EFFECTS OF SUPERVISORY-COACHING
ON THE DEVELOPMENT OF PRINCIPALS IN NEW YORK CITY (NYC)
TO EFFECTIVELY SUPPORT ELLS

A Doctoral Research Project

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Abstract

The literature review in this study indicated that there was a limited amount of research around the impact of supervisory-coaching on the development of school leaders to implement effective programs to support English language learners (ELLs) in their schools. The focus of this qualitative, grounded theory study was to investigate if supervisory-coaching and professional development affected the growth and development of principals in New York City (NYC) to effectively implement programs that support ELLs within their school communities to achieve academic excellence. This study also explored strategies to develop principal practices to improve teacher pedagogy to improve supports for ELLs. This study will contribute to the limited knowledge about how supervisory-coaching can impact the development of school leadership practices to improve ELL programs.

This study concluded that supervisory-coaching supported principal development and improved teaching practices for ELLs and all students. It also concluded that Principal Performance Observations (PPO), while evaluatory, provided school leaders with the opportunity to observe practices and identify areas for further development alongside their superintendents.

Key Words: *Community School Superintendent, English Language Learners, Organizational Change, Supervisory-Coach*

TABLE OF CONTENTS

LIST OF TABLES

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

Background/Overview of the Study

ELLs are the most rapidly growing student population within American schools, it is important for leaders to continually grow and learn to be effective in their leadership (Walqui, 2000). One of the ways a leader grows is through effective supervisory-coaching (Wallace, 2013). School leadership is second only to teaching among school influences on student success, according to research (Wallace, 2013).

Leadership coaching holds the promise of improving the capacity of an individual to a more desired state to support the organization they work within and engage in positive change that supports the system (Bennett & Bush, 2014). Studies have shown the importance of developing the capacity of school leaders to understand how to most effectively support ELLs (Walqui, 2013). One study indicated that by providing professional learning opportunities for school leaders focused on developing their capacity for serving ELLs increased academic achievement (Medina, 2009). Although previous research concludes that mentor coaching can support principal development, there is limited research about supervisory-coaching within schools with bilingual programs (Brooks, Adams, & Morita-Mullaney, 2010). Consequently, this study addressed the gap in the existing literature about the impact supervisory-coaching has on the development of the school leader to better support ELLs and increase their achievement outcomes. This was accomplished by identifying and examining leadership practices such as pedagogical practices, culture and climate, and language development among others that impact a school leader's development within a school that serve ELLs.

<center>1</center>

Purpose Statement

The purpose of this qualitative, grounded theory study of three districts within the NYCDOE is to examine the effects of supervisory-coaching and professional development in the growth and development of principals in NYC to effectively implement programs that support ELLs within their school communities to achieve academic excellence. Given the achievement gap between native English speakers and ELLs, school leaders need to obtain supports to effectively implement programs that promote the achievement of ELLs within their schools (Walqui, 2000).

Statement of Problem

By 2030, the Latino population will increase from 46.7 to 132.8 million (one in three residents will be Latino) (Carnoy & Garcia, 2017). To further add, by 2050, the working-age population will be more than 30 percent Latino, up from 15 percent in 2008 (Carnoy & Garcia, 2017). One in every five teachers will have Latino students in their classrooms (Carnoy & Garcia, 2017). Batalova and Zong's (2016) research found that 82 percent of ELLs in grades pre-kindergarten to fifth grade are native born, while only 18 percent are foreign born. Batalova and Zong's also found that 65 percent of ELLs in grades six through twelve are native born, while 35 percent are foreign born. Indicating that the majority of our ELLs are native born, not foreign born.

The Latino population that is not native English speaking is continuously growing in this country, yet our schools are ill prepared to support their language developmental needs (Walqui, 2000). Schools are not well prepared to meet the needs of the growing ELL population within their schools because school leaders and teachers have limiting training on how to effectively implement and support programs of multilingual learners (Walqui,

2000).

Research Questions

The research questions for this study are as follows:

1. What beliefs do school leaders hold regarding supervisory-coaching and professional development as it supports the academic success of their ELL student population?

2. What qualities of their supervisory-coaching and professional development support do school leaders believe facilitate change?

3. What are the essential supervisory-coaching and professional development processes that enable organizational change to support school leaders to design programs that support ELLs?

Conceptual Framework/Assumptions

Organizational change models and theories have been developed to examine both the cultural and process phenomenon in all types of organizations. There are several change models and theories that can be applied when examining organizational change. For the purposes of this study, the work was examined using Change Coaching Process that infuses important theories, models, and tools that are recommended for change coaching (Bennett & Bush, 2014). The change coaching approach (Coghlan & Brannick, 2010; Lewin, 1946/1948; Lewin, Lippitt & White, 1939; McNiff, 2000; Pasmore & Friedlander, 1982; Reason & Bradbury, 2006; Sagor, 1992) and consulting models (Block, 2000, 2001; Schein 1987, 1988) is similar to action research and provides a guide for supporting the transition of behavioral, cognitive, emotional, and spiritual change beginning with the initial entry into a system (individual, group, or organization) and

3

concluding with reflection and learning for continuous learning and improvement.

Significance of the Study

In order to effectively support school leaders, superintendents have to establish a mindset that solicits growth. This frame of mind enables superintendents to engage in coaching and/or support of the school leader to build their capacity to enable them to succeed despite the challenges they will encounter within the principalship. This approach enables superintendents to spend most of their time in classrooms, corridors, auditoriums, and team meetings coaching principals to get better at what they do (Bambrick, 2012).

A significant number of school leaders receive an annual evaluation report with substantial amounts of feedback; often, principals feel overwhelmed, and it rarely makes a difference in the leaders practice (Goodlad, 1983). Research has shown that it is more effective to provide school leaders with small amounts of feedback, one item at a time, throughout the school year (Bambrick, 2012). Leadership growth does not take place through the utilization of elaborate rubrics; instead, it takes place through small, easily applied changes (Bambrick, 2012). Furthermore, supervisory-coaches' suggestions have to be focused and actionable.

Across the country, school leaders vary tremendously in their knowledge base and understanding of the work required (Goodlad, 1983). For this reason, the support provided to new and experienced principals is crucial, especially in the implementation of programs that support the development of ELLs (Goodlad, 1983). Also, effective principal development can be achieved through coaching administered by the supervising superintendent. But, this can only be accomplished if the superintendent has the mindset that with their support the school leader can achieve extraordinary things. If the superintendent believes that the principal's skills are immutable then that becomes reality

4

and growth will be limited. Hence, effective implementation of programs that effectively support ELLs will be limited (Bambrick, 2012, p. 70).

This study will support district leader's understanding of the importance of developing the capacity of school leaders to promote the academic achievement of ELL students, which are one of their most vulnerable student populations. This study will assist school leaders in establishing structures that ensure the development of teachers who will then be able to increase student achievement. Hence, the findings from this study can be utilized to identify new policies or requirements within districts or schools to ensure that the capacity of leaders is continuously being developed to support diverse student populations. This study will contribute to the body of knowledge in this topic by providing strategies and new ideas to better support principal development to effectively improve achievement for ELL students and other student populations. The study is important for the field of education because it will provide alternative ways to support school leaders in the improvement of ELL achievement--one of the fastest growing student populations in the country.

Definition of Terms

The definitions in this section are used for the purposes of this study. The definitions of key technical and operational terms are defined for the reader:

Change: The act or instance of making or becoming different; to cause something to be different, such as a process, role, or product. Change can affect individuals, groups, and organizations (Bennett & Bush, 2014).

Change Agent: A person or group who drives change within the organization by championing or promoting the change, and often by managing its implementation.

The role can be official or voluntary, and can help to communicate the excitement, vision, and details of the change to others within the organization (Bennett & Bush, 2014).

Coachee: The principal who receives the individualized support of the Community School Superintendent (Bennett & Bush, 2014).

Community School Superintendent: in NYC a person that supervises a set of schools ranging from Pre-Kindergarten to 12th grade within an area or sector.

English Language Learners (ELLs): students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses (Hidden curriculum, 2014).

Organizational Change: "the process, tools and techniques to manage the people side of business change to achieve the required business outcome, and to realize that business change effectively within the social infrastructure of the work place" (Hiatt & Creasey, 2002, n.p.).

Principal Performance Review: principal performance rating and/or process based on principal practice observations and student performance data (New York City Department of Education, 2017)

Principal Practice Observation (PPO): supervisory visit conducted by superintendent to assess the principal's leaderships and work being done within the school to meet the needs of the school community (New York City Department of Education, 2017)

Supervisory-Coaching: A developing practice of the community school superintendent collaborating with principals in dialogue that is informed by skills, ethics, standards, theories, and models. Coaching seeks to co-create reflective learning experiences that support the principal and collective change (Bennett & Bush, 2014).

Zoned Community School: a school, which gives enrollment priority to children within a specific geographical radius (New York City Department of Education, 2017)

Delimitation/Scope of the Study

Delimitations are choices made by the researcher that describe the boundaries of the research. Within a study delimitations limit the parameters of a study based on boundaries set by the researcher; hence, demographic characteristics of participants is an example of a delimitation (McMillan, 2008). There were a number of delimitations in this study. For instance, the study was conducted in three urban public school settings within New York City serving ELL students. The schools in the study had ELL students and had or were establishing programs to serve them. The participants were primarily from three boroughs (Bronx, Brooklyn, and Manhattan) within the city of New York. In order to participate in the study, districts had to have bilingual students as well as bilingual programs. Furthermore, the participating schools were zoned community schools within the districts of study.

Limitation of the Study

Limitations are influences that the researcher cannot control. They are the shortcomings, conditions, or influences that cannot be controlled by the researcher that place restrictions on the researcher's methodology and conclusions (Gay, Mills, &

Airasian, 2009). One of the limitations within the study was establishing face-to-face interviews with the candidates. Superintendents and principals have very busy schedules that made it difficult to arrange face-to-face interviews. Face-to-face interviews were conducted with ten of the participants, and telephone interviews were conducted with two of the participants. Another limitation of this study was that the researcher is a superintendent, and the position of the researcher could of created a level of unease for the participants.

Organization of the Study

This dissertation is organized in five chapters. The first chapter introduces the research problem. The literature review is presented in chapter two and provides an analysis of prior studies and literature in the subject. Chapter three outlines the methods and procedures used to collect qualitative data to analyze. Within this chapter the participants are described, the instrument used is described, and data collection and analysis process are explained. Chapter four presents data analysis. The last chapter summarizes the findings, states conclusions, and provides recommendations derived from the study.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

Introduction

This chapter presents literature related to supervisory-coaching and professional learning opportunities for the development of school leaders to better serve their English language learners (ELLs). The literature is organized around five topics that are integral to how supervisory-coaching and professional learning affects the development of school leaders to become effective at supporting the needs of ELLs within their learning community. The topics include an overview of coaching, supervisory-coaching for change, professional learning and its impact on student achievement, supervisory-coaching and student outcomes, and district and school leadership Influence in the success of ELLs.

Overview of Coaching

Coaching has been defined in various ways. For instance, Wilkins (2000) defined coaching as "an interaction between coach and client, where the coaching Purpose, Process, and Relationship interdependently function: seeking to develop the client to their fullest potential" (p. 153). Witherspoon (2000) defined coaching as:

> an action-learning process to enhance effective action and learning agility. It involves a professional relationship and a deliberate, personalized process to provide an executive client with valid information, free and informed choices based on that information, and internal commitment to those choices (p.167).

There are no two coaching definitions that are alike. Hence, the lack of an amalgamated definition for coaching makes it challenging for the field to engage in common practices and approaches around the work (Hamlin, Ellinger, & Beattie, 2009).

<center>9</center>

These inconsistencies lead Hamlin, Ellinger, and Beattie (2009) to engage in the analysis of 36 different definitions of coaching highlighted in different academic journals to develop a common definition. As a result they concluded that coaching is "a helping and facilitative process that enables individuals, groups/teams and organizations to acquire new skills, to improve existing skills, competence and performance, and to enhance their personal effectiveness or personal development or personal growth" (Hamlin, Ellinger, Beattie, 2009, p. 18). Furthermore, Hamlin et al. (2009) define executive coaching as a:

> process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between a coach and an executive (or a manager) that enables the executive (or manager) to achieve personal, job, or organizational related goals with an intention to improve organizational performance (p. 18).

According to Grant and Palmer (2003) coaching is described as an opportunity to enhance well-being and performance and the personal life and work domain of individuals, underpinned by models of supports grounded in established adult learning or psychological approaches. On a similar note, Blessingwhite (2008, p. 3) stated, "coaching is helping another person figure out the best way to achieve his or her goals, build skill sets or expertise, and produce the results the organization needs." In fact, organizations like the International Coach Federation (ICF) identify coaching as a partnership between the coachee and coach that is thought-provoking and provide opportunities for creative process that inspire the individual to maximize their personal and professional potential (ICF, 2008). Others see coaching as "a development process that builds a leader's capabilities to

achieve professional and organizational goals" (Graduate School Alliance for Executive Coaching, 2012, p. 23).

Bennett and Bush (2014) suggested that coaching is intended to change elements of performance, development, and even transformation of individuals and groups, which in turn can potentially impact changes in organizations and systems. In a similar manner, leadership coaching holds the promise of moving the individual in a better direction or to a more desired state to support the organization they work within and engage in positive change that supports the system (Bennett & Bush, 2014). Research has shown that people can change in ways that are promising for an organization, and this change can be sustained over an extended period of time (Thompson et al., 2008). Thompson et al. (2008) further adds that in order for individuals to change they need others to support them. The coach can serve as the support for individuals who need to grow within organizations (Boyatzis, Howard, Rapisarda, & Taylor, 2004). Coaches, according to Boyatzis, Howard, Rapisarda, and Taylor (2004), range from:

> 'consigliere' (i.e., trusted advisor) aspect to their practice, to social workers and therapists deciding to use their skills with people facing work challenges instead of anxiety attacks or eating disorders. The ranks of coaches are growing at a prodigious rate all over the world. The personal attention is both attractive and private. It does not require disclosing one's foibles or vulnerabilities in front of others. In many countries and cultures in which the 'boss' is to be respected, feared, and not addressed with informality, executive coaches provide a convenient and safe way to explore development and change (p. 30).

According to Bennett and Bush (2014), the root meaning of the verb "to coach is to carry or convey a valued person from where she is to where she wants to be while supporting them in the process" (p. 13). In a similar manner, when individuals are coached, the coach supports an individual from where they are to where they or the organization wants to be within the change possibilities made available to them. Other research suggests that coaching is intended to build the coachee's skills and abilities through a variety of relationships, with the overarching intent of helping (Bennett, 2006; Lane, Rostron, & Stelter, 2010).

Furthermore, Schein (2009) stated that many see coaching as a form of help or support to do a job or task better. Coaching can be seen as a "helping relationship." There are many forms of helping relationships; for instance, these relationships can include coaching, counseling, teaching or training, and mentoring (Schein, 2009). In many cases individuals incorrectly refer to coaching as other forms of helping relations, but coaching is a very specific discipline with specific processes and practices (Schein, 2009).

Coaching differs from mentoring in that the coach is often external to the organization and has not held the role that the coaching client performs (Bennett & Bush, 2014). While Rock and Schwartz (2006) states "coaching tends to focus on solutions and asking or evoking, rather than telling or problem solving" (p. 9). Wilkins (2000) describes mentoring as:

A one-on-one relationship where an experienced member of an organization

(mentor) offers advice, feedback, and support to a less experienced, usually

younger member of an organization (protégé) for the purpose of aiding the mentee

in learning about organizational culture, structure, and practice so that the mentee may advance in the organization and in their career (p. 5).

