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**USING A PATHWAY OF REFLECTIVE COACHING TO BUILD
RELATIONSHIPS WITH CLASSROOM TEACHERS**

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Abstract

The purpose of this qualitative action-research study was to evaluate the effects of reflective teaching as a practitioner in a new career role while simultaneously applying a coaching model. This study was conducted over a twelve-week time frame with special education teachers who were learning how to implement new learning strategies into their classrooms. This study included the use of a journal completed daily by the consultant, which was utilized to record ideas, thoughts, and feelings during this research study in order to become a practitioner.

Method of analysis includes a pre-survey, post-survey, and evaluations by the classroom educators. Observational plans and a pre-observation checklist were completed by the educators and the consultant in order to provide meaningful feedback during coaching times. These items were coded, and theme statements were developed.

Findings suggested that being a reflective practitioner increases feelings of confidence in the consultant. When looking at the data throughout the study, there was an increase in the feedback from participants after facilitated professional development. The comments from participants shifted from generic, non-descriptive feedback to specific, goal-oriented comments which lead to

opportunities for increased professional collaboration. The coaching model helped to focus conversation and to maintain goal setting and reflection throughout the research process which has been beneficial to ensure instructional change and help to focus on critically reflective teaching which assists all educators in becoming active reflective practitioners.

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RESEARCHER STANCE

Sunday mornings always stick in my mind. I remember the sugary cereal and the sounds of Sunday morning cartoons. Sunday mornings were special since I was able to spend time with my family. I didn't have school, and my brother hadn't started school yet, so those Sunday mornings turned into a type of "Sunday school" for me. All I ever wanted to do was to "play" teacher. I saw my teacher all week, correcting students, asking questions, handing out papers; her methodology stuck in my mind. I wanted to be a teacher, too, but unfortunately for my brother, he didn't want to be my student. When looking back, I realize that I have always been a person who wants to help others. I enjoy the fine tip point of a freshly sharpened pencil, and I cannot resist a sale on school supplies. Being an educator was the right choice for me.

Despite my brother's clear and apparent dislike of school, he still wanted to hang out with his big sister, so he played along. We would complete worksheets and math problems that I had perfected during the school week. I didn't want to be wrong, and I knew that I had to teach him the right way since he would be entering kindergarten soon. I would read short stories to him and model the reading— just as my teacher had for me. Even though my brother would go on

to do well in school and be at the top of his post-secondary school class, he still hated school but enjoyed learning things from me.

That love of helping others learn and progress continued through my academic career. In high school, I took my extra lunch time and decided to help out in a classroom with children who had multiple disabilities. This wasn't my first experience, though, helping others who have a disability. I was often found in elementary school supporting other students who needed help. In my semi-teacher role, I was able to work with students and help them to learn and grow. It was rewarding for me, and they were better students than my brother. He never wanted to stay and learn, but they did.

Education is important to me. When growing up, my family didn't have much money. My mother never graduated from high school, and my father attended a local community college. Despite their lack of formal education, they are some of the brightest people I know today, learning to have a type of street smarts and knowing that school was necessary for my brother and me even though they hadn't been able to attend themselves. I value education more highly than most items in my life. Education would lead me to be just like other people in the world who had money and a big house, and who lived on the "good side" of town. Education was my equalizer, and I knew that the power of education was so central to my ontological beliefs that I would make a career of helping others.

Which was, for me, far more important than money, shaping me into the person I am today and the person I will become.

In college, I decided that teaching was for me. Just like Sunday afternoon schooling when I was little, I was finally able to teach students, who wanted to learn, and who wasn't my little brother. It was the best feeling knowing that I would be able to make a difference. During college, I focused on special education and general education certification, whereby I could blend my positive high school experiences with my love of teaching others.

My first big girl job came soon after graduation. I was the head teacher in a secondary autistic support class. Not only was I teaching my students, but I was able to train the associate teachers in my classroom too. I soon realized that my colleagues felt comfortable asking me questions about Individualized Education Plans, and how to write a behavioral task. This was my first experience with helping adults. I enjoyed the idea of being an expert in the field. I wanted to know that others needed my help. It was a selfish feeling, but it helped me to see that I was capable of using my educational equalizer and becoming successful.

Over this past year, many things have changed. I loved being a classroom teacher. My students were making progress, and my associates were going back to school themselves to obtain their teacher certifications. I was making the difference I always wanted to make. Then I saw the posting for an educational consultant, and this position posting stuck in my mind. Do I know enough to be

able to teach my colleagues? Should I take the chance and apply? Looking back at why I came into education helped me to decide, and just a few days after the interview process, I received the call, “You are the successful final applicant.”

I have been working in the new position since September, 2018. Due to the nature of the job requirements, it had changed my previous thesis statement that I was working on. I was back at the beginning. I thought I would not be able to do this process again. I was already so behind. I wouldn't be in often contact with students directly, just for classroom visitations. With some deep self-reflection and conversations with other professionals, I realized that I am on track with my professional pathway. I was helping others. In my current role, as an educational consultant, I am able to focus on reflective practices with my colleagues. Thus, my focused research question is, How can I improve my practice as an educational consultant by using a pathway of reflective teaching to build relationships with classroom teachers?

LITERATURE REVIEW

Reflection and critically reflective teaching is defined as “a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices.” (Shandomo, 2010, pg. 102). The roots of reflective teaching are historically evident in the works of John Dewey (1933, 1938), who maintained that reflection is an important aspect of learning from experience. Teachers capable of using critically reflective teaching embody the following qualities: (a) to become aware, (b) to understand, (c) to respond, and (d) to be effective. These characteristics enable teachers to make thoughtful decisions in their work and provide support to children with all levels of need. This critically reflective process is valuable to reflective teaching because it helps educators to jointly learn about their student learning and their learning in the process. Another way to create that reflection process is to embed a coaching component. Coaching can take place in educators’ immediate context and typically tends to be ongoing rather than a single, one-time training (Joyce & Showers, 1980; Neuman and Kamil, 2010; Rush & Sheldon, 2005). Coaching models intentionally use strategies that involve reflection. The purpose of this research is to develop and test an approach to create an effective coaching model that emphasized critically reflective teaching and its importance.

The Reflective Practitioner

A commonality amongst educators is to self-reflect on a lesson and immediately think of different ways that it could have been conducted differently. Generally speaking, educators utilize reflection to modify and improve student instruction. Reflection has been described as “an ongoing process of examining and refining practice variously focused on the personal, pedagogical, curricular, intellectual, societal, and/or ethical contexts associated with professional work.” (Cole & Knowles, 2000, p.). The term “reflective teacher” has become part of the language of teacher education, but close analysis reveals that the term is often used to convey a different meaning and for different purposes (Gore, 1987). This includes understanding dilemmas, identifications or problem framing, from multiple perspectives, examining practice and working towards change (Brookfield, 1995, 2009; Larrivee, 2000; Rodgers, 2002). “A reflective teacher is expected to go beyond the practice of reciting textbooks, giving tests, following improvised syllabi, and taking for granted that everything is going well.” (Insuasty & Zambrano Cecilia, p.88). The importance of this quote is in the value of the juxtaposition of reflective teaching, and its definitions, and philosophies depending on the viewpoints from various authors. It frames critically reflective teaching towards examining a teacher’s practice and using that information to shape an educational method.

A reflective teacher takes that challenge and makes the next steps meaningfully based on the previous action. There is an expectation to reflect on lessons and to build upon those skills for students. One reason for this is to use reflection as a part of the teacher evaluation process. Reflective practices also help the educator to identify a need in their practice, and to learn and grow as a professional. Additionally, building upon student knowledge is not just about taking everything for granted but structuring a pathway for student progress independently without the administration asking for educators to do so.

Reflective teaching helps not only the teacher but also the students in the process. As stated by Parra, Gutierrez, and Aldana (2014), “Educators learn about their practices and their students’ learning when they are carry out critically reflective teaching”. Kemmis, as cited in Bartlett (1994) states that: Reflection is not just an individual, psychological process. It is an action-oriented, historically embedded social and political frame, to locate oneself in the history of a citation, to participate in a social acidity, and to take sides on issues. The literature affirms that reflective practice will positively impact students (Jay, 2003; Osterman, 1990; Schön 1983; Zeichner & Liston, 1996). Reflective practices are often highlighted in various ways. For teachers specifically, reflection guides further student instruction, which in turn, meets students’ needs.

Reflection brings tacit knowledge immersed in practice to light so that it can be recognized, questioned and perfected. Practitioners need to engage in different types of reflection to develop professional knowledge from their job experiences, which may differ from the theoretical knowledge shared in informal educational settings (Schön, 1983). For instance, literacy instruction and literacy coaching was a by-product of the reflective coaching cycle and reflective teaching processes (Steckel, 2009). Literacy coaches can help teachers master instructional strategies, achieve positive student outcomes, and enhance teachers' conceptual understanding of the effectiveness of their practices (Steckel, 2009). Reflection has generally been viewed as an incremental process in which practitioners go through a series of stages until they reach the core advanced level of critical reflection (Frossman, 2008; Larrivee, 2008). The stages are considered to be ten attributes and include: 1. Reflecting on and learning from an experience 2. Engaging in ongoing inquiry 3. Soliciting feedback 4. Remaining open to alternative perspectives 5. Assuming responsibility for own learning 6. Taking action to align with new knowledge and understanding 7. Observing oneself in the process of thinking 8. Being committed to continuous improvement in practice 9. Striving to align behaviors with values and beliefs and 10. Seeking to discover what is true. (Larrivee, 2008). For a literacy coach, the coach would then use these ten attributes to reflect on experiences to reach a level of critical reflection. This experience does not only involve acquiring or increasing technical knowledge in

literacy, but also an inclination to act for change and to become social and historical beings, thinking and communicative beings, transformations, and creators (Frossman, 2008). Thus, critically reflective teaching consists of open dialogue, continuous questioning, and reflecting on the experience in order to obtain desired results (Dewey, 1933).

