Coaching for Systems and Teacher Change

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by

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About the Downloads

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2. Register to create an account (or log in with an existing account).
3. Filter or search for the book title *Coaching for Systems and Teacher Change.*

A complete list of resources available online follows, including blank templates that appear in the print book.

Chapter 1

Appendix A Reflecting on My Coaching Role

Chapter 2

Appendix B Categorizing Common Activities for Coaching Teachers

Appendix C Planning for Enacting Critical Coaching Activities

Appendix D Blank Template for Categorizing Systems Coaching Activities

Appendix E Discussion Guide: Preparing for Coaching Barriers

Appendix F Action Planning Tool

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Appendix G Connecting the Dots: Research, the Coaching Framework, and Your Coaching Role

Chapter 4

Appendix H Understanding the System

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Appendix J Reflection Tool: What Do Systems-Level Principles Mean to Me?

Appendix K Recommendations for Using Understanding the System With Teachers or Teams

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Appendix M Alliance Assessment

Appendix N Coaching Compact

Appendix O Planning, Conducting, and Reflecting on Coaching Sessions: A Focus on Alliance

Appendix P Discussion Guide: Alliance Scenarios

Chapter 6

Appendix Q Planning, Conducting, and Reflecting on Four Coaching Practices

Appendix R Discussion Guide

Appendix S Phase 1 Coaching Protocol: The Premeeting

Appendix T Phase 2 Coaching Protocol: The In Class/Meeting Observation

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Appendix V Readiness Measure

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Appendix Z Connecting the Dots: Readiness for Change, the Coaching Framework, and Your Coaching Role

Chapter 9

Appendix AA Coaching Implementation Checklist

Appendix AB Calculating the Fiscal Costs of Coaching

Appendix AC Connecting the Dots: Changes in Teacher/Team Practice, System Outcomes, and Student Outcomes

Appendix AD Coaching Self-Assessment

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Dr. Pierce is Senior Technical Assistant Consultant/Researcher for American Institutes for Research (AIR) and has experience working as a teacher, coach, and building- and district-level leader. She also has served in higher education as an adjunct instructor. Her areas of expertise center on supporting the implementation of evidence-based interventions by teachers and schools, including teacher and systems coaching models to reduce the research-to-practice gap; implementation science and systemic change, including frameworks across fields and factors associated with sustained use of evidence-based interventions; and the application of Multi-Tiered Systems of Support (MTSS) across general and special education. Dr. Pierce also has a background in literacy instruction for struggling learners.

Dr. Pierce works in two capacities at AIR: to provide high-quality technical assistance to educators and to conduct meaningful research with practical application to the school setting. On the research side, Dr. Pierce serves as the implementation and coaching lead for several randomized control trials. She is also the project director for an Institute of Education Sciences (IES)–funded study examining the psychometric properties of a MTSS fidelity tool. On the technical assistance side, Dr. Pierce leads coaching and systems change projects for national technical assistance centers, including the National Center for Systemic Improvement (NCSI).

Dr. Pierce is committed to translating research into usable materials for teachers, coaches, and leaders. As a prior colead for the Global Implementation Society Standards Committee and founding member of that worldwide group, she stays attuned to the most recent findings of implementation science to improve the uptake of research in educational settings. Toward this end, she has authored peer-reviewed articles; numerous free, online tools (including coaching modules); and this book.

Dr. Pierce is originally from Seattle and earned her doctoral degree in special education from the University of Washington. She lives in New York City with her wife.

