The purpose of this research is to explore principal coaching through the lives of principal coaches as they provide support to novice and experienced principals. Principals are dealing with more complex problems than merely being the manager of schools. As we begin to transition our schools with higher demands, the framework that was in place is no longer viable. Student achievement and student growth are the two areas schools must focus on and succeed. The need to support school leaders is more relevant now than ever before. As a result, some type of support is needed to guide principals who need additional assistance and resources. The lived experiences in which the participants shared will give the reader a better understanding of how the principal coaches embrace this concept that has taken its features and objectives from executive coaching that is used in the business sector.

The research tradition that I selected is the qualitative study. Understanding that a particular group of individuals are involved in a specific type of program leads my topic to a phenomenological approach. This approach is what was needed to examine the problem statement identified: How effective is principal coaching in education through the perception of principal coaches? The research that is presented does begin with assumptions and uses a theoretical lens to explore the phenomena of effective principal coaches.

I was able to identify common themes from the stories and experiences that were relevant throughout the interviews as the data was coded. The principal coach has a

responsibility to all stakeholders when working with the coachee. This role is full of opportunities to enhance the school community and improve student achievement. The time a principal coach spends with a coachee is important as they work collaboratively together in a trusting relationship. The three most important characteristics of the principal coaching experience are confidentiality, coaching preparation, and building relationships.

EXPLORING PRINCIPAL COACHING THROUGH THE

PERCEPTION OF PRINCIPAL COACHES

by

Pamela L. Ford

A Dissertation Submitted to
the Faculty of The Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
2014

Approved by

_____
Committee Chair

This dissertation is dedicated to my son, Ian for all the love, support, understanding, and patience that he exuded during this process. His unconditional love is what kept me on course during this important time in our lives. He has always been proud of me as his mom and I pray that this accomplishment seals that pride in which he cherishes about me. I know that the high expectations that I have set for myself are portrayed by accomplishing this dissertation. I now pray that he realizes this and understands that by having a goal and a vision in life is essential to fulfilling his dreams.

APPROVAL PAGE

This dissertation, written by Pamela L. Ford, has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

Committee Chair   Carl Lashley

Committee Members   Brian Clarida

Ann Davis

Kathryn Hytten

Date of Acceptance by Committee

Date of Final Oral Examination

iii

ACKNOWLEDGMENTS

I would like thank and offer my sincere appreciation for my dear friends: Phebe, Michelle, Toni, Nicole, and Successful Seven for their encouragement and helping me stay focused to complete this journey. A special thanks to Richard Allen, who edited this dissertation.

TABLE OF CONTENTS

LIST OF TABLES

ix

LIST OF FIGURES

x

CHAPTER I

INTRODUCTION

Background and Rationale of Study

The role of a school leader has become more complex and rigorous with the difficult demands that are mandated by state and federal policy. With the requirement to address diverse needs of students as well as increased accountability in our schools, the duties that principals of today are held responsible for are different than what was expected of them in the past. The issues of equity, accountability, funding, and resources are just a few of the challenges facing the school leaders. All of these educational changes call for some type of support for those in these school leadership positions. The school and needs of the principal determine the level of support that is provided.

The need for guidance in the everyday responsibilities of school leaders is difficult. Principals are faced with many challenging issues that go alongside student growth and school accountability. Support in these difficult situations is necessary in order to maintain stability with the responsibilities of leading a school. As humans, we find ourselves connecting with others who have similar circumstances or situations to get another perspective on how to function or deal with our frustrations. We have made buddies, even called them mentors. Regardless, some type of support is necessary to help ease the possible derailment of an individual.

Purpose of the Topic

Today's school systems are faced with many daunting challenges. A mandate that has placed unprecedented demands on public education is "*The No Child Left Behind Act*" (NCLB, 2002). At the school level, the principal's role is far from what it was before student achievement and state standards came into existence. According to Wise and Jacobo (2010),

> The principal of today is now charged with creating and leading a learning organization, where principals and teachers must interact continually with new ideas about their practice and collaborate to internalize the ideas, practices, and policies that fit within the context of their own school culture. This is a new paradigm for the school leaders and they need guidance to meet the challenge. (p. 1)

Many researchers believe that coaching is a way to bring about change when used effectively (Kee, Anderson, Dearing, Harris, & Shuster, 2010; Reiss, 2007; Wise & Jacobo, 2010). For example, Wise and Jacobo (2010) state, "Coaching is the process used to help people reflect, find power and courage within themselves, and think and act in new ways in order to bring about permanent and positive change" (p. 163). The coaching partnership is built on confidentiality and trust. This bond will allow the principal to emerge as a leader and become more confident as the profession continues to evolve in its current state of educational essentials.

The principal coach and coachee have set goals in mind to work towards that are consequently driven by the district. However, the coachee may have a separate area that s/he feel is important to concentrate on as well. As Reiss (2003) states,

> Leadership coaching for school change addresses the need to support school leaders through the challenges and crises they face. It combines executive coaching with leadership assessments in weekly confidential sessions, contributing to better organizational efficacy and increased personal effectiveness. (p. 2)

The needs of the coachee may vary depending on the emphasis range or the explicit need that has been identified by the coach.

The coaching profession has stemmed from the human performance and achievement that developed from psychotherapy and consists of solution-focused and cognitive behavioral therapy (Reiss, 2007). The analysis that is done on an individual to assess his/her social needs helps diagnose the area of growth. Other scholars such as Carl Jung, Alfred Adler, Carl Rogers, and Abraham Maslow are antecedents of modern day coaching (Reiss, 2007). According to Williams (2004),

> Coaching was born as a result of great advances in psychotherapy and counseling, and then blended with consulting practices and organizational and personal development training trends. Coaching takes the best each of these areas has to offer and provides a now standardized and proven method for partnering with people success. (p. 38)

Although principal coaching has been in existence for the past ten years, it was previously associated with mentors for principals.

Researchers Spiro, Matthis, and Mitgang (2007) conclude that principal mentoring programs are slowly developing due to the influence of increasing student success that is not well understood. Yet, mentoring is still a key component of the principal induction process to sustain new administrators. According to Reiss (2007), "Coaching and mentoring are different roles and different processes, each requiring

different skills and experiences. Coaching is an inquiry, a discovery and learning process, whereas mentoring is about sharing experiences and what's worked for another" (p. 13). The principal coaching process allows the coachee to explore as well as test ideas and practices in a safe and supported environment that offers guidance during the course of the practice.

In the educational setting, mentors were classified as principal colleagues who had more experience and worked in the same district. The principal coach, on the other hand, is often not currently practicing as a principal but once served in that capacity. According to Bloom, Castagna, and Warren (2003), "The most effective coaches are generally outsiders who, while professional experts, have leadership coaching as their primary work" (p. 2). The need for the extra support from an experienced principal is important to a novice principal since the experienced principal participates in the day to day functions of a school. The situations with which each principal comes into contact vary depending on the culture and climate of the school. In some circumstances, the principal may need coaching in dealing with building relationships or communication. Regardless of the condition, the coach is there to provide individually-tailored support for the principal. Studying the role of the principal coach and the techniques and skills needed to be successful as they interact with principals to raise student achievement is paramount.

Researcher's Background and Interest Statement

As a former classroom teacher and now an assistant principal, I have experienced several different educational leaders at the elementary and middle school levels. My

former principals have included males and females, African Americans and Caucasians. The administrators had their own style of leadership that allowed me to analyze the differences in how leaders position themselves to master the demands of their role as administrators. I adapted to each setting by observing and conforming into the vision and mission for the school. During my transitions into different administrative roles, I became more and more involved in the everyday functions of leading a school.

In my beginning years as an assistant principal, I was provided support by way of ongoing professional development provided by the school system. It was not a mentor/mentee relationship that novice teachers receive. However, this was a time to understand new concepts and new skills through interaction, collaboration, and peer networking with leaders from other schools (Duncan & Stock, 2010). It was not until my fourth year as an assistant principal that I was able to experience a principal coach. The school I was affiliated with was classified as a priority one school and we were in need of additional support based on our status. Although, I was not completely sure what the role of the principal coach was at the school, it was certain that one goal was to assist with increasing student achievement or to increase student proficiency. The extra support that was provided by the principal coach was evident in the day to day functions of the school. Wise (2010) indicated that leadership coaching is used to support principals and others in leadership positions with skills needed to adapt to the rapidly changing situations that are new to the profession.

It was an honor that the principal allowed the principal coach to work with the assistant principals. This was the moment that I sensed a change was about to occur not

only for the school but for me as an emerging leader of the school. The opportunity allowed me to receive reflective feedback on my leadership style, performance, and work ethic. It permitted me to see my hidden biases through the aid of the principal coach's lens. I was eager to begin this coaching journey due to my desire to learn how effective leaders make substantial change in schools. How we learn from what we do as leaders enhances the leadership skills that will move our schools to a place where students are being educated in a well-rounded way. Bennis (2009) states, "Leaders know the importance of having someone in their lives who will unfailingly and fearlessly tell them the truth" (p. 190). Having someone who provides reflective backtalk is important because it allows the leader to learn more about their character. As one begins to grow as a leader in education, there are so many obstacles that an individual is confronted with daily. It can be a challenge trying to be an effective leader, communicator, and listener. A school leader must encompass all these areas to be able to handle the challenges of leading a school. Being able to have someone look at one's leadership style with an unbiased view only enhances the skills and attributes of an emerging leader.

The principal coach took on a role that changed the way in which I viewed the necessary skills needed to be effective in leading a school. The ability to engage a group of teachers that have their own views about what is best for schools is a skill and talent that most administrators work hard to accomplish. Simply stated by Wise (2010), "In the dynamics of rapid educational change, principals are often not prepared for the multiple and dynamic issues that they face. With these challenges, principals need support to be successful" (p. 2).

As Reiss (2003) points out, "The coaching relationship is always confidential, enabling an open and honest conversation about growth areas, leadership crises and the obstacles that prevent leaders from implementing new practices" (p. 3). Our principal coach had been an effective principal in his career. He had raised student achievement scores during his tenure as well as promoted to district office to oversee other principals. His style, character, and demeanor were of high quality in all aspects of his position as a person that was significant in his role as the principal coach.

The principal coaching process can have an impact on our novice principals as well as experienced principals. However, the studies that I have reviewed suggest that more investigation is needed on what principal coaching looks like in education and what types of developmental experiences and professional development contributed to the development of becoming a principal coach. The education profession has several mentoring programs for teachers and administrators, but our principals are still struggling as they transition through the very high demands in the educational transformation process. In order to see a change in our principals, educational leaders must seek out and explore what are the best resources of principal coaching in order for a transformational shift to continue to be successful.

Problem Statement

Many years of educational research indicate that the previous models and styles of management no longer provide principals the necessary leadership skills needed to become accustomed to the rapidly changing conditions in the profession (Wise, 2010). Principals are dealing with more complex problems than merely being the manager of

schools. Therefore, some type of support is needed to guide principals who need additional assistance and resources. According to Wise and Jacobo (2010), "The concept of a coach spending time with the principal, to assist her/him in clarifying goals and delineating actions, is an idea whose time has arrived" (p. 162). When people are able to collaborate and share ideas, they begin to build confidence in their practice. Bloom et al. (2003) suggest that while "coaching is a 'hot' topic, particularly in the private sector where executive coaching is an established profession, the literature on the coaching of school leaders is very limited" (p. 2). The need to support school leaders is more relevant now than ever before. As we begin to transition our schools with higher demands, the framework that was in place is no longer viable. Student achievement and student growth are the two areas schools must focus on and succeed within.

The problem I have identified is, "How effective is principal coaching in education through the perception of principal coaches? There is much information on mentoring and executive coaching and their benefits; however, there is not much research on principal coaching and its effectiveness that is related to principal coaching programs (Silver, Lochmiller, Copland, & Tripps, 2009). The use of mentoring for principals has an extensive review of literature. Mentoring programs have increased in recent years and has been highly valued for pre-service administration programs (Daresh, 2004; Davis, Darling-Hammond, LaPoint, & Meyerson, 2005; Holloway, 2004). Crow and Matthews (1998) imply that informal mentoring relationships are common practice among school administrators. Silver et al. (2009) found that "an analysis of the literature indicates that mentoring and support programs can be essential for success for new administrators" (p.

218). Having another person providing support in areas of growth is a benefit to an individual's personal and professional development.

Guiding Research Questions

As I examine the role of the principal coach in regards to the relationship with the principals, it is important that I study the following questions:

1. How do principal coaches impact principals?

2. How do specific coaching behaviors affect the principal?

3. How do principal coaches decide what coaching strategies to use with a principal?

4. How does principal coaches' support contribute to the transformation of the principal?

If I am able to gain knowledge of the principal coaching influence through these questions, I will be closer to understanding what the role of an effective principal coach is in the practice of a principal.

Principal Coaching in Education: What's the Purpose?

There are similar purposes for principal coaching, executive coaching, and mentoring. They all strive to clarify goals and ensure success in the job. With an increase in accountability of school leaders, the use of a principal coach has become the logical way to go. The increasing evidence on the effectiveness of coaching in corporate America (Reiss, 2003; Duncan & Stock, 2010; & Silver et al., 2009) has now become a trademark strategy for school leaders. Researchers Fletcher and Mullen (2012) assert that "As a relatively recent initiative in education practice, coaching is perceived as being

nearer to the practical than the theoretical end of the mentoring continuum and remains scantly researched" (p. 8). Obviously, from the research I read, executive coaching has been successful and the information that has been reviewed on principal coaching states the same.

Yet, we still do not have much research on the characteristics of effective principal coaching. Additionally, we do not know what criteria principal coaches use to measure their success with the coachee. I seek to better understand what specific coaching behaviors affect the principal, how principal coaches decide what processes to practice, and how the principal coaches' observations contribute to success through the perception of the principal coach.

Summary

In Chapter I, I described the dissertation topic that is relevant to the Principal Coach's perception while serving in the role of the Principal Coach. The fact that this research topic is important to me on a personal and professional level allows for me to explore this concept further. Realizing that the principal's role has become more demanding of time, expertise, knowledge, skill, and educational change, it is important that the necessary support be given to the principal as our teachers are provided support through such programs like induction programs and mentoring programs. I will begin to unfold how the principal coach impacts the principal coachee through the support in which they provide. Chapter II will show the research that I found and how it is related to my dissertation topic. By examining research that has already explored the concept; I plan to gain an understanding that will assist me in discovering the missing pieces and

broaden my theory of the related topic. Chapter III will describe my methodology and its relevance. I displayed how I conducted my research and the process used to gather the data. I also introduce the participants that were involved in my research and how I selected this diverse group that made the data very interesting as they each shared their experiences. In Chapter IV, the presentation of the data is shared. I was able to identify common themes, stories, buzz words, and experiences that were relevant throughout the interviews. It was interesting to hear the responses that were given and the stories that were shared. This information provided me with a rich data analysis as their individual personalities and leadership experiences were displayed from the research. Chapter V will summarize Chapters I through IV. I will provide some insights about the data and provide recommendations for specific areas based on the findings from the research.

CHAPTER II

REVIEW OF THE LITERATURE FOR PRINCIPAL COACHING

Introduction

As I began my search for research related to my topic, it became clear to me that I needed to read literature that focused on mentoring, coaching, and types of coaching. These topics continued to be connected when finding related research about support of the principal. It was important that these three topics be defined as I began to formulate the ideas of a principal coach.

Understanding that administrators are in need of very intense support in the beginning years of the profession and beyond allows them to master the demands of the position as an effective leader in the field (Silver et al., 2009). Principals are in a culture that encompasses audiences of many beliefs and values. They must acknowledge their own weaknesses so that these influences do not impact the decisions they make. Brubaker and Coble (2004) noted, "An important leadership skill for leading twenty-first century organizations is the ability to manage diversity. This includes working with and managing people whose talents are significantly different from your own" (p. 28). Realizing that the demands of the position has transformed from being just a manager, it is important to focus on a key element of support.

Mentoring Defined

Mentoring as a means of support has been around for years. It is not a new concept due to its powerful presence. This notion has been defined in the research literature as a creative method of promoting professional development that encourages self-actualization and growth and focuses on developing the whole person (Clutterbuck & Megginson, 1999; Talley & Henry, 2008). Mentoring is an "extended process of support from a more experienced colleague to help a beginner for personal and professional growth" (Villani, 2006, p. 27). Duncan and Stock (2010) reported "mentors can provide intraprofessional support that frequently contributes to career success and the development of leaders" (p. 296). Smith (2007) noted some of the various features of the mentor's role are: a supporter, advisor, listener, critical friend, guide, role model, sounding board, one who asks questions, encourages risk taking, offers encouragement, provides feedback, promotes independence, and shares knowledge. Calabrese and Tucker-Ladd (1991) stated, "It is important to demonstrate ways to defuse conflict, seek compromise, admit failure, and accept success" (p. 72). Mentors support the leadership skills that cultivate and link the gap between learning and practice. Mentoring relationships can generate a cohesive system of support (Talley & Henry, 2008). According to Robinson, Horan, and Nanavati (2009),

> Mentoring is a highly recognized and accepted strategy for attracting, developing, and sustaining leaders across the education sector and beyond. It helps accelerate learning, reduce isolation, and increase the confidence and skill of newly appointed school leaders. It can also be a powerful learning and growth opportunity for the experienced principals and vice-principals who become mentors. (p. 35)

The mentoring process is a socialization strategy that helps new administrators learn the necessary knowledge, skills, behaviors and values to take on complex, challenges that are associated with school leadership roles (Crow & Matthews, 1998). According to Fletcher and Mullen (2012),

> Two major functions of healthy developmental relationships are psychosocial and career. Regardless of discipline and perspective, these functions are considered pivotal to any academic mentoring relationship or program. Mentoring is theory steeped and it is probably more developmentally based than coaching. (p. 8)

The need to communicate within the profession provides support in any situation that is lacking sustenance. "A strong mentoring relationship exhibits the qualities of initiation, collaboration, inclusiveness, coaching, reciprocation, development, separation, and modeling" (Calabrese & Tucker-Ladd, 1991, p. 68). This type of relationship assists in building a supportive and collaborative environment when an undertaking has been identified, participating in collaborative tasks and shared experiences will generate learning.

Coaching Defined

Coaching is very similar to mentoring in some approaches. Coaches work with individuals to help them achieve high levels of performance (Duncan & Stock, 2010). It is an action oriented initiative that drives personal and team learning in the direction of problem solving with a focus on building organizational capacity (Hargrove, 2000; Reiss, 2007). Coaches are considered to be change agents, highly skilled professionals "who work with people to unlock their hidden potential" (Reiss, 2007, p. 12). They have extraordinary levels of understanding in specific skill areas and focus on skills-related

knowledge and growth by modeling, observing learner performance, and providing

encouragement, directions, and feedback (Murphy, Mahoney, Chun-Ying, Mendoza-

Diaz, & Xiaobing, 2005). Duncan and Stock (2010) concluded,

> For school principals, coaching needs might include developing specific
> instructional leadership strategies, using data to drive decisions, budgeting and
> finance, creating a collegial environment, and working with diverse populations.
> A principal may have different coaches for different areas of need. (p. 297)

Wise and Jacobo (2010) noted that either a new or an experienced individual can receive

principal coaching due to the purpose of the coach is to expand the individual's and/or

group's ability to obtain desired results and to facilitate growth (Hargrove, 2008).

Fletcher and Mullen (2012) point out that, "Coaching is not a tacked-on extra but has to

be integrated into the very fabric of any school, properly organized and enabled in a

culture that can support it as just one approach among many for school improvement" (p.

28). Yet, Bloom, Castagna, Moir, and Warren (2005) says,

> A coach provides continuing support that is safe and confidential and has as its
> goal the nurturing of significant personal, professional, and institutional growth
> through a process that unfolds over time. A coach brings outside perspective and
> has no stake in the status quo in an organization. (p. 10)

Coaching is described as "a process for enabling the development of a specific aspect of a

learner's professional practice and specialist coaches are described as those with

knowledge and expertise relevant to the goals of the learner" (Fletcher & Mullen, 2012,

p. 247). Thus far, according to the International Coach Federation (2002), "Coaching is

an interactive process that helps individuals and organizations to develop more rapidly

and produce more satisfying results" (p. 1). The interactive relationship that occurs when individuals work together generates the learning process that supports their practice.

