supportive partnership between the coach and principal. In effect, the roles of these coaches were enhanced by the positive relationship. In the developing category, the principals were not only new to the school but new to the understanding of the role of the coach. A description for the role of the reading coach needs to take into consideration what variations in that role may look like as well as the expectations of how coaches should spend their time. Biancarosa et al. (2010) found by design, coaching is an intervention from which one might reasonably expect variable effects to accrue depending on the quality of coach, the school context in which coach works, and the varying amounts of coaching each individual teacher receives. Deussen et al. (2007) found a significant relationship between where the coach was employed and use of time; those that worked in places with a system for coaching and an understanding of coaching activities at the district, school administration, and classroom teacher levels were more apt to have more time to dedicate to classroom instruction. The researcher of this study affirms the less ambiguous the role, the more accountability reading coaches have to engage in coaching activities that related directly to student achievement.

This study reveals the context for coaching advocated by the given participants. Coach-teacher collaboration was deemed the most influential practice on students' reading achievement. This response was consistent with the reporting of time spent in coaching activities by the respondents. The coaches in the current study shared the belief that coach-teacher conferences, modeling lessons, and data analysis were influential coaching activities even though they did not spend time doing these things. Interestingly, the literature on coaching provides clear parameters for creating a well-defined role. The

research in this study informs us of the need to eliminate role ambiguity for the role of the reading coach and provide well-defined parameters for daily practice to avoid the pitfalls of time and other duties taking away from activities that directly impact student achievement. Consideration of the context of coaching is pivotal. As Shidler (2009) concluded, “more time on coaching is not always better” and “it is the type and quality of the interaction that becomes the deciding factor” (p. 459). The endless citation of other duties by this study’s participants means that the role of coaching needs to be clarified and further defined. Priority in ranking those activities would provide the most generative opportunity to enhance the teaching and learning experience. One such example is working directly with teachers, as espoused by L’Allier et al. (2010), Florida Department of Education (2011), and Puig & Froelich (2011). Activities such as those outlined in this study and the literature provide the basis for clarity in the daily work lives of the reading coach.

Discussion on the Complexity of Analysis

There was a myriad of complexity in the discussions related to this study. The complexity in the role of coach, and more specifically the ambiguity of that role, were explored in the findings. Adding to the complexity were the numerous variables that could impact the self-reported data and the conclusions drawn. I hypothesize that the below could add complexity to the analysis:

- Change in budgets that sway the school districts and/or school administrators’ expectations of the context for coaching. With less funding and less positions,

administrators may require or allow coaches to engage in other activities important to the school but that do not impact student achievement.

- Varied hiring methods at the school district or school level for the role of coach. Including what, if any, preparation was provided to coaches to embark on the role of coach.
- Use of title to retain a staff member. With budget constraints, administrators may decide to use the title of reading coach to retain a valuable staff member. This title-hopping approach does not necessarily correlate to a person that could or wants to be effective in the role of coach.
- Reading coach turnover. Changing coaching within or between a school year disrupts the plan to support teaching and learning. Turnover could be caused by: coaches not being reappointed because they tell principals what they may not want to hear, coaches that excel in the role and are asked to take on other roles at the school or school district, and coaches that do not excel at the role causing principals to either eliminate the role or replace the person.
- Mobility by teachers at the school site that have benefited from interactions with the reading coach and/or student mobility between and within a school year. Both aspects of mobility impact the daily work of the reading coach along with the aspects of teaching and learning that have been part of the work of the coach with given teachers and/or students.

Practical Recommendations for Participating School Districts

1. Develop a systematic plan for defining, hiring, supporting and retaining reading coaches within the school district.
2. Clearly define the roles and responsibilities for the role of reading coach in daily application. Provide the standards and expectations for the context of coaching at the elementary school.
3. Provide opportunities for professional learning for school district and school site leaders to understand the roles and responsibilities of the reading coach. Including for the school administrations, an outline of what a coach can do on-site to impact student achievement.
4. Provide an initial coaching professional course/training for those who are taking on the role of coach. Including: standards and expectations of the school district for the role, roles and responsibilities of the reading coach, how to engage in various coaching activities, working with adults, transferring the work with adults to student achievement.
5. Provide on-going professional learning for those in the role of reading coach beyond meetings and content learning. Including: roles and responsibilities of the reading coach, how to engage in various coaching activities, working with adults, transferring the work with adults to student achievement.
6. Routinely provide a context for the role of the reading coach to the teachers at a given school site. Including how to access that coach and ways they can support teaching and learning.

Recommendations for Future Research

1. Replicating this study and expanding the scope of population beyond confines of four central Florida districts would provide a larger sample size and valuable context for reporting reading coach background information and professional experiences.
2. This study was limited by lack of comparable data in primary grades (K-2). A replication of this study could include a data source that would provide opportunity to analyze time and coaching activities across all elementary grades, K-5.
3. This study strayed from those that it replicated, as Boulware (2007) and Bowman (2011) used FCAT proficiency data (indicated by levels), and the present study analyzed differences in FCAT DSS from 5th graders in the baseline year of 2008 to the third year, 2011. An interesting study would be to examine the possibility for a relationship using DSS data in the previous studies.
4. Data in this survey provided context for the coach-principal relationship from the viewpoint of the reading coach. Interview and survey data could be extended to include the point of view of principals. Part of data collection could include surveying principals to determine levels of understanding and the expectations they held in regard to the reading coach.
5. The interesting context presented in interviews and open-ended questions provided depth and insight into survey data. Case study methodology could be used to dig deeper for a small number of reading coaches (2-4) to gather data over

a longer period of time. This could include interviews and observations conducted several times per year.