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Dr. St. Martin is Assistant Director of Michigan's Multi-Tiered System of Support (MiMTSS) Technical Assistance Center. She regularly works with State Education Agencies, Regional Education Agencies (REAs), and districts across the country to assist them in successfully using an implementation infrastructure that can scale the components of an integrated behavior and reading Multi-Tiered Systems of Support (MTSS) model. Dr. St. Martin is a panel member for an Insti-

tute of Education Sciences (IES) Practice Guide focused on supporting adolescents in Grades 4–9 who need reading intervention supports. She collaborates with the National Implementation Research Network (NIRN) in the Bill and Melinda Gates Foundation Effective Implementation Cohort. Dr. St. Martin has also directed a federally funded adolescent literacy model demonstration grant and has been a coprincipal investigator for a Low-Cost Evaluation Trial, Integrated Tier 2 IES grant. She coauthored the Reading Tiered Fidelity Inventory (R-TFI) and implementation capacity assessments for districts and REAs to guide their supporting infrastructures for an MTSS framework. Before working with the MiMTSS Technical Assistance Center, Dr. St. Martin was a school administrator and teacher with experience in urban, urban-fringe, and rural school districts.

Introduction

BACKGROUND AND PURPOSE

In today's world, educators must develop the skills and knowledge needed to support an ever-diversifying student population. As a result, educators can no longer expect to teach in the isolation of a classroom but must instead continuously collaborate with colleagues who work at different levels of the system (e.g., across grade levels, with district leaders, with staff working at the state level) to improve outcomes among all learners (Joyce & Showers, 2002). Moreover, educators—from teachers to administrators—have a greater recognition that the overall functioning of the educational system influences the degree to which they can produce improved learner outcomes (Bryk, 2010; Fixsen et al., 2005). This complex backdrop often demands that educators have access to support mechanisms that develop their capacity, with coaches often called on to support individual teachers and teams of educators (Freeman et al., 2017; Knight et al., 2015).

Notsurprisingly, then, coaching between allied educatorsisa critical elementof effective professional learning and considered to be a cornerstone for producing improved teaching, studentlearning outcomes (Darling-Hammond et al., 2017; Kraft et al., 2018; Rowe et al., 2021; Yoon et al., 2007), and systems-level change in education (Fixsen et al., 2005). Although coaching is now ubiquitous across the country, with expert teachers, intervention specialists, school psychologists, administrators, counselors, and other allied professionals often serving as coaches (Denton & Hasbrouck, 2009), coaches rarely receive formal preparation or support for serving in this role (Gallucci et al., 2010). As a result, coaches often dedicate their time to a host of activities, which may lead to improved teacher practice, student outcomes, or systems-level change (Denton & Hasbrouck, 2009).

Perhaps you are one of the many coaches working with individuals or teams of educators to improve teacher, student, and systems outcomes (i.e., the day-to-day ways school systems operate, such as streamlining activities across school improvement plans) in the face of these challenges. Alternatively, your role may be to support the work of coaches (e.g., school principal, district or state specialist responsible for leading a cadre of coaches, instructor in a coaching preparation program). If so, this book aims to serve as your go-to resource in two ways. First, it contains an easily digestible synthesis of research on coaching that directly links to the work of the coach. Second, it provides practical tools, which are available in electronic format, that coaches can use to plan powerful coaching sessions, conduct efficient yet impactful sessions with teachers and teams to support their development, and reflect on sessions to ensure coaching continuously improves. Overall, use of the information, resources, and tools in this book can enhance one's capacity of a coach in the era of systems improvement.

To support your development, this book is broken into three sections. Each section is further elaborated so thatyou can gain a greater understanding of key contentand materials. Mostimportant, note that each of these sections provides practical information and resources for teacher coaches—coaches who seek to improve teaching and student learning—and systems coaches—coaches who support a team of educators responsible for leading implementation efforts (e.g., a Multi-Tiered

Systems of Support, or MTSS, coach). You may also apply the content of the book to coaches who work with teachers and teams—we call them *hybrid coaches.* We have found in our work with coaches that there is a clear need for concrete information about conducting powerful coaching cycles. We hope this book will illuminate how to productively engage in this work, whether it is with individual teachers, teams of educators leading an implementation effort, or both.

In Section I, we present foundational research about why coaching has played such a powerful role in professional learning in schools from a historical to a contemporary view. We also explicate the goals of coaching, explain typical activities completed by coaches, and bring to light common challenges coaches face. Moreover, Section I presents the defining features of a coaching framework for two types of coaching: coaching individual teachers from prekindergarten (pre-K) to high school and coaching teams of educators (e.g., principals, general and special education teachers, school psychologists) from pre-K to high school. This first section of the book concludes with an introduction to systems-level change principles and uncovers why it is so critical for coaches to apply them to their day-to-day work with teachers or teams.