Coaching and Mentoring: What's the Controversy?

A review of literature revealed that the empirical research relates to principal mentoring programs, and few studies can be found to determine the effect of leadership coaching programs on principals (Silver et al., 2009). Many researchers, including Fletcher and Mullen (2012), state that, "Coaching and mentoring are based upon trusting collaboration between individuals so that they may work and learn together" (p. 245). This may be attributed to the newness and direction of leadership coaching. "Coaching emerged as a profession in the early 1990s and the focus in education has been on coaching teachers" (Silver et al., 2009, p. 218). Ellison and Hayes (2006) assert that more research is needed on coaching principals. They would expect that many of the outcomes of coaching principals would parallel with the results of coaching teachers.

With the exception of studies addressing blended coaching (Bloom et al., 2005), research related to the effectiveness of leadership coaching programs for new administrators is minimal (Silver et al., 2009). Bloom et al. (2003) reported that

> research complied from the New Teacher Center at University of California Santa Cruz indicates that new administrators who participate in leadership coaching are more likely to have a positive impact on student achievement than new school administrators who did not receive coaching. (p. 1)

Much of the literature on principal mentoring and coaching has an emphasis on the needs of beginning principals. However, faced with new roles, higher demands on student

growth, and increased accountability, experienced principals may also benefit from

support from mentors and coaches (Hertting & Phenis-Bourke, 2007).

According to Bloom et al. (2005), coaching is "the practice of providing

deliberate support to another individual to help him/her to clarify and/or to achieve goals"

(p. 5). More specifically, a *blended coaching strategies* model is used as a way to

describe the practice of leadership coaching by Bloom et al. (2005). Silver et al. (2009)

noted that,

> Effective coaching relationships require other considerations as trust and rapport
> are being built, including a shared understanding of coaching, confidentiality,
> commitments to openness, activities to be observed and mechanisms for data
> gathering by the coach. Central to this model is the identification of coaches as
> individuals from outside the school or system with expertise in school leadership.
> (p. 217)

There is a distinction between mentoring and leadership coaching. In recent years, the

significance of mentorship and coaching programs for principals has become nationally

and internationally recognized (Spiro et al., 2007). According to Fletcher and Mullen

(2012),

> While some theorists think of coaching as a type of mentoring, others see the
> exact reverse—that is, mentoring as a type of coaching. Coaching is informed by
> a unique set of principles and practices embedded within learning and
> instructional contexts. As another muddled entanglement, mentoring and
> induction concepts tend not to be distinguished, most notably at refined levels.
> Frequently, in fact, researchers and practitioners see mentoring (and coaching) as
> elements of induction theories and programs. (p. 9)

Educational leaders are now shifting towards coaching as opposed to where the education

world's attention was transfixed on mentoring between 1995 and 2005 (Fletcher &

Mullen, 2012). Although coaching and mentoring provide similar support strategies in

the educational field, they also provide different characteristics that separate their

ideologies. The mentor provides guidance to the participant. Whereas the coach

prepares him/her for what is happening in the moment as well as being able to look ahead

in order organize the next steps.

Types of Coaching: What's the Category?

As I continued my exploration for research related to my topic, it became clear to

me that I needed to read literature that focused on coaching, executive coaching, blended

coaching, and leadership coaching. It is important that these terms be defined as I begin

to formulate the ideas of a principal coach.

Coaching is not mentoring or training. Coaching is not supervision or therapy.

However, it is continued support that is safe and confidential when providing support for

personal, professional, and instructional growth in and through a process over time

(Bloom et al., 2005). According to Reiss (2007),

> Coaching is about aligning one's inner values, gifts, passions, personal mission,
> and strengths with the coachee's outer world. It's about making desired change to
> achieve an external or internal goal. Coaching is a process, a powerful
> confidential relationship, a strategy and dozens of skills and techniques that
> support an individual or an organization through a change process. Coaches are
> change agents. (p. 12)

Coaching focuses on the issues and concerns of leaders who are achieving specific,

measurable results by providing confidence and determination.   The coaching process

allows for changes to be made in intervals and at a pace that is conducive for learning to

transform into the desired success that one is seeking to accomplish.

Executive Coaching

Executive coaching is a term that came into the business world in the late 1980s (Joo, 2005). The fact that executive coaching continues to grow at a steady pace in recent years it is noteworthy (Bacon & Spear, 2003; Diedrich, 2001; Kampa-Kokesch & Anderson, 2001; Kilburg, 1996). It focuses on the individual leader and his/her team that emphasizes an action-oriented rather than experiential approach and focuses on soft-side skills (Berman & Bradt, 2006). However, the major goals of executive coaching are to build skills, enhance performance, or guide leaders toward the cultivation of organizational objectives (Wise & Jacobo, 2010). According to Wise and Jacobo (2010), "These goals match the needs of education today. It seems logical given the increased accountability of school leaders that the use of coaching is becoming more common in education" (p. 160). Joo (2005) inserts that, "Executive coaching has become increasingly popular despite limited empirical evidence about its impact and wide disagreement about necessary or desired professional qualifications" (p. 1). Through all the understandings of executive coaching, it has remained essential when rescuing talented individuals who are in danger of losing their jobs because of a flaw in their performance (Joo, 2005; McCauley & Hezlett, 2001). However, Sherman and Freas (2004) stated "Most executive coaching is intellectually indebted to a small number of disciplines, including consulting, management, organization development, and psychology" (p. 85). Although executive coaching is not officially a technique used in education, its features and objectives are beneficial to any leader who desires a change in his/her performance whether it is professional or personal.

Blended Coaching

As we continue to understand the characteristics of coaching, our findings become complex. "Coaching is a complex art, and we are convinced there is no single 'right' way to approach it" (Bloom et al., 2005, p. 53). Blended Coaching is a strategy that draws upon a number of coaching approaches, which are utilized quickly and flexibly as required during the course of the coaching session (Bloom et al., 2005). It is a model that requires a coach to be able to decide when it is appropriate to utilize an instructional approach or a facilitative approach (Bloom et al., 2003). Blended Coaching Strategies consists of a dynamic process (Bloom et al., 2005). According to Bloom et al. (2005), "Most coaches find Blended Coaching Strategies to be a comfortable and rational way of envisioning the coaching process. But mastering this approach demands discipline and practice, as coaches must learn to move effectively between facilitative and instructional strategies" (p. 57). The Blended Coaching Strategies consists of these five coaching practices:

1. Facilitative Coaching: builds upon existing skills, knowledge, interpretations, and beliefs.
2. Instructional Coaching: the coach shares their own experiences, expertise, and wisdom by using traditional teaching strategies.
3. Collaborative Coaching: this approach is utilizing core strategies of instruction and facilitation.
4. Consultative Coaching: the coach brings specific expertise to the coaching relationship. This is a form of instructional coaching.
5. Transformational Coaching: the coach supports their coachee in their struggles. (Bloom et al., 2005, pp. 56–59)

Leadership Coaching

Leadership coaching is a way to support principals and others in leadership positions to meet the increased demands placed on them through a collaborative discovery process (Reiss, 2007). There is an ongoing relationship which focuses on the vision and goals through structure, support, and feedback to achieve desired results. The leadership coach is neither a supervisor nor a judge but an advocate for the coachee. Bloom et al. (2005) tell us that emotional intelligence and cultural proficiency are essential to school leadership and the primary focus areas for leadership coaching. According to Bloom et al. (2005), "Because leadership coaching is a relatively new approach, research about it is ongoing" (p. 54). As schools begin to transform into the 21st century demands, all educational leaders will need a support system to achieve the desired results being asked of them regardless of the challenges they are faced with each day. However, building teams to collaboratively work together for the vision and mission of the school will be essential. Reiss (2007) states, "The practice of providing coaching for new and veteran leaders or to work with teams to create cultural change is in its infancy" (p. 195).

Leadership coaches don't have to be internal to the organization (Reiss, 2003). This practice is a partnership between the coach and the coachee. Leadership coaching can be conducted either in person or on the phone. The advantages of on-site coaching and telephone coaching are:

- A coach can observe the coachee as new behaviors are adopted and integrated.
- A coach can observe interactions with other staff and provide immediate feedback.

- A coach can meet with a team, department or committee.
- An internal coach can be available to coach anyone.
- It's convenient; it can be conducted from home or office.
- It's efficient; 45- to 60-minute sessions are most common.
- It minimizes extraneous conversation; it's easier to stay focused.
- It's easy to arrange urgent sessions.
- It provides increased access to coaches.
- There are no geographic limits.
- It is cost-effective. (Reiss, 2007, pp. 196–197)

To strengthen themselves as leaders and to learn to integrate a coaching leadership-management style into their interactions with others, school leaders need to be both recipients of leadership coaching (Reiss, 2007).

Connecting Executive Coaching and Principal Coaching

Starting with the executive coaching literature, I began to build connections to principal coaching and the educational setting. There was research available related to executive coaches and how this particular concept has been used in the business world. However, I could find selected literature that focused on coaching in the educational setting that catered to principals in particular. It was evident that there were connections as to what a coach is capable of and the role of a coach in the business and educational sectors.

Even though much effort has been focused on the existence of the executive coach, it still remains somewhat unclearly defined. Hiring coaches for hopeful executives has become more popular over the past 15 years (Berglas, 2002). It has shifted even more so in the past 10 years as a coach was needed to help fix toxic behavior at the top, but today this is not the case. We are now seeing coaching used to help develop the capabilities of high-potential performers (Coutu et al., 2009). The coaching

idea has resulted in organizations looking for consultants to deal with issues such as problem employees, facilitate transitions, help manage personalities and interpersonal conflicts in leadership teams, and improve performance.

Characteristics of Coaching: What are the Features?

There is much debate as to whether coaching is mentoring, consulting, psychotherapy, or some of each. However, it has been found that coaching borrows from both consulting and therapy as it focuses on the future, fosters individual performance in a business context, and helps executives discover their own path (Coutu et al., 2009). There is little agreement on who is qualified to provide coaching, how providers should be credentialed, and how organizations that train coaches should be accredited. Coaches currently identify themselves using a number of descriptors, including Executive, Leadership, Strategic business, Performance, Success, Team, Culture integration, and Relationship to name a few. Coaches come from a variety of backgrounds (Dean & Meyer, 2002). All coaches recognize that they should be making the coachee more competent and self-reliant (Coutu et al., 2009, p. 95).

Executive coaching has a four-category model that describes the goals that a coaching assignment may define as a particular approach (Berman & Bradt, 2006). The models are facilitative coaching, executive coaching, restorative coaching, and developmental coaching (Berman & Bradt, 2006). Of the four models, I feel that three of them can be connected to educational coaching for principals. The first model is facilitative coaching. It is used to ensure leaders are taking new challenges to achieve their personal and corporate strategic goals (Berman & Bradt, 2006). This model also

uses detailed assessments such as 360-degree assessments. The second model is executive coaching. This model uses a Socratic approach that assists with creative problem solving, decision-making, and capitalizing on strengths. The third model is developmental coaching. This coaching model is used to strengthen individual and long-standing challenges (Berman & Bradt, 2006). Each of these approaches deals with methods and interventions that deal with diverse needs.

Much has been discussed about who makes a great coach. Berglas (2002) stated, "Although some of these coaches hail from the world of psychology, a great share are former athletes, lawyers, business academics and consultants" (p. 1). However, other authors believe that coaches need to have some type of psychological training when working with individuals (Berglas, 2002; Berman & Bradt, 2006). Regardless of the experience of the coach, there are still unclear lines as to what the province of coaches is and how to monitor the effectiveness of a coaching appointment. There are a lot of gray areas in such issues as how coaches define the scope of engagement, how they measure and report on progress, and the credentials a company should use to select a coach (Coutu et al., 2009). Based on the research of other scholars it is apparent that coaching can be effective (Bloom et al., 2005; Reiss, 2007; Wise, 2010). Wise (2010) noted,

> Leadership coaching and/or monitoring in California is proved by several organizations including Pivot Learning Systems, the Association of California School Administrations (ACSA) employing the CLASS model developed by the New Teacher Center of The University of California Santa Cruz, several country offices of education throughout the state, the California Association of Latino Superintendents and Administrators (CALSA), and WestED. Additionally, other organizations and individuals, both public and private, offer coaching and/or mentoring support to principals and other educators in leadership positions. (2)

A study was conducted in 2010 by Pivot Learning Partners, ACSA, and the New Teacher Center using a survey instrument that addressed the aspects of leadership coaching. The survey was sent to school leaders that had been coached within the past year (Wise, 2010). From this research study, they were able to formulate an understanding of what leadership coaching looks like.

Coaching in Education: What's the Big Idea?

It seems reasonable that a support system is put into place for school leaders regardless of their years of experience. The procedures of operating schools have changed and the processes used to operate them have become more complex. According to Wise and Jacobo (2010), due to the increased accountability of school leaders, it seems logical that the use of coaching is becoming more common in education. There is increasing evidence on the effectiveness of coaching in the business world, and it has become a well-established intervention that offers opportunities for educational leaders (Wise & Jacobo, 2010). As a result of leaders wanting to improve their practice, they are on board to utilizing a principal coach.

There are benefits of coaching in an organization. The current daily lives of the principal in almost any school in the United States have challenges that may seem overwhelming. In the words of Wise and Jacobo (2010),

> The workload and accountability of the job have decreased the amount of time available for careful thinking, planning, and building relationships, all central to successful leadership. The concept of a coach, much like coaches in the arena of business, spending time with the principal, to assist him/her in clarifying goals and delineating actions, is an idea whose time has arrived. (p. 162)

It seems appropriate that some form of support is put into place to assist with the rapid changes of how the educational system has transformed. This innovative tool is a way to assist leaders in the realms of management and leadership. Perhaps all principals need an external coach as a source of confidential and expert support associated with the many demands that occur from day-to-day. The coaching tool is a catalyst to bring about change.

The Association of California School Administrators (ACSA) supported about 500 principals and other educators in leadership positions through coaching (ACSA, 2009). In the state of California, a study was conducted in 2009 that wanted to know what does leadership coaching look like. The investigation showed that coaching mostly takes place once a week for one to two hours. The location of the coaching session was almost always held at the school of the administrator. It was also noted that the coach also worked with other persons within their school district. The principal receiving the coaching has served in their position ranging from one to six years, and the coaching normally last no more than two years (Wise, 2010).

When it comes to what actually happens in a principal coaching session, the first thing that takes place is discussing the guidelines. It appeared that confidentially was the most important item discussed in the beginning. The goals that have been set by the district for the principal coaching session were reviewed and discussed. The principal and the principal coach also set specific goals for the principal. There was a time during the sessions that debriefing occurred with the principal coach and principal. This process allowed the principal coach to ask probing questions that pushed the principal to reflect,

think, and act in new ways. Wise (2010) noted, "While the primary role of a coach is to ask questions that help the client think deeply and to explore new ways of thinking, the coach is often a seasoned expert who has knowledge and experience in key areas" (p. 5). Therefore, having experience is instrumental in guiding the administrator during the coaching session. As noted by Wise (2010), "The responses paint a broad picture of current leadership coaching" (p. 2). It was also noted that coaches were an inspiration.

Principal Coach Conceptual Framework

The conceptual framework of principal coaching displays how the principal coach coaches the principal and those who benefit from this support (see Figure 1). With this process, the principal coach works closely with the principal with the schools vision and mission in mind. They become connected as they begin to unfold the layers of the school culture and climate while building the confidence of the coachee. The areas the coaches focus on depend on the need of the school, principal and in some cases, the principal's supervisor. The principal coach offers support that will influence first the principal and then the administrative team. This will allow the principal coach to get an understanding of how the leadership is functioning at the administrative level. As the area of leadership is monitored, the principal coach and coachee will begin to discuss the areas that may be a concern. In turn, this new skill, goal, and/or strategy that is being influenced by the coaching experience, will unfold as the team works collectively and collaboratively together. As the administrative team begins to practice the newly learned behaviors, they will begin to engage in constant dialogue to ensure the vision and mission is displayed

through and by the teachers. This group begins to work together as a unified team as they experience the work of the principal.

```
                                              ┌──────────────────┐
                                              │  Administrative  │
                                              │      Team        │
                                              └──────────────────┘
              ┌───────────────┐
              │   Principal   │               ┌──────────────────┐
┌──────────┐  └───────────────┘               │      Staff       │
│  Coach   │──────────────────────────────────└──────────────────┘
└──────────┘
                                              ┌──────────────────┐
                                              │    Students      │
                                              └──────────────────┘
```
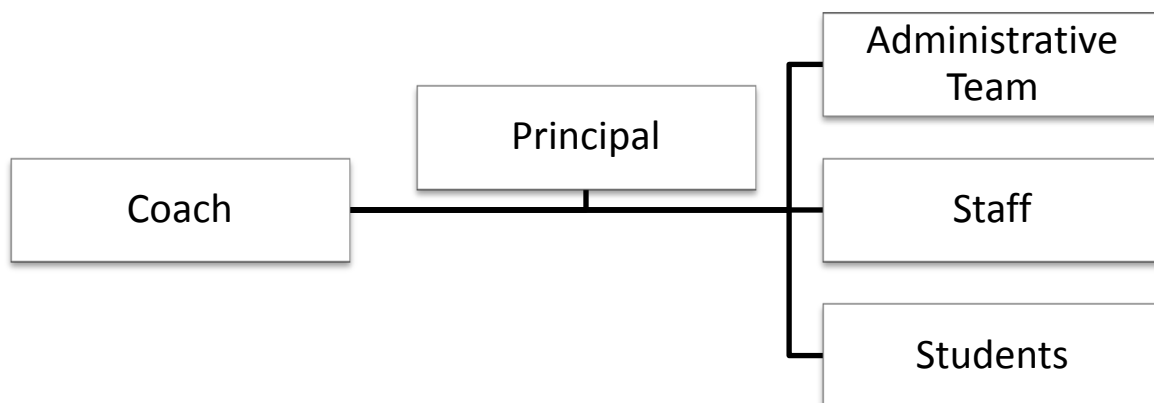
Figure 1. Principal Coach Conceptual Framework.

The principal develops new knowledge from the coaching experience that impacts the work of others in the school. This process brings into configuration the various fundamentals of the school: vision, management, and leadership. All the stakeholders will have a sense of ownership and will take responsibility of the learning that is needed for school-wide success. This will lead to a collective working relationship between the administrative team, staff, and students. They will all sense a feeling of ownership and pride for the effective leadership that is being displayed throughout the school community.

CHAPTER III

METHODOLOGY

The purpose of this qualitative study is to understand specific coaching behaviors that affect the principal coachee, how coaches decide what processes to practice, and how the coaches' observations contribute to success through the perception of the principal coach. The researcher used interviews to document the lived experiences of the principal coaches. The purpose was driven by the researcher's need to understand principal coaching and its purpose in assisting principals in schools.

Creswell (2007) states that "qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (p. 37). The research that is presented here begins with assumptions and uses a theoretical lens to explore the phenomena of effective principal coaches. The research topic that I chose focuses on the effectiveness of principal coaching with an emphasis on the principal coach. Understanding that a particular group of individuals are involved in a specific type of program leads my topic to be a phenomenological study. Creswell (2007) states, "a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or phenomenon" (p. 57). The individuals within the topic of interest have something in common as they experience a phenomenon--principal coaching—as well as being former principals. As the researcher, I chose to single out the

big ideas of the participants and share the experiences of the individuals. Within this method, it is important to include what the individuals experienced and how they experienced it.

Research Design

It was wise to include information about the philosophical presuppositions on phenomenology as well as the methods in this form of inquiry (Creswell, 2007). The understanding of the group of individuals that were researched is very important. Once the individuals had been identified, it was important to research the different strategies used that support the principals. The next step was to receive permission to conduct interviews from the individuals. When all permissions had been granted, the process proceeded with the researcher identifying the phenomenon under study, bracketing out one's experiences, and collecting data from several individuals that have experienced the phenomenon. There are two broad, general questions that had to be asked in a phenomenological study: What have you experienced in terms of the phenomenon? What contexts or situations have typically influenced or affected your experiences of the phenomenon? Once these two questions were analyzed, I was able to formulate the list of interview questions that the participants would respond to. This was the best way for me to get authentic responses from each interviewer. Each participant decided where they wanted the interview to occur. The sessions ranged from their home, a restaurant, college campus, and even at a middle school. Although the settings were different, we were able to have a very rich discussion even after the actual recorded interview session had ended. The interviews allowed me to make a connection with each participant on a

more personal level as well as to visually internalize their responses as they reflected on the each question as they responded. After this procedure took place, the analyzing of the data began. This process allowed me to classify particular themes from statements or quotes given by the individuals during the interview and informal conversations throughout the process. Creswell (2007) states,

> The researcher develops a textural description of the experiences of their persons (what participants experienced), a structural description of their experiences (how they experienced it in terms of the conditions, situations, or context), and a combination of the textural and structural descriptions to convey an overall essence of the experience. (p. 60)

This process helped me examine the lived experiences of the participants in this phenomenon experience.

