

# Coaching Effectiveness Assessment RESEARCH PACKET



engage2learn



Learning Experience Design (LXD)  
Research & Consulting

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## Coaching Effectiveness Assessment

The coaching effective assessment suite will provide public school leaders and educators with expansive coaching data analysis tools to utilize the science of coaching for the purposes of talent development. The tools include:

- Coaching Effectiveness Rating Scales
- Coaching Interaction Style Scales
- Coaching Observation Record
- Coaching Performance Monitoring Rubrics
- On-Demand Feedback Reports

Taken together, this suite of tools help school leaders and educators enhance the effectiveness of their coaches by aligning their work to the science of coaching and the six essential coaching actions proven to improve outcomes for students.



Dr. Linda Reddy at Rutgers University and her colleague Dr. Alexander Kurz at Arizona State University conducted the research to identify which specific coaching actions are the key to improving educator performance and student outcomes. The coaching effectiveness assessment can be used with instructional coaches and leaders who coach (such as principals), providing administrators the evidence that the investment of time and money in coaching aligned to the research is creating the desired outcomes. Using the coaching assessment evidence, new instructional plans and goals are created, and professional growth continues.

## Data-Informed Growth Coaching Collaborative

### 12-Week Program Overview

Beginning with a two-day training and culminating in a final coaching effectiveness assessment and certification, the DIG Coaching Collaborative offers 12 weeks of virtual, job-embedded professional growth that is high impact but not intensive.



As a school administrator and assistant superintendent, Shannon K. Buerk became aware that she had the power to support public schools everywhere in their efforts to provide the highest quality education for all kids. In 2011, Buerk doubled her commitment "to help the neighborhood school be the first choice for every family" by becoming the founder & CEO of engage2learn (e2L). By melding her professional experiences with the leading research-based evidence (Stanier, 2016; Stone & Heen, 2015; Schein & Schein, 2021), Buerk and her team began partnering with local school districts to offer much-needed educator support through coaching.

The coaching process e2L uses has always been research-based, starting with goal-setting, facilitating the creation of an implementation plan, and providing feedback on the evidence of practice. Over time, process iterations and improvements included adding a coaching conversation protocol, GROWE, coaching on standards and competencies, and incorporating modeling, observations, and workshops.

Over the past seven years, e2L has used an innovative platform to support the coaching process and outcomes. First with eSuite and then recently with the updated, advanced all-in-one professional learning platform GroweLab. This has allowed e2L to collect growth data on coaching and use that data to inform support for its partners.

The most innovative characteristic of e2L's mission is enhancing districts to better support and teach professional educators through their own coaches. For impactful, positive, and sustainable change to occur, instructional coaching must also be maintained with full fidelity for a sustained duration (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010).

Based on the latest research and e2L's ability to enhance coaching with even better data, they have adopted an assessment, evaluation, and certification that reflects the specific approach to training that is

"Schools face declining numbers of teachers to fill critical classroom positions and struggle to retain quality staff. The coaching effectiveness assessment gives leaders the assurance that the investment of time and money in coaching aligned to the research is going to create the desired outcomes. We are committed to helping public school districts across the country empower all educators."

**Shannon Buerk**  
CEO of engage2learn



based on the Science of Coaching. This approach does not conflict with other coaching models or frameworks but rather enhances any model by aligning with the research on effective coaching actions and by empowering coaches to use data to inform coaching for growth. The effective coaching actions are embedded throughout the e2L Coaching Conversation Protocol, GROWE.

### Implementing the Science of Coaching

On the road to becoming an indispensable partner to school communities, e2L has assembled a list of research-based coaching competencies, a foundational roadmap of specific characteristics, skills, and actions coaches across subject areas and grade levels needed to attain improved performance outcomes from their teacher or leader participants and their students. After consideration of the research and practical implications, the coaching actions have been organized into three effective and critical categories that form the basis for the Science of Coaching:

- 1. Facilitating Data-Informed Goal Setting**
- 2. Collaborating on the Design and Modeling of Research-Based Strategies**
- 3. Assessing Evidence of Practice and Providing Feedback**

To assess coaches' effectiveness and provide them with an evaluation of coaching talent, e2L developed a way to measure the implementation of the Science of Coaching actions. With support from esteemed Rutgers and Arizona State University professors, e2L incorporated a first-of-its-kind Coaching Effectiveness Assessment suite (CEA).

