

Abilene Christian University

## Digital Commons @ ACU

---

Electronic Theses and Dissertations

Electronic Theses and Dissertations

---

11-2021

# Perceptions of Classroom Management Coaching at District A Independent School District

Ashley L. Brittain  
alb18d@acu.edu

Follow this and additional works at: <https://digitalcommons.acu.edu/etd>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Elementary and Middle and Secondary Education Administration Commons](#), [Elementary Education Commons](#), [Elementary Education and Teaching Commons](#), [Higher Education Administration Commons](#), [Higher Education and Teaching Commons](#), [Junior High, Intermediate, Middle School Education and Teaching Commons](#), [Other Education Commons](#), [Other Educational Administration and Supervision Commons](#), [Other Teacher Education and Professional Development Commons](#), [Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons](#), [Secondary Education Commons](#), [Secondary Education and Teaching Commons](#), and the [Urban Education Commons](#)

---

### Recommended Citation

Brittain, Ashley L., "Perceptions of Classroom Management Coaching at District A Independent School District" (2021). Digital Commons @ ACU, *Electronic Theses and Dissertations*. Paper 421.

This Dissertation is brought to you for free and open access by the Electronic Theses and Dissertations at Digital Commons @ ACU. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ ACU.

This dissertation, directed and approved by the candidate's committee, has been accepted by the College of Graduate and Professional Studies of Abilene Christian University in partial fulfillment of the requirements for the degree

**Doctor of Education in Organizational Leadership**

*Nannette W. Glenn, Ph.D.*

---

Dr. Nannette Glenn, Dean of the  
College of Graduate and Professional  
Studies

Date: November 11, 2021

Dissertation Committee:

*Kyle Butler*

---

Dr. Kyle Butler, Chair

*Karan Duwe*

---

Dr. Karan Duwe

*Mary Christopher*

---

Dr. Mary Christopher

Abilene Christian University  
School of Educational Leadership

Perceptions of Classroom Management Coaching at District A Independent School District

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education

by

Ashley L. Brittain

December 2021

## **Dedication**

This dissertation is dedicated to my wonderful husband, Heath, and four daughters, Kylie, Reagan, Harlee, and Reese. I know I have been “absent” at times, and I cannot put into words the amount of love and gratitude I have for each of you! There was never a time in this three-year journey that any of you made me feel guilty for fulfilling this, what seemed to be sometimes unachievable, goal! I would not be where I am without each of you! So, thank you!!

To Heath:

I would never have entered the field of education if it weren’t for you. Your dedication to the field of education and coaching young men in not only football but also character-building is truly inspiring. Coaching is a position that comes with a great deal of sacrifice. You have given up so much to fulfill your calling. Seeing the passion you have for what you do lit a fire in me that I, quite frankly, never saw coming. I can never thank you enough for that.

To Kylie, Reagan, Harlee, and Reese:

You will never know how proud and honored I am to be your Mom. I love you more and more each day and can’t wait to see the amazing things you will bring to this world. Will Smith once said, “Don’t ever let someone tell you that you can’t do something. You got a dream, you gotta protect it. When people can’t do something themselves, they are going to tell you that you can’t do it.” When you are faced with critics who tell you that your goals are “too big” or “impossible,” simply respond to them with “challenge accepted” and prove them wrong. There is nothing in this world that you can’t do. Don’t ever let anyone, including me, tell you that you can’t! Go be great!

I also want to thank God for carrying me through this journey amid several struggles that, at times, made me want to quit. Thank you for helping me be a woman who doesn’t quit. I have

learned so many lessons on perseverance through this journey, and I am forever grateful for them!

## Acknowledgments

I want to also thank my extended family and my village. I want to thank my mom, Lisa, who taught me that no matter how tired you are or how bad you feel, you put your big girl panties on and take care of business. To my dad, Ron, thank you for all of the hours-long phone conversations where you talked me through my challenges and always offered solutions. To my late stepdad, Keith, thank you for teaching me what unconditional love looks like. Your support did not go unnoticed, and I will forever miss your sarcastic, goofy sense of humor. I want to thank all of my friends who have helped me with the girls over the last three years. There were times when I just needed to write, and I so appreciate you for stepping in to help out without ever being asked. To Dr. Samantha Dove, thank you for the daily conversations that were sometimes just a space for me to talk about nonsense or complain about how exhausted I was. Thank you for always encouraging me while also never accepting my excuses. Thank you for being real and not just telling me what you thought I would want to hear.

To Dr. Kyle Butler, my dissertation chair, thank you for your patience with me throughout this journey. I know I am not the easiest to work with, and I thank you for never making me feel like I was a burden to you. As you have learned, I am a girl with big goals and will go to the ends of the earth to achieve those goals. Thank you for never telling me that my goals were “too big.” You always prepared me for the what-if scenarios but never discouraged me from trying to meet my goals. I know you were my biggest cheerleader in getting this thing done! Thank you! To my committee, Dr. Karan Duwe and Dr. Mary Christopher, thank you for pushing me to answer questions that I had never considered needing to answer. You challenged me to do the best work that you knew I could do.

Finally, I want to thank the teachers, administrators, and CICs who participated in this study. Without you, this study would not exist. Thank you for your contribution!

© Copyright by Ashley Brittain (2021)

All Rights Reserved



## **Abstract**

This study addressed teacher retention and research-to-practice gaps in the literature related to classroom management coaching and what types of teacher support are the best and why. The purpose of this qualitative case study was to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A Independent School District's campus intervention coach model. This study attempted to understand better the perceptions of how the campus intervention coach model influences teachers' decisions to remain in the profession; how teachers, campus administrators, and campus intervention coaches perceive the campus intervention coach model's effectiveness in reducing the percentage of students involved in disciplinary referrals; and what recommendations teachers, campus administrators, and campus intervention coaches had on how to improve the campus intervention coach model. The research was conducted using semistructured Zoom interviews of teachers, administrators, and campus intervention coaches in District A Independent School District. Findings indicated that teachers, administrators, and campus intervention coaches perceived building relationships and building teacher efficacy as strategies that influence teachers' decisions to remain in the profession. Additional findings revealed that teachers, administrators, and campus intervention coaches perceived that assisting teachers with establishing a well-managed classroom and setting all students up for success influenced decreasing the percentage of students involved in disciplinary referrals. Recommendations for improving the program in both areas included increasing the coaching workforce, aligning all stakeholders, increasing campus intervention coach presence on campus, and equipping teachers through additional training on Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning.

*Keywords:* teacher retention, student discipline, classroom management, classroom management coaching, mentoring, teacher support

## Table of Contents

Acknowledgments.....	iii
Abstract.....	vi
List of Tables .....	xi
List of Figures .....	xii
Chapter 1: Introduction.....	1
Statement of the Problem.....	3
Purpose.....	4
Research Questions .....	4
Definition of Key Terms .....	5
Chapter Summary .....	7
Chapter 2: Literature Review .....	9
Conducting the Literature Review .....	10
Teacher Turnover.....	11
Effects of Teacher Turnover .....	11
Challenges Teachers Face.....	13
Overcoming Those Challenges .....	14
Support Systems for Teachers .....	15
Classroom Management.....	15
Classroom Management Coaching .....	17
Characteristics of Effective Coaches .....	18
Classroom Management Coaching Frameworks .....	19
Conceptual Framework .....	24
Classroom Check-Up.....	24
Classroom Management Strategies.....	25
Behavioral Consultation.....	30
Cognitive-Behavioral Coaching.....	31
The Revised PRACTICE Model of Coaching .....	33
Mentoring.....	35
Chapter Summary .....	36
Chapter 3: Research Method.....	38
Research Design and Method .....	39
Population .....	40
Study Sample .....	40
Study Instrument.....	42
Data Collection and Analysis Procedures .....	43
Methods for Establishing Trustworthiness .....	46

Researcher's Role .....	49
Ethical Considerations .....	49
Addressing Potential Instrumentation and Researcher Bias Concerns .....	50
Assumptions.....	51
Limitations .....	51
Delimitations .....	51
Chapter Summary .....	52
 Chapter 4: Results .....	 53
Review of Participant Selection.....	54
Data Analysis Process .....	57
Discussion of the Findings.....	62
Research Question 1 .....	63
Building Relationships.....	63
Building Teacher Efficacy .....	66
Research Question 2 .....	69
Creating a Well-Managed Classroom.....	70
Setting Clear Expectations .....	71
Use of STOIC Framework .....	71
Well-Defined Processes and Procedures .....	73
Setting All Students Up for Success .....	73
Individualized Student Support Plans .....	73
Other Strategies That Set All Students Up for Success .....	75
Research Question 3 .....	76
Increasing Coaching Workforce .....	77
Aligning of Stakeholders .....	78
Research Question 4 .....	79
Increasing CIC Presence on Campus .....	80
Equipping Teachers .....	81
Chapter Summary .....	84
 Chapter 5: Discussions, Conclusions, and Recommendations .....	 86
Summary and Interpretation of the Findings .....	87
Findings Related to Past Literature.....	87
Research Question 1 .....	88
Research Question 2 .....	90
Research Question 3 .....	92
Research Question 4 .....	93
Limitations .....	94
Recommendations for Practical Application .....	95
Practical Applications for Teachers .....	95
Practical Applications for Administrators .....	96
Practical Applications for CICs .....	97
Practical Applications for District A ISD .....	98
Practical Applications for Higher Education .....	98

Recommendations for Future Research .....	99
Conclusion .....	99
References .....	101
Appendix A: Invitation to Participate in the Study .....	116
Appendix B: Consent Form .....	117
Appendix C: Interview Questions .....	120
Appendix D: IRB Approval .....	123

## List of Tables

Table 1. Components of Effective Coaching .....	19
Table 2. The Revised PRACTICE Model of Coaching .....	33
Table 3. Alignment of Interview Questions to Research Questions .....	43
Table 4. Using NVivo With the Framework Approach .....	45
Table 5. Participant Profiles: Teachers .....	55
Table 6. Participant Profiles: Administrators .....	56
Table 7. Participant Profile: CICs .....	57
Table 8. Major Themes .....	62
Table 9. Themes Derived from Research Question 1 .....	64
Table 10. Strategies Used to Strengthen Teacher Efficacy .....	66
Table 11. Themes Derived from Research Question 2 .....	70
Table 12. STOIC Framework Description by CIC 5 .....	71
Table 13. Benefits of Individualized Student Support Plans .....	73
Table 14. Themes Derived from Research Question 3 .....	77
Table 15. Themes Derived from Research Question 4 .....	80
Table 16. Recommended Training to Equip Teachers .....	81

## **List of Figures**

Figure 1. Incredible Years Teacher Classroom Management Teaching Pyramid .....	22
Figure 2. Experiences of Cognitive-Behavioral Coaching .....	32
Figure 3. Mind Map–Classroom Management Coaching at District A ISD.....	61
Figure 4. Venn Diagram of Themes: Research Question 1 .....	69
Figure 5. Venn Diagram of Themes: Research Question 2 .....	76
Figure 6. Venn Diagram of Themes: Research Question 3 .....	79
Figure 7. Venn Diagram of Themes: Research Question 4 .....	83
Figure 8. Venn Diagram of Major Themes.....	84

## **Chapter 1: Introduction**

The percentage of U.S. K–12 teachers who leave the profession has increased substantially since 2000, with the national teacher turnover rate hovering around 8% (Carver-Thomas & Darling-Hammond, 2017). Teacher turnover significantly impacts the quality of education and children’s development and creates tremendous financial burdens for school districts (Carver-Thomas & Darling Hammond, 2017; Gaikhorst et al., 2015). Society expects teachers to take control of a classroom and start teaching immediately, leading to frustration and eventual teacher turnover (Sowell, 2017). When addressing the issue of teacher retention, teachers and principals identify classroom management as one of the most challenging aspects for teachers (Uribe-Zarain et al., 2019). Furthermore, mentoring and support are perceived by school leaders as foundational to retain new teachers, with many teachers reporting they could not have acclimated in their first year without a mentor teacher (Faremi, 2017; Zavelevsky & Lishchinsky, 2020), and urban school leaders suggest that mentoring and support programs consist of coaching through classroom observations, feedback, and teacher training (Hammonds, 2017). Therefore, school leaders should put as much effort into teacher retention strategies as they do with teacher recruitment strategies (Hammonds, 2017).

This teacher attrition issue is of critical importance at District A Independent School District (ISD; pseudonym), a large urban school district in Texas. The district’s teacher turnover rate is 22.5%, which is roughly 6% higher than the average teacher turnover rate in the state of Texas (Texas Education Agency [TEA], 2019); the percentage of students involved in disciplinary referrals is much higher than the state average (TEA, 2019). The district’s culture and climate task force reviewed several student behavior intervention programs to address this



issue. However, instead of purchasing a stand-alone program, they adopted a teacher mentoring and support program that included creating 10 classroom management coaching positions.

By taking a proactive approach with teachers to improve classroom management, this program's goal was to increase teacher retention and reduce the percentage of students involved in disciplinary referrals. The campus intervention coaches' (CICs) strategies include using the Classroom Check-Up (Reinke et al., 2011), modeling, behavior rehearsal, live prompting, verbal performance feedback, graphic and written performance feedback, goal setting, and mentoring (Garbacz et al., 2015). The campus intervention coaching model is currently in its third year of operation and includes eight coaches.

District A ISD serves approximately 16,000 students and has a very diverse K–12 student population, with 76% of the students classified as economically disadvantaged. The district is comprised of 23 campuses (14 elementary, two intermediate, two middle schools, four high schools, and one alternative school) and employs 2,435 individuals, of which 1,139 are teachers and 5% classified as minorities. Finally, the district employs 1,139 teachers with an average of 9.3 years of experience, 22 principals with an average of 5.5 years of experience, and 47 assistant principals with an average of 4.3 years of experience (TEA, 2019). Two of District A ISD's goals are:

1. Culture or Climate Goal: Support a culture and climate that encourages a shared responsibility for a positive learning environment that encourages positive regard for all people.
2. Workforce Goal: Maintain a high-quality workforce through competitive benefits and differentiated professional learning.

## **Statement of the Problem**

Although researchers have identified evidence-based classroom management practices, the research-to-practice gap remains (Garbacz et al., 2015; Garwood et al., 2017; Sowell, 2017). For example, minimal research has been conducted at the classroom level where teachers struggle with classroom management (Farmer et al., 2014). This struggle includes an increased risk for student disciplinary referrals when teachers cannot develop positive classroom cultures and understand ways to deescalate student behavior (Skiba et al., 2016). Furthermore, student misbehavior, whether perceived or observed, is related to teachers' level of stress and burnout and can adversely affect teacher retention (Bottiani et al., 2019). A potential solution includes on-site mentoring, consultation, and in-person coaching with follow-up, as these are critical components that may influence changes in the way teachers manage their classrooms (Carr et al., 2017; Garwood et al., 2017). However, the general problem is that future research is needed to evaluate which types of teacher support are the best and why (Fallon et al., 2019; Garbacz et al., 2015; Ingersoll & Strong, 2011; Zavelevsky & Lishchinsky, 2020).

To increase teacher retention and decrease the percentage of students involved in disciplinary referrals, District A ISD created a team of campus intervention coaches (CICs) specializing in coaching teachers, specifically related to classroom management, and providing a mentor-type relationship. However, it is unclear how classroom management coaching or mentoring impacts teacher retention in District A ISD, preventing an accurate assessment of the campus intervention coaching model. More research is needed to gauge the effectiveness of mentoring new teachers. As education goals continue to increase and become more rigorous, there is even greater importance in having effective and experienced teachers stay in the classroom (Sowell, 2017). Furthermore, research is needed on implementation and the

perceptions of teachers who receive coaching support (Pas et al., 2016) and their perceptions of the value of specific classroom management coaching strategies (Fallon et al., 2019).

At District A ISD, the CIC model is new, and classroom management coaching has not been widely researched in the literature. Therefore, further research is needed to understand better how the classroom management coaching or mentoring represented in the District A ISD CIC model is influencing teachers' decisions to remain in the profession and how the classroom management coaching or mentoring represented in the District A ISD campus intervention coaching model can be improved to influence teachers' decisions to remain in the profession. Because coaching approaches vary, a more in-depth examination of the District A ISD CIC model's purposes, elements, and processes is warranted (Kurz et al., 2017).

### **Purpose**

The purpose of this qualitative case study was to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. This study attempted to understand better the perceptions of how the CIC model influences teacher's decisions to remain in the profession; how teachers, campus administrators, and campus intervention coaches perceive the CIC model's effectiveness in reducing the percentage of students involved in disciplinary referrals; and what recommendations teachers, campus administrators, and campus intervention coaches had on how to improve the CIC model. Additionally, this study's results may contribute to the literature on how classroom management coaching or mentoring influences teachers' decisions to remain in the profession and how the CIC model influences the percentage of students involved in disciplinary referrals.

### **Research Questions**

The following research questions guided this study.

RQ1: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession?

RQ2: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals?

RQ3: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession?

RQ4: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals?

### **Definition of Key Terms**

**Behavior rehearsal.** Behavior rehearsal occurs when a CIC guides the teacher in reciting and practicing the steps of a strategy before it is used in an authentic classroom situation (Garbacz et al., 2015).

**Behavioral consultation.** Behavioral consultation occurs when a CIC works with a teacher who is struggling with a specific student and not the entire class (Kratochwill & Bergan, 1990).

**Campus intervention coach (CIC).** Campus intervention coaches work under the model of investing in people. The coaches are accomplished teachers with a breadth of K–12 experience who support teachers and assist with planning interventions for students with high-risk behaviors (District A ISD, 2021).

**Classroom Check-Up.** The Classroom Check-Up is a resource that CICs can use to support effective classroom management (Reinke et al., 2011).

**Classroom management.** Classroom management is often referred to as the “social curriculum” (Skiba et al., 2016, p. 122) and entails the teacher having control of the class and minimizing student misbehavior; it also involves processes intended to promote positive classroom culture, high levels of student engagement, and less student conflict and disruption.

**Classroom management coaching.** Classroom management coaching encompasses strategies used by the CIC when working with their assigned teachers at District A ISD, including modeling, behavior rehearsal, live prompting, verbal performance feedback, graphic and written performance feedback, and goal setting. The classroom management coach should facilitate the implementation of evidence-based interventions (Garbacz et al., 2015).

**Cognitive-behavioral coaching.** Cognitive-behavioral coaching is an approach that combines the use of cognitive, behavioral, and problem-solving techniques and strategies within a cognitive-behavioral framework to enable teachers to achieve realistic goals (Palmer & Szymanska, 2007).

**Disciplinary referral.** A disciplinary referral is a document written by a classroom teacher in response to student behavior that could not be addressed through classroom management strategies (Martinez & Zhao, 2018).

**Goal setting.** Goal setting involves the CIC guiding the teacher through self-selecting goals they want to target and creating a plan on how to achieve those goals (Garbacz et al., 2015).

**Graphic and written performance feedback.** Graphic and written performance feedback involves the CIC methodically graphing behavior over different periods of time. This may or may not be coupled with written feedback (Garbacz et al., 2015).

**Incredible Years Teacher Classroom Management intervention.** The Incredible Years Teacher Classroom Management (IY TCM) intervention is an evidence-based program that is provided to teachers to encourage their use of effective classroom management strategies, with coaching being embedded in the program (Reinke et al., 2012).

**Live prompting.** Live prompting involves the CIC providing the teacher in-the-moment feedback while implementing or practicing a specific skill or strategy (Garbacz et al., 2015).

**Mentoring.** Mentoring involves the CIC guiding, counseling, and encouraging (Kram, 1985) their assigned teachers.

**Modeling.** Modeling occurs when the CIC demonstrates a targeted skill for a teacher before they implement the skill (Garbacz et al., 2015).

**PRACTICE method of coaching.** The PRACTICE method of coaching consists of a seven-step approach that provides the coach with possible questions and statements to use when speaking with the teacher and actions for both the coach and teacher to take (Palmer, 2008).

**Verbal performance feedback.** Verbal performance feedback involves the CIC providing verbal feedback to the teacher describing their performance (Reid & Parsons, 2000).

## **Chapter Summary**

Chapter 1 established the challenges that teacher turnover poses to both school districts and their students. It also acknowledged classroom management as one of the most reported reasons that teachers leave the profession. Coaching and mentoring programs were discussed as potential ways to combat teacher turnover. District A ISD, a local school district, created the

campus intervention coaching model to increase teacher retention and reduce the number of students involved in disciplinary referrals. The study's purpose and research questions were presented, and the lack of research regarding classroom management coaching was discussed.

Chapter 2 includes a literature review that will address topics within classroom management, classroom management coaching, and mentoring and will explain the conceptual framework that guided this study. The discussion includes descriptions of what effective classroom management looks like, teachers' feelings about classroom management, suggestions about effective classroom management coaching, and recommendations for mentoring new teachers. Chapter 2 also includes literature showing how the CIC model may contribute to a higher level of teacher retention and lower percentages of students involved in disciplinary referrals. Finally, Chapter 2 highlights the need for future research regarding classroom management coaching and mentoring.

## **Chapter 2: Literature Review**

Teacher retention and high numbers of students involved in disciplinary referrals are major concerns in District A ISD, a large, urban school district in Texas that serves a highly diverse population. The district's teacher turnover rate is 22.5%, which is roughly 6% higher than the teacher turnover rate in the state of Texas (TEA, 2019), and the percentage of students involved in disciplinary referrals is much higher than the state average (TEA, 2019). In an effort to improve teacher retention and decrease the number of students involved in disciplinary referrals, District A ISD created a team of campus intervention coaches (CICs) to coach teachers on classroom management. However, they have not examined the program's effectiveness, its influence on teachers' decisions to remain in the profession, or its influence on reducing the number of students involved in disciplinary referrals. Gathering data from teachers, administrators, and CICs can provide the district with valuable insight on how to improve the CIC program at District A ISD. Therefore, the purpose of this qualitative case study was to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model and its potential influence on teachers' decisions to remain in the profession and the number of students who become involved in disciplinary referrals.