6. A more complete data set of interviews could be collected with a larger sample size for the interviews.
7. Considering the conclusions that were drawn across the three studies (elementary, middle and high school) an interesting next study could include all three levels; elementary, middle, and high in one sample to look at the conversion of information beyond grade levels.
8. In reaction to the fact all three studies did not find a significant relationship between time spent in coaching activities and student achievement, another study might quantify and/or label the context for which certain coaching activities would have impact on learning and teaching.
9. Building on the above, a future study could conduct further investigation into what actual activities reading coaches enacted in the categories of time spent. For example, if a reading coach allocated 15% of her time to coaching, what did that activity look like?, Was it beneficial and effective?
10. The survey being conducted in March 2012 by a joint collaboration of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to obtain information about the current roles and responsibilities of reading specialists/literacy coaches across the United States provides a forum to extend the research in this study. The impact of those revisions could further extend, refine, and revise this study.

Summary

The notion of reading coaching in the educational system is under attack. With strict budget constraints and a call for reform from all stakeholders, the non-classroom based position of reading coach will be scrutinized by states and school districts around the country.

When a system is heavily laden with accountability-driven reforms, it's difficult for an effective education system to evolve. Coaches are system leaders. They need to develop as change agents at both the instructional level and the level of organizational and system change. (Fullan & Knight, 2011, p. 53)

To develop into agents of change, the stability of the role is contingent on continued clarification of responsibilities and expectations of reading coaches, particularly as more demands lead to extended duties. Research conducted in the current study, in an effort to clarify the role and work life of the reading coach, exemplifies the importance of determining the extent to which coaching activities have an impact on student achievement. The timeliness of this study is evident in the survey being conducted in March 2012 by a joint collaboration of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) to obtain information about the current roles and responsibilities of reading specialists/literacy coaches across the United States. This research clarifies the role and to provides substantial evidence about the impact of coaching on teacher practice and student achievement. It provides value-added support of funding the reading coach position in districts and schools. Given the data collected and analyzed, I advocate for states, school districts and schools to clearly define the role of reading coach. This includes expectations about the amount of time to be

spent in coaching activities that impact teaching and learning along with hiring qualities and experiences, and ways that reading coaches will be supported in their roles. Only when this is accomplished will the daily work lives of reading coaches allow for engagement in activities that impacts student achievement. The current research conducted adds value to the breadth of research on the role of reading coach and contextualize experiences, activities and use of time of the reading coach ultimately impacting teaching and learning.

APPENDIX A
PERMISSION TO USE/MODIFY SURVEY INSTRUMENTS

Letter to Dr. Don Boulware

July 12, 2011

Dear Dr. Boulware:

I am a graduate student at the University of Central Florida, and I am researching the subject of elementary school literacy coaches. My intention is to replicate the study that you conducted with high school literacy coaches and Patricia Bowman conducted with middle school literacy coaches. I anticipate that the benefits of this study would add to the contributions to research on reading/literacy coaches, allow for analysis across elementary, middle and high school, and assist in establishing best practices and professional development for literacy coaches.

In replicating your study I am seeking permission to modify for elementary school coaches your web-based survey, your interview questions and your reading coach log. If you are inclined to grant permission I request that you respond to me by email indicating your permission to modify your survey for elementary school literacy coaches.

Sincerely,

Gina M. Zugelder
gzugelder@gmail.com
UCF Doctorial Candidate Curriculum and Instruction

Response from Dr. Donald Boulware

July 17, 2011

Hello Gina,

You have my permission to replicate the full study to include survey, questions, and logs. Feel free to contact me if you have any other questions, or need assistance. Best wishes with your research endeavors.

Don

Donald P. Boulware
Executive Director, Technology Services
Volusia County Schools
386-734-7190

Letter to Dr. Patricia Bowman

July 12, 2011

Dear Dr. Bowman:

I am a graduate student at the University of Central Florida, and I am researching the subject of elementary school literacy coaches. My intention is to replicate the study that you conducted with middle school literacy coaches. I anticipate that the benefits of this study would add to the contributions to research reading/literacy coaches, allow for analysis across elementary, middle and high school and assist in establishing best practices and professional development for literacy coaches.

In replicating your study I am seeking permission to use and modify for elementary school coaches your web-based survey, your interview questions and your reading coach log. If you are inclined to grant permission I request that you respond to me by email indicating your permission to use and modify your survey for elementary school literacy coaches.

Sincerely,

Gina M. Zugelder
gzugelder@gmail.com
UCF Doctorial Candidate Curriculum and Instruction

Response from Dr. Patricia Bowman

July 12, 2011

Dear Ms. Zugelder,

Please feel free to modify the Middle School Literacy Coach Survey in any way that you feel better addresses the elementary school literacy coach population.

I look forward to reading the results of your study.

Best of Luck!

Patricia Bowman, Ed.D.

Principal

South Seminole Middle School

SCPS Pre-IB Prep and Leadership and Global Connections Magnet

407-746-1304

APPENDIX B
FLORIDA ELEMENTARY SCHOOL READING COACH SURVEY

Florida Elementary School Reading Coach Survey
Text Copy of the Web-Based Survey
based on the 2007-2011 school years

Opening Page

Informed Consent Page

School Code Number Entry

Part 1: Coaching Activities

1. How often do you conduct reading/literacy walkthroughs and provide teachers with feedback?

Rarely
Daily
Weekly
Bi-Monthly
Monthly
Quarterly
Yearly

2. How often do you spend time conferring with teachers about improving vocabulary?

Never
Daily
Weekly
Monthly
Yearly

3. How often do you spend time conferring with teachers about improving fluency?

Never
Daily
Weekly
Monthly
Yearly

4. How often do you spend time conferring with teachers about improving reading comprehension?

Never
Daily
Weekly
Monthly
Yearly

5. How much time do you spend with teachers in lesson study?

Never
Monthly
Regularly
Yearly
Other

6. How much time do you spend with teachers in book study?

Never
Daily
Weekly
Monthly
Yearly

7. How much time do you spend with teachers in action research?

Never
Daily
Weekly
Monthly
Yearly

8. How often do you spend time coaching teachers on reading strategies?

Much of the Day
When I can Make Time
At Least Once a Week
Many Times during the Month
I Struggle with Making Time for This

9. When does the coaching of teachers take place?

Before School
After School

During Planning Periods
In-service Days
Early Release Days
Other

10. What support have you received from others in providing reading/literacy-coaching services?

11. What hindrances and challenges have you encountered in providing reading/literacy coaching services? Please provide as much information as you believe will be helpful in understanding reading/literacy coaching.