Section II unpacks the coaching framework in greater detail. Readers will learn about building strong relationships or alliances with teachers and teams as well as three other core practices in coaching: observing, modeling, and providing performance feedback. This section also offers numerous tools and resources to enhance teacher and team readiness for change and coaching scenarios. Consider this section the skinny on how to plan, conduct, and reflect on conducting coaching cycles with teachers and teams.

In Section III, we focus on an often unaddressed area: considerations and strategies for implementing coaching. For example, we offer a coaching implementation checklist, resources for identifying the fiscal costs of coaching, an approach for identifying the impact of coaching, a set of coaching competencies, and a coaching fidelity measurement tool. Although Section III only contains one chapter, the information presented therein is essential for anyone who seeks to enact coaching for the long term as a mechanism for improving teacher, team, systems, and student outcomes.

We have created an extensive list of coaching resources. These include reflection exercises, activities, discussion guides, planning tools, recommendations, assessments, coaching protocols, tips, checklists, and a cost calculator. These can be found in the back matter of the print book and e-book and are also available for download on the download hub (http://downloads.brookespublishing.com). Filter or search for the book title *Coaching for Systems and Teacher Change.*

MAKING GOOD USE OF THE CONTENT

Rest assured that the three sections of this book contain multiple supportive materials, including guides to deepen thinking and discussion related to coaching, case examples to help coaches apply their thinking to their unique contexts, at-a-glance informational graphics that communicate essential information about coaching in educational systems, and tools to help coaches move beyond thinking about effective coaching to enacting powerful sessions with teachers and teams. Furthermore, each chapter contains Key Questions and Chapter Take-Aways. The former provides compelling prompts for coaches to consider whereas the latter summarizes essential ideas coaches can master.

We suggest that you read these sections as they have been organized so that you can first gain insight into the core concepts of coaching (e.g., barriers, shifting expectations of coaching), then develop a concrete understanding of the most powerful coaching moves that should be a daily part of your coaching repertoire (e.g., providing performance feedback), and finally dig into ways to offset pressing challenges that occur when coaching is not used in a structured, purposeful way in schools. We also recognize, however, that your work may dictate a different approach to using this book. The content can therefore be read in a less linear approach because each chapter and its related materials can be utilized to target specific needs related coaching (e.g., how to build alliance with teachers and teams).

A CORNERSTONE OF COACHING

Before diving into the content, take a moment to reflect on one coaching cornerstone. An underlying premise of coaching is to provide customized support to each teacher and team so that all students within an educational system can reach their fullest potential. This means that every adult and student must be valued for their unique contributions and qualities. In today's world of seemingly inconceivable circumstances (e.g., a global pandemic) and profound conditions (e.g., systemic racism) pervading our lives, coaches must conceptualize their work as a tool for counteracting such abysmal situations. Moreover, coaches' observable behaviors must fulfill the promise of helping each teacher, team, system, and student reach their fullest potential. It is therefore every coach's responsibility to take a hard look at their own biases and actively work to eradicate these negative biases. Furthermore, understand that reflecting and working on biases is an ongoing endeavor that must be attended to continually. After all, if coaching is about anything, it is about bringing out the best in everyone we support. And believing that everyone we support can be the best.

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This book is dedicated to the educators working to improve the lives of all students, especially those children and youth who struggle the most. The work you do is tireless and often goes unrecognized; know that what you do matters.

To my best friend and wife, Cornelia:
Thank you for the joyous life we have together.
My heart is for you.
—JDP

To my parents:
No matter my age, making you proud never gets old.
I hope this book brings a smile to your face.
—KSM

I

Introduction and Core Concepts

1

Making the Case for Coaching

From a Historical to a Contemporary View

KEY QUESTIONS

1. Why is coaching a prominent form of professional learning in education?
2. How have educational policies and research shaped the nature of coaching in schools, particularly the evolution of the role from coaching of teachers to the role of the systems coach and hybrid coach?
3. How does knowing about the historical background of coaching help you in today's world?

