

Evaluating the Impact of a School Network Instructional Coaching Program on the Development of Instructional Leader Attributes

Western Australian Secondary School Executives Association
Project Lead and Principal Writer - Mileva Tubbs

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Executive Summary

The following quantitative study sought to evaluate the impact of a Western Australian School Network Instructional Coaching Program on the development of instructional leader attributes in coaches participating in a bespoke coaching program, based on Knight's seven Success Factors (Standards) for instructional coaching programs. Rubrics were completed before and after the program and the data from these were used for the analysis.

Following participation in the program, responses were significantly more positive for both the attributes of *Content Knowledge in Pedagogy* and *Communication Skills* when compared to responses before participating in the program. This was true for both coach and coachee responses.

Across all standards of both attributes and for both coaches and coachees, responses were more positive after participation in the program than before. For the attribute *Content Knowledge in Pedagogy*, the standards of *The Impact Cycle* and *Instructional Model* recorded statistically significant positive differences between the before and after responses. Within the attribute *Communication Skills*, the standards of *Partnership Principles* and *The Impact Cycle* recorded statistically significant positive differences between the before and after responses.

Additionally, coachees recorded statistically significant positive differences between the before and after surveys in questions relating to the standard of *Communication Skills and Habits*. Although the standard of *Leadership* within both attributes showed little change between the before and after surveys, the high mean response in the initial surveys suggests that this group of coaches already have strong leadership skills.

The data provide strong evidence that Knight's Impact Cycle, in combination with a bespoke goal-focused instructional support program, can improve leadership attributes.

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Digby Mercer	Principal Lead	Curtin Education Community
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Instructional Coaches

Rhyard Sahely	Mike Foster	Sally Stowers
Mitch Fenn	Taylah Briggs	Louise Morris
Renaë Grljusich	Hannah Cox	Louisa Jones
Shanara Patman	Lauren Richards	Zehra Yavuz
Clyde Goodenough	Martha Walters	

Coachees

Milan Bosich	Zachary Healey	Teena Cagney
Stefan D'Acunto	Jackie Kolman	Arthur Clarke
Tanya Brooks	Theresa Daly	James Youd
Abdi Hussein	Matt Gorton	Kate Kay
Henry Tan	Rebecca Liyanage	
Chris Geagea	Grace Allan	

Introduction and Background

The Curtin Education Community Instructional Coaching Collective

The Curtin Education Community (CEC) network in the South Metropolitan region of Perth, is a conglomerate of twelve government primary schools, two secondary schools, and one senior campus. It was formed in 2009 with the purpose of strengthening public education locally, with a focus on optimal student outcomes, impactful teaching and strong leadership, building on positive community relationships through sharing of expertise and resources, and high-level collaboration (Meacock, 2022). The principals currently steer the work of the network using its Strategic Plan 2023-2025, with two of its targets being to “support a focus on impactful teaching across all CEC schools” and “increase opportunities to build leadership capacity of current and future leaders”. A number of network wide strategies have been implemented to support these targets including the training of instructional coaches and the use of the Department of Education WA’s “Teaching for Impact” Policy Tool (Department of Education Western Australia, 2022b) to develop context driven instructional playbooks from which the instructional coaches draw their work with teachers.

One of the first milestones of the CEC network was to identify and train suitable aspirant leaders as the first cohort of instructional coaches. The coaches participated in a two-day workshop delivered by Growth Coaching International called The Impact Cycle, which centres around the evidence-based coaching model of Knight (2018). The cohort was inspired by the learning and principles in which the coaching model is embedded and saw the value in sustaining the connection of the group to support its work in meeting the targets of the network. This desire for collaboration led to the establishment of The Instructional Coaching Collective (ICC) which consists of eleven trained instructional coaches and sixteen coachees from three primary schools and one secondary school within the CEC network.

Literature Review

Instructional Leadership Attributes

Knight and Sepe (2023) and Robinson et al (2008) agree that in any educational organisation or group, great instructional leadership serves as the driving force behind student success and growth. Effective instructional leaders possess a unique set of qualities and skills that enable them to guide, inspire, and empower those around them. In a school context, instructional leaders can have a significant impact on fostering student achievement and the impact of leadership is greatest when it is focused on improving teaching and learning. For the purposes of this report, we use the Queensland Government's definition of instructional leadership "a core aspect of effective school leadership, which has an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning" (Education Improvement Research Centre, 2022, p. 1). In addition, it provides an overarching orientation that gives structure to a school's direction, evidenced by school leadership practices and skills that support teaching and student outcomes, and drive both school improvement and sustained success (Campbell et al., 2019).

The research literature on instructional leadership identifies a range of practices and attributes employed by effective school leaders. These are the leadership behaviours prominent in successful school settings and include the attributes of instructional leadership which are the capabilities needed to put these practices of instructional leadership to work, that is, how effective instructional leaders show the way. These practises and attributes are the independent and complementary dimensions of instructional leading that combine to lead the learning.

"Among key interrelated attributes that school leaders bring to the task of instructional leadership are communication skills and content knowledge in pedagogy" (DeWitt, 2020, p. 7). The first of such attributes on which we focus this research is communication skill, which includes the ability to develop trust and clarity when leading people. Many of these skills are about how people exercise emotional intelligence (Australian Institute for Teaching and School Leadership, 2018) and engage in conversations that promote an openness to learning and building relational trust (Robinson et al., 2008), that is, communicating interpersonal respect, regard for others, competence, and personal integrity. It is important that instructional leaders develop these skills which are critical to supervising and evaluating instruction and are positively associated with student outcomes more generally (Marzano et al., 2005). Through purposeful and effective communication, school leaders, including instructional coaches, are also likely to influence change and professional growth among teachers.

Content knowledge in pedagogy, the second leadership attribute under investigation, is especially important to understanding the effectiveness of teaching in the classroom, administrative decision making when managing the instructional program, and the effectiveness of collaborative learning and decision making (Robinson et al., 2008, pp. 7-8). The aims of instructional leadership are tied to the core work of schools, namely, teaching and learning. Thus, instructional leadership practice must include the connection between instructional leadership and instruction itself. In addition, an ability to use data to improve teacher practice and student outcomes, combined with deep content knowledge, encourages teachers to trust and turn to instructional coaches for pedagogical knowledge (Campbell et al., 2019).

Ultimately, strong instructional leaders are those who implement coaching practises, allowing them to effectively provide support and feedback to teachers as they evaluate their instructional delivery throughout the year. This allows them to seamlessly transition into an administrative role with a robust coaching lens, as many coaches' next step in their leadership progression is transitioning to a school leadership or administrator role (Murrow & Leis, 2022).

Instructional Coaches as Instructional Leaders

“The definition of instructional leadership is evolving and can vary according to context. Since the mid-1990s, it has been recognised that the principal need not be the only instructional leader in the school” (Campbell et al., 2019, p. 3). Neumerski (2013) and Campbell et al (2019) argue that the focus of leadership literature is often the role or title of the leader (such as principal, teacher leader, or coach), rather than their leadership style. They suggest this overlooks the fact that leadership can be assumed by multiple individuals in both formal and informal positions. They propose a shift towards an integrated literature that focuses on the leadership practices of various instructional leaders, regardless of their position or title. This “leader-plus” perspective emphasizes the importance of considering the contributions of all individuals involved in leadership, leading to a more comprehensive understanding of leadership. In this view, teacher leaders and coaches are seen as instructional leaders.

Knight’s Seven Success Factors

Effective instructional coaches require professional learning that equips them with the ability to handle the complexities of working with adults and a deep understanding of a comprehensive and focused set of teaching practices, effective communication and leadership skills, and the ability to operate within systems that promote significant professional learning. One such approach to teacher professional learning and the product of more than two decades of research, is an instructional coaching model based on the development of what is termed the Impact Cycle (Knight, 2018). The Cycle involves instructional coaches partnering with teachers to analyse current reality, set goals, identify, and explain teaching strategies to meet goals, and provide support until the goals are met (Knight, 2018). Focusing on how students learn (pedagogical knowledge) is an important dimension of this instructional coaching model and is grounded in research-based principles of learning (Desimone & Pak, 2017). Communication skills are also important in the Impact Cycle process, with coaches encouraged to build relationships with teachers by asking effective questions and listening well (Knight & Sepe, 2023).

After working with over 150,000 instructional coaches across six different continents, Knight (2016) has created what he terms Success Factors that every coach, coaching director and administrator should understand and be able to apply to create a powerful coaching program. He claims that instructional coaches will have a significant impact on how teachers’ teach and students learn when their coaching programs are built around these seven Success Factors which include:

1. partnership principles
2. the impact cycle
3. data
4. instructional playbook
5. communication habits and skills
6. leadership
7. system support.