Critically Reflective Teaching Model

One way to explore a critically reflective teaching model is to integrate it with a coaching model. According to Schön (1983), reflective practice is divided into two components. Reflection in action and reflection on the action model (Figure 1). The process of self-reflection is an integral piece of true learning. Schön (1983) describes reflection in action as reflecting on the situation while changes can still be made to affect the outcome, rather than waiting until a later time to reflect on how things could be differently in the future. Reflection in action is crucial to evaluate the important parts of your practice while reacting to an event as the time it occurs. In the book, The Reflective Practitioner: How Professionals Think in Action (Schön, 1983), Dr. Schön defines reflection-on-action as “reflecting on how practice can be developed, changed or improved after the event has occurred” (Schön, 1983, p.128). Additionally, Schön (1983), in his book titled, ‘Historical background of development of reflective thinking’, introduced concepts such as reflection-on-action and reflection-inaction which

explain how professionals meet the challenges of their work with a kind of improvisation that is improved through practice. Based on that idea Schön developed the concept of Knowing-in-Action. For him knowing-in-action is the way we deploy our knowledge at the same time we are acting. Schön (1983) offers an interesting departure from the perception that problems for reflection are necessarily reflected upon after the event. He suggests that reflection-in-action is a concept that celebrates the art of teaching, in that it allows for continual interpretation, investigation and reflective conversation with oneself about the problem while employing the information gained from past experiences to inform and guide new actions (Sellers, 2013 p.4).



Figure 1: Schön's model of Reflection in Action and Reflection on Action.

Evelyn J. Gordon (2017)

Reflective teaching is one way to focus on the needs of the educator or teacher. Milner (2003, 2006) emphasizes that diverse adult learners are not problems to be fixed and that teacher education must include a critical reflection component that considers both learning needs and pedagogy. The development of reflective practice has the potential to cultivate collective responsibility among colleagues. Reflective practice or coaching with adult learners needs to be a focused critical assessment of one's behavior as a means towards developing one's craftsmanship" (Osterman, 1990, p.134).

Koszalka, Song, and Grabrowish (2003) have defined relations as "active, persistent and careful consideration of any belief or practice" (p.26). Being critical means that as teachers we have to transcend the technicalities of teaching and think beyond the needs to improve our instructional techniques (Bartlett, 1994, p. 203). Dewey (1933) states that a reflective thinker displays three attributes: open-mindedness, wholeheartedness, and responsibility (Dewey, 1933). Open-mindedness entails the ability to entertain new ideas, consider problems that may arise, examine alternatives solutions, and be inquisitive (Simpson, 2006). Wholeheartedness is the ability to be genuinely enthusiastic about discovering the solution to a problem and responsibility is a careful consideration of the consequences to which action leads (Farrell, 2012). Characteristics such as, pursuing solutions to problems, using methods of questioning that facilitate reflection, and looking deep inside oneself can further develop a reflective

mindset (Simpson, 2006). A reflective mindset includes a teachers' ability to think on their feet" (Farrell, 2012, p. 12). This may not come naturally and needs to be nurtured and encouraged through discussions (Manrique & Sanchez Abchi, 2015).

Collaboration as a means of connection

Colleague collaboration or mentorships are fundamental to improve teaching and professional relationships. It is important to center critical reflection on specific aspects, such as collaborative communication to achieve a deep understanding of the different factors that influence teaching and learning (Farias & Ramirez, 2010). With those aspects in mind, teachers and colleagues can focus on having an inner reflection that helps all people in the critically reflective teaching model. Inner reflection provides an opportunity for a colleague or teacher to think deeply about teaching (about what you do in the classroom, why you do it and why it works), enabling the teacher to identify any changes and improvements (Herbert-Smith, 2018). Continual conversations are a valuable part of colleague collaboration. For instance, conversations between literacy coaches and teachers can provide the insight needed for reflecting teaching and to inform both the coach and teacher (Peterson, Talor, Burnham, & Schock, 2009; Rodgers & Rodgers, 2007).

Coaching Strategies

In general, coaching is a unique form of professional development that is relationship based, in which coaches work one to one with educators to improve knowledge, skills, and dispositions (Aikens & Akers, 2011; National Association for the Education of Young child, 2011). Furthermore, coaches can develop relationships with educators that facilitate the learning process, helping educators build from their experiences as well as improve and reflect on practice (Schachter, Weber-Mayrer, Piasta, and O'Connell, 2018). Additionally, Vella (2008), suggests that relationships are an important component of coaching and that coaches should build a sense of trust and affinity with the educator. Strategies also include engaging in critical reflection, planning, acquiring new skills, building confidence, and actively engaging with content (Mezirow, 1997; Vella, 2008). Interactive coaching strategies such as modeling, co teaching, conferring, and immediate feedback are important for successful coaching outcomes (Bean et al., 2010; Elish-Piper & L'Allier, 2010; Walsh, 2014).

Coaching Applied to the Current Study

Coaching is about creating a bond with an experienced person in their field to improve practice. During the educational coaching process teachers are seen as partners. Instructional coaches (ICs) partner with teachers to help them

improve teaching and learning, so students become more successful. To do this, IC's collaborate with teachers to get a clear picture of current reality, identify goals, choose specific teaching strategies to meet the goals, monitor progress, and problem-solve until the goals are achieved (Knight, 2018). Powell and Diamond (2013) further define both the structure and processes of coaching. Structure refers to the organizational elements of coaching, such as the intensity of coaching. Process refers to the actions that are used to bring about changes in practice as mentioned above in Schön's (1983) reflection-in-action and reflection-on-action model. Instructional coaches are valuable to teachers in order to establish a clear reality of achievable goals to improve practices to ensure the success of students. As Sir John Whitemore (2002) has stated, "the relationship between the coach and the coachee must be one of partnership in the endeavor, of trust, of safety and of minimal pressure" (Whitemore, 2002, p.20).

The coaching cycle encompasses three specific stages. These include identify, learn and improve (Knight, 2018). One of the significant points of the coaching cycle is to ensure that both the teacher and the coach can observe what is happening in the classroom together. The focus that arises from having a clear picture of reality (and ultimately a goal) also saves teachers' and coaches' time. When teacher and coach understand the top priority for change in the classroom, they can address that priority with laser-like focus (Knight, 2018).

Conclusion

Much current research has focused on the processes of the critically reflective teaching and coaching cycle. Although teacher education is certainly responsible for exposing the future to the pedagogical skills necessary to teach, 21st-century teacher preparation requires more as we should be preparing for those skills which strengthen educators to be reflective practitioners (Burbank, Ramirez & Bates, 2016). Overall, literature has supported that “coaching heavy requires coaches to say “no” to trivial requests for support and to turn their attention to those high-leverage services that have the greatest potential for improving teaching and learning” (Knight, 2009, p.23). Coaching heavy does not mean being directive. It stands for providing meaningful feedback that is valued and supported. Joellen Killion (2010) suggests that coaches should establish true and respectful, productive relationships with teachers by giving authentic feedback supported with evidence about students learning and identifying and unpacking misconceptions. Thus, a coach and teacher need to be engaged in active and intentional reflection and analysis that those can lead to formulating new strategies in the classroom for changing behavior, which may lead to professional growth. Critical reflection involves thinking deeply in order to be successful.

In summary, reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of

teaching requires constant and continual classroom observation, evaluation, and subsequent action. To be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the “whys” “hows” and “what ifs” as well. This understanding comes through the consistent practice of reflective thinking (McKnight, 2002). It is that critical reflection on experiences that tends to uncover the power of the educational process and interactions. Utilizing critical reflection while also using the coaching cycle can support the evaluative process in the classroom. The coach supports, guides teacher reflection, and sets clear goals for next steps. In order to better guide a classroom teacher to become more reflective, the coach uses specific strategies to ensure that the coaching goals are met for both coach and educator.

RESEARCH DESIGN AND METHODOLOGY

Research Goals

The purpose of this research study was to improve my practice as an educational consultant by using a coaching model and a pathway of reflective teaching to build relationships with classroom teachers. Many educational consultants may wonder about the effects of using a critical reflective teaching model to reciprocally communicate with classroom teachers. This research study focused on using a coaching cycle to guide classroom teachers. In doing so, I used self-evaluation forms and teacher feedback forms as data in order to engage in ongoing, and continuous reflective planning, and to document the coaching process.

Setting and Participants

The study was implemented at a school or building that is a part of a large, Intermediate Unit that services students in Eastern Pennsylvania. The Intermediate Unit that I am a consultant for is one out of the 29 Intermediate Units throughout Pennsylvania, created in 1971 to provide services to school districts in ways that create economies of scale, cost savings, and better efficiencies in the delivery of essential programs and services to children, especially those with special needs. Through the three counties, teachers are

placed throughout the different school districts, which serves those students with physical and/or intellectual disabilities. The Intermediate Unit has 1,400 full and part-time staff and a budget totaling \$180 million. This particular Intermediate Unit serves 79,000 public school children; 9,000 non-public school children; and 7,000 professional staff in our service region of 1,200 square miles.

The six participants of this study were certified special education teachers from the Life Skills Program. They ranged in age from 23 to 60 and have been teaching approximately six years (range from 3-10 years). The teacher to student ratio is one teacher to twelve students with two assistant teacher. The educational consultant is a part of the training and consulting staff for these particular teachers.

Procedures

My school year began with a brand-new position for me as an educational consultant within this Colonial Intermediate Unit. Being new to the field of consulting, a problem arose for me in my practice. As a consultant, how would I meet the needs of the teachers at this IU? How would I implement reflective practices in my coaching cycles for classroom teachers? During the first week of the school year, I spoke with my supervisor and other supervisors at the IU since I was new to the position and learned what my job would entail. After many discussions and meetings, I understood that my role would be to support, train, and guide the teachers. In order to do this, I needed a better understanding about

my coaching role and the coaching process. I now knew that the focus of my research would be to better understand the research, theory, and current practices in the field of coaching and to put them in-action.

My research proposal was submitted to the Human Subjects Internal Review Board (HSIRB) of Moravian College (Appendix A). An Executive Director Consent form was completed and approved (Appendix B). The Assistant Director of Professional Learning Consent form (Appendix C), along with educator consent forms (Appendix D) were also collected.

Before the study began, the teachers were asked if they were interested in being participants. As per the IRB consent form, I explained that the teachers did not have to be a participant in the study if they did not want to and that all educators would be treated with equality whether they participated or not. I also stated that they could withdraw any data collected at any time. Once consent was collected, the participants would complete pre and post surveys, and evaluation forms at the end of every professional development session. During each coaching conference, the teachers and the coach also completed coaching forms.

For twelve weeks, the educators and I participated in coaching sessions, professional development, and communication to connect a pathway of reflective teaching. This helped to build the relationships of the educational consultants and the classroom teachers. Toward the end of the research study period, an electronic

post-survey with similar questions to the pre-survey was administered using Google forms.

