

## ABSTRACT OF THE DISSERTATION

### A CAUSAL-COMPARATIVE STUDY OF ELEMENTARY AND SECONDARY TEACHERS' PERCEPTIONS OF INSTRUCTIONAL COACHING

By

Cara M. Johnson

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DR. JILLIAN SKELTON, CHAIRPERSON

Instructional coaching offers teachers a personalized and sustainable approach to professional development. With the implementation of an instructional coaching program, teachers' practices improve and students' achievement is positively impacted. When implementing an instructional coaching program, school districts must make informed decisions about whether to differentiate the program for elementary and secondary teachers. The purpose of the study was to examine to what extent elementary and secondary teachers differ in the perceived beneficial value of instructional coaching. Participants in this study were located in one North Texas school district consisting of 18 elementary, 3 middle, 1 freshmen, and 1 high school. All data were collected through an instructional coaching program evaluation survey distributed to 1,337 teachers resulting in a 39% return rate with 521 participant responses. Data of teachers' perceived beneficial value of an instructional coach were measured on a 5-point Likert-type scale and were

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analyzed using an independent samples *t*-test. Results indicated that elementary and secondary teachers do not differ in their perception of the beneficial value of an instructional coach. This study reinforced the importance of clarifying the roles of an instructional coach to assure effective implementation.