Significance

There are few studies that have documented efforts to produce instruments to measure instructional coaching skills in ways that enable individuals to gauge their own level of communication and pedagogical content knowledge skills over-time. This is the first use of Knight's evaluation rubrics (Thomas, Knight, Hoffman, & Harris, 2021) to evaluate the work of an instructional coaching program in an Australian context focusing on the specific development of leadership attributes.

In addition, Howley et al. (2014) suggest that further research on coaching tools can enhance understanding of the specific skills required for instructional leadership. They recommend additional analyses, including comparing scores between instructional leaders and coachees, correlating coaches' self-ratings with measures of their effectiveness (such as ratings by coachees), and evaluating the benefits of expanding the assessment to include a wider range of skills and attitudes implicated in coaching. This research endeavours to meet these requirements.

Aims

The research looks to measure the impact of an instructional coaching network program on the acquisition of the instructional leadership attributes of communication skills and content knowledge in pedagogy. It supports the long-term outcomes of the PARF by providing a best practice model for aspirant instructional leaders to develop the skills necessary to perform their roles with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning. It is hoped that by engaging in a year-long goal-focused instructional coaching program, the network's instructional leaders acquire high level skills in both attributes of communication skills and content knowledge in pedagogy to lead teaching and learning in their own school contexts at any level of leadership.

Research Questions

The research is guided by the following questions:

1. What impact has the instructional coaching program had on the instructional leadership attribute of content knowledge in pedagogy?
2. What impact has the instructional coaching program had on the instructional leadership attribute of communication skills?
3. What impact has the instructional coaching program had on each of the attributes within each of the six Standards of the Impact Cycle?

Methodology

The research is qualitative in orientation. Quantitative research can be particularly effective in improving the skills of instructional coaches in schools to help measure the effectiveness of specific coaching techniques or interventions, providing clear, objective data on what works and what doesn't (Queensland Government, 2021). It also allows for tracking progress over time, such as improvements in coaching skills outcomes as a result of specific training or development activities designed for improvement.

Method

Participants

In the first instance, the ICC coaches participated in a two-day professional learning course in the Impact Cycle (Knight, 2018) in late 2022. All coaches had little or no experience in coaching within any iteration of a coaching model. This was important, to ensure that a consistent cohort of coaching experience was used to establish baseline data. In early 2023, Growth Coaching International was contracted to design two bespoke instructional coaching workshops to support the work of the Curtin Education Community's Instructional Coaching Collective strategic directions. The aim of the workshops was to focus on how aspiring leaders engage, develop, and strengthen their communication skills and pedagogical content knowledge through their participation in a year-long coaching program, to support their journey as instructional leaders. The workshops encouraged the participants to take a deeper dive into the skills of coaching and engage in reflective practice with peers to understand their strengths and areas for development. Through a goal-focused approach, participants worked with a peer or coaching champion to identify development goals (related to communication skills and pedagogical expertise) and worked in partnership to support this development throughout the year. In addition, each coach was also working with coachees using Knight's Impact Cycle.

Instrumentation

Given the rise of coaching as a valuable method for enhancing teaching and learning, and the complexities involved in coaching practices, the creation of a tool to measure specific coaching skills is beneficial. Howley et al (2014) believe that additional work with coaching instruments will provide clarity regarding the sensitivity of the skills needed for instructional leadership, and recommend several additional analyses: comparisons between the scores of instructional leaders and coachee groups; correlations between coach's self-ratings on an instrument and measures of their effectiveness, for example rating by coaches and evaluations of the merits of adding items to assess a broader conception of these skills and dispositions.

Based on these instrumentation recommendations, the Rubric for Instructional Coaches, developed by Thomas et al (2021) was used as the basis for developing the two rubrics administered in this research (See Appendices B and C):

1. Rubric for Instructional Coaches
2. Rubric for Coachees.

Both the coaches and coachees were asked to complete the same rubrics pre and post participation in the coaching program, each with their own rubrics. The rubrics consist of 24 questions and are the same for the before and after periods. Each question forms part of one of six Standards and one of two Attributes as shown in Table 1. Each attribute was assigned against a Standard depending on what that Standard entailed. For example, if a coach is to partner with a coachee in an Impact Cycle, the coach would require proficiency in content knowledge in pedagogy. If they were to use the Partnership Principles, then they would require proficient Communication Skills. Each question consists of four response options with a value of one through to four, with one being the least positive response and four being the most positive response.

Table 1. Question numbers and their associated attributes and standards.

Attribute	Standard	Question Numbers
Content Knowledge in Pedagogy	The Impact Cycle	5, 7, 8, 10, 11
	Data	13, 14, 15
	Instructional Model	16, 17
	Leadership	22, 24
Communication Skills	Partnership Principles	1, 2, 3
	The Impact Cycle	4, 6, 9, 12
	Communication Skills and Habits	18, 19, 20
	Leadership	21, 23

Results

Statistical Analysis

Data Analysis Australia were contracted to analyse the data. The data was provided to Data Analysis Australia as two spreadsheets containing the responses for each participant and information regarding the question number, the standard and the attribute. To maintain anonymity, the before and after responses could not be paired to an individual participant and therefore were aggregated. This reduced the power of the analysis as differences appearing insignificant may have been noteworthy.

Following data cleaning and exploration, the response distributions were visualised using histograms. Means, and standard errors¹ were calculated for each question, for both attributes and then, for each standard, within each attribute. This information was visualised using bar plots. As the histograms indicated that the data was not normally distributed, a non-parametric test was used to determine the significance of any change between the before and after responses.² All analyses and visualisations were performed in RStudio.

Responses

Eight coaches completed the before and after surveys and 11 coaches completed the before surveys and 10 completed the after surveys. There were two missing responses in the coaches

¹ It is standard practice to report median values for data that do not have a normal distribution. In this instance, however, means and standard errors were deemed more informative as the medians tended to be the same due to the high number of responses of 3 and 4 for most questions.

² Given the larger sample size due to the aggregation of questions within the attributes and standards, a t-test could have been used in the analysis. However, as a t-test would not be appropriate for the analysis of the individual questions, the non-parametric test was used for consistency.

The means and standard errors for each of the 24 questions can be seen in Table 6 and Table 7 in Appendix A.1.

Attributes - Coaches

Following participation in the program there was an increase in average response by coaches to questions associated with *Content Knowledge in Pedagogy* of 0.44 of a point when compared to responses at the beginning of the program (see Table 2). A Wilcoxon rank-sum test³ found the difference to be significant, $n = 95$, $W = 3239$, $p < 0.001$.

Similarly, there was an increase in average response by coaches to questions associated with *Communication Skills* of 0.37 of a point (see Table 2). This change was also found to be significant, $n = 95$, $W = 3410$, $p < 0.001$. See Figure 1 for a visual display of the change in coach response from before to after for both attributes.

Table 2. Summary of coach responses to questions by attribute.

Attribute	Before		After		Difference	p-value
	n	mean (se)**	n	mean (se)		
Pedagogy	95	2.92 (0.08)	96	3.35 (0.06)	0.44	< 0.001*
Communication	95	2.94 (0.08)	96	3.30 (0.07)	0.37	< 0.001*

* Statistically significant ($p < 0.05$) according to a Wilcoxon rank-sum test.

** se – standard error

³ The Wilcoxon rank-sum test is a non-parametric alternative to a t-test that is appropriate to use when the outcome variable (the response in this case) is not normally distributed. It is more conservative than a t-test and robust to unexpected values. The test combines the outcome variable values for both groups (before and after in this case) and orders them from lowest to highest. A rank is assigned to each observation (the lowest is ranked 1, the second lowest is ranked 2, etc) and the rank values for each group are summed. The rank sum for the group with the smallest sample size is the test statistic “W” and a p-value is assigned based on critical values for the given sample sizes of the two groups.