CHAPTER TAKE-AWAYS

1. Teacher practice is a powerful predictor of student outcomes. In short, good teaching matters. Yet, there is wide variation in how teachers teach and a need for an effective way to support teachers' improved practice in the classroom setting. When Joyce and Shower's seminal research showed that coaching could produce improved teacher practice, coaching quickly became a dominant approach in the professional learning landscape.
2. Other coaching roles cropped up in research and policy around the new millennium, due in part to the use of schoolwide frameworks such as positive behavior interventions and supports (PBIS), response to intervention (RTI), and Multi-Tiered Systems of Support (MTSS). These new roles expanded the focus of the coach role toward improving the practice of school implementation teams, the prekindergarten (pre-K)/school system, and student outcomes.
3. The dual forces of research and policy have influenced the nature of coaching roles in schools, ultimately cementing at least two other roles—systems and hybrid coaching—as integral approaches in the professional learning landscape alongside the traditional coaching role.

CHAPTER OVERVIEW

This chapter is divided into two sections. We first provide a brief rationale for why coaching has become such a prominent form of professional learning in pre-K-12th grade schools, beginning with seminal research conducted by Joyce and Showers in the 1980s. This first section of the chapter focuses on the coaching of teachers because that is the type of coaching that originated in research, policy, and schools (Bean & Wilson, 1981). We also compile data from the National Center of Education Statistics (NCES) related to coaching to present how this role has been staffed in schools at two timepoints (2007–2008 and 2015–2016). Although these data show the overall staffing peaks and valleys of coaching, they indicate that coaching plays an integral role in professional learning within schools.

The second section of this chapter offers a historical to contemporary view of coaching, connecting information from the research and policy arenas to show how these two forces shaped the nature of coaching in schools. We also discuss the evolution of the coaching role: When coaching grew from primarily supporting individual teachers in their classroom practices to supporting teams of educators responsible for leading school implementation efforts (or supporting both teachers and teams).

Before we proceed to the main content of this chapter, we offer some important notes about terminology. We use the label *teacher coaches* when referring to those coaches who support teachers' academic instruction, use of behavioral practices, or use of socioemotional supports for students. We use this label for two reasons. Most obviously, teacher coaching indicates quickly who the coaches support. Who coaches support is important to communicate because not every coaching role is focused on teachers. Second, teacher coaching is reflective of the full scope of coaches' work, wherein those serving in the role often support teachers in an array of areas, including academic content area instruction, implementation of classroom management practices, and use of socioemotional supports. In summary, teacher coaching most accurately conveys the full nature of the role as examined in research, included in policy, and enacted in pre-K–12th-grade schools.

Systems coach is the term used when referring to those coaches who support a team of educators responsible for leading implementation efforts (McIntosh & Goodman, 2016). We also sometimes refer to systems coaching as *implementation team coaching* or even *team coaching* for shorthand. We do not, however, use the label to suggest the team is a group of teachers who are focusing on improving their classroom practices and their students' outcomes. Rather, systems coaches work with a team of educators who are charged with guiding the school's implementation of schoolwide and district priorities (e.g., MTSS, initiatives). Systems coaches aim to improve that team's practices (e.g., team's data utilization, team meeting processes), the school system or pre-K program, and even student outcomes. (We discuss these desired outcomes extensively in subsequent chapters, especially Chapter 2.)

Finally, *hybrid coaching* is used when discussing coaching that is offered to teachers and to implementation teams, indicating that the individuals providing this type of coaching work to improve teacher practice, team practices, pre-K/school systems, and, ultimately, student outcomes. The term *hybrid coaching* is not likely to be found (at this time) in research or policy, but in our experience, practitioners embrace this label because it clearly reflects the nature of work expected of those serving in the role.

