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COACHING CONVERSATIONS: EXAMINING JOB-EMBEDDED PROFESSIONAL
DEVELOPMENT ACTION RESEARCH USING DANIELSON'S FRAMEWORK TO
DEVELOP SHARED UNDERSTANDING OF EFFECTIVE TEACHING PRACTICES

By
Diana Dubisky

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This dissertation was submitted by Diana Dubisky under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

COACHING CONVERSATIONS: EXAMINING JOB-EMBEDDED PROFESSIONAL DEVELOPMENT ACTION RESEARCH USING DANIELSON'S FRAMEWORK TO DEVELOP SHARED UNDERSTANDING OF EFFECTIVE TEACHING PRACTICES.

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This action research study investigated the effects of biweekly coaching conversations using a common language of effective teaching practices, Charlotte Danielson's (2013) Framework for Teaching (CDFfT), to guide collegial discourse during coaching sessions with beginning teachers utilizing a partnership approach to coaching. The study was conducted in a middle school setting with three instructional coach participants and eight beginning teachers. Data were collected using qualitative tools, including (a) pre and post professional development survey, (b) coaching communication logs, (c) coach-to-coach weekly debriefing responses, (d) coaching preparation logs, and (e) survey responses at the end of the 8-week study. Analysis of the qualitative data revealed that the use of shared common knowledge of effective teaching practices positively impacted coaching conversations at a specific Title 1 middle school site. Themes emerged from the collection of qualitative data that were used to address the five research questions. The future recommendation encourages the use of CDFfT as a conversational tool that positively impacts teaching practice through a common language of effective teaching practices.

Keywords: action research, a framework for teaching, partnership approach, coach, coachee

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Chapter 1: Introduction

Introduction

The National Education Association (NEA, 2019) stated, “The number one problem new teachers cite is ‘lack of support.’ As the teacher shortage worsens, the problem for school districts is increasingly one of retention rather than recruitment” (para. 1). Strategies such as mentoring and coaching practices have been put in place to supplement the lack of assistance beginning teachers may experience. Mentoring and coaching of beginning teachers focus on supporting individuals and making continuous efforts to improve teacher quality. Danielson (1996) developed a framework to promote a shared understanding of effective teaching practices. Mentor teachers using a coaching model can build a partnership to support beginning teachers who are working to adapt to external pressures and innovative changes in 21st century education. Knight (2007) developed seven principles to support a partnership approach to improve instruction. According to Darling-Hammond, Hyler, Gardner, and Espinoza (2017), “Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century” (para. 1). Coaching can support beginning teachers by providing professional learning opportunities focusing on fostering high-quality teaching practices. This study focused on supporting beginning teachers in the 21st century through a partnership approach of transformational coaching (Knight, 2007), using a shared language of effective teaching practices (Danielson, 2013).

Problem Statement

Beginning teacher support is needed in 21st century teaching. Beginning

teachers, according to the NEA (2019), are fleeing the profession due to lack of support. Assisting the next generation of educators is vital to securing high-quality teachers. Instructional coaching presents an intimate job-embedded partnership shown through research to impact the quality of teaching practices. The primary goal of instructional coaching is to foster improvement (Knight, 2007). Knight (2011) and the research from the Kansas Coaching Project provided evidence that the way individuals act in a coach and coachee relationship affects the outcome of coaching. Knight (2011) supported a partnership approach. When a partnership approach to coaching is used, both participants work together to foster improvement in a nonjudgmental and nonevaluative manner. The NEA provided evidence that new teachers feel unsupported, encounter increasingly high stakes decisions, and face increasingly complex methods. Within this paper, the relationship between expert and beginning teacher is analogous to the relationship between an instructional coach and a novice teacher as the coachee. Instructional coaches serve many roles. Providing professional development is one way instructional coaches support teachers. Aguilar's (2013) research provided evidence that an essential component of coaching is providing an effective professional development program: "Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator" (para. 4). Coaching is prescriptive. Professional development that comes with coaching is personal to the specific needs of the person being coached. Effective coaching is a continuously cyclical process fostering the improvement of teaching practices to shape student achievement.

This study references coaching as a mentoring strategy that supports teachers

through a partnership approach. As Wong and Wong (2013) stated,

Mentoring can be vital in preparing beginning teachers for the demands of a profession that is often learned on the job rather than in a certification program or placements. Mentors coach beginning teachers in the implementation of evidence-based instruction and use of data for lesson planning and nurture their critical and reflective thinking. (p. 1)

This study examined the use of a common language to discuss effective teaching practices supporting the partnership between coach and coachee. The common language consists of the four domains and 22 elements of Charlotte Danielson's (2013) Framework for Teaching (CDFfT), a research-based instructional tool that was used to drive collegial discourse. The framework was used to support novice teachers' reflective practices to improve teaching performance. Coaches used the tool to help coachees engage in collegial discussions about a common language of best practices. According to Crane (2016), "Dialogue creates a pathway and safety zone for an open conversation in which both coach and coachee learn" (p. 105). Dialogue is purposeful and critical in a coach and coachee relationship. Sharing a common language increases professional learning opportunities that are open and trusting. Continuous professional learning opportunities increase a collaborative partnership among educators. Knight (2009) supported effective coaching using seven principles of a partnership approach.

This approach is articulated in seven principles, which are derived from research and theoretical writing in a variety of fields, including adult education (Friere, Knowles), cultural anthropology (Eisler), leadership (Block, Greenleaf), organizational theory (Senge), and epistemology (Kuhn, Bernstein, Feyerabend).

The principles were also validated in a study of two approaches to professional development (a partnership approach and a traditional approach). (p. 31)

Practical approaches to partnership coaching have been shown to improve teaching practices (Knight, 2002). Partnership coaching can provide opportunities for a collaborative culture of continuous improvement. Building capacity within an organization and achieving a collaborative culture of comfort and trust takes time as well as the right leadership and support. The seven principles of a partnership approach to coaching are equality, choice, voice, dialogue, reflection, praxis, and reciprocity (Knight, 2007).

Equality. In a partnership approach, equality is the center of the relationship. A trusting environment centers on the equitable nature between relationships (Knight, 2011). Ideally, both participants within the relationship are equals working together to foster improvement.

Choice. If equality is central to a partnership approach, one must understand that professionally providing choice is essential to a healthy relationship. According to Knight (2011), “Teachers should have a choice regarding what and how they learn” (p. 31). When choice is unavailable in a professional relationship, this situation negates equality and the foundation of a partnership approach.

Voice. If partners are equal and given choices, they become active participants who have a voice in making decisions. As Knight (2011) said,

When we take the partnership approach, we create opportunities for people to express their points of view. This means that the primary benefit of a partnership is that everyone gets a chance to learn from others because others share what they

know. (p. 34)

When partners have a voice, this opens a healthy dialogue that can drive decision-making and foster improvements.

Dialogue. Thinking together through dialogue demonstrates the power behind a partnership approach. A healthy dialogue between partners fosters opportunities for individuals to deepen their knowledge while exploring ideas together.

Reflection. Reflection is an essential component of a partnership approach. Reflection allows for personal growth, enabling one to make decisions while maintaining professionalism and respecting others' thoughts and concerns.

Praxis. Praxis follows reflection in the sense that it allows one to apply knowledge to real-life practice. A partnership approach allocates time for reflection and reshaping of ideas, making sense of how ideas apply to one's practice.

Reciprocity. Reciprocity is the catalyst causing others to learn. When one goes into situations ready to learn from others, one opens professional learning opportunities that would otherwise not exist.

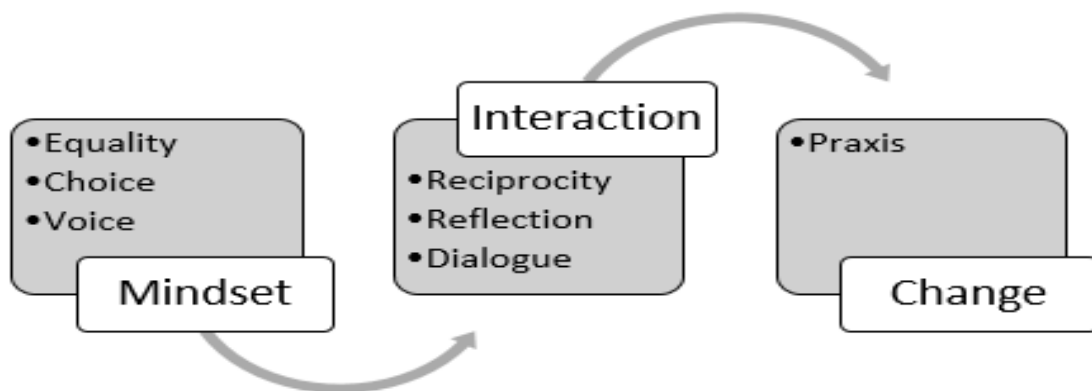


Figure 1. Seven Principles of Partnership Approach Driving Change.

Coaching using the seven principles supports teachers' mindsets, interactions, and change. The partnership mindset builds a collaborative relationship that fosters improvement.

According to the Association for Supervision and Curriculum Development (2011), to increase best practices, teachers need opportunities to collaborate. Providing opportunities to collaborate builds a partnership approach that can create a trusting environment. In a partnership approach, mentoring adult learners can become challenging. Traditional methods of mentoring may present ethical issues that challenge the coach and coachee relationship.

For this reason, coaches must work to build a collaborative relationship with beginning teachers. Coaching must be reciprocated between the coach and the coachee. Knight (2007) referred to reciprocity as one of the seven principles of a partnership approach. When a relationship has reciprocity, both the coach and coachee learn continuously. A partnership approach establishes a link between coachee preparation and teaching as well as learning and supporting teacher readiness.

The CDFfT tool can serve as a resource providing a clear framework and common language about effective teaching practices. Crane (2016) included research evidence in support of building capacity through dialogue. Dialogue builds interpersonal relationships that can empower positive changes in teaching practices.

If [Instructional Coaches] ICs create learning partnerships through dialogue, if their collaborating teachers are equal, if teachers are free and encouraged to speak their minds and to make real, meaningful choices, it follows that one of the most important choices teachers will make is how to make sense of whatever it is that

they are learning with their IC. (Knight, 2007, p. 47)

Instructional coaches can use the seven principles of a partnership approach, building dialogue to support collaborating teachers to improve teaching practice through a focus on mindset, interaction, and change.

This study used CDFfT to share a common language of effective teaching practice as a form of continual professional learning support for novice teachers by using Knight's (2007) partnership approach to coaching as a guide to build capacity through dialogue. The job-embedded professional development focused on engaging both coach and coachee in professional activities that developed a dialogue around effective teaching practice.

The goal of this action research project was to foster improvement in conversation between coach and coachee by increasing knowledge of inquiry skill development, problem-solving, collaboration, and reflection. Action research is developed in an educational setting to foster improvement in inquiry skills, problem-solving skills, and practice of reflection (Darling-Hammond, 1996). Action research is a way education can improve individual practice. "Teaching and learning are malleable practices that occur in the complex ecologies of individual, social, cultural, and political settings and in the interactions of local and global contexts" (Hong & Lawrence, 2011, p. 1). Encouraging best practices through coaching conversations can foster opportunities for reflection of teaching practice. Collaboration in this study involved on-site instructional coaches and beginning teachers participating together to promote improvement in their practice using a shared common language.

Purpose of Action Research

Dewey (1916) recognized the importance of action research and the need for education reform. According to Efron and Ravid (2013), “John Dewey was critical of the separation between knowledge and action and argued that educators need to test their ideas and put their emerging theories into action” (p. 5). The purpose of action research is to encourage educators to become reflective practitioners. The implementation of action research causes educators to improve their practice by recognizing an issue in the classroom or at their schools. Reflecting on individual classroom methods and philosophies that drive instruction can lead to positive changes that can improve student and school performance.

One of the growing interests in teacher education lies in how and what teachers learn across time and space in the complex ecologies and technologies of today’s society. Teacher research has been implemented in teacher education programs as a powerful, exploratory tool for teacher candidates to inquire about educational problems and to improve their knowledge of teaching practice. (Hong & Lawrence, 2011, p. 1)

This action research project was undertaken by the participants of the study and involved the following action steps: (a) identification of a need or improvement, (b) formation of a logic model developing a plan of action, (c) participation in professional learning, (d) coaching sessions, (e) coach-to-coach reflection sessions, (f) collection of data to examine the effects of the plan of action, (g) evaluation of results of the action plan, and (h) creating new action steps based on what was learned during the process. The purpose of the action research was to describe how a shared common language in a

partnership approach to coaching impacts coaching conversations between coach and coachee in a middle school setting.

Setting

The action research project took place in a Title 1 middle school in an eastern district in North Carolina. The research consisted of a qualitative action research project that examined job-embedded professional development at one of the rural district's 18 middle schools. The study was focused on improving communication and collaboration between coach and coachee. Coach is referred to as the instructional coach, and coachee is referred to as the beginning teacher in the study, either term may be used to refer to participants. The focus site serves 571 sixth- to eighth-grade students in a small mill town outside a transient military city. The professional learning initiative began in August before the start of the 2019-2020 academic year and focused on developing an understanding of CDFfT for both instructional coaches and coachees. The goal of the professional development was to support ongoing job-embedded communication by using the framework language throughout the workday. The researcher, who serves as an instructional coach, designed and facilitated the professional learning. Coaches and coachees were required by the site to participate in the professional development experience and data collected and archived by the site were analyzed as part of the research project. In addition, coaches and coachees were invited to participate in surveys at the completion of 8 weeks of participating in the job-embedded professional development to provide perceptions and feedback with regard to the experience.

Program Description

The coaching program was designed to support teachers as they refined their

professional knowledge and skills in a collaborative, nonevaluative, and nonjudgmental manner. Research-based coaching practices strengthen and refine teacher readiness and extend student understanding. The action research used a partnership approach to coaching to support beginning teachers as they prepare for the complexities of teaching in the 21st century classroom. The action research process allowed both coach and coachee ongoing professional learning opportunities in which they can strengthen and refine their practice.

Logic model. The program description explains the objectives of the program. The researcher developed a logic model to present the program's desired outcomes that were implemented throughout the action research plan. The logic model in Figure 1 provides a framework that connects the needs of beginning teachers with short-, medium-, and long-term goals.

NAME OF PROGRAM/PROJECT:**Charlotte Danielson's Framework for Teaching Coaching Conversation Action Research Project****SITUATION:**

Coaches and beginning teachers need a shared language when discussing effective teaching practices. An action research plan has been established to support both coach and coachee during their coaching conversations. The program has identified the need to improve the effectiveness of coach and coachee communication on effective teaching practices. Data from the site's comprehensive needs assessment identified that communication needed to be consistent and clear. The information provides evidence establishing a long-term goal to build positive interpersonal relationships between the coach and the coachee.

PRIORITIES:

To examine the shift in practice of a shared common language after participating in professional development

To determine if coaching conversations are using common language

To learn how to improve coaching conversations between coach and coachee

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
Resources	PD with the instructional team on CDFfT	Instructional team	Coach and coachee increase knowledge of effective teaching practices (show evidence of new knowledge).	Maintain communication between coach and beginning teachers.	To increase the effectiveness of a coach and coachee's communication skills for effective teaching.
PD survey with pre/post self-assessment	PD with Beginning teachers on Charlotte Danielson's Framework for Teaching	Beginning teachers		Teachers to collaborate weekly	
CDFfT tool		-		Teachers to reflect on their practice weekly	
Google Documents				Use shared language related to effective teaching using the CDFfT tool.	
Beginning teacher requirements	Pre-/Post-Self-examination using CDFfT			Implement CDFfT tools	
Google slides				Observation and feedback cycles weekly and twice-monthly interview	
Goal summaries	Weekly coaching meetings				
Sign-in sheets	Weekly collaborative planning sessions				
Lesson plans					
PD feedback survey	Weekly observations with beginning teachers				
Coach observation logs					
Coaching cycle					(continued)

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
recorded conversation	Digital platform discussions				
Coachee reflections	Weekly recorded				
Coach reflections	Coaches cycles				
PD survey questions	Bimonthly interview questions				

ASSUMPTIONS	EXTERNAL FACTORS
1. Assume all teachers attend PD sessions.	1. Quality of resources provided
2. Assume all stakeholders value their involvement.	2. Quality of instruction at the event
3. Assume all stakeholders will participate in the activities at the weekly sessions.	3. Continuous efforts for future engagements

EVALUATION PLAN:
Evaluation: Plan, Act, Observe, Reflect, collect/analyze data, and report

Figure 2. Logic Model.

The logic model in Figure 2 provides the goals that influenced the decision made by the researcher to determine the needed action steps and the overall goals of the action research project.

Goals. The program goals were to determine if a shift in practice of a shared common language to guide conversation can deepen meaningful collaborative discourse between coach and coachee. Instructional coaches used the CDFfT tool to engage in collegial conversations about effective teaching practice with beginning teachers.

The short-term goal examined the shift in knowledge of a shared common language after participating in professional development. The medium-term goal determined if coaching conversations were using the common language. The importance

of the program's long-term goal was to promote a deeper understanding of CDFfT domains and elements and examine the impact on collegial conversations concerning effective teaching practices.

Short-term goal. The short-term goal was to examine the shift in the knowledge of using a common language of effective teaching practices between coach and coachee.

Medium-term goal. The medium-term goal was for the common language learned from the CDFfT tool professional development to be used during coaching cycles with beginning teachers. Coach and coachee discussed effective teaching practice guided by a partnership philosophy.

Long-term goal. The long-term goal was to increase the effectiveness of conversations between coach and coachee. Increasing the efficiency of discussions between coach and coachee can foster improvement in teaching practices and student learning. The researcher developed a logic model to help identify an area that needed improvement. The defined focus was then used to create an action research plan that focused on improving coaching conversations between coach and coachee.

Action Research

The purpose of the research was to examine how a shared common language utilizing CDFfT in a partnership approach to coaching impacts coaching conversations between coaches and coachees in a Title 1 middle school setting. The research project analyzed data produced during a job-embedded professional development action research experience to determine if a shared language of effective teaching practices improved coaching conversations between coach and coachee. The project helped identify the impact of coaching performance as well as determine if the shared common language

impacts personal and professional growth of the participants. The professional development examined used a partnership approach to coaching to support beginning teachers as they prepare for the complexities of teaching in the 21st century classroom. The study examined this job-embedded professional learning and cross reviewed it to the study's survey responses to determine the impact on coaching conversations and teaching practice.

The study gathered qualitative data from highly qualified and novice teachers' knowledge of effective teaching practices. Both coach and coachee attended a collaborative professional learning opportunity providing training on the CDFfT tool. Professional development was provided at the beginning of the 8 weeks to guide both the coach and coachee on the appropriate use of the instrument. Darling-Hammond et al. (2017) stated, "High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate new instructional strategies to teachers' students and classrooms" (p. 3).

Detailed coaching cycles to enhance the ongoing professional learning of effective teaching practices from CDFfT occurred over a period of at least 8 weeks prior to specific data collection for this study. Within these coaching sessions, the coach and the beginning teacher met biweekly to deconstruct standards, construct lesson plans, and reflect on effective teaching practices. The coach met with the coachee to answer reflection questions intended to examine if the conversations were using CDFfT as a conversation model. Coaches met twice a week and discussed their experiences with their coachees and their experiences incorporating CDFfT into their coaching conversations. These weekly meetings reflected on the next steps for implementation of

this professional learning. Coaches examined coaching logs, coach-to-coach weekly minutes, and preparation logs to determine next steps the upcoming week. The action research plan required participants to plan, act, observe, and reflect weekly. Weekly, both coach and coachee had a chance to use the conversational tool to improve teaching practice.

The researcher examined coaching conversations that used CDFfT as a shared language of effective teaching practices. Currently, at the researcher's site, there are three instructional coaches including the researcher and eight beginning teachers. Ongoing job-embedded professional learning using action research tenets occurred at the site. This professional learning consisted of learning about CDFfT by instructional coaches and their coachees (beginning teachers) and then using that framework to structure coaching conversations around a shared language. These conversations between coach and coachee occurred twice a week at the site for a period of 8 weeks. In addition, the site's three instructional coaches met weekly to debrief on the use of the framework in their coaching conversations and identified ways to improve. The researcher used archival professional development data in the form of a pre/post learning survey examining new knowledge gained as a result of the initial presentation of CDFfT (this type of survey is a common professional development practice), coaching communication logs written by instructional coaches as a result of their coaching sessions with coachees, coach preparation logs, and minutes from coach-to-coach weekly debriefings. In addition to this archival data, the researcher requested coaches and coachees complete an open-ended survey at the conclusion of the 8-week professional development. Table 1 provides a detailed timeline of the implementation of the CDFfT professional

development that occurred before the study took place.

Table 1

Implementation of CDFfT Professional Development

Action Step	Details	Individuals involved	Date
Lead Instructional Coach (also the researcher) facilitates professional development with beginning teachers	PowerPoint presentation was created outlining the research from CDFfT.	Instructional coaches/ Beginning teachers	August 12, 2019 (First meeting)
Professional development survey pre/post self-examination	Examine survey results from both coach and beginning teachers.	Instructional coaches/ Beginning teachers	August 6-12, 2019 (Due August 14, 2019)
Collaborative deconstruction of standards	Instructional coaches facilitate weekly deconstruction of standards with all beginning teachers.	Beginning teachers/ Instructional coaches	Weekly (September 9, 2019- November 1, 2019)
Collaborative lesson planning	Instructional coaches facilitate weekly opportunities for collaborative lesson plan writing.	Beginning teachers/ Instructional coaches	Weekly collaboration (September 9, 2019- November 1, 2019)
Examination of the coaching cycles between coaches	Instructional coaches examine coaching cycle conversations using CDFfT from both coach and beginning teachers.	Instructional coaches	Weekly (September 9, 2019-November 1st) 20 minutes a week to debrief with instructional coaches

Dweck (2006) discussed the way one's mindset shapes one's capacity for learning. The way teachers perceive opportunities for learning correlates to the way they respond to new information and the way they respond to teaching situations. The data collected from the professional learning initiative, ongoing job-embedded coaching cycles, and survey responses helped identify trends in beginning teacher readiness and

provided coaches with a road map that promoted meaningful conversations that were capable of potentially affecting learning and improving teaching practices. Danielson (2008) stated, “Meaningful conversations about teaching and valid evaluations of teaching must be grounded in a clear definition of practice—a framework for teaching” (p. 1). The CDFfT tool provides a transparent framework that can guide and promote collegial discussions on effective teaching practices. The results of the study focused on presenting other sites and the site’s district with information about using the CDFfT tool as a framework for productive, collegial conversations supported through a partnership approach to coaching between coach and coachee. Barlin (2016) wrote,

One of a mentor’s chief jobs is to help a new teacher close the “knowing-doing” gap by learning to apply knowledge of best practices to daily classroom routines. The rise of various instructional-support models in many school systems, however, often forces new teachers to navigate dozens of different perspectives, frameworks, and pieces of advice on teaching. A lack of coordination among these myriad advisers—literacy and math coaches, university supervisors, data specialists, special education counselors, technology coordinators, and many others—can result in conflicting messages that overwhelm beginning teachers and exacerbate attrition rates. (para. 7)

The complexity of teaching can become overwhelming for novice teachers. In a partnership approach to mentoring novices, coaches can use tools that bridge the “knowing-doing” gap by providing a common language of effective teaching with the use of the CDFfT tool (Danielson, 2013). The framework can serve as a communication tool for coach and coachee. The use of CDFfT can provide coaches with the essential skills to

communicate effective teaching practices to beginning teachers. With the right leadership, the model can help teachers through various adjustments, providing opportunities for personal and professional growth.