This literature review addressed topics such as teacher turnover and its effect on students and school districts, the challenges that teachers face and how they can overcome those challenges, and potential support systems for teachers. Further discussion included descriptions of what classroom management is, why it is important, and how effective classroom management should look. Additionally, this chapter discussed classroom management coaching, what is known about it, characteristics of effective coaches, how it is done well, and the impact



of effective classroom management coaching. Furthermore, both class-wide and student-centered classroom management coaching frameworks were examined in detail and suggested classroom management coaching strategies, including modeling, behavior rehearsal, live prompting, verbal performance feedback, graphic and written performance feedback, and goal setting. Behavioral consultation, cognitive-behavioral coaching, and the PRACTICE model of coaching were also discussed in this chapter. Finally, this chapter discussed the conceptual framework used to guide this study and highlighted the need for future classroom management coaching and mentoring research.

### **Conducting the Literature Review**

The approach I used to conduct the literature review began with a simple search and evolved into a more complex search as I began writing my literature review. I started my search by attempting to understand the reasons why teachers leave the profession better and why teacher turnover is a problem. Using a combination of *teacher turnover* and *teacher attrition*, with dates ranging from 2012 to 2020 entered into the Abilene Christian University's (ACU) Margaret and Herman Brown Library databases, I was able to find an abundance of scholarly articles related to these topics.

In researching teacher turnover, I found several sources that pointed to a lack of classroom management and student discipline as reasons teachers leave the profession. This prompted me to search using the terms *classroom management* and *student discipline* in the ACU library databases using the same dates ranges previously discussed. I expanded my search terms by combining *classroom management and teacher turnover* and *student discipline and teacher turnover* to locate sources that could further establish the link between each of these reasons and their effect on teacher turnover.

I then used the term *teacher retention* to understand better what types of programs contributed to higher levels of teacher retention using the same dates and databases as previously described. In researching teacher retention, I found a plethora of sources that pointed to coaching and mentoring as programs that contributed to higher levels of teacher turnover. My search then evolved to using the terms *coaching*, *classroom management coaching*, *classroom management coaching frameworks*, *cognitive-behavioral coaching*, and *mentoring* in the ACU library databases using the same date ranges previously discussed.

### **Teacher Turnover**

The issue of teacher retention is one that challenges school districts nationwide. Zhang and Zeller (2016) argued that “few issues threaten the nation as seriously as the growing shortage of teachers” (p. 73). The annual teacher turnover rate for teachers has increased by over 40% in the past 20 years (Jones & Watson, 2017). Approximately one-third of teachers in the United States leave the profession within the first three years of teaching, with nearly half of them leaving the profession after five years (Gunther, 2019; Ulferts, 2016). Research has also shown that “most teachers who leave the profession have fewer than 10 years of teaching experience” (Inman & Marlow, 2004, p. 605). The problem is more significant in rural areas where resources are scarce (Gaikhorst et al., 2015; Ulferts, 2016), and teacher turnover is higher in low-income and high-minority schools (Gomba, 2015; Jones & Watson, 2017). Additionally, rural superintendents cite retention of highly qualified teachers as their number one concern (Ulferts, 2016).

### ***Effects of Teacher Turnover***

When a teacher vacates their teaching position, both students and school districts are negatively impacted. In fact, teacher turnover poses harm to the school system regardless of

whether teachers leave the profession altogether or move to another campus or district (Zavelevsky & Lishchinsky, 2020). Furthermore, high teacher turnover rates adversely affect school districts in several ways, including student achievement, financial expenses, and morale concerns.

**Impact on Students.** Much of the literature on teacher turnover pointed to negative effects on students and their achievement. When teachers frequently leave schools, students are often forced to have novice teachers who regularly function in survival mode (Ulferts, 2016; Zhang & Zeller, 2016). Furthermore, Shaw and Newton (2014) found that teachers need three to seven years to become highly skilled teachers. This is especially problematic because having a highly effective teacher is the single most important school-related factor that contributes to student achievement (Gunther, 2019; Ulferts, 2016; Van Overschlede et al., 2017). Moreover, research suggested a positive relationship between student achievement and the experience level of their teachers (Chiong et al., 2017; Dahlkamp et al., 2017; Jones & Watson, 2017). Consequently, a long-term impact that results from high levels of teacher turnover occurs when unqualified teachers produce unqualified students, who then become unqualified teachers (Gomba, 2015).

**Financial Expenses.** When many teachers leave within their first five years in the profession, novice teachers must replace them, incurring substantial costs (Dahlkamp et al., 2017; Ulferts, 2016; Zhang & Zeller, 2016). Recruiting and placing teachers is not only time-consuming and labor-intensive, but it also costs schools and the tax-paying public a substantial amount of money (Synar & Maiden, 2012). For example, “In 2009, the nationwide cost of recruiting, hiring, and training replacement teachers was nearly \$7.34 billion dollars” (Greenlee & Brown, 2009, p. 97). In addition, according to the Teacher Turnover Cost Model (TTCM),

which highlights the different costs that districts incur when a teacher leaves the profession (separation costs, hiring costs, training costs, and performance productivity costs), stated that the estimated turnover costs (per a teacher who leaves) were approximately \$14,000 in 2008 (Synar & Maiden, 2012). When school funding is already strained, teacher turnover poses yet another challenge in managing campus budgets.

**Morale Concerns.** Teacher turnover has a negative effect on the school environment, including the general community, staff collegiality, and trust. Not only does teacher turnover disrupt the foundation and continued efforts around staff cohesion and community (Jones & Watson, 2017), it adversely impacts school climate as it affects the relationships that teachers have with each other (Dahlkamp et al., 2017; Guin, 2004). For example, teacher turnover involves replacing one teacher with another, replacing a series of “existing social relationships” (Hanselman et al., 2016, p. 57) with the teacher who left with a set of “brand-new social relationships” (Hanselman et al., 2016, p. 57) with the replacement teacher. When these relationships are “reset” (Hanselman et al., 2016, p. 58), turnover may fundamentally disrupt the development of social resources among staff. This disruption often leads to lower morale among the school community.

### ***Challenges Teachers Face***

Many factors make the teaching profession challenging and lead teachers to their decision to leave the profession. Research illuminated some of the challenges that teachers face in schools. Some factors that have influenced teachers’ decisions to leave the profession are lack of support and student discipline issues (Ingersoll & May, 2012). Teachers also face challenges related to “Goodwin’s tripod structure” (Uribe-Zarain et al., 2019, p. 408), which includes classroom management, curricular freedom, and unsupportive work environments. In addition,

teachers have frequently reported low levels of confidence in their abilities to manage a classroom (Melnick & Meister, 2008; Scott et al., 2007; Sowell, 2017). In further support of this claim, a nationwide survey of teachers revealed a need for additional classroom management training and support (Coalition for Psychology in Schools and Education, 2006; Fabiano et al., 2018; Fallon et al., 2019). Furthermore, when urban school leaders were asked to identify the challenges teachers faced, they pointed to concerns about preparing students for state assessments and a lack of training (Hammonds, 2017).

### ***Overcoming Those Challenges***

Although many teachers leave the profession, many others remain. Some studies proposed that teachers' perceptions of their own professional mastery are crucial to teacher retention (Poulou et al., 2019). For example, Tucker et al. (2005) found that teachers will be more likely to continue using strategies when they feel confident in their ability to implement the strategies. Other factors that have influenced teachers' decisions to remain in the profession are support, guidance, and professional development (Buchanan et al., 2013; Reitman & Karge, 2019). Furthermore, mentoring and support were perceived as foundational factors that contributed to the retention of teachers (Zavelevsky & Lishchinsky, 2020), and relationships formed within schools and communities also significantly influence teacher retention (Webb, 2018). Moreover, teachers need someone to "walk alongside" (Reitman & Karge, 2019, p. 14) and affirm (Chiong et al., 2017) them. Finally, teachers disclosed "wanting to make a difference to pupils and society" (Chiong et al., 2017, p. 1104) as a reason they remain in the profession. Because of teachers' altruistic motivations that contribute to their decision to remain in the profession, retention strategies should support these vocationally oriented reasons for staying (Chiong et al., 2017). Therefore, teachers need to be able to see the "fruit of their efforts"

(Chiong et al., 2017, p. 1107), which will strengthen their decision to continue teaching.

### ***Support Systems for Teachers***

In her phenomenological qualitative study, Hammonds (2017) interviewed urban school leaders to discover support systems that school leaders use to support teachers. The study revealed that opportunities to collaborate and share ideas, support provided throughout the school year, and opportunities to utilize literacy and math coaches and mentors were the most identified support systems used in the participant schools (Hammonds, 2017). Furthermore, extensive mentoring and supervision, extensive pedagogical training, and frequent and substantial evaluation were also discussed as critical program features (Reitman & Karge, 2019).

Another support system used in the past is support providers (Koppich et al., 2013), formed as a consequence of California's induction program (California Commission on Teacher Credentialing, 2014). Support providers were mentors or coaches for beginning teachers. These support providers were modeled after cognitive apprenticeship (Rojewski & Schell, 1994), where experts support new teachers as they progress toward professional mastery (Reitman & Karge, 2019).

Reinke et al. (2008) suggested a similar model referred to as school-based consultation as a potential method that is cost-effective and useful for supporting the implementation of effective classroom management practices. Finally, supporting teachers by utilizing mentors and literacy or math coaches who model lessons, coteach, and provide feedback from classroom observations have been identified as strategies to retain teachers (Hammonds, 2017).

### **Classroom Management**

Classroom management is an important component of teaching because it directly correlates to student engagement and achievement (Reinke et al., 2008), and inadequate

classroom management negatively impacts teaching and learning (Marzano & Marzano, 2003). The emphasis and attention given to classroom management at the beginning of the school year lay the foundation for both students and teachers to have a successful educational experience (Garwood et al., 2017; Skiba et al., 2016). Furthermore, less experienced teachers ranked classroom management as the area where they felt they needed more training (Fallon et al., 2019; Skiba et al., 2016; Uribe-Zarain et al., 2019). Often referred to as the “social curriculum” (Skiba et al., 2016, p. 122), classroom management entails the teacher having control of the class and minimizing student misbehavior and involves processes intended to promote positive classroom culture, high levels of student engagement, and less student conflict and disruption (Skiba et al., 2016). In addition, building relationships with students (Sowell, 2017), establishing rules and procedures in the classroom, having order and being consistent, and using appropriate discipline strategies are effective ways to manage a classroom successfully (Dias-Lacey & Guirguis, 2017; Emmer & Stough, 2001). Furthermore, the most important components of improving classroom management techniques involve strengthening teachers’ understanding of the importance of taking charge in their classroom through boundary setting while also building relationships with their students (Sowell, 2017).

Effective classroom management is important. Research suggested best practices in classroom management should include delivering high-quality instruction, establishing structure in the classroom, teaching expectations that are positively stated, having a range of strategies to use with students who are not meeting expectations, and rewarding students who are meeting expectations (Simonsen et al., 2015). Similarly, when students were asked about their perceptions of effective classroom management, they described it as earning students’ respect, being consistent in rule enforcement, being fair, making learning fun, being open and caring with

students, and setting clear expectations from the beginning of the school year (Cothran et al., 2003). When a teacher utilizes a comprehensive classroom management plan, student behavior improves (Fallon et al., 2019; Skiba et al., 2016). Consequently, there is a positive correlation between effective classroom management and lower rates of disciplinary referrals (Lewis et al., 2004). Understanding the importance of effective classroom management, coaching benefits teachers in implementing effective classroom management practices.

### **Classroom Management Coaching**

Often, classroom management struggles lead to teacher turnover (Ingersoll & Smith, 2003). However, when teachers are provided with consulting and follow-up, they will make changes in their classroom management practices, which results in improved student behavior (Garwood et al., 2017). A multitude of literature that stretches across disciplines provided support for the use of continuing coaching to boost the effective implementation of professional practices (Garbacz et al., 2015). By coaching teachers in developing a comprehensive classroom management plan, a decrease in student misbehavior will likely follow (Fallon et al., 2019). Therefore, teacher coaching is crucial in improving teachers' classroom management practices and converting teacher knowledge into classroom application. Although coaches are thought to be experts in their field and are charged with modeling effective classroom management strategies for teachers (Kraft et al., 2018), coaches are not in a supervisory role with the teacher they are coaching (Carr et al., 2017). For classroom management coaching to be beneficial, the coach and teacher should engage in a discussion to identify the teacher's areas of reinforcement and refinement areas to improve the teacher's practices in their classrooms through multiple sessions driven by data (Fallon et al., 2019; Kretlow & Bartholomew, 2010). Moreover, classroom management coaching should involve discussion, practice, and feedback to provide



teachers with support in learning new skills. To meet the needs of each individual teacher, coaches should provide individualized resources and strategies (Fallon et al., 2019).

Furthermore, Garbacz et al. (2015) suggested that an essential task of a classroom management coach is to “facilitate the implementation of evidence-based interventions” (p. 263).

Additionally, integrating assessment-driven feedback on classroom practices is associated with student behavior, and job-embedded support that targets specific classroom management practices is needed (Reddy et al., 2019). School leaders reported that some of the most impactful strategies used to support teachers were mentors and coaches who provided support through classroom observations, classroom management strategies, behavioral support, ongoing feedback, and school-based training sessions (Hammonds, 2017). Kretlow and Bartholomew (2010) identified initial training, continued observations, and specific feedback that included data from observations or modeling. Therefore, the most effective coaching models utilize various components (Garbacz et al., 2015) and offer teacher-specific support by modeling lessons, coteaching, and providing classroom observation feedback (Hammonds, 2017; Sowell, 2017).

An abundance of research encourages classroom management coaching to improve implementing evidence-based interventions. However, an agreed-upon set of effective classroom management coaching guidelines does not exist in the literature (Garbacz et al., 2015; Reinke et al., 2014a). There is also a lack of research-based classroom management coaching models that use assessment data to guide the teachers’ coaching (Reddy et al., 2019). Fallon et al. (2019) suggested that future research evaluate teacher perceptions of specific classroom management coaching strategies’ value.

### ***Characteristics of Effective Coaches***

Garbacz et al. (2015) conducted a targeted review of the literature to garner some

guidelines for effective classroom coaching. Their findings appear in Table 1.

**Table 1**

*Components of Effective Coaching*

Component	Description
Characteristics of Effective Coaches	Prior coaching experience Excellent interpersonal skills Collaborative Culturally competent
Coaching Structure	The Classroom Check-Up Classroom evaluation tool Behavioral consultation Conjoint behavioral consultation Instructional coaching
Intervention Implementation	Multidimensional assessments Two tiers of implementation Multimethod, multisource approaches
Strategies to Increase Intervention Implementation	Treatment integrity planning protocol Skill building Support for implementation
Problem-Solving	Identify the concern Set measurable goals

*Note.* Reprinted from “Strategies for Effective Classroom Coaching,” by S. Garbacz, A. Lannie, J. Jeffrey-Pearsall, and A. Truckenmiller, 2015, *Preventing School Failure*, 59(4), p. 264 (<https://doi.org/10.1080/1045988X.2014.942835>). Copyright 2015 by Taylor and Francis Group.

Reprinted with permission.

***Classroom Management Coaching Frameworks***

Coaching must be conducted using a systematic approach to maximize coaching effectiveness to strengthen teacher skills and achieve desired student outcomes (Garbacz et al., 2015). There are many coaching frameworks available for coaches to utilize when coaching teachers. These frameworks can be customized based on the type of coaching that a teacher

needs. For example, a class-wide coaching framework would be more appropriate if a teacher needs help with their entire class. Conversely, if a teacher only needs help with an individual student, an individual coaching framework would be more appropriate (Fallon et al., 2019; Garbacz et al., 2015). Regardless of the type of coaching provided to a teacher, the coach should be available in the classroom to support implementation (Shidler, 2009).

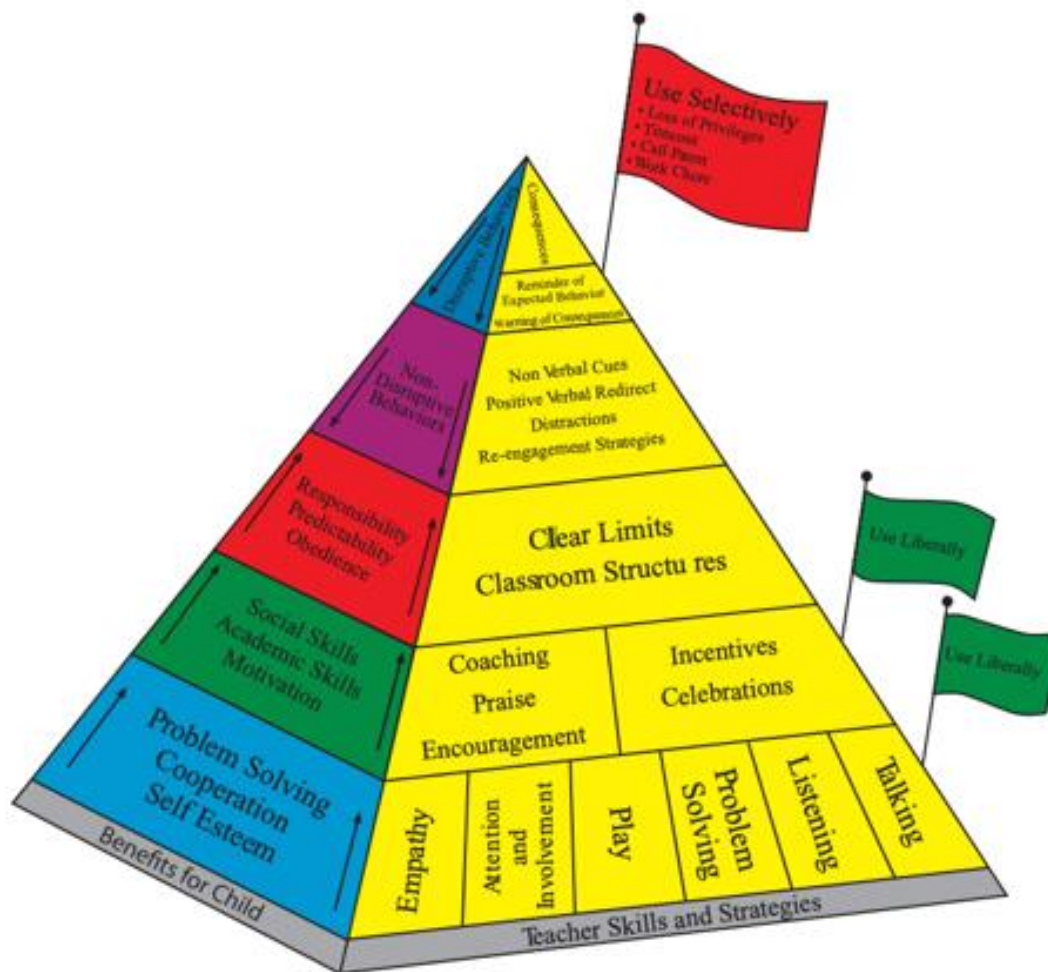
**Class-Wide Coaching Frameworks.** One of the class-wide coaching frameworks used when a teacher requests classroom management assistance for an entire class is the Classroom Check-Up (Reinke et al., 2011). In the Classroom Check-Up, the coach starts by assessing the classroom and interviewing the teacher. The observation includes the teacher and the students' behaviors and the characteristics of the classroom environment. The coach and teacher must then collaborate in observing and measuring progress toward the goals (Garbacz et al., 2015). The Classroom Check-Up provides coaches with an opportunity to complete an "in-depth, scripted process over several weeks" (Garbacz et al., 2015, p. 265).

Another approach that assesses the classroom environment from a multidimensional approach is the classroom evaluation tool (Jeffrey et al., 2009). Similar to the Classroom Check-Up, the classroom evaluation tool assesses ecological features of the classroom and instructional management. The Classroom Check-Up is a lengthier, detailed process, and the classroom evaluation tool provides coaches with an opportunity to perform a quick assessment of a classroom (Garbacz et al., 2015).

The Incredible Years Teacher Classroom Management (IY TCM) intervention is an evidence-based program that is provided to teachers to encourage their use of effective classroom management strategies, with coaching being embedded in the program (Reinke et al., 2012). The IY TCM program was designed to decrease the risk factors that arise in ineffectively

managed classrooms, early-onset behavior problems, and social-emotional difficulties in young children (Reinke et al., 2012). In a group setting consisting of a recommended six full-day workshops spread out monthly over the school year (Reinke et al., 2012), teachers learn specific skills and are observed by a coach who provides feedback on implementation.

The teaching pyramid (see Figure 1) provides coaches with strategies and IY principles to use when working with the teacher (Reinke et al., 2012). If a behavior or activity is shown at the base of the pyramid, it is a behavior or activity that the teacher should use liberally within the classroom. Conversely, if a behavior or activity is found at the top of the pyramid, the teacher should use the behavior or activity less frequently.

**Figure 1***Incredible Years Teacher Classroom Management Teaching Pyramid*

*Note.* This pyramid was produced by Reinke et al. (2012) to summarize strategies and principles of the IY TCM intervention. Reprinted from “The Incredible Years Teacher Classroom Management Program: Using Coaching to Support Generalization to Real-World Classroom Settings,” by W. Reinke, M. Stormont, S. Webster, L. Newcomer, and K. Herman, 2012, *Psychology in the Schools*, 49(5), p. 423 (<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.866.8314&rep=rep1&type=pdf>).

Copyright 2012 by Wiley Periodicals. Reprinted with permission.

The Classroom Strategies Coaching (CSC) model is a “brief and collaborative intervention” (Reddy et al., 2017, p. 47) consisting of multiple classroom observations and feedback. The model was developed based on adult learning, social learning, and behavioral consultation (Kratochwill & Bergan, 1990) research. When a coach uses the CSC model, they use the Classroom Strategies Assessment System (CSAS) to gather data to aid them in generating feedback (Reddy et al., 2017). The core components of the CSC model are:

- a. integration of instruction and classroom behavior management,
- b. formative assessment using the CSAS,
- c. brief and structured problem-solving,
- d. goal setting,
- e. modeling and practice, and
- f. visual performance feedback (Reddy et al., 2017).

