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# Examining The Effects Of Breakthrough Coaching On Instructional Leadership

Kevin Neil Clace

# EXAMINING THE EFFECTS OF BREAKTHROUGH COACHING ON INSTRUCTIONAL LEADERSHIP

by

Kevin Neil Clace
Bachelor of Education, University of Manitoba, 1997
Master of Education, University of North Dakota, 2011

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This dissertation submitted by Kevin Clace in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.

_____
Dr. Pauline Stonehouse

_____
Dr. Assion Lawson-Body

_____
Dr. Bill Siders

_____
Dr. Anne Walker

This dissertation is being submitted by the appointed advisory committee as having met all of the requirements of the School of Graduate Studies at the University of North Dakota and is hereby approved.

_____
Dr. Grant McGimpsey
Dean of the School of Graduate Studies

_____
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## ABSTRACT

Instructional leadership is identified as a critical function for school principals seeking to positively influence teaching and learning. In many instances, however, desired instructional leadership practices give way to the numerous management requirements faced by principals on a day-to-day basis. It has been proposed that principals will have a greater capacity for effective instructional leadership when they implement Breakthrough Coaching as an organization management model.

This study investigated differences in the instructional leadership behaviors of 140 school principals who utilize the Breakthrough Coaching, compared to those who do not. Further, the study examined if correlations exist between fidelity of implementation of Breakthrough Coaching and principal instructional leadership behaviors.

The results of this study examine the interaction effect of Breakthrough Coaching on instructional leadership. Initial review of means and Cohen's *d* exhibited a medium effect size in the interaction between Breakthrough Coaching and the instructional leadership practices of principals. Further statistical analysis determined that the implementation of the Breakthrough Coaching management framework did not significantly impact the instructional leadership practices of principals. These findings are important for school districts and principals when considering the implementation of Breakthrough Coaching as an organizational management model.



*Keywords: Instructional Leadership, Breakthrough Coaching, Organizational Management, Distributed Leadership, Professional Standards For Educational Leaders.*

# CHAPTER I

## INTRODUCTION

American Education has encountered a continuous series of politically driven reform efforts throughout the past three to four decades (Compton, 2008; Every Student Succeeds Act, 2017; Holton, 2003; National Commission on Excellence in Education, 1983; No Child Left Behind Act, 2001; U.S. Department of Education, 2002, 2006; Ravitch, D., 2000, 2011, 2014; Wagner, 2008; Zhao, 2009). In the United States, these reform efforts have often reflected the ebb and flow of political responses to global issues such as the fear of losing the space race, the Soviet missile crises, or the escalated concerns of a competitive Asia jeopardizing American stability (Zhao, 2009). From the 1980s to the 2000s, American reform efforts have been established within three main national initiatives. In the 1980s, A Nation at Risk, a report conducted by the National Commission for Excellence in Education (1983) for the federal government, confirmed concerns over a failing education system. This led to the standards movement of the 1990s which brought tow education acts: No Child Left Behind Act (NCLB) in 2001, and Every Student Succeeds Act [ESSA] in 2017. Both aimed at increasing student achievement and school accountability for student learning.

Most, if not all, previous and current educational reforms have been founded on the premise that the United States needs to ensure its position of influence on the global stage. The assertion that America is in danger of losing its position as an influential

economic global player is further fueled by the most recent Programme for International Student Assessment (PISA) (2015) scores which rank American Education in math, science, and literacy in the bottom half of the Organization for Economic Cooperation and Development (OECD) countries. Zhao (2009) further asserted that reform efforts, which are initialized by global event and premised in elements of myth and fear, tend to conjure up a preconceived notion for strengthened authoritarian accountability.

Consequently, many current reform initiatives are premised on the ideology that "in today's highly competitive global knowledge economy, all students need new skills for college careers and citizenship. Further, the failure to give all student these new skills leaves today's youth—and our country—at an alarming competitive disadvantage" (Wagner, 2008, p. xxi). NCLB (2001), established under the Bush administration, was a product of a recent authoritarian accountability reform movement. Although implemented to close the learning gaps among students and ensure that all students learn at high levels, the results of NCLB legislation narrowed the quality of curriculum, failed to provide required resources to under-resourced schools, and reinforced outdated structures within a standardized test driven system (Darling-Hammond, 2007). In essence the political tensions found in reform efforts such as A Nation at Risk (1983), NCLB (2001), Common Core Standards, and ESSA (2015) often cultivate an educational climate that is incapable of addressing the socio-economic and/or educational needs required within today's society. This type of climate consequently places learners further behind in learning the skills they require to be successful (Wagner, 2008).

The political climate and societal pressures prevalent within many of these reform efforts have significant impact on the culture of schools by placing an increasing demand

on education systems to perform competitively on a global scale (Nespor, 2010; Wagner, 2008; Zhao, 2009). Accordingly, public schools are some of the most multifaceted and complex organizational structures in existence today. Additionally, principal leadership within the public school system is becoming an increasingly complex and multifaceted task. Principals find themselves attempting to navigate the numerous internal and external pressures on their leadership role within a political and societal context that demands continuous improvement and excellence in teaching and learning. Within such a context, principals and teachers quickly find their professional capacities depleted by the culmination of daily stresses, the pressures exerted upon the school, and the complexities that exist within the school as a public organization (Hargreaves, Fullan & Fullan, 2012). The leadership required to grow professional capital, empower strong leadership capacity, and promote a culture of professionalism is highly complex and challenging, requiring the most refined and attuned leadership skills (Hargreaves et al., 2012). As such, educational reforms over the course of the past 40 years have placed a priority on the importance of school leadership and its impact on student learning (Hallinger, 2012; Leithwood & Day, 2008). Many education reform initiatives have identified the area of instructional leadership as a critical function of a school principal, to influence teaching practices and improve student achievement (Leithwood, Harris, & Hopkins, 2008).

In the current context of a high stakes, accountability-driven environment, with expectations to meet increasingly high standards in student learning, there is renewed pressure on principals to engage in effective instructional leadership practices. The research recognizes a growing sense of urgency for principals to specifically function as instructional leaders to support improvements in teaching practices and excellence in

student learning (Hallinger, 2012; Stronge, Richard, & Catano, 2008). However, even amidst this impending urgency, day-to-day management demands often keep principals from exercising effective instructional leadership practices (Hallinger, 2012; Marshall 2003). This is further complicated by the dichotomous relationship between management and leadership functions of the principalship. As the function of the principal has changed over the past three decades, emphasis in education leadership literature has shifted from management activities to leadership activities. Educational leadership literature points to effective instructional leadership practices as the catalyst for transforming culture and influencing education reform over traditional principal management activities (Gunter, 2012; Torrance & Humes, 2015).

Consequently, principals are faced with navigating the daily tensions that exist between required management activities and the implementation of desirable leadership practices to influence reform. Horng and Loeb (2010) suggest that instructional leadership must be coupled with the context of strong organizational management in order to be effective at influencing teaching practices and improving student learning. In response, it has been proposed that principals who utilize the Breakthrough Coaching Framework as an organizational management framework will have a greater capacity to transform improvements in their performance, productivity, and their instructional leadership practices (Gravel, 2006; Pancoast, 2016). This study aimed to determine if a correlation exists between the practice of the Breakthrough Coaching Framework and a principal's instructional leadership behaviors.

## Statement of the Problem

Current political pressure continues to demand improvements in both teaching practices and student achievement. Standards benchmarks in the Every Student Succeeds Act (2017), the monitoring of schools through the use of standardized tests, state accountability systems like AdvanceEd accreditation, and publicly available annual state report cards, in conjunction with the recently developed Professional Standards For Educational Leaders (National Policy Board for Education Administration, 2015), continue to place high pressure on the leadership of school principals to improve school performance. Research has long indicated that principal leadership plays a critical role in any school improvement effort (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan, Lee, Ginny, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger, 2013; Hallinger & Murphy, 1985; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007).

Within the principal's role, instructional leadership is viewed as a catalyst for school improvement. Principals desire to be directly involved in classroom instruction. However, a discrepancy exists between this belief and actual principal behavior (Hallinger & Murphy, 1985) due to the numerous barriers that impede principals from providing quality instructional leadership practices and influencing positive change (Hoerr, 2007). Since the early 1980s, it has been argued that principals could improve their instructional leadership capacities if there was a shift in how schools are organized (Murphy, Hallinger, Weil, & Mitman, 1983).

Although research recognizes principal instructional leadership as a significant component in influencing improvements in teaching and learning, little has been offered

in identifying organizational theories and/or models that advance the daily practice of effective instructional leadership. Responding to the need for an effective organizational management model, Pancoast (2016) developed the Breakthrough Coaching Framework. Breakthrough Coaching claims to be an organizational management framework specifically designed to allow principals to complete required managerial responsibilities in a timely fashion, while at the same placing priority on instructional leadership practices. School Districts across the nation are expending funds to train principals and implement Breakthrough Coaching with minimal research regarding its effectiveness as an organizational management model. This quantitative study examines if principals who utilize the organizational management processes established in Breakthrough Coaching have a greater capacity to provide instructional leadership within their schools.

## Purpose of the Study and Research Questions

This study examines the implications of the Breakthrough Coaching Framework on a school principal's capacity to provide instructional leadership. The overarching purpose of this study was to examine the following: What influence does the practice of the Breakthrough Coaching framework have on a principal's capacity to provide instructional leadership? To investigate this question, the following research questions were used to frame the study's design and analysis:

RQ1 What is the difference in instructional leadership behaviors between principals who utilize breakthrough coaching compared to those who do not?

RQ2 Does school size (small, medium, large) or location (rural vs. urban), moderate the effect of Breakthrough Coaching on principals' abilities to conduct instructional leadership activities?

RQ3 Among principals who are utilizing Breakthrough Coaching, does implementation fidelity of the Breakthrough Coaching practice predict their ability to be instructional leaders?

## Theoretical Framework

The theoretical framework of this study was developed from a theoretical model of instructional leadership developed to identify and measure instructional leadership practices of principals (Hallinger & Murphy, 1985, 1987; Hallinger, 2011, 2012, 2013). Hallinger and Murphy's (1985) Dimensions of Instructional Leadership framework serves as the foundation for the researcher's definition of instructional leadership as well as the research instrument employed in this study. Hallingner & Murphy's Instructional Leadership Framework was originally established to detail effective instructional leadership practices of principals that were recognized as exceptional (Hallinger, 1983; Hallinger & Murphy, 1985; Murphy et al., 1983). This framework was developed from research that examined principal behaviors including the direct and indirect influence these exceptional principals exercised in regards to instructional leadership. The research of Murphy et al. (1983) as well as Hallinger and Murphy (1985) identified effective instructional leaders as operating within three critical areas:

1. Defining the school mission, including framing and communicating the school's goals.

2. Managing the instructional program, including coordinating curriculum, supervising and evaluating instruction, and monitoring student progress.
3. Promoting a positive school learning climate program, including protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development, and maintaining high visibility in the school (Hallinger & Murphy, 1985).

While completing a doctoral dissertation, Hallinger compiled the theoretical framework into a behaviorally anchored rating scale known as the Principal Instructional Management Rating Scale (PIMRS). This measurement tool was specifically designed to measure the instructional management activities of principals (Hallinger, 1983; Hallinger & Murphy, 1985). Figure 1 provides s a pictorial representation of Hallinger and Murphy's (1987) Instructional Leadership Framework.

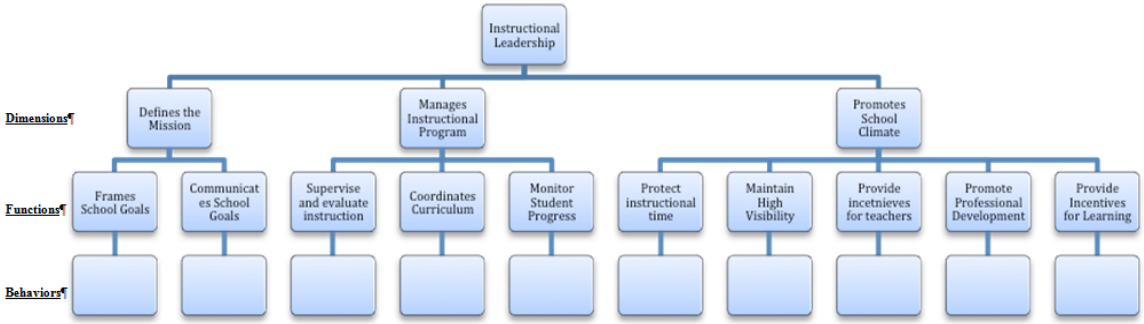



*Figure 1*. Instructional Leadership Framework (Hallinger & Murphy, 1987)

## Significance of Study

The study of instructional leadership and its effects on improving teaching practices and student achievement continues to be an ongoing area of educational leadership research (Hallinger, 2012; Leithwood et al., 2008). A single definition cannot properly represent the term instructional leadership. As with any leadership theory,

numerous definitions and understandings of instructional leadership exist. However, significant research provided an understanding of the theories and behaviors that contribute to effective instructional leadership practices. The development of a comprehensive understanding of instructional leadership is important to school districts and principals. This research has served as a foundation for:

> School Districts to support principals in becoming stronger instructional leaders by addressing instructional leadership through policies and staff development training, defining the instructional leadership role so that administrators clearly understand what is expected of them, and using an assessment system that provides data on principal instructional leadership that are both reliable and valid for accountability and useful for professional development" (Hallinger, 1987, p. 54).

Although research has contributed significantly to a more comprehensive understanding of what constitutes quality instructional leadership, minimal has been accomplished regarding the effective implementation of these desired practices. In response, this study was designed to examine the interplay between instructional leadership and the organizational practice of Breakthrough Coaching. More specifically, this study sought to determine if a positive correlation exists between the practice of Breakthrough Coaching and a principal's instructional leadership behaviors.

Hallinger's PIMRS survey instrument (1983) was used to measure the instructional leadership behaviors of school principals. The research included both principals who have and who have not implemented the Breakthrough Coaching Framework. The research investigated if the use of the Breakthrough Coaching increased

principal instructional leadership behaviors. Additionally, the survey investigated if fidelity in the implementation of Breakthrough Coaching had an effect on the instructional leadership behaviors of principals.

This study is unique as it is designed to investigate the relationship between an organizational management model and the instructional leadership behaviors of principals. Such a contribution is significant in demonstrating the potential positive and/or negative effects of this organizational model on instructional leadership practices. Further significance was provided in this study by delineating differences in the fidelity of implementation of Breakthrough Coaching and its positive and/or negative effects on principals' instructional leadership behaviors.

## Delimitations

This study was confined to public school principals and vice principals within one State of the upper Midwest of the United States. The research is limited to principal and vice principal perceptions of instructional leadership practices and did not take into consideration the perceptions of students, parents, teachers, secretaries, superintendents or other educational stakeholders.

## Researcher Background

The researcher is a K-12 principal in rural Canada who has 15 years of administrative experience within three schools located in the same school division. As a principal, the researcher currently serves in a demographically diverse school population with a large number of students who require multiple interventions. Due to the daily challenges present within this principalship, the researcher identifies with the tension that exists between required organizational management responsibilities and a professional

desire to provide quality instructional leadership. As a practitioner, the researcher is searching for a management model that is effective in supporting quality instructional leadership practices.

## Assumptions

The researcher assumed that principals would reflect critically, as well as provide accurate answers on the Principal Instructional Management Ratings Scale regarding their individual instructional leadership practices. The researcher assumed that within the completion of PIMRS as a self-rating scale, principals' individual perceptions of their instructional leadership practices is influenced by an acceptable level of role set theory common among self-rating scales. Finally, the researcher assumed that the utilization of a strong management system, such as the Breakthrough Coaching, would show a correlational effect on principal's instructional leadership practices.

## Definitions

*AYP:* Adequate Yearly Progress was an annual evaluation conducted by the United States Department of Education that determines the performance of schools in the United States. Adequate Yearly Progress was governed by the No Child Left Behind Act and used as an indicator to determine the areas in which schools needed to improve. Schools that failed to meet the expectations of AYP for two consecutive years were considered to be in need of improvement. The schools identified as needing improvement were placed under the direct monitoring of the state education authority.

*Breakthrough Coaching:* The Breakthrough Coaching Framework is an educational training program developed by Malachi Pancoast in the late 1990s.

Breakthrough Coaching is presented as an organizational management model that is designed to increase a principals' leadership capacity for school wide improvement by transferring the majority of technical management duties to personnel in the school office.

*Every Student Succeeds Act (ESSA)*: The Every Student Succeeds Act is an education bill that was signed into law by President Obama in December of 2015. ESSA took full effect at the beginning of the 2017-2018 school year. This law replaces the legislation set out in the No Child Left Behind Act of 2001 and reauthorizes the Elementary and Secondary Education Act of 1965. The Every Student Succeeds Act removed the Annual Yearly Progress evaluation and emphasizes state-level standards and accountability. (Editorial Projects in Education Research Center, 2016; Darling-Hammond, et al., 2016).

*Instructional Leadership:* For this study, Instructional leadership is broadly defined as the "logic" and the direct and indirect actions that principals utilize to define the school mission, influence curriculum, managing the instructional program, promoting a positive learning climate, advance teaching practices, and improve student achievement (Bossert et al., 1982; Glickman, 1985; Hallinger & Murphy, 1985, 1987; Smith & Andrews, 1989; Rigby, 2014).

*Interstate School Leaders Licensure Consortium (ISLLC):* The ISLLC was a national program of the Council of Chief State School Officers that worked to establish a common set of standards for school leaders. The Council of Chief State School Officers originally adopted the ISLLC standards for school leaders in 1996 (Council of Chief State School Officers, 1996). The ISLLC standards were updated in 2007 and more

recently 2015. The 2015 revision of the ISLLC standards are now known as the Professional Standards for Educational Leaders.

*No Child Left Behind (NCLB):* The No Child Left Behind Act of 2001 was American legislation that required all states to ensure that students and schools were proficient in meeting Adequate Yearly Progress. Under the act, state education authorities were required to develop standards of learning and administer annual standardized assessments to all students. These state-developed standardized assessments were the measurement tools used to determine Adequate Yearly Progress. The act also required states to employ highly qualified teachers.

*Principal Instructional Management Rating System (PIMRS):* Dr. Phillip Hallinger, in cooperation with the Milpitas Unified School District, developed The Principal Instructional Management Rating Scale (PIMRS) in the early 1980's. The PIMRS is a questionnaire composed of a behaviorally anchored rating scale designed to assess principal instructional leadership behavior (Hallinger, 1983; Hallinger & Murphy, 1985, 1987).

*Programme for International Student Assessment (PISA):* PISA is a triennial international survey that evaluates education systems worldwide. PISA is a standardized test that is administered to 15-year-old students to test their skills and knowledge in science, mathematics, reading, collaborative problem solving and financial literacy.

## Organization of the Study

Chapter I provided the initial introduction of the study, statement of the problem, purpose of the study, and the theoretical frameworks of the study. It also included the

significance of the study as well as the delimitations and assumptions of the researcher. Finally, Chapter I concluded with the definitions and organization of the study.

Chapter II is a review of the current literature on instructional leadership. It begins by providing a historical perspective. It also details popular theoretical frameworks for instructional leadership. Chapter II presents barriers to instructional leadership, Principal Instructional Management Rating Scale (PIMRS), and the Breakthrough Coaching Framework.

Chapter III defines the methodology utilized in the study. It begins with the purpose of the study and research question. Chapter III describes the processes used in selecting subjects, data collection methods, and data analysis. Chapter III concludes with a description of the information that will be found in Chapter IV.

Chapter IV presents the results of the study. It begins with the purpose of the study and research questions followed by a description of the methods and the summary of results. These results are summarized in mean, frequency plots, t-charts, and MANOVAS. The data is displayed in the forms of tables and graphs.

Chapter V provides a summary discussion of the findings as they apply to the research questions outlined in the research. The chapter begins with the purpose of the study and the research question followed by conclusions drawn in the research, connections with literature, implications, and recommendations for further study.

# CHAPTER II

# LITERATURE REVIEW

## Introduction

Over the course of the past three and a half decades, public education has experienced multiple reform efforts aimed at improving student achievement including the Elementary and Secondary Education Act (ESEA), A Nation at Risk, No Child Left Behind Act, Common Core Standards, and most recently, the Every Student Succeeds Act (ESSA). Within the context of these reforms, researchers have spent considerable time and energy examining the relationships between school leadership, instructional practices, and student achievement. Consequently, each reform era has brought about new policies and legislation aimed at improving various aspects of instruction and student achievement. Throughout these reform efforts, a critical emphasis has been placed on a demand for accountability and improvements in student achievement (Stronge et al., 2008). Furthermore, significant importance has been placed on instructional leadership as the school principal's primary function, in which the principal is often pressured to meet the complicated demands of improving teaching and learning (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan & Lee, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger & Murphy, 1985; Hallinger, 2003; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007).

This chapter reviews and synthesize the literature on Instructional Leadership from the past 35 years. It also provides an overview of Breakthrough Coaching as an organizational management model. The review begins by providing a historical perspective and definition for instructional leadership. This leads into an introduction of the theoretical frameworks that have been developed for instructional leadership over the past 35 years. Within this discussion, the researcher identifies the key barriers hindering quality instructional leadership practices and synthesizes how Breakthrough Coaching is proposed as an organization model to overcome these barriers. The chapter closes with a summary of the former ISSLC standards, their evolution into what is now known as the Professional Standards for Educational Leaders, the development of the Principal Instructional Management Rating Scale (PIMRS) and The Breakthrough Coaching (TBC) management model.

## Historical Definitions of Instructional Leadership

As identified in earlier research, a key factor in the development of an effective school was strong instructional leadership from the school principal (Edmonds, 1979). Regarding principal involvement in instruction, Hallinger and Murphy (1985) state that "principals believe they should be highly involved in instruction and spend a large portion of their time in classrooms . . . However, research indicates a discrepancy between this norm and actual principal behavior" (p. 217). This sentiment about instructional leadership still rings true over 30 years later. Principals today continue to struggle with the dissonance between their desire to practice instructional leadership and their day-to-day managerial duties. Broad and multifaceted definitions of instructional leadership add to the complexity of understanding and measuring effective instructional

leadership practices. Consequently, the definition for instructional leadership progressed into an ever-evolving, loosely-defined set of practices, that provided minimal direction regarding the role of the principal (Hallinger & Murphy, 1985).

It is important to explore historical literature regarding the evolution of instructional leadership definitions and practices. Over 35 years ago, Bossert et al. (1982) coined the term instructional management in which they identified instruction as the "core technology" of the school (Hallinger, 2012). Bossert et al. viewed the principal's instructional management role as guiding teachers in developing understanding about how the school and classroom organization affects student learning. Further, defining instructional management as a construct, Bossert et al (1982) determined that it is the principal's role to work directly with teachers, to identify organizational and classroom concerns, and to prescribe changes in instructional practices, organizational structures, and the school climate that will improve student learning.

