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IMPLICATIONS FOR INSTRUCTIONAL COACHING USING MINDSET THEORY
AND MULTIPLIER MODEL

by Kathryn Murphy Breedlove

This dissertation has been read and approved as fulfilling the partial requirement for the
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AND MULTIPLIER MODEL

by

Kathryn Murphy Breedlove

A Dissertation
Submitted in Partial Fulfillment of
the Requirements for
the Degree of Doctor of Education
in Curriculum and Leadership
(CURRICULUM)

Columbus State University
Columbus, GA

May 2021

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DEDICATION

I would like to dedicate this dissertation to the three guys that have stolen my heart. My best friend and husband, Rudy Breedlove, who has made this dream of mine a possibility, and my two incredible sons, Turner and Tripp. The three of you have believed in me from the very beginning. You have encouraged me when I struggled and celebrated with me every step of the way. Throughout this process we learned the importance of not giving up. All four of us have sacrificed to earn this degree and now we have accomplished this together! Thank you for reaching this goal alongside me, I love you all so much.

I would also like to dedicate this dissertation to my family. You have always stepped up when I needed you the most. My mother, Susan Murphy, has always instilled a love for learning and made sure that I was able to dedicate time to work on my writing each week. My sister, Carolyn Twining, who changed my name in her phone to “Dr. Katie Breedlove” in my first semester at CSU because she knew I would accomplish this goal. For my father and mother in-law, Ken and Theresa Breedlove, for checking on me every step of the way. Finally, my sister-in-law, Amy Breedlove, and brother-in-law, Reece Breedlove, for helping me to laugh and keep my spirits high. Each of you have done it all, including childcare, meals, laundry, and everything in between. They say it takes a village, and I’m glad each and every one of you is part of my tribe.

I would also like to dedicate this dissertation to my friends that never gave up on me. No matter how many times I declined opportunities to spend time with you in order to take care of work towards this degree. You remained patient, loving and

understanding. I am forever grateful that you have stayed by my side. Please know that I will always be there for you.

This degree is also in memory of some pivotal members of my family. My father, Robert Murphy, loved to share stories of me and my sister with anyone that would listen. I know he would have had a huge smile on his face as he told the Kroger employees and his friends in his exercise class that his daughter was a doctor. My grandparents, Cecil Floyd Jr., Carolyn Floyd, and Ladre King Floyd. I can still hear my grandmother's voice now saying, "You done good kid." Finally, my sweet dog, Tater. You were by my side throughout years of graduate work, reminding me to take breaks to pet you, giving me kisses when you knew I was stressed, and listening without judgement when I shared my moments of despair. Thank you for always loving me and my guys unconditionally.

"Taking all I have, and now I'm laying it at Your feet.
You have every failure, God, You have every victory."
(Daigle, 2018, track 5).

ACKNOWLEDGEMENTS

I have wanted to continue my education to earn a doctorate for as long as I can remember. This goal could not be accomplished without the help of many people. I would like to take a moment to acknowledge some of those individuals. While this list may not be exhaustive, I hope that everyone that has assisted me in my journey understands how truly grateful I am.

First, I would like to acknowledge my Dissertation Chair, Dr. Jan Burcham. Your continuous support for me means more than you will ever know. You guided me through this entire journey, helping me to gain confidence along the way. You dedicated countless hours answering my never-ending questions and concerns without hesitation. Your inspiring tone never wavered. Thank you so much for helping me to grow as a doctoral student, researcher, and person.

Next, I would like to thank Dr. Tugce Gul and Dr. Anna Hart for your work on my dissertation committee. Your positive spirits, continuous resources, and transparent feedback helped to complete the all-star team of Columbus State University professors assisting me to accomplish my dream.

Next, I would like to acknowledge the Wiseman Group. Liz Wiseman's *Multipliers* (2017) is a book that I read by chance and it inspired me to question how I interact with others. Feeling empowered by my new knowledge of my leadership tendencies, I was driven to further research instructional coaching using Wiseman's multiplier model. As I reached out to the Wiseman Group, I was greeted by Larry Wiseman and his continual assistance throughout my research, including everything from

answering my countless questions to putting me in contact with his colleagues to aid with the assessment and data. Thank you all for your gracious support.

Last, but certainly not least, I would like to acknowledge the contributions of the seven instructional coach participants of my study. These ladies dedicated their time to me and my research, while also dealing with the beginning of the year chaos with the additional challenges of starting the year virtually during a pandemic. Each of you opened your minds and hearts to me with our transparent dialogue, and you allowed me to better understand your perspectives. I hope that you each know how thankful I am for your willingness to be a part of my journey.

All of the aforementioned individuals opted to be part of my quest as a lifelong learner; however, a few honorable mentions should be added, not because they chose me, but because I consistently chose them to assist me on my long hours of typing, reading, and writing. Those honorable mentions include: Starbucks, Grey's Anatomy, Boom Chicka Pop Kettle Corn, and all of the hotel employees that were hospitable as I spent weekends away from my family to write. None of you will remember me, but I will always remember all of you.

ABSTRACT

The role of an instructional coach varies slightly from location to location, but the commonalities of instructional coaching include job-embedded professional development that supports classroom-based, individualized partnerships of collaboration. In an effort to further investigate implications for instructional coaching using the multiplier model and mindset theory, a qualitative multicase study was conducted in an effort to answer the following questions: 1) How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence? 2) What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results? 3) How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses? 4) What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves? This study took place in three phases. Phase 1 included preliminary open-response questions, the Multipliers Self-Assessment, and a follow-up reflection questionnaire. Within phase 2, any participant with an overall multiplier factor of greater than zero according to the results from the Multipliers Self-Assessment, were invited to participate in a focus group discussion. The seven participants involved with the focus group discussion became the focus of this study. From this population of seven, the instructional coaches with the highest, lowest, and median overall multiplier factor were asked to participate in one-on-one interviews. The purpose of this qualitative multi-case study was to explore instructional coaches' experiences as they gained insight on their multiplier traits and shared their perspectives. The findings of this research revealed all

seven of the instructional coaches studied were categorized as a talent magnet and/or a liberator. Secondly, throughout this study the instructional coaches' focus shifted from how they could build capacity in the teachers they support to strengthening their leadership tendencies to foster the potential of the teachers. Next, this research revealed conflict within the participants' perceptions of personal leadership tendencies or indications of their perceived expectations of the instructional coach role. Finally, this research revealed a strong desire from some of the instructional coaches studied for clear and precise feedback from their administrators.

Key terms: instructional coaching, growth mindset, fixed mindset, multiplier, diminisher, professional development, qualitative multicase study

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CHAPTER I

INTRODUCTION

Background of the Problem

It has been said that “Coaches make hundreds, if not thousands, of decisions that affect the daily work of teaching and learning” (Killion, 2019, p. 24). Instructional coaching serves as a recurring form of professional development, establishing a true partnership between the instructional coach and the coachee (McCrary, 2011). This partnership serves in the following capacities: collaboration, reflective conversations, and assisting in establishing evidence-based steps (Mangin, 2014). The relationship between coach and coachee can be largely impacted by the thoughts and perceptions the instructional coach has of their coachee (Knight, 2011b) as well as their view of the coaching process (Knight, 2011a). Instructional coach mindset has a large influence on instructional coach support (Knight, 2011), so how are the perceptions of the instructional coaches involved in this study impacting their influence on others?

Through a meta-analysis of 60 studies, Kraft, Blazar, and Hogan (2018) estimate that instructional coaching has an effect size of .49 standard deviations. For a frame of reference for this information, John Hattie’s (2015) research on effect size cites the average effect of all influences is .40, whereas the effect size for school leaders registers at a debatable .36 (Hattie, 2015). Hattie (2015) elaborates on leadership stating that the effect size is dependent on the role, leadership style, and focus. While experience and expertise alters the impact, an instructional coach has on instruction (Kraft et al., 2018), the instructional coach’s mindset is also a determining factor as well (Cherkowski, 2018). Mindset encompasses one’s interpretation of another and the response to this

interpretation (Cherkowski, 2018; Dweck, 2016). Mindset is often categorized as “*fixed*” or “*growth*”, meaning that if you have a fixed mindset, you view others as having already reached their maximum potential. Whereas a person with a growth mindset, views others as always growing and learning (Dweck, 2016). The role of an instructional coach is to encourage learning (McGatha, Bay-Williams, McCord Kobett, & Wray, 2018) and inspire change (Tompkins, 2018). This understanding raised questions of how the instructional coaches’ perceptions of their influence on others would be affected if they received feedback on their mindset and multiplier?

Statement of the Problem

A problem exists in the field of instructional coaching. That problem, specifically, is a lack of research on instructional coach mindset (Gero, 2013; Short, 2017) and how this mindset impacts the teachers with whom they are collaborating (Wiseman, 2017). Mindset not only alters how an instructional coach views others, but also how they interact with others (Cherkowski, 2018; Dweck, 2016). Individuals with a fixed mindset are less likely to assist others in growing because they do not believe growth should be expected (Dweck, Chiu, & Hong, 1995; Heslin & VandeWalle, 2008). These interactions greatly affect the collaborative dynamic between two colleagues (Cherkowski, 2018). Supportive, positive relationships are needed for growth to occur in schools (Cherkowski, 2018). As educators experience positive collaborations with other professionals, the educators transfer that positivity back into their perception of the profession (Williams, Kern, & Waters, 2017). The teacher’s optimistic understanding should not be limited to the teacher-student interaction (Cherkowski, 2018). Currently, there is a wealth of research regarding the benefits a growth mindset can have on students (Bostwick, Collie,

Martin, & Durksen, 2017; Degol, Wang, Zhang, & Allerton, 2018; Dweck, 2016; Dweck et al., 1995; Haimovitz & Dweck, 2017) and studies on the multiplier effect within the educational system (Wiseman, Allen, & Foster, 2013); however, Dweck (2016) and Wiseman et al. (2013) do not reference the impact of growth mindset in instructional coaching.

Instructional coaches work to establish a feedback correspondence with their coachees to better impact their instructional choices (Mangin, 2014), but instructional coaches rarely receive a similar level of feedback based on their coaching performance (Hirsh, 2015; Killion, Harrison, Bryan, & Clifton, 2012). Regardless of the mindset that a manager holds, their mindset significantly impacts the accuracy during performance evaluations, as well as their ability to coach other employees (Heslin & VandeWalle, 2008).

This study will contribute to the body of knowledge needed to address this lack of instructional coach mindset research providing the instructional coaches feedback on their multiplier traits and then having the coaches reflect on the implications of this new information. Building on the understanding that instructional coaches with a fixed mindset will be limited in their productive collaborations with teachers (Cherkowski, 2018; Dweck et al., 1995; Heslin & VandeWalle, 2008), this study focused on those instructional coaches with a growth mindset and the positive influence that may be fostered in their future interactions with others (Cherkowski, 2018). This process provided instructional coaches an opportunity to reflect on their perceptions of their mindset, investigating the instructional coaches' responses to receiving feedback on their

Multipliers Self-Assessment (Wiseman Group, 2019), and the impact the knowledge of these results may have on their perceptions of their roles as instructional coach.

Purpose of the Study

The purpose of this qualitative multicase study is to explore the instructional coaches' experiences as they gained insight on their multiplier traits and shared their perspective. The findings of this research revealed further implications for the field of instructional coaching as it aligns with the mindset theory (Dweck, 2016) and the multiplier model (Wiseman, 2017; Wiseman et al., 2013). As instructional coaches reviewed their Multipliers Self-Assessment results (Wiseman Group, 2012), they were asked to reflect openly on their feelings of their results in many ways. Reflecting within this study included open-ended questions, reflections, focus groups and one-on-one interviews for select participants. For this study, the researcher focused on the reactions of the coach participants to the multiplier traits as presented in the Results Report and growth mindset reflections within the focus group and the one-on-one interviews. O'Reilly (2019) stated "It is through feedback and learning from our mistakes that we learn and grow" (p. 42). This study allowed instructional coaches to reflect on the process of gaining information about their influences on others and elaborate on practices that may be reinforced, questioned, or changed based on their interpretations of their Multipliers Self-Assessment results. In turn, by gaining knowledge of themselves, the participants became more aware of characteristics that have the potential to cause or to eliminate obstacles in their collaboration with teachers (Glickman, 2002).

Research Questions

The overarching question for this study is:

- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

Secondary research questions include:

- How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?
- What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?
- What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results?

Theoretical Framework

This research was framed by Carol Dweck's mindset theory (2016) and Liz Wiseman's multiplier model (Wiseman, 2017; Wiseman et al., 2013). Dweck's mindset theory states that ability is either fostered and malleable, referenced as growth mindset, or it is concrete and predetermined, known as fixed mindset (Dweck, 2016). Dweck (2016) references research on mindset from the brain-wave lab research at Columbia.

Participants responded to a series of questions and immediately received feedback on if their answers were correct or incorrect and some helpful information about the correct answer. The brain-wave lab found that individuals with a fixed mindset only paid close attention when they were being told if they were right or wrong, while others with a growth mindset were more interested in learning new information in a pursuit to gain

knowledge and build connections (Dweck, 2016). This process can be likened to students who fixate on the grades they receive rather than the written feedback on an assignment. Similar to knowledge or potential, mindset can be altered as well (Haimovitz & Dweck, 2017). In all areas, the mindset a person establishes has a strong effect on the results they are able to achieve (Jegathesan, Vitberg, & Pusic, 2016). This study made use of Dweck's mindset theory by having participants reflect on their thoughts after receiving feedback. Similar to Dweck's brain-wave lab research, case study participants reflected on how whether they utilized the graph portion of the Multipliers Self-Assessment Report, or if they also used the score totals and score details portions to gain further insight into their feedback Multipliers Self-Assessment results.

Likewise, Wiseman and McKeown (2010) began their research by attempting to establish the differences between managers that multiply the intelligence of their staff and the leaders that diminish it. This research assisted them in better understanding how leadership can impact the larger organization. Wiseman and McKeown's (2010) research lead to the realization that both leaders that foster a positive impact on the organization and leaders that negatively impact on the organization share a lot in common. However, as shown in Table 1, they differ in five major categories: "manage talent, approach mistakes, set direction, make decisions, and get things done" (Wiseman, 2017, p. 20). In alignment with Dweck's (2016) mindset theory, Wiseman's multiplier model research established that multipliers focus on the potential while diminishers focus on possible limitations (Wiseman, 2017; Wiseman et al., 2013). As displayed in Table 1, those with a growth mindset are recognized in Wiseman's multiplier model as multipliers, while those

with a fixed mindset are categorized as diminishers (Wiseman, 2017; Wiseman et al., 2013).

Table 1

Alignment of Mindset Theory (Dweck, 2016) and the Multiplier Model (Wiseman, 2017; Wiseman & McKeown, 2010)

(Dweck, 2016)	Fixed Mindset		Growth Mindset
	Diminishers		Multipliers
(Wiseman, 2017; Wiseman & McKeown, 2010)	Empire Builder	-Manage Talent-	Talent Magnet
	Tyrant	-Approach Mistakes-	Liberator
	Know-It-Alls	-Set Direction-	Challenger
	Decision Maker	-Make Decisions-	Debate Maker
	Micromanager	-Get Things Done-	Investor

The first major difference in multipliers and diminishers is how they handle talent (Wiseman, 2017; Wiseman & McKeown, 2010). Talent magnets are individuals that not only attract talented individuals but also assist in growing and developing new skills, thus multiplying the impact of the individuals that work with them. In contrast to the talent magnets, the empire builder attracts skilled individuals but then wastes their potential by being too controlling or replacing members of their team rather than cultivating a skillset. Secondly is the environment that the multiplier or diminisher promotes (Wiseman, 2017; Wiseman & McKeown, 2010). A liberator multiplies the power of others because they establish a protected yet challenging environment. Individuals feel safe to take risks and acquire new talents without the fear of making mistakes because they know the liberator will recognize they are contributing only their best efforts. In contrast, a tyrant establishes a culture of judgment where members of the organization remain stressed waiting for their turn to be ridiculed. The next characteristic that separates multipliers and diminishers is how they provide direction for others (Wiseman, 2017; Wiseman & McKeown, 2010). A multiplier is considered a challenger because they push those in

their organization to step outside of their comfort zone in order to grow, try a new idea, or learn a skill. Opposingly, the know-it-all wants everyone to appreciate their knowledge, and they spend their time telling others how to accomplish directives without any room for feedback. The fourth component that divides multipliers and diminishers is their decision making process (Wiseman, 2017; Wiseman & McKeown, 2010).

Multipliers are debate makers because they arrive at decisions by collaboratively questioning the thinking of others in hopes of considering all perspectives, whereas a diminisher is the decision maker by informing others of decisions they have made either independently or with their core group of trusted colleagues. Lastly, the final attribute separating multipliers and diminishers is how their organization accomplishes tasks (Wiseman, 2017; Wiseman & McKeown, 2010). The multiplier serves as an investor by setting high expectations while also providing any resource requested to assist in success. Opposingly, the diminisher counterpart is a micromanager. Micromanagers continuously give and take back control within the organization, encouraging tasks to only be completed as they see fit (Wiseman, 2017; Wiseman & McKeown, 2010). The characteristics of multipliers and diminishers will be further described within the review of literature. This study examined growth mindset in alignment to the multiplier model (Wiseman, 2017) by focusing on the perspectives of the multipliers.

Methodology Overview

Research Design

The research design utilized within this study is a qualitative multicase study (Stake, 2006). Qualitative research allows for participants to provide a context to their responses and explain their thinking from their own perspectives (Klenke, Wallace, &

Martin, 2015). Within case study research, the “case” must be clearly identified (Stake, 2006; Yin, 2011). For the purposes of this study, the cases being analyzed are the instructional coaches who were selected for the focus group discussion regarding the phenomenon of receiving feedback on their multiplier traits and the affect this feedback has on their perceptions of their influence on others. Each case, or instructional coach’s interpretation of their impact, was studied for similarities and differences in hopes to gain a better understanding of the overarching phenomenon being explored (Ghauri, 2004; Wiebe, Durepos, & Mills, 2010; Yin, 2011). This study centered around the change in the instructional coaches’ perceptions as they receive feedback on their Multipliers Self-Assessment.

Population and Sampling

The initial population was homogeneous because all the participants belonged to a similar subgroup (Creswell & Plano Clark, 2018). Participants were drawn from the population of 26 Title I funded instructional coaches that served in this position throughout the 2019-2020 school year in a school district found in the Southeastern region of the US. All Title I funded instructional coaches were given the opportunity to participate in this study; however, their engagement was voluntary, will not influence their employment, and will be kept confidential. These instructional coaches support a variety of subject areas in accordance to the greatest area of need as determined by the most recent state-mandated assessment scores and the continuous school improvement plan of the building that each instructional coach supports. Within the 26 instructional coaches invited to participate, the roles they serve within their buildings varied. The population of instructional coaches invited included six that focused solely on

English/language arts, six that focused exclusively on math, three that focused on science alone, and the remaining 11 were charged with providing professional development on all content areas, including math, English/language arts, science, and social studies. All participants received an initial invitation (see Appendix A) to participate in the study, which began with gaining informed consent (see Appendix B). Next, all consenting participants received an email outlining the tasks involved in the first phase of the study (see Appendix C). This included completing the preliminary open-response questions (see Appendix D), the Multipliers Self-Assessment, and the follow-up reflection (see Appendix E).

Next, utilizing maximal variation sampling (Creswell & Plano Clark, 2018), all participants with an overall multiplier factor greater than zero and providing permission were invited to participate in a focus group (see Appendix F). Individuals that consented to this invitation were then referred to as focus group participants or case studies. The overall multiplier factor was found by subtracting the participant's overall diminisher score from the overall multiplier score (Wiseman Group, 2012). If the participant had an overall multiplier factor of more than zero, the results of their Multipliers Self-Assessment indicated that they had stronger multiplier tendencies than diminisher. The focus of this study was limited to the implications for the participants with a growth mindset; therefore, only the individuals with an overall multiplier factor of greater than zero were asked to participate in the focus group.

For the final stage of research, maximal variation sampling was used to select individuals with a potentially diverse perspective (Creswell & Plano Clark, 2018). Using the overall multiplier factor of the focus group participants, the researcher conducted

interviews with participants having the focus group participants with the highest, lowest, and median overall multiplier scores that also consented to a one-on-one interview. These individuals participating in the one-on-one interviews are referred to as interview participants. The researcher selected individuals from each extreme and the median in an effort to further examine similarities and differences among three different ranges of overall multiplier factors. These three score extremes were selected in order to provide the researcher with three varied perspectives to consider.

Data Collection Procedures

This qualitative multicase study (Stake, 2006) took place in multiple phases (see Figure 1). This process began with all 26 instructional coaches being invited to participate. This initial invitation was sent with district approval to the instructional coaches' employee email address (see Appendix A). This initial email included the purpose of the study and summary of the research process, e.g., data collection procedures, etc., and an opportunity to provide consent to participate. Once the individuals provided informed consent, they were then considered participants in the study.

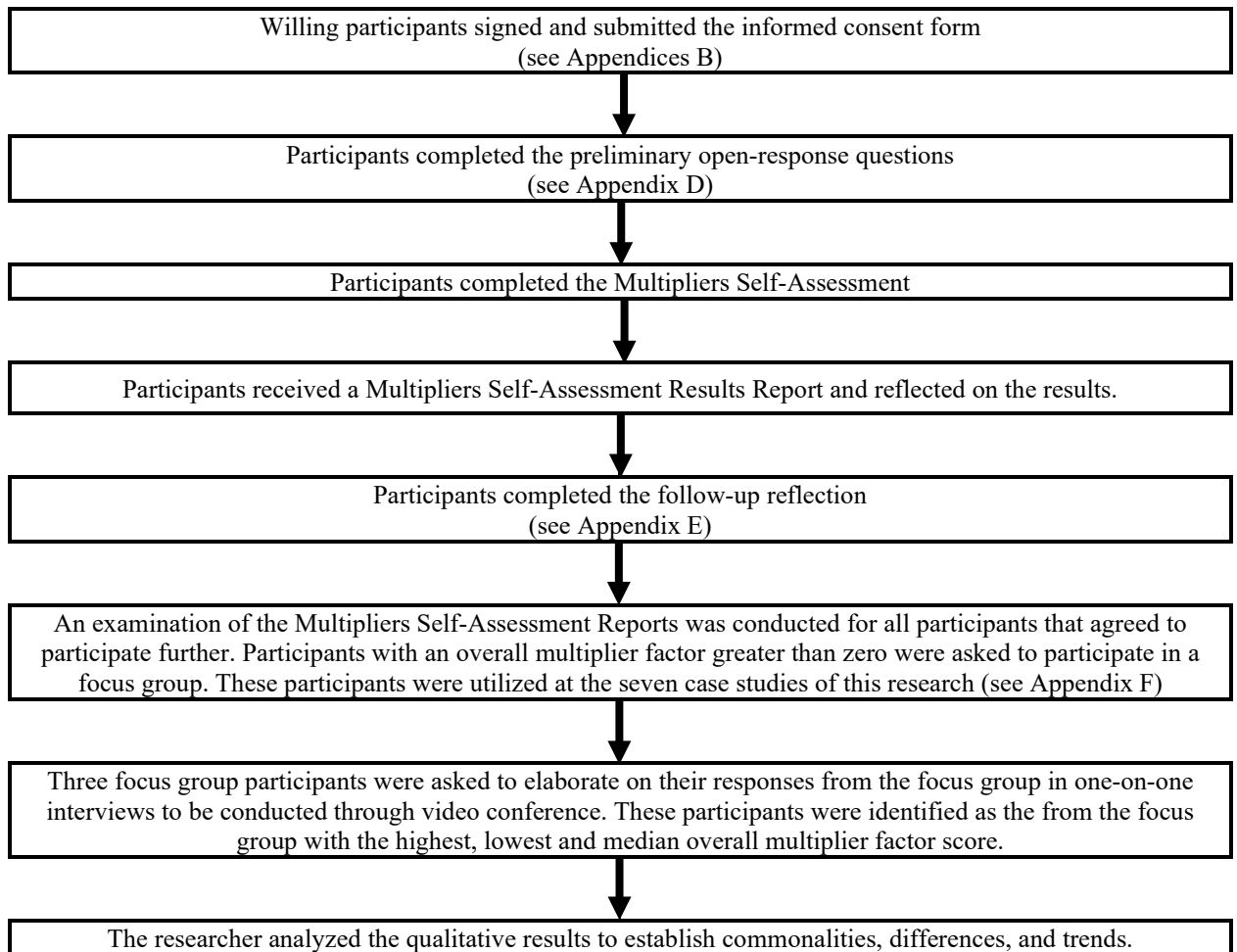


Figure 1. Data Collection Procedures

Upon the signing of the informed consent letter, each participant received detailed instructions and hyperlinks (see Appendix C) for each task to be completed at a place and time that they feel comfortable. The first phase of this process took place at the convenience of the participant within a fourteen-day window. Each participant began by completing the six preliminary open-response questions (see Appendix D). Using the link provided in their instructions, participants completed a Google Form electronically allowing them to respond to each question in paragraph form at a location of their choosing. These six questions served as a baseline of the participants' perceptions of their

roles as instructional coaches. These responses were submitted utilizing an electronic submission to the researcher through Google Forms.

Next, each participant completed the Multipliers Self-Assessment. Using a link emailed from the Principal Investigator within the detailed instructions, each participant completed the online Multipliers Self-Assessment. This research-based measure is composed of 75 questions utilizing a five-point Likert response scale with 1 representing *“Rarely or not at all like you”* and 5 representing *“One of the clearest examples of this.”* The participants were asked to answer honestly as they reflect on how each statement applies to their role as an instructional coach. This process took each participant 10 to 20 minutes, depending on the time participants spend on each question. Once participants have completed the self-assessment, they were individually sent a report including their multiplier or diminisher percentage for each multiplier discipline as well as an overall percentage for multiplier and diminisher (Wiseman Group, 2012). A copy of each participant’s individual Multipliers Self-Assessment Results Report (Wiseman Group, 2012) were automatically sent to the researcher from the Wiseman Group.

As each participant received the individualized report, he or she continued involvement in the study by completing the follow-up reflection. This reflection opportunity (see Appendix E) allowed participants to articulate their thoughts and feelings of receiving their Multipliers Self-Assessment results and elaborate on their perceptions. Similar to the preliminary questions, participants received a link to the follow-up reflection within the instructions; participants responded electronically to the open-ended questions, and their responses were electronically submitted to the researcher. These responses provide perspective on the perceptions of instructional

coaches as they receive feedback on their leadership traits as reflected on the Multipliers Self-Assessment (Wiseman Group, 2012). Participants were also asked if they were willing to be involved further within this study and participate in a focus group, should they be asked.

Participants who agreed to be a part of the focus group had their overall multiplier factors utilized for the purpose of selecting a focus group. The participants with an overall multiplier factor of greater than zero were invited to participate in a focus group (see Appendix F). Within the invitation to join, each participant was asked to provide their consent as well as their availability in order to meet the needs of the majority of the group (see Appendix G). The focus group consent form asked participants if they would be willing to participate further and be involved in a one-on-one interview, should they be selected.

The original intent of the researcher was to host the focus group in a meeting space at a quiet and private location and hold discourse in person as a small group. However, due to COVID-19 and the social distancing guidelines being enforced, focus groups were hosted using the Zoom video conferencing Google application. Participants were able to select a location that was comfortable for them to be engaged in the conversation. Participant availability conflicts were an additional barrier. The inconsistent availability made it difficult to host one focus group to accommodate a large quantity of individuals, so two focus groups were used to oblige the majority of participants. In both scenarios, the focus group participants and the researcher discussed the process of gaining insight into their mindsets and their multiplier tendencies as a group. A list of possible questions have been established for the semi-structured

interview (see Appendix H), but this conversation was led by the focus group participants. Each session was recorded using the Zoom recording feature and then later transcribed using the Sonix Google Chrome extension. This transcription was later verified by the researcher. Each focus group lasted just over an hour.

Finally, three participants that provided an initial interest were asked to elaborate on their responses further in a one-on-one interview. This correspondence was initiated by an email invitation to participate (see Appendix I). Within this email, participants had the opportunity to provide consent as well as availability via a Google Form (see Appendix J). These interview participants were selected out of the focus group using maximal variation sampling (Creswell & Plano Clark, 2018), this process assisted in finding interview participants with varying perspectives (Creswell & Plano Clark, 2018). The focus group participants with the highest, lowest, and median overall multiplier scores that also consented to a one-on-one interview were asked to continue their participation in a follow-up interview. The follow-up interviews were scheduled individually and at the interview participant's convenience using the Zoom video conferencing Google application. These individual interactions were also recorded using Zoom video recording, transcribed using Sonix Google Chrome extension, and finally the transcription confirmed by the principal investigator. The follow-up interview questions began by utilizing semi-structured interview questions (see Appendix K) as well as focusing on conversations that were initiated within the focus group setting, but branched into each interview participant's personal views and perspectives. This open-dialogue was used to further examine participants' varied viewpoints.

Data Analysis Procedures

The goal of this research process was to yield understanding from the reactions of instructional coaches regarding how they received feedback from their Multipliers Self-Assessment. This research included the collection of both quantitative and qualitative data, with the quantitative data only being utilized for sampling purposes. This process will help to support the research questions as reflected in Table 2.