**Individual Coaching Frameworks.** If a teacher is struggling with a specific student, but not the entire class, behavioral consultation (Kratochwill & Bergan, 1990) is empirically supported as an individual coaching framework. Behavioral consultation involves four stages: problem identification, problem analysis, plan implementation, and problem evaluation. The coach would begin by working with the teacher to identify the specific problem and the setting in which it occurs. The teacher and coach would then discuss data collection procedures and identify a goal to develop an intervention plan based on the data collected. Finally, the coach would evaluate the teacher’s intervention plan implementation. The benefits of behavioral consultation include the CIC’s ability to have a broader impact on the school, it emphasizes the development of an effective intervention, and it promotes collegial relationship building between the teacher and the CIC (Kratochwill & Bergan, 1990).

The IY TCM intervention also helps teachers develop and implement behavior support plans for students who exhibit undesired behaviors. The student behavior support plans include the following components: (a) environmental, instructional, and reinforcement strategies to increase positive behavior; (b) strategies to support the cognitive and social-emotional development of the student; (c) strategies to discourage and decrease instances of problem behaviors; and (d) strategies to effectively communicate with parents (Reinke et al., 2014b).

### **Conceptual Framework**

Research shows that the most effective coaching processes and procedures incorporate an assortment of components. Therefore, this study's conceptual framework was derived from the concepts that most closely mirror the model used by the CICs in District A ISD, which includes the Classroom Check-Up (Reinke et al., 2011; Reinke et al., 2008), six classroom management strategies (Garbacz et al., 2015), behavioral consultation (Kratochwill & Bergan, 1990), cognitive-behavioral coaching (Palmer & Gyllensten, 2008; Palmer & Syzmanska, 2007), the revised PRACTICE model of coaching (Palmer, 2008), and mentoring.

### ***Classroom Check-Up***

The Classroom Check-Up (Reinke et al., 2011; Reinke et al., 2008) is a resource that coaches can use to support effective classroom management that recommends coaches use the following processes and steps when coaching teachers on classroom management: interview, assess classroom, check-up meeting, selecting an intervention, implementing the intervention, and evaluating the intervention. The Classroom Check-Up also contains web-based tools and training on the following.

- a. Classroom structure: physical layout, classroom rules, classroom routines, and smooth transitions.

- b. Behavior management: setting clear expectations, use of praise, active supervision, use of reprimands, positive to negative ratio, and using a variety of reinforcement strategies.
- c. Classroom climate: use of noncontingent attention, interactions with students, and level of disruptive behavior (Reinke et al., 2011; Reinke et al., 2008).

The Classroom Check-Up suggests that coaches use the following steps to work collaboratively with teachers who are experiencing challenges with classroom management:

- reviewing the teacher's current classroom management strategies,
- meeting with the teacher regarding observation data that was collected,
- allowing the teacher to choose from a menu of potential strategies,
- working with the teacher to collaboratively choose strategies to target the challenging classroom management areas,
- creating an implementation plan with the teacher, and
- monitoring progress through continued observations and feedback sessions with the teacher (Reinke et al., 2011; Reinke et al., 2008).

### ***Classroom Management Strategies***

Garbacz et al. (2015) proposed six strategies to increase teacher implementation of evidence-based interventions: modeling, behavior rehearsal, live prompting, verbal performance feedback, graphic and written performance feedback, and goal setting.

**Modeling.** Modeling involves the classroom management coach demonstrating a targeted skill before the teacher implements it. The targeted skill(s) would have been previously agreed upon by the teacher and the classroom management coach. One example would be where the classroom management coach comes into the teacher's classroom when students are present and



assumes the teacher's role to model the specific skill in live-action for the teacher to observe. The coach could model skills such as the randomization of soliciting student participation, attention callbacks, setting expectations, or redirecting off-task behavior. For example, if one of the targeted skills is to increase rates of behavior-specific praise, the classroom management coach would observe and watch for a student to engage in the desired behavior (e.g., a student raising their hand and waiting to be called on by the teacher before speaking out). Next, they will model how to deliver specific praise to the student, such as, "Thank you, Sam, for raising your hand and waiting for Mrs. Thomas to call on you." Because modeling appears to be the most effective means for changing attitudes (Boiarsky, 1985), the likelihood of a change in teachers' behavior increases as they observe a classroom management coach model best practices in classroom management.

**Behavior Rehearsal.** Behavior rehearsal involves the teacher practicing a specific strategy before using it in the classroom with students (Garbacz et al., 2015). The idea that the desired skill can be achieved simply by practicing that skill regardless of how the practice is structured has been challenged throughout history (Ericsson et al., 1993). That is why deliberate rehearsal, defined as "individualized training activities specially designed by a coach or teacher to improve specific aspects of an individual's performance through repetition and successive refinement" (Ericsson & Lehmann, 1996, pp. 278–279), is a more effective practice in terms of changing teacher behavior. One example of behavior rehearsal would be giving specific praise to students where the teacher would pretend the classroom management coach is a student and practice saying specific praise statements to them. Another example would be the teacher practicing communicating their expectations for direct instruction. The teacher would explicitly describe how they will do this by explaining what they will be doing in class and what students

are expected to do. For example, suppose they are giving direct instruction and do not want students talking while they are giving direct instruction. In that case, they need to explicitly state that to students and practice this procedure with the classroom management coach. It could sound something like, “While I am giving direct instruction, your voice level should be a zero.” The teacher would practice stating this expectation with the classroom management coach. This rehearsal would continue until both the teacher and the classroom management coach feel the teacher is ready to practice the strategy with students.

**Live Prompting.** Live prompting occurs when the classroom management coach provides live, in-the-moment feedback to the teacher when they are implementing or practicing a specific strategy. In fact, research has shown that correcting teacher behavior in the moment may minimize the teacher continuing to practice less desired techniques (Scheeler et al., 2012). Additionally, Garbacz et al. (2015) recommended matching live prompting with verbal feedback and modeling and argued that doing so would create a “powerful feedback package” (p. 268).

“Elbow or side-by-side” (Regan & Weiss, 2020, p. 179) coaching is one form of live prompting where the coach sits close to the teacher and whispers what changes the teacher needs to make during a teaching episode. Although this immediate feedback has its benefits, it also has disadvantages, such as a potential decrease in teacher concentration and a reduction in teacher self-esteem (Coninx, 2014).

Another form of live prompting occurs when the coach sits in the back of the classroom and communicates with the teacher using a walkie-talkie that sends their message to the teacher who is wearing an earpiece (Regan & Weiss, 2020). These earpieces are similar to a Bluetooth earpiece that connects to a cell phone.

An alternative form of live prompting is *eCoaching*, which occurs when feedback is delivered virtually without the coach in the classroom (Regan & Weiss, 2020). The main benefit of *eCoaching* is that it allows coaches to provide “discrete and unobtrusive feedback” (Regan & Weiss, 2020, p. 179) to teachers in real-time. The most commonly used type of *eCoaching* is “bug-in-ear” (BIE) technology (Scheeler & Lee, 2002). Using BIE technology offers many benefits to coaches, including an increase in teacher use of praise statements and a practical alternative for supervision, allowing coaches to complete more observations in a shorter period of time (Regan & Weiss, 2020). When asked to review the use of BIE technology, preservice teachers gave the technology satisfactory reviews and found it easy to manage two types of verbal stimuli (from the classroom and from their coach; Rock et al., 2009). Although there are many benefits of BIE technology, there are also some disadvantages. For example, the coach sends messages too frequently, messages that are too long, and messages that are unclear to the teacher (Coninx, 2014).

**Verbal Performance Feedback.** After observing a teacher’s use of a specific strategy, the classroom management coach verbally provides feedback regarding their performance (Reid & Parsons, 200). The classroom management coach takes anecdotal notes or tally depending on the strategy that is being targeted and then meets with the teacher to provide feedback verbally. For example, suppose a teacher is working on using randomization techniques to encourage student participation. In that case, the classroom management coach might tally how many different students are called on or take anecdotal notes on the teacher’s specific randomization technique and share their opinion about its effectiveness. If that particular randomization technique were not deemed effective, the coach would share suggestions for another type of randomization technique. The classroom management coach might provide the verbal feedback

on the spot, or they may wait and provide the verbal feedback at a future meeting. Verbal feedback can help maintain the integrity of intervention implementation (Garbacz et al., 2015) as it either affirms the teacher for the correct use of a specific targeted classroom management strategy or allows the classroom management coach an opportunity to have a conversation with the teacher about how to continue to refine their use of the strategy.

**Graphic and Written Performance Feedback.** Graphic feedback is sometimes used to represent a teacher's use of a specific strategy. One example could be the number of specific praise statements the classroom management coach hears the teacher say during the observation. This data could be graphed over time to show if the teacher is improving their strategy use. It is beneficial to couple graphic feedback with verbal feedback (Garbacz et al., 2015). Using the Classroom Check-Up in conjunction with visual performance feedback was found to be the most useful in decreasing classroom disruptions and improving the implementation of classroom management strategies (Reinke et al., 2008).

Written feedback consists of the classroom management coach providing data and notes about the classroom observation. This feedback can be a handwritten note that provides immediate feedback after the observation, or it can be sent via email or printed out for review at a later date. However, immediate feedback had a more significant effect on desired teacher outcomes than feedback delivered later (Rock et al., 2009; Solomon et al., 2012). Furthermore, teaching behaviors were acquired more quickly and at a higher level when immediate feedback was given (Regan & Weiss, 2020).

**Goal Setting.** Goal setting, changing behavior, and sustaining those behavior changes over time are extremely challenging for most individuals. Many people want to become more effective and try new behaviors, but they often never initiate behavior change or stick with it for

an extended period (Nowack, 2017). Several characteristics directly influence the pursuit of goals, including the difficulty of the goal, time frame of the goal, how many goals the person is aiming to achieve at the time, type of goal, and motivational mindset (Koo & Fishbach, 2010). Therefore, once a coaching relationship is established, the coach and the teacher should set concrete, measurable, and achievable goals through the teacher's use of classroom management strategies (Garbacz et al., 2015). One example of a goal that a teacher might set could be something like, "My goal is to increase the number of times I positively praise my students." This goal is concrete and can be easily measured by the classroom management coach. For example, the classroom management coach could establish a baseline of how many times they observed the teacher positively praising a student. Then, the classroom management coach would come back for subsequent observations and compare those numbers to the baseline numbers to determine what progress was made toward the teacher's goal. Goal setting is a highly effective classroom management coaching strategy because both parties (the teacher and the classroom management coach) have ownership in the goal-setting process.

### ***Behavioral Consultation***

In behavioral consultation, three roles are defined: client (student), consultee (teacher), and consultant (CIC). The four stages of the behavioral consultation problem-solving process are:

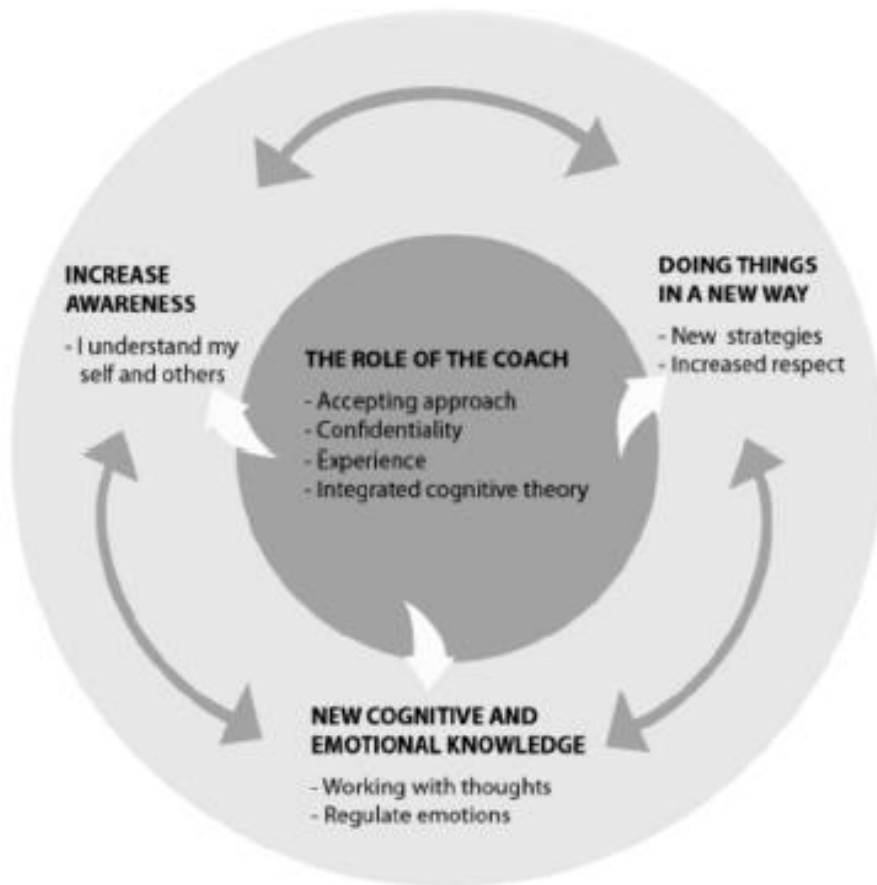
1. Problem identification: This stage involves the problem being clearly specified. In this stage, the goal(s) of the behavioral consultation are identified. The goal of behavioral consultation could involve a change in student behavior or a change in teacher behavior (Kratochwill & Bergan, 1990). For example, if a student were engaging in undesired behavior based on the rules and procedures within the

classroom, the goal of the behavior consultation would focus on changing student behavior. Conversely, if a teacher were engaging in behavior that acts as a trigger to undesired student behavior, the goal of the behavioral consultation would center on changing teacher behavior.

2. Problem analysis: This stage involves the teacher and CIC working together to determine what conditions or behavior should be considered for intervention and which conditions or behaviors should be changed.
3. Treatment implementation: This stage involves the CIC working with the student or the teacher on changing conditions or behaviors, monitoring the implementation, and revising the plan as needed.
4. Treatment evaluation: This stage involves the CIC and teacher evaluating whether goals were met and determining what strategies need to remain in place to promote continued behavior change.

### ***Cognitive-Behavioral Coaching***

One of the best supported evidence-based clinical interventions is cognitive-behavioral therapy (Butler et al., 2006). In a nonclinical setting, such as a school system, cognitive-behavioral coaching has emerged as an evidence-based practice (David & Cobeanu, 2016). The relationship between a teacher's thoughts, emotions, behavior, and physiological reactions coupled with the importance of improving emotional regulation and replacement on nonproductive behaviors are addressed through cognitive-behavioral coaching (David & Cobeanu, 2016; Gyllensten et al., 2010). Gyllensten et al. (2010) sought to discover individuals' experiences with cognitive-behavioral coaching. Figure 2 highlights the role of the coach and the experiences the individuals gained through the process.

**Figure 2***Experiences of Cognitive-Behavioral Coaching*

*Note.* This model was produced by Gyllensten et al. (2010) to summarize the experiences of individuals in their participation in cognitive-behavioral coaching. Reprinted from “Experiences of Cognitive Coaching: A Qualitative Study,” by K. Gyllensten, S. Palmer, E. Nilsson, A. Regnér, and A. Frodi, 2010, *International Coaching Psychology Review*, 5(2), p. 103 (<https://journals.aau.dk/index.php/CP/article/view/228/164>). Copyright 2010 by British Psychological Society. Reprinted with permission.

When CICs use a cognitive-behavioral coaching approach, their teachers should also gain the benefits shown in Figure 2, such as better understanding themselves and others, learning new ways of doing things, and gaining new cognitive and emotional knowledge.

### ***The Revised PRACTICE Model of Coaching***

Although it was initially seen as a cognitive-behavioral approach to solution-seeking, the PRACTICE model of coaching has continued to evolve (Palmer, 2008). PRACTICE involves seven steps (see Table 2). Each step shown in Table 2 provides the coach with possible questions and statements to use when speaking with the teacher and actions for both the coach and teacher to take. Although the CICs do not use the PRACTICE model in its entirety, they do use a similar process of identifying problems, setting goals, implementing solutions, and evaluating progress.

**Table 2**

### ***The Revised PRACTICE Model of Coaching***

Steps	Possible questions, statements, and actions
1. Problem Identification	<p>What's the problem, issue, concern, or topic you wish to discuss?</p> <p>What would you like to change?</p> <p>Any exceptions when it is not a problem, issue, or concern?</p> <p>How will we know if the situation has improved?</p> <p>On a scale of 0 to 10, where '0' is nowhere and '10' is resolved, how near are you today to resolving the problem or issue?</p> <p>Any distortions, or can the problem or issue be viewed differently?</p> <p>Can you imagine waking up tomorrow morning and this problem (or issue or concern) no longer existed, what would you notice that was</p>



Steps	Possible questions, statements, and actions
	different?
2. SMART Goal Development	What do you want to achieve?  Let's develop specific SMART goals.
3. Generation of Alternative Solutions	What are your options?  Let's jot them down.
4. Consideration of Consequences	What could happen?  How useful is each possible solution?  Let's use a rating 'usefulness' scale for each solution where '0' is not useful at all and '10' is extremely useful.
5. Target of Most Feasible Solution	Now that we have considered the possible solutions, what is the most feasible or practical solution(s)?
6. Implementation of Chosen Solution(s)	Let's implement the chosen solution(s) by breaking it(them) down into manageable steps.  Now go and do it!
7. Evaluation	How successful was it?  Rating 'success' scale 0 to 10.  What can be learned?  Can we finish coaching now, or do you want to address or discuss another issue or concern?

---

*Note.* Reprinted from "Revisiting the 'P' in the PRACTICE Coaching Model," by S. Palmer, 2011, *Coaching Psychologist*, 7(2), p. 157 (<https://shop.bps.org.uk/the-coaching-psychologist-vol-7-no-2-december-2011>). Copyright 2011 by British Psychological Society. Reprinted with permission.

## ***Mentoring***

Several studies provided empirical support for the relationship between mentoring programs and teacher retention (Buchanan et al., 2013; Ingersoll & Strong, 2011; Sowell, 2017). Teachers who participated in some type of induction and mentoring program reported higher levels of satisfaction, commitment, or retention (Ingersoll & Strong, 2011). Reitman and Karge (2019) found that all 10 participants in their study mentioned a mentor relationship as the most helpful thing and revealed a 100% retention rate of the participants ( $N = 60$ ) who received mentoring support. Likewise, mentoring and support were perceived as foundational in retaining new teachers (Reitman & Karge, 2019; Strong, 2009; Zavelevsky & Lishchinsky, 2020). Additionally, active professional involvement consisting of interactions and support from colleagues is necessary for teacher retention as teachers credited relationships with their colleagues as a factor that helped them “persist” in teaching (Webb, 2018, p. 14). Consequently, mentoring programs for new teachers are becoming more and more common over time and have been shown to positively influence teachers’ decisions to remain in the profession (Ingersoll & Strong, 2011; Sowell, 2017). A mentor-teacher relationship can be viewed as the mentor being the “sounding board” for the teacher to “vent to” without worry (Sowell, 2017, p. 130). Likewise, the mentor must build a relationship with the new teacher and guide them in creating a positive classroom environment conducive to learning and creating an atmosphere of trust where communication flows freely (Sowell, 2017). Mentors have the ability to shape teachers into lifelong learners who frequently reflect and make changes to their own teaching practice. Therefore, it is recommended that mentors customize the mentoring activities to match the teachers’ needs (Sowell, 2017).

Ingersoll and Strong (2011) suggested that future research should attempt to “clarify and

sort out” (p. 227) which types of teacher support, and which elements of those types, are the most effective and why. They argued that much of the existing empirical research on the topic of mentoring examined what works only and not why or why not.

### **Chapter Summary**

Chapter 2 included a review of the literature that addressed topics such as teacher turnover and its effect on students and school districts, the challenges that teachers face and how they can overcome those challenges, and potential support systems for teachers. Further discussion included descriptions of what classroom management is, why it is important, and how effective classroom management should look. Additionally, this chapter discussed classroom management coaching, what is known about it, characteristics of effective coaches, how it is done well, and the impact of effective classroom management coaching. Furthermore, both class-wide and student-centered classroom management coaching frameworks were examined in detail and suggested classroom management coaching strategies, including modeling, behavior rehearsal, live prompting, verbal performance feedback, graphic and written performance feedback, and goal setting. Behavioral consultation, cognitive-behavioral coaching, and the PRACTICE model of coaching were also discussed. Finally, this chapter discussed the conceptual framework used to guide this study and highlighted the need for future classroom management coaching and mentoring research.

Chapter 3 features an overview of the methodology utilized in this qualitative case study investigating the perceptions and value of the classroom management coaching model in District A ISD. Chapter 3 also discusses the population and the study sample. The criteria for selection and the process used to invite participants to be a part of the study are discussed. Also included in Chapter 3 is a discussion about the survey instrument and data collection and analysis

procedures. The methods used to establish trustworthiness and ethical considerations are clearly described. Finally, the role of the researcher and potential instrumentation and researcher bias concerns are addressed.

### **Chapter 3: Research Method**

The purpose of this qualitative case study was to explore the perceptions and beliefs of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model and its potential influence on teachers' decisions to remain in the profession and the number of students who become involved in disciplinary referrals. Furthermore, the study aimed to discover what recommendations teachers, campus administrators, and campus intervention coaches had on how to improve the CIC model. Additionally, this study's results may contribute to the literature on how classroom management coaching or mentoring influences teachers' decisions to remain in the profession and how the CIC model influences the percentage of students involved in disciplinary referrals.

The proposed study consisted of a qualitative, single-case evaluation study. Saldaña and Omasta (2018) argued that qualitative research is preferred when a more in-depth look into people's personal lives is necessary to answer the research questions. Because this study aimed to learn about participants' perceptions of the campus intervention coaching model, interviews were used to "reveal deep meanings and interpretations" (Saldaña & Omasta, 2018, p. 146). A case study is appropriate when it serves as a stand-alone study that addresses the research questions and is focused on a single unit (Saldaña & Omasta, 2018). Therefore, a case study component was chosen for this study because the participants are within one school district.