The CEA is now integrated into the e2L Data-Informed Growth (DIG) Collaborative, allowing coaches to capture key feedback aligned to the three essential science of coaching actions from those involved in the coaching process.

### Facilitating Data-Informed Goal Setting

- **Identifying Needs and Resources:** Coaches communicate and work collaboratively with teachers and leaders to gather information to identify needs and resources to improve student performance and instructional practices.
- **Setting Goals:** Coaches collaborate to identify and write measurable goals and practices relative to performance expectations.

The latest research clarifies that significant improvement in positive learning outcomes for both instructional coaches and teachers hinges on effective partnering between the two parties (Knight, 2019; Thomas, Bell, Spelman & Briody, 2015). Identifying strengths and needs, goal setting, designing and executing implementation plans, processing feedback, and assessing the effectiveness of the plans (goal attainment) are all collaborative processes that e2L guides coaches through during the Data-Informed Growth (DIG) Collaborative and are assessed and evaluated through the use of the CEA.

### Collaborating on the Design and Modeling of Research-Based Strategies

- **Designing Implementation Plans:** Coaches collaborate with teachers and leaders to create specific steps needed to achieve goals. Coaches demonstrate steps specified in implementation plans and support teacher practice of steps.
  - **Modeling Implementation Steps:** Coaches provide real examples, demonstrate or model steps specified in implementation plans, and support teacher practice of steps.

"engage2learn was the only coaching organization we found that was already aligned to our research. We know the experts at engage2learn will be able to scale the impact of our validated assessment data insights and provide measurable results for schools."

**Dr. Linda Reddy**  
Associate Dean of Research at Rutgers University



In tandem with types of modeling, research points to using observational data to help generate effective feedback (Reddy, Shernoff, & Lekwa, 2021); Reddy, Glover, Dudek, Alperin, Wiggs & Bronstein, 2022). The final step to maximizing the value of modeling and using observational data is for coaches to provide frequent opportunities for effective, on-the-job practice for teachers to implement new instructional and behavior management strategies with fidelity (Knight, 2019; Reddy et al., 2021; Reddy et al., 2022). This phase is also assessed as part of the CEA.

### Assessing Evidence of Practice and Providing Feedback

- **Providing Performance Feedback:** Coaches use data to provide specific, positive, and timely feedback about plan implementation and goal attainment.
- **Evaluating Plan Implementation and Goal Attainment:** Coaches use a comprehensive set of data to make decisions about the integrity of plan implementation and progress toward goal attainment.

Research affirms that explicit, frequent, and positive feedback will improve coaching, teaching, and student performance outcomes (Knight, 2019; Duchaine, Jolivette, & Fredick, 2011; Reddy et al., 2021). In addition, evidence shows that teachers may view instructional coaching that includes performance feedback as an acceptable source of professional development (Duchaine et al., 2011), thereby removing a potential barrier for teachers who might be hesitant to implement new instructional strategies in their classrooms. e2L's CEA assesses whether or not feedback was consistently provided and effectively processed throughout the coaching relationship.

## Sustained Support to Maximize Outcomes

e2L makes it a point to tell all who seek to improve their school communities through coaching that the above supports will not provide the desired change independently. The research underscores the need for sustained, job-embedded professional development with at least 20 or more contact hours spread across the school year (Desimone, 2009) to create effective, positive change with full support and fidelity (Bean et al., 2010; Supovitz & Turner, 2000). Change takes time, and the art and science of coaching are no exception.

## Bottom Line

Shannon Buerk's team at e2L is passionate about using experience and research to forge new partnerships with school communities that seek to advance outcomes and improve the school climate for everyone. Just as teachers continue to try and maximize the positive effects they can have on their students, their administrators are trying to do the same for them: maximize the level of support they can provide their teachers. To this end, e2L has heeded the research-based recommendation that "formative assessments that generate valid results for coaches are needed that clearly define and quantify the process, actions, and outcomes of effective coaching in schools" (Reddy, Glover, Kurz & Elliot, 2019). The Coaching Effectiveness Assessment suite is an efficient, effective tool that helps administrators ensure that their instructional coaches evolve and improve alongside the teachers they support. Additionally, it helps principals and district leaders grow in their coaching skills and provide more effective instructional support in the classroom.

