

Reflective Administrative Instructional Coaching: A Qualitative Case Study

by

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DEDICATION

I would like to dedicate my dissertation and extend my appreciation to my loving family. You each saw first-hand the work that went into me finishing my degree. It took a little longer than expected to finish, but no one knew what the year 2020 had in store for us. Mom and Dad, you will never know what your love and support means to me; the two of you are why I have pushed myself throughout my entire life. I could not have asked for two better role models; you have made me into who I am today. Dustin, your love, encouragement, support, and sacrifice means everything to me. I hope my education is the investment that we thought it would be. You are my person, and I am one lucky woman to have such an amazing man to call my husband. Allen, my big brother, thank you so much for your support, love, and technology guidance; I truly appreciate you and all you have done for me. To my work family, your unwavering encouragement and support have truly been a blessing, and I could not have completed this degree without you. I love each and every one of you.

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ABSTRACT

The purpose of this study is to educate and train administrative instructional coaches via professional development (PD) on the benefits of leveraging reflection in the coaching process and entice administrators to implement reflection within their current coaching practices. The researcher will use the perspectives and frameworks of: Knight (2007), Danielson (2009), Marzano (2012), Aguilar (2013), and Stronge (2018), along with many more, to support the benefits of using reflective practice within coaching. The professional development used within the study is one of an andragogy setting for coaches, for they were learners first. This qualitative study Case Study had 4 different data types: Pre-Interviews, Administrative Artifacts, Reflective Journals, and Post Interviews. The educational importance of this study is to give support to administrative coaches through the use of a professional development training series on a stable instructional practice (reflection) that will help administrators strengthen their coaching practices to provide better support for teachers.

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CHAPTER 1: INTRODUCTION

Overview

Within a rural district, administrators often play a dual role in being an administrator and an instructional coach. When coming from a rural area, administrators need sound instructional practices they can use to help support teachers, for strengthening the administrative instructional practice will help to strengthen the school. Marshall (2013) believes that, “done right, supervision and evaluation can be major players in improving the quality of teaching and learning” (p. 21). However, Marshall (2013) also contends “a broken teacher supervision and evaluation process widens America’s achievement gaps” (p. 22). Administrators need those necessary tools to support teacher progression. Danielson (2009) addresses the need for instructional coaching practice for administrators; she states that when working with adult learners they must be active, reflective partners. Reflection is a key component to the administrative coaching process, and one that can be better utilized by administrators to model for their teachers.

Why do administrators need to learn and leverage the power of reflection? Reflective practice has been around the educational profession for years. Marzano (2012) regards reflective practice as a highly esteemed and widely used tool that any profession can use, especially those that require “on-the-spot decisions and adaptations.” If this does not describe a teacher’s day, then what does? Administrators need to have a skill set that allows them to coach teachers on what their next steps are in improvement for those challenges that all educators have encountered during their teaching careers. If teachers learn these essential skills in the beginning, then they

can go on to improve their teaching practice year after year and pass this skill on to other teachers they may one day mentor. The goal of instructional coaches is to help build foundational skills to better support, prepare, and improve teacher practice; teachers build experience through the practice of reflection. They need it to become experts in their craft: “The research literature on expertise implicitly supports the importance of reflective practice” (Marzano, 2012, p. 5).

Stronge (2018) suggests that as reflective practitioners, educators portray themselves as students of learning. Teachers and administrators need to utilize this practice within coaching sessions to help 1) strengthen the novice teacher, and 2) make the administrator a better coach and mentor. Stronge (2018) found that effective teachers invite feedback by eliciting information and criticism from others; they broaden their perspectives and experiences by analyzing through discussion with their coach what may have been missed. This practice leads to self-reflection for teachers. They begin to look back at lessons taught to see what needs improvement, what needs to be omitted when the lesson is taught next time, as well as what worked well and will be kept within the lesson for future students. Stronge (2018) considers this breakdown of practice a “key attribute of professionalism” and is a commitment from the teacher to “perpetual learning” (p. 228). Most teachers do not just pick up this reflection naturally; it is taught by none other than coaches and administrators.

Statement of the Problems

There are two major problems that will be addressed within this study: 1) Teachers need more coaching methods to help them to improve their teaching practices. 2) Within rural districts, administrators are sometimes playing both roles of administrator and instructional coach versus just an instructional coach.

Supporting teachers should be the main focus of school districts; we know that better prepared and supported teachers make for better students. However, within some districts, we see boxes of compliance being checked for teacher preparation instead of making sure teachers are properly prepared to teach their students within the ever changing educational environment. This is especially prevalent within rural school districts because they have many administrators in the dual role of administrator and instructional coach. Separately, these titles within a school are heavily weighted enough but putting them as the responsibility of one person is severely difficult. Therefore, it is important that these coaches have the necessary instructional coaching practices to help them to better support their teachers.

Purpose

Reflection is a powerful instructional tool for coaches and teachers alike to obtain. One does this through experience and knowing what factors to concentrate on when reflecting on a lesson, instruction, assessment, or even coaching. Reflection allows for a coach to model this practice for teachers. However, those administrative instructional coaches need effective training on how to incorporate this practice into their coaching techniques. Applying this strategy to their coaching will allow for teachers to become more reflective learners and instructors. Bolton and Delderfield (2018) state that if teachers’ “reflection leads them to improve their everyday practice by monitoring events when something has gone wrong and working out how to do it better another time, then they will become better” (p. 60-61). Teachers can use this instructional coaching practice to improve upon their knowledge of their students and take this opportunity to strengthen their practice through reflection.

The purpose of this study is to educate and train administrative instructional coaches via professional development on the benefits of leveraging reflection in the coaching process as well

as to entice administrators to put reflective practice into use. Reflection aims to increase their effectiveness as coaches and improve teacher effectiveness as well. According to Aguilar (2013), “The majority of teachers and principals want professional development; they want to improve their craft, be more effective, implement new skills, and see students learn more” (p. 7). In rural counties such as the one under the study, administrators are asked to take on a multitude of roles for example, being instructional coaches in conjunction with their administrative duties. Aguilar (2013) states, “Professional development for coaches must focus on refining coaching skills. Deepening a content coach’s knowledge of specific instructional practices and curriculum is important for content area coaches but they also need to learn coaching skills” (p. 268). Too often, administrators have not had proper training on how to balance these dual roles: “Teachers and leaders need high-quality professional development that takes many shapes and forms, and that develops coaching...” (Aguilar, 2013, p. 15). Administrators will participate in an andragogy style learning through a professional development process. The purpose of this study is to add support to those administrators through the use of professional development training on a stable instructional practice that will help administrators strengthen their coaching practices as well as coach and develop teachers increasing their levels of effectiveness. Aguilar (2013) adds that when coaches recognize the need for professional development and how critical it is, they then want to engage in exploration of those practices that leverage their own practices, and the way that one gets there is through rigorous, high-quality professional development.

Research Questions

Three specific research questions will be used to guide this study:

1. What are the current perceptions and practices of district instructional coaches (who are also administrators) regarding reflection within their coaching practices?

2. How will a professional development series change or affect district administrative coaches' reflective perceptions and practices within their coaching role?
3. After completing a PD series on administrative reflective practices, how did administrative coaches adapt their reflective practices within their district-coaching role?

Significance of the Study

These reflective practices carry over into the coaching realm of feedback sessions between teacher and coach. Effective teachers take time to stop and reflect on their teaching practices. They take information learned from observations and feedback sessions and put into practice what was learned from those constructive criticisms. By building a bond of trust with teachers, coaches can help lead teachers down a path of reflection that breaks down a defensive shield and helps them to become better teachers for their students. This is the “authenticity” that Studer and Pilcher (2015) discuss on maximizing the performance of teachers; once a level of trust is built by the coach/teacher, then, the reflective aspect is more genuine. According to Studer & Pilcher (2015),

Authenticity is basic to connecting with another human being. It creates the trust necessary to construct a culture of high performance, one person at a time. Authenticity can exist on both organizational and individual levels. And while it's important in fields, in education it is absolutely vital (p. 286).

The feedback can give them insight into different aspects of teaching, such as classroom management, instructional practices, and assessment. Tarchi and Pinto (2016) suggest keeping

the coaching conversation focused by surfacing major points in a short period of time, while also allowing the teacher time for reflection.

Teachers are sometimes unaware they are demonstrating certain tendencies and behaviors in their classroom. Hayes, Hindle, and Withington (2007) state that if behavior does not improve, it may be you [the teacher] are contributing to this undesired behavior or barrier of knowledge for students. Coaches are mentors that can lead teachers in the direction of reflection. According to Bolton and Delderfield (2018), “Mentors offer empathy and non-judgmental critique, helping reflection upon emotional, intellectual and behavioral content of issues” (p. 72). Teachers have to reflect on their positive and negative reinforcement strategies to see if they are indicators to students’ consistent behavior (whether it is actions or knowledge barriers). Hayes, Hindle, and Withington (2007) state, “There are powerful arguments that teachers’ behavior is a significant factor in achieving positive/negative outcomes and ... could be a key factor in successful outcomes.” These revelations would never be reached if not for the reflection within a learned behavior.

This study aims to increase administrator knowledge of the benefits of reflective practice for themselves, for teachers, and ultimately students in their schools and classrooms. The multilayered PD approach will train, inform, and help build a plan of action that will provide key insights into the administrators’ coaching practices. The PD will give the administrators another tool of support for their teachers. Couros (2015) supports the use of reflection; thus, he states that an important element to reflection is asking people to share their thoughts and questions. The use of asking questions is “essential to learning and reflection; they drive us forward” (Couros, 2015, p. 188). These actions and insights were all made possible by one tool: reflection. “I reflect,

therefore I learn. Reflection is necessary at every level of education today” (Couros, 2015, p. 188). Reflective practice leads to effectiveness.

Research Plan

The research plan of this study is to examine the perspectives of administrative coaches within rural areas who are instructional coaches as well as administrators. The study begins with a pre-interview of each administrator participant one-on-one to get insight into his/her understanding of reflection and how it is used in his/her everyday practice. The next phase of the study was to conduct a 3-day 2-hour professional development (PD) series to inform and train administrators on how to use reflective practice within his/her coaching role. The researcher used the information learned through the pre-interviews to help tailor personalized instruction during the PD series. On the third day of PD, each administrator developed his/her own bridge-to-practice designing how reflective coaching could be implemented into his/her practice.

The goal of the professional development was to inform participants of the function of reflection within coaching practices by first giving them background along with research while finally putting all the “puzzle pieces” together by helping participants and personalize his/her implementation. The PD series concluded in the summer months because of time constraints on the participants. Once the school year began, participants used the reflective coaching practices learned during the PD series within their practitioner role. After each coaching session, the administrative instructional coaches completed reflective journals. These journals were collected by the researcher and then coded. The coding cycles allowed for the researcher to give a clear picture of each participant’s narrative during the implementation phase of the study.

The last step within the study was for the researcher to conduct one-on-one post-interviews with each participant. These interviews were looking for, again, participants' perspectives of reflection; however, during these interviews, the participants had just finished implementing reflective practice into their practical, functional coaching setting. The researcher looked for the participant's perspectives on their interaction and use of reflective practice as well as, in their opinion, the effectiveness of their training. The researcher coded the language of participants and looked for participant reactions/perspectives to his/her training as well as his/her feelings towards the use of reflection within his/her coaching practice. These coding cycles allowed the researcher to give readers clarity on each participant's experience during the study.

Definition of Terms

The study presents several terms within it that pertain to reflective practice, instructional coaching, and professional development; one needs to have exposure to the concepts and definitions of these certain terminologies in order to grasp the full content presented to them within the context of which the researcher is presenting information in relation to reflective practice. Term comprehension is needed, for within the educational profession, certain terms apply differently in the educational context. These terms are important to the overall meaning of research for this study.

Andragogy: the method and practice of teaching adult learners (Knight 2007)

Instructional Coach: an educator whose chief professional responsibility is to bring best practices into classrooms by coaching teachers and other school members (Knight 2007)

Professional Development: development that continues an educator's learning and training; skills/tools learned in these trainings can be implemented into the practitioner's everyday practice (Desimone 2009)

Self-Reflection: reflect on practice through self-analysis; consider your experience during teaching/coaching and its impact on students/teachers as well as relationships (Danielson 2007)

Qualitative Coding: process of labeling and organizing your qualitative data to identify different themes and the relationships (Saldana 2016)

Reflective Practice: the ability to reflect on one's actions so as to engage in a process of continuous learning (Stronge 2018)

Conclusion

Administrators are feeling the pull of having multiple layers to their job that so many other educators' experience, and like those other educators, administrators are having a hard time keeping up with the shifting roles of their job. These administrators, who are also instructional coaches, need a solid foundation as to how to properly coach teachers and need a reliable instructional tool to make this effective coaching happen. Not only are administrators in need of a solid instructional practice, but they also need training and guidance on how to ensure their coaching practice will impact teacher learning and instructional practice.

