Instructional Coaching to Improve Equity Practices
for New Teachers

by
Chanda W. Bloom

Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education

May 2021

Goucher College
Graduate Programs in Education
Table of Contents

List of Tables i
Abstract ii

I. Overview 1
   Statement of Problem 3
   Hypothesis 3
   Operational Definitions 3

II. Review of the Literature 4
   Instructional Coaching 4
   Methods of Instructional Coaching 5
   Impact of Instructional Coaching 7
   Equity Practices 7
   Importance and Relevance of Equity in Education 8
   Methods of Improving Equity Practices 9
   Summary 11

III. Methods 13
   Design 13
   Participants 13
   Instrumentation 13
   Procedure 14

IV. Results 15
   Table 1 15
   Table 2 17
List of Tables

1. Table 1: Pre- and Post-Survey Results 15
2. Table 2: Question 13 Results 17
3. Table 3: Question 14 Results 18
Abstract

The purpose of this study was to determine whether instructional coaching techniques can be used to improve equity practices for new teachers. The measurement tool was a survey containing 13 items based upon the Equity Rubric designed by Elena Aguilar in her book *Coaching for Equity* (2020). This descriptive study involved the use of a pretest/posttest design to compare ratings before and after eight weeks of instructional coaching and professional development on equity practices was implemented with participants. Findings show that there was an increase in equity practices for new teachers after the coaching interventions were implemented. Small sample size and retrospective bias may have impacted results, and future research could consider conducting the study over a longer period of time starting at the beginning of the school year.

Key words: instructional coaching, equity, culturally responsive teaching
CHAPTER I
INTRODUCTION

Overview

American schools have always faced challenges when it comes to meeting the needs of both teachers and students; however, educational laws and changing social dynamics in America have increased many of the demands that school systems face. The Every Student Succeeds Act (ESSA) was passed in 2015, and this law is intended to hold schools accountable for how students achieve. According to the US Department of Education, one of the key provisions of the law is to “advance equity by upholding critical protections for America's disadvantaged and high-need students.” (US Department of Education, 2021, paragraph 8) As school systems have grappled with how to address the demands of this law, they have recognized the value of equity training for teachers and the need for professional development on how to create culturally responsive school environments.

As promising as the ESSA law may sound, there are great discrepancies in how equity practices are interpreted and implemented from state to state. For example, Chu (2019) conducted a study to analyze the 52 state and province plans related to ESSA and found that most states did not have a clear definition of what they mean by “equity.” In addition, Ling and Nasri (2019) conducted a systematic review of issues on equity in education and concluded that regardless of interventions and programs established in schools to promote greater equity for students, there are still many challenges that marginalized students face. These findings are compounded by social justice movements that have increased in recent years including Black Lives Matter, and LGBTQ activism. As these movements gain momentum, they permeate all facets of American life, and the school systems are not immune. These movements add relevance
and urgency to addressing the systemic racism that American schools have perpetuated for decades. The call for action in creating more equal and justice schools has been made loud and clear.

Another provision of the Every Student Succeeds Act (2015) is to increase teacher effectiveness. According to the law, schools should “increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders” (Every Student Succeeds Act, 2015, p.114). With this in mind, many school systems have increased teacher mentor programs and have begun employing instructional coaches to help train and retain new teachers. An effective instructional coaching program pairs highly qualified teachers with novice or struggling teachers to help them become more reflective and effective in their practices. Instructional coaches can be used not only to help teachers improve their instructional practices, but also to increase their equity lens to enhance their culturally responsive pedagogy.

This researcher is an experienced instructional coach and has a strong interest in increasing equity practices for teachers. New teachers are eager to employ the instructional practices and pedagogy they learned in college, but they often struggle with relationship building and creating a classroom environment that is culturally responsive. This is particularly true when teachers have different identity markers than the majority of the students they teach, such as differing racial, ethnic, or socioeconomic backgrounds. Although school systems are increasing professional development programs and trainings on equity practices, this researcher wondered whether individualized and targeted coaching on equity would lead to improved equity practices and more culturally responsive teaching for new teachers.
Statement of Problem

Across the United States, students of color and those from marginalized communities experience inequities such as lower academic achievement and challenges accessing resources compared to their White counterparts. The purpose of this study is to determine whether a qualified instructional coach can use specific strategies and tools to increase equity practices for new teachers.