In this chapter, I will explain how this case study explored the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model; how it attempted to understand better the perceptions of how the CIC model influences teachers' decisions to remain in the profession; how teachers, campus administrators, and campus intervention coaches perceive the CIC model's effectiveness in reducing the percentage of

students involved in disciplinary referrals; and what recommendations teachers, campus administrators, and campus intervention coaches had on how to improve the CIC model. The research questions were:

RQ1: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession?

RQ2: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals?

RQ3: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession?

RQ4: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals?

This chapter further describes this study's design and methodology. Procedures for sampling, participant selection, study instrument design, and data collection and analysis procedures are discussed. Also included in this chapter is a discussion that addresses methods for establishing trustworthiness, the role of the researcher, potential instrumentation, and researcher bias concerns.

### **Research Design and Method**

This qualitative case study explored the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. Saldaña and Omasta (2018) posited that qualitative research involves interviews of small samples, inductive

reasoning, discovering and exploring, and true-to-life designs. It uses text-based data to explore, describe, and explain (Terrell, 2016). Based on the principles of qualitative research, I found it most appropriate to use a qualitative approach in my study. I chose a single case study approach because it allowed me to ask and answer questions specifically about the CIC model from teachers', administrators', and CICs' perspectives (Terrell, 2016).

### **Population**

District A ISD serves approximately 16,000 students and has a very diverse K–12 student population, with 76% of the students classified as economically disadvantaged. The district is comprised of 23 campuses (14 elementary, two intermediate, two middle schools, four high schools, and one alternative school) and employs over 2,400 individuals, of which approximately 1,100 are teachers, with 45% classified as minorities. Finally, the district employs over 1,100 teachers with 9.3 average years of experience, employs 22 principals with 5.5 average years of experience, and 47 assistant principals with 4.3 average years of experience (TEA, 2019).

Because this study aimed to understand better the perceptions of teachers, campus administrators, and campus intervention coaches in this particular context, the study population consisted of teachers, campus administrators, and campus intervention coaches in District A ISD.

### **Study Sample**

Purposeful sampling was utilized in this study to recruit 12 teachers, 10 campus administrators, and five campus intervention coaches with knowledge about the CIC model. Purposeful sampling consists of selecting participants based on the perceived “richness and relevance” (Yin, 2011, p. 311) related to the research questions to be answered in the study. Purposeful sampling provides deeper insights and understanding associated with the study's purpose when studying information-rich cases (Patton, 2015). Gentles et al. (2015) suggested

that when purposeful sampling is chosen as a sampling method, the researcher needs to indicate what this means for their specific context. Therefore, to acquire a sample from a population of teachers in District A ISD, the director of school leadership was contacted and asked for a list of all teachers who a CIC has served in the school years 2018–2019, 2019–2020, or 2020–2021. A list of campus administrators and campus intervention coaches was collected from the District A ISD website. The sample represented all ethnicities, gender, and ages included in the overall teacher, campus administrator, and district administrator populations. In terms of sample size, Yin (2011) indicated that the number of interviews could “easily fall in the range of 25–50 units, but it depends on the complexity of the study topic and the depth of data collected” (p. 91). Based on this recommendation, my sample size was 27 participants and consisted of 12 teachers, 10 campus administrators, and five campus intervention coaches. The goal in choosing a sample size was to learn more about the participants’ perceptions without having a sample so large that the data becomes redundant.

Participants were invited to participate in the study via email and were given the information necessary to understand their role and the study’s purpose (see Appendix A). The study’s sample included participating teachers, along with participating campus administrators and campus intervention coaches in District A ISD. The interview questions and study information were provided to all participants before being interviewed. Participants were also provided information regarding the time frame and parameters of their participation. Participants received a consent form (see Appendix B) that detailed the study’s purpose and the interview questions. This consent form was sent through Hello Sign, and participants signed it electronically before being interviewed. I shared my contact information with participants in case they were interested in the results when the study concluded. Participants were also reminded of



the confidentiality and anonymity of their participation and were interviewed via Zoom, a teleconferencing platform. All interviews were audio recorded, transcribed, and included in the study.

### **Study Instrument**

I created an open-ended set of interview questions (see Appendix C) because there were no published or available questions aligned with my study's research questions. The questions created encouraged participants to explain their perceptions if the CIC model aligned with the research questions (see Appendix C). I used the questions to conduct a brief interview that contributed to a deeper understanding of how the CIC model influenced teachers' decisions to remain in the profession and how it impacted the percentage of students involved in disciplinary referrals. Because I interviewed participants from three different groups (teachers, administrators, and CICs), I created a protocol that asked general and role-specific questions. Applying my conceptual framework guided me in creating the interview protocol (see Table 3) used in this study.

**Table 3***Alignment of Interview Questions to Research Questions*

Research questions	Interview questions
<b>RQ1:</b> What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on first-year teachers' decisions to remain in the profession?	<p>Do you feel the CIC program has influenced your teachers' decisions to remain in the profession?</p> <p>Why or why not?</p> <p>Do you feel the CIC program has influenced your decision to remain in the profession?</p> <p>Why or why not?</p>
<b>RQ2:</b> What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals?	<p>Do you feel the CIC program has an influence on decreasing the number of students who are involved in disciplinary referrals?</p> <p>Why or why not?</p>
<b>RQ3:</b> What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on first-year teachers' decisions to remain in the profession?	<p>How do you feel the CIC program could be improved to greater influence teachers' decisions to remain in the profession?</p>
<b>RQ4:</b> What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals?	<p>How do you feel the CIC program could be improved to decrease the number of students who are involved in disciplinary referrals?</p>

**Data Collection and Analysis Procedures**

Study data was collected through live, semistructured Zoom interviews that were audio recorded and transcribed for analysis. Although phone and videoconferencing interviews are not the same as face-to-face interviews, they have many of the same benefits and allow the

interviewer to connect with participants located outside of the geographical location where the interviews take place (Leavy, 2017). I handled the interview professionally, and each participant was given the interview questions before the interview. Leavy (2017) stated that researchers should transcribe each interview verbatim to ensure nothing is missed when coding is conducted. To accomplish this, I used Transcription Puppy, a transcription service. Collecting open-ended responses help assess educational program effectiveness (Fitzpatrick et al., 2011). The data collected produced the desired result, so no additional participants were selected and interviewed. As the interviews concluded, there was no further contact between the participants and me. I provided participants with my contact information if they were interested in the study results.

Transcribed data was open coded using NVivo, a computer-assisted qualitative data analysis software (CAQDAS) program. NVivo is one of the most utilized CAQDAS programs and can code and categorize many different data formats. Using CAQDAS moderates the potential for researcher bias when only human coders are used (Feng & Behar-Horenstein, 2019), as will be the case in this study. NVivo was used in conjunction with the ‘framework’ method (Ritchie & Lewis, 2003) to analyze the data. A hierarchical thematic framework was used to classify and organize data based on key themes, concepts, and emergent categories. Bonello and Meehan (2019) adapted Ritchie and Spencer’s (1994) stages and processes involved in the practical application of framework qualitative analysis. Table 4 shows how I used the stages of Ritchie and Spencer’s (1994) analytical process and how each stage of the process was applied using NVivo.

**Table 4***Using NVivo With the Framework Approach*

Ritchie and Spencer's (1994) analytical process	Practical application using NVivo	Strategic objective
1. Familiarization	<p>Stage 1: Open (free) coding.</p> <p>Read transcripts and listen to Zoom recordings multiple times.</p> <p>Start preliminary exploratory coding.</p>	Data management–explanatory process led by participants.
2. Thematic Framework Identification	<p>Stage 2: Categorization of codes and propositional statements.</p> <p>Recognize recurrent themes.</p>	Data management–explanatory process led by participants.
3. Indexing	<p>Stage 3: Coding on</p> <p>Review thematic framework that consists of free nodes.</p> <p>Reconstruct the data into a framework that makes sense based on the purpose of my study and research questions.</p>	Data interpretation–interpretative process led by both researcher and participants.
4. Charting	<p>Stage 4: Triangulation with key informants and conceptual mapping using NVivo.</p> <p>Arrange free node data into tree nodes with headings and subheadings and use propositional statements to help me understand the content of the nodes and the relationships between them.</p>	Data interpretation–interpretative process led by both researcher and participants.
5. Mapping and	Stage 5: Analytic memos and	Data extraction–

Ritchie and Spencer's (1994) analytical process	Practical application using NVivo	Strategic objective
Interpretation	abstraction of data.  Use conceptual hierarchies and visualization features to aid mapping and interpretation.	analytical process led by only the researcher

*Note.* Reprinted from “Transparency and Coherence in a Doctoral Study Case Analysis:

Reflecting on the Use of NVivo within a ‘Framework’ Approach,” by M. Bonello and B.

Meehan, 2019, *Qualitative Report*, 24(3), p. 486 (<https://nsuworks.nova.edu/tqr/vol24/iss3/4/>).

Copyright 2019 by M. Bonello, B. Meehan, and Southeastern University. Reprinted with permission.

Using these processes through practical application with NVivo allowed me as the researcher to gain a deeper understanding of participants’ perceptions about the CIC model and identify suggestions that may lead to improvement.

### **Methods for Establishing Trustworthiness**

Qualitative researchers have made many attempts to specify how trust for consumers can be conveyed and enhanced; however, the “construction of trustworthiness is far from an exact procedure” (Stahl & King, 2020, p. 26). Qualitative researchers rely on four general criteria in establishing trustworthiness in their research (Lincoln & Guba, 1985). These are credibility, transferability, dependability, and confirmability.

Stahl and King (2020) suggested that credibility asks the question, “How congruent are the findings with reality?” (p. 26). To promote credibility in research, they recommended triangulation as an effective method. Data triangulation was used for verification in this study because it is a popular, easy-to-implement method of establishing validity in qualitative research (Guion et al., 2011). When a researcher uses data triangulation, they collect data from multiple

groups of stakeholders. A comparable number of people from each stakeholder group should be included in the study (Guion et al., 2011). In this study, interviews were collected from three different stakeholder groups at District A ISD: teachers, campus administrators, and campus intervention coaches. Once all of the interviews were complete, I looked for common perceptions among all three stakeholder groups. Triangulation was accomplished using a Venn diagram. Each group of participants was assigned a portion of the diagram, and themes uncovered through NVivo software were placed in their respective circles for analysis. Additionally, I used member checking to help determine the accuracy of my qualitative results. Member checking from various roles within my research study is seen as a productive research practice that is the most crucial technique for establishing credibility (Lincoln & Guba, 1985). Furthermore, Stahl and King (2020) argued that any sort of member checking should lead to trust in the researcher.

Transferability can be achieved if patterns and descriptions from the context of my study could be applied to another context (Stahl & King, 2020). Providing a thick description is a way of achieving transferability (Creswell & Miller, 2000; Lincoln & Guba, 1985). This requires plentiful amounts of information regarding every aspect of the research, including details such as the location setting, participants involved and their attitudes, reactions observed that were not recorded, and the researcher's feelings (Stahl & King, 2020).

Lincoln and Guba (1985) referred to dependability as the trust in trustworthiness and suggested inquiry audits as a technique to establish dependability. By having a researcher at a local university who is not involved in this study examine both my methods and findings, they evaluated whether the data supported the findings, interpretations, and conclusions. A peer debriefing protocol was used to strengthen the study's dependability to support this process. Peer

debriefing is an efficient way of increasing the transparency of the research process by reviewing the development of a research study with an impartial colleague (Arber, 2006). In this peer debriefing process, collected information should be examined by a disinterested peer after each interview, with feedback provided (Lincoln & Guba, 1985, p. 308). Therefore, I asked a colleague at a local university with no vested interests in the outcomes and no other connections to the research to serve as a peer in the debriefing process to minimize the likelihood of any biases negatively affecting the study's dependability.

The protocol I used was developed by Amankwaa (2016) and included the following steps:

1. Chose a peer to work with during the time of interviews and data collection.
2. The peer completed an attestation form and met with them after each interview.
3. During each peer debriefing meeting, I met with my peer and discussed the interviews, feelings, actions of participants, and ideas that were present during the interviews. We also discussed any potential blocking, clouding, or other feelings that my peer might have observed in me.
4. Meetings were digitally journaled and dated to be used during the data analysis process.

To promote confirmability in my study, I used triangulation of sources by comparing people with different viewpoints (teachers, administrators, and CICs). Confirmability can be described as “getting as close to objective reality as qualitative research can get” (Stahl & King, 2020, p. 28). I also engaged in reflexive auditing by describing my involvement in the decisions made in the research process. According to Stahl and King (2020), this is a basic requirement for an acceptable dissertation.

## **Researcher's Role**

Although I am no longer employed as a CIC at District A ISD, I was for two and a half years and was part of the inaugural team. For this reason, I am very knowledgeable about the coaching practices of the team of CICs. I used that knowledge to decide what I wanted to learn from my research, which helped me craft the study's purpose and research questions. This is important because being immersed in the research creates another level of trust, as long as the researcher can communicate their involvement in their own research and monitor the influence of their values and passions surrounding the research (Stahl & King, 2020). Furthermore, knowing the ins and outs of what types of activities the CICs use when coaching their assigned teachers helped me develop my conceptual framework. I am currently employed as a clinical assistant professor in the School of Teaching and Learning at a local university; I teach education courses to future teachers, so this research is still very important to me as it will also help shape the curriculum that I deliver to my students. By discovering what components of the CIC model are effective and how the model can be improved, I was able to share my findings with the district and my university.

## **Ethical Considerations**

Before collecting data in this study, I obtained approval from the institutional review board (IRB; see Appendix D) at Abilene Christian University (ACU). The purpose of the IRB is to protect the institution and the research from any liability by ensuring that research is conducted using a legal and ethical approach (Saldaña & Omasta, 2018). I also sent a request to collect data to the director of Accountability, Research, Evaluation, and Assessment at District A ISD, emailed participants, and selected volunteers based on predetermined criteria. Finally, I changed participant names and only audio recorded the Zoom interviews by having participants



turn their cameras off, ensuring that the audio was recorded on my laptop. The data is stored in a secure, locked cabinet in my office, where it will be kept for three years per IRB requirements. I did not maintain any digital records on my laptop.

### **Addressing Potential Instrumentation and Researcher Bias Concerns**

I used the interviewing the investigator approach (Chenail, 2011) to address this study's instrumentation and researcher bias concerns. In this approach, I assumed the role of a participant in the study and had a colleague interview me using the questions used in the study. This interview was conducted using Zoom to duplicate the actual interview platform in the study, in alignment with Chenail (2011). The process of obtaining consent (Chenail, 2011) was also used in the interviewing the investigator process and was recorded so I could make notes of changes needed to refine this process. I pretested the data collection instrument by distributing the interview question document to five additional teachers, two additional campus administrators, and one additional campus intervention coach not included in the study to ensure the questions were answerable. Interview questions were open-ended to more deeply understand teacher, campus administrator, and district administrator perceptions in a genuine capacity.

Beyond pretesting the interview protocol, there was no pilot study to validate the questions asked in the interviews. The individuals labeled as participants included teachers, campus administrators, and campus intervention coaches in District A ISD and represented a mixture of ethnic backgrounds, gender, and age ranges in the study. Although pretesting the interview question document with every parameter within the pool of participants before dissemination was not possible, testing the questions with some of the potential ethnicity, genders, and ages ensured the validity of the study instrument. Pretesting the interview protocol also verified that the questions made sense to potential participants. Finally, to address personal

bias concerns, any teacher I coached during my time as a CIC and any principals I had a personal relationship with were not included in this study.

### **Assumptions**

Several assumptions were made in this study. One substantial assumption regarding the interviewed participants was that each person would respond honestly and candidly. Participants were reminded of the safeguards utilized in this study before, during, and after each interview to increase the likelihood of honest and candid answers. I also assumed that participants had a working, personal understanding of the CIC model in District A ISD and would be able to provide insight about their personal experiences that would contribute to the discussion during interviews.

### **Limitations**

The most significant limitation of this study was that it had limited generalizability because it centered on a single school district. Another fairly significant limitation of this study was my relationship with District A ISD. The relationship between the district and me could be an advantage because I have already established trust and rapport with the district. This might have been a disadvantage because participants might have only told me what they thought I wanted to hear and not be completely honest and candid in the interviews. I did not use data collected from teachers I personally coached to combat this.

### **Delimitations**

There was only one delimitation of this study because it examined multiple perspectives (teachers, administrators, and CICs) and included all grade levels and all campuses at District A ISD. This study only examined the CIC model's potential influence on teachers' decisions to remain in the profession and reducing the number of students involved in disciplinary referrals. It

did not examine the influence of the CIC model on other outcomes such as student achievement.

### **Chapter Summary**

This chapter provided a methodological outline of this qualitative case study. This methodology was used to answer the research questions examining teachers', administrators', and campus intervention coaches' perceptions of the campus intervention coaching model at District A ISD. This chapter also reviewed the plan for sampling, participant selection, data collection and analysis procedures, and a discussion regarding methods for establishing trustworthiness, the role of the researcher, and ethical considerations. Chapter 4 will review and analyze the findings of the study.

## **Chapter 4: Results**

The purpose of this qualitative case study was to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. This study was designed to generate a better understanding of perceptions of how the CIC model influences teachers' decisions to remain in the profession; how teachers, campus administrators, and campus intervention coaches perceive the CIC model's effectiveness in reducing the percentage of students involved in disciplinary referrals; and what recommendations teachers, campus administrators, and campus intervention coaches had on how to improve the CIC model. The following research questions guided the study:

RQ1: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession?

RQ2: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals?

RQ3: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession?

RQ4: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals?

This chapter reports the findings of the analysis of data obtained from District A ISD employees who participated in the study. The study participants represented all levels of education within the district. The findings presented in this chapter come from interview

responses from teachers who have been served by a classroom intervention coach (CIC), campus administrators, and both current and former CICs. Chapter 4 includes a review of participant selection, participant profiles, the data analysis process used in this study, a discussion of the findings, a summary of dominant themes, and a concluding summary of the chapter.

### **Review of Participant Selection**

The goal was to recruit 10 teachers, 10 administrators, and five CICs. An email soliciting participation was sent to 510 teachers who have been served by a CIC, 22 campus principals, 42 assistant principals, and 10 CICs. A total of 12 teachers, 10 administrators (seven campus principals, three assistant principals), and five CICs agreed to participate in the study, exceeding the recruitment goal. Participant profiles of the teachers who agreed to participate are included in Table 5; there was representation in all campus levels (elementary, intermediate, middle, high). The teacher groups that were represented the most in the sample were prekindergarten teachers and special education teachers. Furthermore, there was representation in both first-year teacher and new-to-the-district teacher groups.

**Table 5***Participant Profiles: Teachers*

Pseudonym	Classification	Subject taught
Teacher 1	First-Year Teacher	PreK
Teacher 2	First-Year Teacher	PreK
Teacher 3	New-to-the District	Elementary Special Education
Teacher 4	First-Year Teacher	Third Grade
Teacher 5	First-Year Teacher	Elementary Special Education
Teacher 6	New-to-the District	Elementary Special Education
Teacher 7	New-to-the District	Elementary Special Education
Teacher 8	First-Year Teacher	Sixth-Grade Bilingual
Teacher 9	New-to-the District	Middle School Physical Education
Teacher 10	First-Year Teacher	High School Health Science Technology
Teacher 11	First-Year Teacher	Fifth-Grade English Language Arts/Reading
Teacher 12	New-to-the District	PreK

Table 6 shows the participant profiles of administrators that agreed to participate in this study. As shown in Table 5, all campus levels (elementary, intermediate, middle, and high) were represented. Additionally, there was representation in both administrator classifications (principal and assistant principal).

**Table 6***Participant Profiles: Administrators*

Pseudonym	Classification	Campus type
Admin 1	Principal	Elementary School
Admin 2	Principal	High School
Admin 3	Principal	Elementary School
Admin 4	Principal	Middle School
Admin 5	Assistant Principal	Elementary School
Admin 6	Assistant Principal	Middle School
Admin 7	Assistant Principal	High School
Admin 8	Principal	Elementary School
Admin 9	Principal	Elementary School
Admin 10	Principal	Intermediate School

Table 7 illustrates the participant profiles of the CICs that agreed to participate in this study. The sample represented both current and former CICs with years of experience as a CIC ranging between two to three years.

**Table 7***Participant Profiles: CICs*

Pseudonym	Classification	Years of experience
CIC 1	Current CIC	Two
CIC 2	Current CIC	Three
CIC 3	Former CIC	Two
CIC 4	Current CIC	Three
CIC 5	Former CIC	Three

**Data Analysis Process**

This study utilized a single unit case study approach because it involved a single school district. This qualitative case study centered around the perceptions of teachers, campus administrators, and CICs regarding the influence of the model on teachers' decisions to remain in the profession and the influence of the model on reducing the percentage of students involved in disciplinary referrals. Participants were also asked about their suggestions on ways to improve the program in terms of its influence in both areas. To establish validity, five additional teachers, two additional campus administrators, and one additional CIC who were not included in the study reviewed the interview protocol. During this process, I used the interview protocol to interview each person. In every instance, the pretest participant could easily answer each question. Because the only objective of this pretesting process was to ensure my interview questions were answerable and made sense to individuals from similar backgrounds as potential participants, I did not record the interviews or take notes on any of the answers these pretesting participants provided.



I also used the interviewing the investigator approach (Chenail, 2011) by assuming the role of a study participant and had a colleague interview me using the questions used in the study. Therefore, when critically evaluating this experience, the interview protocol accomplished the goals as intended, and no confusion or potential researcher bias was observed.

I conducted Zoom interviews between September 27, 2021, and October 13, 2021. During the interview of CIC 1, the participant had some trouble answering the two interview questions from the CIC interview protocol:

3. Another goal of the CIC program at implementation was to reduce the number of students who are involved in disciplinary referrals. Do you feel like the CIC program has an influence on decreasing the number of students who are involved in disciplinary incidents?

5. How do you feel the CIC program could be improved to decrease the number of students who are involved in disciplinary incidents?

