

A FRAMEWORK TO INCREASE INSTRUCTIONAL COACHES' CAPACITY

**A Framework to Increase Instructional Coaches' Capacity to Support
Equitable and Inclusive Instruction for Beginning Teachers in North Carolina**

A disquisition presented to the faculty of the Graduate School of Western Carolina University in
partial fulfillment of the requirements for the degree of Educational Leadership.

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March 2024

ACKNOWLEDGEMENTS

To my loving and supportive husband, Eric, thank you for supporting me through this process. I could not have completed this degree without your support and encouragement. To my sons, Chase and Brayden, you were adopted into our family in the middle of my progression through this degree and I hope I have modeled for you the power of learning and pursuing your goals, even when they are challenging. To my parents, Ray and Tammy, thank you for always believing in me and encouraging me to chase my dreams. To my sisters, Rebekah and Heidi, thank you for loving me and helping me get through when times were tough. To my extended family and friends, thank you for checking in on my progress and encouraging me to keep going along the way.

A huge thank you to my disquisition committee, Dr. Catherine Andrews, Dr. Robert Crow, Dr. Myra Watson, and Dr. Patrick Conetta for your feedback and support through the final stages of this project. To my research design team, Dr. Patricia Bricker, Dr. Todd Stephan, Dr. Denise Hunt, Kathleen Harrell, and Brittany Elliott, thank you for your time and expertise in planning this improvement initiative.

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Abstract

Despite decades of research and many frameworks designed to address the inequities and exclusion in the public school system, large achievement gaps, inequitable systems, and exclusive policies exist. The scholar-practitioner believes instructional coaches are well-positioned to address the inequities and exclusion that exist in the public school system when properly trained. This improvement initiative aimed to increase the capacity of instructional coaches working in the North Carolina New Teacher Support Program (NCNTSP) to support equitable and inclusive instructional practices for the beginning teachers they support. A professional development series called “Sharpening Our Transformational EDI Skills” was offered to all NCNTSP instructional coaches statewide. The improvement initiative was designed using the Improvement Science methodology.

Keywords: equity, equitable, inequity, inequitable, inclusion, inclusive, exclusion, exclusive, diversity, instructional coaches, capacity, instructional practices, beginning teachers, professional development, North Carolina New Teacher Support Program.

The Disquisition

The disquisition is formal, problem-based discourse. The disquisition is closely aligned with the scholar-practitioner role of Doctorate in Education (Ed.D.) students and thus takes on a practical focus rather than the theoretical focus of traditional Ph.D. dissertations. The purpose of the disquisition is “to document the scholarly development of leadership expertise in organizational improvement” (Lomotey, 2020, p. 5). The Ed.D. program at WCU nurtures and matures students as both scholars and practitioners who are trained to understand systems and institutional challenges and opportunities through a lens of research and scholarship. Students apply their knowledge, using their institutional access and positionality, directly to the educational institutions where they lead. The Ed.D. is an applied degree, and the disquisition is similarly an applied capstone experience for doctoral work. The disquisition at WCU specifically utilizes an Improvement Science methodology, is shaped by critical theory and scholarly research, and engages the candidate in the application of the concepts in an applied manner through the development and implementation of an intervention within their local institution, focused on the improvement of equity within that system. Ultimately, the disquisition serves as documentation and assessment of an improvement initiative that “contributes to a concrete good to the larger community and the dissemination of new relevant knowledge” (Lomotey, 2020, p. 5).

A Framework to Increase the Capacity of Instructional Coaches' Ability to Support Equitable and Inclusive Instruction for Beginning Teachers

Students succeed when they have access to a teacher well-trained in equitable and inclusive instructional practices. Levine compares teacher preparation efforts to the Wild West and says fundamental change is needed to adequately prepare teachers for increasingly diverse student populations (2006). Similarly, instructional coaches, often promoted from the teacher ranks, are not sufficiently trained to support beginning teachers entering complex and inequitable education systems (Aguilar, 2011). Thus, to better serve students, beginning teachers need access to instructional coaches who have the capacity to support equitable and inclusive instruction for beginning teachers.

A National Issue

As the United States of America becomes increasingly diverse, meeting the needs of all students attending the nation's public schools becomes even more challenging. The current approaches to providing equitable and inclusive instruction in the nation's school systems are ineffective, causing inequitable experiences and outcomes for underrepresented students (Creating Equitable Classrooms Through Action Research, 2007). However, this is not a new challenge for the United States, as efforts to provide public educational opportunities have been inequitable since Europeans first intruded upon and colonized the lands belonging to indigenous tribes on this continent (Juneau, 2001).

A History of Inequity and Exclusion

A diverse and inequitable education system has existed since the eastern seaboard of the North American continent was first colonized. A historical analysis of educational policies, practices, and laws highlights the inequities plaguing schools in the United States since pre-

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colonization. Figure 1 illustrates a timeline of some of the inequitable practices, policies, and laws in the education system throughout the history of the United States. Systemic issues of inequity and exclusion are entrenched in the nation's public schools despite decades of educational reforms by the federal government (Disproportionality in Education and Special Education, 2012). Despite increasingly diverse student populations and extraordinary historical evidence of systemic problems, beginning teachers continue to enter an inequitable education system with a lack of skills to provide equitable and inclusive instruction to support the diverse needs of students in their classrooms (Levine, 2006).

Inequity, exclusion, and discrimination have materialized in many forms throughout history, including race, ethnicity, gender, sexuality, and socioeconomic status. While these and many other forms of inequity have existed in the United States education system, much of the research has centered around race and ethnicity. The American Psychological Association (APA) defines race as a “socially defined concept sometimes used to designate a portion, or “subdivision,” of the human population with common physical characteristics, ancestry, or language (APA, n.d.). The APA defines ethnicity as “social categorization based on an individual's membership in or identification with a particular cultural or ethnic group” (APA, n.d.).

Figure 1

History of Inequity in US Education

HISTORY OF INEQUITY IN US EDUCATION

Pre-Colonization

Native Indian tribes had an education system in place for generations before the European intrusion that began in 1492. Education focused on the survival of the group as a people. Knowledge was passed on through oral tradition, and practical, hands-on training.

Colonization & Common Schools

- 1565- Catholic school established in St. Augustine
- 1607- Jamestown founded
- 1635- Boston Latin School established
- 1636- Harvard University established
- 1647- Massachusetts Bay colony has school requirements based on population

The American Revolution

- 1776- Declaration of Independence signed
- 1779- Thomas Jefferson proposes two-track education system for the laboring and the learned
- 1788- Constitution of the United States ratified with no mention of education or schooling
- 1790- Pennsylvania state constitution calls for free public education but only for poor children. Rich people will pay for their children's schooling.
- 1791- Individual states take control of education when the Tenth Amendment to the United States Constitution is ratified.

The Industrial Revolution

- 1805- The Lancaster system of education is established in New York City for cities poor children. Promotes discipline and obedience to train factory workers
- 1830's- most southern states have laws forbidding teaching slaves to read
- 1840's- Irish immigrants fight for non-protestant education in New York City
- 1849- Roberts vs. City of Boston- can deny school for Blacks
- 1851- State of Massachusetts passes first its compulsory education law to ensure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers
- 1864- Congress makes it illegal for Native Americans to be taught in their native languages.
- 1865-1877- African Americans mobilize to bring public education to the South for the first time.

School Segregation

- 1879- First Indian boarding school open in Penn
- 1896- Plessy v. Ferguson decision. The U.S. Supreme Court rules that the state of Louisiana has the right to require "separate but equal" railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools

Post Brown vs. Board of Education

- 1954- Brown vs. Board of Education
- 1956- Clinton High School in Clinton, TN integrated
- 1965
 - Head Start program founded
 - Title I program established
 - Elementary & Secondary Education Act passed
- 1966- Migrant Education Program established
- 1968- Bilingual Education Act- Title VII passed
- 1971- PARC vs. Penn
- 1972- Mills vs. BOE of Washington, DC
- 1972
 - Indian Education Act passed
 - Title IX Act passed
- 1973- Rehabilitation Act- Section 504
- 1974
 - Equal Educational Opportunities Act passed
 - Lau vs. Nichols
- 1975- Education for All Handicapped Children Act
- 1982- Plyler v. Doe
- 1984- Emergency Immigration Education Act passed
- 1987- A Nation At Risk report published
- 1990
 - The Immigration and Nationality Act passed
 - Americans with Disabilities Act passed
- 1994- Improving America's Schools Act passed

An Era of School Reforms

- 2001- No Child Left Behind
- 2009- American Reinvestment and Recovery Act passed (Race to the Top)
- 2015- Every Student Succeeds Act passed

More specifically, it is worth discussing some of the more poignant issues within this historical timeline.

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Pre-Industrial Revolution. Native Indian tribes had an education system for generations before the European intrusion began in 1492. Dr. Henrietta Whiteman (Mann) states: “Contrary to popular belief, education – the transmission and acquisition of knowledge and skills – did not come to the North American continent on the Nina, Pinta, and Santa Maria... We Native Americans have educated our youth through a rich and oral tradition, which was – and is today – transmitted by the elders of the tribe” (Juneau, 2001, p. 5). When European explorers arrived on the North American shores and began forcing natives from their land, the occupiers dismantled the native's well-established and inclusive education system. The European occupiers replaced the inclusive native education system with their system of education which was based on inequity and exclusion (Juneau, 2001).

Educational offerings in the new colonies before the American Revolution were limited, informal, and sporadic. Colonists developed common schools, typically run by churches that focused on family and religion, not citizenship (Butts, 1978). Most colonists did not expect all children to have a formal education because basic literacy could be learned in church, at home, or with an apprentice; therefore, many children did not attend school or receive an education. (Neem, 2017). During the American Revolution, two main perspectives on education were debated. One view proposed by Benjamin Rush, a signer of the Declaration of Independence, saw the people as “ignorant, selfish, and easily swayed”; therefore, schools should be grounded in Christianity to make the people “fit for a free society” (Neem, 2017, p. 8). Another perspective led by Thomas Jefferson, another signer of the Declaration of Independence, saw corrupt governments and political leaders as a risk to the moral people. Jefferson saw schools as an avenue to teach the people to be “guardians of their liberty” because freedom had to be protected from the rulers, not the people (Neem, 2017, p. 8).

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While both education proposals differed in their approach, they only catered to White colonists. Jefferson was a slave owner, and his approach to education was rooted in racism (Neem, 2017). Black students were either assigned to separate schools, or local customs excluded them from educational opportunities (Butts, 1978). Jefferson's proposal for education was also inequitable for the White race. The level and type of education students received were based solely on their level of giftedness and their family's ability to pay for education, which excluded many children (Neem, 2017). Neem asserts that the tension between these two educational philosophies never went away and that the education system today still serves both purposes, "to make the people safe for free government and to make the people capable of participating in a free government" (Neem, 2017, p. 10). These efforts to standardize schooling profited the privileged and the White populations while excluding others and established a system of inequitable and exclusionary education for the future.

The Industrial Revolution. The Industrial Revolution brought about an education philosophy centered around promoting civic and cultural goals to "ensure natural order and progression" (Neem, 2017, p. 17). When Massachusetts established the first board of education in 1837, Horace Mann became its first secretary. Mann promoted a system of education that enabled self-culture and imagination through literature, writing, science, and the liberal arts. Common schools became widespread to promote Mann's civic and cultural goals of public education. Many scholars accused Mann and other education reformers of being motivated by economic concerns and the interests of New England factory owners who needed disciplined workers for labor (Butts, 1978).

In an attempt to equalize access to higher education usually only available to children from wealthy families, the city of Boston opened the first public high school in 1821, which

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offered traditional college preparatory courses as well as modern scientific courses (Butts, 1978). While public high schools initially had an unclear mission, they would later attempt to be an equalizer to replace aristocracy with meritocracy (Neem, 2017). In the decades before the Civil War, academies were prolific and were established to “serve communities diverse educational needs” (Neem, 2017, pg. 63). Ironically, these academies provided classical curriculum and vocational subjects to prepare White students for various vocations in life, while refusing access to Black and immigrant children, falling short of serving the diverse educational needs of the communities they served (Neem, 2017).

Before the Civil War, approximately 9 million immigrants arrived in the United States of America, including 1.7 million Irish immigrants and 1.5 million German immigrants. The children of immigrants were often deprived of attending public schools, and religious minority groups, including the Catholics, fought for publicly funded Catholic schools to serve the needs of their children (Neem, 2017). After the civil war, many Catholic leaders put their efforts into expanding their private education system through parochial schools, which served approximately one-third of Catholic children at the time (Neem, 2017). In the decades following the civil war, approximately 27 million immigrants came to the United States of America, which equaled well over half of the total population in 1875 (Butts, 1978). The vast influx of immigrants during this time impacted many facets of society, including the existing education systems and a “renewed nativist movement” (Butts, 1978, p. 233). The “oldtimers” or “natives” launched brutal attacks against the “newcomers” or “aliens,” which created many problems for the public-school systems (Butts, 1978, p. 233). The general attitude toward immigrants resulted in a policy of Anglo conformity in public schools, which required new immigrants to conform or “go back where they came from” (Butts, 1978, p. 234).

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School Segregation. To add to the United States' history of excluding minorities, in 1896, the United States Supreme Court ruled that "segregation was constitutional as long as separate facilities were equal" (Mondale & Patton, 2001, p. 137). Beginning in the 1930s, the National Association for the Advancement of Colored People (NAACP) gathered evidence proving that segregated schools were underfunded and unequal (Mondale & Patton, 2001). Data from 1950 highlights the level of exclusion in public schools; seventeen states had laws requiring Black students to be segregated in public schools, Mexican children attended school for an average of 5.6 years, and 72% of disabled children were not enrolled in a school (Mondale & Patton, 2001). The NAACP took their case to the United States Supreme Court, and on May 17, 1954, Chief Justice Earl Warren declared, "separate educational facilities are inherently unequal" (Mondale & Patton, 2001, p. 138). Despite the ruling, known as *Brown vs. Board of Education*, desegregation did not happen quickly or smoothly for the nation's public schools. A decade after the order, 98% of Black students still attended an all-Black school, and almost no White students in the South attended Black schools (Mondale & Patton, 2001).

Post *Brown vs. Board of Education*. To uphold the *Brown vs. Board of Education* ruling, President Lyndon Johnson signed the Civil Rights Act of 1964, which catalyzed the desegregation of the nation's public schools (Mondale & Patton, 2001). The Civil Rights Act of 1964 banned discrimination on the basis of race in all federally funded programs, including public schools (Mondale & Patton, 2001). To entice compliance with the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965 provided an unprecedented 4 billion dollars in funds to disadvantaged students and schools (Mondale & Patton, 2001). By 1972, the South was mostly integrated, with 91% of Black students attending an integrated school

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(Mondale & Patton, 2001). While the Civil Rights Act of 1964 attempted to make the nation's schools more equitable and inclusive, the decades following would paint a different picture.

Following the Civil Rights Act, more attempts were made to address the inequities and exclusionary practices of the education system by addressing bilingual education, low-income students, gender discrimination, Native American education, and children with disabilities. In 1965, the Bilingual Education Act offered federal funds to meet the educational needs of children whose first language was not English (Mondale & Patton, 2001). In 1974, the Supreme Court ruled, in *Lau v. San Francisco*, "where children are different, sometimes equality of treatment requires that you treat them differently in ways that respect their educational needs" (Mondale & Patton, 2001, p. 158). As a result of the ruling, the federal government provided teaching materials in dozens of languages and allocated \$68 million for programs to support bilingual students (Mondale & Patton, 2001). Additionally, in 1965, the Title I program was established to provide federal funding to school districts serving large populations of low-income students to solve the achievement gap between advantaged and disadvantaged students (Grant and Arnold, 2015). In 1972, Title IX was ratified and prohibited federal funding to schools that discriminated on the basis of gender (Mondale & Patton, 2001). The Indian Education Act of 1972 provided federal funds and opportunities to Indian students aimed at closing the achievement gap between Indian education and general education outcomes (The Indian Education Act of 1972). In 1975, the Education for All Handicapped Children Act was passed, which "mandated that states make available to all handicapped children a free and appropriate education consisting of special education and related services designed to meet their unique needs" (Larson, 1985, p. 67-68).

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An Era of School Reform. After nearly three decades of implementing broad programs to address the inequities in the nation's school system, student achievement gaps reveal the problems still exist. The current era of school reform began in a 1983 report to President Ronald Reagan titled "A Nation at Risk," which was commissioned by the US Department of Education (Mondale & Patton, 2001). The report revealed that the poor quality of the nation's schools was "a threat to the welfare of the country" (Mondale & Patton, 2001, p. 185). The report declared that more than 40% of the nation's students were unprepared for either college or the workforce (Mondale & Patton, 2001). Since that report was published in 1983, the nation's public schools have been subjected to continuous changes in educational policy and law.

In 1994, under the leadership of President Bill Clinton, the Improving America's Schools Act (IASA) was signed into law, which many scholars have described as the "first truly national education policy" (Rhodes and Rhodes, 2012, p. 96). The IASA requires states to adopt standards in reading and math aligned to state testing, develop school and district report cards, and ensure that all students make progress toward the same standards (Rhodes and Rhodes, 2012). IASA defined educational equity for disadvantaged students as "equitable access to high standards and rigorous curricula, rather than merely more-equitable access to school resources" (Rhodes and Rhodes, 2012, p. 97).

Under the leadership of President George W. Bush, the federal government enacted the Reading First program of the No Child Left Behind Act (NCLB) of 2001, which created accountability mandates with a goal for all students to reach reading proficiency by 2014. Despite evidence that the program was not thoroughly researched and did not address second language learning, significant amounts of available funding were diverted to implementing this program (Neri et al., 2019). The program, associated financing, and increased levels of

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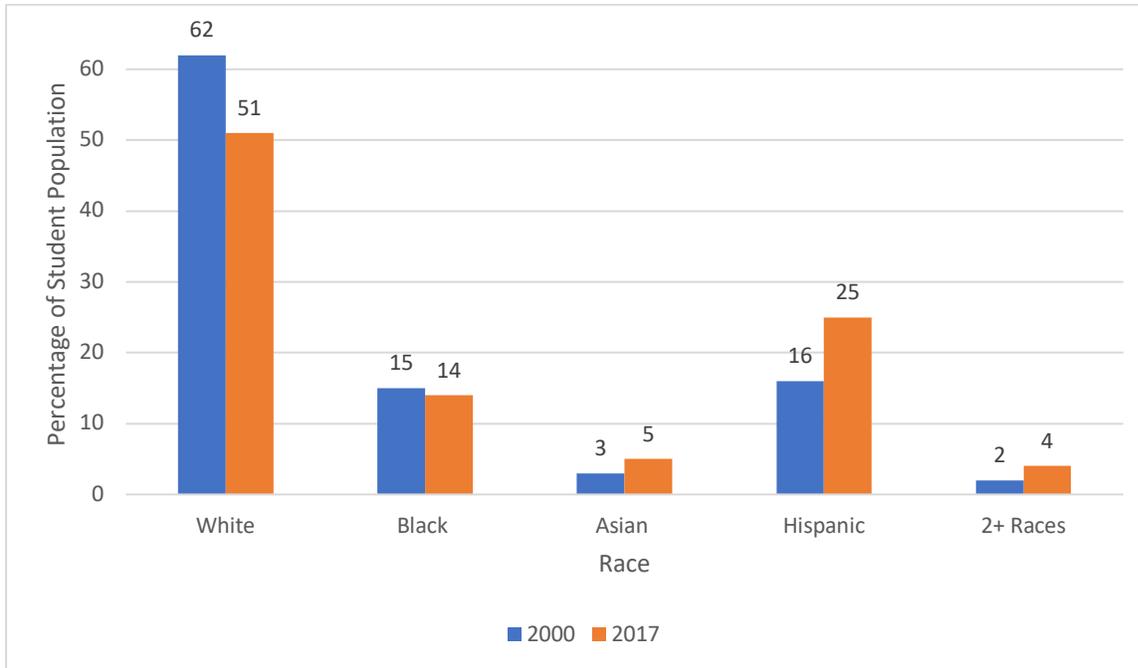
accountability contributed to the homogenization of instructional practices that did not address or meet the needs of all students (Neri et al., 2019). Not surprisingly, the NCLB mandate did not meet its goal of all students meeting reading proficiency by 2014 (Neri, et al., 2019). Nichols et al., (2000) summarize the problem as lying “directly within the education system, which is currently insufficient for students of culturally and linguistically diverse backgrounds” (p.1).

In 2015, under the leadership of President Barak Obama, the Every Student Succeeds Act (ESSA) replaced the NCLB Act, stripping the federal government of regulatory power and giving states more control over their education programs (Black, 2017). According to Black (2017), ESSA does little to promote equality and equity, does not increase federal funding for education, and gives states broad discretion to improve educational opportunities despite a history of doing the opposite. Despite the education reforms initiated over the last four decades, researchers like Gholdy Muhammad (2020) continue to advocate for change “that helps to advance marginalized communities so that young people can rise up and experience joy and love and the rich learning they deserve” (p. 55).

Student Population Changes. In addition to the history of inequity and exclusion in the nation’s school system, student populations continue to grow and diversify. As noted in Figure 2, the United States has increased in population and has become more diverse throughout its history. De Brey et al., (2019) reported that between 2000 and 2017, there were population decreases in the percentage of school-aged children identified as White and Black, while populations of Asian, Hispanic, and students of two or more races, increased. While the student population continues to grow in diversity, according to the National Center for Educational Statistics, 80% of all public school teachers in the United States are white, underscoring the need for professional development in equitable and inclusive practices (NCES, 2023).

Figure 2

Student Population Changes Between 2000-2017



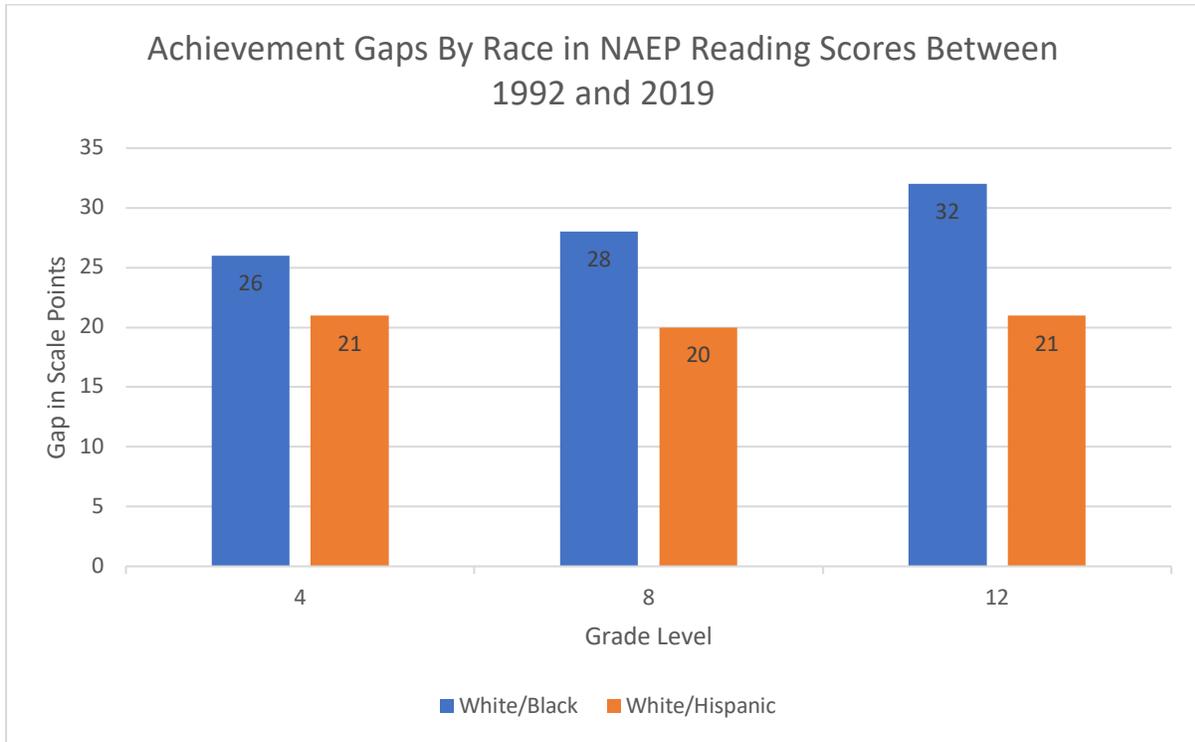
National Education Performance Data. In addition to an increasingly diverse student population, student achievement data shows a persistent gap in achievement between minority students and White students. Data from the National Assessment of Educational Progress (NAEP) testing shows the achievement gaps in the nation’s public schools and highlights which groups of students are being excluded from equitable and inclusive instruction. According to De Brey et al., (2019), NAEP assesses student performance in reading and math for students in grades 4, 8, and 12 in public and private schools in the United States. The data presented was collected before the Covid-19 pandemic impacted educational achievement data during the 2019-2020 academic school year.

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NAEP reading scores between 1992 and 2019 reveal a significant achievement gap between White and Black students in grades 4, 8, and 12, as seen in Figure 3.