Data Collection

Participant surveys. To engage in continuous, ongoing, thoughtful planning throughout this project, surveys were administered to the participants. Google forms were utilized to create the survey forms (Appendix E) & (Appendix F). The surveys were utilized to gain insight into educator feelings towards using a coaching model and implementation of the reflective practices specific to this study. The questions focused on ways to build relationships incorporating communication, discussing uncomfortable topics, reflective teaching, and refining the coaching techniques. The surveys were emailed to the teachers, and the data was collected anonymously, with the use of technology. The pre-survey was the first tool utilized to gather information from the teachers (see Appendix E). The post-survey (Appendix F) also included questions that highlighted ways relationships were built including communication, discussing uncomfortable topics, reflective teaching, and refining the coaching techniques. Teachers were also asked how current teacher-coach communication was created by using an open-ended statement. Results from the post-survey were used as a guide for the next steps section of my research study.

Observational plan. The observational plan is a document from Jim Knight's Impact Cycle (2018). During the study, before classroom observations and coaching, the participants and I completed the observation plan (Appendix G). This document addressed what could potentially arise from the observation. These factors included the purpose of the visit, what types of feedback were desired by the educator, what data would be collected and when visits to the classroom would occur. The participants and I utilized the form before every observation and coaching period. The observation plan was used as a means to create transparency in the coaching process. Based off of the previous observation plans, new goals were stated with modifications or intervention toward instructional practices.

Pre-observation conversation checklist. To accompany the observation plan listed above, the Pre-Observation Conversation (Knight, 2018) was also utilized (Appendix H). The checklist was completed by the participants and the consultant together. This was an accountability tool to ensure successful implementation of the observation plan (Knight, 2018).

Coaching cycle. Classroom coaching was implemented after a classroom observation. Coaching time was a scheduled observation where the coach wrote down notes concerning instruction and implementation. The notes were then shared with the educators as a means of transparency. Coaching times involved the classroom observations and questions that arose from the professional

development that had taken place a month prior. As the researcher, I engaged in persistent and prolonged observations by meeting with the teachers in the group individually during training and coaching sessions, at a minimum, two times per month. During these coaching sessions, I used the Coaching Planning form (Appendix I) (Knight, 2018). The planning form was utilized during the classroom observational time and the coaching sessions. The form outlined the purpose of the visit, the process of identifying a goal, modeling, and suggested other items to explore. During coaching sessions, the form was reviewed, and specific feedback was discussed. Discussing the feedback allowed the coach and educators to be reflective collaboratively.

A secondary part of this process was to use Checklist: PEERS Goals (Appendix J) created by Jim Knight (2018). The checklist was meant to outline the purpose and meaning behind a classroom goal that has been created by the classroom teacher. PEER goals were established collaboratively by teachers and the coach as a next step after the coaching session.

Evaluation forms. Evaluation forms were created by the I.U. 20 Curriculum Department (Appendix K). These evaluation forms helped the coach to differentiate the instruction for upcoming professional developments. They served as an opportunity for the consultant to grow and reflect from immediate feedback. This evaluation form was a small snapshot of what the participants got

out of the presentation. This helped to provide meaningful feedback on what I needed to focus on and provide support for in the follow-up coaching session.

Reflective journaling. During this study, I engaged in critical and personal self-reflection as an educational consultant throughout the process to make sure that I was “keeping clear and avoiding any researcher bias” (Hendricks, 2013 n.p.). I documented my self-reflection by using a digital data collection journal (Appendix L) three times per school week. I recorded observations and noted data that was agreed upon by the individual participants and myself as the consultant using the coaching forms mentioned previously. After each session, I wrote in a personally protected journal. This was my place to get down segments of conversations and ideas to understand how to be a reflective practitioner and how I would help the educators for the upcoming PD or coaching session. I wrote down feelings, thoughts, comments, and data.

Table 1: Matrix of data collection tools utilized.

Instrument	Process	Professional Completing Form	Elements for Each visit
Pre-Survey	At the very beginning of the research study.	All life skills teachers.	Administered via Google Forms electronically.

	It was the first instrument used.		
Observational Plan	Utilized before every coaching session.	Consultant and educators	As the coach, I worked with the educators on what they would like me to observe. They mentioned different factors or practices they wanted me to observe.
Pre-observational checklist	Before each coaching session	Consultant and educators	This coaching document was used as an accountability tool to ensure all parts of the observational plan were discussed.
Coaching	Every month	Consultant	Used the coaching forms with discussions to provide

			feedback towards teacher instruction.
Evaluation forms	After each professional development session.	Life Skills teachers	Completed by the life skills teachers at the end of every professional development session. This is completed with anonymity. They described what they learned, and how they want to implement strategies in their classroom.
Journaling	Weekly. When there was conversation or discussion.	Consultant	Journaling was completed by the researcher. This was done after every session with the like skills teachers. This was also utilized to track feelings and new ideas when

			practicing reflective teaching.
Post-Survey	At the end of the research study.	Life Skills teachers.	The post survey was administered at the end of the research project in order to collect data.

Trustworthiness statement

Before beginning my research study, I took multiple steps to ensure that my research would follow ethical guidelines. One of the first steps I had to make was to get approval by the Moravian College Human Subjects Internal Review Board (Appendix A). They also reviewed the supporting documents. One of those supporting papers was a document with approval from the Colonial Intermediate Unit director, my supervisor of curriculum and instruction, the supervisor of life skills support, and the teachers who agreed to give me feedback about my communication skills.

In the letter to the teachers, I expressed that the data collected would be a piece of my thesis if permission was granted from them. It also clarified that the teachers were able to refuse involvement or withdraw from the study at any time without penalty. One of the last items I highlighted was that anonymity was of the utmost importance. The teacher's privacy would be upheld. I would also be using pseudonyms (letters), and files containing data would be stored on my laptop, which is password protected in my Google drive.

I wanted to make sure I can engaged in continuous, ongoing, reflective planning. I used a variety of data collection tools. One of those data collection tools was a survey that is given to the sample teachers at the beginning of the school year, in early October in the middle of the school year, and at the end of the research period in November. I engaged in persistent and prolonged observations by meeting with the teachers in the group individually during training and coaching sessions two times per month at a minimum. I also used an exit ticket after monthly professional development to gauge how my communication was during sessions. I planned on triangulating my data to ensure accurate data and to help make high stakes decisions for the teachers we are working with (Hendricks, 2013). I also observed patterns in the data.

I planned on engaging myself in critical and personal self-reflection as an educational consultant throughout the process to make sure that I am keeping a clear and avoiding any researcher bias (Hendricks, 2013). I documented my self-

reflection by using a digital data collection journaling three times per school week. I also conducted a video journal after each scheduled professional development. With these data collection tools, I was able to ensure that my research study engaged myself in the research as a coach, with ongoing reflective practices and planning.

THIS YEARS STORY

New career pathway. What led me to where I am now? That question can be involved. I started my career as a secondary autistic support teacher. I was knee deep in the special education processes. I would focus on behavior and individualized education plans (IEP). It was all becoming overwhelming. Needing a change to help myself at a personal time, I decided to change my pathway and accepted a new position as an educational consultant with a focus on the multi-tiered systems of support or MTSS process and best practices in literacy. The switch was difficult for me. I had to learn how to go from being a classroom teacher myself, and an expert to a new, unfamiliar career path. I wasn't sure how I would be able to make that personal connection with the educators. I worried if my new colleagues would questions my experience due to my age. Would they find my input constructive and vital? How would I be able to look back on my professional development (PD) sessions and evaluate my own practice in order to suit the needs of the teachers better?

After a brief time looking at the research, I found that being a reflective practitioner could be a pathway for growth as a consultant. During the research stage of this action research process, I found that including the educator who was working with the consultant in reflective practices could benefit both the teacher and the consultant along with the students who were in that teacher's classes.

During the time I was in the classroom as a teacher, I received coaching and professional development (PD) opportunities that left me wanting more. I was not sure how to translate that PD experience I was a part of and apply those strategies to collect data that drove my classroom instruction. I wanted to have more information and structure when being coached. I was not sure what that coaching process should look like. How would I reflect on my methods and then apply it to my class?

Now that the roles have changed, I have reflected on those past experiences. I did not want the teachers in my PD sessions to feel that they did not understand how to apply the concepts covered in their classrooms. I wanted the teachers to feel comfortable with self- reflection and goal setting. The opportunity arose to work with a group of teachers at the beginning of the 2018-2019 school year. During an introductory after school meeting, I met with six teachers who were a part of the life skills support program.

This research study was designed as a research project to collect data which could have the potential to provide invaluable feedback for myself and to document how I assessed my performance as an educational consultant and modified my subsequent work in light of what I learned through my action research cycles. I wanted the teachers to be aware that the data would be collected through observations, pre and post surveys, evaluations, and my own personal teacher reflection journals. In regards to confidential information, I mentioned

that data was collected from participants who gave permission to participate in the study. All teacher names were kept confidential—as well as the name of the school district and the data, which was kept secure and shredded at the end of the study. All technology used had the data erased to protect personal information in case of data breaches. Educator participation in this study was entirely voluntary, and they were given the opportunity to withdraw at any time without penalty. I received permission from all six educators. The research project took place during the months of September, October, November, and wrapped up during the month of December.

On the starting line. I wanted to find a way to build relationships with the educators and students in the classrooms I would be coaching in. I decided to do this since this was the first year in my role of being an educational consultant. I was incredibly nervous about starting. Would I be accepted by the educators I would be working with? What would be the potential pitfalls of starting with a new consultant? I had some questions that I needed clarification on such as what specific aspect of my practice should be the focus of our conversations/ professional development. I had decided that building relationships with classroom teachers was the most important since this was the first month of a consultant job which requires trust and professional connections to rely on the success of teachers and students. From this question, I found additional threads to follow to improve my practice.

Those questions were:

- What are the effects of using a critical reflective teaching model to reciprocally communicate with classroom teachers?
- What are the results of using the impact cycle to coach classroom teachers?
- How will my learning from self-evaluation and teacher feedback intervene with my research study moving forward?

My hopes with this research study were to find out these answers and more. I wanted to be able to be a reflective practitioner and apply it to multiple aspects of my job to better my practice as a coach and consultant.

Introductions. Introductions to the participants in the research study happened at their first professional development (PD) session of the school year in September. Their supervisor was facilitating the training. I was sitting back thinking to myself, “How am I going to be able to make an impact in my practice and theirs?” The supervisor of the Life Skills support program then explained to his staff that I would be assisting them with scientifically based reading instruction. There was nervousness in the air. You could feel it. As a previous classroom teacher myself, I understood how it felt to be presented with a new instructional approach. It is stressful. You run everything through your head. Do I have time to implement this and everything else?