Principal Coaching Key Concepts and Terms

As I began to examine how principal coaches utilized their leadership characteristics, it was important to understand how their leadership uniqueness was embraced based on their coaching success with the principal. Kets de Vries (2005) stated, "It isn't always clear whether the client is the person being coached or someone else in the organization" (p. 74). Therefore, it is helpful to define a two basic terms: coach and coachee. "Coach refers to the one who provides one-on-one coaching. Coachee refers to the one who gets the professional service" (Joo, 2005, p. 465). Fletcher and Mullen (2012) imply that "in coaching, which typically involves training, reflection and skill gains so that performance is increased, it is reasonable to assume that similar difficulties in the relationship between coach and learner may arise" (p. 247).

Typically, a district leader/superintendent is the initiator of providing support to the principal. The reasons that this is decided can vary depending on the need of the individual. When the need for additional support is needed, the coachee must be open to what this process is intended for as it is a part of their professional career, which will also affect them personally. Therefore, the following is an account of why leaders seek coaching. According to Reiss (2007), they are

- Transitioning and integrating into new, higher-level positions
- Deciding whether to stay in their current positions or move on to others
- Strengthening their leadership competencies and confidence
- Strategizing to prepare for and obtain their next positions
- Struggling with staff
- Having conflicts with school board members
- Seeking feedback
- Interested in learning about their strengths and areas for personal development
- Interested in managing and balancing their personal and professional lives
Other leaders sought coaching when they had lost a position or were about to. (p. 18).

Some school leaders strive to see situations with a different pair of lenses. Reiss (2007) states, "The coaching partnership works and the results are often beyond those that the coachee begins with" (p. 18). This pushes them to need, appreciate, and benefit from the coaching experience.

Research Setting and Participant Selection

This phenomenological study occurred from large diverse school districts centrally located in a mid-Atlantic state. The districts that had utilized principal coaches were urban and rural schools that are considered low-performing by the state. These schools have high numbers of students that fall in these categories; African American,

Hispanic, Economically Disadvantaged, Limited-English proficient, and Special Needs. There is a high need of support that is needed in the low-performing schools.

Since this study is phenomenological in nature, I have employed purposeful sampling. Convenience sampling (Merriam, 2009) was also used for the participants selected to ensure the chosen principal coaches would be able to meet and take part in the research study. The individuals that I focused on in my research are male and female retired principals who have experience in the educational setting. They all had served as a principal in a low-performing school during their career and have had success in their leadership. Their success in these settings are obvious due to the fact that they all have had promotions in their careers after exhibiting growth and student achievement in the schools in which they served. Not only that, but they all have served as a principal coach due to their known track record of building relationships and effective leadership styles. Researchers need to purposefully seek out persons who have experienced the phenomena being studied (Creswell, 2007). To obtain study participants, I polled male and female principals and district level administrators who identified themselves as having worked as a principal coach. Participants were selected based on their experience as an educator and a principal coach with novice and career principals. I chose a sample size of five principal coaches because according to Patton (1990), "in depth information from a small number of people can be very valuable, especially if the cases are information rich" (p. 244).

As I began the search for the participants in the study, I had a conversation with one of the principal coaches I contacted as a possible participant. Our discussion was

centered around what I was looking for as possible participants and who could they recommend by relaying the oral script I had for recruitment as well as providing a flyer that was developed. During the conversation, several names were discussed and I began to develop a plan as to how we would seek these individuals out. I was familiar with only one name from that list and that is the person I called. After multiple attempts to reach this individual, I explained my research to see if she would be a possible candidate. As it turned out, she did not fit the description of a principal coach. However, she did provide me with three names of individuals that were considered principal coaches. Since I was not familiar with any of the individuals, I provided a copy of the flyer and the oral script for recruitment. She agreed to pass along the information for me.

From the three recommendations, two of the individuals' names had resurfaced from a previous individual who was not able to participate, but had passed along some names of individuals who would fit the description of a principal coach. While the search for participants was still progressing along, I was provided an Interim Superintendent's contact information by a colleague. S/he suggested that I reach out to this individual since I was seeking participants across the North Carolina region and s/he was in a rural area. The interim superintendent was very willing to assist me with contacts for my research.

From the contacts that were provided, only one of the individuals was a possibility. As it turned out, s/he did not fit the description, but s/he provided me with a couple of names that had been given to me from another individual. After I revisited my

list of possible participants, it became clear to me that four of the five names had been

mentioned more than once.

Data Collection

Methods of data collection for phenomenological studies include narratives,

images, observations, diaries, biographies, fieldwork, and interviews (Berndtsson,

Claesson, Friberg, & Ohlen, 2007). I used interviews as my method for data collection.

Prior to collecting any data, I had to adhere to all requirements of The University of

North Carolina at Greensboro's Institutional Review Board. Once my study was

approved, the participants were informed about the study and given the informed consent

form. This study involved five principal coaches to be interviewed. These individuals

consisted of retired principals who are either male or female and African American or

Caucasian. The interviews were in-depth since there were a small number of individuals

interviewed. The interviews took approximately three hours throughout the process. The

first interview was a preliminary interview to obtain consent. The second interview was

answering the interview protocol questions. The third interview occurred to review what

was previously discussed and to see if anything else was needed. The principal coaches

that were interviewed had a choice to do the interviews at their workplace, home, or at

another quiet place of their choosing. I digitally recorded the interviews. After the

interviews, I was able to take notes of the rich conversations that occurred after the

recording had stopped. This dialogue was not recorded per request of the participant.

Moreover, probing occurred as needed to acquire more insight into the participants'

responses. If any information was unclear or needed clarification, a follow-up interview

was requested. If the follow-up interview format was not an option for the participant, we dialogued by email and/or telephone depending on their request. I ensured that the participants' identities were protected at all times by safeguarding all research data and using pseudonyms in my research. Once the recorded interviews were complete, they were transcribed by a stenographer.

According to Creswell (2007), the interview process is a tool that allows the researcher to understand the phenomenon being studied without observing it directly. However, I have had the opportunity to work with a principal coach, which consequently allowed me to have some knowledge of the coaching experience. That experience consisted of support in making decisions, observing my leadership role, observing my interactions with students, teachers, and parents, provided feedback from observations, offered suggestions for improvement, gave constructive criticism, acknowledged the positives and modeling. In order to better understand the effectiveness of the principal coach, the interview questions needed to inquire about aspects of the participant's personal and professional characteristics. The interview questions that I used are listed below.

Interview Protocol

1. What is your leadership style?

2. What qualities do you exhibit that classifies you as a successful principal?

3. What qualities do you exhibit that classifies you as a principal coach?

4. How do you develop trusting relationships with colleagues?

5. How do you build meaningful relationships with colleagues?

6. How do you provide meaningful feedback to others? In particular, colleagues?

7. In what ways has your gender contributed to your leadership style?

8. In what ways has your ethnicity contributed to your leadership style?

9. What do you do as a coach?

10. What are the most important aspects of the coaching?

11. Describe your relationships with coachees that have been successful? And unsuccessful?

12. What were some barriers that impacted the coachee's performance when working with you as the principal coach?

13. What have been the professional and/or personal outcomes for you as a result of this coaching experience?

14. What do you feel are the things you do as a coach that are the most effective?

15. What areas do you feel you need to improve in order to be more effective as a coach?

16. What type of coaching professional development have you had?

17. As the coach, do you deal with the complex decisions and/or interactions?

Data Analysis

While analyzing the data, phenomenologists search for themes and patterns and categories by logically linking these "meaningful units" (Hale, n.d.). The work of Miles and Huberman (1994) was applicable to my study because it is the most detailed analysis

method. Miles and Huberman's (1994) analysis strategies ranged from writing marginal notes, utilizing a summary sheet, noting patterns and themes, and making metaphors.

After the interviews were conducted, I reviewed the recorded interviews and made general notes from specific ideas that were mentioned while waiting for the stenographer to send the transcriptions. Once I received the transcriptions, I began to read each participant responses. The marginal notes that I took during the interview of the unrecorded information were used to make connections with some of the recorded responses that were transcribed. I color-coded the responses of the participants and put their responses under each question to have all replies for each question in the same location. This allowed me to note patterns, determine similar experiences, create categories, and develop themes. I used highlighters and codes to determine the themes, patterns, and categories. Once this had taken place, I decided to create a spreadsheet to capture a more detailed summary of key concepts and terms. These concepts and terms fell under five topic areas called: Impact of Principal Coaches: Positive & Negative, Coaching Behaviors that Affect the Principal: Positive & Negative, Coaching Strategies Used, Coaching Support, and Suggestions. From this document, I was able to cross reference the themes and categories that were significant from the interview questions. This allowed for another way to make comparisons with the interview responses and the literature review notes that were extracted from the reading.

Once I had collected and analyzed the interviews, I generated detailed informative narratives as many phenomenologists do as a way of member checking to ensure the accuracy of the participant's narrative input to the study. Each participant had a copy of

the interview questions prior to the scheduled interview. They had written specific notes

on their document for a reference to the information that was shared during the interview.

If they felt that a question may not have been answered correctly, we would have a

conversation about the question and their response to that question. If the participant

needed to change a response, s/he made a notation on their document and I made a note

in my marginal notes for that particular question for my on reference. After each

interview, we reviewed the questions to ensure each question was answered to the best of

their ability.

Researcher's Subjectivity

As I began to understand the relationship between principal coaches and principal

coachees, it was important to realize my position in the research. Therefore, I reflected

on my personal experiences and how they could potentially influence the interpretations

of the thoughts and ideas of others during the process since I have had an opportunity to

work with a principal coach and experience their presence in the school setting. I believe

that principal coaches impact the behaviors and actions of the coachee whether positively

or negatively. Peshkin (1998) stated, "It is an amalgam of the persuasions that stem from

the circumstances of one's class, statuses, and values interacting with the particulars of

one's object of investigation. Our persuasions vary in time and in intensity" (p. 57).

These perceptions are persuaded by the fact that I have had the opportunity to interact

with an African American male principal coach. I was able to identify with certain

characteristics of principal coaching such as constant feedback, observations, support,

positive reinforcement, and constructive criticism. Yet, my participation was not

completely inclusive of all the interactions, since the principal of my school experienced

more of the one-on-one interactions and debriefings. Peshkin (1998) states,

> When researchers observe themselves in the focused way that I propose, they
> learn about the particular subset of personal qualities that contact with their
> research phenomenon has released. These qualities have the capacity to filter,
> skew, shape, block, transform, construe and misconstrue what transpires from the
> outset of a research project to its culmination in a written statement. (p. 17)

It was important for me to be cognizant of what I was bringing into the study in order to

account for my own subjectivity. Therefore, having knowledge of my subjectivity in the

forefront and being transparent about it in the dialogue of my research has helped my

research be more authentic. Hence, knowing and being conscious of my own

preconceptions, assumptions and biases was vital during this research analysis.

Trustworthiness

It was important for the researcher to be objective regarding the information

presented during interviews. In order for the study to be trustworthy and believable, I

had to be perceived as genuine as well as compassionate during the interviews. By

allowing the dialogue to be more like a conversation, as opposed to a formal interview,

the interactions with the respondents were framed in an informal manner. Also, the body

language of respondents was observed to assess their level of comfort during the

interview to assist them if they needed anything to lessen their discomfort. To ensure a

greater level of reliability and trustworthiness, the interviews were transcribed. As it

relates to time, additional interviews were scheduled to provide more data to address

research questions. The additional interviews were either face-to-face, phone

conversation, or email. However, the time provided was sufficient in order to respond to the study questions.

The interview questions are very detailed in what I was expecting to reveal from the participants. Moreover, the second part of the interviews was scheduled to last approximately an hour and a half which allows an appropriate amount of time for great dialogue and feedback since each participant had a copy of the interview questions prior to the actual interview. Each participant was given a copy of their transcribed interview to ensure they articulated each question. Three of the participants responded back via email to ensure that they had provided relevant information. However, two of the participants had scheduled face-to-face meetings to ensure the information was documented correctly. Only one of the participants needed to revise a part of the interview. This was needed to ensure that I captured the important aspects of the diagram that was drawn and shared. I also needed more clarification of the description that was shared that supported the diagram. I used member checking, a detailed color-coded breakdown of each participants response in categories, a spreadsheet to cross reference the themes that emerged from the data, and the information from the literature review as an effective way of ensuring trustworthiness.

Benefits and Risks

The participants in this study benefited by understanding the role they play as coaches of principal coachees. They have an understanding of what their true beliefs and characteristics are when dealing with coachees regardless of their race, ethnicity, gender, and status. The risks that our participants faced in this study were uncovering some

truths about the misconceptions that they may not have understood about their own behaviors and truths in the role of the principal coach. Also, realizing that their practices and philosophies have been challenged was also a risk.

Above I have provided the conceptual information that was the foundation of my phenomenological methodology. Hereafter, I will provide a more detailed description of the participants and how recruitment and data collection proceeded.

Introducing the Principal Coaches

Each participant had retired as either a principal and/or a district level administrator that decided to embark the role of a Principal Coach initially by choice or was asked to return in this role. Regardless of how they entered the position, they all shared one common goal. They all just love doing school! Table 1 gives a description of each participant that outlines their diversity.

The participants have several experiences prior to becoming a Principal Coach that ranges from being a principal of all three levels to serving as interim Superintendent. Although each participant did not work for the same school districts, they all had crossed paths during their careers. They have worked within the United States ranging from the Western Region, Southwest Region, Southeast Region and the Northeast Region. Regardless of their background experiences, they all have a uniqueness about themselves that exemplifies quality leadership.

Table 1

Participant Information

Name	Gender	Ethnicity	Contact Frequency	Principalship Levels	Position
Winston Barnes	Male	African American	1-1 hour face-to-face pre-interview meeting 1-1 hour and 40 minute face-to-face interview 1-30 minute face-to-face member checking 3-phone conversations 3-emails	Elementary, Middle, High	Retired Principal Coach
Halle Berry	Female	Caucasian	1-20 minute introduction phone conversation 1-1 hour and 30 minute face-to-face interview 1-25 minute face-to-face member checking 5-phone conversations 8-emails 2-emails for member checking 1-fax	Elementary, Middle	Educational Consultant & Principal Coach
Franklin Clinton	Male	African American	1-15 minute introduction phone conversation 1-1 hour and 30 minute face-to-face interview 3-phone conversations 12-emails 2-emails for member checking	Elementary, Middle, High	Educational Consultant & Principal Coach
Tessa Johnson	Female	Caucasian	1-15 minute introduction phone conversation 1-1 hour and 20 minute face-to-face interview 1-20 minute face-to-face member checking 3-phone conversations 6-emails 2-emails for member checking	Elementary, Middle, High	Retired Principal Coach

Table 1

(Cont.)

Name	Gender	Ethnicity	Contact Frequency	Principalship Levels	Position
Ronald Thomas	Male	African American	1-1 hour and 30 minute face-to-face pre-interview meeting 1-45 minute face-to-face member checking 1-25 minute face-to-face meeting 10-phone conversations/text messages 6-emails	Elementary, Middle, High	Educational Consultant

Note. Participant names are pseudonyms

Participants

Ronald Thomas was someone I had personally met and networked with several years ago. His name had come up from a principal coach I knew personally. Winston Barnes was someone I had met a few years prior to my deciding to study principal coaching. Mr. Barnes was able to provide me with some names, including Ronald Thomas. He was serving as a principal coach when I first met him, but he retired this past year. Halle Berry, Tessa Johnson, and Franklin Clinton were names that continued to surface several times as I was building my list of possible participants. Each time I discussed my research topic and provided the flyer, these three names were mentioned at least three or four times during those dialogues. At that moment, I knew these individuals would be important participants in my study.

Ronald Thomas

I contacted Ronald Thomas by phone in June 2013 to inform him that I was ready to discuss my research topic with him to see if he would be a participant. We scheduled a meeting at a restaurant to discuss my research topic. As we talked about my thoughts and what information I was seeking from the Principal Coach experience, he provided me with lots of insight. After the hour and a half meeting, he agreed to participate in the research. Before we left the restaurant, we set up the next meeting for the actual interview. The meeting was scheduled in mid June 2013.

When it was close to the interview date, Mr. Thomas cancelled due to his schedule changing. He informed me that he would contact me when he returned from out of town. It was a while before hearing back from Mr. Thomas. After over a dozen phone calls and voice messages, I began to send text messages. Finally, he contacted me and our schedules would not match for us to get this interview done. I finally suggested that he contact me when his schedule was a little more flexible. This lasted until August 2013. Finally, with texting, phone calling, and emailing, we decided to do the interview over the telephone. However, this was not part of the plan, but his schedule was very unaccommodating.

I realized that the phone interview was not as meaningful for me to get the actual account of information so we agreed that I send him the interview questions to his house. This was a way to ensure that I was able to capture his responses in the most reliable way. After some time had passed, I called to see how was he doing with the interview questions and if he had any questions. This is when we scheduled another meeting time

at his house. During the conversation, we reviewed his responses to the questions for further clarification. At this meeting, I asked if he could provide me with a resume so that I could write a bio about him as I will be doing for each of the participants in the study. Finally, the end of August 2013, Mr. Thomas and I meet at this house to review the interview questions and discuss any questions that he or I needed more clarification. Mr. Thomas had not answered one of the questions because he needed clarity from me. Once I explained what the question was asking, I recorded his response. Before we ended the session, I reminded him of the resume and he searched tirelessly for it and was not able to locate one that was up to date. He asked if I could send the logistics via e-mail of what I needed in the resume to ensure it was listed when he updated the old resume. This meeting lasted an hour.

It was important for this story to be shared due to the frustration that I had trying to meet a deadline for the interviews. As simplistic as I thought this process would be, it ended up being the most challenging of all the interview encounters. I found that patience was the key to keeping positive during this process as well as, staying focused on the intended outcome. I was able to continue with other interviews that allowed me to stay on task.

Ronald Thomas has worked in education as a teacher, assistant principal, and principal. The school settings that he was affiliated with were rural, suburban, and inner-city. He has worked with elementary, middle, and high school levels. Mr. Thomas has a wide range of coaching from Indiana University (Advance Cooperative Learning), Yale University (Advanced Comer Training), University of North Carolina at Greensboro

(Educational studies), University of North Carolina at Chapel Hill (Assistant Principal's Executive Program), North Carolina Association of Educators (NCAE) (MIP).

Winston Barnes

Winston Barnes was introduced to me by a colleague a few years ago at a school. I was very impressed with is presence and demeanor as he introduced himself to me. Through that introduction, I was interested in knowing about him as a professional and person. During the time that I met Mr. Barnes, I was furthering my education and was interested in minority males. He was a retired principal and was serving as a principal coach part-time for an inner-city middle school and a rural elementary school. I continued to keep Mr. Barnes in my network of educators.

In 2012, I saw Mr. Barnes and we were catching up on how I was doing. I informed him that I was in the Doctoral program now and was looking to do a study on Principal Coaching. Of course he was flattered and interested in what I wanted to study about this topic. We discussed my interest and he agreed to help in any way if needed.

In June 2013, I contacted Mr. Barnes about meeting me to discuss being a possible participant in my research study and reviewing the consent form. He agreed to meet with me in June 2013 at my school to review the information and sign the consent form since he was in the area. At this hour long meeting, Mr. Barnes asked if we could meet at my school after hours for the interview since it was centrally located off the interstate. We met in June again to conduct the interview. The interview lasted approximately two hours. However, some of the interview was not recorded due to his request. I was able to take some generic notes during the unrecorded portion of the

interview session. This was one of my easiest interviews. When the meetings were convenient for him, I made myself available regardless.