Hypothesis

This is a descriptive study using survey methodology; therefore, a hypothesis will not be posited. Information on the impact of instructional coaching can be used as guidance for further teacher development.

Operational Definitions

For the purposes of this study, the following terms will be used and defined as they are used in this paper:

**Instructional Coaching**- a form of professional development where experienced teachers work as coaches to support teachers in need of refining their practices. Coaches provide individual and specific feedback on their client’s instructional practices.

**Educational Equity Practices**- instructional actions and resources teachers provide to students to ensure that each child receives whatever they need to develop to their full academic and social potential.

**Culturally Responsive Teaching**- the process of using familiar cultural information and processes to scaffold learning; emphasizes communal orientation; focused on relationships, cognitive scaffolding, and critical social awareness.
CHAPTER II

REVIEW OF THE LITERATURE

This literature review explores the topics of instructional coaching and improving equity practices in education. Section one offers an overview of instructional coaching and its impact on teacher development. Section two defines equity practices and its relevance in education. Section three discusses methods of improving equity practices including the role of instructional coaching.

Instructional Coaching

Instructional coaching has become more prevalent as school leaders are faced with growing teacher shortages as well as federal laws mandating the implementation of research-based evaluations and professional development to improve student outcomes, such as the Every Student Succeeds Act, (2015). The goal of instructional coaching is to provide teachers with individual and specific feedback on their instructional practices, leading to improvement in both teacher’s practice and student achievement (Hui, 2020). Walkowiak (2016) explains that purposeful and effective communication are key to instructional coaching, and if executed properly, coaching is likely to have a positive influence on professional growth for teachers. The communication skills Walkowiak argues are most effective for instructional coaches to employ include defining their role, demonstrating value for teacher ideas, setting narrow instructional goals, and engaging in instructional conversations focused on evidence of student learning.

There are various instructional coaching models, however, they all incorporate a coaching cycle that generally follows the same components. Aguilar (2013) explains the value of this repeated cycle, stating, “You keep coming back to your coach, exploring a different aspect
of your work, and then venturing out to try new approaches” (p. xxvii). Hui (2020) explains that in order to bring about positive changes in teacher efficacy, the collaboration between teachers and coaches should be continuous and on-going. The coaching cycles are typically in three stages, pre-conference, lesson observation, and post-conference (Hui, 2020). During the pre-conference, the coach and teacher meet to discuss goals and needs, then determine what current best practices should be the focus for instruction. In the lesson observation phase, the instructional coach watches and monitors the teacher’s delivery of instruction, typically with a predetermined focus based upon the pre-conference goals. Hui explains that during the classroom observation phase, coaches gather evidence to provide teachers with feedback in the post-observation discussion. The final stage is the post-conference, where the coaches and teachers review the lesson observation data and discuss issues to improve teaching practices. At the end of the post-conference, new goals are established to set the focus for the next round of the coaching cycle. Aguilar argues that instructional coaching can be the way individuals learn best because it “uncovers strengths and skills, builds effective teams, cultivates compassion, and builds emotionally resilient educators” (p. 6).

**Methods of Instructional Coaching**

As instructional coaching has increased in demand across the United States, there have been various methods tested for efficacy. Elena Aguilar is one of the leading experts in instructional coaching, and the method she proposes is called Transformational Coaching. In this method, the instructional coach works to help their clients analyze their personal behaviors, beliefs, and being in order to shift instructional practices to become more impactful (Aguilar, 2013). She explains that transformational coaches also help clients see the role systems have on the mindset of teachers and the root causes of many of their problems. Aguilar states, “We guide
our clients toward an awareness of the systems that are interrelated to our problems, and then we seek high-leverage areas to take action” (p. 27).