Table 2

Research Question and Data Alignment. Each Research Question is supported by multiple measures

Research Questions	Data Used to Support
How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment (Wiseman Group, 2012) ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews
How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?	<ul style="list-style-type: none"> ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews
What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment (Wiseman Group, 2012) ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews
What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment (Wiseman Group, 2012) ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews

The qualitative data was analyzed in alignment with Creswell and Plano Clark's (2018) data analysis procedures, which includes "preparing data for analysis, exploring the data, analyzing the data, representing the analysis, interpreting the analysis, and validating the data and interpretations of the results" (p. 210). In order to prepare the data

for analysis, all of the qualitative results was placed in a format to be easily accessed (Creswell & Plano Clark, 2018) and in the appropriate form for a CAQDAS (Computer-Assisted Qualitative Data Analysis Software) to assist in coding (Saldaña, 2013). For the purposes of the research, the CAQDAS utilized was Dedoose (2018) which meant the researcher ensured the responses to the preliminary questions and the follow-up reflection were in an Excel spreadsheet format or all transcripts from focus groups and one-on-one interviews were in Word Documents.

Next, the researcher examined the data by reading over all data and creating memos or notes of emerging thoughts (Creswell & Plano Clark, 2018). Throughout this process, multiple coding methods helped to establish a broader understanding of the instructional coach responses (Saldaña, 2013). These coding methods included descriptive coding, initial coding, and in vivo coding of participant responses (Saldaña, 2013).

As the responses were analyzed, the researcher began by utilizing open coding to build concepts and identify patterns in the responses (Khandkar, 2009), this process was completed through descriptive coding reports by summarizing each part of a passage with a word or short phrase (Saldaña, 2013). Next the researcher used initial coding as a method to further analyze the data. Initial coding is a thorough examination of the data, sometimes as exhaustive as line by line (Saldaña, 2013). This process provided additional understanding to the descriptive coding by looking for similarities and differences to the data. Finally, the researcher utilized in vivo coding by using the exact phrasing from participant responses as codes (Saldaña, 2013).

Dedoose (2018) was used to further examine the data, and assisted in providing the frequency of the codes (Saldaña, 2011). Throughout this process, codes that emerged came together to establish a codebook, or CAQDAS code lists, to be used throughout the analysis (Creswell & Plano Clark, 2018; Saldaña, 2013). Next, the researcher grouped common codes together in order to address the intent of research questions (Creswell & Plano Clark, 2018) using a process referred to as code mapping (Saldaña, 2013). Code mapping “is a straightforward technique that gives you a condensed textual view of your study, and potentially transforms your codes first into organized categories and then into higher-level concepts” (Saldaña, 2013, p. 198). The researcher next represented the data analysis by establishing connections among common categories or themes within the participant responses establishing a written narrative utilizing the thoughts and feelings of the participants citing specific quotes from within the responses. Following the representation, the researcher interpreted the results by summarizing the findings and establishing connections to the research questions (Creswell & Plano Clark, 2018).

Throughout this process, as questions of statements arose, member checking was utilized as a method to attend to the validity the statements (Saldaña, 2013) including presenting participants with portions of the transcripts, or open-response items to discuss themes established by the researcher (Creswell & Miller, 2000). Finally, the researcher also addressed the validity of the data and the results through methodological triangulation, data set triangulation and investigator triangulation (Flick, 2004).

Delimitations and Limitations

One potential limitation of this study is the comradery the researcher has with the participants. This limitation is questionable because, while the prior connections could

have hindered the degree of transparency that the participants have as they share, this pre-established relationship could also serve as a delimitation because the instructional coaches are more comfortable to share honestly. An additional limitation is a potential bias due to the researcher's experience in instructional coaching. This professional familiarity could have led the researcher to make assumptions based on previous personal experiences. In an effort to remove the researcher's perspective from influencing the results of this study, triangulation of the data was used to establish similarities and differences among the responses of the preliminary open-response questions, the Multipliers Self-Assessment, and the follow-up reflections. The generalizability of this study may be limited due to the fact that the participants within this study are all employed within the same school district found in the Southeastern region of the US. The practices and procedures required of instructional coaches may differ in other locations.

Definition of Terms

- *Accidental diminisher* An individual who inadvertently suppresses opportunities of others, but believes that they are being supportive (Wiseman, 2017; Wiseman et al., 2013).
- *Diminisher* A leader who over controls and stifles the potential of others both intentionally or unintentionally (Wiseman, 2017; Wiseman et al., 2013).
- *Discipline* The classifications of multipliers or diminishers (Wiseman Group, 2012).
- *Fixed mindset* The belief that the abilities each person currently has, is all the skills others will ever obtain. This viewpoint causes individuals to

continuously prove themselves, but not for aspirations of growth but rather so they do not appear deficient (Dweck, 2016).

- *Growth mindset* The belief that each person is constantly growing and evolving to improve. This mindset maintains that each individual has an unknown amount of potential if they each continue to work towards a goal (Dweck, 2016).
- *Instructional coach* For the purposes of this study, instructional coach is an individual intended to encompass the content understanding, a partner in reflection, as well as a resource for lesson development (Buser, 2018). Throughout this research, the term instructional coach will encompass a combination of other denominations of educational coaching, including but not limited to: “peer coaching, cognitive coaching, technical coaching, problem-solving coaching, and reform coaching” (Kurz, Reddy, & Glover, 2017, p. 67).
- *Multiplier factor* The numerical difference between a person’s multiplier and diminisher results. This can reference the participant’s overall multiplier scores or reference the multiplier scores within a discipline (Wiseman Group, 2012).
- *Multiplier* Leaders who work to grow and support others with whom they work (Wiseman, 2017; Wiseman et al., 2013).

Significance of the Study

Instructional coaching has been widely utilized since the 1980s as a form of professional development to support teachers in meeting the ever growing demands

(Neumerski, 2012); however, very little coaching theory has been established (Honsová, Passmore, & Brown, 2018). While attention to the impact of growth mindset has been directed towards the influence on students and young adults (Dweck, 2016), little concentration has been placed on instructional leadership mindset and teacher mindset (Gero, 2013; Gleason, 2018; Lischka, Barlow, Willingham, Hartland, & Stephens, 2015; Short, 2017). Gero (2013) spoke of the void in Dweck's (2000) research due to the focus on adolescent participants. Although there is little research of instructional coaching and mindset theory (Stenzel, 2015), Knight (2011b) validated the need for instructional coaches to hold a growth mindset:

If an instructional coach has a fixed mindset, she sees teachers as being pretty much the way they are without much chance for improvement. A good teacher is a good teacher; a bad teacher is a bad teacher. An IC with a growth mindset, however, sees every teacher as having unknown potential. As a result, she enters into coaching expecting every collaborating partner to grow, develop, and become a better teacher than perhaps anyone could imagine. Indeed, a coach with a growth mindset inspires teachers to adopt a growth mindset for themselves and, perhaps even more importantly, for their students. (pp. 124-125)

Instructional coaches with a fixed mindset will often limit their interactions with others because the colleagues they view as inferior will never improve (Cherkowski, 2018; Dweck et al., 1995; Heslin & VandeWalle, 2008). In alignment with growth mindset (Dweck, 2016), Wiseman (2017) identified individuals with a truly fixed mindset as people who cripple the potential of others and individuals with a growth mindset as people who magnify the capabilities of others. This qualitative multicase study has

contributed to the research by utilizing the perspectives of instructional coaches as they receive feedback on their abilities to multiply or diminish the power of the teachers with whom they work. As instructional coaches reflected on the impact they have on the colleagues they collaborate with, new insight was gained regarding their perceptions of their influence on the teachers they work alongside and the potential impact on professional development. Instructional coaches with a growth mindset view this new perspective as a launching point to encourage multiplier tendencies, whereas instructional coaches with a fixed mindset may view their Multipliers Self-Assessment Results Report as a fixed categorization of their leadership abilities (Dweck, 2016). This study focused on how receiving feedback on their multiplier traits affected the instructional coaches' perceptions of their influence on others.

Summary

“Growing is learning, and growing our own mindset is crucial to being relevant in our world today” (Oyenarte & Harlan, 2019, p. 67). Instructional coaching is a profession with a goal-driven focus (Chapman & Mitchell, 2018). How will instructional coaches entice their coachees towards change if they believe the teachers have reached their maximum potential (Dweck, 2014)? Why would an instructional coach persevere in this work with a teacher that he/she viewed as “bad” (Knight, 2011b)? The purpose of this qualitative multicase study was to explore the perspectives of instructional coaches as they gained insight on their mindsets. Within this study, the commonalities and differences the participants share within responses to their Multipliers Self-Assessment results was also investigated. This study explored the instructional coach responses to feedback on their growth mindset and implications for instructional coach mindset in an

effort to further understand instructional coaching. Chapter II will explore current relevant research in the areas of instructional coaching, mindset theory (Dweck, 2016), and multiplier model (Wiseman, 2017; Wiseman et al., 2013).

CHAPTER II

REVIEW OF LITERATURE

The overarching question for this study is:

- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

Secondary research questions include:

- How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?
- What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?
- What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results?

Throughout this study, the researcher explored instructional coaching through the lens of the mindset theory (Dweck, 2016) and multiplier model (Wiseman, 2017; Wiseman et al., 2013). Specifically, the researcher explored how the instructional coaches feel when receiving feedback on their Multipliers Self-Assessments (Wiseman Group, 2012) and how they established next steps.

Theoretical Framework

Carol Dweck originally established the “incremental theory” and “fixed mindset entity theory” while researching how students responded to failure in the 1970s. These terms were later rephrased as growth mindset and fixed mindset (Dweck, 2014). Growth mindset is used to describe individuals who view failure as a challenge. When individuals

with a growth mindset reach an obstacle, they seize the opportunity to learn and grow to accomplish the goal. In contrast, a person with a fixed mindset will view failure as an indication of capabilities. Either people are successful or they are not, there is no flexibility or growth in the mind of a fixed mindset individual (Dweck, 2014; Dweck 2016). Similarly, Wiseman and McKeown (2010) began researching in pursuit of identifying the differences between leaders who expand the intelligence of their employees and leaders who stifle it and how these interactions impact the system of the organization. Wiseman and McKeown's (2010) research led to their conclusion that the primary difference between these two types of leaders is mindset.

A person with a growth mindset had a positive effect on the colleagues they work alongside, while a person with a fixed mindset seemed to restrain the potential of others (Dweck, 2016; Wiseman & McKeown, 2010). First, consistent with Dweck's growth mindset are the leaders who Wiseman calls multipliers. Multipliers are individuals "...who bring out the intelligence in others" (Wiseman, 2017, p. 32). Conversely, Wiseman (2016) describes the leaders who limit the potential of others as diminishers in alignment to Dweck's fixed mindset individuals. Wiseman (2017) goes on to further define multipliers and diminishers based on how they would handle the following characteristics: "manage talent, approach mistakes, set direction, make decisions, and get things done" (Wiseman, 2017, p. 20). Concentrating on the ways leaders will address the five categories, led to the development of the multiplier model and the five disciplines of the multiplier, including the *talent magnet*, the *liberator*, the *challenger*, the *debate maker*, and the *investor* (Wiseman, 2017).

Growth vs. Fixed Mindset

The mindset theory states that individuals act within two schools of thought. One viewpoint is the belief that individuals are born with all talent or knowledge they are capable of, also known as having a fixed mindset. The other perspective is that everyone is continuously working to grow in a skill or understanding with endless potential, this perspective is known as a growth mindset (Dweck, 2016). Silbey (2016) references when instructional coaches foster a growth mindset, they help to establish “a safe, risk-free environment, much like one we would like to see in classrooms” (p. 327). Individuals with a growth mindset will devote time and effort to educate others rather than scold or reprimand (Heslin & VandeWalle, 2008). While nurturing a fixed mindset can be commonplace (O’Reilly, 2019; Taberero & Wood, 1999), it can also be stated that a fixed mindset hinders individuals from assisting others in developing and working towards a specific goal (Dweck et al., 1995; Heslin & VandeWalle, 2008).

Mindset Implications for Business

Heslin, Latham, and VandeWalle (2005) examined the impact of mindset from a business perspective. Using a population of managers from nuclear power plants and videos categorized as “poor” or “good”, the researchers sought to gain insight on the mindset theory while negotiating with colleagues. These videos were initially used within a pilot study in which the “two-tailed paired *t* test” (Heslin et al., 2005, p. 844) established a significant difference within the two extremes, making them a reliable source for further research. The researchers began by establishing the participants mindset. Next, the participants watched pre-recorded videos of fictional employees conducting “*poor*” negotiations and evaluated their performance. Next, the managers

watched a second video of the same fictional employees conducting “*good*” negotiations and again evaluated their performance. The managers with a fixed mindset resulted in ratings for the “*poor*” negotiations of 2.12, whereas the managers with a growth mindset scored the same recording as a 2.07. When examining the evaluations for the “*good*” negotiations, the fixed mindset participants averaged a rating of 3.68, while the managers with a growth mindset resulted in a mean rating of 4.12. The conclusions of this study were that managers with a fixed mindset do not acknowledge the growth of the individuals they observe.

This research ignited further need for research to determine if the managers with a growth mindset scored the negotiators higher due to their potential and growth or did the managers with a fixed mindset score the recording lower because of the poor performance on their initial recording (Heslin et al., 2005; Heslin & VandeWalle, 2008). The researchers then repeated the study with a different group of nuclear power plant managers, but unlike their previous research, the participants began by evaluating “*good*” negotiations and then proceeded to “*poor*” negotiations. This alternative study resulted in the growth mindset of employees being more data driven in their responses (Heslin et al., 2005; Heslin & VandeWalle, 2008).

The researchers next conducted a third study. This time, the mindset for a new group of managers was established, and then the study was paused in order to lessen the chances for participants to build a correlation between the mindset and the experiment. Six weeks after the researchers established the participants’ mindset, they were randomly placed into two groups. The treatment group was given negative information about the fictional employee. The control group was not given any information. Then, all

participants evaluated the fictional employee's "good" negotiation video. The results concluded that participants in the treatment group with an established growth mindset did not score the fictional employee any higher, whereas alternatively the participants in the treatment group with an established fixed mindset did score the fictional employee lower. Cumulatively, these studies concluded that managers with a fixed mindset are less likely to be swayed from their initial impression of an employee's performance (Heslin et al., 2005; Heslin & VandeWalle, 2008).

Multipliers vs. Diminishers

Instructional coaches take on a variety of roles within the school structure, while their main responsibility is to lead professional development one-on-one to teachers, small groups, or entire faculties (Neumerski, 2012). It is not the intention of instructional coaches to be looked as superior, but as a mentor working to support teachers with purposeful reflection (Buser, 2018). Goleman (2000) referenced coaching as a form of leadership that has a specifically positive impact on work climate and job performance. This leadership role has the power to amplify the potential of their colleagues or the opportunity to stifle the strengths that others bring to the collaboration (Wiseman et al., 2013). Leaders who rely on the strengths and capabilities of others are defined as multipliers, while individuals who limit or overly manage the skillset of their colleagues are defined as diminishers (Wiseman, 2017; Wiseman et al., 2013). Diminishers are team members that believe specific people have more valuable opinions and brainpower, citing "...if your employees don't get it now, they never will" (Wiseman & McKeown, 2010, p. 2). While multipliers believe that their jobs as influencers is to cultivate settings in which strategic collaborative groups come together and there is trust for the thinking and

decisions of the group (Wiseman & McKeown, 2010). Wiseman and McKeown's (2010) model of the transfer of power bears a direct resemblance to Carol Dweck's mindset theory. In these terms, a multiplier is a mentor working within a growth mindset of their employees, while a diminisher is a leader working in alignment with a fixed mindset of their employees (Dweck, 2016; Wiseman & McKeown, 2010).

Multipliers		Diminishers	
	Talent Magnet	Empire Builder	
	Liberator	Tyrant	
	Challenger	Know-It-Alls	
	Debate Maker	Decision Maker	
	Investor	Micromanager	

Accidental Diminishers			
● Idea Guy	● Pacesetter	● Protector	
● Always On	● Rapid Responder	● Strategist	
● Rescuer	● Optimist	● Perfectionist	

Figure 2. Multipliers vs. diminishers by categorization (Wiseman, 2017; Wiseman et al., 2013).

The talent magnet vs. the *empire builder*. Multipliers work to find expertise in all facets of their lives. Wiseman (2017) references this pursuit as being a “genius watcher.” Discovering the genius in others allows the multiplier to find the strengths of each member of the group, especially when these strengths come naturally. One discipline of a multiplier is being a talent magnet. This term is used not only because talented individuals flock towards working with them, but equally important, the talent magnets aid in proliferating the skills the members already possess. The talent magnet will first identify the abilities as a strength and will acknowledge this trait as a useful attribute making the members aware of the benefits that they contribute. Informing others of their talents helps to build confidence and will promote the growth of additional skill sets. The talent magnet next removes all obstacles and provides the collaborations or

resources necessary to achieve the highest potential. These barriers are often additional personnel hindering the process. The talent magnet will remove those individuals from the scenario, even if it means removing themselves. Finally, the talent magnet will allow their people to achieve success and receive all accolades without sharing the spotlight (Wiseman, 2017).

The talent magnet differs greatly from the diminisher approach to managing talent, which Wiseman (2017) calls being an empire builder. Empire builders are the owner of all talent. Empire builders are able to attract gifted employees, similar to talent magnets. Unfortunately, empire builders have an intended purpose for each member of their team and they are not willing to deviate from their plan, limiting the potential of others. After all of the work of the team has been completed successfully, the empire builder will then also be the owner of all success gained. The empire builder strives to be the holder of the success because in their perspective, they are the reason for this success. They are the owner of the true talent (Wiseman, 2017).

The liberator vs. the tyrant. An additional branch of multiplier is the liberator. Liberators establish an environment that supports, encourages, and expects the best of all members. They provide each person with the opportunity to speak openly with new ideas and feedback without the fear of judgement. Liberators provide an open-minded space including assisting employees in having their voices heard equally, regardless of their position. Liberators also openly expect the best effort by every team member. Once all members of the team understand this expectation, they rise to occasion and consistently challenge themselves to redefine what their best effort truly is. Establishing an environment to inspire the best effort from all involved requires open dialogue of

mistakes that were made and how things could be improved (Wiseman, 2017). The critiquing of work is established in “a rapid cycle between thinking, learning, and making and recovering from mistakes in order to generate the best ideas and create an agile organization” (Wiseman, 2017, p. 87). The liberator also respects that the outcome and the effort do not always align, but the liberator considers the work as a success if the members contributed their very best work (Wiseman, 2017).

On the contrary, the diminisher serves as a tyrant whose role swings as a pendulum between two extremes: the only ideas worth pursuing are those of the leader and having no opinion on any ideas (Wiseman, 2017). Tyrants rule all interactions by making it known that their thoughts and opinions are superior to the thoughts of others. Tyrants fuel their environment with “... cycles of criticism, judgment, and retreat” (Wiseman, 2017, p. 89). If the outcome of the work is not favorable, it is never due to the leadership of the tyrant, it is due to the work of the team. Tyrants create an anxious environment that makes it unsafe for the members to explore thinking that differs from their leader. Growth in this setting is stifled and limits the potential of all involved (Wiseman, 2017).

The challenger vs. the *know-it-all*. Multipliers understand that skillsets are not predetermined, they are fostered and grown. This perspective is best explained within the role of the challenger. Challengers allow their colleagues to identify a stumbling block requiring further investigation. Allowing others to establish the root of the problem is very different from the leader designating the needs for them. Once the need is established, then the challenger allows them to create a plan of action and solve the problem. Throughout the process, the challenger communicates with colleagues and

encourages collaboration with others. This is not to establish doubt, but rather to insure they are utilizing all resources and consistently thinking and communicating in the direction of their solution. Multipliers will also establish challenges to push the team outside of their comfort zone, which is done by asking difficult questions and then having the team or members of the team seek the answers to them. Challengers stretch the thinking of others by forcing them to continue to think of innovative solutions. Throughout this process, multipliers have to rejuvenate the belief that it is possible to achieve the goal. This motivation comes from the multiplier working alongside the members of the team, having a solid plan for how they will achieve success, and by establishing smaller short-term goals in alignment to their larger goal (Wiseman, 2017).

In opposition to the challenger, the know-it-alls approach growth very differently. Know-it-alls desire to be the keeper of all ideas worth pursuing. These diminishers like to inform others of their expertise by making statements about what to do, rather than asking questions to collaborate. Know-it-alls also communicate as if they are assessing the understanding of others in a judgmental fashion, making discussions with them unpleasant. The know-it-alls also delegate what needs to be done and how things should be done, creating an environment in which all participants are waiting for orders without the freedom or confidence to act on their own discretion (Wiseman, 2017).

The debate maker vs. the *decision maker*. Multipliers who allow others to be a big part in all aspects of the decision-making process are called debate makers. Debate makers frame a new issue with their colleagues by using a four-tiered approach. They first discuss the decision being made. Next, the multiplier will explain why this issue is important and why the need for additional input. Third, the leader will lay out who

specifically will be involved in contributing their input on the topic. Finally, the debate maker will lay out what criteria will indicate a final decision. Then, the debate maker allows the group to debate the various viewpoints on the issue (Wiseman, 2017). The debate maker continues to refuel the debate to ensure that it is engaging, allowing others to learn from differing perspectives. They do not rely on opinions, only facts. From the multipliers position, debates are not to create disagreements within the organization. Debates are to allow all voices to be heard and to solidify the decision-making process. Once all thinking has been heard, the discourse follows a protocol that was established during the framing of the decision. The discussion process could include the debate maker possessing a majority vote, possibly holding an alternate way of deciding will solidify the final decision, or a wide range of other pre-established discourse scenarios. By upholding the discussion protocols previously agreed upon, the debate maker encourages that all viewpoints of all members of the group are heard and considered (Wiseman, 2017).

The diminisher perspective on the debate approach is rather different. Diminishers serve as the decision maker. The decision maker raises the issue with the group but then does not provide any further explanation for why this issue is important or how various decisions will affect the group. The discussion of the issue is very limited, and only the decision maker and potentially a few members of the group respected by the diminisher participate. Finally, a decision is established and communicated to the group without ever considering the impact on others or consulting someone with a differing viewpoint. This lack of understanding and lack of widespread data often results in unsuccessful decisions (Wiseman, 2017).

The investor vs. the *micromanager*. The role of a multiplier is not to manage teams, but to be an investor in others to reach an established goal. This investment is established by allowing others to lead components of a project and then backing their decision making. The expectation is not that these individuals will complete a small task, but rather lead a collaborative group and make the larger project better for the work that their group has contributed. Investors do not only place people in roles that they are currently capable of, but positions that stretch them to push their potential. Investors work alongside all members of the team in an effort to teach and coach others as needed. They also ensure there is a teammate who individuals can go to for additional guidance if necessary. Investors step into the process occasionally, but always give the ownership back to the team, reaffirming that the investor trusts the work that is being done. Investors also remind others that they must work to find solutions rather than concentrate on problems. If something needs to be revised, the team must come up with a plan of action. At times, every person involved encounters obstacles, investors allow others to find their own solution without rescuing them (Wiseman, 2017). Investors function based on the foundation of, “Multipliers have a core belief the *people are smart and will figure things out*” (Wiseman, 2017, p. 178). The investor displays trust in the team, which works to encourage all members to take chances as long as it aligns with their best effort (Wiseman, 2017).

Clashing with the view of the investor is the diminisher role of micromanager. The belief of the micromanager is that he or she is the only member of the group who is skilled enough or even smart enough to accomplish anything, everyone on the team needs the micromanager far more than the micromanager needs them. Micromanagers feel that

others cannot comprehend the entire process, so they delegate only small portions out to others they feel are ready and then repeat this process as tasks are completed. These diminishers also delegate responsibilities and then rescue every time there is a sign of distress. Continuously jumping in and out of the work, implying that the micromanagers are the only ones who can complete the task correctly. Micromanagers also feel as if all the work is theirs to complete, they need to be the final set of eyes on every task (Wiseman, 2017).

The accidental diminisher. Diminishing the power of others is not always intentional. While there are the situations when a diminisher is working with ill intentions, the majority of diminishers fall within a class considered accidental diminishers. As shown previously in Figure 3, accidental diminishers are leaders that are trying to support their colleagues in the best ways possible, and yet with a few poor decisions their guidance has diminished the power of others (Wiseman, 2017). Wiseman (2017) has categorized nine characteristics that foster diminisher qualities:

1. *Idea guy*- The idea guy is a wealth of new ideas and is always willing to share them with the team. This trait hinders the progress of the team because they cannot keep up with the everchanging ideas. Constantly supplying others with inspiration enables the team to become idea lazy since the idea guy will do all of the thinking for them (Wiseman, 2017; Wiseman et al., 2013).
2. *Always on*- The always on leader is over the top in everything they do. They are exuding energy, attempting to boost engagement, and always have opinions or thoughts to contribute to every conversation. Though the always on leader feels as if they are building the team up, they are actually turning

people away. When others are bombarded with one person's perspective continuously, they begin to tune them out. The constant conversations become white noise (Wiseman, 2017; Wiseman et al., 2013).

3. *Rescuer*- The rescuer is always available to save the day. Never wanting to see others struggle, the rescuer consistently jumps in to assist. While the assistance is appreciated by others, it quickly becomes a learned behavior, which inevitably voids their opportunity to learn from their mistakes (Wiseman, 2017; Wiseman et al., 2013).
4. *Pacesetter*- Pacesetters are attempting to lead by example. They are modeling behaviors or protocols in hopes of inspiring the team. Once the other members of the team realize they cannot keep up, they do not ever try. This unintentional overproduction results in the pacesetter completing more than their share, and the other members of the team feeling defeated (Wiseman, 2017; Wiseman et al., 2013).
5. *Rapid responder*- A leader who could be considered a rapid responder is someone who helps immediately regardless of the task. This leader has a solution before others have identified that there was a problem. They volunteer for every responsibility. They reply to every email before others have an opportunity to open their inbox. This diminisher is working with the intent to assist things in progressing towards the goal when the rapid responder is actually creating a team of people who are waiting on the rapid responder to complete the numerous tasks that they have volunteered for in order to fulfill other obligations (Wiseman, 2017; Wiseman et al., 2013).

6. *Optimist*- While being optimistic is usually considered a strength, being an accidental diminisher optimist can be considered condescending. When a leader is always presenting an upbeat attitude, others might feel as if the reality of the struggle is being discredited. The optimist's intention is to build a growth mindset, but this rose-colored persona may come across as insincere to others who are grappling with the tasks at hand (Wiseman, 2017; Wiseman et al., 2013).
7. *Protector*- Due to the previous experiences of the protector, these accidental diminishers understand many of the challenges that others may face prior to them arising. In an effort to protect the members of the team, the protector will shield colleagues from conflict, so they never realize there was a problem. While the protector feels their efforts are keeping people safe, the other team members do not have the opportunity to learn from these mistakes, making the chances of repeating this situation inevitable (Wiseman, 2017).
8. *Strategist*- The strategist has developed an overall vision of the goal the team is working towards. While in an effort to strategically assist the team to remember their objective, if the overall vision is too detailed, it will not allow the team members to establish their own solution path. On the contrary to this accidental diminisher's goal, colleagues working with a strategist often spend their efforts doubting the vision and not attempting alternate solutions (Wiseman, 2017).
9. *Perfectionist*- With the intent of helping others to improve, a perfectionist will draw attention to every error that each team member has created. While the

perfectionist is attempting to help, this accidental diminisher is also consistently damaging the confidence of colleagues. The team members stop trying because they feel that they will never live up to the perfectionist expectations (Wiseman, 2017).

Multiplier Model Research

Wiseman (2017) outlined the research that she conducted along with her counterparts, Greg McKeown and C. K. Prahalad in an effort to answer the research question, “What are the vital few differences between intelligence diminishers and intelligence multipliers, and what impact do they have on organizations” (Wiseman, 2017, p. 292)? The researchers began their study by asking successful professionals with at least 10 years in management to identify both multipliers and diminishers who they have worked with previously. The multipliers and diminishers identified then completed a survey measuring 48 leadership traits using a five-point scale. Next, the researchers conducted structured interviews with the nominators occurring between October 2007 and October 2009. A further in-depth interview with the most prominent multipliers, and the nominators, as well as a 360 process of interviewing all who once managed the multipliers (Wiseman, 2017). Wiseman et al. (2013) went on to detail their research of the multiplier model in educational contexts by first outlining the four research questions including inquiries of traits of leaders who underutilize or fully utilize colleagues they support, diminishing assumptions that are a trend among struggling schools, and potential if leaders implement multiplier traits. Similarly, between April and October, 2012, Wiseman et al. (2013) continued their previous research from the business and nonprofit organizations and extended into private and public schools throughout the United States,

United Kingdom, and British Columbia. They began this extension by first asking successful educators and leaders to nominate multipliers and diminishers in education. Each nominator rated their nominations on 49 different leadership practices using a five-point scale. It was hypothesized that these practices would segregate the multipliers and diminishers (Wiseman et al., 2013). Next, they conducted structured interviews either by phone or in person with the nominator, including eight questions all-encompassing experiences with multipliers and/or diminishers. Finally, in the analysis phase, Wiseman et al. (2013), collated roughly 250 pages of transcripts to be further analyzed looking for themes and commonalities. These results were next aligned with the leadership practice survey results and then further compared with the multiplier research from the fields of business and nonprofit. These results indicated that the nominators were only utilizing 40% of their capabilities when working with a diminisher and 88% when working with a multiplier. Finally, Wiseman et al. (2013) facilitated leadership training to encourage more multiplier characteristics.