Expanding on the views of Bossert et al., (1982), as well as the school effectiveness research, Murphy et al. (1983) defined instructional leadership as the specific activities, functions and organizational processes utilized by the principal to support improvement in student achievement. In further work focused on assessing the instructional management behavior of principals, Hallinger and Murphy (1985) broadened the above definition, clarifying the terms instructional management and instructional leadership as synonymous with one another. Additionally, they provided a streamlined definition for the instructional management role of the principal as the direct and indirect behaviors exercised by a principal in defining the school mission, managing

the instructional program, and promoting a positive learning climate (Hallinger & Murphy, 1985, 1987). Blase & Blase (1999), demonstrate that Hallinger & Murphy's (1985) definition for instructional leadership complimented other mainstream definitions found in the literature. Glickman (1985) defined the following five functions for instructional leadership: direct teacher assistance, group development, staff development, curriculum development, and action research. Similarly, Smith & Andrews (1989) defined instructional leadership as the functions of teacher supervision, staff development, and curriculum. Regardless of the specific functions identified, historical literature agrees that instructional leadership is defined as a mixture of functions working together to support teaching and learning (Blase & Blase, 1999; Bossert et al., 1982; Glickman, 1985; Hallinger & Murphy, 1985; Murphy et al; 1983; Smith & Andrews, 1989).

More recent definitions of instructional leadership can be found in the works of Leithwood, Harris, and Hopkins (2008) and Stronge, Richard, and Canto (2008). In *Seven Strong Claims about Successful School Leadership*, Leithwood et al. (2008) specified that successful leaders draw upon the same fundamental core practices: (a) building vision and setting direction, (b) understanding and developing people, (c) redesigning the organization, and (d) managing the teaching and learning program. Although the authors do no specify these actions as instructional leadership, their findings correlate strongly with previous literature regarding effective instructional leadership practices (Bossert et al, 1982; Glickman, 1985; Hallinger & Murphy, 1985; Murphy et al., 1983).

Finally, in their work *Qualities of Effective Principals*, Stronge et al. (2008) identified instructional leadership as one of eight essential qualities of effective principals. The authors indicated that instructional leadership has become a primary role for school principals and assert that nothing is more important in principal's role than the practice of instructional leadership for the sake of school improvement (Stronge et al., 2008). Summarizing three decades worth of research and reflecting on current educational demands, the authors framed instructional leadership as the process of creating a critical focus on teaching, learning, and measuring student progress. According to their summary, principals exhibit effective instructional leadership when they: (a) build and sustain a school vision, (b) share leadership, (c) lead a learning community, (d) use data to make decisions, and (e) monitor curriculum and instruction (Stronge et al., 2008).

## Theoretical Frameworks for Instructional Leadership

When reflecting on the historical and current literature, a lack of clarity remains on a single definition for instructional leadership. Additionally, there does not appear to be agreement in the literature regarding an established set of core constructs that can be used to research the topic of instructional leadership. Therefore, in an effort to develop an in-depth understanding of the different perspectives for instructional leadership, one must further examine conceptual frameworks introduced in the definitions and literature above. Thus, this section examines and provides an overview of the predominant theoretical frameworks for instructional leadership that have emerged over the course of the past 35 years (Bossert, et al, 1982; Hallinger & Murphy, 1985; Leithwood et al., 2006; Murphy et al., 1983). These frameworks have been identified in the literature as The Framework for Instructional Management (Bossert et al., 1982), Instructional

Leadership: A Conceptual Framework (Murphy et al., 1983), Dimensions of Instructional Management (Hallinger & Murphy, 1985), Seven Claims About Successful School Leadership (Leithwood et al., 2008), and Qualities of Effective Principals (Stronge et al., 2008).

**The Framework for Instructional Management**

Highly influenced by the Effective Schools research and recognizing that effective schools are correlated with effective principals, Bossert et al (1982) developed an instructional management construct. Within this newly emerging construct of the time, the authors established an instructional leadership framework detailing the relationship among school leadership, the organization, and the role of the principal as the instructional manager (Bossert et al, 1982). The structure of this framework indicates that principal management behaviors have a direct affect on school climate and the instructional organization. Consequently, the behaviors shape teacher behavior to have either a positive or negative affect on student learning. Additionally, the authors asserted that principal management behavior is further influenced by personal leadership characteristics, the characteristics within the organization and/or district, and the external characteristics of the community (Bossert et al., 1982). The Framework for Instructional Management was highly influenced by contingent leadership theory. Contingent leadership theory asserts that both internal and external forces influence leaders; therefore, they must identify and match the best-suited leadership practices for a particular organizational environment (Northouse, 2013). The Framework for Instructional Management established by Bossert et al. (1982) is presented in Figure 2.

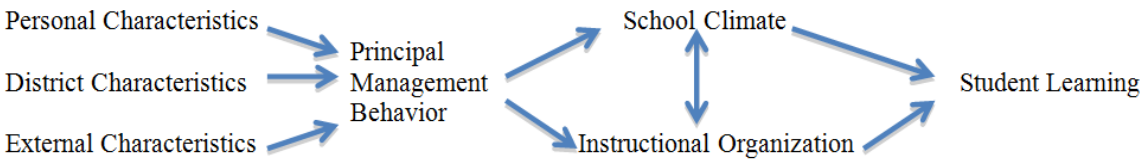



*Figure 2.* A Framework for Instructional Management

**Instructional Leadership: A Conceptual Framework**

In the early 1980s, instructional leadership was also identified as a priority area of study within the school effectiveness research (Murphy et al., 1983). As such, Murphy et al. (1983) set out to establish a well-defined and multi-dimensional conceptual framework for instructional leadership, as one of the school effectiveness priority areas. The conceptual model presented by Murphy et al. is composed of the following three dimensions: type of principal activity, functions employed by the principal, and organizational processes used. Each of the three dimensions are further articulated with sub categories defining the authors' conceptual model of the leadership activities, functions, and processes that are to be utilized by principals in the effective practice of instructional leadership.

First, within the conceptual framework presented herein, principal leadership activities may influence the instructional behaviors of teachers either directly or indirectly through clearly defined policies, practices and behaviors (Murphy et al., 1983). Furthermore, the authors indicated that, "instructional leadership activity should begin with the formulation of policies around leadership functions, the development of practices based on these policies, and the exercise of behaviors consistent with the policies" (Murphy et al., 1983, p. 145).

Secondly, Murphy et al. (1983) designated 10 priority instructional leadership functions for principals: (a) framing the school goals, (b) developing and promoting expectation, (c) developing and promoting standards,(d) assessing and monitoring student performance, (e) protecting instructional time,(f) knowledge of the curriculum and instruction,(g) promoting and supporting instructional improvement, (h) supervision and evaluation of instruction, (i) creating productive work environments, and (j) promoting curricular coordination.

Thirdly, the authors determined the need for specific organizational processes to influence improvements in teachers' instructional practices. These processes are identified as communication, conflict resolution, group process, decision-making, change process, and environmental interaction (Murphy et al., 1983). According to Murphy et al. (1983), when the types of principal activities and organizational processes identified above are used to facilitate the application of the defined instructional leadership functions, there is a greater likelihood of improving student achievement. Figure 3 presents the original pictorial representation of their conceptual framework for instructional leadership (Murphy et al., 1983, p. 139).

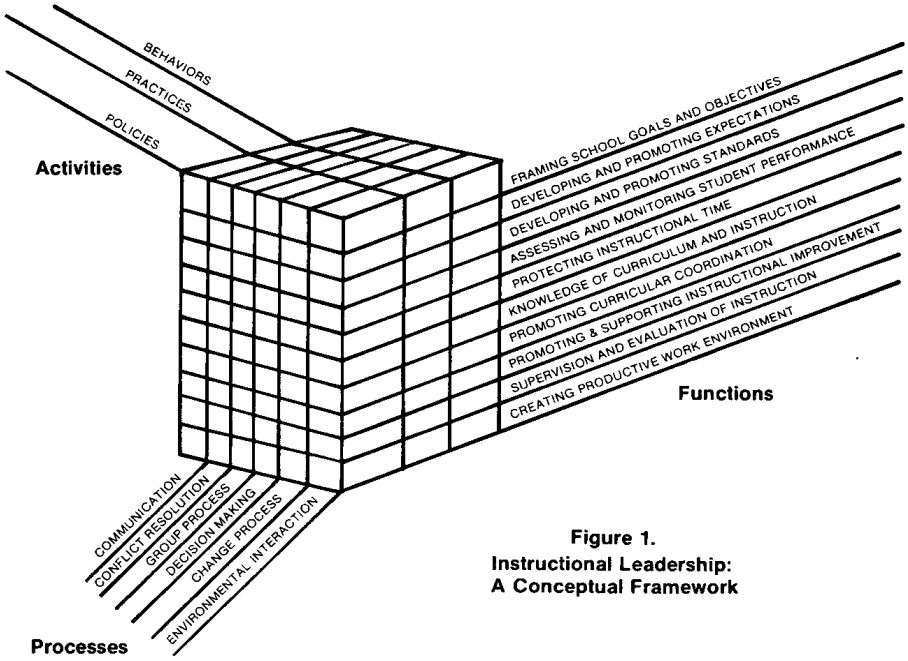



*Figure 3.* Instructional Leadership: A Conceptual Framework.

**Dimensions of Instructional Management**

Early literature regarding effective schools, theoretical frameworks of instructional leadership and principal leadership theorized positive correlations between principal leadership and overall school effectiveness (Bossert et al, 1982; Edmonds, 1979; Edmonds & Frederiksen, 1979; Leithwood & Montgomery, 1982; Murphy et al., 1983). Although these studies presented early theoretical frameworks for instructional leadership and displayed positive correlations between strong principal leadership and school effectiveness, they did not specify instructional management activities that positively influence teaching and learning. As presented in Figure 3, when reviewing the relevant effective schools research, Murphy et al. (1983) recognized that strong instructional management must include both direct and indirect management activities. Further, Hallinger and Murphy (1985, 1987) developed an updated and comprehensive

theoretical framework for instructional management known as the Dimensions of Instructional Management.

The purpose of this theoretical framework was to illuminate measurable instructional management behaviors of principals effectively influence teachers' instructional practices and improve student achievement (Hallinger & Murphy, 1985). Nestled within this theoretical framework, the authors proposed that instructional leadership is composed of three main dimensions: defining the school mission, managing the instructional program, and promoting a school climate (Hallinger & Murphy, 1985, 1987). They further defined each dimension. In defining the school mission, instructional leaders must have a clear vision of what the school is trying to accomplish. In managing the instructional program, the principal works with staff in areas specifically related to the evaluation, development, and implementation of curriculum, instruction and monitoring student progress. Lastly, it is critical for the principal to promote a positive school climate by establishing norms and attitudes of the staff and students that influence positive learning in the school (Hallinger & Murphy, 1987). Table 1 presents the dimensions of instructional management (Hallinger P., & Murphy J., 1985, p. 221).

Table 1. *Dimensions of Instructional Management*

| Defines the Mission | Manages Instructional Program | Promotes School Climate |
|---|---|---|
| Framing school goals<br>Communicating school goals | Supervising and evaluating instruction<br>Coordinating Curriculum<br>Monitoring student progress | Protecting instructional time<br>Promoting professional development<br>Maintaining high visibility<br>Providing incentives for teachers<br>Enforcing academic standards<br>Providing incentives for students |

As presented in Table 1, the Dimensions of Instructional Management framework is divided into three leadership dimensions including direct and indirect principal policies, practices, and behaviors that correlate within each dimension. According to the authors, these three dimensions along with their correlating functions, represent a research-informed context for establishing a theoretical framework on instructional leadership (Hallinger & Murphy, 1985, 1987). Literature also recognized that certain functions defined within the Positive School Learning Climate dimension correlate with elements found in transformational leadership frameworks (Hallinger, 2011). To measure the instructional management policies, practices, and behaviors defined within the Dimensions of Instructional Management framework, Hallinger further developed a behaviorally anchored rating scale known as the (PIMRS) Principal Instructional Management Rating Scale (Hallinger, 1981, 1983; Hallinger & Murphy, 1985).

**Seven Claims about Successful School Leadership**

In the mid 2000's, Leithwood et al. (2008) reviewed and summarized their findings regarding what constitutes successful school leadership. Although this leadership framework is not specific to instructional leadership, the authors presented the following seven claims regarding what constitutes successful school leadership:

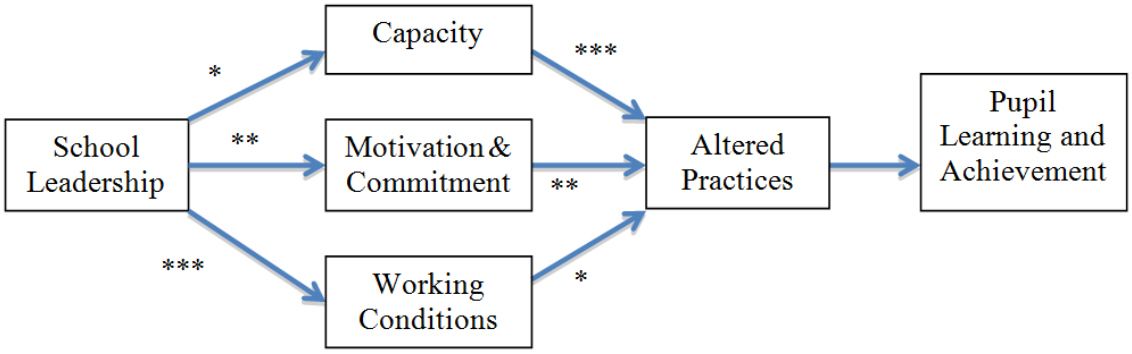
1. School Leadership is second only to classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.

3. The ways in which leaders apply these basic leadership practices – not the practices themselves–demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed.
6. Some patterns of distribution are more effective then others.
7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness. (Leithwood et al., 2008, p. 27)

When reviewing these seven claims, Claims 1, 2, 4, 5, and 6 have relevance within the study of instructional leadership. Claim 1 recognizes and affirms that school leadership is an important and primary influence on pupil learning. Additionally, within Claim 2, the authors identified the following as core leadership practices of successful leaders: building vision and setting directions, understanding and developing people, redesigning the organization, and managing the teaching and learning program (Leithwood et al., 2008). These core leadership practices and the 14 specific sets of leadership behaviors outlined in Claim 2 complement the leadership practices identified in previous school leadership research (Hallinger, 1982, 1983; Hallinger & Murphy, 1985; Murphy et al., 1983).

Claim 4 indicates that improvements in staff performance, motivations, commitments, capacities, and work conditions are key factors in pupil learning and

achievement (Liethwood et al., 2008). The authors presented their findings with the theoretical framework in Figure 4. The figure details a correlational relationship between school leadership, staff capacity, motivation, working conditions, altered teaching practices, and pupil learning/achievement.




Key: *=weak influence; **=moderate influence; ***=strong influence

*Figure 4.* The effects of school leadership on teacher capacity, motivation, commitment and beliefs about working conditions (Leithwood et al., 2008, p. 33).

The framework proposed in Figure 5 indicates that positive correlations exist between (a) strong school leadership and teachers' perceptions regarding working conditions, (b) improvements in teacher capacity on altering teaching practices, and (c) altered teaching practices on improvements in pupil learning and achievement. The authors identified a weak correlation between school leadership and improvements in teacher capacity (Leithwood et al., 2008). This is critical since one of the primary purposes of instructional leadership is to grow teacher capacity to improve teaching practices and ultimately improve student achievement.

Considering the weak correlation between traditional school/principal leadership and increasing teacher capacity, Leithwood et al. (2008) extended their research to investigate the totality of school leadership on teacher capacity. Leithwood et al. (2008)

discovered that the relational influence between a distributed leadership structure (identified as total leadership), and teachers' developmental capacity is much stronger then traditional school leadership frameworks. These findings are portrayed in Figure 5.

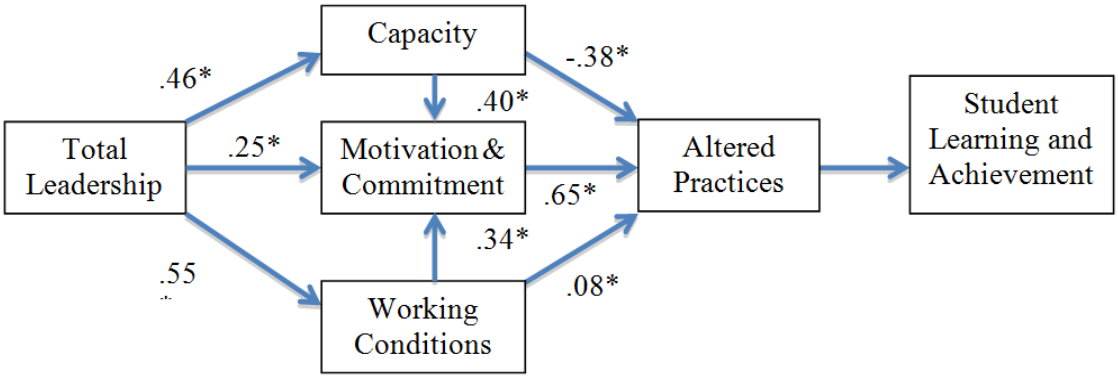



*Figure 5.* Total Leadership Effects on Teachers & Pupils (Leithwood et al., 2008, p. 34).

Therefore, it can be surmised that a widely distributed leadership structure has a greater influence on developing the professional teaching capacity of teachers. Additionally, in the context of distributed leadership exercised within schools, Leithwood et al. (2008) claimed that certain patterns of distribution are more effective than others. The correlation identified above between distributed teacher leadership and increasing teacher's capacity, as well as the recognition that not all distributed leadership structures are equally effective, is supported within mainstream literature. The literature highlights the positive effects that team leadership and capacity building have on development of professional teaching capital (Day, Gronn, Salas, 2004; Hargraves et al., 2012; Northouse, 2013; Spillane, Halverson, & Diamond, 2001). The identification of this positive correlation between a distributed leadership structure and improved teacher capacity in the areas of instruction is significant, as the Breakthrough Coaching Framework presented below, is an organizational management model that strongly

reflects tenants of a team or shared/distributed leadership theory as presented by Northouse (2013, p. 289).

**Qualities of Effective Principals**

Within the recent popular work of Stronge et al., (2008), the authors organized past and present research on school leadership into a conceptual framework of eight qualities that outline essential elements of effective school leadership. These eight qualities include; instructional leadership, school climate, human resource administration, teacher evaluation, organizational management, communication and community relations, professionalism, and the principal's role in student achievement.

Further, Stronge et al., (2008) present definitions of instructional leadership as summarized by current research. Although, they do not provide a formal instructional leadership theory or model, the authors provide a review of essential instructional leadership practices as presented in the research. Similar to other authors on instructional leadership (Leithwood et al., 2004; Blasé & Blasé, 1999; Hallinger et al., 1996; Hallinger & Heck, 1996), Sronge et al. (2008) suggest the foundational elements of effective instructional leadership as: (a) building and sustaining a school vision, (b) sharing leadership, (c) leading a learning community, (d) using data to make instructional decisions, (e) and monitoring curriculum and instruction. It is evident that the elements detailed by Stronge et al., (2008) support the instructional leadership model developed by Hallinger & Murphy (1985, 1987).

**Professional Standards for Educational Leaders**

The instructional leadership constructs and definitions presented in the literature above are not only widely accepted by scholars, but they are also evident in both past and

current policy development of legislators. This is apparent in the development of the former ISSLC standards, which evolved into the Professional Standards for Educational Leaders (PSEL). The Professional Standards for Educational Leaders in 2015 were adapted from the previous ISLLC Standards in 1996 and 2007 to support school leaders in balancing the dual roles of instructional leadership and operational management (Association for Supervision and Curriculum, 2015). According to literature produced by the National Policy Board for Educational Administration (2015), rationale for the development of PSEL was to support school leaders to effectively meet the constantly transforming challenges and demands of the modern school environment, as well as to meet the increasingly high expectations on schools to improve student learning and achievement (National Policy Board for Educational Administration, 2015). Table 2 provides an overview of the evolution of the ISLLC Standards from 1996 and 2007. It also shows the development of the ISLLC Standards into the Professional Standards for Educational Leaders in 2015.

Table 2. *Comparison of ISLLC Standards and Professional Standards for Educational Leaders.*

| **ISLLC Standards for School Leaders (1996)** | **ISLLC Standards for School Leaders (2007)** | **Professional Standards for Educational Leaders (2015)** |
|---|---|---|
| Vision and Mission | Vision and Mission | Mission, Vision and Core Values |
| School Culture, Instructional Program, Professional Growth | Instruction, Learning, Culture, Professional Learning | Curriculum, Instruction, and Assessment |
| | | Professional Capacity of School Personnel |
| | | Professional Community for Teachers and Staff |
| Management of Organization and Operations | Operations & Management | Operations and Management |
| Collaborating with Families and Community Members | Engaging with Faculty and Community | Meaningful Engagement of Families and Community |
| Integrity, fairness and ethics | Ethical Principals and Professional Norms | Ethics and Professional Norms |
| Responding to political, social, economic and cultural context. | Responding to the Education Context | Equity and Cultural Responsiveness |
| | | Community of Care and Support for Students |
| | | School Improvement |

Revision and redevelopment of the former ISSLC Standards and the current Professional Standards for Educational Leaders required empirical research on all facets of school leadership including instructional leadership literature. Additionally, the revisions included input from more the 1000 school leaders across 45 states (Council of Chief State School Officers, 1996, 2008; National Policy Board for Educational Administration, 2015). As such, it is no surprise to find that the former ISLLC standards and current Professional Standards for Educational Leaders have a strong correlation with many of the conceptual frameworks presented in instructional leadership literature over the past 35 years. This strong correlation was further influenced by Jospeh A. Murphy's dual role as researcher and founding Chair for ISSLC. Consequently, the original works of Hallinger and Murphy (1985, 1987) continue to serve as foundational elements for instructional leadership within the PESL standards. Although educational leadership research and practices have evolved significantly over the past thee decades with an emphasis on improving student learning through school leadership, the foundational tenants of instructional leadership continue to be anchored to the early work of Bossert et al. (1982), Hallinger (1981, 1983), Hallinger & Murphy (1985), Leithwood and Montgomery (1982), and Murphy et al. (1983).

**Confluence of Defined Instructional Leadership Theories**

In reviewing the literature discussion on the definition and evolution of instruction leadership, a confluence of frameworks begins to emerge. First of all, the literature consistently draws the conclusion that principal leadership plays a significant role in the quality of the school organization and on student learning (Leithwood et al., 2008).

Secondly, the conceptual frameworks presented in the literature above portrays a fundamental correlation between strong instructional leadership practices and improvements in teaching, learning, and overall school effectiveness (Hallinger, 2011; Leithwood et al., 2008; Murphy et al., 1983; Strong et al, 2008).