In August 2013, I contacted Mr. Barnes by e-mail asking for a resume. I explained to him the purpose of the resume and gave an example of how that information would be used in the study. He replied that he would get it to me as soon as he could. Mr. Barnes called to inform me that he was having some technology issues and that once it was resolved, he would send me his resume via e-mail. Two weeks later which was now September 2013, he forwarded me an email with the resume attached.

Although Mr. Barnes was my first official interview, he continued to check on my progress. The interview session with him was so personal due to the fact that he had experienced some challenging coaching experiences that allowed him to share more intimate information that helped guide my future interviews.

Winston Barnes has over 30 years of experience in education. He began his career as a guidance counselor. Then he served as an assistant principal, principal, central office positions, and school coach and facilitator, and support administrator and coach. His principal experience has been on the elementary, middle, and high school levels. All of his leadership experience has been in the Urban and Inner-city schools. He has had training in the Center for Creative Leadership for Administrators, Center for Creative Leadership for Principals, as well as participated in the Principals' Executive Program. Mr. Barnes has receives a few honors such as Who's Who in the South and Southeast, Who's Who in America, Who's Who Among Executives in America and Principal of the year.

Halle Berry

Halle Berry was recommended to me by a few individuals as I was creating a list of possible candidates. When I called her for the first time in July 2013, she was out of town and her husband took the message that I had called and who I was. He informed me that she would be back in town the next day. The next day, Mrs. Berry returned my call. I first thanked her for agreeing to talk with me and I was glad that the individual that referred her to me was able to relay the message. She was very eager to be of assistance to me and was very interested in my research topic.

Since she lived out of town, we discussed my research and why I had an interest. We talked about my future plans in relation to my career at the present time. We discussed our backgrounds and the connection that we had of two individuals that had recommended her as a possible candidate. During that phone conversation, Mrs. Berry agreed to participate in the study. At that time we, scheduled the interview for August 2013. She informed me that she would be in town during that time and I would not have to drive to her house. She was very accommodating with me. We contemplated on a location to conduct the interview while she was in the area in between appointments. She suggested that we meet at my school if it was convenient. Since I was on vacation during that time, I agreed to meet her at the time that was convenient for her since she was in town to conduct some business. We meet right around lunch to have enough time before her 2:30 pm appointment that was not too far from my school.

We held the interview in an office and it lasted a little over an hour and a half. After the recording had stopped, we began to dialogue more about the conversation as I

would ask a few questions based off a response she had given. I jotted down some notes as we continued the conversation. During this portion of the interview, Mrs. Berry drew a diagram of how she approached her Principal Coaching technique. She drew it on a small piece of paper. I asked her, if she did not mind if I used that drawing in my study. She agreed and asked me to give her a big sheet of paper so she could draw it neater and bigger. She was also thrilled that I had asked for the drawing to be used in the study. Of course, all of my participants were informed that they would be given a pseudonym for the study to maintain their confidentiality. I explained that I had not decided how I would assign names, but if she had a name that she wanted to use, I would honor it. Well, as you can see by the name selected, she picked a name that she said she would like to be called and that is how the name Halle Berry was selected. With that being said, she is deserving of that name due to her character, wit, and pizzazz.

Mrs. Berry was truly a joy and delight to interview. She had so much spunk that it made me walk away from this interview so motivated that I began thinking about my future from another perspective. She told me that my questions are providing a compelling opportunity to explore her own thinking.

Halle Berry has over 30 years of experience in education. Her career began in publication as a seventh grade teacher in a rural area. She then became an assistant principal and principal at the elementary and middle school levels. After working in the schools, she transitioned to the central office as a Director of Magnet Programs, Assistant Superintendent, and retired from public education as the Associate Superintendent of Instructional Programs. Currently she works as an educational consultant through her

own company based on the Northern part of the Region and previously through the Stupski Foundation based in San Francisco, CA. During the past five years she has worked with school districts in Tennessee, North Carolina, and South Carolina. An interesting note about Halle Berry is that she was the Interim Superintendent in Washington for six months. She wrote "that was long enough to find out that REAL Superintendents have a special place in Heaven!"

Tessa Johnson

Tessa Johnson was recommended to me by a few individuals I came in contact with as I was creating my participant list. My first contact with her was by email. I emailed Mrs. Johnson in July 2013 after I was given her contact information by the reference that told me about her. They did not have a phone number for her at that time. When I emailed her, I provided her with some follow-up information in regards to my study. She then informed me that she was out of town on vacation at the time and would contact me upon her return the following week. Of course, she contacted me back the following week. We discussed my research study and if she would like to participate in the study. She was very excited to be able to assist me with my study. We talked about me and what my career goals were for the future.

She was very interested in my career path thus far and was very encouraging with my success in the near future. During that conversation we set up a time and place to conduct the interview. Since Mrs. Johnson and I realized that we did not live too far from each, she suggested that I come to her home to conduct the interview. She provided me with her address and the date was set for the middle of August 2013. The day before

the interview, Mrs. Johnson contacted me via email to cancel our session. Her husband had made some plans for them that Sunday at church and she was not aware until the day before. We had to reschedule the interview later in the week on a Friday. It was hard to reschedule the interview that week since she was very active in her grandchildren's extra-curricular activities that had started for High School. We had to schedule the interview between my work schedule and a meeting that I had for my son that evening. We meet on a Friday afternoon in August 2013.

I was eager to make it to the interview on time so I was not late for my next meeting. When I put her address in my phone to save for later, not knowing that it would get deleted. Of course the e-mail that Mrs. Johnson sent with the directions could not be found. I remembered most of the directions that we had discussed on the phone, but I ended up getting lost in the neighborhood. I tried to call and she did not answer. I sent an e-mail hoping that she would check it, but she didn't. Time was not on my side so I pulled into a parking lot and prayed that the Yellowpages.com would be my friend. With my luck, I was able to put in her name and her address came up. I was able to find her house.

When I arrived, I apologized for being late. I explained that I had misplaced her address and the directions that she had e-mail me. She informed me that she was about to check her email to see if I had tried to contact her due to having to cancel. She mentioned that she was on the phone with her daughter and did not know that I had tried to call. Regardless, we were able to have the interview. The recorded session lasted about an hour and a half. The unrecorded part of the interview lasted about 15 minutes as

we talked about schools, mentoring, and the specific places that she had worked in her educational career. She mentioned that she had officially retired this summer. She had retired as a principal and came out of retirement to be a Principal Coach.

After the interview, I sent Mrs. Johnson an email asking for a resume to write a bio about her in my study. She agreed to get that to me as soon as she was able to. To my surprise, one day while at work in September 2013, Mrs. Johnson paid me a surprise visit. I was so shocked that she had come to visit me. It made me feel really special that she was thinking of me. At her visit, she informed me that she was scheduled to be in the area that day and thought she would pay me a visit and bring me a copy of her resume. We talked for only a few minutes. But that time was very special to me.

After meeting Mrs. Johnson, I was filled with so much aspiration. She too had a zest and zeal about her that flourished during the interview. Her strong southern accent was very pleasurable and becoming as she spoke with so much joy and pride.

Tessa Johnson has over 30 years' experience in education. She received an undergraduate degree in History, graduate degree in administration, Education Specialist degree in Administration, and completed all course work for the Doctorate. Her career began as a high school history teacher. She then became an assistant principal in a Junior High School. After serving in that role, she became an Administrative Assistant and then a Principal on the elementary, middle, and high school levels. The schools that she served ranged from Inner-City, Urban, and Rural. Mrs. Johnson has received several honors such as Outstanding Elementary Principal Award, High School Educator Award, Award of Excellence in Public Education, Outstanding Academic Achievement, and

Outstanding High School Administrator Award. Her leadership initiatives include mentoring program for beginning teachers, established the first apprentice program, implemented High Schools that Work program, Creative Leadership Center and school leadership initiative, summer acceleration Scholastic Aptitude Test (SAT) program, Top Ten Most Improved High Schools in the State, ABC School of Distinction, and a Signature School. Mrs. Johnson is also affiliated in professional memberships like NASSP, ASCD, NCASCD, and Phi Delta Kappa.

Franklin Clinton

Franklin Clinton was recommended to me by one of my contacts that had a copy of my research flyer as well as someone that I knew personally. My first contact with Mr. Clinton was by email in July 2013. He had emailed the individual that had given him a copy of my research flyer and told them to give me his contact information.

When I first emailed Mr. Clinton, I thanked him for possibly being a participant for my research. He informed me that he had a busy schedule this summer and was actually out of town and would not be returning until mid-July 2013. I was given a time frame of our interview session being at the end of July or early August. He asked if coming to the city in which he lived would be a problem due to his schedule. If it wasn't an issue, we would meet at one of the Historically Black Colleges and Universities (HBCU) in the area. I informed him that this travel would not be an issue for me and we agreed to that meeting place.

As the month began to come to an end, Mr. Clinton and I had made contact by phone and email as we were trying to coordinate our schedules for the interview. We

decided to meet on August 9, 2013 at the HBCU in the library. The day had arrived for the interview and I was excited. As I was approaching the HBCU, I realized that I had not ever laid my eyes on Mr. Clinton. I had only heard his voice and even that did not give me any indication of his ethnicity. All I knew was that I was meeting a gentleman at this HBCU.

As I parked my car at the library, I wondered how all this would unfold. While sitting in the car with my friend Louise, we saw this gentleman that had parked his car and got out. She asked me if I knew what Mr. Clinton looked like and I said no. I don't even know his ethnicity. We laughed! While we were watching the man walk towards my car, I told her that he probably senses that we may be lost or looking for someone. The man approached the car and asked if we were there to meet anyone. I said yes, I was there the meet Mr. Clinton and he said that he was Mr. Clinton. We all laughed and a sigh of relief was present.

As we walked to our meeting room, Mr. Clinton informed me that it had been changed to the conference room in President of the University's office. When we arrived to the building, we were greeted by the office staff working. Mr. Clinton knew all of them. He introduced me and my friend to the President of the HBCU before the interview began. The interview lasted approximately one hour and a half. After the interview, we continued to have a conversation about education and my future. It was a very interesting day spent with Mr. Clinton. During our conversation after the recorded interview, we both had a great laugh as we both confessed that we did not know who we were meeting. He told me that he had thought about my ethnicity after he had planned

for us to meet at the HBCU. I told him that I did not think about that until I realized that I had not seen him before and I did not know who I was looking for. It was funny, but we both realized that from our conversation and hearing each other's voice did not indicate our ethnicity.

After the interview, I sent Mr. Clinton an email asking for a resume to write a bio about him in my study. When he replied back, he gave me some bad news that had happened in his life. I was remorseful for him and his family of the news that he had shared with me. I also informed him that it was no pressure for what I was asking for and that whenever he was up to sending it would be fine. I emailed him a few weeks later just to let him know I was thinking of him and his family during this time. He replied and thanked me for thinking of him and his family. At the end of October 2013, Mr. Clinton emailed me asking for the information in which I needed again. I gave him a brief description of what I was asking for and he thanked me for being understanding. Mr. Clinton sent me an email in November 2013 with the information I requested to complete his bio. I was glad to hear that he was getting to a place in which he could breathe and be a little more flexible with his time due to life happening.

Mr. Clinton had my attention from the beginning. When I spoke with him on the phone for the first time, he had a sound of prestige. Little did I know that he had served as the president of an HBCU during his career. Hence, the pseudonym name he was given for this study. I was impressed with his resume. I walked away from this interview feeling as if the possibilities in life are endless.

Franklin Clinton has worked for 39 years in the field of public and private education. The school settings were populated with students who mainly came from urban and suburban environments. Before becoming a Principal Coach, he was a teacher, assistant principal, principal, and college supervisor. Although Mr. Clinton has worked at all levels from pre-k to college, he has held principalships at the elementary and middle school levels and even served as a college president.

<div align="center">**Reflection of the Data Collection**</div>

This journey of data collection was filled with so many roads that led to the success of accomplishing the research. What I thought was going to be a long drawn out process with so many scheduling conflicts, ended up developing into relationships that I will cherish forever. This process taught me so much about myself. As I was seeking information and knowledge about my research topic, I found myself being coached during this process as we had discussions about my career, background, and future plans as well as provided suggestions and ideas about my career goals and plans. It was a rewarding and thrilling feeling to meet someone for the first time and they can see who you are and what you are about without any prior knowledge. The advice, encouragement, and wisdom that were shared with me from each participant will be forever embedded in my heart as I seek to grow personally and professionally. I realized that time is something that everyone cherishes for whatever reasons that they utilize it on a daily basis. However, I found that as you become seasoned in your career, you are able to dictate your schedule and how you live your life each and every day. My desire is to

be at that stage in my life when I can decide what it is that I want to be when I have truly grown up.

During a portion of the member checking, it was interesting that most of the participants concluded that the interview was what they remembered. Winston Barnes, Tessa Johnson, and Franklin Clinton were comfortable with the responses to the questions after reviewing the transcription. Ronald Thomas needed clarification on a question as we reviewed his written responses. I found myself communicating with Halle Berry more than with the others. She had provided me with a diagram that I thought would be an asset to the research findings. When I began to insert the diagram in the data collection with a summary, I wanted to make certain that I had captured the true meaning of what was shared with me during the interview. I emailed Mrs. Berry in late January 2014. I had attached the diagram and a summary that I had developed for her to review and make sure that I was actually portraying exactly what it was intended. She replied by letting me know that she needed to add a few things to the summary and that the drawing needed a little adjustment. She also stated that she should have drawn the diagram much neater since it was actually going to be in the dissertation. I informed her that it was fine, however, if she wanted to redraw it she could and there was still time. While waiting her response, I had called her and left a message about the same information. She returned my call on Saturday, February 2nd. We discussed her redrawing the diagram and the information she had sent in the email response. During that conversation, she said that she would have the redrawn diagram to me by that Monday. I informed her that I would be out of town at a conference and not returning until Thursday. She said that she would

have the drawing at my school by the time I returned. As to be expected, on Thursday the office support brought me an envelope and said that someone had come by and told her to give it to me once I returned to work. I emailed Halle Berry to thank her as well as let her know that I received the diagram and how awesome it looked. She replied with more encouraging words and to let me know if I needed anything else during this process to let her know.

As I reflect on this process, it became very obvious how difficult it was to arrange the interviews. Not all of the arrangements were difficult, but there were some interviews that took an enormous amount of time and effort to schedule. In the beginning, it was very frustrating because I had developed a time frame for this portion of the process. I was eagerly trying to make the deadline with all my participants, however, I had one interview that went beyond that timeline and that caused some frustration on my part. I found myself getting creative with the last interview which ended up by me dropping off the interview questions in their mailbox. This did not stop the anxiety because it was a challenge to get the responses back. I even suggested that the participant email the responses back to me as an attachment, but on their end they had difficulty due to their technology issue. After a month, I was able to pick up the interview questions from the participants' home where I was able to do a member check during that time. On the other hand, I was able to communicate with the other participants and the communication was not challenging. Email became the main source of communication. A telephone call would be used on occasion to clarify or if someone requested it. Although this experience has challenged me to think differently about this process, I was able to

overcome and realize that things don't always turn out the way you plan them. In the end everything seems to come together as it should, pushing you to reflect on why events and situations transpire.

Summary

The research methodology used for this chapter was a qualitative phenomenology design. This method is used to collect data from persons that have experienced the phenomenon. After sharing my research topic with several individuals, I had five participants that were willing to be participants in the study. I wanted to use perceptual data that could only be gathered through meaningful interviews. It was a process to solidify these interviews since it was during the summer and all of my participants were either out of town or on vacation. Nonetheless, we were able to set dates, times, and locations for the interviews to occur. The in-depth interviews were conducted to gather commonalities as well as various views of the principal coaching experience. Each participant provided insightful information that allowed their stories to be used as the realities of their experiences. During the interview stage, I was able to make unique connections with each participant. I found myself thinking of each individual performing their role as a teacher, administrator, and coach as we dialogued back and forth.

After the interviews were held and transcribed, I began to create a chart that allowed me to see particular commonalities that had surfaced from the interviews. There were particular buzz words that began to be repeated over and over during the interviews and general conversations. The sifting through of the data also revealed the coaching experiences that each participant had participated in during their careers. All of the

stories that we shared allowed the data to be explicit and exclusive to this particular study. This process has been full of rich perceptions that have guided this meaningful phenomenon.

Chapter IV will display an array of rich experiences that extracted from the meaningful interviews that portrayed the themes and personal stories that is displayed through the robust dialogues. The lived experiences that will be portrayed in this chapter will provide reliable and valid information as I explore the principal coaches' insights through their perceptions.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

The journey taken to solicit the participants for the interview was memorable. Although I had a very detailed schedule for the interviews, the strategy did not occur as planned. Regardless of the frustration that I felt during the process of scheduling the interviews, this process was by far the most rewarding. As the communication continued, the relationship with each participant became personal and connected. Each participant shared interesting information that was influential and spoke to their character. However, during the interviews, there were emerging themes that became prevalent as each participant shared their experiences. This chapter will present the data and the themes that evolved from the interviews.

Guiding Research Questions

During the process of seeking the participants for the research study, it was important that my focus centered on the guiding research questions. From these four questions, I was able to formulate seventeen interview questions (See Table 2). These questions allowed the participants to reflect and really think about who they were and how that resonated with their role as a successful and effective principal coach. The guiding questions that allowed me to examine the role of the principal coach in regards to the relationship with the principals were:

1. How do principal coaches impact principals?

2. How do specific coaching behaviors affect the principal?

3. How do principal coaches decide what coaching strategies to use with a
   principal?

4. How does principal coaches support contribute to the transformation of the
   principal?

Table 2

Research Question and Interview Question Crosswalk

	Research Question #1: coaches impact principals	Research Question #2: coaching behaviors	Research Question #3: coaching strategies	Research Question #4: coaches support
Interview Question #1 leadership style		x		
Interview Question #2 qualities of a principal		x		
Interview Question #3 qualities of a coach		x		
Interview Question #4 trusting relationships		x		
Interview Question #5 meaningful relationships		x		
Interview Question #6 feedback	x	x		x
Interview Question #7 gender	x			
Interview Question #8 ethnicity	x			

Table 2

(Cont.)

	Research Question #1: coaches impact principals	Research Question #2: coaching behaviors	Research Question #3: coaching strategies	Research Question #4: coaches support
Interview Question #9 role of a coach	x			x
Interview Question #10 aspects of coaching	x	x		x
Interview Question #11 experiences	x	x	x	x
Interview Question #12 barriers	x	x		x
Interview Question #13 outcomes				x
Interview Question #14 effective		x	x	
Interview Question #15 improve		x	x	
Interview Question #16 professional development			x	x
Interview Question #17 complex decisions/interactions	x		x	x

Although the literature found in relation to principal coaching did not actually stay with the term "Principal Coach," it was interesting that this practice was associated with other names such as Blended Coaching (Bloom et al., 2005), Executive Coaching

(Bacon & Spear, 2003; Diedrich, 2001; Kampa-Kokesch & Anderson, 2001; Kilburg, 1996), and Leadership Coaching (Reiss, 2005, 2007). Mentoring was also used in relation to coaching. With all the terms used to categorize a principal coach, there were specific commonalities that emerged from the interviews that were able to justify the true essence of what the role of a Principal Coach is, what strategies form an effective relationship with a coachee, and how an effective Principal Coach emerges in this position.

The Development of a Principal Coach

The development of the Principal Coach has emerged over the years depending on the coach, the district that hired the coach, and the coachee. The Principal Coach role is very important to the participants in this research study. They were all drafted into the principal coach role differently, yet they share many of the same qualities they have developed in their position. When asked about their leadership style, they all identified their qualities and experiences. Although many of their responses were the same due to their experiences, they did pose some different attributes.

Leadership Style

Ronald Thomas said his leadership style was coaching by modeling. He was an interactive non-threatening participant. He is personable and friendly with the coachee and the staff. The approach of shared leadership was how he worked closely with the coachee to allow him/her to feel empowered. He used assessments from data/observations of school climate to anticipate what is happening. He led by assisting with problem solving. Winston Barnes noted that he did not have one particular

leadership style; however, his overall style is transformational. He said that his

leadership style has developed over years. Overall, he is an open person that really likes

open dialog. Mr. Barnes likes to relate effectively to others. Winston Barnes inserted,

> I think a major connection to leadership is this whole issue of shared vision. This just comes through some of my training as a school level principal. Every school I've gone into, we've tried to take an immediate look at the school vision and mission. Practically, every situation that has caused some tweaking and in some situations, some major review of the school vision and mission, you're able to involve all your stakeholders to work toward those immediate results, and again, ultimately some long term results. I also like to try to do a little facilitating, try to facilitate those changes, so that we trying to embrace good open dialogue and good open communication.