Right after this explanation of the reading program, I was introduced to the group. I felt welcomed as I had seen a few familiar faces in the crowd.

Looking back into my journal I remember a point right after this sight of familiar faces. It was nice to see some people I already knew. I felt welcomed, and shortly after, I turned panicked as I had never directly supported my peers. I occasionally helped them out, but nothing to this scale. I stood in front of the crowd and introduced myself, my background as a special education teacher, and introduced my research study to them.

I wanted to focus my research on being a reflective practitioner in a coaching cycle. I arrived at this focus from experience in a previous training where I didn't let my participants experience productive struggle. When working with a group of teachers in August 2018 with the support of my mentor, we worked on introducing close reading. After this PD session, I spoke with my mentor and recorded our conversation in my journal. She said that "It is okay to let them find the answers on their own. Productive struggle helps to lead people to new discoveries."

Keeping my Journal. Journaling was a continual pieces throughout the entire research process. The journal was kept by myself as the researcher to evaluation and self-reflect on my own practices as being new to the field of educational coaching. At this point in my study, the journaling focus was on what I was experiencing and my thoughts. Some major themes that arose were wonderings if the Life Skills teachers would welcome me and whether or not they would be receptive to my coaching. I started to reflect on my communication

skills to see where they were at. My initial impressions began to change when journaling towards my fourth week into the process. My feelings began to shift from worrying to focusing on what the teachers needed. I started to feel more confident about meeting with my colleagues and becoming their coach.

Near the middle of the research period my journal was starting to reflect future ideas that I had to contribute. I was using the coaching forms to drive instruction for the upcoming professional development opportunities. I also continued to see strength in presenting ideas to my colleagues. I wrote that I feel comfortable speaking up when I have a thought or opinion instead of sitting back and waiting to see if my idea is needed. After looking back at my journal, I have seen less of that negative self-talk and more talk changing to the positive. I was using my journal as a data collection tool, and it was helping me to be a reflective practitioner and shaping my practice.

My journal in December completely changed from September to now. Those feelings of being a failure and unsuccessful were gone. I began to speak up more during other coaching times and professional development sessions not related to my research study. The skills and confidence that were acquired through the study transferred over to other parts of my job. I was now confident in my work. I started to use my journal to track what was going on in the classroom session and what I could plan next to help the teachers and I to become successful.

First things first. The pre-survey was the first item sent out via Google Forms. I was worried if any of the educators would respond, and even if they did, I wasn't sure what the results would be. I was hoping at the time that the questions asked would lead to a future understanding of the individual needs of the educators. The educators were able to mention what type of communication was performed. This information helped me conclude that during the future coaching times, that I would need sheets to document ideas, comments, and data. Only two of the educators responded. I decided to send out the form again, and no more responses were sent in. This had me worried. Would I have the amount of data needed to facilitate the coaching sessions? How would I be able to build those professional relationships to become a reflective practitioner myself? I started to feel like I couldn't do this job.

Hey coach! Coaching forms were presented during the first coaching session. During the meeting, the educator and I sat down and went through each of the coaching forms individually. I checked for understanding by asking questions. The forms were initially received with what appeared to me as worry. The coaching session became quiet. I noticed this in some of the participants and explained that this process is not evaluative. This would not be used for teacher evaluations. The coaching forms and the means were purely to examine the practices and document data to help formulate goals to improve overall instruction.

This process was also to help establish transparency, so the educators felt comfortable with the coaching periods. This seemed to help the teachers understand the purpose of the process and a few of them said that, “I am excited to start. When we can schedule our first coaching session with the forms?” It felt great to hear from the staff members that they could relax knowing that the coaching forms were not evaluated but there to help me to support them at my best.

Active professional development +coaching together= New learning.

During the action research period, professional development and coaching were implemented together throughout the process. This was to ensure that whatever would be taught during professional development opportunities would be implemented and observed during the coaching sessions. The months for professional development were September and November for this research study.

The months of coaching were October and December, and coaching was provided at multiple times during the month. For the month of September the topic was the foundation of literacy skills aligned to the science of reading. This was a topic I learned about in while working on my reading specialist certification, but I had never provided a training on it. I nervous and scared. *Did I know enough about this topic to seem comfortable and present to my colleagues?*

During the month of November the topic of presentation was utilizing assessments to pinpoint where their students are on the phonological awareness

continuum. We spoke about the different assessments, and how to mark down where the students were on the continuum of phonological awareness skills. The PD sessions involved getting the whole group of educators together. This wasn't just the teacher's I was assigned to work with but the entire life skills department. This format typically would look like a stand and deliver teaching method, but I didn't want to become a presenter who did that. I worked on make sure that the sessions were engaging. The educator's and I would apply strategies to their classroom practice by making data walls, or doing a case study mock trial for a student to plan assessments and next instructional steps.

So how did I do at the PD? Evaluation forms were provided after every professional development opportunity. These forms during the month of September scared me. I wasn't sure what type of response I would receive back from the educators. *What if they hated my presentation? What if they didn't learn anything new? What would I do to move forward?* All of feelings subsided once I received the feedback from the teachers. They provided support that they felt comfortable working with me. One educator stated that "I cannot wait to start this in my classroom this is exactly the PD we needed." Knowing that I was able to deliver a PD that they have been asking for was really reassuring that I was on the correct track to helping the teachers on their literacy pathways. They understood the material and ideas provided and couldn't wait to get started using these new ideas in their classrooms. October was the first month for a PD session lead by

myself. I documented in my journal as saying “I feel comfortable in the PD tomorrow. I have looked at the data collected from the Impact Cycle, and I know how to drive the instruction for the educators tomorrow.” *I started to notice a change in myself as a consultant and coach.*

Moment of self-discovery and change! I was noticing that I started to become comfortable with coaching my colleagues. My journal turned from self-doubt to confidence. I had fewer feelings of stress and worry and began to have more sentences describing comfort and understanding in the materials and what the coaching was shaping into. The initial coaching sessions utilized the forms, but the data collected was minimal. I don’t think that I fully understood how to coach and manage data at the same time.

At this time in the research study, I understood Jim Knight’s Impact cycle. Before I was going through the motions and filling out the forms, but I don’t think that I was honestly using the forms for what they were intended for until this point in the research study. I really dug deep into the various coaching forms. The educators and I worked on the forms together along with the observational plans.

Using the observation plan was interesting. It was interesting because it was something that I have never used before and it was something that the teachers haven’t seen before. There was hesitation both sides. A typical session would start with myself and the teachers meeting. We were looking over all of the different parts of the Observational Plan. Teachers would then be able to express

what type of feedback that they desired. As a team of coach and participant, we were not sure at first which kind of feedback would be most effective. For this coaching session, we decided on coaching and evaluation with all six educators who were participants.

The second interesting part was how the data would be shared. As I was reflecting in my journal, I wrote that “I think that it would be best to be transparent when sharing data.” It would be best to find the time in common to be able to sit down and go through the data together in case there were any questions. After speaking with the educators on an individual basis, we were able to come to a consensus on the information addressed in the observational plans.

The pre-observation checklist were used in a way that the educator and I would be able to go through each piece of the coaching forms and confirm and check off that each piece was talked about and agreed upon. This tool as suggested in the methodology section was used as a checklist and accountability piece. When introducing the educators to the pre-observation form I felt that the educators were relieved since this form provided that items were discussed and agreed upon and that there was transparency with the forms which provided a level of comfort for the educators. As the researcher, I liked the form because it provided that level of support and comfort for the educator and provided a means to have that professional relationship built on trust and communication.

The “What-If” factors. During the coaching and PD sessions, there was a variety of in-depth questions and concerns that the educators had. I had written down in my journal a few comments and questions from the teachers to make sure that their concerns and what-ifs were addressed. A significant area of interest is documented below from a teacher participant.

“What happens if we find out that there is a discrepancy in the learning of our students? What if we use the assessments and find out that in their educational history that they were supposed to have mastered a skill, and they no longer have that skill when we assess it. How can we have that conversation with the parents and explain how this happened?”- Educator D

The quote above is impactful. Just by reading it was able to sense that the educators were nervous about taking this step. They were unsure what issues may arise with the new practices being learned in the area of reading. To best support them time was made to meet with the teachers individually during the coaching times. Explicit instruction in reading instruction was implemented, so the teachers became comfortable with the assessments. Coaching also involved working on how to have those difficult conversations with parents and other stakeholders.

The bonds are created. During this process, the bonds of a professional working relationship were formed. This was established by the work address above with the coaching cycle, and the professional development times. The

educators in the action research study were seeking out help from TAC for their student's Individualized Education Plan (IEP) goals or other bumps in the road.

The email below was collected from an exchange between the consultant and an educator who is participating in the Action Research project.

Hi Researcher,

I have a student who has been really struggling to read at the first grade level using Reading A-Z. His IEP is coming up on December 14th and I really want to figure out a better reading goal for him. I tested him on the three assessments I was given:

Foundational Skills: Letter sounds 23/31, lowercase 17/26, uppercase 25/26

Phonological awareness: 0

Beginning decoding survey: I think I need help scoring this one, he did not attempt any of the sight words. He got "a" in sentence 1. He did not attempt the words in the sentences the first time, gave me initial letter sounds (not all accurate) with the second prompt. He gave me initial letter sounds for the make believe words (not all accurate). Do you have any suggestions for where to go with an IEP goal for this student?

Thanks,

Educator

Figure 2- Email communication between consultant and teacher.

This exchange was invaluable for my study and my practice. Looking back at the email, I noticed that the educator had a sense of security by asking me these questions. They were comfortable enough with my knowledge level to ask for my expertise along with trusting that I would be able to provide a level of support that was needed to best serve their students.

Getting it together. Helping to create a confident reflective educator was one of my goals. This was important for myself as a new consultant to be able to a reflective practitioner and apply my self-evaluation to support others. Dewey (1933) suggested that effective reflection requires open-minded and critically reflective ways of thinking. To establish an effective educator reflection, I needed to focus in on the open-minded piece. I felt that this would be achievable by creating an environment with the educators the revolved around trust and building that professional working relationship.

I created that environment by first introducing myself to the teachers and planning a time to observe their classroom. I took the time to find days and times that fitted into the classroom schedule to not interrupt the flow of instruction. This was valuable to the teachers. This was evident in their pre- and post-survey results. In the surveys, teachers highlighted that their classroom time was valuable, and they wanted as much time as they could to work with their students. Another way I created an open-minded environment for self-evaluation was to

spend time with the teachers and hear about their need. We worked on the pre-observation forms so the areas coached on would be transparent. The coaching form would have an area of concern or comment to strengthen the communication and bond between the consultant and the educator. All of these factors lead to building a reflective teacher in a comfortable environment for struggles, gains, and personal growth.

