The Impact of Instructional coaching on changing teachers' practice in three private schools in Sharjah – UAE

أثر التدريب التوجيهي على تغيير ممارسات المعلمين في ثلاثة مدارس خاصة في الشارقة ـ الإمارات العربية المتحدة

by

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ABSTRACT

School leaders are under a lot of pressure to improve teaching and learning performance and meet the National Agenda of UAE Vision 2021 as per the directions from H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. The National Agenda focuses on reaching a first-rate education by being the top schools in core subjects Math, Science, English and Arabic. It also emphasizes on having a high qualified teacher which is the core of this research.

The aim of this study is to evaluate the impact of the instructional coaching techniques in changing teachers' practices through applying different types of coaching, learning walks, instructional rounds and intensive classroom observations that will help improving teachers' practices and ultimately help students gaining better learning outcomes. A questionnaire was distributed in three school is Sharjah and 44 participants from teachers and 6 instructional coaches were interviewed.

The study findings show a high percentage of teachers supporting the new method of trainings and they have positive attitude towards their coaches and the implications on their teaching that will eventually impact the student's outcomes. It was concluded that the instructional coaching is effective, and the researcher has recommended a list of recommendations for further research and to improve and enhance the current one.

ملخص البحث

يواجه قادة المدارس الكثير من الضغوط لتحسين أداء التعليم والتعلم والوفاء بالأجندة الوطنية لرؤية الإمارات 2021 حسب توجيهات صاحب السمو الشيخ محمد بن راشد آل مكتوم ، نائب رئيس الدولة ورئيس مجلس الوزراء حاكم دبي. ويركز البرنامج الوطني على الوصول إلى تعليم من الدرجة الأولى من خلال الوصول الى أعلى المدارس عالمياً في المواد الأساسية الرياضيات والعلوم واللغة الإنجليزية واللغة العربية. كما يؤكد على وجود معلمين مؤهلين علمياً وتربوياً وهذا هو جوهر الدراسة الحالية.

الهدف من هذه الدراسة هو تقييم تأثير تقنيات التدريب التعليمي في تغيير ممارسات المعلمين من خلال تطبيق أنواع مختلفة من التدريب ، وممرات التعلم ، والجولات التعليمية وزيارات الفصول الدراسية المكثفة التي ستساعد على تحسين ممارسات المعلمين ، وبالتالي مساعدة الطلاب على اكتساب والخروج بأفضل النتائج. تم توزيع استبيان في ثلاث مدارس في الشارقة بمشاركة 44 من المعلمين و تمت مقابلة 6 مدربين.

تظهر نتائج الدراسة نسبة عالية من المعلمين الذين يدعمون طريقة التدريب الجديدة ولديهم موقف إيجابي تجاه مدربيهم من الآثار الايجابية المترتبة على تدريسهم والتي ستؤثر في نهاية المطاف على نتائج الطلاب. تم استنتاج أن التدريب التعليمي فعال ، وقد أوصى الباحث بقائمة من التوصيات لمزيد من البحث ولتحسين وتعزيز المستوى الحالي.

DEDICATION

I dedicate this research to my beloved parents and family for their endless support, love, motivation, encouragement and prayers. I wouldn't do it with you.

A special gratitude for my greatest support, my strongest motivation, my bundle of joy, my everything, my beloved husband Mohamed Abdelrahman.

ACKNOWLEDGMENTS

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Chapter 1: Introduction

This chapter covers a background of the instructional leadership and coaching in an educational context. Moreover, it states the problem and rational behind choosing this topic, the purpose and the aim of the study and the research questions that the researcher will find their answers by the end of the research. The significant of the study, structure of the study and definitions of some terms will be presented at the end of the chapter.

1.1   Background of the research

Deciding and finalizing the research topic was a major challenge. A lot of hesitation the research went through as the school was testing a new coaching method and seeking for quick and genuine impact on teachers' practices as they were going under different types of inspection such as corporate mock inspection, MOE inspection and the accreditation inspection. The chosen study was testing the impact of the Instructional coaching on teachers' practices in three private schools using a survey and focus group to collect both quantitative and qualitative data.

In this chapter, the researcher presents the research background of the research topic in details. The research will focus on analyzing the impact of learning walks, instructional rounds, and one-to-one coaching on teachers' practices. Denton and Hasbrouck (2009) explained the process of instructional coaching execution via lesson observations followed by instructive feedback, professional development in struggling areas by elaborating strategies and methods of teaching styles, co-teaching a lesson or part of the lesson, support by providing suggestions, advise in areas of development and coordinating internal and external workshops for teachers.

Instructional coaching helps in providing the all the needed counseling, mentoring, support, training and guidelines to facilitate the teachers in their journey of teaching and prepare them for high quality teaching in all subjects (Hasbrouck & Denton, 2007).

A study conducted by Deussen et al. (2007) found that the emerging effect of teachers coaching and mentoring in increasing productivity has impacted the learning and teaching process by deepen their understanding. Teachers were showing interest and willingness to learn and try new strategies and approaches, as a result it affected their behavior towards learning (Schwartz et al. 2003).

A report by Neufeld and Roper (2003) found that 85 percent of teachers tried out the new ideas at least once in their teaching practices and as a result, their students were much interested and engaged in the classroom.

All above studies prove the positive impact of the instructional coaching when implemented properly and teachers get the intended benefit from it when applying it with their students (Schwartz et al. 2003).

To summarize, teachers are requested to provide the best learning experience and practices for their students.

The Senior Leadership Team (SLT) role is focused on bringing their knowledge and expertise to impact and influence the educators in improving their teaching inside the classrooms (National College for Teaching and Leadership, 2018).

Therefore, it's the SLT role to provide teachers with the required coaching pedagogy and trainings to get them in the right track of expected level of teaching. After three months (a whole semester) of regular visits, walk-throughs and learning walks, the SLT came up with a conclusion about the teachers' competencies and teaching pedagogies used inside the classroom and it was not positive or as expected. They agreed that 75% of the teachers needs coaching and they are not implementing

the basic instructions that should be in any classroom, red flag was raised, and interventions was a must. The SLT started Train-The-Trainer program for Middle Leadership Team (MLT) to train their staff and teams, observe and evaluate the skill learned by meeting with staff, counselling, coaching them and hold them responsible for passing and using the skill or technique learned to train their team members. Multiple trainings were conducted from August during induction weeks, Thursdays and Saturdays as well. Trainings covered instructional feedback, conducting instructional rounds and the purpose of it, curriculum guides, ETC

The school SLT are capable and have the efficacies and competencies that enable them to train the MLT in certain areas to deliver these trainings to their team. They created a tracking record for all MLT members in order to follow up and re-teach and re-train the teachers who are still struggling in achieving the target outcomes expected from them.

As a part of the instructional leaders in the current researcher's role, the researcher is assigned to observe teachers around the school and to do different types of instructions such as learning walks, one-to-one coaching, drop-ins and instructional rounds on a daily basis on average of 1 hour of classroom observation, provide feedback and follow up with the team by conducting meetings, email feedback and counselling sessions. This is also part of the Self-Study-Feedback (SEF) that school is going through with the New England Association for Schools and Colleges (NEASC) accreditation process that started last year. The NEASC Self-Study process is the method used to drive the improvement of teaching and learning.

The researcher intends to examine these techniques that has started to be implemented since the beginning of September and monitor the progress of teachers gradually. Since all schools in UAE are aiming to achieve the UAE Vision 2021, and one of the major objective targets is having 100 percent high quality teachers in all schools (UAE Vision 2021, 2014), it was necessary to

particularly focus on developing teachers' skills by conducting continuous professional development training followed by instructional coaching, weekly feedback and examining the teachers attitude towards these varied instructions and coaching.

1.1.a History of Instructional Coaching

Instructional coaching along with data-driven decision making has been examined in a reading coaching program that was running in Florida by noticing a remarkable outcomes on students attainments and teachers development (Marsh, Martorell & McCombs 2010). Many of the current coaching takes place inside the school with specialists in a certain area of content such as curriculum coordinator or head of department to support the execution of particular skills and learning aids (Knight 2006).

1.1.b History of Instructional Leaders

Instructional leaders typically coach their teams by providing effective feedback after several kinds of observations, modeling certain instructional strategies, support teachers in one to one seting or groups, and create time for team members to reflect upon each other by peer visits and provide their feedback (Balch-Gonzalez & Fisher n.d.)

A study by Alig-Mielcarek (2003) states that effective instructional leaders are the backbone feature of any effective school, this means that their impact does not only affect their team work but also they influence the teachers and students achievements and growth extensively. In the following chapter, a detailed researches will be describe the positive influence they can make on school teaching and learning.

1.2   Problem Statement

Research based studies shows that effective instructional rounds have developed teachers' capacity in teaching and students learning outcomes (City et al., 2014). The purpose of the Instructional

Leadership and Coaching (ILC) is to enhance and improve the current teachers practices rather than evaluating them. The instructional leaders will observe, intervene when needed by sharing instructive feedback with observed teachers and have a follow up session until the teacher master the skill or the practice. Leaders share the areas of development with educators and the focus component, purpose of the visits to amend it in the upcoming visits.

After one semester of classroom observations by school SLT, heads of departments, curriculum coordinators, it showed an urgent demand to improve the current teaching practices. Therefore, SLT decided to use different researched based of instructional coaching as a proven successful strategy for continuous professional development by investing time and energy to develop the teaching and learning in the school.

The SLT suggested several implementations of instructional coaching such as: learning walks, instructional rounds and one-to-one coaching. The process taken was to train the MLT first as train the trainer (TTT), followed up with training the teachers in each department. The coaching is an on-going process that contains training, acting and evaluation and intervention with the support from the school leaders for an effective outcome (Balch-Gonzalez & Fisher n.d.).

1.3 Key Definitions

Here are some definitions of terms that are used in this research frequently.

Educational Leaders: Educational leaders are responsible of implementing the 21st century skills in schools, being able to change their leadership style according to what's necessary for their school by having a strong self-awareness of the surroundings and what's best for the school to grow and reach its goals (The Room 241 Team 2012)

Instructional leadership: "Instructional leadership refers to the skills principals must model and demonstrate to the staff to effectively support the educational program. This includes skills in

listening, modeling and observation as well as making recommendations to improve teaching and learning" (Forrest, 2009).

Coaching: coaching is considered a tool to invest in human capital and one of the most efficient tools in continuous development for teachers and educators especially when provided with sustainable and different ways of support (Balch-Gonzalez & Fisher n.d.).

Instructional coaching: Trach (2014) a principal of Estabrook Elementary School in Lexington, Massachusetts defines effective instructional coaching as "well-tuned relationships and dynamic conversations between principals and teachers that result in professional renewal" she continues: "The goal is to build teacher capacity, thereby improving individual educators, instructional teams, and the entire school over time". Knight (2007) defined it as "A Partnership Approach to Improving Instruction provides intensive, differentiated support to teachers so that they are able to implement proven practices."

Senior Leadership: In this study, senior leadership is referred to the human capital who hold a position of deputy director, director, vice principal and principal in the American school hierarchy.

Middle Leadership: In this study, senior leadership is referred to the human capital who hold a position of curriculum coordinators and heads of departments in the American school hierarchy.

Learning Walks: The Australian Institute for Teaching and School Leadership (2018) defined the learning walks as "A group of teachers visiting multiple classrooms at their own school with the aim of fostering conversation about teaching and learning in order to develop a shared vision of high-quality teaching that impacts on student learning."

Instructional Rounds: City et al. (2014) defines Instructional Rounds as: "disciplined way for educators to work together to improve instruction"

One-to-One Coaching: refers to "A one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coaches through questioning, active listening, and appropriate challenge in a supportive and encouraging climate." (Nieuwerburgh, 2012)

1.4 Significance of the study

In order to meet the UAE national agenda target of the UAE Vision 2021, the SLT have made a decision on using instructional leadership coaching for all academic staff form K-12 as a continuous professional development approach followed by extensive training and tracking progress cycle. Since the school is going under the process of accreditation, it was like killing two birds with one stone and reaching goals with efficiency. The red flag was raised and all leadership team started planning this journey with the collaboration of MLT feedback and suggestions.

The importance of this research underlies in determining the effectiveness of the instructional coaching applied and its influence on educators teaching performance. The implications of the study will dictate if the current instructions are developing the teachers practices and moving forward to reach the ultimate outcomes and how to improve and develop the current instructions to achieve the objectives of UAE 2021 vision.

1.5 Research Objectives

The objective of this study is to evaluate the impact of the ILC techniques in changing teachers' practices through applying different instructional coaching that will help improving teachers' practices and ultimately help students gaining better learning outcomes.

1.   To assess the effectiveness of Instructional Leadership Coaching in improving teachers' practices.

2.   To evaluate the Instructional Leadership Coaching support through one-to-one coaching, learning walks and instructional rounds.

3.   To Assess the teachers' readiness against the national agenda parameters of UAE Vision 2021.

1.6   Research Questions

The study employs the following questions in order to measure the impact of the instructional leadership coaching to educators from K-12 in three private schools in Sharjah.

1.   How effective is instructional leadership coaching in improving teachers' practices?

2.   How does the instructional leadership coaching provide their support for teachers?

3.   How do the Instructional leadership coaching help the teachers meet the national agenda paraments of UAE Vision 2021?

1.7   Structure of the dissertation

The dissertation consists of five chapters. This chapter covers a background of the study, statement of the problem, rational behind choosing this specific topic as well as an outline of the objectives and research questions. In chapter two, a deep theoretical framework expletory of instructional leadership is presented, instructional coaching techniques and previous experience with successful inspirational stories shared in the end of the chapter. Chapter three describes the research design, methodologies, participants, data instruments, reliability, validity, research timeline and ethical considerations. Chapter four analyzes and represents the data in graphs and tables, present the findings of research questions and discuss the results. The last chapter illustrate the research

conclusion, implications, limitations, recommendations, and further studies suggestions by the author.

Chapter 2: Literature Review

Improving the education has become a national priority in UAE (Quality education - The Official Portal of the UAE Government 2018). The Ministry of Education (MOE) has developed a set of standards since 2017, followed by instructions and high demand to achieve the outcomes of 2021 UAE Vision.

Each year the three main bodies of educations (MOE, KHDA and ADEK) who are responsible to oversee the education improvement conduct inspections on all schools in the country to examine their state of readiness followed by list of recommendations and plan of improvement. All schools are under a greater pressure to meet the standards of ranking among the 15 best countries around the world in the international benchmark assessments (First-Rate education system 2012).