Coaching also differs from therapy, since therapy focuses on healing past wounds. Coaching is action-oriented and focused on the future while focused on being grounded in the past as context for the present and future (Bennett & Bush, 2014). To further add, Kilburg (2000) recommended that coaches develop awareness of the psychological influences at work in any complex relationship and the extent to which unconscious forces shape behavior at the individual, group, and organization levels. Moreover, coaching consists of a relationship of three individuals, which include the coach, the client, and the organization.

> Unlike individual psychotherapy, in which the goal is exclusively increased personal effectiveness, the primary goal of executive coaching is for the business itself to become more successful. This is accomplished by increasing the client's personal effectiveness, but also by using interventions to help the organizational system become more effective (Kiel, Rimmer, Williams, & Doyle, 1996, p. 69).

In summary, coaching is a tool that can be utilized by leaders at all levels within an institution to support individuals, groups, and organizations prepare for change and excel in the process (Bennett & Bush, 2014). Also, research by Bennett and Bush has found that coaching is a skill that can be taught, and its essential elements can be developed through time. There are many different approaches to coaching, but in essence its focus is client centered, action oriented, result focused, and supportive of behavioral change. In order to achieve mastery within this work, there must be self-awareness on the part of the client and the coach (Bennett & Bush, 2014).

Supervisory-Coaching for Change

Supervisory-coaching is a practice of the community school superintendent collaborating with principals in dialogue that is informed by skills, ethics, standards, theories, and models (Bennett & Bush, 2014). Coaching seeks to co-create reflective learning experiences that support the principal and collective change (Bennett & Bush, 2014).

The development of school leadership is an essential component of the work of the superintendent (Kotter, 1996). School leaders need the support and guidance of their superintendents to engage in change processes within their schools that has the potential to yield positive student outcomes.

Major change is virtually impossible unless most employees [and key stakeholders] are willing to help, often to the point of making short-term sacrifices. But people will not make sacrifices, even if they are unhappy with the status quo, unless they think the potential benefits of change are attractive and unless they really believe that transformation is possible (Kotter, 1996, p. 134).

"People change what they do less because they are shown a truth that shifts their thinking than because they are shown a truth that influences their feelings. This is especially true in large-scale organizational change" (Kotter & Cohen, 2002, p. 87). Change, therefore, ultimately requires the individual not only to analyze data and present compelling logical arguments but also to understand who cares about the change, what matters to them, and what mental models they hold which affect their perspective on the change at hand (Kotter & Cohen, 2002).

The school leader's role as the key driver of organizational change has developed

rapidly, leading to significant shifts to what traditionally has been expected of the American school leaders (Babb, 2008). The role of the school leader has changed during the past 50 years and has changed more rapidly during the past 10 years (Babb, 2008). In the 1950s, principals served as administrators responsible for hiring and supervising staff, maintaining the physical plant, overseeing operation of school programs, and maintaining budgets (Hallinger, "as cited" in Lockwood, 2006). This quickly changed in the 1960s and 70s when the federal government developed an interest in curricula, shifting school leaders focus to classroom effectiveness (Hallinger, "as cited" in Lockwood, 2006). A few years later, the publication of *A Nation at Risk* in 1983 shifted the school leaders' role by establishing an expectation that the school leader was responsible for bringing about instructional changes (Hallinger, "as cited" in Lockwood, 2006). Hence, the school leader is now responsible for managing the schools daily operations, while ensuring that pedagogues were teaching and students were learning simultaneously. The shifting expectations around the role required that the school leader developed expertise in teaching and learning together with being able to manage personnel and community expectations, which is a by-product of rapid organizational change (Babb, 2008). Also the role of the superintendent is also shifting and becoming more of a coaching role, while learning to provide professional learning opportunities to support and build the capacity of school leaders within their respective districts (Babb, 2008).

Superintendents and building school leaders are the primary gatekeepers for educational change (Brooks, Jean-Marie, Normore & Hodgins, 2007; Fullan, 2001). Accordingly, Tupa and McFadden (2009) found that when the district office and school-level administrators applied a "web of instructional leadership," student achievement as

measured by standardized assessments increased (p. 555). Henceforth, it is essential for superintendents to support their school leaders (Tupa & McFadden, 2009). These supports coupled with capacity building around how to effectively support the development of students within their schools will yield positive changes in student's academic achievement (Tupa & McFadden, 2009).

In order for the superintendent to establish a supportive coaching relationship with principals that yields change within the organization, Victov and Bloom (2011) suggest that superintendents' "workload should be manageable around 12 principals each, and they should have content-area coaches, and on-going training, collaboration, school visits, and reflection time with other supervisors" (p. 26). Victov and Bloom (2011) also found that "the typical pattern is for supervisors to see their principals three times a year--at the beginning of the year to set goals, in the middle to check in, and at the end to deliver the evaluation" (Vitcov & Bloom, 2011, p. 27). Victov and Bloom (2011) findings revealed that in order for superintendents to solicit desired shifts they needed to have much more frequent contact to develop a principal's effectiveness to positively impact student achievement. Furthermore,

> the most effective principal supervisors (supervisory-coaches) check in with their 'supervisees' every week, even if it's only by e-mail or telephone. They observe the principals doing real work, such as facilitating meetings and conferencing with teachers, and provide them with immediate feedback. They spend hours with their supervisees, reviewing student data and supporting school planning processes (Vitcov & Bloom, 2011, p. 28).

When supervisory-coaches provide support, they must assess the "coachability" or "coaching readiness" of a school leader to willing and openly develop, focus on performance improvement, and seek transformation through the engagement of a coach (Bennett & Bush, 2014). In general coachable school leaders are committed to change; have a commitment and desire to improve their knowledge, skills, and abilities; and are willing to take responsibility for their outcomes (Bennett & Bush, 2014). Supervisory-coaches need to have a clear understanding of the developmental readiness of the school leader while setting clear goals and expectations around the individual's ability to change and committee to new learning. "Readiness for coaching refers specifically to clients' readiness for change and their needs for change and development" (Ratiu & Baban, 2012, p. 143).

A frequent, and incorrect, assumption regarding supervisory coaching is that school leaders seek a coach's assistance when they are ready and willing to participate in the change process (Franklin, 2005). Laske (1999, 2003) explained that for a school leader (coachee) to receive the benefits of the coaching provided by their supervisor, the principal must be mentally, emotionally, and developmentally ready to change.

Bennett and Harper (2008) developed an assessment, the Executive Coaching Readiness Assessment Scale (ECRAS):

> To assess the psychometric properties of an individual's suitability for executive coaching using a "coachability scale" or "coaching readiness assessment" applied to middle and senior level executives engaged in a professional coaching relationship (p.1).

This tool continues to need further modifications to strengthen its validity (Bennett and Harper, 2008).

Furthermore, supervisory-coach and principal relationship "is central to coaching because this relationship can often become the principal process vehicle from which its members' needs are expressed and subsequently goals are fulfilled" (Jowett, O'Broin, & Palmer, 2010, p. 20).

Benette and Bush (2014) explained, "supervisory-coaching for change is a transdisciplinary practice that is applied through numerous professional practices at the individual, group, and organization levels" (p. 20). Benette and Bush further explained, "change coaching is based on sustainable behavioral and organizational change that can result in improved performance and broadened development and/or transformation" (p.172).

Researchers Zeus and Skiffington (2001) found that the work of a coach comprises learning and draws heavily on principles of learning theory and adult learning. Pertinent elements of their theories include the idea that the learner always actively seeks out stimuli, knowledge has to be propagated from within, and motivation has to be innate (Zeus & Skiffington, 2001). With these ideas in mind, the supervisory-coach has to possess certain skills and knowledge. Some of which include an understanding around principal development, leadership styles and approaches, emotional intelligence, and basic coaching skills (Bennette & Bush, 2014).

Joo, Sushko, and McLean, (2012) found that in order for supervisory-coaches to be effective, training in school leader development is required. Supervisory-coaches are expected to motivate, develop, and support school leaders within the educational

organization (Joo, et al., 2012). The professional learning should include practices that support growth, build on the organization's learning culture, and foster positive relationships between supervisor and subordinate (Joo, et al., 2012). These practices not only improve the capacity of the individuals within an organization, but also improve the quality of the work environment and yield higher retention rates (Joo, et al., 2012).

Professional Learning and its Impact on Student Achievement

Babb (2008) found that English language learners (ELLs) constitute the most chronically underperforming segment of the nation's students; as a group, their difficulties range from high transiency and dropout rates to poor achievement on academic measures to low family involvement and support. School leaders with significant numbers of ELLs face heighten accountability alongside other challenges, yielding consensus that the principal plays a critical role in school improvement (Cotton, 2003; Whittaker, 2003). Yet few school leaders of many of these schools receive adequate training (Barth, 1990). A limited number of school leaders serving this student population have access to well-designed, long-term professional learning opportunities focused on sustained improvement for ELLs (Babb, 2008). Schools that have been most successful in supporting ELLs have school leaders that know how to develop focused goals and support the staff to see the connections between the goals and student achievement (Alemán, Delgado-Bernal, & Garavito, 2009).

Elmore (2002) examines the importance and relationship between professional learning and student achievement while also assessing the shifts in accountability with the American public school system.

With increased accountability, American schools and the people who work in them are being asked to do something new—to engage in systematic, continuous improvement in the quality of the educational experience of students and to subject themselves to the discipline of measuring their success by the metric of students' academic performance. Most people who currently work in public schools weren't hired to do this work, nor have they been adequately prepared to do it either by their professional education or by their prior experience in schools (Elmore, 2002, p. 3).

"The purpose of leadership is the improvement of instructional practice and performance, regardless of the role" (Elmore, 2004, p. 7). The future of ELL students will be more challenging because of the lack of educational opportunities and the implications for long-term impact to society if principal leadership at a school does not effectively close the achievement gap through effective interventions that allow for catch-up growth (Cooper, Chard & Kiger, 2006). Educators alongside district and school leaders, are under pressure to understand the current state of the educational system while also finding ways to revamp existing instructional practices to improve student achievement levels (Harvey, 2011). Through the work of the Wallace Foundation, the educational field has been building a better understanding of the complexities of school leadership in new and meaningful ways (Harvey, 2011). Knapp, Copland, Honig, Plecki, and Portin (2010) have highlighted the importance of effective school leadership having a clear learning goal for the academic success of all students within their school improvement plan (Knapp, Copland, Honig, Plecki, & Portin, 2010).

An essential element of leadership is the impact the school leader has on second-order change (creating a new way of seeing the work) by proving professional learning

support for classroom teachers, designing an appropriate school culture, leveraging resources, and understanding and implementing valuable methodical, pedagogical, and adult learning strategies (Marzano, Waters, McNulty, 2005). This can only occur if the school leader has the capacity to provide these supports (Marzano, Waters, McNulty, 2005). When the prior training of school leaders has limited them from these opportunities, then the district leader has to utilize professional learning or coaching sessions to build upon the capacity of the leader to enable them to engage in these practices (Leithwood, Louis, Wahlstrom, & Anderson, 2010).

Researchers have found an "empirical link between school leadership and improved student academic achievement" (Leithwood, et. al., 2010). Effective leadership practices lead to improved student academic success.

In order for school systems to effectively embed a growth mindset in the development of leadership and teacher practices, they must engage in "reciprocity of accountability for capacity" (Elmore, 2002, p. 5). For instance, when a system is embedding a new structure or expectation around the standards, then members of the initiative need to provide the necessary training for the staff. By the same token, the staff receiving the training needs to demonstrate growth by showing increments of improvement within their practice.

Elmore (2002) examines the consensus on effective professional learning, "effective Professional Learning is focused on the improvement of student learning through the improvement of the skill and knowledge of educators" (p. 7). If principals do not understand the content and demands of the standards in a deep manner, then they are unable to effectively supervise teachers to hold them accountable to challenge students to meet or

exceed the expectations of any given standard (Elmore, 2002). Schlueter and Walker have found that the role of the principal influences not only indirectly, but also directly on the school's learning climate for all types of learners (Schlueter and Walker, 2008). A qualitative study conducted by Aleman, Johnson, and Perez (2009) used a longitudinal investigation that indicated that principals must thoroughly understand how to teach students on or above grade level standards to support teachers to improve student achievement. Most importantly, school leaders must be proficient in understanding what good instruction looks like for the lowest achieving, most intensive students and how to implement effective instructional strategies and programs systematically to close the gap (Aleman et al., 2009). Hallinger (2005) stated that principals need to be able to develop school-wide improvement plans that fast-track (accelerate learning) learning for the most at risk students, the majority of whom are ELLs, in order to close the achievement gap in the smallest amount of time. "Similarly, effective Professional Learning is connected to questions of content and pedagogy that educators are asking-or should be asking-about the consequences of their instructional practices on real students as well as in general questions about effective teaching practices" (Elmore, 2002, p. 7).

Consequently, "successful Professional Learning--because it is specifically designed to improve student learning--should be evaluated continuously and primarily on the basis of the effect it has on student achievement" (Elmore, 2002, p. 9). Too often professional learning is not directly linked or assessed by determining its impact on student outcome and performance (Elmore, 2002).

Currently in the New York City Department of Education, schools provide professional learning opportunities for teachers and other staff within the school every

Monday and Tuesday of the week. When principals are asked what is the purpose and expected outcome of the professional learning, they rarely align it with student achievement or improvement (NYCDOE, 2017). Hence, in order to develop effective professional learning opportunities that improve student outcomes, school leaders need to carefully assess their teacher development plans and ensure that they are directly linked to student performance or achievement (NYCDOE, 2017).

Subsequently, professional learning opportunities requires high-organizational capacity; therefore, to use professional learning as an instrument of instructional improvement, schools and school systems must reorganize themselves to make substantial changes in the conditions of work for teachers and students (Elmore, 2002, p. 30). "Education is leaving a period in which questions of practice and its improvement were essentially pushed into the classroom, where doors were shut and teachers were left to develop their own ideas and practices" (Elmore, 2002, p. 31). Teachers and administrators are moving to more shared practices where individuals within schools share their work with one another and use each other to improve teacher practices, which in turn yield better student outcomes. Moreover, the school leader established professional learning communities to the day-to-day fabric of the school while also designing data teams that allow for structured collaboration in order to highlight incremental student gains and systemic improvements in teaching and learning that brought significant statistical results in student academic outcomes (von Frank, 2009).

"A central part of the practice of improvement should be to make the connection between teaching practice and student learning more direct and clear" (Elmore, 2002, p. 31). Modifications on pedagogical practices focused on the development and improvement

of student learning moves achievement. "Knowledge-based organizations, which is what schools will become through the practice of improvement, are organizations designed around the authorities of expertise, rather than the authority of position" (Elmore, 2002, p. 32). To maintain an authority of expertise within the organization, members of the organization have to trust one another despite their level of authority. They have to feel comfortable to make mistakes and learn from them to improve their practice to better support student achievement (Elmore, 2002).

Research has shown inadequacies with the certification process of school leaders, which often exclude the necessary tools and training that lead to successful school leadership. A national study of 1,400 middle school principals found that more than a third had not taken coursework focused on educational practices, and over 70% had taken two courses or fewer (Codding & Tucker, 2002). To further add, Codding and Tucker (2002) also noted that elementary school leaders become certified with minimal to no coursework on teaching how to read, yet reading is one of the most essential elementary school courses. Bottoms, O'Neill, Fry, and Hill (2003) recommended that universities recalibrate administrative preparation programs to provide more coursework on curriculum and instruction, reading of research, and application of theoretical knowledge to real-life problems (Bottoms, O'Neill, Fry, & Hill 2003). School leaders also find limited alignment between their pre-service development and their on-the-job expectations and measures of success; thereby, making it essential that superintendents provide coaching supports for school leaders to support them in their capacity development while colleges and universities further develop their course work to reach alignment with on the job demands (Bottoms, O'Neill, Fry, & Hill 2003).