Figure 3

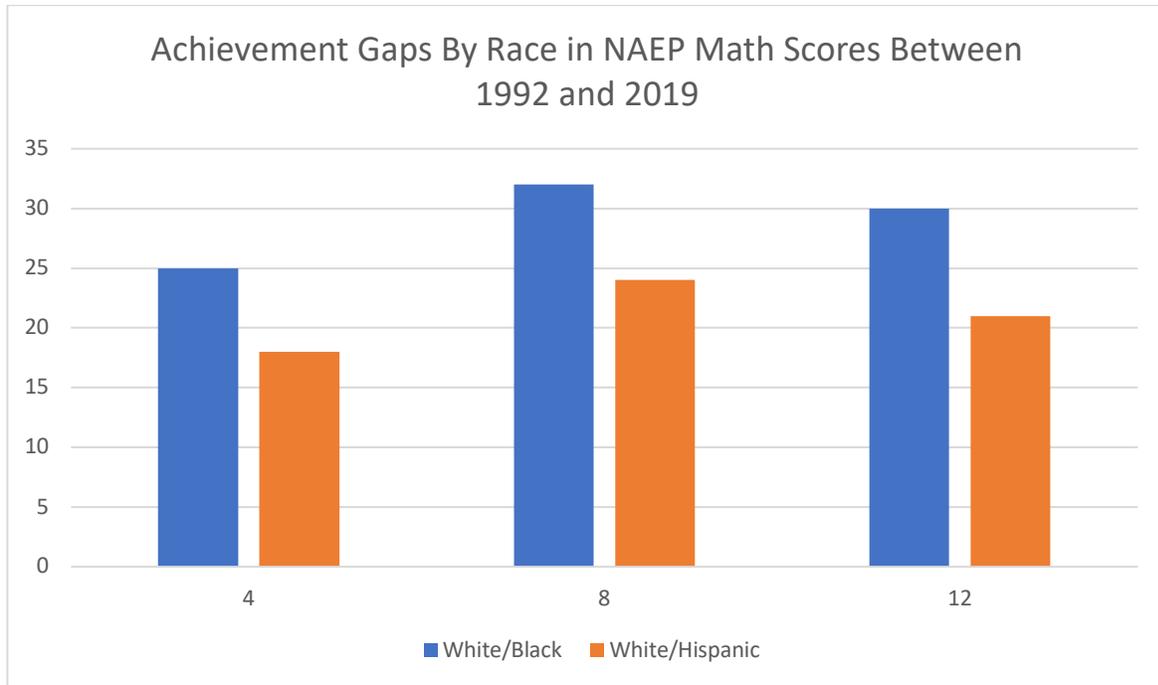
Achievement Gaps by Race in NAEP Reading Scores Between 1992 and 2019



NAEP math scores between 1992 and 2019 also reveal significant achievement gaps in student data as shown in Figure 4. See Appendix A for additional data representing achievement gaps.

Figure 4

Achievement Gaps by Race in NAEP Math Scores Between 1992 and 2019



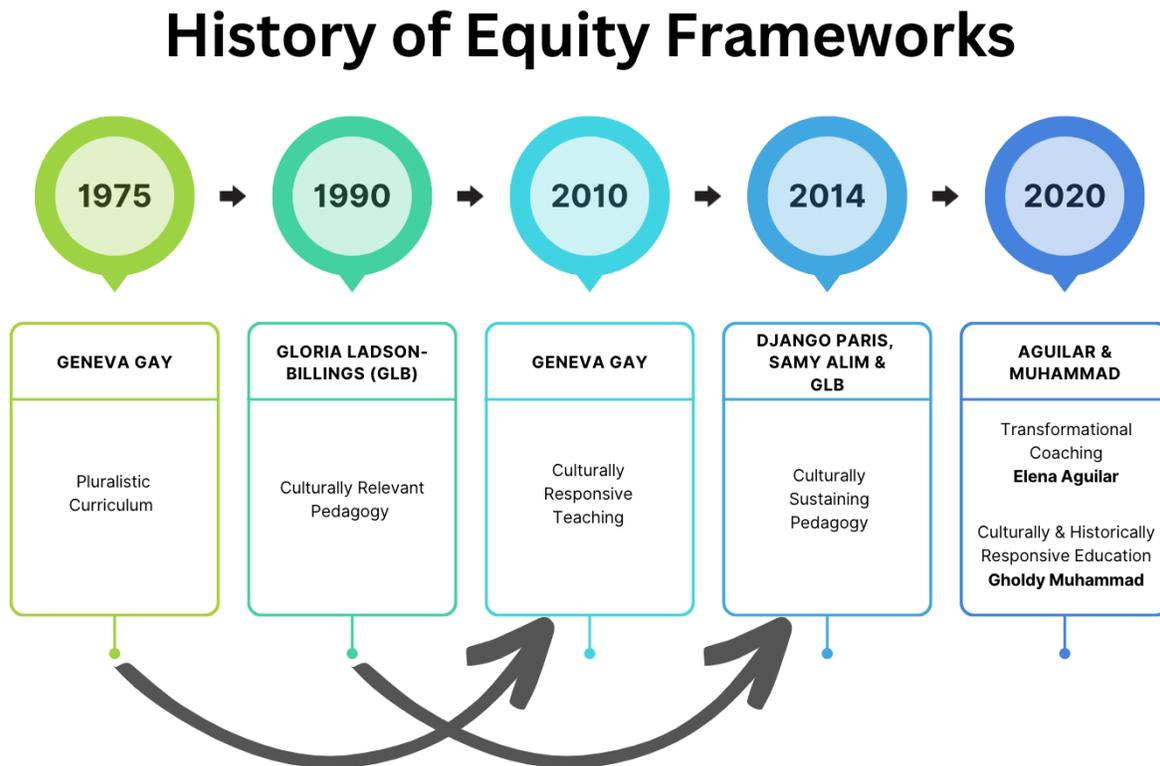
Literature Review

Historical Frameworks

Due to the changes in educational policies and laws, diversification in student population, and the persistent academic achievement gaps highlighted in the above sections, the challenge of addressing equity and inclusion in public schools has been a research topic for nearly five decades. Seminal researchers Geneva Gay and Gloria Ladson-Billings began exploring these topics in the 1970s. Issues of equity and inclusion continue to be a focus of researchers today. Figure 5 illustrates some of the equity frameworks proposed by researchers throughout the past fifty years.

Figure 5

History of Equity Frameworks



Note. This is not an exhaustive history of equity-focused frameworks.

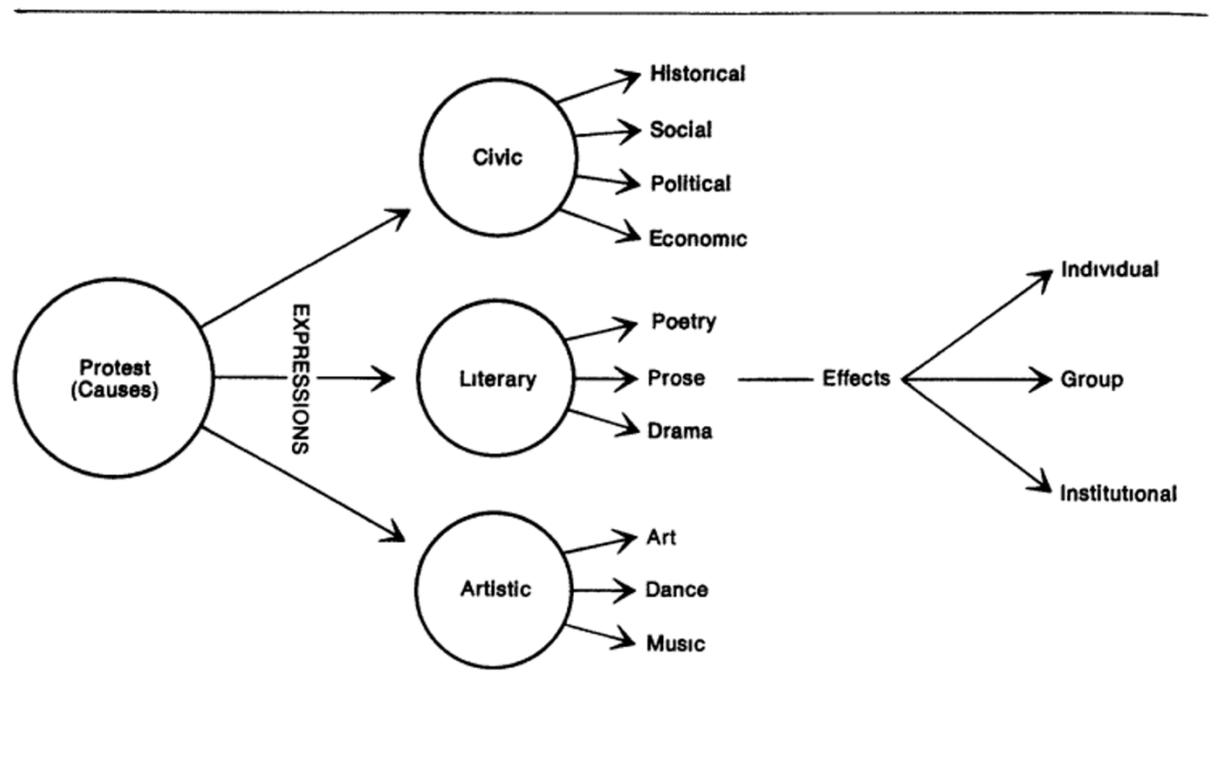
Culturally Pluralistic Curriculum.

In 1975, Geneva Gay began advocating for a culturally pluralistic curriculum that is systematically designed and organized to “allow for ethnically specific content to become integral parts of all aspects of the school’s educational programs” (p. 176). She proposed that a multiethnic curriculum should be embedded in daily educational experiences and include all ethnic groups in American society, as well as focus on current economic, social, and political issues (Gay, 1975). Gay proposed that ethnic materials should be used to teach all fundamental skills, such as reading, writing, calculating, and reasoning, instead of only being used for

particular units or courses (1975). Native American educator Cornel Pewewardy asserts that educators should “place education into the culture rather than continuing the practice of placing culture into education” (Hollins et al., 1994, p. 78). For over five decades, the approach to cultural education has focused on placing culture into education instead of embedding education into the culture. Gay’s research began to explore Pewewardy’s approach to a more equitable and inclusive educational system. Figure 6 illustrates Gay’s original framework for a culturally pluralistic curriculum, which focuses on the relationship between social realities and cultural experiences of ethnic groups instead of the ethnic groups themselves (Gay, 1975).

Figure 6

Geneva Gay’s Framework for a Culturally Pluralistic Curriculum



Note. Gay, G. (1975). Organizing and designing culturally pluralistic curriculum. *Educational Leadership*, 33(3), 176.

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Culturally Relevant Pedagogy.

Gloria Ladson-Billings built upon the work of Geneva Gay in 1990, when she proposed a radical pedagogical change that focused on what was right with African American students instead of blaming them for not succeeding academically. She highlighted what was happening in the classrooms of teachers who were experiencing success instead of focusing on what was wrong with the students. In 1995, she coined the term culturally relevant pedagogy to describe this approach and to improve teacher education that focused on students' assets instead of looking at them as flawed (Ladson-Billings). She argues that culturally relevant pedagogy is central to the academic success of underrepresented students "who have not been well served by our nation's public schools (p. 159). However, in 2014, Ladson-Billings advocated for subscribers of culturally relevant teaching to transition to the term culturally sustaining pedagogy, which will be explored in an upcoming section.

Culturally Responsive Teaching.

As a result of the continued research around cultural education, in 2010, Geneva Gay continued her work by transitioning to the term "culturally responsive teaching" to describe her pedagogical framework, which continued to advocate for reforms to eliminate economic, political, and social inequities within the system and society. She believed culture was fundamental to schooling because it shapes people's actions, beliefs, thinking, and communication (2010). Her approach connects teaching and learning to the social and cultural assets students bring to school to engage them in learning. Gay also advocated for teachers to learn classroom practices that actively challenge the long history of systemic discrimination and racism in school systems (2010).

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Culturally Sustaining Pedagogy.

Paris and Alim (2014) respectfully critiqued and built upon the work of the seminal authors of the historical equity frameworks previously discussed and offered the concept of culturally sustaining pedagogy (CSP). In 2014, Paris and Alim stated that “CSP seeks to perpetuate and foster -to sustain- linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change” (p. 88). The deficit approaches in education have traditionally viewed the “language, literacies, and cultural ways of being” for underrepresented students as “deficiencies to be overcome” instead of assets (p. 87). Paris and Alim assert that sustaining traditional languages and cultures in our pedagogies is crucial. Still, educators must evolve as languages and cultures are everchanging as they are being used by our youth (2014). CSP advocates for student cultures and languages to be seen and used as assets to honor and explore in the learning process rather than as deficits (Paris & Alim, 2014). In 2014, Gloria Ladson-Billings supported this framework and advocated for her followers of Culturally Relevant Pedagogy to subscribe to CSP.

Culturally and Historically Responsive Education.

A recent framework to address the inequities and exclusive policies in the nation's school systems is an equity framework for culturally and historically responsive literacy by Gholdy Muhammad (2020). She presents the four-layered Historically Responsive Literacy (HRL) Framework for Teaching and Learning which directly challenges discrimination and racism in schools through competency and methods. Muhammad's HRL Framework for Teaching and Learning includes identity development, skills development, intellectual development, and criticality to make learning more “humanizing and more complete” for all students (2020, p. 63). She points out that while her framework is focused on literacy, the word literacy is synonymous

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with the word education and can be used in any subject or content area (Muhammad, 2020). The framework encourages teachers to reflect on how their instruction will assist students in learning about their identity and others, build skills and knowledge in the content area, and think critically about equity, power, and disrupting oppression (Muhammad, 2020).

Transformational Coaching.

Building on the seminal researchers of cultural education, Elena Aguilar (2020) promotes transformational coaching through conversations that change practice. She proposes three components to transformational coaching to prepare educational professionals to work with an equity lens, including a focus on the coach, the client (teacher), and the systems. Aguilar (2020) says a transformational coach must “attend to their own behaviors, beliefs, and ways of being” (p. 34). That knowledge is then transferred to the client by addressing their “behaviors, beliefs, and ways of being” (Aguilar, 2020, p. 34). The final component of transformational coaching is taking action to transform the system and the individuals who work within the system (Aguilar, 2020).

Despite decades of research and many frameworks designed to address the inequities and exclusion in the public school system, we continue to see large achievement gaps, inequitable systems, and exclusive policies. The data and research prove the need to address these issues, but they continue to persist. Therefore, our current teachers must have proper training and support from instructional coaches and educational leaders who are highly qualified to address these ingrained inequitable and exclusive instructional practices.

The Problem

Instructional coaches are master teachers with the instructional skills and knowledge to train other teachers through professional development (Aguilar, 2020). Traditionally, coaches

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have been used in many different roles to support teachers, including data, technology, content areas, instructional, and school improvement coaches. According to Aguilar (2020), these traditional approaches to coaching are not transforming teaching and learning. Aguilar (2020) advocates for a more comprehensive approach to coaching that adds an educational equity lens to traditional coaching roles. However, according to Chiariello and Krause (2015), providing professional development to master teachers who are becoming coaches can be challenging because “culturally responsive teachers do not automatically possess the skills to mentor or coach for equity” (p. 25). In addition, according to Bocala and Holman (2021) coaching for equity, which is typically faced with resistance, “requires an additional set of knowledge and skills” including “both technical fixes and adaptive solutions” (p. 66). This research suggests that despite being accomplished master teachers, all coaches must learn additional skills to effectively coach with an equity lens.

This research highlights the national issue of an education system trying to address the inequitable systems without the necessary skills and proper training. The teachers, instructional coaches, and educational leaders in the education system need additional skills and training to address the problem effectively. This national issue can also be seen throughout the public schools in the state of North Carolina. Teachers in North Carolina lack the skills and training to provide equitable and inclusive instruction for an increasingly diverse student population.

A Causal Analysis

The utilization of a casual analysis can help determine why specific outcomes occur. Therefore, the scholar-practitioner utilized a causal analysis to determine why beginning teachers in North Carolina lack the skills and training to provide equitable and inclusive instruction for an increasingly diverse student population. Bryk et al. define causal analysis as a means to answer

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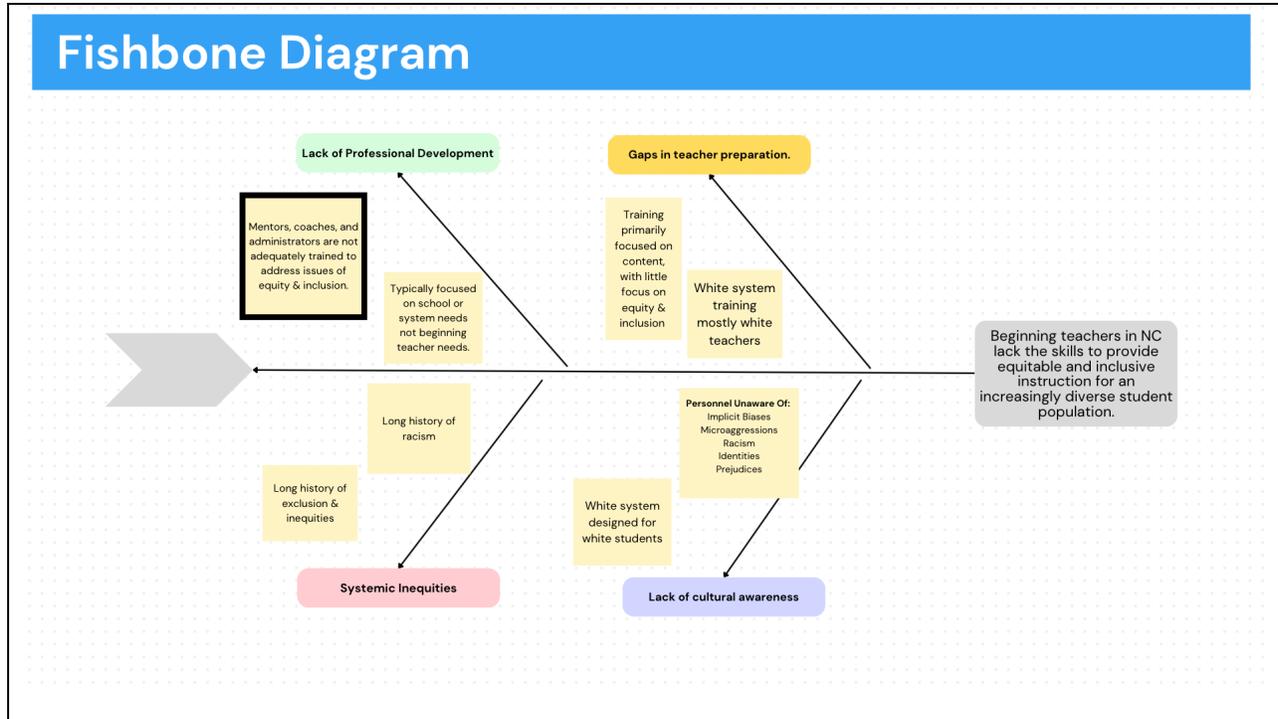
the question, “why do we get the outcomes that we currently do?” (2015, p. 66). A casual analysis helps the researcher understand the specific problem or problems addressed in an improvement initiative (Bryk et al., 2015). One tool used to visually analyze the causes of a problem is the fishbone diagram, also known as an Ishikawa diagram (Bryk et al., 2015). The diagram is named for its creator, Kaoru Ishikawa, an organizational theorist from the 20th century (Bryk et al., 2015).

Primary Causes

The fishbone diagram, illustrated in Figure 7, identifies four primary causes of beginning teachers in North Carolina lacking the skills and training to provide equitable and inclusive instruction for an increasingly diverse student population. The primary causes identified include gaps in teacher preparation, inadequate professional development, lack of cultural awareness, and systemic inequities.

Figure 7

Fishbone Diagram Identifying the Primary Causes



Factors Impacting the Current Inequitable and Exclusive Education System.

Gaps in Teacher Preparation. First, gaps in teacher preparation contribute to the inequitable and exclusive conditions facing public schools. According to Bell and Coddling, "future teachers are insufficiently prepared to disrupt the historical inequities entrenched within the local context of classrooms and schools" (2021). Teacher education programs often claim to promote equity and social justice in their programs while simultaneously producing predominately White cohorts of future teachers who are not prepared to address equity and inclusion in their schools and classrooms (Kohli & Pizzaro, 2017; Sleeter, 2017). Bergeron (2008) recognizes that teacher education programs have primarily focused on "academic diversity through an emphasis on various learning and cognitive disabilities" but advocates that

“ethnic and cultural diversity must also be effectively embedded into preparation programs” (p. 8). According to Merlin (2021), all pre-service teachers are not being trained to meet the diverse needs of the students in the public school system. For example, he reports that as of the 2017-2018 school year, only 65% of public school teachers had the training to serve students from diverse economic backgrounds, and only 41% had the training to help students with limited English proficiency (2021).

Professional Development. Secondly, those tasked with providing professional development often lack the knowledge to design and execute it to achieve the intended outcomes. According to Hirsh (2015), there is a science to how adults learn and she describes much of the professional development in school systems as “a series of disconnected and competing activities,” which results in learning experiences that are “fragmented and incoherent” (Hirsh, 2015, p. 68). Many instructional coaches and principals are tasked with providing professional development with limited training and limited experience with effective professional learning themselves (Hirsh, 2015). Thus, instructional coaches and principals rely on replicating ineffective professional development sessions they participated in previously (Hirsh, 2015, p. 68). Hirsh advocates for the adoption of standards of professional learning designed to change adult behaviors and improve student learning (2015).

Systemic Inequities. Another cause that contributes to beginning teachers lacking the capacity to provide equitable and inclusive instruction is centered around racism. Williams and Rucker (2000), define racism as “an organized system, rooted in an ideology of inferiority that categorizes, ranks, and differentially allocates societal resources to human population groups” (p. 76). Came and Griffith (2018), describe racism as “a deeply ingrained aspect of life that reflects norms and practices that are often perceived as ordinary, constant, and chronic” (p. 181). Racial

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biases are embedded throughout the U.S. education system dating back to the Native American children who were forced into boarding schools to assimilate into the White culture, forcing them to abandon their language and adopt a foreign religion (Lynch, 2019). Racism negatively impacted Chinese and Latino students, who were barred from attending school altogether (Lynch, 2019). Black students were also completely obstructed from education due to laws making it illegal to learn to read and write, a policy designed to maintain the system of slavery (Lynch, 2019). In 1877, Jim Crow laws allowed Black students to attend “separate but equal” schools that did not meet proper educational standards (Lynch, 2019). In the 1950s and 1960s, *Brown vs. The Board of Education* and the Civil Rights Movement pushed legislation to integrate the schools, which resulted in violence and more racial bias (Lynch, 2019). According to Lynch, systemic “institutional racism has created an invisible chain holding down students of color in the education system” by limiting and denying access to education through a culture that treats students of color as less than equal, “a mindset that is still deeply rooted in our educational system today” (2019).

Lack of Cultural Awareness. Lastly, though not all-encompassing, a “lack of cultural-historical awareness at the institutional level results in cultural discontinuity, which reflects cultural differences... or a lack of cultural integration in the curriculum” (Steward, 2022). This discontinuity is experienced when a student’s educational experience varies between the school, the home, and the community (Steward, 2022). Cultural integration in education goes beyond the curriculum; teachers must know and cultivate empathy for student populations who experienced historical trauma, forced assimilation, and adverse childhood experiences (Steward, 2022).

Local Context: North Carolina New Teacher Support Program

The North Carolina New Teacher Support Program (NCNTSP) is the context in which the scholar-practitioner works and performed the improvement initiative. The NCNTSP primarily serves beginning teachers and “is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers” (n.d.). The NCNTSP provides beginning teachers with two intensive institute-style learning opportunities hosted by instructional coaches and other leading educational professionals; weekly, intensive, and individualized classroom coaching; and three locally aligned professional development sessions per school year (n.d.). According to data collected by the Friday Institute in 2019, the program has positively impacted teachers and school systems in North Carolina in the following areas: improved retention rates; improved confidence, knowledge, and skills in teaching practices; higher ratings on the NC Educator Evaluation System (NCEES) in the classroom environment & content knowledge standards; and increased student achievement scores in the Education Value-Added Assessment System (EVAAS) for second- and third-year teachers (NCNTSP, n.d.). NCEES is the application used by public and charter schools in North Carolina for storing and managing educator effectiveness. It also includes evaluation and professional development components (NCDPI-NCEES, n.d.). EVAAS is a software system used by North Carolina school districts to examine the impact of teachers, schools, and districts on the learning and growth of their students (NCDPI-EVAAS, n.d.).

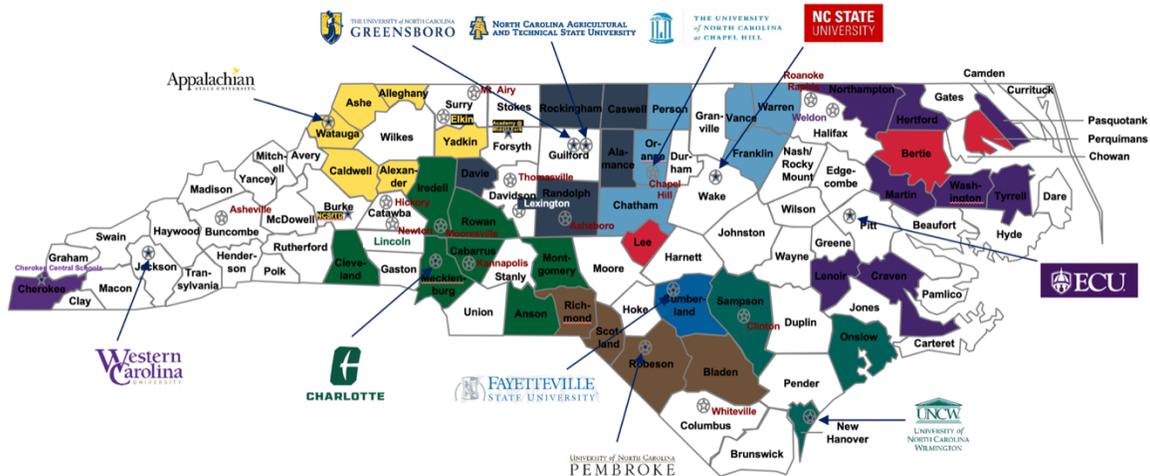
The NCNTSP serves approximately 1,000 teachers in over 200 schools across 40 districts, including public and charter schools (n.d.). The NCNTSP “is a program of the University of North Carolina General Administration and is fiscally and administratively

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coordinated by East Carolina University” (n.d.). The program services are administered through eleven of the state’s public universities in collaboration with public schools and school districts (NCNTSP, n.d.). Each university-based region comprises one regional director and several instructional coaches (NCNTSP, n.d.). The number of instructional coaches in each region varies based on partnering school systems' demand for coaching services. There are currently approximately 55 instructional coaches working in the NCNTSP across the state (NCNTSP, n.d.). Figure 8 illustrates the reach of the NCNTSP across the state of North Carolina (NCNTSP, n.d.).