Franklin Clinton saw his leadership style as democratic and participatory. He said, "I

believe in the empowerment of other folks that are all around me. I just think that

everybody has certain gifts and talents that they can bring to the particular team." On the

other hand, Halle Berry stated, "I was amused when I saw that first question because I

thought I'm not sure." However, she hopes that her style conveys positive support and

honest feedback. She also mentioned that she was assertive but not aggressive.

Each of their leadership descriptions allowed me to visualize them acting in their

roles. They each exhibited a particular tone as they spoke that displayed power and

authority. The similarities that they all shared were problem solver, expect high

expectations, effective communicator, providing accountability, a shared vision, and

always put students first. The principal coach can be a valuable resource to the coachee

because of the practices they have been involved in throughout their careers and lived

experiences.

Success as a Principal

After reviewing the responses of their leadership style, I wanted to see the connection in which their leadership style and the qualities they exhibited as a successful principal. Reiss (2003) noted that "No two educational leaders are exactly alike. Every educator comes to a central-office role or a principalship with his or her own set of experiences, beliefs, thoughts and ideas" (p. 2). Each participant had qualities that only they could pose, which in turn portrayed their leadership skills as principals. During the interview, I was impressed with how much of their leadership style embodied the qualities they utilized. Tessa Johnson noted that she was a successful principal because she worked as hard as anyone in her building. She accepted ownership of what happened in her building. Mrs. Johnson accepted responsibility for her school. She also made a comment that was so profound. She said, "I told the truth and that was not always easy."

Halle Berry's instructional background has served her well as she transitioned into administration. She was very organized and task oriented. Although she was not sure if these were qualities or skills that she displayed, her work ethic was what she called compulsive/obsessive at times. Ironically, the responses that I received from the other three participants were not so much as personable as the previous two.

Winston Barnes mentioned the qualities he had were tied to the overall umbrella of school improvement. He was results oriented, goal oriented, and he reflected on people who mentored him as well as people who coached him. They helped him be successful. Mr. Barnes said, "I don't like to feel like I'm just going through the motion and wasting my time or the person's time who I'm working with." Franklin Clinton was

committed to self-improvement. He stated that, "I think it's important to have integrity."

Certainly, he believes in delegation, being an effective communicator, very optimistic,

upbeat strong human relations skills, ability to inspire, ability to assess and problem

solve, and the ability to get results. Ronald Thomas was not too off as far as his qualities

for being successful. He stated, "By implementing thorough effective planning and

preparation with staff, stakeholders, and community leaders with clear goals and

identifying their roles as we address commons concerns professionally" was his

successful quality.

The interesting point here is the responses between the female and the male

participants. The females spoke from a sense of passion and desire while the male

participants relayed a message of character traits and results. However, they all carried

the quality of effective communication and passion for what they believed in as a leader.

Qualities of Principal Coaches

I was eager to generate the connections as the participants responded to what

qualities they demonstrate that classifies them as a principal coach. Ironically, the

number one quality that each participant shared was their background experiences.

Whether it was being a classroom teacher, guidance counselor, assistant principal,

principal, or held a district level position, they all were very confident that having their

experiences was a contributing factor to their principal coaching attributes. The time that

was spent in each position was preparing them for their next role of whatever that may

have been involved in during that time. Halle Berry said, "Whatever role I went into,

whether it was in the Southeastern Region or Western Region of the United States, I

thought it was very important to say, this is the best job I've ever had again. I just think it's a positive outlook." On the other hand Franklin Clinton stated,

> I think that all of those skills that are associated with being a building principal that have to do with instructional leadership, monitoring, management of student behavior and all those things in between are important skills of a principal coach. You need to bring some things to the table.

The same qualities that were mentioned as a successful principal were also some of the same qualities as a principal coach. They talked about being a good listener, communicate effectively, collaborate with others, resourceful, truthful, patient, empathy, open-minded, and having a positive outlook. It was also noted that a principal coach must properly assess the school climate with open eyes, while interacting with students, staff, and parents. All of these qualities are what these five participants use as a principal coach.

The experiences the principal coaches have shared as they have transitioned through their educational career have been meaningful to them serving as a principal coach. As we were discussing their skills, I wanted to know what particular trainings or professional development had they received as it pertains to coaching. Ironically, no one had any type of coaching certificate or certification. The conversations ranged from particular college and university trainings to their solid foundation as an educator. They mentioned that the trainings that they received as a building level principal either through the school district they worked with or offered at other locations is what had helped prepare them for the principal coaching role. None of the participants had received any type of certification or certificate to qualify them as a principal coach. They all

contributed their longevity of being an educator that had worked their way up to

administration level positions either on the school level or district office level. Tessa

Johnson had spent 17 years as a classroom teacher in grades six through twelve. She has

also served as an administrator and was sent to the district office to work under an

assistant superintendent. However, she mentioned that not only did her experiences

prepare her for the principal coaches role, but living for six years as an assistant principal

and then returning at the same inner-city middle school as the principal forever changed

her. Not only that, she was a parent as well. She understood children and all the pieces

that went along with raising them. Mrs. Johnson had absorbed and learned so much from

the students, teachers, and parents. She said (with a smile on her face), "That opportunity

was priceless!" After serving her time at the middle school level in the inner-city, she

ended up at an inner-city high school. She noted, "I had street credibility" to move up in

that particular position. As we dialogued about her training as a principal coach, Tessa

Johnson shared a story with me to sum it all up. She said,

> My favorite story was when I had a kid that went with me because I went to a
> rural middle school from the inner-city middle school. And one of my guys who I
> had at the inner-city middle school was also at the rural middle school. The first
> week of school he came up to me, put his arm around me, he said are we going to
> be able to do this? And I said yes, yes, we're going to be fine. Anyway, so he
> didn't have any faith in me or himself, because the truth was people at the rural
> middle school talked like I did. So they just blended right in. He had a different
> reason for being concerned and it was legitimate.

Tessa Johnson also mentioned that she was trained in helping teachers become better and

received staff development from Richard Swartz on principals as instructional leaders

holding high expectation for all who taught in his/her school. She mentioned that it was

definitely a hands-on approach. When Ronald Thomas responded to this question, he

mentioned his wide range of coaching from Indiana University (Advance Cooperative

Learning), Yale University (Advanced Comer Training), University of North Carolina at

Greensboro (Educational studies), University of North Carolina at Chapel Hill (Assistant

Principal's Executive Program), and North Carolina Association of Educators (NCAE)

(MIP). He mentioned that each of these experiences prepared him for his role in

leadership whether it was on the school level or district office level. These trainings

allowed him to develop his leadership, mentoring, and coaching skills. Of course, his

experience as a teacher and an administrator on all the levels were areas that prepared

him for the principal coaching role.

Winston Barnes noted that as far back as his college years as a student counselor

in his senior year primed him for the principal coaching role. He revealed his experience

as a teacher, guidance counselor, administrator at the different levels, and district office

prepared him as well. He mentioned that outside of those formal areas of training, he had

participated in a number of developmental programs and workshops at the Center for

Creative Leadership by Dr. Larry Coble. He went through the 360 Degree self-

assessment to analyze his strengths and weaknesses. Mr. Barnes has participated in other

programs such as the University of North Carolina Institute of Government for some

educational programs. He noted that Harvard offered a very powerful program dealing

with negotiation and how to deal with having difficult conversations. Winston Barnes

stated,

Because sometimes, as a principal coach, you establish that rapport with individuals and you really have a good genuine working relationship, but you have to have those difficult conversations. You have to say some things that have to be said. So, that training, I think, was very valuable.

He also had training dealing with how to improve student achievement, cultural diversity, and undoing racism. Winston Barnes has another means of learning information and that is by simply reading books, articles, and doing some research on his own. For him, this would be those particular areas that are involved in terms of his professional development.

Halle Berry shared her story for being involved in the principal coaching field. Mrs. Berry shared,

I was again very fortunate. When I retired I went out to the Western Region and worked for eight years. A woman that I had worked with in a northeast central region county was hired as a superintendent in Everett, which is a satellite district in the Western Region, and she hired me to go out with her, my husband and I as our children said, ran away from home, and moved out. Anyway, that experience in watching what went on in a different state and a different school district was good professional development for me. When I really retired, I thought for good, I worked for a company called The Stupski Foundation. That was a foundation started by a man who had been CEO of Charles Schwab and wanted to do something for education. He set up this foundation and long story short he established field teams. They gave grants to about ten districts in the nation. And he set up field teams of three former superintendents or associate superintendents and we were trained in coaching. The model that we used was called a blended coaching model, it's kind of that concept, and someone from the University of California came and actually worked with us helping us to know how to be coaches and not supervisors. So I did have that opportunity when I was with Stupski Foundation.

She also mentioned that she received training from a great teacher, Dr. Larry Coble, who is the founder of On Track Press, Inc. DBA School Leadership Services.

One of things that Franklin Clinton has done is attended professional conferences. He noted that,

> One of the things I think that's very, very important is to be connected with professional organizations, whether it's the National Association of Secondary School Principals, the National Association of Elementary School Principals, Pi Delta Kappa, Learning Forward, which has to do with professional development, IRA, and I could go on and on. I'm currently a member of probably eight to ten different professional organizations and I think that's important because you'll be able to understand patterns and trends and things that are happening.

He talked about being able to take some of the workshops that the conferences offer related to principal coaching. Just as Winston Barnes mentioned, Mr. Clinton feels that doing a lot of reading, in terms of professional journals and things of that nature, in terms of principal coaching is important. Franklin Clinton also stated that, "One of the great things that I think is particularly helpful to me is being able to meet and collaborate with other principal coaches." He mentioned the strong relationship that he has with individuals who have currently coached and are coaching in other districts within the Southwest, Southeast, and Northeast Regions. Mr. Clinton inserted that, "this whole network of what we call executive mentors/coaches that I'm able to talk to at any particular time and so, the great thing is, besides sharing ideas, it's also sharing resources. A key point that was made from Franklin Clinton was, "in order to get better at something you've got to practice it. So, I've been doing this now for eight years. So, hopefully, I'm getting it right."

Each of the participants noted that they did not have a coaching certificate of certification. However, they all talked about the different trainings and workshops that

they had been involved in over the course of their career has prepared them for this role/position as a principal coach.

Building Relationships as a Principal Coach

Much of the literature talks about building a relationship between the principal coach and the coachee. Kemp (2009) adds, "Indeed prominent leadership theorists such as Boyatzis, and McKee (2005) have proposed that coaches working within the context of leadership, like the leaders they are coaching, must build resonant relationships with those with whom they lead" (p. 105). It is important to understand how to develop trusting relationships that in turn become meaningful while serving as a principal coach. By far, the one attribute that they all spoke about was having consistent open and honest communication. It is important to be transparent about what is being said. When something is not clearly understand when it is being stated Winston Barnes said that you must be very reflective. He also noted that you must lead by example to build relationships. Halle Berry mentioned not feeling that having any self-serving motives was important. Another point that was made was centered on confidentiality. Franklin Clinton said that it is important if somebody asks or tells you something in confidence, it's important that you keep that in confidence. He also talked about being open to sharing your own experiences and stories whether they were successful experiences or whether not successful, because that is how we learn.

The characteristics that are shared when building meaningful relationships are just as important as the ones used to build trusting relationships. It is important that you show your colleges that you care about people, children, learning, family, and staff. Ronald

Thomas mentioned that it is important to make time to listen to others concerns on and off the record. Tessa Johnson, Winston Barnes, Halle Berry, and Franklin Clinton all talked about staying current with the trends and literature. Knowing what you are talking about before speaking was important. The knowledge base that is provided comes from all the years of experience as well as staying up to date as a resource. Sharing the personal and professional experiences will assist in demonstrating their professionalism. Tessa Johnson shared a piece of advice from her principal when she was an assistant principal that she values today. She said that he told her that if you get gossip, you will be expected to give some. So, do not get caught up in that. On the other hand, Franklin Clinton said that just by sharing a meal together outside the work place is the start to building meaningful relationships. As the conversation of building relationships emerged, each of the participants were agreeable that building genuine and meaningful relationships within and outside the work environment was very important to assist with breaking barriers for the coaching experience.

Gender and Ethnicity

During our discussion on building trusting and meaningful relationships, it was evident that in most cases gender and ethnicity was a topic. Although some of the participants were optimistic about these issues, it was interesting to hear their experiences around these two areas.   Gender is in reference to our social and cultural differences that we are familiar with. Ethnicity is in reference to the social tradition of cultural group in which you belong. Of the five participants in my research, three are male and African American and two are female and Caucasian. This was not planned at all. I did not know

the ethnicity of three of my participants until I actually met them face-to-face. A name

and a phone call only allowed you to make an assumption about their ethnicity.

As we began to dialogue about how gender has contributed to their leadership

style, it was obvious that the men did not see this as a plus for them. Ronald Thomas said

that he has always strived to do his best in all endeavors, but also bring along others.

Winston Barnes spoke about this not being a significant factor for him however; he had

heard people say that they would rather work with a male. He mentioned that he was not

sure how much that reference was related to gender or could it be personality of people.

As we dialogued, he generalized how sometimes men may be more direct or even less

emotional about some things. However, Franklin Clinton talked about the importance of

helping others better understand the male socialization process. Males generally tend to

be more risk takers. They may be more competitive. They may be more mathematically

inclined as opposed to the "*King's English*." Mr. Clinton shared this experience that he

faced as it dealt with gender early in his career that really made him look at some things

differently. He said,

> As a first or second year principal, I can't recall. One of my staff members,
> female staff members, came to me and said, Mr. Clinton, she said, I've got an idea
> that I want to share with you, and I said oh, please, please share it. And so she
> said you know, I just think that the women's rest area needs to have a little more
> beautification and you know, maybe painting the walls and maybe having some
> flowers and having some chairs in there and maybe candy or whatever, and she
> said, you know what, this would also be great for morale, that's what she had
> shared with me. Well, I'm going to tell you as a male, that's not something that
> was even on my radar and so anyway, as a matter of fact I shared it with several
> males that were on the staff at the time and we chuckled, we chuckled at that, but
> that was important. That was important in terms of a difference and I'm going to
> tell you, it really made a difference. That's why I believe in a democratic process
> and participatory because I want to know the good, the bad, and the ugly. You

got an idea; I want you to share it because it may not be quite on my radar for whatever reason.

The females had another view as far as gender. Tessa Johnson mentioned that when she started as a principal, she was the sole female. When she ended her career, females were predominant. She further added that the females had been trained by males, coached by males, and mentored by males. This made for a very competitive journey. She ended with, "But it was fun! It was fun!" She thinks the ability to individualize, and look and listen to what others are saying around you as opposed to gender taking part in the process in essential.

When Halle Berry reflected on this topic, she talked about when she became a principal in a Northeast Central Region County middle school, when there weren't a lot of female principals. She stated that,

> The few who were, I don't mean this in a derogatory manner, but the very few who were in the district I was in were kind of old spinsters type people who didn't have any other lives, so to speak. I was a mother of three, and had some real life experiences, but being a female in that world of mostly male colleagues really was almost neutral, and that sounds dumb to say because a lot of females will tell you I had to claw my way up, and I didn't have to do that. And I think perhaps that was because I worked for strong superintendents who saw that team building was important, but I do think that perhaps I have a softer approach sometimes than a male. I also think that the human nature of females, we tend to attend to the details of things more often.

She mentioned that sometimes when working with people, you need to adapt the gender of the person you are working with. If you are working with a female who is too involved with details, you have to say, now let's see what really is the most important

thing. With males, it is something different. However, Mrs. Berry mentioned that she was very fortunate that she did not have to fight that gender battle.

As we shift to the topic of ethnicity, the responses seem to vary from the male and female participants. Tessa Johnson said that she would take experience over ethnicity since she has done this forever. Meaning, her experiences working in a rural setting, suburban setting, urban setting, and inner-city setting along with being in all levels from elementary to high school is what she brought to the table. She noted that her only liability as far as her ethnicity was that she had been reared in a rural county and still talk with a southern accent. She spoke about her experience in the inner-city school and how it was a wonderful take away that the kids did not care what color she was. She said that in the summertime, she was a lot darker that some of her kids. On the other hand, Halle Berry said that she had to make sure that she understood all cultures of people that I work with. She shared that she was a teacher the year the school system desegregated the district. She was on a kind of a key task force during that time. She had a lot of African American colleagues during that time and she had to let them know that she could roll up her sleeves and understand them just as she wanted them to roll up their sleeves and understand her. She said that she has always made certain that she did that.

The male participants had another view on ethnicity. For them, this has been more of an issue since the educational field started off led predominantly by males. On the other hand, education was originally developed by male Caucasians known as our Founding Forefathers (Meacham, 2006). Winston Barnes shared that there should be some sensitivity to ethnicity as it related to diversity. He spoke in the area of having

good representation in schools and for him, being a minority principal has been needed in

dealing with particular schools. Mr. Barnes went on to talk about others saying that the

issue of color is not there. He said that we need to be very realistic and honest in saying

that throughout society, because it is there. In some instances, his ethnicity has been

important in the schools that he served. On the other hand, he has always tried to present

what he says and what he does in public so that the people see what he was doing is for

face value regardless of the diversity issue. In relation to principal coaches, he mentioned

that some coaches have said that they didn't feel that the coach genuinely related to them.

They hadn't had some of the experiences that I have endured or they don't know what

I'm talking about because they haven't seen this kind of thing in their community. They

have not experienced some prejudice from time to time. Mr. Barnes stated, "I can relate

to that because I have. So from that standpoint of that I think would be, this has been a

contributing factor in terms of affecting my leadership style." Although this is a reality

for some of the coaches, it is important that the pairings of the principal coach and the

coachee are carefully selected. However, Mr. Barnes is not saying that you must be an

African American to coach an African American coachee. He is simply saying that there

must be a careful match depending on the needs of the coachee. Franklin Clinton

mentioned that acceptance and appreciation for which everybody is as a person makes a

difference as we look at ethnicity and gender differences.

Successful and Unsuccessful Principal Coach Relationships

The conversation we had that centered on the successful and unsuccessful

relationships with coaches were very concrete. There were some general practices and

activities that contributed to both outcomes. The successful relationships were whenever

the principal coach and the coachee had a common respect and trust. Knowing that the

coach is there to assist and make sure the process goes smoothly is important. In other

words, you know that the principal coach has your back. Being able to collaborate on

relevant goals, looking at the needs of the team, and the needs of the school will ensure

that a collaborative dialog occurs that will force input to happen. Other gestures that

made the relationship a success was getting the coachee to understand that the principal

coach valued what they do in their role and job. As Tessa Johnson mentioned, seeing

somebody every week for an hour and a half or whatever is hard to build the trust. But

after a while, you just do. She shared a comment from her first boss,

> My first boss told me this. We are the ones who we know in our heart. We are
> the one that people see when we know people are watching, and we are the one
> people see when we forget they are watching. And when you do school, we
> must—that's just incredibly important to remember. When we deal with the
> whole person, we are who we are, so that's why—I would say develop a
> relationship.

As the trust builds, the relationship will began to have more of a spirit of influence, and

then you are able to have a working relationship that feels successful. Winston Barnes

talked about how he still receives phone calls and emails on occasion. The day of our

interview in late June he told me that he had received two phone calls that day and the

previous night he had a message on his answering machine from one individual who

wanted to talk with him the day of our interview. He said the person used the word "I

need your counsel." Consequently, before our session he had spent some time that

morning talking and listening to the person that he had coached previously. In regards to

supporting others, Mr. Barnes said,

> I think sometimes, in districts, we focus so much on what we are expecting people
> to do that we lose sight that our goal is also to help them, and our goal is also to
> support them. I say all the time let's hold people accountable. Let's have high
> expectations of them but also what we're doing to support them. I receive some
> phone calls from people and they would say, I know I can talk to you, I can trust
> you. Can I discuss this with you? Sometimes it's dealing with a challenge in
> school and other times it's something very simple. For instance, I've seen some
> other folk go into a very challenging situation in school. The performance is very,
> very low. As a principal, I was there for two and a half years, but ultimately we
> were able to get the student achievement up into the seventies. That principal
> moved from the lower level to a high school principalship. So, those are the
> things that I feel good about. It brings me a sense of what was modeled for me as
> a principal.