12. Do you have an office?

Yes
No

13. Do you have a dedicated professional development room?

Yes
No

14. Do you have a classroom library to use for demonstrations and teacher checkout?

Yes
No

15. What is your approximate budget for purchasing books, attending conferences, and professional development?

\$0-100
\$101-250
\$251-500
\$501-1000
\$1001-2000
\$2001-5000
More than \$5,001

16. List professional conferences have you attended in the last 12 months.

National?
State?
Local?

17. Which coaching activities seem to have the most effect on students' reading achievement in your school?

18. What measures do you use to determine the effect of the coaching activities on the students' reading achievement in...

K-2

3-5

19. List duties as assigned to you which may be important, but not directly related to improving student literacy.

20. Successes:

Please describe some coaching successes you have had in the last 18 months, in terms of effect on teacher changes that will improve student achievement?

21. What is the greatest concern you have about being an elementary school reading/literacy coach?

22. Did anything happen at your school from 2010 to present 2011 that may have affected the overall reading results?

Please describe.

23. Did your school undergo any major restructuring or school-wide reforms in the school year 2010-2011 to present that may have benefitted the overall reading results?

If yes, then please describe.

Part 2: 2011 Coaching Activities and Time

24. In the first semester of the 2011-2012 school year, what have you spent your time doing in your role of reading/literacy coach?

Please indicate percentages (%) of time engaged in the activities listed below.

Whole Faculty Professional Development: Providing or facilitating professional development sessions such as faculty seminars, action research, and/or study groups designated to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers and paraprofessionals. _____ %
Small Group Professional Development: Providing or facilitating small group professional development sessions such as faculty seminars, action research, and/or study groups designed to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers, and paraprofessionals. _____ %
Planning: Planning, developing, and/or preparing professional development, including: surveying teachers for PD needs; preparing content for PD for teachers, parents, and others; planning a schedule of PD delivery, gathering PD materials; preparing a lesson for modeling and planning a coaching session with a teacher. _____ %
Modeling Lessons: Demonstrating lessons while teachers observe or co-teaching lessons in classrooms. _____ %
Coaching: Coaching (initial conversations, observation, and reflecting conversation) teachers in classrooms which includes observing teachers, formulating feedback regarding lessons, discussing feedback with teachers, and reflecting with teachers relating to reading or content area lessons. _____ %
Coach-Teacher Conferences: Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other topics related to reading. Informally conversing with teachers in a variety of ways (phone, E-mail or fact-to-face) on topics concerning reading such as fluency building, organizing literacy centers, students in need of intervention, etc. _____ %
Student Assessment: Facilitating and coordinating student assessments, including scheduling the time and place for assessments, and notifying teachers of the assessment schedule. _____ %
Data Reporting. Entering assessment data into any data management system. _____ %
Data Analysis: Analyzing student data to assist teachers with informing instruction based on student needs. This includes personal study of data reports, principal/coach

data sessions, and teacher/coach data sessions.	_____ %
Meetings: Attending meetings in my school, district or region regarding reading issues	_____ %
Knowledge-Building: Attending meetings in the school, district, or region regarding reading issues. Examples include meeting with school/district administrators or coaches, school/community groups, curriculum teams, Reading Leadership Teams, School Improvement Plan Teams, etc.	_____ %
Managing Reading Materials. Preparing the budget for reading materials, reviewing and/or purchasing the materials, maintaining inventory, and delivering reading materials. Also included are duties such as gathering teacher resources and organizing leveled books for classroom libraries in collaboration with school staff.	_____ %
Other: Time spent on other duties assigned: Please list.	_____ %

Part 3: Reading/Literacy Coach Demographics/Academic and Professional Background

25. In what year did you begin the role of reading/literacy coach at your school?

Before 2007

2007

2008

2009

2010

2011

26. What was your primary teaching or work assignment prior to taking on the role of reading/literacy coach?

Reading intervention teacher

Reading teacher

ESE teacher

ESOL teacher

Elementary school teacher

English/language arts teacher

Social Studies teacher

Mathematics teacher

Science teacher

Elective teacher

Curriculum resource teacher

Other: please identify

27. How many years were you a classroom teacher?

0-3

4-6

7-9

10-12

13-15

16-18

19-21

22-24

25-30

More than 30 Years

28. How long have you worked at your present school?

29. What was your undergraduate major?

30. Please list degrees earned or in progress and subject focus.

31. What preparation have you experienced for the role of reading/literacy coach?
Select all that apply

Reading Endorsement

College Coursework

District Training

Graduate Coursework as part of non-reading degree

Master's, Ed. S., or doctorate degree in Reading

Online Training

School Site Training

Vendor Training

Independent Study

Other (please specify)

32. What factors impact the way you report your time? Consider how you officially report your time versus how you actually spend your time in the role of reading/literacy coach.

33. Are you willing to participate in a short interview? If so, please provide your name, email, and phone number where you can be reached.