The Mindset/Multiplier Continuum

While there are individuals who are consistently identifiable as fixed or growth mindset, there are many who will interweave these mindsets throughout their interactions (O'Reilly, 2019). Likewise, there is a continuum of multipliers and diminishers with very few individuals living within the extremes (Wiseman, 2017). As a part of the multiplier model, as leaders learn of their multiplier strengths and diminisher struggles, they will work to amplify their multiplier tendencies for the advancement of the organization (Wiseman, 2017). The purpose of this study is to better understand the perceptions of

instructional coaches regarding their mindset and how receiving the results of the Multiplier Self-Analysis may impact their future support of teachers.

Instructional Coaching

What is Instructional Coaching

Instructional coaching is a practice with an elusive origin; however, the popularity of this practice has been on the rise since the early 2000s (Iowa Area Education Agencies, 2015; Mouton, 2016). Mouton (2016) referenced coaches in any field as the purest translation of the word teacher, which means a person who develops the character of others. Instructional coaching has the potential to impact instruction in classrooms (Kraft, Blazar, & Hogan, 2018). In order to influence instruction, the professional development provided to teachers must encourage deep understanding of the subjects being taught and innovative ways to teach (Garet, Porter, Desimone, Birman, & Yoon, 2001). This preparation is a contrast to the reliance on memorization and compliance in which many teachers were trained (Garet et al., 2001). Collaboration between the teacher and instructional coach is a pivotal component of professional development (McCrary, 2011). In order to truly collaborate, the coach and coachee will become “thought partners” and equals (Bianco-Mathis & Nabors, 2016, p. 3).

In an effort to better understand the characteristics of professional development that will yield the largest positive influence on classroom instruction and student achievement, Garet et al. (2001) conducted an analysis of a Teacher Activity Survey as part of the evaluation of the Eisenhower Professional Development Program. Throughout 1998, 1,027 math and science teachers were surveyed on their experiences during Eisenhower programs conducted nationally during the latter part of 1997. The teachers

involved were asked to provide their perspective in two major areas: the structure of the activities and the core focus of the activity. Within the realm of structure, participants were questioned on the type of professional development, the duration of the training, as well as the collective participation from members of the same school. Researchers inquired about the core focus of the professional development session(s) in order to gain insight on the extent of content knowledge alignment, teacher active engagement in the learning, and the cooperation with existing state standards and district expectations while encouraging a support system of collaboration. Researchers utilized a survey method to gain an understanding of teacher perspective. Teachers were questioned on their professional growth based on their time in professional development using a five-point scale with 1 representing “*not at all*” and 5 representing “*to a great extent*” (Garet et al., 2001, p. 929). Professional growth was examined in the following areas: curriculum knowledge, instructional methods, assessment practices, technology integration, ability to meet the needs of diverse learners, and content understanding.

Next, teachers were asked to rate the impact of their classroom practice based on the training they had received. Using a scale ranging from 0 to 3, with 0 representing “*no change*”, 1 being “*minor change*”, 2 was “*moderate change*”, and 3 equaling “*significant change*” (Garet et al., 2001, p. 929). The impact was assessed for the categories of curricular content, intellectual challenge of classroom tasks, instructional practices, assessing understanding of students in a variety of ways, utilizing technology, and meeting the needs of all students. Garet et al. (2001) further explained the results of their study, including professional development over a sustained period of time leads to a greater impact on teacher implementation. The outcome of the Garet et al. (2001) study

clarify that professional development that enhanced teacher understanding and expertise all had three commonalities: a focus on content, interactive, and immediately applicable to their classrooms (Garet et al., 2001). These high impact professional development characteristics align with the role of an instructional coach (Garet et al. 2001; Mangin, 2014).

Coaching in All Areas

Coaching takes place in many professions, including education, athletics, music, medicine, business, and more (Hirsh, 2015; Mouton, 2016). There are multiple publications citing the positive effects of coaching (Aguilar, 2013; Grant, Curtayne, & Burton, 2009; Lia, 2016; Neuberger, 2012). The benefits of coaching are not limited to the world of education.

The practice of coaching extends into the corporate arena as well. In an effort to further investigate the effects of coaching in a Norwegian Fortune 500 company conducted a year-long quantitative study using a group of 20 Chief Executive Officers (CEO) and the 124 middle managers who they supervise (Moen & Skaalvik, 2009). Hypothesizing positive effects self-efficacy, goal setting, and performance, 12 of the CEOs and the 61 middle managers they supervise were selected for the experimental group, while eight CEOs and 63 middle managers were used for the control group (Moen & Skaalvik, 2009).

To begin the study, all participants were administered a pretest questionnaire conducted online regarding their overall behaviors while at work including their thoughts, emotions, and actions. The instruments used in this study included a seven-point Likert response scale with 1 representing “*untrue/not at all*” and 7 representing “*completely*

true/very certain.” The process was duplicated at the conclusion of the study, serving as the posttest. For the next year, the participants in the experimental executives received specialized coaching and coaching training in training sessions on how to utilize coaching, group coaching sessions, and individual coaching sessions. During this time, the 61 middle managers were coached by the CEOs while they received ongoing training on how to coach effectively. Within the next year, one CEO and nine middle managers from the experimental group as well as five middle managers from the control group left the study, which can also be illustrated as 95% of the CEOs and 87% of the middle managers completed the entire study (Moen & Skaalvik, 2009). During the pretest, the middle managers data did not produce significant outcomes, while the CEO control group results resulted in a significantly higher self-efficacy and goal clarity when compared to the CEO experimental group. Within the posttest results, significantly higher values were found for the CEO experimental group in the areas of goal difficulty and attribution of success to strategy and ability while attribution of failure to strategy was significantly higher within the control CEO group. While in the pretest, the middle managers showed no significant differences between the control and the experimental group. The posttest resulted in significantly higher values for the experimental middle managers in the areas of goal clarity, need satisfaction at work, autonomy and relatedness (Moen & Skaalvik, 2009).

Throughout this process, from pretest to posttest, the CEO experimental group demonstrated significantly positive results in “self-efficacy, goal clarity, goal feedback, goal strategy, need satisfaction at work (autonomy and relatedness), and attribution of successful achievement to strategy and ability in the experiment group” (Moen &

Skaalvik, 2009, p. 41), while the control group demonstrated no significant results at all. As for the middle managers experimental group, results indicated a significantly positive influence on “self-efficacy and attribution of successful achievements to ability” (Moen & Skaalvik, 2009, p. 42) while the control group was negatively impacted in the areas of “goal commitment and need satisfaction at work (autonomy, competence and relatedness)” (Moen & Skaalvik, 2009, p. 42).

Moen and Skaalvik’s (2009) findings support all four hypotheses in the CEO experimental group, which included positive effects in the areas of self-efficacy, goal setting, and performance. The CEO control group also had noteworthy results; however, their results were all significantly negative. The results of the middle managers were not as clearly aligned and thus needs further investigation. Moen and Skaalvik also explained the success of the CEO experimental group by referencing Dweck’s (2016) growth mindset and then further explaining, “People with such a mindset believe that a person’s true potential is unknown (and unknowable) and that it is impossible to foresee what can be accomplished after years of passion, toil and quality training” (Moen & Skaalvik, 2009, p. 46).

Coaching Inconsistencies

Coaching in any field focuses on two common goals, to foster learning (McGatha et al., 2018) and ignite change (Tompkins, 2018). Instructional coaching has become an influential resource because it embodies the five features of effective professional development, including content focus, active learning, coherence, sustained duration, and collective participation (Desimone & Pak, 2017). Unlike coaching in other fields, instructional coaches are often experienced classroom teachers who have moved into a

role of coaching (Barkley, 2010; The Center for Comprehensive School Reform and Improvement, 2007).

Instructional coaches provide professional development one-on-one to teachers, small groups, or entire faculties. While research on the benefits of coaching has been vast, the variance from one coach to another presents many inconsistencies (Biondo, 2018; Danks, 2011; Gallucci, DeVoogt Van Lare, Yoon, & Boatright, 2010; Johnson, 2015; Neumerski, 2012). Each coaching situation carries distinct challenges and coaches must act accordingly (Neumerski, 2012), with every setting holding a different, sometimes conflicting, understanding of instructional coaching (Kraft et al., 2018). These variances include the coaching delivery method, content focus, and duration (Kraft et al., 2018). Coaching in any capacity differs from coach to coach and location to location.

While many different models can be utilized (Glickman, 2002; Killion et al., 2012), “no research suggests that one approach is superior to another” (Killion & Harrison, 2017). Killion and Harrison (2006, 2017) outline 10 roles of coaching, including resource provider, data coach, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, catalyst for change, and learner. These roles, the purposes for each role, and the responsibilities of each role are outlined in Table 2.1 (see Appendix L), with the permission of Learning Forward (see Appendix M). While these roles appear to be very distinct, and the need for each role varies based on initiatives or goals (Killion & Harrison, 2017), coaches often struggle to define their roles for themselves, making understanding their purpose in this position a challenge (The Korn/Ferry Institute, 2009). In reality, “coaches typically fill multiple roles simultaneously” (Killion & Harrison, 2017, p. 22).

An additional reason for coaching inconsistencies could be due to a lack of system support either at the school or district level. Knight (2016) details that for instructional coaches to be effective there should be a shared understanding of their role, confidentiality, how the coaches will interact with the teachers, and how they will manage their time. Administration and the instructional coaches need to have a shared goal for achievement within the building and a plan of action to get there (Sweeney & Mausbach, 2019). Often, the role of the instructional coach runs parallel to the role of administration and their plans for school improvement “merely coexist” (Sweeney & Mausbach, 2019, p. 32).

For the purpose of this study, instructional coaching has been defined as job-embedded professional development of teachers by interacting through collaboration, reflective conversations, and assisting in establishing evidence-based steps (Mangin, 2014). Instructional coaches are educators used by school systems to deliver job-embedded professional development in the areas of instructional pedagogy, observation and feedback, facilitating evidence-based conversations, assisting in data analysis, and collaboration (Doby-Holmes, 2011; Huguet, Marsh, & Farrell, 2014; Mangin, 2014). While there are many inconsistencies surrounding how instructional coaches are utilized, one constant within this field of research suggests a systematic form of professional development, the coaching cycle (Barkley, 2010; Knight, 2016; McGatha et al., 2018).

The Coaching Cycle

The most widely utilized model for working alongside a teacher is within a structure that Glickman (2002) calls the clinical supervision model. Within this structure, two members of a relationship, in this case described as the coach and coachee, interact

in a systematic form of professional development, the coaching cycle (Barkley, 2010; Glickman, 2002; Knight, 2016; McGatha et al., 2018).

The coaching cycle is the continuous progression of systemic interactions between the coach and coachee (Knight, 2016). Instructional coaching is built upon empowering conversations between the coach and coachee (Barr & Van Nieuwerburg, 2015). These conversations foster learning and growth through strategic questioning, listening, and establishing a supportive school climate (Barr et al., 2015). For the purposes of this research, the terms utilized by McGatha et al. (2018) will be utilized: plan, gather data, and reflect as shown in Figure 1. However, what occurs during these phases will be an accumulation of research by Knight (2016), McGatha et al. (2018), Barkley (2010), and Chapman and Mitchell (2018).

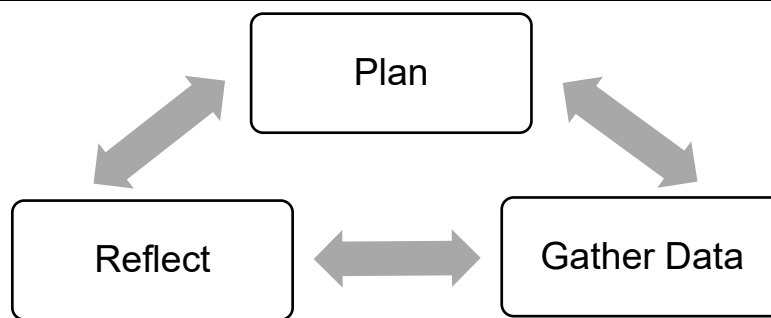


Figure 3. Coaching cycle. Visual representation of the components of the coaching cycle.

Plan. The planning stage is also referred to as the identify stage by Knight (2016), the preobservation conference by Barkley (2010), or the preconference stage by Glickman (2002). This stage is an opportunity for the instructional coach and coachee to establish a learning partnership in which they will collaboratively establish a common goal (Chapman & Mitchell, 2018). While each planning session may have some commonalities, each one is individualized to the professional development needs of the

teacher and the belief system that the teacher and coach are working within (Desimone & Pak, 2017). During this stage, the teacher and coach establish a common understanding of what is currently occurring within the classroom setting. This discourse could include reviewing student work samples, anecdotal accounts of classroom events, or questions of an instructional strategy to inform next steps towards the intended goal (Knight, 2016). During this part of the coaching cycle, the instructional coach may also assist with the planning of instruction (McGatha et al., 2018). The coach and teacher will have content driven discourse on the intended topic to be focused on including assessment and possible questions that will be discussed (Desimone & Pak, 2017). Collaboratively, the coach and coachee will establish a goal or strategy to be further investigated within the classroom setting (Chapman & Mitchell, 2018; Glickman, 2002).

Gather data. The gathering data phase, also referred to as the observation phase of the coaching cycle, is solely reliant on what was agreed upon during the planning stage (Barkley, 2010). Together, the teacher and coach will establish the data that will support the predetermined goal (Chapman & Mitchell, 2018; McGatha et al., 2018). These decisions include what data will be collected, how it will be collected, and the tool that will be used to collect it (Chapman & Mitchell, 2018; McGatha et al., 2018). The collection of data can take place in many ways, the coach can observe the teacher conduct the intended strategy, the teacher and coach can co-teach the lesson or intended strategy, the coach can model the strategy, or any combination of these methods (Desimone & Pak, 2017). Within the lesson, the coach is available to provide real-time feedback to the teacher on the progress towards the intended goal (Desimone & Pak, 2017). After the

conclusion of the lesson, the instructional coach will analyze the data collected and determine a plan of action for how to present the data with the coachee (Glickman, 2002).

Reflect. Reflection is arguably the most important stage of this process (McGatha et al., 2018) and should occur as soon as the teacher and instructional coach can meet (Knight, 2011b). This phase is also known as the post-observation conference which, “...brings everything together.” (Barkley, 2010, p. 123). During this stage of the coaching cycle, the teacher and the coach then review the data collected together (Chapman & Mitchell, 2018; Glickman, 2002). The teacher and coach have the opportunity to communicate about the data, and the teacher can receive non-judgmental feedback on classroom practices (Chapman & Mitchell, 2018; McGatha et al., 2018). Stone and Heen (2014) describe feedback as gaining information about yourself from the perspectives of others. Employees at all levels should be trained on how to give and receive feedback so that everyone can view their performance from the view of someone else (Stone & Heen, 2014).

Feedback should be looked at from three perspectives with very different outcomes: details, reflection, and dialogue (Brookhart & Moss, 2015). Details and specifics of feedback shared between the observer and the person being observed should be positive, clear, concise, and fact-based (Brookhart & Moss, 2015). The next type of feedback, reflection, is intended to inspire the observed to learn from the actions that were observed (Brookhart & Moss, 2015). The final type of feedback, dialogue, refers to the conversation that is facilitated by the observer and the person being observed, in which they establish next steps, which in turn establishes the planning stage and the cycle continues (Brookhart & Moss, 2015; Buser, 2018).

Coaching Relationships

Establishing a Relationship

While the coaching cycle provides a recurrent protocol for the professional development (Knight, 2016; McGatha et al., 2018), successful instructional coaches excel in three major areas: pedagogy; content expertise; and, most importantly, the ability to foster relationships and build trust (The Center for Comprehensive School Reform and Improvement, 2007; Tompkins, 2018). In order for a non-judgmental relationship to be fostered, the coach and coachee must share a mutual trust and respect (Tompkins, 2018). In fact, Coutu and Kauffman (2009) most closely relate coaching to the marriage of consulting and therapy. The instructional coaches foster relationships with their colleagues by establishing a rapport built on a foundation of camaraderie as fellow educators (Toll, 2014; Tompkins, 2018).

Teacher and coach collaborations are intended to be positive and respectful (Knight, 2011b). This reciprocal relationship is used as the underpinning principle of all coaching regardless of the field (Mouton, 2016). These interactions are reliant upon two things to be impactful: relationships and trust (Anderson, Feldman, & Minstrell, 2014). Originally published in 1974, W. Timothy Gallway described the internal monolog necessary for athletic success (Gallway, 1977). He proposed that every athlete's ability actually consisted of two factors, which he references as "*Self 1*" or "*Self 2*." "*Self 1*" is the mental component of the game, which includes distraction, lacking confidence, and discomfort. "*Self 2*" is the physical components of movements and the subconscious reactions to an opponent (Gallway, 1977). This understanding aligns with the role of the coach and the coaching cycle regardless of the capacity. To overcome the inner game

requires a succession of “non-judgemental observation, visualising the desired outcome, trusting the self, and non-judgemental observation of change and results” (Mouton, 2016, p. 131). The role of the coach is to dampen all of the negativity of “*Self 1*” in order to strengthen and support the potential of “*Self 2*” (Mouton, 2016). In order to understand this collaborative effort, consideration of instructional coach and teacher interaction must be examined closer.

Recurring Themes Within the Coaching Relationship

The Kansas Coaching Project (Knight, 2011a) established seven recurring themes within the partnership approach utilized by instructional coaches worldwide. These persistent principles include: (1) equality, (2) choice, (3) voice, (4) reflection, (5) dialogue, (6) praxis, and (7) reciprocity (see Table 3). First, equality is the craft of making all members of the collaboration feel as if their thoughts are considered equivalently. An instructional coach is not intended to be an expert or evaluator who was sent to concentrate on teacher’s deficits, but rather a partner in collaboration (Aguilar, 2013; Johnson, 2015; McGatha et al., 2018). Secondly, in a true partnership, the teacher has a choice in the goals they are working towards. Next, teachers must feel as if their voice is being heard. The conversations shared between the teacher and the instructional coach should be equally valued from both perspectives. The fourth partnership approach principle is reflection. Reflection encompasses openly sharing new professional knowledge that was obtained throughout the partnership and using this new information to formulate next steps. Next, it is vital that the dialogue shared allow both participants to be vulnerable without the fear of persecution. Conversations should allow transparency without judgment. An additional principle of the partnership approach is putting ideas or

skills into action as well as making a conscious decision to not attempt them after consideration, which the Kansas Coaching Project refers to as praxis. The final principle of the partnership approach is that the relationship must always be viewed as reciprocal. The instructional coach and the teacher are balanced in their contributions as well as their professional growth (Knight, 2011a).

Table 3

The seven recurring themes within Knight's (2011a) partnership approach.

Equality	The act of making the thoughts and actions of coach and coachee equivalent.
Choice	Teachers within a true partnership with the instructional coach will have autonomy and choice in the goals they are working towards.
Voice	Teachers must feel as if their voice is of equal value within coaching conversations.
Reflection	Reflection is used to describe the collaborative contemplation of actions that have occurred and establishing next steps towards an established goal.
Dialogue	The conversation between the coach and the coachee should be open without the fear of persecution or judgment.
Praxis	Putting the thoughts and ideas into practice after collaborative consideration.
Reciprocity	The coach and the teacher must have a mutual and balanced relationship, seeing each other as equal contributors to the partnership.

In order to fully engage in these principles, instructional coaches establish a shared power by actively participating in a coaching relationship (Knight, 2011a). Teachers should understand that the instructional coach will support them; however, this collaboration should never be required. Instructional coaches will work to assist teachers in accomplishing their initiated goals whether the objective is academic, behavioral, or attitudinal. Instructional coaches engaging in the partnership approach listen and question to gain perspective so that discourse can pertain to the teacher's point of view. Instructional coaches work to educate and support teachers on educational practices but not as a solution but rather as a starting point for collaboration. The instructional coach

and the teacher then examine data together to gauge their progress and where to go from there. The instructional coach then must work to become cohesive partners in the pursuit to grow (Knight, 2011a).

The Kansas Coaching Project's research on the partnership approach provides themes that are prevalent when instructional coaches and teachers become professional allies. However, they cannot be the sole contribution to the success of the coaching collaborations (Knight, 2011a). "...how we *think* about coaching significantly enhances or interferes with our success as a coach" (Knight, 2011a, p. 18), a closer examination must be conducted on growth and how the interaction of instructional coaches could impact on the teachers they are supporting.

Teacher Mindset and Collaboration with Instructional Coaches

In an effort to determine the correlation between teacher mindset, their perceptions of collaborating with an instructional coach, as well as the willingness to receive the provided feedback, Stenzel (2015) published a quantitative correlational study to address the dearth of research in this area. This study focused on the importance of the growth mindset of teachers rather than the growth mindset of students, which is typically the focus of investigation. This study was conducted in hopes of better informing professional development, hiring new employees, and impacting the coaching process. Stenzel (2015) outlined 10 different research questions she was seeking to respond to which can be encapsulated into her primary question of, "Does the mindset of teachers influence their perception regarding the coaching and feedback process" (Stenzel, 2015, p. 7)? The correlation of teacher mindset and coaching perceptions was studied using practicing teachers who were currently enrolled in classes at a Midwestern university.

The participants came from various school districts in the area and were employed teaching all grade bands, including elementary, middle, and high school. Researchers utilized the university professors by having them administer and collect the three sources of data, which were the Coaching Process Perceptions Survey (CPPS), Carole Dweck's Mindset Survey, and a demographic survey. The CPPS and the Mindset Survey both primarily employed a Likert scale to gauge participant responses, while the demographic survey included some categorical questions as well as some open response in order to gain overarching information on the participant, such as, district, grade level they support, etc.

The overall goal of this study is to further investigate how a growth mindset could assist teachers in either enhancing the support of an instructional coach, or hinder that support. "Teachers with a growth mindset may be open to suggestions because they are striving to perfect their craft. Teachers with a fixed mindset are focused on their performance as a teacher and are not looking for ways to improve" (Stenzel, 2015, p. 49). In all, 68 students responded to the survey. The findings from this study showed that teachers with an established growth mindset paint a very positive view of the perceptions of instructional coaching. The participating teachers were forthcoming in explaining they appreciated being coached when it was individualized to their personal needs and not out of compliance to an expectation. Teachers wanted more goal-centered conversations and frequent feedback to improve their craft. While it is evident that the population of teachers involved in this study exhibit some growth mindset traits due to the fact that they are continuing to work to improve their knowledge because they are currently enrolled in

further education, the relationship between mindset and coaching is something that Stenzel (2015) and the participants agree can impact student achievement.

Encouraging a Growth Mindset

O'Reilly (2019), describes five tips to encourage a growth mindset culture. First, make others aware. By opening discussions of the behaviors associated with growth and fixed mindsets, the frame of thought for all involved are challenged and accountability to uphold a growth mindset are established. Second, take chances. When individuals take chances, they are risking their current understanding of their capabilities and stretching themselves to reach new goals. Third, solicit feedback. Feedback can often be critical, but in pursuit of a growth mindset the thoughts of others should be viewed as a perspective to learn from. Fourth, make each mistake a learning opportunity. Each failure will lead to another attempt and with reflection and revision, which will eventually lead closer towards an established goal. Finally, continuously nurture the growth mindset in others, including the leaders of any team or organization (O'Reilly, 2019). The mindset of instructional coaches can impact not only how they give feedback, but how they receive feedback as well (Dweck, 2016; Knight, 2011b), making the mindset of everyone in the building a continuous effort (O'Reilly, 2019).

Instructional Coaches as Leaders

Instructional coaches will often fall into the capacity of teacher leadership (Cherkowski, 2018). A leader is defined as a person who influences the actions or behaviors of others (Vroom & Jago, 2007). The leadership of an organization has the power to affect the success, while the leadership could also contribute to the failure. While leadership is often considered the work of a small group of individuals, the

achievement of the objective is actually a collaborative effort among the leader, the followers, as well as the environment (Thoroughgood, Sawyer, Padilla, & Lunsford, 2018). Vroom and Jago (2007) note that “Leadership is a process, not a property of a person” (p. 18). This process includes motivating to include collaboration of all involved in aspiration of a common goal (Vroom & Jago, 2007). Cropanzano, Anthony, Daniels, and Hall (2017) define the commonalities of the social exchange theory as a person’s actions towards another individual, the individual’s response to those behaviors, and the relationship formed between them. This exchange could result in either positive or negative consequences. When people are positively affected by a relationship, they respond in a way that benefits the organization and are more willing to engage in this interaction again. If a correspondence is received negatively, the recipient is less likely to engage, collaborate, or even avoid (Cropanzano et al., 2017).

Utilizing Glickman’s (2002) research on working with teachers, a spectrum of 10 levels of instructional leaders are established. These levels include “listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing” (Glickman, 2002, p. 39). Within the first four stages of this continuum, the instructional leader is listening, clarifying, encouraging, and reflecting. The teacher controls the conversation and decision making while the instructional leader takes on the position of questioning and listening. This portion of the continuum is considered a nondirective interpersonal approach (Glickman, 2002). The next stage of support is the collaborative interpersonal approach. This portion of the spectrum includes the instructional leader and the teacher collaboratively presenting, problem solving, and negotiating, working as equals to make decisions on future

instruction (Glickman, 2002). Next begins the shift of power between the instructional leader and the teacher. Within the directive-informational interpersonal approach, the instructional leader begins directing and standardizing instruction. This transition of ownership means that the instructional leader will provide the teacher with options to implement within their classroom and then the instructional leader implements a timeline in which the teacher to put into practice (Glickman, 2002). The final extreme of Glickman's (2002) instructional leadership approach is the directive-control interpersonal approach. This categorization of instructional leader-teacher interaction is the same as the directive-informational interpersonal approach with the addition of the instructional leader will reinforce the option and timeline that the teacher selected. This reinforcement could be presented as a positive interaction or a negative repercussion, but either way the instructional leader controls the power in the relationship (Glickman, 2002). As stated prior, the instructional coach-teacher relationship should be built on trust and respect (Knight, 2011a; The Center for Comprehensive School Reform and Improvement, 2007; Tompkins, 2018), more specifically a true partnership includes (1) equality, (2) choice, (3) voice, (4) reflection, (5) dialogue, (6) praxis, and (7) reciprocity (Knight, 2011a). As instructional leaders and teachers moved through the continuum from the nondirective role to the directive-control role, the teacher's expertise and autonomy from dominant to dampened (Glickman, 2002).

Teacher leaders within a building have the power to impact culture for the positive or potentially for the negative (Cherkowski, 2018). Using a series of simple questions, Cherkowski (2018) suggests big impact can be achieved:

Am I seen? Do I see others? (being known); Am I contributing my strengths? Do I help others to contribute their strengths? (difference-making); Am I learning and growing? Do I help others to learn and grow? (professional learning); Am I seeking feedback? Do I give feedback? (appreciation and acknowledgment). (p. 8)

Utilizing these questions assists leaders in reflecting on their personal feelings and then questioning how their behaviors could influence others (Cherkowski, 2018), bringing the focus to continued growth and support and potentially shifting mindsets (Cherkowski, 2018; Dweck, 2016). Kraft et al. (2018) affirms that coaching requires a culture of continuous improvement. A multiplier has the potential to build a community of trust and empower the growth of all involved (Wiseman & McKeown, 2010).

Summary

The purpose of this study is to investigate how receiving feedback on their multiplier traits affects the instructional coaches' perceptions of their influence on others. This research will also inform how instructional coaches utilize mindset theory to reflect on their Multipliers Self-Assessment results, commonalities among instructional coaches, and themes evident in their open-response answers. Within this chapter, an extensive review of literature was described including instructional coaching, mindset theory (Dweck, 2016), and multiplier model (Wiseman, 2017; Wiseman et al., 2013). Chapter III will further solidify the structure of the methodology of this study.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Heslin, Latham, & VandeWalle (2005) Heslin & VandeWalle (2008).	To examine the impact of mindset from business perspective	<ul style="list-style-type: none"> • Study 1: 82 corporate managers • Study 2: 43 corporate managers from the same organization as Study 1 • Study 3: 83 MBA students at a US university 	Quantitative: two-tailed paired <i>t</i> test	These studies concluded that managers with a fixed mindset are less likely to be swayed from their initial impression of an employee's performance.
Wiseman (2017)	To discover the differences between intelligence multipliers and intelligence diminishers	<ul style="list-style-type: none"> • Beginning by researcher eight technology companies • Later studied 144 leaders within business, nonprofits, and government agencies 	Mixed Method: researcher-administrated survey, structured interviews, in-depth interviews, broad survey	Results indicated that the nominators were only utilizing 40% of their capabilities when working with a diminisher and 88% when working with a multiplier.
Garet, Porter, Desimone, Birman, & Yoon (2001)	To examine the relationship between professional development and student achievement	<ul style="list-style-type: none"> • 1,027 math and science teachers 	Quantitative: utilizing a path model	Professional development that enhanced teacher understanding and expertise all had three commonalities: a focus on content, interactive, and immediately applicable to their classrooms.
Moen & Skaalvik (2009)	To study the impact of an executive coaching on: self-efficacy, causal attribution, goal setting, and self-determination	<ul style="list-style-type: none"> • 20 Chief Executive Officers (CEO) and the 124 middle managers who they supervise 	Quantitative study: year-long utilizing two surveys	Executive coaching is effective in positively impacting individual professional performance.
Stenzel (2015)	In an effort to determine the correlation between teacher mindset, their perceptions of collaborating with an instructional coach, as well as the willingness to receive the provided feedback	<ul style="list-style-type: none"> • 68 teachers who were currently enrolled in classes at a Midwestern university. 	Quantitative: correlational study	The participating teachers were forthcoming in explaining they appreciated being coached when it was individualized to their personal needs and not out of compliance to an expectation.