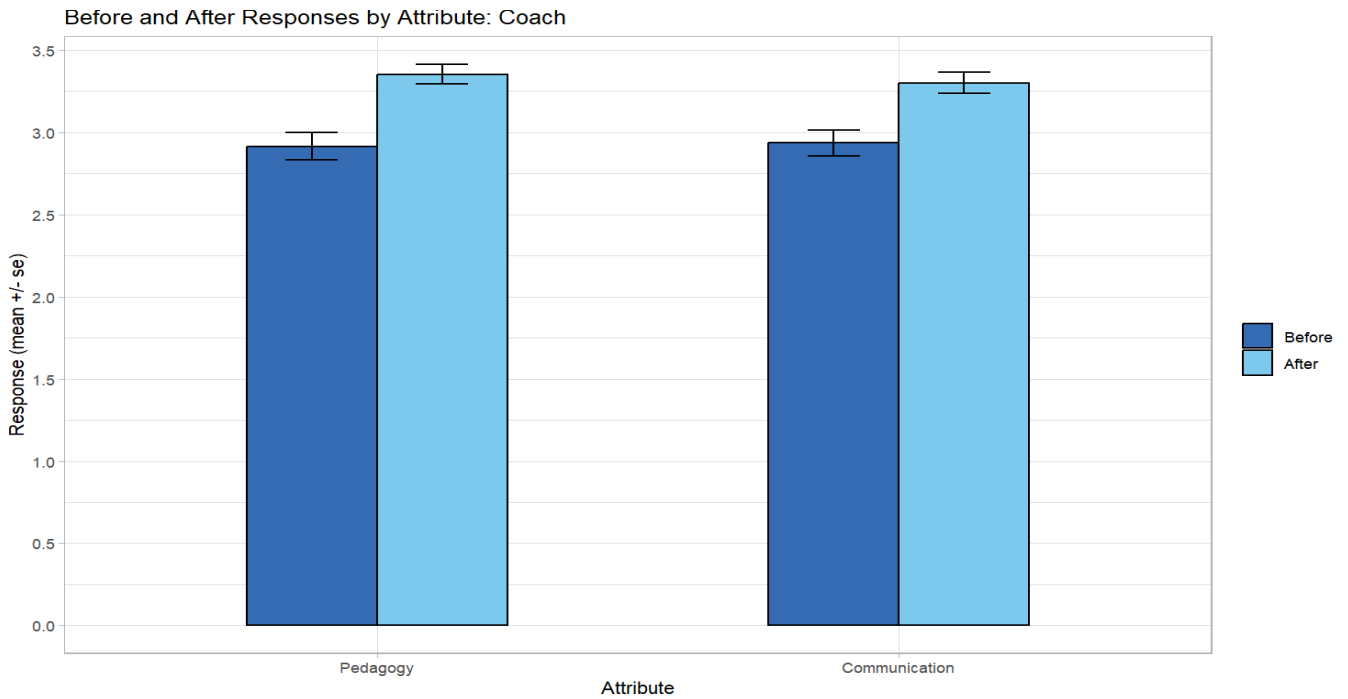


Figure 1. Aggregated before and after means and standard errors of responses by coaches to questions concerning *Content Knowledge in Pedagogy and Communication Skills*.

Attributes - Coachees

Following participation in the program, there was an increase of 0.26 of a point in aggregated mean responses by coachees to questions concerning *Content Knowledge of Pedagogy*. A Wilcoxon rank-sum test was found to be significant, $n = 115$, $W = 5365$, $p < 0.001$ (see Table 3). The response means and standard errors are displayed in Figure 2.

The aggregated mean responses by coachees to questions concerning *Communication Skills* showed a smaller increase of 0.28 of a point. This was also found to be significant, $n = 115$, $W = 5700.5$, $p < 0.001$ (see Table 3). The increases in response are displayed in Figure 2.

Table 3. Summary of coachee responses to questions by attribute.

Attribute	Before		After		Difference	p-value
	n	mean (se)**	n	mean (se)		
Pedagogy	123	3.48 (0.05)	115	3.74 (0.04)	0.26	< 0.001*
Communication	128	3.52 (0.05)	119	3.80 (0.04)	0.28	< 0.001*

* Statistically significant ($p < 0.05$) according to a Wilcoxon rank-sum test.

** se – standard error

Before and After Responses by Attribute: Coachee

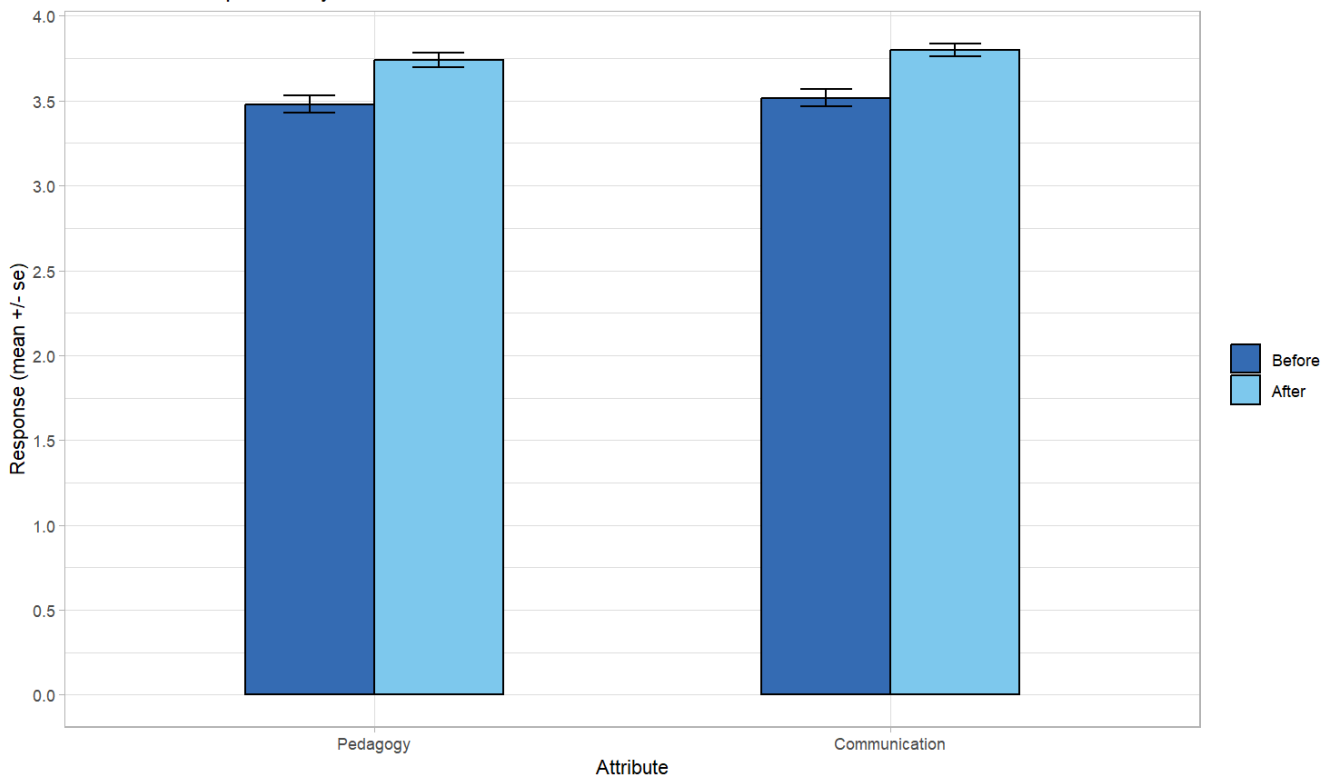


Figure 2. Aggregated before and after means and standard errors of responses by coaches to questions concerning *Content Knowledge in Pedagogy and Communication Skills*.

Success Factors – Standards

Of the six *Standards*, two are specific to *Content Knowledge in Pedagogy*, two are specific to *Communication Skills* and two relate to both.

Within the attribute of *Content Knowledge in Pedagogy*, there was an increase in aggregated mean coach responses for all standards following participation in the program. Two of these were found to be significant by a Wilcoxon rank-sum test: *The Impact Cycle* had an increase of 0.54 of a point ($n = 16$, $W = 502.5$, $p = 0.002$) and the *Instructional Model* had an increase of 0.56 of a point ($n = 16$, $W = 79$, $p = 0.043$).

Within the attribute of *Communication Skills*, all standards saw an increase in aggregated mean response from the before to the after surveys as completed by coaches. Two of these were significant: *Partnership Principles* had an increase of 0.37 of a point ($n = 23$, $W = 331$, $p = 0.043$) and *The Impact Cycle* had an increase of 0.56 of a point ($n = 32$, $W = 331$, $p = 0.007$). See Table 4 for a summary of coach responses for all standards within each attribute and see Figure 3 for a visual display.

Table 4. Summary of coach responses by standard within each attribute.

Attribute	Standard	Before		After		Difference	p-value
		n	mean (se)**	n	mean (se)		
Pedagogy	The Impact Cycle	39	2.62 (0.13)	40	3.15 (0.10)	0.54	0.002*
	Data	24	3.04 (0.18)	24	3.46 (0.10)	0.42	0.088
	Instructional Model	16	3.06 (0.21)	16	3.63 (0.13)	0.56	0.043*
	Leadership	16	3.31 (0.12)	16	3.44 (0.13)	0.13	0.486
Communication	Partnership Principles	23	3.13 (0.13)	24	3.50 (0.12)	0.37	0.043*
	The Impact Cycle	32	2.66 (0.15)	32	3.22 (0.11)	0.56	0.007*
	Communication Skills and Habits	24	2.83 (0.14)	24	3.00 (0.15)	0.17	0.425
	Leadership	16	3.38 (0.16)	16	3.63 (0.13)	0.25	0.254

* Statistically significant ($p < 0.05$) according to a Wilcoxon rank-sum test.