Yes

No

APPENDIX C
PROGRESS MONITORING AND REPORTING NETWORK
COACHING ACTIVITIES

Progress Monitoring and Reporting Network Coaching Activities

1. Whole Faculty Professional Development: Providing or facilitating professional development sessions such as faculty seminars, action research, and/or study groups designated to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers and paraprofessionals.
2. Small Group Professional Development: Providing or facilitating small group professional development sessions such as faculty seminars, action research, and/or study groups designed to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers, and paraprofessionals.
3. Planning: Planning, developing, and/or preparing professional development, including: surveying teachers for PD needs; preparing content for PD for teachers, parents, and others; planning a schedule of PD delivery, gathering PD materials; preparing a lesson for modeling and planning a coaching session with a teacher.
4. Modeling Lessons: Demonstrating lessons while teachers observe or co-teaching lessons in classrooms.
5. Coaching: Coaching (initial conversations, observation, and reflecting conversation) teachers in classrooms which includes observing teachers, formulating feedback regarding lessons, discussing feedback with teachers, and reflecting with teachers relating to reading or content area lessons.
6. Coach-Teacher Conferences: Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other topics related to reading. Informally conversing with teachers in a variety of ways (phone, E-mail or fact-to-face) on topics concerning reading such as fluency building, organizing literacy centers, students in need of intervention, etc.
7. Student Assessment: Facilitating and coordinating student assessments, including scheduling the time and place for assessments, and notifying teachers of the assessment schedule.
8. Data Reporting. Entering assessment data into any data management system.
9. Data Analysis: Analyzing student data to assist teachers with informing instruction based on student needs. This includes personal study of data reports, principal/coach data sessions, and teacher/coach data sessions.
10. Meetings: Attending meetings in my school, district or region regarding reading issues.
11. Knowledge-Building: Attending meetings in the school, district, or region regarding reading issues. Examples include meeting with school/district administrators or coaches, school/community groups, curriculum teams, Reading Leadership Teams, School Improvement Plan Teams, etc.

12. Managing Reading Materials. Preparing the budget for reading materials, reviewing and/or purchasing the materials, maintaining inventory, and delivering reading materials. Also included are duties such as gathering teacher resources and organizing leveled books for classroom libraries in collaboration with school staff.
13. Other: Time spent on other duties assigned (Florida Department of Education, 2011, pp. 13.6-13.8).

APPENDIX D
PERMISSION TO USE PUIG AND FROELICH'S CONTINUUM OF
COACHING

Letter to Dr. Enrique Puig

August 9, 2011

Dear Dr. Puig:

I am a graduate student at the University of Central Florida, and I am researching the subject of elementary school literacy coaches. I would like to include The Continuum of Coaching found in The Literacy Coach: Guiding in the Right Direction, 2nd ed. (2011). The continuum and other resources for the 2007 1st ed and the 2011 2nd ed will be properly cited.

My intention is to include discussion about the Continuum of Coaching in the conceptual framework of Chapter 1 and discussions in the literature review of Chapter 2. If you are inclined to grant permission I would request that you respond to me by email indicating your permission to use the Continuum of Coaching.

Sincerely,

Gina M. Zugelder

gzugelder@gmail.com

UCF Doctorial Candidate Curriculum and Instruction

Response from Dr. Enrique Puig

August 9, 2011

Hi. Yes you have my permission to use it.
Enrique Puig

Letter to Dr. Kathy Froelich

September 14, 2011

Dear Dr. Froelich:

I am a graduate student at the University of Central Florida, and I am researching the subject of elementary school literacy coaches. I would like to include The Continuum of Coaching found in The Literacy Coach: Guiding in the Right Direction. The continuum and other resources from the 2007 1st ed and the 2011 2nd ed will be properly cited.

Dr. Puig and I have communicated and has granted his permission. He also sent me the most recent version (unpublished) of the continuum that you revised for future work. I would like permission to use this unpublished version, cited properly in my dissertation.

My intention is to include discussion about the Continuum of Coaching in the conceptual framework of Chapter 1 and discussions in the literature review of Chapter 2. If you are inclined to grant permission I would request that you respond to me by email indicating your permission to use the Continuum of Coaching.

Sincerely,

Gina M. Zugelder

gzugelder@gmail.com

UCF Doctorial Candidate Curriculum and Instruction

Response from Dr. Kathy Froelich

September 14, 2011

Dear Gina - I am happy to give permission for both documents. I wish you every success with your dissertation. Best, Dr. Froelich

APPENDIX E
INTERVIEW SCRIPT

Interview Script

Hello:

I have contacted you for an interview to complete my study on reading/literacy coaches. I have a few short questions and, perhaps, a few follow-up questions.

This process is voluntary, and there are no known risks. Assisting with this study may benefit future research and help develop best practices on the subject of elementary school reading/literacy coaches.

If you have questions about this research, please contact Gina Zugelder at 321.663.2344 or my faculty supervisor, Dr. Susan Wegmann, Associate Professor in the School of Teaching, Learning and Leadership at the University of Central Florida. Her contact number is 407.823.6741.

Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The phone number is 407-823-2901.

By agreeing to participate in this interview you are providing your informed consent.

- Do I have your permission to begin the interview?
- Why did you decide to become a reading/literacy coach?
- What do you do that you believe influences student achievement in reading the most?
- What measures do you use as evidence of the influence on student reading achievement?
- What contributes or had contributed to your success as a reading/literacy coach?
- What had impeded your success as a reading/literacy coach?
- Describe your relationship with school principal.

APPENDIX F
PRINCIPAL AND PARTICIPANT INITIAL CONTACT AND
INFORMED CONSENT

Invitation to Reading/Literacy Coach via School Principal

Dear Principal:

I am a graduate student at the University of Central Florida and a Central Florida literacy consultant. I am researching the subject of elementary school reading/literacy coaches and the effect of that position on student reading achievement. I have attached your district's approval letter granting permission to conduct this research.

If you have questions about this research, please contact Gina Zugelder at 321.663.2344 or my faculty supervisor, Dr. Susan Wegmann, Associate Professor in the School of Teaching, Learning and Leadership at the University of Central Florida. Her contact number is 407.823.6741.

Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research and Commercialization, 12443 Research Parkway, Suite 302, Orlando, FL 32826-3252. The phone number is 407.823.2901.

If you would be so kind, **please forward this email and the attached letter which includes the survey link to your school's reading/literacy coach.** If you have more than one reading/literacy coach, please ask each to take their own survey using the same school code. The link will bring up a web-based survey on how your coach spends work time and what they perceive to be helpful in improving reading proficiency. The survey will take about 15 minutes to complete. The surveys are *confidential* and all participants will be *anonymous*. Anticipated benefits of this study include development of reading/literacy coaching best practices as well as scholarly contributions to research on this subject.