Figure 4. Concept Analysis Chart for instructional coach, Mindset Theory, and Multiplier Model.

CHAPTER III

METHODOLOGY

The purpose of this study was to explore the perspectives of instructional coaches as they reflected on receiving feedback on their multiplier and diminisher traits. The focus of the study centered on the instructional coaches with multiplier tendencies. The researcher was in pursuit of additional insight into the field of instructional coaching as it aligned with the mindset theory (Dweck, 2016) and multiplier model (Wiseman & McKeown, 2010). Throughout this chapter, the use of a qualitative multicase study will be examined along with the role of the researcher and the participants. The instruments used will be explained as well as how the data were collected and analyzed.

Research Design

In order to better identify implications for instructional coaching using mindset theory and multiplier model, the researcher conducted a qualitative multicase study (Stake, 2006). The qualitative research method is used “for the study of natural social life” (Saldaña, 2011, p. 3). Qualitative research is an opportunity to explore the world and experiences through the perspectives of others (Yazan, 2015). While leadership is often studied from the quantitative lens, Klenke et al. (2015) call attention to the necessity of qualitative methods in order to answer “questions about ‘why’ or ‘how’ of leadership issues” (p. xi). Qualitative research provides a context and a perspective on leadership affairs that often is overlooked within a quantitative study (Klenke et al., 2015). This research provided relevancy to the current study where the overarching question was:

- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

The researcher further questioned:

- How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?
- What is the relationship between how instructional coaches perceive feedback given to
- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

While there are many “genres” (Saldaña, 2011, p. 4) of qualitative research, a multicase study was selected for this research because it is “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (Merram, 1998, p. xiii). Stake (2006) identifies the category, group, or phenomenon being researched within a study as a “quintain” (p. 6). Within a qualitative multicase study, “the individual cases should be studied to learn about their self-centering, complexity, and situational uniqueness. Thus, each case is to be understood in depth, giving immediate attention to the quintain” (Stake, 2006, p. 6). While the complexities of each participant were considered, the focus was to further understand the implications for instructional coaches with a growth mindset that participated in the focus group conversations as they gained feedback on their multiplier tendencies and how their perceptions were influenced.

Role of the Researcher

Beginning in 2015, the researcher worked at the district level in a role of support for all instructional coaches that serve the content areas of math, science, or all subjects. The group of instructional coaches supported by the researcher included 20 out of the 26 potential participants, with the other six instructional coaches being supported by a colleague of the researcher. The researcher was not in a position of evaluation for the instructional coaches, but visited them at their school locations to assist them in their positions. The position of the researcher could be closely aligned to an instructional coach for the instructional coaches. The researcher developed both professional and personal relationships with many of the participants. These professional relationships included being teacher coworkers and instructional coach colleagues, serving as their instructional coach while they were classroom teachers, and finally, assisting them from a district instructional coach perspective. Many of these personal relationships extended beyond professional camaraderie and included being classmates in graduate programs and professional certification programs, as well as interactions in social gatherings, phone calls, and text messages. While the researcher and the participants were intertwined professionally and personally, the researcher was careful to maintain research ethics throughout all phases. Ideally, the relationship previously established between the researcher and participants supported an open and transparent reflection during the research.

Throughout the research process, the researcher provided an emic perspective by having direct interaction with the participants (Terrell, 2016). The researcher worked to build trust by emphasizing that any involvement in this study was completely voluntary

and participants could withdraw themselves at any time. Confidentiality was reinforced in all phases of the study, and participants had the opportunity to opt in or out during any phase.

Throughout the entire research process, the researcher sought to ensure the comfort of the participants while also sustaining professionalism and attending to the maintenance of research ethics. In all three phases, participants were able to suggest the best dates and times for their availability. They were able to select a location of their own choosing to conduct the online video conference interviews, and they were consistently supported by the researcher as she offered support as needed. The researcher also utilized member checking throughout to ensure that participants' perspectives were accurately represented. In all three phases of the research process, a trusted relationship was sustained with each participant.

The researcher took on many roles throughout the process; "It is the researcher him- or herself who is generally regarded as the primary data collection instrument in qualitative research" (Saldaña, 2011, p. 32). The researcher worked to establish validity of the findings through methodological triangulation, data set triangulation, and investigator triangulation (Flick, 2004). Over the span of 32 days, the researcher also attempted to build and maintain trust with the participants by utilizing consent forms throughout the process to provide the instructional coaches multiple opportunities to opt-in or opt-out. The research also emphasized the confidentiality of participants' responses and established secure housing for all participant information on the researcher's Google Drive. Finally, the researcher maintained research ethics by following the research procedures as approved by the Institutional Review Board (see Appendix N).

Participants

The population of this study included the Title I instructional coaches from a district found in the Southeastern region of the US, that served in the instructional coaching position throughout the 2019-2020 school year. All instructional coaches involved were hired by the principal at the school level and worked within the 190-day teacher schedule. According to the job descriptions for these positions, interpersonal skills, such as ability to work effectively with stakeholders, as well as professional character and integrity were required qualifications. Also necessary for this position was a bachelor's degree and state certification within the field they would be supporting indicating the coaches must have held certification in the intended grade band as well as hold a content certification, endorsement, and/or strong content background experience. Applicants for the instructional coaching positions must have completed at least four years of successful teaching and possess a repertoire of instructional skills and strategies. Within this population of 2019-2020 instructional coaches, six instructional coaches focused solely on English/language arts, six individuals focused exclusively on math, three focused on science alone, and the remaining 11 instructional coaches were charged with providing professional development on all content areas, including math, English/language arts, science, and social studies.

The 26 instructional coaches were invited to participate in the research 10 days prior to the preplanning portion of the 2020-2021 school year via an email invitation to their professional email addresses. All further correspondence took place using the participants' personal email accounts outside of work hours. Initially, the 26 instructional coaches were sent an email including a link to an informed consent form (see Appendix

A) to consent to phase 1 of this study and a 7 day deadline to complete. As shown in Table 4, within this time frame, 65.4% of the population provided informed consent using the Google Form, 15.4% of the population declined to participate, and the remaining 19.2% opted not to respond to any of the study consent correspondence.

Table 4

Participant Involvement Throughout the Study

Consent	Preliminary Survey	Multipliers Self-Assessment	Follow-Up Survey	Focus Group	One-On-One Interview
IC01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Selected
IC02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participated
IC03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	Excused
IC04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participated
IC05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Declined
IC06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Selected
IC07	X	X	X	Excused	
IC08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No Response	
IC09	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participated
IC10	X	X	X	Excused	
IC11	<input type="checkbox"/>	X	X	Excused	
IC12	<input type="checkbox"/>	<input type="checkbox"/>	X	Excused	
IC13	<input type="checkbox"/>	<input type="checkbox"/>	X	Excused	
IC14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No Response	
IC15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Declined
IC16	X	X	X	Excused	
IC17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Declined	
IC18- Declined					
IC19- Declined					
IC20- Declined					
IC21- Declined					
IC22- No Response					
IC23- No Response					
IC24- No Response					
IC25- No Response					
IC26- No Response					
17 of 26 (65.4%) participants consented			11 of 17 (64.7%) completed Phase 1	8 of 11 (72.7%) Phase 1 participants consented for Phase 2; 7 of 8 (87.5%) completed Phase 2	5 of 7 (71.4%) of Phase 2 participants consented for Phase 3; 3 of 3 (100%) completed Phase 3

The researcher selected qualitative multicase study in order to take an investigative look at the perspectives of select instructional coaches as they gained feedback on their leadership qualities. Saldaña (2011) described case studies within his various “genres” (p. 4) of qualitative research indicating that the case(s) to be studied could be selected deliberately, strategically, or out of convenience. When cases are deliberately selected, it is due to their unique qualities and an exemplar within the area being studied. On the other hand, cases may be selected strategically because they are the most typical of the concept being researched. Finally, cases may be selected out of convenience for the researcher (Saldaña, 2011). For the purposes of this study, the “cases” being investigated were the instructional coaches who participated in the focus group interviews. Using Saldaña’s (2011) terms, the cases were selected deliberately in that they held a positive overall multiplier factor, while also being selected out of convenience because they consented to the research. A closer examination occurred with a subset of the focus group participants who were selected using maximal variation sampling (Creswell & Plano Clark, 2018). Maximal variation sampling was used to make the selection for the one-on-one interviews which included the focus group participants with the highest, lowest, and median overall multiplier scores that also consented to a one-on-one interview.

As shown in Figure 5, the research conducted utilized different forms of purposeful sampling. The initial stage of research involved homogeneous sampling, because all the participants belonged to a similar subgroup, Title I instructional coaches from the same school district found in the Southeastern region of the US. For phases 2 and 3 of the study, the purposeful sampling procedure shifted from homogeneous

sampling to maximal variation sampling. The maximal variation sampling process was used to select instructional coaches with potentially diverse perspectives (Creswell & Plano Clark, 2018). In the case of this research, phase 3 included instructional coaches with diverse overall multiplier factors in order to gain diverse perspectives. This investigation established a commonality of multiplier traits within the focus group, while also examining the variances involved in focusing on the extremes present in the focus group.

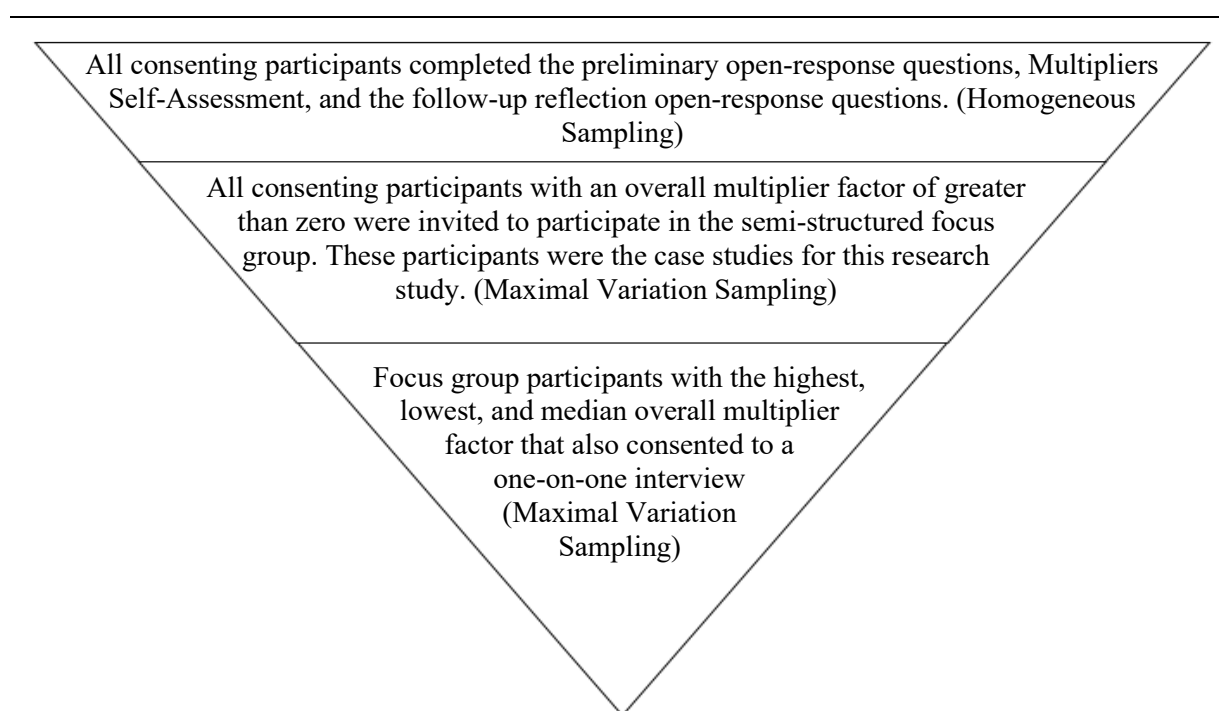


Figure 5: Selection of the cases being studied. The data from individuals that participate in the focus group was analyzed for implications of how instructional coaches' perceptions alter as they receive feedback on their Multipliers Self-Assessment. Additional one-on-one interviews were used to gain additional perspectives.

As outlined in the initial email (see Appendix A), the web-based informed consent form (see Appendix B), and the email to all consenting participants (see Appendix C), participants consented to participate in phase 1 of the study. Phase 1 of this study included a preliminary open-response survey (see Appendix D), the Multipliers

Self-Assessment (Wiseman Group, 2012), and the follow-up open-response survey (see Appendix E) to be completed over the course of 14 days, with the principal investigator reaching out to participants on days 5, 10, and 13 to support, if needed. Participants were also reminded repeatedly with each email correspondence about the confidentiality of their statements and involvement as well as their right to withdraw from the study without any repercussion. As shown in Table 4, during phase one of this study, 11 out of the 17 consenting participants (64.7%) completed all three surveys, leaving six of the 17 consenting participants (35.3%) to be excused from further involvement since they did not complete all surveys.

Phase 1 participants were eligible for phase 2 when they expressed interest in continuing with the study and also registered as having a positive overall multiplier factor. The overall multiplier factor is found by taking the participant's overall multiplier score and subtracting their overall diminisher score. Participants that have similar multiplier and diminisher scores, will have multiplier factors scoring close to zero or even registering negatively if they have predominant diminisher traits. All 13 of the participants that completed the Multipliers Self-Assessment registered an overall multiplier factor ranging from 15 to 56, meaning that the ten participants that responded with interest in continuing in the study were invited. Emails were sent to all ten participants at the beginning of phase 2 (see Appendix F) that included a link to a Google Form to provide informed consent for this phase of the study as well as provide availability for a 30 to 90 minute focus group occurring via Zoom video conferencing (see Appendix G).

As outlined in Table 4, 72.7% (eight of eleven) of the phase 2 invitation emails were returned with consent and availability within the six day expectation. The original intent was to host one focus group in person. Due to COVID-19 social distancing guidelines, the focus group was conducted as a Zoom virtual video conference, as indicated in the focus group consent form (see Appendix G). Once the participants' availability responses were considered, it became evident that one focus group would eliminate participants. Therefore, two focus groups were scheduled based on the availability of all eight participants. The first focus group was scheduled with five participants, and the second focus group was scheduled with three participants. The first focus group occurred as scheduled with all five participants and lasted 1 hour 12 minutes. The second focus group occurred five days later with two instructional coaches participating, the third participant had to retract her availability based on a family obligation, hence she was excused from further involvement in the study. The second focus group remained as scheduled and lasted 1 hour. The seven focus group participants were utilized as the case study participants.

Once the focus group sessions concluded, phase 3, one-on-one interviews, began. Similar to the focus groups, the one-on-one interviews were held virtually using a Zoom video conference. Participants were asked using a Google form for their interest in continuing in a 30 to 60 minute one-on-one interview (see Appendix G). Of the seven participants that were involved in the focus group, five (71.4% of the case study participants) indicated interest in continuing involvement in the one-on-one interviews should they be asked (see Table 4).

Utilizing the five interested participants and maximal variation sampling (Creswell & Plano Clark, 2018), the participants with the highest, lowest, and median overall multiplier factor were contacted via email (see Appendix I) for a final opportunity to provide informed consent and availability (see Appendix J) for a one-on-one interview. These individuals were selected in an effort to gain a deeper understanding of multipliers with three varied overall multiplier factors. All three participants that were sent phase 3 emails provided consent and availability promptly, and the one-on-one interviews were scheduled within a few days of the emails being sent. All three one-on-one interviews were conducted using Zoom video conferencing and scheduled outside of work obligations. The participants were able to select a location of their choosing to participate in the interview. Each one-on-one interview varied in length with the first interview lasting 27 minutes, whereas the second interview lasted 1 hour 28 minutes, while the final interview lasted 1 hour 10 minutes.

Instrumentation

To identify implications for instructional coaching using mindset theory and multiplier model, the researcher used several instruments as part of the qualitative multicase study. Within a case study, diverse instruments may be used in an effort to view the participants' multiple perspectives (Klenke et al., 2015), however, prior to reaching out to the population of 26 instructional coaches, the researcher sought to gain approval from the university level Institutional Review Board (IRB), as well as, district approval to conduct the study. Both organizations work to ensure the protection of the participants' rights and welfare throughout the study. The researcher was able to gain

approval by both organizations after clarifying the research process (see Appendix N) and outlining how the integrity of the participants would be preserved.

Phase 1 Instrumentation

Phase 1 of this study employed a preliminary open-response survey (see Appendix D), the Multipliers Self-Assessment (Wiseman Group, 2019), and a follow-up reflection (see Appendix E). The preliminary open-response survey (see Appendix D) was created by the researcher and was inspired by Wiseman (2017) and Cherkowski (2018) in an effort to better understand the participants' initial perceptions of their role as an instructional coach, their view of their leadership tendencies, and their feedback procedures.

Phase 1 also included the Multipliers Self-Assessment which was utilized only as a means of narrowing the homogeneous sample to only include participants with a positive overall multiplier factor. This tool was used with permission from The Wiseman Group (see Appendix O) and actually suggested by Liz Wiseman as a "thorough" assessment (personal communication, January 31, 2019; see Appendix O). While the Wiseman group did grant permission for the researcher to use the Multipliers Self-Assessment, the Wiseman Group does not share the validity and reliability of their assessments (L. Wiseman, personal communication, June 24, 2019). Within the researcher's personal communication with Larry Wiseman (personal communication, June 24, 2019), he verified that the Multipliers Self-Assessment has been validated and the multiplier model was established on a foundation of research (Wiseman, 2017; Wiseman et al., 2013). This research-based measure is composed of 75 questions utilizing a five-point Likert response scale with 1 representing "*Rarely or not at all like*

you” and 5 representing “*One of the clearest examples of this.*” According to personal correspondence with Larry Wiseman, the Chief Operating Officer of The Wiseman Group (March 8, 2021, see Appendix P), at this point, the Multipliers Self-Assessment instrument has been utilized over 18,000 times by over 1,000 companies. This assessment was influential in the development of the multiplier model and is most frequently taken as a method to provide members of Multipliers workshops a baseline of their leadership tendencies to build from throughout training (L. Wiseman, personal communication, March 8, 2021, see Appendix P). The Multipliers Self-Assessment is also used by licensed partner corporations conducting their own independent research (L. Wiseman, personal communication, March 8, 2021, see Appendix P). While the Multipliers Self-Assessment has not been used in other studies, Wiseman’s multiplier model has been impactful in the research of Scroggins (2019) and DeHut (2017). Scroggins (2019) referenced the multiplier model in his research on how to better train church leadership. DeHut’s (2017) research on servant-first leadership utilized the multiplier model to describe leadership styles. This widespread use of the Multipliers Self-Assessment by many individuals and in many different organizations provides additional credibility for the instrument.

The final instrument used in phase 1 was the follow-up reflection (see Appendix E). This survey was also created by the researcher as a means of soliciting participant point of view (Klenke, Wallace, & Martin, 2015). The follow-up reflection consisted of two questions inspired by an instrument used by Humphrey (2017), which encourages participants to elaborate on their thoughts and feelings as they received feedback on their behaviors that impact their leadership. The questions used in both the preliminary open-

response questions and the follow-up reflection were in an effort to examine the diverse perspectives of the instructional coach participants (see Table 5).

Table 5

Survey questions and alignment to research questions.

Research questions:					
<ol style="list-style-type: none"> 1. How does receiving feedback on their multiplier traits affect instructional coaches' with an overall multiplier factor of greater than zero's perceptions of their influence on others? 2. What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results? 3. How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses? 4. What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves? 					
Preliminary Open-Response Questions	RQ1	RQ2	RQ3	RQ4	
How would you describe your role as an instructional coach in your building?		X	X		
Using the definition of a multiplier and a diminisher, what are your perceptions of the impact you have on those that you support?		X	X		
How do you give feedback? (Modified from Cherkowski, 2018)		X	X	X	
How do you seek feedback? (Modified from Cherkowski, 2018)		X	X	X	
Please include any additional thoughts or feelings of this process that you would like to share.		X	X		
Follow-up Reflection Open-Response Questions	RQ1	RQ2	RQ3	RQ4	
Please provide a word or phrase to describe your initial reaction to your Multipliers Self-Assessment Results.	X	X	X	X	
Please reflect on your experience of receiving your Multipliers Self-Assessment Results Report. This may include elaborating on your initial reaction word or phrase, results that you agree with, results that you disagree with, anything that may have surprised you, as well as, thoughts for how you will reinforce and/or alter your role as an instructional coach?	X	X	X	X	

Phase 2 Instrumentation

The researcher also utilized focus groups. Focus groups are an interview that takes place with an organized group of people (Saldaña, 2011). Using the Multipliers Self-Assessment results, the researcher invited all participants with an overall multiplier factor of greater than zero to participate in a focus group. The overall multiplier factor is found by using each participants' individualized overall multiplier score and deducting their overall diminisher score (Wiseman Group, 2012). Finding the difference between these two data points helped to illustrate the participant's multiplier tendencies; "If you have high Multiplier scores and high Diminisher Scores, your overall multiplier factor will be low: even though you exhibit a number of Multiplier behaviors they are 'neutralized' by your Diminisher Scores" (Wiseman Group, 2012, p. 3).

Based on the availability of the focus group participants, two focus groups were utilized to meet the needs of the consenting participants. During both focus group settings, the conversation was ignited using eight semi-structured questions (see Appendix H) regarding their experiences taking the assessment and gaining insight into their multiplier and/or diminisher qualities, according to the Multipliers Self-Assessment (Terrell, 2016). These questions were created by the researcher, inspired by Dweck (2016) and Cherkowski (2018) to address the topics surrounding how they individually examined their results, feedback as an instructional coach, and growth.

Throughout the focus group conversations, the questions initiated by the researcher were specifically intended to align with the primary research question, "How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?" These

questions also aligned to the secondary questions, “What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?”

Phase 3 Instrumentation

The final instrument used for this study was a semi-structured one-on-one interview implemented with the consenting case study participants with the highest, lowest and median overall multiplier factor. Interviews are “the most common way to collect qualitative data” (Terrell, 2016, p. 162). During this time, the participants were asked a series of questions (see Appendix K) inspired by Humphrey (2017) regarding the process of gaining Multipliers Self-Assessment feedback and the influence this process could have on their role as an instructional coach. The initial questions utilized for the one-on-one interviews focused on content of conversations from the focus groups. Questions also included content focused on responses from the interview participants on either their preliminary and/or follow-up surveys as well as their Multipliers Self-Assessment results (see Appendix K). Again, the researcher listened to the interview recordings, adjusting the transcript as needed to confirm the correct participant and verbiage is collected.

Data Collection

In an effort to better understand the implications for instructional coaching using mindset theory and multiplier model, the researcher conducted a qualitative multicase study. In alignment to the researcher’s IRB approval (see Appendix N), a prerequisite for instructional coaches to be involved within this study was to retrieve consent (see Appendix B). Each of the 26 instructional coaches were originally contacted through

their employee email addresses, but all future interactions continued through their personal email addresses. Once consent was gained, this was carried out through three phases over the course of 32 days (see Figure 1).

Phase 1 Data Collection

After providing consent, the succeeding communication each participant received was detailed instructions (see Appendix C) outlining the procedures within the phase 1 process and all pertinent links shared via email. As outlined within the instructions, the survey portion of the study took place over a 7 to 14 day period in which the participants worked at their convenience. Participants each received personalized emails on Day 5, Day 10, and Day 13. This was to ensure that they were not experiencing any technical difficulties completing the forms or the Multipliers Self-Assessment.

As soon as participants received the detailed instructions, they began completing the preliminary open-response questions (see Appendix D) at their own convenience, which included six open-response questions where candidates reflected on their roles and perspectives related to academic coaching and mindset. This process took approximately 10 to 15 minutes for each participant to complete, depending on the level of detail included. Once participants clicked on the “submit” button, their responses were automatically recorded in Google Drive, and the researcher periodically checked for submission within the password protected Google Drive. This password protected Google Drive ensured that all responses were kept confidential.

Next, using the link emailed from the Principal Investigator within the detailed instructions, each participant was asked to complete the online Multipliers Self-Assessment. Completing this self-assessment took participants roughly 15 to 20 minutes

to complete. After participants completed the self-assessment, they were individually sent a report that included their multiplier and diminisher percentages for each discipline as well as an overall multiplier and diminisher percentage (Wiseman Group, 2012). The overall multiplier and diminisher percentages were used to determine the instructional coaches' overall multiplier factor. The Multipliers Self-Assessment report for each participant was emailed to the researcher from the Wiseman Group.

After receiving their individualized Multipliers Self-Assessment results, each participating instructional coach took some time to read over their Multipliers Self-Assessment results. This personalized report provided the instructional coaches information on their multiplier and diminisher traits as indicated by the Multipliers Self-Assessment. Next, following the detailed instructions they received (see Appendix C), each participant followed the link to their follow-up reflection (see Appendix E). This link took each participant to a Google Form in which they responded to three questions. First, they provided a word or phrase to describe their initial reactions to their Multipliers Self-Assessment results. Secondly, they reflected on their experiences of receiving their Multipliers Self-Assessment results reports. This could have included: elaborating on the initial reaction word or phrase they provided, results with which they agreed, results with which they disagreed, anything that surprised them, as well as, thoughts for how they would reinforce and/or alter their roles as instructional coaches. Finally, participants were asked if they were willing to participate in a focus group, should they be asked. These responses were housed within the researcher's Google Drive to ensure the submissions were kept confidential.

Participants each received personalized emails on Day 5, Day 10, and Day 13. This was to ensure that they were not experiencing any technical difficulties completing the forms or the Multipliers Self-Assessment. Within the 14-day timeline, 11 instructional coaches completed the preliminary open-response questions, Multipliers Self-Assessment, and follow-up reflections. As shown in Table 4, the six consenting participants who did not complete the follow-up reflection in the 14-day period were excused from the study. Next, all consenting individuals with a positive overall multiplier factor were invited to transition to phase 2, the focus group. Ten of the 11 instructional coaches exhibited interest in taking part in the focus group interviews within their follow-up reflection.

Using the data received from the Wiseman Group, the researcher calculated the overall multiplier factor for each participant by subtracting each person's overall diminisher score from his or her overall multiplier score. If the overall multiplier factor is a negative number, the participant has stronger diminisher qualities. If the overall multiplier factor is zero, then the participant's multiplier and diminisher qualities neutralize each other. Finally, if the overall multiplier factor is a positive number, then the instructional coach has more prevalent multiplier tendencies. For the purposes of this study, only participants with an overall multiplier factor of greater than zero that also provided interest in participating further within the study were sent a consent document along with a Google Form to provide availability (see Appendix G).

Phase 2 Data Collection

The second phase was initiated by scheduling a focus group based on the consenting instructional coaches' availability, which included eight individuals. Based on

the availability of the focus group participants, two focus groups were utilized to meet the needs of the consenting participants. Due to the COVID-19 social distancing requirement, each group conversation occurred virtually using Zoom and recorded using Zoom screen recording. The remote facilitation of the focus group provided each participant the opportunity to select a quiet, comfortable space of their choosing. Based on this availability, two focus groups were established around their schedules. The first focus group included five instructional coaches, whereas the second focus group involved two instructional coaches. Focus groups have the potential to encourage participants to engage in conversations and correspond with others about their shared experiences (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). These focus group participants established the seven case studies utilized in the qualitative multicase study.

As all participants logged onto the Zoom focus group meeting, the researcher began by exchanging pleasantries and the instructional coaches began to take part in conversation. Once all participants logged on, the researcher requested that all participants honor the confidentiality of their focus group peers allowing each. The researcher also encouraged participants to allow others uninterrupted speaking time and to mute their microphones if necessary so that all focus group participants could hear the opinions of their peers and voices could be clearly understood in the audio recording for later transcription. Next, the researcher attempted to ignite conversation by asking a series of feedback and reflection questions (see Appendix G). As each question was asked by the researcher, participants were given an opportunity to respond. The instructional coaches discussed their responses conversationally, by adding onto the replies of their instructional coach peers, while also questioning providing differing

examples from their experiences. If a case study participant does not volunteer to respond, the researcher asked them if they would like to add to the conversation. If the instructional coach had nothing to share, the researcher moved on to the next question. Throughout the focus group process, the researcher began with the semi-structured questions (see Appendix H), however conversations were sparked based on participant responses.

All focus group interactions were recorded using the Zoom recording feature and then later transcribed using the Google Chrome application Sonix to assist in the transcription of the video recording of the focus groups. After the focus group has concluded, the researcher will review the recording in alignment with the transcript, ensuring the transcripts accurately illustrate the conversations that occur.

Phase 3 Data Collection

Next, using maximal variation sampling (Creswell & Plano Clark, 2018), the researcher invited the consenting case study participants who scored greater than zero with the highest, lowest and median overall multiplier factor to participate a semi-structured one-on-one interview. The participants were able to select a time, day, and location based on their needs and preferences. The final interviews also occurred virtually on Zoom due to social distancing requirements and were recorded using Zoom screen recording for later transcription with Sonix. The three participants that engaged in a private conversation that allowed the participant and the researcher to engage in the one-on-one interview questions (see Appendix K) as well as holding open conversation of their Multipliers Self-Assessment and responses to the preliminary open-response questions, the follow-up reflection, and the focus group. These individual interviews

provided the participants the opportunity to discuss sensitive topics in confidence with the researcher (Carter et al., 2014). The interviews also provided the researcher with further understanding of the viewpoints of these instructional coaches with varied overall multiplier factors.