To further emphasis the need to provide supervisory-coaching, in a 2002 survey, Farkas, Johnson, and Duffett found that just four percent of principals polled attributed university preparation as the factor most responsible for their success in the position. In the same study, more than two-thirds of principals agreed that graduate programs were largely out of touch with their everyday realities. Concerns around school leader preparation has existed since the 1980s when John Goodlad found that most principals lacked the skills and abilities necessary to effect educational improvement (Goodlad, 1983). The inadequate training reduced the already small pool of auspicious applicants for available school leader positions, which tend to be hardest to fill in "challenged" schools; for instance, schools with high populations of English learners (Roza, Celio, Harve, & Wishon, 2002). Public Agenda (2001) surveyed superintendents about their satisfaction with the pool of school leader candidates. The study found that sixty percent of superintendents polled expressed disappointment with the pool of candidates; thereby, requiring on the job training to build the capacity school leaders lack when entering the role (Public Agenda, 2001).

In summary, the research outlines the importance of professional learning being directly connected to student learning, some school systems don't always reflect or implement this idea. Usually the problem around professional learning lies with how people use knowledge, whether they will use it to, once again, affirm the self-fulfilling prophecy that some schools and the students in them are "better" than others, or whether they will enable all schools to become competent and powerful agents of their own improvement (Elmore, 2002).

District Level Leadership and Student Outcomes

The educational field has acquired a significant amount of research regarding the influence school leaders and teachers have on student achievement. Less is known about how superintendents' leadership impact student results (Hough, 2014). In many instances, superintendents are seen as too disconnected from the classroom to have measureable effectives on student learning (Hough, 2014). "Superintendents reported that the largest motivator for accepting their positions was a desire to have a greater impact on student achievement, yet only 42.5% of superintendents believe that they are very effective" (Glass & Franceschini, 2007, p. 8). In an effort to identify the effectiveness district superintendents have on student outcome and characteristics of effective superintendents, Waters and Marzano (2006) examined the results of 27 studies that determine the influence of school district leaders on student achievement. Waters and Marzano's (2006) research involved 2,817 school districts and the achievement scores of 3.4 million students. Waters and Marzano found statistically significant findings between five district-level leadership responsibilities and student achievement. These five responsibilities focused their attention on setting district-wide goals coupled with maintaining the district focused around teaching and learning.

As leaders of school districts, superintendents provide leadership that is vital to a student's success. The leadership of the superintendent in most cases was positively correlated with student achievement in the large meta-analysis study (Marzano & Waters, 2006). Waters and Marzano's (2006) research found that superintendent tenure is positively correlated with student achievement, coupled with defining principal autonomy. In addition, Waters and Marzano (2006) found that the leadership capacity of school

superintendents can positively or negatively impact student outcomes or achievement. Superintendents who are effective systems leaders set an environment of mutual trust and set a positive and productive tone for the entire district. Effective superintendents not only set a positive tone for the entire district, they also hire, encourage, and retain good principals who then go on to hire, encourage, and retain good teachers. This allows them to bring together district-wide stakeholders to collaboratively develop goals for the betterment of the district and to effectively engage in the process of implementing and monitoring the goals effectively requires their longevity in the role (Waters & Marzano, 2006).

Superintendent tenure is essential to maintain continuity of the work to yield positive student outcomes; student achievement is positively correlated with district leadership tenure (Waters & Marzano, 2006). Hence, superintendents' longevity within a district allows them to establish practices for longer periods of time.

The findings in the McREL (2006) study initially identified perplexing results between principal autonomy and district level control over principal supervision. For instance, superintendent directing or influencing decisions made by the principal resulted in positive outcomes around student learning. The study also found that building principal autonomy had a positive correlation of 0.28 with average student achievement (Waters & Marzano, 2006). This finding indicates that an increase in building autonomy is associated with an increase in student achievement. The study also identified no correlation between site-based management and student achievement (Waters & Marzano, 2006). The researchers found that this contradiction made sense when examining the five district-level leadership responsibilities identified in this study-goal-setting process, non-negotiable

goals, board alignment and support of district goals, and monitoring goals for achievement and teaching. Coupled with the idea that "the superintendent provides autonomy to principals to lead their schools, but expects alignment on district goals and use of resources for Professional Learning" (Waters & Marzano, 2006, p. 4). This allows the school leaders to lead within the boundaries defined by the district goals (Waters & Marzano, 2006).

Petersen and Barnett (2005) also provided support for the importance of superintendents' accountability behaviors. They examined seven studies seeking common behaviors among superintendents in districts with high achievement. They found that superintendents in high-achieving districts developed collaborative goals, evaluated the effectiveness of instruction, and monitored results. Shelton (2010) found that the time spent by superintendents on instructional activities, as measured by their own perceptions, had a relationship with longitudinal, district-level reading and mathematics scores.

District and School Leadership Influence in the Success of ELLs

Within the United States, approximately 20% of students in the public school educational system have a primary home language that is not English (Meyer, Madden, & McGrath, 2005). As a result, these students bring many different languages to the classroom (Kindler, 2002). For the most part, large numbers of immigrants have historically settled in large urban areas, but they have also been settling in cities, suburbs, and rural areas across the country (Kindler, 2002; Meyer et al., 2005; Zehr, 2008). English language learners (ELLs) are enrolled in schools and classrooms that have not traditionally served linguistically diverse learners. It is expected that the ELL population will double by 2050. Most, if not all, teachers are likely to teach ELLs in the coming years (Meskill, 2005).

School leadership that knows how to effectively support ELLs is one of the most important facts to ensure the success of this student population (August & Hakuta, 1998; Reyes, 2006; Shaw, 2003; Walquí, 2000). Leadership exists in different forms within a school; however, the principal is the one person who can have the most influence for the long-term success of ELLs programs (Reyes, 2006). In particular, effective principals demonstrate leadership for ELLs by promoting justice in schools (Shields, 2004), raising issues concerning equity (Cambron, McCabe & McCarthy, 2005) and supporting inclusive practices to meet the needs of a diverse student population (Riehl, 2000).

School structures where ELL services are brought to the students in heterogeneous general education classrooms eliminates pullout and separate ESL classrooms and services produce better outcomes for ELLs (Sapon-Shevin, 2003). The needs of ELL students are distinct from those of students with disabilities, and language diversity is not being construed as a deficit or disability Sapon-Shevin (2003). The idea of inclusive service is used to exemplify a philosophy that needs to undergird school policy and services. Sapon-Shevin (2003) explains, "Inclusion is not about disability; instead, inclusion is about social justice. By embracing inclusion as a model of social justice, we can create a world fit for all of us" (pp. 26, 28). Students are valued for their unique abilities (i.e., language, etc.) and included as an essential part of a school community that is purposefully designed to accept and embrace diversity as strength, not a weakness.

Through supervisory-coaching the superintendent can build on the knowledge base of the school leader by providing additional knowledge and expertise that will increase achievement for all students including ELLs (Salsberry & Smiley, 2007, p. ix). It

follows, then that without leadership support, the children who are struggling to acquire

even the basic skills in their second language begin to fall behind academically, creating

an achievement gap that only widens over time (Facella et al., 2005). Elmore states, "the

purpose of leadership is the improvement of instructional practice and performance,

regardless of the role" (2004, p. 67). The future for ELL students will be more

challenging because of the lack of educational opportunities and the implications for the

long-term impact to society if principal leadership at a school does not effectively close

the achievement gap through effective interventions that allow for catch-up growth

(Cooper, Chard, & Kiger, 2006). In order to accomplish this, school leaders must build

their pedagogical capacity to learn how to strategically and effectively support ELLs.

Furthermore, the school superintendent has to create support and accountability systems

to ensure that school leaders support teachers in the implementation of research-based

instructional practices to support these students (Brooks, Adams, & Morita-Mullaney,

2010).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodological steps taken to conduct this study. The chapter includes descriptions of the research design, research question, sample and sampling procedures, instrumentation, data collection strategies, validity and reliability, data analysis, and research bias.

The purpose of this qualitative, grounded theory study of three districts within New York City Department of Education (NYCDOE) is to examine the effects of supervisory-coaching and professional development in the growth and development of principals in New York City (NYC) to effectively implement programs to support English language learners (ELLs) within their school communities to achieve academic excellence.

Research Questions

The following three research questions guide the study's investigation:

1. What beliefs do school leaders hold regarding supervisory-coaching and professional development as it supports the academic success of their ELL student population?

2. What qualities of their supervisory coaching and professional development support do school leaders believe facilitate change?

3. What are the essential supervisory-coaching and professional development processes that enable organizational change to support school leaders to design programs that support ELLs?

Research Design

This study was designed to be a qualitative study that uses grounded theory. Creswell (2014) states, "qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.4).

A qualitative design afforded participants time to respond to interview questions, which provided data about the research questions. Qualitative research describes phenomena in words instead of numbers or measures and has at its center the goal of developing an understanding of human systems (Savenye & Robinson, 2004; Wiersma, 2000). Qualitative research has its origins in descriptive analysis and uses an inductive process of reasoning moving from the specific situation to general conclusions (Wiersma, 2000).

This study followed a qualitative approach that enabled the researcher to study how supervisory-coaching and professional development affect the development of school leaders to effectively support ELL's. Additionally, a qualitative approach allowed the researcher to examine the role supervisory-coaching plays in the growth and development of school leaders to develop programs for ELLs to support them in their academic development.

For the purposes of this study, semi-structured, open-ended interview questions were utilized (Appendix D). Educational research typically uses interviews to collect data that are not readily observable, such as the interests, values, and inner experiences of the participants (Gall, Gall, & Borg, 2007). In this regard, McCracken (1988) stated that interviews are among the most challenging and rewarding forms of measurement in research because they seek to describe the meanings of central themes that are part of the

life of the participants. In other words, interviews are particularly useful for getting the story behind a participant's experiences. According to Kvale (1996), the main task in interviewing is to understand the meaning of the responses of the interviewees, which allows the interviewer to pursue in-depth information around the topic under study. The effects of supervisory-coaching on the development of school leaders were measured by interviewing principals and superintendents. Appendix D has a sample of the interview questions utilized in this study.

Sample and Sampling Procedures (Participants of Study)

The participants selected for this study were community school superintendents in New York City's Department of Education with schools that have Spanish bilingual programs. Principals selected had Spanish Bilingual Programs within their schools. The superintendents and principals were identified utilizing information in the NYCDOE public site. The districts and school sites that were studied are elementary and middle schools within New York City. The researcher narrowed the scope to the three boroughs of New York City. The first districts and schools that responded to the researchers emails were selected to participate in this study.

The study aimed to secure 12 volunteer participants. The participants were NYCDOE superintendents and principals. The researcher secured three principal participants from each district. The qualitative, grounded theory study consisted of three superintendents and nine principals. All of the participants supported ELLs within a district community, which allowed for insights on supports and their impact in practice in the classroom.

After invitation for the study was sent to all eligible potential participants, the first three volunteer superintendents were selected to participate. After the researcher's desired recruitment goal of three superintendent participants was met all other volunteers who contacted the researcher with an interest to volunteer were thanked and informed that the participation goal had been achieved for the study. Superintendents identified principals within their districts that had ELL programs and the researcher contacted them. The first three responding principals from each district were selected for the study. The responses were rendered via phone and/or email depending on how the volunteer made their initial contact to the researcher.

In this study, a two-step sampling process was used. The first step was purposeful sampling where the researcher deliberately included potential superintendent participants based on the availability of bilingual programs in their districts. The first three superintendents that responded and their schools were selected after all participants were given an equal opportunity to be included in the study. Creswell (2014) recommends that selecting a systematic or probabilistic sample randomly will ensure "each individual in the population has an equal probability of being selected" (p. 158).

Instrumentation

Data for this study were obtained through interviews administered to two groups of people: (1) superintendents and (2) principals. The two-part interview was comprised of 11 questions. One measured observable characteristics of principal leadership practices, and the other measured the observed practices and shifts associated with supervisory-coaching.

The leadership shift of school leaders and critical attributes of professional learning coupled with supervisory-coaching were measured using one-interview instruments designed by the researcher and tested by a panel of five experts. The questions were designed to solicit information from principal interviewees about the supports they received from their superintendents and from the superintendent participants of how they provided support to improve achievement for ELL students.

Research instruments are devices that are used for measuring or understanding a given phenomenon (Savenye & Robinson, 2004; Wiersma, 2000). This study utilized interview questions designed by the researcher as the instrument. The questions were designed to gather data to address all research questions. The interview instrument was an open-ended interview question protocol.

Data Collection Strategies

This study focused on three districts that have been identified by NYCDOE as having ELL programs. The researcher forwarded a recruitment letter to every principal identified by the superintendent as having an ELL students or program(s) within their schools. The recruitment letter was sent via mail to the identified NYCDOE schools. The recruitment letters were addressed to the attention of the school leader and superintendent only.

According to Creswell and Plano-Clark (2007), data collection can take place in many different manners; hence, collecting and analyzing qualitative data is a method used to learn through the individual experiences of participants. For this study, qualitative interview data were collected and analyzed.

35

The researcher made contact with superintendents of different districts throughout the city whose contact information is publicly listed on the NYCDOE website to confirm if they had ELL programs and to obtain a list of the schools with Spanish Bilingual students, as well as to learn if the ELL program has participated in professional development opportunities to support ELL student populations and professional learning to enhance their leadership development.

School leaders and superintendents were recruited via email. The email provided them with information regarding the study and a request for their voluntary participation. At each district a 60 minute, semi-structured, in-depth interview was conducted with each school leader and superintendent. A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. The data collected was accurate up to that point in time. Informed consent forms were presented to the participants prior to data collection and the participants were given the opportunity to review the informed consent document before signing two copies, one of which they kept. A total number of 12 individuals volunteered to participate in the study one superintendent and three principals from the three districts studied.

Collected data needs to be recorded in a systematic manner that will facilitate analysis and the main ways of capturing collected data are: transcripts, tapes, notes, and memory (Krueger & Casey, 2000). The data records of a qualitative research study can become "quite massive" (Wiersma, 2000, p. 202) and are filled with good description, relevant dialogue, pieces of evidence, and clues that when put together make analytical sense out of what is being studied (Bogdan & Biklen, 2003). Accordingly, the interviews

were audio recorded. The researcher relied on unabridged transcripts based on original audiotapes of all interviewed. The transcripts were in a format that paralleled the subject's remarks along with the researcher's questions. Each school's data were separately color-coded and each participant was assigned a number in order to maintain anonymity. The researcher transcribed the tapes.

Data Analysis

This researcher organized the data collected in order to form a grounded theory study database. Grounded theory is simply the discovery of emerging patterns in data. Grounded Theory is the generation of theories from data (Glaser in Walsh, Holton et al., 2015). The researcher obtained the raw data from the participants' interview responses, which informed the data analysis and the case study's conclusions. The analysis of data collected in a qualitative study is a complex process that requires both the organization and reduction of that data (Wiersma, 2000). It consists of examining, categorizing, or otherwise recombining the qualitative evidence in order to address the purpose of the study (Yin, 2004). Data analysis does not proceed in a linear manner and is an ongoing search for general statements about relationships between categories of data (Marshall & Rossman, 1999).

Glaser and Strauss (1967) based the analytic strategy approach used in this study on the constant comparative method. The four stages of this method are described as: first, comparing incidents applicable to each category by coding each incident in the data into as many categories of analysis as possible; second, integrating the categories and their properties; third, delimiting the theory; and fourth, writing the theory. Bogdan and Biklin (2003) enumerate the main points of the constant comparative method as a series of steps,

37

which actually "goes on all at once" and is "most often used in conjunction with multiple-site studies" (p. 68).