Finally, in reviewing the evolution of literature on instructional leadership over the past 35 years, it is important to note that there is consistent crossover found between the theoretical frameworks presented above and Hallinger & Murphy's (1985) Dimensions of Instructional Management. Table 3 provides a pictorial representation of where the instructional leadership frameworks align with the initial constructs defined by Halligner and Murphy (1985, 1987).

Table # 3. *Comparison of Instructional Leadership Frameworks from 1982 - 2015*

| **Hallinger & Murphy' s Dimensions of Instructional Management** (1985, 1987) | **Defines School Mission** | | **Manages Instructional Program** | | | **Promotes School Climate** | | | | | | **Additional Elements** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Framing School Goals | Communicating school goals | Supervising and evaluating instruction | Coordinating Curriculum | Monitoring Student Progress | Protecting Instructional Time | Promoting Professional Development | Maintaining high visibility | Providing incentives for teachers | Enforcing academic standards | Providing incentives for students | |
| **Framework for Instructional Management** Bossert et al (1982) | | | Instructional Organization<br><br>Principal Management Behavior | | | School Climate<br><br>Principal Management Behavior | | | | | | Personal, District & External Characteristics |
| **Instructional Leadership: A Conceptual Framework** Murphy et al., (1983) | F1 | | F9 | F6<br>F7 | F4 | F5 | F8 | | | F2<br>F3 | | F10 Creating a productive work environment |
| **Seven Claims about Successful School Leadership** Leithwood et al (2008) | C2<br>C3 | C2<br>C3 | | C2<br>C3 | C2<br>C3 | | C2<br>C4<br>C3 | | C4 | | | C4 Influence staff motivation, commitment & working conditions.<br>C5, C6 & C7 Distributive & Collaborative Leadership |
| **Qualities of Effective Principals** Stronge et al., (2008) | * | * | * | * | * | | * | * | | | | Shared Leadership<br><br>Use of Data to make decisions |
| **ISSLC Standards** (1996) | S1<br>S4<br>S6 | S1<br>S4<br>S6 | S2 | S1<br>S2<br>S3 | S1<br>S2 | S3 | S2 | S1<br>S4 | S2 | S2 | S2 | S5 integrity, fairness and ethics. |
| **Professional Standards for Educational Leaders** (2015) | P1<br>P10 | P1<br>P8<br>P10 | P6<br>P10 | P4 | P4<br>P2<br>P5<br>P7 | P9 | P6<br>P7 | P8 | P7 | P4<br>P10 | P5 | P2 Ethics & Professional Norms<br>P3 Equity & Cultural Responsiveness<br>P9 Operations & Management |

Consequently, one can conclude that the literature presented on instructional leadership over the past 35 years strongly affirms and supports the ongoing validity of the dimensions of instructional leadership (Hallinger and Murphy, 1985), as well as the use of Hallinger's Principal Instructional Management Rating Scale (Hallinger, 1983; Hallinger & Murphy, 1985, 1987). The researcher synthesized the literature to adopt a single definition for instructional leadership for the purpose of this study. Instructional leadership can be broadly defined as the "logic" as well as the direct and indirect actions that principals utilize within a distributed leadership structure, to define the school mission, influence curriculum, manage the instructional program, promote a positive learning climate, and most importantly, to grow teacher capacity in advancing instructional practices for the purpose of improving student learning and achievement (Day, Gronn, Salas, 2004; Bossert et al., 1982; Glickman, 1985; Hallinger & Murphy, 1985, 1987; Hargraves et al., 2012; Leithwood et al., 2008; Northouse, 2013; Smith & Andrews, 1989; Spillane, Halverson, & Diamond, 2001; Rigby, 2014).

## Barriers to Instructional Leadership

Over the course of the past 35 years, principals have been challenged in numerous ways while attempting to provide effective and consistent instructional leadership practices in their schools. In examining instructional leadership literature, Hallinger (2012) organized the barriers that inhibit principals from exercising effective instructional leadership into four main categories. These categories include a lack of expertise in curriculum and instruction, professional norms, system or district expectations, and role diversity (Hallinger, 2012; Hallinger & Murphy, 1987). Additionally, Hallinger and Murphy (1987) indicated that these "four barriers to instructional leadership are further

complicated by a fifth obstacle: the lack of definition of the role" (Hallinger & Murphy, 1987, p. 54) when defining what constitutes instructional leadership.

**Lack of Expertise in Curriculum and Instruction**

Typically, most principal preparation programs have a strong focus on developing leadership capacity of potential administrators. These programs generally provide minimal focus on in depth development in the broad curriculum for which they are responsible. Further, principals are not prepared for instructional practices required to deliver this curriculum (Hallinger, 2012). This notion is not new. Early literature indicates that "one important reason for the lack of instructional leadership activity on the part of many principals is their lack of strong knowledge base about instruction and the curriculum" (Murphy et al., 1983, p. 141). Additionally, Murphy et al. (1983) note that it should not be assumed that principals have the capacity to analyze teaching, coordinate curriculum, and improve instruction just because they were once teachers themselves. Essentially, the literature indicates that many principals simply lack the experience and expertise required to lead in the areas of curriculum development and improvement in instructional practices.

**Professional Norms**

Unfortunately, there is a long-standing tradition in education of teachers working isolated and independent from one another. This isolationism has established a deep-rooted professional norm that reinforces the ideology that decisions regarding classroom functions, curriculum, and instructional practices are the sole domain of the individual teacher (Hallinger, 2012; Hallinger & Murphy 1987). This is further complicated by the fact that most individuals are naturally resistant to the change processes (Wagner &

Keagan, 2006). This natural resistance coupled with a deep-rooted norm of isolationism reinforces strong territorial boundaries between the role of the principal and the role of the teacher (Hallinger, 1987). Consequently, these tendencies present challenges for a principal to influence change and acceptance required to improve and implement new instructional practices.

**System Expectations and Role Diversity**

The management role of the principal is extremely complex and influenced by the interrelationship of numerous internal and external factors. These factors include the district as an instructional organization, school climate, individual principal management behaviors, and the wider community context (Bossert et al., 1985). Due to the complexity involved in leading a school, "most districts place a higher priority on managerial efficiency and political stability then on instructional matters" (Hallinger, 2012, p. 54; Hallinger & Murphy, 1987, p. 56). This is compounded by the general expectations from parents, students, and staff that a principal manages the school's day-to-day operations effectively and smoothly. In addition, these same parents, students, school staff, and district staff hold widely varying expectations of the principal's role (Hallinger, 1987). Working under the constant pressure of these competing expectations, principals' days are often filled with continual interruptions while managing one crisis after another with little to no time to reflect on crucial issues such as improving teaching and learning (Marshall, 2003).

When reflecting on the multifaceted roles and expectations required of a school principal, the reality is that the day-to-day operational management activities receive the greatest emphasis and priority (Hallinger, 2012; Hallinger & Murphy, 1987). These

internal management expectations are further complicated by any senior leadership priorities and expectations within a school division, which, in turn, may have an affect on the principal's day-to-day practices and behaviors (Hallinger, 1982; Hallinger & Murphy 1985). Consequently, a principal spends most of the day managing these competing internal and external expectations with little time and/or energy to focus on instructional leadership issues (Hallinger & Murphy 1987; Marshall, 2003).

**Additional Barriers Identified in Literature**

Murphy et al. (1983) provides significant insight into additional barriers that exist in the development of effective instructional leadership practices for school leaders.

> "There are reasons why principals have traditionally played such a small role in instructional maters in the school. These include the lack of clear goals, a nebulous technology, professionalism, problems with outcome measurement, the lack of continuity of policy and rapidly and unpredictably shifting environments" (Murphy, et al, 1983, p.138).

These instructional leadership barriers still exist: lack of clarity about effective leadership practices, lack of theoretical models, lack of policy and differences between principal and teacher perceptions continue to present barriers in the development and practice of effective instructional leadership (Hallinger, 2011). The lack of clarity of effective and ineffective instructional management activities reduces the amount of time principals are willing to spend on developing their instructional management practices (Hallinger & Murphy, 1985). Additionally, there is an expectation for the identification of priority practices regarding effective instructional leadership. However, as identified early on in leadership literature, the effect of leadership consists of both direct and

indirect behaviors of principals (Dwyer, Lee, Rowan & Bossert, 1983). Furthermore, it has been identified that "instructional management may consist of routine behaviors that may be unremarkable in and of themselves but that have a cumulative effect on the school's educational program" (Murphy & Hallinger, 1985, p. 237). As such, according to the literature, a clearly defined set of effective instructional leadership practices does not exist.

Perceptional difference that exist between principals and teacher further complicate the development of a concrete definition for instructional leadership. Hallinger (2011) noted the following limitation in using the any instrument attempting for determining the quality of instructional leadership practices.

> "Researchers consistently report significant differences between teacher and principal perceptions of the principal's instructional leadership. Moreover, principal self-report scores tend to be substantially higher than those obtained from teachers" (Hallinger, 2011, p. 277).

Again, the day-to-day operational management activities receive the greatest emphasis and priority regarding the role of the principal (Hallinger, 2012; Hallinger & Murphy, 1987). Accordingly, policy development for instructional leadership remaines limited. However, as summarized in the effective schools and educational leadership literature, the instructional leadership role has become globally accepted as an expectation of the principalship (Hallinger, 2012). It is within this context that researchers and policy makers identified the need for policy and standards for the role of school leaders. To address this challenge, the Interstate School Leaders Licensure Consortium, a program of The Council of Chief State School Officers, converged in 1994

to develop a model of standards for school leaders. The development of the initial ISLLC Standards (1996) serves as an original national policy document to guide effective educational leadership practices. Although the ISLLC standards were updated in 2008 and evolved into the Professional Standards for Educational Leaders in 2015, policy development regarding the role of principal as instructional leader is still relatively young and requires ongoing development.

**Measuring Instructional Leadership: PIMRS**

In order to assess a principal's capacity to provide instructional leadership, there must be an instrument that can measure such a capacity with reliability and validity. However, when reviewing the literature, relatively few measurement tools have been developed for the purpose of measuring instructional leadership activities of principals. Over the course of the last three decades, the most prominent instrument utilized for assessing instructional leadership is the Principal Instructional Management Rating Scale (PIMRS) (Hallinger, 1982). Dr. Phillip Hallinger developed the PIMRS in cooperation with the Milpitas Unified School District. The PIMRS is a questionnaire composed of a behaviorally anchored rating scale, designed to assess principal instructional leadership behavior (Hallinger, 1983; Hallinger & Murphy, 1985, 1987). The foundation and structure of the PIMRS is grounded in the three dimensions established within the theoretical framework previously introduced as the Dimensions of Instructional Management (Hallinger, 1981, 1983, 2011; Hallinger & Murphy, 1985; Hallinger, Wang, & Chen, 2013). As such, PIMRS was specifically designed to measure the instructional leadership elements defined within this construct. These elements include the instructional management policies, practices, and behaviors of principals (Hallinger,

2012). Figure 6 provides a visual representation of the theoretical framework established for the Principal Instructional Management Rating Scale.

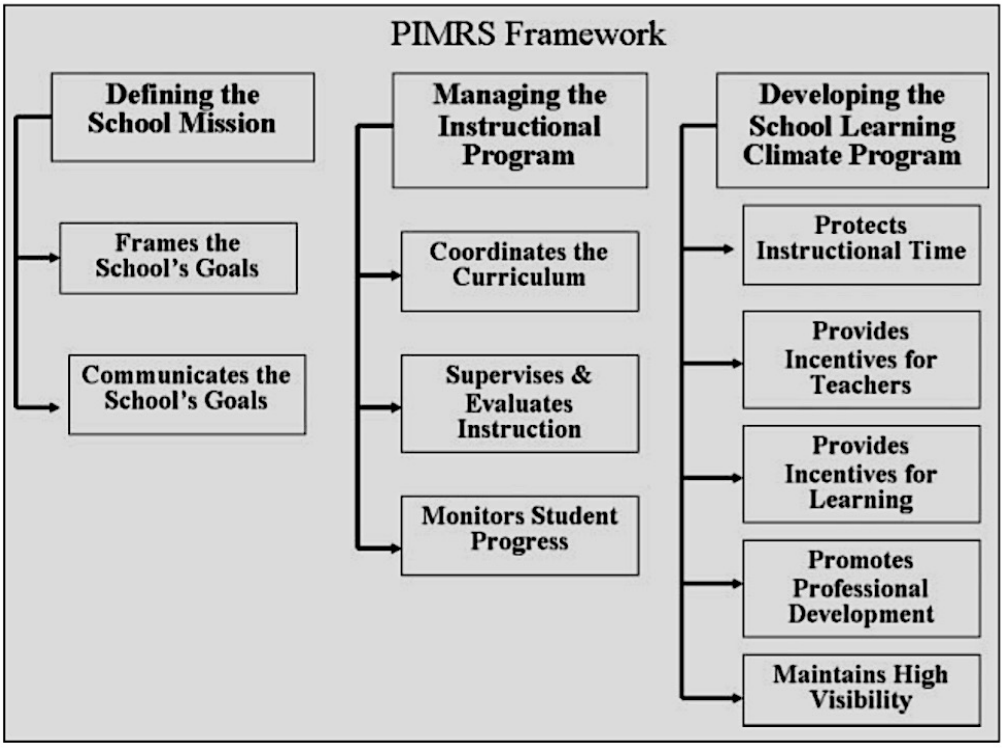



*Figure 6*. PIMRS Theoretical Framework (Hallinger, 2011, p. 275; 2012, p. 52).

The current PIMRS instrument consists of three parallel respondent forms: a principal form, a teacher form, and a senior administration form. The instrument can be administered by principals as a self-assessment or be provided to teachers and supervisors as an external assessment. All three forms are composed of the same 10 subscales and 50 items. Each item is scaled on a Likert-type scale ranging from almost never to almost always. For each item, the respondent assesses the frequency of a specific jo practice behavior performed by the principal. The 10 subscales measured in the instrument are framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting

instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning (Hallinger, 2011, 2012; Hallinger & Murphy 1985, 1987).

The instrument is scored by calculating the mean within each of the 10 individual job functions identified in the PIMRS theoretical framework. A higher calculated mean represents active leadership within that function. Principals who score consistently high across the above job functions and dimensions are perceived as being actively engaged in instructional leadership (Hallinger, 1983, 2012; Hallinger & Murphy, 1985, 1987). Although the PIMRS instrument does not measure the quality of principal instructional leadership, it provides a representative sample of essential behaviors associated with principals who are in effective schools (Hallinger & Murphy, 1987).

Hallinger (2012) developed the PIMRS as an assessment tool to be utilized by both researchers and school practitioners for the purpose of measuring the construct of instructional leadership with validity and reliability. It is important to note that the PIMRS instrument has demonstrated excellent validity and reliability as a measurement tool. In its original use, the PIMRS established very high standards of reliability. All 10 sub-scale functions exceeded a Cronbach's alpha rating of more then .80, thus demonstrating a high level of internal consistency and inter-rater reliability within the PIMRS instrument (Hallinger, 2011, 2012). Additionally, over the course of more than 30 years, the PIMRS has been validated as an acceptable measurement for instructional leadership as it has been used over 200 times in 26 different countries for graduate work and scholarly publications (Hallinger, 2013; Hallinger et al., 2013). These publications include a vast array of principal leadership contexts such as school size, school grade

levels, geographic locations, and community demographics. When employed within these contexts, the PIMRS instrument appeared to measure the construct as it was originally conceptualized and displayed strong levels of content, discriminant and construct validity (Hallinger, 2012; Hallinger et al., 2013). Such a wide employment of the PIMRS instrument across multiple contexts of principal leadership suggests the PIMRS has established robust validity in measuring instructional leadership as a construct (Hallinger, 2012). In a recent review of 135 empirical studies that employed the PIMRS, the instrument consistently meets high standards of both reliability and relevance within its current usage (Hallinger et al., 2013). In this review, the researchers conducted a meta-analysis of 2,508 principals by examining current reliability measures across the three dimensions outlined in the theoretical framework. Hallinger et al. (2013) note that "the whole scale alpha reliability was .96. Reliability measures for the three dimensions were .88 for Defines School Mission, .91 for Manages the Instructional Program, and .93 for Develops a positive School Learning Climate" (p. 289).

Hallinger (2011, 2012) and Hallinger et al. (2013), state that these findings demonstrate that the PIMRS has moderately high to very high reliability. The instrument also produces consistent data that meets or exceeds acceptable standards for research. This evidence clearly demonstrates that the PIMRS has ongoing future relevance for research within the instructional leadership construct. Within this context, Hallinger and colleagues established that PIMRS continues to be a popular instrument among scholars. Additionally, empirical evidence supports its validity for continued research (Hallinger, 2012; Hallinger & Heck, 1996; Hallinger et al., 2013). Consequently, it is reasonable to conclude that the PIMRS is a reliable and valid instrument, which continues to be

proficient and relevant in measuring the instructional leadership behaviors of school principals.

Summarizing their research on principal leadership, Hallinger and Murphy (1987) asserted that the principals are unlikely to develop into strong educational leaders unless three key areas are confronted. The three key areas are: (a) the reduction of barriers that obstruct principals from performing the functions of instructional leadership, (b) defining instructional leadership in terms of observable and measurable behaviors, and (c) implementing an assessment method that can provide reliable and valid measurement of instructional leadership behaviors. Within the literature presented, the researcher asserts that the work of Hallinger and Murphy has successfully addressed these key areas. First of all, they provide a clear definition for instructional leadership and identification of the fundamental barriers that obstruct a principals' practice of instructional leadership. Secondly, ongoing research and policy development in the area of instructional leadership has demonstrated consistent reliability and validity of the authors' theoretical framework for instructional leadership and PIMRS assessment instrument (Hallinger et al., 2013). Finally, Hallinger and Murphy's (1985, 1987) instructional leadership definition of conceptual framework and PIMRS assessment instruction has withstood the test of time over the course of three decades and still proves to be relevant in research today (Hallinger et al., 2013).

**Overcoming Barriers: Breakthrough Coaching**

A number of barriers limit a principal's capacity to provide effective instructional leadership. These barriers include limited knowledge of curriculum and instruction, complex systems, district expectations, role diversity, inadequate time, and lack of clarity

and/or theoretical models for instructional leadership. More than half of these barriers including complex systems, district expectations, inadequate time, and role diversity are directly related to challenges imposed by systems and structures of organizational management. The high demands imposed by required organizational management directly limit a principal's ability to authentically focus on effective instructional leadership practices. Consequently, principals struggle with adequately balancing managerial and leadership responsibilities. This dilemma is not new to the principalship; early literature indicates that in order for "instructional leadership activities to become an essential aspect of principal's jobs, a major change in school operations will be required, both for principals and for teachers" (Murphy et al., 1983, p. 144). In response to the need of reorganizing operations, The Breakthrough Coaching Framework was introduced to school leaders to counterbalance the competing demands of organizational management and instructional leadership.

"Breakthrough Coaching" is an organizational management model developed by Malachi Pancoast in the late 1990s. As an organizational model, Breakthrough Coaching is designed to transfer the majority of a principals' technical management duties to front office personnel so that principals can spend the majority of their time leading in classrooms and creating sustainable, school wide improvement (Pancoast, 2016). The management model for Breakthrough Coaching is developed around the following seven principles which are implemented by the school principal and his or her secretary: (a) clean out and reorganize the structure of the office, (b) redefine your secretary's role, (c) delegate your calendar to your secretary, (e) your secretary handles all administrative items such as mail and paperwork, (f) your secretary holds a 20-minute meeting with you

every day, (g) become superfluous to the operation, (h) recognize this is a process. Table 4 provides a pictorial overview of these seven principles and their related action steps as outlined by Pancoast and recent research (Gravel, 2006; Pancoast, 2016; Strickland, 2012).

Table 4. *Breakthrough Coaching Framework*

| Principles | Action Steps |
|---|---|
| Clean out and reorganize the structure of the office. | Get rid of anything that does not belong in the office of a manager. Your office should be impeccable, like an operating room.<br>Transform your office into a conference room. |
| Redefine your secretary's role. | Treat the secretary role as a high level admin assistant job. The secretary runs the show, you do what you're told. |
| Delegate your calendar to your secretary. | The secretary protects and manages your time. All Phone calls, meetings, appointments get scheduled through your secretary. |
| Your secretary handles all administrative items such as mail and paperwork. | The secretary needs to know more about what's going on than anyone else. The secretary gathers, stores and organizes your paperwork. Your office remains impeccable. |
| Your secretary holds a 20-minute meeting with you every day. | Your secretary reviews the paperwork with you and recommends action. The secretary takes the paper with her when complete. The two of you do this together every day–no matter what. |
| Become superfluous to the operation–do nothing. | Become unneeded–do not play–coaches do not play.<br>Put your attention on developing your people so that you become replaceable. |
| Recognize this is a process. | One year to implement, three years to master. Start with the fundamentals. Keep the heat on, there will be breakdowns–keep practicing. |

(Adapted from Pancoast, 2016)

Smithgall (2014) provides support for several of the Breakthrough Coaching principles and practices. The author affirms the need for school principals to be visibly present and focused on instruction and learning within classrooms. Additionally, it is important to reorganize the office team, redefine the secretary's role, and conduct weekly

office meetings to manage administrative tasks. Successfully performing these tasks will allow time for the principal to be visible and present within classrooms (Smithgall, 2014).

According to Pancoast (2016), principals who practice the Breakthrough Coaching can reduce their workload by 15-20 hours per week and increase their time in classrooms by 500%. Conerly, & Smith (2013) state that "the idea is this: increasing time spent in classrooms equals better teaching and feedback, which equals higher student achievement. It also translates into decreased working hours for often over-scheduled administrators."

Although there is minimal research regarding the effects of Breakthrough Coaching, there is some indication that a principal's practice of Breakthrough Coaching may have a positive impact on job satisfaction, reduce in-office tasks, increase time spent in the classroom, and develop balance between school management and leadership activities (Gravel, 2006; Strickland 2012). Gravel's (2006) study on the effects of Breakthrough Coaching on principal job satisfaction indicated statistically significant differences in the follow areas: (a) number of hours spent working per week, (b) number of hours spent conducting paperwork and (c) number of hours spent in a classroom. Within this study, principals indicated their average work week reduced to 41-50 hours from 51-60 hours. This represents a significant reduction in the number of hours they worked per week from pre to post test ($t=6.45$, $df=138$, $p = < .001$). Data also indicated a significant difference ($t=3.62$, $df=122$, $p = < .001$) in the average number of hours that principals spent doing paperwork. On average a principal's time spent on doing paperwork dropped by 2 to 6 hours per week. Most critically for this study, data displayed a significant increase in the time spent in classrooms. On average data

indicated that principal's spent an additional 3-5 hours (t=-5.21, df, = 132, p = < .001) in classrooms after attending the Breakthrough Coaching workshop (Gravel, 2016). In addition to the quantitative analysis provided, participants had the opportunity to participate in several open-ended questions. Within this data principals indicated the Breakthrough Coaching workshop provided helpful organizational strategies that support an increase in the amount of time spent in classrooms. (Gravel, 2006, p. 67).