This huge demand puts more pressure on schools' leaders, stakeholders and teachers to improve their students' outcomes which means improving learning instruction and quality of teaching. As a matter of fact, Instructional coaching (IC) help the schools to be on track by various types of IC as it will be elaborated later in this chapter (Knight (2007).

2.1 Leadership

School leaders play an important role in increasing the quality of teaching as well as the student's performance (Marks & Printy 2003)**.** Having the right skills of leadership is widely debated because there is no agreement on one skill or way to lead in all situations, thus, it is important for a leader to have the flexibility and the ability to adapt according to the encountered circumstances (*Leadership Skills | SkillsYouNeed* n.d.), indeed, leadership skills can be learned like any new skill, some of these skills are the ability to think strategically of where the organization needs to be and how, the ability to plan and deliver and turn it to reality, being able to lead individuals and group

of people with different management skills, being able to encourage innovation and drive the change to it and being able to influence and persuade the team towards the ultimate goal when they move away and get distracted.

Leadership has many different meanings and views (see Figure 2.1) , it is defined by (Northhouse 2007) as the power relationship between the leader and followers as the process of influencing and impacting individuals to accomplish the goals. Two main perspective people usually take in expressing the leadership; the trait and process leadership, where the first one is about people who are born with leadership qualities and the later is about those who has physical factors and characteristics (Northhouse 2007). Leaders

Figure 2.1: The different views of leadership
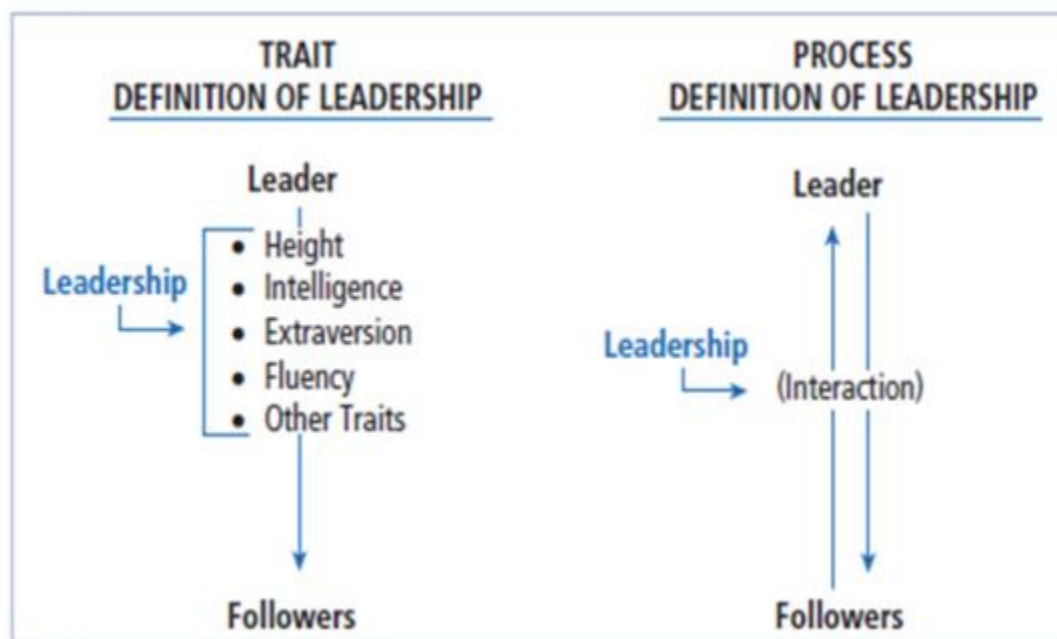
Source: Leadership Theory and Practice p. 5 by Northouse, P. G., SAGE publications

In this section, the researcher will deeply dig in leadership on its widest doors and narrow it down to the main focus of this study which is the instructional leadership and coaching.

2.1.1 Leadership Vs. Management

People tend to exchange the use of leadership and management terms without making a difference between them although they do differ in many ways with overlapping skills (Law & Glover 2000). Usually leader tend to inspire, motivate and enthuse others, have a clear vision and direct their team to achieve it, whereas managers develop plans by getting things done at the end of the day (Fullan 2015). The conflict in roles between managers and leaders is described Stanley (2006) research; both are necessary in complicated organization to function but each role has its own function and characteristics, as a leader, they should focus on inspiring, motivating and aligning people to right direction, predict the change and coach people to deal with the new movement by employing credibility and empowering them, while managers have different attitude to reach the objectives by planning, controlling and putting the right structure and system needed to get the job done. Effective communications that is built on trust is one of the most important elements that managers and leaders must employ when dealing with their team members, it is a mutual relationship between both parties in order to achieve the ultimate vision, mission, expectations, and exceed the challenges (Clark, Kokko & White 2012) .

The following picture (Figure 2.2) shows some characteristics of leaders and managers.

Figure 2.2: Leadership Vs. Management

Leadership 'v' Management: The challenge of balance

Management

- Maintenance – keep the current system operating;
- Minimising risk;
- Coping with complexity;
- Planning & budgeting;
- Organising procedures, systems and staffing;
- Controlling and problem solving, and
- Monitoring & evaluating.

Delivering now

Leadership

- Coping with change;
- Setting direction, building a vision;
- Developing an realistic competitive strategy;
- Motivating and inspiring;
- Aligning people behind a vision;
- Empower people to deliver;
- Creating challenging opportunities for people;
- Building networks

Building a successful future

Source: https://www.verozen.co.uk/2016/11/leaders-v-managers-the-differences/

2.1.2 Modern leadership

Copeland and Knapp (2006) stated the elements of modern leadership that are essential in this matter, this elements include commitment by having a vision of the outcomes, believe in them and being confident on how to deliver them, second element is delegation of tasks to team members and collaborate by engaging other and celebrate their success and third element is communication by keeping the team in the loop and get their buy in for executing the planed vision and strategy. Modern leaders are known by their honesty and delegation and understating the skills and areas of

expertise of team members, they communicate clearly and effectively and available for discussion, they are positive and encourage creativity by inspiring people and extracting their best with confidence and their commitment is shown by their leadership example (*20 characteristics of the modern leader* 2017)

2.1.3 Educational Leadership

Bush (2011) in his book Theories of Educational Leadership and Management states that defining educational leaders is subjective and there is no one correct definition but at the same time, there are many aspects of educational leaders that play important role in its definition, like how they influence rather than authorize, how it is linked with values and moral capabilities and the clarity of vision they plan to achieve and share with their teams. Furthermore, Simkins (2005) in his article states that the current context of educational leadership in the UK is based on four main fundamentals; leadership accountability, delegations of tasks to the right people, flexibility in timings and enlarging opportunities and chances for people growth. Over the past few decades, questions have been raised about educational leadership performance in particular and ways to improve it (Spillane 2009). Educational Leadership for improving teaching and learning (Murphy & Seashore 1999) has been the focus and a center in many studies by improving the instruction in the school leadership.

2.1.4 Importance of School leadership

Research indicates the strong link between school leadership and productive students outcomes (Fullan 2007), additionally Schwartz & Simon (2018) emphasize on the impact of effective school leadership in students learning and thus having effective inspiring leaders is non negotiable for any school leader. An important key element in this formula that school leaders only can not

participate in improving teaching and learning with working together and collaborating with educators, teachers and staff members (Schmidt-Davis & Bottoms 2011). In their resesrch, Wallace (2013) listed some key responsibilities found in school leaders that shows the importance of this leadership to achieve the intended outcome, some of these keys are raising high standards for students academics by shaping a clear vision for team leads, encouraging and planting the leadership in teachers by empowering them to have their input in decision making and creating a positive climate of learning.

2.1.5 Women and leadership

In New Zeeland, young women proved their leadership qualities, their commitment and dedication to their work and community, and they provided a good example for those who will join this positions (Austin 2016) . Educational system is going through a massive change around the world in Australia, US and UK , restructuring, and reforming was embedded in the system, women holding leadership positions were able to deal with the emotional demands of the new system and structure in Queensland in Australia which is an evidence of how women can succeed in leading schools (Sachs & Blackmore 1998).

Gipson et al. (2017) emphasize on taking leadership exam for candidate women or for those who are already in leadership position to prepare them for the new challenge, major responsibilities and provide the needed support and advice for succession, additionally, the context of leadership position affects the women experience by taking into account the mission, culture, goals and history of the organization.

2.2 Leadership Styles

There are many styles in leadership that describes the way leaders work with their teams and how they delegate tasks to attain the outcomes. The researcher will emphasize on educational leadership styles with focus on the most three prominent styles and explain the rational behind choosing a specific type for this research.

2.2.1 Transactional Leadership

"Structure leads to result", that is the shortest way in defining the transactional leaders who concentrate on results, manage, facilitate individual and group performance, and they take responsibility of maintaining routines with self-motivated team who works in well-structured atmosphere (*What is Transactional Leadership? Structure Leads to Results* 2014)**.** Furthermore, (Nazim & Azhar 2016) explains how transactional leaders enhance the team motivation by awarding them with generous compensation by setting clear relation between the work performance and the benefits at the end. Alternatively, Hoyt and Blascovich (2003) describes the transactional leaders ship as a process of "exchanging one thing for another", additionally, their special behavior and charisma allows them to search for solutions when things are not going as planned.

2.2.2 Transformational Leadership

School developments requires gradual and fixed transformation with the right transformational leaders who understand the problems the school is facing and have a full idea of the overall situation the school to guarantee school improvement (Yang 2013)**.** Transformational leadership has long-term vision and cares about developing their teams into leaders, ethical representatives and they leave positive affect on teachers moral, motivation and their professional development

(Kruger, Witziers & Sleegers 2007). Transformational leadership in schools is shown in practice by empowering people to grow, shine and encourage them to take ownership in solving problems, innovation of building new ideas of making the school better and giving them the full support and trust in their areas of expertise (Gunn 2018).

The following table (Table 2.1) shows the difference between transactional and transformational leadership.

Table 2.1: Characteristics of transformational and transactional leadership

Table 2.2 Transactional and Transformational Leaders	
Transactional Leader	**Transformational Leader**
Focuses on management tasks	Identifies common values
Is a caretaker	Is committed
Uses trade-offs to meet goals	Inspires others with vision
Does not identify shared values	Has long-term vision
Examines causes	Looks at effects
Uses contingency reward	Empowers others

Source: http://zsessayfhcq.patientenbeteiligung.info/transformational-vs-transactional-leadership-2-essay.html

2.2.3 Instructional Leadership

Instructional leadership literature focuses on the principal role although very little literature refer instructional coaching or teachers leads in improving and developing teachers practices (Neumerski 2013). Ideally, practicing instructional leadership from both admins and teachers by working together to form a learning community, supporting new research-based proven and succeed teaching practices, collaboration and sharing responsibilities to reach the school goals is highly important and affects the school success and this was the case on some Turkish primary school (Gumus & Akcaoglu 2013). Instructional leaders concur to share one or more of these qualities such as influencing their team, delegating and mentoring, empowering them with suitable tasks and they know how to manage their teams effectively by showing results (Glickman, Gordon & Ross-Gordon 2004).

This type of leadership focuses on directing the influence instead of directing the origins, this means that leaders influence by modeling by example, observing and visiting and creating opportunities for people to dialogue and benefit from each other (Bush 2011). This role plays an important factor for school leaders functions (Murphy et al. 1983) in framing the school objectives and goals through interconnecting the activities and process along with the functions (see Figure 2.3).

Instructional leadership practice in Singapore (Ng et al. 2015) shows that principal's Instructional leadership alone was not sufficient for the intended impact, they had to use the knowledge and help of middle leadership (HOD's) and external experts to participate in the process so they are not overwhelmed and over burned with the school demand and responsibilities, at the same time they empowered the middle leadership and involved them to achieve the school goals and vision, with this experience, principals learned to focus on one area at the same time and when achieving

it, move to the next goal, also the principals were not able to get involved in teachers observations

and evaluation, they delegated this responsibility to their line managers (HOD's), and finally they

aligned their instruction framework, school vision, curriculum implementation to the Singapore

Ministry of Education requirements and policies.

Figure 2.3: Instructional leadership framework

Figure 1.
Instructional Leadership:
A Conceptual Framework
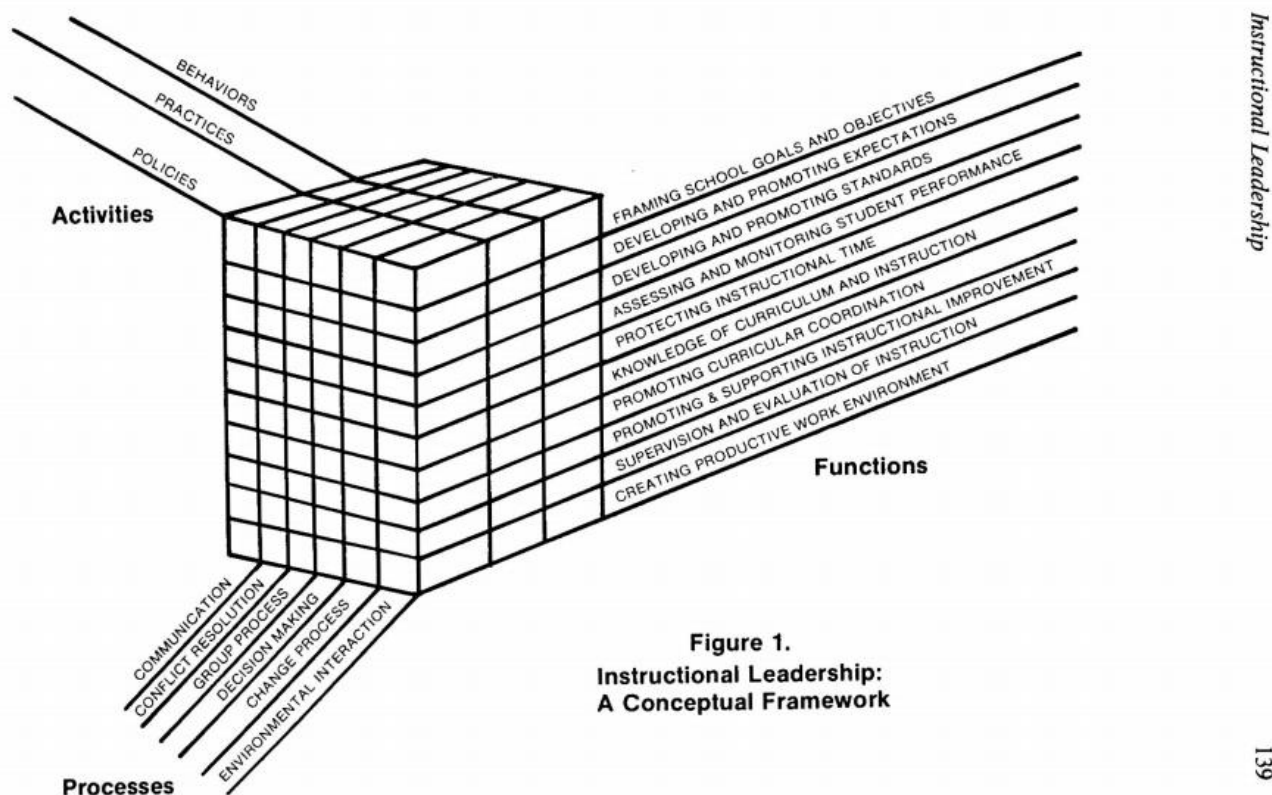
source: Instructional Leadership: A Conceptual Framework, by Murphy et al. 1983, p. 139

2.2.4 Distributed Leadership

Distributed leadership in educational context is being viewed as distributing responsibilities among

all staff in the school despite their years of experience or skills and they all share the same vision

and mission to drive the school improvement, a shift from focusing on induvial leaders behaviors

to collective individual with multiple roles (Bolden 2011). The purpose of distributed leadership

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is to empower educators and give them ownership to lead their teams, distribute the leadership power among all staff so each member is responsible on a certain area and as a result all leaders individually and collectively work on the same direction towards achieving the same goal (Solly 2018). This kind of leadership acknowledges that all staff holding formal or non-formal leadership position assume school leadership roles, this somehow raise their self-confidence and empower themselves to give it their best in working with their superiors. A study of distributed leadership propose that it can be stretched into coordination which indicates that different leaderships tasks requires a certain sequence of implementation, collaboration where leaders work together to achieve a certain goal and collective distribution where two leaders work separately but they depend on each other (Spillane, Diamond & Jita 2000).