The following chapters detain background research needed for this study in addition within the chapters, one will see the study findings, limitations, and possible future study opportunities. Chapter 2 explains the action research conducted by the researcher while also including the qualitative research framework that will be used within the study as well as other research paradigms. Furthermore, Chapter 2 will provide an analysis of History of Instructional Coaching, Reflection and Reflective Practice, Instructional Coaching and Reflection, and Effective Professional Development and Andragogy Approaches. Chapter 3 possesses a clear rationale for the steps that will be taken to conduct the study using a qualitative approach to synthesize and analyze information collected from participants. Chapter 4 discloses the results of the triangulated qualitative findings: interviews, reflective questions at the end of PD each day, bridge-to-practice plans, reflective participant journals, and post interviews. Lastly, Chapter 5

offers a proposal of how this study could continue for future research as well as the limitations experienced by the researcher during the study.

CHAPTER II: REVIEW OF LITERATURE

Introduction

Reflection is a tool that teachers and instructional coaches alike can implement into their practice to improve their individual practice. “Reflection is a process of self-discovery, pattern finding, and analysis” (Coast & Garmston, 2016, p. 203). Bolton and Delderfield (2018) describe reflection as a moral principled practice that is based upon ethical values. Educators reflect for the overall intended purpose of how they can progress instructional practices for students while at the same time learning from the process to improve their own personal practice as well as building their pedagogy; when instructional coaches move through the components of coaching with a teacher, both the teacher and the coach should be learning (Knight, 2007). Reflection is a “form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution” (Moon, 1999, p.23). Reflective practice is a key process that teachers need to be coached within, for they have instances within education that they must be able to reflect upon to ensure that the negative do not happen again whereas the positive ones do. Instructional coaches are a key factor within this reflective coaching process.

Through instructional coaching, coaches demonstrate how observation, modeling, feedback, reflection, and collaboration influence teacher effectiveness: the crucial component being reflection. Reflecting is to be aware: “Having awareness means possessing a deep understanding of the content, including prerequisite relationships, connections across content and subject areas, and common misconceptions that will need to be addressed” (Hall & Simeral,

2017, p. 24). The practice of reflection is not the only one that improves teachers, but one that encourages teachers to look within themselves for their personal perspectives on instructional concepts and how to implement only the most effective practices in their classrooms. “Our ability to reflect frequently, accurately, and deeply about our actions is what sets apart the excellent [teachers] from the mediocre” (Hall & Simeral, 2017, p. 20). Administrators use reflection to reflect on what they have seen within a classroom and how they will relay that information to teachers. Instructional coaches use reflective practice to improve their coaching implementation within feedback sessions with teachers. It is up to instructional coaches to model this reflective practice for teachers; coaches are the cornerstones to encouraging reflective practice. Why do teachers and instructional coaches need to reflect? Reflection is key for coaches to improve themselves along with teachers.

Reflective practice is an instructional strategy that has been defined and demonstrated by numerous people; it is not some innovative idea that has just been thought of recently. Robert Marzano (2012) regards reflective practice as a highly esteemed and widely used tool that any profession can use especially those that require “on-the-spot decisions and adaptations.” Novice teachers need this reflective skill in order to adapt to those beginning years’ trials and tribulations; whereas, teaching experts need to keep it to keep a continuous level of mastery. According to Hall and Simeral (2017),

Weaving in the elements of self-reflection allows teachers to address why reciprocal teaching is an appropriate choice for a particular learning outcome; which students should be grouped together; when this strategy is best applied; how it should be launched, monitored, and modified; and

whether a different strategy might work more effectively before, after, in addition to, or instead of reciprocal teaching (p. 21).

If one learns these essential skills in the beginning, then he/she can go on to improve his/her teaching practice year after year as well as impress this skill set on to other teachers they may one day mentor. Teachers build valuable experience through this practice. They need this influence, so that one day, they may become experts in their craft. Marzano (2012) supports reflective practice in it helps one to become a professional and expert in one's field. Costa and Garmston (2016) state,

Professionals have an extensive and continually expanding body of knowledge and skills, and they make decisions about when and how to apply which portions of that knowledge in diverse situations. This is what makes teaching among the most intellectually complex and demanding professions (p. 130).

In order for teachers to be effective within our educational practice, they must learn how to become reflective. Marzano states, "Reflective practice is critical to expertise" (p. 5). Hattie and Zierer (2018) elaborate on the use of reflective practice for teachers by stating, "Questioning one's own learning attempting to make learning visible for oneself, and using mistakes to reflect on the structure and coherence of one's own action—all is highly influential for learning, because it fosters dialogue between learners and teachers" (p. 78-79). Teachers make decisions, both before and while teaching a lesson; they reflect upon and modify their decisions (Schon, 1992). Reflection in instructional strategies is a powerful tool for both educators and coaches to obtain. One does this through experience and knowing what factors to concentrate on when reflecting on a lesson, instruction, or assessment. Tarchi and Pinto (2016) explained the collective meaning as reflecting student agency and involvement in learning, thus, providing

opportunities for collective knowledge creation. Teachers can use this instructional data to improve upon their knowledge of their students and take this opportunity to strengthen their practice through reflection.

There are two main groups involved within reflection: teachers and instructional coaches. These groups are the ones who are impacted by reflection the most and who benefit from it. Effective teachers reflect as do effective coaches, and these effective practices lead to successful students. Teachers and administrators need to utilize this practice within coaching sessions to help 1) strengthen the novice teacher, and 2) make the instructional coach a better mentor and coach. Within the two important groups of reflection, instructional coaches are at the heart; they are the foundation. Hattie and Zierer (2018) state, “Learning requires positive relationships- whether between learner and teachers, or between learners and their peers” (p. 129). Costa and Garmston (2016) feel the leader (instructional coach) is fundamental in fostering climates of trust in which relationships between coach and teacher can flourish. The coaches use reflection to aid in this relational process. “Relational trust, is the “glue that binds people together when deciding on policies that advance the education and welfare of students” (Costa & Garmston, 2016, p. 92). To help lead teachers on the right path of reflection, it is important for the coach to understand the process of “teacher thinking: how teachers reason as they plan for, execute, and evaluate instruction” (Costa & Garmston, 2016, p. 131).

Danielson (2007) believes that the ability to think and reflect on teaching is the mark of a true professional. Becoming an effective teacher is a learning process that is constant and never ends. Teachers need guidance from an instructional coach who is there to help support them. They will accomplish this through reflective practice: “The teacher is in a continual state of learning, building, and refining teaching practices” (Danielson, 2007, p. 190). Teachers must

continually strive to get better for their students. Hattie and Zierer (2018) state, “The attempt to think about thinking, leads to a critical examination of learning and teaching” (p79). Instructional coaches are the ones to get teachers to the point of effectiveness; thus, coaches are conditioning teachers to use reflective practice to improve their craft, not only for themselves but also for their students.

History of Instructional Coaching

Instructional coaching begins with supervision and evaluation. When school first began to evaluate its teachers, the instructional coaching process was born; people during the early part of the 20th century did not know what to call what they were doing. The originator of this new process was John Dewey. Arguing that schools should be organized so that students can practice citizenship and further democracy, Dewey “was one of the most prolific writers of education” (Marzano, Frontier, & Livingston, 2011). Marzano, Frontier, and Livingston (2011) suggest that Dewey developed the first student-centered educational philosophy, which began the instructional coaching revolution. Not long after Dewey’s revelation, Edward Thorndike led the charge that educators needed “view measurement as the ultimate tool for a more scientific approach to school” (Marzano, Frontier, & Livingston, 2011). This theory was then adopted by Ellwood Cubberly in 1916; he believed that school administrators should manage schools the same way that factories were managed in product production only in the case of education the products being discussed were students (Marzano, Frontier, & Livingston, 2011). “Based on the factory metaphor, Cubberly laid out a set of principles for school administrators that emphasized measurement and analysis of data to ensure that teachers and schools were productive” as well as providing the teacher with “specific feedback that a supervisor might provide a teacher”

(Marzano, Frontier, & Livingston, 2011). This newfound way of using feedback opened a whole new door of instructional coaching for the education community.

In 1929, William Wetzel proposed using “measures of student learning to determine the effectiveness of a teacher or school” (Marzano, Frontier, & Livingston, 2011). This type of measure is what led the educational system into supervision of teachers, what is thought of as instructional coaching. “Developed in the late 1950s and described in detail in books published in the late 1960s and early 1970s, clinical supervisory models spread like wildfire” but were not infallible (Marzano, Frontier, & Livingston, 2011). “In the 1970s, evaluations of staff development that focused on teaching strategies and curriculum revealed that as few as 10 percent of participants implemented what they had learned” (Showers and Joyce, 1996, p. 12). Adaptation was needed. Robert Goldhammer built off of this model by developing the 5 Phases of Teacher Supervision; these phases included: pre-observation conference, classroom observation, analysis of teacher data, supervision conference with teacher, and analysis of the analysis (Marzano, Frontier, & Livingston, 2011).

Goldhammer’s model began the push for instructional coaching for teachers and was extended into the work of Madeline Hunter. Marzano, Frontier, & Livingston (2011) stated that by 1980 at least 90% of administrators used some type of supervisory model; it was around this time that instructional coach was born.” Coaching helped nearly all teachers implement new teaching strategies. Equally important, teachers introduced to the new models could coach one another” at this point as long as teachers had follow-ups (Showers and Joyce, 1996, p. 13). Hunter built the framework to the coaching process we see today. She developed the seven-step framework that included: anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, and independent practice (Marzano, Frontier, &

Livingston, 2011). Hunter “championed the idea of using professional development to articulate common language of instruction” (Marzano, Frontier, & Livingston, 2011). Carl Glickman took Hunter’s model and added to the instructional coaching process by using goals to improve instructional practices used in teacher classrooms as well as making the coaching process more robust (Marzano, Frontier, & Livingston, 2011). Glickman’s work helped to design the 1980s RAND Study which found that principals were not able to accurately evaluate teachers as well as teachers being resistant to the feedback process (Marzano, Frontier, & Livingston, 2011). Something needed to change in order to improve the coaching process.

In 1996, Charlotte Danielson’s model was first published. This model was revised in 2007 and “must be the reference point for any new proposals regarding supervision and evaluation” (Marzano, Frontier, & Livingston, 2011). She developed a model that took instructional coaching to the next level by giving coaches and teachers a model that could be used across multiple disciplines and levels. “According to Danielson (1996), the intent of the framework was to accomplish three things. First, it sought to honor the complexity of teaching. Second, it constituted a language for professional conversation. Third, it provided a structure for self-assessment and reflection on professional practice” (Marzano, Frontier, & Livingston, 2011). This framework opened the door for instructional coaching.

Defining instructional coaching is, in essence, a rigorous task. “Instructional coaching is certainly one of the most unpredictable professions in education; each day brings surprises, new challenges, and successes” (Knight, 2007, p. 19). It is easier to discuss what Instructional Coaching is versus what it is not. Aguilar (2013) entails what instructional coaching is and is not: 1) coaching is not an enforcing program; coaching should never be used as a mean of enforcing, reporting, or evaluating 2) coaching is not a tool for “fixing” people; it is not a “box” to be

checked when trying to coach ineffective teachers 3) Coaching is not just simply consulting (just because someone is an expert does not automatically make them a coach); an instructional coach “helps build the capacity of others by facilitating their learning” (p. 19). When instructional coaching was first introduced, it was aligned with what a coach does on the field or court. The coach would have his or her players (a.k.a. teachers) and would coach them to be successful by allotting guided practice and constructive feedback for the teacher. This instructional coaching adapted over time. It, like anything else within education, has taken a path where educators have lost the meaning of what it means to be an instructional coach; not necessarily by the fault of the coach, for once in the instructional position, the coach receives little to no professional development on how to be an effective instructional coach (Aguilar, 2013). Once this mistake is identified, coaches can then implement a solid foundation for coaching.

This foundation entails how coaches need to be able to “analyze systems and identify situations primed for coaching” (Aguilar, 2013, p. 11). Professional development helps for coaches to be able to identify these systems: “Teachers and leaders need high-quality professional development that takes many shapes and forms, and that development includes coaching...” (Aguilar, 2013, p. 16). An instructional coach needs a “road map” when looking at how to effectively coach a teacher to fully meet their instructional goals set for the year; this plan implemented by the coach is a road map for the teacher goals (Aguilar, 2013). High quality professional development is what gets coaches to the point of being able to coach teachers to meeting these road map goals (Aguilar, 2013). This professional development helps to lead instructional coaches to focus on refining their skills in a way that better helps them to fully support a classroom teacher. As well as, instructional coaches are getting effective professional development that is a continued process and not just a “sit and get” to never be used again. The

“one and done” professional developments are criticized by instructional coaches and teachers alike, for they lack follow-up and fail to recognize coaches and teachers expertise (Knight, 2007).

The main focus of effective professional development for instructional coaches is to aid in helping deepen a coach’s “knowledge of specific instructional practices and curriculum... but they also need to learn coaching skills” (Aguilar, 2013, p. 268). Being a coach is not about “picking up tips or routinely implementing others’ schemes of plans,” but about being involved in “knowing enough about why things work in the different contexts to be able to tailor them to the particular needs of schools, classes, and students” (Cordingley, 2005, p. 71). The more effective coaches engage in bettering themselves by continually working to make themselves a better coach for their teachers; professional development is the path to coaching success. Coaches accomplish this through building a relationship with their teachers. “Coaches should never be about ‘fixing’ another person” (Costa & Garmston, 2016, p. 93). Instead, instructional coaches are looking to improve the teachers’ ability to teach students through engagement, content knowledge building, and classroom management.