The action research project provided both coach and coachee with the evidence needed to uncover if CDFfT affects conversations about effective teaching practices. Aguilar (2011) provided evidence that “there is so much a coach needs to know: how to observe instruction, give feedback to teachers, model and debrief lessons, facilitate meetings, and present information” (para. 4). Additionally, Aguilar (2011) discussed how effective coaches understand adult learning and are expert communicators. Expectational communication provides clarity. Within this study, the common language of effective teaching practices provided clarity, given the exceptional communication skills of the coach and coachee. The four domains within CDFfT and its elements encompass the knowledge and skills an effective teacher should have. The action plan provided the professional learning initiative and the job-embedded detailed coaching cycles to enhance the ongoing professional learning that happened at the site. The researcher collected archival data and used the data to cross-examine the study’s survey responses from participants to determine if coaching conversations had improved.

Methodology

Action research is a cyclical and systematic process of refining methods and collecting and analyzing data (Herr & Anderson, 2015). The repetitive process can guide coach and coachee through a process of inquiry that can impact teaching practice and improve student achievement. The participative qualitative involvement is practical and collaborative between instructional coaches and novice teachers. The practical focus was

on the conversations about effective teaching practices between the coach and coachee. Action research is emergent and iterative, intended to improve understanding of how coaching conversations can support beginning teachers. The study refined methods, collected multiple sets of data, and examined how coaches supported beginning teachers using a shared language of effective teaching practices.

Within action research, the researcher is an active participant who uses experience, inquiry, and examination in a dynamic process of spiraling back through action steps, reflection, and data analysis. This type of study is different from traditional dissertation studies because the researcher is actively involved in the problem-solving process. The researcher used personal experiences while working with a team of collaborators to generate new knowledge through the examination of action-oriented outcomes at a local site. Data sources used in the study were (a) pre and post survey responses, (b) coaching participation logs, (c) coach-to-coach weekly debriefing response, (d) coaching preparation logs, and (e) survey responses. Multiple sources of qualitative data were used to construct validity. The study collected various sources of evidence, established a chain of evidence, and provided opportunities for participants to review transcripts to clarify or add to the transcribed data.

The researcher collected data from the professional development initiative and 8 weeks of job-embedded coaching cycle data and used the artifacts in the study as archival data. The researcher analyzed the archival data collected to determine if participants gained knowledge, if there was a shift in practice, and if there were recurring trends or opportunities for improvement. Ongoing professional learning through coaching cycles was offered during 8 weeks to enhance the learning of CDFfT. The researcher collected

responses to professional development through a survey that consisted of six open-ended questions that allowed participants an opportunity to provide open-ended qualitative responses. Open-ended items allow participants a chance to describe their experiences. Allowing participants a chance to have a voice is one of the supporting seven principles of a partnership approach (Knight, 2007). Providing opportunities for participants to reflect on gained knowledge supports adult learning theories and the partnership philosophy to coaching. Analyzing open-ended survey responses provided the researcher with an opportunity to gather insights and empathize with participants who are using their voices and experiences while making further decisions and next steps toward the improvement of the program. The collected archival data were used in the study and examined with the participants' survey responses. The researcher used axial and thematic coding methods to look for gained knowledge, a shift in practice, trends, and opportunities for improvement. Job-embedded professional learning opportunities are part of the Title 1 school's coaching program. The professional development artifacts were included in the study and examined along with the survey questions to address and answer the following research questions.

Research Questions

The overall question for this study was, "How does using CDFfT influence coaching conversations between coach and coachee at one specific site?" The researcher used the collected data from surveys, weekly coach-to-coach responses, communication, and preparation logs to answer the following research questions:

1. How did the professional development session on CDFfT impact coach and coachee understanding of components of effective teaching?

2. How can the focus of coaching conversations with regard to CDFfT domains be described?
3. What do coaches notice about their conversations with coachees after using CDFfT?
4. What ideas do coaches and coachees have for improving future coaching conversations?
5. How did the use of CDFfT within coaching conversations impact teaching practice?

Archival data collected from the job-embedded professional development that occurred 8 weeks before the study was used during the thematic and axial coding process, cross-examining survey response data from the study. The researcher asked participants to answer three open-ended survey questions (Appendix A). The survey responses and archival data collected were used to answer the five research questions and analyzed to uncover trends and areas of opportunity for growth in coaching conversations between coach and coachee. Before the researcher explains the theoretical and conceptual framework, a few terms need to be defined.

Definition of Terms

The researcher selected the terms for this study from pertinent educational resources. The definition of each term provides clarity to deepen the understanding of the research.

Andragogy. Refers to the practice of teaching adults. Adult learning theory and educating adults (Knowles, Holton, & Swanson, 2005).

Coach. An experienced instructional facilitator who mentors beginning teachers,

working to foster improvement.

Coachee. A beginning teacher who is in the first 3 years of teaching and receives training from a coach.

Continuous improvement. In education, this is the continual process of improving one's learning, self-reflective practices, and capacity for professional growth.

Dialogical approach. In this approach, according to Knight (2018), "coaches ask powerful questions, listen and think with teachers, and collaborate with them to set powerful goals that will have a powerful impact on student lives" (p. 12).

Transformational learning. Mezirow (1991) describes transformational learning as "learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change" (p. 8).

Partnership approach. Knight (2007) wrote that the "partnership approach is based on the principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity" (p. 37).

Job-embedded professional development. Job-embedded professional development refers to teacher learning grounded in day-to-day teaching practice and designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2008).

Assumptions

An assumption made by the researcher was that participant feedback was open and honest. The researcher used participants at the same site to answer survey responses, and the researcher assumed each participant provided authentic responses. The researcher also believed that both coach and coachee were engaged in their coaching

sessions and met biweekly. An assumption was made that all participants attended professional development, and all stakeholders valued their involvement in this study.

Theoretical Foundation

Adult learning and constructivism build the theoretical foundation of the study. The study used research-based theories of constructivism to bridge conversational gaps between coach and coachee views of effective teaching. The study examined coaching conversations related to effective teaching practices. Examining the coaching program provided explicit and implicit evidence of the coach's and coachee's knowledge and beliefs about effective teaching practices. The partnership philosophy supported adult learning, guiding the relationship between the coach and coachee. Ornstein and Hunkins (2014) wrote, "Constructivism addresses the nature of knowledge and the nature of learning" (p. 112). Danielson (2008) identified constructivism as providing the roots of the framework for her teaching tool. Constructivist researchers such as Dewey, Piaget, Vygotsky, and Bruner (Ornstein & Hunkins, 2014) are constructivism's basic theorists (p. 112).

Constructivism has its roots in the functional psychology of Dewey (1916), Vygotsky's (1978) focus on the importance of social interaction on cognitive development, the classroom implications of Piaget's (1952) stage theory of intellectual development, and the cognitive psychology works of Bruner (1986). Researchers have studied constructive-developmental views of adult growth and development for over 40 years (Basseches, 1984; Baxter, 1992, 2009; Belenky, Clinchy, Goldberger, and Tarule, 1986; Drago-Severson, 2009; Gilligan, 1982; Kegan, 1982, 1994, 2000; King & Kitchener, 2002; Knefelkamp & David-Lang, 2000; Kohlberg, 1969, Perry, 1970; Piaget,

1952). Constructivists believe that learners actively use experiences to construct and comprehend information based on their perceptions.

Existing research on adult learning and constructivism supports mentoring as a method to help foster improvement for teaching practice. Constructing one's knowledge using prior and personal experiences is the constructivist approach that supports adult learning theories (Drago-Severson, 2009). Adult learning theories help one understand developmental diversity and how to engage and help adults learn (Drago-Severson, 2009). Adult learners need support in becoming lifelong learners providing opportunities to reflect on teaching practices. Andragogy refers to educating adults and the method of teaching adult learners (Knowles et al., 2005). Adults are self-directed learners who want to be able to take responsibility for making their own decisions (Drago-Severson, 2009). The researcher within the study supported adult learners by providing them with the why of the research and provided opportunities for participants to make decisions about their learning process.

When educating adults, there are essential factors to consider. Within this study, the researcher used Knight's (2007) seven principles of a partnership approach as a method to support adult learners. Equality, choice, voice, dialogue, reflection, praxis, and reciprocity are the principles used to help adult learners in the coaching process. The seven principles of a partnership approach to coaching support adult learning theories by providing a "conceptual language for ICs to describe how they go about working with teachers" (Knight, 2007, p. 40). The conceptual language is broken down into three concepts: mindset, interaction, and change. Equality, choice, and voice are supported through shifting one's mindset. Reciprocity, reflection, and dialogue make up the

interaction in coaching. The change references praxis, the outcome, and how the learner will apply what was learned. This study used a common language of effective teaching practices to support the constructivist mindset to support adult learners.

CDFt is a transformational self-examination tool that was used to improve teaching practices. As Sweeley (2004) stated, “When Danielson’s model is applied to the three tiers of the teaching profession, novice teacher, experienced teacher, and highly accomplished teacher, it offers schools a means of identification, listening, and supporting teachers throughout the various levels” (p. 2). The support from the model provided both coach and coachee with a common language for use throughout coaching sessions to foster improvement in teaching practices. Knight’s (2007) partnership approach and the CDFt tool together make up the conceptual framework of the study.

Coaching Conversations

Coaching conversations can foster rich discourse that can lead to the deep reflection necessary to guide effective teaching. As Preciado (2015) put it, “Little empirical research exists describing how best to train instructional coaches to coach or develop differentiated individual coaching plans for teachers” (p. 16). The significance of this study is that “the framework provides a common language to inform conversations about practice, enabling those who prepare new teachers and those who support their entry into the profession to make the journey a successful one” (Danielson, 2008, p. 40). The framework can be used as a communication tool to guide the coach and coachee’s conversations about teaching and learning. According to Knight (2007), “The success or failure of a coaching program hinges on the coach’s ability to communicate, build relationships, and support fellow teachers” (p. 57). The significance of this study

highlights how the CDFfT tool was used to communicate effective teaching practices, build relationships, and support both coach and coachee. The coach is the instructional coach and the novice teacher is the beginning teacher. In a partnership approach, effective communication is vital. According to Knight (2007),

Our common struggle to communicate is doubly important for ICs. The ability to communicate effectively stands at the heart of what ICs do, not just inside the walls of a school, but inside every important relationship in which they live. An IC who is a highly effective communicator is well on the way to a successful career. An IC who struggles to communicate effectively, however, faces a world of challenges. We may not be far off the mark if we say that ICs cannot be effective in their profession unless they understand how to be effective communicators. (p. 58)

Communication is linked to effective mentoring practices. Practical communication skills are necessary to build a trusting, collaborative partnership between the coach and the coachee. Researchers such as Jones (2012) and Scherer (2012) have already provided significant evidence that effective mentoring practices help retain teachers. In conjunction with effective mentoring methods, the study incorporated the CDFfT tool that offers high-quality teaching practices. The action research used highly qualified instructors to model and engage in critical conversations with novice teachers about effective teaching practices, supporting them through a partnership approach.

Johnson (2018) stated,

The Department of Public Instruction's most recent Annual Report on Teachers Leaving the Profession reveals a troubling trend in departing teachers' self-

reported reasons for resigning. The number of teachers who left the teaching profession altogether, because they were dissatisfied or wanted a career change, increased by 113 percent in the past year. (para. 6)

The results of the study contribute evidence that supports that the CDFfT tool can drive effective communication practices supporting novice teachers. The study identified trends of beginning teacher readiness by using a reflective tool to improve learning and teaching practices through collegial discussions about the four domains and 22 elements of the CDFfT tool through multiple professional learning opportunities. To support the idea of a coaching program, the researcher used Guskey's (2002) concept of conceptualization of change through the implementation of ongoing professional learning opportunities.

Evaluating professional learning. Guskey's (2002) model for evaluating professional learning opportunities is applied in this study. Guskey wrote, "This model of change is predicated on the idea that change is primarily an experientially based learning process for teachers" (p. 384). Shifts in teacher attitudes and knowledge are more likely to occur if they have an opportunity to apply a new method. A sense of trust and belief in a new method is embraced, creating an opportunity to promote growth in teaching and learning. According to Guskey, "Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students" (p. 381). The study provided professional development with the domains and elements of effective teaching and examined the shift in understanding of CDFfT through the pre and post self-examination administered as part of the initial professional development. Ongoing

professional opportunities occurred throughout the action research project to plan, act, observe, and reflect on the next steps. In any study, delimitations and limitations will occur. The following section identifies any that might have occurred within this study.

Delimitations

The collection of participant perspectives came from the school at which the researcher is employed. Regarding the population, the teachers selected to have the opportunity to participate in the study were the instructional leaders serving as coaches and beginning teachers at the site. The researcher excluded other groups of teachers at the site level from the study. The study focused on conversations between novice and highly experienced teachers. Different models of effective teaching and their characteristics were excluded. The study was limited to one school site; it may not be possible to generalize to all teachers in other districts.

The study examined the coaches' and coachees' shifting knowledge of CDFfT and how it impacted coaching conversations. Selecting instructional coaches provided the study with a high-quality teacher perspective that could bring about a better understanding of how CDFfT can be incorporated as a continual learning tool that guides active, meaningful conversations about learning and teaching practice through a partnership approach. The researcher selected beginning teachers because the study looked at the impact of a common language for coaches and coachees in supporting new teachers' growth.

Participants were selected based on their job title. The sample population was the instructional coaches (coach) and beginning teachers (coachee) within a specific site. The technique used asked only for coach and coachee participants and did not seek the

perspectives of educators outside the coach/coachee population. Another delimitation that arises within the study is the small population.

Limitations

A limitation that could have potentially occurred in the study was participation. The researcher could not control whether the coaches and coachees participated in the surveys at the end of the 8 weeks. If they chose to participate, the researcher could not ensure that all participants were honest in their responses. No control existed over participant motivations and how they chose to respond to survey questions. The researcher in the study served as a participant in the professional learning, which might have created bias, which would be considered a limitation within the study. The researcher recognized that there might be personal bias during the job-embedded professional development data. The researcher also recognized that participants might feel intimidated because the researcher served at the participants' site as an instructional leader. The researcher hoped to overcome this fear or intimidation by providing a summary and explanation and collecting open-ended survey responses anonymously.

Significance of the Study

Education in the 21st century revolves around improving teacher quality. Providing teachers with individual support is one way to assist in building teacher efficacy. This increased focus has led to the rise of the implementation of instructional coaches within school buildings. Hiring instructional coaches can provide curricular and instructional support as well as professional growth support. Effective mentoring practices have been proven to support novice and veteran teachers (Darling-Hammond & Hammerness, 2005). The study focused on a coaching program that provides training on

effective teaching practices; assesses learning through pre and post knowledge using a retrospective survey; examines conversational logs, coach-to-coach weekly debriefing responses, and coaching preparation logs; and cross-examines the study's survey responses from participants to determine if CDFfT can support conversations between coaches and coachees. Knight's (2007) research on the seven principles of a partnership approach to coaching supports the action research process—a vital component of the coaching process.

Partnership coaching is a form of mentoring that can help improve teacher quality (Knight, 2007). Providing coaches with the appropriate tools to help support teachers and improve teacher quality could prove extremely valuable for professional learning. The results of this study add to the research and literature on the ways communication is critical in the partnership approach. The findings may be beneficial to the district, providing continual professional learning opportunities for coaches and coachees. Coaches may use the tool to support beginning teachers to create learning partnerships through coaching conversations.

Summary

Overall, the researcher used identified resources to plan, act, observe, and reflect on improving communication, relationship building, and support for both coach and coachee. Chapter 2 provides a review of the literature on topics related to instructional coaching, professional learning, and the use of CDFfT to assist in effective communication about best teaching practices. Knight's (2007) seven principles of a partnership approach to coaching are described, linking the practices with building relationships and supporting the action research of coaching conversations using CDFfT

as a tool for dialogue around effective teaching practices.

Chapter 2: Literature Review

Introduction

The purpose of the study was to examine how a conversational tool can be used as a framework to guide conversations to help support the relationship between a coach and coachee. This action research project was undertaken by the participants of the study involving the following action steps: (a) identification of a need or improvement, (b) formation of a logic model developing a plan of action, (c) collection of data to examine the effects of the plan of action, (d) reflection of results of the action plan, and (e) creating new action steps based on what was learned during the process. The literature examined coaching and its connection to the support of teachers. Unless they can identify effective coaching techniques, coaches will be unable to support teachers. Vygotsky (1978) viewed learning as a process, developing the idea that learning can be further enhanced with support. Ross's (1992) study revealed that teachers who had contact with a coach performed more effectively. Administrators have made continuous efforts to help beginning teachers improve their practices. Educators and researchers have long explored connections between mentoring practices and teacher quality, dating back to constructivist researchers Dewey (1916), Piaget (1952), Vygotsky, and Bruner (1986).

The focus of the literature review is to provide information on the significance of instructional coaching through the exploration of coaching definitions, coaching trends, explanation of partnership philosophy, professional learning, and change conceptualization. A section focuses on CDFfT and the seven principles of a partnership approach to coaching (Knight, 2007). The theoretical framework follows, including a

look at the literature on adult learning theories, constructivism with a foundation of instructional support using CDFfT that explores the relationship between coaching and professional learning. The last section of this review explores the influence instructional coaches' perceptions have on professional learning choices and how coaches and coachees conceptualize change. The next section provides strategies used to locate literature for the review.

Literature Search Strategy

The researcher used multiple databases in the development of the literature review. Databases such as ProQuest, Sage, Education Resources Information Center, and Google Scholar were used to explore search items such as coaching, mentoring, professional learning, professional development, logic models, action research, partnership approach, Framework for Teaching, Charlotte Danielson, teacher quality, conceptualization of change, and best practices. Combining the terms allowed the researcher to more precisely target literature results. In addition, books and peer-reviewed articles furthered the investigation. To begin the literature review, an overview of the theoretical and conceptual framework is described.

Constructivism and Adult Learning

As Fosnot (2005) said, "Constructivism is a theory about learning, not a description of teaching" (p. 33). The constructivist perspective on learning is that it is an active process. Constructivists believe a learner is continuously considering new information. In constructivism, the learner and learning are active, and individual learners contrast their knowledge from reflection with previous knowledge and experience. Constructivist teaching encourages reflecting and sharing as social learning

processes. According to Richardson (1997), “The Piagetian, psychological proponents of constructivism see the meaning-making process as individualistic with the purpose of constructivist teaching being to lead toward higher levels of understanding and analytic capabilities” (p. 5). Drago-Severson (2004) discussed instrumental ways of knowing, considering both intrapersonal and subjective experiences. Understanding adult learning theories supports a partnership approach to coaching, providing novice teachers with the support to manage workplaces and life experiences. Knight (2007) supported adult learning through the seven principles of partnership coaching. The seven principles of a partnership philosophy support the use of a common language fostering improvement through constructivist teaching. The next section discusses how CDFfT supports constructivism.

Constructivism and CDFfT

Richardson (1997) noted that “Constructivism is a descriptive theory of learning (this is the way people learn or develop); it is not a prescriptive theory of learning (this is the way people should learn)” (p. 3). Understanding the constructivism approach, Danielson (2013) created a multipurpose evaluative tool encompassing research-based effective teaching practices that can be used and implemented at any stage of teaching.

Empirical research linked to a positive impact on student achievement supports the use of the CDFfT tool (Danielson, 2008). The components of effective teaching consist of four domains and elements that provide a road map for communicating effective teaching practices. Knight (2007) referenced communication as the art of sharing ideas to identify, learn, and transform teaching and learning. The CDFfT tool can be used to share a common language during communication between the coach and

coachee. Mezirow (1991) provided research on the effect of dialogue and stated that dialogue can create a shared understanding of purpose and action. Dialogue is the center of coaching, empowering both the coach and coachee. The partnership approach of a coach and coachee investing in discourse seeks to find answers through continuous dialogue.

Providing structured discourse between coach and coachee can establish an opportunity for in-depth collegial discussions centered on strengths and weaknesses. Formal dialogue can only be practical if both participants are working in a partnership. Twenty years of research by Knight (2019) supported the use of instructional coaching, fostering improvement in teaching and learning. On-site professional development has been shown to have a meaningful impact on professional learning. Evidence-based research shows that instructional coaching models can affect teaching through the facilitation of on-site professional learning supporting the partnership philosophy (Knight, 2019). According to Danielson (2008),

Most schools and school districts organize their professional development efforts around clearly defined needs developed by the teachers or their supervisors. The framework for teaching can provide the organizing structure for these offerings. Rather than offering training on the latest fad, the school or district can make decisions as to how to invest its limited professional development resources based on evidence. (p. 38)

The use of the CDFt tool in a collaborative coach and coachee partnership can foster improvements in teaching practice supporting student achievement and identifying professional learning needs. The tool can start a conversation about effective teaching

practices. The coach and coachee can build a common language to identify teaching practices in which support is needed. Once areas that need strengthening are identified, further professional learning opportunities can enrich and complement the teaching practice. Next, the section provides an overview of the relationship between constructivism, professional learning, and coaching.

Constructivism, Professional Learning, and Coaching

Fosnot (2005) stated that constructivism is a poststructuralist psychological theory (Doll as cited in Fosnot), one that construes learning as an interpretive, recursive, nonlinear building process by active learners interacting with their surrounding physical and social world. It is a psychological theory of learning that describes how structure, language, activity, and meaning-making come about, rather than one that characterizes the structures and stages of thought or one that isolates behaviors learned through reinforcement. It is a theory based on complex models of evolution and development. The challenge for educators is to determine what this new paradigm brings to the practice of teaching. (p. 34)

Further, CDFfT provides coaches with a framework that can help self-direct professional inquiry and assist teachers in establishing goals and promoting professional growth. The tools support adult learning theories through their self-directed methods. Using CDFfT as a communication tool guides coach and coachee conversations about effective teaching practices. Providing an opportunity to receive professional development through the four domains and 22 elements can enrich participant knowledge through guided dialogue about effective teaching practices.

Guskey's (2002) model of change provides a framework for evaluating professional learning opportunities. Professional learning opportunities are implemented to foster change in teaching and learning. The study provided a professional learning opportunity to gain knowledge of CDFfT; then, through action steps, both coach and coachee identified changes in coaching conversations, analyzed and examined the change in outcome, and examined the change in beliefs and attitudes about effective teaching practice. Constructivism and adult learning theories are the theoretical foundation of the study. CDFfT supported the conceptual framework using a shared common language. Knight's (2007) seven principles of a partnership approach were used to support the relationship between coach and coachee and Guskey's Conceptualization of Change model to support the shift in practices, beliefs, and attitudes of both the coach and coachee throughout the job-embedded ongoing professional learning opportunities. Next, the literature review identifies and explains the key variables and concepts throughout the study.

