

TEACHERS' PERSPECTIVES ON THE IMPACT OF INSTRUCTIONAL COACHES ON STUDENT ACHIEVEMENT IN MIDDLE SCHOOL

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The purpose of this transcendental phenomenological study was to describe middle school teachers' perspectives on the role of the instructional coach in student achievement. The instructional coach provides professional training to meet the instructional needs of teachers, helps teachers use formative assessments to plan for instruction and implement differentiation strategies, and models scientifically based instructional strategies to help teachers integrate new learning. Interviews, journals, and a focus group were designed to examine teachers' perceptions about how the instructional coach provides professional learning for teachers that have an impact on classroom instruction and student achievement. The major themes that emerged from the data were: (a) current educational practices, (b) collaborating to integrate successful strategies, (c) identifying needs and validating themes, (d) modeling to provide support and build confidence, and (e) inspecting and what is expected.