Since the purpose of this study is to generate knowledge about the common patterns and themes pertaining to the building of school leadership capacity in schools with at least one ELL program, the constant comparative analysis method was a valuable way of developing an understanding of that human phenomenon within the context in which it was experienced. The analysis began with organizing the data collected from each site then reading and rereading the transcripts of each interview for patterns of key issues, recurrent events, or activities. The next step in the process was to begin the detailed analysis of the data with a coding process. "Coding is the process of organizing the material into chunks before bringing meaning to those chunks" (Creswell, 2003, p. 192). This stage of the process consisted of taking the raw textual data, archival data, and field notes and 'chunking' the related data into categories. These categories were given descriptor phrases or codes. These codes were not pre-assigned but emerged from the data collected.

Following the identification of the categories the data were combed again to collect and regroup all incidents of reference to the categories along with the supporting participant quotes. The next step in the process was to group and regroup the categories that emerged along with their supporting quotes to generate the themes that formed the basis of the major findings for analysis. It is this ongoing comparison of concepts with each other that is the basis of the constant comparative method. The procedure was repeated with the raw data collected at each of the schools and as a result the major themes were compared across the schools, displayed multiple perspectives from participants, and were supported by diverse quotations and specific evidence.

The participants in this study were asked questions that related to their field of knowledge and profession. By interviewing participants that have direct experience and understanding in the area being studied allowed the researcher to gain further perceptions based upon participants' professional experiences (Harper & Cole, 2012). The audio recording was transcribed by listening to the recording and typing the narrative. The data collected were organized through the process of coding after the participants had confirmed the transcripts. The data were organized and prepared for analysis by placing the transcripts of the superintendents and the principals in separate folders that were coded based on the respective districts. Each individual and district was assigned a pseudonym.

Through the process of coding common themes were identified as the transcripts were repeatedly read. After emergent themes were identified, they were then analyzed in conjunction with the research questions. The researcher began coding using a two-step process. Overarching ideas and themes were first identified, then more in depth codes were revealed. Detailed trends and patterns were identified through the coding process.

Utilizing the research questions, codes were established and aligned to the respective questions. "Coding forms a transition point in the flow of a research project. " Coding of common phrases and themes were used in this study.

Coding allows "qualitative studies to go beyond description and theme identification and form complex theme identification" (Creswell, 2014, p. 200). Utilizing the NVivo software, the 12 interviews were uploaded and repetitive phrases and themes were highlighted, identifying themes and patterns.

Reliability and Validity

Reliability refers to a measure of the stability or consistency of an assessment

instrument (Krathwohl, 1998). Gay and Airasian (2003) defined reliability as "the degree to which a test consistently measures whatever it is measuring" (p. 141). In other words, reliability is used to gauge whether the same results can be obtained if this study were to be replicated.

To validate and confirm that the information recorded during the interview process, participants reviewed the script for accuracy. Furthermore, member checking was utilized in this study to validate the findings. To further ensure consistency of responses, the researcher collected data by using the protocol in a consistent manner during all 12 face-to-face interviews. A uniform interview script and questions were developed to ensure a uniform method of data collection. This script was followed for each interview.

In general, validity is an indication of how sound your research is. More specifically, validity applies to both the design and the methods of your research. Validity in data collection means that your findings truly represent the phenomenon you are claiming to measure. Valid claims are solid claims. To ensure the validity of the study methods aligned with qualitative practices like triangulation, credibility, and transferability were managed by analyzing patterns and themes throughout the different data sets. This was done by reviewing and identifying similarities and differences among responses between superintendent and principals under their supervision.

In this study, participants were asked to review the transcribed interviews for accuracy of information. "A member check, which is also known as informant feedback or respondent validation, is a technique used by researchers to help improve the accuracy, credibility, validity, and transferability [of qualitative research]" (Collins, 2010, p. 168).

For the purpose of face validity, a panel of five bilingual supervisory educational

experts was asked to review the interview questions designed by the researcher. The panel was asked to review the questions to determine and ensure that there was alignment between the research questions and the interview questions. Their review confirmed the alignment between interview and research questions. When a person can review an instrument and understand what is being measured, it has face validity (Patton, 1997). Three members of the panel were superintendents with doctoral degrees; and two members were bilingual educators with leadership degrees. The researcher requested the interviewee review the final report for accuracy; thereby, enabling the researcher to maintain reliability.

The interview questions were sent to the individual members of the panel four times for review and their feedback. After multiple revisions were made, all panel members conducted a final review to ensure accuracy of contact and clarity of the questions. Creswell (2014) stated the researcher should take back part of the "polished or semi-polished product" for review and adjustment (p. 202).

In order to increase the validity of the study, triangulation of the data was utilized. As Creswell (2014) stated that by triangulating the data you are giving validity to the study. He further explained, "if themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity to the study" (p. 201). In this study triangulation was applied by comparing the principals' responses with those of the superintendents that were interviewed.

Research Bias

The researcher is currently a community school superintendent employed in the NYCDOE. Included within the researcher's professional role is the responsibility of supervising leaders with Spanish bilingual programs and mandating the implementation of

programs that are needed. To prevent research bias, the researcher followed the structured interview protocol guide where the same questions are asked in the same way to all participants. Furthermore, the analysis of data was carefully done and direct quotes were used to maximize the participants' voice and to minimize bias. Additionally, coding was consistent throughout all the interview transcripts and during the coding process. The expert panel was used to strengthen validity of the interview questions. Member checking was used to strengthen validity of the responses. Through the use of an expert panel and participant checkings' were applied to reduce any potential biases. The researcher only applied the ideas presented by the interviewees and placed personal perceptions aside to ensure accuracy of the findings.

Summary

The purpose of this qualitative study was to identify to explore what are the potential effects of supervisory-coaching and professional development in the growth and development of principals in NYC to effectively implement programs that support ELLs within their school communities to achieve academic excellence. The data was collected using interviews. A software program was used to code and analyze the data. The results of analyzed data will be explained in chapter 4.

CHAPTER FOUR

FINDINGS

Introduction

This research study investigates the practice of building leadership capacity to effectively support English language learners (ELLs) through supervisory coaching of community school superintendents in the New York City Department of Education (NYCDOE). The study explores ways of supporting leaders to improve practices and supports for ELLs within their schools and districts.

This qualitative study that used grounded theory of three districts within NYCDOE, examines the effects of supervisory-coaching and professional development in the growth and development of principals in New York City (NYC) to effectively implement programs to support ELLs within their school communities.

This chapter is organized into two sections. Section one gives a brief overview of the participants. Section two presents an analysis of the three research questions and findings as they relate to each specific research question.

Background of Participants

The community superintendents who participated in this study were selected from those who had a population of ELL students within their districts. In addition, the participating three districts serve student population with diverse socioeconomic status and ethnic backgrounds. Selection of these participants started with an invitation to all superintendents who met the above criteria. Three schools from each of the participating districts were selected for study. All participants came from three districts in New York City. Accordingly, nine principals with bilingual programs and their respective three

43

superintendents represent the sample for this study. Two out of the three superintendents interviewed had less than five years of experience as a superintendent. The superintendents interviewed were one male. Two females and two out of the nine principals were males. All superintendents in this study had more than 15 years of experience in education. The principals served grade levels in included elementary and middle schools. See Table 1 for summary of the superintendent participants' demographics and ELL percent ranges.

Table 1

Demographics of Superintendent Participants

Participant	Current Position	Years in Current Position	Interview Minutes	Percentage of Free and Reduced Lunch	% ELL
D1S	Superintendent	<5	30	90-100%	10-20%
D2S	Superintendent	<5	45	80-90%	20-30%
D3S	Superintendent	<5	35	40-50%	0-10%

Table 2 provides information regarding the duration of each interview, and average years of experiences within the participant's current roles. In addition, Table 2 illustrates that 11 out of the 12 participants interviewed, had less than five years' experience in their current role. The school leaders who participated in this study had less than five years as principal. Principals interviewed served four elementary schools, three middle schools, and three Pre-Kindergarten to eighth grade.

Table 2

Demographics of Participants

Participant	Current Role	Gender	Years in Current Role	ELL Program?	District/ School Type	Interview Minutes	Date of Interview
D1S	Superintendent	Female	< 5	Yes	PreK-12	30	02/18/17
D2S	Superintendent	Male	< 5	Yes	PreK-12	45	02/10/17
D3S	Superintendent	Female	< 5	Yes	PreK-8	35	02/20/17
D1P1	Principal	Female	< 5	Yes	6-8	30	02/18/17
D1P2	Principal	Female	< 5	Yes	PreK-5	28	02/23/17
D1P3	Principal	Female	< 5	Yes	PreK-8	27	02/23/17
D2P1	Principal	Male	< 5	Yes	6-8	35	02/1017
D2P2	Principal	Female	5- 10	Yes	PreK-8	38	02/10/17
D2P3	Principal	Male	< 5	Yes	PreK-5	30	02/28/17
D3P1	Principal	Female	< 5	Yes	PreK-5	35	03/01/17
D3P2	Principal	Female	< 5	Yes	6-8	38	02/21/17
D3P3	Principal	Female	< 5	Yes	PreK-5	30	02/24/17

Setting

Based on NYCDOE public data, on average more than 76% of the student population in this study come from low-socioeconomic backgrounds, yet one of the three districts included in this study has been categorized as one of the most affluent in New York City. The community superintendents who participated in the study supervised districts district that are comprised of 27 to 54 schools and expressed that they engaged in supervisory-coaching within their respective districts.

All schools offered English as a New Language (ENL) as "push-in/pull-out" (push-in-teacher comes into the classroom to provide ENL support or pull-out-teacher takes the child out of their regular program to provide additional ENL support), co-teaching, and self-contained. One school offered a transitional bilingual program that was being converted into a dual language model and five of the nine principals offered dual language programs as their main bilingual model.

Data Analysis

The analysis of data for this study is presented below. It is organized by the three research questions and their corresponding themes found after analyzing the interview data.

Research Question One: *What beliefs do school leaders hold regarding supervisory-coaching and professional development as it supports the academic success of their ELL student population?*

Five of the interview questions that corresponded to research question one were used to answer the first research question (see interview question one to five in Appendix D). Two themes were identified from research question one. They are: professional development to support ELLs and Principal Performance Observation (PPO).

Professional Development to Support ELLs

All three superintendents reported they believe the main role of the supervisory-coaching is to continue to provide opportunities for principals to participate in professional learning opportunities while getting to know their areas of development to build on their capacity. Superintendent D3S stated supervisory-coaching begins with:

> understanding, assessing first where principals stand in their own capacity as learners and really looking at their practice. I like to anchor my assessment of their

46

practice based on the Quality Review Rubric because that's what we use for supervisory visits, and I think it's important to make that connection to professional development as well. One, I get to find their strengths and areas that are challenging for them and then thinking about their ways of knowing and how they receive feedback so that when I deliver feedback it's strategic to their learning style, as well as providing them with the resources and support that they need. I like to think about myself as a teacher of principals, I like to think of coaching and developing principals in the same way, that it's a two-way process that require modeling and the gradual release of responsibility. It's that- I do, we do, and then you do; and, modeling practices so that they can then develop their own efficacy as individually leaders, but also to replicate practices in their own schools.

Similarly Superintendent D2S stated:

Well, in general terms, first professional development is the idea of building capacity among the staff and the people who are in charge of providing supports like professional development and coaching. If you talk about leaders then we talk about building the leader's leadership capacity--skills to be able to create systems and structures to supervise people who are providing instruction. So, when we talk about building capacity whether it's through professional development or supervising coaching it's just the idea of helping people to understand whatever skills they need to do their job well.

Superintendent D1S concurs with D2S and D3S in that she believes supervisory-coaching supports school leaders to develop the skills they need to guide practices within their schools. For instance, D1S stated:

It means supporting principals in the areas that they feel that they need the most

support, so supporting coaching might be just through a conversation, having a

discussion, talking about structures to move teacher practice. It might be

recommending other schools that they can work with, giving them feedback that

will help move their school's work.

Superintendents in this study believed that supporting school leaders to set high

standards for ELLs had an impact on improving schools. They believed it enhanced the

ways they supported and developed their teachers while giving them sufficient latitude to

act according to individual site characteristics and the school leadership needs. Participants

had diverse perspective as to how supervisory-coaching and professional development

support the diverse needs of ELLs within their districts and schools. For instance,

Superintendent D2S said,

in regard to English language learners, I don't see support being any different to

other areas of school life-whether it's a student with a disability in special

education, whether it's in general education or a language program-support for

leaders should be the same.

On the other hand, the other two superintendents in the study felt that coaching

specifically targeted to develop a leader's capacity to better support ELLs was pivotal to

their development and ability to support learning in the schools that served them.

Participant D3S stated:

One is looking at their school-based data to see where English language learners

stand in comparison to all the population in the school so that's important. Two is

assessing their knowledge of effective pedagogical practices that impact student

learning and then providing them with resources, strategies, and connecting them to the right resources in terms of people, books, articles, and other schools that have best practices to support them in moving on instruction. Having a very honest conversation that's anchored on student data and really identifying who has a knowledge gap in moving instruction and then based on their understanding, shifting their practice to a higher level of development that will then support bilingual teacher practice and student learning outcomes.

All nine principals reported that like their superintendents coached them, they saw themselves as the supervisory-coaches of their teachers. This was similar to how superintendents viewed their coaching role with principals. For example, Principal D3P1 expressed:

So, for me, it means not only sort of taking on the role myself as the supervisor, and we're a small school so there's not many of us, and then also figuring out who I can, sort of, delegate those responsibilities to, to sort of oversee and have them coach as well. So, to give an example, I have my actual brand new ENL teacher. So I have done some coaching with her in which she comes to see me doing a lesson, or I'll send her to go see another lesson in another person's classroom who I've visited during a classroom observation, and I have certain practices that I want to highlight for her. And then I'll coach her through her class, but then I also have given her feedback and next steps to apply. Well, of course, she has her mentor, her mentor she has mandated, that also supports her, but then she has another teacher who, we're part of a learning partner, so one of my model teachers does some of the model teaching for her as well. So I guess part of, to me, supervisory-coaching is

doing this, to have revision and knowing what you know, you need to coach into or observations or visits and then finding ways to support the teacher. And actually the third part of that is sending her out for professional development so she also does that as well.

Also, Principal D1P3 identified that professional learning in collaboration with her peers designed by her superintendent improved professional learning, writing practices; yielded positive outcome for her students while pushing the development of her teachers. The school leader stated,

> my superintendent has been coaching a group of principals through professional learning that requires inter-visitation, and we have been talking about how to use student academic dialogue to improve student writing as well as getting kids to write more. Several years ago, kids were not talking in either English or Spanish, and so we weren't able to get them to write a lot because they didn't have a lot to say because when we ask them to talk there was nothing happening. So part of the work that we're doing with our learning partners (other principals in the district) is thinking about academic conversations in both languages and how to push children's thinking and then once they have more to say to get them to then do the writing piece, to have more to say, to have more ideas, and then of course hope that that transfers over to the writing and teaching those tools and strategies to get the talk to move into writing. This work helped me better understand how to support my ELLs and my assistant principal together with my teachers also strengthen their capacity around the work, which is what my superintendent intended us to do from the start.

Principal D1P2 highlighted how professional development coupled with the coaching support of the superintendent helped her improve practices within her school. She explains:

> I mean, yes professional development and coaching has its impacted. Well its impacted the entire school because when the superintendent comes in and or even when I'm at professional developments and she's having us learn new things, and she's having think about these certain topics and different strategies I think about how that relates back to our school. One of the things that I try to avoid at our school is just start new initiatives in the middle of the year. And so I feel like the work that we do with her and even the work that we do when she comes, when she's here coaching with me, it's not about creating more work, it's just about making what we're doing better.