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# RESEARCH STUDY SUMMARY

**Summary of a Research Study that Informed the Coaching Effectiveness Assessment: A Confirmatory Factor Analysis demonstrated CEA's validity**  
Journal of Assessment for Effective Intervention (2019)

## STUDY TITLE

Assessing the Effectiveness and Interactions of Instructional Coaches: Initial Psychometric Evidence for the Instructional Coaching Assessments—Teacher Forms

## STUDY PURPOSE

These forms are part of a multicomponent online assessment system designed to evaluate the effectiveness of coaching skills and interactions that support the needs of teachers and students. Specifically, the article presents the theory, evidence, and measurement framework for the system. Findings indicate that the Rating Scales and Interaction Style Scales—Teacher Forms have sufficient internal structures based on multiple fit indices for confirmatory factor analyses, very high internal consistency, good item-to-scale total correlations, and freedom from item bias. Collectively, this promising statistical evidence is supportive of a valid measure.

## RESEARCH QUESTIONS

1. What is the internal structure of the RS-Teacher Form, as measured by internal consistency, item-to-total correlations, confirmatory factor analysis (CFA)?
2. What is the internal structure of the ISS-Teacher Form, as measured by internal consistency, item-to-total correlations, and exploratory factor analysis?
3. Are the RS and ISS-Teacher Forms free from item bias with respect to common teacher demographics?
4. What is the perceived usability of the PMR by coaches and teachers who have been involved in instructional coaching?

## STUDY AUTHORS

Linda A. Reddy, PhD., Todd Glover, Ph.D., Alexander Kurz, PhD., & Stephen N. Elliott, Ph.D.

## KEY FINDINGS

1. The rating scales for Quality Instruction, Positive Behavior Management, and Responsive Learning Communities met the research requirements for reliable and valid scales on effectiveness.
2. Goal Formulation Skills, Implementation Support Skills, and Evaluation Skills were helpful in terms of teachers' perceptions of coaching effectiveness and could be used towards improving coaching systems.
3. No item bias was found for teachers' years of experience, age, or educational degree.
4. While no one measure should be used for high-stakes decision making, the results suggest that the CEA could be used as one data-point in decision-making.



Example visual for 360 review results

# Coaching Effectiveness Assessment: Additional Studies Proving Strong Evidence for the Six Essential Coaching Actions

## BEHAVIORAL SUPPORT COACHING

### **Educator Focus:** Paraprofessionals

A randomized control trial examining the effectiveness of the Behavior Support Coaching for Paraprofessional Model (BSC-P) showed that paraprofessionals who received the BSC-P job-embedded training implemented more effective behavioral strategies such as logging antecedents in their log compared to those who did not receive any training. They also reported higher levels of emotional and instructional support from teachers and school personnel. These findings suggest that this kind of coaching model can be helpful in supporting paraprofessionals in their work and can inform school practices surrounding the structure and guidance of paraprofessionals (Reddy et al., 2022).

Reddy, L. A., Glover, T. A., Dudek, C. M., Alperin, A., Wiggs, N. B., & Bronstein, B. (2022). A randomized trial examining the effects of paraprofessional behavior support coaching for elementary students with disruptive behavior disorders: Paraprofessional and student outcomes. *Journal of School Psychology*, 92, 227-245.

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## CLASSROOM STRATEGIES COACHING

### **Context Focus:** High-Poverty Schools

A randomized control trial with teachers in high-poverty schools examined how on-the-job professional development coaching could impact practices around positive reinforcement in the classroom. Teachers who received training with the Classroom Strategies Coaching Model (CSC) were observed to use more behavioral and academic praise with students compared to controls. These findings emphasize the importance of coaching as a support system for the implementation of effective instructional and behavior management strategies that are robust predictors of student achievement.

Reddy, L. A., Shernoff, E., & Lekwa, A. (2021). A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes. *Journal of School Psychology*, 86, 151-168.