From that experience, it is important that the principal coach takes an interest in the

coachee in terms of, not only the work that they are doing, but them as a total person.

Mr. Barnes shared a principal coaching experience that was a success for the school he

was working with. He inserted,

> The school I was asked to assist was not making the growth in which the school
> district supervisor thought it should. I went in and began to build relationships
> with the principal, assistant principal, teachers, staff, and students. This took
> some time for the school community to get to know me and my purpose of being
> a part of the school. As the relationships were building, I was gathering all the
> data that I felt was relevant such as the Title I plan, School Improvement Plan,
> previous school data, current school data, teacher truancy, student truancy,
> discipline reports, and any other data point that would be beneficial to me as I
> began to evaluate the school and its operations. I would attend the grade level
> meetings, Professional Learning Community meetings, and the administrative
> Team meetings. All of these interactions allowed me to become a part of the
> collective team as well as observe the operations of the collaborative meetings
> that were happening on a weekly basis. The principal and I would meet twice
> weekly. If we needed to meet more than that we would make arrangements. The
> time of day we debriefed depended on how the day was going. However, I was

only a phone call away. As I began to become more involved of the interactions and operations of the school, I was able to work with the principal as a team. The principal and I became more personable with each other; he began to open up more and started to share some of his concerns. I would share the concerns that the staff were having with his leadership that he was not aware at the time. We began to work together to change the views and perceptions that were formulated. As time passed, he became more transparent and trusting by his colleagues. As they began to work with him, the interactions in the meetings became relevant and data driven. They all began to work as a collective team and were able to see and feel the changes. We had almost an entire school year to work together and break down the barriers that were stopping the school from making significant growth. Although the school did not make the goal that we had set for the year, they did in fact make significant growth that school year.

This is how you serve as a coach. You put in the time to invest not only in the principal, but the school community. We must be able to work together with a goal in mind.

Halle Berry talked about how she vowed the code of confidentiality. She would assure the coachees that any information that is discussed will not be shared with the area superintendents or supervisors. When some of the principal supervisors come into their role, they don't understand why the principal coach will not share any information about the coachee. They think they should be partners in helping that principal and ironically, they are in some respects. But the principal coach is not an evaluator of the coachee. Therefore, the coachee must feel confident that they can tell the principal coach anything and it will be confidential unless it's illegal or immoral. This is the key component of the principal coach's role with their coachee. When the bond of trust is not taking place, then the coach and coachees' relationship will never be successful because it then turns into a "Catch Your A__ (CYA)" as Tessa Johnson would say it.   So, that strict code of confidentiality is a must for the success of a coachee. Another element is letting that coachee take the lead in identifying what he or she thinks they need. At the beginning of

the coaching process, Halle Berry suggested that you start off with signing a little agreement that says certain things will occur during this process. There has to be structure to this to get somewhere. The successful principals are those who really see a real benefit of being coached, Franklin Clinton shared that he had people who said to him, "I know that you're not my coach formally this year, but could you just come and check on me or do you mind if I call you or something of that nature." Those would be examples of successful coaching experiences. The higher level of trust that is established will generate a higher level of success.

Those experiences that are unsuccessful are when there were trust issues. These trust issues can stem from different occurrences. For instance, the coachee feels that they don't need to be coached, they do not have a positive working relationship with their supervisor, they don't see a need for change, or the professional and working relationship has not been established. All five participants shared an unsuccessful coaching experience that was unfortunate. Tessa Johnson noted that as good as her advice is and her wanting the coachee to take the advice doesn't necessarily mean that they do. Ronald Thomas spoke about being straight forward with what needed to be put in place, but if the coachee doesn't acknowledge the little problems, they eventually become greater problems that you can't erase. Halle Berry shared a story of an unsuccessful experience that she had encountered not too long ago. She said,

> I usually visit a couple of times a week and conduct site visits a couple of times a
> month. I attend all the principal meetings. We email and talk on the phone
> frequently. However, I don't want any surprises. I don't want a principal to
> indicate to me that something's going well when it's not, because that's what I'm
> there for. I'm not going to judge you on it. I'm going to support you. We're

going to try to figure it out. I had a principal who didn't think they needed a coach. They are usually the ones who do! But I will tell you that a very, very close colleague of mine who knew this person said I had two strikes going in. I was a woman, and I was Caucasian. That kind of hurt my heart. But, I said, "I don't accept that." But the person has to and the relationship must have mutual respect.

On another note, Winston Barnes talked about his unsuccessful as being moderate. This is due to the coachee's goal and/or the school's goal not reaching a hundred percent. That is an unsuccessful experience for him.

The Role of a Principal Coach

The role of a principal coach has expanded over the past few years. The qualities, experiences, and characteristics that the five participants portrayed are related to the literature that was explored in the literature review as it pertains to principal coaching. When talking with the participants, they all have had similar jobs throughout their educational career. However, the school districts in which they worked varied depending on their career paths. Regardless of their role, they all were able to transition into other positions that allowed them to lead others. Ironically, they all became principal coaches. "The purpose of principal coaching is not for self-understanding in and of itself. It is to achieve a successful action" (Leonard Lubinsky, Former Superintendent & Principal Coach, 2013).

What Do You Do as a Coach?

The key element of what a principal coach does with the coachee is the process that seems to be vague. As I mentioned previously in Chapter III about my experience with a principal coach, it was not completely inclusive of all the interactions. I was not

the one that was being coached fully. However, the portion of the coaching experience

that was given to the administrative team was very gratifying. I was able to receive

feedback from the principal coach on areas that I felt I needed assistance with in order to

grow personally and professionally. The principal of the school experienced more of the

one-on-one interactions and debriefings. I did not have the opportunity to listen to the

feedback that was given when the principal coach and the coachee were in conference.

This part was the confidential part of the process.

However, it is interesting that although a principal coach is there for the coachee

to assess collaboration strategies, address efficient transitions and engage stakeholders,

they may very well be there under other parameters. As Tessa Johnson stated when

asked what she does as a principal coach, "It really is determined within parameters what

the employers' needs are." As she elaborated on that statement, she said that, "Coaches

are coaches! It depends on who hires you and what their goal is. I give goals for just

general knowledge." This is what she calls "Principaling 101." It is important to give the

coachee a framework. Let them know what they will be working on with the coach. It is

important for them to prioritize according to what they think is their greatest need. Mrs.

Johnson gave an example of what the parameters are from the employer. She noted that

the employer said, "I don't want any feedback from you until the end." This is not

evaluative, so the coach can go in there and see what they can do. She said that this was

real different from the employer saying, "They're going to get better or they are going to

be gone." She made note that this really helped her to realize her purpose. She said,

"The fact that I was the coach and I was not communicated with my purpose, gives me a

real sense of I think maybe my hiring was to show that support was being provided." She

also noted that, "this is a good gut check because I am out there thinking what I'm doing

is really important, but if my employer sees it as a CYA action then it didn't mean what it

was intended. It makes a difference."

However, Winston Barnes felt that this was a huge question. He explained that he

tries to understand the needs of the school and how he can help impact in a positive way.

It is important to engage the stakeholders and establish trusting relationships. By being

data driven, the principal coach can look at the school goals and the personal goals.

Knowing how the coachee is being evaluated will generate the individual goals and how

to help facilitate reaching those goals. Mr. Barnes said,

> As a coach, I gather all the pieces that are needed such as a plan, an action plan, and the school improvement plan. I come in and get a lot of that information. I take it home, read over it, digest it, and look at things online. I process that and then again, go back to trialing, explore options, explore solutions, and come up with a viable plan that will hopefully result in improvement.

Halle Berry shared what she does as a coach. She helps the coachee look at the big

picture of things. She tries to give them as much information as she can about what to

expect down the line. She provides resources that are helpful. Mrs. Berry also noted that

she goes in with the principal and observe in a classroom. She said that she is not

observing the teacher so much, but observe the principal observing the teacher. So

observing with the coachee, observing them observe, help them figure out the most

effective way to conduct walk-throughs are tasks that are done with the coachee. In other

words, as Mrs. Berry said, "I help them structure their day." She also alluded that she

tries to help them understand how to be politically influential in an ethical way because the politics of the job cannot be ignored. She stated that, "We have to be good politicians." Not only does the principal coach help in these areas, but helping the coachee help their staff. She gave an example that if she walked in the school and the person that greets her and every parent that walks in is grumpy, then she is going to tell the principal, "That is the face of your school." Halle Berry concluded with this, "I've been a principal coach for six years. I have also been a coach for a superintendent's cabinet. I've seen a lot of growth and a lot of improvement in the skills and the knowledge that new principals are coming to the job with. So someone in this particular district is doing a good job getting these potential principals ready. There's nothing that can get you ready 100%." In other words, setting priorities and knowing how time is best spent on a daily basis is essential.

Franklin Clinton said that he is available 24 hours, seven days a week. No matter where he is in the world, he's going to make sure that the principal has access to him. Another area of importance is overall preparation. Mr. Clinton stated, "I think it's important for me to be prepared, by attending professional conferences, meeting with other coaches, keeping up with current trends and research that's associated with the profession. I need to continually get better and stay abreast of different things." Another thing that he does is share monthly themes with the principals. He noted that, "as a coach, we want to help them, in terms of that entry plan. What needs to take place and what needs to happen?" It is important to talk about school culture, school climate, and instructional monitoring. Mr. Clinton noted that he listens to the coachee. He said that

one of the first things he says when they meet is "just give me an update, what's been going on since I was visiting with you last. As a coach, I want to know what's going on. I want to know their successes and I want to know their challenges." Ronald Thomas and Franklin Clinton both said that they problem solve challenging areas together with their coachee. Attending collaborative meetings and being an advocate for the principal is important as a principal coach. Mr. Clinton shared this with me,

> One of the things that new principals advocated for in the past and that we as coaches have advocated for is that we want to get the principals as soon as they're named principal, I mean that is the ideal time to be able to get them. There have been times where it's been much, much later, when we're getting the principals. They've been sitting there needing help or they're looking at situations where they're saying, everything is important.

It is important for the principal coach to know who they are coaching and the purpose of their role in order for the coaching experience to be a success.

When we talked about the important aspects of coaching, some of the characteristics were similar to what they do as a principal coach. Watching, observing, listening, shadowing, building trusting relationships, holding them accountable, being a critical friend, providing effective feedback, and being a resource is some commonalities. Ronald Thomas mentioned that he assess the true problems of the school and find remedies together with the coachee in a harmonious manner. This is the problem solving portion of the coaching experience that occurs frequently. Tessa Johnson said, "My definition of a coach is to understand where the person is at and then how do I provide assistance." Only after watching what the coachee does on a daily basis and observing how they interact with their staff, students, and parents, can you then get a sense of how

they are valued by others. They also talked about building trusting relationships with the coachee. Winston Barnes said, "If people don't trust you, then I don't think you can make too much headway." However, Franklin Clinton added that there are three most important aspects and if these three things do not occur, then all of the pieces will fall apart. They are confidentiality, building a relationship, and effective communicator. Mr. Clinton inserted that,

> You really need to be prepared to coach. Just because you stepped out of a principalship and you said, oh, you know what, I'm prepared to coach. That's not always the case. So, I think it's very, very important that you do the work and the preparation you need to become a coach.

It was also noted that being a principal coach in a different district that you have previously worked in is good when it comes to the confidentiality component. However, Halle Berry shared a drawing with me (see Figure 2). She uses this diagram to show the transformational piece in helping a coachee comes from "doing" a principal task to "being" a leader. She noted that there is a lot of difference in leading and just managing. She added that the most important aspects is seeing what the coachee needs and tailoring what they need as a coach to the coachee. Mrs. Berry made this comment, "I think of myself as a thought partner and as a critical friend." As Tessa Johnson concluded, "You just have to tell them the truth!"

Halle Berry shared this drawing with me that she uses as a principal coach to help the coachee transform. She said that she shares with the coachee what the coaching role is and what it isn't. They discuss her role as the coach and their role as the coachee. As with any situation, there will be some challenges and this is expressed as a means of how

they will work through those challenges together. After they go through this process, she illustrates how the coach begins to do things instructionally and facilitates that transition to them from doing the role or the principal into being a principal leader.

Also — what coaching is/isn't (discussion)

Doing

Facilitative

Instructional (coaches Role)

Being

"Contract"-informal

signed & "revisited" periodically

What do you (principal) bring to new role ?

Challenges you anticipate ?
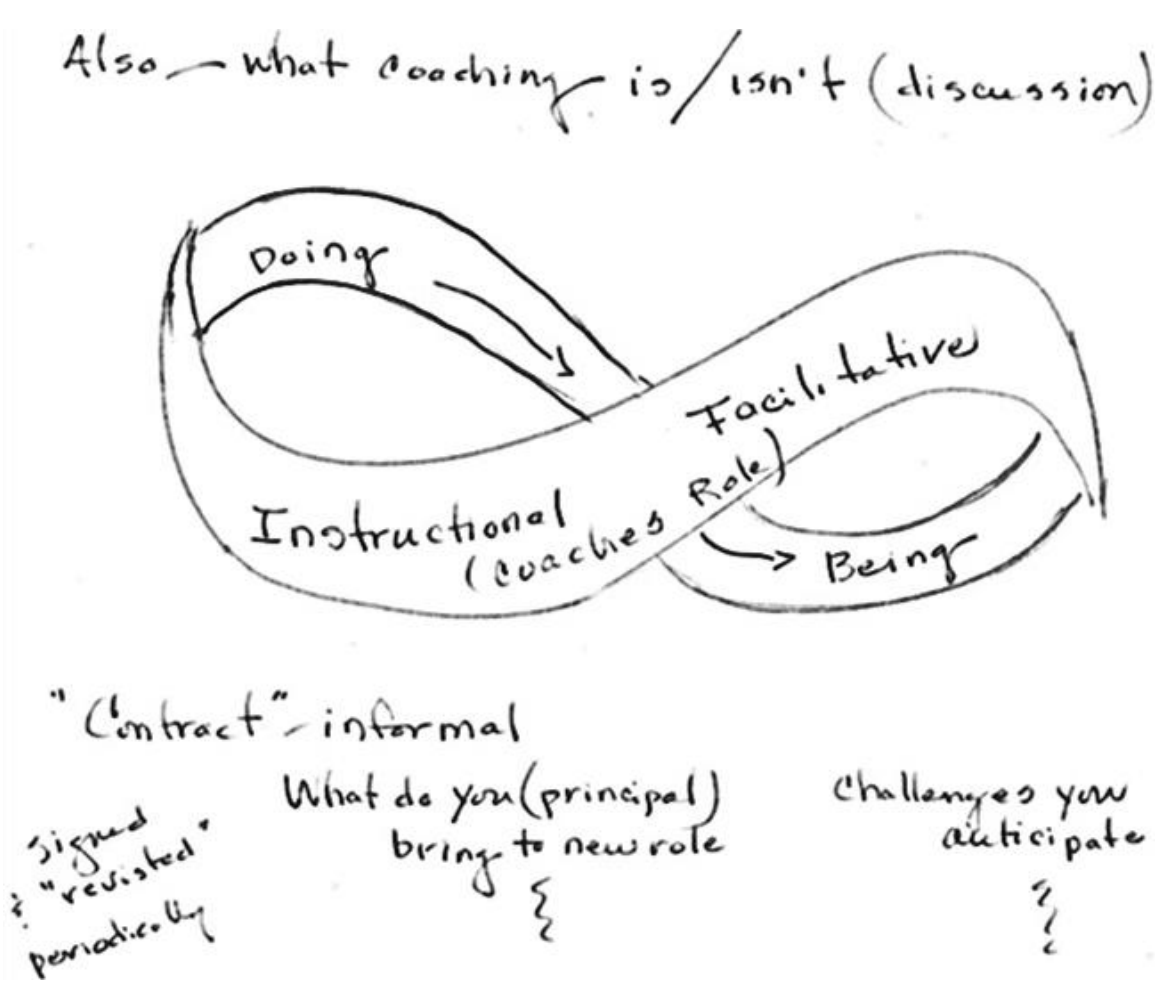
Figure 2. Principal Coaching Diagram.

This process is shown in a figure eight because it is continuous and stays connected. After the coach and coachee have an understanding of the expectations, they sign this sheet as their contract. This is like an agreement between the principal coach and the coachee as they begin this transformational partnership together. This contract of

agreement is revisited periodically during the coaching process. Halle Berry added this about the diagram, "Although my coaching does <u>result</u>, hopefully, in a transition which takes the administrator from <u>doing</u> the management tasks of the principalship to that of <u>being</u> a principal leader." The interactions between the coach and coachee are "instructional" and "facilitative."

Our conversation continued in the area of coaching approaches. The next topic was in reference to the principal coaches feelings. We talked about what they saw were the most effective tasks they did as a coach. Ronald Thomas noted that his goal is to provide a safe school environment that demands high expectations that centers on encouragement to create a caring and personal student learning environment. He feels that all students must have access to an appropriate educational experience to maximize their opportunities. Tessa Johnson felt that the feedback that she gives is most effective. She also said that her access to the coachee is taken very seriously. Winston Barnes added that helping principals develop a sense of confidence as it relates to their work is essential. He said, "I am out of the weeds now, so I feel I can handle this challenge. I have a better understanding of what I need to do to move forward with a challenge in the school or student achievement.   Franklin Clinton stated, "Building a relationship with the principals would be one. Confidentiality would be another. Also, problem solving and helping them to work through issues and concerns as well as providing all the support I give in the area of instructional leadership." Halle Berry mentioned help. She said,

> I really like to think through problems that principals are facing. A lot of principals don't have assistant principals. They are in a very lonely position and they don't want to go home and burden their families or their friends. So I think

listening with information that I can provide back. I think to share successes that I've had and to share mistakes I've made to help them to not replicate those mistakes. I keep talking about honesty and trust, but just doing a little bit of teaching. I did this when I was a principal and I learned it the hard way sometimes, but helping principals be good communicators.

They all noted that they take what they do very seriously. They try to walk in coachee's shoes but when it is all said and done they will tell them the truth.

Dealing with Complex Decisions and/or Interactions as the Principal Coach

Our discussion continued with more interesting information which involves the principal coach dealing with complex decisions and interactions. Ironically, they all said that you don't have a choice not to deal with the things that surface. Ronald Thomas mentioned that some of the schools are in need of immediate assurance of safety and quality academic success. However, Winston Barnes included that one must be careful not to take over the complex decision and take ownership for it. He also added that, "You must maintain that authority and control at the level that it should be and that's at the principal level and not exceed my level as a coach. Tessa Johnson shared that you are an employee and somebody is paying you to coach this person. She continued with, "I come back to depending on what the employer wanted." She shared that she had worked for three different districts during the thirteen years that she has been a principal coach. She started coaching in 2003. She shared her different experiences in the districts she has worked with. She said,

The first district was I had the drop-ins. There was the list. It does not fit the paradigm that coaching does now. That was in 2003. I think it was more of a "CYA." You go in and you just try whatever. The last time with that same district it was the most unique. I worked with a principal for six or seven months,

including full time or right at full time in the summer to make sure that when school started that school would be ready to go. My instruction from my employer was when you are sitting there and a decision has to be made - if the principal makes the wrong decision, fix it, and change it. So that was very prescript. I mean, and to build a collegial relationship was difficult. But the other part was at no point did the boss say; how's it going, does this principal need to go somewhere else to live? It was like, well, I got this person; see what we can do, which was real different. So that was atypical. I worked with one district in which the superintendent wanted me to make the principal very good and that was impossible. It was one of those I think maybe the promotion, anyhow, it just was not a good match, and ultimately that would be, what we talked about didn't turn out well, because I could not make this person what the superintendent wanted. I didn't need to do that anymore, and I understood that because I couldn't. Then, this third coaching assignment was the same district but six years separating the time working there and it had a different superintendent. The first superintendent wanted monthly feedback, always put it in writing, and I'm just not. I think it was just wanted information because they had had a whole bunch like this. They had hired six principals, and that was a huge number. Then the superintendent threw in one that was not new, so that did not make that principal happy at all because here you've got all these, and this. So a challenge but again, the superintendent wanted typewritten feedback. This is what I've done. And then the last assignment in that same school district under a different superintendent and it's a wonderful way to end because it was coach based on what they need. I was so impressed with this superintendent because he talked about each of the people I would be working with. He not only knew their names, he knew them.