2.3 Coaching

Aguilar (2013) defines coaching in her book The Art of Coaching as "a process that can move a person from where he is to where he wants to be". This means that proper coaching help teachers to meet their individual needs on coaching and enhance it through professional development and one to one support; so not all trainings suit all teachers as we do not teach students the same way (Wang 2017).

Williamson (2012) considers coaching as an investment in teachers to improve their teaching quality and support them in their classrooms; it is also type of professional development by adding cognition to the teachers existing knowledge and broaden their lack in new best practice teaching in their field.

A good coach work with the trainees hand by hand and should contain these competencies skills such as connecting with people emotionally and being able to influence them, recognize the

strength areas of the employees and bring it by empowering them to take a lead, create an atmosphere of curiosity by asking what if questions and seek for unexpected answers to open a discussion and come up with solutions, teach how to take ownership of mistakes and celebrate success as well and being a good listeners and respondent with the right language, tone and pace (Forbes Coaches Council 2016) .

A successful coach knows exactly their role before they start coaching, this role may vary depending on the individuals and group of targets to be achieved, some of these roles could be mentoring teachers on a certain skill such as classroom management, a counsellor for resolving a certain problem, an advisor for learning certain strategies with hyperactive students, a facilitator and an instructor in developing a certain competency (Killion & Harrison 2006)

Coaching process consists of different stages depending on the framework that the organization follows, each stage takes a duration of time, follow up and agenda of the next step; the first step is the assessment stage where the coach assess the current strength point and have a plan for areas of development points in relation to the training needed, set a development plan and both parties agrees on the goals, timeline and steps to reach the growth; the second stage is act and development stage where the coaching starts by addressing the weak points in one to one coaching, group coaching or even modeling the skill, providing tools and resources, classroom visits and observation; and the last stage is the follow up and evaluation, in this step several observation will be conducted to measure the effectiveness of the implementation, one to one meeting for constructive feedback and decide the next steps (*The Coaching Process* n.d.).

There are several types of coaching in general, for instance, performance coaching that deals with the individual's performance in terms of productivity and effectiveness, there is also skills coaching that focuses on the core skills needed to perform the job correctly, the third type is career

coaching which is related to career concerns in terms of abilities so the coach will clarify points that may make a shift in the individual's career (*Types of coaching* n.d.)

In this paper, the focus is on instructional coaching from leadership perspective where the teacher is the center of process, as we will see in the following paragraph.

2.3.1 Instructional Coaching

In school settings, teachers need support in terms of trainings, constructive feedback, modeling best teaching practices to provide the expected high quality teaching and eventually high students achievements, and this can be reached through the initiative of instructional coaching (Denton, Hasbrouck & Marsh 2009). Instructional coaching helps in improving students performance, and trains teachers to build a practice community to achieve the ultimate goal of students success (Estrella-Henderson & Jessop 2015) .

Williamson (2012) indicates that instructional coaching is about providing the needed individual support and opportunities for teachers to show their growth areas, strength points and reflect on their progress through daily practices. Teachers often resists new trainings and teaching methods when there is no support or follow up to facilitate the implementation and guidance through their trainers or coaches especially with their teaching loads, duties, office work, the rapid and quick changes in curriculum and the need follow up with new regulations and instructions from educational authorities, all these reasons give them little time to dedicate their time and energy for new professional development (Knight 2000).

A recent study in University of Kansas leady by Jim Knight and his colleagues proves by research based evidence the effectiveness of instructional coaching in developing teachers as well as students accomplishments, it also proved that instructional coaching supports schools in

employing new trainings in scientific stable approaches (Devine, Houssemand & Meyers 2013). Instructional coaching guarantees that teachers practices implementation is accurate with the different follow ups, structured and delivered with high quality results putting in mind the optimum goal is to improve instruction in order to improve students outcomes (Knight 2011).

A report by Hanover research from Iowa Area Education in Canada examined the instructional coaching that aimed to improve teachers' practices and students learning identified best practices that includes ways of promoting a good relation between the coaches and teachers, training content and the support needed from school leaders with time and resources for a high quality outcomes (Stein et al. 2015). More information will be shared in chapter five to support the current research findings.

2.3.2 Teachers Professional Development (PD)

Professional development in educational context is viewed as a continues procedure for individuals and groups to improve and empower teachers and educators for a positive change, solve problems, innovate and create new techniques in learning, connect theory to practice, and learn new skills and teaching methods (Denton, Hasbrouck & Marsh 2009). For professional development to be effective, it is necessary that teachers gain new information that meets their needs and their level of expertise and knowledge, to consists of hands-on and applicable activities not only lecturing, and to add value to their current knowledge and be able to measure this on students outcomes (Denton, Hasbrouck & Marsh 2009).

Law and Glover (2000) states that there is a great emphasis on the need to develop well qualified and up to date learning facilitators force across all UAE, as a matter of fact an interesting statement Barth (1990) uses to support this point of view "when teachers stop growing, so do their students

", additionally, SLT should identify the aims and purpose of such PD, what hand-on activities and programs that will be included, what resources will be deployed, how and where the implementation will take place, people in charge of the training and the evaluation criteria of the trainer and follow up assessments along with the reflection papers of the trainees.

2.3.3 Teacher Evaluation

In order to improve the quality of education, it is assured to have high quality teachers using up to date teaching pedagogy and methodologies (Hoover & Nolan 2011). With the National Agenda initiative in 2014 by H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to reach the UAE Vision 2021, it is very critical to improve all teachers and ensure that 100 percent of all schools in UAE have qualified teachers (UAE Vision 2021, 2014).

Teacher development is essential element to provide accurate data on what is happing inside classes with students and to evaluate the students learning outcomes, if students are learning new information that meets their needs and learning styles and this process falls under teacher evaluation or assessment with clear standards that teachers are expected to meet (Cambridge Assessment International Education n.d.)**.** The importance of teacher evaluation lays under improving the school, the teacher and make sure learners and students are learning properly, gathering information for human resources decision such as dismissal or promotion; in order to insure that, the evaluation system has to include all components that are connected to students achievements, it should be specific and contains classroom strategies and teacher behavior (Marzano 2012).

There are many factors that influence the evaluation system such as infrequent and not enough visits for teachers on termly basis which will leave a gap in their development, also focusing on points that does not impact the students learning, not providing useful and helpful feedback or an action plan for developing and improving the teacher after each evaluation process and giving the teacher a chance to reflect and voice their own opinion on their evaluation, all these points affect the teachers negatively and might force them to quit due to unfairness (The New Teacher Project 2010). Different approaches can used in teacher evaluation, for instance, classroom observations, students reflections on the teacher, teacher self-evaluation, teachers portfolio, line manager or principals review, delivery of instructions, course planning and department and curriculum work (Center of research on learning and teaching n.d.).

During the teacher evaluation, some aspects are focused on such the on main activity of teaching such as the lesson plan, preparation of resources, time management, classroom management, learning environment, classroom tidiness, links to standards, contribution to school development, participating in after school activities and community and the use of professional development is their own development (Santiago & Benivades 2009).

The teacher evaluation process goes through a yearly cycle and it starts with setting a clear SMART objectives at the beginning of the new year or from the previous year if the teacher is still in the same school, these objectives must be achievable and focused, mentioning the strength points and areas of development with a mutual agreement of any professional development or support needed between the line manager and the teacher of these goals and a clear action plan for follow up, the second stage is the implantation of the action plan, the line manager will do round visits, a feedback should be shared, a reflection or self-evaluation by the teacher should be discussed with the appraiser, a mid-year review should be conducted by the line manager to discuss how far the

teacher is from the objectives and guideline for the current practice, through all this time evidences should be collected that includes learners work, assessments, projects, etc.. and the final stage is the end of the year evaluation, a well-structured meeting with clear documented agenda, lesson plan reports with observer comments from previous meetings, its should be open for discussion and reflection of the whole year challenges, achievements and lessons learned (Cambridge Assessment International Education n.d.)**.**

A sample of an evaluation form used for teachers is shown below in (Figure 2.4)

Figure 2.4: A sample of a teacher evaluation form

A	Overall learning environment created by the teacher (Evidence in lesson observation)					
		1	2	3	4	Comments
1.	The teacher creates a safe and pleasant learning environment					
2.	The teacher clearly respects the students and listens to the voice of the learner					
3.	The overall atmosphere in class is positive and encouraging					
4.	The teacher has an open and approachable relationship with students					

B	Instructional practice (Evidence in lesson observation, lesson plans)					
		1	2	3	4	Comments
5.	The teacher leads the class in well-prepared activities					
6.	The objectives of the lesson are clear to the teacher and to the students					
7.	The lesson accurately develops student understanding of part of the Cambridge curriculum					
8.	The teacher has an open and approachable relationship with students					
9.	The teacher checks students' (previous) understanding					
10.	The teacher uses classroom materials and media when appropriate					
11.	The teacher delivers the lesson clearly in an effective style					

C	Differentiation (Evidence in observed lesson, lesson plans, student work, student questionnaire)					
		1	2	3	4	Comments
12.	The teacher pays special attention to the very able students (e.g. by offering in-depth assignments and tasks)					
13.	The teacher pays special attention to the academically weaker students					
14.	The teacher supports bilingual students within his or her subject area					

Source: Developing your school with Cambridge: A guide for school leaders, p.9

2.3.4 Developing teachers through classroom observations

It has been proven by research based studies that classroom observations with effective follow up and feedback procedures help the development of teachers in delivering high quality of teaching (Montgomery 2002). A study by Shing (2012) examined the process of continuous classroom observations that lasts from five minutes to a whole lesson observation, follow up discussion and reflection after the class, and a plan that focuses on areas of development on his school and through a survey to measure the results, it showed this method was welcomed by participants teachers who were part of the process and it added value and meaning to their current teaching experience, additionally, teachers asked for the process to run in cycles each term so they can get the most of it. The purpose of observation should be clearly planned and have clear objectives to both observer and the teacher through a pre-observation process to decide the focus of the visit with clear rubric of evaluating the lesson to be discussed after the observation through post-observation, during the latter, observer should be open for teachers' reflection on their own lesson, how they can improve it, what areas that they lack and their support and they may ask any questions regarding the lesson such as how they use groups in the class effectively, how they differentiate instructions among different level of students, how they ensure that students master the objectives and what techniques they use for classroom management (Richards & Farrel 2011).

Based on previous studies, the school SLT used classroom observations as a main method of evaluating the teachers absorbent in the new skill learned.

2.4 National Agenda and First-rate Educational System - UAE Vision 2021

In their official website (https://uaecabinet.ae/en/national-agenda) , it states that in order to achieve a first-rate education system, a complete transformation shift of the current education system and

teaching and learning methods is required. This means that all school leaders must use their transformational leadership skills to set and prepare their schools for the high-performance standards and expectations by Dubai School Inspection Bureau and MOE inspections. For those reasons, the current schools the researcher is working in decided to re-shape the instructions and focus from teachers to students and improve the students outcomes to meet the expected standards.

2.5 NEASC Accreditation

New England Association of Schools and Colleges is a non profit organization that attests the school education quality and integrity by building and preserving a high standard of education and employing the assessment process that concentrates on school evaluation and self-improvement (NEASC n.d.). Schools should seek accreditation to determine if it meets the educational expectations, to help students get accepted in universities and colleges, to help in determining the validity of programs and courses offered, and it push the school for continuous improvement (*What is Accreditation* n.d.). Accreditation guarantee an acceptable reputation and quality for the school by having a confidence of the program they offer, resources, human capital and facilities that will guide them to achieve their mission and vision (NEASC n.d.).

2.6 School Inspection

All schools in UAE are subjected to a yearly inspection based on their location and which educational area they follow. There main entities are responsible for inspecting school, the first one is the KHDA which inspects private school in Dubai, second is the Abu Dhabi Education Council (ADEC) previously and know its changed to The Department of Education and Knowledge (ADEK) and its responsible for private school in Abu Dhabi, Al Ain, and the last and largest entity is the MOE which inspects all government school all over the UAE. The aim of this

inspection is to develop education, review policies, plans and programs and move forward with the education institutions to achieve the UAE vision 2021 and the international standards (Department of Education and knowledge n.d.). School leaders are under a lot of pressure to get a rating of Good and above in order for the school to continue operating as a mandatory requirement from the Dubai School Inspection Bureau and MOE (Dubai School Inspection Bureau 2017).