Literature Review of Key Variables and Concepts

Coaching is a form of support that has been used to foster improvement. Coaching in an educational setting can be complicated. Boyatzis, Smith, and Oosten (2019) stated that coaching was found to support development in almost all organizations. Education is fast paced, and environments and organizational needs are rapidly changing. Coaching is a form of support the education system has begun to rely on to help teachers meet the needs of 21st century education. Characteristics of beneficial coaching include a variety of skills that build capacity for relationships and personal growth. Coaching begins with building relationships. Part of building

relationships as a coach is also identifying needs within the school. Coaches can assist a school in their identification of school-wide needs and fill those needs through opportunities for professional development. Kehn (2016) quoted Vaderburgh (2016), stating,

Coaching, as a form of professional development, is still a relatively new phenomenon in schools. Much research has been done and is still being done on the role of the coach and effective coaching practices. However, the research is lacking in how coaching occurs in the context of the professional development environment of the school and the leadership team. (p. 5)

Part of the problem with defining the role of the coach is the wide variety of duties and activities associated with this role. Gallucci, DeVoogt Van Lare, Yoon, and Boatright (2010) described the role of instructional coach as multifaceted, ambiguous, and contextually dependent. Knight (2007) summed up coaching in the following ways:

Coaching is about building relationships with teachers as much as it is about instruction. The heart of relationships is an emotional connection. To get around barriers to change, coaches often start by working one to one with teachers. Instructional Coaches (IC) adopt a partnership philosophy, which, at its core, means that they have authentic respect for teachers' professionalism. The partnership philosophy is realized in collaborative work between the coach and the collaborating teacher. Together, the coach and teacher discover answers to the challenges present in the classroom. (p. 33)

Therefore, coaches often resort to allocating their time based on what they understand their focus to be (Deussen, Coskie, Robinson, & Autio, 2007). Steytler's (2016) research

found that the first year of being a coach was spent trying to build relationships and identify their role within the organization: “Coaches also responded feeling ‘pulled in a million directions’ and ‘never finishing any task’” (p. 111). A tool such as CDFfT could be used as a guide to help build relationships and help guide the instructional coach’s purpose of supporting adult learners. Preciado (2015) stated, “Transformational learning means changing previous attitudes and thinking, according to new knowledge realized through a reflective occurrence” (p. 11). The process of coaching can foster transformational learning through continuous learning opportunities. Coaching can come in many forms. Identifying the different trends of coaching can promote improvement. The next section discusses the current trends in the instructional coach design.

Trends of Instructional Coaching

Knight (2009) stated that school districts and states are hiring thousands of full-time teacher-coaches. However, little research shows that coaching is an effective professional development method. Furthermore, little research provides the proper balance of coaching strategies in the context of school-wide professional development. According to Danielson (2008), “Many educators collect evidence of teaching for use in several different contexts. Mentors and coaches increase their effectiveness with the teachers they serve if they can cite specific examples of a teacher’s practice” (p. 7). Coaching has recently been used to support growth development and build teacher capacity through emotional connections (Knight, 2018).

Instructional coaches work with teachers to enhance their abilities and to improve their teaching practices through the active choice to implement research-based interventions. As Knight (2007) said, “The central idea behind instructional coaching is

the central idea behind most democracies and republics: the belief that all people are created equal” (p. 40). Coaching is a partnership and a collaborative effort between the coach and the coachee; it is nonevaluative, and it may be described as nonjudgmental instructional coaching.

Knight (2007) classified coaching in the following ways: executive coaching, coactive coaching, cognitive coaching, literacy/reading coaching, and instructional coaching. Instructional coaching is the focus of this study. Knight (2007) stated that instructional coaches “have to know a large number of scientifically proven instructional practices, focus on a broader range of instructional issues, share a variety of effective practices that might address classroom management, content enhancement, specific teaching practices or formative assessment” (p. 13). Partnership coaching is a philosophy used throughout the study. Interactions within a partnership approach provide teachers a voice and choice. Coaches act as listeners, allowing coachees to control decisions about what and how they learn (Knight, 2018). This process hopes to ensure both work as equal partners.

Studies support and validate the conceptual framework of coaching; two such studies are *The Passport to Success Study* and the *Maryland State Department of Special Education Passport to Success Study* (Knight, 2007). Both studies focused on professional development and partnership philosophy. The studies compared traditional methods of professional development with a partnership approach to professional development. Each study showed significantly higher results in teacher motivation, engagement, and readiness through a partnership approach as opposed to the traditional methods of professional learning (Knight, 2007).

Instructional coaching is a research-based, job-embedded partnership approach used to increase teacher readiness. Each step to fostering teaching and learning improvement works to support reciprocity, one of the seven principles of a partnership philosophy Knight's (2007). The coach and coachee were trained in using the framework to guide conversations, using a common language, to build equality in a partnership approach. This action research project examined how this shared experience and common language impacted coaching conversations and growth through a partnership approach to instructional coaching.

Partnership Philosophy

Instructional coaches possess rich knowledge of research-based instructional strategies to communicate effectively and engage in meaningful conversations with teachers, resulting in increased enjoyment in teaching and learning (Knight, 2011). One significant challenge coaches face is engaging in meaningful conversations with a coachee. A partnership between coach and coachee can help support needed instructional changes to improve teaching and learning. Changing instructional practice to improve student learning is not easy. Gettman (2008) stated,

Coaching has the distinguishing characteristics of focusing on the development of individuals (sometimes as part of a team), and the capability to be tailored to the needs of the individual being coached. The concept of coaching is now being used for individual development outside of the athletic arena and in the contexts of personal and individual career development. (p. 4)

Teachers are more apt to change when they feel supported and heard (Wheeler, 2014). When coaches work collaboratively and equally with coachees, their relationship

develops a sense of trust. Boyatzis and McKee's (2006) research on intentional change theory (ICT) provides a framework for igniting enthusiasm for change through transformational learning. The heart of ICT is discovering one's ideal self through coaching with compassion. Jack, Boyatzis, Khawaja, Passarelli, and Leckie (2013) studied the importance of coaching using the ICT model. The study used magnetic resonance imaging during pre and post coaching sessions to look at the emotional attractor of each participant. The findings within the examination can assist with identifying the coachee's experience through positive emotional attractors, increasing the desire to sustain change. Participants were more willing and open to change than those who did not have the experience of a coach. The approach to coaching should be through an equal partnership, allowing the coach and coachee to have a shared vision that fosters improvement.

Knight (2007) stated,

Thus, in a partnership, each person's thoughts and beliefs are held to be valuable. When this principle is applied to instructional coaching, it means that collaborating teachers are recognized as equal partners, and consequently, no one's view is more important or valuable than anyone else's. (p. 24)

This study identified the coach and coachee's personal beliefs and thoughts on the four domains of CDFfT and elements. The researcher valued the voices of each participant, supporting adult learners through the implementation of a partnership approach to coaching.

Knight (2018) stated, "The partnership approach is at the heart of the Impact Cycle that instructional coaches use with teachers" (p. 6). The impact cycle has three

stages: identify, learn, and improve. Teachers can facilitate these stages through three approaches: facilitative, directive, and dialogical (Knight, 2018). The research is grounded in the dialogical approach using the impact cycle throughout the interaction with coach and coachee. Figure 3 illustrates the impact cycle.

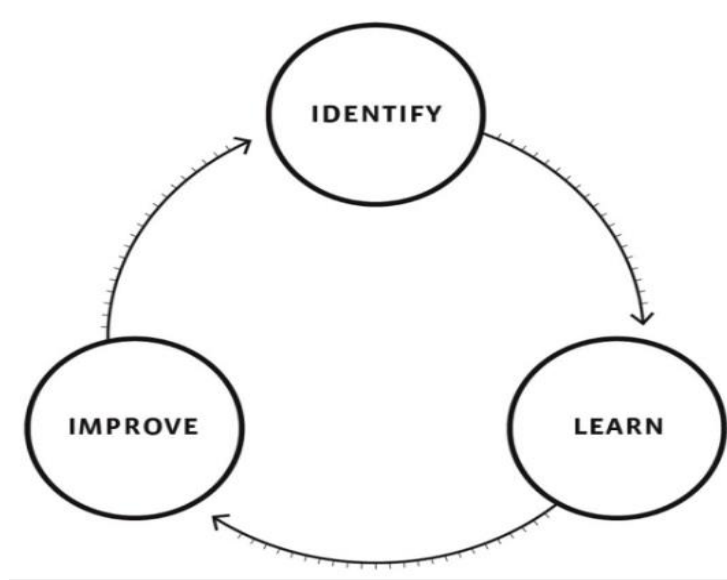


Figure 3. The Impact Cycle.

The three components of an impact cycle are parts of coaching cycles. The partnership between the coach and the coachees share a common language of effective teaching to identify, learn, and improve teaching practices. As Knight (2018) said,

Dialogical coaches ask powerful questions, listen, and think with teachers, and collaborate with them to set powerful goals that will have a powerful impact on students' lives. They employ a coaching cycle, as the Impact Cycle, that is driven by back and forth conversation about the current reality and the teacher's hoped-for reality in the classroom. (p. 13)

Thinking together is an essential component of a partnership approach to dialogical

coaching; if implemented through a coaching cycle, it can be a valuable approach to improving teaching and learning for both coach and coachee. This study uses the research-based approach to coaching of the impact cycle and dialogical coaching focused on sharing a common language using CDFfT. Both Knight's (2007) and Danielson's (2013) work provide opportunities for continuous learning supporting adult learners. Fostering improvement takes more than merely a listening ear. Continuous learning can be implemented through professional learning. According to Learning Forward (2017), a professional learning association, "ESSA [Every Student Succeeds Act] provides some opportunities for fundamentally transforming the ways teachers and leaders are supported, providing the potential to establish continuous learning systems that strengthen educator satisfaction, change practice, and most importantly, improve student learning" (p. 7).

Knight (2011) stated that the seven principles of a partnership approach build a learning relationship between a coach and coachee. The partnership approach is key to creating effective coaching and mentoring as well as developing professional relationships. Sharing a vision and understanding one another can deepen conversations, supporting both coach and coachee to move learning forward. Action research is cyclic in nature, just as in Knight's (2011) seven principles. One's mindset, interaction, and change are the guiding components that cycle through a partnership approach to coaching. The seven principles guide the collaborative efforts throughout the action research project and ongoing professional learning opportunities through the focus cyclic stages of mindset, interaction, and change.

Professional Learning

Professional learning is a strategic approach to increase educator effectiveness and change student achievement overall. Professional learning fosters a sustained collective responsibility for all students' improvement. As stated in Learning Forward (2017), "Authentic professional learning and improvement systems provide an underutilized opportunity to impact the quality of teaching and to learn at scale" (p. 5). The art of coaching is used to foster improvement in teaching and learning. New methods of professional learning use coaches to facilitate authentic professional learning opportunities. Coaches can help shift the traditional professional learning opportunities into a more intimate job-embedded approach. Conventional measures of professional learning of the one-size-fits-all type are shifted in the form of more intimate opportunities that focus on identifying specific needs for specific individuals.

Job-embedded professional learning can be accomplished with an instructional coach. Job-embedded coaching sessions have provided real-time professional learning opportunities that are relevant to the specific needs of the individual coachee. The CDFtT tool can be useful in communicating about effective teaching practices. The framework can provide a common language and assist coaches in supporting other coachees. The tool can help establish a trusting relationship that focuses on supporting and affecting teacher readiness. Danielson (2008) wrote, "Although the framework for teaching may be used to evaluate teacher performance, its principal contribution to the profession lies in its use in promoting professional learning" (p. 17). Traditional practices of professional development are not meeting the specific needs of modern educators. Coaches can change traditional practices by supporting beginning teachers

throughout the day, using real-time data to identify areas of improvement for teaching and learning.

As Knight (2007) wrote,

Change is difficult because change requires us to change our habits and create new routines. If teachers are emotionally fatigued by the pressing immediacy of their professional life, overwhelmed by innovation overload, is it any surprise if they are not quick to pick up a practice and make it a routine in the classroom? Teachers need to keep trying to learn and implement better instructional practices if schools are going to get better at reaching all students. Instructional coaching represents one efficient method to help teachers learn better ways to teach their students. (p. 5)

All teachers, whether novice or veteran, need professional learning opportunities to improve teaching and learning. CDFtT provides coaches with the right tools to help communicate the identified needs of the school and individual teachers throughout continual professional learning through the dialogue of effective teaching practices.

According to Learning Forward (2017), professional development is an integral part of the school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards. (p. 12)

Using a partnership approach to professional learning can support both coach and coachee successfully fostering improvements in teaching and learning. Real-time opportunities for professional learning can help novice teachers to improve their practice,

thus affecting student achievement. Knight (2007) explained,

Teachers learn from each other all the time, sharing lesson plans, assessments, activities, and ideas about individual students. Our experience has shown that when teachers receive an appropriate amount of support for professional learning, more than 90% of them embrace and implement programs that improve students' experiences in the classroom. The challenge for educational leaders then is to create and deploy professional development that makes it easier for teachers to implement change initiatives. (p. 4)

Professional learning occurs at different developmental stages as learners grow and develop at their own individual pace. Mindfulness of developmental diversity is the key to creating compelling opportunities for professional learning (Drago-Severson, 2009). Research evidence from Mezirow's (1991) theory explained that an underlying need drives the adult need for professional development. Adults do not always have the skills to identify areas of improvement, which can result in resistance to coaching. Building a trusting relationship with the coachee includes acceptance of the coaching model. This concept is the mindset component of Knight's (2007) seven principles.

In a study completed by Steytler (2016), evidence uncovered through interview discussions stated that coaches discussed "teacher readiness" as key to learning. Coaching often starts with an analysis of data and feedback on observations, information that highlights a need for change or improvement (Steytler, 2016, p. 119). Engaging in authentic dialogue with a useful teaching tool such as CDFfT can create a true partnership between coach and coachee that fosters improvement in teaching and learning. The professional learning opportunities embrace Knight's (2007) seven

principles and focus on the mindset, interaction, and change components of the seven principles of a partnership approach to coaching.

CDFfT

CDFfT provides an evaluation system that can offer a coach a tool to measure teacher effectiveness based on several domains and elements. Danielson (2013) stated, “I believe that the principal value of the Danielson Framework for Teaching is in promoting professional learning by teachers and other educators” (p. 26). The systematic fashion of the practical teaching tool can be used to identify areas of concern or improve teacher practice, thus increasing student learning in return.

Instructional coaches can use the tool to improve teaching practices. The tool is designed to provide professional feedback, thus making instructional changes, maximizing best practices, and improving overall teacher performance. According to Danielson (2013), the tool can be “used for a variety of purposes: teacher preparation, mentoring, and coaching professional development. Teacher evaluation educators led by the principal can adopt procedures that emphasize the learning rather than the inspection aspects of those activities” (p. 26).

CDFfT (2013) separates effective teaching into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Further, the tool breaks down the domains into specific components and even further into 22 elements. The first domain of effective teaching practices is planning and preparation.

Domain 1: Planning and Preparation

Planning and preparation makes up the domain that can be observed in a teacher’s plans for instruction. This domain describes the design and organization of instruction.

The components of Domain 1 (Danielson, 2013) are as follows:

- 1a. Knowledge of content and pedagogy
- 1b. Knowledge of students
- 1c. Instructional outcomes
- 1d. Knowledge of resource
- 1e. Coherent instruction
- 1f. Student assessment

The classroom environment is the focus of Domain 2.

Domain 2: Classroom Environment

Domain 2 can be demonstrated and observed through the interactions between teacher and students. The component that makes up Domain 2 centers around establishing a respectful, collaborative learning environment that provides an organized, managed environment where it is safe to take risks. The components that make up Domain 2 (Danielson, 2013) are as follows:

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Instruction is the third of the four domains of CDFfT.

Domain 3: Instruction

Domain 3 involves components centered at the core of teaching. Quality instructional best practices focus on communication, level of questioning, engagement, assessment, and demonstration of flexibility and responsiveness. The components that

make up Domain 3 (Danielson, 2013) are as follows:

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

The last domain of CDFfT is professional responsibilities.

Domain 4: Professional Responsibilities

The components within Domain 4 provide the elements of professionalism. Best practices include reflecting; maintaining records; communicating; creating professional connections with community, growth, and development; and demonstrating professionalism (Danielson, 2013). As a professional, some obligations and responsibilities are expected. The professional responsibilities of Domain 4 (Danielson, 2013) are as follows:

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Participating in a professional community
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Together, all four domains and the separate elements work as an interconnected framework. The overall domains highlight the areas of effective teaching, but the components and elements are part of the tool that was used by coach and coachee to

assess teacher performance. The domains are isolated but interconnected and are not used individually. The components within a domain demonstrate how all elements of teaching are working parts of a whole. Figure 4 provides a visual of the four domains and components of the framework.

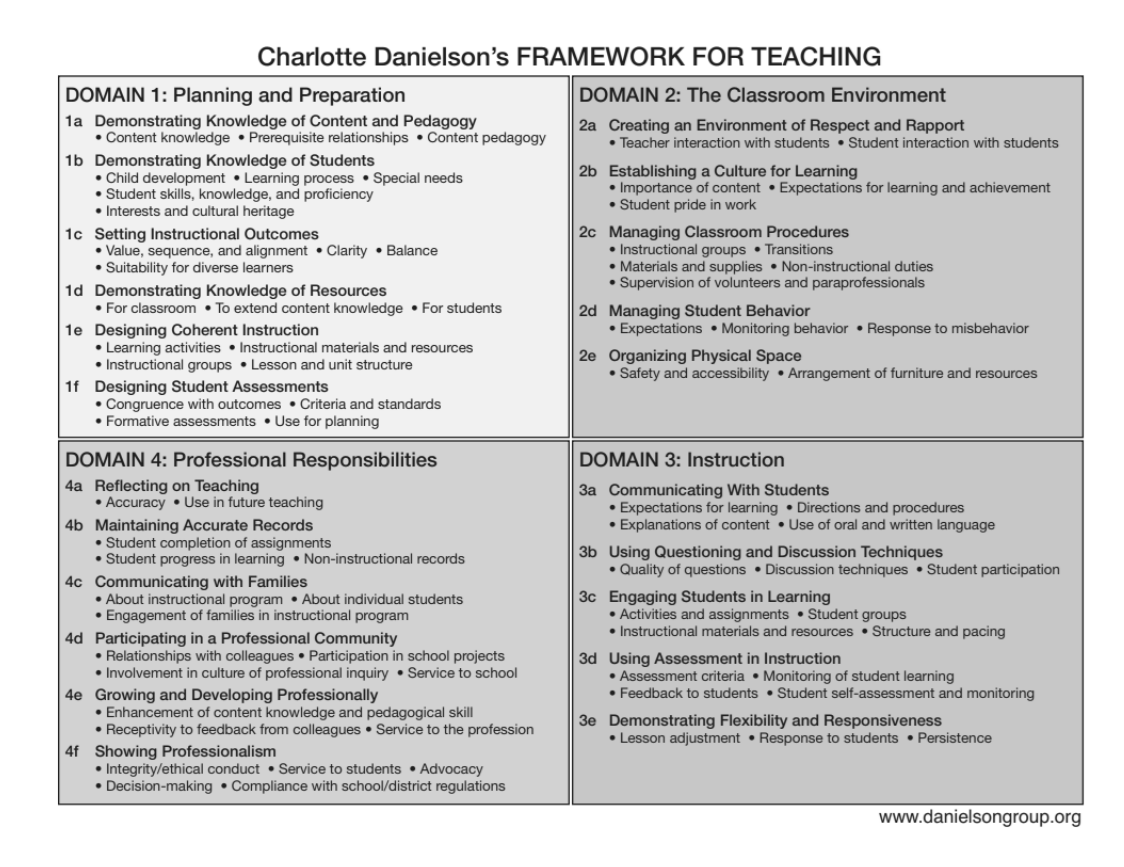


Figure 4. Charlotte Danielson's Framework for Teaching.

The CDFfT tool is a national tool that provides a common language of effective teaching practices that can be used to support coaching conversations that impact personal and professional growth. Instructional coaches can use the CDFfT tool to guide collegial conversation to help identify individual needs that can be used to facilitate ongoing professional learning opportunities.

Instructional Coach Influence on Professional Learning

Instructional coaches can influence professional learning, providing a partnership approach to coaching that takes place in real time and is relevant to the coachee's specific needs. Coaching requires multiple strategies with research-based practices that encourage collaboration and reflective practice (Knight, 2007). A partnership approach to coaching can build collaborative relationships, providing learning opportunities that foster improvement in teaching and learning (Knight, 2007). Pruett (2013) provided research that supports the evidence that effective teachers are critical to the success of a student. Many researchers (Denton & Hasbrouck, 2009; Knight, 2007; Ross, 1992; Showers & Joyce, 1996) provided evidence that using coaches in the process of professional learning leads to a more significant impact on the improvement of teaching and learning.

As Wei, Darling-Hammond Andree, Richardson, and Orphanos (2009) noted, professional learning that is most effective in improving an educator's practice is intensive, ongoing, connected to practice, focused on student learning, and aligned with school improvement practices. Instructional coaches can actively partner with all professional learning communities to support teachers and students.

Research supports coaching as a process that can impact teaching and learning. Throughout the action research project, the coaching program is intensive, ongoing, and connected to helping teachers improve their practices. Improving teacher practice affects student learning and school improvement. Knight (2007) explained how effective coaches not only understand but also use research-based instructional practices to foster improvement. Effective coaches have operative communication skills that help shape collaborative relationships by favoring continuous professional learning opportunities

that improve and advocate for the profession. Coaches have a significant influence on how those being coached embrace professional learning and conceptualize change.

Conceptualization of Change

Guskey (2002) stated, “What attracts teachers to professional development, therefore, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students” (p. 382). Figure 5 depicts Guskey’s conceptual change model.



Figure 5. Guskey’s (2002) Conceptual Change Model.

The model provides a framework for conceptual change, modeling the impact of professional development. The research provided professional development on effective teaching practices to improve coach and coachee conversations on effective teaching practices. Sweeley (2004) stated, “Effective professional development creates a learning environment in which teachers continue to improve their practice to meet the needs of their students better” (p. 10). The professional development sessions that participants attended focused on shifting knowledge, beliefs, and attitudes to improve student outcomes. The coaches supported coachees, providing opportunities for coachees to have a voice discussing the domains and elements they feel are important and relevant to their personal goals.

Boyatzis (2006) and Guskey (2002) both focused on change. Guskey provided a

model of teacher change, but Boyatzis provided evidence-based research that supports personal growth using an intentional change model. Boyatzis (2008) stated, “Engaging a person’s ideal self or personal vision is an essential driver of sustained desired change” (para. 1). The CDFtT tools allow both coach and coachee to hold a dialogue that fosters improvement. The tools encourage teachers to reflect on their practice and identify areas for change. The literature review assisted the researcher in the development of the conceptual framework that guided the action research project through the planning, acting, and reflecting the cyclic process. The evidence within the literature review supports the researchers' decisions in building a conceptual framework that uses a shared common language (CDFtT) to support Knight’s (2007) seven principles of a partnership approach and embrace Guskey’s conceptualization of change model to support adult learners.

Summary

The literature review provides evidence-based research supporting the role of an instructional coach and the use of coaching to build beginning teacher capacity using a conversational tool that guides effective dialogue around effective teaching practices. The research also reveals evidence that supporting teachers through a job-embedded partnership approach to professional development is more effective than the traditional methods of professional learning. The review provides detailed research that supports the purpose of the study.