Halle Berry tells of a situation that was very complex and she still wrestles with the outcome today. She shared,

I was working with a principal who was a very, very bright young woman, and she just was not suited for the principalship. She made a lot of mistakes. I would try to help her and then she wouldn't be honest with me in all cases. I was torn because I knew she was in trouble with her supervisor. I was torn with when do I say to her, I give up on you and how long I must keep on and on and on. To be real honest, jeopardize my own professional reputation because I knew things that her supervisor didn't know. If she was as dishonest with him as she was with me, I didn't know if he or she thought I was. So that was a really complex dilemma for me. The young woman ended up not going back as a principal. I think her supervisor helped her make that decision. When she called me and tearfully asked if I would give her a recommendation in another place, I said I will recommend you for a job in another area of education but I can't recommend you

for a principal position because I think it would just make you unhappy. So, I've coached about 30 principals in a district and that's the only time that I really just felt like we lost each other. Now, there was another one that I feel like I may have failed that person. But that person thinks they're top of the world as long as they can fool their supervisor. It's fine with me!

She also talked about helping a principal have difficult conversations are so important. It is essential to have a difficult conversation and still help the person with whom you are conversing save face. Mrs. Berry concluded "But the bottom line is kids come first and I'm not going to save so your face at the risk of a child."

Franklin Clinton said that sometimes you never know what you are going to encounter. He would tell the principals in the beginning that probably nothing that they can tell him that he haven't experienced firsthand or through his coaching experience with others. He shared a situation of one of his first coaching assignments with a high school principal. He said,

> Someone told me confidentially (because they knew that I was that person's coach and they liked that particular principal and wanted to support them) that the principal is at risk for losing their job. And I said, wow, that's something, and so, as soon as I got that information I immediately shared that with the principal. The good news is that the person not only kept their job, but the person has also moved up professionally. When I look at some of the successes and say okay, here's somebody that's going from, if things don't improve, or whatever, or perceptions, sometimes its perceptions. People have certain perceptions about folks and it's like they're only seeing a certain piece or a certain sliver of what's going on. Therefore, part of our job as the coach is to maybe help some of those people to see the total picture of things.

With the complex issues and decisions that coachees are faced with such as feeling a lack of support, staffing issued, parent issues, and so on, the principal coach is there to help

make sure there is understanding and support for the coachee. As Tessa Johnson stated, "We were not called mentors, we were called coaches!"

The Principal Coach and Principal Coaching

The qualities, experiences, and characteristics that the five participants portrayed are related to the literature that was explored in the literature review as it pertains to principal coaching. When talking with the participants, they all have had similar jobs throughout their educational career. However, the school districts in which they worked varied depending on their career paths and district leader. Regardless of their role, they all were able to transition into other positions that allowed them to lead others.

The research guides the obligation of a principal coach during the coaching process. A question that I wanted to know as I became more involved in the research was "Is the coaching based on the needs of the coachee?" The answer is yes. Tessa Johnson said she treated each coachee individually. She added, "It's one principal at a time which can be really challenging." If you treat them individually, then you cannot give the same message to every principal because it's not relevant. Bush (2009) stated, "Leaders are developed through a range of action modes and support mechanism, often customized to the specific needs of leaders through what is increasingly referred to as a 'personalized' or 'individualize' learning" (p. 379). The session should focus on the needs of the coachee and tailoring the experience to their needs. Bloom et al. (2005) concludes that coaches provide continuing support that is safe and confidential and has as its goal the nurturing of significant personal, professional, and institutional growth through a process that unfolds over time. All of these attributes are a part of the coaching experience for it

to be a success: frequency of the coaching session (Wise, 2010), length of time, location of the coaching session, establishing goals, effective dialogue, background experiences and knowledge base of the coach, up-to-date on current literature and trends, relationships, feedback, encouragement, confidentiality, pairing of coach and coachee, and purpose of the coach.

Summary

The five participants, who have shared their experiences, stories, and perceptions in this chapter, have provided insightful information. The interviews provided a rich data set that sparked the focus of the research. This diverse group of individuals shared real life experiences that were truthful and rich in nature. We discussed the three most important aspects of the principal coaching process. They are confidentiality, building a relationship, and effective communicator. If these three things do not occur, then all of the pieces will fall apart.

In Chapter V, I will pull all the pieces together that I have learned through this research process. I will also provide some insightful conclusions and recommendations that I anticipate will lead to more purposeful Principal Coaching Programs from the organizations that utilize this resource.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

The coaching process transpires at a pace that is conducive for learning to transform into the desired success that a principal coach and coachee are seeking to accomplish while allowing for changes to be made. Although coaching and mentoring provide similar support strategies in the educational field, they also provide different characteristics that separate their ideologies. The mentor provides guidance, whereas the coach prepares him/her for what is happening in the moment and being able to look ahead in order to organize the next steps.

Although I was able to define the different types of coaching, it was evident that coaching, executive coaching, blended coaching and leadership coaching shared many commonalities of what they represented. Each had a process of what would occur during the process. However, as I began to examine the different types of coaching and make relevant connections it was obvious that the one thing that stood out from this research was that the Principal Coaching process was led by an individual who had been a principal that served at the different school levels in his/her career. They all have served as a principal coach due to their known track record of building relationships and leadership styles.

The problem that I identified is, "How effective is principal coaching in education through the perception of principal coaches?" Some of the research spoke about the coachees' experiences with a principal coach. However, there wasn't much information that allowed the actual principal coaches to share their experience of this process in which they are involved.

As I examined the role of the principal coach in regards to the relationship with the principals, it was important that I study the following questions:

1. How do principal coaches impact principals?

2. How do specific coaching behaviors affect the principal?

3. How do principal coaches decide what coaching strategies to use with a principal?

4. How does principal coaches' support contribute to the transformation of the principal?

From these guiding questions, I was able to gain knowledge of the principal coaching influence. I have a better understanding what the role of an effective principal coach is in the practice of a principal receiving support that is exclusively to his/her needs.

The high stakes accountability that school leaders are faced with calls for the needed support of a principal coach. Although the research reminds us that executive coaching has been around for years, the educational field has adapted the coaching model to support principals who are now considered instructional leaders. This has become the logical way to go.

Research Method Summary

The research practice that I selected is the qualitative study. The research topic that I chose focuses on the effectiveness of principal coaching with an emphasis on the principal coach. Understanding that a particular group of people are involved in a specific type of program led my topic to a phenomenological study. As the researcher, I chose to single out the big ideas of the participants and share the experiences of the individuals. Within this method, it is important to include what the individuals experienced and how they experienced it.

Each participant had qualities that were distinctive to his/her character as a person and a leader. During the interviews, I was able to capture how much of their leadership style personified the qualities they employed. Tessa Johnson said that she was a successful principal because she worked as hard as anyone in her building. She accepted ownership of what happened in her building. She noted that she told the truth and that was not always easy. The females spoke from a sense of passion and the male participants relayed a message of character traits and results-oriented. Still, they all shared the quality of effective communication and passion for what they believe in as a leader.

The quality they demonstrated that classifies them as a principal coach was their work experiences. Whether it was being a classroom teacher, guidance counselor, assistant principal, principal, or held a district level position, they all were very confident that having had the experiences in those positions was a contributing factor. They talked about being a good listener, communicate effectively, collaborate with others,

resourceful, truthful, patient, empathy, open-minded, and having a positive outlook. All of these qualities are what these five participants use as a principal coach. Franklin Clinton mentioned that having all of those skills that are associated with being a building principal are important because you need to bring something to the table.

Presentation of the Research Questions

The four questions that guided the interview research protocol were key features of analyzing the data from the participants. Allowing the participants to share their experiences and stories that they have witnessed provided for the rich dialogue and conversations that were informative. When I constructed the crosswalk of the guided questions and interview questions, I was able to answer each of the guiding questions.

How Do Principal Coaches Impact Principals?

As the trust builds, the relationship will begin to have more of a spirit of influence, and then we are able to have a working relationship that feels successful. All coaches recognize that they should be making the coachee more competent and self-reliant (Coutu et al., 2009, p. 95). It is important to help coachees understand how to be politically influential in an ethical way because the politics of the job cannot be ignored. The session should focus on the needs of the coachee and tailoring the experience to their needs. Bloom et al. (2005) concludes that coaches provide continuing support that is safe and confidential and has as its goal the nurturing of significant personal, professional, and institutional growth through a process that unfolds over time. All of these attributes are a part of the coaching experience: frequency of the coaching session (Wise, 2010), length of time, location of the coaching session, establishing goals, effective dialogue,

background experiences and knowledge base of the coach, up-to-date on current literature

and trends, relationships, feedback, encouragement, confidentiality, pairing of coach and

coachee, and purpose of the coach. These characteristics are important in the impact that

is made during the principal coaching process. When these features are used, the

coaching experience will be much more effective.

Tessa Johnson shared that the feedback that she gives is most effective. She also

said that her access to the coachee is taken very seriously. Winston Barnes added that

helping principals develop a sense of confidence as it relates to their work is essential.

They all noted that they take what they do very seriously. They try to walk in coachees'

shoes but when it is all said and done they will be honest and truthful to the coachee.

How Do Specific Coaching Behaviors Affect the Principal?

Some of the coaching behaviors that affect the principal were the characteristics

in which the principal coaches exhibited in their previous careers. Those that were noted

consisted of watching, observing, listening, shadowing, building trusting relationships,

holding them accountable, being a critical friend, providing effective feedback, and being

a resource in some commonalities. According to Bloom et al. (2005), coaching is "the

practice of providing deliberate support to another individual to help him/her to clarify

and/or to achieve goals" (p. 5). It is important to look for a coach who has experience

being a coach as well as who has a clear methodology (Coutu et al., 2009). Wise (2010)

noted, "the coach is often a seasoned expert who has knowledge and experience in key

areas" (p. 5). Tessa Johnson said, "My definition of a coach is to understand where the

person is professionally and then how do I provide assistance." It is important to shadow

the coachee frequently in order to understand how he/she interacts with their students, staff, and parents. By doing this, the coach can then get a sense of how they are valued by others.

Franklin Clinton talked about being available twenty-four hours, seven days a week. It is important to make sure that the principal has access to the principal coach. The principal coaches are at the coachees schools at least twice a week for a half day or more. They all agreed that more time is needed with the coachees; therefore, they make sure they are available to them by other means of communication. Ronald Thomas mentioned that he assess the true problems of the school and find remedies together with the coachee in a harmonious manner. This is the problem solving portion of the coaching experience that occurs frequently. Mr. Clinton inserted that individuals really need to be prepared to coach. It's very, very important that individuals do the work and the preparation that is needed to become a coach. Franklin Clinton stated, "I think that all of those skills that are associated with being a building principal that have to do with instructional leadership, monitoring, management of student behavior and all those things in between are the abilities that principal coaches must understand and have experienced. Yet, the number one quality that affects the principal that each participant shared was their work experiences over the course of their careers. They all believed that by having had all those experiences in their educational journey allowed them to have affective principal coaching experience.

How Do Principal Coaches Decide What Coaching Strategies to Use with a Principal?

Winston Barnes felt that this was a huge question. He explained that he tries to understand the needs of the school and how he can help impact in a positive way. It is important to engage the stakeholders and establish trusting relationships. By being data driven, the principal coach can look at the school goals and the personal goals. Knowing how the coachee is being evaluated will generate the individual goals and how to help facilitate reaching those goals. According to Wise and Jacobo (2010), "Having a coach as a critical friend helps the principal stay on course through such a process and provides a means for constant reflection, assessment, and strategy development aligned to the goal of higher achievement for all students" (p. 165). The interactions between the coach and coachee are instructional and facilitative.

When we talked about the important aspects of coaching, some of the characteristics were similar to what they do as a principal coach. The coaches mentioned listening with information that they can provide effective responses back to the coachee when they were having conversations and/or providing relevant feedback. It is important to share successes that have been made. It is wise to share the errors that were made to help them to not replicate those mistakes. Although the talk of being honest and truthful continued to surface during the interviews, it was also noted that it is important to do a little bit of teaching. Helping principals be good communicators is a strategy that must be used in order for the coachee to communicate with all stakeholders effectively.

How Does Principal Coaches' Support Contribute to the Transformation of the Principal?

Once a relationship between coach and coachee is established, this becomes the catalyst for achieving transformational results through this unification. However, it is the continued support that is safe and confidential when providing support for personal, professional, and instructional growth in and through a process over time (Bloom et al., 2005). According to Reiss (2007), "Coaching is a process, a powerful confidential relationship, a strategy and dozens of skills and techniques that support an individual or an organization through a change process. Coaches are change agents" (p. 12). There may be some instances where there is an issue of loyalty between the coach and the coachee depending on how the relationship is assembled. By enhancing the coaching process, allows for the establishment of a genuine relationship between the principal coach and the coachee as they express their true intentions. Kemp (2009) concludes, "With trust and respect comes support for endeavor and a progressive dissipation of fear, resistance and ambiguity" (p. 109).

Still, there is so much more that transcends from this experience. The partnership that Ronald Thomas established was very gratifying because he was able to closely assist the coachee who is making accomplishments in the best interest of all children. Tessa Johnson gets involved and engaged during the process of just doing school. For Winston Barnes, he enjoys the ongoing communication and serving as a resource to the coachee. When the coaches advocate for people, sometimes their supervisors or other administrators feel that this is what the individual should not necessarily be doing.

However, when these individuals are holding people accountable, they have high expectations and are providing support to that person. This then becomes a sense of a personal gratification and satisfaction.

During Franklin Clinton's experience as a coach, he has had the opportunity to witness the transformation and growth of principals over time. He mentioned that it is rewarding to see that kind of change. He has also seen significant improvement in student achievement overall during his principal coaching assignments. Wise and Jacobo (2010) inserts that, "the coach and the principal must work to clarify the principal's beliefs, values, and vision and then make a plan to work toward a shared vision with all stakeholders" (p. 163).

Coaching focuses on the issues and concerns of leaders who are achieving specific, measurable results by providing confidence and determination. The coaching process allows for changes to be made in intervals and at a pace that is conducive for learning to transform into the desired success that one is seeking to accomplish. The higher level of trust that is established will generate a higher level of success.

The Coaching Experience

The role of a principal has evolved from the managerial role to the instructional role. Schools today are charged with ensuring all students are receiving an education so that they can reach their full potential. With this focus in education, principals have to work collaboratively with teachers on a more frequent basis about the policies and practices that are put into place. This process calls for schools to work together as a collective entity. Wise and Jacobo (2010), adds, "This is a new paradigm for school

leaders and they need guidance to meet the challenge (p. 160). Therefore, the additional

support that a principal receives must be reliable and effective in order for a successful

transformation to occur.

Bush (2009) mentions "There are many different forms of development that can

generate leadership capability, which in turn can increase performance in various ways.

Individualization can be achieved through facilitation, mentoring, and coaching" (p. 379).

Tessa Johnson mentioned that she let the principal prioritize according to what s/he

thought were their greatest need. She knew that the ability to individualize was the best

approach when working with the principal as a coach. There are several techniques to

use for leadership development. However, it is challenging to figure out how to combine

these approaches for a holistic learning experience that will meet the needs of leaders

with varying career stages and in different contexts (Bush, 2009). For this purpose Bush,

Glover, and Harris (2007) indicate that coaching is at its best when the training that a

coach receives is comprehensive and specific. They also support careful matching of

coach and coachee. Both of these features play an integral part to the learning process

that is significant and personal to both individuals. Kemp (2009) adds,

> The coach is able to listen, hear and respond to the coachee in a way that
> minimizes their subjective influences of their own life experiences, personal
> values, opinions, and judgments and hence, develop a greater depth of
> understanding of their coachee. (p. 108)

The information and experiences that has been presented helps us to better understand

what a principal coach actually does during the principal coaching assignment.

Attributes of a Principal Coach

The support piece for helping principals as they enter the principalship can vary contingent their level of experience or the need as indicated from their supervisor. Wise and Jacobo (2010) added that, "There is increasing evidence on the effectiveness of coaching. It has become a well-established intervention that offers opportunities for educational leaders" (p. 160). The selection on a principal coach is key aspect for the coachee. Principal Coaches have many different attributes about them that make them unique. Even though, they all share the role of being a principal, their level of training as a principal coach varies. The five participants in this study contributed a lot of their years as being an effective principal one of their trainings. They all had participated in different professional developments to enhance their role as a coach. Of the five, three of them received training from The Center of Creative Leadership Center under Dr. Larry Coble. Only one participant had been trained through the Stupski Foundation. However, they all indicated that staying connected in educational associations to stay abreast of the current happenings in education is essential.

> The skillful coach will help the principal find opportunities for change through the process of asking questions, challenging existing assumptions, and maintaining a focus on the big picture during coaching sessions. The skillful coach will seek the principal's Zone of Proximal Development (ZPD) (Vygotsky, 1978) and will utilize it to push the principal to move to a new way of thinking and acting. (Wise & Jacobo, 2010, p. 165)

The other aspect of selecting a Principal Coach is choosing someone who is considered an outsider to the district. This person should not be affiliated with the

school district, but has experience as an effective principal. Franklin Clinton mentioned

in the interview,

> I would also say that principals have responded to objective third parties, and maybe I'll explain this. One of the things that the school district in which I coach have a coaching project. This consists of outside community groups and foundations that actually do the funding for this support. Therefore, one of the things that they want to know is, "Is their money being well spent?" Therefore, one of the things that they do every year is get all of the coachees or principals in a room by themselves and they tell them to give us the real deal. Let us know the good, the bad, and the ugly in terms of what's going on with the program. Whenever we have gotten the feedback in the past, overwhelmingly, it has been extremely positive. Therefore, they've continued with the funding to continue the program. As a result, getting direct feedback from the coachees and finding out, how's this working for you has been as asset.

Each of the participants shared how their coaching experiences have been over the course

of their principal coaching careers. They have had both positive and negative principal

coaching tasks that have caused them to reflect and improve their coaching approach

when paired with a principal. Regardless of the experience of the coach, there are still

unclear lines as to what the province of coaches is and how to monitor the effectiveness

of a coaching appointment. There are a lot of gray areas in such issues as how coaches

define the scope of engagement, how they measure and report on progress, and the

credentials a school should use to select a principal coach (Coutu et al., 2009).

Recommendations for School Districts

The conversations with the five Principal Coaches had some similarities and

differences when it centered on who hired them and why. As we discussed what their

role was as the principal coach, two of the coaches were hired from the school district in

which they worked as former principals or district level administrators, two of them were

a part of a non-profit organization that supported the role of a principal coach in this

particular district, and one was hired by the district in which they worked, but had

worked in three Superintendents. However, all five of the principal coaches in this study

have worked in other districts other than the one in which they retired from.

From the interviews, it was evident that those that did not have a direct

relationship with the district were able to fulfill their responsibility as a principal coach in

the most effective manner as opposed to having to do what they feel is not necessarily

what their role was intended due to who hired them in their role. The two principal

coaches that worked for the non-profit organization did not have to deal with feeling as if

they had to make a choice for doing what they know was right. The need to advocate

was what they were necessarily meant to do in that capacity.

The principal coaches' role must not have a negative association when it is truly

for support. When this position is used in that negative, non-supportive manner, it makes

the position less appealing to principal coachees that actually need the additional support

to be an effective instructional leader that is seeking to make a transformational change in

their school community. Wise (2010) concluded that, "trust will not develop in the

relationship if the client (coachee) believes that the coach will report to his/her

supervisor's details about coaching conversations" (p. 4). The time that a Principal

Coach spends with the coachee is important. They need to spend ample time together as

they build a relationship for the shared vision and mission of the school culture and

community. Wise and Jacobo (2010) add, "The time with a coach is precisely that—time

devoted to focusing on that which is really important, and to developing a clear plan of

action to achieve goals and objectives" (p. 162). Halle Berry has her coachees keep a

Halle file. She wants them to pull it out and have a topic of discussion when she visits. It

may be a new topic or an update on a previous situation. Wise and Jacobo (2010)

conclude, "It is the interaction between the principal and the coach that solidifies the

principal's learning and helps to translate that learning into action. Coaching is at the

heart of change. Coaching is not just bringing about new ways of thinking" (p. 166).