Another instructional coaching method that has been put to the test is the Collaborative Model. In 2018, Farr and Saltmarsh conducted a study to evaluate this method with an English language learning program called iTeachELL. In the Collaborative Model, there are three stages. In the first stage the instructional coach works together with the client to identify an area of need and select a strategy to address the need. The second stage is the learning phase, where the coach explains the strategy and explicitly models how to implement the strategy. The final stage is the improvement phase where the coach monitors the implementation of the strategy, collects data, then collaborates for a reflective conversation with the client. Similar to other coaching methods, the cycle would restart after the reflection, when the coach and client determine what future implementation would look like.

In 2019, Reddy et. al. conducted a case study to look at the impact of the Classroom Strategies Coaching (CSC) model on teacher instruction and behavior management in a high poverty school. The CSC model is an eight-week coaching model that includes a cycle of observation, modeling, practice, and performance feedback for the client teacher. With this coaching method, the client and coach focus on specific strategies to improve student learning and behavior management. In the first session, the client and coach set instructional and behavior management goals. In the second session, the client and coach examine the practices in detail using coach-collected data. Session three is followed up with the coach modeling and practicing the use of strategies that the client could use more frequently. As the coaching cycle continues in sessions four through seven, the coach and client continue to use the data to identify trends and patterns and troubleshoot implementation barriers.
Impact of Instructional Coaching

Studies on the impact of instructional coaching are limited, however it is an area of research that continues to grow. There have been a few studies that demonstrate positive impacts on teacher effectiveness. This includes Reddy et. al. (2018) in their study designed to determine how coaching could improve teacher instruction and behavior management in a high poverty school. They concluded that through the coaching process, their subject was able to demonstrate improvements in behavior and student academic engagement. Farr and Saltmarsh (2018) concluded that the Collaborative Model of coaching could improve teacher efficacy by enhancing the practices of teacher preparation programs and help retain educators by providing experienced teachers the opportunity to “develop others and be developed” (p. 5). In Western Australia, Hammond and Moore (2018) found through their study that directive coaching has a positive impact on teachers’ competence and confidence. They also concluded that teachers are most positively impacted by a coach’s positive tone, detailed written feedback, and specificity of the instructional suggestions. Lastly, Hui (2020) reviewed the process of instructional coaching as a form of effective teacher professional development and concluded that in order for coaching to be effective it must include all three stages of the coaching cycle and that an intervention phase would be optimal.

Equity Practices

Issues pertaining to equity, or inequity, based on race, ethnicity, socioeconomic status, language, able-ness, gender, sexual orientation, and immigration status have been a central focus in school systems for decades and have come to the forefront with Every Student Success Act (ESSA) passed in 2015. However, defining equity within a school system, and determining what equity practices look like is an ongoing process.
Chu (2019) conducted a study to analyze the 52 state and province plans related to ESSA and examine how equity in education is defined. While Chu found that most states did not have a clear definition of what they mean by “equity,” the states who did, had definitions that were primarily centered on equitable access and opportunities. For example, the definition for Minnesota’s ESSA plan states, “Education equity is the condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunity to learn and develop to their fullest potential” (Chu, 2019, p. 11). Aguilar (2020) also defines educational equity, stating, “it means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day. By thrive, I mean academically as well as social-emotionally” (p. 6). Overall, when school systems work to address equity, it looks to create programs that meet the needs of all students, regardless of their current circumstances.

The Importance and Relevance of Equity in Education

Ling and Nasri (2019) conducted a systematic review of issues on equity in education. Their findings conclude that regardless of interventions and programs established in schools to promote greater equity for students, there are still many challenges that marginalized students face such as: health equity, building relationships for student success, promoting a welcoming and safe environment for immigrant students, and equitable access to higher education (Ling & Nasri 2019). Hammond and Jackson (2015) argue that “The chronic achievement gap in most American schools has created an epidemic of dependent learners unprepared to do the higher order thinking, creative problem solving and analytical reading and writing called for in the new Common Core State Standards” (p. 12). In her book, Hammond describes what she calls the Deficit Thinking Paradigm, where many educators and policymakers operate from a mindset that
Culturally and linguistically diverse students fail in school because they have intellectual deficits, or because their families don’t value education. She argues that due to this deficit thinking, many students from diverse backgrounds are not held to higher standards in school or given opportunities to become more independent learners.