The school inspection framework is a unified framework is used in all emirates during the inspection period, and it focuses on performance standards that contains different elements and indicators with detailed descriptions for inspectors judgments and school improvement (KHDA 2016)

2.7 Teaching License System (TLS)

TLS refers to a license of teaching qualification, a mandatory qualification for any teacher teaching inside the UAE to practice their profession by doing two tests, one is about educational policies and principals and the other one is about subject content area and it must be done by 2021 to meet the UAE Vision 2021 (TLS MOE 2018) . It is a new initiative by the education sector in UAE for the purpose of setting high standards of the teachers qualifications, performance and development with the international ones, a website https://tls.moe.gov.ae was created for all teachers in private or public schools in UAE to apply and register for the TLS certificate. It has been communicated to all schools through the MOE secretary within a given time to ensure the systematic instruction of getting this certificate and its customized training and assessments requirements (TLS MOE 2018).

2.8 Summary

This chapter highlighted leadership in general, leadership styles and focused on the Instructional leadership which is the core of the current study. It discussed the coaching and mentoring, coaching types and methods and concentrated on the Instructional Coaching as technique in impacting the teaching and learning. Several examples of successful case studies around the world was shared as a research-based prove of the impact of this method. Multiple subtitles that has a direct relation with the research such as school accreditation, teacher evaluation, classroom observations affect on improving teaching and learning and other topics were briefly mentioned to point out the rational when discussing the findings and implication of the research.

In the following chapter, a broad detail on the research methodology, research design, instruments, research population, procedure of collecting the data, ethical consideration and limitations.

Chapter 3: Research Methodology

This chapter demonstrates the methods used to answer the research questions. It specifically describes the research design, population and sampling, instruments, validity, reliability and sensitivity of research instruments, data collection procedure and ethical considerations. The researcher divided the study into three main parts; a comprehensive summary of previous literature discussing the same area of focus with success experiences, different types of instruments to answer the research questions and finally discussing the findings and conclusion.

3.1 Research Design

The study is categorized as descriptive research. The purpose of the descriptive research is to highlight the problems and issues of data collection so reporting and explaining it would be clearer and much easier than without this method and It is connected with previous observational studies using surveys as a main type of data collection (Fox & Bayat 2007). Descriptive research was particularly chosen to describe how the instructional coaching impacted and influenced their daily teaching practices by gathering information for the targeted staff. It used to observe and describe a situation without having an impact on the variables (*Overview of Descriptive Research - Center for Innovation in Research and Teaching* n.d.). This type of research allow the researcher to interact with the tested subjects to collect data and information from them which was an important mean of collecting data in this study.

The main benefits and advantages of descriptive research is that it allows for different kinds of data collection and analysis by collecting quantitative and qualitative information, less time consuming and it enables a natural observation of a situation which leads to more accurate findings

(*Advantages and Disadvantages of Descriptive Research* n.d.). While the limitations of this research such as confidentiality didn't affect the research design.

Descriptive research is used in this study because the background of the problem and some other information already exists and used as facts by the SLT in the school before conducting the research, it was required to make improvements to the current instructions and observe the impact of the coaching and training on teachers' practices.

3.2 Population and sampling procedure

The population of the research are all teaching staff from kindergarten to grade twelve in three private schools that follows the American and British curriculum in Sharjah that fall under the same managing corporate. The sample was chosen based on convenience and availability sampling design by sending the survey to all employees through school email. The researcher chose this sample design because there is no certain criteria or condition to be applied on participants, any teacher received the survey can be part of the study (Dudovskiy 2016) after signing the consent.

In order to ensure that males and females are represented in the sample study, non-probability and non-proportional sampling was employed. Non-proportional sampling doesn't include random selection and thus it may or may not represent the whole population because the researcher aimed for the purposive type of nonprobability sampling where a certain plan is in mind (William M.K. 2006).

3.3 Instruments

In this study, the researcher used both quantitative and qualitative methods to answer the research questions. The instrument designed for this research is an online survey through the website Survey

Monkey. For the purpose of the research, the researcher developed a self-administrated questionnaire to gather the required data for answering the research questions. Survey was the suitable instruments because it's based on a scientific way for obtaining data from respondents (Creswell 2014).

Electronic online survey was chosen because it is easy to design, it can reach the targeted audience easily, its faster than the traditional survey, it not expensive, participants can answer the questions any time using any kind of devices available for them and they are free to be honest and voice their opinions without being afraid of being identified by the researcher, the researcher can filer those answer which are not related by one click, and any required question cannot be skipped by determining this feature in the design step (*10 Advantages of Online Surveys* n.d.)

Due to limited question numbers allowed by Survey Monkey, the researcher didn't include general and demographic information as a part of the survey. The researcher preferred to start straight away with the core questions and left out the demographic information. The rationale behind this is the sensitivity of staff, they might not participate if they see some personal questions that could lead to knowing them or they may be afraid their identity might be exposed to the researcher. In order to get the teachers to participate and feel safe of the information they provide, this decision was made.

The ten questions designed to measure the effectiveness of the current instructional coaching. These questions were developed based on different types of coaching and professional development provided for the staff through a whole year. Accordingly, these questions seek to the extent on how the school leadership is supporting the teachers in all kind of coaching to improve teaching and learning. The researcher used the Likert scale to elicit participants' agreement. McLeod (2008) defines Likert scales as "frequency scales use fixed choice response formats and

are designed to measure attitudes or opinions". A scale from 5 to 1, where 5 was assigned for "Strongly agree", 4 for "agree", 3 for "Neutral", 2 for "Disagree" and 1 for "strongly disagree".

Another instrument used in this study is the focus group which is frequently used as a qualitative method. It is used to obtain information from certain selected people who will gather for a known purpose (O.Nyumba et al. 2017). Focus group was chosen because the researcher needed to ask open ended questions to convey the thoughts of the participants on a particular phenomenon that is happing currently and they are playing an important role in it.

The main benefits from using focus groups that it helps in getting open feedback by allowing participants express clearly their opinions and have discussion with comments n each other which eventually help the researcher in answering the research questions, however, the tendency of getting influenced by other people's opinion may be a concern and not being straight forward or resisting to express genuine thoughts could be another drawback of using focus groups (Kokemuller 2018).

A group of six middle leadership team were informed ahead before about the purpose of the discussion, timing, location and the agenda of the meeting. With no pressure, the targeted participants welcomed the idea and expressed their willingness to participate and help the researcher in providing the needed information for the research findings. A minor bias should be addressed is that group chosen work closely with the researcher and they were kind enough to allocate time though they had a vey tight schedule.

3.4 Scale reliability, validity and sensitivity

This section presents how the researcher insured that the research instrument, that is the survey questionnaire satisfies the criteria of good measurement scale.

3.4.1 Reliability

Zikmund (2003) defines reliability as "an indicator that measure's internal consistency which is a major key in understanding reliability". When different trails at measuring something are close together means that the measure is reliable (Zikmund 2003). Ensuring reliable instrument is important to have accurate and genuine results. There are so many ways in testing measurements. In this study, the researcher chose the Test-Retest reliability method which means the same instruments (questionnaire) is given to the same respondents at two separate times to test its stability. It was an essential stage of the study to run a pilot study to test the data collection instrument and identify any possible problem or deficiency during the study (Mazza, Schattner & Hassan 2006). It is employed prior the main survey with enough time to test the target population and discover any errors (Gilbert 2001).

A pilot study was conducted using a group of ten teachers. This helped in (1) determining the length of time needed to complete the questionnaire, and (2) indicating questions that need to be revised. The researcher distributed the survey twice to ten middle school teachers with a time period of two weeks.

The results of reliability analysis showed that all the items are consistent and stable with time as the correlations relating the results of the questionnaire was significant at 0.05 level except one question that had non-significant at 0.05 level correlation between the two tests. Hence, the researcher decided to change it with another modified question. The results of the reliability are shown in the table below.

Table 3.1: Test-Retest Reliability Analysis result

Item number	Pearson Correlation Coefficient between the two administrations	Significant level	Interpretation
Item 1	0.987	0.000	Significant at 0.05 level
Item 2	0.765	0.000	Significant at 0.05 level
Item 3	0.798	0.000	Significant at 0.05 level
Item 4	0.654	0.000	Significant at 0.05 level
Item 5	0.824	0.000	Significant at 0.05 level
Item 7	0.886	0.000	Significant at 0.05 level
Item 8	0.657	0.000	Significant at 0.05 level
Item 9	0.800	0.000	Significant at 0.05 level

Source: author

3.4.2 Validity

Creswell et al. (2000) defines validity as: "A tool that determines whether the findings are accurate from the standpoint of the researcher, the participants or the reader of an account". Different approaches are used in validating the research instruments. In the current research, content validity was employed.

The researcher chose the content validity evidence to examine if the questionnaire measures what is intended to be measured. Senior and experienced leaders were chosen to provide their professional point of view on the research instrument used to answer the research questions.

The procedures for validating the findings in the study contains sending a copy of the questionnaire to selected professionals in related fields in the school (Appendix 1 provides a list of referees who

validated the questionnaire). The researcher received their feedback and comments, modified the questionnaire accordingly and finalized the questionnaire form as it can be seen in Appendix 2.

3.4.3 Sensitivity

Zikmund (2003) defines sensitivity as "an instrument's ability to accurately measure variability in a concept". Providing a limited choices such as "yes on no" doesn't accurately measure the scale's sensitivity (Zikmund 2003). The more response choices and scale option are there, more sensitivity is amplified.

To ensure that the instrument is sensitive, the researcher used Likert scale rating and provided the participants with a range of five alternatives ranging from 5 for "strongly agree" to 1 "strongly disagree".

With Likert scale, participants can rank and measure the quality of a service to indicate to what extent they approve or disapprove (Allen & Seaman 2007). With that in mind, it was important to this this scale to know how teachers evaluate the training and coaching they received and how it impacted their daily practices. Analyzing of Likert scale data will measure the adequacy of each item in the survey and help providing statistical analysis for the findings.

3.5 Data collection procedure

Different methods of distributing the survey used in this study in order to ensure an acceptable number of responses. A total of 300 self-administrated questionnaires were distributed in a hardcopy, through email link and using social media apps such as WhatsApp school group to a network of contacts who helped in circulating and collecting the questionnaire back from the staff. questionnaires were administrated to the employees during their worktime and notified that the participation is voluntary. A total of 44 teachers responded back. The main reason of low

participation was the timing of the year where teachers in that school were done from inspection visits from the MOE and the NEASC accreditation. Another reason was that the teachers were busy preparing for the final revision before the end of year test and they were not interested in another task that is an option and forced to do it. Focus group was another method used in answering the question "How do the Instructional leadership coaching help the teachers meet the national agenda paraments of UAE Vision 2021?". A group of six instructional leaders form middle leadership team; the heads of Math, English, Science, Art, Social Studies, and Arabic language were informed about the researcher questions, signed a consent form and willingly volunteered to participate. They were invited to a meeting for an hour to discuss and answer a set of questions (see table 3.2) and shared the research questions previously with them. The researcher took notes while the discussion was going on and recorded the interview. The researcher thanked them for their absolute collaborative assistance, and valuable time advocated in supporting the research aim.

Table 3.2: Focus group questions

Questions #	Question statements
1	How often do you coach your team?
2	How are the training topics chosen? And based on what?
3	How do you assure that teachers are delivering it correctly?
4	What follow up procedure do you conduct with your staff after the coaching session?
5	How would you assure that your staff are ready to meet the national agenda parameters for UAE vision 2021?

Source: author

3.6 Research Timeline

The SLT prepared a list of trainings (see table 3.3) based on teachers needs and their reflections from the previous year. Additionally, notes were taken through their visits and recommended topics were advised. The lead of the trainings was the Vice Principal (VP) who holds a PhD in curriculum design and instructions with over 15 years of experience worldwide.

Table 3.3: Instructional coaching and training workflow

Phase/duration	List of weekly/monthly training	Notes
Term 1 – September to December 2017 Week 1 to week 15	Face to face sessions in weekly department meetings: - Warm-up / Do Now - Assessments and lesson closure/exit tickets - Understanding CAT 4 learning styles - MAP data analysis and action plans	Coaches start by modeling, visiting teachers and evaluate after each visit.
Term 2 – January – March 2018 Week 18 to week 28	-Lesson planning -Linking standards with Objectives - Rubicon Atlas curriculum mapping - SMART objectives - Blooms taxonomy in objectives	Coaches were trained and instructed to train their teams and follow up with the implementation
Term 3 – April – June 2018 Week 30 to week 41	- Understanding by design - Kagan strategies - Learning Differentiation - Dealing with SEND students	Coaches were trained and evaluated by SLT team members to make sure they are delivering the proper way.

Source: author

In each term, teachers were trained on at least four intensive training that took around 60 minutes with their instructional coaches on a weekly basis. Each training took a cycle of three weeks. The first week teachers will apply and implement the new method with observations from their instructional coaches. In week two, teachers will receive immediate face to face or written

feedback (see Figure 3.1) and a discussion meeting if needed. In the third week, re-evaluate the teachers and follow up with the feedback given, re-model if needed and assess the impact of students.

A sample of the immediate feedback for teachers (see Figure 3.1) shows the main aspects the school was focusing, and it is linked with the school inspection frames work indicators.

Figure 3.1: Sample of feedback response

Evaluators Feedback Rubric

1. Positives

2.Suggestions

3. Questions

4. Next Time I'd like to see….

KEY POINTS/NON-NEGOTIABLES

5. I CAN statement/MAP Connection/Objective (Common Core Standards) on the Board (3.2.1/3.2.3)

6. Boards display students' work with rubric expectations and Class rules/school policies are visible

7. Student checklists are visible with challenging next steps for students. (1.3.1/1.3.4)
(Student Ownership where they are aware of their level and what they have to do to improve)

8. Students are engaged in the intended learning/DIFFERENTIATION (Levelled Groups) (3.1.4)

9. Teacher actively encourages an independent/collaborative learning environment (FACILITATED INSTRUCTION) where students are challenged/pushed beyond grade level. (3.2.5)

Source: ASCS School

The school has implemented multiple types of observation methods to assess the instructional design of lesson, measure student engagement in the lesson, and monitor task levels. Lesson observations provided the school with data that showed teachers were inconsistently applying practices, and thereby affecting the ability for student to demonstrate their proficiency in the lesson.

A sample of lesson observation tool form (see Figure 3.2) that was developed by the school administrators and it was used in all visits.