** se = standard error

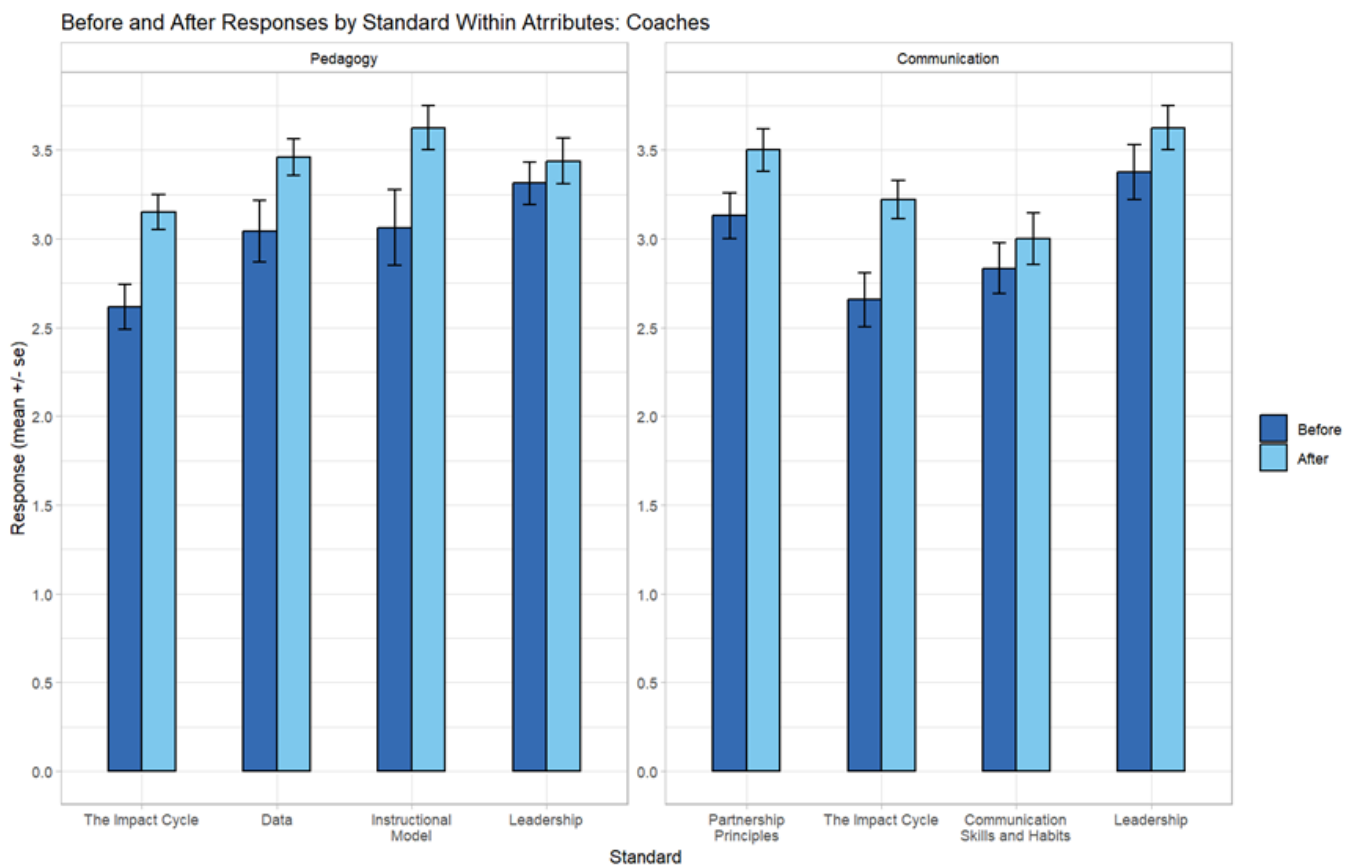


Figure 3. Means and standard errors showing the change in coach responses following participation in the coaching program according to each standard within the attributes of *Content Knowledge in Pedagogy* and *Communication Skills*.

The analysis of the coachee responses showed that all standards within the attribute of *Content Knowledge of Pedagogy* showed an increase in means from the before to the after surveys. Three standards had significant increases according to a Wilcoxon rank-sum test: *The Impact Cycle* increased by 0.28 of a point (n = 50, W = 878, p = 0.014); *Data* increased by 0.33 of a point (n = 30, W = 283.5, p = 0.014); and the *Instructional Model* increased by 0.57 of a point (n = 21, W = 141, p = 0.020).

When analysing the coachee responses to each standard within the attribute of *Communication Skills*, it was found that there was an increase in means across all standards following participation in the program. Three of these increases were significant: *Partnership Principles* increased by 0.31 of a point (n = 33, W = 337.5, p = 0.008); *The Impact Cycle* increased by 0.29 of a point (n = 40, W = 592.5, p = 0.034); and *Communication Skills and Habits* increased by 0.41 of a point (n = 33, W = 318, p = 0.004). See Table 5 for more detail and see Figure 4 for a visual representation.

Table 5. Summary of coachee responses by standard within each attribute.

Attribute	Standard	Before		After		Difference	p-value
		n	mean (se)**	n	mean (se)		
Pedagogy	The Impact Cycle	50	3.36 (0.08)	47	3.64 (0.07)	0.28	0.014*
	Data	30	3.40 (0.10)	28	3.75 (0.08)	0.35	0.014*
	Instructional Model	21	3.57 (0.11)	20	3.90 (0.07)	0.33	0.020*
	Leadership	22	3.77 (0.09)	20	3.80 (0.09)	0.03	0.846
Communication	Partnership Principles	33	3.52 (0.09)	30	3.83 (0.07)	0.31	0.008*
	The Impact Cycle	40	3.40 (0.10)	39	3.69 (0.08)	0.29	0.034*
	Communication Skills and Habits	33	3.39 (0.12)	30	3.80 (0.07)	0.41	0.004*
	Leadership	22	3.91 (0.06)	20	3.95 (0.05)	0.04	0.631

* Statistically significant (p < 0.05) according to a Wilcoxon rank-sum test.

** se = standard error

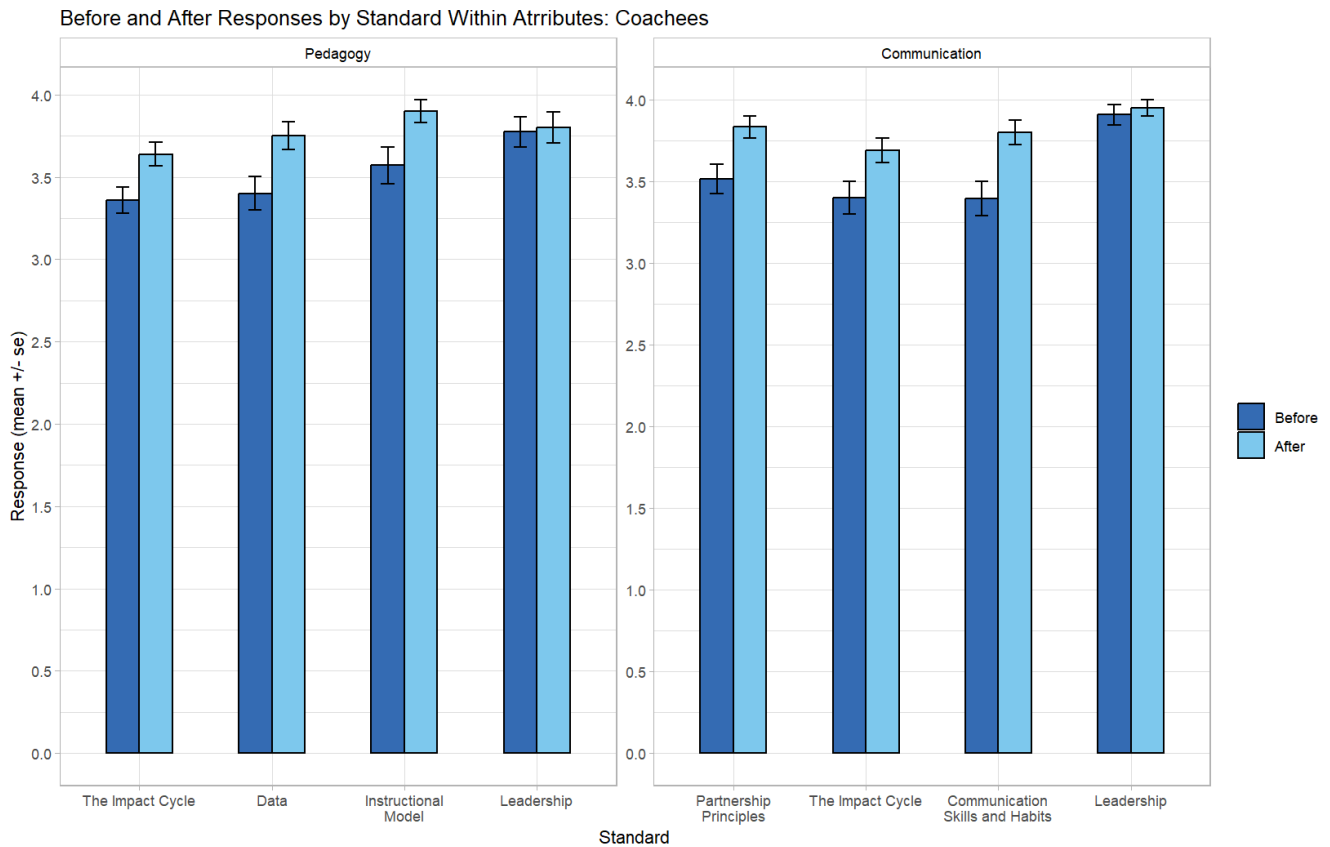


Figure 4. Mean and standard errors showing the change in coachee responses following participation in the coaching program according to each standard within the attributes of *Content Knowledge in Pedagogy* and *Communication Skills*.