Personal achievements. Pulling everything that had taken place over the twelve weeks was a big task. I was reflecting on my practice and building relationships with educators while having the educators use self-reflection and goal setting during coaching times. The biggest piece that I feel I have learned as a consultant is that being reflective helps to improve my practice. It leads to personal growth in others who I am working directly with. I was able to reflect on my trainings and improve them for the next time at they were presented. I also knew what the educators needed to be successful.

Using the various data collection tools like the coaching forms and journaling helped me to focus in on my instruction. I felt as though I had gained confidence in this process by being that reflective practitioner and building those pathways of progress. A goal of mine related to this process was to gain confidence in my practice. I feel that this was achieved due to the evaluation feedback from the teachers, and the results of the post-survey.

Wrapping it up. December was the month that the research project was set to end. I continued to journal. Confidence as a factor was overwhelming. The coding in my journal turn from mostly red with fear to blue with success. I worked on the post survey to be able to send out it out in order to collect the final data component of my study. The post-survey was administered. I was nervous to see if more educators would respond, and they did! I wanted to know if I was able to change the communication, and built those professional coaching relationships, and that is something I had done. It was refreshing to see what I had completed over the research period. And I thanked every participant and contributor for their support.

METHODS OF DATA ANALYSIS

Throughout my research study, I used a variety of measurement tools (i.e., surveys and forms), and personal reflection (journals) to collect my data (see Table 1). More specifically, the tools included: (1) pre- and post-surveys completed by the teachers, (2) coaching forms which had different subsets of forms, (3) evaluation forms, and (4) my own weekly journals. I triangulated my data to ensure accurate data and to help make high stakes decisions for the teachers I was working with (Hendricks, 2013). This means that I a variety of data collection tools. I used the survey data to collect participant data, I collected evaluation forms to have data addressing participant's next steps, and journaling collected data on my thoughts as the researcher. As per Hendricks, 2013 I also observed patterns in the data and highlighted big ideas which are outlined below in my findings section. As the research data collection progressed throughout my study, coaching forms and journals guided my next steps with the educators, such as specific and immediate feedback and setting goals. This ensured that I was using the reflective practice cycle and the coaching model as per Schön, 1983, and Knight, 2018.

Analysis of Educator pre- and post-surveys

As shown in Table 1, educator pre- and post-surveys were implemented in the beginning and at the end of the research period, respectfully. Pre and post survey data was collected through a Google form survey (see Appendix E and F), as such, surveys were sent out electronically. The pre-survey and post survey both addressed a series of ten questions (six short or long answer fill-in questions, two Likert-type questions (scale from 1-10) scales, and two multiple choice questions). The pre-survey was only answered by three participants. As referenced in my story section, I was uncertain why so few teachers chose to answer the pre-survey. It could have been due to time constraints of the teachers or perhaps their own comfort level of the questions. Please see Table 2 for pre- and post-survey results.

Table 2: Results and themes from pre and post survey.

<i>Results/themes</i>	<i>Pre-Survey</i>		<i>Post Survey</i>	
Number of participants	3		6	
Perceptions of IU Trainings (questions 1, 2, 3)	Yes 2/3	No 1/3	Yes 6/6	No 0/6
Perceptions of Comfortableness of _____	Yes 100%	No 0%	Yes 100%	No 0%

(questions 4-5)		
Perceptions of Student achievement (questions 6-7)	Mean average of 8.5 out of 10	Mean average of 9 out of 10
Perception of Instructional change (questions 8-10)	Mean average of 9 out of 10	Mean average of 9.5 out of 10

IU trainings. Ten questions were asked on the survey. Questions 1-3 addressed professional relationships. This was highlighted by participant's perceptions of trainings and working with the TaC staff members. Questions 4-5 focused on the perceptions of comfortableness. These questions addressed the theme of collaborative communication, critically reflective teaching and the coaching model. The remaining questions lead to themes of instructional change and being a reflective practitioner. The first question in the survey addressed if the educators had been provided trainings by the IU training and consultant (TaC) staff in the last year and a space for the educators to list the training topics. In the pre-survey the results showed that two out of the three participants who answered the question have had a professional development training provided by the IU. The topic of professional development was curriculum. One out of the three participants had not yet had a training provided by the TaC staff members.

The post survey results showed that all of the educators (100%) had a professional development opportunity in the past 12 weeks. The topics addressed in the professional development trainings consisted of: curriculum, literacy, reading, and assessments.

The two Likert-type questions also provided important information. The first question asked, “Does building a professional relationship lead to instructional change”. The participant indicated on a range (1 not true at all to 10 very true). The pre-survey results (N = 3) indicated that most educators felt that this was very true (mean = 9.0). The post survey results (N = 6) indicated a slightly higher average (M = 9.5).

Comfortable with Communication. Questions number 4, 7, and 10 addressed the comfort level of the participants with the researcher and how communication related to the comfort level. On both the pre and the post survey, the results suggested that 100% of participants (all six teachers) felt comfortable talking with a TaC staff member about areas of concern in their classroom. Below is a table showing a variety of response’s from educators on the surveys showing the comfortability level with the researcher.

Table 3: Quotes from participants.

Participant	Quotes
Educator A	<i>I loved the open discussion!</i>
Educator D	<i>Positive, reflective, transparent.</i>
Educator E	<i>Questioning and active listening are two important components to build a positive and professional relationship with peers and fellow colleagues.</i>
Educator F	<i>Great activities and open discussion-At times, I feel that these components are more effective! Thank you for providing this.</i>

In regards to communication, questions 4 and 5 addressed the participant’s perceptions of current communication with the educational consultant with the participants. In the pre-survey, the one participated indicated, “that the consultant was not available”. Other participants stated, “They have provided multiple venues for communication with them. No Recommendations at this time for the consultant.” And “I really admire how transparent and open the consultant is with practices, teaching, and assessments (and how helpful and supportive).” I perceived these answers as positive and reflective. The post survey results yielded

a positive trend as well. Statements such as, “I really enjoy the time the consultant has taken out of her day to come to my classroom and help to model practices. She also took the time to help our associate teachers as well.”, and “I am looking forward to moving this project forward. My students have learned so much and they are starting to read.” highlighted that the educators perceived communication as open and transparent. The educators stated that they were generally happy with the trainings, they were supported by the coaching sessions with the consultant, and that they were looking forward to future experiences with their coach or trainings? At the bottom of the survey, the educators were able to share any further recommendations. The educators either left that section blank or stated, “No recommendations at this time”.

Building relationships. All of the questions reflected the educator’s perception of relationship building. One of those questions stated: *What do you need in order to build a strong professional education based relationship?* Results of the pre-survey indicated that educators felt that (1) professional development, and (2) reflective teaching lead to building a strong professional based relationship. The post survey data suggested that (1) developing consistent communication with colleagues, (2) refining the coaching/partnering techniques (coaching cycle) with teachers, and (3) continued professional development were the strongest ways to build strong relationships with the educators.

There was one question (Likert-type scale 1 – 10) that queried about professional relationships leading to student achievement. Results indicated that most participants (Mean 8.5) felt building a professional relationship leads to student achievement. The 8.5 mean was derived from a scale for one to ten. The post survey results indicated had a mean average of 9 out of 10. This data shows that there was slight increase of .5 for educators who find that professional relationships lead to student achievement.

Suggestions for Researcher. The last question of the surveys aimed at finding suggestions for the researcher to improve her practice as a consultant. In the pre survey, participants (N = 3) indicated “none and N/A”. The post survey results showed more specific information. Participants stated that the use manipulatives (such as sound/letter boards or Elkonin boxes) and videos of prescribed practice in action would be helpful.

Analysis of coaching forms

Coaching forms were a crucial part of my study. They helped me to focus on my reflective practices and the coaching cycle. The coaching forms also provided a structure or framework for future observations and goals. Multiple coaching forms were utilized. Each one had a specific purpose and lens focus.

The first form used was the Pre-Observation Conversation Form (Figure 3) from David Kilpatrick (2018). This consisted of a checklist to establish norms

for the coaching and classroom observation sessions. This was a quick list that was checked off by the researcher.

✓ CHECKLIST: PRE-OBSERVATION CONVERSATION

✓	
Take notes during the conversation.	✓
Determine the desired form of feedback—(a) appreciation, (b) <u>coaching</u> , (c) evaluation, or (d) some other form.	✓
Determine the purpose of the observation— (a) to get a clear picture of reality <u>(b) to establish a baseline for setting a goal</u> , (c) to monitor progress toward a goal, or (d) some other purpose.	A+B ✓
Explain the different kinds of data that can be gathered.	✓
Determine which types of data will be gathered.	✓
Determine the location, date, and time for the observation.	✓
Determine whether or not it is <u>OK</u> for you to talk with students in the class.	✓ Yes, OK!
Ask, "Is there anything I need to know about particular students or this class in general?"	✓ -Behavioral needs
Determine where you will sit and whether or not it is <u>OK for you to move around the class.</u>	✓
Ask, "Is there anything else you want to ask me that you haven't asked yet?"	✓
Determine how you will share data (e.g., face-to-face via email).	✓
Identify when and where you will meet to discuss data.	✓

Figure 3: Pre-Observation Plan

The second form was the Observation Planning Form (Figure 4) also from David Kilpatrick (2018). The intent of this form was to provide a structure to

establish a purpose for the classroom visit and coaching sessions. The form highlighted what data would be gathered to create a sense of transparency between educator and coach. The goal of the classroom visit was to offer a space and time for reflection so that the educator had an idea of what was going to be observed and documented. The form addressed whether the educator would be comfortable enough with the coach talking to the student and asking specific questions. It also highlighted non-negotiables (data sharing and coach-student guidelines).

Educator 

OBSERVATION PLAN

What is the purpose of the visit? To get a clear picture of reality <input checked="" type="checkbox"/> To establish a baseline for setting a goal <input checked="" type="checkbox"/> To monitor progress toward a goal _____ Some other purpose _____	
What kind of feedback is desired? Appreciation _____ Coaching <input checked="" type="checkbox"/> Evaluation _____ Some other form _____	
What data will be gathered? Time on task _____ Experience sampling _____ Ratio of interaction _____ Instructional and non-instructional time <input checked="" type="checkbox"/> Real learning index _____ Ratio of interaction _____ Corrections _____ Disruptions _____ Respectful interactions _____ Questions • Open vs. closed _____ • Right/wrong vs. opinion _____ Level _____ Opportunity to respond <input checked="" type="checkbox"/> Correct academic responses _____ Different students responding _____ Teacher vs. student talk _____ Other <u>literacy cases, Phonemic Awareness</u>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: auto;"> <p style="margin: 0;">Other questions: Assessments for limited verbal communicators.</p> </div>
When will I visit the class? Location <u>MS</u> Date <u>10/22</u> Time <u>9:45am</u>	

(Continued)

Figure 4: Observation Planning Form.