The biggest fear of instructional coaches is whether or not teachers will want to work with them (Knight, 2007). It is important for mentors to model for their mentees how one builds a relationship of “trust, rapport, and good communication” (Augustine-Shaw & Reilly, 2017, p. 54). “Trust grows stronger as long as these behaviors continue, but a relationship can be seriously damaged when someone is discourteous or disrespectful, makes value judgments, overacts, acts arbitrarily, threatens, or is personally insensitive to another person” (Costa & Garmston, 2016, p. 92). This relationship is one that is not a “buddy” type rapport and goes

beyond the mentor simply giving the teacher advice. According to Costa and Garmston (2016), the coach and teacher both need to remember:

Trust is about the whole of the relationship; rapport is about the moment.

Trust is belief in and reliance on another person developed over time.

Rapport is comfort with and confidence in someone during a specific

interaction (p. 100)

Trust and rapport are both needed in a successful relationship between coach and teacher.

According to Bolton and Delderfield (2018) trust is a very important principle of reflection as well as self-respect, responsibility, generosity and genuineness, and positive regard and empathy.

These principles solidified by these critical reflective practices enable teachers to become meaningfully involved in their reflective coaching process (Bolton & Delderfield,

2018). Effective coaching between teacher and instructional coach cannot happen when one of

these principles are absent, especially trust. According to Hattie and Zierer (2018), “Instruction

is, therefore, essentially built on a relationship building, and the more safe and trusting these

relationships are, the more the child will learn” (p. 129). Hattie and Zierer’s (2018) thought is

aligned in the context of coach and teacher as well, for teachers are learners; the relationship

between coach and teacher is critical to the success of the teacher and his/her students. Costa and

Garmston (2016) remind coaches that you cannot “trick someone into a trusting relationship (p.

100). Furthermore, a coach cannot try to be a “friend” only to teachers.

Augustine-Shaw and Reilly (2017) describe a “buddy-type mentor, although well-

intended, often does not encourage reflective practice, commit to ongoing support, or have the

training necessary to coach...” (p. 53). Coaching is providing support to the teacher that is

growing within the educational profession. Through this strong, non-threatening relationship, the

coach and teacher both place a greater value on the coaching process (Coast & Garmston, 2016). This is a teaming mindset between coach and teacher. Augustine-Shaw and Reilly (2017) believe that the importance of today's instructional coaches (leaders) is to create a school culture that moves from "me to we." It is easy for teachers to get caught up in the mind frame of "I" and "my students." However, in education, that is a mind frame that educators need to avoid to allow for teacher and student growth. A collaborative environment is one that produces the best learning environments for teachers and students. Augustine-Shaw and Reilly (2017) continue by stating,

This teaming mindset promotes a continued focus on growing as a professional educator, developing competence and teaming with others to achieve individual growth, and increasing the level of learning within the school by raising the level of competence within the team to learn together (p. 56).

Instructional coaches are included in this collaboration because they are the ones that grow teachers. The growth of teachers is an important aspect within the school district, for when teachers make improvements, it not only increases teacher knowledge and effectiveness, but also system growth (Augustine-Shaw & Reilly, 2017). Therefore, collaboration is key to a district's growth of coaches, teachers, and students.

Reflection and Reflective Practice

Reflection is part of professionalism for teachers that sometimes gets overlooked as being unimportant. Stronge (2018) suggests that as reflective practitioners, educators portray themselves as students of learning. Bolton and Delderfield (2018) extend this thought by stating, "Critical reflective practice enables professionals to perceive their own implicit knowledge and

values-in-practice and recognize possible dissonance between these and their explicit knowledge and espoused values, or those of their organization” (p. 27). The reflection process for teachers begins with self-reflection. Teachers begin the practice by thinking “systematically about their practice and learn from experience” (Danielson, 2007, p. 190). Teachers self-reflect according to areas of strength and weakness. Teachers are not by any means perfect, and society sometimes forgets this; however, it is up to teachers to help themselves better enhance their craft by incorporating best instructional practices into their repertoire of learning and teaching. Whitaker, Whitaker, & Whitaker (2016) explain to teachers that there is “no always or only one right answer” (p. 113) to teaching; teachers should not be afraid to look inside themselves and “trust what you find to help guide you on a daily basis” (p. 113).

Reflection can get teachers to a better place within professional practice by teachers being open and honest with themselves. “Recognizing, and taking responsibility for, actions is part of reflexivity” (Bolton & Delderfield, 2018, p. 39). Danielson (2007) supports reflection by stating, “Effective teachers are lifelong learners who take ownership for student learning and continually reflect on their efforts to ensure that they are providing focused, quality instruction” (p. 190). Teachers do not have to reflect alone; once teachers have self-reflected, they are ready to reflect with their peers through collaboration. Stronge’s research (2018) has found that effective teachers invite feedback by eliciting information and criticism from others; they broaden their perspectives and experiences by analyzing through discussion with their coach what may have been missed. This practice leads into self-reflection for the teacher. Whitaker, Whitaker, & Whitaker (2016) states,

Every day effective teachers reflect on how things went in their classrooms.

We think about where we stood, the tone of our voice, whether our

instructions and explanations were clear, ect. When we decide to make a change in things, there are two levels to consider. One we call tweaking and the other is the reset button. Both are valuable... (p. 98).

Through the process of reflection, teachers begin to look back at lessons taught to see what needs improvement, what needs to be omitted when the lesson is taught next time, as well as what worked well and will be kept within the lesson for future students. Stronge (2018) considers this breakdown of practice a “key attribute of professionalism” and is a commitment from the teacher to “perpetual learning” (p. 228). Most teachers do not just pick up this reflection naturally; the instructional coaches and administrators teach reflection: “The key to increasing our [educators] impact- to raising student achievement- lies in our ability to engage in frequent, accurate, and deep self-reflection” (Hall & Simeral, 2017, p. 19).

Effective teachers take time to stop and reflect on their teaching practices. According to Hall and Simeral (2017), “The way we [educators] think, and the manner in which we reflect on our practice, determines the effectiveness of our actions” (p. 19). It is up to the instructional coach to incorporate this type of reflective practice into a teacher’s skill bank. They take information learned from observations and feedback sessions and put into practice what was learned from those positive and negative constructive criticisms.

The feedback from coaches can give teachers insight into different aspects of teaching, such as classroom management, instructional practices and strategies. Trach (2014) gives the suggestion, “Keep the coaching conversation focused by surfacing major points in a short period of time, while also allowing the teacher time for reflection” (p.15). Teachers sometimes do not even know they are demonstrating certain tendencies and behaviors in their classroom. Through the use of behaviorism, a teacher seeks a desired behavior from students; however, in some

cases, a teacher may not realize they are not giving the ambiance of positive reinforcement; students are not behaving accordingly and reflection is needed. Hayes, Hindle, and Withington (2007) state that if behavior does not improve, it may be you who is contributing to its maintenance (p. 161). Teachers have to reflect on their positive and negative reinforcement strategies to see if they are indicators to students' consistent behavior. "There are powerful arguments that teachers' behavior is a significant factor in achieving positive outcomes and that verbal behavior... could be a key factor in successful outcomes" (Hayes, Hindle, & Withington, 2007). These outcomes would never be reached if not for behaviorism. Also, behaviorism is a caveat to coaches learning their teachers. They know what incentives to use to "full" their students' learning. Hall and Simeral (2017) expand this idea that "as teachers grow in their reflective abilities and habits, they will perform more effectively in the classroom..." (p. 30). Effective reflection only leads teachers into a direction of improvement for themselves and students.

Reflection in instructional strategies is a powerful tool for a coach and educator to obtain. One does this through experience and knowing what factors to concentrate on when reflecting on a lesson, instruction, or assessment. The use of data is an important resource here. An instructional coach and educator can use data from assessments to help him or her to see what students are and are not retaining in instruction. Then, it will be up to the coach and teacher to develop a plan of remediation. It is healthy and empowering for the coach to let the teacher struggle productively with talking out his or her plan of action, for the coach is trying to implement a foundation of choice for the teacher. This "choice" is developed in the reflective practice. "Reflection is impossible without choice since it involves making up our own minds about learning" (Knight, 2013, p. 281). Choice is an empowering tool that teachers develop

during their reflective practice. It is up to the instructional coach to allow teachers to have that choice. Instructional coaches “often comment that professional learning for coaching helped them to slow down and remember the importance of reflection and empowering staff” (Augustine-Shaw & Reilly, 2017, p. 52). Through this empowering process, coaches are allowing teachers to develop decision-making skills through reflective practice that they will be able to carry on for years to come within their educational tenure. Coaches are not there to judge or evaluate teachers, but instead guide them through the process of reflection so that they can themselves make the necessary adjustments within their instruction (Augustine-Shaw & Reilly, 2017). Hall and Simeral (2017) state, “As teachers learn to reflect with greater frequency, accuracy, and depth, their reflections have greater impact...” and instructional progression occurs (p. 34). This progression will then in turn lead to growth in knowledge, expertise, experience, and motivation (Hall & Simeral, 2017, p. 35).

Data analysis is an example of how coaches and teachers can use reflection to remediate instructional issues. Teachers will use the data collected and analyze its impact on student learning. This analysis is conducted through reflecting on what was learned during the initial lesson and how students performed/showed their mastery of the skills presented. The coach will give the teacher the freedom to reflect on what needs to be: Kept, Tweaked, and Tossed from the lesson. This freedom is a guiding practice in reflection and if removed the reflection is removed and “removing reflection makes learning a dehumanizing experience” (Knight, 2013, p. 281). Teachers need to have an individualized plan built by the instructional coach based on teacher choice. Tarchi and Pinto (2016) explained the collective meaning of reflecting and choosing for teacher agency and involvement in learning, thus, providing opportunities for collective knowledge creation. Teachers can use this instructional data to improve upon their knowledge of

their students and take this opportunity to strengthen their practice. Every teacher reflects differently, “and the feedback that will inspire reflective growth, transform thought, and revolutionize professional practice must be differentiated and individualized based on each individual teacher’s needs and readiness” (Hall & Simeral, 2017, p. 42). Building this individualized plan will help guide teachers to have their own reflective growth plan.

Instructional Coaching and Reflection

Teachers do not have to reflect alone; once teachers have self-reflected, they are ready to reflect with their coaches and peers through collaboration. Stronge (2018) has found that effective teachers invite feedback by eliciting information and criticism from others. They broaden their perspectives and experiences by analyzing through discussion with their coach what may have been missed. This process is like a partnership between coach and teacher: “Partners don’t dictate to each other what to believe; they respect their partners’ professionalism and provide them with enough information so that they can make their own decisions” (Knight, 2007, p. 25). The coach builds a culture of trust and respect. Knight (2013) extends this thought of culture into the task of being a leader,

Culture is the invisible force that shapes behavior in a country, an organization, or a classroom. Effective leaders (in major corporations and kindergarten classes) recognize how much culture accelerates or inhibits success or growth. For that reason, they do everything in their power to create the most successful culture (p. 250).

The leader (instructional coach) creates an environment of comfort so that the teacher can be authentic with his or her reflective practice. Authenticity is a critical part of the coaching process

as well. Senge (2006) states, “If managers are not authentic in their convictions and sincere in their behavior, there will be little trust and, consequently, little safety for the reflection that leads to authentic change” (p. 195). It is important that teachers understand that their coach would not ask them to do something within their classroom they themselves would not do when teaching, and it is okay to make mistakes; they are how we learn. Brown and McDaniel (2014) states it is important for an educator to “see failure as a badge of effort and a source of useful information—the need to dig deeper or to try a different strategy” (p. 7). Instructional coaches strengthen the relationship with this authentic practice as well as being empathetic to teachers; coaches reiterate to teacher it is okay to make mistakes; perfection is not demanded. Knight (2013) suggests for coaches to treat their mentees as real people and not just another data point or object. Knight (2013) goes on to say, “Seeing through empathetic eyes rather than cold dehumanizing eyes transforms our relationships with others” (p. 271). Brown and McDaniel (2014) state, “making mistakes and correcting them builds the bridges to advanced learning” (p.7). Empathy allows coaches to lead their teachers in the direction of improvement not regression.