Discussion

Overall, the Curtin Education Community instructional coaching program has had a positive impact on the instructional leadership attribute of *Content Knowledge in Pedagogy*. This is demonstrated by more positive responses to questions relating to this attribute in the after surveys when compared to the before surveys for both the coaches and the coachees. There was a larger increase in the mean responses between the before and after surveys for coaches than for coachees. This is possibly due to the coachees being kind and tending to give more positive responses in the before surveys.

Similarly, from the perspectives of both the coaches and the coachees, the program has had a positive impact on the instructional leadership attribute of *Communication Skills*.

Within the attribute of *Content Knowledge in Pedagogy* there are four standards. For both coaches and coachees, all standards had more positive responses in the after surveys when compared to the before surveys. For both groups of participants, the biggest changes were seen in the standards of *The Impact Cycle* and the *Instructional Model* with less change seen in the standard of *Leadership*. It should be noted that *Leadership* had high mean responses in the before surveys (3.31 and 3.77 for coaches and coachees respectively) suggesting that the leadership skills of the coaches were already strong before taking part in the course.

For the attribute of *Communication Skills*, there are also four standards. Again, for both coaches and coachees, all standards had more positive responses in the after surveys when compared to the before surveys. For both groups of participants, the biggest changes were seen in the standards of *Partnership Principles* and *The Impact Cycle* with less change seen in the standard of *Leadership*. Again, the high mean response in the before surveys, 3.38 for coaches and 3.91 for coachees, suggests that participating coaches had well developed leadership skills before commencing the program. Interestingly, coachee responses indicated that there was a positive impact on the standard of *Communication Skills and Habits* although this was not reflected in the coaches' responses.

There are some limitations that need to be considered when drawing conclusions from this study. Firstly, as the surveys have been completed twice and are separated by a period of some months, it is possible that any impact is due to time or other unmeasured factors and not due to the program. To account for this, a before and after study should ideally have a "control group" and a "treatment group". The control group would complete the surveys at both time points but have no exposure to the "treatment" (the coaching program).

Secondly, the before and after responses for each participant would ideally be paired allowing for an analysis of change at the individual level. This would provide a more powerful analysis and detect significance in smaller changes. For future studies, it would be worth exploring ways to make this possible while still retaining the anonymity of the participants. It is also important to note that while quantitative research can provide valuable insights, it should be complemented with qualitative research to provide a more comprehensive understanding of how to improve coaching skills.

A final consideration is that pre and post program surveys can be subject to response-shift bias where the intervention has changed the perspective of the participants (Howard, 1980) . The before survey responses may have been different if the participants had the knowledge gained during the program, hence the measured change may not reflect the actual change. Including more reflective questions in the after survey that address change or improvement would help to address this and could be considered for future projects.

Conclusion

The *School Network Instructional Coaching Program* for the Curtin Education Community's Instructional Coaching Collective has had a positive impact on the development of instructional leader attributes of *Content Knowledge of Pedagogy* and *Communication Skills*. The strongest impact has been seen in the standards of *The Impact Cycle*, *Instructional Model* and *Partnership Principles*. Less impact was demonstrated on the standard of *Leadership*, most likely because the coaches had strong baseline leadership skills.

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Appendix A.

A.1 Question Responses

Table 6. Summary of responses to questions by coaches.

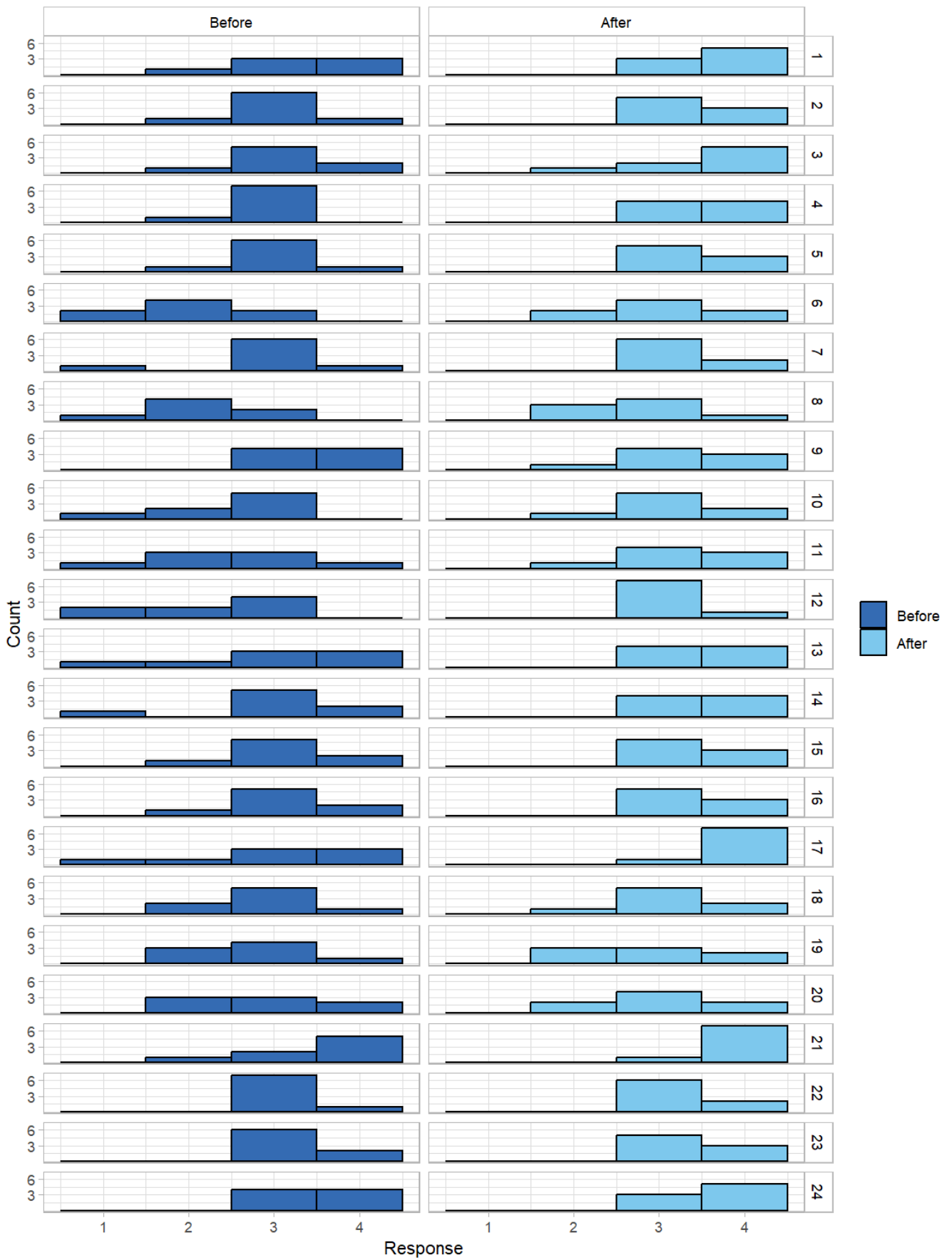
Question	Before			After			p-value
	n	mean	se	n	mean	se	
1	7	3.29	0.29	8	3.63	0.18	0.397
2	8	3.00	0.19	8	3.38	0.18	0.197
3	8	3.13	0.23	8	3.50	0.27	0.250
4	8	2.88	0.13	8	3.50	0.19	0.024
5	8	3.00	0.19	8	3.38	0.18	0.197
6	8	2.00	0.27	8	3.00	0.27	0.030
7	8	2.88	0.30	8	3.25	0.16	0.367
8	7	2.14	0.26	8	2.75	0.25	0.146
9	8	3.50	0.19	8	3.25	0.25	0.517
10	8	2.50	0.27	8	3.13	0.23	0.115
11	8	2.50	0.33	8	3.25	0.25	0.106
12	8	2.25	0.31	8	3.13	0.13	0.025
13	8	3.00	0.38	8	3.50	0.19	0.389
14	8	3.00	0.33	8	3.50	0.19	0.256
15	8	3.13	0.23	8	3.38	0.18	0.460
16	8	3.13	0.23	8	3.38	0.18	0.460
17	8	3.00	0.38	8	3.88	0.13	0.044
18	8	2.88	0.23	8	3.13	0.23	0.466
19	8	2.75	0.25	8	2.88	0.30	0.821
20	8	2.88	0.30	8	3.00	0.27	0.779
21	8	3.50	0.27	8	3.88	0.13	0.267
22	8	3.12	0.13	8	3.25	0.16	0.587
23	8	3.25	0.17	8	3.38	0.18	0.648
24	8	3.50	0.19	8	3.63	0.18	0.669

Table 7. Summary of responses to questions by coachees.