Data Analysis

Throughout this study, the researcher investigated the implications for instructional coaching using the mindset theory (Dweck, 2016) and the multiplier model (Wiseman, 2017; Wiseman & McKeown, 2010). Through the diverse experiences involved in this study, and “since qualitative research’s design, fieldwork, and data collection are most often provisional, emergent, and evolutionary processes...”, the researcher reflected on and analyzed the data as they were collected (Saldaña, 2011, p. 90). This analysis process utilized coding methods, such as descriptive coding, initial coding, and in vivo coding of participant responses (Saldaña, 2013).

Coding was a way for the researcher to gradually establish meaning, which led to “patterning, classifying, and later reorganizing each datum into emergent categories for further analysis” (Saldaña, 2011, p. 95). For this study, the researcher used three coding methods in alignment with the four research questions: descriptive coding, initial coding, and in vivo coding (Saldaña, 2013). Coding for this research study was ongoing both during the collection process as well as after the data collection ended (Saldaña, 2013). As each stage of data collection occurred, the researcher followed Creswell and Plano Clark’s (2018) data analysis procedures. These procedures include, “preparing data for analysis, explore the data, analyze the data, represent the data, interpret the results, and validate the data and results” (Creswell & Plano Clark, 2018, pp. 210-212).

Preparing Data for Analysis

Within phase 1, the preliminary open-response questions and follow-up reflections were each submitted to the Google Forms. The researcher completed a process of downloading the results from the data set into Google Sheets. This allowed the researcher to remove the participant names and replace their names with pseudonyms in order to protect participant confidentiality. The sheets were then downloaded into Microsoft Excel in order to be uploaded into the Dedoose web application. Dedoose is a secure, web-based computer software program that assisted in managing multiple data entries and the multiple codes or memos the researcher assigned. Likewise, once the focus groups were conducted, as well as, once the one-on-one interviews were conducted, the researcher spent time with each transcript produced by Sonix based on the Zoom recordings. Sonix is a web-based transcription application that established a computer-based transcript based on the computer's recording. The researcher watched the recordings of the group conversations and the interview sessions pausing to modify the transcripts to reflect what the participants stated accurately. Each transcript was then downloaded from Sonix into a Microsoft Word file to be uploaded into Dedoose. As Creswell and Plano Clark (2018) stated, this process will "prepare the data for analysis" (p. 210).

Explore the Data

As each data was uploaded into Dedoose, the researcher spent time to "explore the data" (Creswell & Plano Clark, 2018, p. 210). This included reading over each passage separately and using descriptive coding. When the descriptive coding method was used, the researcher summarized each passage or part of a passage with a word or

short phrase. This process laid the foundation for future coding by providing the researcher the general topic within the data (Saldaña, 2013). The researcher read passages and would use a word or short phrase to summarize the response. General terms such as “feedback”, “role as an instructional coach”, or “mindset” were used. These codes represented initial thoughts or themes the researcher would like to investigate further.

Analyze the Data

Using the data within Dedoose, the researcher read over the data further and used initial coding and in vivo coding (Saldaña, 2013). Initial coding is a detailed examination of the data, sometimes as exhaustive as line by line. This systematic approach allowed the researcher to explore multiple avenues in which the data were similar or different (Saldaña, 2013). As the researcher continued to reexamine the data again, high impact terms began to emerge. Within this study, this allowed the researcher to discover codes such as “future growth”, “feedback given to others” and “perceptions of influence.” This initial coding built upon the main ideas established in the descriptive coding, providing a deeper understanding of the word or phrases used to summarize passages.

Finally, one of the ongoing methods that was utilized throughout this analysis process is in vivo coding, which is when the researcher used the exact terms or phrasing of the participants as a code. This process assisted in emphasizing the verbiage participants used to describe their experience from their perspective (Saldaña, 2013). The researcher specifically coded for the words “multiplier”, “diminisher”, and of the multiplier or diminisher disciplines, and the word “reflect” occurred often. Using in vivo coding allowed the researcher to look for frequency of terms and consistencies within a participant across data points as well as within a data point across participants. This

process allowed the researcher to “analyze the data” (Creswell & Plano Clark, 2018, p. 211).

Represent the Data Analysis

Next, the researcher utilized Dedoose to sort each code into a Microsoft Excel spreadsheet. This allowed the researcher to “represent the data analysis” (Creswell & Plano Clark, 2018, p. 211) from all the data sources pertaining to a single code at one time. The researcher then independently reviewed each Excel spreadsheet to establish connections to the research questions and to other codes. When coding for the first secondary research question, “What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results?” the researcher looked at multiple codes. This question was used to further investigate the instructional perceptions in alignment with Wiseman’s multiplier model. The multiplier model places leaders into five major categories based on how they “manage talent, approach mistakes, set direction, make decisions, and get things done” (Wiseman, 2017, p. 20). Multipliers approach each of these categories and consider how they can amplify the strengths of others, while contradictory viewpoint is that of a diminisher, which would approach each of these categories as ways in which they could control or limit the abilities of others (Wiseman, 2017; Wiseman et al., 2013). As shown in Table 6, for this research question, the researcher drew from participant responses coded with the title of “talent magnet”, “liberators”, “encouraging growth”, and “role as a coach.” These codes and the conversations/responses associated with these coded passages, provided further evidence of participant leadership beliefs and tendencies. When the researcher further examined the data representations, the two major themes emerged, the participants’ highest

multiplier factor per discipline, which was talent magnet and/or liberator and their connections to these multiplier disciplines within their preliminary open-response survey, the Multipliers Self-Assessment, follow-up reflection, focus group transcripts, and one-on-one interviews.

When the researcher was considering the next secondary research question, “How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?” the researcher coded their responses considering the mindset language utilized by the participants. Closely aligned with Wiseman’s multiplier model (Wiseman, 2017; Wiseman et al., 2013), Dweck’s mindset theory (2016) states that individuals either look at opportunities as a possibility to grow or as affirmation that they have already reached their maximum potential (Dweck, 2016). When analyzing the participant data, some codes that surfaced were “role as a coach, multiplier, building up teachers, results reflection, next steps, graph/questions.” These codes were meaningful to this research because they all reiterated the participant belief that growth is achievable, further aligning with Dweck’s (2016) growth mindset. As shown in Table 6, these responses revealed three themes within the results, the participant beliefs of the role of an instructional coach, how the participants reviewed their own results and a shift in instructional coach focus.

The final secondary research question used within this study was “What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?” This question was used to gauge the instructional coach views of feedback because in both the mindset theory and the multiplier model individuals must have the ability to give and receive feedback in order

Table 6

Research Question, Data Source, Coding Analysis Method and Themes Emerged Alignment.

Research Questions	Data Used to Support	Analysis Method	Codes Utilized	Themes Emerged
How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews 	<ul style="list-style-type: none"> ● Descriptive coding ● Initial coding ● In vivo coding 	<ul style="list-style-type: none"> ● This portion was an accumulation of all codes. 	<ul style="list-style-type: none"> ● Talent Magnets and Liberators ● Shifts in the focus of the instructional coaches ● Personal leadership tendencies versus expectations of the position ● Desire for feedback from administration
What commonalities and differences do the cases studied share within their responses to their Multipliers Self-Assessment results?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews 	<ul style="list-style-type: none"> ● Descriptive coding ● Initial coding ● In vivo coding 	<ul style="list-style-type: none"> ● Talent magnet ● Liberators ● Encouraging growth ● Role as a coach 	<ul style="list-style-type: none"> ● Highest multiplier factor per discipline ● Talent magnets and/or liberators
How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews 	<ul style="list-style-type: none"> ● Descriptive coding ● Initial coding ● In vivo coding 	<ul style="list-style-type: none"> ● Role as a coach ● Multiplier ● Building up teachers ● Results reflection ● Next steps ● Graph/questions 	<ul style="list-style-type: none"> ● Role of the instructional coach ● Review of their results ● Shifts in their focus
What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?	<ul style="list-style-type: none"> ● Multipliers Self-Assessment ● Preliminary Open-Response Questions ● Follow-up Reflections ● Focus Group Discussion ● One-on-one Interviews 	<ul style="list-style-type: none"> ● Descriptive coding ● Initial coding ● In vivo coding 	<ul style="list-style-type: none"> ● Feedback given ● Feedback received ● Feedback sought ● Personality or position? 	<ul style="list-style-type: none"> ● Providing feedback to staff ● Receiving feedback from staff ● Gaining feedback from individual teachers ● Gaining feedback from administration ● Personal leadership tendencies versus expectations of the position ● Impact of taking the Multipliers Self-Assessment

to foster growth (Dweck, 2016; Wiseman, 2017). When reviewing the data, the research associated the codes “ feedback given, feedback received, feedback sought, and personality or position?” to align with this question. This question amassed more themes than any other question because it is a consistent component of the role of an instructional coach. The themes presented associated with this question included providing feedback to staff, receiving feedback from staff, gaining feedback from individual teachers, gaining feedback from administration, personal leadership tendencies versus expectations of the position, and the impact of taking the Multipliers Self-Assessment.

Interpret the Results

This process allowed the researcher to “interpret the results” (Creswell & Plano Clark, 2018, p. 211) and start to establish an understanding of the instructional coach perspectives. Once the secondary questions were thoroughly coded and the themes were comprehensively examined, four major themes arose when addressing the overarching research question, “How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?” These findings include the commonalities among talent magnets and liberators, shifts in the focus of the instructional coaches, instructional coaches’ personal leadership tendencies versus expectations of the position, and a desire for feedback from administration. These results support the instructional coach perceptions and their pursuit of continuous growth, which further aligns with Dweck’s (2016) mindset theory and the multiplier model (Wiseman, 2017; Wiseman et al., 2013).

Validate the Data and Results

As the researcher began establishing meaning within the participant responses, the researcher repeatedly went through the cycle of Creswell and Plano Clark's (2018) data analysis procedures, exploring participant responses and quotes from the transcripts, analyzing what how the instructional coaches responded throughout the process, representing the data in new ways either by data set or by participant to gain new understanding, and finally interpreting the data for more than the words that the case study participants said, but what their intention was. This led to the final stage of Creswell & Plano Clark's (2018) data analysis protocol which states that the researcher will "validate the data and results" (p. 212), in this case using methodological triangulation, data set triangulation and investigator triangulation (Flick, 2004).

Trustworthiness and Credibility

In an effort to better understand the implications for instructional coaching using mindset theory and multiplier model, the researcher conducted a qualitative multicase study. This research was carried out through three phases over the course of 32 days (see Figure 1). Within the research process, the researcher worked to establish validity of the findings through methodological triangulation, data set triangulation and investigator triangulation (Flick, 2004). Triangulation is the examination of the research from multiple perspectives, which assists "as a validation strategy, as an approach to the generalization of discoveries, and as a route to additional knowledge" (Flick, 2004, p. 183).

Methodological triangulation is the use of multiple data collection processes to gain insight of the same phenomenon (Flick, 2004). Flick (2004) elaborated on

methodological triangulation by explaining “the triangulation of different approaches makes it possible to capture different aspects of the research issue” (p. 180). This process encouraged varied perspectives of the same experience through the preliminary open-response questions, follow-up reflections, focus group discussions, and one-on-one interviews. As data were collected, they were continuously examined creating triangulation. The researcher began by examining the participant submissions as a set looking at all responses a whole. The researcher analyzed each data set using descriptive coding, initial coding, and in vivo coding to identify similarities or differences among the submissions (Flick, 2004). This process was repeated as each data set was collected, including the follow-up open-response survey, the focus group, and the one-on-one interviews.

The researcher also utilized data set triangulation. The researcher continuously used the Dedoose (2018) technology to store and organize the multitude of codes from all of the data sets. Using Dedoose, the researcher was able to pull out data by individual code into a separate spreadsheet, allowing the codes that emerged to establish a code map (Creswell & Plano Clark, 2018; Saldaña, 2013). This allowed the researcher to examine each code through the lens of the research questions, helping to calibrate general themes presented by the participants (Saldaña, 2013). Using insights gained through the code map and quotes from the participants throughout the study, the researcher constructed a narrative of their interpretations of the data (Creswell & Plano Clark, 2018).

Once this narrative was established, the researcher shared all of the data within Dedoose and the narrative with co-principal investigator, the researcher’s dissertation chair member, to establish investigator triangulation (Flick, 2004). Investigator

triangulation provided additional perspectives to the researcher in order to further affirm the findings or potentially question the conclusions of the researcher (Carter et al., 2014). The researcher and the co-principal researcher collaborated on the synopsis of findings, to further validate the discoveries.

The researcher also worked to ensure credibility of the information within the study in multiple ways. One way was by referencing key researchers within the field being explored (Saldaña, 2011). Throughout this study, Carol Dweck's (2016) work on mindset theory and Liz Wiseman's (Wiseman, 2017; Wiseman et al., 2013) work on the multiplier model were referenced. While the researcher will not be utilizing an assessment exclusive to Dweck's mindset theory (2016), and Wiseman's Multipliers Self-Assessment was utilized only as a means of narrowing the homogeneous sample to only include participants with a positive overall multiplier factor, many additional researchers have also explored concepts of feedback (Heslin et al., 2005), mindset theory (Heslin & VandeWalle, 2008; O'Reilly, 2019; Silbey, 2016), instructional leadership (Buser, 2018; Neumerski, 2012), and multiplier model (Wiseman & McKeown, 2010). While these studies, as well as research regarding instructional coaching, built a foundation on which this multicase study was based, none of the utilized Wiseman's Multipliers Self-Assessment

In order to ensure that the thoughts, feelings, and intentions were accurately represented, member checking occurred throughout the data analysis to also assist in establishing authenticity of the study (Saldaña, 2011, 2013). Member checking occurs when the researcher confirms the intention of statements from the data with the participants (Saldaña, 2013). This process "consists of taking data and interpretations

back to the participants in the study so that they can confirm the credibility of the information and narrative account” (Creswell & Miller, 2000, p. 127). For the purposes of this study, member checking included presenting participants with portions of the transcripts, or open-response items to discuss themes established by the researcher (Creswell & Miller, 2000). This process occurred both embedded within data collection, as well as separate interactions, as needed (Sandelowski, 2008). During the focus groups, the researcher asked general questions regarding the same concepts in question to allow the participants an additional opportunity to clarify their response. This generalization was in an effort to keep the instructional coach responses confidential even among the case study participants. The researcher would prompt participants to confirm the understandings by starting statements with, “Am I understanding...” or “Would you agree that...” If these conversations did not occur naturally within the focus group, the researcher called or emailed participants to confirm the understanding reflected the participant intention. Within the one-on-one interviews, the researcher was transparent and specific in asking probing questions such as, “In your preliminary open-response questions, you stated... can you elaborate on that further?” or “What did you mean by...” Throughout the research process, the member checking did not lead to refuting the researcher’s comprehension, but rather to further clarify. This worked to ensure that the thoughts, feelings, and intentions of the instructional coaches were accurately represented. Member checking occurred throughout the data analysis to also assist in establishing authenticity of the study (Saldaña, 2011, 2013).

Summary

"Without data you're just another person with an opinion" W. Edwards Deming

Throughout this chapter, the researcher detailed how they used a preliminary open-response survey, follow-up open-response survey, a focus group, and one-on-one interviews over the course of 32 days to explore the implications for instructional coaching using the mindset theory (Dweck, 2016) and the multiplier model (Wiseman, 2017; Wiseman & McKeown, 2010). The researcher used descriptive, initial, and in vivo coding across each data set to establish themes within the instructional coach responses. Next, using methodological triangulation, data set triangulation and investigator triangulation, the researcher worked to establish trustworthiness and credibility of their findings, using member checking to further confirm the instructional coaches' perspectives. Chapter IV will further detail the research process that occurred within this qualitative multicase study and the effect on instructional coach perceptions of their influence on others as they received feedback on their multiplier traits.

CHAPTER IV

RESULTS

This multicase qualitative study explored the perspectives of instructional coaches as they considered feedback from the Multipliers Self-Assessment, specifically centering on the instructional coaches with multiplier tendencies. Using Dweck's mindset theory (2016) as well as the Wiseman and McKeown multiplier model (2010), the researcher sought to gain understanding of any changes in perspectives as instructional coaches considered their future support. This study took place in three phases. Within the first phase, all consenting participants completed a preliminary open-response survey, the Multipliers Self-Assessment (Wiseman Group, 2012), and a follow-up open-response survey. Next, within the second phase, all consenting participants with a positive overall multiplier factor participated in a focus group. Finally, using maximal variation sampling (Creswell & Plano Clark, 2018) to gain a better understanding of their differing perspectives, the consenting participants with the highest, lowest, and median overall multiplier factor participated in one-on-one interviews. Throughout this chapter, the data analysis and results will be presented to address the following overarching research question:

- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

In an effort to answer the overarching question, the secondary research questions investigated included:

- What commonalities and differences did the cases studied share within their responses to their Multipliers Self-Assessment results?
- How did the mindset language the instructional coaches used within their preliminary question responses relate to their follow-up structured responses?
- What was the relationship between how instructional coaches perceived feedback given to others and how they received feedback themselves?

Participants

The researcher initially invited a population of 26 instructional coaches from a district in the Southeastern region of the US to participate in this study. These individuals were school-based coaches during the 2019-2020 school year and supported the areas of math, literacy, science, or all subjects. The researcher reiterated within each communication that involvement in this study was completely voluntary, all information would remain confidential, and participants would receive no repercussions for opting out at any point. Of the 26 invited participants, 17 individuals provided informed consent to participate. At the conclusion of phase one, 11 individuals met the requirements to continue with phase two, the focus group, and seven instructional coaches provided consent; those seven coaches each participated in one of two focus group discussions based on availability. These seven individuals were established as the case studies within this multicase study. Finally, in phase three, three participants were interviewed individually to assist in providing perspectives from the instructional coaches with the lowest, the highest, and the median overall multiplier factor.

The case study participants included seven instructional coaches each supporting at either the elementary or middle school level. As shown in Table 7, one participant

serves in the area of literature, two in the area of math, and four participants provide support in all areas including math, English/language arts, science, and social studies. All of the case study instructional coaches are experienced teachers, completing at least 15 years in education and all holding advanced degrees in their field. The role of the instructional coach in this district often requires collaboration or interaction as a group, so these participants have worked alongside each other and the researcher for a minimum of two years prior to the completion of this study. The instructional coaches utilized for case studies also happen to all be female, from various ethnic backgrounds.

Table 7.

Case Study Participants Organized by Overall Multiplier Factor, One-On-One Interview Participants are Highlighted.

Case Study Participants	Years in Education	Years as an Instructional Coach	Subject(s) They Support	Overall Multiplier Factor	Initial Reaction to Multipliers Self-Assessment Results According to the Follow-up Reflection
IC09	24	6	LIT	33%	Surprised
IC05	23	4	MATH	35%	Some surprises and some not
IC01	17	8.5	ALL	36%	Relieved!
IC04	22	6	ALL	37%	Vastly impressed
IC06	18	2	ALL	38%	Am I investing my energy wisely?
IC02	15	4	ALL	44%	Reaffirming
IC15	20	4	MATH	45%	Informative

To gain a better understanding of how receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affects instructional coaches' perspectives of their influence, seven case study participants were selected. Using the same order as Table 7, the case study participants included:

IC09. With the most years in education, this participant brought six years of instructional coaching experience to the study. On her multiplier self-assessment, her

strengths were categorized as being a talent magnet and an investor. These two categories imply that people chose to work alongside her to move their talents from good to great, knowing that she would support them in the process as well as allow them to take ownership of their accomplishments. This participant was “surprised” by her Multipliers Self-Assessment scores. Calling this experience an “eye opener”, she stated in the focus group conversation, “Some things that I thought I was pretty good at or handled well, this showed me that now I need some work in this area.” This instructional coach also participated in the one-on-one interview, as she had the lowest overall multiplier factor among the cases.

IC05. With 23 years in education, this instructional coach supported in the area of mathematics. This instructional coach held the strongest multiplier score in a single discipline with her talent magnet result of 90%. This result is consistent with her approach to instructional coaching; she elaborated in her focus group conversation stating that she works hard to “build capacity in the teachers that you work with and spotlighting others.” When reflecting on her results as a whole, her initial response was “some surprises and some not.” Aligned with this response, she reflected to her focus group colleague saying, “I think I know myself pretty well. So, I wasn't overall surprised. But again, when you take this kind of assessment, like you just never really know what it's going to come out to be.”

IC01. Instructional coach IC01 had the most experience in the field of instructional coaching of the case study participants. She supported all subject areas. This participant's results showed her strongest two areas to be the talent magnet and debate maker. Her strengths could be summarized as an individual that expects high

performance of those that she works alongside, but she will assist them in working up to that level. She also encourages the teachers with whom she works to question their practices to ensure that decisions are made with the best interests of the students in mind, not out of convenience or because of the opinions of others. When she received her results, her initial response was “relieved”! Within her follow-up reflection, she further explained,

I was relieved to see that I was more multiplier than diminisher. I have been a coach for almost 10 years and I've grown a lot over that time. Many of the statements about micromanaging, releasing control to let others shine, etc., that I knew were likely diminishing statements have been things I have done in the past. I have learned the hard way the power of building others up instead of having them rely on my talents. I am by nature one who likes to be in control and I have had to work hard to build capacity in others rather than doing it for them. I was relieved to see that I have grown in this and even though I am more likely to naturally exhibit diminishing behaviors, I have evolved into a multiplier.

When discussing in the focus group, she further revealed, “I was relieved and also at the same time not surprised about the areas that I was a diminisher in like a micromanager.

We all knew that about me. That was not a surprise at all.”

IC04. This instructional coach brought 22 years of experience to the focus group conversation. According to her Multipliers Self-Assessment, her strongest discipline was that she was a liberator. She created an environment with high expectations while also allowing others to make attempts and take chances without the fear of judgement when mistakes occur. This instructional coach’s strongest multiplier and strongest diminisher

both address how she makes decisions. The participant was very strong in consulting with others but, when debates arose, she was equally strong in making the decision to avoid the conflict. This concept was discussed in-depth within the one-on-one interviews when she stated,

It's just not something that fits my character, to debate about a situation. Rich dialogue and we're all basically trying to come together, yes. But I'm going to shy away from debate because that is just not who I am. I've been like that all my life. Now, that could be something that may not be good for everyone, but for me and my style of teaching and instruction and sharing and learning and supporting teachers. It's not the debate maker at all.

When this participant received her Multipliers Self-Assessment results, she was “vastly impressed”, later elaborating “I was pleased to see that I scored higher in the multiplier areas...These results were true for me in every sense of the word. I’m a meek person and won’t always get to finish my thoughts in some settings.” This instructional coach also participated in the one-on-one interview as the coach with the median overall multiplier factor.

IC06. This participant had been in the field of education for the 18 years, however, she had the least experience in the area of instructional coaching of the focus group. When she received her Multipliers Self-Assessment results, she immediately began reflecting and asked herself, “Am I investing my energy wisely”? She further stated, “A lot of times I feel overwhelmed and exhausted because of the desire of wanting to help all and sometimes just do the work for teachers. I'm not investing my energy wisely doing this.” While how she sets directions was an area on which to improve, she

held many strengths by scoring identical results in her two strongest multiplier disciplines, talent magnet and liberator. These results imply that others wanted to work with her because they knew that they would have a partner in developing their skill sets. The teachers in her building also felt comfortable to step out of their comfort zones and try new practices alongside her because she had established a risk free environment.

IC02. This instructional coach had 15 years' experience and considered herself a lifelong learner. The results of her Multipliers Self-Assessment were fairly consistent with only 16% separating her highest and lowest multiplier factors per discipline. Her strongest two disciplines were classified as a talent magnet and a liberator. Interestingly, how this coach sets directions was both a major strength as well as her largest struggle. According to her results, she may challenge others to come up with a solution to a situation while also providing them the steps to take to establish the resolution. Her initial response to her results was "reaffirming"; she later elaborated on her preliminary response survey by stating, "I like to think that I'm on the right path, coaching the teachers. I definitely acknowledge my diminishers, especially the one about voicing strong opinions and pushing my own ideas. I know I do that." This instructional coach participated in the one-on-one interviews as the consenting coach with the highest overall multiplier factor.

IC15. This instructional coach held the highest overall multiplier factor of all the case study participants. Her area of strength according to the Multipliers Self-Assessment was how she approached mistakes. This skill was also reflected in how she described her results as "informative." Contributing to the focus group discussion, she stated,

I knew these results were just going to help me as a person to grow in areas that need growth. It opened my eyes to see the things that I could improve on. You know? But there is a way to improve. And so that's how I look at it. And based on the outcome, I said I could use this as a way to plan for, though that was my takeaway from it. But it was a big eye opener for me. (IC15)

As a liberator, she motivated others to learn from their mistakes so they were better informed and openly shared when she made mistakes herself. She listened to others and allowed them to lead the conversation with confidence.

Findings

Throughout this multicase qualitative study, the researcher utilized multiple data sources including the preliminary open-response questions, follow-up reflections, focus group discussions, and one-on-one interviews in a pursuit to gain further understanding of instructional coach perspectives as they reflected on receiving feedback on their multiplier and diminisher traits. The multiple data sources allowed the researcher to pursue new understanding of the perspectives of instructional coaches with multiplier tendencies as it aligned with the mindset theory (Dweck, 2016) and multiplier model (Wiseman & McKeown, 2010). Organized by the correlating research question, the researcher was able to establish themes to further inform instructional coach support.

What commonalities and differences do the participants share within their identified multiplier disciplines?

The multiplier model (Wiseman, 2017; Wiseman et al., 2013) indicates that all multipliers can be categorized as a talent magnet, liberator, challenger, debate maker, or investor dependent on how they handle a variety of leadership opportunities. All the

participants within this study registered as having a positive overall multiplier factor due to the fact that every participant scored higher on her overall multiplier score than on her overall diminisher score. The overall multiplier factor for all participants who completed the Multipliers Self-Assessment ranged from 15% to 56%, with the individuals participating in this multicase study, shown in Table 7, having an overall multiplier factor range of 33% to 45%. A deeper consideration of the seven case study participants revealed commonalities among the case study participants' highest multiplier factor per discipline, as well as, the traits they share within these identified disciplines.

Highest Multiplier Factor Per Discipline

Analysis of the data revealed consistencies among each case study participants' highest multiplier factor per discipline. For this study, the multiplier factor per discipline was defined as the difference in the multiplier score and diminisher score within a discipline. For each of the five disciplines, the participant received a percentage score for her multiplier and a percentage score for her diminisher tendencies within that discipline. The multiplier factor per discipline was found by subtracting the diminisher percentage from the multiplier percentage within that discipline. The data set revealed a consistency of the case study participants' highest multiplier factor per discipline. The talent magnet and liberator disciplines stood out as all seven instructional coaches had one or both of these categories as their highest scoring multiplier factor per discipline (see Table 8).

Table 8

Case Study Participants' Discipline with the Highest Multiplier Factor

	Talent Magnet	Liberator	Challenger	Debate Maker	Investor	Overall Multiplier Factor
IC09	54%	38%	14%	14%	44%	33%
IC05	74%	46%	18%	14%	24%	35%
IC01	52%	34%	26%	42%	26%	36%
IC04	38%	48%	38%	28%	32%	37%
IC06	48%	48%	20%	42%	32%	38%
IC02	50%	52%	40%	40%	36%	44%
IC15	46%	54%	34%	42%	48%	45%

As shown in Table 8, three of the seven cases registered as having the talent magnet as the multiplier discipline with the highest multiplier factor per discipline, while three had the liberator as the highest score, and one had equally high multiplier factors in the talent magnet and liberator disciplines. Talent magnet refers to how the individuals manage the talents of others, whereas the liberator categorization indicates how each participant approaches mistakes (Wiseman, 2017; Wiseman & McKeown, 2010). That all of these participants fell into the same two disciplines as their highest scoring reveals an interesting consistency.

Examining the case study participants' highest multiplier factor discipline(s) is important due to the fact that having both high multiplier scores and high contradictory diminisher scores neutralizes the strength and results in the multiplier factor per discipline not being high. For example, participant IC04's highest multiplier discipline and highest diminisher both address the area in which the leader makes decisions

(Wiseman, 2017; Wiseman & McKeown, 2010). This participant's debate maker multiplier score of 76% and decision maker diminisher score of 48% resulted in a debate maker multiplier factor of 28%. When compared to the multiplier factors per discipline, the way she makes decisions was actually her weakest area. Likewise, the ways in which participant IC04 approaches making decisions is in conflict. One of IC04's strongest multiplier disciplines was being a debate maker (76%) and her highest diminisher discipline was decision maker (48%), resulting in her multiplier discipline with the lowest multiplier factor per discipline being debate maker with 28%. By understanding the discipline with the highest multiplier factor per discipline, participants are able to concentrate their efforts into one discipline to "progress from good to great by topping off one of [their] strengths" (Wiseman Group, 2012, p. 2).

Talent Magnets and/or Liberators

A deeper analysis of the case study participants' highest scoring multiplier factor per discipline(s) was conducted, and these consistencies suggest that instructional coaches IC09, IC05, and IC01 manage talent in a similar way. Talent magnets showcase the talents of others and continue to encourage the growth of the entire group. When discussing the role of an instructional coach in the focus group, IC05 aligned with this principal of encouraging growth of the team. She stated,

My approach is always taking the teachers from where they are, just like we do with our kids. My administration may feel differently about them, but that's not my fault. I'm going to meet them where they are and we're going to work with that. Together, we're going to build them up.