Figure 8

Map depicting the North Carolina University Partners of NCNTSP



Note: NCNTSP. (n.d.). *About.* North Carolina New Teacher Support Program. Retrieved July 20, 2022, from <https://ncntsp.org/about/>

Policies That Impact the Work of the NCNTSP

The NCNTSP work is guided by many policies within state education agencies that impact the support provided to beginning teachers in North Carolina. In North Carolina, teachers

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are considered beginning teachers during their first three years of experience. Beginning teachers receive support from their school and district that is outlined by the North Carolina State Board of Education (NCSBE) policies, TCED-016 (see Appendix B), and EVAL-004 (see Appendix C). Beginning teacher support programs are designed by local education agencies and are monitored by Regional Education Facilitators through the North Carolina Department of Public Instruction (NCDPI). The beginning teacher support programs must contain the following components to meet the requirements of the NCSBE policies (NCDPI, n.d.):

- the plan must be aligned to Beginning Teacher Support Program Standards
- beginning teachers must meet criteria for participation
- an orientation must be provided within two weeks of the teacher's first day of work
- a Mentor Program must be established to provide ongoing support
- the beginning teacher is required to develop a Professional Development Plan in collaboration with the principal and mentor
- the beginning teacher is required to complete any professional development prescribed
- a formal process for conducting observations and a summative evaluation
- a plan for participation and demonstration of proficiency for compliance with State Board Policy
- plan for participation in the annual peer review process, statement on how beginning teacher's personnel files is secured and transferred, and local board plan approval.

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North Carolina Educational Data

“Racial inequity in education has a long history in North Carolina public schools (Triplett & Ford, 2019, p. 4). NC School Report Card data highlight the seriousness of the state of education in North Carolina. This information was compiled from the 2015-2021 North Carolina State Profile Report provided by the NCDPI and is summarized in Figure 9. The data presented is for the 2018-2019 academic school year. This data will show that the state of North Carolina is not meeting the needs of a large percentage of underrepresented students in the education system. The data reveals that 33% of North Carolina schools are labeled NC Low Performing Schools (NCDPI, n.d.). To be considered an NC Low Performing School, a school must receive a school performance grade of D or F and a school growth score of “not met expected growth” or “met expected growth” as defined by North Carolina G.S. 115C-83.15 (NCDPI, n.d.). See Appendix D for details about North Carolina G.S. 115C-83.15. The 2018-19 data also shows that approximately 16,000 or 15% of teachers are considered beginning teachers, which means they are in their first three years of service (NCDPI, n.d.).

Figure 9

Compiled 2018-2019 School Data for the State of North Carolina

2018-2019 School Year	
Total Student Enrollment	1,469,401
Total School Districts	118
Total Schools	1,464
Number of NC Low Performing Schools	33%
Avg 4-year Graduation Rate	87%
Math EOG Grades 3-8 % Not Grade Level Proficient	41.4%
Reading Grades 3-8 % Not Grade Level Proficient	42.8%
Science Grades 5 & 8 % Not Grade Level Proficient	24.5%
Biology % Not Grade Level Proficient	40.4%
English II % Not Grade Level Proficient	40.3%
Math 1 % Not Grade Level Proficient	58.8%
% of BT's Statewide (less than 3 years)	14.8%
% of BT's in High-Poverty Schools (less than 3 years)	20.4%
% Inexperienced Principals (less than 3 years)	62.8%
One Year Teacher Turnover Rate	13.7%

Note. NC School Report Cards. (2021). *Summary reports.* NC Department of Public Instruction.

Retrieved on July 21, 2022, from <https://ncreports.ondemand.sas.com/src/>

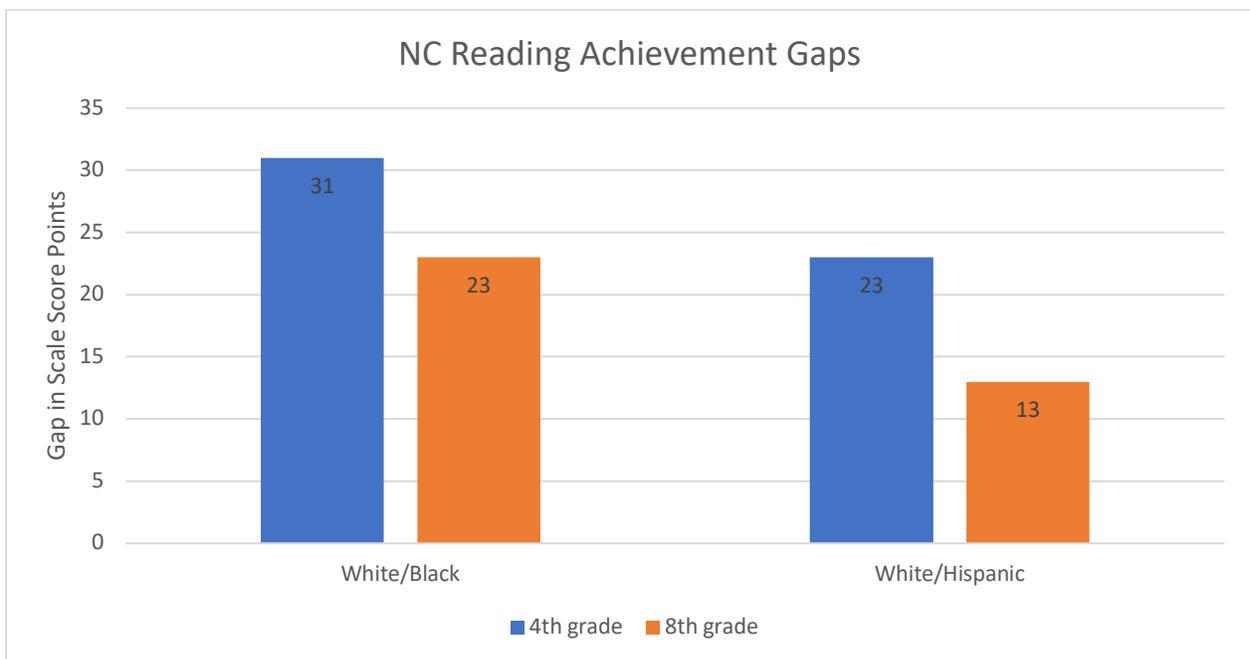
NC Educational Achievement Gaps. “In North Carolina, race remains a persistent and powerful predictor of every measure of student success in school” (Triplett & Ford, 2019, p. 4).

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Figure 10 shows the reading achievement gaps by race for North Carolina based on the National Association of Education Progress (NAEP) test in 2019 (Nations Report Card NC, n.d.). This data shows the widest reading achievement gaps exist between White and Black students in grade 4.

Figure 10

Reading Achievement Gaps for the State of NC based on NAEP Testing in 2019



Note. The numbers represent the gap between races in scale score points. Compiled from Nations Report Card NC. (n.d.). *Data Tools-State Profiles-North Carolina*. National Assessment of Educational Progress. Retrieved November 15, 2022, from <https://www.nationsreportcard.gov>.

Figure 11 shows the math achievement gaps by race for North Carolina based on the National Association of Education Progress (NAEP) test in 2019 (Nations Report Card NC,

n.d.). This data shows the widest math achievement gaps exist between White and Black students in grade 8.

Figure 11

Math Achievement Gaps for the State of NC based on NAEP Testing in 2019

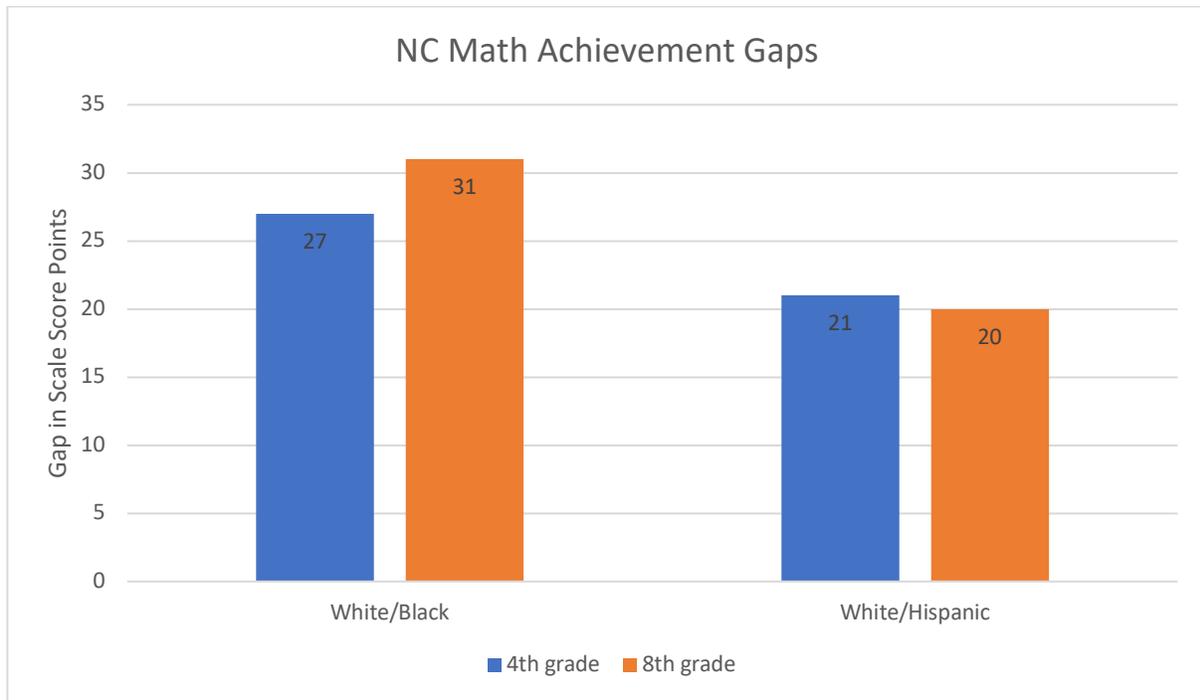
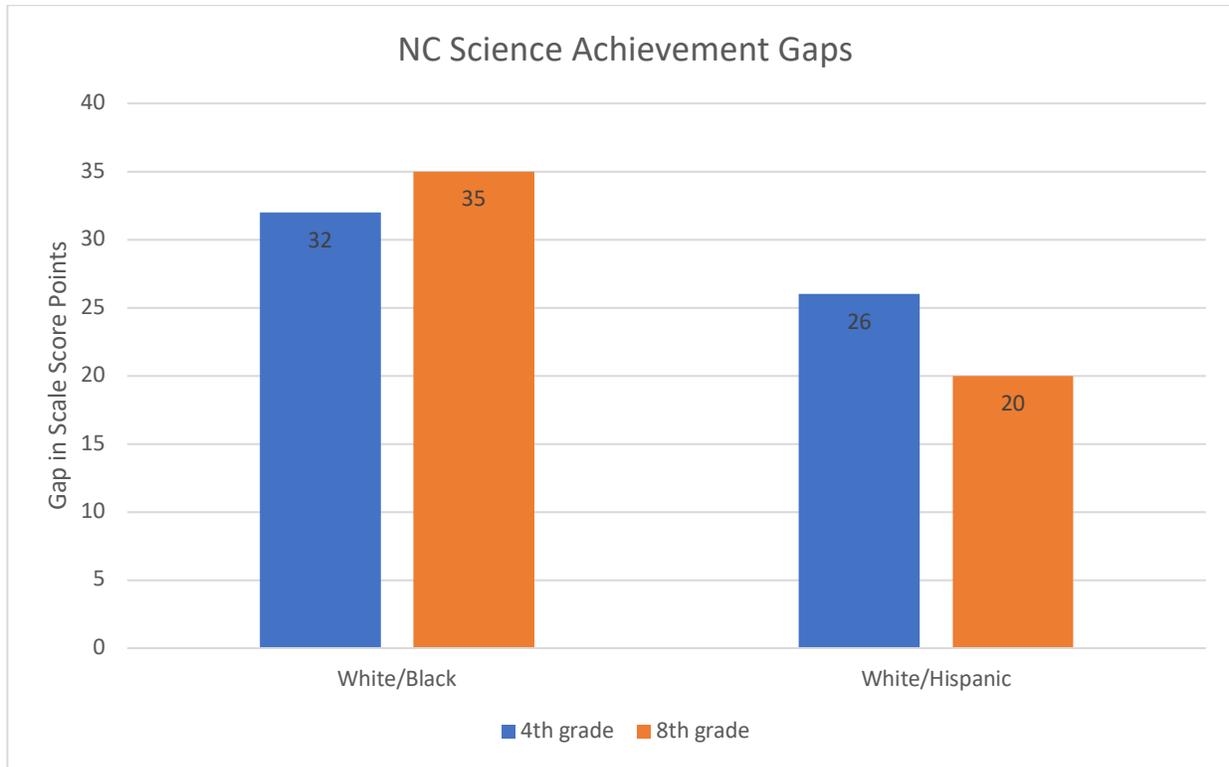


Figure 12 shows the science achievement gaps by race for North Carolina based on the National Association of Education Progress (NAEP) test in 2019 (Nations Report Card NC, n.d.). This data shows the widest science achievement gaps exist between White and Black students in grade 8.

Figure 12

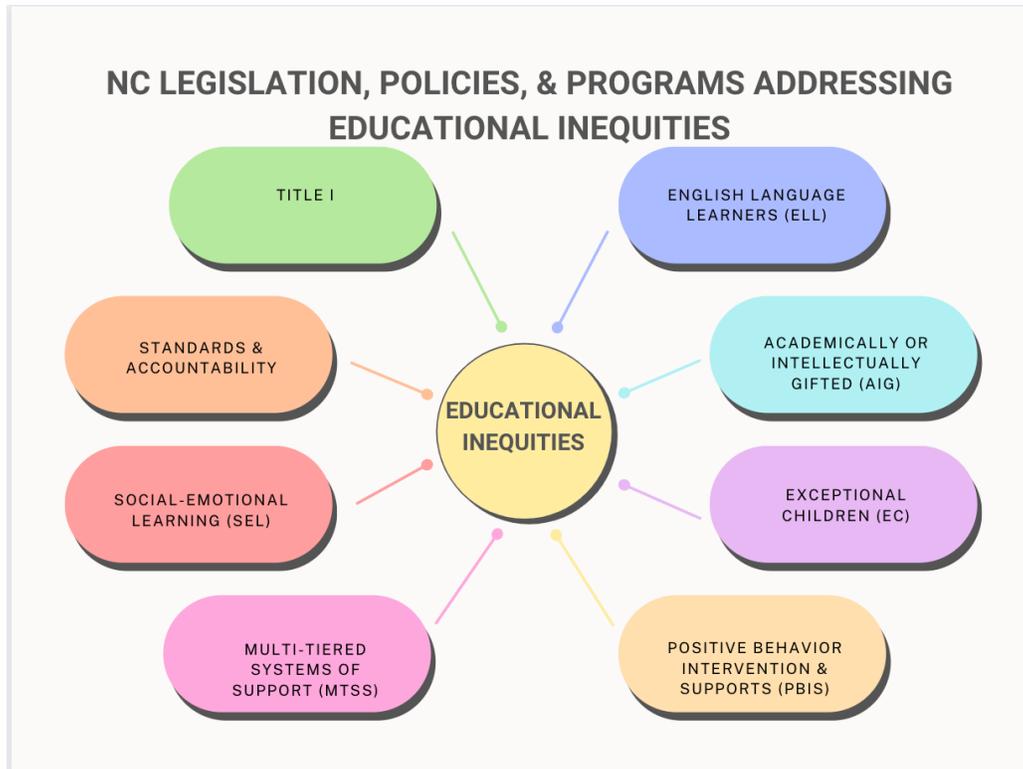
Science Achievement Gaps for the State of NC based on NAEP Testing in 2019



Existing Legislation, Policies, and Programs in NC. Historically, school systems in NC have implemented required programs mandated by federal and state agencies to address the growing diversity of student populations. Programs such as Title I, English Language Learners (ELL), Academically or Intellectually Gifted (AIG), and Exceptional Children (EC) have attempted to address the varied needs of students across the state but have fallen short. Figure 13 highlights some of the statewide programs that have been trying to address inequities in the education system, some of them for many decades. Often, these programs are underfunded and are piecemeal efforts to address the symptoms of the inequitable public school system rather than addressing the root causes.

Figure 13

NC Legislation, Policies, and Programs Addressing Educational Inequities



Within the last decade, research has supported the need to address the social-emotional needs of students before academic success can be achieved. The phrase, “Maslow before Bloom” has become popular in the education lexicon (Mutch & Peung, 2021). School systems in NC have begun to address the social-emotional needs of students through programs like Positive Behavior Interventions and Supports (PBIS), Multi-tiered System of Support (MTSS), and a variety of Social-Emotional Learning (SEL) programs.

In the absence of purposeful equity reform, “business-as-usual approaches to public education serve to further the accumulation of educational disadvantage” among students of color in NC (Triplett & Ford, 2019, p. 4). The lack of equitable practices being taught in teacher preparation programs and then supported in school systems, combined with the growing

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diversity in our student populations, accentuates the need for an effective process to embed these practices in existing teacher support systems, like instructional coaching (Bell and Coddling, 2021).

The Role of Instructional Coaches

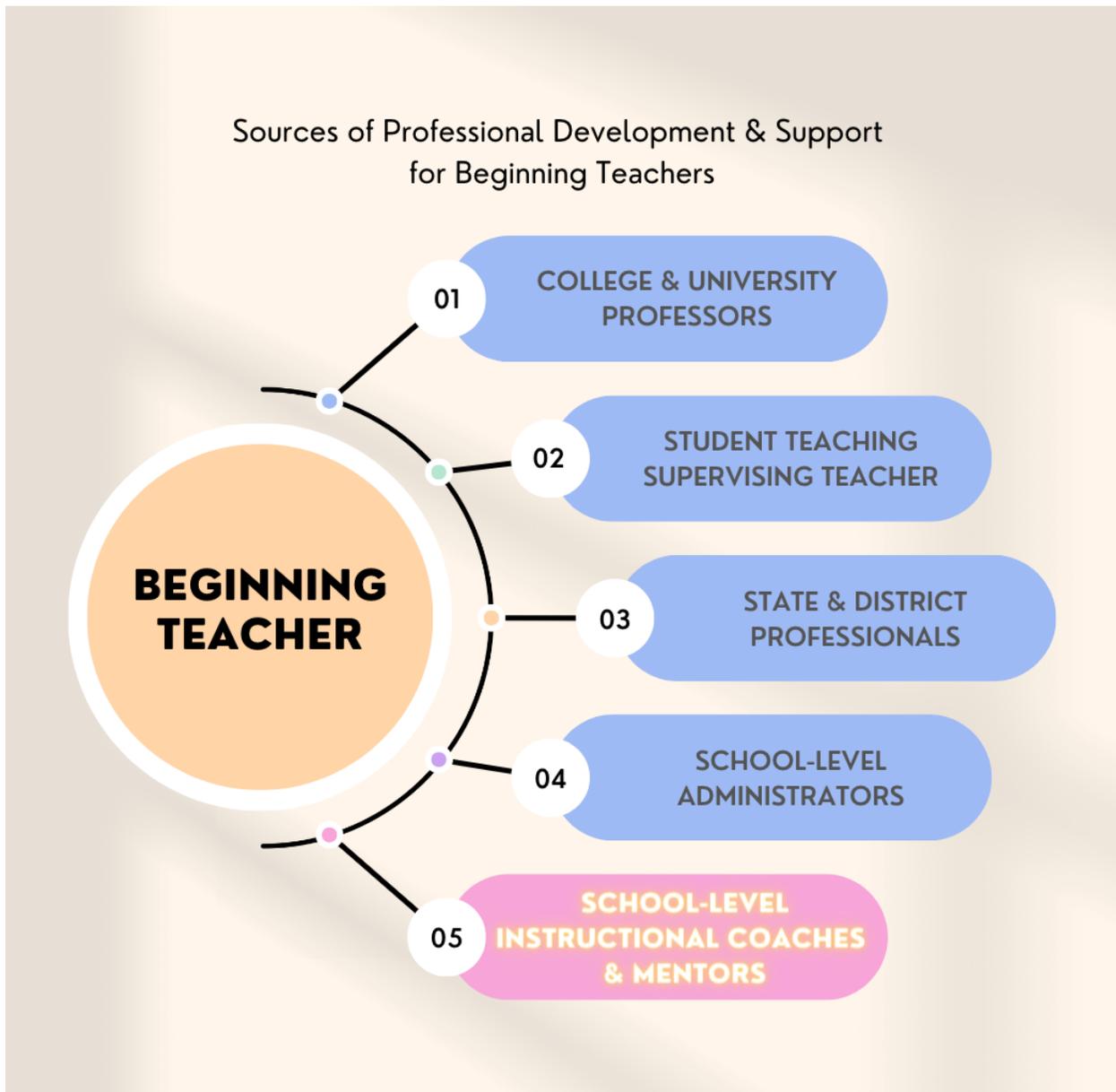
Instructional coaches have become widespread in United States school systems, and the number of instructional coaches has more than doubled since the 1990s (Domina et al., 2015). The research behind using instructional coaches as equity-driven leaders is still emerging, even though they are considered to have a significant impact on teacher performance (Hallinger, 2003). Traditionally, the school principal is typically viewed as the instructional leader; however, according to Marshall and Khalifa (2018), the role of the instructional coach has expanded so the principal can focus on the increasingly diverse needs of modern schools. Lewis (2021), describes an instructional coach as both an expert in “providing professional development” and can “establish collaborative partnerships with teachers in the planning, delivery, and assessment of instruction in order to improve student achievement” (p. 19).

In a recent study, Marshall and Khalifa (2018) found that instructional leaders can impact culturally responsive teaching and pedagogy in schools. They describe five critical themes for promoting culturally responsive teaching and pedagogy. First, instructional coaches perceived their ability to be equitable and culturally responsive when district policies supported those behaviors. Second, building trust impacts the ability of instructional coaches to promote cultural responsiveness. Third, instructional coaches had to unlearn behaviors and notions that were not culturally responsive and traditionally associated with traditional schooling. Fourth, professional development sessions were more impactful when community and cultural liaisons participated in the training. Lastly, the coaching tools traditionally used must reflect the commitment to a belief

in culturally responsive education (Marshall and Khalifa, 2018). Figure 14 illustrates how instructional coaches fit into the system of professional development and support for beginning teachers.

Figure 14

Sources of Professional Development and Support for Beginning Teachers



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Scholar-Practitioner

For the purposes of this disquisition, the researcher is referred to as a scholar-practitioner and his positionally is essential in shaping the methodology and interpretation of results used in this study. Suss (2015), defines the scholar-practitioner as one whose “goal is to bridge research, theory, and practice” (p. 50). Scholar-practitioners can provide leadership relating to “critical inquiry and generative knowledge,” which can “function to eliminate or at least close the gap” between “educational leadership and theory” (Suss, 2015, p. 62). The scholar-practitioner for this improvement initiative is a white sis gender male and is employed as an instructional coach by a North Carolina university, in partnership with the NCNTSP. As an instructional coach, working in classrooms daily, the scholar-practitioner experiences first-hand the need for teachers to be more equitable and inclusive in their instruction to better meet the needs of the diverse population of students. The scholar-practitioner used a lens of personal knowledge and research throughout the improvement initiative. As the previously provided data proves, the current education system is not meeting the diverse needs of students. Most underrepresented students are not receiving an equitable and inclusive education, negatively impacting students, the system, and the nation. The scholar-practitioner is not a supervisor within NCNTSP but is well-positioned to bridge the gap between research, theory, and practice for the NCNTSP instructional coaches supporting beginning teachers in NC.

Theory of Improvement

The scholar-practitioner created a professional development series designed to increase the knowledge and coaching capacity of NCNTSP instructional coaches to better support equitable and inclusive instruction for the beginning teachers they support. By increasing the knowledge and coaching capacity of NCNTSP instructional coaches to support equitable and

inclusive instruction for beginning teachers, the scholar-practitioner sought to lay the foundation for practices that will improve student achievement and close the existing achievement gaps in future iterations of this improvement initiative. Figure 15 outlines the improvement initiative.

See Appendix E for materials used in each professional development session.

Figure 15

Improvement Initiative



Driver Diagram

Hinnant-Crawford (2020), defines a driver diagram as “a tool that illustrates your theory of improvement” (p. 119). The diagram contains your desired outcomes, “parts of the system that influence your desired outcome, and possible changes that will yield desirable results” (Hinnant-Crawford, 2020, p. 119). The driver diagram, illustrated in Figure 16, identifies the aim of the improvement initiative as increasing the capacity of instructional coaches’ ability to facilitate a coaching protocol with beginning teachers that promotes equitable and inclusive practices. The

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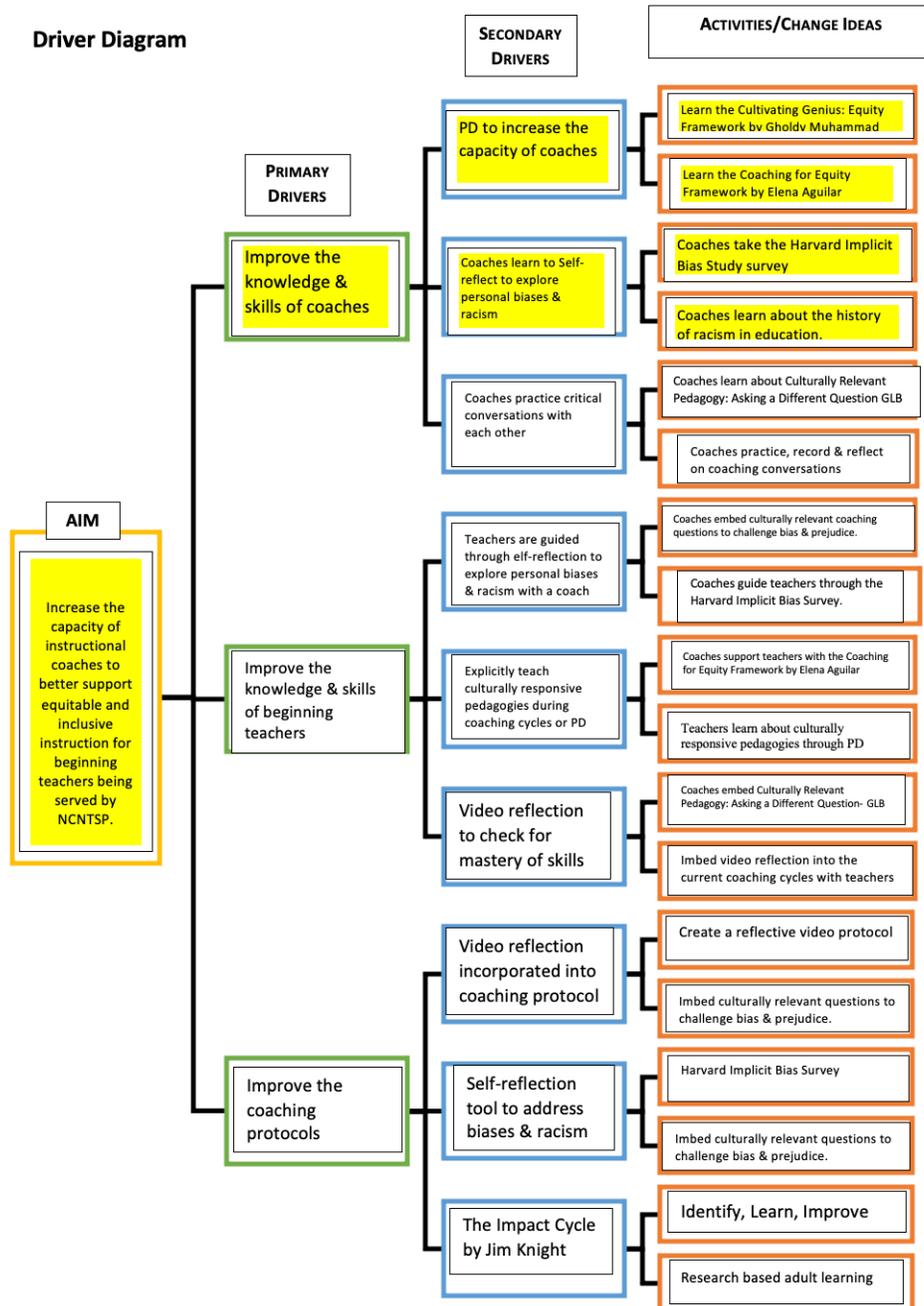
driver diagram identifies two primary drivers of change: increasing the skills and knowledge of NCNTSP instructional coaches and improving the coaching protocols of the NCNTSP.