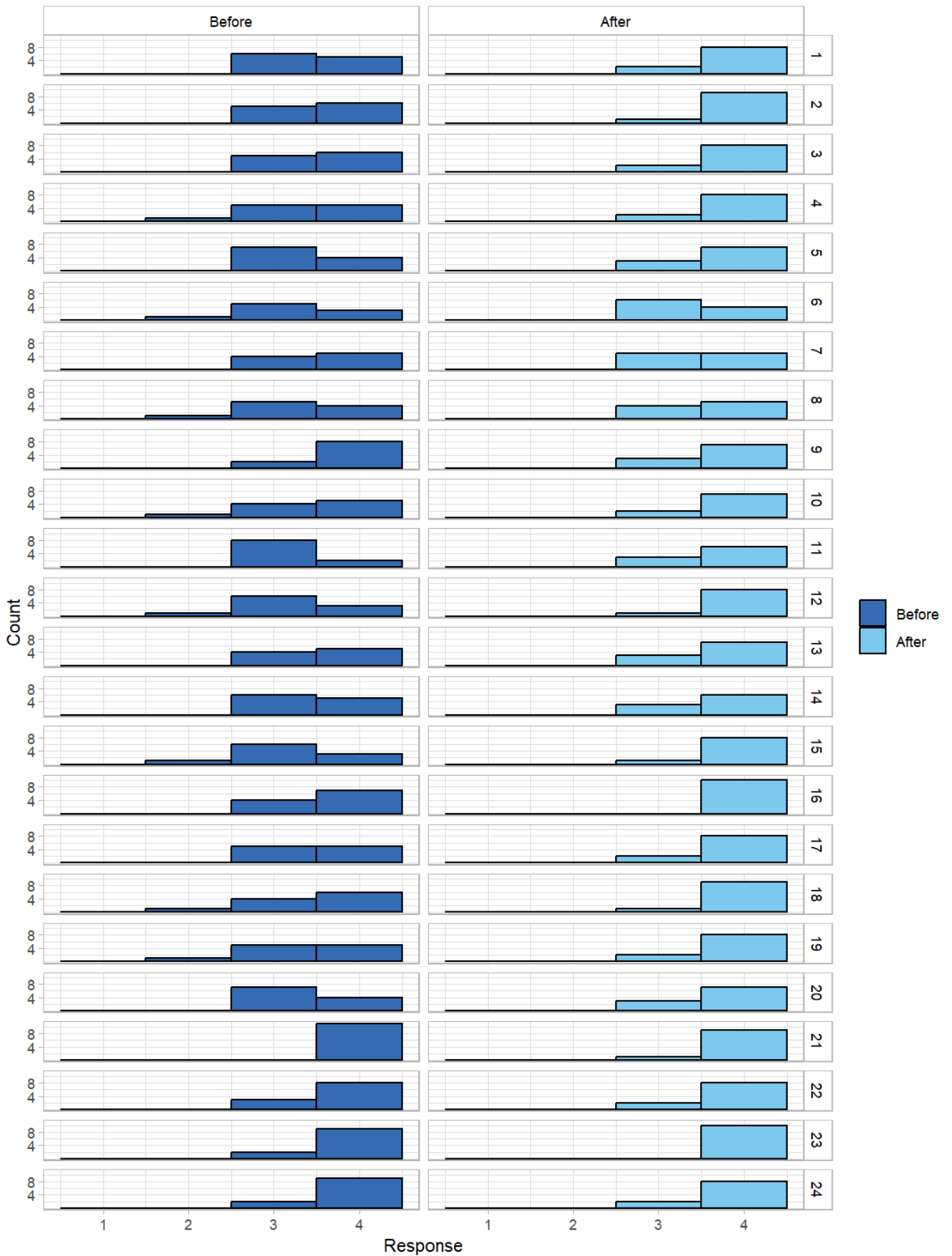
Question	Before			After			p-value
	n	mean	se	n	mean	se	
1	11	3.46	0.16	10	3.80	0.13	0.123
2	11	3.55	0.16	10	3.90	0.10	0.088
3	11	3.55	0.16	10	3.80	0.13	0.245
4	11	3.36	0.20	10	3.80	0.13	0.107
5	11	3.36	0.15	10	3.70	0.15	0.143
6	9	3.22	0.22	10	3.40	0.16	0.606
7	9	3.56	0.18	10	3.50	0.17	0.850
8	10	3.30	0.21	9	3.56	0.18	0.435
9	10	3.80	0.13	10	3.70	0.15	0.651
10	10	3.40	0.22	9	3.78	0.15	0.211
11	10	3.20	0.13	9	3.67	0.17	0.051
12	10	3.20	0.20	9	3.89	0.11	0.013
13	9	3.56	0.18	10	3.70	0.15	0.558
14	11	3.46	0.16	9	3.67	0.17	0.379
15	10	3.20	0.20	9	3.89	0.11	0.013
16	11	3.64	0.15	10	4.00	0.00	0.044
17	10	3.50	0.17	10	3.80	0.13	0.185
18	11	3.46	0.21	10	3.90	0.10	0.082
19	11	3.36	0.20	10	3.80	0.13	0.107
20	11	3.36	0.15	10	3.70	0.15	0.143
21	11	4.00	0.00	10	3.90	0.10	0.340
22	11	3.73	0.14	10	3.80	0.13	0.739
23	11	3.82	0.12	10	4.00	0.00	0.189
24	11	3.82	0.12	10	3.80	0.13	0.959

A.2 Histograms

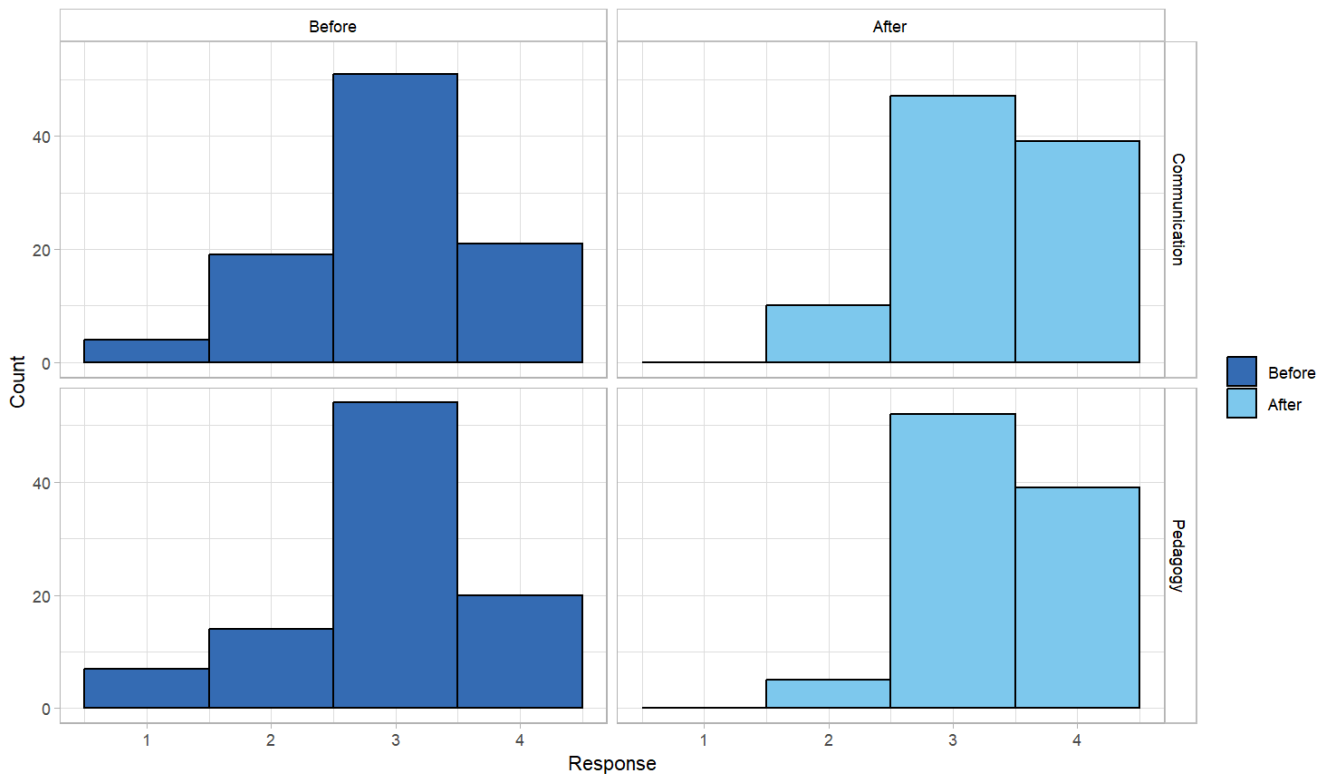
Distribution of Before and After Responses to Questions:Coaches