Principal D2P3 mentioned that she did not have a strong background around serving the needs of ELLs or identifying pedagogical practices that needed emphasis to move the work. She explained that he was able to gain a better understanding of what she did not know and what she needed to improve upon through the professional learning provided by her superintendent. She stated the following:

> You don't know what you don't know, so you need other eyes and ears to coach and guide you through new experiences until you build an eye for the work. When I started as a principal, I had limited experiences serving ELL students, and my superintendent knew this, so she would send me to professional development that pushed by thinking while also built my understanding around the work. She also coached me through classroom walkthroughs and one-on-one coaching. These

experiences helped me change practices within my school and improved my

capacity to better support ELL students, but most importantly it modeled for me

how to guide and support teachers.

Principal D3P2 further explained:

When I came out of the principal training program, I had limited to no

understanding what it meant to serve diverse populations and a very limited

understanding around the needs of non-English speakers. If it was not for the

support my superintendent provided around building my understanding to support

special education students and ELLs, I don't think I would have known how to

engage in the work well. But through professional learning opportunities provided

by my superintendent aligned with individualized coaching support offered by

her, I was able to build and develop programs within my school to effectively

support the needs of the special populations within my school.

Another principal had a similar experience with supervisory support to Principal

D3P2. Principal D1P3 explained:

I am embarrassed to admit it, but when I went into the principalship, I had no clue

as to how to effectively serve ELLs and special needs students. I acted like I knew

because I felt as the principal I needed to act like I had the answers to all the

questions my staff had, but my superintendent knew better. She knew I had a gap

in my learning, and she made it a point to coach me and provided professional

learning opportunities to build my instructional capacity to effectively serve these

populations. Through walkthroughs, inter-visitations to schools in the district and

outside it I was able to learn and apply new strategies that resulted in positive

gains for my students.

Principal D1P1 has been able to modify her teacher teams as a result of

professional learning opportunities offered by her superintendent. She said:

There were three professional development sessions that the superintendent did

during our monthly principal meetings that targeted Quality Review Indicator 4.2,

the indicator that targets team inquiry and what the team structures do during that

time they're meeting. We reviewed videos of team meetings and gave it an

assessment score per the Quality Review rubric, and I took that and applied it to

my own team. Not just my grade team, but also my grade leader team, and I came

to realize that what was taking place at meetings was predominantly

conversations around structural pieces, such as programming and who's ordering

how many books, when what it should target as per the Quality Review indicator

is inquiry, what're we doing with the information that we're discussing, how is

that being applied, and how are we holding ourselves accountable to follow-up on

those conversations. So for the past three years now, all the meetings have an

instructionally focused agenda that prioritizes the elements found on Quality

Review Indicator 4.2 and this has improved teacher's ability to effectively support

students in the classroom.

All nine principals and all three superintendents believe that supervisory-

coaching and professional development are the drivers of school improvement for

all students, including ELLs. Participating principals reported that they model the

behaviors exhibited by their leaders within their schools by coaching their

teachers in the same manner that their superintendents coach them. Thus, developing professional learning communities throughout the districts enabled both leaders and teachers to learn to improve instructional practices. For example, D3P3 stated "like my superintendent, I set focus groups and coaching sessions with my teachers to further their development."

Principal Practice Observation (PPO)

Superintendents D1S and D2S stated PPO visits were one of the driving forces of change to improve leadership behaviors to support ELLs within their districts. They expressed that these visits provided the opportunity to supervise and evaluate practices while also allotting time to coach and guide principals to improve their leadership practices. According to D1S, PPO visits provided an opportunity to observe practices throughout her district. She stated:

To supervise practices within all of my district schools while also supporting the individual needs of my school leaders. These visits allow me to look at multiple elements of the work. One is looking at their school-based data to see where English language learners stand in comparison to other student populations in the school, so that's important. Two is assessing their knowledge of effective pedagogical practices that impact student learning, achievement, and then providing them with resources, strategies, and connecting them to the right resources in terms of people, books, articles, and other schools that have best practices to support them in moving on instruction. Having a very honest conversation that's anchored on student data and really identifying who has a knowledge gap in moving the instruction and then based on their understanding, shifting their practice to a higher level of

54

development that will then improve teacher practice and student learning outcomes.

All nine principal participants reported that most of their supervisory-coaching and professional learning took place during their PPO, and this review took place approximately two or more times a year. They expressed that during this time their supervisors not only evaluated their current practices, but also provided strategies and next steps to build on their own personal capacity as leaders. Principal D3P1 explained:

My superintendent comes in to my school, and she primarily uses the PPO tool and the Quality Review Rubric to guide our conversation. We start her visits with a walkthrough of my school and she models for me how to use questions that will help me inform practice. She asks questions that help her build understanding as to where we need additional supports on. As we walk the building she asks me questions around the practices she observes throughout the school. I'll give you an example: We were walking into a second grade class and she was asking the children, why are you learning what you're learning? And it turned out that none of the students in first and second grade were able to answer the question and were unclear about the objective of the lesson. It pushed me to reflect on what we needed to do differently to support the children. When we concluded the walkthrough, she asked me, so what did you observe? What needs to shift as a result of your findings? Not only did she push me to think about the practices currently in place, but she was also modeling for me what she expected me to constantly do as a principal. Secondly, the superintendent professional development is another element of support.

Principal D3P1 further explained her superintendent not only pushed her thinking about how to address areas of growth or improve current practices during their one-on-one PPO visits, but also helped her further develop her work through district-wide professional learning opportunities. She stated:

> She visits all of the schools in the district and develops professional development based on common areas of need. The professional series she provides is aligned to common threads of development (areas of improvement) she observed during her visits to different schools within the district. Another way she provides professional learning is by organizing inter-visitation within the district to share best practices among school leaders.

Principal D1P2 stated how PPO visits helped her refine her focus. She explained:

> Two years ago, the focus in my building was around assessment practices. How we look at work and offer feedback, how we have interim checkpoints between report cards, and my first, second, and third year, that's where my focus was. That focus was identified through the feedback I received during Quality Reviews and my superintendent's PPO visits. We got that to a solid place, and then the next phase where I felt the growth beginning to take place was based off of student discussion. During my final PPO visit and in my annual meeting with the superintendent at the conclusion of the year, we identified that specific component of 3B (part of the Danielson Rubric) when that component in the rubric was rated the lowest. The question became, "Why is it rated the lowest?" Me focusing on looking at informal observations, what I found was an overabundance of the teacher being the one that's doing the talking.

Principal D1P2 further elaborated on how PPOs helped her refine her focus by discussing how the support provided by her superintendent helped her shift the school-wide focus to be better aligned with the needs of the school's ELL population. She stated:

So two years ago, we shifted our school focus from assessment towards collaborative conversation. That focus has really impacted, not just our ELLs and SWDs (Students with Disabilities), but students that are also excelling in the standard, meaning I do believe that the best way for you to learn is obviously through sharing and hearing what people have to say. That structural change for the past two years has really taken shape in my building and has led to our English Language Learners being put on the spotlight, so to speak. Meaning, so okay, you're new to this country. You don't know English or any or the environmental pieces; however, we're going to provide you with support. We're going to provide you with prompts, with vocab words, but at the very least provide you with the opportunity to sit with a group and listen to the dialogue take place. That has really shifted work in our building, and I don't think I would have been able to identify it without the support of my superintendent during PPO visits.

Principal D1P1 identified PPO visits as a means that helped improve teacher team practices within the school while building her instructional capacity. She went on to say that:

Supervisory support through PPO visits has been crucial in my development as a leader. The visits helped me improve teacher team practices. Through observations of meetings and discussions around the current practices and how they can improve,

57

my teacher teams have strengthened their ability to engage in conversations around student work and identify instructional next steps to better support students.

Principal D2P3 voiced the value of PPO visits had on his development, but he also highlighted the unease it created due to its resulting in a rating or evaluation of performance. For instance, Principal D2P3 stated:

The PPO visits have allowed me to build my capacity as a leader by identifying areas of further development, but at times it hindered the possibilities of full disclosure due to the evaluation component. I'm embarrassed to say that at times I would not admit identifying areas I didn't know because I was afraid to be seen as incompetent. People walk around expecting the principal to know everything. Luckily my superintendent established trust, and I was able to seroconvert some of my fears.

All nine principal participants expressed that supervisory-coaching coupled with professional learning opportunities helped them enhance practices within their school to better support their staff to effectively support ELLs. But two out of the nine principals highlighted that the evaluation component of the PPO made it difficult to fully express all the principal's areas of need. While all three superintendents stated that PPO visits were the main drivers for them not only to evaluate the school leader's capacity, the visits also assisted in coaching and skill development for the principals. They further added that these visits enable them to support principals to address the needs of ELLs throughout the school and develop programs that foster academic success by providing feedback on their practice and providing tools to improve teaching and learning within their schools.

School leaders and superintendents in this study believed that supervisory-

coaching and professional development are tools to support the academic success of all students including ELLs. Principals stated that supervisory-coaching coupled with professional development helped them address instructional gaps they needed to improve upon while building their instructional capacity. Furthermore, school leaders believed that supervisory-coaching and professional development not only support the development of school leaders, but it also provided support to the teachers under their supervision. When the superintendent and principal visited classrooms, they identified areas of further development, and the principal provided teachers with next steps to improve practice. Principals believe PPO helped them improve their skills to observe instructional practices and provided feedback that lead to improvements in instructional practices within their schools; however, some school leaders expressed that the evaluation component of the visits made it difficult to always be completely transparent.

Research Question Two: *What qualities of their supervisor's-coaching and professional development support do school leaders believe facilitate change?*

Three of the interview questions aligned with research question number two. See interview questions six, seven, and eight (See Appendix D). Trust and collaboration among participants were the two themes identified from the interview data analyzed for research question two.

Trust

All three superintendents interviewed indicated that in order to solicit change through coaching and professional learning opportunities the school leadership needs to know that the supervisory-coach is going to be honest and transparent with them. For example, superintendent D3S stated:

I think being honest and transparent are primary elements of building a trusting coaching relationship that will yield change. I think that being honest with identifying people's strengths and gaps in learning are critical to move anyone's practice. Building relationships to be able to deliver honest feedback that's anchored on evidence and then they understand the end goal because you're clear in where they are and where you want to take them. So honesty and transparency are critical to enable change.

Superintendent D2S expressed similar views that trust is necessary to move practice when he stated:

I have principals that are very well respected among our district community, and I work with them to support other school leaders. Through this collaboration, I have developed trusting relationships with school leaders that allow me to push their thinking by providing honest feedback. An element of the work that solicits change is working with these veteran principals to support other leaders throughout the district. The most powerful thing that we do here is personal attention. Normally I stop by schools whenever I need to have what is a difficult conversation or some teachable moment as opposed to a phone call or email. I just stop by for one hour, an hour and a half and not necessarily as part of my assessment of the school but just as a support system. Some places it's just to provide guidance, to provide support. I think that these practices have created a shift in my district that is visible.

Superintendent D2S added that he did not feel he had enough data or information to quantify whether or not supervisory coaching enabled change for the leader or school community. He felt it was too early to tell; however, the other two superintendents provided

detail descriptions of how supervisory-coaching facilitated and impacted change within their schools. For instance, Superintendent D1S expressed:

Through our multiple visits, we're able to see growth. Principals show evidence of the work that they're doing. Through even just the feedback that the principal gives, like they'll say they tried something, and how it worked, and how it went. At times we may have to rethink the plan and go back and develop a little bit deeper and figure out what other supports can be done so that it does work. This kind of interactive problem-solving approach would not happen if I had not established a trusting relationship with the principals in the district.

Principal D1P2 also pointed out that ongoing focus groups and one-on-one supports (superintendent-principal individualized support) by the supervisory-coach enabled him to improve his instructional capacity, which in turn positively impacted learning by improving teacher practice throughout the school to better support ELL students. Principal D1P2 noted:

My supervisor has always shared with me the importance of face-time with my staff and hearing what they have to share. That's something that I've increased, and I'll be very specific-feedback. Last year and this year, for every informal observation, teachers have had a post-observation conference. It's very overwhelming to get that done; however, the outcome has been positive. Extremely positive in that it's allowed for staff to share with me more than I would necessarily have seen; that means the ratings slightly going higher. Also, time for the staff to get face-time to hear what it is that I'm looking for, or rather, what I feel is effective or highly effective teaching. In this model, the structure has really led to changes that directly

linked back to my supervisor's approach and support throughout the past few years through PPO visits, Quality Review feedback, and impactful coaching interactions. But the pieces that have really been the most impactful to my development and in turn to the development of my teachers has not only been accomplished by providing feedback, instead, it has come through the relationships between my supervisory and myself and myself and staff. Developing trusting relationships have been at the forefront of change and improved practices within my school and district.

In a similar manner, Principal D3P2 identified how support improved practices within the school, she stated:

I think in order for an organization to change, I think within all of the things that we've talked about, there's the trust factor. There's that relationship building, we have to change our relationship in the building, building that culture to impact trust. Building culture, building trust is at the essence of our work.

Superintendents and principals alike expressed that building trusting relationships were at the forefront of being able to engage in the work effectively to instill change within the organization. Principal D2P3 stated, "while building my capacity to better support my teachers to serve ELLs well is important, I don't think I would of done it as well as I have if I didn't feel I could trust my superintendent to express the things I didn't know or was struggling with to improve practices within my school or change the things that were not working well." Superintendent D2S agreed, "the work can't happen if people don't trust you or feel that they can be candid about their needs."

Collaboration Among Stakeholders

All superintendents and principals expressed that engaging in collaborative walkthroughs and professional development fostered collaboration among leaders and helped them change how they supported staff members within their schools. Superintendent D2S, for example, told school and district leaders they would focus on one area of development—enhancing teaching and learning for ELL students that did not speak, read, or write English fluently—and he sought the training and support administrators needed to improve conditions (classroom environment, pedagogical practices, curricula materials, and resources) for those students. Superintendent D2S expected school principals to work on improving instructional supports for ELL students while also giving them the opportunity to decide how they would use the new information they were learning during collaborative walkthroughs and professional learning opportunities to make changes at their schools. He also stated, "my district established professional learning communities throughout the district that consisted of teachers, district leadership, and other lead staff within the school community (e.g. lead teachers and instructional coaches). He adds, "establishing the professional learning communities provided the opportunity to communicate a common language among in and out of classroom personnel that aided the school leader to levied change."

All superintendents emphasized they expected school leaders to work hand-in-hand with teachers to enable change within their school community. As a result of this professional learning partnership, they all expressed they started to observe shifts in practices that better supported the needs of ELLs throughout their districts. Hence, they started to see incremental gains in ELL achievement with the New York State ELA and

New York State Language Arts Test (NYSELAT). Furthermore, Superintendent D3S highlighted that school-wide walkthroughs (visiting classrooms to observe teacher practices) with a targeted focus on a particular instructional element enabled school leaders to know what they needed to focus on and identify changes (areas of potential improvement) that had taken place as a result of the professional learning that had been offered within the school or district wide. Superintendents D1S and D3S worked with school leaders to meet with their teachers and explain the walkthrough process and how it would be used to inform instructional practices. Superintendent D3S explained how supervisory-coaching and professional learning opportunities have enabled change in instructional practices to better support ELL students within her district:

> The evidence of how supervisory-coaching and professional development enable change is within the schools, but most specifically the classroom. Classroom practices lead the core instructional leadership conversations, so the expectation is that 50% to 80% of conversations are anchored on student learning and teacher practice. When looking in the classrooms there is a focus on all students. We know that effective practices for ELLs really are modeled on good instruction for all students, particularly in the communities that we serve where language development is a need for all students. The coaching provided by my superintendent makes sure that we're differentiating instruction for ELLs and that we're thinking strategically about language anchored on literacy instruction. Also, the support focuses my lens to improve practices strategically. Thinking about teacher planning and how they are planning to make sure they meet the needs of the different levels of language learners they have in their classrooms and making content accessible

to students is one shift that I look for in classrooms and that's where there has been an intentional effort to plan for those students and design rigorous tasks. So there has been a shift in student learning.