Several secondary drivers were identified including professional development to increase the capacity of the instructional coaches, a self-reflection tool to explore personal bias and racism, practicing critical conversations, creating a video reflection protocol, using a self-reflection tool to address prejudices and racism, and implementing The Impact Cycle by Jim Knight (2017). Many change ideas were formulated from the secondary drivers, including the use of equity frameworks by Elena Aguilar (2020) and Gholdy Muhammad (2022), the use of the Harvard Implicit Bias Survey called the Project Implicit Social Attitudes survey (Project Implicit, n.d.), and implementing research-based adult learning strategies into the coaching process.

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Figure 16

Driver Diagram Describing the Theory of Improvement



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Improvement Initiative Goals

The desired outcome goal of the improvement initiative is to increase the capacity of instructional coaches to support equitable and inclusive instructional practices for beginning teachers served by the NCNTSP. The scholar-practitioner achieved this by meeting an intermediate goal of providing a professional development series designed to increase the capacity of instructional coaches' ability to support equitable and inclusive practices of beginning teachers supported by the NCNTSP.

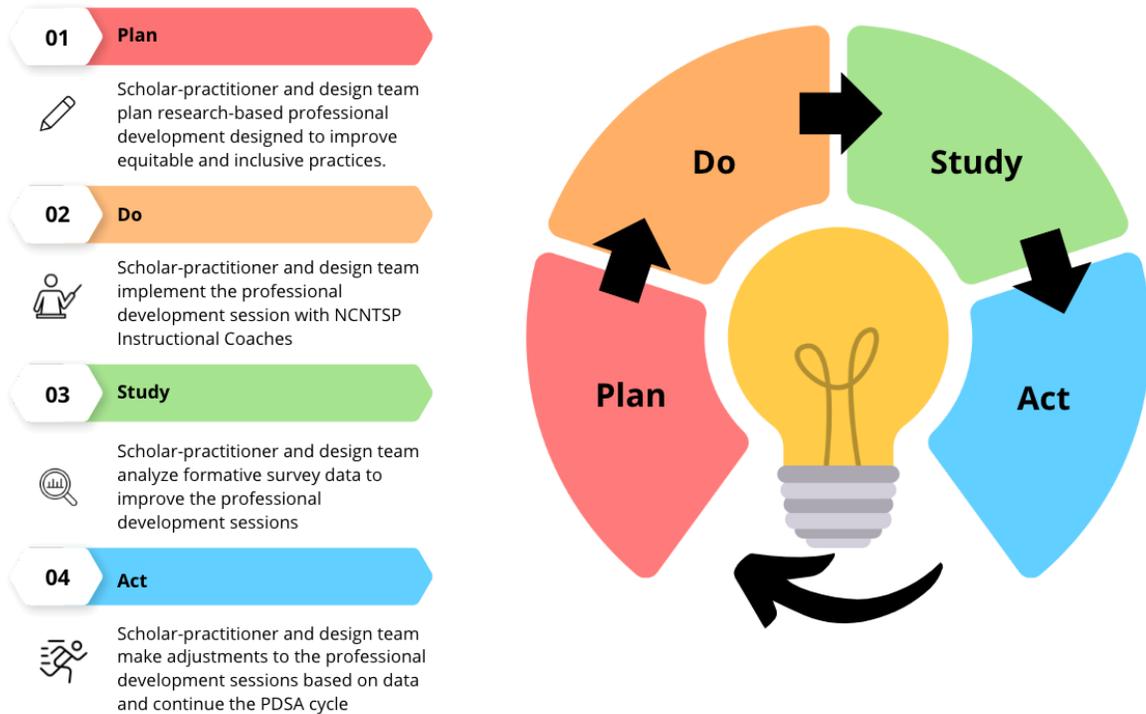
Improvement Initiative Design

The improvement initiative used the Plan-Do-Study-Act (PDSA) framework. Langley et al. suggest using a PDSA cycle for an "efficient trial-and-learning methodology" (2019, p. 24-25). The cycle begins with an improvement plan, followed by an improvement initiative. A period of study to analyze data is followed by action based on lessons learned (Langley et al., 2019). Figure 17 illustrates the PDSA cycles used throughout improvement initiative.

Figure 17

Plan-Do-Study-Act Framework

PDSA Improvement Cycle



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The professional development series trained NCNTSP instructional coaches to use domains 1 and 7 of The Equity Rubric (see Appendix F) by Elena Aguilar (2020). The Equity Rubric is organized into ten domains:

- Domain 1: Teacher Beliefs
- Domain 2: Relationships and Culture
- Domain 3: Class Environment
- Domain 4: Rigor and Expectations
- Domain 5: Access and Participation
- Domain 6: Student Performance
- Domain 7: Curriculum and Instruction
- Domain 8: Family and Community Partnerships
- Domain 9: School Culture
- Domain 10: Institutional and Organizational

Design Team

The purpose of the design team is to assist the scholar-practitioner in designing the intervention throughout the planning stage of the PDSA cycle (Hinnant-Crawford, 2020). The design team consisted of six education professionals. Four design team members were NCNTSP instructional coaches, including the scholar-practitioner. Two of the instructional coaches, including the scholar-practitioner, were white males, and the third instructional coach was a white female. The fourth instructional coach on the design team was a Native American female. Three of the design team members, including the scholar-practitioner, serve on the statewide NCNTSP Equity, Diversity, and Inclusion team. Another design team member was a white

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female serving as a Distinguished Professor in the College of Education and Allied Professions at a regional university in North Carolina. The final member of the design team was a black female who was a beginning teacher receiving support from the scholar-practitioner through the NCNTSP. The design team was purposely comprised to include a diverse group of genders, races, and experience levels to provide input into the design of the improvement initiative.

Implementation Timeline

Figure 18 provides an overview of the implementation timeline for the improvement initiative. This figure illustrates how the main components of the improvement initiative were implemented over the course of 10 months. Appendix G provides a detailed implementation timeline and more context for each component of the improvement initiative. From March through May of 2023, the design team created the professional development series to increase the capacity of NCNTSP instructional coaches' ability to support equitable and inclusive instructional practices for beginning teachers. In June of 2023, the participating instructional coaches learned about equitable and inclusive instructional practices through a professional development series. Leading summative data from the improvement initiative was analyzed in August 2023. A leading measure helps track progress throughout the improvement initiative, while a lagging measure helps determine if the initiative was successful (Hinnant-Crawford, 2020). Lagging summative data from the improvement initiative was analyzed in November 2023.

Figure 18

Implementation Timeline Overview

Implementation Timeline Overview

Improvement Initiative	Feb 23	Mar 23	April 23	May 23	June 23	July 23	Aug 23	Sept 23	Oct 23	Nov 23	Dec 23
Design Phase											
Design team plans professional development series	X	X	X	X							
Implementation Phase											
Pre-assessment leading summative survey				X							
PDSA Cycles Completed (Implement PD Series)					X						
Formative data collected after each PD session					X						
Post-assessment leading summative survey						X					
Lagging Summative Survey										X	
Data Analysis											
Data Analysis & Implications for future iterations				X	X	X	X	X	X	X	X

Resistance to Equity-Oriented Work.

Resistance to equity-oriented work was an anticipated challenge the scholar-practitioner faced during the improvement initiative. Existing research about resistance to change was used to effectively design and implement the improvement initiative. Neri et al., (2019) propose a framework to describe teacher resistance to culturally relevant education as a multilevel learning problem space. The framework highlighted in Figure 19, describes how various approaches converge to influence resistance to change or innovation (Neri et al., 2019). They assert that resistance is evident in all levels of the education system, including the teacher, organizational, and institutional levels. This resistance to change may explain why Neri et al. (2019) assert that

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despite positive evidence, culturally relevant educational approaches remain “sporadic and underwhelming” (p. 198).

The Building Empowering Learning Communities section of the Neri et al. (2019) framework was used throughout the improvement initiative to counter resistance from instructional coaches participating in the professional development series. The design team intentionally incorporated autonomy into the learning activities, offered differentiated learning opportunities, and provided multiple opportunities for collaboration and dialogue in small groups.

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Figure 19

Teacher Resistance to CRE as a Multilevel Learning Problem Space

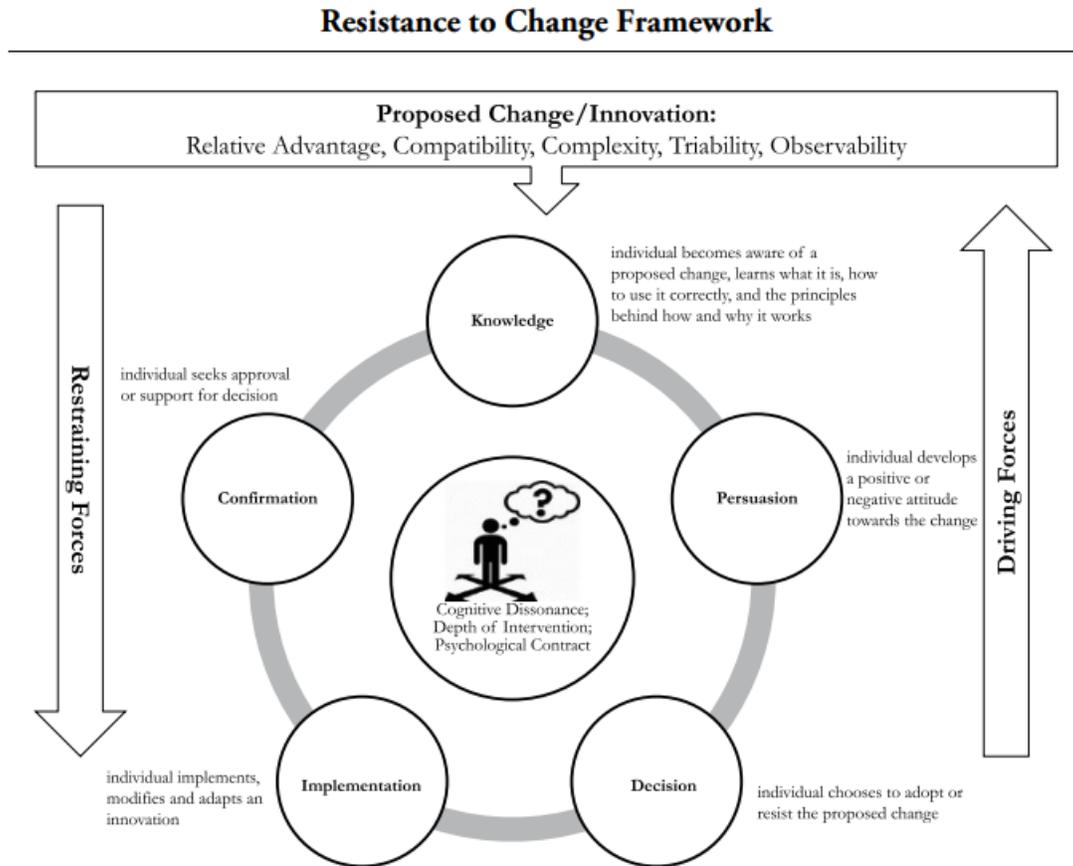
Institutional- Level	<p>Building Coherence & Alignment:</p> <ul style="list-style-type: none"> • Conflicting Standards, Objectives, and Pacing • Competing vs. Coalescing Interventions & PD • Time to get it right • Commitment to long-term change 	<p>Accountability Practices:</p> <ul style="list-style-type: none"> • Admin support vs. pressure • Evaluation measures/routines • Unsupported mandates 	<p>Differentiating Curriculum & Pedagogy:</p> <ul style="list-style-type: none"> • Overly homogenized • Diversifying curriculum • Pedagogical Models/Replicable Strategies • Multiple forms of assessment • Value of process-oriented measures 	
Organizational- Level	<p>School Leadership:</p> <ul style="list-style-type: none"> • Navigating district- and state-level mandates • Coherence b/w conflicting priorities • Time to get it right • Distributing authority • Differentiating teacher learning • Punitive vs. Constructive evaluation practices <p>Shared Vision:</p> <ul style="list-style-type: none"> • Commitment to long-term change • Common Language • School-community relationships 	<p>Professional Learning:</p> <ul style="list-style-type: none"> • Professional collaboration vs. isolation • Common Language • Brave Spaces to talk about CRE • PD and Leadership Opportunities <p>Resources & Training:</p> <ul style="list-style-type: none"> • Aligned, high-quality, coalesced PD & time to get it right in practice • Diversified curriculum, pedagogical models, and assessment • Differentiation • Commitment to sociopolitical issues • Process-oriented measures 		
Teacher- Level	<p>Beliefs:</p> <ul style="list-style-type: none"> • Limiting CRE's value to motivation/engagement • Value CRE for academic achievement • Value CRE for content mastery • Subject-specific race-neutrality • Question developmental appropriateness • Measuring efficacy of CRE <p>Building Empowering Learning Communities:</p> <ul style="list-style-type: none"> • Distributing authority/autonomy • Differentiation • Facilitating groupwork, projects, inquiry, talk • Maintaining high expectations • Mutually constructive relationships w/ students/families/communities • (In)congruence b/w teachers' and students' cultural frames of reference 	<ul style="list-style-type: none"> • Blame students, families, communities: "They don't care enough" • Question student capabilities: "Students can't handle it" • Question CRE for all students: "Students best served in own community" • Minimize the importance of race and culture: "Kids want to be kids" • Meritocratic ideals: "All students can succeed if they just work hard." • Unwillingness to own one's role: "But I'm not racist." "My way works best." 		
			<p>Diversifying Curriculum and Pedagogy:</p> <ul style="list-style-type: none"> • Access to high-quality materials and curriculum • Access to pedagogical models & replicable strategies • Content knowledge to diversify curriculum • Multiple forms of assessment/process-oriented measures • Managing conversations about race & culture 	

Note. Neri, R. C., Lozano, M., & Gomez, L. M. (2019). (Re)framing resistance to culturally relevant education as a multilevel learning problem. *Review of Research in Education*, 43(1), 197-226. <https://doi.org/10.3102/0091732X18821120>

Neri et al. (2019), also offer an approach to counter resistance to change in their framework which is shown in Figure 20. These approaches include addressing belief systems, building empowering learning communities, and diversifying curricula and pedagogies (Neri et al., 2019). These approaches were also utilized by the design team during the planning process.

Figure 20

Resistance to Change Framework



Note. Neri, R. C., Lozano, M., & Gomez, L. M. (2019). (Re)framing resistance to culturally relevant education as a multilevel learning problem. *Review of Research in Education*, 43(1), 197-226. <https://doi.org/10.3102/0091732X18821120>

Evaluating the Improvement Initiative

A combination of formative and summative assessments provided quantitative and qualitative data to measure the improvement initiative's effectiveness. The data collected measured growth in the coaching capacity of instructional coaches' ability to support equitable and inclusive instructional practices for beginning teachers in North Carolina. Formative

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assessments were used throughout the various stages of the Plan-Do-Study-Act (PDSA) cycle to determine if the implemented interventions made progress toward the outcome goal (Langley et al., 2009). Changes and adjustments to the process were noted throughout the improvement initiative for future iterations of the PDSA cycle. Summative assessments were used to determine the overall outcome of the interventions implemented. Summative assessment data determined if the outcome goal was met. Table 1 defines the evaluation measures used in the improvement initiative and explains them in context.

Table 1

Defining Evaluation Measures in Context

Evaluation Measure	Question Answered	Context
Driver Measure	Is the improvement initiative progressing toward achieving the outcome measure?	Evidence of increased capacity and knowledge of instructional coaches.
Process Measure	Is the improvement initiative working as intended?	Evidence of increases in confidence to implement new strategies.
Balancing Measure	Is the improvement initiative causing unintended outcomes?	Evidence of impact and unintended outcomes.
Outcome Measure	Did the improvement initiative work?	Evidence of change of practice.

Hinnant-Crawford, B. (2020). *Improvement science in education: A primer*. Myers Education Press.

Figure 21 illustrates the evaluation plan for the improvement initiative including the measures, frequency, variables, and analysis strategy.

Figure 21

Plan for Evaluating Improvement Data

AIM	Measures	Type of Data Collected	Frequency	Variables Being Measured	Analysis Strategy	
Increase the capacity of instructional coaches' ability to support equitable and inclusive instructional practices for beginning teachers in North Carolina	Leading Outcome <i>Did it work?</i> Balance <i>Did it work as intended?</i>	Pre and Post Summative Survey: <i>Did it work?</i> <i>Did it work as intended?</i>	Twice: Pre and Post improvement initiative	Quantitative		
				-Nominal Data	-Descriptive Statistics- Summarizing the characteristics of data	
				-Ordinal Data	-Inferential Statistics- Is the data generalizable to the broader population?	
	Qualitative		-Open response survey questions/feedback	-Attribute Coding- multiple participants and sites/demographic data	-In Vivo Coding- honor the participant's voice	-Process Coding- actions, changes, sequences, routines, consequences
	Lagging Outcome <i>Did it work?</i> Balance <i>Did it work as intended?</i>	Summative Survey: Designed to measure changes in practice. (Did it result in change?)	Once: Approximately 3 months after the professional development series is completed	Quantitative		
				-Nominal Data	-Descriptive Statistics- Summarizing the characteristics of data	
-Ordinal Data				-Inferential Statistics- Is the data generalizable to the broader population?		
Qualitative		-Open response survey questions/feedback	-Attribute Coding- multiple participants and sites/demographic data	-In Vivo Coding- honor the participant's voice	-Process Coding- actions, changes, sequences, routines, consequences	
Driver <i>Is it working?</i> Process <i>How is it working?</i> Balance <i>Did it work as intended?</i>	Formative Surveys: Designed with specific questions to measure for driver, process and balance measures.	Three Times: After each PD session.	Quantitative			
			-Interval- ranking protocol components, satisfaction ratings (Likert scales)	-Descriptive Statistics- Summarizing the characteristics of data		
			-Inferential Statistics- Is the data generalizable to the broader population?			
Qualitative		-Open response survey questions/feedback	-In Vivo Coding- honor the participant's voice	-Process Coding- actions, changes, sequences, routines, consequences		

Formative Evaluation of the Improvement Initiative

Formative assessments were used at various intervals to monitor the improvement initiative's progress. The formative evaluation includes data from surveys given to instructional coaches after each professional development session. All survey data was collected and stored in Qualtrics, a management software. The surveys were designed with questions to collect quantitative and qualitative data that provided driver, process, and balance measures.

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The driver measures in this study informed the scholar-practitioner about progress toward the goal of increasing the capacity and knowledge of instructional coaches' ability to support equitable and inclusive instructional practices with beginning teachers. The process measures in this study monitored increases in the number of strategies participants felt confident about implementing into their instructional coaching practices to help the scholar-practitioner determine if the improvement initiative was working as intended. The balance measures in this study asked participants to share the most and least impactful part of each professional development session to help the scholar-practitioner determine unintended outcomes.

See Appendix H for a list of items asked on the formative assessment surveys after each professional development session. Each survey question is labeled with a code to identify what type of measure it represents (PM = process measure, BM = balance measure, and DM = driver measure).

Formative Data Analysis

The formative quantitative data was collected from Likert scale survey questions given after each professional development session. Interval scale data was used to analyze the formative quantitative data (Tanner, 2012). Interval scale data provides consistent intervals between consecutive data points and provides data from satisfaction rating scales (Tanner, 2012). The interval scale data was analyzed with inferential statistics using a two-tailed test in SPSS, a statistical analysis software (Tanner, 2012).

The formative qualitative data was collected from open-response survey questions after each professional development session. In vivo and process coding were used to analyze the qualitative formative data (Saldana, 2021). In vivo coding is used when the researcher wants to honor the participant's voice during practitioner research (Saldana, 2021). The improvement

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initiative is designed to improve the coaching process for NCNTSP instructional coaches; therefore, the participant's voice is critical to the formative data analysis process. Process coding was used to analyze data for routines and consequences of actions and interactions (Saldana, 2021). Since the improvement initiative was focused on developing equity and inclusion in the coaching process, data highlighting routines and consequences of actions and interactions showed progress toward the outcome goal during the improvement initiative (Saldana, 2021).

Summative Evaluation of the Improvement Initiative

The summative evaluations included data from pre- and post-surveys, which served as leading outcome measures, and lagging outcome measures. The leading outcome measures provided immediate data immediately after the professional development series. The lagging outcome measures provided data about changes in practice as a result of the professional development series and were collected several months after the leading outcome measures were collected. A pre-assessment survey was conducted with the instructional coaches before the professional development series to get a baseline of their knowledge and skills about their capacity to support equitable and inclusive instructional practices. After the professional development series, a post-assessment survey measured growth toward the outcome goal. See Appendix I for a list of items asked on the pre- and post-assessment surveys.

An additional summative survey was completed several months after the professional development series, allowing time for instructional coaches to implement some of the practices they learned. This summative survey was used as a lagging measure to see if instructional coaches applied the knowledge gained to support beginning teachers with equitable and inclusive instruction. See Appendix J for a list of items asked in the summative survey that served as a lagging measure. The summative data collected from the surveys was used to determine the

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effectiveness of the entire improvement initiative and to make suggestions for future iterations of the improvement protocol.

Summative Data Analysis

The quantitative summative data was collected from Likert scale survey data given as pre-assessments before and post-assessments after the professional development sessions. Nominal, ordinal, and interval scale data were used to analyze the summative quantitative data. Nominal data was used to analyze the participants' demographics (Tanner, 2012). Ordinal data allows participants to be classified and compared (Tanner, 2012). Participants were classified by race, gender, and previous exposure to discrimination, oppression, and/or exclusion. Interval scale data provides consistent intervals between consecutive data points (Tanner, 2012). The interval scale data was analyzed with inferential statistics using a two-tailed test in SPSS (Tanner, 2012).

The qualitative summative data was collected from open-response survey questions as pre-assessments before and post-assessments after the professional development sessions. Attribute, in vivo, and process coding were used to analyze the summative qualitative data. Attribute coding is used when there are many participants and multiple sites (Saldana, 2021). The improvement initiative involved multiple instructional coaches from multiple university-based sites across North Carolina; therefore, attribute coding provided data based on participant demographics, locations, and contexts (Saldana, 2021). The improvement initiative was designed to improve the coaching process for NCNTSP instructional coaches; therefore, the participant's voice is critical to the summative data analysis process. Process coding was used to analyze data for routines and consequences of actions and interactions (Saldana, 2021). Since the improvement initiative is focused on developing equity and inclusion in the coaching process,

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data highlighting routines and consequences of actions and interactions provided data to support the achievement of the outcome goal (Saldana, 2021).

Several months after the professional development sessions, an additional summative survey was given as a lagging measure to allow instruction coaches to implement the skills learned into their daily work supporting beginning teachers. This survey provided quantitative and qualitative data to determine if the improvement initiative resulted in a change of practice. The quantitative and qualitative data from the lagging measure survey were analyzed using the same variables and analysis as the summative pre and post-data described above.

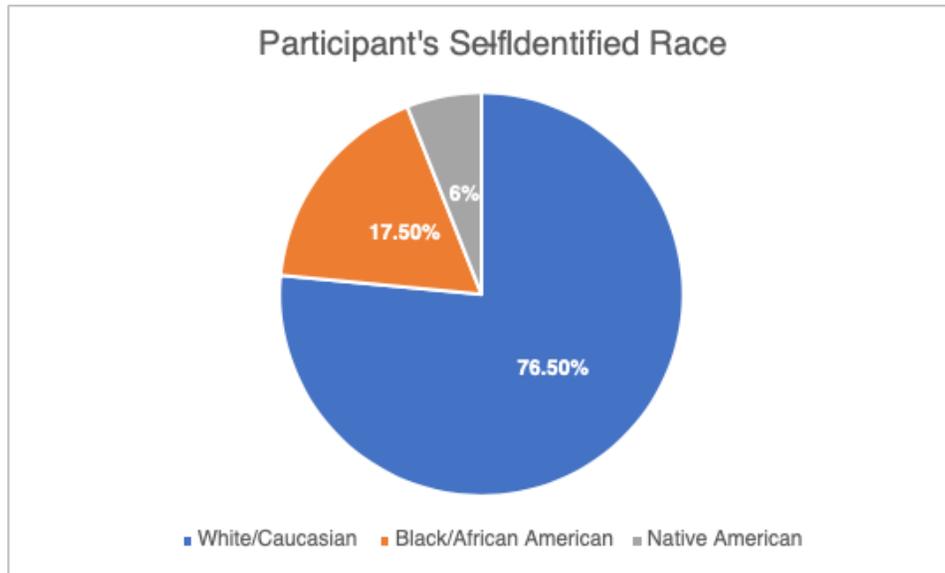
Results

The implementation of the improvement initiative consisted of four professional development sessions that occurred weekly for one month. The improvement initiative utilized four PDSA cycles, one after each session. The design team reviewed the formative data collected after each session and made changes based on the data. After each session, the design team analyzed data from the driver, balancing, and process measures. The participants in the improvement initiative and the formative assessment measures will be described below.