We highlight the nuances of these different labels because it is important to understand from the onset who we mean when we refer to the different roles addressed in this text. In addition, we have found that the general word "coach" is commonly used in research, policy, and practice without specifying what precisely is meant by the term. Similarly, terms commonly associated with the work of the coach (e.g., professional learning, trainings, workshops) are often used differently in research and practice. Given that not all coaching roles work toward the same goals, work with the

Table 1.1. Definitions of terminology used in this text

Term	Definition and additional information
Professional learning	An umbrella term for the different types of supports coaches provide to teaches and teams. Examples of professional learning approaches include professional learning workshops, trainings, coaching, communities of practice, and professional learning communities.
Professional learning workshops	A professional learning approach that coaches typically provide to teachers or teams to build their knowledge in a certain topic (e.g., reading instruction) or educational innovation (evidence-based practices, assessment tools). Professional learning workshops may be referred to as *trainings* or simply *workshops*.
Coaching teachers	A professional learning approach provided to teachers to support their implementation of academic practices, behavioral practices, and/or socioemotional supports. The focus of coaching is on improving teacher practice and student outcomes.
Systems coaching, also referred to as *team coaching*	A professional learning approach provided to a team of educators responsible for leading a schoolwide implementation effort. The team of educators may be called the *leadership team, implementation team,* or *leadership implementation team*. The goal of systems coaching is to improve the implementation team's practice, system outcomes, and, ultimately, student outcomes.
Hybrid coaching	A professional learning approach provided to 1) teachers to support their implementation of academic practices, behavioral practices; and/or socioemotional supports and 2) a team of educators responsible for leading a schoolwide implementation effort. The goal when coaching teachers is to improve teacher practice and student outcomes. The goal when coaching a team is to improve the implementation team's practice, system outcomes, and, ultimately, student outcomes.

same coachees, or enact the same activities, it is important to clarify what we mean when we talk about coaching, as well as how coaching fits into the overall landscape of professional learning. Table 1.1 summarizes how we use these different labels throughout this text.

Whether interested in the coaching of teachers, the coaching of implementation teams, or the hybrid role, we do suggest delving into Chapter 1 before reading other chapters. Reading Chapter 1 allows you to garner a clear understanding of how coaching has been conceived and enacted in the past. Moreover, the history of coaching has shaped the nature of modern-day coaching—influencing everything from the title of the role to the expectations held about what constitutes coaching and what can be achieved from coaching. Modern-day coaches can even draw on this historical information to contemplate the future of coaching.

Similarly, we suggest reading Chapter 1 before planning, conducting, or reflecting on coaching sessions with teachers and teams. Planning, conducting, and reflecting on coaching sessions will be more productive (and more effective) when the coach holds foundational knowledge about the role and can effectively communicate this knowledge to others.

MAKING THE CASE FOR COACHING

The impact of quality teaching is unequivocal. Students show improved academic performance, from increased scores on standardized reading, math, and science tests (Hattie, 2012; RAND Corporation, 2012) to reductions in challenging classroom behavior (Reinke et al., 2014), when they are instructed by skilled teachers. The quality of teaching practices vary (Rivkin et al., 2005), however, and as a result, schools and districts often require an effective way for improving teacher practice through ongoing, classroom-based support. Enter coaching.

Why has coaching become such a prominent professional learning approach aimed at improving teacher practice? One key reason is undoubtedly linked to Joyce and Showers' (1982) seminal research findings on the difference between training and coaching. The duo found that training led to improved teacher knowledge but was insufficient for improving teachers' practice in the classroom setting. In contrast, the researchers also found that coaching—classroom-embedded, ongoing support—was the bridge between knowledge acquisition and translating that knowledge into practice in the classroom.

The alluring finding that coaching could be such a powerful force for changing teacher practice proved to be sufficient justification for it to be quickly embraced by researchers, policy makers, and educators alike. On the research side, studies on coaching exploded shortly after Joyce and Showers' original study was published (Hargreaves & Skelton, 2012). Educational policies began to attend to the notion of coaching (Denton & Hasbrouck, 2009), and schools across the country shifted into action to more widely offer coaching to teachers (Rhodes & Beneicke, 2002).