Figure 3.2: Sample of lesson observation tool form

Daily Lesson Observation Form

Teacher: _____

Class: _____

Observer: _____

 Time Started: _____ Time Ended: _____

Observation Rubric
Classroom Appearance
☐   Organized, neat, and uncluttered

☐   Learning objectives displayed
☐   Classroom displayed are neat and clean
Classroom Management
☐   Students are on-task
☐   Students are passive
☐   Students are disengaged/disruptive
Student Task
☐   Whole-class – teacher led
☐   Students working in pairs
☐   Students working in groups
Observer Intervention
☐   None
☐   Redirected students in class
☐   Pulled students out of class to address them
☐   Spoke with teacher
Level of Learning
☐   Remembering   ☐   Understanding ☐   Applying

Source: ASCS Schools

In this form, the instructional coaches were focusing on five aspects, the classroom appearance, classroom management, student tasks, the need of intervention and the learning level of students. Instructions were given to the instructional coaches to push for an organized, neat and uncluttered

learning environment, a classroom with students produce work, engage and on task, students are working in pairs or in groups where they are the centre of the class and they apply what they learn in differentiated activities.

3.7 Delimitations

Some of the main choices the researcher had to take is population of the study. Not including all schools falling under the same corporate. The reasons behind this decision is that the leaders of these schools are not focusing on professional development the way the chosen three schools are doing because they are still new, and they want to concentrate on the stablishing a solid fundamental in order to grow in this competitive atmosphere. In addition to that, the expected number of participants in the survey was way below expectation because teachers were overwhelmed after the MOE inspection and they had enough work load and pressure from the school administrator, so the researcher had to accept this number (44 responses out of 300 surveys). Interviews was planned to be conducted at the end of the term, and for the same previous reasons, teachers were not responding to the researcher request, and the Heads of Departments supported their teams and backed them up which made the research to suffice with 2 interviews only.

3.8 Ethical consideration

The American Educational Research Association (AERA) adopted some ethical guidelines to be followed by researchers such as not harming the respondents, not forcing participants to participate unless willingly and voluntarily, keeping the participants identity anonymous and not taking any risk as a benefit of the research (Check & Schutt 2012). The researcher has provided a permission letter to the school administration to help her distributing the survey among the three Schools of Creative Science located in Sharjah (Appendix 3). In addition to that, the researcher signed off a

student research policy titled Student Project Non-Disclosure Agreement to use the information for the research purpose only and not to share the information with any other party (Appendix 4). All participants were informed orally and signed a consent letter (Appendix 5) prior the distribution to be aware of the purpose of the research and ensure the privacy and confidentiality of the participants responses. Anonymity of answers was mentioned clearly in the consent form. The researcher is going to involve the SLT with the findings along with the recommendations.

3.9 Summary

To summarize, the researcher explained in detail the research methods used, research design selected, the steps of collecting the data and obstacles encountered after that with valid rationale reasons. Instruments were explained, and data collection procedure was shared and the research delimitations. Research timeline with steps of coaching during the year was explained in detail. All ethical considerations written, and verbal were considered with regards to the instruments used. Justifications of using such methods were mentioned and explained. The following chapter will discuss findings and results on the research in details and draw a conclusion about the research study.

Chapter 4: Data Analysis and Discussion

This chapter presents the statistical analysis of the data collected using the research instruments discussed earlier in the previous chapter to answer the research questions. Quantitative data collected from the questionnaire was edited using the Statistical Product and Service Solution (SPSS) and survey monkey data analysis. SPSS software is a well-known among researchers as it helps in editing and analyzing the extracted data from most of the common files such as excel sheets and databases (*SPSS - Statistical Package for the Social Sciences* n.d.). Survey Monkey is a free online specialized website that helps in creating a questionnaire from scratch or use the ready made templates and it also provides a complete system of managing the questions, sending them, analyzing and presenting the data (*SurveyMonkey: The World's Most Popular Free Online Survey Tool* n.d.)

The Qualitative data will be analyzed using (NVivo) the qualitative data analysis software in addition to the researcher lesson observations in greater length. NVivo is a software that helps in storing, organizing, categorizing, analyzing and presenting the qualitative data in graphs, tables and it is also compatible with SPSS for including any statistical data (*What is NVivo* n.d.)

4.1 Descriptive Statistics and Analysis of quantitative data

In this section, some descriptive statistics are calculated for the questionnaire questions. Frequencies and percentages of the responses found in each question. The following tables and graphs show the frequencies and percentages of the respondents to questions along with the data analysis description for each question.

Table 4.1.1: Frequent and percentage of Q1: The training/coaching received by my Curriculum coordinator/HOD helped me in improving my teaching practices.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	16.28%	7
Disagree لا أوافق	11.63%	5
Neutral محايد	18.60%	8
Agree موافق	44.19%	19
Strongly Agree موافق بشدة	9.30%	4
Other (please specify أخرى (الرجاء التحديد	0.00%	0
TOTAL		43

Source: author

Figure 4.1.1: Answer of questions number 1

Source: author

46
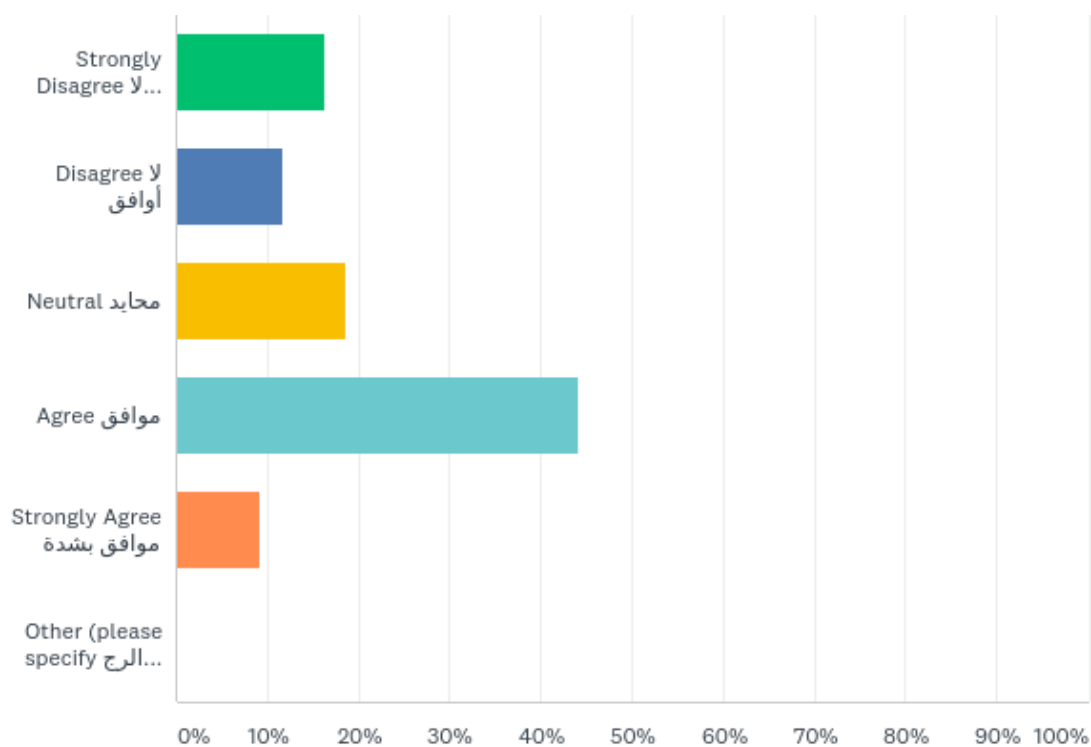
The above table and graph show a high level of respondents' agreement 53.49% that the current instructional leadership coaching program is effective in improving teachers' practices.

Table 4.1.2: Frequent and percentage of Q2: I found support in areas I needed to develop and improve through different types of coaching.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	15.91%	7
Disagree لا أوافق	15.91%	7
Neutral	18.18%	8
Agree موافق	43.18%	19
Strongly Agree موافق بشدة	6.82%	3
Other (please specify الرجاء التحديد) أخرى	0.00%	0
TOTAL		44

Source: author

Figure 4.1.2: Answer of questions number 2
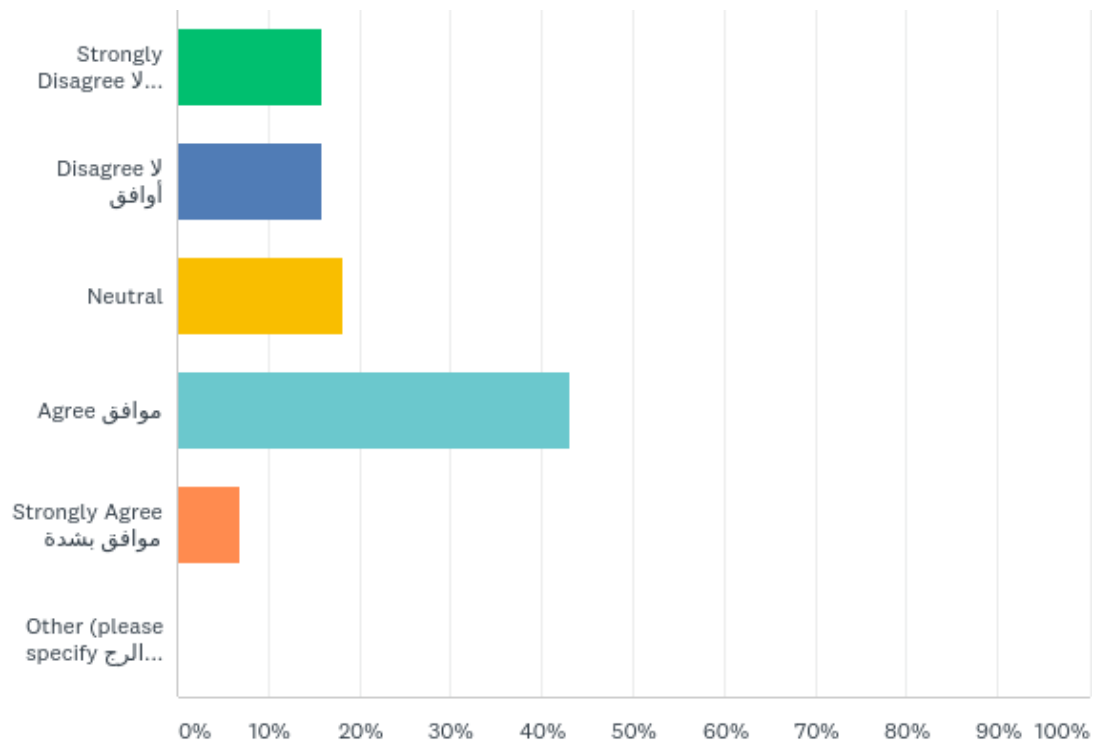
Source: author

From the table above, a percentage of 50% agree that they have the support and assistance through the instructional leadership coaching.

Table 4.1.3: Frequent and percentage of Q3: I am applying the knowledge and skills I learnt during professional development training.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	11.36%	5
Disagree لا أوافق	9.09%	4
Neutral محايد	25.00%	11
Agree موافق	36.36%	16
Strongly Agree موافق بشدة	18.18%	8
Other (please specify أخرى (الرجاء التحديد	0.00%	0
TOTAL		44

Source: author

Figure 4.1.3: Answer of questions number 3

Source: author

49
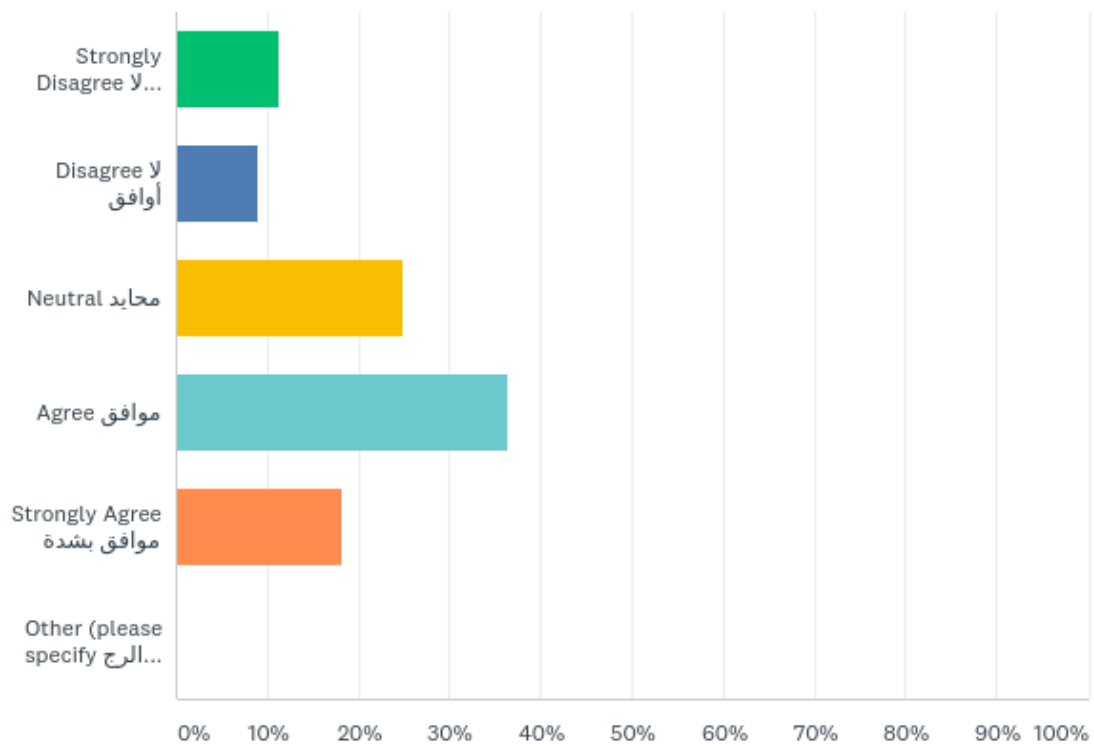
Around 54% of teachers were able to apply the new information they learned from their HOD's during different coaching sessions.