During the first interview, CIC 1 was confused by the word incidents in the interview questions. Because of the way District A ISD's student code of conduct is written, the word incident means that a student has violated the student code of conduct and a referral to campus administration has been input in the discipline management system. CIC 1 was a teacher before he became a CIC two years ago, so he thinks of the word incident as any type of student misbehavior, as opposed to a referral-worthy behavior that would be processed in the discipline management system. To clarify this question and promote answers that would better contribute to answering research questions #3 and #5, I contacted my dissertation chair and IRB to request changing the word incident to the word referral because that would be more universally understood when interviewing all three participant groups. Therefore, for the remaining 26 interviews, the interview protocol was updated (see Appendix C).

After each interview was transcribed through Transcription Puppy, I allowed study participants to view their individual transcripts and verify the accuracy of their perceptions to achieve credibility. This allowed me to complete the member checking process described in Chapter 3.

During the data analysis process, I engaged with my peer in the peer debriefing protocol described in Chapter 3. After each interview was transcribed, my peer and I met via Zoom, where I shared my screen to review the interview transcript with her. These meetings were digitally journaled, and notes were made of the outcome of each meeting. In each session, I started the discussion by highlighting the quotes contained in the transcript with the information I considered to be the most relevant in answering my research questions. As I was marking the transcripts, I was sharing my justifications with my peer and how I felt the quotes connected back to the respective research question. Through this peer debriefing protocol, my knowledge and analysis of each interview transcript deepened as I was forced to explain my reasoning with each step. Being an objective and disconnected party, my peer agreed with my methodology and findings. She indicated, “Your justifications for each of the coding choices you made on the transcripts was very well explained and reasonable based on what each participant said.” She further commented:

You did a great job with the questions you chose to ask because they provoked information-rich answers and helped paint a clear picture of what the CIC model encompasses and its perceived influence on teachers’ decisions to remain in the profession and reducing the percentage of students who are involved in disciplinary referrals. Having no prior knowledge of the CIC model or its goals and purposes, this study has shed light on what the model is and how it can be improved.

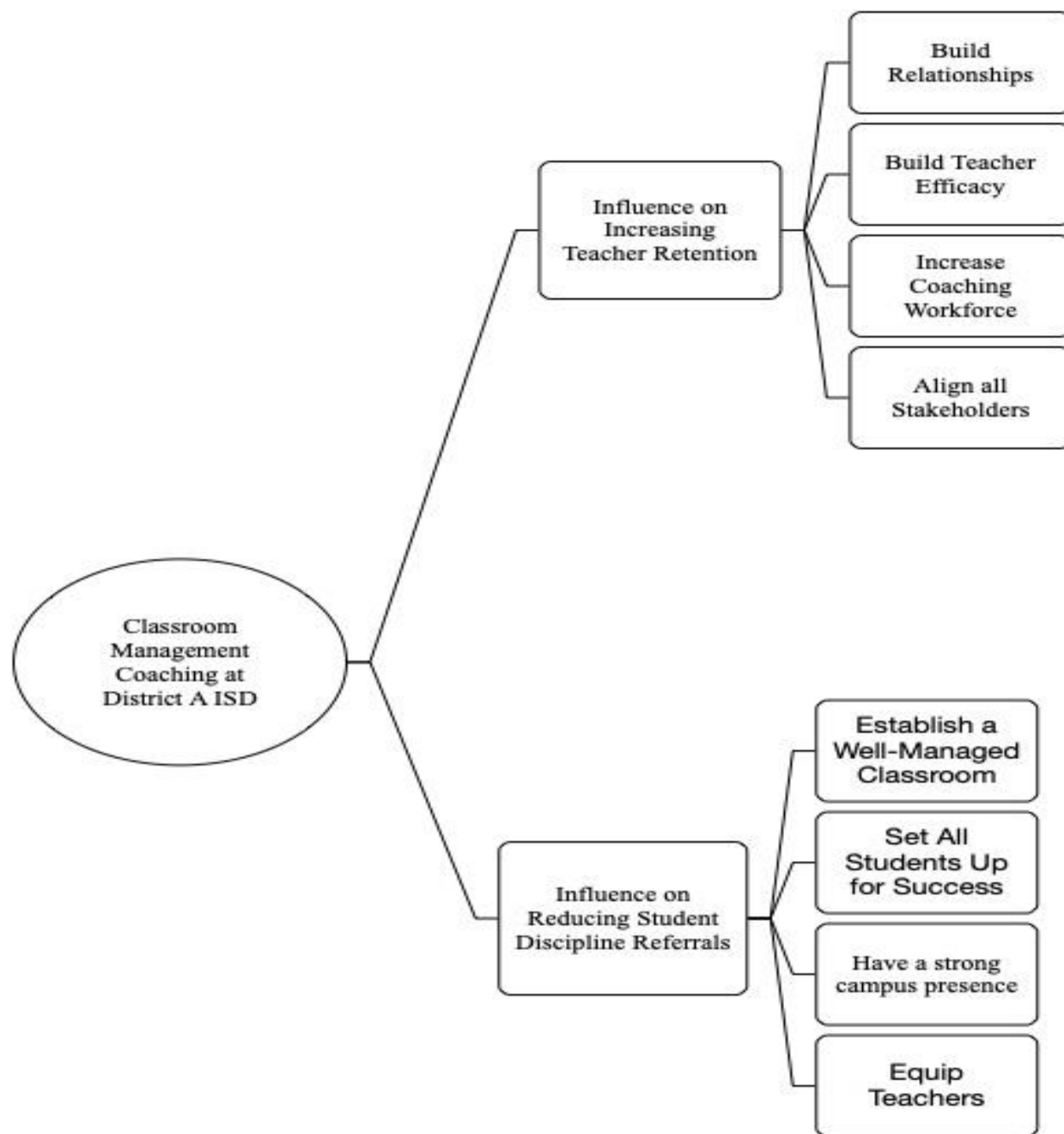
Upon conclusion of the 27 meetings between my peer and me, I felt confident beginning the holistic data analysis process.

Data was analyzed using NVivo in conjunction with the ‘framework’ method (Ritchie & Lewis, 2003). A hierarchical thematic framework was used to classify and organize data based on key themes, concepts, and emergent categories. Bonello and Meehan (2019) adapted Ritchie and Spencer’s (1994) stages and processes involved in the practical application of framework qualitative analysis. I used the stages of this adapted analytical process, and each stage of the process was applied using NVivo using the following steps:

1. Familiarization: I read the transcripts, listened to Zoom audio recordings multiple times, and started preliminary exploratory coding.
2. Thematic framework identification: I categorized codes and propositional statements and recognized recurrent themes.
3. Indexing: I reconstructed the data into a framework that made sense based on the purpose of the study and my research questions.
4. Charting: I triangulated the data across the three participant groups and made a mind map using NVivo by arranging free node data into tree nodes with headings and subheadings (see Figure 3).
5. Interpretation: I used the conceptual hierarchies and visualization features to help me interpret the data.

**Figure 3**

*Mind Map–Classroom Management Coaching at District A ISD*



*Note.* Mind Map created by this dissertation author.

## Discussion of the Findings

Table 8 shows the major themes identified in the data analysis process and their frequencies.

**Table 8**

### *Major Themes*

Themes	Frequency of responses to questions		
	Teacher <i>N</i> = 12	Administrator <i>N</i> = 10	CIC <i>N</i> = 5
Building Relationship	9	5	6
Building Teacher Efficacy	9	7	8
Establishing a Well-Managed Classroom	5	4	5
Setting All Students Up for Success	11	8	3
Increasing Coaching Workforce	2	4	4
Aligning All Stakeholders	0	12	3
Increasing CIC Presence on Campus	5	9	0
Equipping Teachers	5	2	11

This section presents the research findings for each research question in the order presented in Chapter 1. The relevant themes revealed in the analysis and coding process of the narrative responses from the three participant groups are discussed following each of the questions.

**Research Question 1**

What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession? At District A ISD, the CIC model was new, and classroom management coaching had not been widely researched in the literature; therefore, there was a need to understand better how the classroom management coaching or mentoring represented in the District A ISD CIC model was influencing teachers' decisions to remain in the profession and how the District A ISD campus intervention coaching model can be improved to influence teachers' decisions better to remain in the profession. Participants reflected on their perceptions regarding the influence of the CIC model on teachers' decisions to remain in the profession. Two themes emerged from the analysis of the interview transcripts. The perception and belief that teachers' decisions to remain in the profession can be influenced by building relationships with their CICs and building teacher efficacy.

***Building Relationships***

All participant groups overwhelmingly reported building relationships with teachers as having a positive influence on teachers' decisions to remain in the profession. Table 9 shows the frequency of responses that answered Research Question 1.

**Table 9***Themes Derived from Research Question 1*

Themes	Frequency of responses to questions		
	Teacher N = 12	Administrator N = 10	CIC N = 5
Building Relationships	9	5	6
Building Teacher Efficacy	9	7	8

*Note.* Responses to Research Question 1 were answered by Interview Question 2: Do you feel the CIC program has influenced your decision to remain in the profession (teacher), or Do you feel the CIC program has influenced your teachers' decisions to remain in the profession (administrator and CIC)? The follow-up question was: Why or why not?

Participants across all three groups perceived the CIC program to have a positive influence on their own or their teachers' decisions to remain in the profession and spoke about the relationships and efficacy-building activities that benefitted them the most. Teacher 4 referred to her CIC as an "advocate" and described how they influenced her decision to remain in the profession and their long-lasting relationship. She mentioned how, even though she is no longer assigned to her CIC, she knows that she can always call her CIC at any time, and her CIC will still be that extra support to her, that "lifeline." Teacher 8 stated that her CIC influenced her decision to remain in the profession by saying, "With her help, and her support, she reminded me why I decided to become a teacher; she reminded me why I'm here, to find my 'Why.' Yeah, so she helped me a lot."

CIC 1 shared a personal example of the CIC influence on teachers' decisions to remain in the profession by describing a situation where the teacher was "cussed out for most of the day" and how she wept at her desk for "a good 20 minutes." CIC 1 discussed how the teacher began to

question whether she made the right decision to become a teacher and if she chose the right profession. They further explained how that teacher is now in her third year of teaching and mentioned how the teacher would have left had someone not “been there and let them cry and then coach them out of it.” CIC 2 also shared a personal example of how they supported one of their teachers by setting more focused goals around self-care rather than content or pedagogical practices. They described how one of the teachers they supported was staying at work until 9:00 or 9:30 p.m. every night and how there was “nobody else that was going to give her the goal of going home because this is going to burn you out.” CIC 2 made it an explicit goal of the teachers to go home no later than 5:30 or 6:00 p.m. each day. They would send the teacher a text each day at 6:00 p.m., to begin with, and then at 5:30 p.m. once the teacher had mastered the goal of going home no later than 6:00 p.m. each day.

Administrator 3 highlighted the importance of the relationship between teachers and their CICs and described this as their “favorite part” because of the trust that is formed between the CICs and their teachers and how the relationship is “very unobtrusive, very safe.” They further explained how this relationship nurtures teacher growth, how it is just another piece of the puzzle to support teachers, and how it extends far beyond the first year. Administrator 6 shared her beliefs about the importance of building relationships with teachers and discussed the “one-on-one conversations” that CICs have with their teachers, where teachers have shared “a lot of personal information that has helped us tremendously in making sure that a teacher was mentally healthy during a really difficult year.” Administrator 6 described the biggest benefit of the CIC program is that teachers always know that they have an “advocate and somebody that’s collaborating with them and working with them and in their corner.”



### ***Building Teacher Efficacy***

Participants from each group identified activities that CICs engaged in with their teachers as ways to build teacher efficacy and positively influence teachers' decisions to remain in the profession.

Teacher 4 shared her personal experience with how her CIC helped build her teacher efficacy and influenced her decision to remain in the profession. She disclosed how she is getting her alternative certification, and the CIC program has been one of the things that helped her feel that she is "more equipped" to do her job. She explained that "whenever I feel equipped to do something and empowered to do something, I want to be there. The more trained I feel, the more supported I feel, the better I feel about coming to work."

Table 10 details the strategies that were identified during the interviews as the most beneficial strategies that teachers engage in with their CICs.

**Table 10**

#### *Strategies Used to Strengthen Teacher Efficacy*

Strategy	Illustrative quote evidence
1. Videotaping Teacher in Classroom	<p>Administrator 1: "I just had a CIC actually videotape one of my teachers, and that has been the most beneficial thing I have seen from a CIC that I've worked with. It definitely brought an accountability piece that I felt has been missing. So, I really enjoyed that activity. In fact, more teachers have asked (those who don't have a CIC) if they can do that. And, when a teacher wants to videotape themselves, that's a good thing."</p> <p>CIC 1: "So, if I have a teacher that is willing to let me video their lesson ... . More often than not, the teacher realizes that they're not speaking to the student in a way that they feel like is beneficial to the classroom, or they see first-hand that their positive to negative interactions are out of balance. So, being able to video a teacher and then show them soon after that video and allow them to almost edit themselves or coach themselves has been really beneficial with my teachers."</p>

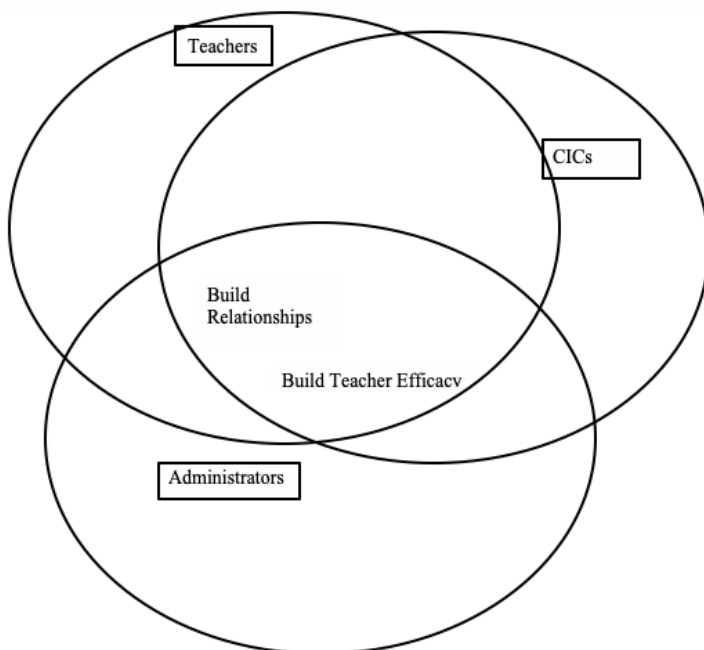
Strategy	Illustrative quote evidence
2. Holding Teachers Accountable for Follow-Through	<p>Administrator 1: “One [CIC] helped one of my new teachers get [to] a safe place. I [had] been going, and the teacher had yet to do it. So, again the [CIC] accountability piece.”</p> <p>Teacher 10: “So she said, ‘You need to have a seating chart.’ I knew I needed a seating chart, but I hadn’t started one, so the very next period, I started the seating chart. And that has made it a whole lot easier, which I was going to do anyway, but she made me do it right away. It was something that I needed; I just needed to get it done.</p>
3. Collaborative Reflection Between Teacher and CIC	<p>Administrator 5: “I think that the reflections activity that the CIC does with our teacher, it actually really helps them because the CIC is here often. They’ll actually come, observe, and watch and sometimes model, but the reflection piece when they’re able to meet with them one-on-one and ask, it’s more of the coaching model where like the teacher comes up with what they need to work on, or what they see. And then, the CIC is able to step in with a few comments of what they see. They work collaboratively.”</p> <p>CIC 1: “So, there’s an exercise that I do with my teachers. Where in the middle of a class, you can tell that they feel like the class is chaotic or out of control or everything’s really bad. I’ll have a teacher in that moment step back and actually look at each child and figure out what that kid is doing. More times than not, I see teachers realize that in a room of 18 students, 14 of them are actually engaged. They’re doing what they’re supposed to. They’re working on whatever project or assignment they have, and so the teacher kind of takes a deep breath and realizes, ‘Oh, actually, I just have four students that need help with their behavior management.’ That’s actually a lot better than what I thought it was. I felt like it was 18 students. And so, getting them [the] proper perspective on their classroom has been the most beneficial tool I use at all grade levels.”</p> <p>CIC 4: “I coach them through questioning. Instead of stating my observations, I asked them questions about how they perceived any observations, and that way, I can strategically work around their perceptions and bring them to maybe some things I saw that they didn’t see and celebrate things that they did see because, at times, they think they’re doing nothing right, and so it’s always a good aspect to point out the things that they did well.”</p>

Strategy	Illustrative quote evidence
4. Observations Followed by Feedback	<p>Administrator 8: The CIC does “observations and then [gives] the feedback after that, and so that they can see exactly what the teacher is doing in the classroom and then provide them [the] tools and feedback after that observation.”</p> <p>CIC 3: “I think that giving them specific feedback on what they were doing was beneficial for them because, a lot of the time, they didn’t necessarily know why they were or were not doing some of the things that they were doing. With [the] specific feedback that I gave them, it felt like it was much easier than to find an appropriate strategy for them to utilize with whatever it was they were lacking.”</p> <p>Teacher 10: “She comes in and observes and then gives me feedback. I like her coming in and doing the observation and giving me feedback. It’s helpful to have that, and it’s immediate. She tells me immediately when she’s done what she likes and what she thinks I need to work on. The immediate feedback is what’s helpful for me. So, at that point, I can start to make the changes and make notes about it going forward to the next class.</p>
5. Problem-Solving Between Teacher and CIC	<p>Teacher 2: “If I didn’t have an idea about how to respond to something or handle something, he would help me with research or joint going and finding an idea for something that would work. Having somebody to bounce ideas off of and go to if I didn’t know what to do next was really helpful. I think, especially just as a teacher last year, especially with it being during a pandemic, there were a lot of moments where I just did not know what to do next. I had tried everything that was in my skill set. And so, having someone else to explain what I was doing, reassuring me that what I was doing made sense, and kind of help[ed] me find the next steps were very helpful.”</p> <p>Teacher 3: “Any time I had a problem or an issue, she had a notepad. She had her phone. She was on it. She was problem-solving for me. So, and it was usually by the next day or after that, she had already reached out to somebody to help me fix my problem.”</p>

Figure 4 represents the themes discovered in the results of Research Question 1. Each circle in the Venn diagram represents each of the participant groups. The common themes in at least two participant groups were used as themes in this section.

**Figure 4**

*Venn Diagram of Themes: Research Question 1*



## **Research Question 2**

What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals? Because student discipline is sometimes reported as a reason teachers leave the profession, it was important to investigate the CIC model's perceived influence on reducing the percentage of students involved in disciplinary referrals.

Participants reflected on their perceptions and beliefs regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals. Two themes emerged from the analysis of the interview transcripts. Based on the majority of participant responses, the CIC model was perceived to influence a reduction in the percentage of students involved in disciplinary referrals by helping teachers create a well-managed classroom and

setting all students up for success. Table 11 shows the frequency of responses that answered Research Question 2.

**Table 11**

*Themes Derived from Research Question 2*

Themes	Frequency of responses to questions		
	Teacher <i>N</i> = 12	Administrator <i>N</i> = 10	CIC <i>N</i> = 5
Establishing a Well-Managed Classroom	5	4	5
Setting All Students Up for Success	11	8	3

*Note.* Responses to Research Question 1 were answered by Interview Question 2: Do you feel the CIC program has an influence in decreasing the percentage of students involved in disciplinary referrals? The follow-up question was: Why or why not?

### **Creating a Well-Managed Classroom**

Participants identified ways that CICs assist teachers in the proactive creation of well-managed classrooms. Teacher 10 shared that she “had no idea what to expect in terms of classroom management” when she started teaching. Teacher 9 described

[How] the biggest problem with losing teachers in the first few years is like they’re thrown in and they don’t have that discipline structure behind them or how to deal with behavior management and how to deal with just like the behavior side of the classroom versus the teaching side.

Teachers and administrators shared examples of collaborative activities between teachers and CICs, and CICs reflected on their involvement in the process. Teacher 9 emphasized how helpful it was “having a coach to help you implement that behavior side and to help you redirect

and help you solve as many behavior issues in the classroom with you controlling it rather than just sending out [to the office].”

### ***Setting Clear Expectations***

Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) serves as the framework for setting expectations for each activity in a teacher’s classroom. Teacher 4 described how her CIC has “helped keep behavior issues down because she’s helping me set my expectations. If I improve my ability to communicate my expectations, student behavior does better.”

### ***Use of STOIC Framework***

The acronym STOIC (structure, teach, observe, interact, correct) refers to five key elements of effective classroom management and school-wide behavior improvement strategies (Sprick, 2013). CIC 5 shared that they used the STOIC framework to guide their coaching of teachers prior to and during the first six weeks. They described these steps of the STOIC framework and how they used them, as represented in Table 12.

**Table 12**

#### ***STOIC Framework Description by CIC 5***

Letter	Element	Description
S	Structure	I would ask teachers, “How are you going to set up your classroom for success so that your students are able to walk in and know what’s expected of them? Do they know where they’re going to get their materials? How are you going to set up your groups where kids can be successful? What strategies are you going to use to teach the

Letter	Element	Description
		expectations of your classroom environment?”
T	Teach	So, when I talk about the teach part that goes into the T part of STOIC, and so that’s like your CHAMPS expectation. So, CHAMPS is built under the STOIC umbrella. CHAMPS stands for C–Conversation level; H–How do students ask for help?; A–What is the activity?; M–Movement, Should students be moving around the room?; P–How do students show they are participating?; and S–If students do all of these things, they will experience success.
O	Observe	Observe student behavior, supervise and monitor.
I	Interact positively	Build relationships with your students.
C	Correct fluently	Be consistent and respectful when correcting or redirecting student behavior.

CIC 5 further described how they would meet with each teacher before school started and would “create CHAMPS for direct instruction, group work, independent work, and tests and quizzes, and entering and exiting the classroom.” The teacher could then use those CHAMPS expectations on the first days of school, then teach those expectations within the classroom structure.

### ***Well-Defined Processes and Procedures***

Teacher 7 described how if classroom procedures were well-established, they would prevent misbehaviors. Teacher 2 explained:

Without that, or without somebody in the classroom there to kind of help support classroom management, it would have been a lot more frustrating experience, and there would have been a lot more, there would have been a lot of smaller problems bubbling up that we're able to keep under control.