There is also a difference in coaching between guiding teachers to discovery versus over powering them into asserting there is only one way of doing things. The whole intent of instructional coaching is to provide guidance to teachers through reflection on how he or she can improve within their practice, but oftentimes coaches make the mistake of “over powering” the teacher into thinking there is only one right way to teach concepts: “Power over shows up in psychological bullying, asserting that there is only one truth (the teacher’s), and the constant reminder to students [teachers] that they have inferior status” (Knight, 2013, p. 265). Augustine-Shaw and Reilly (2017) expand this thought through the idea of “preparing good leaders depends

not only on providing good initial professional learning, but also on creating a strong support structure...” (p.52). Instructional coaches do not want for teachers to get discouraged during the coaching process; once a student (in this case the teacher) begins to feel inferior they shut down completely and do not learn from the reflective process. Teachers will lose the desire to learn and begin to feel powerless and hopeless (Knight, 2013). Coaches instead need to establish a “Power With” environment where coaches empathize with, connect with, and respect their teachers (Knight, 2013). Wilson and Conyers (2013) state, “Thinking about one’s thinking with the goal of enhancing learning... one of the most effective ways to improve school performance and to help students achieve their academic potential” (p. 110). This authentic practice will help to establish the culture needed to have effective reflective moments.

Akos, Cockman, and Strickland (2007) believe that the learning environment (culture) is a crucial portion of the learning experience for students and teachers alike. This practice leads into self-reflection for the teachers by giving them the autonomy within their classrooms to make decisions and learn from their decision making process. Hall and Simeral (2017) expand to this thought by stating, “Just as there are many ways to brace a growing tree, so are there varied ways for leaders to support the growth of their teachers” (41). One of the most important of those varied ways being reflection. Within a learning environment, teachers reflect on their teaching practices and make the necessary adjustments to help improve instruction within their classroom; thus, teachers making such improvements give them the sense of empowerment. When teachers are allowed this autonomy they get the most out of their learning experience (Knight, 2013).

Knight (2007) stresses that reflection is part of the “empowering” process for teachers. When a coach is able to guide a teacher through a reflective process and get to the root of his/her instructional problems, this accomplishment makes the coach/teacher feedback session

discussion rich within instructional planning. Instructional reflection is a very difficult action for teachers new and veteran alike. When first immersed in the teaching profession, most new teachers are taught to either “sink or swim.” The cognitive apprenticeship model improves pre-service teachers’ ability to plan and deliver instructional plans. Liu (2005) exposes readers to a study, which conducted a web-based learning model that integrates expert teachers and Internet technologies through cognitive apprenticeship. Liu’s study (2005) dealt with apprenticeship learners and how they observed experts deal with problems in an authentic context, and they learn to solve the same or similar problems... through: modeling, coaching, scaffolding, articulation, reflection, and exploration (137). Coaching (and/or mentoring) needs to “draw upon both peer and specialist support” (Cordingley, 2005, p. 71). The expert teachers offered guidance to those pre-service teachers; the new teachers in-turn put their suggestions and strategies to use. This intervention and remediation was given over web-based conferences and web-video. Teachers would record class sessions, then send the video to expert teachers to view and give feedback. This study actually found that teachers responded in a more positive way to the web-based instruction versus in-person observation: “... instructional planning performance of both groups, although showing significant improvement, indicated that the web-based course group clearly progressed more rapidly than the traditional (in-person) course group” (Liu, 2005). Why did this method of remediation work?

The two major factors as to why this type of intervention worked is simply because the pre-service teachers did not feel as intimidated by the expert teachers through web-based learning; they had more meaningful and open conversations about instructional planning. According to Liu (2005), expert teachers were able to offer the pre-service teachers more sophisticated and timely support than that from the traditional course (137). When instructional

coaches engage in dialogue, they need to pay attention to how they “talk, to ensure that the purpose of what we say and think is to further communication and learning” (Knight, 2007, p. 127). Dialogue between coach and teacher should be empowering to the teacher through reflective practice not to be used as a technique of intimidation. To have a sincere and equitable dialogue, the coach and teacher should have two equal parts, the conversation should not be one sided. Instructional coaches want to provide as much support as needed but not to over-power the dialogue (Knight, 2007). Again, instructional coaches are trying to create a sense of partnership between themselves and mentees (teachers).

Teachers do not need to be afraid of observation and feedback from authority figures or peers; they need to remember first and foremost that they are reflecting through the coaching process to better themselves for the most important factor within education: students. Whitaker, Whitaker, & Whitaker (2016) feel the feedback session is potentially one of the best ways for novice and veteran teachers alike to improve and reflect on their practices. Augustine-Shaw and Reilly (2017) state that feedback conversations between coach and teacher should be a safe space for teachers and coaches to consider multiple options for them to decide together what action needs to happen next. Knight (2007) reiterates that teachers and instructional coaches should keep learning together, working as partners to ensure that students receive excellent instruction. Coaching feedback sessions “open the doors” for teachers to obtain the benefits of such improvement opportunities as well as opportunities for the instructional coach. Administrators and coaches can really “dig” into reflection to not only help the novice teacher but also themselves. They can use this opportunity presented within reflective coaching to help teachers examine and re-examine their practices. Brown and McDaniel (2014) state, “Knowledge is more durable if it’s deeply entrenched, meaning that you have firmly and thoroughly comprehended a

concept, it has practical importance or keen emotional weight in your life, and it is connected with other knowledge that you hold memory” (p. 77). Reflection creates this bridge to knowledge for coaches and teachers. According to Knight (2007) for teachers to be able to examine their practices with a coach,

A coach accepts responsibility for sharing his or her experiences with a collaborating teacher and, together with others, explore the four questions: What was supposed to happen? What really happened? What accounts for the difference? What should be done differently next time? (p. 130).

Through this reflective feedback session, coaches will help teachers to acquire the skills needed to reflect on their instructional content and practice. Stronge (2018) found that through the process of reflection during coaching opportunities, teachers realized they are able to “refine or even alter what they do and how they do it” (p. 229). Being a coach and/or mentor is a difficult job even to just be mediocre let alone highly effective. So how does one get there?

Through observations of lessons, common formative assessments, and instructional practices, an instructional coach is there to help support teachers: “Giving constructive feedback is a skilled art form; therefore, educators must hone their expertise in this area” (Trach, 2014, p. 15). To better develop their craft, a teacher needs feedback from observations. This feedback entails the strengths and weaknesses of a lesson. There is merit in feedback sessions when conducted with an intent of making the teacher better by giving them specific elements to improve upon. PLC teams can meet as a group with instructional coaches to discuss what was observed as a whole within the department by the coach and collectively discuss remediation options. The collaborative effort experienced by teachers during this process needs to be one that is respectful and nontoxic but at the same time is one of openness and honesty. “Learning to be

accurate self-observers helps us to stay out of blind alleys, make good decisions, and reflect on how we might do better next time. And, an important part of this skill is being sensitive to the ways we can delude ourselves” (Brown & McDaniel, 2014, p. 102). The relationship and trust built within the group and one’s individual self helps this feedback process. According to Trach (2014) administrators and/or instructional coaches both need to, “Keep comments concise and precise. Use simple and concrete observations to help the teacher understand the description of the observation in a secure environment” (p. 15). Teachers need to feel comfortable and safe within the PLC in order for the feedback sessions to be productive.

Hayes, Hindle, and Withington (2007) found feedback is helpful in clarifying problem situations, and highly rated how the discussions helped them to understand the problem situation, generate possible intervention approaches, and decide which might be the best approach to use. These types of conversations can be conducted within a PLC. Tarchi and Pinto (2016) establish some key themes to keep in mind while discussing a teacher’s performance: questioning, clarifying, summarizing, and predicting. These themes need to be kept in mind especially during reflection, for feedback can also be a time when teachers ask questions to themselves through metacognition for clarification about a lesson as well as summarize why they chose to implement certain aspects. One sees this type of teacher development in the state evaluation system. These sessions are to help remediate any struggles teachers may be enduring with students within instruction. Feedback is provided to them to give ideas for future strategies to implement into lessons. PLCs are learning opportunities for all teachers; teachers can go back and reflect on the practices suggested within the feedback conversation and how to incorporate those into their individualized instruction.

By building a bond of trust with teachers, coaches can help lead teachers down a path of reflection that breaks down a defensive shield and helps them to become better teachers for their students. Mentor coaches are “not there to judge or to evaluate them” (Augustine-Shaw and Reilly, 2017, p. 52). The “authenticity” that Studer and Pilcher (2015) discuss within their research on maximizing the performance of teachers; once a level of trust is built by coach/teacher, then the reflection aspect is more genuine. This built trust impacts feedback sessions, for a teacher will truly step back and reflect on what the coach saw during observation as well as the coach may learn from the feedback session to help incorporate strategies to implement within the coaching of another teacher. Being an administrator and/or instructional coach is not an easy job to have, especially, when one is trying to coach to improve teacher performance, but the best thing for coaches to be during these reflective feedback sessions is transparent and honest. Studer and Pilcher (2015) elaborate on this thought by stating,

Becoming an authentic leader is not necessarily easy, but it is simple. We just start telling the facts even when it’s difficult--- especially when it’s difficult. We stop sugarcoating. We stop practicing we/they. We learn how to have tough conversations rather than avoid them. We start being who we are no matter whom we’re talking to... authenticity creates followers (p. 287).

Within the current state of education, teachers and administrators do not have time to not be honest with one another. We need to utilize the coaching sessions that are made possible by reflection. These opportunistic sessions are not a time for the coach to be “mean” to the teacher, but through this reflection the teacher and admin can come to a professional understanding of what the teacher needs to do in order to improve.

Effective Professional Development and Andragogy Approaches

Effective professional development (PD) is where teachers learn by doing: “Professional development is a key to reforms in teaching and learning, making it essential that we use best practice to measure its effects” (Desimone, 2009, p. 192). When professional development is effectively implemented, it can “... lead to desirable changes in teacher practice and student outcomes” (Darling-Hammond, Hyler, & Gardner, 2017, p. 1). According to Wilson and Conyers (2013), people think “of learning as a solitary pursuit, but there is a great deal of support in the educational literature for collaborative learning...” (p. 155). Professional development is an opportunity for teachers and leaders alike to be able to learn together in a safe and vulnerable environment. This collaborative environment leads to effective professional development.

What are the best practices for effective professional development? Darling-Hammond, Hyler, and Gardner (2017) also question these practices concerning how teachers can acquire these skills as well as how professional development can improve teacher practice. Darling-Hammond, Hyler, and Gardner (2017) state, “It is certainly true that PD does not always lead to professional learning, despite its intent”. Furthermore, in most professional development cases, “...the procedures and policies still convey that we expect teachers to ‘learn and do,’ rather than engage in ongoing activities that foster learning as part of a teacher’s workday” (Couros, 2015, p. 182). However, teachers do not always receive relevant professional development to improve their teaching practice: “... it is critically important at this crossroad- to re-evaluate the research paradigm in professional development” (Hill, Beisiegel, & Jacob, 2013, p. 476). According to Stronge (2018), “Classroom teaching is a complex activity that demands teachers possess substantial thinking skills and a solid knowledge base” (p. 13). Instead, as stated by Hill, Beisiegel, and Jacob (2013), “Professional development is often seen as the chief vehicle for

implementing new policy initiatives... With a shifting policy agenda, professional development must be frequently designed and redesigned to meet teachers' and districts' needs" (p. 478).

In order for it to be effective, teachers need professional development that pushes them to improve by experience; they can stop and reflect on what has transpired then incorporate the necessary tools learned from professional developments to adapt and move forward with learning (theirs and students alike). Darling-Hammond, Hyler, and Gardner (2017) explain, "Professional development models associated with gains in student learning frequently provide built-in time for teachers to think about, receive input on, and make changes to their practice by providing intentional time for feedback and/or reflection (p 14). Couros (2015) elaborates on this thought by saying, "Reflection is powerful for learning and for personal [professional] growth" and "is necessary at every level of education today" (p. 188). Darling-Hammond, Hyler, and Gardner (2017) also state, "An important part of the PD was a metacognitive reflection after each session that focused on the session's impact on teachers' learning and potential impact on their students' development" (p. 8). Couros (2015) expounds on this thought further, for he feels teachers need to be instilled with the ability to adapt from learning at any time, place, or pace because that is the reality of their world to becoming an effective teacher. Stronge (2018) explains that effective teaching resides not only in the knowledge of the teacher but also in how this knowledge is translated into student learning; teachers have room to grow, and they can accomplish this through professional development. However, Wiliam (2018) states, "... our existing efforts to improve teachers through in-service professional development have been largely unsuccessful" (p. 161). Desimone (2009) extends this thought further by indicating that effective professional development improves teaching practice and increases student achievement.

Hence, effective professional development can improve the process of producing effective teachers for students by being more individualized for teachers and their specific needs. Rock (2002) found that professional development that identified individual performance objectives for each teacher as well as allowing for that teacher to participate in development sessions, that addressed those specific, individualized goals, were the most beneficial model for teacher learning: “It is obviously most important that what teachers are taught reflects the practices that can actually make a positive difference for student learning” (Darling-Hammond, Hyler, & Gardner, 2017, p. 2). William (2018) attributes this to the environment in which teachers create and their level of expertise.

Expertise in teaching is like expertise in other areas, we could have almost all our teachers as good as the very best if we created an environment in which every teacher gets deliberate practice, where every teachers commits to improving, not because they are not good enough, but because they can be even better (William, 2018).

Darling-Hammond, Hyler, and Gardner (2017) suggest coaching or other expert scaffolding practices help to support educators by urging them to implement teaching practices learned in professional development. Thus, educators improve their classroom instruction.