Participants. A total of 17 instructional coaches from the North Carolina New Teacher Support Program participated in the entire professional development series. Every region in North Carolina was represented: Western, Central, and Eastern. The instructional coaches averaged 18.5 years in the field of education, 9.8 years of teaching experience, and 8 years as an instructional coach. Figure 22 shows the participant's racial makeup.

Figure 22

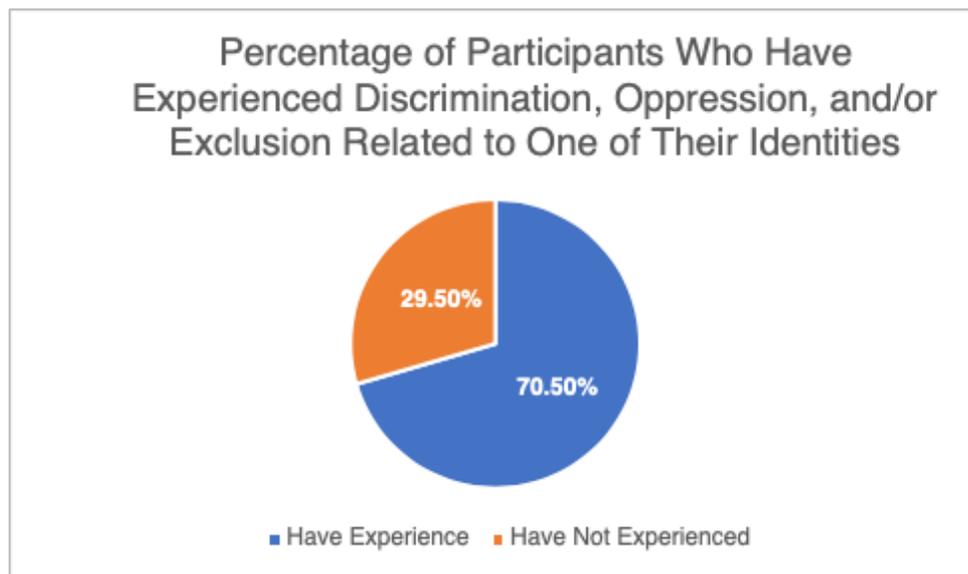
Participant's Self-Identified Race



Females comprised 70.5% of the participants, and 29.5% identified as male. Figure 23 illustrates the percentage of participants who have previously experienced discrimination, oppression, and/or exclusion related to one of their identities.

Figure 23

Percentage of Participants Who Have Experienced Discrimination, Oppression, and/or Exclusion Related to One of Their Identities



Of the 17 total participants, 35.3% previously experienced racism, and of those who experienced racism, 68% identified as Black, 16% White, and 16% Native American. Knowing the participant's lived experiences impacts the approach to this work and highlights the importance of this work. As a member of a marginalized identity group, this work is personal and meaningful for the scholar-practitioner.

Driver Measures

Data Collection. The driver measures help to determine if the improvement project is working. Driver measures are predictive and help predict the overall outcome (Hinnant-Crawford, 2020). Driver measures were collected four times throughout the improvement project, as part of each PDSA cycle. A formative survey (see Appendix H) was administered to

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participants after each professional development session that included questions designed to serve as driver measures. The questions included Likert Scale and open-ended questions, resulting in quantitative and qualitative data. The Likert Scale question asked participants to rate their level of agreement with the following statement: this professional development session increased my capacity/knowledge to support equitable and inclusive instructional practices for beginning teachers. The open-ended question asked participants what they would change about each professional development session if offered to another group of instructional coaches in the future.

Data Analysis. A quantitative and qualitative driver measure was used to analyze whether the professional development sessions worked. A Likert Scale question was asked to determine if there was increased capacity/knowledge due to participating in the professional development session. This quantitative data was analyzed by comparing the number of participants who agreed there was an increase in capacity compared to those who disagreed. An open-ended question provided qualitative data that was analyzed using in vivo coding. This analysis method was selected to honor the participant's voice in the data analysis phases. The participants were asked what they would change about the professional development session if offered to another instructional coach group. The design team analyzed these results after each PD session as part of the PDSA cycle, and changes were made to the remaining sessions.

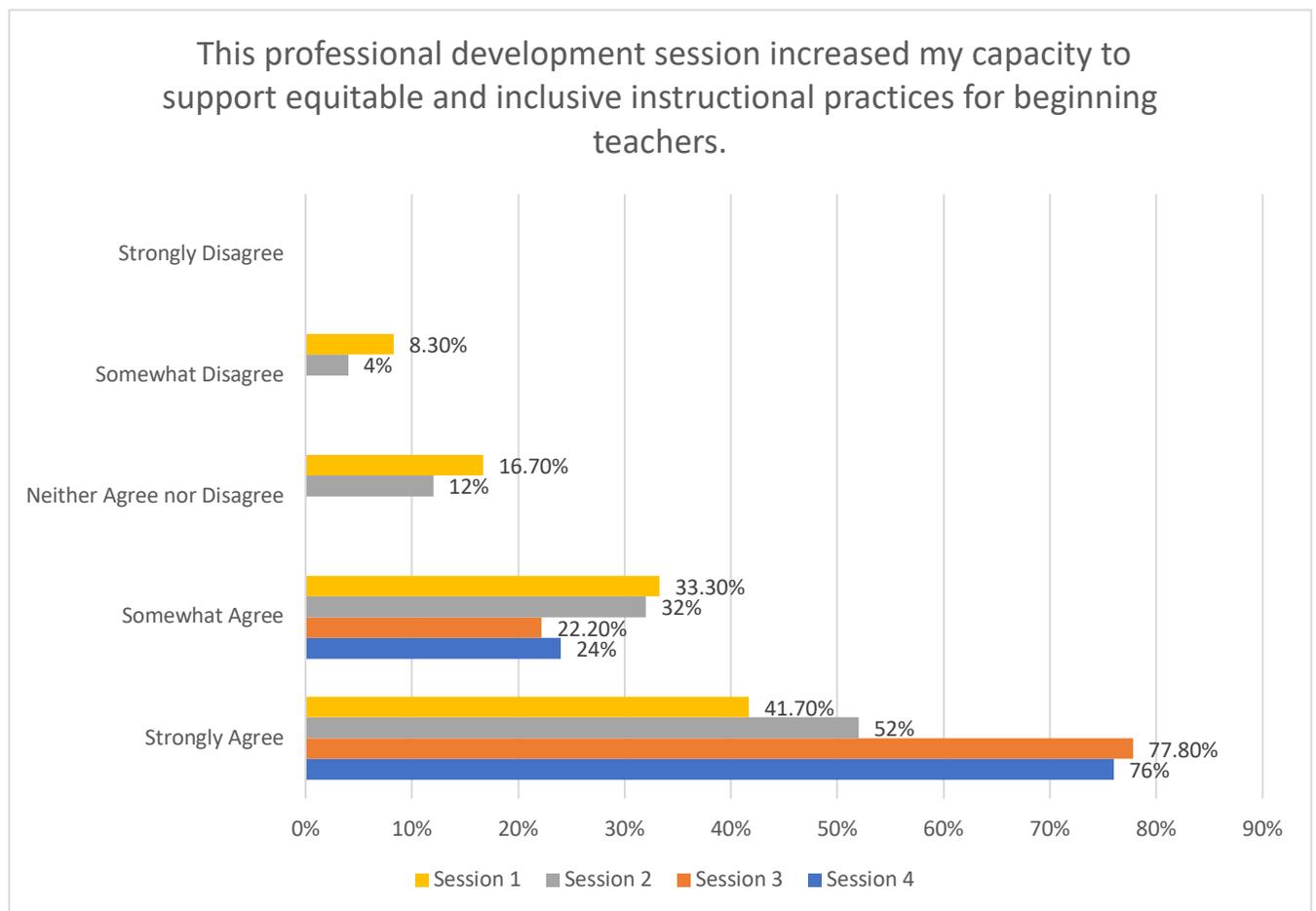
Results and PDSA Implications. According to the quantitative driver measure data, session 1 of the series was the least impactful, with 75% of participants somewhat or strongly agreeing that their capacity was increased by participating. For session 2, 84% of participants somewhat or strongly agreed that their capacity was increased by participating. Sessions 3 and 4 were the most impactful, with 100% of participants somewhat or strongly agreeing that their

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capacity was increased. The driver measure data showed evidence of growth in instructional coaches' capacity to support equitable and inclusive practices for beginning teachers. See Figure 24 for full results from this Likert Scale driver measure.

Figure 24

Quantitative Driver Measure Results



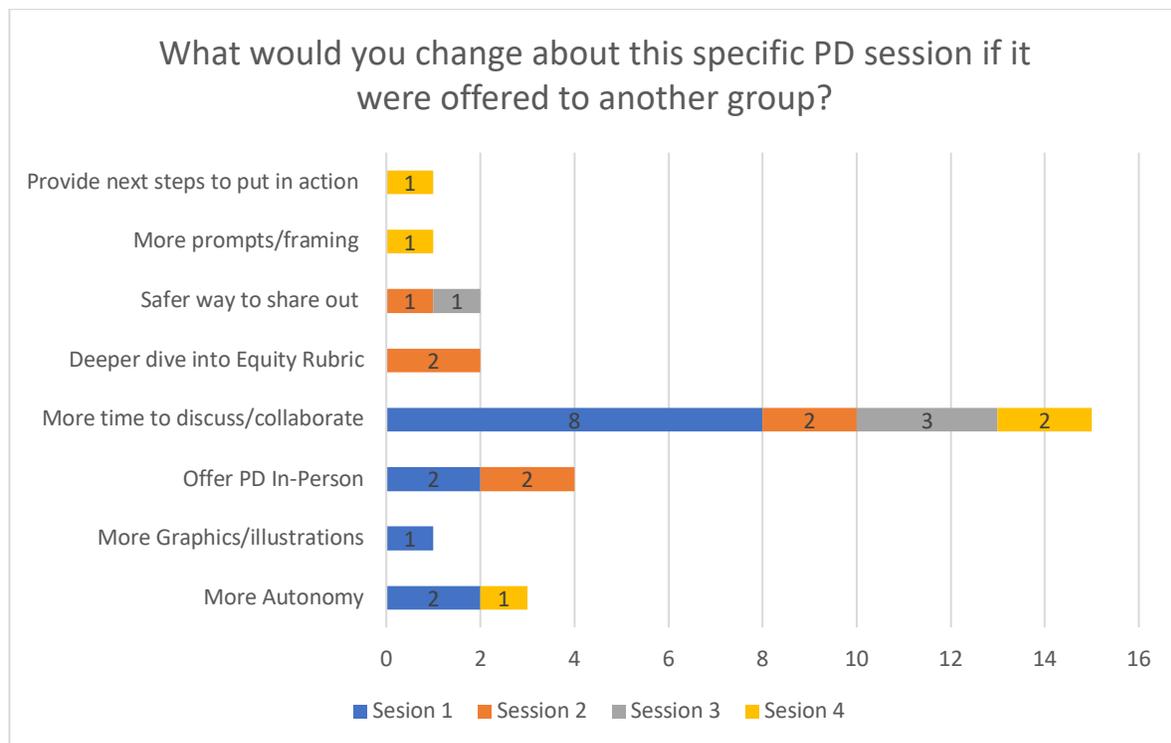
Qualitative driver data was used to make adjustments to the professional development series, which resulted in positive outcomes for participants. This data revealed a need for participants to have more time to process information collaboratively. The qualitative driver data shows that the biggest change occurred after session 1. The results revealed that 8 participants

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wanted more time to discuss and collaborate on the content. Therefore, based on these results, the design team made adjustments to include more time for the participants to discuss and collaborate in future sessions. Data from the remaining sessions saw a reduction in the number of participants requesting more time to discuss and collaborate, as seen in Figure 25. This driver measure data resulted in a change showing that the improvement initiative was working.

Figure 25

Qualitative Driver Measure Results



Session 1 data results also highlighted the need for more autonomy and choice throughout the PD sessions; therefore, the design team created more opportunities for participants to select their topics, groups, and reflection methods in the remaining sessions. After analyzing the in vivo data for session 2, the design team was more intentional about thoroughly

examining the Equity Rubric by Elena Aguilar (2020). The remaining sessions provided more direct alignment between strategies and the Equity Rubric. Table 2 shows the in vivo coding used to analyze the qualitative driver measures.

Table 2

Excerpt from In Vivo Coding for the Qualitative Driver Measures

Code	Example Quotation	Frequency <i>n</i>
Safe	“Continue the use of breakout rooms where participants seem more comfortable sharing their thoughts and ideas.”	2
Autonomy	“Allow participants to present a statement they have heard from teachers around EDI and then role-play some possible responses.”	3
Format/Modality	“Online format is difficult.” “Be in person”	4
Time	“I love the discussions; it never seems to be enough time.”	15

Process Measures

Data Collection. A process measure is a fidelity measurement that helps determine how the improvement project is working (Hinnant-Crawford, 2020). Process measures were collected four times throughout the improvement project, as part of each PDSA cycle. A formative survey (see Appendix H) was given to participants after each session that included one question designed to serve as a process measure. The open-ended question asked participants for general feedback about the content or delivery of the professional development session.

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Data Analysis. A qualitative process measure was used to analyze whether the professional development sessions worked as intended. An open-ended question provided qualitative data that was analyzed using in vivo coding. This analysis method was selected to honor the participant's voice in the data analysis phases. The participants were asked to provide general feedback about the content or delivery of the professional development session. The design team analyzed these results after each session as part of the PDSA cycle, and changes were made to the remaining sessions.

Results and PDSA Implications. According to the qualitative process measure data, participants found session 1 meaningful, well organized, well planned, and well implemented. Session 2 data revealed that participants appreciated the time for conversations about the content and found the shared resources beneficial. Session 3 data revealed that participants appreciated the organization, planning, implementation, and shared resources. Session 4 data revealed that participants found the session impactful and meaningful, and appreciated the shared resources.

Quality and impactful professional development requires intentional planning and delivery. Participants need adequate time to process their learning and explore high quality resources in collaborative learning environments. Research-based and relevant resources were intentionally selected and shared with participants based on the context and structure of the NC New Teacher Support Program to maximize impact. The careful selection of resources resulted in qualitative data that supported impactful and meaningful learning. Table 3 shows the in vivo coding used to analyze the qualitative process measures.

Table 3

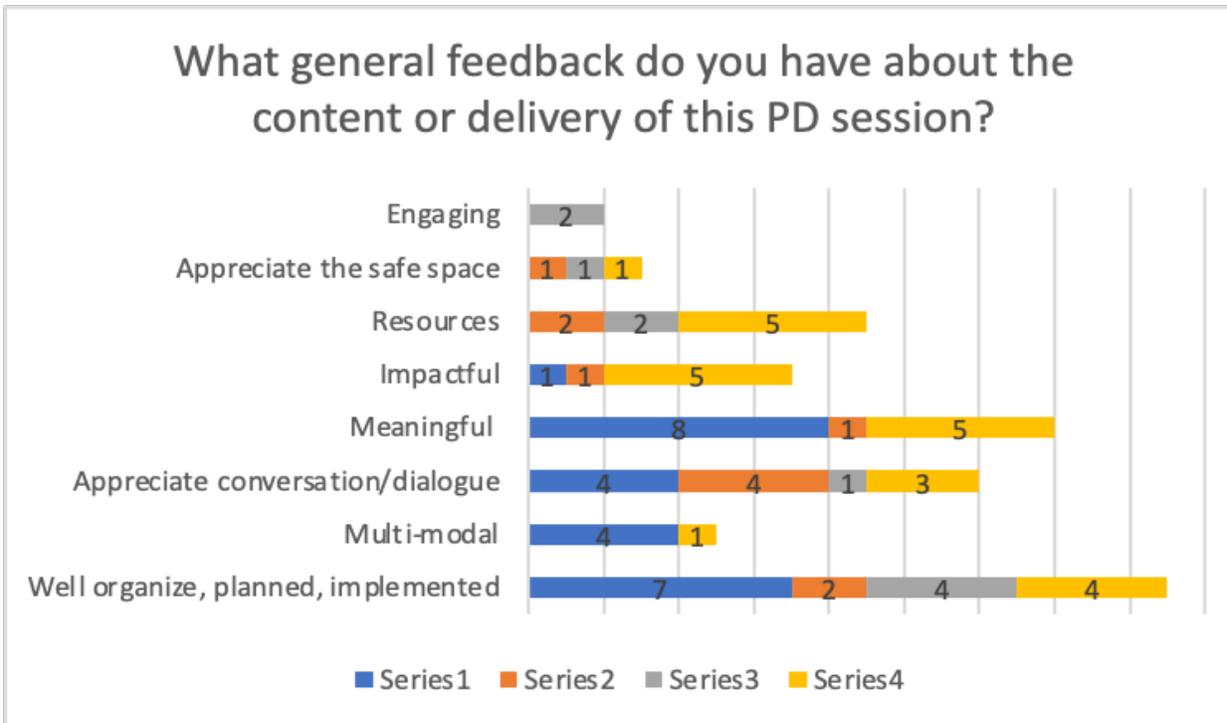
Excerpt from In Vivo Coding for the Qualitative Process Measures

Code	Example Quotation	Frequency <i>n</i>
Impactful	“This PD lends itself to helping participants to become more equipped to do the heart work, the right work in order to dismantle systems of oppression and honor all that makes America rich and GREAT.”	7
Resources, Strategies	“This has been the best EDI series that the program has provided for us as coaches. The information was valuable, and strategies and ideas were provided that I can use to impact students.”	9
Meaningful	“While I have attended other EDI sessions, this one felt different. It felt like it came from true kindness and compassion with a desire for us all to grow as a group. To be vulnerable yet comfortable all at the same time. I think that feeling is what many need to feel like they can truly grow in this area.”	14
Conversation, Share, Dialogue	“There is a different "feel" to these sessions. [I] personally feel comfortable sharing with this group, whereas I haven't in the past. Thank you!”	16
Well Organized, Planned, Format, Implemented	“Well thought out and well-paced. Great format.”	17

Figure 26 summarizes the in vivo coding data from the open-ended process measure question that asked participants to provide general feedback about the content or delivery of the professional development sessions.

Figure 26

Qualitative Process Measure Results



The limited constructive criticism received focused on having more time to collaborate about the content and the barriers to professional development being online versus in person. The design team used the process measure data to adjust for more time to collaborate in the remaining sessions by reducing the number of learning activities scheduled in each session. By reducing the number of learning activities in each session, participants had more time to dig deeper into the topics and collaborate with other participants.

Balance Measures

Data Collection. A balancing measure helps determine if the improvement project worked as intended by looking for unintended consequences (Hinnant-Crawford, 2020).

Balancing measures were collected four times throughout the improvement project, as part of each PDSA cycle. A formative survey (see Appendix H) was given to participants after each PD

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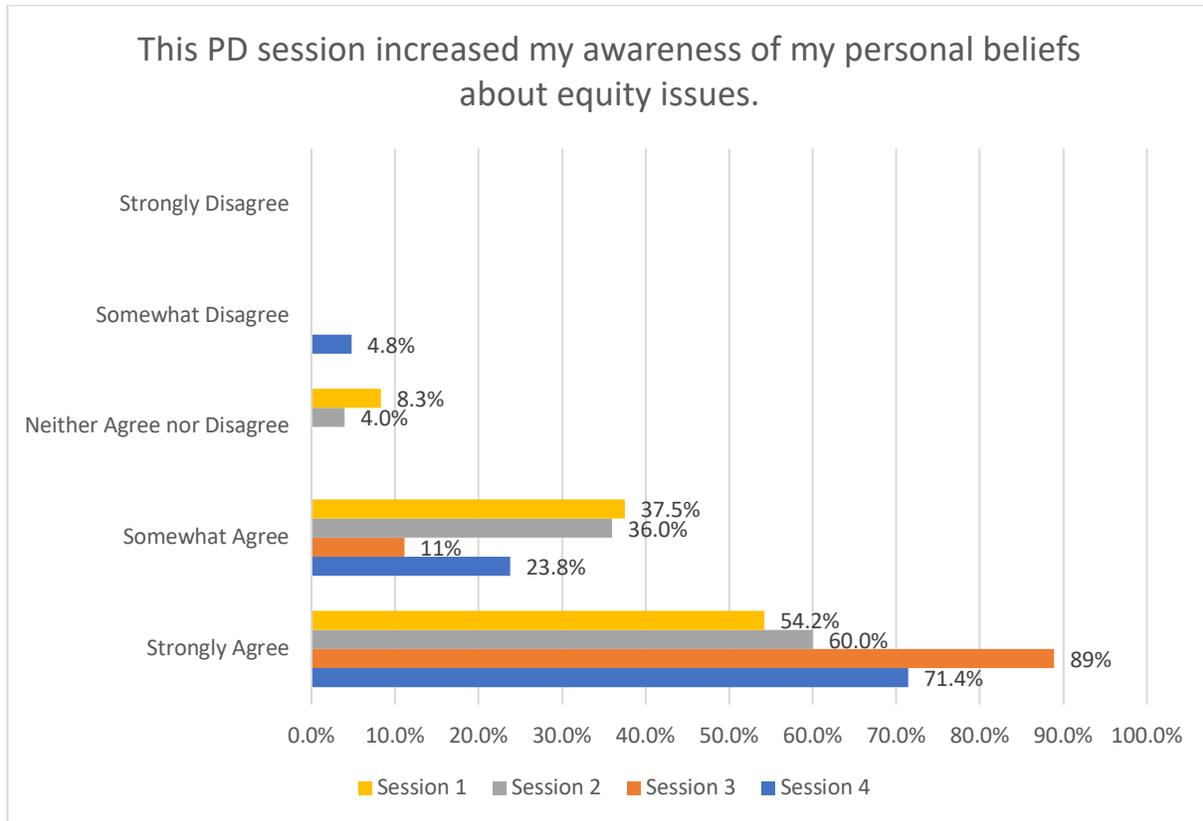
session that included three questions designed to serve as balancing measures. The questions included Likert Scale and open-ended questions, resulting in quantitative and qualitative data.

Data Analysis. Quantitative and qualitative balancing measures were used to analyze whether the professional development sessions worked. A Likert Scale question was asked to determine if there was increased awareness of personal beliefs about equity issues. This quantitative data was analyzed by comparing the number of participants who agreed there was an increase in their awareness compared to those who disagreed. Two open-ended questions provided qualitative data that was analyzed using in vivo coding. This analysis method was selected to honor the participant's voice in the data analysis process. The participants were asked the most and least impactful parts of each professional development session. The design team analyzed the data after each PD session as part of the PDSA cycle, and changes were made to the remaining sessions.

Results and PDSA Implications. According to the quantitative balancing measure data, every session showed significant agreement that participants' awareness of personal beliefs about equity increased. Session 3 was the most impactful, with 100% of participants somewhat or strongly agreeing that their awareness increased. Research-based resources, tools, and discussion protocols were intentionally selected to allow participants to engage in conversations and self-reflection that challenged their personal beliefs and implicit biases about racism, stereotypes, discrimination, and other equity topics. Figure 27 summarizes the quantitative balancing measure data.

Figure 27

Quantitative Balancing Measure Results



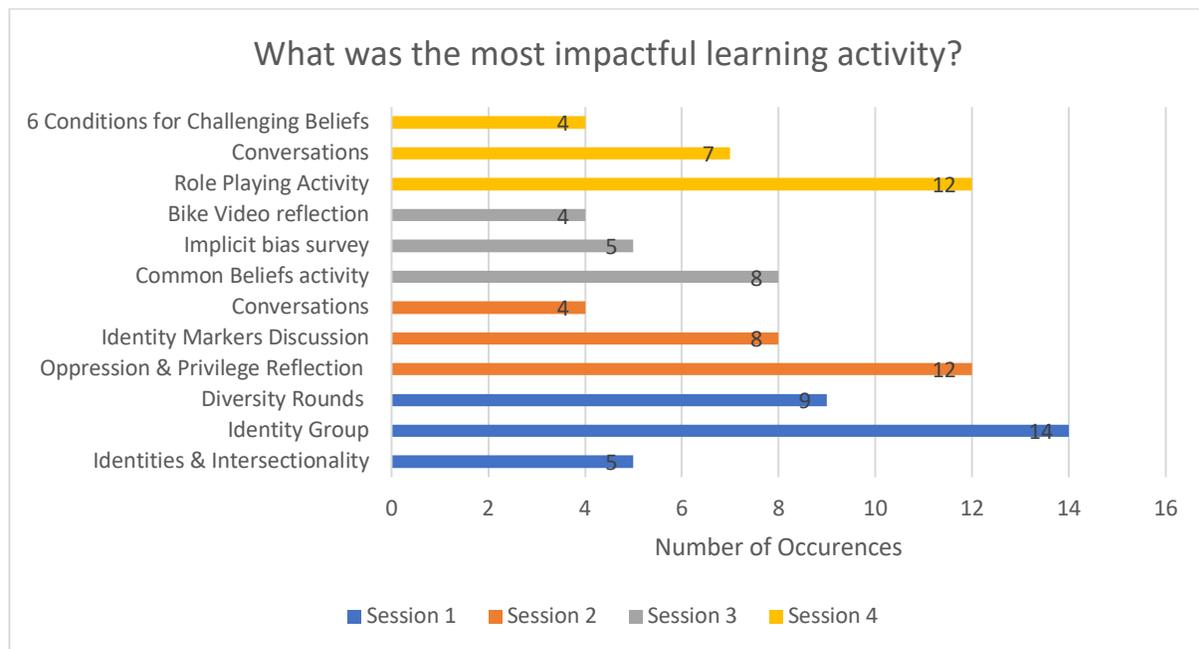
The qualitative balancing measures identified the most impactful learning activities for each of the four sessions. In session 1, the Identity Group activity was identified as the most impactful learning activity by 14 participants. As a result of this activity, one participant stated, “Our program is more uniquely diverse than I thought. It's beautiful!” In session 2, the Oppression and Privilege Reflection was identified as the most impactful by 12 participants. One participant who identified as a person of color (POC) expressed “understanding the underlying privileges I didn't realize I had, even as a POC.” The Common Beliefs activity was the most impactful learning activity for 8 participants in session 3. One participant stated, “The common beliefs activity was a great way to take some of the knowledge we have gained from previous

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sessions and apply it to our role as coach.” In session 4, the Role-Playing activity was identified as most impactful by 12 participants. One participant expressed, “Exploring/analyzing the possible responses and discussing the scenarios with our colleagues, I feel, has equipped me in having better conversations with my teachers around their beliefs.” Figure 28 summarizes the data from the balancing measure that shows the most impactful learning activities from the professional development series.