Sincerely,

Gina Zugelder
UCF Doctoral Candidate
Curriculum and Instruction
Gina_zugelder@devstu.org
321.663.2344

Dear Reading/Literacy Coach:

Thank you for your time and assistance with this important project. Please follow this link to the survey: <https://www.surveymonkey.com/s/zugelder-survey>

The survey will take about 15 minutes to complete. The surveys are *confidential* and all participants will be *anonymous*.

Each school has been assigned a random code so that no school or reading/literacy coach can or will be identified in this study. If there are more than one reading/literacy coach at your school, I request that each of you take your own survey but use the same school code.

Your school's code is _____ . Please use this to begin survey.

Sincerely,

Gina Zugelder
UCF Doctoral Candidate
Curriculum and Instruction
gina_zugelder@devstu.org
321.663.2344

Reading/Literacy Coach Consent on SurveyMonkey.com

Dear Reading/Literacy Coach:

I am a graduate student at the University of Central Florida working on my doctoral degree in Curriculum and Instruction and also a Central Florida literacy consultant. You have been chosen to participate in a research study. The purpose of this study is to investigate the relationship among the professional background, experiences, and coaching activities of elementary school reading/literacy coaches and changes in student reading proficiency.

In this survey you will be asked some demographic information as well as some information about your experiences as a reading/literacy coach. In addition, you will be asked to report the time spent on particular coaching activities from the months of August 2011 to October 2011. If necessary, please use the data from your PMRN Reading Coach Activity Log bi-weekly reports to assist with an accurate report of the percentage of time you spend on each activity.

The survey will take approximately 15 minutes to complete. Your participation in this study is voluntary. You have the right to withdraw consent at any time. You do not have to answer any question that you do not wish to answer. All information is strictly confidential and will be known only to me as the researcher.

If you have questions about this research, please contact me, Gina Zugelder at 321.663.2344 or my faculty supervisor, Dr. Susan Wegmann, Associate Professor in the School of Teaching, Learning and Leadership at the University of Central Florida. Her contact number is 407.823.6741. Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed at UCF IRB Office at University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The phone number is 407.823.2901.

If you agree to participate in this study, please select the "I Accept" button below to communicate your informed consent to participate in this study. Please note that you are free to withdraw your consent to participate at anytime without consequence and you do not have to answer any question that you do not wish to answer.

Many principals are making difficult decisions about whether to employ a reading/literacy coach in their elementary schools during this funding crisis. The results could be most valuable!

Sincerely,

Gina Zugelder
UCF Doctoral Candidate
gina_zugelder@devstu.org
321.663.2344

APPENDIX G
SECOND REQUEST FOR PARTICIPATION

Second Request for Interview

Thank you so much for taking the Reading/Literacy Coach Survey last month! If you would still like to participate in a short 5 question interview session with me by phone, please email me the times and dates that would be most convenient for you as well as a phone number where you can be reached. I would like to conduct these phone interviews by **December 30th**, if possible.

As a professional development provider, I value the critical need for reading/literacy coaches in our schools. I am in hopes that the result of my study will have a major impact on administrative decisions on the retention of literacy coaches in our middle schools.

You can reach me at this UCF email address or my email address:

gina_zugelder@devstu.org

My cell phone number is 321.663.2344 should you like to speak to me directly.

Thank you so much for your participation!

APPENDIX H
READING COACHES' RESPONSES TO SURVEY ITEMS 20, 21, 22

READING COACH RESPONSES to Item 20: Please describe some coaching success you have had in the last 18 months, in terms of effect on teacher changes that will improve student achievement.

1.	Teachers say they are encouraged, but I am new...
2.	Training all K teachers how to use ERI and conducting model lessons and targeted coaching to follow up to ensure program fidelity; training all K-2 teachers on how to administer a DRA2--by completing the 'Focus for Instruction' section, teachers are better able to focus on the students' needs during small-group instruction
3.	Teachers who try new strategies or change instructional delivery and see student engagement and higher achievement
4.	Implementation of LLI and WRS
5.	Clickers Training and CPS Lesson creating with teachers
6.	Coaching Teachers on the use of Kagan Structures, Data Analysis Days, Reviewing Students Progress for meeting Standards, Implementing 100 Book Challenge, Ongoing Progress Monitoring through PST
7.	I have seen a lot of impact in teacher lessons. Many teachers I have worked with seem to be teaching the skill/objective, rather than the story. I have also had quite a bit of success in writing lessons-when i go back and observe or talk to teachers after I have modeled a lesson.
8.	Creating changes in resistant teachers' behaviors impacting small group differentiated instruction, and the use of reading and writing strategies.
9.	Book study, Good Bye Round Robin and an on-going professional development workshop on guided reading.
10.	Teachers implementing guided reading and requesting more time to plan collaboratively
11.	Our PLCs have been a great sounding board for new ideas, better understanding of our Next Gen Sunshine State Standards, better understanding of the FCAT test specifications to align our questioning and test questions. Through this medium we have determined to do more cold read type testing to ascertain what our students know and where to focus our instruction in the 90 minute block and intervention blocks.
12.	Teacher eval-coaching teachers to use the scales to enhance their monitoring and data days with each grade level to identify grade level weaknesses and develop smart goals for those deficits- I then made centers for each and gave them to the teachers
13.	Re-introduction and support of differentiated instruction during reading and interventions.
14.	This is the beginning of my first year.
15.	PLC--in particular RtI and FAIR meetings
16.	This is my first year as Reading Coach
17.	Working with Kindergarten teachers to incorporate more shared writing and comprehension instruction into whole group reading. Encouraging teachers to use techniques such as Kagan Cooperative Learning to encourage more student