William (2018) explains that improving teacher quality through professional development requires investing in the teachers we have and those who are choosing to become teachers. Rock (2002) agrees, for she believes that professional development should be ongoing and interactive for teachers. This would help teachers to move past the “sit and get” norm that many teachers experience to one of personalization. A professional development session can engage educators by “... using authentic artifacts, interactive activities, and other strategies to

provide deeply embedded, highly contextualized professional learning” (Darling-Hammond, Hyler, and Gardner, 2017, p. 7). Couros (2015) states, “If you want learning to be personalized for students, help personalize it for staff” (p. 184). Hill, Beisiegel, and Jacob (2013) adds to this thought by stating, “In this situation, guidance for developers regarding best design practices-- rather than a list of programs ‘that work’ becomes critical” (p. 478). Darling-Hammond, Hyler, and Gardner (2017) suggest that the implementation of *active learning* for teachers within professional development environments through designing experiences that address how a teacher learns in addition to how they learn. The individualization of development helps to ensure teachers feel ownership in their learning as well as ensures that learning actually happens for the teacher (Couros, 2015).

Summary

The evolution of Instructional Coaching has led educators on the path of how to make teachers better for their school, schools and simply for themselves. The pioneers of educational reform were at the forefront of this educational phenomenon. From the beginning, innovative “tweakers” began changing and shaping education to improve practices for the teacher, administrator, and student. These practices were configured into a mold that the innovative envisioned for the time period of education. Several versions of these instructional coaching reforms are found in existence today; one such reform being Reflection.

Reflective practice for an educator is a tool that can be used at any level of an educator’s career. Self-reflection can be implemented for the novice teacher that needs to look back on lessons taught to begin to build their arsenal of instructional practices for years to come. They can begin to tweak lessons that did not go so well or keep those elements that were successful. The effective teacher that has been within the profession of many years can use reflective

practice to strengthen their educational environment or to simply keep up with the changing times of education. Furthermore, administrators and instructional coaching can use reflective practice within their context; when coaching a teacher, the instructional coach and/or administrator can use reflective practice and model for the educator. These reflective practices will not only reinforce practice for the teacher but also for the coach. Reflective practice is a skill that needs to be refined and one way to accomplish such a refinement is through administrative professional development. However, it needs to be understood that for professional development to make an impact, it needs to be effective.

CHAPTER III:

METHODOLOGY

Introduction

The purpose of this study was to seek the perception of administrative coaches concerning the use of reflection in their individual coaching practices as well as if participating in a reflective based professional development impacts the implementation of reflection within their coaching experiences. The process of gathering and analyzing data from participants provided evidence to help determine the impact of reflection within coaching practices in addition to the perception of the participating administrators as far as if they continue to use reflective practice in their instructional coaching. The methodology for the study is outlined in this chapter. The following are the identified sections of this chapter: 1) Research Setting/Context, 2) Conceptual Framework, 3) Research Questions, 4) Research Design, 5) Research Participants, 5) Data Sources and Collection, 7) Data Analysis Procedures, and 8) Summary.

Research Setting/ Context

There are multiple participant layers to the setting of this study, and participant engagement was crucial to the study's development. The study's participants were recruited from a small, rural socioeconomic area. This district in middle Tennessee houses one elementary school, one middle school, and one high school. The potential candidates for this study were low in numbers for the district only has 6 administrators that serve as both admin and instructional coach. The researcher was able to get 3 participant volunteers for her study; however, this participant number was still sufficient for her study and its multiple layers.

The first layer was provided with a middle school administrator who serves as principal and instructional coach to 26 content teachers specifically concentrating on the ELA and Social Study departments. The second layer was provided by the perspective of an elementary administrator, who also serves as a principal and instructional coach to all grade levels (44 teachers). The final layer was contributed within the same elementary school with an assistant principal who serves as both administrator and instructional coach with instructional coaching being her main focus. She too supported the same 44 teachers mentioned above. The high school did not have any participants in the study, for the one of those administrators was the researcher and the other chose not to participate.

Conceptual Framework

When teachers participate in professional development it is in hopes of gaining some kind of insight to an instructional tool that can be used practically within their classrooms. Not just the mundane “sit and get” that they hear one time and never use again. This type of professional development has no impact on their teaching ability whatsoever. Administrators can fall into this same exact bucket; they too want to have influence over the teachers they coach. Reflection can serve as that coaching tool for administrators. Danielson (2007) sees reflection as a natural activity; one that can be used for all professionals. However, Danielson (2007) also states that for reflection to be done effectively, it is a skill that needs to be learned from an expert such as a mentor.

Instructional coaches are those mentors for teachers. They are there to help guide teachers through the process of classroom instruction as well as what strategies and instructional tools work best in the classroom setting. “Mentors and coaches play a critical role with teachers in acquiring the skill of reflection on practice” (Danielson, 2007, p. 92). Through effective

questioning and probing, coaches can help their peers “become more accurate, more analytic, and more insightful about their practice” (Danielson, 2007, p. 92). Reflective process addresses the needs of not only novice teachers but also those veteran teachers: “Leaders must enhance their skills” (Studer & Pilcher, 2015, p. 181). Danielson (2007) believes that reflective practice will teach those experienced teachers how to become “more discerning and can evaluate both their successes and their errors” (p. 92). Even those teachers of experience need to have a tool in which they are able to improve their practice. Danielson (2007) also states, “The contribution to ongoing improvement is the true benefit of reflection, enabling teachers to focus on those aspects of their teaching that can be strengthened” (p. 92).

Reflection is an effective tool for professional growth (Marzano, 2012); hence why it is important for administrative coaches to adopt this tool into their coaching practices. “Reflective practice has been recognized as an important component of professional development for some time... Reflective practice is not a new idea” (Marzano, 2012, p. 3), but it is one that the educator/coach needs to be trained in so that he/she can be effective. According to Marzano (2012), professional development is the best way to learn how to incorporate reflective practice into teaching strategies. “Successful organizations need a dependable process for educating their leaders and enhancing the skills needed to drive organizational outcomes” (Studer & Pilcher, 2015, p. 181). Marzano (2012) has several ways that a coach can teach their peers on how to demonstrate reflective practice into their skill set: 1) focus on specific steps of an instructional strategy 2) develop a protocol for a less well-defined strategy 3) develop fluency with a particular strategy 4) make adaptations to an existing strategy 5) integrate several strategies (p. 15). These steps will help a teacher to set goals with their coach on how they can improve their methods. The researcher used these steps when building her Professional Development series for

participants. She provided participants with research pertaining to reflection and why it is an important strategy to implement into one's coaching practice. The researcher probed participants within interviews to their current reflective practice and how reflection is now utilized. The researcher then took what was learned and created a PD series that would help participants revamp their current reflective practice as well as provided tools and strategy participants could implement into practice. The series trained participants on reflection and had them build a reflective coaching plan. Once trained, a professional can use their reflective practice for: reflecting individually, reflecting with a partner, reflecting with a group, or reflecting on a school wide level (Marzano, 2012).

Research Questions

The goal of this educational research perspective case study is to make an impact on administrative instructional practices through the use of reflective coaching by way of a professional development series that will train coaches on how to use reflective practice within their teacher coaching sessions. This training will then in turn empower administrative coaches to use this instructional tool within their practice. This study will also describe the perceptions of these administrative participants through the context of what they feel to be the impact of reflective administrative coaching.

Three specific research questions guided this inquiry:

1. What are the current perceptions and practices of district instructional coaches (who are also administrators) regarding reflection within their coaching practices?
2. How will a professional development series change or affect district administrative coaches' reflective perceptions and practices within their coaching role?

3. After completing a PD series on administrative reflective practices, how did administrative coaches adapt their reflective practices within their district-coaching role?

Research Design

This qualitative study “champions the interaction of research and phenomena. Phenomena need accurate description but even observational interpretation of those phenomena will be shaped by the mood, the experience, the intention of the research” (Stake, 1995, p. 95). A case study is the logical method for meeting this study’s research and presentation and description of data needs. “Most case studies are not evaluation studies, but some interpretations made by the researcher will be evaluative in nature, so at least in that sense the case researcher is always an evaluator” (Stake, 1995, p. 96). Yin (2018) believes that the goal of the researcher within a case study is to design a good study and “to collect, present, and analyze data fairly” (p. 3). Even though one can see how Stake (1995) and Yin (2018) closely align with one another; they have different conceive case studies differently. The researcher chose to follow Yin’s (2018) approach within her study. She collected an abundance of data from participants, used their language to tell their narratives within her findings presentation, which she analyzed fairly and only used participant language to tell each participants’ story with their experience during the study. The researcher also included Creswell’s (2018) collection and analysis processes for interpreting data into her conceptual framework. According to Creswell (2018), the purpose of a case study is to “either develop an in-depth understanding of a single case or explore an issue or problem using the case as a specific illustration” (p. 96) as well as Creswell (2018) feels that these cases may include “a concrete entity, such as an individual, a small group, an organization, or a partnership” (p. 96). The district puts emphasis on instructional coaching because of the

Director of Schools. He believes in the instructional coaching cycle and how better coaching leads to more effective teachers and better student outcomes. However, support for instructional coaching is needed. The researcher wanted to implement a study that would allow for there to be instructional coaching support which would in turn support teachers and students.

This study included a small group of administrators and looking at their perceptions of using reflection within instructional coaching. “We choose to view case study research as a methodology: a type of design in qualitative research that may be an object of study as well as a product of the inquiry” (Creswell, 2018, p. 96). The inquiry within the study is produced from looking at multiple sources of data while following Creswell’s (2018) Procedures for Conducting a Case Study which are very similar to those of Stake (1995) and Yin (2018): 1) Determine if a case study approach is appropriate for study the research problem 2) Identify the intent of the study and select the case 3) Develop procedures for conducting the extensive data collection drawing on multiple data sources 4) Specify the analysis on which the case description integrates analysis themes and contextual information 5) Report the case study and lesson learned by using case assertion in written form (p. 100-101). These procedures were very important when working with the study’s data sources: Pre-Interviews, Professional Development Training (building a Bridge-to-Practice for participants to implement reflection into their coaching practices), Reflective Journals, and Post-Interviews).

Participants

Convenience sampling will be used within this study (Yin, 2018). This case study needed to have participants within it that were willing to engage in the study as well as fit the criteria for the study as far as their role within their district. Per following the work of Yin (2018), the researcher looked for administrators in the chosen case study district that were serving their

buildings in a dual role of both administrator and instructional coach; it was during this time that the researcher found that Yin's (2018) research supported the intent of the case study.

Participants were pre-selected based off of their district positions. Stake (1995) states, "We do not study a case primarily to understand other cases... in intrinsic case study, the case is pre-selected" (p. 4). Stake (1995) sees intrinsic case studies, where the subject itself is the primary interest, as looking at a case by itself to draw conclusions not "because by studying it we learn about other cases or about some general problem, but because we need to learn about that particular case" (p. 4).

The researcher reached out to the 5 administrative coaches within the case study district. She was looking for a specific population to adhere to her study; she needed those administrators who were both an administrator and instructional coach. The researcher was able to get 3 acting principals, who were also instructional coaches, to agree to participate within her study. The researcher was already acquainted with all three of her participants: 2 currently work as principals and the other participant has been newly hired as an assistant principal in the district. The researcher emailed 5 active administrators within the chosen district of the study; thus, only 3 of those possible participants responded to her email and were willing to participate in her study.

The participants of the research study were 1 male from the district's middle school and 2 females that were from the district's elementary school. All three participants are administrators that serve as instructional coaches within their respective buildings. Each of the principals had a teaching background as well as began their administrative career as an assistant principal. In addition, all 3 participants have served as a district teacher leader at some point in their teaching tenure. There were either a content department head or grade-level chair. These district

administrators all worked their way through the chain of command within the district to become administrators. They all started as teachers then became department/grade-level leaders and then moved into an administrative role. They each have experience with mentoring teachers as well as district goals and expectations. Thus, the participants have each experienced coaching sessions through other instructional coaches in the district and have participated in professional development with the district.

Participant	Background
Penelope	<ul style="list-style-type: none"> - Started career as a lower grade elementary teacher (primarily 1st grade) - first year as an administrator - assistant principal in a rural area elementary school - Serves as an administrator and Instructional Coach for school
Mike	<ul style="list-style-type: none"> - Started career as a high school social studies teacher teaching American History and Government/Econ - has been an administrator for over 10 years (as a principal & assistant principal) - principal in a rural area middle school - Serves as an administrator and Instructional Coach for school
Betsy	<ul style="list-style-type: none"> - Started career as a high school ELA teacher teaching Junior English - has been an administrator for over 10 years (as a principal & assistant principal) - principal in a rural area elementary school - Serves as an administrator and Instructional Coach for school
Participant Names have been changed to protect their anonymity	

Figure 1: *Participant Backgrounds*

Role of Researcher

This qualitative case study was conducted by the researcher through the lens of Robert Yin (2018). The researcher studied and developed the idea of reflective instructional coaching practices of administrators. “The demands of a case study on your intellect, ego, and emotions are far greater than those of any other research method. This is because the data collection procedures are not routine” (Yin, 2018, p. 82). The researcher has found this to be true when

working with the study topic; this was one of passions within her own context hence why she wanted to develop this study. “A well-trained and experienced researcher is needed to conduct a high-quality case study because of the continuous interaction between the issues being studied and the data being collected” (Yin, 2018, p. 82). The research method that will be followed by the researcher includes Yin’s (2018) research framework: 1) Ask good questions 2) Be a good “listener” 3) Stay adaptive 4) Have a firm grasp of this issue being studied, even when in an exploratory mode 5) Conduct research ethically, from a professional standpoint but also by being sensitive to contrary evidence (p. 82-83).