To further add, Superintendent D1S and D3S described how collaboration among superintendents, the principals, and other teachers helped move teaching and learning within schools in the district that enhance teaching and learning for ELLs throughout the district. For instance, Superintendent D3S stated, "through inter-visitations, professional learning communities among principals, and ongoing professional learning, school leaders have been able to improve programs for not only ELLs but all students within their schools." Similarly, Superintendents D1S explained that:

Part of the coaching is defining what it is that we believe in in terms of bilingual education and models to support ELLs. Also, defining what that looks like as a district in terms of beliefs. At the school level, they model the systems and structures that should exist at the school level that speak to the core belief, then focusing on the evidence we see in classroom practice, student learning outcomes, and the products they produce. We have seen an increase in student writing because using a workshop approach in writing gives students a lot of opportunities to rehearse through talk to express themselves in whatever language they are comfortable but also having the opportunity to draw if they need to make their thinking visible before they have to write words depending on the level of language. We have seen an increase in student writing products that demonstrate that ELLs are being learning are being addressed through this workshop model because it

65

takes them wherever they are at and evolves students to the next level regardless of where they are and regardless of the progression of learning.

Like Superintendent D3S, Superintendent D1S expressed how instruction has shifted within her schools as a result of the collaborative learning she has engaged with her peers and supports provided by her colleagues, but her work was accomplished by focusing on assessments as the vehicle for change. She explained:

Some of the suggestions to the principals have really been around having those one-on-one data dives and meeting with teachers to really go through who are your kids that are moving? Who's not? What are we doing? What are the targeted supports we're doing? To really have them hone in onto each class data with the teachers and be able to support their teachers in that way, that's been a recommendation over the last year that we really have been looking at. That has impacted the discussions, the value of the discussion, the principals' support to the teachers, as well as moving some of their student data, and then also the teacher's understanding the data better, and then being able to make adjustments accordingly to their practices.

The nine principals commented similarly regarding their prospective district leaders because they highlighted that their superintendent's feedback around practices within their schools with articulated next steps helped them move practices. For instance, they all stated that the support received through supervisory-coaching and different professional learning opportunities provided throughout the district supported the development of teachers within their schools and positively impacted student performance. Additionally, all the principals stated that students were more engaged and challenged with the work provided by the teachers as a result of the teachers applying the practices learned

during professional development. Furthermore, all nine school leaders felt they trusted their supervisory-coaches enough that they were comfortable showing vulnerability (what they were struggling with or did not know) to them. As such, Principal D3P1 attributes the growth his staff and students accomplished to the supports provided through coaching because he was able to discuss areas of growth while designing a plan to address those areas. He further discussed how the relationship he had with his coach enabled him to engage the improvement of practices within his school most effectively when he stated:

> I feel like a lot of the things that she said are not necessarily only for our English language learners or our children that are learning English as a new language but those questions are always asked, so how are you supporting your English language learners? How are you supporting your children with certain disabilities, what exactly are you doing for those students? Those are always questions that are asked as part of the walkthrough questions during visits to the school. The questions around serving ELLs are part of the overarching set of questions the superintendent engages me in during her visits, they are embedded into the conversation not separate. So we're thinking about the English language development for those that are learning the language for the first time, while we are also thinking about those students that are learning Spanish for the first time too. So a lot of her questions are related to that, and I think just recently as two days ago she and I we were speaking, which is another thing I think about supervisory coaching as being able to call the coach when you are stuck. Also having the trust in that person that they are competent, and I think that's she's very competent, and so I rely on her to call and ask her so there's that level of trust to be able to call her and say you know our

English as a second language learners and then just our children in general are having trouble elaborating in their writing. What do you think that we can do? She'd said know especially with English language learners, talk precedes writing. I'm like you're so right. Something as simple as being able to pick up the phone and have that simple, all she had to say was that one sentence and I was like yeah you're right, okay thanks. And that helped framed the work moving forward.

Principal D3P3 stated the coaching approach anchored in questions around practice that push thinking supports her development as a leader. Also, Principal D3P3 stated, "the language around expectations is consistent and always grounded on evidence coupled with feasible next steps so there's always this progression so that practices are constantly evolving and changing next steps and like an escalator constantly shifting and finding new areas to improve." On a similar note, Principal D2P3 stated:

What has caused the most change has been being able to always collaborate with others around the work, (improving teaching and learning in schools) observing practices in action, and having those questions asked to you that you're like oh yeah you're right like that'll something I was not thinking about but I can practice.

Principal D2P1 highlighted how her superintendent supported and guided her to form PLCs, which increased collaboration within her school and yielding improved outcomes within her math department. In her interview Principal D2P1 stated:

The PLCs my superintendent helped me form has provided teachers with more topics to select from and discuss. They were able to identify ways to plan together, develop opportunities to discuss student needs, and set clear next steps to move practices in the classroom. This work has helped the math department. I'm just

68

waiting to see the results, but in terms of assessment, from the time that I changed the math department to the current time, I have seen a lot of growth in the teachers' practice and planning and engaging in discourse during the meetings. Also, I've seen better practices in terms of how they teach math.

All school leaders and superintendents identified the importance of collaboration among all stakeholders as an essential element to bring about change within an organization. Principal D2P1, for example, stated "the math and ELL departments were the weakest areas within my school, but after teachers within the departments started to collaborate I have seen gradual gains in school based assessment." Superintendent D2S noted that he has started significant instructional shifts within his schools after his school leaders have created new priorities for professional development and collaboration among all the members of the school community.

To summarize, superintendents believe that in order for change to occur through coaching, the coachee must feel they can engage in honest, trusting, and transparent conversations. They also identified collaboration among all stakeholders within the school as an essential element to enable change that leads to improved instructional practices.

Research Question Three: *What are the essential supervisory-coaching and professional development processes that enable organizational change to support school leaders to design programs that support the success of ELLs?*

Three of the interview questions aligned with research question number two. See interview question 9 to 11 (See Appendix D). The findings of research question number three yielded two themes: Principal Performance Observation (PPO) enabled

organizational change and coaching and professional development enabled instructional change.

Principal Performance Observations (PPO) Enable Organizational Change

All three participating superintendents believe that changing pedagogical practices for ELLs begins through one-on-one support principals receive during their PPO visits. For instance, Superintendent D3S stated:

Well, the first change was shifting what the PPO visits focused on, making it more of a coaching session rather than focusing on the fact that it's an evaluation of performance. Then looking at areas in need of improvement. For some of my schools, the first thing was the lack of student achievement for ELLs in our district so that's a red flag, and it really speaks to schools lack of understanding on how to support ELLs and the limited resources that have been provided to individual schools. The first thing is acknowledging the ELL needs that exist in the district, thinking about where different schools levels of practice exist and then thinking about how we are supporting schools at the ground level and asking questions like: How are we supporting leaders at the school level to meet the needs of ELL students? Then through PPO visits and other supports focusing on shifting the mindset of the leader and teachers. Yes, you have ELLs so what are we going to do to move instruction so that pattern shifts. Some schools have the expectations that because a student is an ELL they won't move, so shifting the mindset around ELLs to ensure movement became primary and necessary. During PPO visits the focus was around what we are during to ensure the success of ELLs. Due to this focus practices started to change.

Superintendents and principals in this study identified several factors that influenced organizational change to enable the success of ELLs. One of the factors that they believe had an impact on this shift has been the support school leaders receive through their superintendents PPO visits. Principal D3P2 stated that through the support she received during her PPO visits she was able to identify strategies that helped shift her teachers' mindset, as she explained:

One thing I learned how to shift in my school through the support of my superintendent during PPO visits was shifting my teachers' mindset. I'm trying to think about where that has been evident in my school, where a big mindset was, going back to ELLs, you have students coming from other countries, new to us. And the mindset was "Something's wrong, they can't learn." It was like this was their fate, to now realizing that whether they come with total formal instruction, whether they're SIFE [Students with Interrupted Formal Education] students, they still come with a background that you can tap into. The philosophy has slowly shifted to all students can learn. Which is my big believe, and is why I'm doing this work and keeps me going. I think because of that shift, now they're able to see, truly, really, see what kids can do, and there's this excitement around the work. That's the biggest change I have seen.

Coaching through PPO visits has enabled change within schools that yielded improved outcomes for ELLs. For instance, Principal D3P2 stated:

I already came with the understanding of balanced literacy and a lot of good teaching practices. However, I came into a building that didn't have any of that. So as I began to do that work, and as the superintendent began to coach, I think the

practices have become clearer. More detailed in terms of the elements of the components that is expected. I think the contributing factor that enabled this change happened during PPO visits, as well as other informal site visits. The superintendent frequently visits the building and engages in walkthroughs that inform my practices and helps me identify potential next steps that promote change within the school.

Principals also identified feedback through coaching as a contributing factor to their growth as leaders. For instance, Principal D3P3 stated:

When I started the principal role I was afraid to admit what I didn't know, so I walked around acting like I knew everything. Yet, I knew so little, but I really thought out that as the principal people expected me to know it all. It wasn't until my superintendent started to highlight my areas of growth and guide me to better improve practices that I realized it was okay to be in a learning stance and with the feedback I received from the visits I was able to grow and better support my school.

Similarly, Principal D3P2 discussed the precision of her superintendent's feedback during their PPO sessions. Principal D3P2 stated:

Feedback it's so precise and so focused in the work that we're doing. I could easily get feedback in my PPO around the writing process in my school. That's something that I'm working on now to continue to build. We notice, and the data definitely shows it, but we notice certain pockets. We were able to identify together these pockets within the writing process that are weak and that I hadn't noticed before. We were able to identify, do that work together, and then now I start filling in those gaps to strengthen the writing process in my school.

Although most school leaders found the PPO as a influential opportunity to work with the superintendent to develop themselves or practices within the school, some found it difficult to be completely straightforward due to the supervisory element of the relationship. For instance, Principal D1P1 stated the following:

Establishing relationships is key to building capacity and my superintendent makes sure that I am comfortable to discuss the work and areas I need to improve. But sometimes it's difficult to be completely transparent with your supervisor, especially during a PPO that ends with feedback that is greatly valued but also an assessment of your work. Knowing you are being assessed makes it difficult to do be completely transparent. Also, during coaching sessions that are not evaluator, it can be challenging, then again she is my supervisor.

In addition, Principal D1P2 believed that although supervisory support and or coaching can be nerve-racking at times it has been the main element that has yielded positive growth in her development. Principal D1P2 explained:

Every time I have a PPO visit I become nervous because I am being evaluated, and my superintendent sets very high expectation around my work. But in the end, I know that by the end of the visit I end up learning a great deal, and I become stronger as a leader.

Principal D2P1 shared an experience to drive home her point that although PPO visits can create a level of tension and anxiety, it has yielded great learning experiences for her. For instance, Principal D2P1 explained:

I had a PPO experience go bad because practices that I had established within my school were not evident the day my superintendent visited. For example, we

observed my third grade teacher team because they had established strong practices around looking at student work. But during the visit, it appeared as if the teachers had no clue as to how to run the meeting utilizing protocols we had established as a team. Instead of my superintendent criticizing what didn't happen, she focused on what was taking place and coached the teachers through a conversation to better understand their work. Observing her approach allowed me (to know) how to support my team better in moments of stress and tension.

All superintendents and principals interviewed stated that PPO visits supported changes within their schools that improved instruction for ELLs and other students because they provided an opportunity to observe practices within the school of teachers and school leaders to identify potential areas of growth. All nine principals stated that while the PPO visits are meant to be evaluative sessions, they have served more of a coaching session that has yielded improvements in school wide practices for ELLs and all students.

Coaching and Professional Development Enabled Change

All three participating superintendents believed that alongside supervisory coaching, professional development that is directly aligned to areas in need of development yielded improved outcomes for student achievement. They also reported that ELL practices improved after school leaders and teachers engaged in coaching and professional learning focused around improving their instructional capacity to serving this student population. For example, Superintendent D1S stated:

Principals in my district come in with limited understanding on how to effectively supervise bilingual teachers, and this leads them to not being able to provide feedback that support pedagogical improvements. Knowing this I have strategically

74

provided professional learning opportunities, which are accompanied by supervisory-coaching sessions that have led to improvements on how students are taught. These changes have created a ripple effect that has transformed teaching and learning and producing better outcomes for ELLs.

Principal D3P3 stated that coaching and professional development opportunities have enhanced instructional practices at his school to create meaningful organizational changes; he explained:

Central office and the superintendent established professional development opportunities to build the capacity of school leaders throughout the district. This has enable principals to engage in inter-visitation and the sharing of best practices to support the needs of ELLs in their schools. In my case, I am the lighthouse school, this allows me to have eight job-embedded coaching sessions to tie in all the work we are doing during the four workshop dates, and to tie in the initiatives of the district, I think that's what makes it really valuable. The work is helping me to improve instruction for ELLs in the school.

Furthermore, all principals interviewed felt that in order for organizational change to take place the first thing that a school leader needed to establish was a trusting relationship with the school community. Principal D3P1 stated, "building culture, building trust; it's about shifting the mindset." In addition, D3P1 stated:

When new bilingual students came to the school, the mindset was that they couldn't learn. Now the team has realized that whether they come with formal instruction, whether they are SIFE (Students with Interrupted Formal Education), they still come with a background that you can tap into. The philosophy has slowly shifted

to 'all students can learn.' This is my belief, and it's why I am doing this work, and it keeps me going. I think because of this shift, now they're able to see, truly, really, see what kids can do, and there's this excitement around the work.

All nine principals agree that the superintendent helped them change how they supervise teachers. Principal D1P3 said of his superintendent "he has made it very clear to us that walkthroughs are not something we are going to ignore." However, rather than taking what Principal D2P1 characterized as a "Thou Shalt" approach, he gave principals support and training and then allowed them to decide what the change would look like on their campuses. Eight out of nine principals described their superintendents' leadership style as one that clearly explains expectations while allowing teachers and principals to invest in schools and slowly build a culture of trust and acceptance that helped make change happen.

Correspondingly, all three superintendents and nine principals believed that the combination of coaching and professional learning support the development of school leaders and teachers to better support ELL students. These approaches allowed school leaders to make programmatic modifications that better support ELLs. Also, this shifts the mindset of the teaching personnel to believe that regardless of language barriers all students can learn if given the proper conditions and environment. However, two out of the nine principals identified that the supervisory component of the relationship made it challenging to engage in fully open conversations with their superior in fear it would impact their final performance rating.

In summary, superintendents and principals alike believed that PPO visits supported change within their learning institutions. This was possible due to opportunities

being provided to observe practices and identify areas of further development. After areas of development were identified, action plans were developed to address the needs and move practices. Principal D1P1 stated, "after the PPO visits my superintendent work with me to develop a plan of action to move the areas in need of further development within my school." Superintendents identified coaching and professional learning as essential with the development of the school leader and teachers to effectively support ELL students within their schools. While most principals felt the same as the superintendents, two found it difficult to engage in a coaching relationships that were fully transparent with their supervisory due to the evaluation or rating element that was associated with their supervisor.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This qualitative study of three districts within New York City Department of Education (NYCDOE) used grounded theory to explore the perceptions of school leaders about the use of supervisory-coaching and professional development with the growth and development of principals in New York City (NYC) to effectively implement programs that support English language learners (ELLs). The participants in the study were three community school superintendents (two females and one male) and nine principals (two males and seven females) serving grades ranging from Pre-Kindergarten to eight.