Administrator 2 described how CICs have “really helped a lot of my new teachers develop structures for their classrooms, structures for how to handle student discipline, structures for processes and procedures. That would help classrooms run a little bit more smoothly.”

### **Setting All Students Up for Success**

Participants shared strategies CICs used to help teachers set all students up for success, such as developing individualized student support plans and other strategies described in the following sections.

### ***Individualized Student Support Plans***

Table 13 shows the benefits of CICs developing individualized student support plans as evidenced by participants' answers to the interview questions.

**Table 13**

#### ***Benefits of Individualized Student Support Plans***

Participant	Evidence
Teacher 1	“I could say, ‘Hey, I’m having this problem behavior,’ and then helping to think of ideas and suggestions that may help with problem behaviors has been helpful. So, yeah, I would say that that definitely has helped keep kids in the class and out of the office.”



Participant	Evidence
Teacher 5	<p>“The most helpful thing that my CIC is helping with so far is providing specific behavior interventions, are not even providing, but brainstorming specific behavior interventions for specific students of mine. So basically, what he’ll do, he’ll ask, ‘Are there any students that you need help with their behaviors?’ And he has me just explain what they’re doing. And then he’ll really help me see it very clearly what the behavior is generally, like why the students are motivated to do that and then give me a really specific but simple strategy to help intervene with that behavior, and I’ve been able to implement them, and they are super helpful.”</p>
Teacher 7	<p>“My CIC has helped me with how to assist a particular student that’s being evaluated for special education, as to help the teacher help that student in the interim while they’re being tested.”</p>
Teacher 8	<p>“My CIC gave me a lot of suggestions or things to do so I can help a student, the way to talk to them, so they can be engaged and they don’t get in trouble, and how to manage the harsh situations.”</p>
CIC 4	<p>I “equip the student’s current teacher with tools that can help the child be successful [while waiting on the special education evaluation].”</p>
Administrator 4	<p>“A teacher might have a student in a classroom that is disruptive, or just we can’t seem to get them on task, engaged in the work, that we can put in a request to also have a CIC observe and give feedback on how can we—what strategies can we use to help to make sure that all of our students are engaged especially one that might be particularly unengaged.”</p>

Participant	Evidence
	“Through the teachers changing strategies or implementing new strategies, I think, to some extent, it does reduce referrals.”
Administrator 8	<p>“We’ve been fortunate that we’ve had CICs come and provide support with some students, and we had some students that had some extreme behaviors. And so, they were able to come in and do observations and make recommendations as far as things that we could do to support that student in the classroom and also help the teacher in supporting that student.”</p> <p>“I think the tools that they give the teacher in and the development of the behavior intervention plans, that has decreased the number of referrals.”</p>

### *Other Strategies That Set All Students Up for Success*

Administrator 3 stated:

CIC’s really taught teachers about how to use a safe space and what that means. And that, I feel like [it] is a game changer in the classroom to change behavior. Get kids redirected and give them a safe free space to kind of regroup.

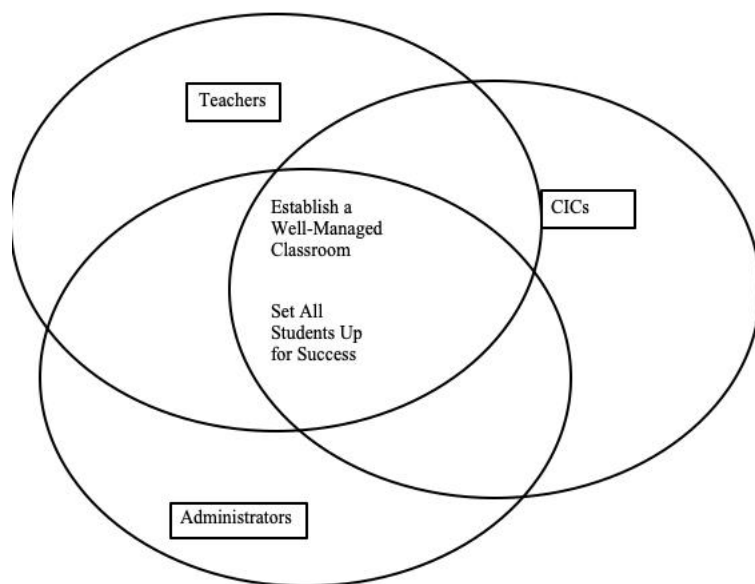
Administrator 7 described how they “can see steps that the CICs have put in place trying to keep them from getting in trouble and teaching them the coping skills and the strategies that they need.” Teacher 5 stated:

[That her] CIC has given me strategies to help decrease [the] escalation of behaviors, and I really didn’t even ask for that. I just said I’m having this problem, and his immediate response was to say, “Okay, let’s practice these strategies to help de-escalate behaviors.”

Figure 5 represents the themes discovered in the results of Research Question 2. Each circle in the Venn diagram represents each of the participant groups. The common themes in at least two participant groups were used as themes in this section.

**Figure 5**

*Venn Diagram of Themes: Research Question 2*



### Research Question 3

What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession? The district's teacher turnover rate is 22.5%, which is roughly 6% higher than the teacher turnover rate in the state of Texas (TEA, 2019). One of the CIC program's goals, when it was created, was to increase teacher retention. Participants reflected on how they felt the CIC program could be improved to greater influence teachers' decisions to remain in the profession. One recommendation was to increase the coaching workforce. This suggestion was made by two teachers (16% of teacher participants), four administrators (40% of administrator participants), and four CICs (80% of CIC participants). While participants in all

three groups made this recommendation, the larger percentage of representation in the CIC participant group could be skewed since it would increase their workforce and lessen their workload. Another recommendation was to align all stakeholders: CICs, administrators, and instructional coaches. Table 14 shows the frequency of responses that answered Research Question 3.

**Table 14**

*Themes Derived from Research Question 3*

Themes	Frequency of responses to questions		
	Teacher <i>N</i> = 12	Administrator <i>N</i> = 10	CIC <i>N</i> = 5
Increasing Coaching Workforce	2	4	4
Aligning All Stakeholders	0	12	3

*Note.* Responses to Research Question 1 were answered by Interview Question 4: How do you feel the CIC program could be improved to greater influence teachers' decisions to remain in the profession?

### **Increasing Coaching Workforce**

Participants from all three groups described the need for an increase in the CIC workforce for the following reasons:

- a. CICs are "stretched too thin" (Administrator 4, 5, 7, and 10)
- b. CICs have an "unrealistic caseload when, as a district, we have seven or eight people that are supposed to love and encourage and spend heavy quality time with over 200 people. Like the numbers just don't add up."
- c. Teachers want to have more time with their CICs (Teacher 10, 12, and 13).
- d. CICs want to have more time with their teachers. CIC 1 said:

If I'm going to truly improve the well-being of a teacher, I need more time with them, but that's hard to do when you're coaching 30+ teachers. You have only so much time in a day, especially when you're traveling. So, I think we need a bigger team to spread out the numbers, so each teacher gets more effective coaching.

### **Aligning of Stakeholders**

CIC 5 indicated, "Creating a school culture where everyone was making a conscious effort to support the first-year teacher in the classroom is a way to influence teachers' decisions to remain in the profession." Administrators felt this was an area of improvement to have a greater influence on teacher retention. Administrator 1 described how they would like to see a "continued partnership between the teacher, the principal, and the CIC" and have more conversations collaboratively. They indicated that this happens with some teachers and their CICs, but that if it were a consistent "practice that happened with all teachers that have a CIC," it would help strengthen that communication, that "partnership." Administrator 2 discussed how there needs to be more "coordination between instructional coaches and CICs" because it becomes overwhelming to teachers to hear different feedback or strategies from the different parties. They described how everyone (teacher, CIC, instructional coach, and administrator) should know who is "responsible" for what parts of the teachers' "coaching plan." Administrator 3 argued there was not a "disconnect" between behavior and engagement in curriculum and how the "biggest weaknesses are when we go with that lens." Administrator 3 discussed the perceived division of responsibilities where CICs feel they are only there to observe and give feedback on behavior, and the instructional coaches feel they are only there to observe and give feedback on instruction. Administrator 3 hoped for a more "blended" approach and a "stronger relationship between instructional coaches and CICs." Administrator 4 described the perceived disconnect

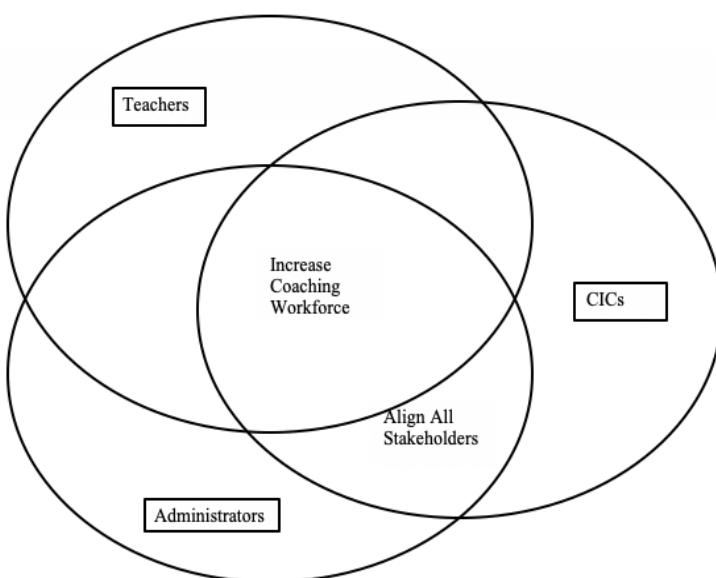
between CICs and instructional coaches as sometimes an “additional burden or stressor to a new teacher when if we are given different feedback and ideas, that it could become confusing.”

Administrator 8 suggested that feedback become more “cohesive” between CICs and administrators to support teachers better.

Figure 6 represents the themes discovered in the results of Research Question 3. Each circle in the Venn diagram represents each of the participant groups. The common themes in at least two participant groups were used as themes in this section.

**Figure 6**

*Venn Diagram of Themes: Research Question 3*



#### **Research Question 4**

What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals? District A ISD’s percentage of students involved in disciplinary referrals is much higher than the state average (TEA, 2019). When it was created,

another goal of the CIC program was to reduce the percentage of students involved in disciplinary referrals.

Participants reflected on ways they felt the CIC program could be improved to have a greater influence in decreasing the percentage of students involved in disciplinary referrals. The recommendations included increasing CIC presence on campus and equipping teachers with additional strategies. Table 15 shows the frequency of responses that answered Research Question 4.

**Table 15**

*Themes Derived from Research Question 4*

Themes	Frequency of responses to questions		
	Teacher <i>N</i> = 12	Administrator <i>N</i> = 10	CIC <i>N</i> = 5
Increasing CIC Presence on Campus	5	9	0
Equipping Teachers	5	2	11

*Note.* Responses to Research Question 1 were answered by Interview Question 5: How do you feel the CIC program could be improved to greater influence on reducing the percentage of students involved in disciplinary referrals?

### **Increasing CIC Presence on Campus**

One way administrators suggested increasing campus presence was to build relationships with students by “having check-ins with students who visit the campus behavioral specialist often” (Administrator 1). For example, Administrator 10 suggested:

They could build relationships with those kids too. Right now, the kids don’t know who they are. So, they don’t always respect them. I know that usually, they’re there to support

the teacher and do a lot of that soft coaching, but it is also relevant to build relationships with kids if you're trying to impact student behavior.

Administrator 10 recommended that CICs were assigned to specific campuses similar to the instructional coaches because:

The level of support that we need in our critical areas is ongoing. And so, it is difficult to do these once a week, drop-ins; it's better than nothing, of course. Our CICs are as valuable as our instructional coaches, and we need instructional coaches on campus, and it would be great to have CICs on campus. I think that they could build stronger relationships both with the teachers and the instructional coaches, and that's a support team that really should be working together.

### **Equipping Teachers**

There were recommendations to have additional training for teachers related to Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning. Table 16 shows the recommended training topics supported by evidence from the interview transcripts.

**Table 16**

#### *Recommended Training to Equip Teachers*

Topic	Illustrative quote evidence
Tier 1 & Tier 2 Behavior Interventions	<p>CIC 4: I do believe that we could maybe educate campuses more on Tier 1 interventions. And so, it's not a direct influence with us working with kids, but it's equipping teachers with Tier 1 interventions that they can implement in the classroom prior to it needing to hit maybe the RTI [Response to Intervention] process or a SPED [special education] referral.</p> <p>Teacher 2: But it would become a talking point, "Oh, okay. Let's revisit PBIS. What does it mean? How do we make sure we apply it?" I mean, the essential aid that's really laid out for</p>



Topic	Illustrative quote evidence
Cultural Diversity	<p>everybody, and that's excellent. But there are other positive behavioral tools or strategies that can help as well.</p>
	<p>Teacher 10: If somebody could maybe give us some guidance on how to be firmer in a loving manner, I think that would be great. That's one area that I need help in.</p>
Social-Emotional Learning	<p>CIC 5: I think our teachers still need training on that. I still think they need to understand the cultures in which they're working with regarding the students and their backgrounds because sometimes a lot of the stuff our kids do is cultural. If you don't understand a student's culture, then it impacts the way in which you view them when you're putting in a referral. I believe that we need to continue to have cultural diversity training throughout the year. Continue to have conversations and look at the data to really identify why the kids have been written up.</p>
	<p>CIC 3: I think specifically in District A ISD because a lot of the students who are involved in disciplinary programs are Black or Hispanic, where you see more cultural diversity training given to teachers. The data is showing that is a population that is our highest number of referrals, so I think just having more conversations and awareness of that would be beneficial.</p>
	<p>CIC 3: I feel like to move forward, we need to really look at how to support the teachers and their emotional needs because we oftentimes talk about our student's emotional needs, but what do our teachers need? So, moving forward, how can we really focus as a team to like support them in that aspect and provide training for them to really look at how my emotions, how my feelings are impacted on what's happening in the classroom.</p>

CIC 3 described a situation with a teacher who could have “honest conversations” with them. The teacher told them that “I just feel very anxious right now, and so I just feel like my whole classroom is off.” CIC 3 shared, “I felt like the presence of the teacher and the emotions that the teacher is experiencing also impact the classroom management and behaviors and how teachers respond to the behaviors.” They argued that if a teacher is anxious and a student is misbehaving, the teacher is more likely to give the student consequences, not necessarily because of the behavior, but more so because of the teacher’s emotions and behavior. CIC 3 highly recommended more training for teachers on self-awareness and emotional regulation. They felt that shifting the focus to more of the self-awareness component of the teacher would have an influence on reducing the percentage of students involved in disciplinary referrals.

Figure 7 represents the themes discovered in the results of Research Question 4. Each circle in the Venn diagram represents each of the participant groups. The common themes in at least two participant groups were used as themes in this section.

**Figure 7**

*Venn Diagram of Themes: Research Question 4*

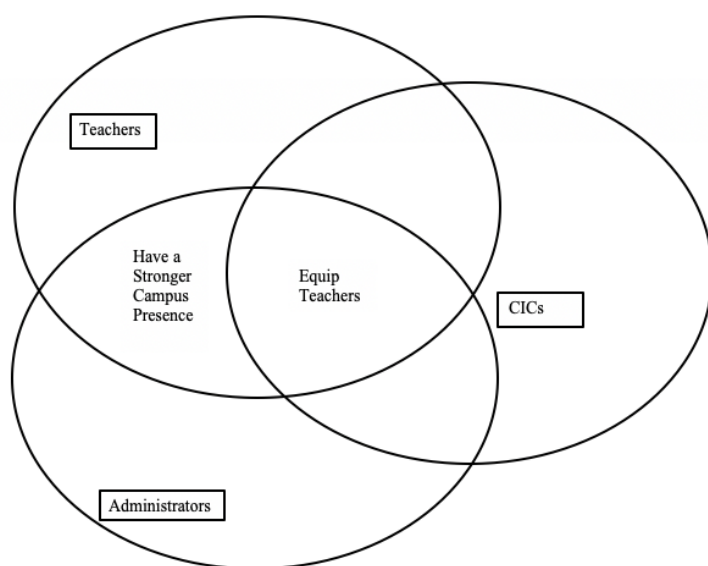
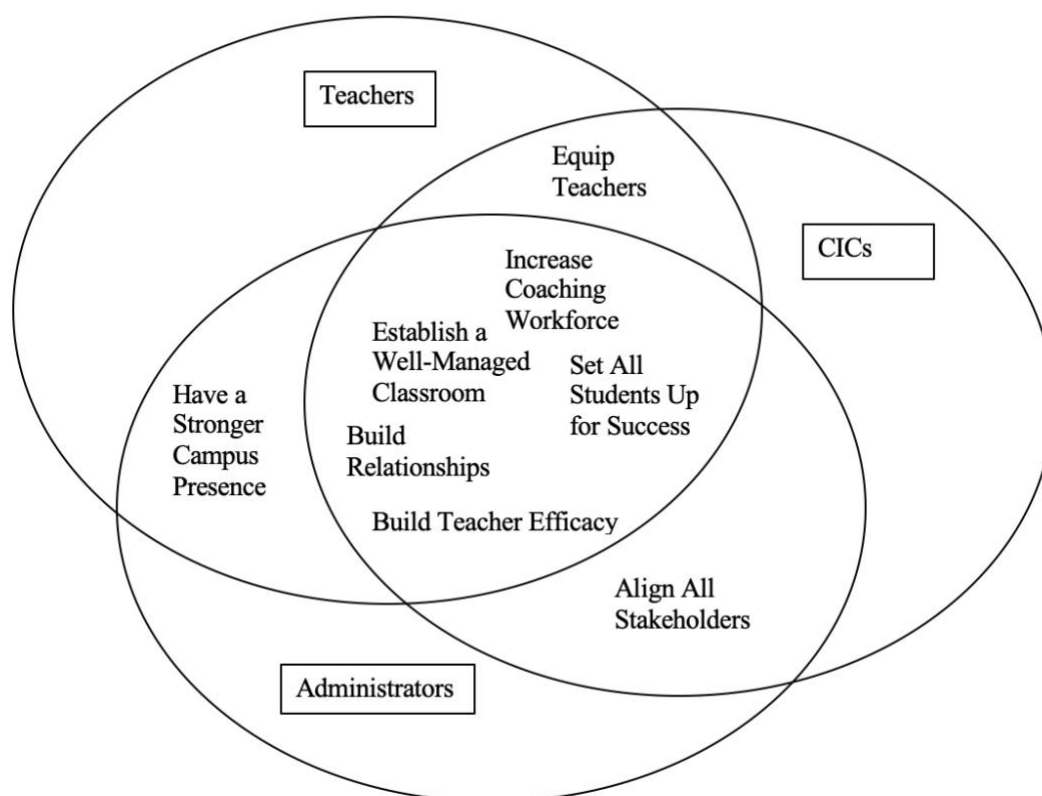


Figure 8 represents the themes discovered in this study. Each circle in the Venn diagram represents each of the participant groups. The common themes in at least two participant groups were used as major themes in the data analysis process.

**Figure 8**

*Venn Diagram of Major Themes*



## Chapter Summary

This chapter included a review of the process used to select participants and profiles of the teachers, administrators, and CICs who agreed to participate in the study. The data analysis process that utilized NVivo in conjunction with the framework method (Ritchie & Lewis, 2003) was described in detail. Also included in this chapter was a discussion of the findings and how they related to each of the dominant themes: building relationships, building teacher efficacy,

establishing a well-managed classroom, setting all students up for success, increasing coaching workforce, aligning of stakeholders, increasing CIC presence on campus, and equipping teachers. This chapter also presented the study's findings disaggregated by the research questions, along with illustrative quoted evidence and frequencies of responses to questions related to each theme. Chapter 5 contains the study's summary, conclusions, recommendations for practical application, and recommendations for future research.

## **Chapter 5: Discussions, Conclusions, and Recommendations**

The purpose of this qualitative case study was to explore the perceptions and beliefs of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. The goals of the study were to:

- gain a better understanding of how teachers, administrators, and CICs perceive the influence of the CIC model on their decisions to continue teaching;
- gain a better understanding of how teachers, administrators, and CICs perceive the influence of the CIC model on decreasing student misbehavior; and
- gather recommendations from study participants about how to improve the CIC model.

The interview protocol (see Appendix C) was used to interview seven first-year teachers, five new-to-the-district teachers, seven campus principals, three assistant principals, and five CICs representing all grade levels across the district.

The purpose of Chapter 5 is to provide a summary and interpretation of the findings from the study and examine the findings related to past literature. Recommendations for practical application are explained, and recommendations for future research are discussed. Reflections and conclusions are also included in this chapter.

The following research questions guided this study:

RQ1: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession?

RQ2: What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals?

RQ3: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession?

RQ4: What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals?

### **Summary and Interpretation of the Findings**

Research Question 1 focused on participants' perceptions of the influence of the CIC model on teachers' decisions to remain in the profession. Two themes emerged from the data analysis related to these perceptions: building relationships and building teacher efficacy.

Research Question 2 focused on participants' perceptions of the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals. Two themes emerged from the data analysis related to these perceptions: establishing a well-managed classroom and setting all students up for success. Research Question 3 focused on participants' perceptions of how the CIC model can be improved to have a greater influence on teachers' decisions to remain in the profession and inspired the following themes: increasing coaching workforce and aligning of stakeholders. Research Question 4 focused on participants' perceptions of how the CIC model can be improved to greater influence a decrease in the percentage of students involved in disciplinary referrals. Increasing campus presence and equipping teachers were the two themes that emerged from these perceptions.

### **Findings Related to Past Literature**

The literature search identified several strategies for teacher support systems and their influences on teacher retention. This study supported much of these strategies from the research

literature and deemed one research-supported classroom management coaching strategy ineffective. This section connects the findings of each research question to the existing literature.