The researcher of the study has been in the educational field for 15 years. Beginning her career in the classroom, the researcher became a high school English teacher and taught within the classroom for 13 years where she was the department head for over 10 of those years. The researcher has a background within teaching regular education as well as special education within an inclusion setting. The researcher has been a mentor teacher and coach for over a decade. In 2020, researcher transitioned into the role of Assistant Principal at her high school. The problems addressed within this study are ones that the researcher felt necessary to answer (or attempt to answer) to better prepare and easily transition to working with teachers in the role of an administrative instructional coach. “Whatever your field of interest, the distinctive need for case studies arises out of the desire to understand complex social phenomena” (Yin, 2018, p. 5).

Data Sources and Collections

According to Creswell (2018), when discussing data sources and collections, “... we want the researcher to consider the multiple activities often involved in collecting data-- activities that extend beyond the typical reference point of conducting interviews or making observations” (p. 148). Creswell (2018) feels that the best activities for data collection within a Case Study are:

documents and records (such as journaling), interviews, observations, and artifacts. Within a case study, data collection “involves a wide array of procedures as the researcher builds an in-depth picture of the case study” (Creswell, 2018, p. 162). Triangulation is a must within a case study; Creswell (2018) found that it is needed to make sure findings are “transferable between the researcher and those being studied, thick description is necessary” (p. 256). Since this qualitative study will be a case study, the triangulation will occur through interviews (pre and post), administrator artifacts, and reflective journals.

Pre-Interviews. All participants participated in a pre-interview process. Participants were asked the same questions during this phase of the study. The questions concentrated on the participants’ knowledge of reflection and how they think they currently use it within their coaching context. This pre-interview was given at the very start of the study, which was during the month of June. The interviews did not last over 20 minutes each.

Administrative Artifacts. During the month of July, participants participated in two professional development sessions that were 2-3 hours each. The first session concentrated on the history of reflection and how it applies to the educational field. The researcher also included how reflective practice impacts relationships and instructional coaching. The second session gave participants a link to how they can use reflection into their current coaching practices as far as how they can model for teachers. This session also included reflective strategies that participants could implement into their coaching; these strategies were functional and practical for participants. The second PD session also allowed for participants to engage in the reflective strategies and share their thoughts. The third session centered around the participants building their own reflective coaching plan. In this plan, participants incorporated reflection and reflective practice into a plan they would implement into their coaching of teachers at the beginning of the

2021 school year (end of July- beginning of August). These plans were intended to be submitted to the researcher for administrative artifacts; however, only one participant submitted theirs (explanation of this amendment to the study are outline in Chapter 4). At the end of each day's PD session, participants submitted to the researcher their takeaways from the day's session. These takeaways were also included in the study at administrative artifacts.

Reflective Journals. During the months of August and September, the participants implemented their reflective administrative coaching plan. As they coached sessions with teachers, the participants kept reflective journals of their experience with reflection and how it impacted their coaching sessions. These journals were intended to hopefully reflect the training that the participants learned from the professional development provided to them in the summer by the researcher. The researcher collected participant reflective journals the months of August and September. Participants submit their journals weekly or monthly to the researcher for analysis.

Post-Interviews. After the completion of the reflective journal activity, the researcher analyzed the data collected during August and September to form the post-interview questions as well as begin to develop the participants' narratives as far as their personal experiences with using reflection. The post-interview was conducted in October. These questions were very similar to those that the researcher began the study with only tweaked to include what was found within the reflective journals and administrative artifacts. The researcher was looking for the perceptions of the participants and their reactions/feelings on using reflective practice in coaching, after getting training and implementing it into their coaching "tool belt." The researcher is looking for: Will the participants carry this practice forward? Did they feel it to be a waste of time? Will they use reflective practice but just adapt it to suit their needs? What was a

challenge with using reflective practice? What was a success? The researcher did one last check-in with participants in October. This check-in was to ensure that the narrative built to describe participants' experiences was accurate.

Data Analysis Procedures

“Data analysis is one of the few aspects of doing qualitative research--perhaps that only one--in which there is a preferred way... Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed” (Merriam & Tisdell, 2016, p. 197). It was imperative that the researcher developed a system of analysis through coding to delve deeper and decipher her information collected as well as how one will develop the narrative to their study findings. “Coding is nothing more than assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of the data” (Merriam & Tisdell, 2016, p. 199). Merriam & Tisdell (2016) state that data analysis is the most difficult part of a qualitative study; however, if one is diligent in coding data as it is collected, the task is not as daunting as one might think.

When collecting data for the first cycle of coding, this process “can range in magnitude from a single word to a full paragraph, an entire page of text or a stream of moving images” (Saldana, 2016, p. 4). “In second coding processes, the portions coded can be the exact same units, longer passages of text, analytic memos about the data, and even a reconfiguration of the codes themselves developed thus far” (Saldana, 2016, p. 4). The researcher followed Saldana’s (2016) coding process when analyzing participant data. Saldana (2016) believes that coding is not a precise science and requires the researcher wear his/her analytic lens. “How you perceive and interpret what is happening in the data depends on what type of filter covers that lens and from which angle you view the phenomenon” that is being studied (Saldana, 2016, p. 7-8). The

researcher of this study will analyze data through coding cycles as it is collected from participants.

Pre-Interviews. Once the pre-interviews were conducted, the researcher will took those interviews and coded them using an in vivo coding pattern where the researcher looked specifically at participants' literal language from the pre-interview for each individual participant. In vivo was used for the first coding cycle. The second coding cycle was conducted through be pattern coding where the researcher analyzed the language found within the first coding cycle and group those into categories, themes, or concepts that are similar and different from one participant to another. The researcher looked for the knowledge of participants and their perceptions in regards to reflection.

Administrative artifacts. After each professional development (PD) session, the researcher formatively assessed her participants. The research was looking for participants to reflect on their knowledge base as to what they learned during their PD sessions each day. This assessment was an open-response question: What were your big takeaways from today's PD session? The researcher coded these responses by using initial coding. This coding allowed for the researcher to have a starting point "to provide [her] analytical leads for further exploration" and help to provide the researcher with a direction (Saldana, 2016, p. 115). The responses were then be axial coded for the second cycle of analysis. This coding cycle allowed the researcher to link categories and subcategories that emerge during her first coding cycle.

The final administrative artifacts that were coded are the reflective coaching plans each participant built on the final day of reflective training. The first coding cycle for these plans was initial coding. According to Saldana (2016), with initial coding, the researcher will look for how she can break down the gathered data into specific parts, closely examining them and then

compare and contrast them. This coding process allowed for the researcher to “reflect deeply on the contents and nuances” of her data and “begin taking ownership of them” (Saldana, 2016, p. 115). The researcher then coded the data for a second time using pattern coding. This is when the researcher grouped those contents and nuances into smaller patterns; through this coding, the researcher had hoped to see patterns of knowledge develop from participant final work products, but an adjustment to the study timeline hindered this process. The researcher was able to conduct this coding process for one participant but not the other two (this occurrence is outlined in Chapter 4).

Reflective Journals. The researcher collected these journals as the participants implement their reflective coaching plans in their individual settings. Each time the participants used reflective coaching practices they learned during the summer professional development the researcher created, the participant immediately wrote a reflective journal over their experience; they then sent those journals electronically to the researcher. The researcher analyzed these journals using in vivo coding for the first coding cycle. According to Saldana (2016), this coding process will allow for the researcher to code participant voices and attune the researcher to words and phrases “that seem to call for bolding, underlining, italicizing, highlighting, or vocal emphasis if spoken aloud” (p. 107). During the second coding process, the researcher used focus coding where the researcher looked for “the most frequent or significant codes to develop the most salient categories in the data corpus” (Saldana, 2016, p. 240). The researcher’s goal was “to develop categories without distract[ing] attention” from other properties and dimensions from the participants’ language (Saldana, 2016, p. 240).

Post- Interviews. Once the post-interviews are conducted, the researcher analyzed those interviews by coding them using an in vivo coding where the researcher looked specifically at

participants' literal language from the pre-interview for each individual participant much like the researcher did during the coding process for the pre-interviews. In vivo was used for the first coding cycle. The second coding cycle conducted was pattern coding where the researcher took the language found within the first coding cycle and grouped those into categories, themes, or concepts that are similar and different from one participant to another. The researcher was looking for knowledge extensions from where participants started before the PD training series and where shifts and extensions were present in their perceptions in regards to reflection and how it was used in their current practices.

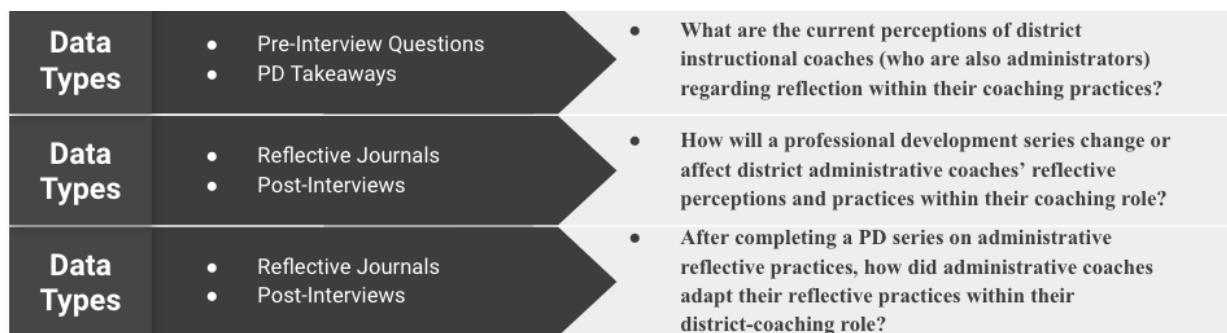


Figure 2: *Connection of Data Types to Research Questions*

Summary

The case study incorporated qualitative data to analyze the impact of a professional development series and its impact on reflective administrative instructional coaching. The perceptions of administrators that participated in the pre-interviews, professional development training, journal writing, and post-interviews were described in-depth in the findings chapters of this study. The researcher analyzed these data sources through the coding process. Looking specifically at the language of participants, the researcher will tell their story.

CHAPTER IV:

FINDINGS

Introduction

The process of collecting and analyzing pre-interviews, professional development participant takeaways, reflective journals, and post-interviews was utilized during this case study to gather participant experience and internalizations about the reflective process within administrative instructional coaching. The research questions within the study were: 1) What are the current perceptions and practices of district instructional coaches (who are also administrators) regarding reflection within their coaching practices? 2) How will a professional development series change or affect district administrative instructional coaches' reflective perceptions and practices within their coaching role? 3) After completing a PD series on administrative reflective practices, how did administrative coaches adapt their reflective practices within their district coaching role? The data collection allowed for the researcher to see common experiences and reflections unfold (before and after professional development series) among participants as well as those that were different; participants engaged in reflective instructional coaching and were transparent with their outcomes. The data also demonstrated to the researcher how participants are able to balance administrative duties along with their instructional coaching responsibilities.

Analysis of Findings

During the pre-interview process, participants were asked a series of 6 questions that involved their insight into their roles as administrators and instructional coaches along with what training they received for instructional coaching. The questions were open-ended and designed

for participants to give authentic and honest answers. Participants understood that the interview was a safe space where they could openly share their thoughts and feelings. Also, during the pre-interview, participants were asked to elaborate on their personal experiences and academic knowledge of reflection, and how they used or did not use this tool within their coaching practice.

The researcher then created a professional development series based on the needs of participants and research she had done while composing her literature review. The pre-interviews allowed for the researcher to know how she needed to structure the intended PD series over Reflection Instructional Coaching. She incorporated the findings of the pre-interviews into her PD session structure by creating a professional development series that allowed administrators to walk away with reflective strategies they could implement into their coaching immediately as well as provided the research to why these strategies are effective for administrators, instructional coaches, and teachers alike.

The PD series was intended to be a 3-day training with the structure being 2 days of research along with strategies and the third day being more training as well as a build-day for planning reflective instructional coaching sessions; however, the researcher found that with the busy schedule of her participants, a 2-day series (3 hours each) was much more feasible for the participants. In addition, the researcher did incorporate a third day into the series, but this day was devoted to the participants building plans for the upcoming school year to incorporate the reflective strategies learned during the PD series. The first day of PD focused on the research pertaining to instructional coaching, innovation, and building relationships. The second day of PD discussed reflective practice in education, what the research says about reflection in education and instructional coaching, introducing participants to reflective coaching strategies

and how to implement those (the researcher modeled these different strategies for participants) as well as engaging participants in an instructional reflective strategy of Keep/Tweak/Toss. On the third day of the PD series, the participants mapped out their first 4 weeks of coaching by: identifying 2-3 teachers they would primarily focus coaching on current and future coaching, what reflective strategies they would utilize during these coaching sessions, and what format they would use to collect and demonstrate their internalizations within their reflective journals. Also built into the PD series was opportunities for participants to reflect on their major takeaways from each session. These takeaways allowed for the researcher to see what sections of the PD participants found to be the most salient and useful during their training.