With the one-on-one interview, IC09 independently responded with a similar experience of being asked to work with a “struggling” teacher,

I just saw last year when I was asked to work with a teacher, not because she was incapable, but she was just going along doing the bare minimum. Once I started going in consistently and praising the things she was doing right, we were able to address the things that needed some extra attention. Every time we went in, she was doing something new really well. So that's been my thing, to just find something that people are doing and highlight them and try not to diminish what the other people are doing. And sometimes I love that.

Participants IC04, IC02, and IC15 approach mistakes similarly. Liberators each create an environment allowing others to take chances without the fear of repercussions. This frees individuals working alongside the liberator to grow by reflecting and learning from their previous experiences. Liberators “create an *intense* environment that requires concentration, diligence, and energy. It is an environment where people are encouraged to think for themselves and also where people experience a deep obligation to do their best work” (Wiseman, 2017, p. 72). These multipliers establish a culture of taking chances, learning from mistakes, collaboration, and high expectations (Wiseman, 2017).

IC02 responded to her results on the follow-up reflection stating,

The liberator label threw me because of the wording. It talked about creating an “intense environment” and I equate intense to stressful. I never want to create a stressful environment. The hormones the brain releases when you are stressed keeps you from learning, retaining, and working well. This definitely reinforces

that I am on the right path with my coaching, however, there is always room for improvement.

Within the one-on-one interview, the researcher shared with the participants how Wiseman (2017) distinguishes the difference of the liberator's intense environment and the tyrant's tense environment. With this new understanding, IC02 then affirmed that she does hope to establish an "intense environment", stating

The situation that has the most camaraderie, that's really what I'm looking for. So, everything that we do is a conversation. I don't ever want it to be somebody telling everybody else what to do, I want it to be a conversation. I want it to be a collaboration. I want to make sure that everybody's voices are heard, that everybody feels validated, and that if we can't agree on something, that we can at least get to a point that we're all at least OK with whatever the compromise. I am all in and whatever we need to do to get it done. Yeah, that understanding changes my view and even tosses me further on the liberator side than I already am, I can see that.

The topic of an intense environment was also brought up within IC04's one-on-one interview. This participant viewed the term 'intense' as "When everyone wants to get things right." Once the researcher defined the term using Wiseman's definition of "intense", including the aspirations for progress, she responded by stating "I almost want to cry, that makes my brain so happy."

The instructional coach that straddled the disciplines of talent magnet and liberator for her highest multiplier factor per discipline, IC06, encompasses the skills of both disciplines equally. IC06 reflected in the preliminary response survey, associating

her coaching practices and her multiplier tendencies by concentrating on developing the strengths of others (talent magnet) while also creating an environment where it is comfortable to take risks without fear of punishment if/when mistakes occur (liberator).

We [as coaches] are seen as leaders in the building, but it's so important to find strengths in teachers and give them the opportunity to share with others. A coach has the skill to use questioning to allow teachers to reflect and think deeply about their practices to grow and be better. A coach shares strategies and tools to help teachers improve and strengthen their practices and challenges teachers to think outside the box.

When examining the commonalities and differences the participants share within their identified multiplier disciplines, the researcher was able to identify a similarity that all seven case study individuals' greatest leadership strength was identified as either or both a talent magnet or liberator. This indicates that the participants involved in this study excel in how they manage talent, talent magnet, or how they approach mistakes, liberator. While the seven coaches' strengths fell within two different multiplier disciplines, all case study participants voiced agreement with their results and could reflect on the alignment of the results with their leadership tendencies.

How does the mindset language the instructional coaches use within their preliminary question responses relate to their follow-up structured responses?

Dweck's mindset theory (2016) includes two contradictory views of talent or skill. In a growth mindset, ability is something that can be fostered or nurtured. In contrast, in a fixed mindset, potential is something that is set and predetermined (Dweck, 2016). This research methodology included examination of the mindset language used by

participants in the preliminary questions in relation to the follow-up structured responses. When examining the participant responses, the researcher viewed any statement focused on growth, improvement, progress, or similar terms as an indication of growth mindset, whereas statements of anchored or inflexible potential as fixed mindset language. The researcher considered the differences, the similarities, and how this information provides insight for future instructional coaching practices for the cases studied. The findings of this research included how the participants perceive their role as an instructional coach, how the participants reviewed their results, and how receiving their personalized results encouraged a shift in their focus.

Role of the Instructional Coach

In the preliminary open-response questions, each of the seven instructional coaches detailed their role within their building. As shown in Figure 6, the researcher gathered all 39 of the case study participant responses to the question and categorized the responsibilities listed into the emerging groups of administrator support, data analysis, instructional support, professional development facilitator, and relationship focused. Without modifying or condensing the participant responses, it became evident that the instructional coaches studied within this research overwhelmingly defined the role of an instructional coach to be an instructional support, which was represented in the 23 mentions from their preliminary survey. By sorting the roles of instructional coaches, the researcher was able to gain an understanding of how the participants define their position in the building, which was consistent with growth mindset. The instructional coaches repeatedly identified their role as providing job-embedded support in an effort to foster growth in the teachers they work with.

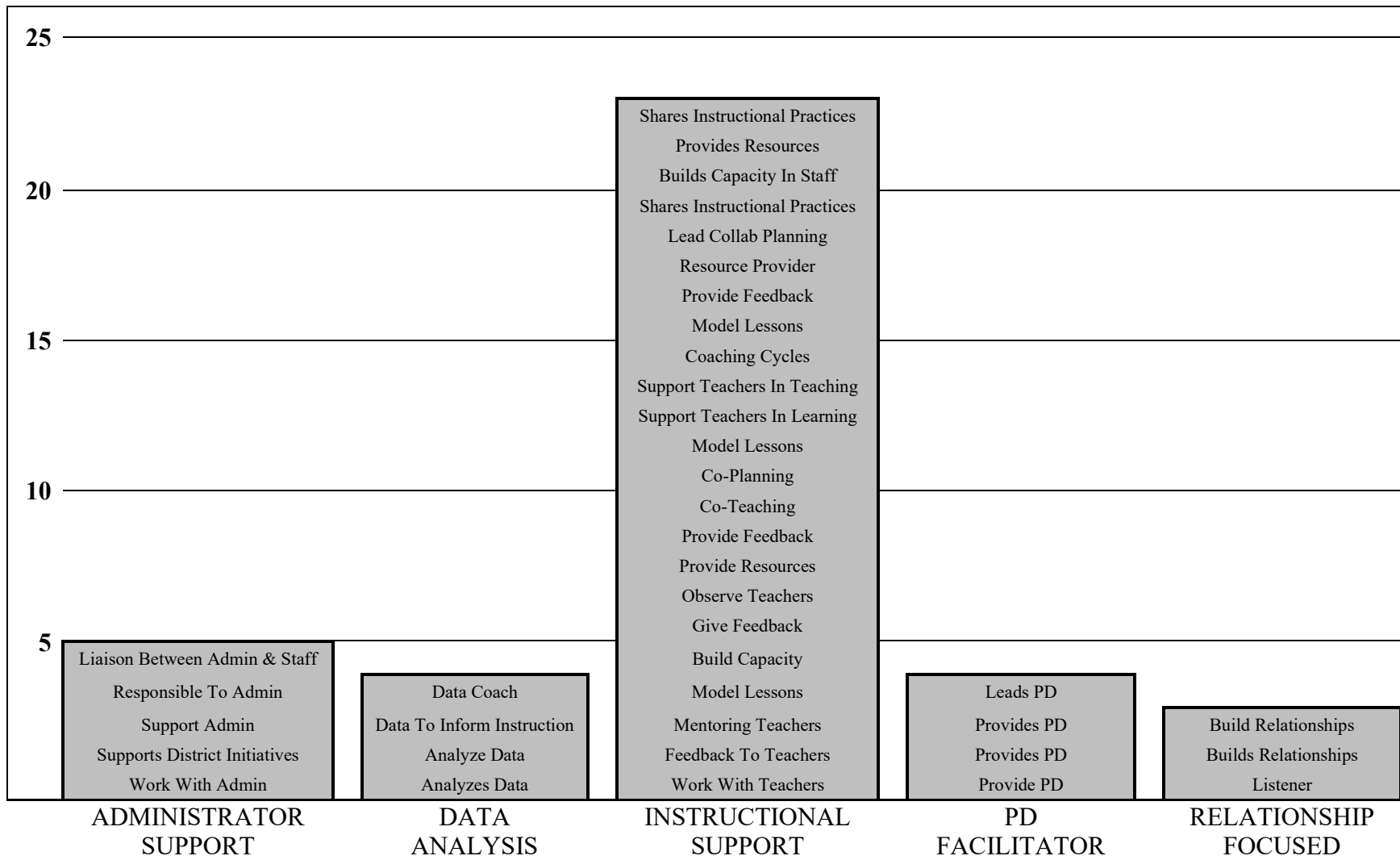


Figure 6. The Role of an Instructional Coach as Defined by the Case Study Participants'

The case study participants shared the goal of nurturing the skill set of their staff through instructional support. These results indicate that the participants all feel there is potential for positively impacting the practices of others, or in other words, that the case study participants have a growth mindset when considering the ability of others as well as their impact on those they support. As the participants reflected on the role within the follow-up questionnaire, all seven case study participants continued to exhibit a growth mindset perspective as they discussed ways in which they would change as a result of the feedback received from their Multipliers Self-Assessment.

Review of Their Results

Dweck (2016) originally conducted mindset research in the brain-wave lab at Columbia, establishing that when taking an assessment, students with a fixed mindset fixate on the score whereas students with a growth mindset will look at the individual feedback in pursuit of gaining new information. As part of this research, the researcher questioned participants about their use of the graph portion of the Multipliers Self-Assessment Report as well as the score totals and score details portions. All seven participants reported that they used both the graph visual of the report as well as the score totals and score details to better understand their score breakdown. This is consistent with having a growth mindset. IC02 defined her process of examining her report in the focus group setting:

The first thing I did was look at a graph, because it's a graph! Like graphs tell a story. And since I don't have to read anything, I can look at the numbers and the bars and I can generally interpret what it says. So, it's just a way for me to be able

to look at results. But then I looked back to the questions to better understand what the graph means and what I should do next.

All seven of the participants utilized the graph initially to gather a general understanding of their results alongside the numerical information provided, but then they each investigated their results further by reviewing their score details to learn more of their multiplier and/or diminisher tendencies.

Shifts in Their Focus

From the preliminary open-response questions to the follow-up reflection, the case study participants began to shift their focus from how the teachers they support could develop to how they can modify themselves in or to better support others. Within the preliminary open-response questions, participants were provided Wiseman's (2017) definition of multipliers and diminishers. The case study participants had an opportunity to describe their perceptions of those they support. Within the preliminary survey, four instructional coaches specifically used the term multiplier to define their influence on the staff they work alongside. IC05 affirmed, "I feel I have been a multiplier. I feel I have brought out the intelligence in others over the course of the past few years." IC15 responded similarly,

I believe my impact on those that I support would fall into the category of multipliers, as I believe there is a leader in each individual that I support and my position is to build capacity in each person. Lift up those who need uplifting, and assist others in performing to their fullest potential.

Six of the seven instructional coaches also outlined their aspirations of providing job-embedded professional development in pursuit to positively impact others. For

example, IC02 replied on her preliminary response, “I hope that I empower those that I coach.” Likewise, IC01 stated:

I have the ability to help teachers become the best teacher they can be. When I am working to bring out the intelligence by building capacity within each of my teachers, I can make a huge impact on the teachers I support.

In the preliminary survey, all seven case study participants referenced being a multiplier and/or assisting others to grow in their craft, sharing in the common tone of building the capacity of teachers (see Figure 7).

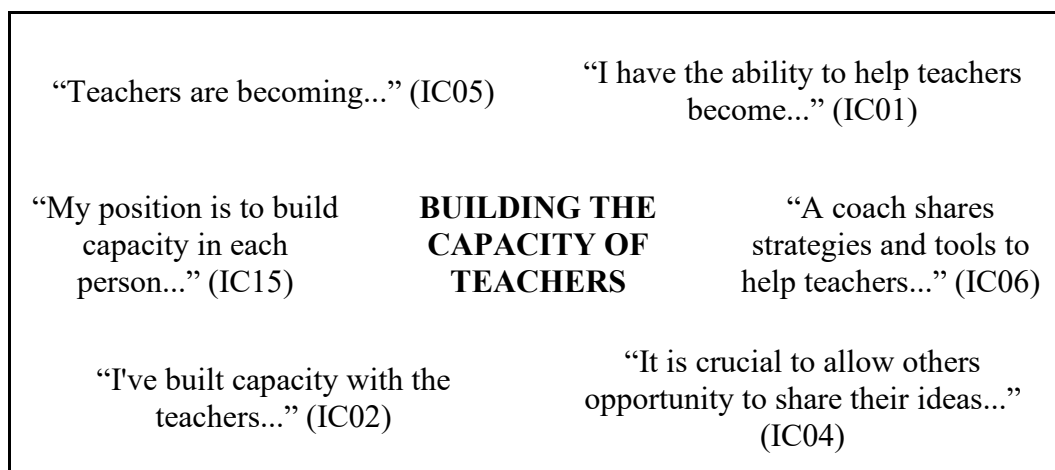


Figure 7. Instructional coach captions that align with building the capacity of teachers.

At this point with the research, the participants’ focus remained only with how they could positively alter the performance of others. Next, the case study participants next took the Multipliers Self-Assessment (Wiseman, 2019) and received the feedback on their leadership tendencies. The follow-up reflection provided the participants the opportunity to consider their results and this is when a shift in focus started to occur. When examining the participants’ responses, trends began to emerge. Similar to the preliminary survey, the instructional coaches all responded regarding the potential to grow. However, throughout these responses, the instructional coaches did not center their

responses on how they could impact others, their attention shifted towards discussing their own growth in an effort to influence others. Instructional coaches spoke of their hopes for altering their behaviors to better support the staff. This was evident as IC15 stated on her follow-up reflection,

The Multiplier assessment was very informative as it provides an opportunity for me to reflect on my practices. The information gathered showed that there is room for improvement in every stage of our development. We all have areas that align with Multipliers as well as Diminishers, it does not necessarily validate a bad thing but provides us with opportunity to improve.

As shown in Figure 8, all seven case study participants voiced ways in which they wanted to improve as a leader and/or an instructional coach.

“I definitely acknowledge my diminishers, especially...” (IC02)	“I will continue to review the results and hope that I will...” (IC15)
“...I've grown a lot over that time.” (IC01)	“I need to improve in several areas...” (IC04)
“In order to develop as a leader, I will focus on...” (IC06)	“I want to make sure I don't...” (IC05)
BUILDING THE CAPACITY OF THE INSTRUCTIONAL COACH TO BETTER SUPPORT THE TEACHER	
“This gave me insight into the areas I need to...” (IC09)	

Figure 8. Instructional coach captions that align with building their own capacity in an effort to better support the teachers.

Six participants explicitly used the words multiplier or diminisher, while all seven referenced ways in which they hoped to improve to better support their staff. Within the follow-up reflection, these ways included:

- “My intent is to make people feel empowered and confident and that I trust them” (IC05).
- “I have failed to broadly communicate decisions or explain rationales because I am guilty for allowing people to talk over me. Moving forward, I plan to take a more aggressive approach in how I communicate decisions” (IC04).
- “I have learned the hard way the power of building others up instead of having them rely on my talents. I am by nature one who likes to be in control and I have had to work hard to build capacity in others rather than doing for them” (IC01).
- “It is my intention to set purposeful goals from this self-assessment results in order to improve in areas of weaknesses” (IC15).
- “In order to develop as a leader, I will focus on developing my strongest area and adding to my practices that will allow me to excel at the discipline and invest my energy more wisely” (IC06).

The responses shared by the instructional coaches centered on the concept of their own growth as leaders within their building. This language further reiterated the case study participants’ growth mindset view of themselves as they included characteristics that they would work on nurturing and develop as instructional coaches.

The preliminary response survey as well as the follow-up reflection both conveyed a message of hope. In alignment with the mindset theory, the instructional coaches consistently discussed their future ambition of growth. Prior to having their Multipliers Self-Assessment results, their primary focus in their responses was on the growth of the teachers that they support, while after they received the results, their focus

was on how they could concentrate on their leadership skills to better support the teachers. This process emphasized how the case study participants' center of attention altered from others being the primary focus to realizing that they needed to develop and acknowledge areas they needed personal growth in order to better support others.

The case study participants involved within this study all exhibited growth mindset terminology when discussing their role as an instructional coach, how they view others, and how they strive to change their leadership practices to better support their staff. Prior to receiving their Multiplier Self-Assessment results, the instructional coaches all consistently viewed their role as a multiplier and/or assisting others to reexamine their instructional practices. Once the participants received their results, they consistently took a reflective look at their leadership role and their impact on others.

What is the relationship between how instructional coaches perceive feedback given to others and how they receive feedback themselves?

Feedback on any level allows a person to view his or her role from a differing perspective (Stone & Heen, 2014). Examining how giving and receiving feedback occurs on a routine basis provided further perspective of the instructional coaches' role within the building. This also produced a background understanding for changes that occurred throughout the research process and further contributed evidence of the participant multipliers and growth mindset behaviors. Throughout this experience all seven of the case study participants shared in their experiences of providing feedback to staff, receiving feedback from staff, both as a group and individually, gaining feedback from administration, and finally the impact of the feedback received from the Multipliers Self-Assessment.

Providing Feedback to Staff

Participant responses were coded into two main categories that emerged from the questions on the preliminary response survey, verbal feedback and written feedback. Six of the seven participants described providing teacher feedback in both written and verbal forms, while participant IC06 only provided written feedback examples. The participants supplied 22 examples of how they provided feedback to the staff with the majority of those examples being about written feedback. Six instructional coaches each gave one example of verbal feedback, while all the participants provided up to four different ways they provided written feedback to staff. The verbal feedback included coaching conversations, face-to-face conversations, and conferences. Written feedback included rubrics, emails, brief notes such as sticky notes with positive feedback, glows/grows documents, and observation forms. Through focus group discussion, it was discovered that the instructional coaches vary how they provide feedback to teachers because, as IC02 stated, “It depends on the teacher.” IC02 continued, “So, I try to get a feel for how they want feedback.” IC05 elaborated further,

It depends on what the focus of the visit was, maybe where we are in the cycle, and their personality. Some teachers want the face-to-face. And so, once you know that person, then you kind of know if it's a visit that didn't go so well, you go to speak [in-person] because you know to receive that information in an email wouldn't be the best for that person. I would just make sure it was face-to-face. So, it just depends on the context, the situation, and their personality.

Receiving Feedback from Staff

While the approaches used by the instructional coaches to provide feedback to others are fairly consistent, how they receive feedback varies. The data showing how the instructional coaches seek or receive feedback was coded into two major categories, verbal and written. This coding method was utilized in an effort to look for similarities and differences with data showing how the coaches provided feedback. While six instructional coaches discussed their techniques of providing feedback in both written and verbal forms, only two instructional coaches described seeking feedback in both forms. Also differing, the majority of examples the coaches shared about how feedback is provided to them were written feedback, while just over half of the coaches described the feedback they sought as being verbal feedback (see Table 9).

Table 9

Forms of Feedback Mentioned within the Preliminary Open-Response Survey

	Feedback provided	Feedback sought/received
Verbal	6	8
Written	16	6

The researcher considered the forms of feedback sought/received within the preliminary open-response survey. The coaches indicated the verbal feedback they received included five mentions explicitly questioning others, one instructional coach including discourse during the post-conferences, one participant mentioning asking their supervisor, and one instructional coach, IC02, stating “verbal.” The written forms of feedback sought/received included surveys and providing a “parking lot” to seek teacher feedback. Five instructional coaches mentioned distributing surveys to their staff to initiate feedback. The “parking lot” strategy as mentioned by IC06, is when teachers

leave post-it notes based on a specific question or topic attached to an anchor chart for later reference by the coach.

The preliminary response survey offered a general level of understanding regarding the feedback that the coaches receive, so the researcher probed further within the focus group conversations. The instructional coaches consistently discussed using written surveys via Google Forms to gauge the success of their professional development sessions. All seven coaches referenced this strategy either in their preliminary response survey or in the focus group discussion as a way to gauge further support needed for the topic presented. While this was a widespread practice, IC09 cautioned the credibility of using surveys during her interview, stating, “I’ve done surveys, but with the survey, I don’t think it’s true feedback because a lot of people think you’re going to know who they are. And then you also don’t get a lot of responses.” While the surveys are intended to better inform instructional coach practices, IC09’s concerns could question how useful that form of feedback is to the growth of the instructional coach. This is a concept that was originally introduced within both focus groups, with participants stating that they have conversations, one-on-one, with specific individuals to gain trustworthy feedback.

Gaining Feedback from Individual Teachers

As stated within the focus groups, an additional approach to receiving feedback discussed by the coaches is by questioning teachers individually. IC15 described in the focus group that, after she gives teachers feedback in the coaching cycle, she then asks the teacher:

...To provide me with feedback as to where they think that I could grow [as a coach] and always remind them that I am a teacher, too. So, we are in this

together. As I'm trying to help them to grow as a teacher, they can help me to grow as a coach, as well.

Seeking teacher feedback on a one-on-one basis was discussed by all seven instructional coaches during their focus group discussions. IC09 stated, "I have some very opinionated teachers and I really value their feedback. So sometimes I'll just go to them and ask, and they are very honest with me." This concept was further elaborated on by IC01,

I do a lot of informal conversations with teachers that I respect, that I know are going to give me good quality feedback that I think I can pull to the side and say, "Okay, so how is this going? How am I doing? What's the word out there on the street?" So, I kind of get that feedback of not just the instruction part of it, but even just relationships with pulling some teachers to the side that I really trust that will be honest and candid with me and I'll say, "So how is this really going? Is this way of doing this working for us or is it not working? Do you feel like what I'm doing is really helping you grow?" And I've had some people give me some really frank feedback before, and that's very helpful.

Gaining Feedback from Administration

The instructional coaches in this study acknowledged that there are areas in which they would like critical feedback from their administration similar to the feedback that they provide to their teachers in an effort to continue growing in their craft. Six of the seven participants referenced receiving or seeking feedback from their administrators. IC01 stated, "My administrators often seek out times when I'm modeling so that they can come in and give me feedback", and IC04 said she seeks, "Daily and ongoing feedback from my principal." A conversation ensued during the focus group between IC02 and

IC05 regarding the feedback and support they receive from their independent administrators. Both instructional coaches spoke very highly of the encouragement of their administrators, while also stating the feedback they received was not explicit and hindered them from forming next steps. IC02 shared,

In all of my years coaching...I've never had an administrator sit with me. They've sat in on collaborative planning and I kind of keep them up to date on what I'm working on, but other than getting, "You guys are doing a great job. The teachers speak really highly of you." I don't get feedback for the job that I do. I just make sure that I'm doing my job properly. Well, if the teachers are doing their job well, if they're getting better and getting good evaluations, then I'm doing my job. And that's kind of the only feedback that I receive.

IC05 stated in agreement,

They are highly present in most everything that I'm doing, which is awesome. They're in the PD, they come to the collab [collaborative] planning sessions, and other trainings. So, they see most everything I do, but the feedback is minimal unless it's, you know, "That was a great PD." So, the feedback is not specific feedback, but it's always been appreciative, grateful and positive feedback.

While the support from these administrators was encouraging and very much valued, these instructional coaches desired specific and critical feedback to help them grow as professionals.

Personal Leadership Tendencies Versus Expectations of the Position

One conversation that emerged within the first focus group was the impact of taking the Multipliers Self-Assessment and considerations of how their results may have

been impacted by their individual personalities or the expectations of their positions as instructional coaches. Participant IC15 introduced the idea of reflecting on her day-to-day practices as she was taking the Multipliers Self-Assessment and IC01 contributed to the conversation,

I found myself, as far as when I was taking the assessment, I was reflecting in the midst of it. Even before we got the results back, I found myself trying to figure out why I do things the way I do. Am I doing this because this is who I am and this is what I believe, or am I doing this because this is what the stresses and pressures of the position at this moment and in my building are requiring me to do? Because, I think that there were some questions that it's not how I really want to act and the things I really want to do. But some of those choices are beyond my control. Some, but not all, of them, I'm just trying to be as honest as possible.

This was not a solitary thought. The battle of personal leadership tendencies versus their perceived expectations of the position was mentioned in some form by all seven participants throughout the process. IC09 replied in agreement,

That is the one question I kept asking myself as I was doing it as well. I kept saying to myself, "But this is my job. Like, this is what I'm supposed to do." So, when I got my results back, I questioned, how do I fix it? How do I work on this now?

IC09 spoke of wanting to strengthen her multiplier tendencies, while feeling conflicted as she views components of her role more aligned with a diminisher. This led the researcher to question, "Do you think that you could do your job based on your understanding of

what would make you more of a multiplier, or do you think the expectations of your administrator are hindering that”? IC04 replied hesitantly,

I think I could do my job more as a multiplier. I think that there is a twofold response to that. There are some unrealistic expectations that administrators tend to put on coaches. Having to do the job of the coach and having to do some administrative duties. So, looking at this [Multipliers Self-Assessment] and looking at it as a coach, I would tend to try to find the ways that multipliers can fit within the scheme of what is necessary to do an effective job. I would say that I would always try to do my job as a coach, but still weighing heavy on me the responsibilities that are expected of me.

Within the second focus group conversation with participants IC05 and IC02 repeated and both participants felt supported within their building. Participant IC05 stated, “I can be a multiplier personally and within my role. My administration supports that mindset. So, for me, both personally and professionally, I have that space to be a multiplier.” While IC02 agreed with the discussion about the support of her administration, in she was also conflicted by stating:

Sometimes, it's just because my role right now is a resource person. They come to me like the kids do. They just want me to tell them what to do. And I just do it, because really right now, I don't have time to have a ten minute conversation about best practices. I voice relatively strong opinions, but to me, I think they're not my opinions because they're all based in research and best practice. So, I don't know that I see that as a diminisher, although it is a good question.

The conflict between the participants' personal leadership tendencies versus their perceived expectations of the position is a topic that will require additional investigation, specifically on the autonomy they have within their building, pressures of their position, and other factors that may have influenced their perceptions of the instructional coach role.

Impact of Taking the Multipliers Self-Assessment

Within the one-on-one interviews, the researcher individually asked participants IC02, IC04, and IC09 to reflect on receiving feedback on their multiplier traits and any affects this could have on their influence on others. Each participant responded from their perspective, however all three participants showed gratitude for this experience. IC09 explained, "I'm always looking for ways to grow. So, this has definitely given me insight and some direction as to the things I need to work on." IC04 similarly stated, "To be effective, you need some type of tools to help you. This is a tool that I can use as a reflection to let me think about this before I speak." Finally, when asked to reflect on this experience and consider how taking the Multipliers Self-Assessment helped her to grow, IC02 came to a realization when she stated,

I mean, it definitely pointed out some areas that I should be more mindful of. The approach that I take, maybe the verbiage that I use. Those kinds of things. Part of me just wants to give them everything, right? I'm like, "Oh, here, let me get it for you." What if I back up? It's like I'm giving it to them without them asking for it. But, if I approach it almost like we do a 3-act task, I won't give them information until they have a need for it or until they ask me for it. Taking that approach with students empowers them. Why would it not empower our teachers? Teachers will

realize that, all of a sudden, they don't have enough information or their information is incomplete or my thinking is faulty. And I'm there to kind of guide you in the other direction when you need it or to fill in gaps when you need it. I think that that would empower the teachers more. I think it would shift that more to the challenger side when I just sit and wait. I don't think that I could have gotten to this understanding or be sitting here with this information and this little light bulb moment that I'm having without this assessment. There's nothing that I have done in the past four years that has given me this kind of information for me to go, "You know what? I probably shouldn't do that."

Participant IC02 described her shift in understanding as she realized she was potentially hindering the growth of the teachers. After her experience with the Multipliers Self-Assessment, she is now reexamining how she empowers those that she supports.

A large component of the role of an instructional coach is providing feedback to those they support. As the seven instructional coaches considered the feedback that they give and receive within their role, they considered how their feedback impacts and empowers others. Obtaining the specific and individualized feedback from the Multipliers Self-Assessment encouraged the instructional coaches to rethink the feedback they are seeking from others and how they can encourage more multiplier tendencies within their current role.

Summary

Throughout this study, the researcher made many discoveries on how the case study participants' perceptions of their influence on others was affected by receiving personalized feedback on their Multipliers Self-Assessment, but four findings especially

stood out. First, it was discovered that all seven of the instructional coaches studied were categorized as a talent magnet, which means how they manage the talents of others, and/or liberator, which indicates how they approach mistakes, as their highest multiplier factor per discipline. Secondly, prior to taking the Multipliers Self-Assessment, the instructional coaches openly shared their efforts to build capacity in the teachers they support. However, after reviewing the results on their leadership tendencies, they shifted their focus from growing teachers towards how they can build capacity in themselves in an effort to foster the potential of the teachers. Next, it was discovered that the participants studied were conflicted when distinguishing if their results were indications of their personal leadership tendencies or indications of their perceived expectations of the instructional coach role. Finally, there is a strong desire from some of the instructional coaches studied for clear and precise feedback from their administrators. The coaches studied all felt positively impacted by the Multipliers Self-Assessment because the results allowed them to have a reflective look at their practices, which is an area they had previously been lacking. This feedback provided them the opportunity to reevaluate their previous practices and consider that their diminishing qualities could be hindering the growth of the teachers they support. The view of IC01 was shared by other participants within this study when she responded within her preliminary open-response questions:

I truly believe coaches have the power to make a huge impact with how they build capacity in teachers. Many coaches have not had the adequate training to understand how their approach to coaching and providing feedback can impact

either for growth or for stagnation. This is definitely an area where coaches need extensive training (IC01).