	engagement.
18.	Flexible reading intervention groups as a result of data analysis and matching instruction to student needs, differentiated small group instruction utilizing appropriate materials
19.	Being able to convince a grade level to do a walk to intervention and then seeing the change in teachers/student achievement
20.	After modeling a few lessons and co-teaching with a teacher using a new program, that teacher now fully implements it and the students have increased their engagement.
21.	New kindergarten teacher... after a post observation lesson, made dramatic changes in her delivery of instruction and classroom management. Students began spending more time on task and less time being redirected.
22.	I-pod Target grant; RtI master list; participating in the OCPS K-12 Lit. Plan writing team.
23.	Teachers are more apt to come to me to aid in improving their instruction, especially veteran teachers.
24.	Some teachers are buying into guided reading and moving away from basal
25.	Teaching teachers to use data to drive instruction, helping teachers understand that small groups/ bottom 30% should be fluid groups
26.	Working with intervention small groups
27.	Helping teachers plan effective intervention time to incorporate all areas of reading needed. Sharing the theory of the benchmarks are the curriculum not Imagine It!. An example of this was at a Kindergarten data meeting we discussed them teaching the recognition of the letter T. I asked for them to bring a list of students and their current letter recognition. Most of their students know letter T so why teach the recognition only.
28.	Co-teaching and modeling with a primary and intermediate teacher in their classroom
29.	A technology-shy teacher is learning to administer FAIR.
30.	Modeling a reading block for a new teacher, observing and giving feed back to new teachers
31.	Modeling, Coaching, Teacher Conferences, Meetings, Data
32.	Getting teachers to understand different ways to present material besides whole group instruction
33.	This is my first year as a reading coach
34.	Meeting with grade levels more often to discuss data and effective ways of grouping students for iii. Also modeling the Multisyllabic Routines in grades 3-5.
35.	Modeling Reciprocal Teaching in classrooms, modeling small group reading instruction in K-5 classrooms, CHAMPS coaching
36.	Guiding our teachers through the implantation of FAIR and then analyzing the data. We've also done ongoing PD on comprehension strategies. We are perfecting our analysis of data to better organize our intervention groups. I've initiated a Reading Club for struggling readers that meets every morning for 30 minutes before school and a tutorial at our low income apartments for after

	school.
37.	Working and mentoring new teachers; helping to design specific strategies for differentiated instruction; introduction of new vocabulary curriculum
38.	I was able to model some cvc activities for first grade and they are now doing them within their classrooms. I introduced using it ouches for small group practice with sight words, alphabetic principle, Showed teachers how to print and use SRI reports and DIBEL reports again.
39.	Teachers using PASI and PSI results to drive instruction; teachers learning to interpret FAIR
40.	Helping teachers implement the use of PASI, PSI, and SRI grouping intervention data to group students, and provide instruction at appropriate levels. Receiving positive feedback after providing strategies for fluency building.
41.	Teacher inquiry into how to help students that are struggling with phonics; Teacher interest in using the Daily Five Management system
42.	We are a journey with Early Reading Intervention and Level Literacy and I feel that these two programs will enhance our guided reading school-wide.
43.	I have implemented Study Island school-wide and worked on improving our RtI efforts to pinpoint student weakness and pick appropriate interventions.
44.	Teachers understanding data and what to do with it.
45.	PLC training to understand weekly formative assessments, Literacy week with lots of teacher and student input, in class observations and work with new teachers to focus on small group differentiation,
46.	I really don't have time to coach. Sharing information and vision is the best I can do rit now.
47.	Our school made a significant increase in learning gains this past year bringing our school from a grade B to a grade A. I spent a tremendous amount of time modeling, coaching, and providing feedback to the teachers and intervention reading teachers to ensure that they were following best practices as well as were comfortable with their teaching.
48.	During PLC, we constantly discuss curriculum. Ongoing Progress Monitoring.
49.	I worked with a beginning teacher last school year who was struggling in many areas; classroom management, presentation skills, communication, etc.. and we developed, eventually, a relationship of two equals, and she became committed to making personal and professional improvements. One of these included learning new strategies in many areas of teaching. Through my coaching she took ownership of her own improvement and became a successful first grade teacher. She was good about telling me what she wanted to know more about or learn skill wise and I focused on helping her achieve the results she desired. This was shown on many of the assessments she was required to do that year on her students. Student achievement in her class progressed nicely and those that were not progressing she was quick to ask for guidance on what to do, which in turn, got them on the right track for extra intervention and help through the PST process.
50.	I was able to introduce the new teachers to our reading resource room, teach the teachers how to read the SRI and FAIR reports, train the teachers on using the

	Comprehension toolkit and teach them the new intermediate toolbox
51.	I feel that I've gained the respect of many older colleagues over the years, and I've seen amazing changes in their classrooms. I have a rapport with the teachers that I did not have when I first started in this position 6 years ago, and they are receptive and excited about new materials that I present to them. I have teachers who I never thought I'd see administering a PSI or PASI, using the Comprehension Toolkit and getting excited about it. I've done some professional development on levels of complexity in questioning and I've observed the teachers making changes to add more complex questions to their teaching.
52.	I taught Write...from the Beginning to 3rd and 4th grade last year. Our writing scores on FCAT were amazing because of teacher buy-in.
53.	Helping the teachers to implement guided reading school wide. Working with all teachers to differentiate instruction for all students.
54.	Teachers are beginning to use Thinking Maps in their reading and writing lessons. They are using the strategies in the CAFE book and having the students state which areas they need to work on and which strategies they are using to help them improve.
55.	Teachers are asking for help and asking for professional development in certain areas
56.	I have been coaching teachers on how to work with students one on one to confer with students. This has been very powerful in helping move students along in their reading skills. Another success has been working with the 3-5 math/science teachers in order to incorporate reading strategies in the content areas. My focus with coaching has also been on helping teachers teach students how to read nonfiction text for meaning. The biggest impact is making sure to consistently follow up with teachers and continue to coach them rather than just providing them with a one time coaching experience.
57.	Teacher is using lower level text and modifying homework for a third grader whose ability is at least a year below.
58.	Modeling think-pair-share emphasizing the importance of wait time for think; discussion of regression of scores in fourth and fifth grade with brainstorming root causes; goal setting sessions for each grade level team-next setting individual teacher goals; PLC on higher level questions; implementing exit questions
59.	We have had several teachers engage in Debbie Miller/Stephanie Harvey reading strategies and rooms have been transformed!! Also, it has improved writing skills as well as comprehension levels.
60.	So many teachers are very receptive to me. They reach out and are so pleasant and receptive.
61.	Scheduling Assessments; Training teachers in the latest programs in reading (eg. Tune in to Reading); Trained an assessment team to assist with the K2 EST FAIR test
62.	The implementation of the Comprehension Toolkit Strategies has been successful for two reasons. At first, there was quite a bit of resistance to moving from the comprehension test at the end of the story to using graphic organizers & rubrics