Either way, this opens up for rich dialogue that reflects the reflective part of the situations

and ideas that are shared.

Although work is being done in many school districts to provide support for

principals, it will be very important how the districts develop a program that is

nonthreatening to the principal participants that are provided this resource. It will be

important for the centers and organizations to develop a program that will only be a

support for the coachee to ensure the necessary leadership skills needed is apparent and

recognizable when dealing with the demands of public education.

<h3 style="text-align:center">Recommendations for Researchers</h3>

The research that has been reviewed about principal coaches and coachees has

shown positive effects. However, it is interesting to know how this working relationship

developed during the time frame allotted. As the five principal coaches in this study have

given their experiences as serving as a coach, it is clear that building trusting and genuine

relationships was a significant attribute. The need to understand what happens between

the two is the part of this partnership that seemed vague. Now that we have received

information from the principal coaches, it is clear that they go into this partnership with

an open mind and willingness to advocate for the principal as they guide them through experiences and situations. The part of this study that I felt needed to occur after the data had been collected is to shadow the principal coachees. Although, this would not provide the entire coaching experience to be seen due to the emails, phone calls, and other communications that are not face-to-face.

Further research would also be beneficial to see how those school districts that utilize Principal Coaches that have worked in the same district previously under the same district level supervisors verses to individuals that have not worked in the same district under different district level supervisors. Another research topic would be what districts use third party organizations that provide funding for principals verse districts that pay for their own Principal Coaches. Wise and Jacobo (2010) inserted that

> It seems logical given the increased accountability of school leaders that the use of coaching is becoming more common in education. While some principals may be able to transform their schools without coaching, a coach can certainly serve as a catalyst to transform the school more quickly. (p. 160)

The characteristics to ensure that the process for developing a coaching programs are being able to understand the role, put tasks into action, provide continuous improvement, and provide relevant resources.

Recommendations for Principal Coaches

In order for the Principal Coach to effectively support the coachee during the process, the coachee must spend valuable time with a skillful coach that is not affiliated with the principal's evaluation. The coach must have buy in and be involved throughout the process. Tessa Johnson mentioned that she gets totally immersed in the experience.

However, by limiting the desire at times to take personal responsibility, will allow the coachee to realize their responsibility of the role of principal. When you take ownership of the situations, the environment and the climate becomes as if it's yours, on the other hand, it's not necessarily your problem. It is important to realize that you can't do it all.

It is important not to get so caught up in the doing the job but taking the time to grow in the profession. Education continues to change on a constant basis to keep up with the global society. Staying abreast with the current research and literature is an essential component of the coaching process. Other approaches coaches need to undertake is: staying well-informed of the school districts policy for whom they are coaching in order to effectively support and advocate for the coachee, having more bilingual opportunities will enhance the role due to the different cultures and diverse populations that are represented in the educational field, and staying abreast of the technology updates, gadgets, software, hardware, and its relevance to the educational setting is important due to the ever changing technological aspects for twenty-first century learning in this digital age.

Something else to actually consider is looking at the National Coaching Certification as Franklin Clinton is seeking to do in order to become an even better Principal Coach. This will enhance the qualities that the principal coach already possesses.

Conclusion

The principal coach has a responsibility to all stakeholders when working with the principal. This role is full of opportunities to enhance the school community and

improve student achievement. Whether it is assisting with a personnel issue, school-wide discipline plan, ineffective teachers, or a new program is being implemented; the coach is there for the coachee to work through these occurring matters. They are there to support the coachee with communication, implementation, and cultivation. The time a principal coach spends with a coachee is important. This is the time when a genuine trusting relationship is developed.

The research has concluded that the principal is faced with unprecedented demands and challenging tasks. The heightened expectations to increase student achievement and improve the teaching and learning process only call for support in many areas. Our educational system has now moved to high accountability measures to ensure all children are career and college ready. All of these difficulties and requirements of the principal leads to them needing the additional support as they transition between being a managerial leader and an instructional leader. Therefore, we are left with knowing what type of support is needed to assist the principal as s/he begins to make transformational changes. Realizing that the principal's role has become more demanding of time, expertise, knowledge, skill, and educational change, it is important that the necessary support be given to the principal as our teachers are provided support through such programs like induction programs and mentoring programs. We know recognize that the three most important characteristics of the coaching experience are confidentiality, effective communication, and building a relationship. These features are what hold the relationship between the principal coach and the coachee together.

REFERENCES

Association of California School Administrators (ACSA). (2009). *Leadership coaching*.

Retrieved June 23, 2012 from http://www.acsa.org/MainMenuCategories/

ProfessionalLearning/LeadershipCoaching.apx

Bacon, T. R., & Spear, K. I. (2003). *Adaptive coaching: The art and practice of a client-centered approach to performance improvement*. Palo Alto, CA: Davis-Black.

Bennis, W. (2009). *On becoming a leader* (rev. ed.). New York, NY: Warren Bennis Inc.

Berglas, S. (2002). The very real dangers of executive coaching. *Harvard Business Review, 80*(6), 86–92.

Berman, W. H., & Bradt, G. (2006). Executive coaching and consulting: "Different strokes for different folks." *Professional Psychology-Research and Practice, 37*(3), 244–253.

Berndtsson, I., Claesson, S., Friberg, F., & Ohlen, J. (2007). Issues about thinking phenomenologically while doing phenomenology. *Journal of Phenomenological Psychology 38,* 256–277.

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended coaching*. Thousand Oaks, CA: Corwin Press.

Bloom, G., Castagna, C., & Warren, B. (2003). *More than mentors: principal coaching: ACSA has helped develop "class," a program that uses blended coaching strategies to support growth and change in both what principals do and who they*

are. Retrieved May 28, 2012 from http://findarticles.com/p/articles/mi_m0HUL/ is_5_32/ai_112686941/?tag=content;col1

Brubaker, D., & Coble, L. (2004). *The hidden leader*. Thousand Oaks, CA: Corwin Press.

Bush, T. (2009). Leadership development and school improvement: Contemporary issues in leadership development. *Educational Review, 61*(4), 375–389.

Bush, T., Glover, D., & Harris, A. (2007). Review of school leadership *development*. Nottingham, UK: National College for School Leadership.

Calabrese, R., & Tucker-Ladd, P. (1991). The principal and assistant principal: A mentoring relationship. *NASSP Bulletin, 75,* 67–74.

Clutterbuck, D., & Megginson, D. (1999). *Mentoring executives and directors.* Oxford: Butterworth-Heinemann.

Coutu, D., Kauffman, C., Charan, R., Peterson, D. B., Maccoby, M., Scoular, P. A., & Grant, A. M. (2009). What can coaches do for you? *Harvard Business Review, 87,* 91–97.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Crow, G. M., & Matthews, L. J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, CA: Corwin.

Daresh, J. C. (2004). Mentoring school leaders: Professional promise or predictable problems? *Educational Administration Quarterly, 40*(4), 495–517.

Davis, S., Darling-Hammond, L., LaPoint, M., & Meyerson, D. (2005). *School leadership study: Developing successful school principals*. Stanford, CA: Stanford Educational Leadership Institute.

Dean, M., & Meyer, A. (2002). Executive coaching: In search of a model. *Journal of Leadership Education, 1*(2), 1–15.

Diedrich, R. C. (2001). Lessons learned in-and guidelines for-coaching executive teams. *Consulting Psychology Journal: Practice & Research, 33*(4), 238–239.

Duncan, H., & Stock, M., (2010). Mentoring and coaching rural school leaders: What do they need? *Mentoring & Tutoring: Partnership in Learning, 18*(3), 293–311.

Ellison, J., & Hayes, C. (2006). *Effective school leadership: Developing principals through cognitive coaching.* Norwood, MA: Christopher-Gordon.

Fletcher, S., & Mullen, C. (2012). *The SAGE handbook of mentoring and coaching in education*. Thousand Oaks, CA: Sage.

Hale, C. (n.d.). Chapter 9, Research Design: Qualitative methods. Retrieved January 12, 2013, from http://www.charlesdennishale.com/books/eets_ap/ 9_Qualitative_Research_Designs.pdf

Hargrove, R. (2000). *Masterful coaching*. San Francisco, CA: Jossey-Bass.

Hertting, M., & Phenis-Bourke, N. (2007, May/June). Experienced principals need mentors too. *The Resilient Principal.* Retrieved September 1, 2009, from http://www.naesp.org/resources/2/Principal/2007/M-Jp36.pdf

Holloway, J. H. (2004). Mentoring new leaders. *Educational Leadership, 62*(5), 87–88.

International Coach Federation (ICF) website (2002). www.coachfederation.org

Kampa-Kokesch, S., & Anderson, M. (2001). Executive coaching: A comprehensive
   review of the literature. *Consulting Psychology Journal: Practice & Research,
   53*(4), 205–228.

Joo, B. (2005). Executive coaching: A conceptual framework from an integrative review
   of practice and research. *Human Resource Development Review*, 4(4), 462-488.

Kee, K., Anderson, K., Dearing, V., Harris, E., & Shuster, F., (2010). *Results coaching*.
   Thousand Oaks, CA: Corwin.

Kemp, T., (2009). Is coaching an evolved form of leadership? Building a
   transdisciplinary framework for exploring the coaching alliance. *International
   Coaching Psychology Review, 4*(1), 105–110.

Kets de Vries, M. F. R. (2005). Leadership group coaching in action: The Zen of creating
   high performance teams. *Academy of Management, 19*(1), 61–76.

Kilburg, R. (1996). Toward a conceptual understanding and definition of executive
   coaching. *Consulting Psychology Journal: Practice & Research, 48*(2), 134–144.

Lubinsky, L. (2013).
   http://www.insights2improvement.com/file/sites%7C*%7C487%7C*%7CEducati
   on%7C*%7CPrincipalCoachingvsMentoring.pdf

McCauley, C. & Hezlett, S. (2001). Individual development in the workplace. *Handbook
   of industrial, work, and organizational psychology*, 2(1), 313-335.

Meacham, J. (2006). *American gospel: God, the founding fathers, and the making of a
   nation.* New York, NY: Random House, Inc.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Boss.

Miles, M. & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Murphy, K., Mahoney, S., Chun-Ying, C., Mendoza-Diaz, N., & Xiaobing, Y. (2005). A constructivist model of mentoring, coaching, and facilitating online discussions. *Distance Education, 26*(3), 341−366.

NCLB: No Child Left Behind Act of 2001. (2002). http:///www.ed.gov/policy/elsec/leg/esea02/index.html.

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Peshkin, A. (1998). In search of subjectivity—One's own. *Educational Researcher, 17*(7), 17–21.

Reiss, K. (2003). Executive coaching: Why coaching matters. *The School Administrator.* Boulder, CO: The Change Place.

Reiss, K. (2007). *Leadership coaching for educators: Bringing out the best in school administrators*. Thousand Oaks, CA: Corwin.

Robinson, J., Horan, L., & Nanavati, M. (2009). Mentoring coaching culture for Ontario school leaders. *Adult Learning, 20*(1), 35–38.

Sherman, S., & Freas, A. (2004). The wild west of executive coaching. *Harvard Business Review, 82*(11), 82–90.

Silver, M., Lochmiller, C., Copland, M., & Tripps, A. (2009). Supporting new school

    leaders: Finding from a university-based leadership coaching program for new

    administrators. *Mentoring & Tutoring: Partnership in Learning, 17*(3), 215–232.

Smith, A.A. (2007). Mentoring for experienced school principals: Professional learning

    in a safe place. *Mentoring & Tutoring, 15*(3), 277–291.

Spiro, J., Mattis, M.C., & Mitgang, L.D. (2007). *Getting principal mentoring right:*

    Lessons from the field. New York, NY: The Wallace Foundation.

Talley, V., & Henry, C. (2008). Mentoring: The courage to cultivate new leaders. *AANA*

    Journal, 76(5), 331–334.

Villani, S. (2006). *Mentoring and induction programs that support new principals.*

    Thousand Oaks, CA: Corwin.

Vygotsky, L. S. (1978). Tool and symbols in children's development. In M. Cole, V.

    John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in society: Development*

    of higher psychological processes (pp. 12–92). Cambridge, MA: Harvard

    University Press.

Williams, P. (2004). Coaching vs. psychotherapy: The great debate. *Choice Magazine,*

    2(1), 38–39.

Wise, D. (2010). School leadership coaching: What does it look like*? International*

    Journal of Educational Leadership Preparation, 5(1), 1–6.

Wise, D., & Jacobo, A. (2010). Towards a framework for leadership coaching. *School*

    Leadership and Management, 30(1), 159–169.

APPENDIX A

IRB APPROVAL

To: Pamela Ford
Ed Ldrship and Cultural Found

From: UNCG IRB

Date: 4/29/2013

RE: Notice of IRB Exemption
Exemption Category: 2.Survey, interview, public observation
Study #: 13-0106
Study Title: Exploring Principal Coaching through the Perception of Principal Coaches

This submission has been reviewed by the IRB and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

Study Description:

The purpose of this study is to better understand the specific coaching behaviors that affect the principal. Understanding how the coaches decide what processes to practice and how the coaches' observation contribute to success through the perception of the principal coach.

Regulatory and other findings:
- If your study is contingent upon approval from another site (such as the school district / school in which you will be working), you will need to submit a modification at the time you receive that approval.

Study Specific Details:
- Your study is approved and is in compliance with federal regulations and UNCG IRB Policies. Please note that you will also need to remain in compliance with the university Access To and Data Retention Policy which can be found at http://policy.uncg.edu/research_data/.

Investigator's Responsibilities

Please be aware that any changes to your protocol must be reviewed by the IRB prior to being implemented. Please utilize the most recent and approved version of your consent form/information sheet when enrolling participants. The IRB will maintain records for this study for three years from the date of the original determination of exempt status.
CC:
Carol Mullen, Ed Ldrship and Cultural Found

APPENDIX B

CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: **Exploring Principal Coaching through the Perception of Principal Coaches**

Project Director: <u>Pamela L. Ford</u>

Participant's Name: _____

What is this study about and why are you asking me?
This is a research project, and the purpose of this study is to examine how effective is principal coaching in education through the perception of principal coaches. Because you identify yourself as a principal coach, I would like to interview you to discuss your experiences as they relate to principal coaching. Your participation is voluntary.

What will you ask me to do if I agree to be in this study?
You will be asked to answer 17 interview questions in a face to face interview with me. The interview should only take about 3 hours. This can be done in multiple sessions if needed. However, during the interview I may ask a few probing questions to gain more insight into your responses. Also, once I have had an opportunity to analyze our interview session, you may be contacted to view my data and notes to make sure I accurately captured and understood your responses. This will take approximately 1 hour to review the notes.

Is there any audio/video recording?
The interview will be audio recorded so that I may listen and analyze our conversation. Because your voice will be potentially identifiable by anyone who hears the tape, your confidentiality for things you say on the tape cannot be guaranteed although I will try to limit access to the recording described below. Additionally, you will choose your own pseudonym to be used in the study. This information will only be made available to me and yourself.

What are the dangers to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. The participant may feel uncomfortable about answering specific questions. If this is the case, then the participant can skip a specific question. Also, your voice may be potentially identifiable by others and cannot be guaranteed, however, I will to limit access to the recordings. Hard copies and audio recording will be kept under lock in key off campus and password protected. If you have questions, want more information or have suggestions, please contact Pamela L. Ford at (336) 212-2486 or at fordbrp@gmail.com or Dr. Carol Mullen at (336) 334-3490.

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study, please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
Society may benefit because the findings may help principals and others in the educational field have a better understanding of the effectiveness on principal coaches as a support to school principals. People understanding their experiences may have a better understanding of how providing a principal coach to school leaders is a benefit as we transform schools. Also, educational institutions may see the importance of better equipping principals with the needed support to be successful in leading schools through transformational change.

Are there any benefits to *me* for taking part in this research study?
There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?
There will be no compensation for being in this study. Also, there are no costs to you for participating in this study.

How will you keep my information confidential?
To maintain confidentiality, the school district, community, and principal coaches involved will be assigned pseudonyms. Hard copy data and interview transcriptions will be locked and stored off campus at a private residence and/or locked in an office. Data saved on electronic media will be password protected. All information obtained in this study is strictly confidential unless disclosure is required by law. At the end of the study, all hard copies will be shredded and audio files will be erased. Also, information saved and coded on electronic files will be erased as well. Signed consent forms will be destroyed 3 years after the completion of the study.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By signing this consent form you are agreeing that you read and fully understand the contents of this document and are openly consenting to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate in this study described to you by Pamela L. Ford.

Signature: _____ Date: _____

APPENDIX C

RESEARCH STUDY OPPORTUNITY

Research Study Opportunity

✓ **Do you identify yourself as Principal Coach for school principals?**

✓ **Would you like to help others in the field of education and higher academia understand specific coaching behaviors that affect the school principal?**

The purpose of this research is to examine how effective is principal coaching in education through the perception of principal coaches. Because you identify yourself as a principal coach, I would like to interview you to discuss your experiences as they relate to principal coaching. Research has revealed that principal coaches are useful in the field of education as a support to school principals. This research will explore how coaches decide what processes to practice, and how the coaches' observation contribute to success through the perception of the principal coach. If you choose to participate in this study, you will be asked to take part in at least 3 face to face interviews that will be audio recorded. The first interview will be a preliminary interview to obtain consent. The second interview will be answering the interview protocol questions. The third interview will be a review of what was previously discussed and to see if anything else is needed.

All information obtained in this study is strictly confidential unless disclosure is required by law.

To learn more about this research and/or to participate, please contact:

Pamela L. Ford
University of North Carolina at Greensboro
Greensboro, NC
336-212-2486

fordbrp@gcsnc.com

APPENDIX D

ORAL SCRIPT FOR RECRUITMENT

<u>Oral Script for Recruitment</u>

Pamela Ford:

Hello, I am, Pamela Ford, assistant principal of Jackson Middle School. I am also a Doctoral Student at the University of North Carolina at Greensboro. I am delighted that you may be interested in talking with me in regards to a research study that I am conducting with a target group of principal coaches. I would like to know if you are interested in participating in my study. The purpose of the study is to better understand the specific coaching behaviors that affect the principal. How coaches decide what processes to practice, and how the coaches observation contribute to success through the perception of the principal coach.

If you feel that you would be able to assist me in this research study, I would like to set up a time to meet with you and discuss this study a little more in detail. If you choose to participate in this study, you will be asked to take part in at least 3 face to face interviews that will be audio recorded. The first interview will be a preliminary interview to obtain consent. The second interview will be answering the interview protocol questions. The third interview will be a review of what was previously discussed and to see if anything else is needed.

All information obtained in this study is strictly confidential unless disclosure is required by law.

If you may need any additional information, please contact me at:

336.212.2486 or fordbrp@gcsnc.com

APPENDIX E

TELEPHONE SCRIPT FOR RECRUITMENT

Telephone Script for Recruitment

Pamela Ford:

Hello, this is Pamela Ford-Brown, assistant principal of Jackson Middle School. How are you today? I am calling in regards to a research study that I am conducting with a target group of principal coaches. I would like to know if you are interested in participating in my study. The purpose of the study is to better understand the specific coaching behaviors that affect the principal. How coaches decide what processes to practice, and how the coaches observation contribute to success through the perception of the principal coach.

Criteria for the Study:

The Principal Coaches in this study will be male and female. You will need to have served as a principal for at least 5 years. You must have served as a principal coach in your career. You will take part in at least 3 face to face interviews that will be audio recorded. The first interview will be a preliminary interview to obtain consent. The second interview will be answering the interview protocol questions. The third interview will be a review of what was previously discussed and to see if anything else is needed. If you feel that you would be able to assist me in this research study, I would like to set up a time to meet with you and discuss this study a little more in detail. However, there is no compensation for participating in this study.

Contact Information:

The location of the study will be at the participant's request. You can contact me, **Pamela Ford** *at 336.212.2486 or via email* fordbrp@gmail.com *about this study.*

All information obtained in this study is strictly confidential unless disclosure is required by law.