Secondly, in Strickland's (2012) qualitative study showed perceptions of principals and teachers regarding how Breakthrough Coaching influences the amount of time principals spend on instructional leadership practices as well as the monitoring and evaluation of curriculum panning (Strickland, 2012). Within the study, Strickland discovered and categorized two themes: system inputs and system outputs. According to Strickland (2012), system inputs refers to the overall leadership characteristics, actions, processes, and practices exhibited by principals who utilize the Breakthrough Coaching. Within the case studies presented by Strickland, the following leadership characteristics were identified as strengths for principals who use Breakthrough Coaching; awareness connecting/relationships building, curriculum and instruction leadership, high expectations, intentional scheduling, leadership capacity development/shared responsibility, monitoring an devaluating, presence/visibility/availability, and systems thinking/organization. Further, Strickland extrapolates culture/climate change and improved student achievement as the system outputs that were positively impacted (Strickland, 2012).

Strickland's findings show that principals and teachers believe that Breakthrough Coaching has a positive impact on system inputs such as specific leadership

characteristics and practices of the principal. Within this context, Strickland (2012) identifies that principals who use Breakthrough Coaching have a deeper understanding and awareness of the inner working of their schools, build stronger relationships with stakeholders, and have an increased influence on teaching and learning practices. It was also identified that principals who use the Breakthrough Coaching develop improved organizational structures and capacity through distributed leadership practices. In turn, the principals have more time to (a) focus on instruction and curriculum development, (b) have coaching conversations with classroom teachers, (c) monitor and evaluate learning expectations, and (d) be highly visible and present within and around their schools. Additionally, Strickland presents that the improvement in system inputs generate a positive correlation in school improvement through culture/climate change within the school and improved student achievement classified as system outputs (Strickland, 2012).

Although limited in scope, the initial research suggests that when principals implement Breakthrough Coaching as a distributed leadership framework, there may be a positive impact on reducing their organizational management duties which provides time for instructional leadership practices for the purpose of improving student achievement. As such, Pancoast's (2016) Breakthrough Coaching management model may empower educational leaders to spend more time in classrooms, work more efficiently, empower staff, create work-life balance, and raise student achievement. Thus, further study into the potential positive and/or negative effects of Breakthrough Coaching is certainly justified.

## Summary

This chapter provided an overview of the literature, theories, models of practice, and current policy regarding instructional leadership over the past 35 years. Although instructional leadership's definition has evolved, the literature validates and supports the foundation established by Bossert et al. (1982), Murphy et al. (1983), Hallinger (1982), and Hallinger & Murphy (1985).

Additionally, as instructional leadership continues to be a critical focus for principals to improve student achievement, a reorganization of management tasks is required to overcome many of the barriers principals face on a day-to-day basis. In response to this need, Breakthrough Coaching is offered as an organizational model to support principals in becoming stronger instructional leaders. Chapter III will provide the research methodology used in this study to determine if the utilization of Breakthrough Coaching increases the capacity of a principal's instructional leadership behaviors.

# CHAPTER III

# METHODOLOGY

## Introduction

Chapter III explains the methodology used by the researcher to explore the implications of Breakthrough Coaching on the instructional leadership practices of K-12 principals. The chapter begins by reviewing the purpose of study, data collection methodology, the overarching question examined by the researcher, and the research questions that guided the research and data collections. Within this chapter, the researcher provides a description of the participants, survey instrument, and the data collection methods. Finally, the chapter concludes with an analysis of the quantitative data collected.

## Purpose of Study

Instructional leadership is identified as a critical function of school principals to positively influence teaching and learning. In most instances, however, instructional leadership practices are jeopardized by the multitude of day-to-day managerial responsibilities facing school principals. Consequently, principals are continually exploring strategies to help them complete their managerial responsibilities while maintaining a critical focus on instructional leadership. This study examines the implications of the Breakthrough Coaching Framework on a school principal's capacity to provide instructional leadership.

## Survey Method

The researcher utilized a quantitative survey methodology to gather information from a population of educational leaders regarding their perceptions of their instructional leadership behaviors. As the researcher was targeting all principals within a specific State, a web-based attitudinal survey instrument was chosen as the most efficient way to gather information from this large target population. Such a methodology is recognized as an appropriate procedure to collect attitudinal information from a targeted population (Creswell, 2014). There were 140 respondents out of 508 who completed the survey. This 140 respondents constitutes an appropriate representative sample of the target population (Creswell, 2014; Warner, 2013). The researcher used the information provided by the respondents to investigate potential correlations between the practice of Breakthrough Coaching and a principal's instructional leadership behaviors.

## Research Question

The overarching examination of this study was to investigate what influence the Breakthrough Coaching has on a principal's capacity to provide instructional leadership. The research questions that are examined within the context of this question are:

1. Research Question 1: What is the difference in instructional leadership behaviors between principals who utilize breakthrough coaching compared to those who do not?
    a) Hypothesis 1: Principals who utilize Breakthrough Coaching as a management framework will have a greater capacity to provide instructional leadership then principals practicing traditional management strategies (Strickland, 2012).

2. Research Question 2: Does school size (small, medium, large) or location (rural vs. urban), have an influence on the practice of Breakthrough Coaching and subsequently have a moderated-effect on a principal's instructional leadership practices?
    a) Hypothesis 2: Larger schools in urban districts may have access to additional administrative resources and/or greater efficiency due to a larger economy of scale from the level of taxation through to program development and delivery. Therefore, it is anticipated that principals working within the context of large urban school districts may have greater efficacy in implementing the Breakthrough Coaching framework, than principals working within smaller rural communities.
3. Research Question 3: Among principals who are utilizing breakthrough coaching, does the implementation fidelity of Breakthrough Coaching predict their instructional leadership practices?
    a) Hypothesis 3: Positive correlations will exist between the level of fidelity of implementation of the Breakthrough Coach Framework and the ability of principals to conduct instructional leadership activities.

**Conceptual Framework for Methodology**

Outlined below is Pitner's (1988) Moderated-Effects Model for instructional leadership. The foundation of a Moderated-Effects model recognizes that an interaction effect takes place between variables (Cresswell, 2012) and that the actual effects and/or outcome on leadership, either positive or negative, may be moderated by other factors

including age, experience, gender, school size, location, and/or an organizational structure (Hallinger, 2011; Hallinger & Heck 1996; Pitner, 1988).

This study operated on the premise that there will be a positive correlation on a principals' capacity to provide instructional leadership when Breakthrough Coaching interacts with Hallinger's (1985) Dimensions of Instructional Leadership. Essentially, it is anticipated that the principals who implement Breakthrough Coaching will have an increased capacity to provide instructional leadership resulting in school wide improvement in teaching practices and student achievement. Therefore, the research model employed in this study is a moderated-effects model as presented by Pitner (1988). The premise of this model suggests that administrator behaviors are moderated and consequently affected by the presence of a third variable (Pitner, 1988). Within the context of this study, it is assumed that the presence of the Breakthrough Coaching management model changes the organizational/management conditions of the organization which consequently has a moderating effect on a principal's instructional leadership behaviors. Figure 7 depicts the anticipated results between the Breakthrough Coaching Framework and instructional leadership as a moderated-effects model (Pitner, 1988).

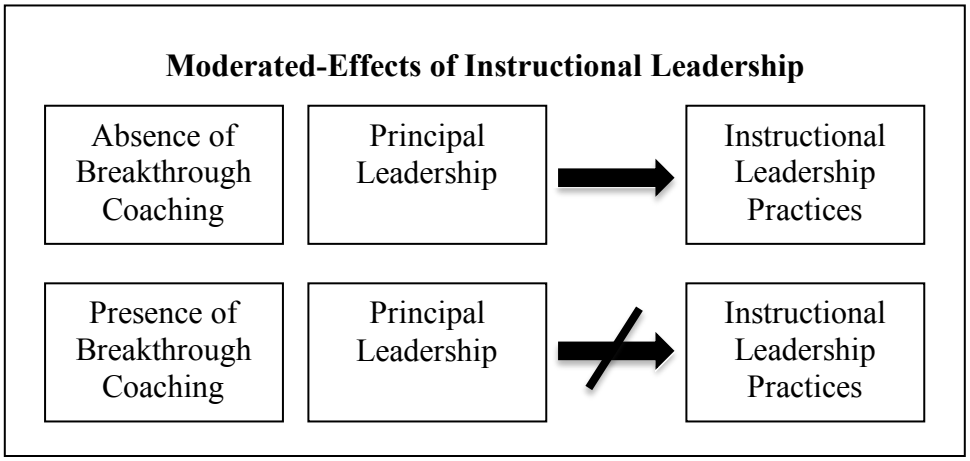



*Figure 7*. Moderated-Effects Model of Instructional Leadership. Note: Adapted from (Pitner, 1988, p. 105-108).

## Variables

### Independent Variable

The implementation of Breakthrough Coaching as an organizational management structure, as well as the degree of fidelity in implementing this structure represent independent moderating variables.

### Dependent Variable

In this study, the theoretical framework for Instructional Leadership, known as Dimensions of Instructional Management, serves as the dependent variable being investigated. The dependent variables are represented by the actual recorded instructional management behaviors of school principals. These instructional management behaviors were recorded through the administration of the Principal Instructional Management Rating Scale.

### Interaction Effect

The researcher hypothesizes that when the Breakthrough Coaching is implemented with a high degree of fidelity, there will be a positive correlational effect on

the instructional leadership behaviors of principals. By employing a *Moderated-Effects Model* as the conceptual framework for the study below, the researcher is able to explore the interaction effect of Breakthrough Coaching on a principals' capacity to provide instructional leadership. Within this context, the researcher satisfies the recommendations of previous researchers, which have called for an exploration of how moderating variables, such as organizational structure effect instructional leadership (Hallinger, 2011; Hallinger & Heck, 1996; Murphy et al., 1983). Thus, by utilizing the *Moderated-Effects* model the researcher has the potential to provide research in an area of the instructional leadership construct, where a gap currently exists within the literature.

**Participants**

Participants in this study represent principals and vice principals in an upper Midwest State of the United States. Prior to initiating the study the researcher identified that there were principals already practicing Breakthrough Coaching within the research area. The researcher was provided a listserv of 508 active principals and vice principals by the states Department of Public Instruction. Using this listserv the researcher sent the survey instrument to the identified population of principals and vice principals. The researcher anticipated 152 participants or approximately a 30% response rate. However, of the 508 potential participants 140 principals and vice principals responded to the survey, representing a sample size of approximately 27%. Additionally, it is important to note that the study sample represented principals and vice principals who lead small, medium and large schools, who serve in urban and rural areas, and who have varying years of experience.

When conducting a quantitative study the researcher must consider how they determine if the response rate for their study represents an appropriate sample size. Bartlett II, Kortlik, & Higgens (2001) developed a sample size formula and table to help researchers determine appropriate minimum sample sizes for both continuous and categorical data. Assuming a margin of error .03 the minimum sample size appropriate for a population of 500 potential participants with an alpha of .05 = 96, and an alpha of .01 = 147. Although, the expected response rate fell short by approximately 1.5%, the 140 respondents represent an appropriate sample size of the population being studied. Consequently, it reasonable for the researcher to conclude, that the information gathered from the 140 respondents, is a generalized representation of the population, within the limits of random error (Bartlett II, Kortlik, & Higgens, 2001).

**Procedures for Data Collection**

To recruit participants the researcher contacted the Department of Public Instruction in an upper Midwest State of the United States to gain access to the public listserv of active school principals and vice principals. Upon the identification of principals and vice principals within the specified region, the researcher communicated with each potential participant via an e-mail invitation to participate in the research. An initial e-mail was sent to 508 principals and vice principals on December 6, 2016, explaining the topic being studied and inviting subjects to participate in the research. A Qualtrics survey was embedded into the email to direct participants to the anonymous survey. The structure of the survey resembled a Likert-type (1932) scale ranging from levels of disagreement to agreement. The survey was left open for a window of two weeks. At the end the two-week window the researcher reviewed the number of

respondents and determined a follow up e-mail would be sent to encourage subject participation. The follow up e-mail was resent to all 508 principals and vice principals on December 20, 2016 in which the survey window remained open for an additional two weeks. In order to encourage participation and increase response rate, the researcher indicated he would share results of the study with participating schools and school districts. Additionally, as an additional incentive to encourage participation, participants who complete the survey were entered in a draw for five $100.00 Amazon gift cards.

## Description of Instrument

The survey instrument used in the study is structured into three parts and collects information on Demographics, the Principal Instructional Management Rating Scale (PIMRS), and Fidelity of implementation of Breakthrough Coaching. To protect participant confidentiality, the survey instrument was coded in Qualtrics and did not contain any personal identifiers.

### Part I: Demographics

Part I of the survey collected demographic information including gender, position, years of experience, general school information, student population and two questions on Breakthrough Coaching. The demographic questions can be found in Table B1 of Appendix B.

### Part II: Instructional Leadership, The Principal Instructional Management Rating Scale

For Part II of the survey the researcher used Dr. Hallinger's Principal Instructional Management Rating Scale (PIMRS) to measure instructional leadership behaviors. The researcher gained permission from Dr. Hallinger to use the PIMRS, with

the following conditions. All questions on the PIMRS are included in the research and the researcher must share the results of the study. As such, the researcher used the Principal Instructional Management Rating Scale: Principal Form 2.1 as developed by Dr. Phillip Hallinger.

In the literature instructional leadership includes the organizational strategies that principals utilize to; facilitate teacher's learning, cultivate professional environments embedded with values of collegiality and collaboration, enhance the professional practice of teaching, influence curriculum, and improve student achievement (Bambrick, 2012; Hoerr, 2007; Horng & Loeb 2010; Rigby, 2014). For the purpose of this study Instructional leadership is further defined as the "logic" and the direct and indirect actions, that principals utilize to define the school mission, influence curriculum, managing the instructional program, promoting a positive learning climate, advance teaching practices, and improve student achievement (Bossert et al., 1982; Glickman, 1985; Hallinger & Murphy, 1985, 1987; Smith & Andrews, 1989; Rigby, 2014).

To measure their level of engagement in instructional leadership behaviors, participants completed the PIMRS Principal Form 2.1. The PIMRS is composed of 10 construct areas and 50 questions designed to measure instructional leadership practices, such as; framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, facilitating teacher learning, and providing incentives for learning. Participants were asked to rate their level of involvement in instructional leadership behaviors on a 5-

pont Likert scale anchored from (1) Almost Never to (5) Almost Always. The PIMRS questionnaire is found in table B2 of Appendix B.

**Reliability and Validity of PIMRS**

To measure instructional leadership behaviors the researcher utilized the Principal Instructional Management Rating Scale, as developed by Dr. Hallinger. It is therefore important to address the reliability and validity of this instrument. As defined in literature, reliability exists when the scores within a construct remain stable and consistent throughout multiple uses of the same instrument (Creswell, 2014; Warner, 2013). Validity refers to whether a measurement actually measures what it intended to measure (Twycross & Shields, 2004a, 2004b; Warner, 2013). The survey used in this study is a self-reporting questionnaire designed to measure the instructional leadership activities of principals. As outlined in the literature review above the PIMRS instrument has demonstrated moderately high to very high reliability. Additionally, in the past 30 years researchers using the PIMRS instrument have produced consistent data that either meets or exceeds acceptable standards for a measurement tool (Hallinger, 2011, 2012; Hallinger, 2013).

**Part III: Implementation Fidelity of Breakthrough Coaching**

In Part III of the survey the researcher measured the degree of fidelity to which participants were currently implementing Breakthrough Coaching. Within literature, fidelity has been defined as "the extent to which delivery of an intervention adheres to the protocol or program model originally developed" (Mobray, Holter, Teague, & Bybee, 2003, p. 315). Essentially, when measuring the fidelity of the implementation of a new model, program, process or strategy, social researchers are specifically interested in

measuring how strictly the implementing parties adhere to the original intent of the model and implementation process (Mowbray, Holter, Teague, & Bybee, 2003).

This section of the survey consists of four constructs and 24 behavioral statements that describe principal job practices and behaviors as they relate to Breakthrough Coaching. The researcher designed the fidelity section of the survey in consultation with Jill Pancoast (Vice President of The Breakthrough Coach) and Dr. Terry Brenner (Grand Forks Public Schools District Director of Curriculum, Instruction, Assessment & Professional Development), to investigate the degree of implementation fidelity among principals and vice principals currently practicing Breakthrough Coaching. To determine valid measures of fidelity the researcher approached Jill Pancoast Vice President of The Breakthrough Coach in September of 2016. At that time Ms. Pancoast agreed to support the development of a fidelity survey for Breakthrough Coaching. Through two phone conversations and several e-mails between September 15, 2016 and October 3, 2016 the researcher reviewed the structures of the Breakthrough Coach management model and developed the four constructs and 24 behavioral questions found in the survey in collaboration with Ms. Pancoast.

In an effort to promote further validity in the development of the constructs, the researcher recruited Dr. Terry Brenner, Director of Curriculum, Instruction, Assessment, & Professional Development for the Grand Forks Public School District. Dr. Brenner was recruited due to his recent experience in overseeing the district wide implementation of Breakthrough Coaching within his school district. The researcher communicated with Dr. Brenner through two phone conversations and several e-mails between September 15, 2016 and October 3, 2016, during which Dr. Brenner gave his professional and

experiential opinion into the development of the fidelity constructs. As such, Dr. Brenner served as an external set of eyes on the development of appropriate fidelity measures for the implementation of Breakthrough Coaching.

The researcher's rationale for creating measures of fidelity was to investigate how strictly principals who have implemented Breakthrough Coaching adhere to the intended structures and process outlined in the Breakthrough Coach model. The purpose of this measure is to determine if fidelity in implementing Breakthrough Coaching predicts a principal's capacity to provide instructional leadership. The survey questions related to fidelity can be found in Table B3 of Appendix B.

**Pilot Study for Implementation Fidelity of Breakthrough Coaching**

After developing the fidelity section of the survey instrument, the researcher conducted a pilot study prior to research, to check for internal consistency and reliability of the constructs. In the development phase of the survey instrument, the researcher identified Lindsey Unified School District as a potential small-scale pilot site, as the school district had recently implemented The Breakthrough Coach management model. As such, a small-scale pilot study was conducted with Lindsey Unified School District in Lindsey, California in November of 2016. The researcher obtained permission from Tom Rooney (Lindsey Unified School District Superintendent) on November 8, 2016 for Lindsey Unified principals to participate in the pilot.

**Pilot Study Participants & Demographics**

On November 8, 2016 the researcher sent an e-mail to the 8 principals who work in Lindsey Unified School District, inviting them to participate in the pilot. Of the eight principals contacted 6 subjects participated in the pilot. The demographics of the subjects

included 2 male principals and 4 female principals with an experience level ranging from 2 – 15+ years in experience as a school principal. Four of the principals served in rural areas and 2 served in urban areas. Five principals served a school population of between 301 and 500 students and one principals served a school population above 500 students. Additionally, five of the six subjects indicated they were trained in and currently using The Breakthrough Coach Framework.

**Reliability of Pilot Instrument**

Reliability exists when the scores within a construct remain stable and consistent throughout multiple uses of the same instrument (Creswell, 2014; Warner, 2013). When measuring reliability each measured construct should display a high level of internal consistency, with a Cornbach alpha between .80 and .95. To check for reliability, the researcher assessed the internal consistency of the pilot instrument by running a Cronbach alpha and a subscale correlation on each of the individual constructs: restructuring of office, redefine the secretaries role, daily breakthrough coach meeting, and coaching and developing. Table 5 indicates the Alpha scores for each of the four constructs have a high degree of internal reliability.

Additionally, the researcher ran a Pearson's r correlation measured at a significance level of .01 (2-tailed) to indicate the level of conceptual and statistical independence within each of the subscale constructs. This test displayed strong inter item correlations between the following constructs; Redefining the secretary's role and the daily breakthrough coach meeting had an r = .954. Redefining the secretary's roles and coaching and developing had an r = .977. The daily breakthrough coach meeting and coaching and developing had an r = .954.

Although, no definitive conclusions can be drawn about the internal consistency of these constructs, due to the samples size, the goal of the pilot study was to identify any potential red flags and/or areas of instability and inconsistency within the designed instrument. In reviewing the data presented in Table 5 the researcher determined the Alpha scores in conjunction with the inter item correlations displayed enough internal cohesiveness to use the survey instrument in further research.

Table 5. *Correlation of Subscale Constructs and Measures of Internal Consistency for Pilot Fidelity Survey*

| Construct Number | Subscale Constructs | Question Numbers | C1. | C2. | C3. | C4. | α |
|---|---|---|---|---|---|---|---|
| C1. | Office Structure | q13.1, q13.2, q13.3, q13.4 | | .644 | .465 | .531 | .955 |
| C2. | Secretaries Role | q14.1, q14.2, q14.3, q14.4, q14.5, q14.6, q14.7, q14.8, q14,9, q14.10, q14.11 | | | .954** | .977** | .980 |
| C3. | Daily Meeting | q15.1, q15.2, q15.3, q15.4, q15.5 | | | | .954** | .952 |
| C4. | Coaching & Developing | q16.1, q16.2, q16.3, q16.4 | | | | | .964 |

**Correlation significant at the .01 level (2-tailed).

**Validity of Pilot Instrument**

Validity refers to whether a measurement actually measures what it intended to measure (Twycross & Shields, 2004a, 2004b; Warner, 2013). The survey used in this section of the study is a self-reporting questionnaire designed to measure the fidelity implementing Breakthrough Coaching. Warner (2013) indicated criterion-oriented and content validity measures are common practices used to assess validity for such measures.

Criterion-oriented validity is a comparative process used to assess the validity of a measurement instrument. Criterion-oriented validity is assessed by examining correlations of scores, between two instruments that measure the same variables (Warner, 2013). Content validity questions if the items of measurement, within a defined area of study, accurately represent the theoretical definition of the construct (Warner, 2013).

In an effort to ensure the survey instrument accurately measured the fidelity of implementing Breakthrough Coaching, the researcher began by examining the structure of The Breakthrough Coach organizational management model. This examination discovered that the Breakthrough Coach model is based upon seven key principals with accompanying action steps. After identifying the foundational principals, the researcher worked directly with Breakthrough Coach Vice-President and trainer Jill Pancoast to design a survey instrument to measure these principles. Finally, the researcher engaged Dr. Brenner from Grand Forks Public Schools, as an external third party with recent experience in the district wide implementation of the Breakthrough Coaching, to review and provide a content validity check into the development of the survey instrument.