The results above shows that Educator C had a question about her limited understanding of verbal communication. The participant wanted the researcher to focus on the areas of phonemic awareness, literacy, opportunities to respond to students, and instructional versus non-instructional time. Additionally, along with the Observation Planning Form, the coach also provided the Coaching Plan Form. In the figure (Figure 5) below, with educator A, the researcher set times and dates in order to have a cohesion with coaching sessions and activities during those times.

Educator A

COACHING PLANNING FORM

ACTIVITY	DATE	LOCATION	TIME
Film the class <i>N/A due to student restrictions</i>			
Identify a goal	10/15		8:30am
Explain the new teaching practice	10/15		9:00 am
Model	10/16		2:00 pm
Film <u>observe the class</u>	10/17		9:30am
Explore	10/17		11:15 am

Figure 5: Coaching Planning Form completed by researcher and participant A

Analysis of Evaluation forms

Evaluation forms were also used in my study. These forms are required by the department in which I work. A short form versions were used for professional development opportunities. The data collected included general information such as areas of conversation, and whether or not the educators work with special education or general education teachers (who may have children with IEPs). The questions that pertained directly to my study were: (1) What is the most important “take away” moment from the professional development that you were just apart of and, (2)What am I going to do as a result of this session as the participant. The data collected from using both forms guided my focus in terms of next steps for professional development opportunities.

Analysis of Journaling

Journaling was found to one of the most influential pieces of my research study. Throughout my research, I kept a daily (weekly) reflective practitioners journal. In my journal, I wrote specific notes about each coaching session. These notes included, but not limited to, ways to: (1) guide the educators as they helped their students, (2) help teachers become more reflective practitioners, (3) guide implementation of strategies in the classroom, (4) reflect on my own professional development training or coaching time, and (5) jot down any other ideas/questions/or concerns that arose during the coaching time. Looking back

through my journal, I was able to reflect on my practice and adjust accordingly. I was able to reflect and highlight common ideas and themes. Building professional relationships with educators and it was critical for me, as the researcher, to continue my reflective learning cycle and ensure that I was following the coaching cycle.

Analysis of Mid- Study Reflection

During week 6 of my study, I stopped to reflect on where I was with my reflective process and where we were in the coaching cycle with the educators. This reflective process allowed me to see what had already been accomplished and what needed to be done moving forward with the rest of the research study. I was able to see a gap in my practice since I wouldn't allow my educators to experience a productive struggle when planning their goals during coaching opportunities. I was able to adjust my level of questions to have the educators reflect more deeply on their goals which helped to drive instruction.

Analytic Memorandums

While conducting my research study, I read a text written by learning theorist Paulo Freire (2000) the book that I read was his *Pedagogy of the Oppressed*. The books allowed me to deepen the analysis of my research. I wrote analytic memoranda of this reading. This lead to new understanding about the

practical ways and ineffective parts of my study. I felt that this mid-point time, that I was eager to learn more ways to be more reflective in my practice and perhaps meet the needs of the educators.

My Study and Freire

Paulo Freire was one of the great philosophers in education. His book *Pedagogy of the Oppressed* (2000) highlights various important pieces throughout that resonated with my action research project. One of those quotes was “Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.” (p. 72). Freire is saying here that you can’t just give knowledge to people. It is obtained through deep reflection and that people create their own experience. Through inquiry, people can understand the world around them, constructing their own knowledge of the world.

Working with educators and students, I was hoping that I would be able to facilitate an environment that promotes this inquiry-based learning. I wanted the educators to reflect deeply on their own practices and to understand that they have essential knowledge – knowledge that could be shared with me as well. Educators and consultants could be co-investigators. Educators can learn from the coach, as the coach learns new information from the educators. We teach, and we learn so much from each other. My new understanding after reading Freire’s work,

provided me with insight to find better ways for the educators to be more active participants in their own learning process. My goal for the educators was to learn more ways to change and adjust their own reflections and viewpoint-based off of their students' needs. At this point in time, I decided to look at my own reflections in order to guide the educators to this goal.

Coding and Binning

Throughout my research study, I coded the data. I collected my data for my journal through a Google Sheet. I had areas that I highlighted in various colors such as green for positive, the color yellow for going back or remember, red for negative feelings or thoughts, and blue for main ideas. I also used a coding system for the data collected through my collection tools. Each letter coordinated with a data collection tool. The color blue is attached to evaluations. Pink was used for educator surveys. Yellow helped to highlight research papers. Green was used for classroom observations. Orange was aligned with coaching. Lastly, red was for consultant journaling. These coding styles were developed based on the outcomes that I wished to see. After the study, I revisited my journal coding and all of my data collected. I then created bins based on the codes. (Figure 7)

Codes	Page Numbers
Accountability	B1,B7,B8,B9,Y1, G5, G8, G9,G10,O3,O5,O6, R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Active engagement	B1,B2,B3,B4,B5,B6,B7,B8,B9,P6,P1,P8, G2, G3, G4, G7, G8,G9,G10,O1,O2, O3,O4 O5,O6
Assessment	B2,B3,B4,B7,B9,P6, G1, G2,G3,G4, G5, G6, G7, G8, G9, G10,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Coaching model	P6,Y1 G1, G2, G3,G4, G5, G6, G7, G8, G9, G10,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Collaboration	B1,B6,P4,P6,P7,P8,Y1,G1, G2, G3,G4, G5, G6, G7, G8, G9, .G10,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.

Comm unicati on	B1,B2,B3,B4,B5,B6,B7,B8,B9,P1,P3,P4,P6,P7,P8,Y1, G1, G2, G3,G4, G5, G6, G7, G8, G9, G10,O1,O2, O3,O4 O5,O6R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Connec tions	B1,B2,B8,B9,P6,Y1,Y2,Y3,Y4,Y5,Y6,Y7,Y8,Y9,Y10,Y11,Y12,Y13, Y14,Y15,Y16,Y17,Y18,Y19,Y20,Y21,Y22,Y23,Y24,Y25,Y26, G1, G2, G4, G5, G6, G7, G8, G9,O1,O2, O3,O4 O5,O6R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Consul tant's feeling s	Y1, Y2, R1, R2, R3, R4, R5, R6, R6, R8, R9, R10.
Hesitan t Feeling s	Y2, Y3, Y4, G5, G9, G10, O4, O5. R1, R2, R3, R4.

Instructional change	B1,B2,B3,B6,B7, B8,B9,P2,P6, G1,G2, G4, G5, G6, G7, G8, G10,O1,O2, O3,O4 O5,O6, R4, R5,R6, R6, R8, R9, R10.
Literacy	B1,B3,B4,B6,B7,B8,B9,P3,P5,P6,P7,Y1,Y2, G1, G2, G3,G4, G5, G6, G7, G8, G9, G10,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Professional development	B1,B2,B3,B4,B5,B6,B7,B8,B9,P2,Y1,Y2,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Professional relationships	B1,B2,B3,B4,B5,B6,B7,B8,B9,P2,P4,P8,Y1, G1,G4, G5, G6, .G9,G10,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Reflective teaching	B1,B2,B3,B8,B9,P8,Y1,Y2,Y3,Y4,Y5,Y6,Y7,Y8,Y9,Y10,Y11,Y12, Y13,Y14,Y15,Y16,Y17,Y18,Y19,Y20,Y21,Y22,Y23,Y24,Y25,Y26, O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.

Resistance	Y3, G2, G4, G6, G7, G9, G10, O5, R6, R8, R9, R10.
Self-reflective ons	B1,B2,B4,B7,B9,P6,P8,Y1,Y2,Y3,Y4,Y5,Y6,Y7,Y8,Y9,Y10,Y11,Y12,Y13,Y14,Y15,Y16,Y17,Y18,Y19,Y20,Y21,Y22,Y23,Y24,Y25,Y26,O1,O2, O3,O4 O5,O6,R1,R2, R3, R4, R5,R6, R6, R8, R9, R10.
Student achievement	P4, P6, G1, G2, G3, G4, G5, G6, G8, G9, G10, O3, O4 O5, O6.
Struggles	Y2, Y3, G1, G2, G3, G5, G7, G9, G10, O3, O5, R4, R6, R8, R10.
Teamwork	P2,P3,P4,P5,P6,P7,P8 G1, G2, G3,G4, G5, G6, G7, G8, G9, G10,O1,O2, O3,O4 O5,O6.
Trust	P2,P5,P6,P7,P8,Y1,Y2 G1, G2, G3, O1,O2, O3,O4 O5,O6, R3, R5, R8, R9, R10.

Figure 6- Coding Bins based off of data from the research project.

The six bins were labeled as follows: Professional relationships, Collaborative communication, Coaching model, Instructional change, critically reflective teaching, and Reflective practitioner. Next, to the bins, I wrote the connections to my study. For example, near the critically reflective teaching model, the terms active engagement, coaching model, communication, connection instruction change a professional relationship, and self-reflection. Completing these two processes allowed me to visually organize my collected data and better identify those components which were most crucial to my study.

Themes

The coding and binning (Figure 7) processes assisted me in developing different thematic statements, or big ideas, from my study's findings. Using each bin, I created a label and a small write up indicating what I had learned about that piece of the research. These findings will be further discussed in my findings section of this thesis.