CHAPTER V

DISCUSSION

Summary of the Study

Instructional coaching is job-embedded professional development of teachers by interacting through cooperation, reflective dialogue, and assisting to establish a research-based plan of action (Mangin, 2014). The practice of instructional coaching has become more pervasive since the early 2000s (Iowa Area Education Agencies, 2015; Mouton, 2016), however, there is still a gap in the research on instructional coach mindset (Gero, 2013; Short, 2017) and how their mindset affects the ability to collaborate with the teachers they are supporting (Wiseman, 2017). Mindset theory (Dweck, 2016) and the multiplier model (Wiseman, 2017; Wiseman et al., 2013) both establish two extreme views of potential with the growth mindset and the fixed mindset, as well as the multiplier or diminisher tendencies. Individuals viewed as being able to grow and improve in a skill set, referred to as a growth mindset or a multiplier, or they have a preestablished set of talents that do not need to be nurtured, known as a fixed mindset or diminisher (Dweck, 2016; Wiseman, 2017; Wiseman et al., 2013). As an instructional coach attempts to accomplish the goal of encouraging a new understanding (McGatha, Bay-Williams, McCord Kobett, & Wray, 2018) and promoting change (Tompkins, 2018), their mindset impacts every capacity of their interactions (Cherkowski, 2018; Dweck, 2016).

Throughout this qualitative multicase study, the researcher sought to gain further insight into four major questions. First and foremost:

- How does receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence?

In order to provide a deeper understanding, the researcher pursued the following secondary questions:

- What commonalities and differences did the cases studied share within their responses to their Multipliers Self-Assessment results?
- How did the mindset language the instructional coaches used within their preliminary question responses relate to their follow-up structured responses?
- What was the relationship between how instructional coaches perceived feedback given to others and how they received feedback themselves?

In order to explore these concepts, the researcher invited 26 instructional coaches from a school district located in the Southeastern region of the US to participate in a three phase study using Dweck's mindset theory (2016) as well as the Wiseman and McKeown multiplier model (2010) to gain insight into any changes in perspectives as instructional coaches considered their future support of teachers. During the first phase of this study, the 14 consenting participants were asked to complete a preliminary survey (see Appendix D), the Multipliers Self-Assessment (Wiseman Group, 2012), and a follow-up reflection open-response survey (see Appendix E). Of the 11 participants that successfully completed all portions of phase 1 within the 14-day time requirement, 10 participants expressed an interest in continuing their participation for phase 2, the focus group. All ten individuals were invited to participate further because they each qualified by earning a positive overall multiplier factor on their Multipliers Self-Assessment. Each

of the ten consenting individuals was asked to provide availability in order to schedule a focus group discussion. Eight participants responded, which generated a need to schedule two focus group meetings virtually using the video conferencing platform Zoom to meet the participant availability. These focus group participants became the case study participants. The first focus group included five participants and the second focus group involved two participants. From the seven individuals that participated in the focus group conversations, five participants responded with an interest to participate further, should they be selected for one-on-one interviews. Finally, using maximal variation sampling of the five remaining participants, the individuals with the lowest, the highest, and the median overall multiplier factor each participated in one-on-one interviews. Using the preliminary open-response survey, follow-up open-response survey, focus group transcripts of all participants, as well as the one-on-one interview transcripts for an in-depth examination of each participant, the researcher established a greater understanding into how receiving feedback on their multiplier traits affected these instructional coaches' perceptions of their influence on others.

Analysis of the Findings

Throughout this process, the researcher drew from the thoughts and findings of many other researchers. First and foremost was the research of Carol Dweck's mindset theory (2016) and Liz Wiseman's multiplier model (Wiseman, 2017; Wiseman et al., 2013). The mindset and multiplier theories both hinge on the understanding of the principle that everyone has the capability to grow. Multipliers bring out the best in others by not accepting people where their skills are currently, but building, challenging, and nurturing them into where they could be (Wiseman, 2017). In order to establish change in

others, the belief that change can occur has to be present, which is referred to as a growth mindset (Dweck, 2016). To further address how receiving multiplier traits feedback when having an overall multiplier factor of greater than zero affect instructional coaches' perspectives of their influence, the researcher will elaborate on the major findings of this research. The commonalities of the talent magnet and liberator disciplines, the shifts in the focus of the instructional coaches as they experienced receiving their personalized feedback, the instructional coaches' perspectives on giving and receiving feedback in their role and the desire for administrator feedback, and, finally, next steps for the instructional coaches as they utilize their Multipliers Self-Assessment results with consideration to the contrast between their personal leadership tendencies and their perceptions of the expectations of their position will be discussed below.

Talent Magnets and Liberators

This qualitative multicase study focused on seven instructional coaches that were all identified as multipliers according to the Multiplier's Self-Assessment, more specifically as talent magnets and/or liberators. Coaching research has validated the craft in many professions (Aguilar, 2013; Grant, Curtayne, & Burton, 2009; Lia, 2016; Neuberger, 2012). However, if the instructional coach does not believe that growth is possible, this will limit how they provide feedback to others, how the coaches receive feedback themselves, and how feedback is viewed in general (Dweck, 2016; Knight, 2011b; O'Reilly, 2019). As previously quoted by Knight (2011b),

If an instructional coach has a fixed mindset, she sees teachers as being pretty much the way they are without much chance for improvement. A good teacher is a good teacher; a bad teacher is a bad teacher. An IC [instructional coach] with a

growth mindset, however, sees every teacher as having unknown potential. As a result, she enters into coaching expecting every collaborating partner to grow, develop, and become a better teacher than perhaps anyone could imagine. Indeed, a coach with a growth mindset inspires teachers to adopt a growth mindset for themselves and, perhaps even more importantly, for their students (pp. 124-125).

Identifying the capabilities of others in a rigid way would align with a fixed mindset or the beliefs of a diminisher, similarly viewing anyone as a permanent multiplier or diminisher would hinder the possibility of growth (O'Reilly, 2019; Wiseman, 2017).

The participants within this study were all identified as multipliers, but interestingly all seven held commonalities within their multiplier tendencies. The case study participants were found to be equally distributed within the talent magnet and liberator disciplines, with three participants identified as each category and one shared exactly between the two disciplines. In this study, the talent magnet participants, IC09, IC05, and IC01, were found to build upon the strengths of others and work to assist teachers in growing beyond their previous expectations (Wiseman, 2017). Talent magnets typically engage in four practices with those they lead: “1) look for talent everywhere; 2) find people’s native genius; 3) utilize people to the fullest; and 4) remove the blockers” (Wiseman, 2017, p. 43). Talent magnets can be further explained as always looking for the strength in others, even when it is least expected. Talent magnets look for what people naturally do well, provide people with opportunities to showcase their skills, and praise them for their work. Finally, talent magnets remove members of the team that are preventing growth of the group, even if that person is themselves. In the field of instructional coaching, this quality of a talent magnet could be seen within the

empowering conversations between the coach and coachee (Barr & Van Nieuwerburg, 2015). The role of a coach in any field is to dampen self-doubt and discomfort, while supporting the coachee in an effort to strengthen their skillset (Gallwey, 1977; Mouton, 2016).

The liberator participants, IC04, IC02, and IC15, are individuals that create a safe environment to take risks. Liberators “create an intense environment that requires people’s best thinking and work” (Wiseman, 2017, p. 95). They encourage open dialogue of all members involved in the conversation and model reflection when mistakes are made rather than passing judgement or penalizing others (Wiseman, 2017). The liberator approach to leadership can be likened to an instructional coach as pivotal qualities of this role are to foster relationships and build trust (The Center for Comprehensive School Reform and Improvement, 2007; Tompkins, 2018), establish non-judgmental relationships built on mutual trust and respect (Tompkins, 2018), and encourage transparent communication without judgment (Knight, 2011a). Participant IC06 represented a balance between these two disciplines, showcasing her ability to support the coachee to build confidence in areas that they are already conditioning (Barr & Van Nieuwerburg, 2015; Gallwey, 1977; Mouton, 2016) as well as her development of a safe place to take chances and feel comfortable with open dialogue (Knight, 2011a; The Center for Comprehensive School Reform and Improvement, 2007; Tompkins, 2018). The qualities of a talent magnet and liberator are vital to the role of an instructional coach. An instructional coach should not be viewed as someone sent to correct the weaknesses of others, but rather a reflection partner to serve as their ally (Aguilar, 2013; Johnson, 2015; McGatha et al., 2018). This individualized support is fostered by

engaging in critical conversations reliant on trust and respect (Barr et al., 2015; Knight, 2016; The Center for Comprehensive School Reform and Improvement, 2007; Tompkins, 2018).

Shifts in the Focus of the Instructional Coaches

As the instructional coaches began to describe their role, they all reflected on their goal of assisting others to achieve their goals. This is in alignment with the two primary focuses of an instructional coach which are to foster learning (McGatha et al., 2018) and ignite change (Tompkins, 2018). The coaches used phrases such as “My position is to build capacity in each person...” (IC15) and “I’ve built capacity with the teachers...” (IC02) on their preliminary survey to describe the role they serve as a multiplier in their building. The coaches often serve in many capacities within their buildings (Killion & Harrison, 2017); they understood that an encouraging relationship built on trust and respect is necessary for a productive relationship with the teachers they support (Toll, 2014; Tompkins, 2018). The instructional coaches within this study initially described building the capacity of others as their primary role. After receiving their Multipliers Self-Assessment results, a shift in their focus began to occur. The case study participants began to verbalize that their primary efforts needed to be on building their own capacity and leadership capabilities to, in turn, better support the teachers. At this point, the instructional coach responses began to shift towards how they need to adapt their practices in order to better support their teachers. Their responses in their follow-up reflections included, “I need to improve in several areas...” (IC04) and “In order to develop as a leader, I will focus on...” (IC06). This reflection is in alignment with Cherkowski’s (2018) suggestions of reflection to better support others:

Am I seen? Do I see others? (being known); Am I contributing my strengths? Do I help others to contribute their strengths? (difference-making); Am I learning and growing? Do I help others to learn and grow? (professional learning); Am I seeking feedback? Do I give feedback? (appreciation and acknowledgment) (p. 8).

The instructional coaches involved in this study considered areas of strength and areas of weakness that they would like to improve in order to impact others. This further validates the multiplier perspective, not only when considering the teachers, they support, but also when considering their own potential areas of growth as an instructional coach.

Giving and Receiving Feedback

The participants considered how they provide and how they acquired feedback; they also experienced the act of getting feedback on themselves. The coaches in this study divulged that they primarily provide written feedback, however verbal feedback was widespread, as well. Brookhart and Moss (2015) stated feedback should encompass three components to encourage change: details, reflection, and dialogue. Feedback should be positive and factual (Brookhart & Moss, 2015). IC04 aligned with this principle stating, “All of my feedback is based on data.” Consistent with the idea of supportive transparency, IC15 elaborated in the preliminary open-response survey, “Feedback is done through verbal and written communication, concentrating mainly on the area that needs to be addressed based on facts and not opinions.” The next element of feedback is to inspire reflection (Brookhart & Moss, 2015). Stated in the preliminary open-response survey, IC01 explained,

For coaching cycles, we meet ahead of time prior to observation. I provide feedback using the tool agreed upon in the pre-conferences. We look at the data

together and I guide the teacher using questions to help him/her develop their next steps and conclusions based on the data.

By using an agreed-upon instrument to document the observation, the coach and coachee are able to establish a shared goal of the feedback exchange and become collaborative partners in establishing next steps (Glickman, 2002). IC01's explanation further aligned with Glickman's (2002) 10 approaches of instructional leaders, which includes "listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing" (p. 39).

Finally, the instructional coaches addressed the final component of professional feedback, dialogue (Brookhart & Moss, 2015). Dialogue was addressed within all seven participants' responses either in the preliminary open-response survey or the focus group discussion. One participant, IC15, responded in her written response, "Respect is always given to the individual in a comfortable environment; ensuring that I am a good listener takes priority and ensuring the feedback is related to the area in discussion."

The feedback practices of all seven case studies support Wiseman's multiplier model (Wiseman, 2017; Wiseman et al., 2013) and Dweck's mindset theory (2016) and further established a relationship in which both the teachers and the instructional coaches communicated the ability to learn and grow from each other. Wiseman (2017) states

Multipliers have a rich view of the intelligence of the people around them. They don't see a world where just a few people deserve to do the thinking....they see that their job is to bring the right people together in an environment that liberates everyone's best thinking-and then get out of their way and let them do it (p. 19).

Initially, when asked about their roles of instructional coaching, all seven individuals elaborated on how they support the growth of others. Once each participant received their results from the Multipliers Self-Assessment, they each reflected on ways their practices could have impeded the growth of the teachers they support and changes they would make in order to more effectively coach others. Wiseman (2017) stated, “To grow people around you, you need to play in a way that invites others to play big. I think you’ll find that as you bring out the best in others, you also bring out the best in yourself” (p. 284).

A Desire for Administrator Feedback

When addressing how they received feedback, two participants in the case study revealed that the feedback they received could be described as minimal at best. Feedback is a vital component of the role of an instructional coach (Chapman & Mitchell, 2018; McGatha et al., 2018; Stone and Heen, 2014). Feedback allows others to consider their actions from a different position (Stone and Heen, 2014). As this behavior has not been modeled for them, the coaches are unaware of the widespread impact they are having on others, both as a way of building the capacity of teachers or stifling their growth (Killion, 2019; Knight, 2011). While it was not the intention of this study, further research on instructional coach feedback is encouraged. Explicit feedback is necessary for the coaches’ continuous growth (Killion et al., 2012).

Next Steps to Utilize Their Results

One strategy suggested by the Wiseman Group (2012) to best utilize the Multipliers Self-Assessment Report is to “Top off a strength. Leaders with a small number of strengths are viewed more highly than leaders who have a broad base of

capabilities” (p. 2). This involves finding the area in which one scored the highest and concentrating on making that discipline even stronger. An additional strategy is to focus on any one discipline and concentrate on strengthening the multiplier skills in that one area. The area chosen could be selected based on an individual’s “personal circumstances, abilities, and interests” (Wiseman et al., 2013, p. 154).

As participants reflected on the results of their Multipliers Self-Assessments, an internal struggle arose between feedback focused on personal leadership tendencies versus their perceived expectations of the role of an instructional coach. This is not uncommon, Wiseman (2017) states,

While we may personally aspire to being a Multiplier, few of us are the sole leader of our enterprise. When it comes to leading, most of us have other leaders with whom we work and coexist, who either aid or interfere with our new habits and our best attempts to create a hospitable work environment (p. 248).

This conflict could be due to a lack of clear expectations from administration that are necessary to optimize the role of an instructional coach. These expectations include a shared understanding of the role, how the coaches and teachers will interact, and how the instructional coach will manage her time (Knight, 2016). Dialogue between the instructional coach and administration regarding achievement, instruction, and a plan of action is also necessary (Sweeney & Mausbach, 2019). This lack of clarity, as well as the lack of critical feedback (Killion et al., 2012) created an environment in which participants expressed feeling uncertain of the freedom they have within their role.

Summary

This research brought four major findings to light. First, the consistency of the talent magnet and liberator disciplines as the leadership tendencies of all of the case study participants. Second, the realization of all seven instructional coaches that they need to take a reflective inventory of their leadership traits and consider how they can further empower others to continue to grow their potential. Third, the expressed need for clear feedback from their administrators to continue their growth as instructional coaches. Fourth, the internal struggle all of the instructional coaches felt between the multiplier or growth mindset tendencies they strive for being in conflict with the diminisher or fixed mindset expectations they feel are implied with their position.

The findings of this research were all a result of the case study participants receiving feedback on their multiplier traits and the effect this new knowledge will have on their perceptions of their future influence on others. With this new understanding, the participants were able to establish their next steps and reframe their role as an instructional coach. As Covey (2017) wrote, this awareness has the potential to have a positive impact on the leadership traits of the instructional coaches:

I have great confidence in the good that can come from such an approach to leadership in your team and in your entire organization. Just imagine what would happen to our world if every leader on the planet took one step from Diminisher to Multiplier. It can be done (p. XV).

Limitations of the Study

The researcher has identified five possible limitations to this study that may have had an impact on the findings. The first potential limitation of this study was the

comradery the researcher has with the participants. The familiarity with the participants, as well as the experiences the researcher has within the field of instructional coaching, could lead the researcher to make assumptions based on previous personal experiences. To confirm the findings of this research and avoid the reliance of prior experiences, the researcher utilized methodological triangulation, data set triangulation and investigator triangulation. Throughout the research process, the researcher also made multiple attempts to establish a comfortable environment for transparent conversation. The participants were informed they always had the freedom to withdraw at any point and when participants opted not to respond in the intended time period, they were not contacted further. While this relationship may have still impacted the transparency, the researcher made every effort to decrease their influence on the findings.

The second potential limitation of this study is the generalizability of the findings beyond this particular setting due to the fact that all participants in this study were employed within the same school district in the Southeastern region of the US. All of the case study participants served in the instructional coach capacity for at least two years in the school district where this research was conducted. During this time, all seven individuals received similar training, circumstances, and expectations. The common experiences that the participants encountered in this district could have an impact on the findings of this study and the findings should not be generalized beyond these participants.

Next, the number of participants for this study was also limited. The entire population of instructional coaches in this school district consisted of 26 Title I funded instructional coaches that served in this position throughout the 2019-2020 school year.

From the original 26 coaches that were invited to participate, only seven continued through all three phases of the study. Although there were various reasons for the instructional coaches to excuse themselves from the study, the limited number of participants restricted the perspective present in the research.

Gender may have also limited the insights that arose through this research. The entire population of Title I funded instructional coaches that served in this position throughout the 2019-2020 school year in the participating school district were all female. This is not a variable that could have been altered, however this does limit the perspective for this research to one gender.

Finally, the COVID-19 pandemic caused unforeseen limitations. Due to the remote learning environment and added responsibilities during this time within the participating school district, appropriate approval to conduct the study was delayed. The original plan was for data to be collected during the summer, typically a time of fewer responsibilities and disruptions for the academic coaches. As a result of the pandemic delaying the research approval, data collection was moved to late summer just before the new school year was to begin. This limited the availability for some of the potential participants due to the additional time commitment required of academic coaches in beginning a new school year. Additionally, due to the pandemic social distancing requirements, all focus group discussions and one-on-one interviews were conducted using the video conferencing platform, Zoom. This may have impacted the comfort level of participants and their willingness to share openly while managing the technology aspect of muting and unmuting their computer microphones.

Recommendations for Future Research

Throughout this research process, the findings and discoveries have sparked considerations for further research. Additional research should be considered for the following:

1. A duplication of this study should be conducted during a time period when instruction is not occurring remotely to determine if the results would vary. While this study was conducted, the COVID-19 pandemic and social distancing precautions caused the participating school district to make the decision to begin the school year with remote learning. During the data collection phase of this study, the instructional coaches involved were also trying to grapple with coaching in a virtual setting. These considerations could have impacted the outcome of this study. Therefore, a consideration for future research should be to conduct this study again at a point when students and teachers are working on-site.
2. A replication of this study using a more in-depth measurement tool from the Wiseman Group should be considered. At the time of this study, the Wiseman Group (2019) had four assessments available for purchase in addition to the Multipliers Self-Assessment. The remaining assessments include the Multipliers 360 Assessment, the Utilization Index Assessment, the Team Aggregate 360 Assessment Report, and the 1-on-1 Coaching Session for 360 Assessment (Wiseman Group, 2019). Each of these assessments could provide a different perspective into multiplier or diminisher tendencies, so additional research using some or all of these assessments should be considered.

3. A replication of this study should be considered using a population of instructional coaches with different levels of experience and/or training. The population of instructional coaches originally contacted for participation in this study had all completed at least one full school year of instructional coaching. The participants that were used as case studies all had between 2 and 8.5 years of instructional coaching experience. By duplicating this study with coaches with 0-1 year of experience as well as coaches with 10 or more years of experience, different points of view could be discovered.
4. A duplication of this study in settings outside of the southeastern United States or where instructional coaching has been defined differently could add to the findings. Instructional coaching is a research based practice, however there are many inconsistencies (Kraft et al., 2018). By investigating how receiving feedback on their multiplier traits affects instructional coaches' perceptions of their influence on others in different regions of the country or when coaching is defined differently could bring insight into the different perspectives of instructional coaches.
5. Consideration should also be given to conduct a study across multiple districts in order to find the commonalities and differences of the role of instructional coaching within each setting. This will also allow an investigation of a possible correlation between the diverse responsibilities of the instructional coach and their multiplier or diminisher tendencies.
6. Future research should be considered to investigate the feedback instructional coaches are receiving from their evaluators and/or administration. The participants in this

- study voiced a void in the feedback they received from their administration. This feedback could further inform instructional coaching practices.
7. Additional research using the Multipliers Self-Assessment with additional and varied instructional coaches could bring insight to determine if the consistency of the talent magnet and the liberator disciplines continues.

Implications of the Study

While there is still limited research of instructional coaching and mindset theory (Stenzel, 2015), Knight (2011b) validated the need for instructional coaches to hold a growth mindset by establishing that an instructional coach's interaction with teachers is dependent on their mindset. Those with a fixed mindset will not put forth the effort to work alongside a struggling teacher while instructional coaches with a growth mindset will continue to support teachers as they grow in their craft (Knight, 2011b). This study not only considered the mindset of the instructional coaches, but also the multiplier or diminisher tendencies (Wiseman, 2017). This research brings forth an awareness of the multiplier disciplines of instructional coaches and the impact that holding a growth mindset has on those being supported.

Throughout this study, instructional coaches received tailored feedback about their multiplier and/or diminisher qualities as referenced on their Multipliers Self-Assessment (Wiseman Group, 2012). The instructional coaches were also given the opportunity to reflect on their influences on the teachers with whom they interact. This process provided the instructional coaches with the opportunity to reflect on how they could further affect the teachers within their buildings, which could, in turn, proved

impactful for the instructional practices and the students' learning. Participant IC04 responded in her preliminary survey:

Instructional Coaching is not for everyone. Coaching is, however, for those who dare to take a stand and make a difference. As an Instructional Coach I had to be strong enough to withstand the invisible power punches that came my way. Typically, many of my teachers "knew it all" and did not want to be coached. However, once they realized that I was "friend" not "foe", they came around and began to appreciate the fresh and wonderful knowledge I brought to them. Today I am happy to be an effective coach that works diligently to build positive relationships, trust, and to make a positive difference.

As instructional coaches reflect on their roles, this research confirms the need for an emphasis on continual instructional coach professional development. The instructional coaches must grow themselves in order to be reliable resources for others.

Finally, this study affirms the need for a clear understanding of the impact of instructional coaches on instructional practices and also on school culture. The instructional coaches influence many components of leadership within a building and further understanding of their influence is needed. This research affirms the need for transparency between instructional coaches and their administrators or evaluators. These relationships must include open dialog on the expectations of the position of instructional coach and the expectations for the interactions of the coach and teachers. This awareness would limit the ambiguity that is currently present between the instructional coach's personal leadership tendencies and their perceived expectations of the position. This transparency will also foster clear and open dialogue for the instructional coach so there

could be timely and constructive feedback. As the instructional coaches continue to improve, so will their impact on instruction and the culture of continuous improvement within the building.

Dissemination of the Findings

The findings of this study will be shared initially with faculty at Columbus State University, the administration of the school system where the research was conducted, and the Wiseman Group. At Columbus State University, this study could further inform educator support of the importance of the mindset theory (Dweck, 2016) and multiplier model (Wiseman & McKeown, 2010). The administrators of the school system where the research was conducted will also be privy to the research because this study could inform them of a need for systematic feedback for their instructional coaches. Finally, this study will also be disseminated to the Wiseman Group. Conversations between the researcher and the Wiseman Group have occurred throughout the dissertation process. The researcher will share the findings via email to gauge future interest in investigating instructional coaches for the purposes of the multiplier model research. Additional instructional coaching outlets will also be considered for dissemination.

Conclusion

Receiving feedback on their Multiplier traits affected the instructional coaches' perceptions of their influence by encouraging them to consider the impact of their interactions. The seven individuals examined in this qualitative multicase study truly valued the results of the Multipliers Self-Assessment because it provided them a perspective they had been lacking. Once the instructional coaches became aware of their multiplier or diminisher tendencies, they each began to consider how they could better

use this information to alter or enhance their coaching relationships. One example of this realization can be found in IC01's reflection response. After receiving her results, instructional coach IC01 elaborated:

I have the ability to help teachers become the best teacher they can be. When I am working to bring out the intelligence by building capacity within each of my teachers, I can make a huge impact on the teachers I support. They can continue to grow and develop their skill sets in a way that helps them not only become better teachers themselves, but also to have the capacity to help others to grow in their teaching and learning. If I, as a coach, focus on sharing my intelligence and knowledge with others in a way that doesn't play on their strengths, however, I can actually diminish their growth. Teachers become dependent on my knowledge to plan and teach, making them unable to sustain that change without my support. This depletes not only that teacher's capacity, but also keeps the school's capacity as a whole from increasing.

The thoughts and feelings conveyed within this quote are shared similarly by all seven participants. All seven case studies honor the weight of their role, including their responsibilities as an instructional coach and the impact they have within their buildings. Receiving this feedback from the Multipliers Self-Assessment inspired them to reflect on their behaviors and capabilities to inspire change.

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APPENDICES

Appendix A

Initial Email To Instructional Coaches to Share Consent Form

Dear Instructional Coaches,

I am reaching out to you in pursuit of participants for my study with Columbus State University entitled Implications for instructional coaching using mindset theory and the multiplier model. To summarize the process, if you agree to participate, you will:

- Begin by answering a few preliminary questions in a Google Form.
- Next, each participant will take the Multipliers Self-Assessment. The Multipliers Self-Assessment includes 75 questions that will provide each participant with a general understanding of how you multiply or diminish the intelligence of those you interact with.
- After the completion of the Multipliers Self-Assessment, you will be asked to reflect on your results of the Multipliers Self-Assessment by answering a few reflection questions.
- Next, some participants will be asked to engage in a focus group.
- Finally, a couple of participants will be asked to take part in one-on-one interviews.

This entire process will take place in approximately 1-3 hours spread over the duration of 14-30 days. Please be aware that all involvement in this study should take place outside of your work contract hours. Within the consent you will be asked to provide a personal email address, which is how all future interactions will take place.

Please be transparent in your responses, pseudonyms will be used in all written reports to protect you and any other participants. Your name, participation, or identifying factors will never be used in this study, nor will any of the responses on the Google Forms or interviews be made public outside of this research.

***It is important to emphasize that your participation in this study is completely voluntary and you have the right to withdraw yourself at any time. There will be no penalty or repercussion if you opt not to participate.*

If you would like a more detailed description, as well as to provide or decline consent, please see the following consent form: <https://forms.>

If you would like to provide or decline consent, please do so by **July 24th**.

Thank you for your consideration,
Katie Breedlove

Appendix B

Initial Web-based Informed Consent Form Google Form



Informed Consent Form

You are being asked to participate in a research project conducted by Kathryn (Katie) Breedlove, student in the Curriculum and Instruction Educational Doctorate Program at Columbus State University. This process will be overseen by Dr. Jan Burcham.

I. Purpose:

The purpose of this project is to explore the perspectives instructional coaches experience as they gain insight on their multiplier traits. This study will allow instructional coaches to reflect on the process of receiving information about their influences on others and elaborate on practices that may be reinforced, questioned, or changed based on their interpretations of their Multipliers Self-Assessment results. In turn, by gaining knowledge of themselves, the participants may become more aware of characteristics that have the potential to cause or to eliminate obstacles in their collaboration with teachers (Glickman, 2002).

II. Procedures:

Instructional coaches will indicate their willingness to participate in this study by submitting the Web-based Informed Consent Form to the researcher using Google Forms. Next, over a period of 14 days, all participants will begin by responding to six preliminary open-response questions which will take roughly 10 to 15 minutes, depending on your level of detail. Next, all participants will complete the Multiplier Self-Assessment (Wiseman Group, 2012). A link to the Multipliers Self-Assessment will be sent to each participant by the Principal Investigator within an email including detailed instructions of the procedures and links necessary. This self-assessment includes 75-questions utilizing a five-point Likert response-scale with 1 representing "Rarely or not at all like you" and 5 representing "One of the clearest examples of this". This self-assessment could take about 10 to 20 minutes. After all participants have received their Multiplier Self-Assessment Results Report (Wiseman Group, 2012), they will then complete two follow-up reflection questions, which could take 15 to 20 minutes. All data, surveys and responses, correspondence, and notes associated with this study will be stored on a password protected google drive for five years to allow for additional research. Only the researcher will have access to the password protected google drive. After five years, all data will be securely deleted. To delete files from the researcher's Google Drive, the principal investigator will move all data from the Google Drive into the Google Trash. To finalize the removal of all files permanently, the principal investigator will empty the Trash.

III. Possible Risks or Discomforts:

There will be no risks involved with participating in this study. Participants may expect to experience some excitement or uneasiness when reflecting over their multiplier or diminisher tendencies. The researcher will attempt to neutralize any displeasure by trying to establish a judgment free environment.

IV. Potential Benefits:

Each instructional coach who participates in this study will receive a detailed report of how their responses lean towards specific multiplier or diminisher traits. This report will provide each participant with insight on how their behaviors are impacting others. Participating in this study will encourage reflection which could positively influence future instructional coaching practices.