The researcher set out to develop a survey instrument to measure a principal's fidelity in implementing Breakthrough Coaching. To check for validity, the content of the questions in each construct was evaluated against the conceptual definitions provided, as recommended in the literature (Warner, 2013). When taking into consideration the processes used to develop fidelity constructs, as well as the strong measures of internal consistency and positive correlations between those constructs, the researcher demonstrates that the fidelity section of the survey displays a reasonable level of validity for use in research.

## Analysis of Data

### Preliminary Analysis

The data were initially collected through an online Qualtrics survey, exported to SPSS and then coded into a data and variable worksheet for analysis. Demographic data were analyzed using simple frequency plots and placed into tabular format to display sample count and mean. Additionally, quantitative data were separated by construct, analyzed in frequency plots, and organized in tabular format to display percentage of agreement, mean and standard deviation. Cronbach alpha reliability tests were run to determine the internal consistency of measurement for each of the constructs. Additionally, a Pearson's r correlation was run between each of the constructs to determine conceptual and statistical construct independence.

***Research Question 1: What is the difference in instructional leadership behaviors between principals who utilize breakthrough coaching compared to those who do not?***

The initial research question in this study investigates the potential difference in a principals' capacity to provide instructional leadership when they utilize Breakthrough Coaching as a management framework compared to the principals who do not. To explore these differences the researcher will run parametric statistics including means, standard deviations, independent samples t-tests between each of the 10 subscale constructs of PIMRS against the independent variable Breakthrough Coaching (yes, no). The purpose of this analysis is to determine if a statistical significant difference exists in instructional leadership practices between principals who use Breakthrough Coaching, represented by (BCY), compared to principals who do not use Breakthrough Coaching, represented by (BCN).

***Research Question 2: Does school size (small, medium, large) or location (rural, urban), have an influence on the practice of Breakthrough Coaching and subsequently have a moderated-effect a principal's instructional leadership activities?***

Research Question 2 investigates if school size and/or location influences the practice of Breakthrough Coaching, and subsequently has a moderated-effect on a principal's capacity to conduct instructional leadership activities. To explore the interaction between school size and/or location on Breakthrough Coaching, as well as potential moderating effects on the instructional leadership practices of principals (PIMRS), the researcher will employ separate two-factor multivariate analyses for both school location (rural vs urban) and school size (small, medium, large). The purpose of conducting this analysis are to determine if school location or school size have a moderating effect on the practice of Breakthrough Coaching and in turn a principal's instructional leadership practices.

***Research Question 3: Among principals who are utilizing breakthrough coaching, does implementation fidelity of Breakthrough Coaching predict their instructional leadership practices?***

The final research question in this study investigates if fidelity of implementing Breakthrough Coaching has any effect on a principals' capacity perform instructional leadership functions. To analyze if fidelity of implementation can predict a principal's ability to provide instructional leadership, a series of multivariate analysis will be conducted between each of the subscale constructs for Breakthrough Coaching Fidelity and the subscale constructs for PIMRS. The purpose of these analyses is to determine if

there is a statistically significant correlation between fidelity of implementing Breakthrough Coaching and a principal's capacity to provide instructional leadership.

## Protection of Human Subjects

This study was approved at the University of North Dakota under proposal number IRB-201606-397. To protect participant confidentiality, the survey instruments were distributed through an anonymous Qualtrics link and did not contain any personal identifiers. Additionally, upon the completion of data collection, all data was coded and uploaded to SPSS for analysis, thus ensuring participant anonymity throughout data collection, analysis and reporting.

## Timeline of Study

In January 2016 the researcher received permission from Dr. Hallinger to use the PIMRS survey instrument as a component for his dissertation research. During September and October 2016 the researcher developed Section III of the survey instrument on fidelity of implementing Breakthrough Coaching. After developing the survey on fidelity the researcher contacted Lindsey Unified School District to conduct a small-scale pilot. The researcher received permission to conduct a pilot study on the fidelity of implementing Breakthrough Coaching from LUSD Superintendent Tom Rooney on November 8, 2016. The researcher proceeded to conduct a small-scale pilot study on the fidelity section of the survey form November 8, 2016 to November 22, 2016.

After analyzing the data from the pilot-study the researcher initialized his research with the full survey instrument (Appendix B). An initial e-mail was sent to potential participants on December 6, 2016 and the survey was left open for a window of two weeks. At the end the initial two-week window the researcher reviewed the number of

respondents and sent follow up e-mail on December 20, 2016 in which the survey window remained open for an additional two weeks. The survey instrument was closed on January 3, 2017. The data was exported from Qualtircs, imported into SPSS, coded and analyzed by the researcher in April of 2017.

## Summary

The study examines and compares the instructional leadership behaviors between principals who use Breakthrough Coaching to principals do not use the Breakthrough Coaching. For principals who have implemented the Breakthrough Coach model, this study further examines if fidelity of implementation has a correlational effect on instructional leadership behaviors.

Chapter III presents the methodology and study design undertaken by the researcher. The chapter begins by outlining the purpose of study, the research questions and survey methodology. To set the stage, the researcher establishes that Pitner's (1988) *Moderated Effects Model of Instructional Leadership* serves as the conceptual framework, to guide the methodology of this study. This is followed by a discussion on the variables, participants, data collection procedures, survey instrument, pilot study, as well as the reliability and validity factors of both the PIMRS instrument and pilot.

The researcher concludes Chapter III by highlighting the data analysis procedures employed in the research, including the use of descriptive statistics, frequency plots, mean, standard deviation, Cronbach alpha, Pearson's r, t-charts, and MANOVAS. The researcher concludes the chapter with a discussion regarding the protection of human subjects and timeline of the study. In Chapter IV the researcher presents the results of the study as summarized in mean, frequency plots, t-charts and MANOVAS. Finally, in

Chapter V the researcher provides a discussion of the findings as they apply to the research questions posed above, followed by conclusions drawn in the research, limitations, implications for practice, and recommendations for further study.

# CHAPTER IV

# PRESENTATION OF FINDINGS

## Purpose of the Study

The purpose of this study was to examine the implications, if any that "Breakthrough Coaching " has on a school principals' capacity to provide instructional leadership. Quantitative measures were used to determine if principals who utilize the Breakthrough Coaching have a greater capacity to provide instructional leadership. Additionally, the researcher investigated if school size or location moderates the affect of Breakthrough Coaching on a principal's abilities to conduct instructional leadership activities. Furthermore, the researcher attempts to measures if a principals' fidelity of implementation of Breakthrough Coaching, has a positive correlation effect on their instructional leadership practices. Chapter IV begins with a review of the selection and description participants and an overview of the participant demographics. This is followed by detailed findings in narrative and graphic form for each research question presented in the study.

## Selection and Description of Participants

The researcher chose to conduct the study in an upper Midwest State of the United States. Prior to initiating the study, the researcher determined that principals throughout different parts of the identified region were currently practicing the Breakthrough Coaching model. Within the region being studied the Department of

Public Instruction provided the researcher with a listserv of all 508 active principals and vice principals. The survey was sent to the entire population of principals and vice principals within the region being studied. Consequently, the 140 participants in this study are a representative sample of approximately 27% of the entire population of principals and vice-principals within an upper Midwest state of the United States. Additionally, it is important to note that the study sample represents principals and vice principals who lead small, medium and large schools, who serve in urban and rural areas, and who have varying years of experience.

**Demographic Information**

The researcher distributed an electronic survey to 508 potential participants who represented a regional population of principals and vice-principals. A total of 140 subjects participated in the survey representing a response rate of 27.5%. Participants responded to demographic questions regarding basic personal information such as gender, position, and years of administrative experience, as well as demographic information about their specific schools including location, population, and grade levels.

Of the 140 participants 60% (84) were male and 40% (56) were female. The current positions held by the subjects were as follows: 80.7 (113) Principals, 10% (14) Assistant Principals, and 9.3% (13) held a dual role of Superintendent/Principal. The number of years of experience among the subjects varied from 1 year of experience to more than 15 years of experience. 8.6 % (12) of the subjects surveyed had 1-year experience, 25.7% (36) had 2-4 years of experience, 27.1 % (38) had 5-9 years of experience, 22.9% (32) had 10-15 years of experience and 15.7% (22) had more than 15 hears of experience. Additionally, subjects were asked to identify their number of years

of service within their specific school. Responses to this question were as follows: 13.6 % (19) responded that they have been a principal and/or vice principal at their school for 1 year. 40.7 % (57) responded they have served at the same school for 2-4 years, 26.4% (37) responded they have served at the same school for 5-9 years, 10.7% (15) responded they have served at the same school for 10-15 years, and 8.6 % (12) responded they have served at the same school for more than 15 years.

Principals were also asked to identify specific demographics about their schools including rural vs. urban location, grade levels taught, and student population. Firstly, when participants were asked to identify the location of their schools 54% (76) indicated they serve schools in rural locations and 45.7% (64) indicated they serve schools in urban areas. For the purpose of this study a rural location was defined as a community population below 2000 people.

Secondly, participants were asked to classify the grade levels taught in their schools by Elementary (K-4), Middle Years (5-8), Elementary & Middle Years (K-8), and Elementary/Middle/High School (K-12). Classifications of the schools that participants were involved in for this study are represented as follows: Elementary: Kindergarten – Grade 4 was represented by 22.9% (32); Middle Years: Grade 5 – Grade 8 was represented by 14.3 % (20); High School: Grade 9 – 12 was represented by 24.3 % (34); Elementary/Middle Years: Kindergarten – Grade 8 was represented by 10% (14); and Elementary/Middle/High School; Kindergarten – Grade 12 was represented by 28.6% (40).

Thirdly, principals specified the following about their school populations. 17.1% (24) specified that their schools had 100 students or less, 43.6% (61) specified that their

schools had between 101 – 300 students, 18.6% (26) specified that their schools had between 301 – 500 students, and 20.7% (29) specified that their schools had 501 or more students.

Finally, at the end of the demographic section of the survey participants were asked the following two questions about experience with the Breakthrough Coaching Framework. Question # 1: Do you use the Breakthrough Coaching Framework? Question # 2: Have you been trained in the Breakthrough Coaching Framework? In response to Question # 1, 23.6% (33) of the participants indicated they use the Breakthrough Coaching Framework and 76.4% (107) indicated they do not use Breakthrough Coaching. Additionally, in response to Question # 2, 28.6% (40) indicated that they had been trained in Breakthrough Coaching and 71.4% (100) indicated they had never been received any training in Breakthrough Coaching.

Table 6 provides detailed demographic data between the following two groups; Group A represents principals who use Breakthrough Coaching and Group B represents principals who do not use Breakthrough Coaching. Of the 33 principals in Group A who indicated they use Breakthrough Coaching 2/3 represent male leaders and 1/3 represent female leaders. 70% (27) of these participants identified as lead principals, 15% (5) identified as assistant principals and .03% (1) identified as a dual role principal. 48% (16) indicated they have been a principal for 5-15 years and 30% (10) indicated they have been a principal for 15 plus years. Further, 52% (11) of these principals have led in the same school for 2-4 years, 36% (11) have led in the same school for 5-9 years, and 15% (5) have led in the same school for 10 plus years.

Table 6. Participant Demographics (n=140).

| Group A Breakthrough Coaching (Yes) | Count | % of N (N = 140) | Group B Breakthrough Coaching (No) | Count | % of N (N = 140) |
|---|---|---|---|---|---|
| **Gender** | | | **Gender** | | |
| Male | 23 | 16.4 | Male | 61 | 43.6 |
| Female | 10 | 7.1 | Female | 46 | 32.9 |
| **Position** | | | **Position** | | |
| Principal | 27 | 19.3 | Principal | 86 | 61.4 |
| Assistant Principal | 5 | 3.6 | Assistant Principal | 9 | 6.4 |
| Dual Role | 1 | 0.7 | Dual Role | 12 | 8.6 |
| **# Years in Current Position** | | | **# Years in Current Position** | | |
| 1 year | 3 | 2.1 | 1 year | 16 | 11.4 |
| 2-4 years | 14 | 10.0 | 2-4 years | 43 | 30.7 |
| 5-9 years | 11 | 7.9 | 5-9 years | 26 | 18.6 |
| 10-15 years | 1 | 0.7 | 10-15 years | 14 | 10.7 |
| 15+ years | 4 | 2.9 | 15+ years | 8 | 5.7 |
| **# of Years as a Principal** | | | **# of Years as a Principal** | | |
| 1 year | 2 | 1.4 | 1 year | 10 | 7.1 |
| 2-4 years | 5 | 3.6 | 2-4 years | 31 | 22.1 |
| 5-9 years | 9 | 6.4 | 5-9 years | 29 | 20.7 |
| 10-15 years | 7 | 5.0 | 10-15 years | 25 | 17.9 |
| 15+ years | 10 | 7.1 | 15+ years | 12 | 8.6 |
| **Location of School** | | | **Location of School** | | |
| Rural | 4 | 2.9 | Rural | 72 | 51.4 |
| Urban | 29 | 20.7 | Urban | 35 | 25 |
| **Grade Levels Taught** | | | **Grade Levels Taught** | | |
| Elementary (K-4) | 14 | 10.0 | Elementary (K-4) | 18 | 12.9 |
| Middle Years (5-8) | 6 | 4.3 | Middle Years (5-8) | 14 | 10.0 |
| High School (9-12) | 11 | 7.9 | High School (9-12) | 23 | 16.4 |
| Elem/Middle (K-8) | 1 | 0.7 | Elem/Middle (K-8) | 13 | 9.3 |
| All Grades (K-12) | 1 | 0.7 | All Grades (K-12) | 39 | 27.9 |
| **Student Population** | | | **Student Population** | | |
| 100 students or less | 2 | 1.4 | 100 students or less | 22 | 15.7 |
| 101 – 300 students | 11 | 7.9 | 101 – 300 students | 50 | 35.7 |
| 301 – 500 students | 7 | 5.0 | 301 – 500 students | 19 | 13.6 |
| 501 + students | 13 | 9.3 | 501 + students | 16 | 11.4 |
| **Have You Been Trained in BTC** | | | **Have You Been Trained in BTC** | | |
| Yes | 27 | 19.3 | Yes | 13 | 9.3 |
| No | 6 | 4.3 | No | 94 | 67.1 |

Additionally, of the 33 participants identified in Group A, 42 % (14) lead Early Years Schools, 18% (6) lead Middle Years Schools, and 33% (11) lead High Schools. Similarly, 33% (11) serve a student population of 100 – 300 students, 21% (7) lead a

student population of 301 – 500 students and 39% (13) lead of student population of 501 plus. Finally, 88% (29) principals lead schools in Urban centers and 12% (4) lead schools in rural areas. Consequently, participants who reported using the Breakthrough Coach in this study are composed of mid to late career principals, representing a 1/3 female to 2/3 male distribution, leading medium sized to large Elementary (K-4) and/or High schools (9-12), located within urban centers.

## Discussion of Constructs

### Principal Management Instructional Rating Scale (PIMRS)

Following the demographic questions participants were asked to complete 50 questions measuring their instructional leadership practices. The survey instrument used for this section was Dr. Hallinger's PIMRS instrument which is composed of 10 construct areas and 50 questions designed to measure instructional leadership practices. Participants were asked to rate their level of involvement in instructional leadership behaviors on a 5-pont Likert scale anchored from (1) Almost Never to (5) Almost Always. All survey participants (n = 140) responded to each of the 50 statements outlined within the 10 constructs.

When examining the correlations of subscale constructs and measures of internal consistency for principal's instructional leadership behaviors (PIMRS), Pearson's r values display statistically significant relationships across 41 of the 45 PIMRS subscale constructs. Therefore, the researcher determined the correlation constructs for the PIMRS instrument used herein maintains strong conceptual and statistical independence and stability. Additionally, the 10 PIMRS constructs indicated a moderate to high level of internal consistency exhibiting Alpha scores that ranged from .61 - .92. Further, the

data presented in table 7 demonstrates that the PIMRS instrument employed in this study continues to be internally consistent, valid and reliable in measuring the instructional leadership behaviors of principals. Such a finding is consistent with the empirical research presented above signifying that the PIMRIS has robust validity, consistently meets high standards of reliability and relevance, as well as continues to produce consistent data that meets or exceeds acceptable standards for (Hallinger, 2012; Hallinger et al., 2013).

Table 7. *Correlation of Subscale Constructs and Measures of Internal Consistency for PIMRS*

| Construct Number | Subscale Constructs | C1. | C2. | C3. | C4. | C5 | C6 | C7 | C8 | C9 | C10 | α |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C1. | Frame School Goals | | .595** | .541** | .564** | .519** | .285** | .288** | .004 | .043 | .261** | .92 |
| C2. | Communicate School Goals | | | .473** | .495** | .497** | .296** | .396** | .191** | .392** | .423** | .65 |
| C3. | Supervise & Evaluate Instruction | | | | .557** | .594** | .472** | .386** | .240** | .458** | .248** | .76 |
| C4. | Coordinate Curriculum | | | | | .588** | .365** | .328** | .245** | .394** | .302** | .85 |
| C5. | Monitor Student Progress | | | | | | .356** | .305** | .197** | .340** | .336** | .76 |
| C6 | Protect Instruction | | | | | | | .211* | .338** | .351** | .107 | .70 |
| C7 | Incentives For Teaching | | | | | | | | .163 | .288** | .434** | .70 |
| C8 | Maintain Visibility | | | | | | | | | .266** | .277** | .61 |
| C9 | Promote Professional Development | | | | | | | | | | .241** | .76 |
| C10 | Incentives for Learning | | | | | | | | | | | .76 |

**Correlation significant at the .01 level (2-tailed).
*Correlation significant at the .05 level (2-tailed).

**Implementation Fidelity of Breakthrough Coaching**

Finally, participants were asked to respond to 24 behavioral statements, outlined across four constructs, designed to measure principal practices and behaviors as they relate to the practice of Breakthrough Coaching. The purpose of this section of the survey was to measure principal's degree of fidelity when implementing Breakthrough

Coaching. To complete Section 3 of the survey instrument participants rated their degree of agreement in relationship to Breakthrough Coach leadership behaviors on a 5-pont Likert scale anchored from (1) Almost Never to (5) Almost Always. The researcher had all participants (n = 140) respond to this section of the survey instrument. Correlations indicated significant relationships between restructuring the office and redefining the secretaries role ($r = +50$, n 140, $p < .01$ two-tails), restructuring the office and conducting a daily breakthrough coach meeting ($r = +47$, n 140, $p < .01$ two-tails), restructuring the office and principal coaching and developing ($r = +17$, n 140, $p < .01$ two-tails), restructuring the secretaries role and conducting a daily breakthrough coach meeting ($r = +82$, n 140, $p < .01$ two-tails), redefining the secretaries role and principal coaching and mentoring ($r = +17$, n 140, $p < .01$ two-tails), and conducting a daily breakthrough coach meeting and principal coaching and developing ($r = +28$, n 140, $p < .01$ two-tails). Additionally, Cronbach alpha scores for each of the four constructs indicated high levels of internal consistency among the survey subconstructs as displayed in table 8.

It is important to note the researcher removed question 15.4 from the Coaching & Developing subconstruct. Question 15.4 asked principals to rate the following statement; "I work towards becoming superfluous (unneeded) to the operation of the school." Additionally, after reviewing the Cronbach alpha, a significantly higher alpha was attained ($\alpha = .77$) when eliminating question 15.4 compared to an alpha of ($\alpha = .64$) when including it. The removal of question 15.4 also impacted the correlation between restructuring the office and principal coaching and mentoring. Prior to removing question 15.4 a weak correlational relationship was present between restructuring the office and principal coaching and mentoring. After removing question 15.4 from the

Coaching and Mentoring subconstruct a significant relationship emerged between restructuring the office and principal coaching and mentoring (r = + 17, n 140, p < .05 two-tails). Although, the phrase *"I work towards becoming superfluous (unneeded) to the operation of the school,"* is directly related to a specific mindset cultivated in the Breakthrough Coach literature, the data indicated the statement generated participant confusion, which in turn negatively affected the cohesiveness of the construct. Consequently, to ensure construct cohesiveness and reliability the researcher deleted question 15.4 from the study. Question 15.4 is not included in any further results reported herein.

Table 8. *Correlation of Subscale Constructs and Measures of Internal Consistency for Fidelity Survey*

| Construct Number | Subscale Constructs | Question Numbers | C1. | C2. | C3. | C4. | α |
|---|---|---|---|---|---|---|---|
| C1. | Office Structure | q12.1, q12.2, q12.3, q12.4 | | .502* | .474** | .174* | .77 |
| C2. | Secretaries Role | q13.1, q13.2, q13.3, q13.4, q13.5, q13.6, q13.7, q13.8, q13,9, q13.10, q13.11 | | | .818** | .286** | .93 |
| C3. | Daily Meeting | q14.1, q14.2, q14.3, q14.4, q14.5 | | | | .284** | .90 |
| C4. | Coaching & Developing | q15.1, q15.2, q15.3 | | | | | .77 |

**Correlation significant at the .01 level (2-tailed).
*Correlations significant at the .05 level (2-tailed)

**Research Question 1**

Research Question 1 asked: What is the difference in the instructional leadership behaviors between principals who utilize Breakthrough Coaching compared to those who do not? The purpose of this question was to identify if instructional leadership behaviors differ significantly between principals who utilize Breakthrough Coaching, represented

by Group: BCY (n=33) and principals who don't use Breakthrough Coaching, represented by Group: BCN (n=117). To investigate the relationship between Group BCY and Group BCN and the PIMRS constructs, the researcher employed an independent t-test to compare the mean difference between the both groups interaction with the PIMRS instrument. The calculation of these mean score responses, standard deviations, independent *t*-tests and *Cohen's d* were computed using *IBM's SPSS, Version 24*. Complete results for each of the constructs measured within this section are found in table 9.

The independent samples t-tests in table 9 comparing the instructional leadership practices of Group BCY as compared to Group BCN, yielded minimal relationships that demonstrated statistical significance. Minimal statistical significance was identified in the following two out of ten PIMRS constructs.

Provide Incentives For Teachers: The mean of the construct for Provide Incentives For Teachers was higher for principals represented in group BCY (3.4) compared to principals represented in group BCN (3.2), ($t(138) = 2.08$, p = .04, $p < .05$, d = .42). Although, the data shows minor statistical difference, its magnitude is not statistically significant and the Cohen d (.42) demonstrates a medium practical significance.

Maintain High Visibility: Conversely, the mean for the construct Maintain High Visibility, was lower for principals represented in group BCY (3.6) compared to principals represented in Group BCN (3.8), ($t(138) = -2.29$, p = .02, $p < .05$, d =.48). Although, the data shows minor statistical difference, its magnitude is not statistically significant and the Cohen d (.48) demonstrates a medium practical significance.