Furthermore, a post-interview was conducted with each participant. The 5 interview questions focused on participants' experiences with incorporating what was learned during the PD series, their experience with modeling reflection during coaching sessions and asking teachers to reflect on their own practice through the lens of one of the strategies discussed during the PD series, and the participants own personal experiences with using reflection in their own practice in the form of a reflective journal after each coaching session. The post- interview was shorter than the pre-interview as far as the number of questions, but the participants were able to elaborate on their thinking much more than they were previously in the pre-interview. This elaboration came from participants being more knowledgeable about reflective practice as well as having internalized and experienced reflective practice through coaching with a teacher and reflecting personally on their coaching technique.

Lastly, during coding analysis, the researcher was able to see themes begin to emerge from participants in regards to their experiences with reflection in the coaching setting as an administrator who also serves as an instructional coach within their building. These themes were

derived from participant language in the pre-interviews, PD takeaways, reflective journals, and post-interviews. The language used by participants was similar while at the same time contrasting based on the participants' individual experience.

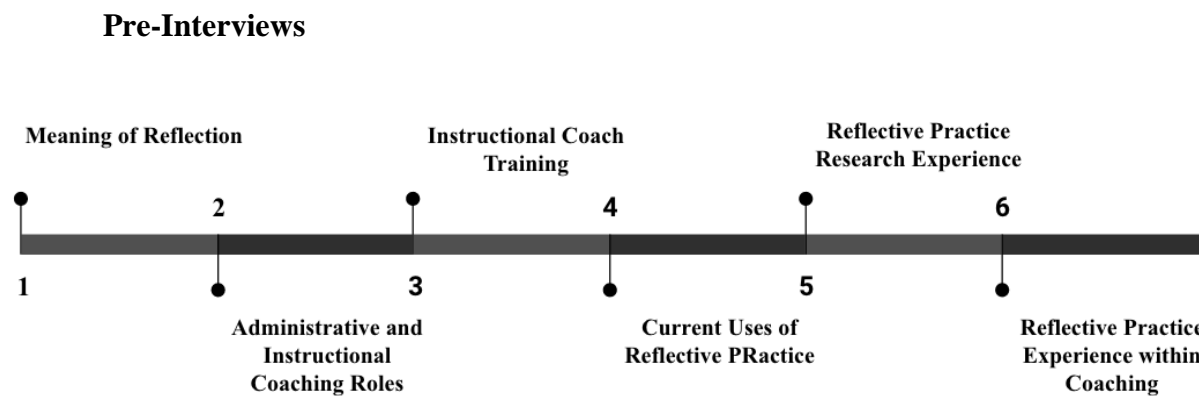


Figure 3: *Pre-Interview Themes*

The pre-interviews took place at the end of June to the beginning of July. Three participants were interviewed: Betsy a 10 plus year administrator and former ELA teacher, Mike also a 10 plus year administrator and a former Social Studies teacher, and Penelope a first year administrator transitioning from a 1st grade classroom. Participants were asked a series of questions relating to their knowledge of reflection and their reflective experience.

Meaning of Reflection

When asked, “What does reflection mean to you?” participants had a gamut of responses; however, “improvement” was at the center of each participant response. Betsy stated, “In any reflective situation, I like to see what went well, what didn’t, what can I do to improve... Did I do something that I do not need to do next time--you know, asking yourself how I can improve going forward.” She wanted to build from her experience on what to do and not do going forward. Penelope stated, “...thinking back on what you have done, things that you can improve

on, things that went well, and seeing what changes you might want to make...” Penelope was concentrating on learning from one’s mistakes and correcting where one might have failed. Mike introduced improvement through the use of the word “outcomes.” Mike felt that improvement came from successes: “...looking at the outcomes of whatever you've done and looking at the data pieces to determine how successful you are and how you can improve.” All three participants referred to reflection as a tool one can use to indicate areas for improvement. Differences among participants came from how they arrived at that improvement.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these themes. Figure 4 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher’s Interpretive Summary Based on Participant Language
Meaning of Reflection Thinking back on what happened and how to improve/get better	All participants described reflection as a process of looking back on one’s actions and looking at how you can improve your practice.

Figure 4: *Synthesis of Participant Language*

Participants all had a similar take on reflection and how it is used as a process of looking back on one’s actions and how he/she can improve upon their practice.

Administrative and Instructional Coaching Roles

Participants were asked to describe what it is like being both an administrator and instructional coach. Penelope was at a disadvantage here because she was new to the

administrative role having just come from the classroom transitioning to the admin and instructional coach position. She disclosed this in her interview,

Well, since this is my first year as an administrator, will be my first year, I haven't had any experiences with being an administrator and an instructional coach at the same time. So, to me I'm not for sure what that would look like but what I think that it would look like would be very beneficial in the fact that you are providing (pause)... you are providing that coaching for teachers, and you are able to use what you were collecting and information you're collecting from the teachers as whole to make decisions that help make decisions for your school.

Penelope's response differed greatly from that of Betsy and Mike, for they each have been in administration for a number of years as assistant principals and principals where Penelope is just beginning. According to Mike, the administrative side and the instructional coaching side of his role are very different:

It is two different buckets that come together-- that is a tough question. In terms of being an administrator, you deal with stuff daily that has nothing to do with academics... A lot of your time is focused on things that have nothing to do with the classroom. It's dealing with human behavior, it is dealing with discipline, buses, student enrollment... You know, as an instructional coach, the academic part is where 90% of your time goes. It is extremely difficult to balance both at the same time.

When discussing this portion of his role, Mike was forthcoming with his feelings toward the dual role of being both an administrator and coach. He looked within himself to produce his response as it took him several seconds to respond. Betsy, however, responded immediately when asked to describe what it is like being both administrator and instructional coach. Betsy stated,

I try to go and think about what happens and how that impacts everyone at the bottom, and how we can build up to that big picture. So, I try to start with the end in mind and then build backward... then, the instructional coach side filters in, and I try to think both ways... how we have to get that end result and what we need-- what supports, the scaffolds, the acceleration... what we need to get our kids to that position. So then, looking at what I can do to support our teachers in making that happen.

Betsy was very aware of the need to support teachers from an administrative as well as an instructional coach position. She was attuned to how these roles collide and intertwine in regards to supporting teachers and students while at the same time accomplishing those goals set by the district.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these pattern themes. Figure 5 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher's Interpretive Summary Based on Participant Language
Admin/Instructional Coaching Roles Instructional Coaching= Academic Administrative=Non-Academic	Participants described the instructional coaching role as dealing with the classroom side of their role within the school, and the administrative role was described by participants as dealing with all the human behaviors that go into managing a school.

Figure 5: *Synthesis of Participant Language*

The instructional coaching role was described by participants as the classroom side of their current role within their buildings. They also explained how the administrative role of their job was more of a managerial position within their building role, dealing with all stakeholders.

Instructional Coach Training

A similar occurrence transpired when participants were asked to describe what training they received once they became instructional coaches. Penelope did not have experience with any training at this point (seeing just had just recently been hired); however, she described the training that she thought was going to be held in the coming weeks for administrators. Penelope said, “I know I will be doing a ‘boot camp’ with our superintendent...we will have some training specifically for administrators.” She did not really know what kinds of training were being designed for her new role as an administrator. Betsy went into depth and explained how she worked her way through the chain of command to become an administrator and that is what prepared her to be in her current position.

While a teacher, Betsy was well vetted in standards and assessment alignment. It was when she moved to the administrative position that she became more familiar with the evaluation process and coaching rubrics as well as receiving instruction from outside instructional consultants. She did not distinguish between administrator and instructional coach; there were both one and the

same while she spoke with the researcher. Betsy stated, “We [administrators] are TEAM certified and TIGER certified, and we also use a lot of outside consultant firms, so we have a lot of outside resources and depending on the building in which you are in some specific training.” She felt as though the different training modules were administered on a case-by-case basis depending on where you were in the district: “The middle school and high school also have specific training geared towards them. So, it just depends on where you are as to which trainings you receive.” She led the researcher to believe that the district leaders designed training for different administrators depending on their role within the district.

Mike’s take on administrative preparation was tied to instructional coaching; he did not differentiate between the administrative role and the instructional coach position. He stated that an instructional coach’s “focus was basically on improving teachers.” Mike also went on to say professional development and working with outside educational firms were paramount in preparing instructional coaches and developing teachers. Mike reinforced this claim by elaborating that a lot of the training was, “just preparing us to have those conversations with teachers. To better prepare us to have those tough conversations with teachers. Also, knowing the curriculum and content itself, so you prepare a better teacher.” He was in the mindset that better prepared coaches make better prepared teachers. Betsy and Mike both acknowledged during their interviews that in their district administrators and instructional coaches are not trained separately but instead trained together simultaneously.

There was an agreement among Penelope and Betsy that the outside consulting firms better prepared them for their coaching role than any state training or district lead training; however, Mike had a different perspective when asked for his view. This question allowed an opportunity for Penelope to address the question more confidently than the previous questions because she had

participated in the outside firm's training the previous year as a teacher: "I had an outside training last year with a virtual learning and I participated in that it was a three-part series which was very beneficial and looking at the TEAM rubric and how that correlated in with how we could adjust our instruction virtually." Penelope thought that since teachers in her district were still being asked to instruct virtual students through an online platform that she could give her teachers guidance because of this training. Betsy too had this same view as far as the outside firms were concerned. Betsy's perspective was,

The most beneficial to me has been the consulting firms. They are right there neck and neck with one another. One has really been a great support in dealing with student engagement and the virtual piece, so that was a very timely training considering the hybrid year we had last year with the pandemic. And, they also have best practices and "look fors" so they are very specific to the elements in which they support. And, another has really been one to with all the deep research projects that they do. We have gleaned a lot of information from their research. So, those two would be 'neck and neck' for me.

Outside consultant firms were used by the participants' district to better support teachers, coaches, and administrators in unprecedented times as well as to help train those around them depending on their role in the district. Also, according to Betsy and Penelope, these outside firms supplied them with the tools they needed to support teachers going forward.

Mike had a different perspective on how to answer this question. Even though he mentioned the consultant firms at the beginning of his interview, he did not say the firms gave

him, in his opinion, the tools to prepare him to be an instructional coach. He instead made a compelling statement to answer the interview question: “I do not know if anything really prepares you-- it's sort of like teaching; I think it is being involved in it and having those conversations... and knowing... There is so much more to human interaction that you can't do the same thing with everybody.” He felt that coaching and being an administrator put you in different situations where you have to learn by, in his words, “trial and error.” He compared his preparation to being an administrator and coach to that of teaching in a classroom; as a teacher, one obtains instructional best practices by getting in the classroom and implementing strategy after strategy until finding those that work. Mike felt that instructional coaching falls in the same category. You learn by doing.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these pattern themes. Figure 6 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher’s Interpretive Summary Based on Participant Language
Instructional Coaching Training Best trainings were from outside sources	Participants felt that the best training received for preparing them for their instructional coaching role came from outside consultant firms and helped them to growth teachers.

Figure 6: *Synthesis of Participant Language*

All participants felt that the best training they had received within their role as an administrator or as a teacher was from outside sources not from their district or state.

Current Uses of Reflective Practice

Each participant gave a different account to how they currently use reflection in their own practice. Betsy responded by saying, “I try not to ask my staff to do anything that I am not willing to do myself...I am really trying to make sure I am stretching myself continually, stretching and reflecting on things I can do better to make this [coaching and administrating] a better process.” She gave an example of using technology the previous school year getting outside of her comfort zone by using technology in a more in-depth way to communicate with teachers to demonstrate to them that she too was learning a new instructional strategy just using it with adult learners because that was exactly what she was asking them to do with their students. Betsy came to this conclusion through the use of reflective practice.

Penelope stated that she reflects daily and is constantly looking back at her practice to see what she can do to improve. Penelope said, “I reflect after a lesson thinking about what worked, what didn't work, and how I presented something to my students and looking at the strategies and how they worked, what I need to adjust not only for the next lesson but when I need to adjust to make that any lesson more successful in the future.” She also stated that at the end of the year she reflects on how her student progressed during the year. Penelope said, “...at the end of the year I think about where my students are at the beginning, where they're at the end of the year... the gains that I saw.” She looks at student outcomes because she, from a teacher perspective, wanted to see what adjustments she needed to make going forward into the next school year with her new students. Penelope answered this reflective based question from the perspective of being a classroom teacher because she has not been able to experience the administrative side yet; however, she was able to use those reflective practices she experienced as a classroom teacher would apply in the administrative and instructional coach setting.