Chapter 3: Methodology

Introduction

When school-level administrators within a district in North Carolina recognized that teachers were experiencing difficulties with the demands of 21st century learning, the district administrators began to hire educational professionals to work within schools as instructional coaches. Within the district, instructional coaches have been housed predominantly in elementary schools. Recently, the district began to hire secondary instructional coaches to support teachers in both middle and high schools. Instructional coaching was described in the literature review as an effective model that can affect teaching practice (Danielson, 2013; Gettman, 2008; Guskey, 2002; Joyce & Showers, 1987; Knight, 2007; Wheeler 2014).

This study focused on using the CDFfT tool with coach and coachee, providing a common language of effective teaching practices. The framework served as a model that was incorporated to guide both coach and coachee discussions of effective teaching practices (Danielson, 2013). Shifts in understanding were analyzed to show trends in the ways experts and novice teachers view effective teaching practices and what methods are most valued. The collection of data included documentation of the job-embedded professional learning using CDFfT as well as participant survey responses. The action research used qualitative data to uncover strengths and opportunities for improvement that the site's district can use to improve the effective communication of valued teaching practices. The cyclical nature of an action research project was part of the analysis in collaboration with the study's coach and coachee survey responses.

The action research project supported adult learning theory allowing for the seven

principles of a partnership to drive instructional coach interactions with coachees.

Participants within the study were equal partners and used their personal experiences to drive collegial discourse, providing multiple opportunities for reflection. Throughout the study, ongoing learning opportunities allowed participants a choice and voice in their decision-making about the next steps for improvement in their practice. The dialogic praxis between participants provided a mutual understanding that participants could speak for themselves. The biweekly interactions between coach and coachee provided opportunities for participants to use each other as sounding boards, bouncing ideas off each other, and exploring ways to improve teaching practice. Reciprocity can be seen through the exchange of meaningful conversations and mutual respect. The seven principles were used to support adult learning theories using a coaching partnership model to discuss effective teaching practices from CDFfT.

Most studies on instructional coaching focus on following specific coaching models and modifying attitudes toward accepting the position of an instructional coach (Preciado, 2015). Some studies examine the correlation between instructional coaching and student achievement (Wheeler, 2014), but few studies have examined how instructional coaches communicate with beginning teachers (Knight, 2007).

At a national level, education faces high teacher dropout rates for beginning teachers. Invested stakeholders such as instructional coaches can have a significant role in helping education improve beginning teacher readiness. By providing effective mentoring support and using effective continual learning tools, an instructional coach can influence teacher readiness. Instructional coach perceptions can affect teaching and learning by recognizing the most influential components within the CDFfT model.

As Creswell and Creswell (2018) stated, “Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). Qualitative data were collected and examined to uncover opportunities that affect communication between coach and coachee. The action research analyzed the following data sources: (a) pre and post initial professional development survey responses, (b) coaching communication logs, (c) coach-to-coach weekly debriefing responses, (d) coaching preparation logs, and (e) survey responses at the end of 8 weeks of coaching. An action plan was created by the researcher and, with the help of other participants, evolved throughout the following cyclic process steps: (a) identification of a need or improvement, (b) formation of a logic model developing a plan of action, (c) collection of data to examine the effects of the plan of action, and (d) reflection of results of the action plan.

The ongoing professional learning coaching sessions focused on using a shared common language to support collegial conversations between a coach and coachee. The first action step created was the professional development for all participants. Participants attended a professional learning opportunity that provided in-service training on CDFfT. A collection of pre and post survey responses provided archival data that were used by the researcher to analyze shifts in knowledge of both coach and coachee.

Next, the participants engaged in the action steps outlined in the action plan. The participants took part in an 8-week cycle of coaching sessions that supported both coach and coachee in the use of the CDFfT tool in their coaching conversations. Knight’s (2007) seven principles to a partnership philosophy were used to support both coach and coachee in combination with the common language of effective teaching practice.

Coaches and coachees were encouraged to have a choice when voicing their concerns about teaching practice. The coach used domains and elements to support the coachee, demonstrating equality within the partnership. Coaches met weekly to discuss continuous professional learning sessions. This reflective process showed how coaches' voices were valued throughout the investigation. Throughout the 8-week cycle, coaches examined and analyzed the coaching conversations to adjust the next steps throughout the action plan. Reflection was an important factor throughout the investigation. Coaches reflected on data and held coaching sessions that allowed for the coachee to reflect on their practice. During the coaching sessions, both coach and coachee had to be willing participants to learn from each other. Adjustments were made to support coaching conversations that embraced change, helping both coach and coachee throughout the action research process. The professional learning opportunities cycled through the plan, act, observe, and reflect process steps throughout the 8-week time period. The discussed action steps were facilitated prior to the start of the research. The study was initiated at the end of the 8-week coaching cycle.

At the end of the 8-week session, all participants were asked to participate in the study's open-ended survey. Three open-ended questions were asked to help the researcher uncover the focus, challenges, strengths, and opportunities for improvement in conversations between coach and coachee. The researcher retrieved and analyzed the archival data from the 8-week coaching sessions to determine any measurable changes in coaching conversations. The coaching sessions provided qualitative data that the researcher examined to determine if coach and coachee were using the language to discuss effective teaching practices according to CDFfT. Collecting qualitative

perceptual data through the use of surveys helped the researcher identify what both the coach and coachee valued about effective teaching practices and their thoughts on using CDFfT to guide collaborative discussions.

These data were then used to improve coaching sessions and provide others with a framework to guide collegial discourse about effective teaching practices. This process increased the researcher's validity in uncovering the conceptualization of change and whether coach and coachee beliefs and values changed in relation to coaching conversation around effective teaching practice.

Participants/Sample Size

The researcher gathered information from educators in an eastern district in North Carolina. The population consisted of certified teachers in two categories: instructional coaches (coaches) and beginning teachers (coachees). The population size was 10 participants. The population included two instructional coaches and eight beginning teachers at one site within the district. The researcher acted as the lead instructional coach over the two coach participants who worked with the eight coachee participants throughout the job-embedded professional learning.

The study examined the possible shifts of knowledge from instructional coaches and beginning teachers at a middle school. Teachers were considered beginners if they were in the first 3 years of their educational career. Participants were selected by convenience, because they were a part of the site's ongoing action research. The study aimed to focus on coach and coachee conversations, supporting the use of a common language of effective teaching practices. The school and participants within the study were assigned pseudonyms to maintain confidentiality. The following tables identify the

two participating groups.

Table 2

Instructional Coaches

Instructional coach	Role	Years of Experience
1	Instructional coach/expert in exceptional children	32
2	Instructional coach/expert in literacy	16
3	Instructional coach/expert in curriculum and instruction	15

Table 2 and Table 3 describe the participants from both groups: instructional coaches and beginning teachers. The researcher was one of the instructional coaches engaged in the study and a full participant in the action research; however, the researcher was not an active participant in the study's survey.

Table 3

Beginning Teacher (Coachee)

Beginning teacher	Years of Experience	Grade Level	Subjects
1	3	7	ELA
2	2	7	Math
3	2	6, 7, 8	EC Reading
4	3	6	Social Studies
5	2	6	Math
6	1	6, 7, 8	EC Math
7	3	7	Social Studies
8	2	6, 7, 8	Agriculture

Table 2 and Table 3 provide detailed information on both participants in the study: coaches (instructional coaches) and coachees (beginning teachers). The eight coachee participants make up the total number of beginning teachers at the specific site. The next section provides insight into the design and provides a rationale for the study.

Research Design and Rationale

A detailed rationale for a qualitative study is provided in the methodology section. The design of the study examined the coaching process and evaluated the shift in practice within the coaching conversations. The study analyzed data generated during an 8-week session of coaching cycles and began the study at the end of the 8 weeks by surveying participants. This section describes the data collection plan and provides the specific instruments used in the collection and analysis of the study. The validity and reliability of the study are described with details of ethical issues that might have occurred.

Analyzing and examining the data throughout the action research process could potentially provide meaningful research on collegial discourse and its effects, using a partnership approach to provide substantial support for beginning teachers. The study's focus is from a progressive constructivist viewpoint.

Action Plan

This action research project was undertaken by both coaches and coachees who followed the following action steps: (a) identification of a need or improvement, (b) formation of a logic model developing a plan of action, (c) participation in professional learning, (d) coaching sessions, (e) coach-to-coach reflection sessions, (f) collection of data to examine the effects of the plan of action, (g) reflection of results of the action plan. and (h) creating new action steps. Prior to the facilitation of the professional learning opportunity, the researcher identified a need to increase effective communication between coach and coachee around effective teaching practice. The researcher developed a logic model to help guide the facilitation of an action plan for the research project. The researcher examined multiple sources of literature to develop a theoretical and conceptual framework to guide the facilitation of the action research focusing on the collegial

discourse between coach and coachee and their understanding of effective teaching practices.

Instructional coaches used the CDFfT tool to maximize support for beginning teachers. The site has three instructional coaches who worked with a set of beginning teachers. Eight beginning teachers worked biweekly with an assigned instructional coach. Both coach and coachee attended a professional development session and had the chance to participate in a retrospective survey that gathered perceptual data to determine a shift in knowledge of effective teaching after 8 weeks of the job-embedded professional development had been completed. Coaches met with their assigned beginning teacher and facilitated coaching cycles biweekly. Throughout the coaching cycles, each coach used CDFfT as a guide to support collegial conversations on good teaching practice. Coaches debriefed weekly and discussed coaching sessions with the beginning teachers. It was hoped that these debriefings helped foster improvements in future coaching sessions with beginning teachers.

The program was implemented and evaluated throughout an 8-week cycle. Coaches met biweekly with their coachee and administered biweekly coaching cycles. At the end of the coaching cycle, both the coach and beginning teachers participated in an optional survey as a wrap-up session to determine if the program shifted the knowledge and behavior of the conversations between coach and coachee. The researcher examined the qualitative data to determine if a shift occurred in the understanding of effective teaching practice from both coach and coachee and used during cross-examination with the study's survey data to determine if the coaching conversations provided evidence of adequate support through sharing a common language of effective teaching practices.

The study's research methodology examined the impact of job-embedded professional learning action research occurring at the site. Table 4 provides an outline of the research question alignment, including the data collection method and plan for analysis, followed by a detailed explanation.

Table 4

Research Question Alignment

Research Question	Instruments	Methodology	Data Collected	Method of Analysis
How did the professional development session on CDFfT impact coach and coachee understanding of components of effective teaching?	Pre/post training questionnaire (six open-ended questions)	Qualitative	Instructional Coach responses: 2 coaches Beginning Teacher Responses: 8 beginning teachers	Thematic coding
How can the focus of coaching conversations with regard to CDFfT domains be described?	Survey Item 1 Coach Survey	Qualitative	Instructional Coach responses: 2 coaches	Thematic coding
	Survey Item 1 Coachee Survey Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing questions		Beginning Teacher Responses: 8 beginning teachers Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing minutes	Axial Coding
What do coaches notice about their conversations with coachees after using CDFfT?	Survey Item 2 from Coach Survey	Qualitative	Coaching communication logs Coaching preparation logs	Thematic coding
	Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing questions		Coach-to-coach weekly debriefing minutes	Axial coding
What ideas do coaches and coachees have for improving future coaching conversations?	Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing questions	Qualitative	Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing minutes.	Thematic coding
	Survey Item 3 from Coach Survey		Survey responses from coach and coachee	Axial coding
	Survey Item 2 from the Coachee Survey		Survey responses from beginning teachers.	

(cont.)

Research Question	Instruments	Methodology	Data Collected	Method of Analysis
How did the use of CDFfT within coaching conversations impact teaching practice?	Survey Item 3 from the Coachee Survey	Qualitative	Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing minutes	Thematic coding Axial coding
	Coaching communication logs Coaching preparation logs Coach-to-coach weekly debriefing questions			

Table 4 provides an alignment of the research questions in the study. The table breaks down the instruments used to collect data, the methodology of each question, and the method of analysis. The table provides a detailed explanation of how the researcher collected evidence to answer the five research questions in the study.

Research Questions

Overall, the action research project examined a plethora of resources to determine if coaching conversations using a shared common language through a partnership approach to coaching impacted the beliefs, practices, and personal and professional growth of both coach and coachee. The research questions examined the short-, medium-, and long-term outcomes of the logic model.

1. How did the professional development session on CDFfT impact coach and coachee understanding of components of effective teaching?
2. How can the focus of coaching conversations with regard to CDFfT domains be described?
3. What do coaches notice about their conversations with coachees after using CDFfT?

4. What ideas do coaches and coachees have for improving future coaching conversations?
5. How did the use of CDFfT within coaching conversations impact teaching practice?

The researcher used multiple, varied qualitative instruments to collect and analyze the collected research to examine the impact of the coaching conversations on teaching practice.

Instrumentation

A collection of qualitative data was used in this study: (a) pre and post survey responses, (b) coaching communication logs, (c) coach-to-coach weekly debriefing responses, (d) coaching preparation logs, and (e) survey responses.

The pre and post survey was made up of six open-ended questions, allowing participants an opportunity to use their experiences to answer the questions. The questionnaire can be found in Appendix B.

The second set of examined data consisted of communication logs and preparation logs from the coaching cycle data during the 8-week session. Coaches and beginning teachers met twice weekly for 8 weeks. During that time, coaches conferenced with the participants twice weekly to discuss lessons, instruction, classroom environment, and professional learning. The data collected and examined were part of the job-embedded professional development and generated by coaches only. Next, the researcher examined the coach-to-coach weekly debriefing minutes and analyzed coach-to-coach conversations about their coaching conversations with beginning teachers. The researcher met with coaches weekly to discuss the collected notes from the beginning

teacher coach sessions during the 8-week coaching cycle. Each meeting and coaching preparation log was transcribed and previewed by all coaches to determine the next steps or changes to the action plan and identified trends with the coaching conversations. The CDFtT model was used to guide conversations (see Appendix C). Appendix D is a list of resources that coaches used to help guide their discussion on effective teaching practices.

The last set of data examined was the study's survey responses from coach and coachee participants. At the end of the 8 weeks of professional development, the researcher asked participants to participate in a 3-question open-ended survey. The survey questions can be seen in Appendix A. The researcher analyzed the survey data and cross-examined them with the archival data to uncover recurring themes and trends using axial and thematic coding methods. The content was thoroughly and promptly reviewed. The researcher used the study's survey responses to narrow down the patterns and themes occurring throughout coaching conversations between coach and coachee.

Multiple instruments provided the researcher with various data resources that were used to collect and analyze data within the study. The explanation of the data collection and analysis process will help explain how the data were used to answer the five research questions. All participants received an invitation to participate in the researcher's survey. Participants were told in the request that if they clicked the survey link, they were giving their consent to participate in the study. Participants received a narrative explaining the research and their participation in the study. Participants were given an option and were instructed that they did not have to answer the survey questions and could opt out of the survey without any repercussions. Participants were reminded that all collected data used were anonymous and remained anonymous throughout the

study. All archival professional development data collected were generated by coaches, excluding any data generated by coachees. No names or email addresses were obtained to ensure the confidentiality of participants. All participants chose to participate in the study.

Data Collection and Analysis

The researcher used qualitative collection methods to determine if a shared language of effective teaching practices can improve teaching practice through a partnership approach to coaching. The collection and analysis of data assisted the researcher in identifying the impact of coaching performance as well as answered the research questions.

Research Question 1. How did the professional development session on CDFfT impact coach and coachee understanding of components of effective teaching? The researcher used archival data from the job-embedded professional development initiative. At the professional development, participants completed a pre and post survey asking six open-ended questions (Appendix B) about CDFfT in Appendix C. The survey questions were pre coded to the four domains of CDFfT. The researcher used thematic coding methods to analyze the data to determine whether and to what extent the professional development of CDFfT shifted coach and coachee understanding of the domains of effective teaching.

Research Question 2. How can the focus of coaching conversations with regard to CDFfT domains be described? The study used survey response data from both coach and coachee to examine Research Question 2. Survey items, one from the coach survey and one from the coachee survey (Appendix A), were used to investigate

the focus of coaching conversations regarding CDFfT. The researcher looked for themes and trends between the collected data. To further explore Research Question 2, the archival coaching cycle data were used to cross-examine the data using axial coding methods. The researcher used archival coaching data collected from the 8-week coaching cycles that were generated by coach participants. The archival data included coaching communication logs, coach-to-coach weekly debriefing minutes, and coaching preparation logs (Appendix D). The researcher used thematic and axial coding methods to look for linkage between the survey data and archival coaching data.

Research Question 3. What do coaches notice about their conversations with coachees after using CDFfT? The researcher asked coaches one open-ended survey question to examine what coaches noticed about their conversation with coachees after using the CDFfT tool. The researcher asked coaches, “How has CDFfT affected your coaching conversations with your coachee?” Archival data from coach-to-coach weekly debriefing minutes were also examined. During the coach-to-coach weekly debriefing meetings, coaches were asked to debrief and discuss their weekly coaching sessions. The researcher used the archival coach-to-coach weekly debriefing minutes, coaching communication logs, and coaching preparation logs (Appendix D) to assist in the axial coding between archival data and the study’s survey response. Coach survey (Appendix A) responses were examined and analyzed to identify themes and trends to determine what coaches notice about their conversations with coachees after using CDFfT.

Research Question 4. What ideas do coaches and coachees have for improving future coaching conversations? The researcher used survey item 3 from the coach survey and survey item 2 from the coachee survey (Appendix A) to determine

ideas coaches and coachees have for improving future coaching conversations. During the 8-week job-embedded professional learning component, coaches met weekly to debrief about their coaching sessions. During the debriefing, the coaches collaboratively discussed what they could do differently to improve coaching sessions for the next week. This archival coach-to-coach weekly debriefing minutes were used during the analysis to assist with thematic and axial coding methods. The researcher used a resource in Appendix D to help triangulate survey data. Coach-to-coach weekly debriefing minutes, coaching preparation logs, and coaching communication logs were used during the cross-examination of archival data and the study's survey responses.

Research Question 5. How did the use of CDFfT within coaching conversations impact teaching practice? The researcher used survey item 3 (Appendix A) from the coachee survey to examine the impact in teaching practice after using CDFfT in coaching conversations. Survey item 3 in the coachees' survey asked specifically, "How has the use of CDFfT within coaching conversations impacted teaching practice?" The researcher examined and analyzed the responses looking for themes and trends to determine the impact of teaching practice after the use of CDFfT within coaching conversations. The researcher used coaching cycle resources (Appendix D) generated by coaches to cross-examine the survey responses. Coach-to-coach weekly debriefing minutes, coaching preparation logs, and coaching communication logs were used during the examination of survey data.

According to Saldana (2016), to codify "is to arrange things in a systematic order, to make something part of a system of classification" (p. 9). Theming is an outcome of coding. The researcher looked for emerging themes from the outcome of coding

(Saldana, 2016). Creswell and Creswell (2018) discussed how coding occurs in cycles as researchers concentrate and merge data by categorizing and looking for relationships using axial coding methods. Allen (2017) stated,

Axial coding is a qualitative research technique that involves relating data together in order to reveal codes, categories, and subcategories ground within participants' voices within one's collected data. In other words, axial coding is one way to construct linkages between data. Axial coding has a historical relationship with grounded theory, which is a qualitative methodological framework that involves constantly comparing emergent themes within one's data set to make theoretical claims regarding one's communicative conduct. (para. 1)

The multiple sets of collected data were analyzed using qualitative methodologies, cycling the coding process, comparing the sets of data, and uncovering relationships and emerging themes.

Before conducting the study, the researcher gained permission from the researcher's university institutional review board and the district. All sources, including the survey, were credited at the time of publication. At the beginning of the study, all participants were provided with an overview of the purpose of the study and consent forms explaining the policies and procedures for collecting and using their responses in the study. Maintaining transparency between the participants during the data collection process helped establish trust. The researcher provided the participants with questions that were not leading and avoided sharing any personal impressions (Creswell & Creswell, 2018). The researcher made sure that participant responses to the survey questions were anonymous. Pseudonyms were used to ensure confidentiality throughout

the 8-week collection of data. The role of the researcher is described in the following section.

Role of the Researcher

The role of the researcher in this study was as an internal participant. The researcher acted as a participant during the 8-week job embedded professional development. At the end of the professional development, the researcher did not participate in the study's survey. The researcher's role was the lead instructional coach, facilitator of professional development, facilitator of weekly coaches' meetings, and active coach for beginning teachers. The site compiled information collected as part of the job-embedded professional development as part of normal educational practice aimed at teacher improvement. The site agreed to share this professional development data with the researcher. Although the researcher knows the identity of participants in the professional development coaching logs, information gleaned from these logs remained confidential and reported in the aggregate.

To reduce the risk of participants feeling pressured to participate, the researcher collected perceptual information through an anonymous survey. Participants were provided with informed consent forms that provided a rationale for the study. Participants were reassured that their participation or lack of involvement could not put them at risk at the workplace or jeopardize their roles at the site. In the description and consent forms, the researcher provided a rationale for the study and intent. No names were collected or used in the study.

The process of triangulation with both archival data and the survey data assisted the researcher in verifying data. The researcher used coding and theming methods to

triangulate the qualitative data. The survey responses were transcribed and recorded to ensure that the researcher did not speculate or make any assumptions about any participant's responses.

Validity

According to Research Methodology (2018), to measure validity, the researcher made sure the study “select[ed] an appropriate timescale, appropriate methodology, suitable sample method and ... avoid[ed] selecting specific choices among the analysis of perceptual data” (para. 3). To provide strength in the study, multiple documents were examined and explored to uncover roles and trends of instructional coaching conversations with beginning teachers. The data collected came from secondary coaches and beginning teachers within the same site. Qualitative data were collected from both coach and coachee to identify patterns and trends to solidify perspectives (Creswell & Creswell, 2018). The collection and analysis of multiple sets of qualitative data were used to strengthen the study through the triangulation of gathered data.

Credibility. The researcher provided a detailed account of the direction of the study, providing the role of the researcher, an explanation of the selection of gathered data, multiple methods of data collection and analysis, and an explanation of the triangulation of the data.

Transferability. Understanding the research outcomes and their transferability can provide others with the knowledge to develop and alter the study for their practices. Results within this study can be transferable due to the nature of the collection of qualitative data. The transferability refers to the results of the research and how it can be generalized and transferred to other settings. The questionnaire can be replicated in other

districts.

Reliability

According to Research Methodology (2018), “Reliability refers to the extent to which the same answers can be obtained using the same instruments more than one time” (para. 2). The two participant groups were asked the same questions, providing reliability in the triangulation of the qualitative data collected through the questionnaire, communication logs, preparation logs, coach-to-coach weekly debriefing responses, and the study’s survey responses. Table 5 provides the alignment between the pre and post survey and how it is pre coded to the CDFtT tool.

Table 5

Reliability by Domain and Element in the CDFfT Survey

Survey Item	Domain
1. How familiar are you with CDFfT?	Planning and Preparation The Classroom Environment Instruction Professional Responsibilities
2. Describe effective teaching practices concerning planning and preparation.	Planning and Preparation
3. Describe effective teaching practices in a classroom environment.	The Classroom Environment
4. Describe effective teaching practices that are involved in the instruction of teaching.	Instruction
5. Describe effective teaching practices with professional responsibilities.	Professional Responsibilities
6. Overall, explain what you feel are essential components of effective teaching.	Planning and Preparation The Classroom Environment Instruction Professional Responsibilities

Table 5 provides the pre and post alignment to Danielson's (2013) four domains, and Table 6 provides alignment between the research questions and the survey questions. The survey question, in combination with the archival data, provides reliability in the triangulation of data within the study.