In the remaining eight constructs there were no statistically significant relationships identified between a principal who uses Breakthrough Coaching and their instructional leadership practices and those who do not. In reviewing the means, t-test, and Cohen's d results for the remaining PIMRS constructs the following data was noted.

Framing School Goals: The mean of the construct for Framing School Goals was higher for principals represented by Group BCY (4.0) compared to principals represented by Group BCN (3.7), ($t(138) = 1.66$, p = .09, $p > .05$, d = .35). Although this difference is not statistically significant, the Cohen d (.34) is in the medium range, thus displaying a potentially moderate practical significance.

Communicating School Goals: The mean of the construct for Communicating School Goals was higher for principals represented by Group BCY (3.6) compared to principals represented by Group BCN (3.4), ($t(138) = 1.10$, p = .27, $p < .05$, d =.24). Although this difference is not statistically significant, the Cohen d (.24) is in the medium range, thus displaying a potentially moderate practical significance.

Supervising & Evaluating Instruction: The mean of the construct for Supervising & Evaluating Instruction was higher for principals represented by Group BCY (4.1) compared to principals represented by Group BCN (3.9), ($t(138) = 1.08$, p = .28 $p < .05$, d =.21). Although this difference is not statistically significant, the Cohen d (.21) is in the medium range, thus displaying a potentially moderate practical significance.

Coordinating Curriculum: The mean of the construct for Coordinating Curriculum was lower for principals represented by Group BCY (3.4) compared to principals represented by Group BCN (3.6), ($t(138) = -.84$, p = .40, $p < .05$, d =.17).

Although this difference is not statistically significant, the Cohen d (.17) is in the low range, thus displaying minimal practical significance.

Monitoring Student Progress: The mean of the construct for Monitoring Student Progress was higher for principals represented by Group BCY (3.6) compared to principals represented by Group BCN (3.5), ($t$(138) = 1.05 p = .29, $p$ < .05, d =.21). Although this difference is not statistically significant, the Cohen d (.21) is in the medium range, thus displaying a potentially moderate practical significance.

Protecting Instructional Time: The mean of the construct for Protecting Instructional Time was equivalent between principals represented by Group BCY (3.9) compared to principals represented by Group BCN (3.9), ($t$(138) = -.07, p = .94 $p$ < .05, d =.01). This difference is not statistically significant and the Cohen d (.01) is in the significantly low range, thus displaying a minimal to no practical significance.

Promoting Professional Development: The mean of the construct for Promoting Professional Development was equivalent between principals represented by Group BCY (4.1) compared to principals represented by Group BCN (4.1), ($t$(138) = .23, p = .82 $p$ < .05, d =.05). This difference is not statistically significant and the Cohen d (.05) is in the significantly low range, thus displaying a minimal to no practical significance.

Providing Learning Incentives For Learning: The mean of the construct for Providing Learning Incentives For Learning was higher for principals represented by Group BCY (3.5) compared to principals represented by Group BCN (3.4), ($t$(138) = .83, p = .41 $p$ < .05, d =.17). Although this difference is not statistically significant, the Cohen d (.17) is in upper low range, thus displaying minimal practical significance.

Table 9: *Comparison Between Breakthrough Coaching and Instructional Leadership Behaviors (strongly disagree = 1, strongly agree = 5)*

| Subscale Constructs | Larger number means… | BCY *M(SD)* | BCN *M(SD)* | *t, n, p* | *Cohen's d* |
|---|---|---|---|---|---|
| **School Goals** | Strong agreement in framing the school goals | 4.0(.67) | 3.7(.86) | 1.66(33), .09 | .35 |
| **Com Sch Goals** | Strong agreement in communicating the school goals | 3.6(.44) | 3.4(.61) | 1.10(33), .27 | .24 |
| **Instruction** | Strong agreement in supervising and evaluating instruction | 4.1(.60) | 3.9(.55) | 1.08(33), .28 | .21 |
| **Curriculum** | Strong agreement in coordinating the curriculum | 3.4(.74) | 3.6(.74) | -.84(33), .40 | .17 |
| **Stud Progress** | Strong agreement in monitoring student progress | 3.6(.64) | 3.5(.65) | 1.05(33), .29 | .21 |
| **Time** | Strong agreement in protecting instructional time | 3.9(.63) | 3.9(.70) | -.07(33), .94 | .01 |
| **Visibility** | Strong agreement in maintaining a high visibility | 3.6(.47) | 3.8(.57) | -2.29(33), .02* | .48 |
| **Teach Incent** | Strong agreement in providing incentives for teachers | 3.4(.63) | 3.2(.64) | 2.08(33), .04* | .42 |
| **Prof Dev** | Strong agreement in promoting professional development | 4.1(.51) | 4.1(.55) | .23(33), .82 | .05 |
| **Learn Incent** | Strong agreement in providing incentives for learning. | 3.5(.70) | 3.4(.79) | .83(33), .41 | .17 |

Note. BCY = Breakthrough Coaching Yes, BCN = Breakthrough Coaching No
* $p < .05$

## Research Question 2

Research Question 2 investigates the interaction effect between school size and/or location on the practice of Breakthrough Coaching, and subsequently if this interaction has a moderated-effect on principal's capacity to conduct instructional leadership activities. In this question it was hypothesized that principals working within the context of large urban school districts may have greater efficacy in implementing Breakthrough

Coaching, than principals working within smaller rural communities. In order to explore the interaction effect, if any, between Breakthrough Coaching, school size, school location, as well as potential moderating effect on instructional leadership practices of principals (PIMRS), the following two-factor multivariate analysis were performed.

Interaction between Breakthrough Coaching, School Location, and PIMRS: The purpose this analysis was to determine if the interaction between rural and/or urban environments and Breakthrough Coaching has a moderated-effect on a principal's instructional leadership practices (PIMRS). To examine the interaction, if any, between Breakthrough Coaching and school location (rural vs urban), as well as any potential moderated-effect on instructional leadership practices (PIMRS), the researcher conducted a two-factor MANOVA. To compute this MANOVA Breakthrough Coaching and School Location were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(10, 127) = .68$, $p = .745$; Wilks' $\Lambda = .950$) demonstrates there is no statistically significant moderating effect on the instructional leadership practices of principals (PIMRS), in the interaction between school location and the use of Breakthrough Coaching. Additionally, the Levene's test for Equality of Error in table 10 displays no statistically significant differences of variance, thus failing to reject the null hypothesis.

Table 10: *Levene's Test of Equality for intercept of Breakthrough Coaching by School Location*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 1.497 | 3 | 136 | .218 |
| FrameSchoolGoals | .881 | 3 | 136 | .453 |
| SuperviseEvaluate | .646 | 3 | 136 | .587 |
| CordinateCurriculum | .272 | 3 | 136 | .845 |
| MonitorStudentProgress | .667 | 3 | 136 | .574 |
| ProtectInstruction | .438 | 3 | 136 | .726 |
| MaintainVisibility | 1.675 | 3 | 136 | .175 |
| Incentivesforteachers | .263 | 3 | 136 | .852 |
| PromotePD | .133 | 3 | 136 | .940 |
| IncentivesLearning | 1.132 | 3 | 136 | .339 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + BTCYN + Location + BTCYN * Location

Interaction between Breakthrough Coaching, School Size and PIMRS: The purpose this analysis was to determine if the interaction between school size (small, medium, large) and Breakthrough Coaching has moderated-effect a principal's instructional leadership practices (PIMRS). To examine the interaction, if any, between Breakthrough Coaching and school size (small, medium large), as well as any potential moderated-effect on instructional leadership practices (PIMRS), the researcher conducted a two-factor MANOVA. To compute this MANOVA Breakthrough Coaching and School Size were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(30, 361) = .64$, $p = .930$; Wilks' $\Lambda = .859$) demonstrates there is no statistically significant moderating effect on the instructional leadership practices of principals (PIMRS), in the interaction between school size (small, medium, large) and Breakthrough Coaching. Additionally, the Levene's test for Equality

of Error in table 11 displays no statistically significant differences of variance, thus failing to reject the null hypothesis.

Table 11: *Levene's Test of Equality for intercept of Breakthrough Coaching by School Population*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 2.358 | 7 | 132 | .027 |
| FrameSchoolGoals | .836 | 7 | 132 | .560 |
| SuperviseEvaluate | 1.022 | 7 | 132 | .419 |
| CordinateCurriculum | .584 | 7 | 132 | .768 |
| MonitorStudentProgress | .398 | 7 | 132 | .902 |
| ProtectInstruction | 1.204 | 7 | 132 | .305 |
| MaintainVisibility | 1.353 | 7 | 132 | .231 |
| Incentivesforteachers | .488 | 7 | 132 | .842 |
| PromotePD | 1.320 | 7 | 132 | .246 |
| IncentivesLearning | .678 | 7 | 132 | .691 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + BTCYN + Size + BTCYN * Size

**Research Question 3**

Research Question 3 explores if implementing Breakthrough Coaching with fidelity has a moderated-effect on a principals' instructional leadership practices. To measure fidelity participants responded to 24 behavioral statements describing principal job practices and behaviors as they relate to the practice of Breakthrough Coaching across the following four constructs; Restructuring of Principals Office, Redefining the Secretaries Role, Daily Breakthrough Coach Meeting, and Coaching and Developing. A series of multivariate analysis were conducted between each of the subscale constructs for Breakthrough Coaching Fidelity and PIMRS. The purpose in conducting this analysis was to identify statistically significant correlations between implementing Breakthrough Coaching with fidelity and the instructional leadership practices of principals.

Restructuring of Office: A two-factor multivariate analysis was performed between Breakthrough Coaching (Y/N), Fidelity of Restructuring the Office, and Principal Instructional Leadership Practices (PIMRS). The purpose of this analysis was to investigate the following. For principals who use Breakthrough Coaching, does restructuring the office with a high degree of fidelity have a moderating effect on instructional leadership practices, as measured by PIMRS? A two-factor MANOVA was employed to examine the interaction between Breakthrough Coaching, fidelity of restructuring the office, and instructional leadership practices (PIMRS).

To compute this MANOVA Breakthrough Coaching and Restructuring the Office were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(90,715) = .79$, $p = .91$; Wilks' $\Lambda = .525$), as well as the p values displayed in table 12 indicate there is no statistically significant moderating effect on the instructional leadership practices of principals in the interaction between Breakthrough Coaching and Restructuring of the Office. Additionally, the Levene's test for Equality of intercept between Breakthrough Coaching, Restructuring the Office and PIMRS, displays minimal differences of variance, failing to reject the null hypothesis across all PIMRS constructs except for Framing School Goals ($F(26, 113) = 1.67$, $p = .036$) and Protecting Instructional Time ($F(26, 113) = 2.16$, $p = .003$).

*Table 12: Interaction Between Breakthrough Coaching, Restructuring of Office and PIMRS*

| Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| CommunicateSchoolGoals | 2.874 | 9 | .319 | .997 | .447 | .074 |
| FrameSchoolGoals | 5.695 | 9 | .633 | .939 | .494 | .070 |
| SuperviseEvaluate | 4.228 | 9 | .470 | 1.658 | .108 | .117 |
| CordinateCurriculum | 5.330 | 9 | .592 | 1.129 | .348 | .083 |
| MonitorStudentProgress | 4.050 | 9 | .450 | 1.137 | .343 | .083 |
| ProtectInstruction | 4.392 | 9 | .488 | 1.019 | .429 | .075 |
| MaintainVisibility | 1.523 | 9 | .169 | .560 | .827 | .043 |
| Incentivesforteachers | 2.336 | 9 | .260 | .607 | .788 | .046 |
| PromotePD | 1.774 | 9 | .197 | .636 | .765 | .048 |
| IncentivesLearning | 3.990 | 9 | .443 | .874 | .551 | .065 |

Table 13: *Levene's Test of Equality for intercept of Breakthrough Coaching by Restructuring of Office*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 1.226 | 26 | 113 | .231 |
| FrameSchoolGoals | 1.668 | 26 | 113 | .036 |
| SuperviseEvaluate | 1.171 | 26 | 113 | .280 |
| CordinateCurriculum | 1.334 | 26 | 113 | .153 |
| MonitorStudentProgress | .814 | 26 | 113 | .721 |
| ProtectInstruction | 2.160 | 26 | 113 | .003 |
| MaintainVisibility | 1.113 | 26 | 113 | .339 |
| Incentivesforteachers | 1.342 | 26 | 113 | .148 |
| PromotePD | 1.505 | 26 | 113 | .074 |
| IncentivesLearning | 1.203 | 26 | 113 | .250 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + BTCYN + OfficeStructure + BTCYN * OfficeStructure

Redefining Secretaries Role: A two-factor multivariate analysis was performed between Breakthrough Coaching (Y/N), Redefining the Secretaries Role, and Principal Instructional Leadership Practices (PIMRS). The purpose of this analysis was to investigate the following. For principals who use Breakthrough Coaching, does redefining the secretary's role with a high degree of fidelity have a moderating effect on a principal's instructional leadership practices, as measured by PIMRS? The examination of the interaction between Breakthrough Coaching, fidelity of redefining the secretaries role, and principal instructional leadership practices (PIMRS), was conducted by employing a two-factor MANOVA.

To compute this MANOVA Breakthrough Coaching and Redefining the Secretaries Role were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(120,782) = .90$, $p = .70$; Wilks' $\Lambda = .297$), as well as the p values displayed in table 14 indicates that there is no statistically significant moderating effect on the instructional leadership practices of principals in the interaction of Breakthrough Coaching and Redefining the Secretaries Role. Additionally, the Levene's test for Equality of intercept between Breakthrough Coaching, Redefining the Secretaries Roel and PIMRS, displays minimal differences of variance, failing to reject the null hypothesis across all PIMRS constructs except for Communicating School Goals ($F(50, 89) = 1.62$, $p = .024$), Framing School Goals ($F(50, 89) = 2.04$, $p = .002$), Supervising & Evaluating Instruction ($F(50, 89) = 1.56$, $p = .033$), and Protecting Instructional Time ($F(50, 89) = 1.61$, $p = .025$.

*Table 14*: *Interaction Between Breakthrough Coaching, Redefining the Secretaries Role and PIMRS*

| Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| CommunicateSchoolGoals | 2.593 | 12 | .216 | .587 | .847 | .073 |
| FrameSchoolGoals | 5.648 | 12 | .471 | .625 | .815 | .078 |
| SuperviseEvaluate | 4.116 | 12 | .343 | 1.077 | .389 | .127 |
| CordinateCurriculum | 3.682 | 12 | .307 | .501 | .909 | .063 |
| MonitorStudentProgress | 4.115 | 12 | .343 | .873 | .577 | .105 |
| ProtectInstruction | 4.033 | 12 | .336 | .777 | .673 | .095 |
| MaintainVisibility | 4.234 | 12 | .353 | 1.140 | .339 | .133 |
| Incentivesforteachers | 8.195 | 12 | .683 | 1.799 | .060 | .195 |
| PromotePD | 3.984 | 12 | .332 | 1.074 | .391 | .127 |
| IncentivesLearning | 7.740 | 12 | .645 | 1.125 | .350 | .132 |

*Table 15: Levene's Test of Equality for intercept of Breakthrough Coaching by Redefining the Secretaries Role*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 1.619 | 50 | 89 | .024 |
| FrameSchoolGoals | 2.042 | 50 | 89 | .002 |
| SuperviseEvaluate | 1.563 | 50 | 89 | .033 |
| CordinateCurriculum | 1.428 | 50 | 89 | .072 |
| MonitorStudentProgress | 1.193 | 50 | 89 | .232 |
| ProtectInstruction | 1.614 | 50 | 89 | .025 |
| MaintainVisibility | 1.467 | 50 | 89 | .058 |
| Incentivesforteachers | 1.344 | 50 | 89 | .112 |
| PromotePD | 1.220 | 50 | 89 | .205 |
| IncentivesLearning | 1.259 | 50 | 89 | .171 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + BTCYN + SecretariesRole + BTCYN * SecretariesRole

Daily Breakthrough Coach Meeting: A two-factor multivariate analysis was performed between Breakthrough Coaching (Y/N), Conducting a Daily Breakthrough Coach Meeting, and Principal Instructional Leadership Practices (PIMRS). The purpose of this analysis was to investigate the following. For principals who use Breakthrough Coaching, does conducting a Daily Breakthrough Coach Meeting a with a high degree of fidelity have a moderating effect on a principal's instructional leadership practices, as measured by PIMRS? The examination of the interaction between Breakthrough Coaching, fidelity of the Daily Breakthrough Coach Meeting, and principal instructional leadership practices (PIMRS), was conducted by employing a two-factor MANOVA.

To compute this MANOVA Breakthrough Coaching and Daily Breakthrough Coach Meeting were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(100,727) = .92$, $p = .71$; Wilks' $\Lambda = .428$), as well as the p values displayed in table 16 indicates there is no statistically significant moderating effect on the instructional leadership practices of principals in the interact between Breakthrough Coaching and conducting a Daily Breakthrough Coach Meeting. Additionally, the Levene's test for Equality of intercept between Breakthrough Coaching, Daily Breakthrough Coach Meeting and PIMRS, displays minimal differences of variance, failing to reject the null hypothesis across all PIMRS constructs except for Communicating School Goals ($F(30, 109) = 1.62$, $p = .039$), Supervising & Evaluating Instruction ($F(30, 109) = 1.79$, $p = .017$), and Monitoring Student Progress ($F(30, 109) = 2.13$, $p = .003$).

*Table 16*: *Interaction Between Breakthrough Coaching, Daily Breakthrough Coach Meeting and PIMRS*

| Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| CommunicateSchoolGoals | 2.216 | 10 | .222 | .633 | .782 | .055 |
| FrameSchoolGoals | 4.255 | 10 | .425 | .599 | .812 | .052 |
| SuperviseEvaluate | 3.299 | 10 | .330 | 1.090 | .376 | .091 |
| CordinateCurriculum | 4.570 | 10 | .457 | .880 | .554 | .075 |
| MonitorStudentProgress | 5.705 | 10 | .571 | 1.509 | .146 | .122 |
| ProtectInstruction | 7.364 | 10 | .736 | 1.673 | .096 | .133 |
| MaintainVisibility | 1.934 | 10 | .193 | .634 | .782 | .055 |
| Incentivesforteachers | 3.011 | 10 | .301 | .711 | .712 | .061 |
| PromotePD | 2.940 | 10 | .294 | .926 | .512 | .078 |
| IncentivesLearning | 3.578 | 10 | .358 | .616 | .797 | .054 |

*Table 17: Levene's Test of Equality for intercept of Breakthrough Coaching by Daily Breakthrough Coach Meeting*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 1.615 | 30 | 109 | .039 |
| FrameSchoolGoals | 1.273 | 30 | 109 | .184 |
| SuperviseEvaluate | 1.779 | 30 | 109 | .017 |
| CordinateCurriculum | 1.033 | 30 | 109 | .434 |
| MonitorStudentProgress | 2.127 | 30 | 109 | .003 |
| ProtectInstruction | 1.417 | 30 | 109 | .099 |
| MaintainVisibility | 1.474 | 30 | 109 | .077 |
| Incentivesforteachers | 1.550 | 30 | 109 | .053 |
| PromotePD | 1.360 | 30 | 109 | .128 |
| IncentivesLearning | 1.099 | 30 | 109 | .351 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + BTCYN + DailyMeeting + BTCYN * DailyMeeting

Coaching and Developing Teachers: A two-factor multivariate analysis was performed between Breakthrough Coaching (Y/N), Coaching & Developing Teachers, and Principal Instructional Leadership Practices (PIMRS). The purpose of this analysis was to investigate the following. For principals who use Breakthrough Coaching, does

Coaching and Developing teachers with a high degree of fidelity have a moderating effect on a principal's instructional leadership practices, as measured by PIMRS? The examination of the interaction between Breakthrough Coaching, fidelity Coaching & Developing, and principal instructional leadership practices (PIMRS), was conducted by employing a two-factor MANOVA.

To compute this MANOVA Breakthrough Coaching and Coaching & Developing were set as fixed factors and the 10 PIMRS constructs were set as dependent variables. The results of the MANOVA ($F(80,687) = .97$, $p = .55$; Wilks' $\Lambda = .507$), as well as the p values displayed in table 18 indicates that there is no statistically significant moderating effect on a principals instructional leadership practices in the interaction between Breakthrough Coaching and Coaching & Developing. Additionally, the Levene's test for Equality of intercept between Breakthrough Coaching, Coaching & Developing Teachers and PIMRS, displays minimal differences of variance, failing to reject the null hypothesis across the majority of PIMRS constructs except for, Supervising & Evaluating Instruction ($F(23, 116) = 1.74$, $p = .046$), Protecting Instructional Time ($F(23,116) = 1.95$, $p = .011$), and Maintaining High Visibility ($F(26, 116) = 1.68$, $p = .04$).

*Table 18*: *Interaction Between Breakthrough Coaching, Coaching & Developing, PIMRS*

| Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| CommunicateSchoolGoals | 2.493 | 8 | .312 | .943 | .484 | .061 |
| FrameSchoolGoals | 4.555 | 8 | .569 | .878 | .538 | .057 |
| SuperviseEvaluate | 1.418 | 8 | .177 | .595 | .780 | .039 |
| CordinateCurriculum | 5.436 | 8 | .680 | 1.331 | .235 | .084 |
| MonitorStudentProgress | 2.570 | 8 | .321 | .837 | .572 | .055 |
| ProtectInstruction | 2.890 | 8 | .361 | .801 | .603 | .052 |
| MaintainVisibility | 2.725 | 8 | .341 | 1.096 | .371 | .070 |
| Incentivesforteachers | 2.804 | 8 | .350 | .850 | .560 | .055 |
| PromotePD | 1.243 | 8 | .155 | .507 | .849 | .034 |
| IncentivesLearning | 4.051 | 8 | .506 | .843 | .566 | .055 |

*Table 19: Levene's Test of Equality for intercept of Breakthrough Coaching by Coaching & Developing Teachers*

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| CommunicateSchoolGoals | 1.208 | 23 | 116 | .253 |
| FrameSchoolGoals | 1.202 | 23 | 116 | .258 |
| SuperviseEvaluate | 1.644 | 23 | 116 | .046 |
| CordinateCurriculum | 1.143 | 23 | 116 | .312 |
| MonitorStudentProgress | 1.529 | 23 | 116 | .075 |
| ProtectInstruction | 1.953 | 23 | 116 | .011 |
| MaintainVisibility | 1.676 | 23 | 116 | .040 |
| Incentivesforteachers | 1.067 | 23 | 116 | .393 |
| PromotePD | 1.365 | 23 | 116 | .144 |
| IncentivesLearning | 1.449 | 23 | 116 | .103 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + BTCYN + CoachingDeveloping + BTCYN * CoachingDeveloping

## Summary

Initial review of mean score responses and Cohen's d, consistently indicate a mild to moderate correlation between principals who use Breakthrough Coaching (BCY) and their instructional leadership practice (PIMRS). Although these positive correlations suggest practical significance in the interaction of BCY and PIMRS, individual samples-t tests indicated no statistical significance at the $p < .05$ value, when comparing the instructional leadership practices between groups BCY and BCN. This lack of statistical significance demonstrates a null interaction between the presence and/or absence of Breakthrough Coaching and the instructional leadership practices of principals. Consequently, Breakthrough Coaching does not appear to have a statistically significant moderated-effect (Pitner, 1988), on the instructional leadership practices of principals (PIMRS).