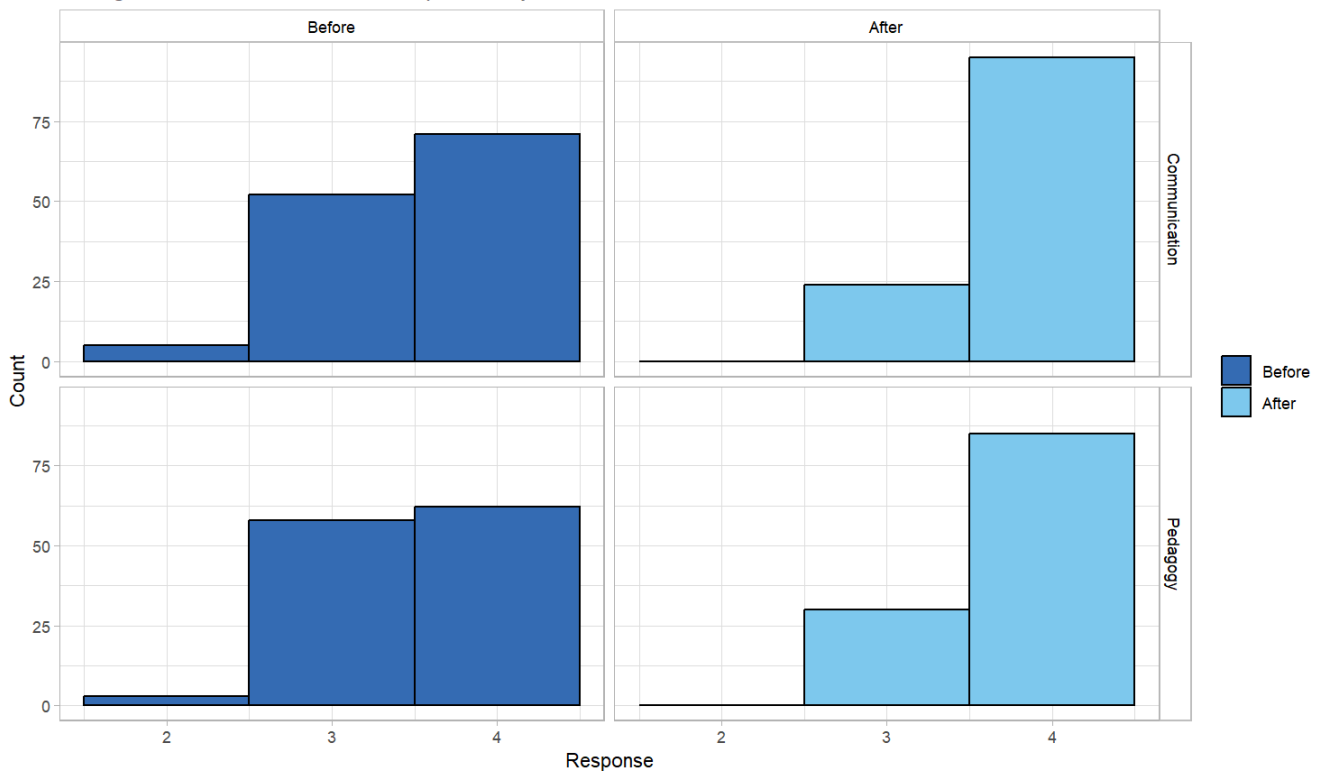
Distribution of Before and After Responses to Questions:Coachees



Histograms of Before and After Responses by Attribute: Coaches



Histograms of Before and After Responses by Attribute: Coachees



Appendix B – Rubric for Coachees

Thank you for agreeing to complete this survey. There are 24 questions. The survey aims to measure the effectiveness of the instructional coaching program on the communication skills and pedagogical content knowledge of the CEC Cohort 1 instructional coaches. All responses are anonymous. The results of the research will be shared with all participants in the form of a research report.

Instructions: Please circle the box next to each question which most applies to your experience of working with your instructional coach.

Attributes:

Communication = C

Pedagogy = P

Question	Score of 1	Score of 2	Score of 3	Score of 4
<i>Standard 1 - Partnership Principles</i>				
1 C	The coach does not work with teachers as a partner	The coach inconsistently works with teachers as partners	The coach consistently works with teachers as partners	The coach extensively works with teachers as partners
2 C	The coach minimally uses a dialogical approach to coaching (equality, voice, reflection, demonstrating empathy, listening and asking better questions)	The coach inconsistently uses a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)	The coach often uses a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)	The coach extensively uses a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)
3 C	The coach does not share expertise with the teacher positioned as the decision maker	The coach inconsistently shares expertise with the teacher positioned as the decision maker	The coach often shares expertise with the teacher positioned as the decision maker	The coach effectively shares expertise with the teacher positioned as the decision maker
<i>Standard 2 - The Impact Cycle</i>				
4 C	The coach ineffectively uses the 'Identify' questions to set a goal for students	The coach ineffectively uses the 'Identify' questions to set a goal for students	The coach effectively uses the 'Identify' questions to set a goal for students	The coach insightfully uses the 'Identify' questions to set a PEERS goal for students
5 P	The coach does not let the teacher select the teaching strategy to achieve the goal and/or is not provided with an instructional model to use to help choose a strategy	The coach allows the teacher to select the teaching strategy to achieve the goal, but an instructional model is not used to help choose a strategy	The coach allows the teacher to select the teaching strategy to achieve the goal and the teacher is provided with a partial instructional model to use to help choose a strategy	The coach allows the teacher to select the teaching strategy to achieve the goal and is provided with a complete instructional model to use to help choose a strategy
6 C	The coach does not use a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	The coach uses a checklist irregularly to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	The coach consistently uses a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	The coach thoroughly and dialogically uses a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals

7 P	The coach does not encourage the teacher to modify the checklist according to student needs	The coach provides little encouragement for the teacher to modify the checklist according to student needs	The coach usually encourages the teacher to modify the checklist according to student needs	The coach always encourages the teacher to modify the checklist according to student needs
8 P	The coach does not model the teaching strategy that the teacher chose to achieve their PEERS goal and do not provide the teacher with the six modelling options to choose from	The coach partially models the teaching strategy that the teacher chose to achieve their PEERS goal and provide the teacher with limited modelling options to choose from	The coach models most of the teaching strategy that the teacher chose to achieve their PEERS goal and provides the teacher with the six modelling options to choose from	The coach thoroughly models the teaching strategy that the teacher chose to achieve their PEERS goal and provides the teacher with the six modelling options to choose from
9 C	The coach never begins coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	The coach sometimes begins coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	The coach often begins coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	The coach always begins coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)
10 P	The coach does not assist the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	The coach minimally assists the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	The coach regularly assists the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	The coach extensively supports the teacher in gathering and analysing data on student progress toward the goal (Review Progress)
11 P	The coach does not assist the teacher in making modifications until students meet the goal (Invent Improvements)	The coach minimally assists the teacher in making modifications until students meet the goal (Invent Improvements)	The coach regularly assists the teacher in making modifications until students meet the goal (Invent Improvements)	The coach regularly assists the teacher in making modifications until students meet the goal (Invent Improvements)
12 C	The coach does not assist the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	The coach minimally assists the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	The coach regularly assists the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	The coach extensively supports the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)
<i>Standard 3 - Data</i>				
13 P	The coach does not partner with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	The coach minimally partners with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	The coach usually partners with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	The coach extensively partners with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.
14 P	The coach does not partner with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	The coach minimally partners with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	The coach usually partners with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	The coach extensively partners with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.