Table 6

Alignment Between Research Questions and Survey Questions

Research Questions	Survey Question
2. How can the focus of coaching conversations with regard to CDFfT domains be described?	Survey Item 1 Coach Survey and Survey Item 1 Coachee Survey: What domains were focused on the most in your coaching conversations? Why?
3. What do coaches notice about their conversations with coachees after using CDFfT?	Survey Item 2 Coach Survey: How has CDFfT affected your coaching conversations with your coachee?
4. What ideas do coaches and coachees have for improving future coaching conversations?	Survey Item 3 Coach Survey and Survey Item 2 Coachee Survey: What ideas do you have for improving future coaching conversation?
5. How did the use of CDFfT within coaching conversations impact teaching practice?	Survey Item 3 Coachee Survey: How has the use of CDFfT within coaching conversations affected your teaching practice?

Both Tables 5 and 6 provide evidence of the reliability of the instruments used to analyze the qualitative data in the study.

Summary

Research states that in order to ensure the effectiveness of a coaching program, there must be effective communication (Knight, 2007). The action research project at one middle school site examined the use of a common language tool and how it can support collegial conversations. The action research method supported the participants as they engaged in a collaborative partnership that provided ongoing professional learning opportunities that could have fostered improvement.

Coaching is being used in various ways among districts to support teacher quality. The focus of the study was to create an open partnership approach using a common language to hold collegial conversations about effective teaching practices. The

qualitative action research method was used to provide both coach and coachee an opportunity to build a collaborative partnership that provided both participants with ongoing learning opportunities that helped increase the effectiveness of conversations around effective teaching practices.

Chapter 3 discussed the method for this research study, which explores the 8 weeks of coaching conversations between coaches and coachees. Chapter 4 of the research study discusses the results and analysis of the collected data. Chapter 5 provides the findings and shares the implications of the study for practice and further research.

Chapter 4: Results

Introduction

The purpose of this study was to determine whether participation through a shared common language using CDFfT affected coaching conversations between coaches and coachees in a Title 1 middle school setting in North Carolina. This research project analyzed data produced during job-embedded professional development as part of an action research experience. This study collected perceptual responses from both coaches and coachees through the administration of an open-ended survey. The study involved cross-examining both the archival data and study's survey data to determine how a shared language of effective teaching practices impacted coaching conversations between coach and coachee. The researcher did not directly use participant responses within the findings to maintain participant confidentiality. Axial coding and thematic coding processes occurred, organizing participant responses into themes uncovering the trends throughout the collected qualitative data.

The researcher used open coding to identify themes and then categorized the data collected using axial coding. The researcher described emerging ideas and trends uncovered in the data, providing a clear interpretation of the patterns evaluated.

Specifically, the following research questions were addressed:

1. How did the professional development session on CDFfT affect coach and coachee understanding of the components of effective teaching?
2. How can the focus of coaching conversations with regard to CDFfT domains be described?
3. What do coaches notice about their conversations with coachees after using

CDFfT?

4. What ideas do coaches and coachees have for improving future coaching conversations?
5. How did the use of CDFfT within coaching conversations impact teaching practice?

Research Methodology

The study's research methodology examined the impact of the job-embedded professional learning action research that occurred at a Title 1 site. This chapter contains the results of the action research methodology conducted to answer the five research questions. Separately, the researcher addressed each research question using themes that emerged from the qualitative data. The levels of analysis within the study were determined by axial and thematic coding. The researcher began the analysis identifying, analyzing, and then interpreting the data looking to uncover any trends or patterns. Once the researcher became familiar with the qualitative data, methods of axial coding were put into place. The researcher used axial and thematic coding methods to break down the collected qualitative data into themes and codes relating and organizing the data using inductive and deductive thinking (Creswell & Creswell, 2018). The researcher conducted the study on site and was able to obtain 8 weeks' worth of archival data to triangulate the survey response data from the study. The researcher used an action research approach to collect data for qualitative coding, using a shared common language of effective teaching practices. The researcher used axial coding methods to distill the data further until themes and trends emerged. Figures and tables are included to present a visual representation of the detailed patterns used to emphasize the key ideas and results of the

study.

Participants

The researcher gathered information from educators in an eastern district Title 1 middle school in North Carolina. The population consisted of certified teachers in two categories: instructional coaches and beginning teachers. The sample size was 10 participants, including two instructional coaches and eight beginning teachers at one site within one district. The researcher acted as the lead instructional coach over the two coach participants who worked with the eight coachee participants. Table 7 breaks down the demographics of both participant groups.

Table 7

Instructional Coaches and Beginning Teacher Coachee Participants

Coach Participants	Coachee Participants
1: 32 years of experience. Instructional Coach/expert in literacy	1: 3 years' experience. Grade 7 ELA
	3: 2 years' experience. Grades 6, 7, & 8 Exceptional Children ELA
	4: 3 years' experience. Grade 6 Social Studies
	8: 2 years' experience. Grades 6, 7, & 8 Agriculture
2: 16 years of experience. Instructional coach/expert in mathematics	2: 2 years' experience. Grade 7 Math
	5: 2 years' experience. Grade 6 Math
	6: 1-year experience. Grade 6, 7, & 8 Exceptional Children Math
	7: 3 years' experience. Grade 7 Social Studies

Table 7 gives an overview of the participants in the study. Currently, at the researcher's site, there are three instructional coaches (coaches), including the

researcher, and eight beginning teachers (coachees). The researcher served as the lead instructional coach over the two coaches and eight coachee participants. However, the researcher was not an active participant in the study but was an active participant and facilitator of the ongoing job-embedded professional learning that occurred at the site before the study. This professional learning consisted of a session about CDFfT with instructional coaches and their beginning teachers. After the professional development, participants took part in 8 weeks of job-embedded coaching collaborative meetings, using the framework to structure coaching conversations around a shared language of effective teaching practices. These conversations between coach and coachee occurred twice a week at the site. Additionally, the site's three coaches met weekly to debrief on the use of CDFfT in their coaching conversations and identified ways to improve.

At the end of the 8-week coaching sessions, the researcher initiated the study. The study collected three open-ended survey responses from both coach and coachee (Appendix A). After the survey, the researcher began to examine and analyze the 8 weeks of archival professional development data (Appendices B and D). The researcher then used axial coding methods to cross-check the archival data with the study's survey responses. The researcher used multiple sets of archival information plus the survey responses to uncover trends and themes in coaching conversations between coaches and coachees.

The thematic and axial coding process used a series of steps to uncover trends and patterns. The researcher used an electronic survey to collect responses from two surveys containing three open-ended items. All 10 participants completed the three open-ended

questions in both the coach and coachee survey. The survey responses were cross-examined with the 8 weeks of collected archival coaching cycle data. In order to uncover trends and themes, the researcher's first step was to identify and become familiar with the data. The researcher transcribed survey responses, the coach-to-coach debriefing minutes, the coaching communication logs, and the coaching preparation logs. Once the data were transcribed, the researcher began creating initial codes, using a color-coding system to identify the information into the initial four codes. Figure 6 provides a visual representation of the coding and thematic process.

Question 1	Question 2	Question 3	Question 4	Question 5	Questions 6	
Not very	Time effectively Design and practice Providing background info	Safe enjoying Appropriate time	Introduction: Hook: guided practice and independent practice	Formal summative assessment	Making sure skill/concept and provide students with hands on results.	<p>Diana Dubisly Participant used one word in the pre survey question the post survey used four terms associated with Domain 1 Instructional effective teaching practices.</p> <p>Diana Dubisly In the pre survey the participant did not give accurate effective instructional definition of Professional development but in the post used five examples that demonstrated effective teaching practices for Domain 1</p>
Somewhat knowledgeable	Knowledge of content Design and Plan Coherent Instruction Clarity Learning activities and instruction	Teacher interaction with students Expectations for learning and achievement. Space and	Communicating with students: Quality of questioning Student groups, monitoring	Maintaining accurate records. Participation in PLC Showing professionalism Communication with	The above listed endeavors are necessary to being an effective teacher there are others as well.	<p>Diana Dubisly January 04, 2020 Domain 2: Classroom management went from one to three terms associated with effective teaching practices</p> <p>Reply</p> <p>Diana Dubisly Participant question 2: pre: three terms associated with Domain 1 then 10 terms associated with Domain 1</p>

Figure 6. Identifying Codes and Trends.

The initial codes identified were the four domains in CDFfT: Domain 1, Planning and Preparation; Domain 2, Classroom Environment; Domain 3, Instruction; and Domain 4, Professional Responsibilities. This initial coding process provided a way for the researcher to compare coaching data across sources. Once the codes were identified through the color-coding process, the researcher was able to deconstruct the data and

identify any emerging themes or patterns. An extra step was taken by the research to support the credibility of the emerging trends and themes. The researcher reviewed the themes by processing the transcribed data into text analysis software. The text analysis provided the researcher with a visual word cloud to solidify the findings. The researcher became familiar with the data, identified codes, identified patterns, uncovered themes, finalized themes, and then reviewed. The next section describes the document analysis.

Impact of Professional Development

The researcher used archival data from the job-embedded professional development initiative to answer Research Question 1: How did the professional development session on CDFfT affect coach and coachee understanding of the components of effective teaching?

An informational session for coaches and coachees on CDFfT was held at the beginning of the job-embedded professional development. Each participant completed a pre and post survey of their knowledge of CDFfT. The pre and post surveys gathered perceptual data on individuals' experiences to determine the shift in the understanding of information. The researcher used the collected survey pre and post data in the analysis to answer Research Question 1. The survey questions can be found in Appendix B. All 10 participants responded to six pre survey items and the same six post survey items.

Knowledge of CDFfT. The first survey item asked how knowledgeable the participants were about CDFfT. The pre and post survey responses to the professional survey item 1 were analyzed by the researcher to determine how familiar participants were with CDFfT before and after the professional learning experience. The participant population size is small, so in order to protect participants, no direct quotes were used.

The participant responses were broken down through the analysis by the researcher. The researcher organized the data, identified themes, connected the themes into categories based on their association to each other, and created codes. The codes organized the trends and patterns between the qualitative data from the participants. Using axial and thematic coding allowed the researcher to protect participant individual responses and generalize the collected data. The researcher used this method to maintain confidentiality between participants. No direct quotes were used, because it would go against the aggregate and this was a way to ensure participant responses remained anonymous. No participants, either instructional coaches or beginning teachers, expressed any familiarity with the framework prior to the professional development. In the post survey, all participants indicated being newly familiar (n=2), somewhat familiar (n=4), more familiar (n=3) better than before, or comfortable with CDFfT (n=1). Participants expressed they were more familiar after the professional development, indicating that there was a shift in knowledge from pre to post professional learning experience.

The researcher transcribed all pre and post response data and began to become familiar with the data. The researcher initiated the analysis process by coding the pre and post response data into Danielson's (2013) four domains. The information was then color-coded. This process helped the researcher uncover description words associated with each domain. Tables 8-11 provide the codes and coded terms for the pre and post professional development survey responses to items 2-5 for each of the domains. The tables provide evidence used to determine if participant knowledge about effective teaching practices shifted after the professional development learning experience. The terms identified by the researcher were coded to the elements within each domain of

CDFfT to show a shift in knowledge from pre to post response. The tables show how, after the professional development, the instances of common language used to describe effective teaching practices in all four domains increased.

Table 8 provides the content and thematic analysis pre and post responses coded for Domain 1. Domain 1 from CDFfT is broken down into six elements. Planning and preparation make up the domain that can be observed in a teacher's plans for instruction. This domain describes the design and organization of instruction. The components of Domain 1 (Danielson, 2013) are as follows:

- 1a. Knowledge of content and pedagogy
- 1b. Knowledge of students
- 1c. Instructional outcomes
- 1d. Knowledge of resource
- 1e. Coherent instruction
- 1f. Student assessment

The researcher analyzed the pre and post responses, coded the qualitative data, and used identified descriptive terms from both pre and post responses to demonstrate the knowledge of participant understanding of each domain pre and post professional development.

Table 8

Content and Thematic Analysis Pre and Post Response to Items 2-5 Domain 1

Code	Coded Terms Pre Professional Development	Coded Terms Post Professional Development
Domain 1: Planning and Preparation	Different strategies Design lesson Data to drive instruction Background plans	Demonstrates Knowledge Content Pedagogy Knowledge of students Knowledge of resources Alignment Outcomes Coherent plans Assessment

Domain 1: Planning and preparation. Survey item 2 in the pre and post professional development survey asked participants to respond to the following statement: Describe effective teaching practices concerning planning and preparation. The survey response was used in the analysis process to address Research Question 1: How did the professional development session on CDFfT affect coach and coachee understanding of the component of effective teaching? The professional development survey items were pre coded to one of the four domains of CDFfT. The coded terms show how, in the pre response, participant responses identified only four coded terms, but in the post response, the data identified nine coded terms. For the pre response data, only four terms were coded to the CDFfT language of the elements; but after the professional development, participants used more language that was linked to the elements from CDFfT. The researcher was able to organize the data and chunk the qualitative responses into codes and then identify coded terms. The coded terms were terms that can be found in Domain 1 and elements of planning and preparation. The researcher identified terms and phrases connected to CDFfT. For the pre survey responses, the qualitative data only

had four terms connected to the language of CDFfT; but in the post survey responses, nine themes emerged that connected to the domain elements for planning and preparation. The coded terms uncovered during the axial and thematic coding process provided the researcher with the evidence used to determine that participant knowledge shifted during the pre and post professional development. Table 9 provides the thematic analysis of pre and post Domain 2 qualitative response data. The components that makeup Domain 2 (Danielson, 2013) are as follows:

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

The researcher identified terms from the pre and post response data to determine participant knowledge of Domain 2: Classroom Environment.

Table 9

Content and Thematic Analysis Pre and Post Response to Items 2-5 Domain 2

Code	Coded Terms Pre Professional Development	Coded Terms Post Professional Development
Domain 2: Classroom Environment	Safe and orderly Student behavior Positive culture	Creating an environment of respect Culture of learning Organizing physical space Relationship Expectations of learning Classroom procedures Student behavior Feeling safe

Domain 2: Classroom environment. Survey item 3 in the pre and post

professional development survey asked participants to respond to the following request: “Describe effective teaching practices in a classroom environment.” The survey response was used in the analysis process to address Research Question 1, “How did the professional development session on CDFfT affect coach and coachee understanding of the component of effective teaching?” Before the professional learning experience, participants were not as descriptive in their response to describing an effective classroom environment. Participant responses from both coach and coachee only had three emerging themes from the pre data, and eight emerging themes were uncovered in the analysis of the post qualitative collected response data. After the professional development, participants were able to use CDFfT vocabulary to describe an effective classroom environment. The post responses provided more coded terms that connected to the shared language of effective teaching practices for classroom environment Domain 2. The qualitative pre and post response data indicated there was a shift in knowledge from pre to post survey response data describing the classroom environment. Table 10 provides a breakdown of the pre and post survey response coded terms and elements of Domain 3 of CDFfT. Domain 3 involves components centered at the core of teaching. The components that make up Domain 3 (Danielson, 2013) are as follows:

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

Table 10

Content and Thematic Analysis Pre and Post Response to Items 2-5 Domain 3

Code	Coded Terms Pre Professional Development	Coded Terms Post Professional Development
Domain 3: Instruction	Explaining content Differentiating instruction Knowing content Creating lessons	Communicating with students and families Expectations Adjustments and flexibility Collaborative discussions Questioning Assessments Design Feedback Monitors Ongoing Self-reflection Participation

Domain 3: Instruction. Survey item 4 in the pre and post professional development survey asked participants to respond to the following request: “Describe effective teaching practices that are involved in the instruction of teaching.” The survey response data were used in the analysis process to address Research Question 1, “How did the professional development session on CDFfT affect coach and coachee understanding of the component of effective teaching?” Prior to the professional development, participants described effective instruction using terms such as explaining, differentiating, knowing, and creating. After the professional development, the researcher was able to identify that the post responses used more descriptive language coded and connected to CDFfT. Coded terms such as communicating with students and families, adjustments and flexibility, collaborative discussions, expectations, questioning, assessments, design, feedback, monitors, ongoing, self-reflection, and participation. The coded terms were identified during the analysis of post professional learning responses

describing Domain 3. Common terms were uncovered and coded, revealing that participants were able to define effective classroom instruction using a shared language from CDFfT. The researcher analyzed the post response data and coded the terms to the elements within Domain 3. In the pre survey qualitative data, the researcher was able to identify three words and phrases that could be coded to Domain 3, and the post survey response data were able to identify 12 emerging terms. The coded terms uncovered were terms that describe Domain 3 and the elements of CDFfT. The evidence indicates that there was a shift in knowledge of effective instruction practices from pre to post professional development. Table 11 provides a breakdown of the coded terms pre and post to Domain 4 of CDFfT. The components within Domain 4 provide the elements of professionalism. The professional responsibilities of Domain 4 (Danielson, 2013) are as follows:

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Participating in a professional community
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Table 11

Content and Thematic Analysis Pre and Post Response to Items 2-5 Domain 4

Code	Coded Terms Pre Professional Responsibilities	Coded Terms Post Professional Responsibilities
Domain 4: Professional Responsibilities	Attending meetings Professionalism Knowing content Working with colleague	Growing professionally Collaborating Reflecting Demonstrating professionalism Communicating with families Staying current

Domain 4: Professional responsibilities. Survey item 5 on the pre and post professional development survey asked participants to respond to the following statement: “Describe effective teaching practices with professional responsibilities.” The survey response was used in the analysis process to address Research Question 1, “How did the professional development session on CDFfT affect coach and coachee understanding of the component of effective teaching?” Previous participant responses indicated that participants could define professional responsibilities but were more descriptive after the professional responsibilities. The coded terms were connected back to CDFfT elements in Domain 4. Prior to professional development, the participants were not as descriptive as the responses after professional development. The researcher identified three emerging themes from the pre qualitative data and uncovered six coded terms from the post survey response data. After the professional development, participants shared more common language of effective teaching practices around professional responsibilities than in their pre survey responses.

Post survey results revealed that there was a shift in knowledge from pre to post professional development based on the number of terms linked to the language of CDFfT.

Both coach and coachee participants demonstrated a shift in knowledge through their descriptions for each domain. The language used in the pre survey did not show commonalities between the participants; but after the professional learning experience, participants began to use a common language to describe effective teaching. Each table provides coded terms for pre and post survey responses. The researcher analyzed the pre and post responses from both coach and coachee and uncovered emerging themes and used them as coded terms in the tables. The coded terms quantified the number of connections between the language of CDFfT and pre and post response data.

After the professional development, the number of identified coded terms increased. The professional development participants used more terms associated with the language from CDFfT to describe the four domains and elements of effective teaching practices after being exposed to the professional learning experience. The initial differences in the data were the common language. The description of the domains from participants was not as aligned to the CDFfT tool as after the professional development. The shift occurred after professional development. The qualitative data indicated that participants used more of the language in their description of the four domains and elements of CDFfT after the professional learning experience.

The last item on the professional development survey, item 6, asked participants to explain the essential components of effective teaching. Table 12 provides the trends that emerged from both coach and coachee. The collected qualitative data revealed how the participant's knowledge shifted from pre to post.

Table 12

Pre and Post Emerging Data from Item 6 Coach Responses

Participant	Pre Coded terms	Post Coded terms
Coach	Knowledge of skills Hands on activities Feedback	All domains Planning and Preparation Understanding students Knowing content Learner-centered Collaborative Improving student achievement

Table 12 provides the codes that emerged from the coach participant responses to survey item 6 in the professional development survey. The researcher identified three themes in the pre coach response data, and eight themes identified in the post survey coach responses. The coded themes were uncovered through the analysis of axial and thematic coding processes by the researcher. Table 13 provides the emerging themes uncovered from the analysis of coachee response data to the professional development survey item 6.

Table 13

Pre and Post Emerging Data from Item 6 Coachee Responses

Participant	Pre Coded terms	Post Coded terms
Coachee	Relationship Expectations Content knowledge Reflection Feedback	All domains Balance Prep and Planning Relationships Expectations Classroom management Reflection Collaboration Safety Respect Knowing content Adjustments/Flexibility

The researcher was able to identify five coded terms in the pre coachee response data and 12 coded terms in the post coachee response data. Table 13 and Table 14 reveal the coach and coachee participant coded responses to pre and post survey item 6. Pre responses both show a limited number of coded terms compared to post identified coded terms. After the professional development, participants expressed a shift in knowledge. After the professional development, participants shared a common understanding of the language of effective teaching practices. The post responses show participants used specific language from CDFfT.

The researcher utilized a word cloud generator for both coach and coachee pre and post response data for question 6 in the professional development survey item 6. The word cloud generator creates a visual representation of the terms that are predominant in the qualitative data. Figure 7 provides a word cloud of all participant responses to survey item 6.



Figure 7. Pre Response Data from the Coach and Coachee Survey Item 6 Response.

planning, components, clear, positive, preparation, building, clear, engaging, and maintain. The word increase from pre to post provided the researcher with enough evidence to determine that prior to the professional development, participants could describe what they felt was the most important domain; but after the professional development, the participants used more of the CDFfT language to articulate responses for survey item 6. The researcher determined that after professional development, the participants demonstrated a shift in knowledge. Participants were more descriptive, using the CDFfT language, in their post responses. Next, the researcher analyzed and examined qualitative collected data to determine the focus of coaching conversations.

Focus of Conversations

The researcher analyzed the coach and coachee survey item 1 and cross-examined the data with the archival coach-to-coach debriefing minutes, coaching collaborative logs, and coaching preparation logs to examine Research Question 2, “How can the focus of coaching conversations with regard to CDFfT domains be described?” Survey question 1 from the coach survey and survey question 1 from the coachee survey (Appendix A) were used to examine the focus of coaching conversations regarding CDFfT. The researcher looked for themes and trends in the collected data. To further explore Research Question 2, the researcher analyzed the archival coaching cycle data to cross-check the data, using axial coding methods. The researcher used archival coaching data collected from the 8-week coaching cycles, generated by coach participants. The archival data included coaching communication logs, coach-to-coach weekly debriefing minutes, and coaching preparation logs (Appendix D).

The study’s survey coach response data indicated that coaches felt that the focus

of their coaching conversations centered on planning and preparation. Both coaches stated that Domain 1 was the focus of their conversations throughout the 8-week action research coaching cycle sessions. The coachee response study survey item 1 responses also indicated that five of the coachee responses stated that planning and preparation was the focus of their coaching cycle session conversations. The researcher analyzed the responses and identified that planning and preparation was mentioned seven times, classroom environment was mentioned once, and instruction twice. To further investigate the focus of coaching comments, the researcher cross-examined the survey response data to the archival coaching cycle data.

The researcher used thematic and axial coding methods to look for links between the survey data and the archival coaching data. The researcher transcribed the archival data by week and became familiar with the information. After becoming familiar, the researcher began to code the information into the four domains of effective teaching from CDFtT. The four domains are planning and preparation, classroom environment, instruction, and professional responsibilities. The researcher colored coded the qualitative data into four different categories. The initial codes assisted the researcher to generate themes and patterns that emerged from the 8 weeks of archival data and cross-examine them with the study's survey question 1 responses. The following figure provides a snapshot of the analysis of the archival data and Research Question 1 responses.