The multivariate analysis between school location and Breakthrough Coaching showed no statistical significance at a $p < .05$, therefore indicating no moderated-effect in Instructional Leadership (PIMRS) in the interaction between rural and urban environments and the practice of Breakthrough Coaching (BCY). Further multivariate analysis between school size (small, medium, large) and Breakthrough Coaching also failed to indicate statistical significance at a $p < .05$, demonstrating no moderated-effect on the instructional leadership practices of principals (PIMRS) in the interaction between school size and the practice of Breakthrough Coaching (BCY). Finally, multivariate analysis between implementation fidelity of Breakthrough Coaching and Instructional Leadership (PIMRS) indicated no statistical significance at the $p < .05$ value. Thus, concluding there is no positive correlation or interaction effect between implementing

Breakthrough Coaching with a high degree of fidelity and a principal's instructional leadership practices (PIMRS).

Chapter V provides a summary discussion of the findings in this study, as well as the conclusions drawn by the researcher. Implications for practice, recommendations and and recommendations for further study regarding the interaction between Breakthrough Coaching and Instructional Leadership are also provided.

# CHAPTER V

# DISCUSSION, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Chapter V provides a summary discussion for this research in seven sections. These include: a summary of the findings, researcher conclusions, limitations of the study, implications for practice, recommendations, recommendations for additional study and concluding remarks.

## Summary of Findings

The purpose of this research was to determine if the application of the Breakthrough Coaching management model confirmed a moderated-effect on improving instructional leadership practices of principals. With 15 plus years of experience in the principalship, the researcher holds extensive first and knowledge regarding the day-to-day challenges in balancing managerial responsibilities and instructional leadership. In the context of his daily practice the researcher has extensive experiential knowledge regarding the practice of instructional leadership, as a primary function, to improve teaching and learning (Hallinger & Murphy, 1985; Hallinger, 2003, 2012; Horng & Loeb, 2010; Leithwood, Harris & Hopkins, 2008). Accordingly, the researcher approached this study with an open mind seeking an organizational management model that has the potential to support instructional leadership.

Additionally, at the time of this study Breakthrough Coaching was gaining momentum with school districts throughout the United States, Australia, and Canada claiming to support the instructional leadership practices of principals (Gravel, 2016;

Pancoast, 2016; Selditch, 2017; Strickland, 2012). Despite growing popularity minimal research exists on the topic of Breakthrough Coaching and the claims that its implementation supports principals in becoming stronger instructional leaders (Pancoast, 2016; Selditch, 2017; Strickland, 2012). As such, the researcher was motivated to determine whether the efforts and financial resources employed by school districts and their principals to implement Breakthrough Coaching demonstrated the expected results.

Furthermore, the researcher sought to determine if the interaction between the practice of Breakthrough Coaching and school location (rural vs urban) and/or school size (small, medium, large) impacted instructional leadership practices. Finally, the researcher wanted to ascertain if the implementation of Breakthrough Coaching with a high degree of fidelity correlated with an improvement in the instructional leadership practices of principals.

With this in mind, the researcher composed a two-pronged survey aimed at measuring the instructional leadership practices of principals and the implementation fidelity of the Breakthrough Coaching management model. Hallinger's Principal Instructional Management Rating Scale (PIMRS) was used to measure the instructional leadership practices of principals across 10 constructs. This section of the survey allowed the researcher to compare the instructional leadership practices between principals identified the use of Breakthrough Coaching (BCY) with those who do not (BCN). This study design also allowed the researcher to determine the potential interaction, if any, between Breakthrough Coaching, school location (rural vs urban) and/or school size (small, medium, large), and the instructional leadership practices of principals.

The survey constructs on the implementation fidelity of Breakthrough Coaching were developed by the researcher to determine a principal's level of engagement with Breakthrough Coaching. Combining the survey section measuring implementation fidelity of Breakthrough Coaching with Hallinger's PIMRS permitted the researcher to explore the interaction between the instructional leadership practices of principals and their implementation fidelity of Breakthrough Coaching.

**Research Question 1**

*What is the difference in the instructional leadership behaviors between principals who utilize Breakthrough Coaching compared to those who do not?*

Research has long indicated that principal leadership, and in particular instructional leadership play a critical role in any school improvement effort (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan & Lee, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger & Murphy, 1985; Hallinger, 2003; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007). In the current thigh stakes, accountability driven environment, the research also recognizes a growing sense of urgency for principals to specifically function as instructional leaders to support improvements in teaching practices and excellence in student learning (Hallinger, 2012: Strong, Richard, & Catano, 2008). However, amidst this impending sense of urgency there is the recognition that day-to-day management duties keep principals from exercising effective instructional leadership practices (Hallinger, 2012; Marshall 2003). Consequently, school districts and principals are left to seek organizational supports and structures to manage these competing priorities. Breakthrough Coaching is offered as an organizational management model specifically designed to shift a principal's time from

management and technical duties to leading in classrooms and creating sustainable school wide improvement (Pancoast, 2016).

According to Pancoast (2016), principals who practice the Breakthrough Coach framework can increase their time in classrooms by 500%. Previous Breakthrough Coaching research (Gravel, 2006) supports this claim. Gravel (2006), claimed that principals who use Breakthrough Coaching reduced their office work by 2 to 6 hours per week ($t$=3.62, df=122, p = < .001), while spending an additional 3-5 hours per week in the classroom ($t$=-5.21, df, = 132, p = < .001). This study aimed to determine if a reduction in time spent on managerial office duties and an increase in time spent in the classroom translated into improved instructional leadership practices, as measured by Hallinger's Principal Instructional Management Rating Scale (PIMRS).

The Hypothesis for RQ 1 was the following: Principals who use Breakthrough Coaching will demonstrate stronger instructional leadership practices then principals practicing traditional management strategies (Strickland, 2012). To Test this hypothesis principals answered survey questions regarding their use of Breakthrough Coaching and their instructional leadership practices, as measured by Hallinger's Principal Instructional Management Rating Scale. Comparisons were made between principals using Breakthrough Coaching (BCY) and principals not using Breakthrough Coaching (BCN) using independent samples $t$-test of means, as well as an analysis of Cohen's $d$..

When analyzing the independent samples $t$-tests comparing the instructional leadership practices of Group BCY as compared to Group BCN only two of the ten constructs yielded minimal statistical significance. Providing Incentives for Teachers was higher for principals in group BCY (3.4), than principals in group BCN (3.2), with

an effect size of $d$ = .42. This result indicated a statistically significant difference between principals who practice Breakthrough Coaching and those who do not when providing incentives for teachers ($t(138) = 2.08$, p = .04, $p < .05$). Conversely, principals using Breakthrough Coaching self-reported being less visible (BCY= 3.6) throughout the school than principals not using the Breakthrough Coaching Framework (BCN = 3.8), with a medium effect size of $d$ = .48. Even though this result demonstrates statistical significance ($t(138) = - 2.29$, p = .02, $p < .05$), it contradicts the assumption of the hypothesis which should indicate that principals who practice Breakthrough Coaching have a higher visibility in their schools.

In the absence of a statistically significant correlation in the interaction between Breakthrough Coaching and the instructional leadership practices of principals, the researcher moved to analyzing effect size for practical significance. While statistical significance focuses on whether research outcome is due to chance or sampling, practical significance is useful for real world applications (Kirk, 1996). Across the 10 PIMRS constructs for measuring instructional leadership six constructs display means with a medium effect size. Framing School Goals was higher for principals represented by Group BCY (4.0) compared to principals represented by Group BCN (3.7), with a medium effect size of $d$ = .35. Communicating School Goals was higher for principals represented by Group BCY (3.6) compared to principals represented by Group BCN (3.4), with a medium effect size $d$ = .24. Supervising & Evaluating Instruction was higher for principals represented by Group BCY (4.1), with a medium effect size $d$ = .21. Monitoring Student Progress was higher for principals represented by Group BCY (3.6) compared to principals represented by Group BCN (3.5), with a medium effect size $d$ =

.21. Providing Incentives For Learning was higher for principals represented by Group BCY (3.5) compared to principals represented by Group BCN (3.4), with an upper low range effect size of $d = .17$. Consequently, results of means and Cohen's *d* for six of the PIMRS constructs exhibit a moderate practical significance in the interaction between Breakthrough Coaching and principal instructional leadership practices. Analysis of means and Cohen's *d* indicates a medium practical significance between principal use of Breakthrough Coaching and their instructional leadership practices. Thus, suggesting that the use of Breakthrough Coaching may have a positive impact on instructional leadership. However, in investigating correlations between groups results demonstrated no statistically significant differences in the use of Breakthrough Coaching and instructional leadership practices.

At the outset of this study the researcher discussed the challenges surrounding the competing priorities that exists between a principal's required organizational management duties and their professional desire to provide quality instructional leadership. The researcher also identified the growing popularity of Breakthrough Coaching in school districts throughout the United States, Australia and Canada. Further, school districts and principals who participated in this study have expended valuable financial and human resources implementing Breakthrough Coaching. They await the results of this study to determine if the expenditure of these resources is justified and considered valuable. Accordingly, the researcher sought to determine if the use of Breakthrough Coaching has a positive correlation on principal instructional leadership practices. Initial interactions seem to indicate practical implications for the use of Breakthrough Coaching as measured by Cohen's *d*. However, the absence of statistically

significant variation between participant groups, fails to support the hypothesis that the use of Breakthrough Coaching has a moderating-effect on principal instructional leadership practices. As such, the null hypothesis fails to be rejected. Consequently, the researcher concludes that the use of Breakthrough Coaching does not alter principal instructional leadership practices to a statistically significant level. In light of these results and the minimal literature surrounding Breakthrough Coaching school districts and principals must approach the implementation of Breakthrough Coaching with careful consideration and cautious optimism.

**Research Question 2**

*Does school size (small, medium, large) or location (rural, urban), have an influence on the practice of Breakthrough Coaching and subsequently have a moderated-effect a principal's instructional leadership activities?* The researcher sought to determine if there was an interaction between school size or location on the practice of Breakthrough Coaching, and subsequently if this interaction had a moderating-effect on principal instructional leadership activities. The purpose of investigating these questions was to determine if school size or school location influenced the practice of Breakthrough Coaching.

In the demographic section of the survey participants answered questions designed to identify the location and the size of their schools. It was hypothesized that larger schools in urban districts may have access to additional administrative resources and/or greater efficiency, due to a larger economy of scale from the level of taxation through to program development and delivery. Therefore, it is reasonable to anticipate that principals working within the context of large urban school districts may have

greater efficacy in implementing the Breakthrough Coaching framework, than principals working within smaller rural communities. To Test this hypothesis a multivariate analysis was conducted to explore if the interaction between Breakthrough Coaching and school location and/or size, had a moderating-effect on principal instructional leadership practices.

Results indicated there to be no statistically significant moderating-effects on principal instructional leadership practises (PIMRS) in the interaction between school location and principal implementation of Breakthrough Coaching. Furthermore, Levene's test for Equality of Error displayed no statistically significant variance in the intercepts between the ten subconstructs of Breakthrough Coaching and school location or school size. With this in mind, the researcher concludes the following: The interaction between the practice of Breakthrough Coaching and rural and urban environments, as well as the interaction between the practice of Breakthrough Coaching and school size does not significantly influence the instructional leadership practices of principals. Consequently, the researcher determines there to be no difference in efficacy, between principals working within the context of large urban school districts and principals working within smaller rural communities, when implementing Breakthrough Coaching.

These results of RQ2 in connection with the results from RQ 1 have practical implications in understanding the interaction between Breakthrough Coaching and instructional leadership practices of principals. In RQ 1 the researcher determined that the practice of Breakthrough Coaching does not significantly influence principal instructional leadership practices. In RQ 2 the researcher clarified that independent variables such as school location (rural vs. urban) and school size (small, medium, large),

do not positively or negatively influence practice of Breakthrough Coaching, and subsequently principal instructional leadership practices. An analysis of the results from RQ2 within the context of the findings in RQ1 demonstrate that school size and school location do not interfere or support the implementation of Breakthrough Coaching. Thus, providing further rationale for the researcher to conclude that the null hypothesis fails to be rejected. Accordingly, it is reasonable to state that Breakthrough Coaching does not alter principal instructional leadership practices, and that this result is not positively or negatively influenced by the variables of school location and/or school size.

**Research Question 3**

*Among principals who are utilizing breakthrough coaching, does implementation fidelity of Breakthrough Coaching predict their instructional leadership practices?* Preliminary analysis determined that the implementation of Breakthrough Coaching does not correlate to a positive influence on principal's instructional leadership practices. Secondary analysis determined that external variables such as school location and school size do not positively or negatively impact this result. RQ 3 aimed to determine if implementing Breakthrough Coaching with fidelity would have a moderating-effect on a principals' instructional leadership practices. It was hypothesized that there would be statistically significant correlations between implementation fidelity of Breakthrough Coaching and the instructional leadership practices of principals. To test this hypothesis, participants completed Hallinger's Principal Instructional Management Rating Scale (PIMRS), as well as answered 24 survey questions designed to determine their implementation fidelity of Breakthrough Coaching across the following four constructs: Restructuring of Principals Office, Redefining the Secretaries Role, Daily Breakthrough

Coach Meeting, and Coaching and Developing. Comparisons were then drawn between a principal's implementation fidelity of Breakthrough Coaching and their instructional leadership practices by conducting a series of multivariate analysis (Two-Factor MANOVAs), between each of the subscale constructs for implementation fidelity of Breakthrough Coaching Fidelity and PIMRS. The purpose of these analyses was to determine if implementing Breakthrough Coaching with fidelity has a positive impact on the instructional leadership practices of principals.

Analysis of these MANOVAs indicated there to be no statistically significant correlations between the subconstructs for implementation fidelity of Breakthrough Coaching and the instructional leadership practices of principals (PIMRS), at the $p < .05$ value. Results for the interaction between Restructuring the Office, Redefining the Secretary's Role, conducting a Daily Breakthrough Coach meeting, and Coaching and Coaching & Developing teaches failed to demonstrate a significant correlation between implementing Breakthrough Coaching with a high degree of fidelity and a principal's instructional leadership practices (PIMRS). The absence of statistically significant correlations in RQ 3 demonstrates that implementation fidelity of Breakthrough Coaching fails to have a moderating-effect on principal instructional leadership practices (PIMRS). With this in mind, the researcher concludes the following: Implementation of Breakthrough Coaching with a high degree of fidelity does not influence the instructional leadership practices of principals. This finding supports the previous results in RQ 1 and RQ2, and provides further evidence for the researcher to accept that the null hypothesis fails to be rejected.

Results from this study indicate that there is no difference in the instructional leadership practices of principals regardless of their level of fidelity in using Breakthrough Coaching. This result holds practical implications for school districts and principals considering Breakthrough Coaching. School reform initiatives and new practices are often ineffective and experience failure due to poor implementation and are improved when delivered with a high level of fidelity (McKenna, J., Flower, A., & Ciullo, S., 2014). However, this study demonstrated that level of implementation fidelity for Breakthrough Coaching does not have a practical or significant influence on a principals' instructional leadership practices.

## Conclusions

School district administrators continually look at improving professional practices to positively influence student achievement. Over the past 35 years literature demonstrated the critical importance of the principals role and instructional leadership as a catalyst for school improvement (Gunter, 2012; Hallinger, 2013; Leithwood & Day, 2008; Leithwood, Harris, & Hopkins, 2008; National Policy Board for Education Administration, 1983, 2015; Stronge et al., 2008; Torrance & Humes, 2015). Literature also supported the that effective instructional leadership is coupled with strong organizational management practices (Horng and Loeb, 2010). Breakthrough Coaching claims to provide a strong organizational management model aimed at improving instructional leadership (Pancoast, 2016). This study is unique in that it provides an analysis of the effects of an organizational management model (Breakthrough Coaching) on instructional leadership.

The results of this study determined that the instructional leadership practices of principals are not altered when they implement Breakthrough. When analyzing *t*-tests, Providing Incentive For Teachers ($t(138) = 2.08$, $p = .04$, $p < .05$) was the only instructional leadership construct that displayed a significant variation between the group of principals who implemented Breakthrough Coaching (BCY) and those who did not (BCN).

Although this study did not demonstrate statistical significance in the interaction between Breakthrough Coaching and principal instructional leadership practices (PIMRS), a medium effect size was evident across five of the PIMRS constructs. Framing School Goals had a medium effect size of $d = .35$. Communicating School Goals had a medium effect size $d = .24$. Supervising & Evaluating Instruction had a medium effect size $d = .21$. Monitoring Student Progress had a medium effect size $d = .21$. Finally, Providing Incentives had an upper low range effect size of $d = .17$. Results of means and Cohen's *d* for the above six constructs exhibit moderate practical significance. The absence of a statistically significant interaction between Breakthrough Coaching and Instructional Leadership might make school administrators more cautious about adopting the practices recommended in Breakthrough Coaching. However, the multiple moderate interactions suggest that there may be practical uses for Breakthrough Coaching in principal leadership. Thus, there is merit for further investigation regarding the effects of Breakthrough Coaching on principal leadership.

Reflection on the data and the results presented in this study cause the researcher to pose following questions for future consideration: (a) Why does the interaction between Breakthrough Coaching and instructional leadership not demonstrate statistical

significance? (b) In the absence of statistical significance why does the interaction between Breakthrough Coaching and instructional leadership exhibit potential practicality? The researcher provides the following explanations regarding these important questions. First of all, it must be recognized that Breakthrough Coaching was a recent initiative in the State being studied. As a recent initiative Breakthrough Coaching was still in an initial implementation stage of approximately 2-3 years. Due to the infancy of implementation it is possible that the long-term effects between Breakthrough Coaching and Instructional Leadership, at a statistically significant level, were not yet evident. As such, follow up with a longitudinal approach may yield different results.

Secondly, the theoretical framework (Dimensions for Instructional Leadership) and the management model being studied (Breakthrough Coaching) place the burden of emphasis for school improvement on the actions of a single individual. The heavy priority placed on the importance of individual principal leadership for effective school improvement is supported historically in literature and government policy (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan, Lee, Ginny, 1982; Ginsberg, 1988; Gunter, 2012; Hallinger, 2013; Hallinger & Murphy, 1985; Horng & Loeb, 2010; Leithwood & Day, 2008; Leithwood, Harris, & Hopkins, 2008; National Policy Board for Education Administration, 1983, 2015; Reitzug, West & Angel, 2008; Stronge et al., 2008; Torrance & Humes, 2015).

Although supported in 35 years of literature, the disproportionate emphasis placed on the role of the principal does not take into consideration current literature regarding the leadership complexities that exist within school organizations (Hargraves, Fullan & Fullan, 2012). Within emerging literature collaborative leadership, growth of

professional capital, and evidence-based decision making are identified as critical requirements in supporting system wide change and sustainable school improvement (Hargreaves & O'connor, 2018; Marshall, 2003). Additionally, recent literature asserts that the leadership required to grow professional capital and promote a culture of professionalism is highly complex and challenging, requiring the most refined and attuned leadership skills (Hargreaves et al., 2012). However, as previously stated the Dimensions of Instructional Management and Breakthrough Coaching focus on the individual behaviors of principals. This discrepancy of claims in leadership literature causes pause for reflection and further questions regarding the analysis of data within this study. Consequently, school districts, principals, and future researchers should consider the following questions when reflecting on the of the analysis of the above data: (a) Is historical literature which places the burden of school improvement on the role of the individual principal still relevant? (b) Both the historical and current definitions for instructional leadership place emphasize the roles and responsibilities of the principal. Within these definitions there is limited discussion on collaborative multi stakeholder ownership regarding instructional leadership. Therefore, do these definitions still adequately define instructional leadership? (c) Following the same vein of thought, is the PIMRS still an adequate tool in measuring instructional leadership? (d). Within the complex systems that exist in school organizations, is the implementation of a single organizational model that focuses solely on principal behaviors adequate in supporting the complex demands placed on principals?

Additional findings in this study determined that there was no impact on the instructional leadership practises of principals within the interaction between school

location or school size and principal implementation of Breakthrough Coaching. Consequently, it was concluded that the factors of school location and school size did not significantly influence a principal's practice of Breakthrough Coaching and/or have an impact on their instructional leadership practices. Finally, analysis of the interaction between the subconstructs for implementation fidelity of Breakthrough Coaching and principal instructional leadership practices (PIMRS) failed to yield statistically significant correlations, at the $p < .05$ value. In the absence of significant correlations between these subconstructs, the researcher concludes that the implementation of Breakthrough Coaching, even with a high degree of fidelity, does not significantly influence instructional leadership practices of principals (PIMRS).

Overall the findings in this study fail to indicate a positive correlation between Breakthrough Coaching and the instructional leadership practices of principals. The results of RQ 1 demonstrated that the utilization of Breakthrough Coaching does not significantly influence the instructional leadership practices of principals. Secondly, RQ 2 determined that the factors of school location and school size did not influence a principal's practice of Breakthrough Coaching and/or have a subsequent impact on their instructional leadership practices. Thirdly, RQ 3 confirmed that the implementation of Breakthrough Coaching with a high degree of fidelity fails to have a direct influence the instructional leadership practices of principals. The complete analysis of results within this study reveals that the null hypothesis fails to be rejected. Consequently, it is concluded that the use of Breakthrough Coaching does not alter the instructional leadership practices of principals, to a statistically significant level.

## Limitations of the Study

While every effort was made by the researcher to reduce limitations, it is important to identify the limitations that exist, as well as the actions undertaken to mitigate their impact on the research findings. This study relied on voluntary subject participation from a sample population of principals within a Midwest region of the United States. Within this voluntary sampling of participants it was impossible for the researcher to guarantee that comparison groups were equivalent on all variables. Therefore, unintentional selection bias known as subject-characteristics threat posed the largest threat to internal validity (Fraenkel & Wallen, 2011). To reduce or control for this, the researcher worked with the Department of Education within the region being studied to ensure the entire population sample was invited to participate.

Additionally, this study included the use of two interactions to control for external causal factors which have the potential to influence the research results. School location (rural vs. urban) and school size (small, medium, large) were included as interactions in the analysis of data to reduce the causal interaction of each factor and their potential influence on the final research results.