These findings are evidence that there are still many issues that need to be addressed for the idea of educational equity to become a reality. As Chu (2019) analyzed guidelines that work to meet the demands of the 2015 Every Student Succeeds Act, many states are still struggling to find authentic tools to measure equity practices and create policies to meet the demands. Chu’s findings concluded that “Incoherent policy principles, coupled with the market-oriented, standards-based policy solutions, may exacerbate the structural inequities facing schools and students that these policies aim to ameliorate” (p. 1).

**Methods of Improving Equity Practices**

As school systems and educators work to determine which methods have the greatest impact on students in improving equity practices, the term equity mindset is commonly used. Nadelson et al. (2019) conducted a study to document teacher mindset when it comes to equity. “We argue that an education equity mindset involves beliefs, perceptions, behaviors, actions, and thoughts that promote and support equitable education” (Nadelson et al., 2019, p. 2). Figure 1 below details what Nadelson et al. determined to be the nine characteristics of a strong equity mindset.
The research from Nadelson et al. reveals that teachers often hold competing or fragmented mindsets regarding equity and suggests that in order to help teachers improve in their equity mindset, professional development in these nine areas would be most effective.

Another measure of equity is the equity rubric created by Aguilar (2020). The rubric has three domains that evaluate equity mindset including 1). Teacher beliefs- the teacher is aware of their biases and privileges. 2). Relationships and Culture- the teacher’s ability to form positive relationships 3). Class Environment-when the teacher utilizes identity-affirming strategies to create a healthy community of learner (Aguilar, 2020). The measurement in this rubric can be used as a tool for reflection and ongoing professional development in helping teachers become more aware of their equity practices.

The process of improving equity practices requires teachers not only to have a good understanding of their students, but also to have a deep understanding of who they are as a
person. Aguliar (2020) proposes a transformational coaching method to help teachers develop an awareness of themselves as well as the systems that shape their equity mindsets. In the transformational coaching cycle, teachers first seek to understand the current state of affairs in a classroom, school, or system, including the problems and challenges. In the following coaching phases, the coach guides the clients to identify and reflect on how those problems impact students, communities, and themselves and then collaborate to create change with new equity beliefs and ways of being.

Similarly, Hammond (2015) created a “Ready for Rigor Framework” that proposes four domains to help create more culturally responsive education. In this framework she details the importance of teachers having a cultural awareness of their students as well as their own cultural lens. She also details the significance of establishing learning partnerships between teachers and students. The third domain details the importance of providing information processing that is appropriately challenging and helps students connect new content to culturally relevant examples in their lives. The last domain is to create a community where the classroom culture is intellectually and socially safe for diverse learners.

**Summary**

Instructional coaching is a practice that has evolved over time but has become more relevant as schools work to meet the demands of legislation such as Every Child Succeeds Act (2015) and Common Core State Standards. Through the coaching cycle, teachers and their instructional coaches can reflect on their practices and discuss ways to improve in all areas of instruction. Considering that closing the achievement gap and providing more equitable opportunities for marginalized students is a focus for many school systems today, instructional coaching can be one tool that schools can employ to help bring about positive classroom
practices. Through meaningful conversations and professional development, instructional coaching can provide teachers feedback and tools to create more culturally responsive and equitable classrooms.
CHAPTER III

METHODS

Design

The purpose of this study was to determine whether instructional coaching for new teachers could improve their classroom equity practices. The design of this study was descriptive. This study used a pre- and post-survey sent out to the teachers to identify their equity practices. The results were then reviewed, and a summary of results will be presented in Chapter IV.

Participants

The population of interest for this study is American educators. The target population was new teachers who worked with an instructional coach. The sample group was selected through non-random sampling. The sample that was used in this study were secondary teachers in Baltimore County, Maryland. There were eight teachers who participated in this study. Four middle school social studies teachers, one middle school English Language Arts teacher, two high school social studies teachers, and one high school English Language Arts teacher. All of the participants were first year teachers.