Today's coaching movement seems even stronger than it was in the 1980s. Consider the following facts:

- Hundreds of thousands of coaching studies have been conducted since Joyce and Showers' (1982) seminal examination of coaching. In 2019 alone, more than 14,000 studies were published in journals and other sources of gray literature (e.g., educational web sites, white papers).
- Every federal educational policy since 1999 has indirectly or directly called for the use of coaching to improve teaching.
- Data on coaching from the NCES (Taie & Goldring, 2017) showed that 67% of all K–12 public schools had either a coach or an instructional specialist assigned to work with teachers. A *coach* was defined as someone who (at a minimum) observed, modeled the use of teaching practices, and provided performance feedback to teachers. A *specialist* was defined as someone who coached teachers and worked directly with students.
- Of the 67% of schools previously mentioned, roughly 40% have coaches. Specialists constitute the remaining 23%. These rates are double the rates of coaches and specialists in 2000 (Domina et al., 2015).
- Nearly 60,000 K–12th-grade educators serve in the role of coach or specialist (NCES, 2017).
- Although the numbers of pre-K coaches are not available from national data sets, coaching pre-K teachers has been recommended as a necessary addition to supporting early learning (Elek & Page, 2019; Snyder et al., 2015).

Although the embrace of coaching was not a linear progression over the decades, the data offer clear signals that Joyce and Showers' (1982) case for coaching has been made. When educators require support in improving their practice, it seems safe to conclude neither researchers', educators', or policy makers' interest in coaching is unlikely to significantly wane anytime soon. Coaching is here to stay. (To learn more about the prevalence of coaching in schools, see the additional information shown in the text box.)

Coaching by the Numbers: A Deeper Look at K–12 Schools

Between 2007–2008 and 2015–2016, elementary schools with reading coaches ranged from 44% to 47%, whereas the percentage of secondary schools (i.e., combined middle and high schools) with coaches ranged from 35% to 44% (information from Taie and Goldring, 2017, & U.S. Department of Education, 2008—two reports pulled from the Schools and Staffing Survey [SASS] and the National Teacher and Principal Survey [NTPS]). Across those same years, a smaller percentage of elementary schools (from 22% in 2007–2008 to 27% in 2015–2016) than secondary schools employed math coaches (30% in the same time span). Science coaches were less common than either reading or math coaches in both elementary and secondary schools, with about 8% of elementary schools and 15%–17% of secondary schools employing this type of coach across all years (2007–2016). Table 1.2 summarizes this information.

Table 1.2. Percentage of teacher coaches by role from 2007–2008 and 2015–2016

	2007–2008		2015–2016	
Coaching Role	*Elementary*	*Secondary*	*Elementary*	*Secondary*
Reading Coach	47.3	40	44.4	35
Math Coach	22.2	30	27	30
Science Coach	8.3	17	7.5	15
Unspecified Coaching Role	Unavailable	Unavailable	34.5	43

Sources: Taie and Goldring (2017); U.S. Department of Education, National Center for Education Statistics (2008).

Looking deeper at school characteristics also offers additional insight into the nature of coaching in American schools. As shown in Table 1.3, with only one exception in 2015–2016, a greater percentage of coaches work in schools with high rates of students on free or reduced-price lunch (FRPL) than schools with low percentages of students on FRPL. In fact, with nearly every jump in FRPL rates comes a jump in the percentage of coaches working in those schools, although schools with the highest percentage of FRPL fell from roughly 70% in 2007–2008 to 67% in 2015–2016. Scanning the data related to the location of a school also highlights an interesting trend: Between 2007–2016, schools located in cities had a higher percentage of coaches than schools located in communities designated as rural, suburban, or as a township, even though township schools saw nearly a 10% jump in coaching in 2015–2016. Next, schools with 500 or more students saw coaching percentages increase, whereas smaller schools saw only slight shifts or remained the same. Looking at public and charter schools, a higher percentage of coaches worked in traditional schools than in charter schools in 2007–2008, but this trend shifted in 2015–2016. Finally, 57% of all schools had a coach in 2007–2008, but this grew to 66% by 2015–2016. Although the reasons why these trends exist are likely numerous and next to impossible to tease out, the data highlight one key point—coaching is an integral part of professional learning in schools.