### ***Research Question 1***

What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on teachers' decisions to remain in the profession? Sowell (2017) described the mentor-teacher relationship as the mentor being the "sounding board" for the teacher to "vent to" without worry (p. 130). In this study, teachers, administrators, and CICs overwhelmingly pointed to that relationship as a factor that positively influences teachers' decisions to remain in the profession. Teacher 4 described her CIC as a "sounding board," "advocate," and a "lifeline" that influenced her decision to remain in the profession. Research corroborates these findings by acknowledging that teachers need someone to "walk alongside" them (Reitman & Karge, 2019, p. 14) and that support, guidance, and mentoring are foundational factors that contribute to teacher retention (Buchanan et al., 2013; Reitman & Karge, 2019; Zavelevsky & Lishchinsky, 2020). Furthermore, the relationships that teachers form within schools and the community are significant influences in their decisions to remain in the profession (Webb, 2018).

In this study, teachers, administrators, and CICs described ways that CICs helped build teacher efficacy through strategies, such as video-recording teachers teaching, holding teachers accountable for follow-through, collaborative reflection between teachers and CICs, observations followed by feedback, and problem-solving between teachers and CICs. This aligned with prior studies suggesting that teacher retention can be positively influenced by teachers' perceptions of their own professional mastery (Poulou et al., 2019). When talking about the strategies that she and her CIC engaged in that helped build her teacher efficacy, Teacher 4 stated, "Whenever I

feel equipped to do something and empowered to do something, I want to be there. The more trained I feel, the more supported I feel, the better I feel about coming to work.” This aligned with prior findings that teachers were more likely to continue using strategies when they felt confident in their ability to implement the strategies (Tucker et al., 2005) and on the importance of teachers being able to see the “fruit of their efforts” (Chiong et al., 2017, p. 1107). The findings that collaborative reflection between teachers and CICs, observations followed by feedback, and problem-solving between teachers and CICs were effective strategies in building teacher efficacy and also aligned with prior research (e.g., Garbacz et al., 2015; Hammonds, 2017; Kretlow & Bartholomew, 2010; Sowell, 2017). Additionally, the Classroom Check-Up (Reinke et al., 2011) and classroom management strategies (Garbacz et al., 2015) provided further support for the activities that teachers and their CICs engaged in.

While many of the classroom management strategies suggested by Garbacz et al. (2015) were considered effective by the study participants, one of the strategies was actually perceived to have a negative impact on teachers. In fact, the majority of CICs identified modeling as the least beneficial strategy. By their descriptions, modeling occurred when the CICs would go into a teachers’ classroom and “take over” the lesson to model appropriate classroom management strategies in real-time. They felt like modeling caused their teachers to feel they had to “mimic” them. Furthermore, it created opportunities for comparison because the teacher had much less experience than the CIC, who was modeling the strategies.

For example, CIC 2 shared their perception of modeling classroom management strategies for one of their teachers:

But I have done, like, full lesson modeling, and I feel like that is not helpful. One, when I’m finished, the kids have now had a different teacher, and so, it’s taken some of that



teacher's power. And two, the last teacher that I did it for, she was like, I can't do that stuff because, you know, you've been a teacher for 15 years, and it backfired. She just felt kind of defeated when I was done.

CIC 2 described another type of modeling where they took one of their teachers to observe another teacher teaching. This type of *modeling* was also deemed as ineffective, as they described in this statement:

In my experience, when a teacher who goes on a learning walk to see another teacher who is successful, it ends up creating opportunities for comparison to them. So, you always hear it from teachers when they say things like, "Well, she's got 20 years of experience," or "Oh my gosh, I'm not that good. She's so much better than I am."

Not only do teachers compare themselves to the CIC or the other teacher who is modeling, but they also begin comparing their students to that of the teacher they are observing. CIC 2 described these comparisons as "creating roadblocks from the teachers actually learning."

### ***Research Question 2***

What are the perceptions and beliefs of the participants from District A ISD regarding the influence of the CIC model on reducing the percentage of students involved in disciplinary referrals? Classroom management has a direct relationship to student engagement and achievement (Reinke et al., 2008), and inadequate classroom management negatively affects teaching and learning (Marzano & Marzano, 2003). Additionally, classroom management struggles are often factors in teachers choosing to leave the profession (Ingersoll & Smith, 2003). In this study, teachers, administrators, and coaches all agreed that establishing a well-managed classroom had a significant influence on reducing the percentage of students involved in disciplinary referrals. Teacher 7 argued that having well-established classroom procedures was a

“preventative for misbehaviors.” Teacher 4 stated, “If I improve my ability to communicate my expectations, student behavior also improves.” Research substantiates these findings by acknowledging that classroom management, often referred to as the “social curriculum,” does not just entail the teacher controlling the classroom but also incorporates processes that nurture the creation of positive classroom cultures, higher levels of engagement, and less student misbehavior (Skiba et al., 2016, p. 122).

In this study, teachers, administrators, and CICs described how teachers and CICs work collaboratively to set all students up for success. Collaboration is important because, even after a teacher has established a well-managed classroom, there still may be specific students that they struggle with. For example, the participants discussed how CICs work with teachers to identify a specific student’s problem behavior, why the student is behaving that way and why it is a problem, what strategies the teacher should implement to help the student be successful, and how the effectiveness of the interventions are assessed after implementation. Administrator 2 described the process as

Empower[ing] teachers to know how to deal with those difficult or challenging students.

When it empowers them, the discipline referrals that come into our office are more appropriate, and teachers are able to calm students down better in the classroom as opposed to letting it get out of control.

This finding is validated further by prior empirical evidence that supports using the behavioral consultation framework to set all students up for success (Kratochwill & Bergan, 1990).

Research has shown that ineffective classroom management negatively affects learning and ineffective classroom management was a frequently reported reason that teachers left the

profession (Ingersoll & Smith, 2003; Marzano & Marzano, 2003; Reinke et al., 2008). The results of this study demonstrated the need for teachers to be supported in the areas of establishing a well-managed classroom by effective application of frameworks such as STOIC and CHAMPS (Sprick, 2013). Teachers also need to be provided with support in setting all students up for success through strategies such as behavioral consultation (Kratochwill & Bergan, 1990).

### ***Research Question 3***

What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on teachers' decisions to remain in the profession? To accomplish Research Question 3's goal, participants from all three groups recommended increasing the coaching workforce. Teachers, administrators, and CICs stated that the CIC team was "stretched thin" across the district and inhibited CICs from doing what Administrator 5 requested of them to "love and encourage and spend heavy quality time with over 200 people."

Several administrators and CIC 5 made a case for an alignment of all stakeholders, which in this study referred to each of the parties involved in teacher growth and development (i.e., teacher, CIC, instructional coach [IC], and administrator). Therefore, the involved parties should take a collaborative approach to develop a cohesive coaching plan for each teacher, ensuring that feedback aligns with what each party has asked the teacher to do.

While the findings of this study demonstrated a need for an increase in the coaching workforce, there is no existing literature around the number of coaches or frequency of coaching that would significantly influence teachers' decisions to remain in the profession. However, Reitman and Karge (2019) claimed that extensive mentoring and supervision, extensive

pedagogical training, and frequent and substantial evaluation were critical features of a teacher support system. Based on this study's findings, increasing the coaching workforce is one way CICs could provide this frequent and substantial evaluation.

#### ***Research Question 4***

What are the perceptions and beliefs of the participants from District A ISD regarding how the CIC model can be modified to have a more significant influence on the percentage of students involved in disciplinary referrals? Administrators and teachers that participated in this study stated that they would like to see their CICs have an increased presence on their campuses that would allow them to build relationships with the students on campus and strengthen their relationships with teachers, instructional coaches, and administrators. This aligned with Reitman and Karge's (2019) statement that extensive mentoring and supervision, extensive pedagogical training, and frequent and substantial evaluation were critical features of a teacher support system.

Equipping teachers with additional training on topics such as Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning was a recommendation that teachers, administrators, and CICs supported. This aligned with prior research noting that teachers need to be equipped to understand the relationship between their thoughts, emotions, behaviors, and physiological reactions (Gyllensten et al., 2010) and regulate their emotions by replacing nonproductive behaviors (David & Cobeanu, 2016).

Research has shown that extensive pedagogical training is thought to be a critical component of a teacher support system (Reitman & Karge, 2019). It further supports the findings that teachers need more training in establishing well-managed classrooms by applying Tier 1 and Tier 2 behavior interventions and a deeper understanding of how their thoughts, emotions,

behaviors, and physiological reactions are all intertwined (Gyllensten et al., 2010). Additional social-emotional training will strengthen teachers' emotional regulation abilities.

### **Limitations**

Although there were overall positive perceptions of the CIC model at District A ISD and its perceived influence on teachers' decisions to remain in the profession and reducing the percentage of students involved in disciplinary referrals, there were some limitations.

The first limitation of the study was that the sample consisted of participants from a single school district that has a classroom management coaching program. Many districts do not have a similar program, and if they do, the classroom management coaching strategies could vary greatly.

Another limitation of the study was that the sample demographics were not representative of the staff demographics of the entire district due to participants' ability to decide whether or not they would be study participants. For example, three of the 12 teachers that participated were prekindergarten teachers, and four were elementary special education teachers. These two teacher groups were overrepresented in the sample. Furthermore, when looking at representation across grade levels, only two of the 12 participants were teachers at the secondary level.

The final limitation of the study was that body language could not be observed as a result of the interviews being conducted virtually and remaining anonymous in nature. Participants' cameras were off for the duration of their interview, so picking up on any body language cues was not possible. In the data analysis process, I had to rely solely on the information participants shared with me in the interview transcripts, and I had to assume they were being honest and candid in what they shared.

## **Recommendations for Practical Application**

The findings of this study provide many suggestions on what types of teacher support are best and why. The eight themes that emerged from this study involved building relationships with teachers, building teacher efficacy through the use of classroom management coaching strategies, helping teachers establish a well-managed classroom, giving teachers tools to use that set all students up for success, increasing the coaching workforce, aligning coaching across all stakeholder groups, increasing CIC presence on campuses, and further equipping teachers in areas such as Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning. In light of these findings, this section includes recommendations for practical application for teachers, administrators, CICs, and District A ISD. Furthermore, this section provides recommendations for higher education.

### ***Practical Applications for Teachers***

As shown in the results of this study, it is well-established that teachers' decisions to remain in the profession are greatly influenced by support systems offered by the districts in which they teach. Many teachers who participated in this study shed light on what mentoring or coaching activities were most impactful and had the greatest influence in their decisions to remain in the profession. Furthermore, teacher participants in this study shared their perceptions about how receiving classroom management coaching and mentoring helped contribute to their own efficacy in classroom management. Additionally, teacher participants provided suggestions on ways to improve the CIC model to have a greater influence on their decisions to remain in the profession and a greater influence on decreasing the percentage of students involved in disciplinary referrals.

A recommendation that I propose to teachers is if they do not have a person that they think of as an advocate, ask for one. Every teacher needs what Teacher 4 referred to as an “advocate,” a “lifeline.” As seen in the research literature and the results of this study, having a person who will advocate for teachers is a critical factor in teachers’ decisions to remain in the profession. In most districts, classroom management coaches (referred to in this study as CICs) do not exist. However, all districts have instructional leaders (instructional coaches, administrators) that can provide the same types of coaching or mentoring discussed in this study.

### ***Practical Applications for Administrators***

Having someone who builds relationships with teachers and helps them build their classroom management efficacy by providing targeted, specific coaching to help them establish a well-managed classroom is seen as a proactive measure in decreasing the percentage of students involved in disciplinary referrals. Additionally, teachers need to be equipped with further training in the areas of Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning.

A recommendation that I propose to administrators is that if they do not have classroom management coaches in their district, they should either assume these support and coaching roles themselves or designate teacher mentors on their campus who can support and coach teachers in these areas. I would also recommend developing training sessions that would provide teachers with Tier 1 and Tier 2 behavior interventions, find or create training on cultural diversity, and consider using cognitive-behavioral coaching (Gyllensten et al., 2010) in conjunction with other social-emotional learning programs to equip their teachers better.

### *Practical Applications for CICs*

It is evident in this study's findings that what CICs are doing impacts teachers in District A ISD. Some of the activities CICs engage in with their teachers are perceived by teachers and administrators to positively influence teachers' decisions to remain in the profession. The findings in this study also described the influence that teachers and administrators felt some of the activities CICs engaged in with their teachers had on decreasing the percentage of students involved in disciplinary referrals.

As with any program, there is always room for improvement, and with that, I propose the following recommendations:

- a. Build relationships with teachers. Support them in all things regarding classroom management and their overall well-being. Be that nonsupervisory, "safe" person with whom teachers feel comfortable talking about their challenges.
- b. Build teacher efficacy using research-based classroom management coaching strategies such as videotaping them teaching, holding teachers accountable for following through on action items, participating in collaborative reflection with teachers, observing teachers and follow-up with specific feedback with actionable next steps, and problem-solving with teachers.
- c. Use strategies that support teachers in establishing a well-managed classroom, such as the STOIC framework and CHAMPS.
- d. Consider implementing the research-based classroom management coaching framework: Classroom Check-Up (Reinke et al., 2008).
- e. Continue using the behavioral consultation framework (Kratochwill & Bergan, 1990) to develop individual student support plans, which will help teachers set all students



up for success.

- f. Make sure feedback given to teachers aligns with the feedback they are receiving from their instructional coach and administrators.
- g. Provide additional training to teachers on Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning.

### ***Practical Applications for District A ISD***

Overall, the study findings supported the perception that the CIC model at District A ISD positively influenced teachers' decisions to remain in the profession. The CIC model also positively influenced reducing the percentage of students involved in disciplinary referrals. Therefore, I recommend sustaining and growing the CIC workforce to have a stronger campus presence that was suggested as an area of improvement. Furthermore, I recommend district-wide training on Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning because if the relatively small number of participants felt like additional training was needed in these areas, the need was likely more widespread across the district.

### ***Practical Applications for Higher Education***

Educators who prepare preservice teachers have a unique opportunity to proactively coach and build students' efficacy using classroom management strategies, cultural diversity, and social-emotional learning. Preservice teacher educators also can prevent some of the struggles teachers face once they get in the classroom.

Educators who prepare teachers to become administrators have a unique opportunity to teach students how to be effective instructional leaders who support their teachers and impact their decisions to remain in the profession and should teach them how to mentor and coach teachers.

## **Recommendations for Future Research**

Because this study used a case study approach, there is ample opportunity for further research. This study was conducted at a large school district where perceptions might differ from the perceptions of teachers, administrators, and classroom management coaches at smaller school districts. Any school district struggling with teacher retention or large numbers of students involved in disciplinary referrals may consider a case study approach to better understand how to improve their current teacher mentoring and coaching practices.

Additionally, while this study exceeded the planned sample size, 27 participants were still a small portion of the district population as a whole. Therefore, future research in this area should take on a quantitative approach and recruit many more using a survey, which may be less time-consuming than interviews. This will determine if the study results were similar on a larger scale if the open-ended questions used in this study were converted to multiple-choice, using the study findings as to the multiple-choice options in a survey.

## **Conclusion**

This study explored the classroom management coaching (CIC) model at District A ISD to understand better its perceived influence on teachers' decisions to remain in the profession and its influence on reducing the percentage of students involved in disciplinary referrals. It was discovered that CICs had a perceived positive influence on teachers' decisions to remain in the profession by building relationships and building teacher efficacy. The study findings also revealed that CICs had a perceived positive influence on reducing the percentage of students involved in disciplinary referrals by helping teachers establish a well-managed classroom and set all students up for success. Furthermore, the study findings demonstrated the need for an increase in the coaching workforce, an alignment of all stakeholders, an increase in CIC presence on

campus, and further equipping teachers in areas such as Tier 1 and Tier 2 behavior interventions, cultural diversity, and social-emotional learning.

## References

- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23(3), 121–127. <https://pubmed.ncbi.nlm.nih.gov/29694754/>
- Arber, A. (2006). Reflexivity: A challenge for the researcher as practitioner? *Journal of Research in Nursing*, 11(2), 147–157. <https://doi.org/10.1177/1744987106056956>
- Boiarsky, C. (1985). Changing teachers' attitudes and behaviors through modeling and coaching. *English Education*, 17(1), 26–31. <https://www.jstor.org/stable/40172544>
- Bonello, M., & Meehan, B. (2019). Transparency and coherence in a doctoral study case analysis: Reflecting on the use of NVivo within a 'framework' approach. *Qualitative Report*, 24(3), 483–498. <https://nsuworks.nova.edu/tqr/vol24/iss3/4/>
- Bottiani, J., Duran, C., Pas, E., & Bradshaw, C. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36–51. <https://doi.org/10.1016/j.jsp.2019.10.002>
- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education*, 38(3), 112–129. <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2030&context=ajte>
- Butler, A., Chapman, J., Forman, E., & Beck, A. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 26(1), 17–31. <https://pubmed.ncbi.nlm.nih.gov/16199119/>
- California Commission on Teacher Credentialing. (2014). *Teacher supply in California: An annual report the legislature, 2013–2014*. <https://files.eric.ed.gov/fulltext/ED586212.pdf>

- Carr, M., Holmes, W., & Flynn, K. (2017). Using mentoring, coaching, and self-mentoring to support public school educators. *Clearing House*, 90(4), 116–124.  
<https://doi.org/10.1080/00098655.2017.1316624>
- Carver-Thomas, D., & Darling-Hammond, L. (2017, February). *Addressing California's growing teacher shortage: 2017 update*. Learning Policy Institute.  
[https://learningpolicyinstitute.org/sites/default/files/product-files/Addressing Californias Growing Teacher Shortage 2017 Update REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Addressing_Californias_Growing_Teacher_Shortage_2017_Update_REPORT.pdf)
- Chenail, R. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *Qualitative Report*, 16(1), 255–262.  
<http://www.nova.edu/ssss/QR/QR16-1/interviewing.pdf>
- Chiong, C., Menzies, L., & Parameshwaran, M. (2017). Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England. *British Educational Research Journal*, 43(6), 1083–1110.  
<https://doi.org/10.1002/berj.3302>
- Coalition for Psychology in Schools and Education. (2006). *Report on the teacher needs survey*. American Psychological Association. <https://www.apa.org/ed/schools/coalition/2006-teacher-needs-report.pdf>
- Coninx, N. (2014). *Measuring effectiveness of synchronous coaching using bug-in-ear device of pre-service teachers* [Doctoral dissertation, Technische Universiteit Eindhoven]. Eindhoven University of Technology. <https://doi.org/10.6100/IR774337>
- Cothran, D., Kulina, P., & Garrahy, D. (2003). "This is kind of giving a secret away . . .": Students' perspectives on effective classroom management. *Teaching and Teacher*

- Education*, 19, 435–444. <https://asu.pure.elsevier.com/en/publications/this-is-kind-of-giving-a-secret-away-students-perspectives-on-eff>
- Creswell, J., & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124–130. [https://doi.org/10.1207/s15430421tip3903\\_2](https://doi.org/10.1207/s15430421tip3903_2)
- Dahlkamp, S., Peters, M., & Schumacher, G. (2017). Principal self-efficacy, school climate, and teacher retention: A multi-level analysis. *Alberta Journal of Educational Research*, 63(4), 357–376. <https://doi.org/10.11575/ajer.v63i4.56351>
- David, O., & Cobeau, O. (2016). Evidence-based training in cognitive-behavioural coaching: Can personal development bring less distress and better performance? *British Journal of Guidance & Counselling*, 44(1), 12–25. <https://doi.org/10.1080/03069885.2014.1002384>
- Dias-Lacy, S., & Guirguis, R. (2017). Challenges for new teachers and ways of coping with them. *Journal of Education and Learning*, 6(3), 265–272. <https://doi.org/10.5539/jel.v6n3p265>
- Emmer, E., & Stough, L. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103–112. [https://doi.org/10.1207/S15326985EP3602\\_5](https://doi.org/10.1207/S15326985EP3602_5)
- Ericsson, K., Krampe, R., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406. <https://psycnet.apa.org/doi/10.1037/0033-295X.100.3.363>
- Ericsson, K., & Lehmann, A. (1996). Expert and exceptional performance: Evidence and maximal adaptation to task constraints. *Annual Review of Psychology*, 47(1), 273–305. <https://pubmed.ncbi.nlm.nih.gov/15012483/>

- Fabiano, G., Reddy, L., & Dudek, C. (2018). Teacher coaching supported by formative assessment for improving classroom practices. *School Psychology Quarterly*, 33(2), 293–304. <https://pubmed.ncbi.nlm.nih.gov/29629778/>
- Fallon, L., Collier-Meek, M., Kurtz, K., & Eckert, T. (2019). Feasible coaching supports to promote teachers' classroom management in high-need settings: An experimental single case design study. *School Psychology Review*, 48(1), 3–17. <https://doi.org/10.17105/SPR-2017-0135.V48-1>
- Faremi, M. (2017). An assessment of teacher retention and job security in private secondary schools in Ogun State, Nigeria. *Bulgarian Journal of Science & Education Policy*, 11(2), 279–293. <http://bjsep.org/getfile.php?id=246>
- Farmer, T., Reinke, W., & Brooks, D. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. *Journal of Emotional and Behavioral Disorders*, 22(2), 67–73. <https://doi.org/10.1177%2F1063426614522693>
- Feng, X., & Behar-Horenstein, L. (2019). Maximizing NVivo utilities to analyze open-ended responses. *Qualitative Report*, 24(3), 563–571. <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=3692&context=tqr>
- Fitzpatrick, J., Sanders, J., & Worthen, B. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Pearson.
- Gaikhorst, L., Beishuizen, J., Zijlstra, B., & Volman, M. (2015). Contribution of a professional development programme to the quality and retention of teachers in an urban environment. *European Journal of Teacher Education*, 38(1), 41–57. <https://doi.org/10.1080/02619768.2014.902439>