Figure 28

Qualitative Balancing Measure Results



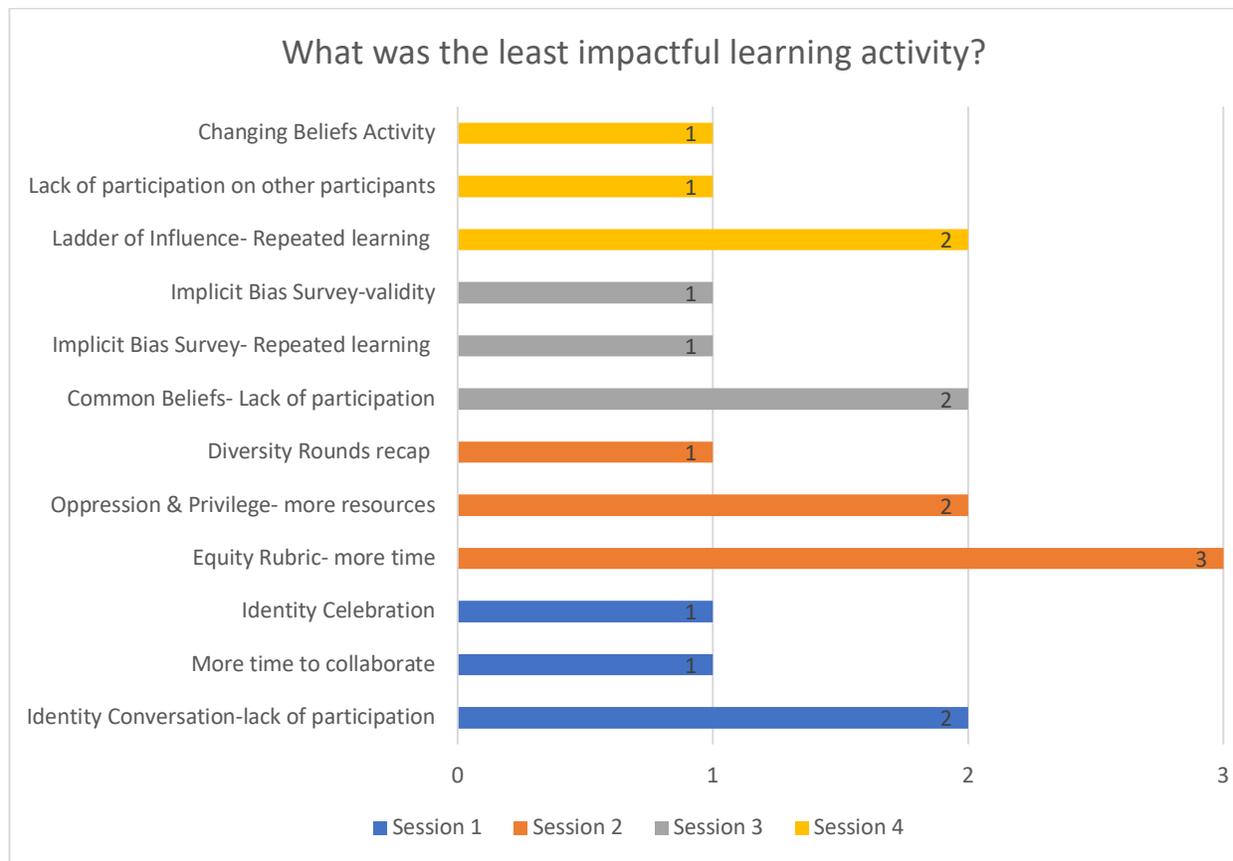
The other balancing measure item asked what the least impactful learning activity was for each participant. The data revealed that the Identity Conversation was the least impactful in session 1 for two participants due to a lack of participation from their conversation partners. In session 2, the Equity Rubric exploration was the least impactful due to a lack of time to dive deeper into the content. In session 3, the least impactful activity was the Common Beliefs Survey

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and discussion due to a lack of participation from their group members. In session 4, the Ladder of Influence activity was identified as the least impactful by two participants due to it being repeated learning for them. This data reveals that a strong commitment to and clear expectations for authentic engagement should be agreed upon by the participants before engaging in this type of collaborative learning. All participants must commit to being authentically engaged for the learning to be impactful. Figure 29 summarizes the data from the qualitative balancing measure that reveals the least impactful activities from the professional development series.

Figure 29

Qualitative Balancing Measure Results



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The data from balancing measures helped the design team determine that the improvement project was working. The data revealed that more participants were able to identify specific learning activities to be impactful than not impactful. During the PDSA cycles, the design team analyzed this data and made changes to the remaining sessions. After session 1 data was analyzed, a statement was added to the introduction of each session to encourage authentic participation. After session 2 data was analyzed, more time to explore the Equity Rubric was added to the remaining sessions. The balancing measures provided data that the improvement project worked and provided data to support changes as part of the PDSA cycle.

Leading Outcome Measures

Data Collection. Outcome measures are collected after an improvement project to determine if the improvement project worked (Hinnant-Crawford, 2020). Outcome measures were collected twice throughout the improvement project as pre- and post-summative assessments. A summative pre- and post-survey (see Appendix I) was given to participants before the improvement project began and after it concluded. The questions included Likert Scale ratings that resulted in quantitative data to measure if the improvement project worked. This data set served as leading outcome measures to determine if the improvement project increased instructional coaches' capacity to support equitable and inclusive instructional practices for beginning teachers. A later section will explore a lagging outcome measure to determine how and what equitable and inclusive instructional practices were used by instructional coaches because of the improvement project.

Data Analysis. Quantitative outcome measures were used to analyze whether the professional development series worked. Likert Scale questions were asked to determine if there was an overall increase in instructional coaches' capacity to support equitable and inclusive

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instructional practices with beginning teachers. The questions were grouped into three categories to measure capacity, awareness, confidence, and willingness to act. The outcome measure data were analyzed using dependent or paired two-sample t-test to measure growth between the pre- and post-survey (Tanner, 2012).

Results and PDSA Implications. A dependent-sample t-test was used to compare the means of the pre- and post-survey Likert Scale questions to determine if there was an increase in awareness for the 17 participants after completing the professional development series. There was a significant increase in awareness between the pre-survey items addressing awareness ($M = 3.61$, $SD = 0.62$) and the post-survey items addressing awareness ($M = 4.28$, $SD = 0.39$); $t(5) = -6.72$, $p = 0.001$. Therefore, the professional development series led to a significant increase in awareness for the 17 instructional coaches who participated. The scholar-practitioner and design team intentionally selected learning activities designed to allow space and time to have critical conversations around equity-focused topics such as racism, discrimination, implicit biases, stereotypes, and personal beliefs. This data shows that the critical conversations positively impacted participants' awareness of these equity-focused topics.

A dependent-sample t-test was used to compare the means of the pre- and post-survey Likert Scale questions to determine if there was an increase in confidence for the 17 participants after completing the professional development series. There was an insignificant increase in confidence between the pre-survey items addressing confidence ($M = 2.97$, $SD = -0.26$) and the post-survey items addressing confidence ($M = 3.94$, $SD = 0.19$); $t(6) = -17.97$, $p = 1.909$. Therefore, the professional development series did not significantly increase the confidence of the 17 participating instructional coaches. The scholar-practitioner and design team intentionally selected learning activities, resources, and tools to increase the confidence of participants' ability

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to support beginning teachers when issues of equity arise. The data shows an insignificant increase in the confidence of participants, which suggests future iterations of this project should focus on explicit equity-focused strategies participants can use to support beginning teachers.

A dependent-sample t-test was used to compare the means of the pre- and post-survey Likert Scale questions to determine if there was an increase in willingness to act for the 17 participants after completing the professional development series. There was a significant increase in willingness to act between the pre-survey items addressing willingness to act ($M = 3.80$, $SD = 0.54$) and the post-survey items addressing willingness to act ($M = 4.29$, $SD = 0.35$); $t(2) = -4.49$, $p = 0.046$. Therefore, the professional development series led to a significant increase in willingness to act for the 17 instructional coaches who participated. This data shows that despite an insignificant increase in the confidence of participants, there was a significant increase in willingness to act. This data suggests that participants understand the importance of including equity-focused instructional practices in their coaching supports for beginning teachers. Table 4 highlights the leading outcome measure data by category.

Table 4

Leading Outcome Measure Data by Category

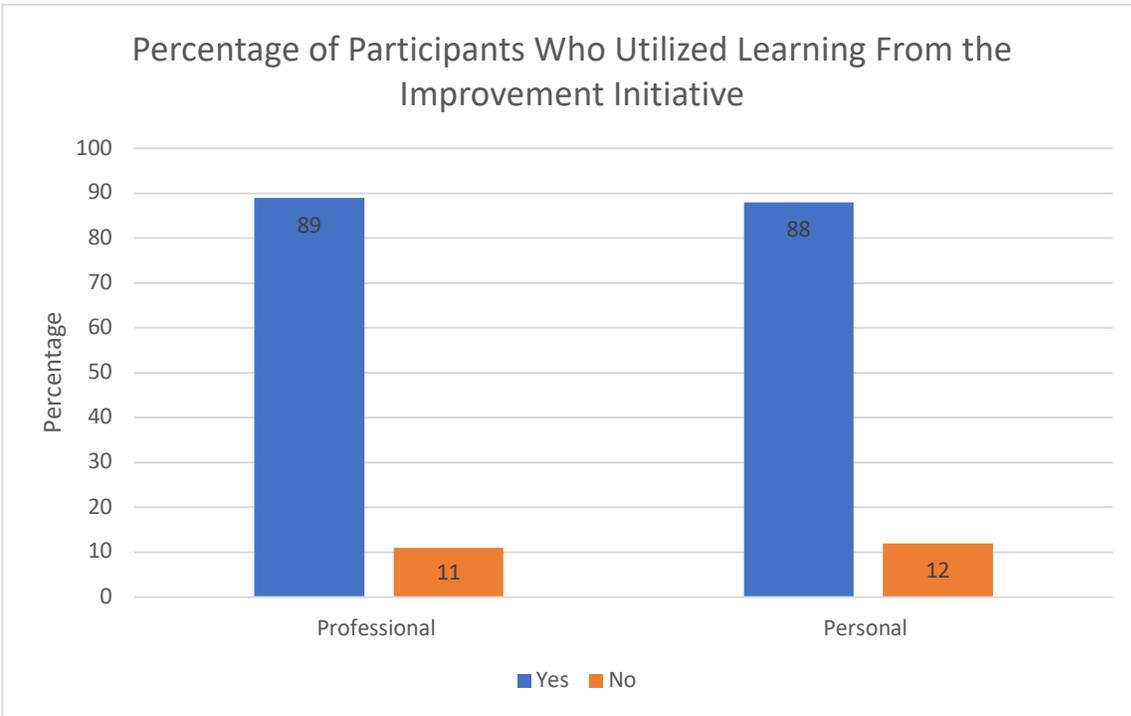
Category	Pre	Post	P Value
Awareness	$M = 3.61$	$M = 4.28$	0.001
Confidence	$M = 2.97$	$M = 3.94$	1.909
Willingness to Act	$M = 3.80$	$M = 4.29$	0.046

Lagging Outcome Measures.

Lagging outcome measure data were collected in a formative survey to determine if components of the professional development sessions resulted in a change of practice. The survey included open-response questions that resulted in qualitative data and Likert Scale ratings that resulted in quantitative data. The data revealed that 72% of participants agree that the professional development series should be required for all new instructional coaches employed by the NC New Teacher Support Program as part of their onboarding and training process. The data revealed which equitable and inclusive instructional practices were used by instructional coaches because of the improvement project. Figure 30 shows that a vast majority of participants utilized a strategy, resource, tool, or learning from the improvement initiative in their professional role as an instructional coach and in their personal lives during the first few months following the professional development series.

Figure 30

Professional and Personal Utilization of Learning from the Improvement Initiative



In vivo coding was used to analyze the qualitative data from the lagging outcome survey.

Table 5 shows which strategies, resources, tools, and/or learning were utilized by instructional coaches in their professional roles.

Table 5

Professional Impacts of the Improvement Initiative

Participant	Strategy, Resource, Tool or Learning Utilized	Quotation
ID# 941675 White Male Instructional Coach	Equity Rubric	“I have engaged in conversation with Beginning Teachers regarding social identities and how we can ensure all students feel welcome in their classroom. I referred to the Equity Rubric to help gain more clarity around a situation in which a teacher was frequently addressing a certain population of students in the class.”
ID# 174392 White Female Instructional Coach	Ladder of Influence	“I used the ladder of influence activity with a teacher. They were stating things about their students and why they were exhibiting behaviors and mindset toward work. We discussed how when we think these things, they become a part of our classroom and how we perceive learning and activities with students.”
ID# 523186 White Female Instructional Coach	Identities	“When discussing EDI topics with teachers, I now ask a lot of questions around identity to help me understand "why" are they taking the stance or approach that they are, and how can I help them understand that our identities shape our mindsets.”
ID# 687942 Black Female Instructional Coach	Changing Beliefs	“The common beliefs descriptions were used during induction to have teachers discuss a bias (known/unknown) that they have as it relates to equity. We created statements derived from the common belief descriptions. We posted each scenario and teachers engaged in conversations around various matters related to equity.”
ID# 273458 White Male Instructional Coach	Identity Inventory	“I have utilized the personal identity inventories with teachers in a PLC during the opening two weeks of school. The goal was to help new teachers see themselves, each other, and their students.”

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Table 6 shows which strategies, resources, tools, and/or learning were utilized by instructional coaches in their personal roles.

Table 6

Personal Impacts of the Improvement Initiative

Participant	Strategy, Resource, Tool or Learning Utilized	Quotation
ID# 964238 Native American Female Instructional Coach	Oppression and Privilege	“My son has left our Native community, so we have had a lot of conversations around his identity, and he can combat stereotypes. My husband and I have used some of the principles of the oppression and privilege document.”
ID# 623897 White Female Instructional Coach	Harvard Implicit Bias Survey	“THIS is where the biggest impact was made for me. My family and I have always had very different views, and talking about race, gender, sexuality, etc., has always been difficult for me because I knew I was going against the grain. The resources shared during this process allowed me to lead conversations that have been difficult with more grace, knowledge, and data. My family took the Harvard Bias survey several times, and we compared the results. We looked at how our bias impacts our interactions with peers. My mom and sister both work with the Charlotte Mecklenburg Police Department and have brought the bias survey to work. They have had their colleagues take the assessment and consider how it impacts their work and response to 911 calls. I am CONFIDENT that the work you did with EDI has not only impacted the NTSP program but all of us as individuals, our families, and our community. I am forever thankful for you opening a door and a conversation for my family.”

Implications

Based on the overall findings from this improvement initiative, an increase in the capacity of instructional coaches' ability to support equitable and inclusive instructional practices with the beginning teachers did occur. Four professional development sessions were completed as a series and treated as mini PDSA cycles. The professional development series will now be analyzed as a complete PDSA cycle, exploring implications for future iterations.

Based on the overall results, several changes are suggested for future iterations of this improvement project. The data revealed a strong desire for more time to discuss and collaborate on the equity topics presented in the series among the participants. Therefore, it is recommended that future iterations of the professional development series cover fewer topics to allow for more time for participants to dive deeper into the equity topics presented. The data also revealed a need for more time to debrief and synthesize the learning in a collaborative and safe space. In addition to presenting fewer topics and allowing more time for participants to dive deeper into the equity topics, future iterations of the series should provide more time to debrief and synthesize the learning in a collaborative and safe space. Providing time to dive deeper into the equity topics and collaboratively synthesize learning may increase participants' confidence for future iterations of the professional development series.

Implications for practice. Results from this improvement project will be shared with the NC New Teacher Support Program (NCNTSP) Equity, Diversity, and Inclusion team and the leadership team. Based on the overall positive results of the professional development series, it will be recommended to both teams that the improved series continue as equity training for all NCNTSP instructional coaches as part of their onboarding training. Future iterations of this project should include more specific training in equitable and inclusive practices to improve the

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confidence levels of the participants. Increasing confidence levels in future iterations along with the increase in awareness and willingness to act should contribute to a positive change in practice.

Implications for policy. The vision of the NCNTSP is to be a leader in university-based induction support through the belief in and practice of transformative, intentional coaching to increase student achievement by improving beginning teacher effectiveness and retention (NCNTSP, n.d.). The practice of transformative, intentional coaching must include framing coaching actions through the following equity mindsets; planning with equity in mind, instructing with equity in mind, and assessing with equity in mind (NCNTSP, n.d.). Most of the NCNTSP equity training is optional for instructional coaches' participation. Based on the positive results of this improvement initiative, the scholar-practitioner advocates that this professional development series becomes mandatory training for all new instructional coaches entering the NCNTSP as part of their onboarding process. The scholar-practitioner also advocates that all currently employed NCNTSP instructional coaches complete the professional development series. This policy change would create a consistent foundation for collective knowledge around equity topics, allowing for targeted and differentiated professional development to be offered to instructional coaches in the future.

Recommendations for practitioners. Based on the results of this improvement initiative, the scholar-practitioner recommends future iterations of equity-based professional development be connected to an existing research-based equity framework, like The Equity Framework by Elena Aguilar (2020), used in this project. Research-based equity frameworks should be explored and used to connect the improvement work and organizations' mission. The scholar-practitioner would also recommend using communal agreements to create a safe space

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for participants to be vulnerable and openly discuss equity topics without fear or judgment. Finally, the scholar-practitioner recommends allowing time for participants to explore equity topics deeply and collaboratively rather than trying to cover more topics. Participants overwhelmingly expressed a desire for extended time to have dialogue and synthesize their learning.

Directions for future research. Moving forward, the scholar-practitioner recommends making the improvements outlined above for the next iteration of the professional development series to determine if an increase in confidence can be attained. Allowing more time for participants to engage with their colleagues and synthesize their learning may increase their confidence to support equitable and inclusive instructional practices with the beginning teachers they support. Additionally, the scholar-practitioner recommends creating an additional professional development series designed to build on the knowledge and experiences from the initial series. The additional professional development series should have differentiated entry points for instructional coaches to select their learning path based on their individual needs. The scholar-practitioner also recommends planning and designing equity work using a resistance-to-change framework to proactively prepare for resistance to the work.

Limitations of the study. While the sample size was small for statistical analysis, 30% of the 55 instructional coaches in the NCNTSP completed all four sessions and surveys, with 50% of all instructional coaches attending at least one of the sessions. Resistance to equity work likely contributed to the small sample size of this improvement project. Another limitation of the study was the modality of the professional development series. The professional development sessions were offered online via Zoom. The final limitation of the study involved a lack of time. There wasn't enough time to fully establish a safe learning environment, dive deeply into equity

topics, and synthesize the learning effectively. Despite these limitations, the data provided evidence of significantly increasing the capacity for instructional coaches to support equitable and inclusive instructional practices with the beginning teachers they support.

Conclusion

The United States education system has struggled with providing equitable and inclusive education for all students since the first European settlers arrived on the eastern shores of North America. A strong history of exclusion and discrimination has existed for indigenous people, African Americans, women, immigrants, the poor and many other underrepresented identities. Centuries of inequity and exclusion are currently trying to be eliminated from the education system by some, while others are trying to preserve it. Despite decades of political and policy reforms, the United States education system continues to struggle with dismantling this inequitable and exclusive culture of education. The scholar-practitioner selected this research topic to help dismantle these harmful aspects of the education system in the state of North Carolina through a wide-reaching statewide support program for beginning teachers.

This improvement initiative aimed to increase the capacity of instructional coaches working in the North Carolina New Teacher Support Program to support equitable and inclusive instructional practices for the beginning teachers they support. A professional development series called “Sharpening Our Transformational EDI Skills” was offered to all NCNTSP instructional coaches statewide. A design team planned and implemented research-based equity-focused training and discussions designed to increase instructional coaches’ capacity. Data were collected through driver, process, balance, and outcome measures to determine if there was an increase in capacity for the participants. Results indicated that there was an overall increase in capacity for the 17 instructional coaches who participated in all four professional development sessions.

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Specifically, the data showed an increase in capacity in the areas of equity awareness and willingness to act when inequities are observed. Data from a lagging outcome measure revealed that 89% of participants implemented a tool or strategy into their professional practice as a result of the improvement initiative. There were several limitations to the findings, including a small sample size, likely due to resistance to equity work, the online modality of the professional development series, and a lack of time to engage deeply in the work.

The scholar-practitioner aims to continue to offer the professional development series as a required component of the onboarding process for new instructional coaches entering the North Carolina New Teacher Support Program. The scholar-practitioner believes a solid foundation of collective knowledge and beliefs about equity for all NCNTSP instructional coaches is imperative to moving towards the goal of transformative coaching. If we are going to dismantle the inequitable system of education that has been developed over the past centuries, it will require transformative work. The piecemeal approach of multiple statewide programs to address inequities in our education system is not working. However, instructional coaches in the North Carolina New Teacher Support Program have an embedded, broad, and far-reaching impact on the education system statewide. They can change and dismantle inequitable and exclusive practices in the education system through transformative, equity-focused coaching. As educational leaders who have a statewide impact and reach, North Carolina New Teacher Support Program instructional coaches who are transformative and equity-focused have the capacity to help dismantle the inequities of our current education system.

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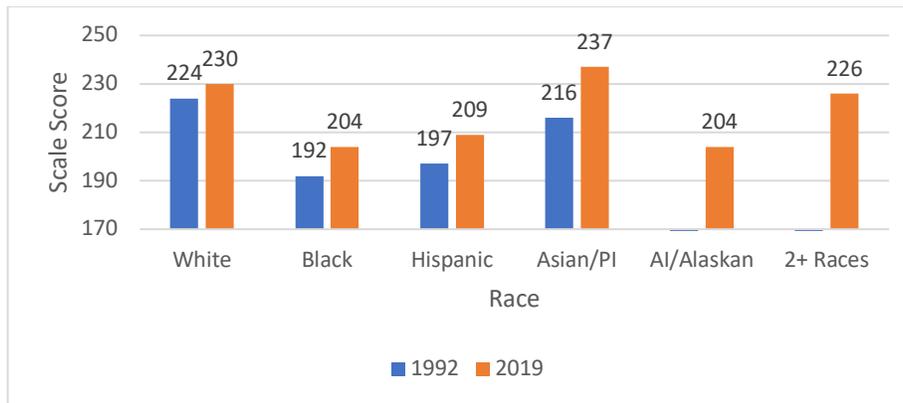
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Appendix A

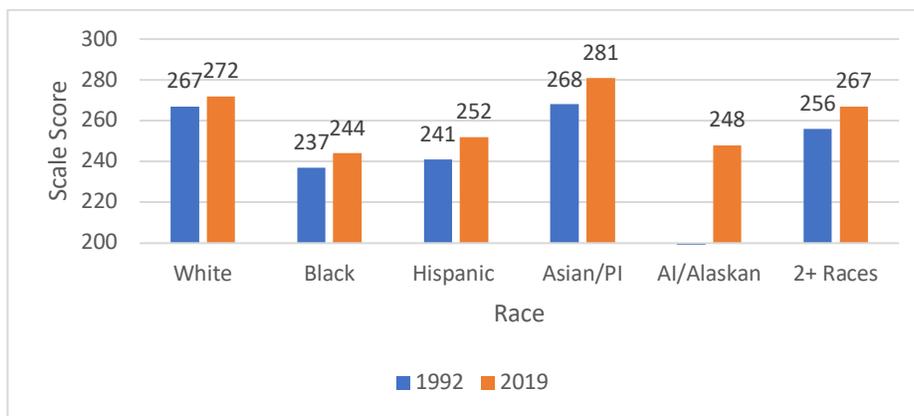
National Assessment of Educational Progress Testing Data by Grade Level & Content Area

Grade 4 Reading NAEP Testing Data between 1992-2019



Note. The missing data in 1992 for AI/Alaskan and 2+ Races is due to reporting standards not being met. Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

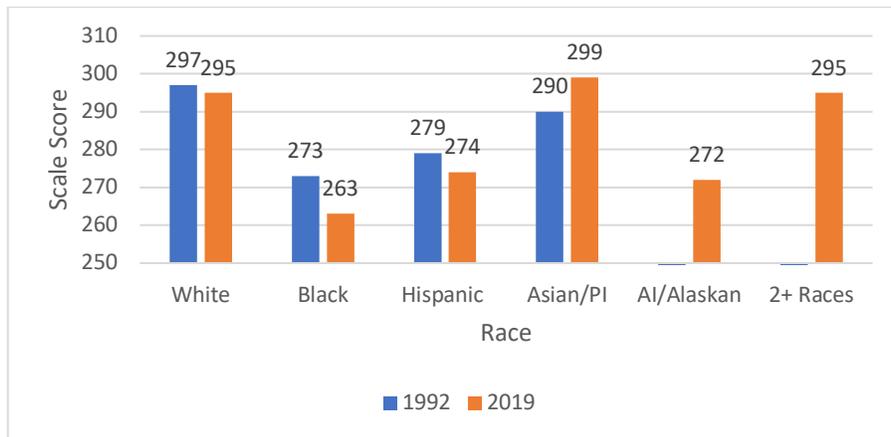
Grade 8 Reading NAEP Testing Data between 1992 - 2019



Note. The missing data in 1992 for AI/Alaskan is due to reporting standards not being met. Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

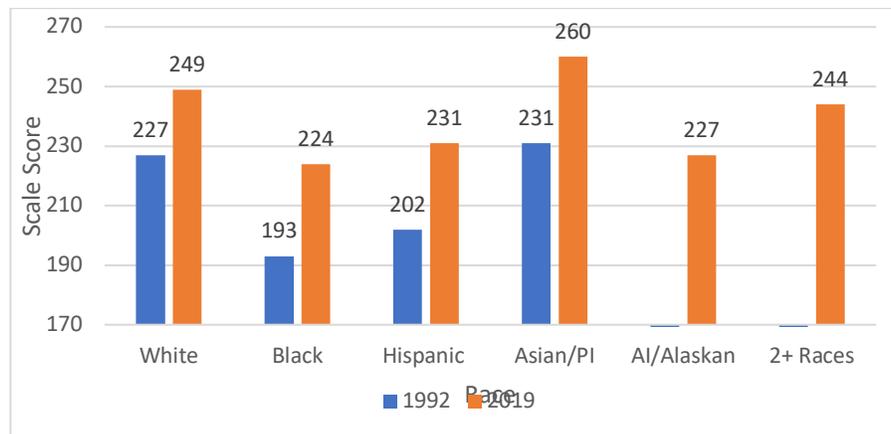
Grade 12 Reading NAEP Testing Data between 1992 - 2019

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Note. The missing data in 1992 for AI/Alaskan and 2+ Races is due to reporting standards not being met. Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

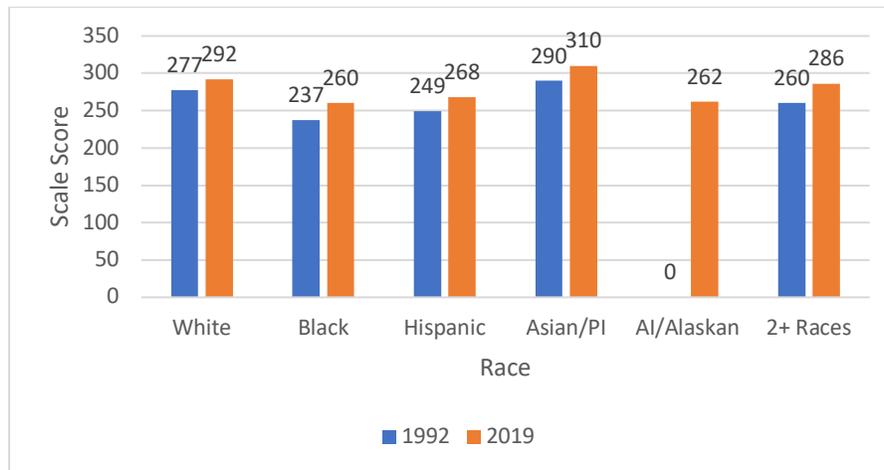
Grade 4 Math NAEP Testing Data between 1992 – 2019



Note. The missing data in 1992 for AI/Alaskan and 2+ Races is due to reporting standards not being met. Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

Grade 8 Math NAEP Testing Data between 1992-2019

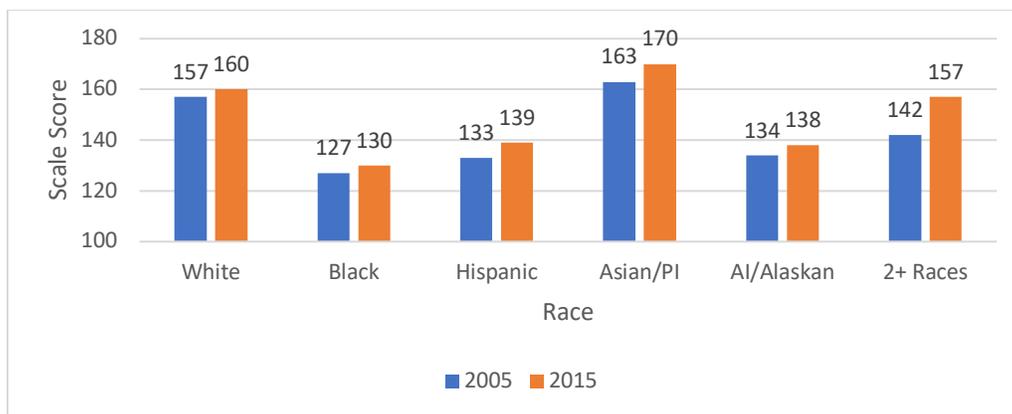
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Note. The missing data in 1992 for AI/Alaskan is due to reporting standards not being met.

Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

Grade 12 Math NAEP Testing Data between 2005-2015



Note. Due to changes in the administration of the grade 12 Math assessment, the data presented represents 2005-2015. Asian/PI = Asian/Pacific Islander; AI/Alaskan = American Indian/Alaskan; 2+ Races = 2 or More Races.

Appendix B

NC State Board of Education Policy TCED-016: Beginning Teacher Support Program

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Definitions (For the purposes of this policy)

Public School Unit – Any LEA, charter school, laboratory school, or innovative school which is supported by state funds.

Non-Public School Unit – Any school which is not supported by state funds.

I. Overview of the Beginning Teacher Support Program

All public-school units shall implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three-year induction program for beginning teachers (BTs). The North Carolina Beginning Teacher Handbook is a reference guide for Coordinators in a public school unit to use during the implementation of a BTSP. This handbook provides resources, templates, and examples to successfully implement and maintain a Beginning Teacher Support Program.

II. Goals of the Beginning Teacher Support Program

One primary and direct goal of the BTSP is to help new teachers improve skills and build confidence to become successful educators. BTs will only reach their fullest potential with systems of support from the state, school district, local school and quality mentors. North Carolina's program includes these components in order to provide a systematic structure of support for beginning teachers.

Other goals of the BTSP are to ensure that BTs:

- meet the state's professional teaching standards;
- impact the learning of all students in distinguished ways and;
- choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators and superintendents.

III. Beginning Teacher Support Program Standards Overview

These standards are designed to assist local districts and charter schools in creating and implementing successful BTSPs. A more in-depth breakdown of these standards can be found in the North Carolina Beginning Teacher Handbook.

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction and addresses issues of diversity.

Standard 4: Beginning Teacher Professional Development - Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to school site and professional development designed to meet the unique needs of beginning teachers and aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation.

IV. Beginning Teacher Support Program (BTSP) Requirements

The purpose of the BTSP is to provide support to new teachers entering the profession. Every public school unit must have a BTSP and a Beginning Teacher Support Program Plan (BTSP Plan) that has been approved by the local board and NCDPI, and on file for review at the public school unit or non-public school unit. The BTSP plan must be aligned to the Beginning Teacher Support Program standards and, when monitored, must demonstrate proficiency. A template is provided to guide Coordinators in the development and approval of the BTSP plan in the North Carolina Beginning Teacher Support Program Handbook.

All LEAs must follow SBE requirements for beginning teacher support as indicated in this policy. All charter schools, public schools with charter-like flexibility, and private schools, which support North Carolina licensure for their teachers, must follow SBE requirements for licensure regardless of any flexibility afforded by SBE policy or state statute.

BTSP Plans shall include the following:

- 1. A documented process for identifying and verifying all BTs.**

That process must consider the following:

- Teachers with three or more years of appropriate experience are not required to participate in the BTSP, nor are student services personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists.

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- Once a continuing license has been earned in one teaching area, additional teaching areas do not require a BTSP experience.
- Beginning teachers must be assigned in their area of licensure.
- The BT must follow NCSBE requirements for all required licensure tests (see SBE policies [LICN-001](#) and [LICN-003](#)).
- Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. Teachers with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.
- Collect Beginning Teacher Data for the State of the Teaching Profession in North Carolina Report: For purposes of [GS 115C-12\(22\)](#) and [GS 115C-299.5](#), the State Board of Education is required to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. The template for this data is available in the [North Carolina Beginning Teacher Support Program Handbook](#). This requirement applies only to local boards of education.
- Completion of the recent graduate survey by the Beginning Teacher (BT) and the employer survey by the principal of the school during the BT's first year of teaching as part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in [GS 115C-269.35](#). The surveys must be completed at the end of the first year of teaching.

2. Plan for implementing a sound BT Induction process.

Teachers with fewer than three years of teaching experience are required to participate in the NC Beginning Teacher Support Program for three years. Per SBE policy LICN-001 Section 1.22 for licensing purposes, a “year;” shall be defined as working six or more calendar months in a fiscal year for a full-time permanent position. Public school units may also apply this to determining experience years for its beginning teachers. A BT Induction process ensures that:

- a. The BT is provided and attends a formal orientation within two weeks of their first day of work in any school year. Orientation includes:
 - i. Documentation that each beginning teacher attended an orientation.
 - ii. Documentation that orientation was conducted within two weeks of the teacher’s first day of work in any school year.
 - iii. At a minimum, the teacher should receive an overview of the school’s/system’s goals, policies, and procedures; a description of available services and training opportunities; a copy of the BTSP and the process for achieving a continuing license; develop and distribute required working conditions guidelines*; the North Carolina Teacher Evaluation Process (NOTE: A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process); the NC Standard Course of Study; local curriculum guides; the safe and appropriate

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use of seclusion and restraint of students; and the State Board of Education's Mission and Goals.

*To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are required:

- mentor assigned early, and in close proximity;
- limited preparations;
- limited non-instructional duties**;
- limited number of exceptional or difficult students; and
- no extracurricular** assignments unless requested in writing by the beginning teacher.

**The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

b. Each year, the BT is assigned a mentor. All local boards are expected to have a mentor program to provide ongoing support for new teachers entering the profession.

Their programs must follow the following guidelines:

1. Public school units shall select excellent, experienced, and qualified teachers to serve as mentors.
2. Mentor teachers must be rated at least at the “proficient” level on the North Carolina Educator Evaluation System (NCEES). For the purposes of this policy, “proficient” means a teacher has received ratings of proficient or higher on three of the five standards on the most recent summative evaluation, or on Standards 1 and 4 for teachers on an Abbreviated Evaluation. (NOTE: A local board shall use the North Carolina Professional Teaching Standards and North Carolina Educator Evaluation System unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Educator Evaluation System as stated in EVAL-004);
3. Retired teachers are eligible to serve as mentors.
4. The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished." For the purposes of this policy, “distinguished” means a teacher has received ratings of distinguished on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation. For the purposes of this policy, “accomplished” means a teacher has received ratings of accomplished or higher on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation.

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5. If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.

6. Public school units may use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.

7. Any teacher who is assigned to be a mentor to a beginning teacher must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "proficient" level may continue to serve as a mentor to a beginning teacher, regardless of existing mentor-mentee relationships with the beginning teacher.

8. A teacher may be a mentor at a different school building from which the mentor is assigned if the following criteria are met:

- a. The principals of each school and the mentor teacher approve of the assignment.
 - b. The mentor teacher is rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Educator Evaluation System. For the purposes of this policy, "accomplished" means a teacher has received ratings of accomplished or higher on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation.
 - c. The new teacher's principal maintains a record of the reasons for selecting the mentor from a different school building.
- c.
- ii. Mentor Assignment/Guidelines shall follow the expectations listed under the key features of Standard 2: Mentor Selection, Development, and Support for Beginning Teacher Support Program Standards (see North Carolina Beginning Teacher Support Program Handbook).
 - iii. Local school systems/charter schools are responsible for providing training and support for mentors. Public school units may choose to use programs developed by the Department of Public Instruction, other programs, or develop programs of their own based on the NC Mentor Standards. If other programs are used or developed, they must be based on the current NC Mentor Standards. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession.
- d. Each year, each beginning teacher is required to develop a Professional Development Plan (PDP) that is developed in collaboration with his/her principal (or the principal's designee) and mentor.
- ii. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.

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- iii. At the beginning, middle, and end of each year, formative assessment conferences including the BT, mentor and principal must be held to reflect on the progress of the beginning teaching in meeting the goals established the professional growth. Signatures of BT, mentor, and principal are required for each formative assessment conference.
- e. Each year, the BT completed any professional development required or prescribed by the public school unit.

3) A formal process for conducting observations and a summative evaluation on all Beginning Teachers. All beginning teachers shall be evaluated as outlined in the policy establishing the Teacher Performance Appraisal process (see SBE Policy EVAl-004) and in accordance with GS 115C-333(a) and 115C-333.1(a).

4) Plan for participation in BTSP Monitoring. Each public and non-public school unit with an approved BTSP plan, which supports North Carolina licensure for their teachers, will be monitored for compliance with this policy by NCDPI. Monitoring is completed on a five-year revolving cycle. Technical assistance is provided as necessary to address areas of concern.

5) Plan for participation in the BTSP Peer Review Process. In order to assist public and non-public school units in progressing along the BTSP continuum to provide the highest quality support to beginning teachers, public and non-public school units with approved BTSP plans, which support North Carolina licensure for their teachers, will participate in a regionally-based annual peer review. The Peer Review process includes an annual self-assessment and a peer review with a critical friend (filed annually with NCDPI).

Data from the annual peer reviews will be summarized and analyzed by NCDPI on a five-year cycle.

6) Statement on how BT's personnel files (files that include the teacher's PDP and performance evaluation report(s)) are filed and secured.

7) Plan for a timely transfer of BT files to subsequent employing public school units or non-public school units within the state.

V. Mentor Standards Overview

The Mentor Standards were designed to focus on what knowledge, skills, and dispositions beginning teachers need and clearly articulate how mentors can help teachers attain them. A more in-depth breakdown of mentor standards and the mentor standards continuum can be found in the North Carolina Beginning Teacher Handbook.

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership –Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st-century goals and assist beginning teachers in the utilization of these tools to promote student achievement.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students - Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support.

VI. Professional Teaching Standards Overview

The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development and define what teachers need to know and do to be able to teach students in the 21st Century.

Standard 1: Teachers Demonstrate Leadership

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

Standard 2: Teachers Establish A Respectful Environment For A Diverse Population Of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3: Teachers Know The Content They Teach

- Teachers align their instruction with the North Carolina Standard Course of Study.
- Teachers know the content appropriate to their teaching specialty.

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- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

Standard 4: Teachers Facilitate Learning For Their Students

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

Standard 5: Teachers Reflect On Their Practice

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

Appendix C

NC State Board of Education Policy EVAL-004: Teacher Performance Appraisal Process

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Item	Description
Policy Title	Teacher Performance Appraisal Process
Policy Category	Evaluations and Qualifications (EVAL)
Policy ID	EVAL-004
Policy Date	04/07/2016
Previous Policy Dates	07/07/1987, 07/11/1996, 11/05/1998,10/02/2008, 08/04/2011, 09/01/2011, 02/05/2015, 12/03/2015
Statutory Reference	GS 115C-333

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter “principal”) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

The North Carolina Professional Teaching Standards are:

Standard I: Teachers Demonstrate Leadership

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Standard III: Teachers Know the Content They Teach

Standard IV: Teachers Facilitate Learning for Their Students

Standard V: Teachers Reflect on Their Practice

The North Carolina Teacher Evaluation process shall be conducted annually, according to one of the following cycle types:

Comprehensive Evaluation Cycle

- Teacher Self-Assessment

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- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Formal Observation (with post-conference)
- Formal Observation (with post-conference)
- Peer Observation (with post-conference)
- Summative Evaluation Conference
- Summary Rating Form

Standard Evaluation Cycle

- Teacher Self-Assessment
- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Observation (Formal or Informal)
- Observation (Formal or Informal)
- Summative Evaluation Conference
- Summary Rating Form

Abbreviated Evaluation Cycle

- Teacher Self-Assessment
- Professional Development Plan
- Observation on Standards 1 and 4 (Formal or Informal)
- Observation on Standards 1 and 4 (Formal or Informal)
- Summative Evaluation Conference on Standards 1 and 4
- Summary Rating Form on Standards 1 and 4

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

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Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period. An informal observation shall be at least 20 minutes in duration
- B. New teachers who have not been employed for at least three consecutive years
 - 1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new teachers.
 - 2. A peer shall conduct one formal observation of a new teacher.
- C. Experienced Teachers (including those with career status) who have been employed for three or more years
 - 1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all teachers with greater than three years of experience.

During observations, the principal and peer (in the case of a new teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric. At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

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- A. Give a rating for each Element in the Rubric;
Make a written comment on any Element marked "Not Demonstrated";
- B. Give an overall rating of each Standard in the Rubric;
- C. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- D. Review the completed Teacher Summary Rating Form with the teacher; and
- E. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form;
and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she

- A. Is rated
 - 1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form or
 - 2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

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Component 9: Effective Dates and Effect on Licensing

Effective with the 2008-2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

Beginning Teachers

Effective with the 2016-2017 school year, initially teachers must teach three years in order to move from an Initial to Continuing License.

Process for Abbreviated Annual Evaluations

The annual evaluation requirement for experienced teachers (including those with career status), who have been employed for three or more years can be met through either, a comprehensive, standard, or an abbreviated evaluation cycle.

An abbreviated evaluation cycle consists of evaluator ratings only on Standards One and Four of the Teacher Evaluation Process.

The abbreviated evaluation process for Standards One and Four remains consistent with the Teacher Evaluation Process described above with the exception of the requirement for observations.

Teachers receiving an abbreviated evaluation should receive two informal observations of a minimum of twenty minutes each. Observers shall note the teacher's performance in relationship to Standards One and Four on the Rubric for Evaluating North Carolina Teachers.

Teachers receiving an abbreviated evaluation may request that the evaluator conduct a formal observation as described above.

Process for Evaluation of Licensed Staff in Low-Performing Schools

For schools designated as low performing, school administrators shall evaluate, as early in the school year as possible, all licensed employees for the purpose of providing adequate time for the development and implementation of a mandatory improvement plan.

The evaluation of licensed staff in a low-performing school shall consist of the prior year summative evaluation (where available), all available student-growth data (EVAAS or ASW, if applicable), the staff member's Professional Development Plan (PDP), a pre-observation conference (as defined in Component 4 of this policy), a formal observation (as defined in Component 5 of this policy), and a post-observation conference (as defined in Component 6 of this policy).

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Based on the formal observation and other available evaluation data, the administrator shall assign performance ratings in accordance with Component 7 of this policy. If the licensed staff member is determined to have an area of deficiency (less than "Proficient" on Standards 1-5, then the evaluator shall recommend to the superintendent that:

- the employee receives a mandatory improvement plan, or
- the employee be dismissed, demoted, or not be recommended for contract renewal, or
- the employee be removed immediately for conduct that causes substantial harm to the educational environment, or
- no recommendation be made (with explanation to superintendent).

If a mandatory improvement plan is recommended for a licensed staff member, then the PDP may function as the mandatory improvement plan provided it addresses all areas of deficiency surfaced by the evaluation and contains recommendations and specific supports for satisfactorily resolving such deficiencies. A PDP that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Licensed staff with no deficiencies in practice documented in their evaluations may return to the appropriate evaluation plan type (Comprehensive, Standard, or Abbreviated) for the remainder of the school year. The evaluation process described above does not meet the requirements of an annual evaluation for licensed staff, but can be used to satisfy one observational requirement for an annual evaluation.

LEAs that recommend a licensed staff member for dismissal or demotion should consult their local board attorney and follow the procedures outlined in N.C. Gen. Stat. § 115C-333(b)(2a).

Appendix D

NC General Statute 115C-83.15

School Achievement, Growth, Performance Scores, and Grades

115C-83.15. School achievement, growth, performance scores, and grades.

(a) School Scores and Grades. - The State Board of Education shall award school achievement, growth, and performance scores and an associated performance grade as required by G.S. 115C-12(9)c1., and calculated as provided in this section. The State Board of Education shall enter all necessary data into the Education Value-Added Assessment System (EVAAS) in order to calculate school performance scores and grades.

(b) Calculation of the School Achievement Score. - In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school on all of the following indicators that are measured for that school:

- (1) One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight.
- (2) One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
- (3) One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
- (4) One point for each percent of students who score at or above proficient on the Algebra I or Integrated Math I end-of-course test.
- (5) One point for each percent of students who score at or above proficient on the English II end-of-course test.
- (6) One point for each percent of students who score at or above proficient on the Biology end-of-course test.
- (7) One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.
- (8) One point for each percent of students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.
- (9) One point for each percent of students enrolled in Career and Technical Education courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.
- (10) One point for each percent of students who graduate within four years of entering high school.

Each school achievement indicator shall be of equal value when used to determine the overall school achievement score. The overall school achievement score shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66.

(c) Calculation of the School Growth Score. - Using EVAAS, the State Board shall calculate the overall growth score earned by schools. In calculating the total growth score earned by schools, the State Board of Education shall weight student growth on the achievement indicators as provided in subsection (b) of this section that have available growth values. The numerical

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values used to determine whether a school has met, exceeded, or has not met expected growth shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66.

(d) Calculation of the School Performance Scores and Grades. - For schools exceeding or not meeting expected school growth, the State Board of Education shall use EVAAS to calculate the school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent (80%), and the school growth score shall account for (20%) of the total sum. For schools meeting expected growth, and with a school achievement score of eighty percent (80%) or higher, the school performance score shall solely reflect the achievement score. For schools meeting expected growth, and with a school achievement score below eighty percent (80%), the school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

- (1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F.

(e) Elementary and Middle School Reading and Math Achievement Scores. - For schools serving students in kindergarten through eighth grade, the school achievement scores in reading and mathematics, respectively, shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66.

(f) Indication of Growth. - In addition to awarding the overall school scores for achievement, growth, and performance and the performance grade, using EVAAS, the State Board shall designate that a school has met, exceeded, or has not met expected growth. The designation of student growth shall be clearly displayed in the annual school report card provided under G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66. (2013-360, s. 9.4(b); 2013-363, s. 3.6.)

Appendix E

Professional Development Series Materials



Sharpening Our Transformational Coaching Skills

Session #1 Hyper Doc Agenda

Fri. June 2, 2023 ~ 9:30-11:00 AM

<https://wcu.zoom.us/j/84193405773?from=addon>

(All sessions will be recorded)

Session Focus

Foundational Skills: Identity & Diversity

Time	Activity	Notes/Links	Presenter
9:30-9:45	Welcome	-Introductions in Chat -Group demographics -Purpose/Aguilar Framework The Equity Rubric (Elena Aguilar) -Communal Agreements --Session Outcomes	Jason
9:45-9:50	Why	Grounding Our Work	Kathleen
9:50-10:05	Identifying & Celebrating Our Collective Identities	<p>1. Social Identity Inventory (5 mins)</p> <p>a. Click here for examples of various identities on p. 1</p> <p>b. Click here to fill out your own personal identity inventory.</p> <p>2. Celebrating our Collective Identities (10 mins) <i>(Participate as you feel comfortable)</i></p> <p>a. raise a virtual hand when your identity is called/others clap to recognize and celebrate that identity</p> <p>b. Todd will tally how many people identify with each to help form identity groups for our final activity</p>	Jason & Todd

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10:05 - 10:30	Identity Conversations	<p><u>Identity Conversations Guide</u></p> <ol style="list-style-type: none"> 1. Model Conversation (5 mins) 2. Identity Conversations in Pairs in Breakout Rooms (10 mins) 3. Group Discussion (10 mins) 	Kathleen & Denise
10:30 - 10:50	Diversity Rounds	<p><u>Diversity Round Discussion Guide</u></p> <ol style="list-style-type: none"> 1. Discuss the questions as an identity group in breakout rooms. Spend more time on the last question than the others. 2. Each group will share their discussion notes at the beginning of <u>next week's</u> session. Someone will need to be the spokesperson. 	Jason
10:50 - 11:00	Conclusion	<ul style="list-style-type: none"> -Session Outcomes -Non-Closure statement -Preview of next session -Thank You -<u>Brief Formative Survey</u> (you will need your 6-digit anonymous survey code) 	Jason



Sharpening Our Transformational Coaching Skills

Session #2 Hyper Doc Agenda

Fri. June 9, 2023 ~ 9:30-11:00 AM

<https://wcu.zoom.us/j/83308283481>

(All sessions will be recorded)

Session Focus

Foundational Skills: *Identity, Privilege, & Oppression*

Time	Activity	Notes/Links	Presenter
9:30-9:35	Welcome	<ul style="list-style-type: none"> • Introductions in chat • Purpose/Why • Review Communal Agreements • Session Outcomes 	Jason
9:35-10:10	Diversity Rounds Shareout	<ul style="list-style-type: none"> • Regroup to review discussion notes from last week & add additional thoughts, appoint spokesperson (10 mins) • Each group shares (5 mins each- 25 min total) 	Jason
10:10-10:40	Oppression & Privilege	<p>Oppression/Privilege Activity</p> <p>-Complete Part I and Part II- Self-work time- (15 mins)</p> <p>-Group Share Out- (15 mins)</p>	Kathleen
10:40-10:50	The Equity Rubric	<p>The Equity Rubric by Elena Aguilar</p> <p>Coaching for Equity book by Elena Aguilar</p>	Jason

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<p>10:50- 11:00</p>	<p>Conclusion</p>	<p>-Pre-work before next session:</p> <ul style="list-style-type: none"> • TED Talk video on Implicit Bias (18 minutes) • You will be given PD hours for this time! <p>-Brief Formative Survey (you will need your 6-digit anonymous survey code)</p>	<p>Jason</p>
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Sharpening Our Transformational Coaching Skills

Session #3 Hyper Doc Agenda

Fri. June 16, 2023 ~ 9:30-11:00 AM

<https://wcu.zoom.us/j/86851732953>

Session Focus

Connecting to Practice: *Addressing Equity Issues in Schools*

Time	Activity	Notes/Links	Presenter
9:30-9:40	Welcome	<ul style="list-style-type: none"> • Introductions • Session Outcomes • Agenda • Review Communal Agreements 	Jason
9:40-9:50	Why	Backwards Brain Bicycle video	Todd
9:50-10:10	Implicit Bias	Harvard Implicit Bias Survey Self-reflection sheet -Take the survey, get results, & self reflect- 15 mins -Discuss as a group- 5 mins	Jason
10:10-11:20	Addressing Equity Issues	Common Beliefs Survey <ol style="list-style-type: none"> 1. Complete the “First Thoughts” Survey completely anonymous (10 mins) 2. Split into small groups to discuss statements, background, and questions to consider (30 min) Common Beliefs Discussion Prompts Small Group Discussion Notes 3. Full group share out 	Jason

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		(20 mins)	
11:20-11:30	Conclusion	-Preview of next session - Brief Formative Survey (you will need your 6-digit anonymous survey code)	Jason



Sharpening Our Transformational Coaching Skills

Session #4 Hyper Doc Agenda

Fri. June 23, 2023 ~ 9:30-11:00 AM

<https://wcu.zoom.us/j/88952728139>

Session Focus

Connecting to Practice: *Changing Beliefs*

Time	Activity	Notes/Links	Presenter
9:30-9:40	Welcome	<ul style="list-style-type: none"> • Introductions • Session Outcomes • Agenda • Review Communal Agreements 	Jason
9:40-9:45	Why	- Village of 100 People video	Jason
9:45-9:50	Beliefs vs. Behaviors	As coaches, which do we address first?	Jason
9:50-10:00	How Are Beliefs Formed?	The Ladder of Inference	Jason
10:00-10:30	Changing Beliefs	<p>Six Conditions in Which Beliefs Change</p> <p>-JigSaw Slides</p> <p>-Excerpts from Chpt. 6- Coaching for Equity- Elena Aguilar</p> <p>Room 1 - Condition 1</p> <p>Room 2 - Condition 2</p> <p>Room 3 - Condition 3</p> <p>Room 4 - Condition 4</p> <p>Room 5 - Condition 5</p> <p>Room 6 - Condition 6</p> <p>-Create slides in small groups (15 mins)</p>	Todd

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		-Group share out (15 mins)	
10:30- 11:00	Addressing Racist Comments	<u>Role Play Activity</u> -Role Play in Pairs (20 mins) -Group reflection (10 mins)	Jason
11:00- 11:30	Conclusion	<u>Post Surveys:</u> (you will need your 6-digit anonymous survey code) 1. <u>Brief Formative Survey</u> (Feedback for Session #4) 2. <u>Post Summative Survey</u> (Same as the Pre-Survey to measure growth throughout the entire PD series)	Jason

Appendix F

The Equity Rubric by Elena Aguilar

The Equity Rubric

The Rubric

- This tool names indicators of equitable *inputs*. Many of these indicators address *teacher behavior*.
- The true indicator of equity is revealed in the *impact* that a teacher and school have on students, and what students gain from being in that classroom and school, which includes skills, abilities, knowledge, thoughts, feelings, a sense of belonging, and a sense of potential.