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## CLASSROOM STRATEGIES COACHING

### **Context Focus:** High-Poverty Schools & Special Education

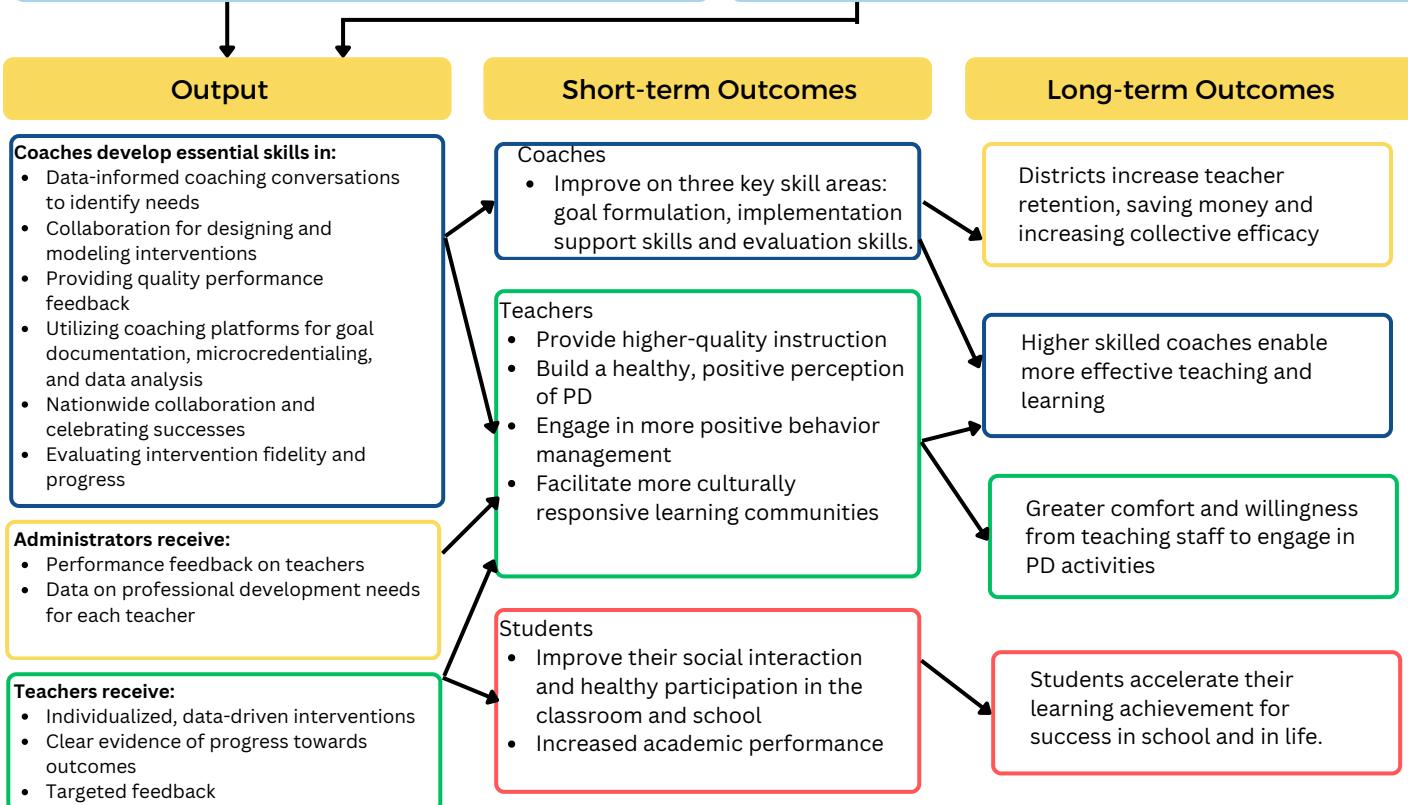
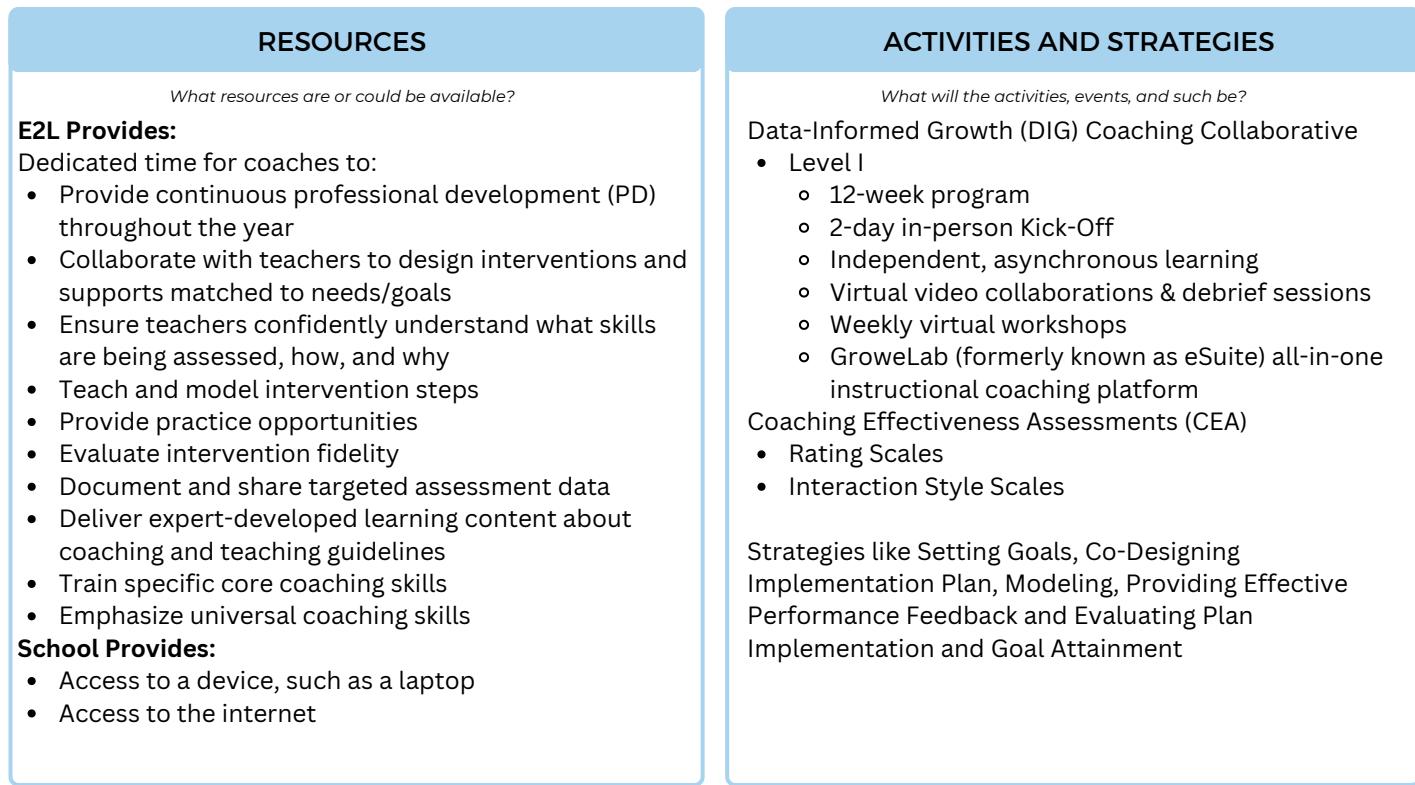
A study examined best practices for coaching special education teachers in high-poverty elementary schools. The Classroom Strategies Coaching Model (CSC) was used for both general education and special education teachers. Results showed that both groups of teachers used more effective behavior management strategies after the intervention- more behavior praise, more academic performance feedback, higher levels of instruction that promote student thinking, and lower levels of behavior corrective feedback. The special education teachers in particular used less behavioral corrective feedback. Teachers also reported their students having improved academic functioning and behavior. This suggests that this kind of coaching may help all teachers implement empirically supported classroom strategies.

Reddy, L. A., Lekwa, A., & Shernoff, E. (2021). Comparison of the effects of coaching for general and special education teachers in high-poverty urban elementary schools. *Journal of Learning Disabilities*, 54(1), 36-53.

# Logic Model for E2L

## PROBLEM STATEMENT

District leaders lack the necessary tools to assess and evaluate the implementation of essential coaching components, hindering their ability to determine if instructional coaches possess the required skills to support teacher learning and engage in continuous improvement.



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