Table 1.3. A contextual look at coaching in schools

School Factor	2007–2008	2015–2016
Percentage of students qualifying for FRPL 0%–34%	61.4	68.2
Percentage of students qualifying for FRPL 35%–49%	61.1	63.9
Percentage of students qualifying for FRPL 50%–74%	67.2	67
Percentage of students qualifying for FRPL 75% or more	70.2	67.6
City	72.4	73.4
Suburban	67.9	71.1
Township	58.9	59.8
Rural	54.7	55
Enrollment less than 100 students	31.2	30.5
Enrollment of students from 100–199	52.1	53.4
Enrollment of students from 200–499	69.6	69.4
Enrollment of students from 500–749	67.9	72.9
Enrollment of students from 750–999	67.2	72
Enrollment of students at or more than 1,000	60.7	63.9
Traditional public school	63.4	65.9
Charter school	61.6	69.9
Percentage of all schools with staff with coaching assignments	56.9	65.9

Sources: Taie and Goldring (2017); U.S. Department of Education, National Center for Education Statistics (2008).
Key: FRPL, free or reduced-price lunch.

COACHING ACROSS THE DECADES

Even with the significant role Joyce and Showers (1982) played in making the case for coaching, it would be too simplistic to suggest that the coaching movement rested solely on the shoulders of two individuals. Thus, this section presents a more comprehensive review of the coaching evolution that has occurred since the 1980s. It is divided into three time periods, starting from a historical perspective and building to a contemporary view. Each of the three time spans integrates information from two spheres—research and policy—to construct a phase-by-phase view to paint an overall picture of coaching, including how the role has expanded. It also allows the reader to glean a robust understanding of how coaching has been shaped by 40 years of research and educational policies to become an integral part of today's pre-K-12th grade school system.

Three notes are important to offer before moving toward the discussion of the phases of coaching. First, we begin our historical discussion of coaching in the 1980s because of the affect Joyce and Showers' work had on coaching research, educational policy, and, in turn, schools. But as Bean and Wilson (1981) noted, the deepest roots of coaching can be found in a popular role from the 1930s to the 1970s—the reading specialist. The *specialist* was defined as a teacher typically responsible for providing remediation support to struggling readers who also occasionally worked with other individual teachers outside of the classroom setting (Bean & Wilson, 1981; Ippolito et al., 2019). Second, as you will see in the following text, the role of the coach from working with teachers to working with implementation teams (or both) did not begin to shift until the second phase of coaching (roughly 2002). Information on systems and hybrid coaching roles are therefore discussed in Phases 2 and 3, whereas Phase 1 focuses on the coaching of teachers with the purpose of improving teacher practice. Third, this chapter offers a distillation of coaching research for the purposes of capturing the tenor of scholarly work and educational policy on coaching over the decades. Refer to Chapter 3 for a more comprehensive review of coaching research.

Phase 1: Laying the Groundwork for Coaching (1980s–2001)

Although Joyce and Showers were perhaps the most well-known to examine teacher coaching during the 1980s and 1990s (see Joyce & Showers, 1980, 1981; Showers, 1984; Showers & Joyce, 1996), other researchers also offered important contributions about coaching during this time span. Several of these researchers also applied a peer-to-peer coaching approach in their studies, which was the dominant coaching approach used by Joyce and Showers. For example, Kohler et al. (1995) conducted peer coaching in the pre-K setting, as did Miller (1994) and Wynn and Kromrey (1999). Others focused on peer coaching with general and special education teachers (Hasbrouck & Christen, 1997), finding it to be an effective way to support general educators' instruction for students with disabilities. Taken together, these peer coaching studies found that it was a productive approach for improving new and experienced pre-K-12th grade teachers' use of instructional and management practices across special and general education classrooms.