Table 4.1.4: Frequent and percentage of Q4: The trainer was able to deliver the content effectively.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	13.64%	6
Disagree لا أوافق	11.36%	5
Neutral محايد	20.45%	9
Agree موافق	38.64%	17
Strongly Agree موافق بشدة	13.64%	6
Other (please specify)	2.27%	1
TOTAL		44

Source: author

Figure 4.1.4: Answer of questions number 4
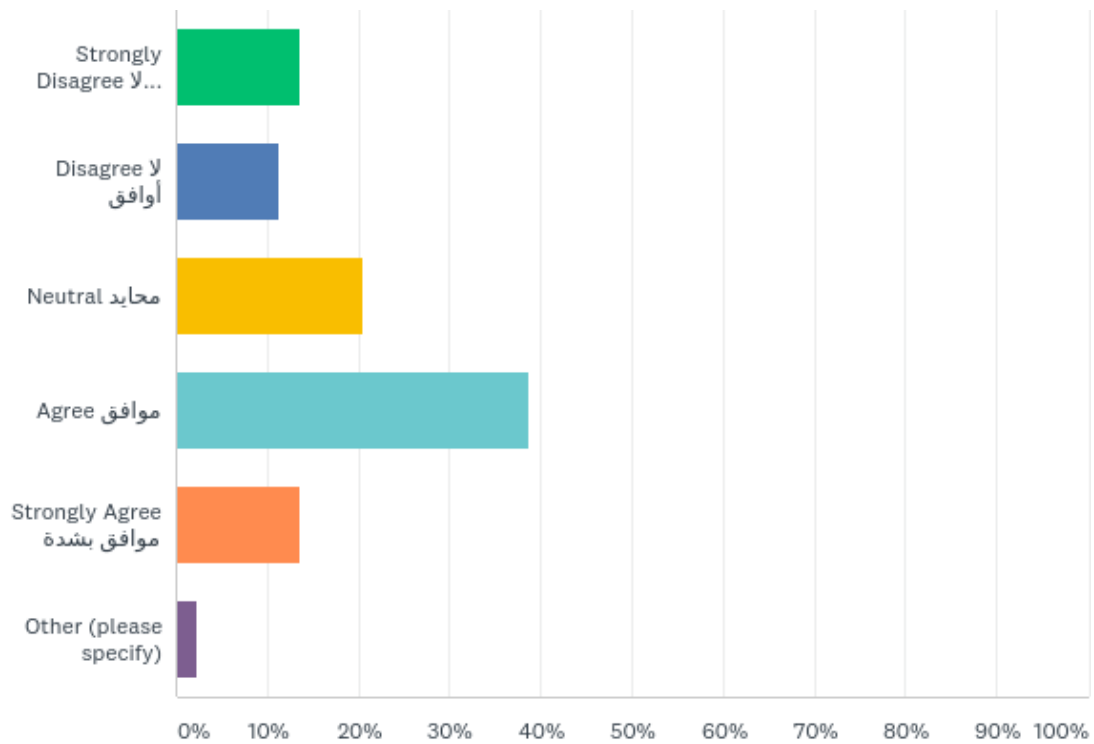
Source: author

About 52.28% of teachers believes that the trainer was able and did great in delivering the content of the training.

Table 4.1.5: Frequent and percentage of Q5: I would like to have more training/coaching that will enhance and improve my teaching experience.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	9.30%	4
Disagree لا أوافق	2.33%	1
Neutral محايد	4.65%	2
Agree موافق	39.53%	17
Strongly Agree موافق بشدة	44.19%	19
Other (please specify أخرى (الرجاء التحديد)	0.00%	0
TOTAL		43

Source: author

Figure 4.1.5: Answer of questions number 5

Source: author

52
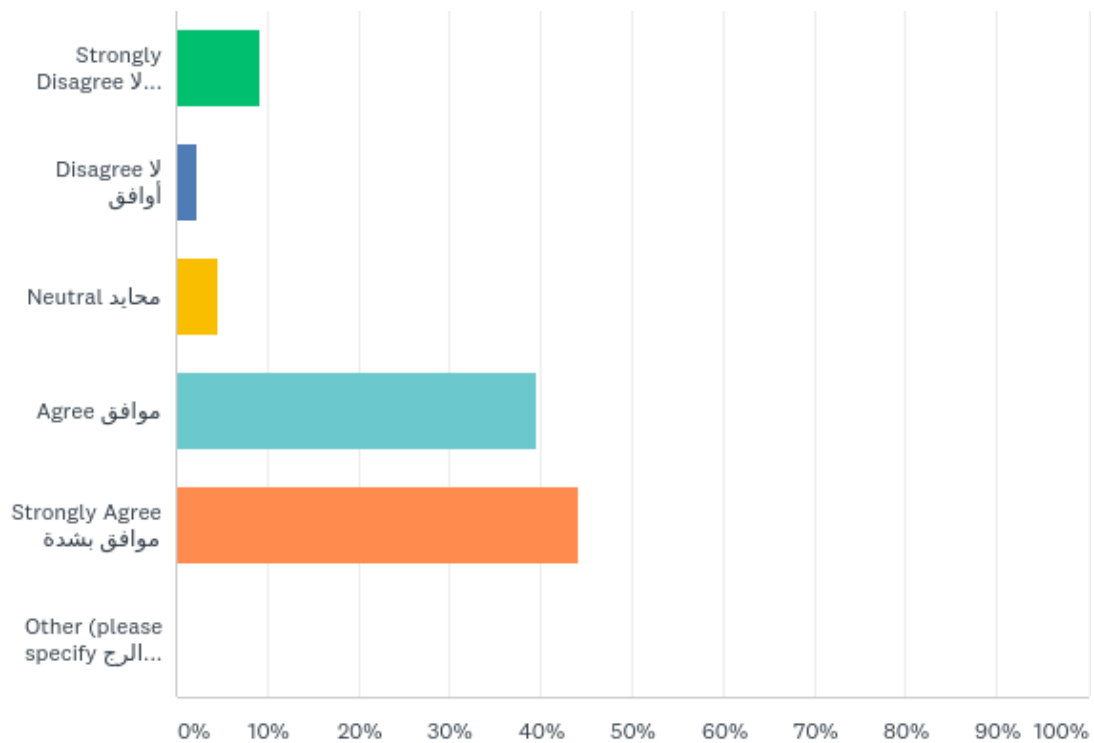
A very high percentage 83.73 are up to have more training and this is a positive sign that the teachers impact of the training was on their side and it is adding value to their experience.

Table 4.1.6: Frequent and percentage of Q7: The training meets the needs of teachers and helped me to deliver high quality teaching.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	11.36%	5
Disagree لا أوافق	6.82%	3
Neutral محايد	27.27%	12
Agree موافق	47.73%	21
Strongly Agree موافق بشدة	4.55%	2
Other (please specify أخرى (الرجاء التحديد	2.27%	1
TOTAL		44

Source: author

Figure 4.1.6: Answer of questions number 7
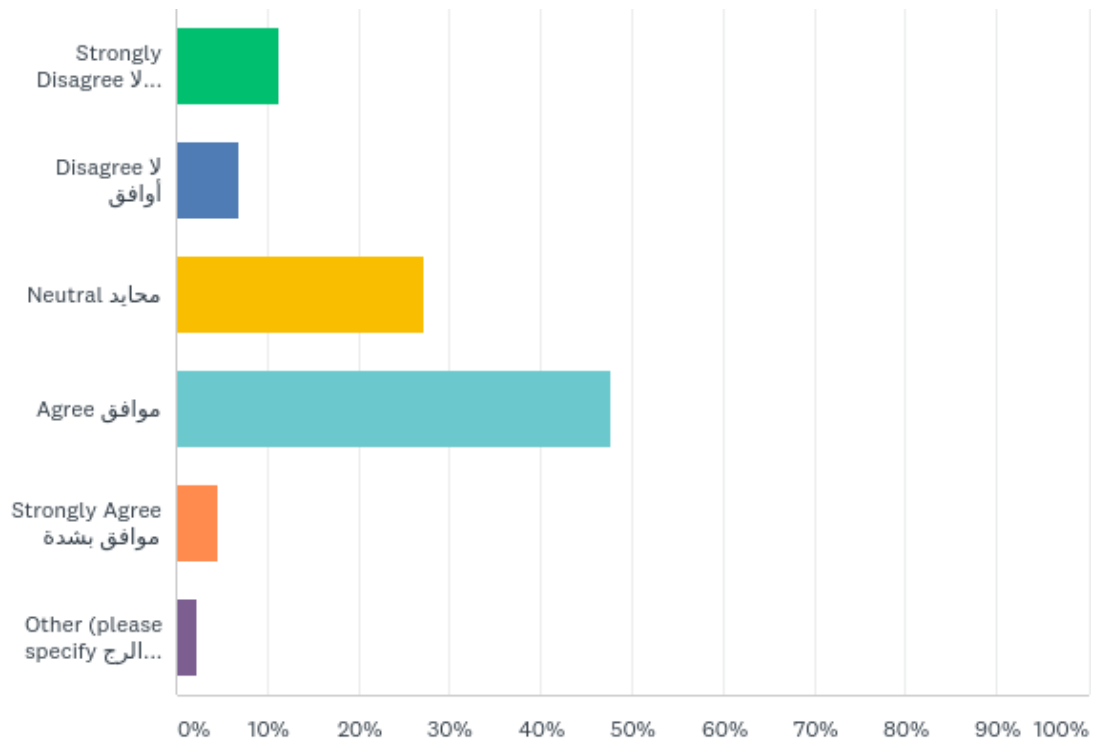
Source: author

The above table shows 52.28% of teachers were satisfied of the training delivery and it met their

needs.

Table 4.1.7: Frequent and percentage of Q8: The training sessions I took will help me in getting the Teaching Licence required by 2021

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	11.63%	5
Disagree لا أوافق	23.26%	10
Neutral محايد	16.28%	7
Agree موافق	34.88%	15
Strongly Agree موافق بشدة	9.30%	4
Other (please specify أخرى (الرجاء التحديد)	4.65%	2
TOTAL		43

Source: author

Figure 4.1.7: Answer of questions number 8

Source: author

55
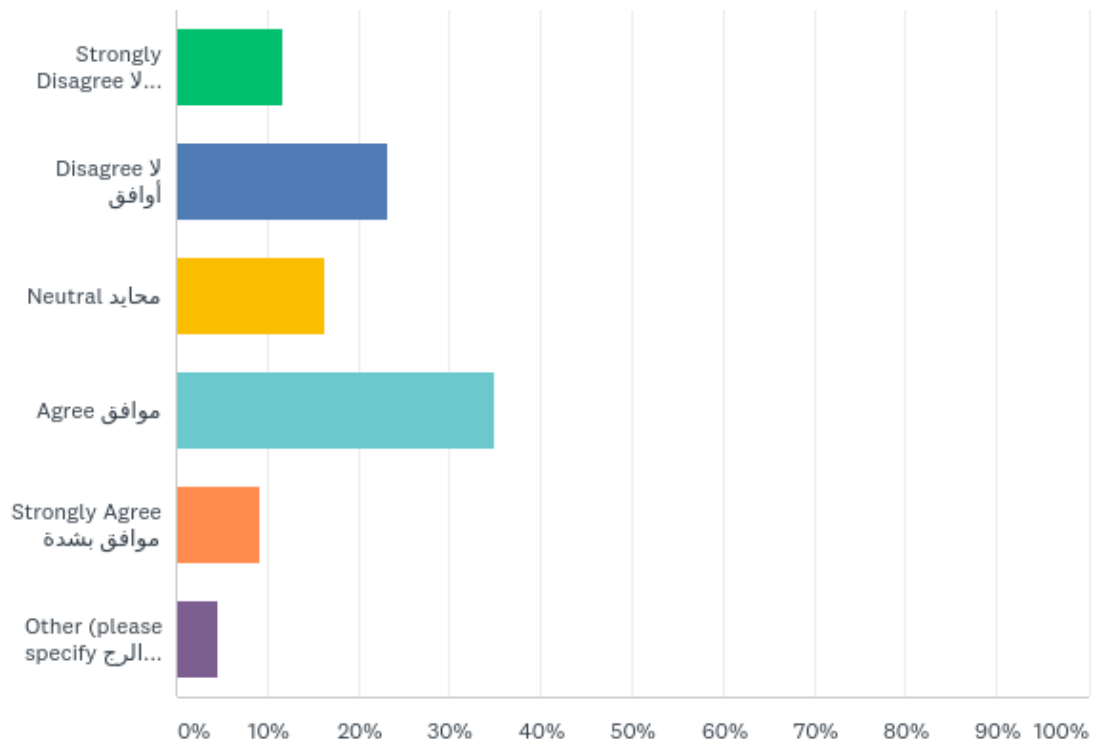
Less than half, 44.18% of teachers think that the training helped them towards the teacher training license. This reflection needs to be taken into consideration when choosing the topics in future trainings.

Table 4.1.8: Frequent and percentage of Q9: I am missing the ultimate purpose of the coaching and believe it is time-consuming.

ANSWER CHOICES	RESPONSES	
Strongly Disagree لا أوافق بشدة	9.30%	4
Disagree لا أوافق	44.19%	19
Neutral محايد	20.93%	9
Agree موافق	13.95%	6
Strongly Agree موافق بشدة	11.63%	5
Other (please specify أخرى) الرجاء التحديد	0.00%	0
TOTAL		43

Source: author

Figure 4.1.8: Answer of questions number 9
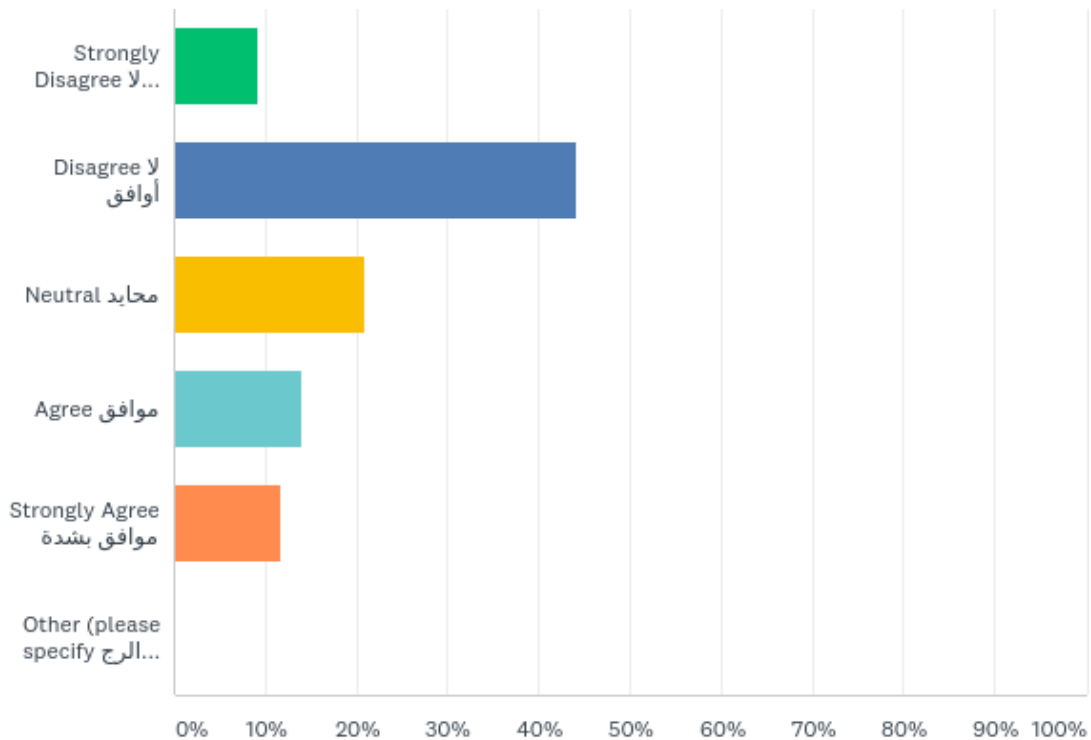
Source: author

Around 65.12% disagree that the program was unproductive and time-consuming. This is good indicator of the effectiveness of the instructional coaching.