V. Costs and Compensation:

There will be no compensation for participation. All costs required for the Multiplier Self-Assessment, \$25 per assessment, will be covered by the researcher.

VI. Confidentiality:

All information relating to this study will be kept confidential. All correspondence, notes, transcripts, and data collected for this study will be kept on the password protected Google Drive of the Principal Investigator, Kathryn Breedlove. All data collected will also be uploaded into Dedoose. Dedoose is a secure, password protected web-based computer software that assists the researcher in organizing and coding data. Prior to uploading all data within Dedoose, any identifiers (including names) will be eliminated, and an alternative code will be assigned to link all pieces of data from a given participant. There will be only one key aligning the participants with their alternate code, which will be kept on the researcher's password protected Google Drive to be accessed only by the researcher. Once all data has been submitted, the key will be securely deleted. Once the research study has been completed, all data will be downloaded from Dedoose and uploaded onto the researcher's password protected Google Drive. Only the researcher will have access to the password protected Google Drive. The data will be stored for 5 years on the researcher's password protected computer to allow for potential additional research. After the five year period, all data will be securely deleted from the researcher's computer.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Kathryn (Katie) Breedlove at [REDACTED] or [REDACTED]. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

* Required

I have read this informed consent form. If I had any questions, they have been answered. By selecting the "I agree" radial and "Submit", I agree to participate in this research project. *

- I agree
- I do not agree

Name of participant: *

Your answer

Personal email address to be used for future correspondence: *

Your answer

Submit

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Google Forms

Appendix C

Email to All Consenting Participants

Thank you for agreeing to participate in my study exploring the perspectives instructional coaches experience as they gain insight on their multiplier traits. This process will involve multiple steps that can be completed at your leisure during your involvement over the 14 to 30 day time period from July 24th to August 21st. Over this time, you will be given multiple opportunities to opt in to further participation or opt out to end your involvement. As a reminder, your participation is completely voluntary and you have the right to withdraw yourself at any time.


Please be aware that all involvement in this study should take place outside of your work contract hours. Please be transparent in your responses, pseudonyms or an alternative code will be used in all written reports to protect you and any other participants. Your name, participation, or identifying factors will never be used in this study, nor will any of these responses be made public outside of this research.

Throughout this study, communication will occur on Day 5, Day 10, and Day 13 using the personal email address that you submitted within your Initial Consent Form. This communication is only to ensure that you are not experiencing any technical difficulties completing the Google Forms or accessing the Multipliers Self-Assessment using the link found.

Within the first 14-days:

1. First, you will complete the preliminary open-response questions. This questionnaire includes six open-response questions that will require some time and thought regarding your role and perspective. This process could take as long as 10-15 minutes, depending on the level of detail that you include. This survey is available at: <https://forms.█>
2. Next, you will take the Multipliers Self-Assessment. This will include 75-questions utilizing a five-point Likert-scale with 1 representing “Rarely or not at all like you” and 5 representing “One of the clearest examples of this”. Please answer honestly as you reflect on how each statement applies to your role as an instructional coach. This could take you 10-20 minutes, dependent on how long you take to respond. If you have any problems accessing this self-assessment, please reach out to the researcher, Katie Breedlove, at █.
To access the survey, visit the following link to enroll and then complete the self-assessment:
<https://www.truscore.com/█>
3. Within minutes of completing the Multipliers Self-Assessment, you will receive your score totals including your score summary and your question scores. Please take an opportunity to read over the report and reflect on what this self-assessment has indicated.
4. Next, you will reflect on this process using the follow-up reflection questionnaire. These questions include two open-response questions for you to explain your thoughts and feelings throughout the process. Again, please be transparent. This

process could take as long as 15-20 minutes, depending on the level of detail that you include.

This questionnaire is available at: <https://forms.> 

Please complete these steps by August 7th.

Within the next few weeks, I may reach out to you to participate in a focus group and/or one-on-one interviews. Thank you again for your participation in my research.

Sincerely,
Katie Breedlove

Appendix D

Preliminary Open-Response Questions

Preliminary Open-Response Questions

* Required

Name *

Your answer

How would you describe your role as an instructional coach in your building?

Your answer

Multipliers and Diminishers:

“Multipliers: These leaders are genius makers who bring out the intelligence in others. They build collective, viral intelligence in organization.

Diminishers: These leaders are absorbed in their own intelligence, stifle others, and deplete the organization of crucial intelligence and capability” (Wiseman, 2017, p. 32).

Using the definition of a multiplier and a diminisher, what are your perceptions of the impact you have on those that you support?

Your answer

How do you give feedback? (Modified from Cherkowski, 2018)

Your answer

How do you seek feedback? (Modified from Cherkowski, 2018)

Your answer

Please include any additional thoughts or feelings of this process that you would like to share.

Your answer

Submit

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Google Forms

Appendix E

Follow-up Reflection

Follow-up Reflection

* Required

Name *

Your answer

Please provide a word or phrase to describe your initial reaction to your Multiplier Self-Assessment Results.

Your answer

Please reflect on your experience of receiving your Multiplier Self-Assessment Results Report. This may include: elaborating on your initial reaction word or phrase, results that you agree with, results that you disagree with, anything that may have surprised you, as well as, thoughts for how you will reinforce and/or alter your role as an instructional coach?

Your answer

If requested, would you be willing to participate in a focus group discussion if your schedule allows? The focus group will last approximately 30 minutes to 90 minutes and will be scheduled based on the needs of the majority of the participants. *

Yes

No

Submit

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Google Forms

Appendix F

Invitation to Participate in the Zoom Focus Group

Thank you for your participation in my study, your time and effort are truly appreciated. I would like to invite you to participate in a focus group to further discuss this process. To attend to the social distancing suggestions, the focus group will occur virtually using video conferencing on the Zoom platform. A focus group is a structured conversation that will include multiple participants. I will attempt to schedule the focus group to meet the needs of the majority of the participants.

Please provide your consent and availability by **completing this brief form by Wednesday, August 12th**: <https://forms.████████████████████>

All participants will be notified of the scheduled meeting on Thursday, August 13th.

Thank you,
Katie Breedlove

Appendix G

Focus Group Consent and Availability Survey

Focus Group Consent Form

You are being asked to participate in a research project conducted by Kathryn (Katie) Breedlove, student in the Curriculum and Instruction Educational Doctorate Program at Columbus State University. This process will be overseen by Dr. Jan Burcham.

I. Purpose:

The purpose of this project is to explore the perspectives instructional coaches experience as they gain insight on their multiplier traits. This study will allow instructional coaches to reflect on the process of receiving information about their influences on others and elaborate on practices that may be reinforced, questioned, or changed based on their interpretations of their Multipliers Self-Assessment results. In turn, by gaining knowledge of themselves, the participants may become more aware of characteristics that have the potential to cause or to eliminate obstacles in their collaboration with teachers (Glickman, 2002).

II. Procedures:

Instructional coaches will indicate their willingness to participate in this study by submitting the Web-based Informed Consent Form to the researcher using Google Forms. Next, over a period of 7 days, a focus group will be conducted with a subgroup of the participants selected utilizing the results from the Multipliers Self-Assessment. This focus group will be scheduled to accommodate the selected participants and could take 30 to 90 minutes. The focus group would occur at a mutually agreed upon location and time or by video conferencing if social distancing is still required, in which case they would occur via video conference. All data, surveys and responses, correspondence, and notes associated with this study will be stored on a password protected google drive for five years to allow for additional research. Only the researcher will have access to the password protected google drive. After five years, all data will be securely deleted. To delete files from the researcher's Google Drive, the principal investigator will move all data from the Google Drive into the Google Trash. To finalize the removal of all files permanently, the principal investigator will empty the Trash.

III. Possible Risks or Discomforts:

There will be no risks involved with participating in this study. Participants may expect to experience some excitement or uneasiness when reflecting over their multiplier or diminisher tendencies. The researcher will attempt to neutralize any displeasure by trying to establish a judgment free environment.

IV. Potential Benefits:

Each instructional coach who participates in this study will receive a detailed report of how their responses lean towards specific multiplier or diminisher traits. This report will provide each participant with insight on how their behaviors are impacting others. Participating in this study will encourage reflection which could positively influence future instructional coaching practices.

V. Costs and Compensation:

There will be no compensation for participation. All costs required for the Multiplier Self-Assessment, \$25 per assessment, will be covered by the researcher.

VI. Confidentiality:

All information relating to this study will be kept confidential. All correspondence, notes, transcripts, and data collected for this study will be kept on the password protected Google Drive of the Principal Investigator, Kathryn Breedlove. All data collected will also be uploaded into Dedoose. Dedoose is a secure, password protected web-based computer software that assists the researcher in organizing and coding data. Prior to uploading all data within Dedoose, any identifiers (including names) will be eliminated, and an alternative code will be assigned to link all pieces of data from a given participant. There will be only one key aligning the participants with their alternate code, which will be kept on the researcher's password protected Google Drive to be accessed only by the researcher. Once all data has been submitted, the key will be securely deleted. Once the research study has been completed, all data will be downloaded from Dedoose and uploaded onto the researcher's password protected Google Drive. Only the researcher will have access to the password protected Google Drive. The data will be stored for 5 years on the researcher's password protected computer to allow for potential additional research. After the five year period, all data will be securely deleted from the researcher's computer.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Kathryn (Katie) Breedlove at [REDACTED] or [REDACTED]. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

* Required

Name of participant: *

Your answer _____

I have read this informed consent form. If I had any questions, they have been answered. By selecting the "I agree" radial and "Next", I agree to participate in this portion of the research project. *

- I agree
- I do not agree

Next

Focus Group Consent Form

* Required

Focus Group Availability

Thank you for agreeing to participate in this study. Please provide your availability below, a time that can accommodate the most people will be selected.

Please include your availability to participate in a focus group below. Conversations should last roughly 30 minutes to 90 minutes. The individual day and time with the most votes will be selected and all Focus Group participants will receive an invitation. (Please check all that apply)

	1:00 pm (available Sat. & Sun. only)	2:00 pm (available Sat. & Sun. only)	3:00 pm (available Sat. & Sun. only)	4:00 pm (available Sat. & Sun. only)	5:30 pm	6:00 pm	7:00 pm	8:00 pm
Friday, Aug. 14th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday, Aug. 15th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday, Aug. 16th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monday, Aug. 17th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday, Aug. 18th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday, Aug. 19th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday, Aug. 20th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If requested, would you also be willing to participate in a one-on-one interview? The interview should take approximately 30-60 minutes and will be scheduled based on your availability. *

- Yes
- No

Back

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Google Forms

Appendix H

Semi-structured Focus Group Questions

- Please take a moment and share your thoughts and feelings on this process.

(Modified from Dweck, 2016)

- When you were reviewing your results, which was more important to you: the score summary or the question scores? Why?

(Modified from Cherkowski, 2018)

- In your role as an instructional coach, how do you seek feedback?
- In your role as an instructional coach, how do you give feedback?
- How are you currently contributing to your strengths?
- How are you currently helping others contribute to their strengths?
- How are you learning and growing?
- How are you helping others learn and grow?

Appendix I

Invitation to Participate in the One-On-One Interview Virtually on Zoom

Thank you again for your participation in the Multipliers Self-Assessment and the focus group. Your responses have really contributed to this study. I would appreciate talking with you virtually in a one-on-one setting on Zoom to further elaborate on some of your responses and ideas. This virtual conversation will be scheduled based on your availability, and it should take approximately 30 minutes to 1 hour. If you are willing to participate, please respond using the link below to indicate when you are available, and we will establish a time that is convenient for both of our schedules.

Please provide your consent and availability by completing the following form:
<https://forms.> [REDACTED]

Thank you,
Katie Breedlove

Appendix J

One-On-One Interview Consent and Availability Survey

One-On-One Interview Consent Form

You are being asked to participate in a research project conducted by Kathryn (Katie) Breedlove, student in the Curriculum and Instruction Educational Doctorate Program at Columbus State University. This process will be overseen by Dr. Jan Burcham.

I. Purpose:

The purpose of this project is to explore the perspectives instructional coaches experience as they gain insight on their multiplier traits. This study will allow instructional coaches to reflect on the process of receiving information about their influences on others and elaborate on practices that may be reinforced, questioned, or changed based on their interpretations of their Multipliers Self-Assessment results. In turn, by gaining knowledge of themselves, the participants may become more aware of characteristics that have the potential to cause or to eliminate obstacles in their collaboration with teachers (Glickman, 2002).

II. Procedures:

Instructional coaches will indicate their willingness to participate in this study by submitting the Web-based Informed Consent Form to the researcher using Google Forms. The final phase of this study is one-on-one interviews. These interviews will be conducted with a small group of selected participants. These one-on-one interviews will be scheduled individually to accommodate the schedule of each interview participant. These one-on-one interviews would vary but could require 30 minutes to 1 hour. The one-on-one interviews would occur at a mutually agreed upon location and time or by video conferencing if social distancing is still required, in which case they would occur via video conference. All data, surveys and responses, correspondence, and notes associated with this study will be stored on a password protected google drive for five years to allow for additional research. Only the researcher will have access to the password protected google drive. After five years, all data will be securely deleted. To delete files from the researcher's Google Drive, the principal investigator will move all data from the Google Drive into the Google Trash. To finalize the removal of all files permanently, the principal investigator will empty the Trash.

III. Possible Risks or Discomforts:

There will be no risks involved with participating in this study. Participants may expect to experience some excitement or uneasiness when reflecting over their multiplier or diminisher tendencies. The researcher will attempt to neutralize any displeasure by trying to establish a judgment free environment.

IV. Potential Benefits:

Each instructional coach who participates in this study will receive a detailed report of how their responses lean towards specific multiplier or diminisher traits. This report will provide each participant with insight on how their behaviors are impacting others. Participating in this study will encourage reflection which could positively influence future instructional coaching practices.

V. Costs and Compensation:

There will be no compensation for participation. All costs required for the Multiplier Self-Assessment, \$25 per assessment, will be covered by the researcher.

VI. Confidentiality:

All information relating to this study will be kept confidential. All correspondence, notes, transcripts, and data collected for this study will be kept on the password protected Google Drive of the Principal Investigator, Kathryn Breedlove. All data collected will also be uploaded into Dedoose. Dedoose is a secure, password protected web-based computer software that assists the researcher in organizing and coding data. Prior to uploading all data within Dedoose, any identifiers (including names) will be eliminated, and an alternative code will be assigned to link all pieces of data from a given participant. There will be only one key aligning the participants with their alternate code, which will be kept on the researcher's password protected Google Drive to be accessed only by the researcher. Once all data has been submitted, the key will be securely deleted. Once the research study has been completed, all data will be downloaded from Dedoose and uploaded onto the researcher's password protected Google Drive. Only the researcher will have access to the password protected Google Drive. The data will be stored for 5 years on the researcher's password protected computer to allow for potential additional research. After the five year period, all data will be securely deleted from the researcher's computer.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Kathryn (Katie) Breedlove at [REDACTED] or [REDACTED]. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

* Required

Name of participant: *

Your answer

I have read this informed consent form. If I had any questions, they have been answered. By selecting the "I agree" radial and "Next", I agree to participate in this portion of the research project. *

- I agree
- I do not agree

Next

One-On-One Interview Consent Form

One-On-One Interview Availability

Thank you for agreeing to participate in this study. Please provide your availability below. Together, you and I will establish a time that is conducive to both of our schedules.

Please include your availability to participate in a one-on-one interview below. Interviews should take approximately 30-60 minutes and will be scheduled based on your availability. If possible, please select dates on or before Aug. 28th. If that does not work with your availability, we can investigate further. My availability includes all day on Sat. & Sun, after anytime after 5:30 on Mon.-Friday

Your first choice:

Date Time
mm/dd/yyyy : AM ▾

Your second choice:

Date Time
mm/dd/yyyy : AM ▾

Your third choice:

Date Time
mm/dd/yyyy : AM ▾

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Appendix K

Semi-structured One-On-One Interview Questions

(Modified from Humphrey, 2017)

- To begin, what were you expecting the results to be before seeing the actual results?
- Were there any areas that you thought would initially score high or would score low?
- In what ways, if any, do you feel the Multipliers Self-Assessment was helpful?
- How has the feedback affected your perceptions of the interaction/engagement with others that you coach, work for, or rely on?
- With what areas of the feedback did you more strongly agree and why?
- With what areas of the feedback did you more strongly disagree and why?
- Overall, what is your impression of the relevance of the feedback to your job?
- What steps do you plan to take in order to address the feedback and why?
- In what ways do you anticipate these changes that you will implement, if any, will impact your relationships with others?
- Describe any limits or barriers that you anticipate to being able to fully address the areas identified for development and were the limits imposed by yourself or others?
- If you had the opportunity to address your feelings about the feedback, how would you describe the 'reasons' you were rated the way you were?

Appendix L

Roles of Instructional Coaches (Killion & Harrison, 2006)

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Chapter 2: Overview of roles

Summary coaching role framework, continued

Tool 2.1

page 2 of 3

[Back to Chapter 2 tools list](#)

Roles of Instructional Coaches

Role	Purpose	Responsibilities	Example
Resource provider	To expand teachers' use of a variety of resources to improve instruction.	<ul style="list-style-type: none"> Assist teachers in locating information, materials, examples of "best practice," assessments of student learning; Offer and recommend resource sites; Update staff about current practices; Find alternative teaching materials for differentiation of instruction. 	Gathers information and resources for teachers (e.g. articles, materials).
Data coach	To ensure that student achievement data is used to drive decisions at the classroom and school level.	<ul style="list-style-type: none"> Identify classroom, grade-level or departmental, and schoolwide trends; Support teachers in using data to improve instruction; Facilitate data conversations that analyze student learning and identify next steps. 	Works with individuals or groups to facilitate conversations around data-driven instructional decisions.
Instructional specialist	To align instruction with curriculum to meet the needs of ALL students.	<ul style="list-style-type: none"> Assist teachers in the selection and implementation of appropriate instructional strategies; Assist teachers in the implementation of differentiation strategies; Work with individuals and groups of teachers. 	Coaches teacher on methodologies or best practices that can be used to deliver content.
Curriculum specialist	To ensure implementation of adopted curriculum.	<ul style="list-style-type: none"> Prioritize content standards; Deepen teachers' content knowledge; Assist teachers in aligning the written, taught, and tested curriculum; Facilitate the creation of pacing guides; Assist teachers with standards, essential learnings, and assessments; Facilitate the integration of various curriculum content areas. 	Helps teacher to unpack required curriculum.
Classroom supporter	To increase the quality and effectiveness of classroom instruction.	<ul style="list-style-type: none"> Model effective instructional strategies; Co-plan or co-teach lessons; Observe and give feedback to teachers. 	Visits teacher's classroom to model, co-teach, or observe; conducts pre- and post-conferences with teacher to facilitate reflection.
Learning facilitator	To design collaborative, job-embedded, standards-based professional learning.	<ul style="list-style-type: none"> Coordinate learning opportunities for teachers; Design and facilitate training; Ensure that a variety of professional learning designs are used: study groups, lesson study, examining student work, classroom visitation. 	Assists with coordination and planning of effective professional learning at the school level.

Summary coaching role framework, continued

Tool 2.1

page 3 of 3

[Back to Chapter 2 tools list](#)

Role	Purpose	Responsibilities	Example
Mentor	To increase the instructional skills of the novice teacher and support schoolwide induction activities.	<ul style="list-style-type: none"> • Mentor new teachers or support the work of building-based teacher mentors; • Demonstrate lessons, co-teach, co-plan instruction; • Assist with "new-to-teaching" and "new-to-the-school" issues; • Assist with classroom management. 	Works with novice and induction-level teachers.
School leader	To work collaboratively (with formal and informal leaders) to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results.	<ul style="list-style-type: none"> • Facilitate or serve on leadership teams within the school; • Assist with coordination of services of all coaches or resource personnel; • Serve as another set of eyes for principal with change initiatives; • Facilitate alignment among individual teacher goals and school goals. 	Participates as a Learning Walk team member to monitor transfer of practice from professional learning into action.
Catalyst for change	To create disequilibrium with the current state as an impetus to explore alternatives to current practice.	<ul style="list-style-type: none"> • Introduce alternatives or refinements; • Make observations about current practice; • Ask the hard questions about current practices; • Engage teachers in Evaluation Think. 	Challenges current practices and provides support to teachers as they make changes.
Learner	To model continuous learning in order to keep current, be a thought leader in the school, and model reflecting on practices.	<ul style="list-style-type: none"> • Model attitudes and behaviors teachers need to be successful; • Model applications of learning; • Proactively advocate for their own learning opportunities; • Create their own learning communities. 	Continually updates own professional repertoire.

Appendix M

Learning Forward Consent Email to utilize Table 2.1 (Killion & Harrison, 2006)

Learning Forward

[ID: 2816] Katie, Thanks for your email

Inbox - Google Yesterday at 12:24 PM

LF

To: Katie Breedlove

Dear Katie,

Thank you for your email. Below is the information you submitted.

Regards,

Learning Forward

Name
Katie Breedlove
City and State
[REDACTED]
United States
Map It
Email
[REDACTED]
School/District/Organization
Columbus State University
Phone
[REDACTED]
Topic
Publications
How can we help?
I am currently writing my dissertation on the Implications for instructional coaching using mindset theory with Columbus State University. Within my Literature Review I am referencing two of Joellen Killion's books. I am seeking permission to duplicate your 2.1 from Taking the Lead- specifically the Roles of Instructional Coaches table outlining and summarizing the 10 roles of instructional coaches. I will provide all credit to Killion and Harrison. Please contact me with further questions or if you would like to discuss this further. Thank you. Katie Breedlove [REDACTED]

Christy Colclasure

2:28 PM

CC

Permission request

To: [REDACTED]

Hi Katie,

Learning Forward is pleased to grant you permission to use the following documents in your dissertation work. Please ensure that the following citation and credit line appear with your material. Used with permission of Learning Forward, www.learningforward.org. All rights reserved.

"Tool -2.1: The roles of instructional coaches," by Joellen Killion and Cindy Harrison, *Taking the Lead: New Roles for Teachers and School-Based Coaches*, 2006

Thank you for your interest in our work.

Christy Colclasure
Senior Associate, Member Services
Learning Forward
The Professional Learning Association



www.learningforward.org

Appendix N

CSU Institutional Review Board Approval and District Approval to Conduct the Study

CSU Conditional Approval:



Kathryn Breedlove [Student] [REDACTED]

Conditional Exempt Approval Protocol 20-084

CSU IRB <irb@columbusstate.edu>

Thu, Jun 25, 2020 at 4:11 PM

To:

Cc:

Institutional Review Board
Columbus State University

Date: 6/25/20

Protocol Number: 20-084

Protocol Title: Implications for instructional coaching using Mindset Theory and the Multiplier Model

Principal Investigator: Kathryn Breedlove

Co-Principal Investigator: Jan Burcham

Dear Kathryn Breedlove:

The Columbus State University Institutional Review Board or representative(s) has reviewed your research proposal identified above. It has been determined that the project is classified as exempt under 45 CFR 46.101(b) of the federal regulations. Conditional approval is granted pending the approval from the listed outside performance site(s).

Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or (706) 507-8634.

If you have further questions, please feel free to contact the IRB.

Sincerely,

[REDACTED]

Institutional Review Board
Columbus State University

District Approval, page 1:

July 16, 2020

Kathryn Breedlove
[REDACTED]

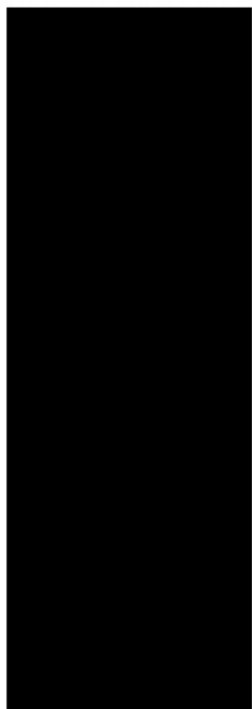
Re: Research Request

Dear Ms. Breedlove:

Your application to conduct research in our school system as part of your *doctoral* requirements from *Columbus State University* has been reviewed. It is the Department's understanding that you plan to examine, "*Implications of Instructional Coaching using Mindset Theory and the Multiplier Model*". Consideration was given to the description of your research project, proposed data collection procedures, instruments, and research timeline. Your research application meets the requirements of [REDACTED] Board of Education policy KEBA, Solicitation of Information. Therefore, your application to conduct research in [REDACTED] as described in your proposal has been approved subject to the conditions outlined below.

- Research may not interfere with students' instructional day, standard curriculum, and educational services.
- Research may not interfere with [REDACTED] employee work duties and responsibilities.
- The researcher must assume responsibility in conducting all aspects of the study including, but not limited to, recruitment, consent forms, and data collection.
- Participation in this study is completely voluntary. Employees, parents, and students who do not wish to participate have a right to refuse or withdraw consent. Principals may decline the opportunity for their schools to participate in the study at any time.
- Any student, staff, school, or district information should be used solely for completion of your research study. To preserve the privacy of students and employees, information collected must remain completely confidential. Pseudonyms for students, employees, schools, and this school district must be used in all reporting.
- All data collected must be used solely for the purpose articulated in your research application.

District Approval, page 2:



- If modifications or changes to your research procedures or instruments (as outlined in your application) become necessary during the research project, changes must be submitted in writing to the Facilitator of Research and Grants, [redacted] at [redacted] prior to implementation.
- After completing your research, you must submit a report to us detailing your findings and conclusions. Prior to publication, you must submit a copy of the finalized report to [redacted]
- After publication or completion of the research project, you must delete all data collected or received as result of this application.

I hope your research project goes well and the information you obtain will be beneficial to you and the students of [redacted]

Sincerely,



Director, Performance Analytics and Research

CSU Approval:



Kathryn Breedlove [Student] [redacted]

Conditional Exempt Approval Protocol 20-084

CSU IRB <irb@columbusstate.edu>

Tue, Jul 21, 2020 at 2:23 PM

To: [redacted]

Cc: [redacted]

Thank you, this form has been added to your file.

[redacted]
IRB Coordinator
Institutional Review Board
Columbus State University

Appendix O

Consent from The Wiseman Group to Utilize the Multipliers Self-Assessment

Original correspondence with Larry Wiseman:



Katie Breedlove [REDACTED]

Re: Katie Breedlove

24 messages

Larry Wiseman [REDACTED]

Wed, Jan 9, 2019 at 12:44 AM

To: [REDACTED]

Hi Katie,

What a pleasure it is to receive your email and hear your working on your Doctorate and would like to utilize our assessment. You have my permission to use our Accidental Diminisher Quiz.

Have you read Liz's HBR article, Managing Yourself, Bringing Out The Best in Your People?

We would love to have you share your results of your study. Keep us posted. I will share this with Liz.

All the best,

Larry Wiseman
COO, The Wiseman Group

[REDACTED]
www.RookieSmarts.com | www.MultipliersBooks.com | www.TheWisemanGroup.com

Further correspondence with Liz Wiseman suggesting the Multipliers Self-Assessment:

Liz Wiseman [REDACTED]

Thu, Jan 31, 2019 at 12:00 AM

To: [REDACTED]

Hi Katie,

I just wanted to wish you the best in your research project. I'm curious what you discover. Were you also aware that we have a full 75-question assessment that is far more thorough (more of an assessment and less of a quiz).. Let us know if you want to use this.

Thanks for reaching out and using the instrument.

Warmly,

Liz

Liz Wiseman

[REDACTED]
Twitter: @LizWiseman | thewisemangroup.com

Appendix P

Additional Information on the Multipliers Self-Assessment

Personal correspondence with Larry Wiseman:



Katie Breedlove [REDACTED]

Update on my research

Larry Wiseman [REDACTED]

Mon, Mar 8, 2021 at 6:24 PM

To: Katie Breedlove [REDACTED]

Hi Katie,

Good to hear from you and that's fantastic news to hear you're so close to your final defense and PHD. A very impressive accomplishment in my book.

I don't have the best answers for you but here's what I can share with you, see my responses below:

Wishing you all the best.

Larry Wiseman
COO, The Wiseman Group

On Fri, Mar 5, 2021 at 12:49 PM Katie Breedlove [REDACTED] wrote:

Hello Larry and Crystal!

I wanted to give an update on my research. I am so proud to say that I am hopefully WEEKS away from my final defense! It has been a long road and I truly appreciate you both supporting me throughout this process. I am getting some questions from my committee on the validity and reliability of the Multipliers Self-Assessment. I know that the last time that we communicated, Larry stated that this was not information that is disclosed. Is there any information that you do disclose? For example:

- Are there any other researchers that have utilized this assessment? Yes & No. We are a for profit business entity not a pure research firm. We only collaborate with our licensed partners who do do their own research. For example [REDACTED]
- Roughly how many times has this assessment been taken? 18,000+ times
- Do you have an approximate number of businesses that have utilized this assessment or research? Over 1,000
- Was this assessment used to inform the Multiplier Model? Yes
- Is there a way that this assessment is usually utilized? It is usually utilized as part of our Multipliers workshops to get a baseline of how the participants are leading, either like a Diminisher or Multiplier or somewhere on the spectrum between an extreme Diminisher or a full fledged Multipliers. Participants usually take the assessment before they start the workshop or webinar.
- Anything else about the assessment that is "open-knowledge" that you would be willing to shared for inclusion in my dissertation. I've attached our information sheet. If you'd like I could see about setting you up with a call with our training director, Alyssa Gallagher. It could only be for 30 minutes or less. She could provide some additional insights that might be useful.

Multiplier Assessments Info Sheet.pdf
833K