Overview of the Equity Rubric

Rubric Domain	Content
I. Teacher Beliefs	The teacher is aware of their biases and privileges.
II. Relationships and Culture	The teacher's ability to form positive relationships with students and to create a classroom that is safe, affirmative, and student-centered.
III. Class Environment	The teacher utilizes identity-affirming strategies to create a healthy community of learners.
IV. Rigor and Expectations	The teacher creates intellectually challenging work for students, holds them to high expectations, and communicates confidence in their ability to be successful.
V. Access and Participation	The teacher uses a wide range of strategies to ensure that every child has access to the content and that every child can learn.
VI. Student Performance	Every student is successful.
VII. Curriculum and Instruction	Curriculum and instructional practices are relevant, diverse, inclusive, affirming of many identities, and student-centered.

VIII. Family and Community Partnership	Parents are seen as valued partners and participate in their children's education in a variety of ways.
IX. School Culture	School staff intentionally build trusting, mutually respectful, and caring relationships with each other, and with students and their families.
X. Institutional and Organizational	The school's core policies and practices indicate a prioritization of equity.

How to Use This Rubric

- This rubric is a tool for reflection and ongoing development—and it's intended to push the conversation about equity.
- Engage with this tool in bite-sized chunks: Reflect on one domain at a time. Following the Rubric is a tool to support your reflection.
- Use this tool in community: with a Professional Learning Community (PLC), or a coach, mentor, or trusted administrator.
- Pay attention to the emotions that surface when using this tool, and explore what you can learn from them.

Two Key Definitions

- **Equity:** Educational equity means that (a) each child receives whatever they need to develop to their full academic and social potential, and (b) each child is successful in school.
- **Success:** Success must be defined by the local school community so that a definition of success is inclusive of student, parent, teacher, and larger community voices. This will allow the definition of success to take into account the local context and values, and will situate success in a larger system of access and opportunity.

A FRAMEWORK TO INCREASE INSTRUCTIONAL COACHES' CAPACITY

I. Teacher Beliefs	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. The teacher understands how their own identity markers (including race, class, and gender) impact how they teach.	○	○	○	○	
2. The teacher is aware of their implicit bias and how it influences their teaching and is committed to not acting from it.	○	○	○	○	
3. The teacher is aware of the privileges granted by their identity markers (including their race, ethnicity, religion, culture, gender, sexual orientation, socioeconomic status, language, physical, and neurotypical abilities).	○	○	○	○	
4. The teacher is aware of their own internalized oppression (if they belong to a historically marginalized group) and is committed to not acting from it.	○	○	○	○	
5. The teacher is aware of the unique ways that they can contribute to their students.	○	○	○	○	
Indicator of Inequity					
6. The teacher uses the phrase “these kids” coupled with a negative or deficit reference.					
7. The teacher talks disparagingly about students grouped by their ethnicity, religion, language, race, gender, sexual orientation, or abilities (or a combination of identity markers).					

A FRAMEWORK TO INCREASE INSTRUCTIONAL COACHES' CAPACITY

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II. Relationships and Culture		Strong Evidence of Equity	Some Evidence of Equity	No Evidence/Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity						
1.	Teacher communicates care, warmth, and personal regard for all students.	○	○	○	○	
2.	The teacher knows each child's preferred name and pronoun, and correctly pronounces their names; the teacher ensures that students know each other's names and pronouns and that they correctly pronounce names.	○	○	○	○	
3.	Praise and words of affirmation are extended to all students for their contributions, ideas, effort, kindness, perseverance, and so on. A ratio of five positive interactions for every one negative interaction is evident.	○	○	○	○	
4.	The teacher consistently makes many efforts to get to know all students, and to surface and highlight each student's strengths, skills, and unique contributions.	○	○	○	○	
5.	The teacher communicates warmth and care, and also holds children to high expectations.	○	○	○	○	
6.	The teacher works to reduce students' stress from microaggressions.	○	○	○	○	
7.	The teacher creates an environment that is intellectually and socially safe for learning.	○	○	○	○	
8.	The teacher creates space for student agency, autonomy, and voice.	○	○	○	○	
9.	Students are oriented toward themselves and each other, not just to the teacher.	○	○	○	○	
10.	Every child is encouraged to take leadership and helper roles in the classroom. These roles are distributed based on a child's skills, ability, and interest, and there is room for them to explore new roles to uncover new interests.	○	○	○	○	
11.	Seating arrangements in the classroom ensure that all students are a part of the community.	○	○	○	○	
Indicator of Inequity						
12.	Some groups of students grouped along gender, race, and linguistic ability clearly have more or less status in the class (e.g., boys are praised for being smart, girls are praised for being helpful, black boys are always in trouble).					
13.	The teacher's interactions with students, when examined along lines of gender and race/ethnicity, are disproportionate when categorized as positive or negative.					
14.	Students are isolated, either temporarily or on a long-term basis, and often those students fall along lines of marginalized groups (e.g., they are black or brown males).					

A FRAMEWORK TO INCREASE INSTRUCTIONAL COACHES' CAPACITY

III. Classroom Environment	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. The teacher uses multiple strategies to gain every child's attention and to ensure that every student understands directions.	○	○	○	○	
2. When students do not follow behavioral expectations, the teacher has a set of routines to use, of which students are aware, which are consistently used.	○	○	○	○	
3. The teacher makes expectations clear, uses physical proximity with students, and uses a warm and direct tone of voice.	○	○	○	○	
4. Principles of restorative justice are used to redirect challenging behavior, manage conflict, and repair harm when rules are broken.	○	○	○	○	
5. The emphasis in classroom management and student behavior is on how to be a positive member of a community (not on compliance and regulations).	○	○	○	○	
Indicator of Inequity					
6. Students of color are disproportionately disciplined for nonspecific, subjective offenses such as “defiance” or “disrespect.”					
7. Students of color, especially African American and Latino males, spend disproportional time in the office or in time-out.					
8. Children's bodies are heavily regulated: there is a great emphasis on walking silently, sitting straight, and so on.					

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IV. Rigor and Expectations	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. All students have the opportunity to develop their higher-order thinking skills.	○	○	○	○	
2. Students from marginalized communities and from low-income communities, and English Language Learners are offered many opportunities to develop cognitive skills and habits of mind that prepare them for advanced academic tasks.	○	○	○	○	
3. Teachers communicate confidence that all students are capable of engaging in intellectually challenging work.	○	○	○	○	
4. The teacher consistently communicates high expectations and offers the support and guidance to ensure all students meet expectations.	○	○	○	○	
5. The teacher supports students to take ownership of their learning.	○	○	○	○	
6. The teacher guides students to be metacognitive about their learning and to learn how to learn.	○	○	○	○	
Indicator of Inequity					
7. Teachers rely heavily on lecture, rote memorization, and “the basics.”					

A FRAMEWORK TO INCREASE INSTRUCTIONAL COACHES' CAPACITY

V. Access and Participation	Strong Evidence of equity	Some Evidence of equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. There is evidence that every child is engaged with their learning, and is participating, at all times.	○	○	○	○	
2. Children from marginalized communities—including English Language Learners, girls, and gender non-conforming children—participate in whole-class discussions and in small-group discussions comparable to their male, cis-gendered, and native English-speaking counterparts.	○	○	○	○	
3. In whole-class discussions, the teacher calls on students equitably, using strategies to vary participation.	○	○	○	○	
4. The teacher consistently uses wait time.	○	○	○	○	
5. The teacher makes time and space to honor student questions.	○	○	○	○	
6. When a student makes a mistake, the teacher responds in a clear and affirming way.	○	○	○	○	
7. In general, the teacher talks less than students talk.	○	○	○	○	
8. The teacher considers the needs of her students' families when making decisions about requesting they buy and bring their own supplies to school for projects, holiday gift exchanges, or any other occasion.	○	○	○	○	
9. If the curriculum is not inclusive of neuro-divergent thinkers, the teacher modifies instruction to meet their needs.	○	○	○	○	
10. The teacher employs trauma-informed practices when necessary and/or brings in people who can.	○	○	○	○	
Indicator of Inequity					
11. The teacher shames students publicly and/or privately.					

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VI. Student Performance		Strong Evidence of Equity	Some Evidence of Equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity						
1.	Different ways of knowing and expressing knowledge are valued and rewarded. Success is defined and measured in many ways.	○	○	○	○	
2.	Every student is successful in class.	○	○	○	○	
3.	Students are recognized for being positive contributors of a community.	○	○	○	○	
Indicator of Inequity						
4.	Testing data is prioritized and emphasized; success in tests is messaged as the ultimate goal and is valued above all else.					
5.	Performance data is publicly displayed and shared (even when student names have been removed) for the purpose of shaming or “creating urgency.”					
6.	There are notable discrepancies that run along lines of race/ethnicity and gender in performance data (e.g., English Language Learners perform poorly on writing assessments).					

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VII. Curriculum and Instruction	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. The teacher is a facilitator of learning, guiding students toward discovery, providing content expertise at times, and creating structures that facilitate student-directed learning.	○	○	○	○	
2. Students' knowledge, experience, wisdom, and background are valued and seen as resources for learning.	○	○	○	○	
3. Students' knowledge, experience, wisdom, and background are accessed, centralized, and incorporated authentically into learning.	○	○	○	○	
4. Teachers use students' real-life experiences to help students connect with and make meaning of in-school learning.	○	○	○	○	
5. Teachers offer students authentic opportunities to process content in a variety of ways.	○	○	○	○	
6. Students can process new content using methods from oral traditions.	○	○	○	○	
7. The curriculum—or at the very least, instruction—emphasizes higher-order thinking skills, an inquiry approach, and student ownership over learning.	○	○	○	○	
8. The experiences and stories of historically marginalized groups are integrated into and centralized in the curriculum. They are not relegated to a unit or month.	○	○	○	○	
9. The experiences of historically underserved groups are not reduced and limited to their experiences of suffering. People of color do not appear in literature simply to talk about their experiences of oppression.	○	○	○	○	
10. Whenever possible, the teacher includes literature by authors whose racial and cultural background reflects that of their students.	○	○	○	○	
11. The voices and experiences of people who have been historically marginalized are prioritized—even if members of those groups are not among the student population.	○	○	○	○	
12. The teacher connects new content to culturally relevant examples and metaphors from students' communities and everyday lives.	○	○	○	○	
13. The teacher encourages multiple perspectives (from multiple ways to solve a math problem, to multiple interpretations of a poem, to multiple perspectives on current and historical events).	○	○	○	○	
Indicator of Inequity					
14. Students are seen as vessels to fill with information.					

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VIII. Family and Community Partnership	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. Parents and families are viewed as partners in the education of students.	○	○	○	○	
2. Parents' and families' knowledge and wisdom of their children and community are tapped into.	○	○	○	○	
3. There is dialogue with parents about the issues that are important to them, and these issues are included in classroom curriculum and activities.	○	○	○	○	
4. Parents are warmly invited into the classroom, their input is welcomed, and they are listened to.	○	○	○	○	
5. The teacher makes every possible effort to communicate with parents across linguistic differences, seeking out interpreters and making efforts to cross language barriers with nonverbal communication.	○	○	○	○	
6. The teacher uses a variety of structures to communicate with parents and to get their input, perspective, and feedback.	○	○	○	○	
7. There are no patterns of disparity between which groups of parents the teacher contacts with concerns (e.g., parents of African American males are not contacted more often than other groups). There are also no differences in the quality of those contacts.	○	○	○	○	

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IX. School Culture	Strong Evidence of Equity	Some Evidence of Equity	No Evidence/Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity					
1. Every staff member contributes to building a culture that emphasizes trust, connection, and support.	○	○	○	○	
2. Every staff member communicates warmth, care, and high expectations.	○	○	○	○	
3. Teachers and administrators speak about children and families with respect, curiosity, and compassion. No one is shamed, ever.	○	○	○	○	
4. Teachers and administrators acknowledge each other's as well as students' and families' unique cultural perspectives and assets.	○	○	○	○	
5. Teachers and administrators listen with curiosity to each other, to families, and to students.	○	○	○	○	
6. Teachers, coaches, and administrators seek to understand family and student experiences and perspectives.	○	○	○	○	
7. The school has a shared positive culture that is inclusive and intentionally cultivated. Every adult, child, and family member who are part of the school have regular opportunities to reflect on shared values and to offer the school feedback.	○	○	○	○	
8. The school's approach to culture-building is inclusive of multiple viewpoints.	○	○	○	○	
9. The school's approach to discipline builds understanding, empathy, and self-awareness.	○	○	○	○	
10. When consequences are issued, they emphasize repairing harm, rebuilding relationships, and strengthening community.	○	○	○	○	
11. Teachers, coaches, and administrators employ multiple channels to seek out parent perspectives and input and do so consistently and regularly.	○	○	○	○	
12. Teachers, coaches, and administrators recognize the contributions of all children and have ways to publicly acknowledge those contributions.	○	○	○	○	
13. Teachers, coaches, and administrators intentionally build trusting, mutually respectful, and caring relationships with students and families.	○	○	○	○	

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X. Institutional and Organizational		Strong Evidence of Equity	Some Evidence of Equity	No Evidence/ Inconclusive	Evidence of Inequity	Evidence: Observed Examples
Indicator of Equity						
1.	Teachers and leaders reflect the racial and ethnic/cultural composition of their students.	○	○	○	○	
2.	The school's mission and vision explicitly include a commitment to equity.	○	○	○	○	
3.	Strategic plans, goals, and initiatives reflect a prioritized commitment to equity. Equity is not approached as an add-on initiative, but is integrated into every facet of teaching, learning, and leading.	○	○	○	○	
4.	Financial resources are allocated for the school's equity plans, goals, and initiatives. A school's budget reflects the prioritization of this commitment.	○	○	○	○	
5.	Teachers, coaches, and administrators disaggregate data according to race, ethnicity, home language, gender, and ability in order to see evidence of disproportionality and to determine where to allocate energy and resources.	○	○	○	○	
6.	Performance data, graduation data, number of students in Advanced Placement (AP) classes, and so on do not reflect the status quo; that data indicates an interruption of inequitable patterns.	○	○	○	○	
7.	The school ensures that students are aware of prerequisite courses for college and that these courses are available to all students.	○	○	○	○	
8.	The school does not have homogenous grouping (tracking) or the school is actively de-tracking.	○	○	○	○	
9.	Small groups, tutors, mentors, instructional assistants, and counselors support students individually and in small groups.	○	○	○	○	
10.	The school has a comprehensive and inclusive hiring process conducive to hiring teachers who are highly trained and experienced, who have deep pedagogical content knowledge, who are knowledgeable about systemic oppression, who have reflected on their own unconscious bias and their identity in relation to power and privilege, and who have shown commitment to equitable practices.	○	○	○	○	
11.	The school invests in high-quality, ongoing professional development (PD), including coaching, so teachers have the deep pedagogical content knowledge and cultural competence to support student	○	○	○	○	

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learning, especially if children are not successful or below grade-level.					
12. The school prioritizes professional learning (including coaching) for every member of staff, and on every item on this rubric.	○	○	○	○	

Reflect

- Which domains and indicators on this rubric are my strengths?
- How did I develop those skills and dispositions?
- Which domains and indicators do I want to prioritize developing?
- Which observable student behaviors would be evidence of my growth in those domains and indicators?
- What's the first step I could take to make growth in my prioritized areas for development?

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Appendix G

Detailed Implementation Timeline

Date	Activity	Focus/Topic	Modality	Time	Data Collection
April - May 2023	Recruiting	Recruit NCNTSP Instructional Coaches to Participate in Research Study	In-Person/Virtual	N/A	N/A
April - May 2023	PD Planning	Plan PD Sessions	N/A	N/A	N/A
Week of May 29, 2023	Pre-Assessment Survey	Gather pre-data	Virtual Asynchronous	20	Pre-assessment Qualtrics Survey
Friday, June 2, 2023	Professional Development Session 1	Foundational Skills: Identity & Diversity	Virtual Synchronous	90	Formative Assessment Qualtrics Survey
Friday, June 9, 2023	Professional Development Session 2	Foundational Skills: <i>Identity, Privilege, & Oppression</i>	Virtual Synchronous	90	Formative Assessment Qualtrics Survey
Friday, June 16, 2023	Professional Development Session 3	Connecting to Practice: <i>Addressing Equity Issues in Schools</i>	Virtual Synchronous	90	Formative Assessment Qualtrics Survey
Friday, June 23, 2023	Professional Development Session 4	Connecting to Practice: <i>Changing Beliefs</i>	Virtual Synchronous	90	Formative Assessment Qualtrics Survey
Week of June. 26, 2023	Post-Assessment Survey	Gather post-data as Leading Outcome Measure (Did it work?)	Virtual Asynchronous	20	Summative Post-assessment Qualtrics Survey
July-Nov 2023	Data Analysis	Analyze Formative Data & Leading Summative Data	N/A	N/A	N/A
By Nov. 10, 2023	Post-Assessment Survey	Gather post-data as a Lagging Outcome Measure (Did it result in a change of practice?)	Virtual Asynchronous	20	Summative Post-assessment Qualtrics Survey
Nov 2023	Data Analysis	Analyze Summative Lagging Data	N/A	N/A	N/A
Dec 2023	Data Analysis	Finish All Data Analysis	N/A	N/A	N/A

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Implementation Timeline Key:

Recruiting- Yellow

Professional Development- Pink

Data Collection- Green

Data Analysis- Blue

Appendix H

Formative Survey Questions

1. Please select the option which most accurately reflects your agreement/disagreement about the following statement: This professional development session increased my capacity/knowledge to support equitable and inclusive instructional practices for beginning teachers. (DM)
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

2. How many instructional practices could you confidently implement into your coaching practices as a result of this professional development session? (PM)
 - a. None
 - b. 1-2 instructional practices
 - c. 3-4 instructional practices
 - d. 5 or more instructional practices

3. How many of those instructional practices do you plan to implement into your coaching practices as a result of this professional development session? (PM)
 - a. None
 - b. 1-2 instructional practices
 - c. 3-4 instructional practices
 - d. 5 or more instructional practices

4. What was the most impactful part of this professional development session? (BM)
 - a. Open response

5. What was the least impactful part of this professional development session? (BM)
 - a. Open response

6. What would you change about this specific professional development session if it were offered to another group of instructional coaches? (DM)
 - a. Open response

7. What general feedback do you have about the content or delivery of the professional development session? (PM)
 - a. Open response

Formative Survey Key:

BM= Balance Measure- Did it work as intended?

DM= Driver Measure- Is it working?

PM= Process Measure- How is it working?

Appendix I

Pre and Post-Assessment Leading Summative Survey

(To be given twice: once before the PD series & once after the PD series)

Demographic Information (To be collected at the Pre-Assessment only)

1. Last Name: Fill in the blank
2. First Name: Fill in the blank
3. NCNTSP Email Address: Fill in the blank
4. NCNTSP Region: Multiple Choice (list all regions)
5. Total Years of Experience in Education: 1-40
6. Total Years of Experience Teaching in a Classroom: 1-30
7. Total Years of Experience as an Instructional Coach: 1-30
8. Subjects Taught: Multiple Choice (list all subjects)
9. Grade Levels Taught: PK-12
10. Racial Identity:
 - White
 - Black/African American
 - American Indian/Alaskan Native
 - Asian
 - Native Hawaiian/Pacific Islander
 - (Fill in the blank)
11. Gender:
 - Male
 - Female
 - Nonbinary
12. English Was My First Language:
 - True
 - False

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Prefer not to answer

13. I Have Previously Experienced Poverty:

True

False

I prefer not to answer

14. I have previously experienced discrimination and/or exclusion:

True

False

Prefer not to answer

Leading Pre and Post-Assessment Survey Questions (Balancing Measures)

For questions 1-9, please select the option which most accurately reflects your confidence level about the following statements:

1. I am confident in my capacity to support equitable and inclusive instructional practices with beginning teachers.
 - a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
2. I am confident in my capacity to suggest specific research-based instructional strategies that align with particular indicators of equity and inclusion.
 - a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
3. I feel confident in my capacity to support teachers' awareness of their biases and privileges.
 - a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
4. I feel confident in my capacity to support teachers' ability to form relationships with students and create a safe, affirmative, and student-centered classroom.
 - a. Completely confident
 - b. Fairly confident

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- c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
5. I feel confident in my capacity to support teachers' ability to utilize identity-affirming strategies to create a healthy community of learners.
- a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
6. I feel confident in my capacity to support teachers' ability to create intellectually challenging work for students, hold them to high expectations, and communicate confidence in their ability to be successful.
- a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
7. I feel confident in my capacity to support teachers' ability to use a wide range of strategies to ensure that every child has access to the content and can learn.
- a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
8. I feel confident in my capacity to support teachers' ability to ensure that every student is successful.
- a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident
9. I feel confident in my capacity to support teachers' ability to ensure curriculum and instructional practices are relevant, diverse, inclusive, affirming of many identities, and student-centered.
- a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident

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For questions 10-13, please select the option which most accurately reflects your awareness of the following statements:

10. I know how my own identity markers impact how I support beginning teachers in my role as an instructional coach.
 - a. Extremely aware
 - b. Very aware
 - c. Moderately aware
 - d. Slightly aware
 - e. Not at all aware

11. I am aware of the privileges granted by my own identity markers and how they influence my ability to support beginning teachers in my role as an instructional coach.
 - a. Extremely aware
 - b. Very aware
 - c. Moderately aware
 - d. Slightly aware
 - e. Not at all aware

12. I am aware of my own implicit bias and how it influences my ability to support beginning teachers in my role as an instructional coach.
 - a. Extremely aware
 - b. Very aware
 - c. Moderately aware
 - d. Slightly aware
 - e. Not at all aware

13. I am aware of my own internalized oppression (if I belong to a historically marginalized group) or the internalized oppression of others.
 - a. Extremely aware
 - b. Very aware
 - c. Moderately aware
 - d. Slightly aware
 - e. Not at all aware

For questions 14-18, please select the option which most accurately reflects your agreement/disagreement with the following statements:

14. I have the professional training to support teachers working with students from diverse cultural backgrounds.
 - a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree

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15. Diversity education will foster educational equity.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
16. I am aware of the effects of race and gender bias and stereotyping on children.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
17. I am comfortable confronting statements made by other faculty that are racially or culturally biased or prejudiced.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
18. I take the initiative in dispelling prejudices, stereotypes, and misconceptions among students.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

For questions 19-21, please select the best option for the following questions:

19. How often do you think about what teachers you coach of different races, ethnicities, or cultures experience?
- Almost always
 - Frequently
 - Sometimes
 - Once in a while
 - Almost never
20. How comfortable are you discussing race-related topics with the teachers you coach?
- Extremely comfortable
 - Quite comfortable
 - Somewhat comfortable

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- d. Slightly comfortable
 - e. Not at all comfortable
21. When a sensitive issue of diversity arises in a classroom you support, how easily can you think of strategies to address the situation?
- a. Extremely easily
 - b. Quite easily
 - c. Somewhat easily
 - d. Slightly easily
 - e. Not at all easily

Appendix J

Lagging Post Assessment Summative Survey

(To be given approximately 3 months after the PD series)

(Balancing Measures)

1. Since completing the professional development series, I am confident in my ability to support equitable and inclusive instructional practices with beginning teachers.
 - a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident

2. Since completing the professional development series, I am confident in suggesting specific research-based instructional strategies that align with indicators of equity and inclusion.
 - a. Completely confident
 - b. Fairly confident
 - c. Somewhat confident
 - d. Slightly confident
 - e. Not confident

3. In my role as an instructional coach, I use the knowledge I gained in this professional development series:
 - a. Everyday
 - b. At least once per week
 - c. At least once per month
 - d. Rarely
 - e. Never

4. Since completing the professional development series, I have used the following domains of The Equity Rubric in my coaching support:
 - a. Domain 1: Teacher Beliefs
 - b. Domain 2: Relationships and Culture
 - c. Domain 3: Class Environment
 - d. Domain 4: Rigor and Expectations
 - e. Domain 5: Access and Participation
 - f. Domain 6: Student Performance
 - g. Domain 7: Curriculum and Instruction

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5. I have successfully applied the content of the professional development series in the following ways:
 - a. Face-to-face coaching during a discussion
 - b. Face-to-face coaching while modeling
 - c. Face-to-face coaching while co-teaching
 - d. Coaching in written feedback
 - e. Virtual coaching during a discussion
6. My capacity to support beginning teachers with equitable and inclusive instructional practices has improved through the application of The Equity Rubric.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
7. Would you recommend this professional development series to other instructional coaches working in NCNTSP?
 - a. Yes
 - b. No
8. Would the expansion of this professional development series to all NCNTSP instructional coaches support the EDI goals of the NCNTSP?
 - a. Yes
 - b. No
 - c. Partially
9. Does The Equity Rubric align with the overall mission of the NCNTSP?
 - a. Yes
 - b. No
 - c. Partially
10. What was the most impactful part of this professional development series?
 - a. Open response
11. What was the least impactful part of this professional development series?
 - a. Open response
12. What would you change about this professional development series if it were offered to another group of instructional coaches?
 - a. Open response
13. What aspects of the professional development series do you plan to continue to use in your coaching practices?
 - a. Open response

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14. What general feedback do you have about the content or delivery of the professional development series?
 - a. Open response