- Garbacz, S., Lannie, A., Jeffrey-Pearsall, J., & Truckenmiller, A. (2015). Strategies for effective classroom coaching. *Preventing School Failure*, 59(4), 263–273.  
<https://doi.org/10.1080/1045988X.2014.942835>
- Garwood, J., Harris, A., & Tomick, J. (2017). Starting at the beginning: An intuitive choice for classroom management. *Teacher Education & Practice*, 30(1), 77–97.  
[https://www.researchgate.net/publication/316982528\\_Starting\\_at\\_the\\_Beginning\\_An\\_Intuitive\\_Choice\\_for\\_Classroom\\_Management](https://www.researchgate.net/publication/316982528_Starting_at_the_Beginning_An_Intuitive_Choice_for_Classroom_Management)
- Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *Qualitative Report*, 20(11), 1772–1789. <https://nsuworks.nova.edu/tqr/vol20/iss11/5/>
- Gomba, C. (2015). Why do they stay: Factors influencing teacher retention in rural Zimbabwe. *International Journal of Instruction*, 8(2), 55–68.  
<https://files.eric.ed.gov/fulltext/EJ1085319.pdf>
- Greenlee, B., & Brown, J., Jr. (2009). Retaining teachers in challenging schools. *Education*, 130(1), 96–109. <https://eric.ed.gov/?id=EJ871642>
- Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42), 1–30. <https://doi.org/10.14507/epaa.v12n42.2004>
- Guion, L., Diehl, D., & McDonald, D. (2011). Triangulation: Establishing the validity of qualitative studies. *University of Florida Electronic Data Information Source*, 2002(6), 1–3. <https://journals.flvc.org/edis/article/view/108267/103549>
- Gunther, J. (2019). Quantifying the value teachers place on non-monetary factors when evaluating job opportunities. *Education Policy Analysis Archives*, 27(45), 1–34.  
<https://epaa.asu.edu/ojs/index.php/epaa/article/view/4276/2237>



- Gyllensten, K., Palmer, S., Nilsson, E., Regnér, A., & Frodi, A. (2010). Experiences of cognitive coaching: A qualitative study. *International Coaching Psychology Review*, 5(2), 98–108.  
<https://journals.aau.dk/index.php/CP/article/view/228/164>
- Hammonds, T. (2017). High teacher turnover: Strategies school leaders implement to retain teachers in urban elementary schools. *National Teacher Education Journal*, 10(2), 63–72.
- Hanselman, P., Grigg, J., Bruch, S. K., & Gamoran, A. (2016). The consequences of principal and teacher turnover for school social resources. In G. Kao & H. Park (Eds.), *Research in the sociology of education* (pp. 49–89). Emerald Publishing.  
<https://files.eric.ed.gov/fulltext/ED587112.pdf>
- Ingersoll, R. M., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435–464. <https://doi.org/10.3102%2F0162373712454326>
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30–33.  
[https://www.gse.upenn.edu/pdf/rmi/EL\\_TheWrongSolution\\_to\\_theTeacherShortage.pdf](https://www.gse.upenn.edu/pdf/rmi/EL_TheWrongSolution_to_theTeacherShortage.pdf)
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>
- Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605–614. <https://eric.ed.gov/?id=EJ705767>
- Jeffrey, J., McCurdy, B., Ewing, S., & Polis, D. (2009). Classwide PBIS for students with EBD: Initial evaluation of an integrity tool. *Education and Treatment of Children*, 32(4), 537–550. <https://muse.jhu.edu/article/317579>

- Jones, D., & Watson, S. (2017). The relationship between administrative leadership behaviors and teacher retention in Christian schools. *Journal of Research on Christian Education*, 26(1), 44–55. <https://doi.org/10.1080/10656219.2017.1282903>
- Koo, M., & Fishbach, A. (2010). Climbing the goal ladder: How upcoming actions increase level of aspiration. *Journal of Personality and Social Psychology*, 99(1), 1–13. <https://doi.org/10.1037/a0019443>
- Koppich, J., Humphrey, D., Bland, J., Heenen, B., McCaffery, T., Ramage, K., & Stokes, L. (2013). *California's beginning teachers: The bumpy path to a profession*. SRI International. <https://www.sri.com/publication/californias-beginning-teachers-the-bumpy-path-to-a-profession/>
- Kraft, M., Blazer, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Kram, K. (1985). *Mentoring at work: Developmental relationships in organizational life*. Scott Foresman.
- Kratochwill, T., & Bergan, J. (1990). *Behavioral consultation in applied settings: An individual guide*. Plenum Press.
- Kretlow, A., & Bartholomew, C. (2010). Using coaching to improve fidelity of evidence-based practices: A review of studies. *Teacher Education and Special Education*, 33(4), 279–299. <https://doi.org/10.1177/0888406410371643>
- Kurz, A., Reddy, L., & Glover, T. (2017). A multidisciplinary framework for instructional coaching. *Theory Into Practice*, 56(1), 66–77. <https://doi.org/10.1080/00405841.2016.1260404>

- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Press.
- Lewis, T., Hudson, S., Richter, M., & Johnson, N. (2004). Scientifically supported practices in emotional and behavioral disorders: A proposed approach and brief review of current practices. *Behavioral Disorders*, 29(3), 247–259.  
<https://doi.org/10.1177%2F019874290402900306>
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. SAGE Publications.
- Martinez, T., & Zhao, Y. (2018). The impact of mindfulness training on middle grades students' office discipline referrals. *Research in Middle Level Education Online*, 41(3), 1–8.  
<https://doi.org/10.1080/19404476.2018.1435840>
- Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6–13.  
[https://www.researchgate.net/publication/283749466\\_The\\_Key\\_to\\_Classroom\\_Management](https://www.researchgate.net/publication/283749466_The_Key_to_Classroom_Management)
- Melnick, S., & Meister, D. (2008). A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31(3), 39–56.  
<https://files.eric.ed.gov/fulltext/EJ788428.pdf>
- Nowack, K. (2017). Facilitating successful behavior change: Beyond goal setting to goal flourishing. *Consulting Psychology Journal: Practice and Research*, 69(3), 153–171.  
<https://psycnet.apa.org/doi/10.1037/cpb0000088>
- Palmer, S. (2008). The PRACTICE model of coaching: Towards a solution-focused approach. *Coaching Psychology International*, 1(1), 4–8.  
<https://www.ukcentreforrebt.com/resources/publications/the-practice-model-of-coaching/>

- Palmer, S. (2011). Revisiting the “P” in the PRACTICE coaching model. *Coaching Psychologist*, 7(2), 156–158. <https://shop.bps.org.uk/the-coaching-psychologist-vol-7-no-2-december-2011>
- Palmer, S., & Gyllensten, K. (2008). How cognitive behavioural, rational emotive behavioural or multimodal coaching could prevent mental health problems, enhance performance and reduce work related stress. *Journal of Rational Emotive and Cognitive Behavioural Therapy*, 26(1), 38–52. <https://psycnet.apa.org/doi/10.1007/s10942-007-0069-y>
- Palmer, S., & Szymanska, K. (2007). Cognitive behavioural coaching: An integrative approach. In S. Palmer & A. Whybrow (Eds.), *Handbook of coaching psychology: A guide for practitioners* (pp. 86–117). Routledge.
- Pas, E., Larson, K., Reinke, W., Herman, K., & Bradshaw, C. (2016). Implementation and acceptability of an adapted classroom check-up coaching model to promote culturally responsive classroom management. *Education and Treatment of Children*, 39(4), 467–491. <https://doi.org/10.1353/etc.2016.0021>
- Patton, M. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Poulou, M., Reddy, L., & Dudek, C. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25–48. <https://doi.org/10.1177%2F0143034318798045>
- Reddy, L., Dudek, C., & Lekwa, A. (2017). Classroom strategies coaching model: Integration of formative assessment and instructional coaching. *Theory Into Practice*, 56(1), 46–55. <https://doi.org/10.1080/00405841.2016.1241944>

- Reddy, L., Shernoff, E., Lekwa, A., Matthews, C., Davis, W., & Dudek, C. (2019). Coaching to improve teacher instruction and behavior management in a high poverty school: A case study. *School Psychology, 34*(1), 14–21. <https://doi.org/10.1037/spq0000302>
- Regan, K., & Weiss, M. (2020). Bug-in-ear coaching for teacher candidates: What, why, and how to get started. *Intervention in School and Clinic, 55*(3), 178–184. <https://doi.org/10.1177%2F1053451219842218>
- Reid, D., & Parsons, M. (2000). Organizational behavior management in human services. In J. Austin, & J. E. Carr (Eds.), *Handbook of applied behavior analysis* (pp. 275–294). Context Press.
- Reinke, W., Herman, K., & Sprick, R. (2011). Motivational interviewing for effective classroom management: The classroom check-up. Guilford Press.
- Reinke, W., Lewis-Palmer, T., & Merrell, K. (2008). The classroom check-up: A classwide teacher consultation model for increasing praise and decreasing disruptive behavior. *School Psychology Review, 37*(3), 315–332. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603055/>
- Reinke, W., Stormont, M., Herman, K., & Newcomer, L. (2014a). Using coaching to support teacher implementation of classroom-based interventions. *Journal of Behavioral Education, 23*(1), 150–167. <https://psycnet.apa.org/doi/10.1007/s10864-013-9186-0>
- Reinke, W., Stormont, M., Herman, K., Wang, Z., Newcomer, L., & King, K. (2014b). Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program. *Journal of Emotional and Behavioral Disorders, 22*(2), 74–82. <https://doi.org/10.1177%2F1063426613519820>

- Reinke, W., Stormont, M., Webster, S., Newcomer, L., & Herman, K. (2012). The incredible years teacher classroom management program: Using coaching to support generalization to real-world classroom settings. *Psychology in the Schools*, 49(5), 416–428.  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.866.8314&rep=rep1&type=pdf>
- Reitman, G., & Karge, B. (2019). Investing in teacher support leads to teacher retention: Six supports administrators should consider for new teachers. *Multicultural Education*, 27(1), 7–18. <https://eric.ed.gov/?id=EJ1250205>
- Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. SAGE Publications.
- Ritchie, J., & Spencer, L. (1994). Qualitative data analysis for applied policy research. In A. Bryman & R. G. Burges (Eds.), *Analysing qualitative data* (pp. 173–194). Routledge.
- Rock, M., Gregg, M., Thead, B., Acker, S., Gable, R., & Zigmond, N. (2009). Can you hear me now? Evaluation of an online wireless technology to provide real-time feedback to special education teachers-in-training. *Teacher Education and Special Education*, 32(1), 64–82. <https://doi.org/10.1177%2F0888406408330872>
- Rojewski, J., & Schell, J. (1994). Cognitive apprenticeship for learners with special needs: An alternate framework for teaching and learning. *Remedial and Special Education*, 15(4), 234–243. <https://doi.org/10.1177/074193259401500405>
- Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. SAGE Publications.
- Scheeler, M., & Lee, D. (2002). Using technology to deliver immediate corrective feedback to preservice teachers. *Journal of Behavioral Education*, 11(4), 231–241.  
<https://www.jstor.org/stable/41824286>

- Scheeler, M., McKinnon, K., & Stout, J. (2012). Effects of immediate feedback delivered via webcam and bug-in-ear technology on preservice teacher performance. *Teacher Education and Special Education*, 35(1), 77–90.  
<https://doi.org/10.1177%2F0888406411401919>
- Scott, T., Park, K., Swain-Bradway, J., & Landers, E. (2007). Positive behavior support in the classroom: Facilitating behaviorally inclusive learning environments. *International Journal of Behavioral Consultation and Therapy*, 3(2), 223–235.  
<https://files.eric.ed.gov/fulltext/EJ801199.pdf>
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135(1), 101–106. <https://eric.ed.gov/?id=EJ1045277>
- Shidler, L. (2009). The impact of time spent coaching for teacher efficacy on student achievement. *Early Childhood Education Journal*, 36(5), 453–460.  
<https://eric.ed.gov/?id=EJ836816>
- Simonsen, B., Freeman, J., Goodman, S., Mitchell, B., Swain-Bradway, J., Flannery, B., Sugai, G., George, H., & Putman, B. (2015). *Supporting and responding to student behavior: Evidence-based classroom strategies for teachers*. Center on Positive Behavioral Interventions & Supports.  
[https://www.pbis.org/common/cms/files/pbisresources/Supporting and Responding to Behavior.pdf](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf)
- Skiba, R., Ormiston, H., Martinez, S., & Cummings, J. (2016). Teaching the social curriculum: Classroom management as behavioral instruction. *Theory Into Practice*, 55(2), 120–128.  
<https://doi.org/10.1080/00405841.2016.1148990>

- Solomon, B., Klein, S., & Politylo, B. (2012). The effect of performance feedback on teachers' treatment integrity: A meta-analysis of the single-case literature. *School Psychology Review, 41*(2), 160–175. <https://doi.org/10.1080/02796015.2012.12087518>
- Sowell, M. (2017). Effective practices for mentoring beginning middle school teachers: Mentor's perspectives. *Clearing House, 90*(4), 129–134.  
<https://doi.org/10.1080/00098655.2017.1321905>
- Sprick, R. (2013). *Discipline in the secondary classroom: A positive approach to behavior management* (3rd ed.). Jossey-Bass.
- Stahl, N., & King, J. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education, 44*(1), 26–29. <https://www.proquest.com/docview/2467348904?pq-origsite=gscholar&fromopenview=true>
- Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence*. Teachers College Press.
- Synar, E., & Maiden, J. (2012). A comprehensive model for estimating the financial impact of teacher turnover. *Journal of Education Finance, 38*(2), 130–144.  
<https://www.jstor.org/stable/23353969>
- Terrell, S. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. Guilford Press.
- Texas Education Agency. (2019). *Texas academic performance report*.  
<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>



- Tucker, C., Porter, T., Reinke, W., Herman, K., Ivery, P., Mack, C., & Jackson, E. (2005). Promoting teacher efficacy for working with culturally diverse students. *Preventing School Failure*, 50(1), 29–34. <https://doi.org/10.3200/PSFL.50.1.29-34>
- Ulferts, J. (2016). A brief summary of teacher recruitment and retention in the smallest Illinois rural schools. *Rural Educator*, 37(1), 14–24.  
<https://files.eric.ed.gov/fulltext/EJ1225312.pdf>
- Uribe-Zarain, X., Liang, J., Sottile, J., & Watson, G. (2019). Differences in perceived issues in teacher preparation between first-year teachers and their principals. *Mid-Western Educational Researcher*, 31(4), 407–433. <https://eric.ed.gov/?id=EJ1241573>
- Van Overschelde, J., Saunders, J., & Ash, G. (2017). “Teaching is a lot more than just showing up to class and grading assignments”: Preparing middle-level teachers for longevity in the profession. *Middle School Journal*, 48(5), 28–38.  
<https://doi.org/10.1080/00940771.2017.1368319>
- Webb, A. (2018). Relational–cultural theory and teacher retention: A case study of relationships and resilience in secondary mathematics and science teachers. *Journal of Educational Research and Practice*, 8(1), 1–18.  
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1211&context=jerap>
- Yin, R. K. (2011). *Qualitative research from start to finish*. Guilford Press.
- Zavelevsky, E., & Lishchinsky, O. (2020). An ecological perspective of teacher retention: An emergent model. *Teaching and Teacher Education*, 88.  
<https://doi.org/10.1016/j.tate.2019.102965>

Zhang, G., & Zeller, N. (2016). A longitudinal investigation of the relationship between teacher preparation and teacher retention. *Teacher Education Quarterly*, 43(2), 73–92.

<https://www.jstor.org/stable/teaceducquar.43.2.73>

## **Appendix A: Invitation to Participate in the Study**

### **Sent via email.**

Over the next few weeks, I will be conducting a research study regarding classroom management coaching at the district level. You are invited to participate in this study because of your position as a teacher, administrator, or coach that is involved with the CIC program at your school district.

The purpose of this study is to learn more about the influence of the teacher-coach model for classroom management being used at your school district. This study will help the district learn what parts of the CIC program are most effective and ways to improve the program in subsequent years.

Your participation in the study is voluntary, and your identity will be kept anonymous. The process will include a 10–15 minute interview that will be conducted via Zoom. All interviews will be audio recorded for transcription purposes and will be destroyed upon completion of the data analysis, not to exceed three years. If you are interested in participating, please contact Ashley Brittain (xxxxx@acu.edu) for further information and to schedule an interview time.

Thank you,

Ashley Brittain

## Appendix B: Consent Form

### Classroom Management Coaching in District A ISD

#### **Introduction:** Perceptions of Classroom Management Coaching at District A ISD

The purpose of this qualitative case study is to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask the researcher any questions that you may have about the study. You can ask about research activities and any risks or benefits you may experience. You may also wish to discuss your participation with other people, such as your family doctor or a family member.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without any penalty or loss of benefits to which you are otherwise entitled.

**PURPOSE AND DESCRIPTION:** The purpose of this qualitative case study is to explore the perceptions of teachers, campus administrators, and campus intervention coaches regarding District A ISD's CIC model. The goals of the study are to:

1. gain a better understanding of how teachers, administrators, and CICs perceive the influence of the CIC model on their decisions to continue teaching;
2. gain a better understanding of how teachers, administrators, and CICs perceive the influence of the CIC model on decreasing student misbehavior; and
3. gather recommendations from study participants about how to improve the CIC model.

If selected for participation, you will be asked to attend one visit with the study staff over the course of one month. Each visit is expected to take no more than 30 minutes. During these visits, you will be asked to participate in the following procedure: Zoom interview that will be audio recorded with video turned off to protect confidentiality.

**RISKS & BENEFITS:** There are risks to participating in this research study. Below is a list of the foreseeable risks, including the seriousness of those risks and how likely they are to occur.

There are minimal risks of loss of confidentiality.

There are potential benefits to participating in this study. Such benefits may include the CIC model being improved, which might have a greater influence on your decision to continue teaching and a potential reduction in student misbehavior. The researchers cannot guarantee that you will experience any personal benefits from participating in this study.

**PRIVACY & CONFIDENTIALITY:** Any information you provide will be confidential to the extent allowable by law. Some identifiable data may have to be shared with individuals outside of the study team, such as ACU Institutional Review Board members. Otherwise, your confidentiality will be protected by audio recordings only of Zoom interviews and using pseudonyms instead of actual names when transcribing.

**CONTACTS:** If you have questions about the research study, the lead researcher is Ashley Brittain, a doctoral candidate, and may be contacted at (xxx) xxx-xxxx, xxxxx@acu.edu. If you are unable to reach the lead researcher or wish to speak to someone other than the lead researcher, you may contact Kyle Butler, Dissertation Chair, (xxx) xxx-xxxx, xxxxx@acu.edu. If you have concerns about this study, believe you may have been injured because of this study, or have general questions about your rights as a research participant, you may contact ACU's Chair of the Institutional Review Board and Executive Director of Research, Megan Roth, Ph.D.

Dr. Roth may be reached at (xxx) xxx-xxxx; xxxxx@acu.edu

320 Hardin Administration Bldg., ACU Box 29103

Abilene, TX 79699

## Consent Signature Section

Please sign this form if you voluntarily agree to participate in this study. Sign only after you have read all of the information provided and your questions have been answered to your satisfaction. You should receive a copy of this signed consent form. You do not waive any legal rights by signing this form.

\_\_\_\_\_  
Printed Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Person Obtaining  
Consent

\_\_\_\_\_  
Signature of Person Obtaining  
Consent

\_\_\_\_\_  
Date

## **Appendix C: Interview Questions**

### **Teacher Interview Questions**

1. Tell me about your experience with the CIC program.

Follow-up question: When thinking about the different activities that you and your coach engage in, which of those activities do you feel benefitted you the most? Why?

Follow-up question: Which of those activities do you feel had the least benefit? Why?

2. When the CIC program was implemented, one of the goals was to increase teacher retention. Do you feel the CIC program as it is currently practiced has influenced your decision to remain in the profession?

Follow-up question: Why or why not?

3. Another goal of the CIC program at implementation was to reduce the number of students who are involved in disciplinary referrals. Do you feel the CIC program has an influence on decreasing the number of students who are involved in disciplinary referrals?

Follow-up question: Why or why not?

4. We know that no teacher support program is perfect, and there is always room for improvement. How do you feel the CIC program could be improved to greater influence teachers' decisions to remain in the profession?

5. How do you feel the CIC program could be improved to decrease the number of students who are involved in disciplinary referrals?

**Administrator Interview Questions**

1. Tell me about your experience with the CIC program.

Follow-up question: When thinking about the different activities that your teachers and their CICs engage in, which of those activities do you feel benefitted your teachers the most? Why?

Follow-up question: Which of those activities do you feel had the least benefit? Why?

2. When the CIC program was implemented, one of the goals was to increase teacher retention. Do you feel the CIC program has influenced your teachers' decisions to remain in the profession?

Follow-up question: Why or why not?

3. Another goal of the CIC program at implementation was to reduce the number of students who are involved in disciplinary referrals. Do you feel the CIC program has an influence on decreasing the number of students who are involved in disciplinary referrals?

Follow-up question: Why or why not?

4. We know that no teacher support program is perfect, and there is always room for improvement. How do you feel the CIC program could be improved to greater influence teachers' decisions to remain in the profession?

5. How do you feel the CIC program could be improved to decrease the number of students who are involved in disciplinary referrals?



**CIC Interview Questions**

1. Tell me about your experience with the CIC program.

Follow-up question: When thinking about the different activities that you engage in with your teachers, which of those activities do you feel benefitted your teachers the most? Why?

Follow-up question: Which of those activities do you feel had the least benefit? Why?

2. When the CIC program was implemented, one of the goals was to increase teacher retention. Do you feel the CIC program has influenced your teachers' decisions to remain in the profession?

Follow-up question: Why or why not?

3. Another goal of the CIC program at implementation was to reduce the number of students who are involved in disciplinary referrals. Do you feel the CIC program has an influence on decreasing the number of students who are involved in disciplinary referrals?

Follow-up question: Why or why not?

4. We know that no teacher support program is perfect, and there is always room for improvement. How do you feel the CIC program could be improved to greater influence teachers' decisions to remain in the profession?

5. How do you feel the CIC program could be improved to decrease the number of students who are involved in disciplinary referrals?

## Appendix D: IRB Approval

### ABILENE CHRISTIAN UNIVERSITY

*Educating Students for Christian Service and Leadership Throughout the World*

Office of Research and Sponsored Programs  
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103  
325-674-2885

September 22, 2021



Ashley Brittain  
Department of Educational Leadership  
Abilene Christian University

Dear Ashley,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled "Perceptions of Classroom Management Coaching at District A ISD",

(IRB# 21-117 ) is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

*Megan Roth*

Megan Roth, Ph.D.  
Director of Research and Sponsored Programs