15 P	The coach does not partner with the teacher in gathering and analysing data on the goal until students meet the goal.	The coach minimally partners with the teacher in gathering and analysing data on the goal until students meet the goal.	The coach effectively partners with the teacher in gathering and analysing data on the goal until students meet the goal.	The coach extensively partners with the teacher in gathering and analysing data on the goal until students meet the goal.
<i>Standard 4 - Instructional Model</i>				
16 P	The teacher does not select the teaching strategy to achieve the goal and is not provided with an instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is not provided with an instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with an appropriate instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with a complete instructional model to use to choose a strategy
17 P	The coach does not use an instructional model	The instructional model used by the coach is incomplete or not clearly tied to the needs of the students	The instructional model the coach uses is complete but minimally meets the needs of the students	The instructional model the coach uses is complete and thoroughly meets the needs of the students
<i>Standard 5 - Communication Skills and Habits</i>				
18 C	The coach does not communicate about the coaching role with teachers	The coach minimally communicates about the coaching role with teachers	The coach regularly communicates about the coaching role with teachers	The coach extensively communicates about the coaching role with teachers
19 C	The coach does not communicate about the coaching process with teachers	The coach minimally communicates about the coaching process with teachers	The coach regularly communicates about the coaching process with teachers	The coach extensively communicates about the coaching process with teachers
20 C	The coach does not communicate about the coaching approach with teachers	The coach minimally communicates about the coaching approach with teachers	The coach regularly communicates about the coaching approach with teachers	The coach extensively communicates about the coaching approach with teachers
<i>Standard 6 - Leadership</i>				
21 C	The coach has not built trusting relationships with the teachers	The coach has built somewhat trusting relationships with the teachers	The coach has built mostly trusting relationships with the teachers	The coach has built very trusting relationships with the teachers
22 P	The coach has no instructional expertise	The coach has limited instructional expertise	The coach has a satisfactory level of instructional expertise	The coach has an exceptional level of instructional expertise
23 C	The coach is not an emotionally intelligent and is unresponsive to teachers' needs	The coach is somewhat emotionally intelligent and is somewhat responsive to teachers' needs	The coach is mostly emotionally intelligent and is mostly responsive to teachers' needs	The coach is exceptionally emotionally intelligent and is very responsive to teachers' needs
24 P	The coach is not ambitious for students when working with teachers to create PEERS goals	The coach is somewhat ambitious for students when working with teachers to create PEERS goals	The coach is mostly ambitious for students when working with teachers to create PEERS goals	The coach is highly ambitious for students when working with teachers to create PEERS goals

Thank you for taking the time to complete the survey.

Please place your survey in the envelope provided, seal it, and return it to _____

Appendix C – Rubric for Coaches

Thank you for agreeing to complete this survey. The survey aims to measure the effectiveness of the instructional coaching workshops on the communication skills and pedagogical content knowledge of the CEC Cohort 1 instructional coaches. All responses are anonymous. The results of the research will be shared with all participants in the form of a research report.

Instructions: Please circle the box next to each question which most applies to your current coaching practice. There are 24 questions.

Attributes:

Communication = C

Pedagogy = P

Question	Score of 1	Score of 2	Score of 3	Score of 4
<i>Standard 1 - Partnership Principles</i>				
1 C	I do not work with teachers as partners	I inconsistently work with teachers as partners	I consistently work with teachers as partners	I extensively work with teachers as partners
2 C	I minimally use a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)	I inconsistently use a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)	I often use a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)	I extensively use a dialogical approach to coaching (Equality, Voice, Reflection, Demonstrating Empathy, Listening and Asking Better Questions)
3 C	I do not share expertise with the teacher positioned as the decision maker	I inconsistently share expertise with the teacher positioned as the decision maker	I often share expertise with the teacher positioned as the decision maker	I effectively share expertise with the teacher positioned as the decision maker
<i>Standard 2 - The Impact Cycle</i>				
4 C	I ineffectively use the 'Identify' questions to set a goal for students	I partially use the 'Identify' questions to set a goal for students	I effectively use the 'Identify' questions to set a goal for students	I insightfully use the 'Identify' questions to set a PEERS goal for students
5 P	The teacher does not select the teaching strategy to achieve the goal and/or is not provided with an instructional model to use to help choose a strategy	The teacher selects the teaching strategy to achieve the goal, but an instructional model is not used to help choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with a partial instructional model to use to help choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with a complete instructional model to use to help choose a strategy
6 C	I do not use a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	I use a checklist irregularly to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	I consistently use a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals	I thoroughly and dialogically use a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goals
7 P	I do not encourage the teacher to modify the checklist according to student needs	I provide little encouragement for the teacher to modify the checklist according to student needs	I usually encourage the teacher to modify the checklist according to student needs	I always encourage the teacher to modify the checklist according to student needs

8 P	I do not model the teaching strategy that the teacher chose to achieve their PEERS goal and do not provide the teacher with the six modelling options to choose from	I partially model the teaching strategy that the teacher chose to achieve their PEERS goal and provide the teacher with limited modelling options to choose from	I model most of the teaching strategy that the teacher chose to achieve their PEERS goal and provide the teacher with the six modelling options to choose from	I thoroughly model the teaching strategy that the teacher chose to achieve their PEERS goal and provide the teacher with the six modelling options to choose from
9 C	I never begin coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	I sometimes begin coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	I often begin coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)	I always begin coaching conversations by asking the teacher about their most pressing concerns (Confirm Direction)
10 P	I do not assist the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	I minimally assist the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	I regularly assist the teacher in gathering and analysing data on student progress toward the goal (Review Progress)	I extensively support the teacher in gathering and analysing data on student progress toward the goal (Review Progress)
11 P	I do not assist the teacher in making modifications until students meet the goal (Invent Improvements)	I minimally assist the teacher in making modifications until students meet the goal (Invent Improvements)	I regularly assist the teacher in making modifications until students meet the goal (Invent Improvements)	I extensively support the teacher in making modifications until students meet the goal (Invent Improvements)
12 C	I do not assist the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	I minimally assist the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	I regularly assist the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)	I extensively support the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met (Plan Next Actions)
<i>Standard 3 - Data</i>				
13 P	I do not partner with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	I minimally partner with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	I usually partner with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.	I extensively partner with the teacher to use classroom video, student interviews, student work, or coach observation data to help the teacher get a clear picture of current reality.
14 P	I do not partner with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	I minimally partner with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	I usually partner with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.	I extensively partner with teachers to determine the form of measurement and appropriate data tools for their PEERS goal and how to track progress over time.
15 P	I do not partner with the teacher in gathering and analysing data on the goal until students meet the goal.	I minimally partner with the teacher in gathering and analysing data on the goal until students meet the goal.	I effectively partner with the teacher in gathering and analysing data on the goal until students meet the goal.	I extensively partner with the teacher in gathering and analysing data on the goal until students meet the goal.

<i>Standard 4 - Instructional Model</i>				
16 P	The teacher does not select the teaching strategy to achieve the goal and is not provided with an instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is not provided with an instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with an appropriate instructional model to use to choose a strategy	The teacher selects the teaching strategy to achieve the goal and is provided with a complete instructional model to use to choose a strategy
17 P	I do not use an instructional model	The instructional model I use is incomplete or not clearly tied to the needs of the students	The instructional model I use is complete but minimally meets the needs of the students	The instructional model I use is complete and thoroughly meets the needs of the students
<i>Standard 5 - Communication Skills and Habits</i>				
18 C	I do not communicate about the coaching role with school leaders and teachers	I minimally communicate about the coaching role with school leaders and teachers	I regularly communicate about the coaching role with school leaders and teachers	I extensively communicate about the coaching role with school leaders and teachers
19 C	I do not communicate about the coaching process with school leaders and teachers	I minimally communicate about the coaching process with school leaders and teachers	I regularly communicate about the coaching process with school leaders and teachers	I extensively communicate about the coaching process with school leaders and teachers
20 C	I do not communicate about the coaching approach with school leaders and teachers	I minimally communicate about the coaching approach with school leaders and teachers	I regularly communicate about the coaching approach with school leaders and teachers	I extensively communicate about the coaching approach with school leaders and teachers
<i>Standard 6 - Leadership</i>				
21 C	I have not built trusting relationships with the teachers I coach	I have built somewhat trusting relationships with the teachers I coach	I have built mostly trusting relationships with the teachers I coach	I have built very trusting relationships with all of the teachers I coach
22 P	I have no instructional expertise	I have limited instructional expertise	I have a satisfactory level of instructional expertise	I have an exceptional level of instructional expertise
23 C	I am not an emotionally intelligent coach and I am unresponsive to teachers' needs	I am a somewhat emotionally intelligent coach and I am somewhat responsive to teachers' needs	I am mostly an emotionally intelligent coach and I am mostly responsive to teachers' needs	I am an exceptionally emotionally intelligent coach and am very responsive to teachers' needs
24 P	I am not ambitious for students when working with teachers to create PEERS goals	I am somewhat ambitious for students when working with teachers to create PEERS goals	I am mostly ambitious for students when working with teachers to create PEERS goals	I am highly ambitious for students when working with teachers to create PEERS goals

Thank you for taking the time to complete the survey.

Please place your survey in the envelope provided, seal it, and return it to _____