The following table (Table 4.1.9) shows the summary of respondents answers of question number 6:

"List the new skills that you have learnt through the PD coaching/training"

The table contains teachers' feedback on the new skills they learned through a whole year program of instructional coaching. Irrelevant answers were excluded. Arabic comments were translated by the researcher, and the repetition of each workshop will be displayed later in this chapter.

Table 4.1.9: List of the new skills that teachers learnt through the PD coaching/training

#	Item content (list of new skills)
1	Do now and exit tickets
2	writing SMART Objectives, linking standards with lesson objectives, Different kinds of Do Nows and Exit tickets
4	integrated lesson planning - curriculum based students' centre activities- collaborate teaching
5	التخطيط للدروس Lesson Planning
6	مراعاة الفروق الفردية بين الطلاب- استخدام التكنولوجيا الحديثة في التعليم - استراتيجيات التعلم Differentiation – use of technology in learning – Learning strategies
7	Brainstorming العصف الذهني Mind maps خريطة ذهنية the dead fish theory for problem solving – نظرية السمكة لحل المشكلات Kagan strategies – اساليب كاجن
9	leadership
10	understanding the use of art therapy in diagnosing behavioural and psychological issues in kids
11	طرق التدريس _الجانب الفني والتقني Learning methods from technical point of view
12	Using 21 century skills in teaching, using technology on teaching
13	different learning strategies like kagan, more student cantered activities.
14	القياده، الصبر ، الاصرار ، الهدف Leadership by example
15	leadership

16	الأركان التعليمية Learning centres
	New learning strategies استراتيجيات التعلم الحديثة
	Blooms Taxonomy هرم بلوم
	The national Agenda criteria معايير الوثيقة الوطنية
	Rubicon Atlas mapping برنامج الروبيكون
	Cat4 Data
17	Induction methodology in teaching
18	Didn't find anything beneficial.
19	Differentiation , Inquiry based activities
20	- catering for the Special Needs, classroom management, how to increase students interaction in the classroom using technology
21	Excel and data analysis
22	Learning centers, Lesson planning, Student learning styles, Kagan strategies, Pedagogy
23	التعامل مع الطلبة و تعلمت استراتيجيات تعليم مختلفة
	Dealing with different students needs and new learning methods
24	Motivation
25	Map test and CAT 4
26	Map test and Cat4
27	do now, exit ticket, class room management
28	Do now actin, Exit ticket , Class management , Teaching instruction and method
29	Active Inspire, Bloom's Taxonomy, Instructional Strategies, Child Protection
30	Do now and exit ticket
31	Kagan Strategies

32	Time management
33	Efficient use of technology in teaching
34	None—boring and repetitive
35	Nothing new
36	Time management
37	I cannot name a specific skill that I have learnt from the PD training.
38	Differentiation, Circle time activities, Whole brain teaching
39	Bloom's taxonomy

Source: author

As it is noticed from the above table, participants highlighted various coaching sessions that they learned throughout the academic year 2017/2018. This list of trainings contains various types of coaching session and it is focused on improving teaching methods through new strategies such as: Kagan strategies that involve engaging all students all the time by sharing answers in an interactive way and learn different skills such as team work and communication skills (Cooperative Learning : Quick Reference Guide of Kagan Structures n.d.) and other strategies. An intention on teacher delivering methods such as lesson planning, blooms taxonomy, classroom management and time management were highlighted in depth with modeling sessions by heads of department and allowing other practitioners to share their best practices. Despite few who were against the ended benefits of those trainings, teachers shared a good number of new skills learnt.

A summary of all new skills learnt during the period of one year is summarized in (table 4.1.10) below.

Table 4.1.10: List of new skills learnt by respondents

#	New skill learned
1	Do Now technique
2	Exit ticket procedure
3	Writing SMART objectives
4	Aligning standards with Objectives
5	Integrated lesson planning
6	Students center activities
7	Teacher collaboration
8	Classroom Differentiation
9	Effective use of IT in learning
10	Kagan learning strategies
11	Creating Mind maps
12	The dead fish theory for problem solving
13	Using 21 century skills in teaching
14	Bloom's taxonomy
15	Whole brain teaching
16	Time management
17	Working with the Active Inspire smart board
18	Analysing Map and CAT 4 data
19	Child Protection policies
20	Classroom management

21	Meeting the national Agenda expectations
22	Rubicon Atlas mapping
23	Leading by example
24	Ways of motivation students
25	Lesson Planning

Source: author

From the above table, teachers mentioned 25 new skills and training sessions they learned during the period of eight months. This is incredible knowledge and information if used to students benefits and applied properly. It indicates that the teachers are receiving intensive amount of coaching and it should add some value to their existing experience that will eventually impact their teaching and students' outcomes (Teaching and Learning International Survey 2009)

Figure 4.1.9: List of high frequency words in question number six

source: author

The following table (Table 4.1.11) shows the summary of respondents answers of question number 10:

"If I was a decision maker, I would like to improve the current training's to"

The table contains teachers' suggestions to enhance the current professional development. Irrelevant answers were excluded. Arabic comments were translated by the researcher, and the repetition of each workshop will be displayed later in this chapter.

Table 4.1.11: List of suggestions for improving the current trainings/professional development

#	Item content (list of suggestions)
1	Provide more content area training
2	I would like more coaching on differentiation, and dealing with SEN students.
3	To have a professional team who knows how to train, deliver the training and knows the answers to all our questions.
4	Examining the needs for training teachers, the tools and the support they need to be able to produce, publish and exchange educational contents
5	التركيز على الأمور التي لها علاقة بالحصة الصفية Much focus on things related to classroom
6	كل ما يحتاجه المعلم في ميدان عمله All what an educator needs for professional development
7	كل المدرسين يودون رؤية مثال عملي يمكن تطبيقه فعلا في غرفة الصيف والابتعاد قدر الممكن عن النظريات النظرية We need practical example away from written theories
8	Provide professional trainers, not employees of the school, Provide options, allow teachers to choose what they would like to register in, Provide a comprehensive range of PDT courses including IT skills, English and Arabic, teaching methodology
9	more time
10	Class management.., best practices In my department, differentiation
11	التدريب له اهداف متعددة . وانا راضية عن الاسلوب الذي يقدم به . Any training has different ways of delivery, and I am satisfied with the current one.
12	Practical actions and strategies to deal with different types of student's behaviour
13	Hiving intensive courses for modern teaching practices
14	Trainings on how to deal with student's behaviour issues, more strategies implemented in class ..useful resources are needed.. and there should be stricted consequences. action plans and improvement plans should have been implemented since the beginning of the year.. lower Elementary should have there own HOD ..more follow up is required.
15	التركيز على الجوانب الحياتية الواقعية Focus on real life application
16	Actual planning with live data
17	Practical workshops where demonstrations of actual lessons take place.
18	actual training, effective
19	- including the teachers in decision making process about the topics of training, because they are the ones who know what they need and how to use it.
20	reconsider seat plan, Assessment from easy to difficult. Remedial classes for slow learners and SEND, Show gradual progress in reports How?, Dealing with parents as customer service and child's behavior and progress.
21	- by making them more focused, easy to digest , strongly related to my own field, new strategies in stead of repeating the same PD

22	More discussion based trainings ,
23	Seminars
24	Class management - curriculum development , Active learning
25	To be more effective in the class
26	subject wise
27	Professional trainers , UpToDate teaching method, Training inside classes
28	Be more interactive and to include more post training monitoring.
29	Use the latest technology and programs for students as Plickers or something new that we didn't use before.
30	Match the curriculum updates
31	Giving advanced knowledge in teaching through activities and extra curriculum
32	Differentiation in teaching
33	Help improve teaching and learning and attainment
34	More effective training
35	Enhance the teacher's better understanding rather than only applying an idea of student's understanding!
36	The training has to be age group oriented and subject oriented
37	Whole brain teaching, Differentiation, Class management ,Lesson planning

Source: author

From the above suggestions, we find some repetitive trainings that are already mentioned in the previous list of new skills learned such as: Whole brain teaching, classroom management, lesson planning, classroom differentiation and integrating technology in learning. This indicates that the teacher did not read the questions properly, so they thought it is the same question, or they did not benefit from the training and they want to have it again. Other suggestions will be shared with the school management to take it into consideration when planning for the following year professional development schedules.

The high frequency words (Figure 4.1.10) mentioned by teachers are shown in the following picture after extracting them using NVivo software. Some of these words involve: coaching, development, improving,

Figure 4.1.10: List of high frequency words in question number ten

4.2 Analysis of Qualitative Data

As described in the previous chapter, the researcher conducted a focus group discussion with the MLT team in the school. A set of questions were asked, the research led the discussion and re-direct the instructional coaches when they moved away from the main discussion topic. The program used to analyze the data was NVivo software. The following section will provide the participants answers and feedback.

Analysis of question #1: How often do you coach your team?

All instructional coaches agreed on the same answer. "In each department meeting that happens once a week, we have a training session for 45 minutes along with the one hour of professional

development of Thursdays. We also coach teachers in five Saturday's over the year selected at the beginning of the year. Teachers come for 6 hours for training session with a certain agenda that is shared with them. In addition to that, the professional development weeks after winter break and after the spring break is also allocated for coaching teachers based on their needs. Any teachers who needs extra support in any area can request a special time to be coached and trained by any of the instructional coaching leaders."

Analysis of question #2: How are the training topics chosen? And based on what?

In this question, the group share this answer: "A list of trainings is shared with the HOD's by the Vice Principal of the school at the beginning of the year. The school administration wants to all departments to have the same coaching sessions and standardize the main trainings with little differentiation according each department needs. HOD's suggested some trainings based on their staff needs through a survey that was distributed or their daily observations in classrooms. Teachers have the right to ask for selected trainings and the admin will plan and train the HOD's first and later they train the teachers."

Analysis of question #3: How do you assure that teachers are delivering it correctly?

The MLT team agreed on this answer: "We are instructed by the VP to fill a weekly schedule of our observations for each class and teacher. A shared schedule is placed on OneDrive where all HOD's have access and can update their visits on a weekly basis. A template of the visits is also shared with HOD's and they fill it in their observations. Continuous drop-ins, walk throughs, learning walks, and mini visits are conducted within certain timeline to assure teachers are improving and developing their skills."

A sample of the instructional observation form (see Table 4.2.1) was filled after each visit and shared with the teacher. Immediate feedback from the evaluator via email or one-one to meeting was obligatory after any visit.

Table 4.2.1: Weekly Instructional Team Classroom Observation Form

Qualitative Classroom Observation Evidence:		
What does the teacher do?	What did the students do?	What did the student work look like?
Purpose and Focus Area:		
Measures to Monitor Progress:		
Support Needed:		
Impact Group (Goals):		

Source: ASCS Schools

Analysis of question #4: What follow up procedure do you conduct with your staff after the coaching session?

Also, instructional coaches in this question provide the same answer: "Continuous follow up such as one to one meeting with the concerned teacher, electronic feedback via email and immediate feedback note on the teacher's desk. A rubric of the visits focus is shared already with the teachers during their weekly meetings, so they expect what is the HOD looking for in their evaluation. we might re-model the new method in different ways with the students, so the teacher see it live in their classes. The VP shared a schedule where HOD's input their visits timing and locations each week (Table 4.2.2), so he can follow up and support the HOD's during their walk throughs."

Table 4.2.2: Observation schedule per department

Date	P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9	P.10
Time	7:15-8:00	8:00-8:45	8:45-9:25	9:25-10:05	10:05-10:45	10:45-11:25	11:25-12:05	12:05-12:45	12:45-13:25	13:25-2:15
Sunday	Khansaa	Nabila	Engy	Hadil	Basma	Safiyyah	Safiyyah	Nabila	Khansaa	Alisar
	Alisar	Khansaa		Engy						
Monday	Safiyyah	Khansaa	Nabila	Hadil	Alisar	Alisar	Asma B.	Khansaa	Nabila	Hadil
							CC Meeting	Engy	Khansaa	Safiyyah
Tuesday	Nabila	Khansaa	Hadil	Engy	Nabila	Sara K.	Khansaa	Safiyyah	Khansaa	Alisar
	Safiyyah				Hadil					Safiyyah
Wednesday	Safiyyah	Nabila	Alisar	Khansaa	Nabila	Khansaa	Hadil	Hadil	Alisar	Safiyyah
	Alisar	Khansaa	Engy	Engy						

Thursday										
Thursday	Hadil	Hadil	Nabila	Instructional Rounds Review	Alisar	Nabila	Khansaa	Khansaa	Engy	Engy
	Safiyyah	Safiyyah				Khansaa				
			Asma B.							

Source: ASCS Schools

Analysis of question #5: How would you assure that your staff are ready to meet the national agenda parameters for UAE vision 2021?

The English Head of Department (HOD) says: "all my team have gained IELTS score of 7.5 and above. All my team registered in the Teaching License System (TLS), and we are working on improving the teaching and learning through continuous professional development, raising our standards and expectations for both teachers and students by focusing on reading literacy, writing, speaking, critical thinking, problem solving and research skills to be among the 20 highest performing in PISA and the highest performing in TIMSS. In high school we are having few students who entered university without foundation program and we are aiming to 100% next year. Intensive coaching is happening which aims to better the teaching and learning to achieve the UAE vision 2021."