Figure 9 shows how the researcher used initial codes to code the qualitative data color coding into the four domains of CDFfT. The coach-to-coach debriefing minutes, collaborative logs, and preparation logs (including the survey results) were transcribed and then reviewed to uncover any patterns or trends. This process was done through all 8 weeks of archival data. Each week, the coaches were able to identify the focus of their conversations. Table 14 provides a week-to-week look at the coding trends and patterns uncovered during the analysis.

Table 14

Trends from 8 Weeks of Archival Data

Week	Codes	Coded terms
Week 1	Planning/Preparation	Domain 1: Lesson planning Structure Time/Pacing
Week 2	Planning/Preparation	Domain 1: Time/Pacing Planning
Week 3	Professional Responsibilities	Domain 4: Professional school-wide responsibilities
Week 4	Planning/Preparation	Domain 1: Instruction Resources Planning and preparation
Week 5	Instruction	Domain 3: Instruction Critical thinking Scaffolding Student responsiveness
Week 6	Classroom Environment	Domain 2: Dynamic learning environment Management
Week 7	Instruction	Domain 3: Rigor Curricular experiences Engaging students Assessment Student discourse
Week 8	Planning/Preparation	Domain 1: Compelling instruction Professional development training Planning and preparation.

Table 14 provides a week-to-week analysis of the focus of coaching conversations

generated from coach-to-coach debriefing minutes, coaching communication logs, and coaching preparation logs. The researcher coded each week to a domain from CDFfT and uncovered trends and patterns identified as coded terms.

Domain 1 (planning and preparation) conversations focused around lesson planning and the structure of a lesson. Conversations that focused on Domain 2 (classroom environment) discussed safety in the classroom, student discourse, and grouping students. Conversations when discussing Domain 3 (instruction) focused on elements of assessment, data, curriculum, scaffolding, and differentiation. Conversations when discussing Domain 4 (professional responsibilities) focused on school-wide responsibilities and professional development. Overall, the researcher determined the primary focus of coaching conversations was on Domain 1: Planning and Preparation.

Multiple sets of qualitative data were used in the analysis to address the study's Research Question 2. A series of axial and thematic coding processes used coach-to-coach debriefing minutes, collaborative logs, and coaching preparation logs; the researcher was able to identify weekly coaching conversation focus and overall trends. Each week coaches were asked in the coach-to-coach debriefing sessions to describe the focus of conversations. The transcribed coach-to-coach debriefing minutes, coaching preparation logs, and coaching communication logs revealed that weeks one, two, four, and eight conversations centered on planning and preparation; the focus revolved around lesson planning, structure, and pacing.

The third week of collaborative coaching sessions, coach and coachee participant conversations were coded to professional responsibilities. The weekly coach-to-coach debriefing minutes, coaching communication logs, and coaching preparation logs

revealed through axial and thematic coding processes that conversations during week three discussed professional development responsibilities.

Week six was the only week in which coaching conversations centered on Domain 2 classroom environment. Week six collaborative coaching cycle data were analyzed using axial and thematic coding methods chunking and organizing data into codes and identifying trends and emerging themes to answer the study's Research Question 2. The researcher uncovered that the focus of coaching conversations in week six was on creating a dynamic learning environment.

Analysis of both week five and week seven data revealed that the conversations centered on Domain 3, instruction. Week five conversations with coachees focused on critical thinking and demonstrating lesson flexibility and responsiveness to students. An emerging trend uncovered was the talk about instructional materials and curriculum resources. The researcher was able to code each of the 8 weeks and determine that 4 of the 8 weeks of coaching cycle collaborative session data between coach and coachees focused on elements of planning and preparation.

Coaching Conversation Shifts

This qualitative action research study collected qualitative data to answer Research Question 3, "What do coaches notice about their conversations with coachees after using CDFfT?" The researcher asked coaches one open-ended survey question to examine what coaches noticed about their conversations with coachees after using the CDFfT tool (Appendix C). The researcher also used archival data from coach-to-coach debriefing minutes in the cross-examination of the analysis. In the weekly debriefing, coaches were asked, "How has CDFfT affected your coaching conversations with your

coachee?” The researcher used the archival coach-to-coach weekly debriefing minutes, coaching communication logs, and coaching preparation logs (Appendix D) to assist in the axial coding between archival data and the study’s survey responses. Each set of data was examined and analyzed for themes and trends to determine what coaches notice about their conversations with coachees after using CDFfT. Survey item 2 from the coach survey was used to collect data that would answer Research Question 3. Both coaches responded to survey item 2, revealing two themes: relationship and preparation.

Relationship. The researcher identified the emerging theme of relationship throughout the coaches’ data. Coaches revealed in their responses that their relationship with coachees grew throughout the biweekly meetings. Emerging patterns demonstrated coaches used CDFfT to guide collegial discourse, encouraging participation from coachees. The data also revealed that coaches expressed how, throughout the weeks, coachees became more involved in their collaborative efforts.

Preparation. The data analyzed by the researcher uncovered that coachees used CDFfT to guide their collegial conversations. CDFfT became a tool that guided agendas and conversations between coaches and coachees. The data revealed that CDFfT was used to prepare and guide biweekly conversations.

Further data were analyzed to cross-examine with the survey responses. Coach-to-coach debriefing minutes, coaching communication logs, and coaching preparation logs were used to reveal coaches’ thoughts on changes in coaching conversations after the exposure to CDFfT. Each week, coaches met to discuss coaching conversations and were asked weekly to describe how their coaching sessions were different than the last. The researcher transcribed all 8 weeks of collected coaching collaborative data. The

researcher cross-examined the survey response data with the archival coaching cycle data to further support what coaches noticed about their conversations after using CDFfT.

The researcher used two of the debriefing questions in the analysis: “Which domain seems to be most challenging to discuss” and “How has CDFfT assisted with coaching conversations?” The following tables provided the researcher with supporting evidence that uncovered patterns and trends in the weekly coaching data that helped answer

Research Question 3.

Table 15

Coach Debriefing Data – Most Challenging Domain to Discuss

Week	Initial Code	Domain most difficult to discuss
Week 1	Domain 2 Classroom Environment	Classroom management.
Week 2	Domain 2 Classroom Environment	Classroom management Transitions
Week 3	Domain 1 Planning and Preparation	Sequence and alignment
Week 4	Domain 1 Planning and Preparation	Sequence and alignment Instructional materials and resources
Week 5	Domain 2 Classroom Environment	Grouping
Week 6	Domain 2 Classroom Environment Domain 3 Instruction	Grouping Student to student interaction Student participation
Week 7	Domain 1 Planning and Preparation Domain 2 Classroom Environment Domain 3 Instruction	Alignment Small groups Student participation
Week 8	Domain 3 Instruction Domain 2 Classroom Environment Domain 1 Planning and preparation	Quality of questioning Teacher interaction with a student Congruence with the outcome

Table 15 provided the 8-week trends uncovered in the analysis of the coach's

responses to which domain is the hardest to discuss. The researcher coded the coach-to-coach debriefing minutes, looking for emerging trends and themes that would emerge from coach responses to which domains were the most difficult to talk about. These emerging themes were coded to Domains 1, 2, and 3. Throughout the 8 weeks, the data uncovered that Domain 2 (classroom environment) was the most challenging domain to discuss. This domain was discussed and identified as the most challenging to discuss 6 of the 8 weeks of collaborative meetings. Participant responses focused on challenging concerns around classroom management, transitions, student grouping, and student-to-student interactions. Domain 1 (planning and preparation) was mentioned four times throughout the 8 weeks.

Most challenging discussions on Domain 1 revolved around the sequence, alignment, and congruence with the outcome. Domain 3 (instruction) was mentioned in the data three times. The most challenging conversations in week eight were around student participation and the quality of questioning. The first week coaches felt that classroom management was the hardest domain to discuss. After 8 weeks of coaching cycle sessions, the researcher verified that coaches felt that certain areas of Domain 1, Domain 2, and Domain 3 were difficult to talk about. The analysis provided the researcher with an understanding that after 8 weeks, the conversations deepened into element discussions as opposed to overall categories of effective teaching practices.

After the researcher analyzed the coaching cycle data to determine the most challenging conversation, the researcher began to analyze the weekly coaching data and identify weekly trends and patterns. Table 16 provides the weekly codes identified throughout the analysis of coach-to-coach debriefing minutes, coaching communication

logs, and coaching preparation logs. Coaches met biweekly to discuss coaching conversations with their coachees.

Table 16

Coach Conversation Cycle Coded Data

Week	Codes	Coded Terms
Week 1	Preparation	Helped me Guided conversations Deepen understanding Expectation
Week 2	Preparation	Structure conversations Guided conversations Deepen understanding Clarity in expectations
Week 3	Preparation	Set norms Create an agenda
Week 4	Reflection Relationship	Send out agenda before a meeting Revisit norms Clarity in expectations
Week 5	Reflection Relationship	Talk less Encourage more participation from the coachee
Week 6	Preparation Relationship	Set agenda Keeps on track Clarity in expectations Shared out before meeting
Week 7	Preparation Relationship	Guides conversations Prepared for meeting Structure in meetings Clear expectations
Week 8	Preparation Relationship	Helped conversations Clarity in expectations Connections of each domain Guide Partnership Conversations more comfortable

Table 16 is a representation of coach responses from the 8 weeks of professional learning experiences from coaches' weekly responses to the question, "How has the CDFfT tool assisted with coaching conversations?" The weekly data examined with the survey responses revealed three trends that emerged and were coded as relationship, preparation, and reflection. The coaching data revealed that conversations focused on preparation in 6 of the 8 weeks. Weeks one, two, three, six, seven, and eight all coded terms related to preparation. Reflection was uncovered as a code in the analysis of the coaching cycle data. Conversations coded as reflection were discussed in weeks four and five. Participants mentioned making connections, revisiting norms, and talking less were areas that could improve when reflecting on teaching practices. Relationship theme was identified in weeks four, five, six, seven, and eight. For 5 of the 8 weeks, coaching cycle data indicated themes that were coded for relationship.

Overall, the data revealed that the majority of the coaching conversations focused on elements of Domain 1: Planning and Preparation. The most challenging domain discussed in the weekly debriefing meetings was Domain 2: Classroom Management. Recurring trends emerged throughout the 8 weeks of archival coaching data and revealed the coaching conversations shift in focus on its elements of the four domains of CDFfT. After identifying the shifts in coaching conversations, the researcher identified the trends and patterns for improving future coaching conversations.

Improving Future Coaching Conversations

The researcher used survey item 3 from the coach survey and survey item 2 from the coachee survey (Appendix A) and cross-examined them with coaching cycle data to determine the answer to Research Question 4, "What ideas do coaches and coachees have

for improving future coaching conversations?”

The study’s survey asked both coach and coachee participants to respond to the following question: “What ideas do you as a coach have for improving future coaching conversations?” Coach survey item 3 and coachee survey item 2 both asked participants to respond to the same question. All 10 participants answered the survey question. The researcher used the 10 responses to the study’s survey questions and cross-examined them with the 8 weeks of professional learning coaching cycle data.

During the job-embedded professional learning opportunities before the study, coaches met weekly to debrief about their coaching sessions. During the debriefing, the coaches collaboratively discussed what they could do differently to improve coaching sessions for next week. These archival coach-to-coach weekly debriefing minutes were transcribed and used during the analysis to assist with thematic and axial coding methods (Appendix E). The researcher used the resources in Appendices B and D to help triangulate survey data. Coach-to-coach weekly debriefing minutes, coaching preparation logs, and coaching communication logs were used during the cross-examination of archival data and the study’s survey responses. The data were chunked and organized, uncovering trends and emerging themes. To further investigate the coach’s views about improving future coaching conversations, the researcher analyzed the weekly coaching cycle data looking to uncover patterns or trends around the three identified themes: reflection, relationship, and preparation. During the 8 weeks of coaching cycles, the coaches would debrief and talk about future improvements for each week. The following figure shows how the researcher used axial and thematic coding to uncover coach thoughts for improving coaching conversations.

<p>4. What is different from your coaching conversations from this week than the last conference?</p> <p>5. What can be done to make improvements in your collegial discussions?</p> <p>Coach 1: I am becoming more comfortable in how to use the CDEFT tool to drive collegial conversations. For next week, I think I will select a focus to discuss this way it might take some pressure off the coachee in talking.</p> <p>Coach 2: The model pairs nicely with the new demands and mathematical practices in the new curriculum. Each mathematical practice fits into the Planning and Preparation and Instruction domain, so for my bt math teachers they are able to see how effective teaching practices and the curriculum go hand in hand. I was more prepared for my coaching conversations this week than last week.</p> <p>What I think can be done to make improvements is to make sure we revisit our norms and expectations from the conversations.</p> <p>Coach 3: This week the focus shifted to Domain 4. Professional responsibilities. So, opposed to instruction and planning and preparation this week we focused on Domain 4. To improve for next weeks conversations, I will prepare an agenda to help with time. Time is always a factor in which I feel we do not have enough of. So to keep both coach and coachee on track I will use an agenda to help guide the conversations for sake of time.</p>	<p>Diana Dubisky Focus shifted to domain 4</p> <p>Use agenda to guide time</p> <p>Was more prepared for my coaching conversations</p> <p>To improve collegial discussion using an agenda is something that I will use to help guide the conversations for sake of time. Revisit norms and expectations of conversations</p> <p>Select a focus to discuss for next time.</p>
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Figure 10. Analysis of Coaching Cycle Data for Research Question 4.

Figure 10 provides a snapshot of how the weekly coaching cycle data were transcribed and color coded and how themes and patterns emerged. The collected qualitative data provided the researcher with enough evidence to identify specific themes. Conversations are the center of the theoretical organization of the data through a partnership relationship between coach and coachee. The analyzed data uncovered three trends that were recurring throughout the 8 weeks of coaching cycle data. The researcher identified patterns in the data and coded the trends into the following three themes: reflection, preparation, and relationship.

Ideas related to improving future coaching conversations included emerging themes of reflection, preparation, and relationship. Both participants were asked the same research question about what ideas they had for improving future coaching conversations. Table 17 provides a week-by-week table of codes showing the focus of improvement for each week during the professional learning experiences.

Table 17

Week-By-Week Focus of Improvements

Week	Code	Coded Terms
Week 1	Preparation	Create norms Create make agenda
Week 2	Preparation, Reflection	Revisit norms Revisit expectations
Week 3	Preparation, Reflection	Talk less Listen more
Week 4	Reflection, Relationship	Be available more Set clear expectations
Week 5	Relationship, Reflection	Create an open environment Listen more, get feedback
Week 6	Preparation, Relationship	Create a pulse check Use data to drive discussion
Week 7	Relationship, Preparation	Give everyone access to the agenda before a meeting
Week 8	Relationship, Preparation	Reflect on feedback Create an environment that values participation Access to the agenda before a meeting

Table 17 provides the analysis trends uncovered from the coaching cycle data that reveal the conversational shifts from week to week. Participants were asked what they could do to improve future conversations. The trends that emerged were coded to the themes of preparation, relationship, and reflection.

Reflection. The data uncovered patterns of self-reflection. Coaches discussed future improvements in their weekly coach-to-coach meetings. The minutes centered on ways in which coaches could improve their art of coaching. Coaches self-reflected and discussed ways in which they could improve, creating steps which impact the

effectiveness of their coaching conversations with their coaches. Coaches discussed strategies that focused on listening more and providing opportunities for coachees to be active participants, which structure a more natural and constructive dialogue. The researcher uncovered evidence that supported the analysis in determining that coach discussions talked about reflection and preparing surveys to collect anonymous feedback to use to make changes in improving their art of coaching. The patterns of goal setting and self-reflection were seen in both coach participants' archival qualitative data collected and analyzed.

Preparation. Both coaches commented on the preparation of the next session as thoughts of improvements. For future improvement, coaches mentioned norms and expectations. The conversations focused on the idea of revisiting norms and expectations as a strategy that would support the preparation of the coaching meeting. Uncovered in the analysis, coaches discussed submitting an agenda ahead of time, allowing all participants a chance to see the agenda and add to the agenda before the meeting. This strategy was discussed as a method that would prepare coachees and structure the conversations. Both reflection responses provide the researcher with the support that during the 8 weeks of coaching cycle coachees, both participants discussed ways to better prepare for the next session with the assistance of additional resources.

Relationship. The researcher felt that both coaches' responses related to the theme relationship. Coach response data uncovered from the coach-to-coach meetings revealed a focus on the relationship between coach and coachee. The minutes revealed moments where coaches focused on creating a shared responsibility. The partnership approach was visible in the analysis, revealing that moving forward, coaches felt that

providing strategies that encouraged ownership in the meeting would impact the effectiveness of the collegial conversations.

Participants expressed the collaborative partnership and ongoing biweekly meetings helped make coaching conversations more relaxed. The researcher identified three themes that were uncovered during the analysis: reflection, preparation, and relationship. Each coachee response was linked to the overall categories. The following figure provides a visual representation of the themes that emerged from the coaching conversation about their collected ideas for improving future coaching conversations.

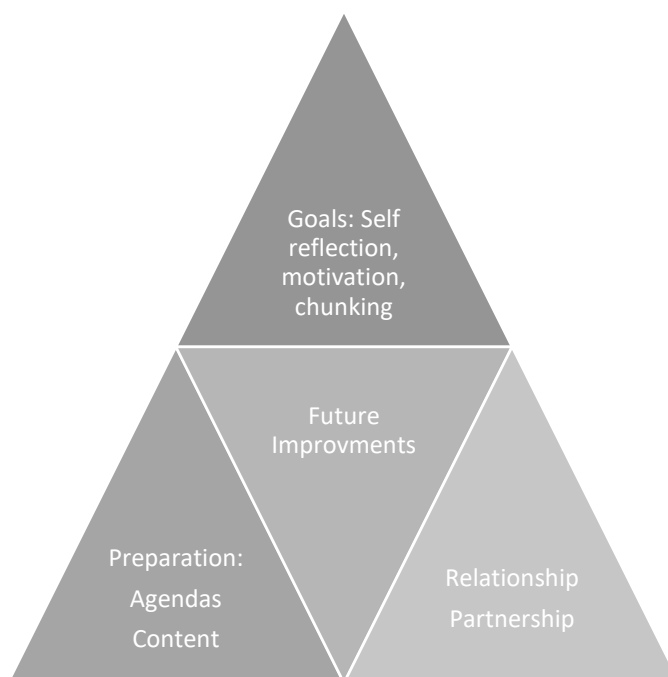


Figure 11. Emerging Themes from Future Improvement.

The figure provides a visual representation of the themes that emerged. Future improvements are the center of the theoretical organization of the analyzed data. For future improvements, the qualitative data identified participants suggest using the CDFfT tool to guide the collegial discussion for future improvements using a partnership

approach to coaching, sharing a common language of effective teaching practices, and attending professional learning. Throughout the job-embedded action research cycle of professional learning, participants were able to reflect and create the next steps to support and improve coaching conversations. The biweekly experiences increased weekly opportunities to reflect and discuss future improvements.

The recurrent connections between the emerging themes all centered around the three themes of relationships, preparation, and reflection. These themes have emerged throughout the collected qualitative data sets. The weekly transcribed and coded debriefing coaching data demonstrated how coach and coachee knowledge of effective teaching practices shifted. After the researcher analyzed and examined the data, the researcher began to uncover the impact CDFfT had on participant teaching practices.

Impact on Teaching Practice

The researcher used the study's survey item 3 (Appendix A) from the coachee survey to examine the impact on teaching practice after using CDFfT in coaching conversations. Survey item 3 in the coachee survey asks specifically, "how has the use of CDFfT within coaching conversations impacted teaching practice?" The researcher examined and analyzed the responses, looking for themes and trends to answer Research Question 5, "How did the use of CDFfT within coaching conversations impact teaching practice?"

The researcher used resources generated by coaches to cross-check the survey responses (Appendix D). Coach-to-coach weekly debriefing minutes, coaching preparation logs, and coaching communication logs were used during the analysis of the survey data. The coach and coachee surveys are in Appendix A. The pre and post survey

used during the job-embedded professional development can be seen in Appendix B. The CDFfT tool is in Appendix C. The job-embedded coaching data forms generated by the coaches can be found in Appendix D. Coachees were asked to respond to Research Question 5 in the study's survey item 3.

The collected qualitative responses were used to determine if the professional learning opportunities impacted teaching practice. The data transcribed indicated that the 8 weeks of coaching sessions did impact teaching practice for participants. Significant terms that emerged from the qualitative data collected for Research Question 5 were reflection, relationships, preparation, and confidence. The researcher became familiar with the qualitative data, identifying codes within the collected data, and uncovered and identified themes and patterns. Coachee responses frequently discussed how the CDFfT tool was used to guide conversations, which assisted with feeling confident and prepared. The tool was also referred to as a way in which participants could reflect on their own teaching practice and use the tool to improve their craft. Qualitative data uncovered evidence that coaching conversations improved because CDFfT was used as a preparation tool guiding coaching conversation. These data support the emerging theme of preparation but are linked to the theme confidence. Because the coaching conversations used CDFfT as a tool to guide and prepare coaching conversation, this act has increased participant levels of confidence.

Reflection was an emerging trend that was uncovered through the analysis process. Coachees referred to the tool as a reflective tool that has improved their teaching. Another emerging theme uncovered in the analysis was data that were coded and categorized into the relationship theme. Coachees felt that CDFfT helped establish a

positive relationship with coaches; and at the end, a newly emerging theme was uncovered that revealed that CDFfT has provided coachees with a sense of confidence in their ability to talk about effective teaching practices.

The themes that emerged from the analysis of the coachee survey data from the study's coachee item 3 responses can be seen in the visualization in Figure 12. Figure 12 provides a visualization of emerging themes uncovered when addressing Research Question 5, uncovering how CDFfT has impacted teaching practice.

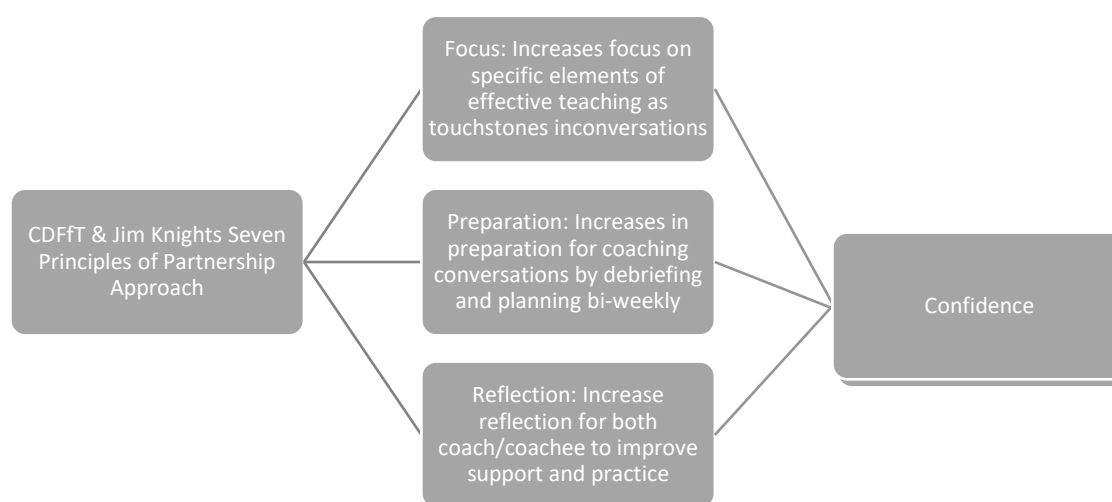


Figure 12. CDFfT Impact on Teaching Practice.