Instrument

The instrument that was utilized in this study was an online survey. This instrument was created by the researcher and the research advisor based upon the “Equity Rubric” designed by Elena Aguilar (2020) in her book Coaching for Equity. The survey was created to gain information on how new teachers perceived their equity practices. It contained 12 scaled item questions, one question identifying their gaps in implementing equity practices, and one question identifying the diversity factors for their school.
Procedure

Once the sample group was selected, the pre-survey was sent out to the research participants. All participants were given the same set of directions for completing the survey. They were instructed to rate themselves on each of the statements related to equity practices in their classroom. They were encouraged to be highly reflective of where they are on the scales so they can consider areas where they can grow and improve. Teachers were given one week to respond to the survey. After the pre-surveys were submitted, the participants had five weeks of instructional coaching focused on equity using the Transformational Coaching Method designed by Elena Aguilar (2020). This included professional development on equity practices, observations with reflective feedback meetings, and goal setting. Once the post-surveys were submitted, the results were reviewed by the researcher. A summary of the results will be shared in Chapter IV.
CHAPTER IV

RESULTS

This study examined how instructional coaching methods could be used to improve equity practices for new teachers. There were eight teachers who participated in the study. The study utilized a pre- and post-survey methodology and Tables 1-3 below feature the survey questions score results from the pre- and post-survey.

Table 1

*Pre- and Post-Survey Results*

<table>
<thead>
<tr>
<th>Question</th>
<th>Score Increase</th>
<th>Score Neutral</th>
<th>Score Decrease</th>
<th>Avg Pre-Score</th>
<th>Avg Post-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can define the term equity as it pertains to educational practices.</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>I understand how my identity markers (including race, class and gender) impact how I teach.</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>Somewhat Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>I am aware of my implicit biases and how they influence my teaching.</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>Somewhat Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>In my classroom I communicate warmth and care, as well as hold children to high expectations.</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>I work to reduce students’ stress from microaggressions.</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>Somewhat Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>In my classroom, principles of restorative justice are used to redirect challenging behavior, manage conflict, and repair harm when rules are broken.</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>Somewhat Agree</td>
<td>Somewhat Agree</td>
</tr>
</tbody>
</table>
7. In my classroom, students from marginalized communities and from low-income communities, and English Language Learners are offered many opportunities to develop cognitive skills and habits of mind that prepare them for advance academic tasks.

8. I consistently communicate confidence that all students are capable of engaging in intellectually challenging work.

9. During whole-class discussions, I call on students equitably, using strategies to vary participation.

10. My lessons are designed to show value for students’ knowledge, experience, wisdom, and background. The students are seen as a resource for learning.

11. My lessons include the experiences and stories of historically marginalized groups and they are integrated and centralized in the lessons.

12. In my lessons, the experiences of historically underserved groups are not reduced and limited to their experiences of suffering. People of color do not appear in literature simply to talk about their experiences of oppression.
### Question 13 Results

**13. Minding the Gap**

In the learning process, we all have gaps between our current abilities and our desired abilities. Considering your responses to the equity statements above, what gap(s) do you think you have that impact your ability master classroom equity practices? Choose all that apply.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Knowledge</th>
<th>Capacity</th>
<th>Will</th>
<th>Cultural Competence</th>
<th>Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Survey</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Question 14 Results

**14. Select the description of diversity factors that best describes your classes.**

<table>
<thead>
<tr>
<th>Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of my classes include students who are white and upper / middle class. There are few English Language Learners.</td>
<td>2</td>
</tr>
<tr>
<td>The majority of my classes are diversified with a blend of socioeconomic backgrounds, and some English Language Learners.</td>
<td>3</td>
</tr>
<tr>
<td>The majority of my classes include students of color and from low-income communities, including English Language Learners.</td>
<td>3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
</tr>
<tr>
<td>It depends on class (explain)</td>
<td>0</td>
</tr>
</tbody>
</table>
Conclusions about the Data

The overall shift from the pre- and post-surveys demonstrated an increase in scores. Eleven out of 12 questions resulted in an increase, and one out of 12 had a neutral result. This was evident in individual scores as well, with all participants demonstrating overall increases in their scores. Considering the pre-survey results, many of the participants started with high scores, averaging in the somewhat and strongly agree categories. This shows there was some background knowledge and perceived competence prior to engaging in the instructional coaching cycle and professional development.