	to assess comprehension skills on a higher level. Secondly, in addition to meeting the required gains for our lowest quartile in reading last year, we started hearing the students using higher level questions and statements in their conversations about books.
63.	Coaching teacher conferences for new teachers to school and teachers new to a grade level
64.	I feel that our teachers are better prepared for their classroom reading experience. They have a variety of strategies that they use for instruction and can make excellent informed instructional decisions based on data.
65.	Positive response to my guidance
66.	Teachers that are hosting teacher candidates are implementing a coteach model in their classrooms; primary teachers are implementing a framework for Guided Reading (WRS); implementation of two new programs during walk to intervention for two separate grade levels; data analysis three times per year plus follow-up on student progress for walk to intervention

READING COACH RESPONSES to Item 21: What is the greatest concern you have about being an elementary school reading/literacy coach?

1.	Secondary...that I need to do more
2.	Actually being able to coach 50% of the time
3.	Not helping those really need it. Not being able to get to students who need intensive intervention
4.	Teachers feeling I don't do anything. I would be better in the classroom
5.	Lack of Support from teachers who don't want another person coming in their room
6.	Teacher Turnover
7.	I can work with teachers all day long, but I do not have the authority to make them do anything, yet I am evaluated on their performance. The size of my school also limits the time I can spend working with particular teachers, but yet I am judged based on how they all do.
8.	Student achievement
9.	Finding time to meet with teachers
10.	Student achievement.
11.	Time--Due to budget cuts, our reading team has been cut from 5 reading teachers to 2 reading coaches--I have taken on more duties pertaining to testing and iii regrouping and much less time is spent with individual teacher conferencing and class walk thrus.
12.	Time to actually coach the teachers -immediate feedback is possible but it is finding the time for follow up with each teacher
13.	There are so many areas for teachers to focus the time to analyze data is difficult
14.	Accepted by the staff as a vital part of the teaching experience. Teachers want Coaches to teach students and not work with teachers.
15.	I don't have enough time to work with teachers.
16.	Our school is unable to fund a reading coach position.
17.	State mandates and the weight it carries for teacher effectiveness and student success
18.	Being spread so thin with the other academic areas to really make a difference.
19.	Not enough time in the day!! Seriously, probably not being able to make a change in a teacher's practices. I am a teacher and can only coach not make people change.
20.	Giving each grade level all the support they need from me
21.	If all schools need a dedicated coach, then the county should mandate it. It is hard doing that as well as all of the other duties I have. I have spoken to several CRTs who are in the same position.
22.	I am most concerned with my time away from school. While I am increasing my learning through professional development, I am unavailable to my teachers.
23.	Not enough time in the day!
24.	Smiling throughout the day so that the teachers around me don't see the stress I

	am under!
25.	Not being able to reach everyone while trying to figure out how to meet the needs of the Tier 3 students
26.	I am not seeing efficient differentiated instruction.
27.	Supporting the various needs of k-2 and upper grade teachers and students
28.	not being in classrooms enough to see if prof development is really making a difference
29.	Too many jobs to do a great job. Administration has little understanding of instructional direction.
30.	Just doing an "OK" job with the many things I am responsible for...pulled in too many directions
31.	Not meeting the needs of the teacher and students
32.	My lack of reading background.
33.	Being able to address all teachers' needs
34.	Would like more time in the school day to help students in classrooms
35.	My responsibility to assess students takes time away from coaching
36.	How to get to everyone and give them the quality time they need
37.	Swinging between working with students and trying to be a support for teachers
38.	Not being able to reach those teachers who need my coaching, but are apprehensive.
39.	Finding the time to get everything done and moving our lowest quartile
40.	Time for teachers to participate in lesson studies; time for me to conduct walk-throughs and do preemptive corrections
41.	Not enough time to complete everything that needs to be done.
42.	That the literacy spec./coach positions will be done away with;
43.	That the position will be phased out, even though school-wide we have seen positive impacts on student achievement.
44.	Not having enough time to work with teachers, especially new teachers
45.	All the demands that are being placed on the classroom teacher.
46.	Funding being cut
47.	Not having enough staff members to run reading interventions on students that need them based off of data and classroom performance.
48.	High expectations that one person (coach) can impact all teachers and all students reading ability
49.	Not enough time to do my job.
50.	That I could lose my job due to budget cuts.
51.	That I'm looked at as an "evaluator" and not as a "coach", someone who gives support and feedback. I want 100% of the faculty I work with to feel this way about me and it's hard to get sometimes even 75% due to personal conceptions of our job.
52.	Not having enough time to properly monitor and assist the teacher the way I was taught while being trained as a coach.
53.	Student gains in reading. I want all students proficient in reading, and I'm always concerned about the best way to make that happen.