### Participants

Participant demographics as well as their geographical location were a limitation to this study. Study participants were limited to a Midwest State of the United States, representing a fairly homogeneous population base. Although the researcher employed strategies to manage subject-characteristics threat participant demographics for principals using Breakthrough Coaching were disproportionately aligned between the following factors: male participants 66% to female participants 33%; early years principals 42% to

middle years principals 18% to high school principals 33%; small school principal 40% to medium/large school principals 60%; and urban principals 88% to rural principals 12%. Consequently, the results of this study may be more indicative of mid to late career principals, representing a 1/3 female to 2/3 male distribution, leading medium sized to large Elementary (K-4) and/or High schools (9-12), located within urban centers.

**Timeline**

This study is limited to a snapshot of data collected between December 2016 and January 2017. Additionally, the collection of data represents participant reflections on the previous (2015-2016) school year. This study did not consider when principals implemented Breakthrough Coaching or how long that principals had been using Breakthrough Coaching

**Contributing Factors**

Several additional factors were not considered when investigating the interaction between Breakthrough Coaching and principal instructional leadership practices. First of all, it is important to recognize that the literature presented above highlights positive correlations that distributed leadership and capacity building have on the development of professional teaching capital (Day, Gronn, Salas, 2004; Hargraves et al., 2012; Northouse, 2013; Spillane, Halverson, & Diamond, 2001). The identification of a positive correlation between a distributed leadership structure and improved teacher capacity within the areas of instruction is significant, as Breakthrough Coaching is an organizational model that strongly reflects tenants of a team or shared/distributed leadership theory as presented by Northouse (2013, p. 289). The sole focus on distributed leadership limits the scope of this study as it does not take into consideration

the multifaceted leadership styles employed by principals leading within varying and complex school systems. Secondly, it is important to recognize the limitations of Hallinger's Principal Instructional Management Rating Scale. The PIMRS is limited in designed to measure specific instructional leadership behaviors of principals. Consequently, the PIMRS is not designed to measure the quality of principal instructional leadership. Hallinger & Murphy (1985) suggest that such observations are best generated through supplementary observations and interviews (p. 54). Finally, the study is further limited to participant self-perception and self-reporting regarding their instructional leadership behaviors, as well as implementation fidelity of Breakthrough Coaching.

**Implications for Practice**

In the literature presented above significant importance has been placed on instructional leadership as the school principal's primary function, to meet the often high stakes demands, of improving teaching and learning (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan & Lee, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger & Murphy, 1985; Hallinger, 2003; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007). Further, it is recognized that the function of the principalship has changed over the past three decades, pointing to effective instructional leadership practices as the catalyst for transforming culture and influencing education reform over traditional principal management activities (Gunter, 2012; Torrance & Humes, 2015). This study is unique because it is designed to investigate the employment of a non-traditional management model by principals for the purpose of improving their instructional leadership practices. Additionally, the results of this study

provide an objective view from a researcher and practitioner in the field regarding the effects of Breakthrough Coaching on Instructional Leadership.

The most significant finding in this study is the determination that there is no correlation between the implementation of Breakthrough Coaching and the instructional leadership practices of principals. As instructional leadership continues to be a critical area of focus for principals to improve student achievement, there is an ongoing recognition that reorganization of management tasks is required to overcome many of the day-to-day barriers faced by principals (Hallinger, 2012; Marshall 2003). Although Breakthrough Coaching espouses to be this alternative management model, the researcher demonstrates that a principal's use of Breakthrough Coaching does not alter their instructional leadership practices to a statistically significant level. School districts and principals have already started using Breakthrough Coaching in the absence of solid research. Therefore, the researcher advises that school districts and school principals should approach the use of Breakthrough Coaching with cautious optimism and thoughtful reflection.

## Recommendations

The researcher has provided recommendations for school districts and school principals based on the results in the study. Further, recommendations for future research are suggested.

### Recommendations for School Districts

Results of this study showed that a principal's use of Breakthrough Coaching does not directly influence their instructional leadership practices. The following includes recommendations for school districts as it relates to these findings.

1. In the literature above the researcher demonstrates that there are numerous definitions for instructional leadership. The development of a comprehensive understanding of the research about instructional leadership is important to school districts and principals, as this understanding will serve as a foundation for:
    a. School Districts to support principals in becoming stronger instructional leaders by addressing instructional leadership through policies and staff development training, defining the instructional leadership role so that administrators clearly understand what is expected of them, and using an assessment system that provides data on principal instructional leadership that are both reliable and valid for accountability and useful for professional development" (Hallinger, 1987, p. 54).
2. School districts should understand that the leadership required to grow professional capital, empower strong leadership capacity, and promote a culture of professionalism is highly complex and challenging, requiring the most refined and attuned leadership skills (Hargreaves et al., 2012). Therefore, it is unlikely that school districts will find a one size fits all solution to support principal leadership, and should be cautious of frameworks that promote such a solution.
3. School districts can further support the complex leadership roles of principals by developing management policies, procedures, and practices that place emphasis on principals using instructional leadership to positively influence improvement in teaching and learning.

**Recommendations for School Principals**

Research has long indicated that principal leadership plays a critical role in any school improvement effort (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan, Lee, Ginny, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger, 2013; Hallinger & Murphy, 1985; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007). Furthermore, significant importance has been placed on instructional leadership as the school principal's primary function, to meet the demands, of improving teaching and learning (Andrews & Soder, 1987; Blase & Blase, 1999; Bossert, Dwyer, Rowan & Lee, 1982; Ginsberg, 1988; Edmonds, 1979; Hallinger & Murphy, 1985; Hallinger, 2003; Horng & Loeb, 2010; Reitzug, West & Angel, 2008; Sergiovanni & Starratt, 2007). As such, the researcher provides several recommendations for principals as it relates to the study findings.

1. Principals need to develop an acute awareness that the current political climates and societal pressures which an increasing demand for education systems to perform competitively on a global scale, significantly impact the culture of their schools by (Nespor, 2010; Wagner, 2008; Zhao, 2009).
2. Principals should be attuned to understanding that the leadership required to grow professional capital, empower strong leadership capacity, and promote a culture of professionalism is highly complex and challenging, requiring the most refined and attuned leadership skills (Hargreaves et al., 2012)
3. Although the practice of Breakthrough Coaching did not demonstrate a significant influence over instructional leadership practices, principals need to understand the

important role that strong management plays in being a strong instructional leader.

4. Finally, for principals to develop into strong instructional leaders who are focused on making on improving teaching and learning, they must clearly define instructional leadership in terms of observable and measurable behaviors, as well as identify and reduce the barriers that obstruct them from performing the functions of instructional leadership (Hallinger and Murphy 1987).

**Recommendations for Additional Research**

The research presented in this study establishes an initial understanding of the interaction between Breakthrough Coaching and the instructional leadership practices of principals. Upon the completion of this study and the examination of the results, it is clear further areas of study are required. Recommendations for further research in the area of Breakthrough Coaching are as follows:

1. A quantitative study examining teacher observations of the interaction between the implementation of Breakthrough Coaching and the instructional leadership practices of principals (PIMRS). This type of study would identify specific details that teachers perceive as positive and/or negative regarding the use of Breakthrough Coaching by principals.
2. A qualitative study of principal and teacher perceptions regarding the implementation of Breakthrough Coaching and its impact on principal instructional leadership practices. This type of study would provide insight into a broader range of understanding regarding the impact Breakthrough Coaching has as an organizational management framework on principal

leadership. These results could have a significant impact on school districts and principals as they make important decisions regarding the implementation of management structures that support instructional leadership.

3. Finally, within the ongoing redefinition of what constitutes quality instructional leadership practices defined in the literature, the researcher recommends further examination of Hallinger's PIMRS instrument to determine if it is still the most reliable and valid tool for measuring instructional leadership practices of principals.

## Concluding Remarks

This study provides school districts and educational leaders with current practical research on the interaction between the Breakthrough Coaching Framework and the instructional leadership practices of principals. Initial measures of means and effect size suggested a positive correlation and the potential of practical significance. However, deeper analysis conducted by the researcher determined that principal use of Breakthrough Coaching did not have a significant influence on their instructional leadership practices. Consequently, the researcher determined the use of Breakthrough Coaching as a specific management strategy to improve instructional leadership, fails to yield expected outcomes. It is the expectation of the researcher that this study better equips school districts and school principals to make an educated decision, regarding the use of Breakthrough Coaching as a management framework, within the complex daily realities of principal leadership.

**APPENDICES**

## APPENDIX A

## SURVEY COVER LETTER

Dear Principal:

My name is Kevin Clace. I am a University of North Dakota doctorial student in the Educational Leadership program. To fulfill the requirements of my degree, I am conducting research on the instructional leadership behaviors of principals in the upper Midwest of the United States. I am writing you to ask for your help in collecting the data I require to complete this research.

To collect this research data, I have embedded the following link to an electronic survey that is designed to give a profile of your instructional leadership practices. **Embed Survey Link.** The survey consists of 75 questions and will take approximately 10 minutes of your time to complete. Results from the survey will be used to add to the body of research about effective instructional leadership practices.

There are no risks in participating in this voluntary research. Surveys and participant responses are completely anonymous and confidential. To protect participant confidentiality all information collected will be coded in SPSS for quantitative analysis. This ensures that all demographic data and participant responses are unidentifiable. Consent for your participation is granted upon completion of the survey and submitting the survey.

The University of North Dakota Instructional Review Board has reviewed the survey and granted approval of the study under project approval number *******. Additionally, all IRB guidelines will be followed in conducting this research.

As a token of my appreciation for your participation, all participants who complete the survey within two weeks can enter themselves into a draw for one of five $100.00 gift cards.

Thank you in advance for your assistance in this research. If you have any questions regarding this survey or research, please contact me at 204-746-5496, my advisor, Dr. Pauline Stonehouse at 701-777-4163, or the UND Institutional Review Board at 701-777-4279.

**Embed Survey Link**

Regards,

Kevin Clace
Doctorial Candidate
University of North Dakota
kclace@mts.net

Dr. Pauline Stonehouse
Committee Chair
University of North Dakota
pauline.stonehouse@und.edu

## APPENDIX B

## PRINCIPAL SURVEY

Table B1. *Demographic Measures (Independent Variables)*

Part 1: Please provide the following demographic information.

| Names | Items |
|---|---|
| Gender_IV1 | What is your gender? (1) Male, (2) Female |
| Position_IV2 | What is your current position? (1) Principal, (2) Assistant Principal (3) Dual Role: Superintendent/Principal |
| Yrs_IV3 | Number of school years you have been principal at this school<br>(1) 1 year, (2) 2-4 years, (3) 5-9 years, (4) 10-15 years, (5) more then 15 |
| Exp_IV4 | Years at the end of this school year that you have been a principal<br>(1) 1 year, (2) 2-4 years, (3) 5-9 years, (4) 10-15 years, (5) more then 15 |
| Location_IV5 | What is the location of your school? (1)Rural*, (2) Urban<br>*Rural is defined as a community population of 2000 and below |
| Level_IV6 | Grade levels taught in your school. Please pick the one that most closely resembles your school.<br>(1) Elementary (Kindergarten – Grade 4)<br>(2) Middle Years (Grade 5 – Grade 8)<br>(3) High School (Grade 9 – Grade 12)<br>(4) Elementary & Middle Years (Kindergarten – Grade 8)<br>(5) Elementary & Middle Years & High School (Kindergarten – Grade 12) |
| Size_IV7 | What is the student population of your school?<br>(1) 100 students or less<br>(2) 101 – 300 students<br>(3) 301 – 500 students<br>(4) 501 or more students |
| BRKCH_IV8 | Do you use the Breakthrough Coaching Framework 1(Yes), 2(No) |
| BRKCH_IV9 | Have you been trained in the Breakthrough Coaching Framework 1(Yes), 2(No) |

Table B2. Co*nstruct Measures for Instructional Leadership (Dependent Variables):*

Part 2: This questionnaire is designed to provide a profile of your leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your leadership over the past school year. Read each statement carefully. Then choose the number that best fits the specific job behavior or practice as you conducted it during the past school year. In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to each question.

| **Construct I: Frame The School Goals: To what extent do you……?** | |
|---|---|
| **Names** | **Items** |
| INS_DV1 | Develop a focused set of annual school-wide goals.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV2 | Frame the school's goals in terms of staff responsibilities for meeting them.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV3 | Use needs assessment or other formal and informal methods to secure staff input on goal development.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV4 | Use data on student performance when developing the school's academic goals.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV5 | Develop goals that are easily understood and used by teachers in the school.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct II: Communicate The School Goals: To what extent do you…..?** | |
| INS_DV6 | Communicate the school's mission effectively to members of the school community.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV7 | Discuss the school's academic goals with teachers at faculty meetings.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV8 | Refer to the school's academic goals when making curricular decisions with teachers.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV9 | Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g, posters or bulletin boards emphasizing academic progress).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV10 | Refer to the school's goals or mission in forums with students (e.g, in assemblies or discussions).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct III: Supervise & Evaluate Instruction: To what extent do you…..?** | |
| INS_DV11 | Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV12 | Review student work products when evaluating classroom instruction.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV13 | Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV14 | Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV15 | Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |

| | |
|---|---|
| **Construct IV: Coordinate the Curriculum: To what extent do you…..?** | |
| INS_DV16 | Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher leaders).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV17 | Draw upon the results of school-wide testing when making curricular decisions.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV18 | Monitor the classroom curriculum to see that it covers the school's curricular objectives.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV19 | Assess the overlap between the school's curricular objectives and the school's achievement tests.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV20 | Participate actively in the review of curricular materials.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct V: Monitor Student Progress: To what extent do you…..?** | |
| INS_DV21 | Meet individually with teachers to discuss student progress.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV22 | Discuss academic performance results with faculty to identify curricular strengths and weaknesses.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV23 | Use tests and other performance measure to assess progress toward school goals.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV24 | Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter).<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV25 | Inform students of school's academic progress.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct VI: Protect Instructional Time: To what extent do you…..?** | |
| INS_DV26 | Limit interruptions of instructional time by public address announcements.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV27 | Ensure that students are not called to the office during instructional time.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV28 | Ensure that tardy and truant students suffer specific consequences for missing instructional time.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV29 | Encourage teachers to use instructional time for teaching and practicing new skills and concepts.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV30 | Limit the intrusion of extra- and co-curricular activities on instructional time.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct VII: Maintain High Visibility: To what extent do you…..?** | |
| INS_DV31 | Take time to talk informally with students and teachers during recess and breaks.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV32 | Visit the classrooms to discuss school issues with teachers and students.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV33 | Attend/participate in extra- and co-curricular activities.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV34 | Cover classes for teacher until a late or substitute teacher arrives.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV35 | Tutor students or provide direct instruction to classes.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct VIII: Provide Incentives For Teachers: To what extent do you…..?** | |
| INS_DV36 | Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |

| | |
|---|---|
| INS_DV37 | Compliment teachers privately for their efforts or performance.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV38 | Acknowledge teachers' exceptional performance by writing memos for their personnel files.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV39 | Reward special efforts by teachers with opportunities for professional recognition.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV40 | Create professional growth opportunities for teachers as a reward for special contributions to the school.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct IX: Promote Professional Development: To what extent do you…..?** | |
| INS_DV41 | Ensure that inservice activities attended by staff are consistent with the school's goals.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV42 | Actively support the use in the classroom of skills acquired during inservice training.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV43 | Obtain the participation of the whole staff in important inservice activities.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV44 | Lead or attend teacher inservice activities concerned with instruction.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV45 | Set aside time at faculty meetings for teachers to share ideas or information from inservice activities.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| **Construct X: Provide Incentives For Learning: To what extent do you…..?** | |
| INS_DV46 | Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV47 | Use assemblies to honor students for academic accomplishments or for behavior or citizenship.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV48 | Recognize superior student achievement or improvement by seeing in the office the students with their work.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV49 | Contact parents to communicate improved or exemplary student performance or contributions.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |
| INS_DV50 | Support teachers actively in their recognition and/or reward of student contributions and accomplishments in the class.<br>(1) Almost Never, (2) Seldom (3) Sometimes, (4) Frequently, (5) Almost Always |

Table B3. *Fidelity Measures (Independent Variables)*

Part 3: This questionnaire is designed to provide a profile of the degree of fidelity to which you have implemented the Breakthrough Coach Framework. It consists of 24 behavioral statements that describe principal job practices and behaviors as they relate to the Breakthrough Coach Framework. You are asked to consider each question in terms of your leadership over the past school year.

Participants who do not use the Breakthrough Coach are also asked to complete this section, as you may already be practicing some of these leadership behaviors without formally using the Breakthrough Coach Framework.

Read each statement carefully. Then choose the number that best fits the specific job behavior or practice as you conducted it during the past school year. In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to each question.

| Names | Items |
|---|---|
| **Construct XI: Restructuring of Office:** | |
| FIDOFF1_IV10 | I have converted my traditional office into a conference room.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDOFF2_IV11 | I have cleaned my office of extraneous items.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDOFF3_IV12 | My office reflects the office of a manager<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDOFF4_IV13 | I keep my office impeccable, like an operating room.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| **Construct XII: Redefine the Secretaries Responsibilities:** | |
| FIDSECCAL_IV14 | My secretary manages my calendar (including office days and coaching days).<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECDAY_IV15 | My secretary structures my work days.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECTIME_IV16 | My secretary protects and manages my time.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECPHN_IV17 | My secretary screens my phone calls.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECAPPT_IV18 | My secretary manages the booking of my appointments, all meetings get schedule through my secretary.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECAPPT2_IV19 | My secretary schedules who I see.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECAPPT3_IV20 | My secretary schedules how long I meet with someone<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |

| | |
|---|---|
| FIDSECMAIL_IV21 | My secretary manages my mail.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECPAP_IV22 | My secretary manages my paperwork (The secretary gathers, stores, and schedules the paperwork that needs my attention).<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECEML_IV23 | My secretary screens my e-mails.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSECKWG_IV24 | My secretary holds as much organizational knowledge as I do.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| **Construct XIII: Daily Breakthrough Coach Meeting:** | |
| FIDMEET_IV25 | My secretary holds a meeting with me daily.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDMEET2_IV26 | During our meeting my secretary reviews the paperwork that needs my attention.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDMEET3__IV27 | During our meeting my secretary provides recommendations for decisions that I need to make.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDMEET4_IV28 | During our meeting my secretary reviews my schedule.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDMEET5_IV29 | My secretary removes all paper from my office at the end of the meeting.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| **Construct XIV: Coaching & Developing:** | |
| FIDClass_IV30 | I spend approximately 2 days per week in classrooms (approx. 12-16 hours/week).<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDCOACH_IV31 | I spend 50% or more of my work-week coaching teachers.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDDEV_IV32 | I spend the majority of my time on developing the people who work for me.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |
| FIDSUP_IV33 | I work towards becoming superfluous (unneeded) to the operation of the school.<br>(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree |

## APPENDIX C

## PERMISSION LETTER TO USE PIMRS

Dr. Philip Hallinger
7250 Golf Pointe Way
Sarasota, FL 34243
hallinger@gmail.com

January 11, 2016

Kevin Clace

Dear Kevin:

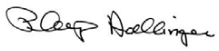
As copyright holder and publisher, you have my permission as publisher to use the *Principal Instructional Management Rating Scale* (*PIMRS*) in your research study. In using the scale, you may make unlimited copies of any of the three forms of the PIMRS.

Please note the following conditions of use:

1. This authorization extends only to the use of the PIMRS for research purposes, not for general school district use of the instrument for evaluation or staff development purposes.
2. This is a single-use purchase for the author's graduate research, thereby requiring purchase of additional rights for use in any future research.
3. The user agrees to send a soft copy (pdf) of the *completed study* to the publisher upon completion of the research.
4. The user agrees to send a soft copy of the *data set* and coding instructions to the publisher upon completion of the research in order to enable further instrument development.
5. The user has permission to make minor adaptations to scale as necessary for the research.
6. If the instrument is translated, the user will supply a copy of the translated version.

Please be advised that a separate *permission to publish* letter, usually required by universities, will be sent after the publisher receives a soft copy of the completed study.

Sincerely,



Professor Philip Hallinger

www.philiphallinger.com

## APPENDIX D

## UNIVERSITY OF NORTH DAKOTA

### Institutional Review Board

### Informed Consent Statement

| | |
|---|---|
| **Title of Project:** | **Examining the Effects of Breakthrough Coaching on Instructional Leadership** |
| **Principal Investigator:** | *Kevin Clace, 204-746-5496, kclace@mts.net* |
| **Co-Investigator(s):** | *Not Applicable* |
| **Advisor:** | *Dr. Pauline Stonehouse, Education Building, Room 374, 231 Centennial Drive Stop 7189, Grand Forks, ND, 58202-7198, pauline.stonhouse@und.edu* |

**Purpose of the Study:**
The purpose of this proposed study is to examine the instructional leadership behaviors of principals in the Upper Midwest United States. More specifically, this proposed study will investigate the instructional leadership behaviors of principals who utilize the "Breakthrough Coach Framework" as an organizational model, compared to those who do not make use of the framework.

**Procedures to be followed:**
You are being asked to respond to 82 questions about instructional leadership practices of principals. The survey will take approximately 15 minutes to complete. To encourage participation, those who complete the survey can enter themselves into a draw for one of five $100.00 gift cards.

**Risks:**
There are no risks in participating in this research beyond those experienced in everyday life.

**Benefits:**
This study is intended to examine if a specific organizational management model has a correlation on a school principals instructional leadership behaviors.

**Duration:**
The survey should take approximately 15-20 minutes to complete.

**Statement of Confidentiality:**
Confidentiality and anonymity is strictly protected. The survey does not ask for any identifying information. Therefore, your responses are recorded anonymously. If this

research is published, no information that will identify participants will be included, since participant identity is in no way linked to responses.

All responses will be collected electronically through a survey in Qualtrics. After initial collection, the data will be exported to SPSS and coded into a data and variable worksheet for analysis. All data that we receive will be treated confidentially and stored electronically on secure external drive. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

**Right to Ask Questions:**
The researcher conducting this study is Kevin Clace. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact Kevin Clace at (204) 746-5496 or Dr. Pauline Sthonehouse at (701) 777-4163.

If you have questions regarding your rights as a research subject, you may contact The University of North Dakota Institutional Review Board at (701) 777-4279. You may also call this number with problems, complaints, or concerns about the research. Please call this number if you cannot reach research staff, or you wish to talk with someone who is an informed individual who is independent of the research team.

General information about being a research subject can be found on the Institutional Review Board website "Information for Research Participants" http://und.edu/research/resources/human-subjects/research-participants.cfm

**Compensation:**
At the end of the survey you can enter yourself into a drawing for one of five $100 gift cards as a thank you for your willingness to complete the survey.

**Voluntary Participation:**
You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled.

You do not have to answer any questions you do not want to answer.

You must be 18 years of age older to consent to participate in this research study.

Completion of the survey implies that you have read the information in this form and consent to participate in the research.

Please keep this form for your records or future reference.

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