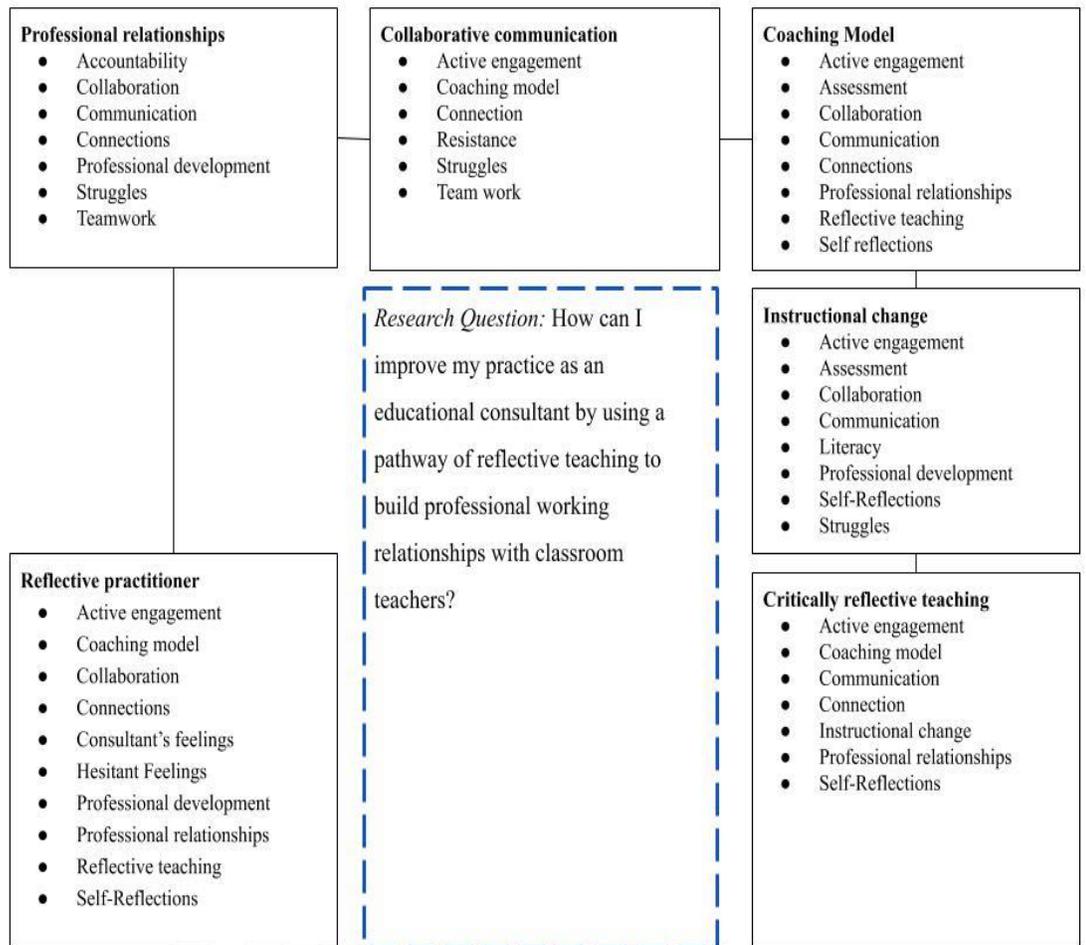


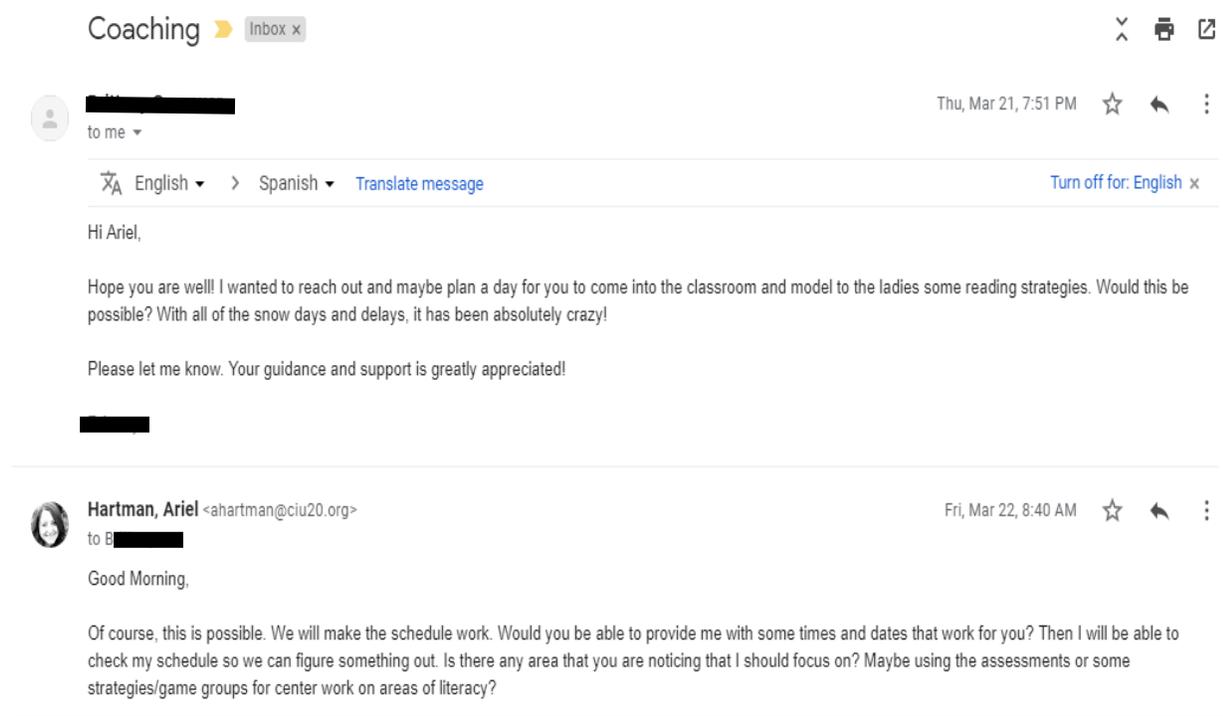
Figure 7- Themes and bins relating to data coding.

RESEARCH FINDINGS

Building professional working relationships helped to set a foundation to build a structure of trust, teamwork and educational success for all.

With building professional working relationships it was documented that allowing time to collaborate and use reflective teaching has lead the educational consultant and the educators to build professional relationships to further the success of the students in the literacy research-based instruction. This was done through continual email and personal communication between myself (coach) and an educator. Email exchanges were utilized to help brainstorm ideas to assist students in the classroom. Having time to discuss various techniques or ideas guided the professional relationship. Open conversations, via email or personal, helped me to establish a clear and concise coaching model. Communication has continued pass the research period. This is an example of building those professional relationship.

Figure 8: email communication showing continued communication after the research period.



Collaborative communication is a critical piece when building a professional relationship and helping to create a reflective practitioner.

Collaborative communication was achieved through the reflective cycle. As a coach, it was important for me to share information in a clear manner. Using transparency (such as working collaboratively with educators, discussing ideas and thoughts openly), while communicating with colleagues increased further collaborative communication with active participants by strengthening the

professional relationships. For instance, I had to implement clear communication guidelines for a general conversation with an educator, while also respecting boundaries for professional disagreements.

The Coaching Model supported collaborative communication.

The coaching model helped to facilitate important questions and goal setting factors which contributed to lead to student, teacher, and consultant growth. Utilizing a coaching model focused on a cyclical approach, created a setting for open conversation, goal setting and deep reflection throughout the research process. This framework guided the coaching process to ensure critical reflection, which assists all educators to become active reflective practitioners. The coaching model was supported by coaching forms which addressed issues or ideas, and were then discussed openly between the coach and the educator.

An instructional change was created through the process of building that professional relationship and being a reflective practitioner.

The ultimate goal of the educators was to improve their practice to help their students succeed. Collaborative professional relationships whereby the coach and educator exchange instructional ideas, led the educator to revise her own practices or instruction. More specifically, the teachers reflected on their own practices during the lesson plan process, and then implemented the new strategy

or idea into their next steps in order to strengthen the quality of the literacy-based lesson. This occurred after the desired goal or research-based literacy practice was identified and understood by the educator.

Practitioner's journaling

Using a self-reflection method as a current practitioner has led to a model of cyclical inquiry focusing on current practice skills and moving forward through educator self-reflection. Goal setting is required and supported to facilitate the practitioner inquiry model. Throughout the this year's story portion of this thesis you are able to see that there was a shift and mindset change for the researcher. The researcher started with more negative feeling and thoughts and then grew to show confidence and success. The practitioner's journal was crucial to the research study and provided data towards feelings and shown an instructional shift for the consultant.

NEXT STEPS

Being a reflective practitioner is an area of interest for me. Knowing what I know now, I want to embed action research into my practice as an educational consultant. The benefits of consistent data collection to help inform my training has been a crucial part of establishing reflective practices. I want to continue to journal my thoughts, comments, or questions when working with an educator in a coaching session. I will continue to encourage the teachers to be reflective practitioners themselves when reflection on a lesson to drive the instruction for the students. Schön (1983) suggests that, in practice, reflection often begins when a routine response produces a surprise, an unexpected outcome, pleasant or unpleasant.

After the research study, I continued to see the positive effects of being a reflective practitioner. I noticed that the communication I have with teachers continues to be thoughtful, meaningful, and driven towards the success of all students. I continue to receive emails from the participants which shows a positive trend in regards to communication with teachers and coaches.

Coaching continues to be implemented. “Regardless of the method teachers and coaches’ use, it is vital that teachers get a clear, objective picture of reality. Once teachers have a clear picture of reality, they can shift to the essential

work of coach and teacher working together to make a positive change in students' (and usually teachers') lives. (Knight, 2018)

For the upcoming school year, I want to use these practices of action research in the focus area of phonological awareness due to the increased need from teacher responses. My own personal goal would be to collect data to investigate if using the multi-syllabic routines (Hall, 2014); Haggerty Curriculum from Michael Haggerty) can relate to students' phonological awareness skills for students in grades K-3.

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APPENDICES

Appendix A: HSIRB Approval Letter

Dear Ariel,

The HSIRB has completed its final review of your proposal and is granting approval of this proposal. Please note that if you intend on venturing into topics other than the ones indicated in your proposal, you must inform the HSIRB about what those topics will be. Should any other aspect of your research change or extend past one year of the date of this email notification, you will need to file those changes or extensions with the HSIRB and receive approval of the changes before implementation. If you need a hard copy letter indicating your approval status for record keeping purposes, please let me know. One last step. We need to collect your **electronic signature(s)**. If (each of) you could respond to this email with your own name and the project title in the subject line, that will serve as your electronic signatures. Please do not hesitate to contact me if you have any questions.

Good luck with your research!

Take care,
Dr. DesJardin

Appendix B: Executive Director Consent Letter

Dear Dr. Charlene Brennan,

I am currently pursuing my Master's Degree at Moravian College in Curriculum and Instruction. During this fall semester, I am taking a course based on action research and will be conducting a teacher research study in my classroom on my own teaching practices. My research question is outlined below.

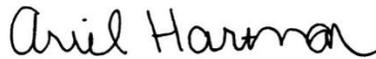
Improving my practice: an educational consultants pathway of reflective teaching by building relationships with classroom teachers.