54.	A reading intervention teacher is assisting and coaching many teachers without the proper background in intervention or coaching.
55.	Helping teachers understand research based strategies and apply them i.e. brain research - why are we teaching for 30 minutes when you have lost the kids after 8 minutes?
56.	There is more work than time. With money becoming tighter, not having the funds to continue professional development. Not being able to purchase books for the teachers when doing book studies.
57.	When the Common Core Standards in Reading are implemented will we be ready to teach students at the appropriate level of text complexity. Are all teachers from K-5th understanding the need to teach students to be strategic readers? Are we providing students with the right opportunities to deepen their understandings of text?
58.	Lack of time and teachers seem to be overwhelmed by requirements
59.	Meeting the needs of all of the teachers that we have in our school in order to impact the learning of all students in our school.
60.	Did I miss something
61.	You are pulled in so many directions; it is difficult to keep a balance between supporting the teachers and just doing everything for the teachers. Also, maintaining the trust with the teachers as well as the observations that administrators want.
62.	I'm stretched very thin with my time, so I'm probably not doing any of my duties with 100% effort!
63.	I am able to complete so many activities and I am highly organized but I am exhausted at the end of the day.
64.	Teachers ability to self-reflect and make changes
65.	I am very concerned about the whole intervention piece. If we are adequately providing differentiation in the classrooms, accurately diagnosing and providing targeted instruction to reading deficit areas, then the majority of students should be successful in the classroom. I heard a consultant ask a group of administrators and teachers "What's wrong with your 90 minute block that makes you need the extra 30 minutes of reading intervention everyday?" I am also very discouraged that we see the same students in intervention year after year.
66.	Time spent managing and training preparation for reading assessments at beginning of the year
67.	Time on PM state assessments.
68.	That administration doesn't appreciate what is being done.
69.	Uncertainty for the position to be available each year

READING COACH RESPONSES to Item 22: Did anything happen at your school from 2010 to present 2011 that may have affected the overall reading results?

1.	Proficiency models in grades 9 and 10; FCAT tutoring
2.	Administration Changes, Addition of New Academic Coach
3.	I made it a priority to spend more time in the classrooms. We saw many gains. At the same time, I also had to spend a great deal of time in 4th grade writing (taught 2 periods a day before FCAT), but that then limited the amount of time I could get in to the reading classes
4.	The creation of a dual language center at our school, numerous staff changes, highly transient student population
5.	We had a school-wide focus on math instruction and professional development due to the previous FCAT. IPDPs were tied to math. There was a new math adoption and the first year of implementation was during 2010-2011.
6.	FCAT 2.0
7.	Our school transitioned into a new building
8.	Budget cuts so less reading teachers for reading intervention and SFA lower class sizes as well as helping with testing and regrouping of intervention groups.
9.	New school
10.	New Principal
11.	None that I am aware of.
12.	New wing added to school with upgraded technology, new administration.
13.	First, the change in the FCAT to FCAT 2.0. It is very difficult and we have some subgroups that are not making expected growth. Then, we had a student who was very disruptive and it took 2 months of my time in the classroom (along with others on the leadership team) collecting data and trying to protect the teacher and students until we could have the student evaluated. Sometimes the process is very long even for extremely severe students
14.	Lack of detailed data meetings and our lower quartile of students did not make AYP
15.	We trusted that 3rd grade was doing everything and anything to help students increase their reading abilities, however, when results came out, 3rd grade did not perform well.
16.	New core
17.	All ESE and ESOL students are in the "inclusion" model and while teachers meet with them in small groups, many need an alternative classroom setting with little or no distractions. The classroom teacher is meeting the needs of all 18 heterogeneously grouped students with no para support.
18.	More of a focus on small group interventions and use of OPM to drive instruction
19.	The school climate has become very negative.
20.	New principal -mobility rate
21.	Students in second grade moving up to third grade with limited comprehension

	skills.
22.	Re-zoning
23.	Stronger implementation of collaboration of teachers
24.	Training in small group reading instruction, implementing Walk to Intervention in K-5
25.	We went from DIBELS to FAIR - we're still struggling with the data and how to interpret it.
26.	Fifth grade now switches for all subject areas, I was no longer able to pull and work with the lowest quartile in 4th and 5th grades. Fourth and fifth grades stopped doing intervention.
27.	Walk to intervention in k-4 made a powerful punch in the strugglers
28.	Walking to intervention at all grade levels
29.	Extensive tutoring/intervention support including interventions during special area
30.	We departmentalized fifth grade and decided to departmentalize 4th grade this school year
31.	There was increased focus on reading interventions. (RTI)
32.	Adopted Imagine It/Open Court
33.	We got a new principal and lost a resource teacher who had helped with reading interventions.
34.	Our school went from a B to an A and made significant gains in reading
35.	Knowing we were becoming a K-* school has had a major effect on the overall outlook of our classroom instruction.
36.	They implemented a school wide walk to intervention.
37.	ELL became a subgroup in FCAT, tok away the DIBELS assessment for all third, fourth and fifth graders, went from Progress monitoring to end insight, which is not completely ready to roll out so our data piece is hurting to know which children are in what subgroups. Also the SRI changed their bands so second and third proficiency levels are the same and the fourth and fifth grade lexile levels are the same. There are no way they should be the same. The FAIR does not have the possibility of proficiency on the FCAT available for teachers.
38.	Our student populations are certainly changing over the years. We have more students than ever on free or reduced lunch. The majority of my struggling readers are new to my school this year.
39.	Lessons modeled by untrained staff.
40.	Individual conferencing students on a daily basis for our most struggling students and multiple times a week for others.
41.	As a school we moved to a strong guided reading program. We leveled all of the books and starting building classroom libraries.
42.	full time coach to part time coach
43.	We have targeted the instruction for our lowest 25%. These students have received several interventions and are still struggling to "catch up". We are focusing on these students and trying to align the instruction they receive in intervention with the instruction they receive in their whole group and small

	group instruction. We have also worked really hard to develop a strong reading leadership team which has really created a literacy culture within our school.
44.	The housing authority in Sanford was closed and most of the elementary students were sent to our school with their new addresses. We had many students below grade level enter from December to February. We had to adjust some curriculum to meet the needs of these students.
45.	The previous reading coach was retiring and I felt did not have the desire to put the time in. She was competent but very lax in her duties. Also Junior Great Books was deemed our reading program.
46.	Our population has changed, reflecting the changes in the economy. We are now a Title I school with a significant number of students needing support in many areas.
47.	Change in administration
48.	We have absorbed several new teachers and many students as a result of a school closure. Our school is feeling the strain of developing a new culture and handling the many needs of a struggling socioeconomic student population.
49.	Our lower quartile scores went up 12%

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