Figure 12 provides a visual of the three emerging themes that impact teaching practice and supports the increase in confidence from both coach and coachee participants. The center of the coaching conversations focused on impacting teaching practice. Qualitative data through analysis uncovered that CDFfT increased preparation in coaching conversation, increased focus of specific conversation elements, and increased reflective practices. The data uncovered that CDFfT impacted teacher practice

through the increased opportunity to reflect, increased opportunity to collaborate, and increased moments of preparation which led to an increase in participant confidence. An increase in teacher efficacy was identified that demonstrated how participating in collegial conversations that used a common language of effective teaching and a partnership approach to coaching with 8 weeks of job-embedded action cycle professional development practices impacted teaching practice and increased teacher efficacy. The collected evidence showed a trend or pattern in the collected data that demonstrated how teaching practice was impacted.

Themes such as relationship, reflection, and preparation were used to support the researcher's efforts to analyze the qualitative data. The 8-week professional learning experience and the use of a shared common language of effective teaching practices assisted participants in their ability to self-reflect. The experience uncovered patterns that showed how participants gained confidence in their collegial discussions as well as moments of reflection. Coaches within the study indicated they felt more prepared for their sessions using the CDFfT tool. The tool provided participants with a guide, which was used to build collegial relationships that discussed effective teaching practices, using a shared common language that impacted teaching practices, and improving the art of teaching and maximizing student achievement.

A summary of all the qualitative research findings within the study and the complete conclusions are provided in Chapter 5. A detailed description of the analysis of the study's triangulation of data address the study's limitations. The conclusions are based on the qualitative findings and connections with the research within the literature review. Recommendations are provided based on the researcher's study and thorough

analysis. Future research topics and further evaluations are described.

Chapter 5: Summary

Introduction

The purpose of this study was to uncover the impact of coaching conversations between coach and coachee using CDFfT as a shared common language of effective teaching practice. Two coaches and eight coachees embarked on an 8-week job-embedded professional development project that focused on coaching conversations around CDFfT. The researcher used the archival professional development action research data to cross-check the qualitative data collected from the study's survey items to determine the impact of coaching conversations at a Title 1 middle school in North Carolina.

The researcher used a partnership approach to coaching, using CDFfT as a guide, to discuss effective teaching practices between coach and coachee. The methodology used to analyze the qualitative data allowed themes and terms to emerge from survey items and detailed collaborative documents. The theoretical framework used a partnership approach to guide effective dialogue, using a shared common language of effective teaching practices in support of adult learners. The study used the collected qualitative data to answer the following research questions:

1. How did the professional development session on CDFfT impact coach and coachee understanding of components of effective teaching?
2. How can the focus of coaching conversations with regard to CDFfT domains be described?
3. What do coaches notice about their conversations with coachees after using CDFfT?

4. What ideas do coaches and coachees have for improving future coaching conversations?
5. How did the use of CDFfT within coaching conversations impact teaching practice?

An overview of the study includes the study's rationale and the purpose of the research, in addition to a review of the detailed findings of the outcomes and any unanticipated results within the data. A conclusion connects the literature review research on adult learners with its impact on collegial conversations between coach and coachee. The researcher's findings and recommendations for future research are described as well as implications for practice at the site and for other sites, along with summary remarks to conclude the study.

Overview

The researcher engaged in a triangulation of research on coaching conversations between expert teachers and beginning teachers. The study focused on coaching conversations due to rising concerns about beginning teachers leaving the profession because of a lack of support. Currently, research is focusing on induction programs, and little empirical research exists on the collegial discourse between coaches and beginning teachers. The rationale behind the action research was to develop a shared common language of effective teaching practices to impact discussion during collegial conversations around improved teaching positively. The researcher modeled Knight's (2007) seven principles of a partnership approach throughout the coaching process to ensure coaches were building positive relationships supporting adult learning. Two instructional coaches and eight beginning teachers provided perceptual qualitative data

that were cross-checked with job-embedded school-wide coaching data to determine the impact on conversations using a common language of effective teaching practices.

Review of Findings

The researcher completed an action research study, reviewing qualitative data using axial and thematic coding to examine archival professional development data that used CDFfT to develop a shared understanding of effective teaching practices and cross-checked these data with the study's survey results. The study uncovered emerging themes and terms relating to the five research questions. The action research approach presented advantages for the researcher, increasing knowledge through experiences of a systematic learning cycle of reflection. This study used Knight's (2007) seven principles of a partnership approach to coaching to support conversation using CDFfT. Coaches supported coachees through professional development and the use of a shared common language of effective teaching practices. According to Guskey (2002), "High-quality professional development is a central component in nearly every modern proposal for improving education" (p. 381).

The study used the following data sources: (a) pre and post survey responses, (b) coaching participation logs, (c) coach-to-coach weekly debriefing responses, (d) coaching preparation logs, and (e) survey responses. The multiple sources of qualitative data were used to triangulate the various sources of evidence to identify themes and uncover the answers to the five research questions.

Shift in Knowledge

Analyzing multiple sets of data allowed the researcher to uncover the recurring themes in the responses to Research Question 1. The researcher first analyzed the pre

and post professional development data to determine whether or not the professional development data affected participant knowledge by revealing a shift of familiarity with CDFfT's four domains.

Survey question 1. The pre and post collection data indicated that participants were not knowledgeable about the model before the professional development session. All participants responded that they were not familiar with the model. Participants even stated they had never heard of it before today and were not familiar with the framework by name and had not learned about CDFfT. After the participants attended professional development, they expressed that they were somewhat more familiar with CDFfT. All 10 participants answered the pre and post questions about the familiarity of the model.

The collected data indicated there was a shift in knowledge identified before and after exposure to CDFfT training. The analysis of pre and post survey responses from both coach and coachee were transcribed, coded, and then categorized to determine themes and emerging trends. The researcher determined that participant pre survey responses were less descriptive than post survey responses. The analyzed data revealed that participants shared common knowledge of terms used to describe CDFfT effective teaching practices. The researcher was able to determine that all 10 participants' knowledge of CDFfT shifted after the professional development. Participants were able to describe effective teaching practices using a common language of CDFfT.

Survey items 2-6. The researcher analyzed the data, coding the text to the four domains, and looked for any trends from the pre to post responses. The researcher sought to determine how many terms were used to describe each domain that was linked to the correct description of each domain and its effective teaching practices. The following

textual data provide the differences in pre and post responses from all 10 participants.

Participant pre and post response. Participant pre questioning for effective teaching practices for Domain 1 used two terms that correctly define planning and preparation, and the post survey used six correct terms that define effective teaching practices for Domain 1. The participants seemed to have the same level of understanding from pre to post when explaining productive classroom environment teaching methods, using the same terminology to describe Domain 2. When describing Domain 3, the participants used relatable experiences to identify effective teaching practices for instruction; and after professional development, the participants were able to describe effective instructional practices using terms such as meaningful, probing questions, and differentiation. Professional responsibilities were defined as using data and giving feedback promptly; after the professional development, the post response used four valid teaching descriptors to describe Domain 4. Participant data revealed that differentiation and classroom management were the most critical factors in effective teaching. After the professional development, participant responses focused on relationships, relating to students, incorporated techniques, and unique strategies to meet the needs of all learners.

Pre and post responses. Participants used terms such as different strategies, design lesson, and data to drive instruction to define effective teaching practices for Domain 1; after the professional development, the participants explained planning and preparation using words such as demonstrates, knowledge, content, pedagogy, knowledge of students, knowledge of resources, alignment, outcomes, coherent plans, and assessment. When asked to describe practical and effective classroom environment teaching practices, the participants responded with terms such as background plans, safe

and orderly environment, student behavior, and positive culture. After the professional development, the participants expanded on their descriptions, using words such as creating an environment of respect, a culture of learning, organizing physical space, relationship, expectations of learning, classroom procedures, student behavior, and feeling safe to describe Domain 2. The participants described Domain 3 with phrases such as explaining, differentiation, knowing, and creating. After the professional development, the participants provided a solid explanation of Domain 3 instructions with phrases such as communicating with students and families, expectations, adjustments and flexibility, collaborative discussions, questioning, assessments, design, feedback, monitors, ongoing, self-reflection, and participation.

When describing Domain 4, the participants stated that effective professional responsibilities involve treating students with dignity and respect, grading papers, and following policies. After the professional development, participant definitions and explanations of domains became more rigorous. For example, they stated that Domain 4 involves attending meetings, professionalism, knowing content, respecting, and working with colleagues. Overall, the participants felt respect was the most critical factor of effective teaching. After the professional development, participant data revealed emerging terms for essential factors of effective teaching were growing professionally, collaborating, respect, reflecting, demonstrating professionalism, communicating with families, and staying current.

When looking to determine whether a shift in knowledge occurred, the researcher examined all participant pre and post responses; the data provided evidence that after the professional development, the participants increased their level of understanding of

CDFfT. The qualitative data indicated that participants had become more familiar with the shared language and were able to use some of what they learned to describe the domains and effective teaching practices. This is consistent with Guskey's (2002) research on the conceptualization of change. The professional development initiative was based on the assumption of Guskey's model of change, based on the idea that attitudes and beliefs are valued. The researcher followed Guskey's model and provided all participants with a chance to voice their beliefs and express what they value when it comes to describing effective teaching practices. Guskey considered that change in teacher practice only occurs if first teacher beliefs and attitudes had changed. The professional learning experience was facilitated to help participants change their beliefs and attitudes about coaching conversations, providing all participants with a professional learning experience that valued the adult learner.

The participants involved in this study provided enough qualitative evidence for the researcher to verify that there was a shift in knowledge of effective teaching practices from pre to post professional learning. Participants demonstrated in the post responses a deeper understanding of effective teaching practice, through the use of descriptive language to describe the domains and elements of CDFfT.

Focus of Coaching Conversations

Research Question 2 focused on coaching conversations and how they can be described with regard to CDFfT domains. Both participants were asked in the study's survey item 1 to respond to Research Question 2. Coach qualitative survey response data indicated that the majority of weekly coaching sessions focused on Domain 1: Planning and Preparation, focusing on lesson planning and structure. Domain 3 was also

mentioned as a focus of coaching conversations by coach participants. Coachee data revealed that six participants stated Domain 1: Planning and Preparation was the focus of conversations. Classroom environment (Domain 2) and instruction (Domain 3) were mentioned as a focus as well. Overall, the study's coach and coachee survey response data revealed that the focus of coaching conversations centered on Domain 1: Planning and Preparation. To further investigate, the researcher cross-examined the survey response data with the archival qualitative coaching cycle data uncovering themes and trends.

The researcher identified emerging trends in coaching conversations within each of the four CDFfT domains. Coaching conversation trends were coded into four domains. The researcher determined that when coaches and coachees discussed Domain 1: Planning and Preparation, the conversations focused on lesson planning. The trending focus behind all coaching conversations was around lesson planning structure and preparation. The researcher found that when coaches and coachees discussed Domain 2: Classroom Environment, the center and emerging trends were expectations and a safe environment. The qualitative data uncovered that when coaches and coachees discussed Domain 3: Instruction, the focus was on new materials and instructional direction. Finally, the researcher discovered that when coaches and coachees discussed Domain 4: Professional Responsibilities, the conversations were focused on two emerging themes: school-wide responsibilities and professional development.

The following figure provides a visual of the emerging themes coded to the CDFfT four domains.

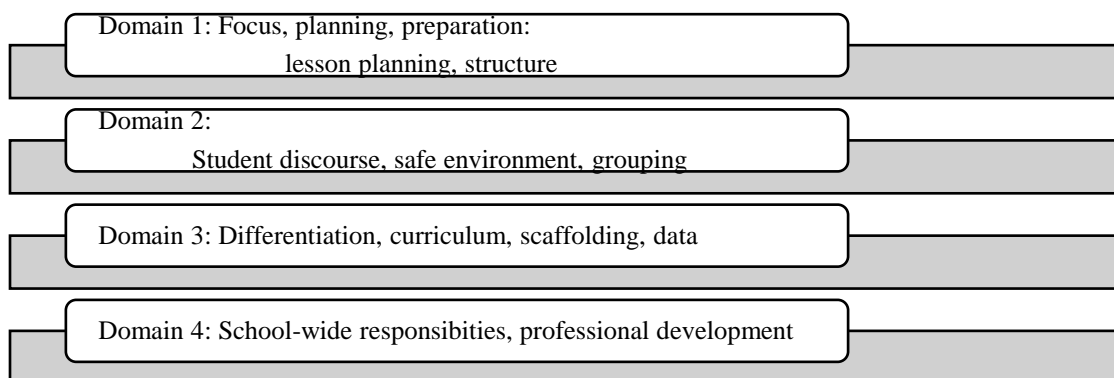


Figure 13. CDFfT Conversation Trends.

Overall, the data indicated that the focus of the coaching conversations within the job-embedded professional development was Domain 1: Planning and Preparation. Participants focused on Domain 1 in 4 of the 8 weeks of coaching conversations. Figure 13 provides a breakdown of the alignment of each domain's focus. Participants discussed all four domains but only used specific elements of each domain, with an overall focus on Domain 1: Planning and Preparation.

The CDFfT tool was used to assist coaches in communicating effectively, building trusting relationships, and supporting both coach and coachee. The entire coaching program centers around a coach's ability to communicate with, relate to, and support the coachee (Knight, 2007). The tool was used to guide both coach and coachee through discussions on effective teaching practices. The uncovered qualitative data provided evidence that coaching conversations centered on the tool and the four domains. The results of the analyzed qualitative data contribute to the evidence indicating that the CDFfT tool can drive effective communication practices that support both coaches and coachees. The researcher was able to code the qualitative data around the four domains

and find emerging trends that provided sufficient evidence of the focus of coaching conversations within each domain of effective teaching practices.

Coaching Conversations

After reviewing the qualitative data collected for Research Question 3, the researcher was able to answer the Research Question, “What do coaches notice about their conversations with coachees after using CDFfT?” The researcher analyzed the study’s survey item 2 coach response data to uncover the trends that emerged from coach responses to, “how has CDFfT affected your coaching conversations with your coachee?” The data analyzed identified that coaches felt that CDFfT helped grow their relationship with their coachee and that the use of CDFfT served as a preparation guide to effective collegial discourse around effective teaching practices. Coaches also mentioned how CDFfT assisted with moments of reflection. To further investigate coaching conversations and answer Research Question 3, the researcher cross-examined archival coaching cycle data.

The 8 weeks of coaching cycle data were analyzed and categorized into themes. The organization of themes categorized the data into three overall coded themes: relationship, preparation, and reflection. Weekly, the data were transcribed and categorized using coded terms to uncover the trends within the weekly coaching conversations. The researcher analyzed the transcribed coach-to-coach debriefing minutes looking at the transcribed weekly coach-to-coach questions, “what was the most challenging domain to talk about” and “what do you notice about your coaching conversations?” The researcher categorized what the coaches noticed into three coded themes: relationships, preparation, and reflection. The researcher was also able to

identify that each week coaching conversations centered on the four domains of CDFfT. Six of the 8 weeks' coaching conversation revealed that the most challenging domains to discuss were elements of Domain 2: Classroom Environment. The data revealed that management was the most challenging element of Domain 2 to discuss. For 4 weeks, coaches noticed that conversations when talking about difficulties with planning and preparation centered on alignment. Three weeks of conversations identified Domain 3 as the most challenging to talk about when discussing student participation. The researcher used the coach survey response data and archival data to determine trends and themes that emerged from the qualitative data.

Reflection. Data revealed that coaching conversations discussed the next steps towards improving coaching sessions through identified moments of self-reflection. Coaches discussed creating a survey for coachees to take to provide feedback to the coach. The data revealed that coaches identified how the tool was used to reflect on effective teaching practices.

Preparation. The researcher also uncovered trends of coaches referring to CDFfT as a tool that prepared and guided collegial meetings. The trends were coded as themes of preparation. Coach data revealed that coaches noticed that CDFfT was used to prepare and guide collegial discussions around effective teaching practices.

Relationship. Data analyzed also uncovered how the tool increased ownership and participation in the collegial discussions about effective teaching practices. These trends were identified and coded to the theme relationship. Coach data indicated that the use of CDFfT in collaborative sessions strengthen the partnership between both coach and coachee throughout collaborative conversations around effective teaching practices.

Evidence uncovered also revealed that coaches felt the coachees became more open throughout the 8-week process. The analyzed data also indicated that the biweekly coaching conversations supported the partnership between coach and coachee. Evidence from coach responses also indicated that coaches were becoming more comfortable with using the CDFfT tool to drive collegial conversations.

The data supported estimations of how effectively a partnership approach to coaching could build relationships with coachees. Drago-Severson (2009) indicated the strength of this commitment, stating that “the mentoring relationship provides a safe context for broadening perspectives, taking risks, engaging in dialogue and reflective practice, examining assumptions and behaviors, and, over time, possibly reframing them” (p. 220). Adult learning theories were supported, and evidence leads to the conclusion that the coaches feel more comfortable engaging in dialogue with CDFfT guiding the collegial discourse.

The researcher determined that coaches used CDFfT as a tool to guide coaching conversations to support coach preparation for coaching sessions with beginning teachers. The researcher identified that coaching conversations throughout the 8 weeks of action research collaborative sessions centered on preparation, relationship, and reflection. Participants throughout the 8-week coaching cycle sessions used the CDFfT tool to guide collegial conversations to help prepare for meetings, used the CDFfT tool to increase collaboration guiding conversations between coach and coachee, and provided both coach and coachee a tool that was used to self-reflect and improve the impact of coaching conversations. Effective teaching practices were the focus of the conversation, and coaches stated that CDFfT was used as a guide to facilitate discussions around

effective teaching practices. The data indicate that the combination of coaching practices (Knight's (2007) seven principles of a partnership approach to coaching combined with CDFfT and 8 weeks of coaching sessions) supported a shift in coaching conversations.

Improving Future Conversations

Collected qualitative data from coach survey question 3 and coachee survey question 2 were cross-examined with archival coaching data to answer Research Question 4, "What ideas do coaches and coachees have for improving future coaching conversations?" The central emerging theme gleaned from coach responses was a focus on self-reflection/goals, preparation, and relationship. When asked for ideas for future improvements, both coaches' responses centered on self-reflection: how they can become more available, listen more, and prepare better for conversations. The theoretical organization of the collected data demonstrated how a partnership approach to coaching could affect coaching conversations, supporting both adult learners: the coach and the coachee. Data indicated that the ideas coaches had for improving coaching conversations were preparing agendas, chunking each domain, building a collaborative relationship, and continuous self-reflection. Adult learners are self-directed and want to be a part of the decision-making process (Drago-Severson, 2009). The evidence collected captures how the researcher used a constructivist approach to coaching supporting adult learners with a shared language of effective teaching practices.

Coachee participants expressed that the use of the tool prepared them for the sessions, which assisted with building a relationship and establishing a welcoming environment. Coachees encouraged future conversations to continue using the framework to build a collaborative partnership between coach and coachee. The data

revealed that CDFfT could increase the comfort level of both participants because the tool was used to guide effective conversations around a framework of effective teaching practices. Participant responses also indicated how focusing on one domain at a time would be impactful for future coaching sessions.

The collected qualitative data from both coach and coachee provided ample amounts of data that allowed the researchers to conclude that for future coaching conversations, data suggest conversations should narrow down the focus of each domain, continue to use the tool to reflect on effective teaching practice, continue to use the tool to prepare sessions, and engage in goal setting to improve how sessions are prepared for future sessions.

Coachee data indicated that coachees felt that coaches could improve future coaching sessions and communication skills by continuing to use the CDFfT tool but selecting a specific focus of one domain at a time. Coachee data indicated how the CDFfT tool provided them comfort. Response data indicated that participants felt comfortable if they knew the focus of each session. Qualitative data revealed that both coach and coachee suggest future conversations use the CDFfT tool to help participants prepare for sessions, set goals, and reflect on their own teaching practices.

Impact on Teaching Practice

Coachees were asked to identify how the use of CDFfT in coaching conversations impacts teaching practice. The researcher used the three recurring themes to code coachee survey response data to the following categories: preparation, reflection, and relationship. The three coded terms were used throughout the analysis of the study to uncover patterns and trends. Coachee survey data indicated that the use of CDFfT

increased opportunities for reflection and goal setting, increased opportunities for a collaborative experience, and increased opportunities for guided conversations with prepared agendas and specific focus areas. The researcher determined that coachees indicated in the responses that the use of CDFfT created an environment in which participants felt comfortable discussing effective teaching practices in the coaching sessions. The research identified that the impact on teaching practice with the combination of practices from Knight (2007) and Danielson (2013), within a job-embedded 8-week action cycle professional development impacted teaching practice. Coachee data uncovered themes that demonstrated how coachees felt more supported and how their relationship with coaches were collaborative and comfortable. This process of biweekly meetings created a collaborative culture of professional learning. Coachees expressed in the data how the biweekly meetings with coaches and the use of CDFfT increased professional learning experiences for reflection and goal setting. The researcher also uncovered how participants expressed the professional learning experiences and use of shared common language guided and prepared collaborative, collegial discussions about effective teaching practices.

Knight (2007) discussed how effective communication is critical for the support of teachers using a coaching model. The CDFfT tool provided a shared common language of effective teaching practices. The tool was used in the study to support both coach and coachee in effectively communicating with each other about effective teaching practices.

The study supports both coach and coachee use of a shared common language through a partnership approach to coaching. The research used professional development

to support coach and coachee effective communication of the effective teaching practices within the CDFfT four domains. The collected qualitative data indicated that prior to the professional learning opportunity, participants did not share a common language of effective teaching practices. There was evidence uncovered that demonstrated that after the professional development and 8 weeks of coaching sessions, participants had shifted their knowledge and their ability to describe the language with more detailed and specifics with regard to elements within each domain as the study progressed.

Coach and coachee participants demonstrated moments of comfort that developed from increases in preparation of coaching sessions, increases in opportunities for specific focus in a collaborative partnership relationship, and increases in reflection. The common language and reoccurring job-embedded support encouraged a partnership approach to collegial conversations that positively impacted teaching practice and supported the increase in teacher efficacy. The conclusions and recommendations from this study are discussed in the next section.

Conclusions and Recommendations for Implications for Practice

The perceptions of both coach and coachee in this qualitative study provided bases for evaluation of coaching conversations within a Title 1 school in North Carolina. The study's outcome concludes that the combination of coaching practices from Knight (2007), the use of CDFfT, and 8 weeks of job-embedded action research cycle professional development increased teacher efficacy by increasing preparation of coaching sessions, increasing the focus of elements within the conversations, and increasing opportunities for reflections for support and improvement.

The study may be of use to other researchers or school administrators in other

areas who would benefit from the insight coaches and coachees have into using a shared common language of effective teaching practices in a partnership approach to coaching. The emerging themes based on the multiple sets of qualitative data collected suggest that the CDFtT tool has led to increases in preparation, increases in the focus of specific elements in conversations, and increases in reflection. Data collected from varied qualitative sources were used to allow exploration of the personal experiences of both coach and coachee within a coaching model at one specific site.