The hopes for this research project is to see if the research process may provide invaluable feedback for myself and to document how I assess my own performance as an educational consultant and modify my subsequent work in light of what I learn through my action research cycles. I am writing to ask permission to conduct this research. The study will take place during instructional feedback periods (classroom visits, and professional development) from September to December of the 2018-2019 school year.

Data will be collected through observations, surveys for administration and teaching staff, and personal teacher reflection journals. In regards to confidential information, I will only use information collected from staff members who give permission to participate in the study. Additionally, all teacher names will be confidential—as well as the name of the school district and the data, which will be kept secure and shredded at the end of the study. All technology used will have the data erased in order to protect personal information in case of data breaches. Educator participation in this study is completely voluntary, and they may withdraw at any time without penalty.

Thank you for your time and cooperation. Please direct any questions via email at ahartman@ciu20.org; further concerns may be directed to my professor at Moravian college: Dr. Joseph Shosh at jshosh@moravian.edu.

Respectfully,



Ariel Hartman

I attest that I am the administrator/supervisor of the teacher who is conducting this research study. I have read and understood the consent form and received a signed copy. Ariel Hartman has my permission to conduct this study.

Signature of administrator/supervisor:

Date:


9/24/18

Appendix C: Assistant Director of Professional Learning Consent Letter

Dear Denise Kaminski,

I am currently pursuing my Master's Degree at Moravian College in Curriculum and Instruction. During this fall semester, I am taking a course based on action research and will be conducting a teacher research study in my classroom on my own teaching practices. My research question is outlined below.

Improving my practice: an educational consultants pathway of reflective teaching by building relationships with classroom teachers.

The hopes for this research project is to see if the research process may provide invaluable feedback for myself and to document how I assess my own performance as an educational consultant and modify my subsequent work in light of what I learn through my action research cycles. I am writing to ask permission to conduct this research. The study will take place during instructional feedback periods (classroom visits, and professional development) from September to December of the 2018-2019 school year.

Data will be collected through observations, surveys for administration and teaching staff, and personal teacher reflection journals. In regards to confidential information, I will only use information collected from staff members who give permission to participate in the study. Additionally, all teacher names will be confidential—as well as the name of the school district and the data, which will be kept secure and shredded at the end of the study. All technology used will have the data erased in order to protect personal information in case of data breaches. Educator participation in this study is completely voluntary, and they may withdraw at any time without penalty.

Thank you for your time and cooperation. Please direct any questions via email at ahartman@ciu20.org; further concerns may be directed to my professor at Moravian college: Dr. Joseph Shosh at jshosh@moravian.edu.

Respectfully,

Ariel Hartman

I attest that I am the administrator/supervisor of the teacher who is conducting this research study. I have read and understood the consent form and received a signed copy. Ariel Hartman has my permission to conduct this study.

Signature of administrator/supervisor: 

Date: 9/10/18

Appendix D: Educator Consent Form

Dear Educator,

I am currently pursuing my Master's Degree at Moravian College in Curriculum and Instruction. During this fall semester, I am taking a course based on action research and will be conducting a teacher research study in my classroom on my own teaching practices. This study has already been approved by Dr. Charlene Brennan, Mrs. Denise Kaminski. . Since I am with the TaC staff, I am hoping to conduct my research with you. It is mostly a reflection for myself. The only feedback I need from you is an exit slip and a survey. This is only reflective for my practice and not evaluative. My research question is outlined below.

Improving my practice: an educational consultants pathway of reflective teaching by building relationships with classroom teachers.

The hopes for this research project is to see if the research process may provide invaluable feedback for myself and to document how I assess my own performance as an educational consultant and modify my subsequent work in light of what I learn through my action research cycles. I am writing to ask permission to conduct this research with you as a teacher who would provide me with quick feedback since we will be in your classroom for the researched based literacy project. The study will take place during instructional feedback periods (classroom visits, and professional development) from September to December of the 2018-2019 school year.

Data will be collected through observations, surveys for administration and teaching staff, and personal teacher reflection journals (my own). In regards to confidential information, I will only use information collected from staff members who give permission to participate in the study. Additionally, all teacher names will be confidential—as well as the name of the school district and the data, which will be kept secure and shredded at the end of the study. All technology used will have the data erased in order to protect personal information in case of data breaches. Educator participation in this study is completely voluntary, and they may withdraw at any time without penalty.

Thank you for your time and cooperation. Please direct any questions via email at ahartman@ciu20.org; further concerns may be directed to my professor at Moravian college: Dr. Joseph Shosh at jshosh@moravian.edu.

Respectfully,

Ariel Hartman

I attest that I am aware of the efficacy of this project and I will be participating in this research study. I have read and understood the consent form and received a signed copy. Ariel Hartman has my permission to conduct this study.

Signature of educator: _____

Date: _____

Appendix E: Educator Pre-Survey

Pre- Survey Questions

Have you had any trainings provided by the IU training and consultant (TaC)staff? If so, what was the main topic about? *

Your answer _____

How do you feel the training in the question above could be improved? *

Your answer _____

How do you feel your current communication is with the educational consultants? *

Your answer _____

What can be changed in the area of communication with the educational consultants? *

Your answer _____

Do you feel comfortable talking with a TaC staff member about areas of concern in your classroom? *

Appendix F: Educator Post-Survey

Post- Survey

Building Relationships with Educators Survey

POST-Survey for Ariel Hartman

Your email address will not be record, anonymity will be given as educators will be assigned to numbers. All information will be destroyed at the end of this research study.

Approval has been given by Denise Kaminski-TaC supervisor and Dan Cullen Life Skills Supervisor.

* Required

Date *

Date

mm/dd/yyyy

Have you had any trainings provided by the IU training and consultant (TaC)staff? If so, what was the main topic about? *

Appendix G: Observation Plan

OBSERVATION PLAN

<p>What is the purpose of the visit?</p> <p>To get a clear picture of reality _____</p> <p>To establish a baseline for setting a goal _____</p> <p>To monitor progress toward a goal _____</p> <p>Some other purpose _____</p>
<p>What kind of feedback is desired?</p> <p>Appreciation _____</p> <p>Coaching _____</p> <p>Evaluation _____</p> <p>Some other form _____</p>
<p>What data will be gathered?</p> <p>Time on task _____</p> <p>Experience sampling _____</p> <p>Ratio of interaction _____</p> <p>Instructional and non-instructional time _____</p> <p>Real learning index _____</p> <p>Ratio of interaction _____</p> <p>Corrections _____</p> <p>Disruptions _____</p> <p>Respectful interactions _____</p> <p>Questions</p> <ul style="list-style-type: none">• Open vs. closed _____• Right/wrong vs. opinion _____ <p>Level _____</p> <p>Opportunity to respond _____</p> <p>Correct academic responses _____</p> <p>Different students responding _____</p> <p>Teacher vs. student talk _____</p> <p>Other _____</p>
<p>When will I visit the class?</p> <p>Location _____</p> <p>Date _____</p> <p>Time _____</p>

<p>Should I talk with students?</p> <p>Yes _____</p> <p>No _____</p>
<p>Special information about students or the class:</p>
<p>Where should I sit?</p>
<p>Is it OK for me walk around the classroom during the lesson?</p> <p>Yes _____</p> <p>No _____</p>
<p>Is it OK for me to talk with students during the lesson?</p> <p>Yes _____</p> <p>No _____</p>
<p>Other information I should know:</p>
<p>How will I share data?</p> <p>Face-to-face _____</p> <p>Via email _____</p> <p>Some other way _____</p>
<p>Next meeting:</p> <p>When _____</p> <p>Where _____</p>

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Appendix H: Checklist- Pre Observation Conversation Form

CHECKLIST: PRE-OBSERVATION CONVERSATION

	
Take notes during the conversation.	
Determine the desired form of feedback—(a) appreciation, (b) coaching, (c) evaluation, or (d) some other form.	
Determine the purpose of the observation—(a) to get a clear picture of reality, (b) to establish a baseline for setting a goal, (c) to monitor progress toward a goal, or (d) some other purpose.	
Explain the different kinds of data that can be gathered.	
Determine which types of data will be gathered.	
Determine the location, date, and time for the observation.	
Determine whether or not it is OK for you to talk with students in the class.	
Ask, “Is there anything I need to know about particular students or this class in general?”	
Determine where you will sit and whether or not it is OK for you to move around the class.	
Ask, “Is there anything else you want to ask me that you haven’t asked yet?”	
Determine how you will share data (e.g., face-to-face, via email).	
Identify when and where you will meet to discuss data.	

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Appendix I: Coaching Planning Form

COACHING PLANNING FORM

ACTIVITY	DATE	LOCATION	TIME
Film the class			
Identify a goal			
Explain the new teaching practice			
Model			
Film/observe the class			
Explore			

Appendix J: Checklist: PEERS Goals

CHECKLIST: PEERS GOALS

A PEERS GOAL IS 	
Powerful: Makes a big difference children's lives.	
Easy: Simple, clear, and easy to understand.	
Emotionally Compelling: Matters a lot to the teacher.	
Reachable: Identifies a measureable outcome and strategy.	
Student-Focused: Addresses a student achievement, behavior, or attitude outcome.	

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Appendix K: Evaluation form

Professional Development:
District/School/IU Program:

Date: _____ **Facilitator:** _____
Participant's Area of Concentration/Grade Level:

- Special Education General Education Administrator
- I work with students with IEPs. I work with teachers who have students with IEPs.

The most valuable part of the day for me...



What I'm going to do as a result of today's session...

Other Comments...

Revised 8/6/2018 GS

Appendix L: Reflective Journal of Instructional Coach.

Reflection fields notes

Coding

Positive	Go back or remember	Negative feelings	Main ideas
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<u>Date</u>	<u>Journal entry</u>	<u>Outcomes/Reactions</u>
Week of 9/10/18	<ul style="list-style-type: none"> • I find myself having to restart the research study process all over again. It has been stressful balancing a new position at work and starting over with a research study. I know that in the end, it will be worth it. I plan on starting out small. I want to finish typing up my HSIRB form and submitting it for approval. Until then, I will be collecting data on myself through journaling. I plan on journaling every week. • As a group of coaches, we were asked to present professional development opportunities followed up with classroom visitations for coaching in the life skills classroom. I am hoping to build what surveys and evaluations I may need for data collection later. 	
Week of 9/17/18	<ul style="list-style-type: none"> • I have received signatures from my direct supervisor, the assistant director and the head director of the Colonial Intermediate Unit#20 	