When considering question 13 on the abilities gap, the most frequently identified gaps in the pre- and post-survey were skills and capacity gaps. This speaks to the challenges new teachers have with implementing equity practices. The skill gap is defined as the ability to execute the technical elements of a task, including the application of knowledge. The capacity gap considers the time and resources needed to do something, which can also be emotional and physical capacity.

Question 14 on the pre-survey asked participants to identify the diversity factors for their schools. The results showed that six out of eight participants described their classrooms as diverse or comprised of a majority of students of color. As schools work to address the chronic achievement gap between students of color and their White counterparts, it is important for teachers to be aware not only of the diversity factors of their students, but also to increase their equity practices to help close this gap.
CHAPTER V

DISCUSSION

This study examined instructional coaching methods and their use to improve equity practices for new teachers. The survey data is analyzed and presented in Chapter IV.

Threats to Validity

There are possible external and internal threats to the validity of this descriptive study. Considering this study was conducted during the Covid-19 pandemic, there were restrictions that impacted the execution of the study including the inability to meet in person and observe classrooms in a traditional environment. Another internal threat to validity was the reliability of the answers, considering it was dependent upon the honesty of the participants. However, one can reasonably assume that the answers were truthful, and therefore generalize the findings of this study. An external threat to validity is the small sample size, which gives a limited scope of data. Also, the participants all worked directly with the researcher, so there may be subconscious biases or influences that could factor in their responses.

Connections to Existing Studies and Literature

The results of this study show an overall improvement in equity practices for new teachers. The current literature and studies on instructional coaching shows that this methodology can have a positive impact on teacher effectiveness. According to Hui (2020), when the coaching cycle is consistent and there is a collaborative partnership, it can have a positive impact on teacher effectiveness. Aguilar (2013) also points out the importance of instructional coaches working to help their clients analyze their personal behaviors, beliefs, and being in order to shift instructional practices to become more impactful. When looking at making improvements in equity work, this is the foundation of making true change. Teachers must do the
work on their internal thoughts, understand their implicit biases, and consider their cultural background before they can become truly culturally responsive educators. An instructional coach who is trained in coaching for equity can help teachers gain a better understanding of themselves, and carefully help teachers increase their awareness of equity practices.

The studies on equity practices show that increasing a teacher’s “equity mindset” can have the greatest impact on improving equity practices in the classroom. The study by Nadelson et al. (2019) determined nine characteristics of a strong equity mindset (see Chapter 2, Figure 1). They argue that to help teachers improve in their equity mindset, professional development in these nine areas would be most effective. The survey that participants completed for this study included questions that reflected all nine characteristics of a strong equity mindset, and the professional development topics as part of this study were designed to help the participants gain greater knowledge in these topics. As a result, the scores revealed an increase in their understanding of equity practices.

**Implications for Future Research**

This study showed how a sampling of eight teachers demonstrated an increase in equity practices over an eight-week time period in the middle of the school year. For future research, the study could be conducted over a longer period of time, and the pre-survey could be completed at the onset of the school year, prior to any professional development on equity. Considering that many of the pre-test scores were relatively high, it revealed that there was previous knowledge and some skillset that was already developed. Having the participants complete the pre-survey earlier in the school year may reveal more growth than what this study showed.
Due to Covid-19, the research methodology was not executed as planned. Possible future research could involve, and not be limited to, classroom observations, in-person discussions, and more collaborative professional development.

**Conclusion**

In summary, this study revealed that instructional coaching focused on equity can lead to improvements in equity practices for new teachers. Teachers gained new knowledge, practiced skills, and engaged in coaching conversations involving equity. The goal of becoming a culturally responsive educator should be a life-long journey; however, helping new teachers gain an awareness and improve their skillset in equity practices can be a transformative way for coaches to help new educators start their career.
References


