

Executive Summary

This summary provides an overview of the Applied Dissertation, *Instructional Coaching Meeting the Needs of Teacher Efficacy in Low-Performing Schools*, by Angela L. Hernandez.

This applied dissertation was designed to ascertain the effectiveness of instructional coaching initiatives in low-performing schools. The specific support and collaboration provided to instructional staff at low-performing schools was researched. Specifically, the teachers shared their perceptions of help provided to grow in instructional self-efficacy.

The researcher applied a mixed methods approach using a self-audit and open-ended probes to investigate teacher perceptions of the instructional coaching they received from both school-based and district instructional coaches. The most successful collaborative activities between coach and teacher included gathering of resources, explanation of standards, and modeling of instructional strategies. Overall, instructional coaching had a positive effect on increasing teacher knowledge, especially when received with the support of a school-based coach.

When analyzing the data, the positive input and appreciation of an instructional coach at a school site was identified. In the end, the majority of teachers appreciated the district coach encouragement and sharing of knowledge, but they also identified not having a relationship needed to improve efficacy. Instructional coaching entails multiple components such as structure (content, data-based decisions), leadership skills (collaborative, cooperative), and an understanding of adult learning (continuous improvement). These specifics were identified or used as descriptors to get a better sense of the importance of the instructional coach and teacher relationship in order to build efficacy. However, the extent and intensity of each interaction to affect efficacy needs further research.