But as noted in one early Joyce and Showers (1980) article, successful coaching need not rely on only a peer-to-peer approach. Experts (e.g., researchers, consultants, experienced teachers) could also serve in the role. Thus, we see other researchers branching out from the peer-to-peer approach during Phase 1. Peterson Miller et al. (1991) examined the coaching of special education preservice teachers by experts, and they showed improved classroom management and instructional practices when coached. Roelof et al. (1994) and Veenman and Denessen (2001) also examined an expert-to-novice coaching model, finding it led to improved instruction and classroom management among general education teachers, although coached teachers did not outperform noncoached teachers.

Whether focused on a peer or expert coaching model, Phase 1 research offered two key takeaways. First, coaching offered teachers a unique benefit that other forms of professional learning

did not offer: transferring what was learned in training to improve teacher practice in the classroom setting (Joyce & Showers, 1981). Second, but equally important, a small number of studies began to uncover that coaching could improve more than teacher practice—students may also see improved outcomes. Ross (1992) and Kohler et al. (1997) led the way to determine the impact of coaching on student outcomes. They found early evidence that coaching could lead to improvements in changing teacher practice *and* student outcomes.

As the previous research was underway, the realm of policy was slowly beginning to attend to the idea of coaching. This was influenced in part by the political desire to solidify the country's place as a global economic leader, alarmingly low student outcomes across the country on the National Assessment of Educational Progress (NAEP; Edmonson, 2005), and the release of a pivotal research synthesis on the nature of teaching reading to young children (National Research Council, 1998a). When the federal government introduced the Reading Excellence Act (REA) in 1999, a central goal of the REA was to overhaul pre-K–3 literacy instruction so that teachers used scientifically based reading (SBR) instructional practices as part of their daily work with children (https://www.govtrack.us/congress/bills/105/hr2614/text). Although not specifically cited in the act itself, coaching was viewed favorably by those in charge of awarding REA funds to states (Kraft et al., 2018), perhaps due in part to the National Research Council's strong endorsement of the 1990s version of the coaching role (the reading specialist): "Schools that lack or have abandoned the use of reading specialists should re-examine their need for them and provide the functional equivalent of these well-trained staff members" (1998b, para. 11).

With a strong push for coaching under REA and a bank of meaningful studies and scholarly articles published on the pages of some of the most widely read educational journals (e.g., *Educational Leadership*, *Journal of Educational Research*), Phase 1 ended with coaching of teachers as an increasingly routine part of the educational system. Even from this well-positioned place, coaching was about to capture even greater attention from the research and policy contexts.

Phase 2: The Evolution of the Coaching Role (2002–2014)

Phase 2 kicked off in the new millennium with a decisive bang as policy makers replaced REA with the No Child Left Behind (NCLB) Act of 2001 (PL 107-110) and its two funding mechanisms: Reading First and Early Reading First. Although NCLB and REA had some differences (e.g., NCLB's accountability system for schools not showing adequate student progress, requirements for teachers to be highly qualified), similarities could still be seen between the two policies (e.g., emphasis on the use of SBR, expectation that all children were proficient readers by third grade). NCLB pressed even further than REA with respect to coaching. For the first time in the history of the United States, Early Reading First and Reading First grants funded under NCLB specifically listed coaching as one recommended mechanism for improving teaching and student learning (U.S. Department of Education, 2003, 2007). Indeed, the teacher coaching role was taking the policy world by storm.

Alongside this policy push for coaching was an increase in coaching research. Studies from this phase examined Early reading First coaches, Reading First coaches, or behavioral coaches. Many of the studies from this phase focused on understanding the role of the coach, describing the critical responsibilities of literacy coaches (Deussen et al., 2007) and behavioral coaches (Bradshaw et al., 2012; Hershfeldt et al., 2012), and identifying benefits and challenges of this work (Bean et al., 2012; Shidler, 2009). Other efforts detected a positive relationship with coaching and improved teaching (Elish-Piper & L'Allier, 2011) or even causal links between coaching, improved teachers' literacy practice, and improved student literacy outcomes (Bingham & Patton-Terry, 2013; Jackson et al., 2007).