This chapter presents the findings, conclusions, and recommendations from the data of this study. The chapter is organized in three subsections: summary of the findings, conclusions, and recommendations.

The research was guided by the following three research questions:

1. What beliefs do school leaders hold regarding supervisory-coaching and professional development as it supports the academic success of their ELL student population?

2. What qualities of their supervisory-coaching and professional development support do school leaders believe facilitate change?

3. What are the essential supervisory-coaching and professional development processes that enable organizational change to support school leaders to design programs that support ELLs?

Summary of Findings

Research question one: The findings from research question one indicated that all the superintendent participants believed that the main role of supervisory-coaching is to provide opportunities for principals to participate in professional learning opportunities, while getting to know their areas of development to build on their capacity. Superintendents also viewed supervisory-coaching as a way to get to professionally know their principals and their development needs. They emphasized the importance of assessing what principals need to further develop in order to support improved instructional practices within their schools and student achievement.

The findings also indicated superintendents believe that professional development and supervisory-coaching's main role is to support individuals acquiring the skills and tools they need to do their job more effectively. All the superintendents in this study also recognized that coaching and professional development supports could come in many forms. For instance, they can happen through an informal dialogue, structured professional development, and/or one-on-one coaching.

Additionally, superintendents believed that supporting principals to set high standards for ELLs had an impact on improving school programs and instructional practices, although there was variation evident on approach. For instance, some superintendents believed that academic and instructional support doesn't have to be differentiated for ELLs as long as it's focused on setting high standards for all students while others believed that coaching specifically targeted to deepen a leader's capacity to improve academic and instructional supports for ELLs was pivotal to their development and ability to support educators in the schools that served them.

All nine participating principals saw themselves as coaches and/or professional developers as a result of coaching from their superintendents. They believed supervisory-coaching and professional development supports helped them strengthen the capacity of their teachers to effectively support ELLs as well as all students within their schools. For example, superintendent D2S stated, "I set focus groups and coaching sessions with my teachers to further their development." All principals believed they extended the supports provided by their superintendent to teachers because they wanted to share practices that would improve instruction for all students including ELLs.

Research question two: The findings for research question two indicated that superintendent and principals alike expressed that building trusting relationships are at the forefront of being able to engage in the work effectively and leading change within the organization. The principals believed that they would not be able to engage in the work openly with their supervisory-coach if they did not feel they could trust their supervisors and be able to express themselves openly. In a similar manner, superintendents believe that the work cannot be done if coachees do not trust them or feel they can have open honest conversations about their needs.

All superintendent and principal participants identified the importance of collaboration among all stakeholders as an essential element to bring about change within an organization. All participants believed that collaboration among teachers, principals, and superintendents improve learning for students; thereby, increasing school-based and state assessment outcomes. Also, superintendent participants believe significant instructional changes within schools occur when school leaders emphasized professional development and collaboration among all the members of the school community.

80

Moreover, superintendents believe in order for change to occur through coaching, the coachee must feel they can engage in honest, trusting, and transparent (open dialogue that could potentially highlight weaknesses) conversations.

Research question three: The findings in this study for research question three indicated Principal Performance Observations (PPOs) supported change within schools because they provided an opportunity for superintendents and principals to observe practices and identify potential areas of growth. These practices allow the organization as a whole to apply changes that impact instructional practices throughout the district because principals took the feedback provided by their superintendents and modified practices within their school to improve teaching and learning. With respect to improving and designing programs for ELLs, superintendents and principals perceived that PPO visits have yielded improvements in school wide practices for ELLs and all students. Furthermore, superintendents believed that by strengthening school-based programs for ELLs through PPO visits, they in turn strengthened practices for the district as a whole.

Moreover, all participants believed that PPO visits supported change within their learning institutions and improved ELL programs within their schools. They believed this was possible as a result of observing practices and collaboratively identifying areas in need of improvement or further development. Action plans to further develop areas of improvement were designed by the principal in support with the superintendent to address the needs within the school and improve instructional practices.

Superintendent participants identified coaching and professional learning as essential in the development of school leaders and teachers to effectively support ELL students within their schools. While most principals felt the same, two found it difficult to

engage in coaching relationships that were fully transparent with their supervisor. This was due to the evaluation or rating element that was associated with their supervisor.

Conclusions

Several conclusions were made based on the findings. The first conclusion is that the superintendent and principal participants in this study believed that one role of supervisory-coaching is to build the school leaders capacity to better support the diverse needs of their student population especially ELLs. Superintendents coached principals to develop their understanding around how to support ELLs within their schools because they observed that many of their principals lacked the training on how to do this work. Hence, principals identified supervisory-coaching as one of the tools that helped them develop their capacity to better support ELLs as well as all students more effectively. This connects with Bennett and Bush's (2014) research that found that leadership coaching holds the promise of moving the capacity of an individual to a more desired state to support the organization they work within and engage in positive change that supports the system (Bennett & Bush, 2014). It also aligns with Walqui's (2013) study, which has shown the importance of developing the capacity of school leaders to understand how to most effectively support ELLs (Walqui, 2013).

In addition, principals enter the principalships with uneven training and experiences. Superintendents provided coaching and professional development in areas principals needed development in to build their capacity and they found serving ELLs was an area they need to further develop. Supervisory-coaching coupled with professional development support principals to acquire the tools necessary to establish programs that support ELL students. Consequently, principals believe that supervisory-coaching and

82

professional learning opportunities help them build their capacity as leaders to support all students including ELL students within their schools. This also aligns with Codding and Trucker's (2002) research finding that showed inadequacies with the certification process of school leaders. They found the process often exclude the necessary tools and training that lead to successful school leadership development.

Secondly, it was concluded that superintendents and principals believed that trust was important to build relationships that supported change. For instance, principals identified having trusting relationships with the supervisor-coach as essential to enable conversations that lead to the identification of areas of growth and strengths. Hence, this relationship is one of the facts that yield positive changes within an organization. Also, superintendent participants also believe that before the work can be done they have to establish trusting relationships that allow honest and open dialogue of how to improve the work believe that the work cannot be done if coachees don't trust them or feel they can have open honest conversations about their needs. Witherspoon's (2000) findings align to the outcomes of this study found coaching to be:

> an action-learning process to enhance effective action and learning agility. It involves a professional relationship and a deliberate, personalized process to provide an executive client with valid information, free and informed choices based on the information, and internal commitment to those choices. (p. 167)

Moreover, superintendents believe that in order for change to occur through coaching, the coachees must feel they can engage in honest, trusting, and transparent conversations.

In addition, it can be concluded that participants found collaboration among all stakeholders as an essential element to bring about change within an organization. All

83

participants believe that collaboration among teachers, principals, and superintendents improve learning for students; thereby, increasing school-based and state assessment outcomes. Also, superintendent participants believe significant instructional shifts within schools occur when school leaders prioritize professional development and collaboration among all the members of the school community.

Thirdly, it was concluded that principals and superintendents find Principal Performance Observation (PPOs) aid in building the capacity of leaders to identify areas of further development. It can also be further concluded that both superintendents and principal see professional learning in combination from PPOs or isolation also support the development of the school leader. This agrees with the findings of Bennett and Bush (2014) that suggested coaching should be intended to change elements of performance, development, and even transformation of individuals and groups, which in turn can potentially impact changes in organizations and systems.

Principals identified themselves as supervisory-coaches of their teachers in similar ways that their superintendents were to them. It can be concluded that a principal's one-on-one coaching coupled with professional learning opportunities helped develop their capacity as well as their teachers. In a similar manner, Bennett and Bush's research suggests that leadership coaching holds the promise of moving the individual in a better direction or to a more desired state to support the organization they work within and engage in positive change that supports the system (Bennett & Bush, 2014).

It can be further concluded the principals in this study believe coaching sessions with their supervisory-coach allowed them to think differently and reflect upon what is happening in the classrooms versus what teachers need to do in the classroom. In their

opinion, these coaching sessions help them to reflect on their leadership practices by putting more focus on their practices regarding leadership, evaluation, and school programs. They also believed their superintendents are supporting them as instructional leaders. From their point of view, the superintendent seems to be well prepared to train them to recognize the various elements of teaching and learning, which in turn allows them to reflect and discuss the instructional practices they observe in the classrooms.

It can be concluded from this study that superintendents believed that a persistent, instructionally focused superintendent has an impact on improving schools. They believe this can be accomplished by supporting school leaders to set high standards for ELLs. They believed this was accomplished by improving the ways they supported and developed their teachers while giving them sufficient latitude to act according to individual site characteristics. Similarly, Elmore's research found that "effective professional learning is focused on the improvement of student learning through the improvement of the skill and knowledge of educator" (Elmore, 2002, p. 7). This study also found that superintendents and principals believed improving principal capacity on how to support ELLs and other students also improved student outcomes. All principals reported to have documented student gains as a result of the support they received to build their instructional capacity. Similarly, Hamlin (2009) also noted that:

is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between a coach and an executive (or manager) that enables the executive (or manager) to achieve personal, job, or organizational related goals with an intention to improve organizational performance (p. 18).

Additionally, it is concluded that superintendent and principal participants see PPO visits as tools of change within their learning institutions. They see these visits as a tool for change because PPO's have resulted in improved practices for ELL students (stronger programs to support ELLs). This was accomplished through designing a plan of action, which addressed the instructional needs and program improvements for ELLs and all students. It has also been concluded that superintendent participants identified coaching and professional learning as essential in the development of the school leader and teachers to effectively support ELL students within their schools. One of the challenges principal participants highlighted was the supervisory nature of their relationship with their superintendent. They found it challenging at times to be completely open about their areas of growth.

Recommendations

Recommendations for Policy and Practice: Based on the themes and findings that emerged from this study, the following recommendations are suggested:

1. Although we have national standards from the National Policy Board for Educational Administration (NPBEA) for principals, they only address diversity in a general manner, but they do not address the needs of English language learners. Furthermore, currently there is a lack of national standards for superintendents to abide by. The University of Washington has established set of standards, but they are still not nationally recognized. Hence, New York State or policy makers in Washington, DC establish a set of standards that include essential skills and competencies that principals should acquire before entering the principalship that address the need of ELLs. This will ensure principals coming in to the work will

have a common set of skills and competencies. These competencies should include understanding effective instructional practices to support special populations including ELLs.

2. Superintendents throughout the study highlighted that they wished they had more time in their schedule to meet one-on-one with principals. They believed having additional deputies and smaller ratios of principals to support would allow them to support principals in a more comprehensive manner. To effectively support school leaders, superintendent to principal ratios should be reduced. This can be accomplished through the addition of deputy superintendents to support the instructional development of school leaders. This work will provide additional coaching time to move the learning for principals and teachers throughout the district.

3. New York City Department of Education (NYCDOE) should consider reviewing principal training programs to ensure they prepare principals to effectively support and serve ELL students. Additionally, principal development programs within the NYCDOE should be redesigned to ensure that principals are effectively trained and prepared to work with diverse student populations but most importantly to work with ELLs. Especially since the principals that participated in this study believed that they were not well prepared to serve this student population adequately when they started as principals. This is becoming more and more critical when the number of ELLs throughout the country continues to increase but personnel is ill equip to meet the needs of these students.

4. NYCDOE should train new principals using online, experiential modules designed

by the Division of English Language Learners to provide foundational and instructional base knowledge about ELLs for coherence across all schools.

5. NYCDOE should provide strategic action planning check-ins between key Field Support Center staff (Deputy Director, Specialized Student Support, and Deputy Director for ELLs and ELL Service Coordinator), superintendent, and new principals to develop an action plan aligned with learning's from the online modules and school visions for ELLs.

6. NYCDOE should create an accessible data repository that houses key information including programming (schedule) design, ELL services, work processes, and other infrastructures/processes used in NYC schools as a resource for new principals.

Recommendations for Future Research

The purpose of this qualitative, grounded theory study of three districts within NYCDOE was to explore what are the potential effects of supervisory-coaching and professional development in the growth and development of principals in New York City (NYC) to effectively implement programs that support ELLs within their school communities to achieve academic excellence.

The recommendations for future research:

1. It is recommended that this study be replicated to include more superintendent and principal participants. This will add to the body of knowledge about what principals need to learn and be able to do to effectively support ELL students.

2. It is recommended that a study be conducted to help inform NYCDOE's hiring practices to identify the qualities and skills they seek in leadership candidates and how those qualities and skills impact their work in practice. To further add, it also

recommended that NYCDOE incorporates hiring practices that look at the candidate's readiness to support diverse student populations and most importantly ELL students. In addition, this researcher's study suggests that the superintendent participants coached principals to develop their capacity better support ELL students.

3. It is also recommended that there is a reexamination of policies around what is expected of ELL students and how system leaders hold themselves accountable to the success of these students. The superintendents in this study focused on ELLs because they had a significant number of ELL students within their district. It is worth considering if policies need to be reexamined in other districts that do not have significant numbers of ELLs or if the superintendent lacks the capacity to support within this area. While looking at intentional success verse coincidental to ensure that ELLs needs are being addressed within all district and schools. Hence, research focused around ELL expectations and outcomes should be further studied to identify potential modifications around ELL accountabilities and expectations.

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APPENDICES

APPENDIX A

Email Cover letter or Script to Participants:

Alexandra Estrella, Doctoral Student – Sage Colleges

To: School Administrator/Leader

Date:

Dear _____

I am a research student at Sage Colleges in the Educational Leadership Doctoral Program. I am conducting a research study: Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners.

I am requesting that you consider participating in this research project. The purpose of this qualitative study is to identify the effects of supervisory-coaching on the development of school leaders to effectively support English language learners. This study will also explore strategies to promote increasing leadership support to enhance opportunities for ELLs.

The research consists of a face-to-face interview, a series of questions that will last about 60 minutes. The interview will be recorded with your permission. After the interview is transcribed, it will be sent back to you via email for your review to ensure accuracy of the interview. This study is confidential. You the may rescind your consent at any time.

I will contact you shortly to see if you are interested in participating in the research project. Your participation in the research project is important. Your input will contribute to the limited knowledge in our field regarding how supervisory-coaching can potentially impact system change to support new principals to better support ELLs.

Please note that I am the superintendent of Community School District 4 in East Harlem, but I am reaching out to you as a doctoral student. As mentioned before, I would like to emphasize that your participation in in this study is strictly voluntary, and any information you share is strictly confidential.

I am looking forward to seeing you and working with you during this research project.

Alexandra Estrella, Researcher

APPENDIX B

Attachment 1: Cover letter or Script to Participants:

To: School Leader

Date:

Dear _____

I am a student at Sage Colleges in the Educational Leadership Doctoral Program. I am conducting a research study: Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners.

I am requesting that you consider participating in this research project. The purpose of this qualitative study is to identify the effects of supervisory-coaching on school leaders to effectively support English language learners. This study will also explore strategies to promote increasing leadership support to enhance opportunities for ELLs.

The research consists of a face-to-face interview, a series of questions that will last about 60 minutes. The interview will be recorded with your permission. After the interview is transcribed it will be sent back to you via email for your review to ensure accuracy of the interview. This study is confidential. You and your schools identity will be assigned Pseudonyms to protect your identity. You may rescind your consent at any time.

I will contact you shortly to see if you are interested in participating in the research project. Your participation in the research project is important. Your input will contribute to improve how supervisory-coaching can potentially help new principals to better support ELLs.

Please note that I am the community superintendent of District 4, but I am reaching out to you in the capacity of a student. I would like to emphasize that participation in this survey is voluntary, and I will not share information discussed with anyone.

I am looking forward to seeing you, and working with you during this research project.