The experiences of two coaches and eight beginning teachers can provide insight into how a coaching program can impact teaching practice using a common language to communicate effectively about effective teaching practices. Figure 14 provides a visual representation of the researcher's summary of the theoretical organization of the emerging themes gleaned from the qualitative data obtained during the study.

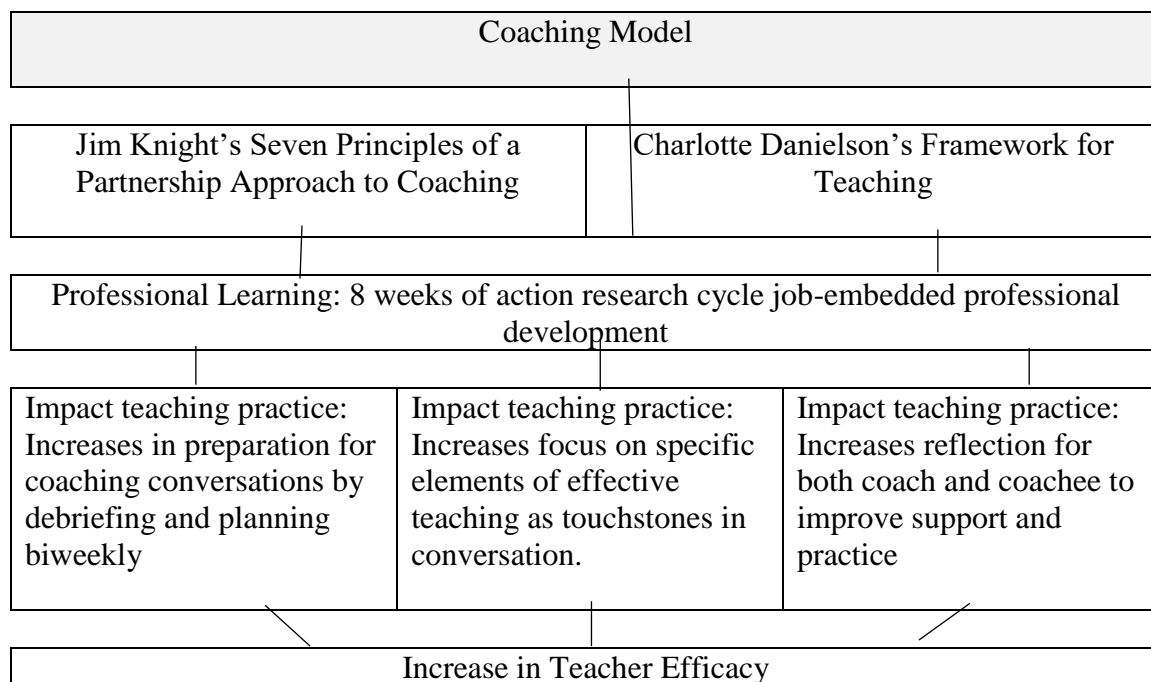


Figure 14. Coaching Conversational Framework.

The conversational coaching framework provides a visual representation of the results of the action research examination of coaching conversations between coaches and coachees at a Title 1 middle school in eastern North Carolina. The researcher combined practices of Knight's (2007) seven principles of a partnership approach to coaching with CDFfT practices within a job-embedded 8-week professional development action research cycle that led to increases in (a) preparation for coaching conversations by coaches as they debriefed together and planned for improvement biweekly; (b) focus on specific elements of effective teaching as touchstones in conversations, and (c) reflection for both coach and coachee to improve support and practice. In turn, these increases led to increased teacher efficacy. Increasing teacher efficacy leads to more effective teaching practices which in turn impact student achievement (Bandura, 1997; Clark & Bates, 2003; Darling-Hammond et al., 2017; Darling-Hammond & McLaughlin, 1995; Guskey, 2002; Joyce & Showers, 1987; Ross, 1992; Tschannen-Moran & McMaster, 2009).

The researcher identified three main factors throughout the study: relationships, preparation, and reflection. The themes were reoccurring throughout the study and 8 weeks of job-embedded archival coaching data. The researcher used research-based approaches to examine the impact on teaching practices. The researcher examined the coaching conversations between coach and coachee, using a partnership approach to coaching and a shared common language of effective teaching practices. According to the Impact Research Lab (Knight, 2007), "Instructional coaches' partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to meet goals, and provide support until the goals are met" (p. 3). The findings and recommendations of

this study can be used to assist future coaching programs to increase effective communication skills as well as provide a unique partnership approach to coaching.

The professional learning program examined at one site in eastern North Carolina focused on the relationship between an expert teacher and a beginning teacher. The researcher analyzed the relationship in the coaching program through the lens of adult learning theory. Teachers and coaches in a professional learning program must have a good relationship. A productive relationship between coaches and coachees requires that they trust and respect each other as they analyze their situation, set specific goals, and support each other until objectives are met. According to Guskey (2002), “To change or to try something new means to risk failure” (p. 386). Guskey’s conceptualization of the change model provides insight into how to effectively change teacher beliefs and attitudes. The ongoing job-embedded professional learning experiences supported the program’s efforts to impact teaching practice which led to increased teacher efficacy.

The researcher recommends using the conceptualization of the change model when implementing new strategies or practices in a teacher-coach relationship. Guskey’s (2002) model of change provides a framework for evaluating professional learning. The art of coaching was used to foster improvement in teaching and learning by providing participants with authentic professional learning experiences that presented new methods of sharing a common language of effective teaching practices. For teachers to buy into the coaching approach, they must believe that coaches will support them. Being committed to the coaching process and having a foundation of mutual respect provide an opportunity for a partnership approach.

According to Kelly and Knight (2019), there are seven factors of great

instructional coaching: partnership, coaching process, teaching strategies, gathering data, communication, leadership, and system support. The researcher recommends using seven factors of great instructional coaching as a way to create a collaborative professional learning experience between coaches and coachees. Kelly and Knight indicated that a successful coaching program must incorporate all seven factors to deliver an effective instructional coaching program. The researcher used Knight's (2007) seven principles of effective coaching to assist coaches in communicating and building relationships with their coachees. A recommendation for future coaching programs is to use the seven principles of effective coaching to support adult learners. Including an "andragogical" mindset when coaching is an approach that will support both coach and coachee (Knowles et al., 2005).

Knight has conducted 20 years of research on instructional coaching. According to Knight (2007),

When coaches act in ways that are consistent with the partnership principles, as opposed to a top-down approach, the teacher does most of the thinking, and coaches and teachers work as equals to make robust, positive differences in children's lives. (p. 4)

The researcher used 8 weeks of coaching cycle data, cross-examining it with the study's survey responses. The data recommend using the combination of coaching practices and professional learning experience to impact teaching practice and supporting the collaborative partnership between a coach and coachee. The researcher investigated the archival professional development learning process to understand how coaching conversations using CDFfT affected teaching practice. The researcher's recommendation

for a coaching program is to use a partnership approach that supports adult learning theories, providing both coach and coachee with an opportunity to learn and grow.

Coaching relationships need structure and support. The researcher used CDFfT as a framework to guide discourse between coach and coachee about effective teaching practice. CDFfT is a tool used to support conversations around the four domains of effective teaching practice: planning and preparation, classroom environment, instruction, and professional responsibilities. The framework provides research-based strategies that can help teachers improve their teaching practices in each domain. The four domains encompass effective teaching practices that are needed when successfully implementing strategies that will affect student achievement. The researcher discovered that both coach and coachee felt more prepared and comfortable talking about effective teaching practices when using a shared common language to guide the discourse. CDFfT served as a tool, preparing and conducting the collegial discussions around teaching practices that ultimately affect student achievement. The researcher recommends CDFfT as a tool to structure and support collegial conversations between coach and coachee. Knight (2008) believed that one central focus of the instructional coach is partnering with teachers to reflect and modify instruction to meet individual student needs. Therefore, providing resources that structure and support a partnership approach to coaching can build trust and assist the teacher in implementing new strategies that will affect overall growth for all stakeholders.

Limitations

The purpose of this study was to examine the coaching conversations between coaches and coachees in an eastern North Carolina Title 1 low-performing middle school

using a shared common language of effective teaching practices. The use of CDFfT was introduced to coaches and coachees at the beginning of the 2019-2020 school year. Ongoing job-embedded professional learning experiences occurred 8 weeks before the researcher's study. The job-embedded archival data were used in the analysis and cross-examination of the study's survey results. A limitation that occurred throughout the study was the researcher was an active employee at the site in which the research took place. For future recommendation, the researcher should observe instead of serving as an active participant at the same site; the researcher suggests observing coaches and coach behavior outside of the researcher's worksite.

Another limitation of this study was participation and motivation. The researcher is an active instructional leader at the participant's site which might have played a part in how participants participated in the study and their level of motivation throughout the study. For future recommendation, look at the correlations between teaching practice and student achievement; this study could indicate the impact teacher development has on student achievement. The research indicated that professional development shifted participant knowledge. Future research could be conducted to determine if there is a correlation between teacher skills and teacher efficacy.

Delimitations

Two delimitations were acknowledged within this study. The sample size and population were the two delimitations uncovered throughout the study. The population was limited to only coaches and coachees at one specific site. The researcher did not seek outside the population of coaches and coachees and limited the sample size of the study. The sample size was small because the researcher only used participants who fit

the population of coach and coachee from one specific site. Future recommendations are to research a larger population to increase the sample size of participants. Also, for future recommendation, the study should be conducted over a more extended period to determine the correlation between the amount of professional development and teacher increased levels of knowledge.

Recommendations for Future Research

This study examined and evaluated coaching conversations between expert teachers and beginning teachers. The methodology of the study analyzed archival professional development coaching cycle data and cross-examined them with the study's survey responses from both coach and coachee to determine whether the CDFfT tools affected coaching conversations and shaped teaching practice. The study confirmed that professional development indeed contributed to a shift in knowledge after exposure to CDFfT as well as led to an increase in teacher efficacy. Future research could include teaching observations to gain more insight into specific shifts in practice as a result of this increased teacher efficacy.

This study provides evidence on how to use a partnership approach as a coaching practice. The study also provides evidence of the effectiveness of using a shared common language to support collaborative relationships and increase structure as well as guiding coach and coachee collegial conversations about effective teaching practices. The use of CDFfT provided the researcher with evidence that a shared language positively affected teaching practice. The findings also revealed opportunities for future research that deserve further investigation.

1. Further research needs to be started to determine the correlation between

teaching practice and student achievement; future study could indicate the impact teacher development has on student achievement.

2. The research indicated that professional development shifted participant knowledge. Future research could be conducted to determine if there is a correlation between teacher skills and teacher efficacy.
3. The job-embedded professional development collected in this study took 8 weeks. For further research, the study could be conducted over a more extended period to determine the correlation between the amount of professional development and teacher increased levels of knowledge.
4. This study was limited to 10 participants. Further research into the professional practice of coaching beginning teachers with a larger sample size paired with a quantitative survey could provide greater insight and understanding into the professional practice of coaching beginning teachers.
5. Further research should be conducted on different coaching programs and different approaches to coaching. Evaluation of onsite coaching versus district coaching might provide insight into the adult learning needs of beginning teachers.
6. Further research should be conducted into the types of professional development training. The teachers in this program utilized a job-embedded action research professional learning approach. Evaluation of the job-embedded professional development may provide insight into the adult learning needs for both coach and coachee.

Summary

According to Guskey (2002), “Learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Any change that holds great promise for increasing teachers’ competence and enhancing student learning is likely to require extra work, especially at first” (p. 386). Working with the coaches and coachees at a particular site allowed the researcher the opportunity to build relationships and make professional connections with both coaches and coachees. The intimacy of an action research study gave the researcher a chance to allow the coaches and coachees within the study to have a voice. The researcher was able to use the perceptions of both coaches and coachees to improve coaching conversations between participants, affecting teacher practice to assist teachers in changing their students’ level of achievement. The researcher hopes this study provides other schools and the site districts with a coaching model that can positively affect coaching conversations, supporting beginning teachers to improve their teaching practice.

Continuous learning is a partnership that is essential for society. When learning stops, society suffers. There is a direct link between student achievement and teacher growth (Knight, 2011). Teachers must be provided with professional learning opportunities which allow for growth and reflection on their teaching practice. When teachers grow and reflect, they are providing opportunities for their students to develop as well. The continuous cycle of learning is dependent upon relationships between individuals. North Carolina is facing a rise in teacher drop-out rates; the trend is affecting the profession nationally. Lack of support was identified as a recurring reason why beginning teachers are fleeing the profession. As the district continues to hire

instructional coaches, the researcher hopes coaching conversations are supported using nationally acclaimed practices and strategies that cater to adult learning needs, structuring support with a common language to shape teaching practices.

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Appendix A
Survey Questions

Survey Items for Coach

1. What domains were focused on the most in your coaching conversations?
Why?
2. How has the CDFfT affected your coaching conversations with your coachee?
3. What ideas do you as a coach have for improving future coaching conversations?

Survey Items for Coachee

1. What domains were focused on the most in your coaching conversations? Why?
2. What ideas do you, as a coachee, have for improving future coaching conversations?
3. How has the use of CDFfT within coaching conversations affected your teaching practice?

Appendix B

Pre/Post Professional Development Survey

Pre/Post Professional Development Survey

Please provide your honest answers to the following open-ended questions:

1. How familiar are you with Charlotte Danielson's framework for teaching?
2. Describe effective teaching practices concerning planning and preparation.
3. Describe effective teaching practices in a classroom environment.
4. Describe effective teaching practices that are involved in the instruction of teaching.
5. Describe effective teaching practices with professional responsibilities.
6. Overall, explain what you feel are essential components of effective teaching.

Appendix C

Charlotte Danielson's Framework for Teaching

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

Appendix D

Material Used for Communication Between Coach and Coachee

Coach preparation logs are used by coaches to prepare and reflect the focus of coaching conversations.

Domain	Planning and Preparation Domain 1
Coaching Notes	

Domain	Classroom Environment 2
Coaching Notes	

Domain	Instruction 3
Coaching Notes	

Domain	Professional Responsibilities 4
Coaching Notes	

1. Coach-to-Coach Weekly Debriefing Questions

Which domain seems to be the major focus for this week's BT discussions?

Which domain seems to be the most challenging to discuss?

How has CDFfT assisted with coaching conversations?

What is different about your coaching conversations from this week compared with the last conference?

What can be done to make improvements in your collegial discussions?

Coaching Communication Logs

Log completed by coach to reflect on focus of coaching and impact observed.

[illegible]

Appendix E

Axial and Thematic Coding Method

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
No response	Plan for students Incorporate diff. strategies and techniques Lots of technology	Safe Conductive to learning. Structured and orderly Procedures	Appropriate terminology esp. in math. Relatable to everyday experiences Chunks	Data usage Timely feedback	Reaching all students Differentiated assignments Classroom management
Better	Demonstrate knowledge of content Knowing and understanding students Procedural Effective lessons	Management Safe and orderly	Conversing with students Plan meaningful lessons Probing questions Differentiated lessons.	Planning with same subject teachers Data usage	Relating to your students and understanding they all can learn. Incorporating different techniques and strategies.

Diana Dubisky
Participant pre questioning for effective teaching practices for domain 1 used two terms that correctly defines planning and preparation and in the post survey utilized six correct terms that define effective teaching practices for Domain 1.

The participant seemed to have the same level of understanding from pre to post defining effective classroom management teaching practices used the same terminology to describe Domain 2.

When defining Domain 3 the participant used relatable experiences to define effective teaching practices for Instruction and after the professional development the participant was able to describe Instructional effective practices using terms such as meaningful, probing questions and differentiation.

Professional responsibilities was defined as using data and giving feedback in a timely manner, after the professional development the post response utilized four effective teaching descriptors to describe Domain 4.

Overall the participant thinks that Differentiation and Classroom management are most important factors for effective teaching after professional development. participant expands on relationships and relating to student, incorporating techniques and unique strategies to meet the needs of all learners.

Week 1 (September 2 nd - 8 th)				Diana Dubisky			
Domain 1: Planning and Preparation	Domain 2: Classroom Management	Domain 3: Instruction	Domain 4: Professional Responsibilities	Diana Dubisky			
This week coach BT spent a lot of time discussing Planning and Preparation. Discussed Lesson Planning Framework. Discussed planning for 90 min blocks.	Discussed the plan and preparation of the school. Asked about rules and procedures in classroom. Setting standard for entire year.	Did you have all year? I have not seen you work. All said yes except for one who is new and doesn't have a login to get to specific math resources.	Went over school schedule looking for holes and upcoming responsibilities.	Views 1: When discussing Domain 1 discussions centered around lesson planning structure, and time (90 minute blocks) staying on track. When discussing Domain 2 conversations focused on rules and expectations, procedures, setting standards for year (positive and climate). Domain 3 Instructional discussions focused on instructional material new resources and targeted instructional plans (student archival history and data). Domain 4: Conversations revolved around in house school duties, behavior tracking/MT/Track.	Discussed strategies to use that increase rigor and feedback management.	uncover and identify students who need extra help. To assist with resources.	
Looked at lesson plans for second week of school. Discussed the importance of staying on track.		Majority of conversations are around the new curriculum. How to utilize Open Up Resources. Looked at the CR 1 website to ensure BT understood where to find resources.	Discussed how to utilize program resources. Professional responsibility for SST.	Diana Dubisky			
Looked over how to write lesson plans for 90 minutes.		Spent time looking over resources. Looked at the CR 1 website to ensure BT understood where to find resources.		Diana Dubisky			

Coach to Coach Session

- Which domain seems to be the major focus for this week's discussions?
- Which domain seems to be the most challenging to discuss?
- How has the COACH assisted with coaching conversations?
- What is different from your coaching sessions from this week than last conference?
- What can be done to make improvements in your collegial discussion?

All coaches attended debriefing session: Coach 1, Coach 2 and Coach 3

Comments and Transcribed

Good afternoon, thank you all for your participation and taking time out with me to discuss your coaching conversations. I would like to spend the next 20 minutes to debrief about the progress of our meetings with beginning teachers.

Remember that our conversations are recorded, this is to ensure that I can participate in the discussions without worrying about notetaking. I will secure our conversations on a Google drive. I will transcribe the meeting and present the information to you before I use the finding in my study. I give each participant a chance to add or take away any information that you feel is needed. Just a reminder that your conversations are confidential, and your names (as well as your coaches') will remain anonymous throughout this study.

OK let's begin. I will ask five questions and would like for each of us to engage and participate in answering the questions. Please note that you do not have to answer the questions.

- Q#1: Which domain seems to be the major focus for this week's discussions?

Coach 1: "Most of my conversations this week revolved around planning and preparation. Due to curriculum changes and the new schedule with 90-minute blocks, my BT's focused their questioning on getting through 90 min lessons."

5. What can be done to make improvements in your collegial discussions?

All coaches attended debriefing session: Coach 1, Coach 2 and Coach 3

Comments and Transcribed

Good afternoon, thank you all for your participation and taking time out with me to discuss your coaching conversations. I would like to spend the next 20 minutes to debrief about the progress of our meetings with beginning teachers.

Remember that our conversations are recorded, this is to ensure that I can participate in the discussions without worrying about notetaking. I will secure our conversations on a Google drive. I will transcribe the meeting and present the information to you before I use the finding in my study. I give each participant a chance to add or take away any information that you feel is needed. Just a reminder that your conversations are confidential, and your names (as well as your coaches') will remain anonymous throughout this study.

Ok let's begin. I will ask five questions and would like for each of us to engage and participate in answering the questions. Please note that you do not have to answer the questions.

1. Which domain seems to be the major focus for this week's BT discussions?

Focus Area: **Dynamic Learning Environment**: Started iROunds: So, in conversations with coaches, all BT's focused on explaining iROunds and **Domain 2: Classroom Management** with a focus on **dynamic learning environment**. We discussed best practices for **safe and positive learning community**: Are students verbal and nonverbal behavior **welcoming, engaging and challenging**. Are there **shared values** observed? Are social, emotional and academic skills **supported**. Are the basic needs of each learner met? Are student able **to communicate and collaborate** and is there evidence of behavior and academic procedures in place.

2. Which domain seems to be the most challenging to discuss?

Domain 2 is always difficult because it deals with **management**. **Coach1**: This week it was challenging to get the focus to be on strictly **the learning environment**. **Coach 2**: The BT's tend to look at what students are not doing, opposed to helping them understand what students should be doing, and what we should be doing **to set up learning opportunities** for students to lead in discussion, use **inquiry learning and critical thinking components**, establish their own learning goals, making sure students understand the learning outcome. Most difficult **Coach 3** is getting them to talk about: are you allowing students to work on **their own pace, express and reflect and provide that flexibility and feedback**.

3. How has the CDEFT assisted with coaching conversations?

Coach 1: This week the CDEFT was an additional resource that paired with the iROund focus 3 **Dynamic Learning Environment**. So with that it served as a resources that demonstrated the reasoning for **round focus**.

Diana Dubisky

Week six coaching conversation centered around a new experience for coaches. Coaches introduced iROunds and used on focus at a time to pair it nicely with CDEFT the first focus was **Dynamic Learning environment** with is coded to Domain 2. Conversations centered on welcoming, engaging and challenging learning environments that are safe and establish a positive learning environment.

Most challenging discussion topics this week centered on classroom management using strategies to increase rigor.

The CDEFT assisted this weeks conversations by serving as an explanation for an additional resources. Helped make the iROund strategy understandable.

Demonstrating the importance through the model which breaks down effective teaching practices and round look for effective teaching practices so the CDEFT was a look for sheet to help guide the coach as well as served as a tool for coaches to see what is being looked for and what effective practices look like.

What was different was this week was focused on One domain, conversations were all on this one Domain to introduce and help coaches become comfortable with the process.

Next week focus changes for iROund training so next week before meeting send out information.

Question 1	Question 2	Question 3	Question 4	Question 5	Questions 6
Not at all	Design lessons that caters to the whole child. Have data drive instruction. Build relationships with students.	Allow time for students to have dialogue. Incorporate cooperative learning. Safe environment, where everyone feels as though they belong.	Plan design lessons that offers opportunity for everyone to succeed. Data drive instruction.	Continue to learn and research. Advocate for students and profession.	Caring dispositions. Knowledgeable of content. Research Technology as a tool. Reflective.
Somewhat	Knows content and pedagogy. Know the students. Have set outcomes.	Environment that respects everyone in it. Has transitions. Manages student's behavior.	Communicates with students. Engage in learning. Use assessments to monitor learning.	Collaborate with colleagues. Communicate with parents. Continual learning and research.	Reflective. Cares for students and meet their needs. Research Building relationship student colleagues parents.

Diana Dubisky January 04, 2020

Domain 1 participants stated designing lessons, driving instruction with data and building relationships defines Planning and Preparation Domain 1. After PD participant was able to define Domain 1 **describing** effective teaching using term knows content, know students and set outcome.

Domain 2 Classroom environment was **describe saying**, dialogue cooperative learning groups and safe environment is effective teaching practices and after PD environment an **describe, transitions and management** are effective teaching practices.

Domain 3 is described by data driven instruction and providing everyone an opportunity. After PD **communication**, engagement, assessment and monitoring learning is descriptive of instructional effective teaching practices.

Domain 4 was described as continuous learning and advocating after PD participant expanded using the terms collaborate communication and continual learning is part of effective professional development.

Overall participant felt most important domain of effective teaching was caring and being knowledgeable after PD participant felt reflection, research, relationship **are** most important.

Reply Resolve