The Math HOD says: "My goals do not differ from the other leaders. all my team have gained IELTS score of 7 and above. All my team registered in the Teaching License System (TLS), and

we are working on improving the teaching and learning through continuous professional development, raising our standards and expectations for both teachers and students by focusing on reading literacy, reading literacy, math, critical thinking, problem solving skills to be among the 20 highest performing in PISA and the highest performing in TIMSS. In high school we are having few students who entered university without foundation program and we are aiming to 100% next year. Intensive coaching is happening which aims to better the teaching and learning to achieve the UAE vision 2021."

The rest of the groups shared similar answers: "staff registered in the Teaching License System (TLS), and we are working on improving the teaching and learning through continuous professional development, raising our standards and expectations for both teachers and students by focusing on reading literacy, Arabic, communication skills, presentations skills, critical thinking, problem solving and research skills to ensure that 90% of students develop high skills in NAP assessments. In high school we are having few students who entered university without foundation program and we are aiming to 100% next year. Intensive coaching is happening which aims to better the teaching and learning to achieve the UAE vision 2021"

4.3 Summary

The survey results, focus group discussion and researcher observations indicates that the new approach of instructional coaching proved its effectiveness and good impact on teaches' practicies. The school leadership needs to look more in depth of the current study results along with the survey data, re-evaluate and plan the following year professional development program. School leaders needs to step in with a quick solution in order to get ready for the NEASC visit for accreditation, the MOE inspection and getting ready for 2021 Vision.

The following chapter will present the findings of the study and draw a conclusion of the data analysis versus the research questions. A list of recommendations and further studies suggestions will be displayed as well.

Chapter 5: Conclusion and Recommendation

5.1 Introduction

This chapter presents a summary of the research by discussing the main research findings, researcher conclusion based on the findings with relation of literature review and recommendations for future research.

5.2 Discussion and Findings

This study focuses on the instructional coaching and its impact on teachers' practices which will eventually affect the student's outcomes and achievements. The aim of the study was to examine the current approach of instructional coaching and measure its effectiveness on teachers' daily practices.

The following section will discuss the findings for each question and the relation between the research questions and the findings from both the questionnaire and the focus group results.

5.2.1 Question number one: How effective is instructional leadership coaching in improving teachers' practices?

According to the survey results, question "Q1: The training/coaching received by my Curriculum coordinator/HOD helped me in improving my teaching practices, Q2: I found support in areas I needed to develop and improve through different types of coaching and Q3: I am applying the knowledge and skills I learnt during professional development training ", results showed 50% and above of participants agreed on the effectiveness of coaching and the implementation as well, this is in favorable with the research findings provided in the literature review in chapter two with the instructional leaders in Singapore. Instructional coaches were in a partnership with teachers by coaching them on a weekly basis, conducting classroom observation visits on a regular basis, providing constructive feedback and modeling the learned skill to show best practice.

There is always next step to improve the current approach and good instructional leaders should get teachers reflections' and suggestions and work around them to meet their needs of instruction, support and guidance. Passionate teachers can affect and influence their colleagues in sharing their best practices and showcase the impact of these coaching on their teaching and on their student's performance. Collaborating and working as team by exchanging different methods, engaging in a discussion, visiting each other classes and providing positive feedback will all help in improving the instruction and getting most of the trainings.

5.2.2 Question number two: How does the instructional leadership coaching provide its support for teachers through one-to-one coaching, learning walks and instructional rounds?

This question was answered during the discussion with the group of MLT who played the role of instructional coaches during the whole year. Learning walks was conducted on a weekly basis with a group of teachers who had a shared focus on one indicator from the school inspection framework, discussed the observation together and come up with suggestions for improvement. These suggestions are shared with other department leads who will share it with their teachers in their weekly department. The following week will review the same indicator with focus on another one and the cycle continue until covering all indicators. One-to-One coaching is conducted after formal observation for all teachers and after a new training if needed. During this coaching session, a mutual objective is shared with a certain focus area, the teacher is asked to reflect and voice their opinion, coach should address all the concerns and create an action plan with dates for follow up. The teachers can request unlimited coaching as much as they support by arranging with coaches. Some Instructional coaches share some concerns regarding their readiness and capabilities in providing all the needed support for teachers and they suggested more professional development on dealing with all kind of teacher resistance, unwillingness and hesitation to practice and use the new knowledge with their students. Jacobs et al. (2017) argued that teachers usually resists change if they think its not beneficial based on unsuccessful previous experience and they don't want to change their routine of teaching, as they need to

accept the need to shift their instruction by changing their schedules to meet the coach and fulfil the coaching requirements and demands with the coach feedback.

5.2.3 Question number three: How do the Instructional leadership coaching help the teachers meet the national agenda paraments of UAE Vision 2021?

Based on teachers' responses on survey in question " Q7: The training meets the needs of teachers and helped me to deliver high quality teaching and Q8: The training sessions I took will help me in getting the Teaching Licence required by 2021 " **,** a percentage of 52% of respondents agree the trainings they have received is helping them to improve their teaching quality to meet the parameter agenda. Instructional coaches in their answer of "How would you assure that your staff are ready to meet the national agenda parameters for UAE vision 2021?", are following the needed steps in getting their department ready in terms of English language tests, Teacher License registration, and the focus on improving students outcomes for PISA, TIMSS international test in reading, writing and math skills. Since it is the first year of implementing this kind of coaching, many improvement and development is required to enhance the program and meet each individual teacher needs. Requesting extra help from external experts and consultants is the next step for the SLT along with teachers' reflections and suggestions.

The findings suggest that the instructional coaching was a good shift in instruction, a good percentage of participated teachers were satisfied with the training program, trainer and they were willing to have more as it impacted heir teaching practices, hence improving students' performance and outcomes. Clearly, nothing will be perfect from the first trial, the progress shown is a good start of this learning journey of development.

5.3 Conclusion

Effective instructional leadership is essential for schools to achieve their vision of meeting the National Agenda and UAE 2021 Vision.

Although there was a small number of schools participated in the study, the research found interesting correlations between the dependent and independent variables as shown below:

1. There is a high correlation between the coaching support teachers encountered and how the trainer was able to deliver this new skill to teachers. This was shown clearly in the data analysis in the previous chapter

2. A positive correlation was noted between the improved practiced gained from the coaching and the implementation of these trainings on students.

3. Correlation between meeting the needs of the teachers in terms of delivering high quality teaching and its affect in getting the teaching license was quite clear.

4. Teachers receptiveness to the training and coaches was higher than expected based on the instructional coaches' feedback, they expected a higher percentage of resistance and reluctant to fight the new change, but when they saw the support and collective work between coaches and the admin side, they were more likely to accept and try.

Considering the necessity to improve the school rate and get the accreditation by next year, the pressure from the corporate office (BEAM), Inspection expectations, principals' requirements, parents requests, all these factors play important role on both instructional coaching and teachers. A huge amount of work and enhancement that needs a collective team work from all teachers, admins, academic leads and SLT team. It is a long journey to excellence and step by step, the school will get there by aiming high and reinforcing the good and positive progress, working together on the areas of development and pushing each other for success.

5.4 Recommendations

Based on the findings and conclusions for this study, the researcher is proposing the following recommendations for future practices and studies.

5.4.1 Recommendation for School Leadership Management (SLT)

1. There is a huge room of improvement for the current instructional coaching professional development program to be done by SLT with the cooperation of the educational department and their consultants in terms of how it was conducted, the content of the trainings and the trainer's mastery of their delivery.

2. The SLT should involve the teachers reflection on the current year experience in decision making, by doing so, teachers will feel the sense of ownership of their coaching and being part of the planning stage will give them heads up of what's coming next so they provide all the support during the training sessions (NWREL 1991).

3. Expand and distribute the coaching by getting external and out-site subject content trainers and coaches for the main core subjects with their latest coaching techniques and coach the school MLT, meet the teachers and have their buy in for the next year training program by getting them excited on how this training will help them and their students to achieve the school vision.

4. Assess the instructional coaches from the MLT and evaluate their training skills in order to ensure consistency and standardized coaching techniques among all the school departments.

5. Call for teachers' volunteers who are interested and have the talent of training in special training programs to step up and voice their knowledge and expertise to help their teams and motivate them by including their support in their performance appraisal.

6. Measure students achievements by comparing the students' progress and outcomes of this year and the year before, and link the results with the new coaching skills the teachers implemented and measure it for 3 years respectively to have accurate data based on more than one year of experiment.

5.4.2 Recommendation for Future Research

1. New research could investigate new areas and scope for further exploration to cover all schools in Sharjah and later at a wider scale in all UAE private and government schools.

2. The research should measure how are the student's outcomes of those teachers who applied the new skills effectively and see their academic and behavioral change before and after.

3. The current instructional coaching program should be amended based on teachers' feedback, leaders' feedback and educational consultants review taking into consideration best practices in the area.

4. The researcher recommends revising the teachers input from question number ten in the questionnaire on the current training improvements and take them into consideration for the following year.

5. The need to improve and enhance the current mean of instruction, teaching and learning increases everyday as we are getting closer to the UAE Vision 2021 and meet the National agenda across all UAE schools.

6. Longitudinal studies is recommended after amending the current instructional coaching to include all feedback from different parties in order to measure a particular aspect over long period of time. This studies help by establishing a series of events that can show up with long period of observation, and it helps in following certain patterns overtime (Caruana et al. 2015)

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Appendix 1 – List of Professionals Validated the research Instruments

1. **Dr. Assif Padela**

   Vice Principal – Curriculum and Instruction

   ASCS - Sharjah

2. **Mr. Hesham Abdeen**

   Middle/High Director

   ASCS – Sharjah

3. **Dr. Theresa Chalgoumi**

   Vice Principal – Pastoral Support and SEN education

   ASCS - Sharjah

4. **Mr. Khidhir Naeem**

   Middle/High Deputy Director

   ASCS – Sharjah

Appendix 2 – Questionnaire

Survey for Teacher's Feedback on Professional Development Training.

Kindly choose the best choice that reflects your true opinion about the training's provided to you through the year
يرجى اختيار اقرب اجابة تعكس مدى استفادتك من التدريب والتطوير المهني خلال السنة الاكاديمية 2017/2018

OK

* 1. The training/coaching received by my Curriculum coordinator/HOD helped me in improving my teaching practices. ساعدني التدريب الذي تلقيته من منسق المنهاج/رئيس القسم في تحسين ممارساتي في التعليم.

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify أخرى (الرجاء التحديد

* 2. I found support in areas I needed to develop and improve through different types of coaching. وجدت الدعم في المجالات التي أحتاج إليها لتطوير وتحسين من خلال أنواع مختلفة من التدريب.

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral

○ Other (please specify أخرى (الرجاء التحديد

* 3. I am applying the knowledge and skills I learnt during professional development training. قمت بتطبيق ماتعلمته من معرفة ومهارات خلال التدريب المهني.

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify أخرى (الرجاء التحديد

* 4. The trainer was able to deliver the content effectively. تمكن المدرب من توصيل المحتوى بطريقة فعالة

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify)

[   ]

* 5. I would like to have more training/coaching that will enhance and improve my teaching experience. أود الحصول على المزيد من التدريب الذي من شأنه يساعد علىتحسين خبرتي بالتدريس

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify) أخرى (الرجاء التحديد)

[   ]

* 6. List the new skills that you have learnt through the PD coaching/training. عدد قائمة المهارات التي تعلمتها خلال التدريب والتطوير المهني

[   ]

*7. The training meets the needs of teachers and helped me to deliver high quality teaching. يلبي التدريب احتياجات المعلمين ويساعدني في تقديم مادة عالية الجودة.

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify) أخرى (الرجاء التحديد)

[ ]

*8. The training sessions i took will help me in getting the Teaching Licence required by 2021 الدورات التدريبية التي حصلت عليها ستساعدني في الحصول على رخصة التعليم المطلوبة بحلول عام

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify) أخرى (الرجاء التحديد)

[ ]

*9. I am missing the ultimate purpose of the coaching and believe it is time-consuming. لا اعلم ما الهدف النهائي للتدريب وأعتقد أنه مضيعة للوقت.

○ Strongly Disagree لا أوافق بشدة   ○ Agree موافق

○ Disagree لا أوافق   ○ Strongly Agree موافق بشدة

○ Neutral محايد

○ Other (please specify) أخرى (الرجاء التحديد)

[ ]

*10. If I was a decision maker, I would like to improve the current training's to ... إذا كنت صانع القرار ، أود تحسين التدريب الحالي إلى...

[ ]

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Appendix 3 – Permission Letter

www.buid.ac.ae

Date: 15 January 2018

To whom it may concern

This is to certify that Ms.Asmaa Bahlouli with Student ID number 2016101017 is a registered part-time student in the Master of Education offered by The British University in Dubai since September 2016.

Ms. Bahlouli is currently collecting data for her project (The impact of instructional coaching on teachers' practices in theree schools in Sharjah)

She is required to gather data through conducting interviews that will help her in writing the final project. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Bahlouli's request.

Yours sincerely,

Dr. Amer Alaya
Head of Student Administration

Appendix 4 – Student Project Non-Disclosure Agreement

Beam-CSS Policy and Procedure

Student Project Non-Disclosure Agreement Form

Document No: 001

Appendix 5 – Consent Form

Course name and number: MEd Dissertation
Assignment name and number: Dissertation for Master in Education

I, _____(participant's name), understand that I am being asked to participate in a survey/questionnaire activity that forms part of Asmaa Bahlouli's required coursework in the above-noted British University in Dubai EDU522 course. It is my understanding that this survey/questionnaire has been designed to gather information about the following topics: All teachers from K – 12 in ASCS schools in Sharjah

I have been given some general information about this project and the types of questions I can expect to answer. I understand that the survey/questionnaire will be conducted in person and that it will take approximately **4 minutes** of my time to complete.

I understand that my participation in this project is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All survey/questionnaire responses, notes, and records will be kept in a secured environment. The raw data will be offered to me within four months of the completion of the course assignment. If I decline it, it will be destroyed by the researcher. I will also be provided with a copy of the student assignment at my request.

I understand that the results of this activity will be used exclusively in the below-named student's University course assignment.

I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this survey/questionnaire project as designed by the below named Athabasca University student.

Participant name (please print):
Signature: Date:

Please keep a copy of this consent form for your records. If you have other questions concerning your participation in this project, please contact me at:

Student name: **Asmaa Bahlouli**
Telephone number: **0564263226**   email address: 2016101017@student.buid.ac.ae

or my **British University in Dubai Module Coordinator** at: **Dr. Christopher Hill**
Course instructor/tutor name: **Dr. Christopher Hill**
Telephone number: **+971 4 279 1448**   email address: Christopher.hill@buid.ac.ae

Thank you for agreeing to participate in my project.