Sincerely,

Alexandra Estrella, Student Investigator   Dr. Daniel Alemu, Faculty Advisor
Esteves School of Education   Esteves School of Education
The Sage Colleges   The Sage Colleges
estrea@sage.edu   alemud@sage.edu
917-669-4217   518-244-4589

Informed Consent Form

To:
_____

You are being asked to participate in a research project entitled: Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners. Below is a description of the study for your review.

Project Title: Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners

Principal Investigator: Alexandra Estrella
                                 Doctoral Student
                                 estrea@sage.edu
                                 (917) 669-4217

Faculty Advisor: Dr. Daniel Alemu
                                 Professor
                                   alemud@sage.edu
                                 (518) 244-4589

What the study is about
The purpose of this qualitative case study is to examine the effects of supervisory coaching and professional development in the growth and development of new principals in New York City to effectively implement programs to support English Language Learners within their school communities.

What we will ask participants to do
The research consists of a face-to-face interview or survey of a series of questions that will last about 30 to 60 minutes. The interview will be recorded with your permission. After the interview is transcribed, it will be sent back to you via email for your review to ensure accuracy of the interview. This study is confidential, and you, the participant, can rescind your consent at any time.

Risks
Risk in this study is minimal. The participant may be exposed to psychological/emotional risk due to reliving memories that are not pleasant and may cause discomfort. To ease this discomfort, the researcher will allow participants to take a break if emotions are heightened and/ or opt out of the study at any time.

The researcher is the only person with access to each participant's identity. Participants will be assigned a pseudonym. The potential for breach of confidential information is a possibility. However, all data collected will be stored on a password protected laptop computer, password protected flash drive, and/or in a locked file cabinet.

Benefits

By participating in the study the participants may contribute new insight on the impact supervisory coaching and professional development have on the development of new leaders to support English language learners (ELL). The study may also provide greater awareness to the New York City Department of Education personnel whom are charged with providing supervisory support and designing professional development training of new school leaders to better support ELLs. The research will also explain the necessity to comprehend the how supervisory coaching and professional development becomes valuable for future designers of leadership development invested in increase achievement outcomes for ELLs. Participation in this study will give each participant a chance to actively provide guidance to the field and affect coaching and professional development policy and practice (in/direct). The study may also provide the benefit of greater awareness to the New York City Department of Education (NYCDOE) designers of the coaching and professional development needs for future school leaders. Hence, supporting the NYCDOE in ensuring that school leaders continue to strengthen their practice throughout their career by continually expanding their knowledge and skills to implement the best educational practices within schools.

Payment for participation

There will be no payment for taking part in the study.

Privacy/Confidentiality

We anticipate that parent participation in this survey presents no greater risk than everyday use of the Internet.

Please note that email communication is neither private nor secure. Though we are taking precautions to protect privacy, participants should be aware that a third party could read information sent through e-mail. Also, information will be secured under lock and key in a cabinet and documents will be coded to protect participants confidentially.

For interviews confidentiality will be maintained by using a pseudonym for the participant, the researcher will use a password-protected computer, a password protected thumb drive, and any hard copies will be stored in a locked file cabinet in the researcher's home.

Taking part is voluntary

Participant's involvement is voluntary. The participant may refuse to participate before the study begins, discontinue at any time, or skip any questions/procedures that may make him/her feel uncomfortable with no penalty to him/her.

If you have questions

The main researcher conducting this study is *Dr. Daniel Alemu, professor, at Sage College.* If you have questions, you may contact *Alexandra Estrella* at *estrea@sage.edu* or at *(917) 669-4217*.

The Transcriptionists will use a secure site when sending documents through the internet. In addition, the employees at Purple Shark Transcription will sign a confidentiality agreement with Purple Shark Transcription.

The interview will be recorded for data analysis purposes only at the agreed upon interview site. The recorder will be in plain view during the interview. The recorder will be stored in a locked file cabinet.

I give permission to the researcher to play the audio recording of me in the places described above. Put your initials here to indicate your permission. _____

Participation is voluntary, I understand that I may at any time during the course of this study revoke my consent and withdraw from the study without any penalty.

I have been given an opportunity to read and keep a copy of this Agreement and to ask questions concerning the study. Any such questions have been answered to my full and complete satisfaction.

I, _____, having full capacity to consent, do hereby volunteer to participate in this research study

Signed: _____ Date: _____
            Research participant

This research has received the approval of The Sage Colleges Institutional Review Board, which functions to insure the protection of the rights of human participants. If you, as a participant, have any complaints about this study, please contact:

Esteves School of Education
The Sage Colleges
65 1st Street
Troy, New York 12180
518-244-2326

Interview Protocol

Topic: Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners (ELLs)

I. **Basic Information**
1. Place of Interview_____
2. Date of Interview_____
3. Time of Interview: Started at_____ Ended at _____
4. Interviewee's:
    a. Name_____,
    b. Title_____
    c. Institutional Affiliation_____
5. Interviewer's Name_____

II. **Instruction for Interviewer**
a. **Protocol Script:**
Thank you for the time and your willingness to speak with me today. The interview will take approximately an hour, and it will be audio recorded. The audio data will not be accessible to any person except this researcher. After transcription, the audio data will be destroyed. The transcription and the subsequent data-analysis document will use pseudonym to maintain confidentiality of your identity.

Before we proceed with the interview, you need to sign these documents that you understand and agree. Participation is voluntary. You can withdraw from the study at any time with no ramifications to you, and the study is confidential.

b. **Introduction Script:**
The purpose of this qualitative study is to examine the effects of supervisory coaching and professional development in the growth and development of school leaders in New York City to effectively implement programs to support English Language Learners (ELLs) within their school communities. I have a few interview questions that touch various aspects of supervisory-coaching and professional development support. Supervisory-Coaching, for this research, is defined as the supports provided by the superintendent to principal and from a principal to a teacher.

III. **Research Questions and Interview questions:**
1. What does supervisory-coaching and professional development mean to you?
2. In what ways do you believe supervisory-coaching is used as an intervention to support your ELL population? (In what ways do you believe supervisory-coaching is used as an intervention to support ELL population in your district?)
3. What are the essential supervisory-coaching and/or professional development processes your supervisory-coach practices? (What are the essential
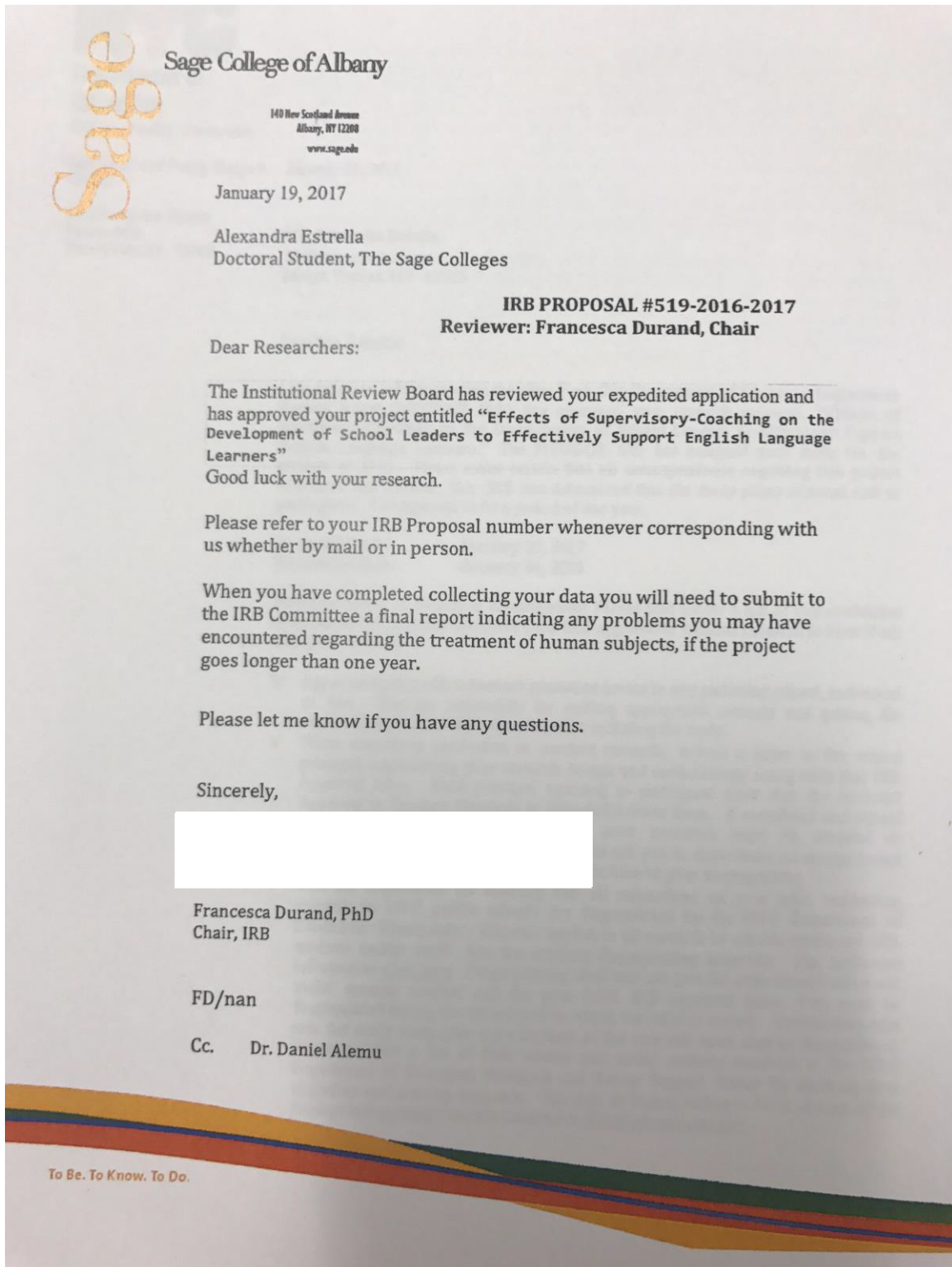
supervisory-coaching and/or professional development processes you practice as a supervisory-coach?)

4. What do you believe are the qualities of effective coaches?
5. Does your supervisory-coach build and maintain a professional coaching relationship? If so, how? (Do you build and maintain a professional coaching relationship? If so, how?)
6. Can you identify characteristics of supervisory-coaching and support that solicited change and growth for you? For your organization/school? (Can you identify characteristics of supervisory-coaching and support that solicited change and growth for school leaders? For your organization/school?)
7. How do you know that the support impacted your development? (How do you know that your support impacted your coachee's development?)
8. Have practices and/or structures changed as a result of the support provided? If so, identify what practices have changed? Why?
9. What is your understanding of organizational change? What do you believe needs to happen for it to effectively take place?
10. What has changed within your organization or school that solicited change to support ELL students? Has this change impacted ELL student support? If so, how?
11. Has supervisory-coaching supported change in your organization or school? If so, how? If not, what needs to change so that it does?

Closing

Script: I have concluded my questions. Thank you for your time again. When I complete the draft data analysis, I plan to share it with my research participants so that they can check how their views are presented before the transcript is finalized. Will you be interested in receiving the draft data analysis and providing feedback accordingly?

APPENDIX E

January 19, 2017

Alexandra Estrella
Doctoral Student, The Sage Colleges

IRB PROPOSAL #519-2016-2017
Reviewer: Francesca Durand, Chair

Dear Researchers:

The Institutional Review Board has reviewed your expedited application and has approved your project entitled "Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners"
Good luck with your research.

Please refer to your IRB Proposal number whenever corresponding with us whether by mail or in person.

When you have completed collecting your data you will need to submit to the IRB Committee a final report indicating any problems you may have encountered regarding the treatment of human subjects, if the project goes longer than one year.

Please let me know if you have any questions.

Sincerely,

Francesca Durand, PhD
Chair, IRB

FD/nan

Cc.   Dr. Daniel Alemu

APPENDIX F

NYC

Department of Education

Carmen Fariña, Chancellor

Research and Policy Support
Group

**52 Chambers Street
Room 310
New York, NY 10007**

January 25, 2017

Ms. Alexandra Estrella
32 Sycamore Avenue
Mount Vernon, NY 10553

Dear Ms. Estrella:

I am happy to inform you that the New York City Department of Education Institutional Review Board (NYCDOE IRB) has approved your research proposal, "Effects of Supervisory-Coaching on the Development of School Leaders to Effectively Support English Language Learners." The NYCDOE IRB has assigned your study the file number of 1555. Please make certain that all correspondence regarding this project references this number. The IRB has determined that the study poses minimal risk to participants. The approval is for a period of one year:

Approval Date: **January 25, 2017**
Expiration Date: **January 24, 2018**

Responsibilities of Principal Investigators: Please find below a list of responsibilities of Principal Investigators who have DOE IRB approval to conduct research in New York City public schools.

∀   Approval by this office does not guarantee access to any particular school, individual or data. You are responsible for making appropriate contacts and getting the required permissions and consents before initiating the study.

∀   When requesting permission to conduct research, submit a letter to the school principal summarizing your research design and methodology along with this IRB Approval letter. Each principal agreeing to participate must sign the enclosed Approval to Conduct Research in Schools/Districts form. *A completed and signed form for every school included in your research must be emailed to* IRB@schools.nyc.gov . Principals may also ask you to show them the receipt issued by the NYC Department of Education at the time of your fingerprinting.

∀   You are responsible for ensuring that all researchers on your team conducting research in NYC public schools are fingerprinted by the NYC Department of Education. Please note: This rule applies to all research in schools conducted with students and/or staff. See the attached fingerprinting materials. For additional information click here. Fingerprinting staff will ask you for your identification and social security number and for your DOE IRB approval letter. You must be fingerprinted during the school year in which the letter is issued. Researchers who join the study team after the inception of the research must also be fingerprinted. Please provide a list of their names and social security numbers to the NYC Department of Education Research and Policy Support Group for tracking their eligibility and security clearance. The cost of fingerprinting is $135. *A copy of the fingerprinting receipt must be emailed to* IRB@schools.nyc.gov .

∀   You are responsible for ensuring that the research is conducted in accordance with your research proposal as approved by the DOE IRB and for the actions of all co-investigators and research staff involved with the research.

∀   You are responsible for informing all participants (e.g., administrators, teachers, parents, and students) that their participation is strictly voluntary and that there are no consequences for non-participation or withdrawal at any time during the study.

∀   Researchers must: use the consent forms approved by the DOE IRB; provide all research subjects with copies of their signed forms; maintain signed forms in a secure place for a period of at least three years after study completion; and destroy the forms in accordance with the data disposal plan approved by the IRB.

Mandatory Reporting to the IRB: The principal investigator must report to the Research and Policy Support Group, within five business days, any serious problem, adverse effect, or outcome that occurs with frequency or degree of severity greater than that anticipated. In addition, the principal investigator must report any event or series of events that prompt the temporary or permanent suspension of a research project involving human subjects or any deviations from the approved protocol.

Amendments/Modifications: All amendments/modification of protocols involving human subjects must have prior IRB approval, except those involving the prevention of immediate harm to a subject, which must be reported within 24 hours to the NYC Department of Education IRB.

Continuation of your research: It is your responsibility to insure that an application for continuing review approval is submitted six weeks before the expiration date noted above. If you do not receive approval before the expiration date, all study activities must stop until you receive a new approval letter.

Research findings: We require a copy of the report of findings from the research. Interim reports may also be requested for multi-year studies. Your report should not include identification of the superintendency, district, any school, student, or staff member. Please send an electronic copy of the final report to: irb@schools.nyc.gov.

If you have any questions, please contact Dr. Mary Mattis at 212.374.3913.

Good luck with your research.

Sincerely,

Mary C. Mattis, PhD
Director, Institutional Review Board

cc: Barbara Dworkowitz

121