Mike answered this reflective question through the perspective of data and student outcomes; he feels that outcomes are an important part of the reflective process. Mike stated, “Student Outcomes: I am in a unique position where I evaluate all my teachers, so in essence the better a teacher is the better student outcomes can be.” He redirects his answer, specifically stating the use of a teacher’s “Value Added” plays a role in his reflective process as an administrator and instructional coach. Mike said, “I think that my reflection on how well a teacher did compared to how I scored them compared to their peers is my reflective piece.” He followed up his answer by asking the researcher if she felt this answered her question about his reflective practice. The researcher asked Mike if he felt this answered the questions, and he stated, “Yes.” Therefore, the researcher continued on with the interview. She did this because these questions were based on participant experiences and thoughts; she did not want to skew participant perceptions by asking a follow up question at that time.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these pattern themes. Figure 7 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher’s Interpretive Summary Based on Participant Language
<p>Current Usage of Reflective Practice</p> <p>Daily Reflection to make one’s self better</p> <p>Reflect on Student Outcomes</p>	<p>Currently, each participant is implementing some type of reflective practice to improve upon their craft. Participants all use student outcomes as a type of reflective tool.</p>

Figure 7: *Synthesis of Participant Language*

All participants stated that they do some type of reflection within their daily practice to improve their craft. Through their language, student outcomes are also used by participants as a reflective tool to demonstrate teacher level of effectiveness and student achievement.

Reflective Practice Research Experience

Each participant was asked if they had read any research in regards to reflective practice; they each stated that they had little to no experience with research concerning reflection or any link to a context that included reflective practice; however, each participant wanted to learn more and how they would be able to use reflection in their coaching practices. They thought reflective practice would be very beneficial in their current roles within their respective buildings. Penelope stated, "I have not read any or been exposed to any research in regards to reflection, but I would definitely be willing to learn more and want to learn more because that would help me to be a better coach for the people I will be coaching and helping." Mike stated that he, "In terms of myself, I have not. Anything I do with research is district lead from our Director of Schools which is all about research and reflective practice. So, any of that research comes from the district office. Currently, I do not read research on my own, but I know that I need to do going forward, to improve on my craft." Mike actually did not answer the part about if he would like to learn more; the researcher had to ask that portion of the questions again. He stated, "Oh yeah... definitely, I always want to improve my craft and my teachers." The researcher asked Mike to clarify what he means by his craft. He stated, "Improving your craft in terms of becoming a better evaluator... a better instructional coach, learning from others so that I can help my teachers become better." Betsy was the only participant that she had somewhat of an experience in reading research with reflective practice. She stated,

I have not read very much-- the only research-based experience was with a district lead program where we did kind of like instructional rounds and cycles, and we would: identify a problem, work on that issue, see how it was going, reflect on that problem and then start the process again. So, we did these coaching cycles that kind of used reflective practice where we read the research, but other than that it has just pretty much been a personal thing that I do and would like to read/learn more.

Betsy also stated, “So, I would love to have some best practices and additional information on reflection.” All participants were enthusiastic when it came to learning more about reflective practice in their context. Each had their own personal reason for wanting to learn more: Penelope wanted to have some tools in her possession to help her transition into her first year as an instructional coach; Mike wanted to improve his craft for himself and his teachers; Betsy had already adopted a reflective practice and wanted to expound upon it for herself and the teachers she coached.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these pattern themes. Figure 8 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher's Interpretive Summary Based on Participant Language
Reflective Practice Research Experience Little to No exposure with Reflective Practice Research	Participants had little to no experience with reflective practice research. All wanted to learn more about reflective practice in order to improve their coaching.

Figure 8: *Synthesis of Participant Language*

Participants had little to no experience with reflective research; however, they all stated that they would like to participate in the research and wanted to learn more so that they could improve their coaching practice.

Reflective Practice Experience within Coaching

Participants were asked to describe a time based on their own reflective practice. Betsy described a time that she had a coaching session with one of the outside consultant firms that the district uses for instructional coaching. She was working with a teacher who “was great-- her class was fun, everyone was having fun, but we really were not getting to the depth, crux of the standards...we have to make sure we are giving our students good quality instruction. It [instruction] needs to be standards-based and if it is not standards-based then we are missing the boat.” The consultant firm at first did not help Betsy very much until they asked her to send in a video of a teacher conducting a virtual lesson. Betsy sent in a video of the struggling teacher she had been working with; according to Betsy, this was the practice that helped Betsy and the teacher the most. Betsy stated,

We sat down and looked at the video together, and we talked about the great things that we saw and we highlighted those relationships and how the kids will “eat out of that teacher’s hand.” And, now

we need to take that teacher's instruction to the next level. And so even with that I had to think through what I am going to do. We are about improving learning outcomes for students. So, I know that was educational malpractice for me to allow the students to not receive the instruction that they need.

When Betsy made the statement of "educational malpractice," there was a pause because the participant was reflecting; it was as if she was reflecting on the experience all over again. One could tell that Betsy is passionate about her role within her school and wanting to make teachers better and supporting them to her fullest ability. Betsy went on to describe how she used the consulting firm coaching session to help coach the teacher. Betsy stated,

So, I met with the teacher and we walked through the video just as I had done with the firm. And, by meeting with that teacher and talking with that teacher, showing that teacher her video-- I did not have to do a lot-- the teacher realized that the instruction was not where it should be. And so, together [she and the teacher] ... We worked together and by the end of the year I was seeing what I knew what our kids deserved.

Betsy went on to state how she is anxious to see how the learning outcomes of the students that were within this teacher's classroom last year, for at the time of the interview no TVAAS scores had been released.

Mike described a similar instance when asked about an experience he had with reflecting through a coaching session with a teacher. He also went back to a session he had conducted

based off of an outside consultant firm's activity and recommendation. He explained his experience by stating,

We actually evaluated the evaluator. Where we observed a teacher, sent our observations video to the consulting firm, and then videoed our feedback session with that teacher. That coaching experience was very eye opening. It was reflective, uncomfortable because generally you are the evaluator not the one being evaluated. But, I think that every principal should experience something like that within their coaching practice because that does not happen a lot. So, it puts you in the spot of you know... coaching the coach.

He felt this coaching experience made him reflect on his coaching practices and allowed him to see himself in action while coaching a teacher. He felt the experience was eye opening because you "see your coaching in action/visible and showing coaches how we can improve upon our coaching craft." Through observing his coaching practices and reflecting on those, Mike was able to improve upon his coaching practices.

Penelope recalled a coaching session she received as a teacher. She reflected on a lesson that was observed by an instructional coach in her building. Penelope stated that she "...immediately reflected on as being a disaster." She described how she and the instructional coach worked through the lesson together reflecting on the different elements of the lesson. Penelope was able to see the lesson through the eyes of the instructional coach and how the lesson was not such a disaster as she originally had thought it to be. According to Penelope, she feels, "by working together and figuring out some ways that we could change the lesson by

making it better. It was not as bad as I thought...that process was very helpful for me... it kind of helped because what I actually saw the lesson I thought really did not go well was actually working.” She and her instructional coach then worked together to tweak the lesson and improve it for the next time Penelope taught that particular concept to students.

To code the language of participants, the researcher began with in vivo coding to get the initial reaction of participants and their language. The researcher did this by using a document that was color coded with yellow representing the in vivo process. Then, the researcher completed a second cycle of pattern coding that put the initial language of participants into patterns that emerged. The researcher used the comment tool of the document to input these pattern themes. Figure 9 shows the coded language of participants and her interpretive summary.

Theme & Coding	Researcher’s Interpretive Summary Based on Participant Language
<p>Reflective Practice Experience within Coaching</p> <p>Use of Video for Reflective Practice</p> <p>Looking at a Lesson from a Different Point of View</p>	<p>Video sessions were popular among participants as a reflective tool and described by participants as a positive coaching experience.</p>

Figure 9: *Synthesis of Participant Language*

Participants saw how video sessions, whether through the context of a teacher or coach, were a reflective tool as well as being a very effective reflective tool.

Once the pre-interviews were concluded, the researcher used the information learned from participants to structure the professional development series. This series concentrated on the research pertaining to: research on instructional coaching and connecting it to innovation and best practices, research on building relationships with teachers through reflective practice,

reflective practice research, implementation of reflective strategies within instructional coaching, and building a plan for instructional coaching session within the first 5 weeks of school.

Professional Development Series Takeaways (Artifacts)

During the professional development series, the researcher asked for participants to reflect after each day's PD session. The series was conducted during a two week block of time during the month of July. Participants were working full time during this month and would come to the researcher after their work hours for a 2-3 hour PD session. The series was conducted on a Monday and Wednesday of one week then an intended Friday of another; this training took a week and a half. This spacing was to adhere to the participants' schedules. The last session did not go as planned, but it was conducted with each participant individually.

After conducting the first PD session, participants sent the researcher their big takeaways from the session. Figure 10 represents those takeaways broken into the coded language of participants. The researcher took the initial language and of participants and them coded that down into these categories. Participants felt that relationships between coach and teacher impact the coaching process because these relationships lead to trust within a coaching session. Participants also resonated with teachers coming into a coaching session with negative expectations and/or misconceptions and how these impact that session. Participants wanted to learn more of how they can build relationship and trust while at the same time alleviating the negativity.

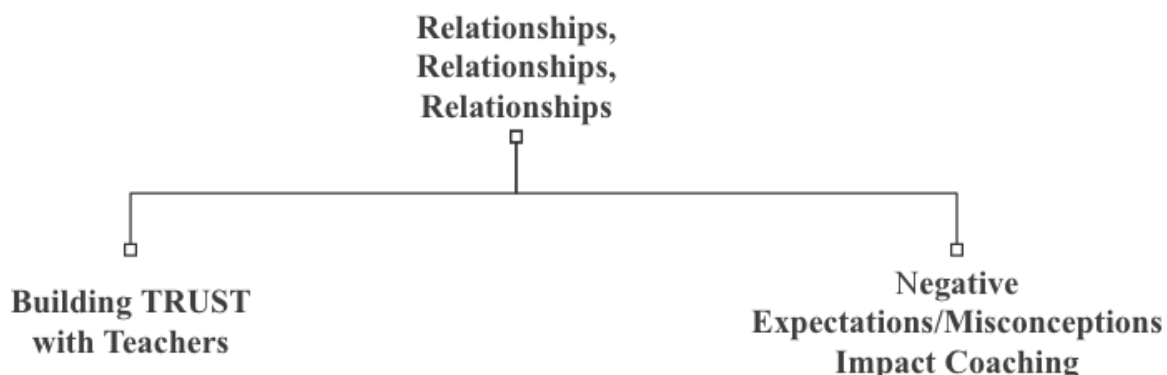


Figure 10: *Professional Development Session #1 Shared Takeaways*

The second PD session was based on reflective practice research and strategies participants could implement into their current coaching practice. Participants completed takeaways from this session as well. During coding, 6 major categories emerged from participant language: Keep/Tweak/Toss; Reflective Cycle (Hall & Simeral, 2017); Reflection is habit and must be developed; the more reflective, the more effective; reflecting is key to learning; and learn from reflecting on experience. The reflective takeaways helped participants build their reflective coaching plan during the 3rd PD session, if they were able to make it. Or, participants built their plans from home.

Impacts of Coaching through Trust and Relationship Building

The first PD session was 2 and half hours in length and all participants were present for this session. After the first day's PD session, there were 3 major takeaways from participants. Each participant highlighted these 3 elements within their takeaways: relationships, trust, and impacts of coaching. Building relationships between coach and teacher was the first common theme among participants. When the PD session was in action, the researcher saw when this section was discussed participants took notice to the research. They were attuned to relationship

building with teachers that they coached and how their practices impact those teachers. The takeaway of not allowing negative misconceptions to affect their coaching practice was another area of the PD session that led to in-depth conversation from participants and resonated with them. According to Penelope in her takeaways, “Relationships matter! Developing a relationship with a teacher greatly impacts the ability to coach the teacher. Do not display negativity before you even begin.” Participants saw the connection to how coaches can build trust with their teachers and strengthen that coaching session by having that strong relationship. Mike stated in his takeaways, “When trust is low, it is a hidden tax on every transaction slowing the impact of decisions.” The use of the words “tax” and “transaction” in its connection to trust in a coaching session was impactful to how Mike resonated with the PD session. He was connecting the research to his context and making those connections needed to improve his coaching practice. Betsy did not go into as much detail as Mike and Penelope with her takeaways; time was a factor for Betsy during this training, but she engaged as best she could.

Engagement with Reflective Research and Strategies

The second session was 3 hours in length and all participants were present. This session of the PD series allowed for participants to interact with the research as well as engage in some of the reflective strategies that they would hopefully implement into their coaching practices for the new school year. There was one major takeaway that was made by all participants from PD Session #2: “Reflection is a habit and must be developed.” Habitual reflective practice resonated with participants in each of their contexts and how it is a tool that needs to be developed over time.

Mike and Betsy both discussed the reflective strategy of “Keep/Tweak/Toss” within their PD Session #2 takeaways. They both included how they could potentially use this method with

their teachers once the school year began. Mike stated he could, "...use the Keep, Tweak, Toss strategy when reflecting on the effectiveness of a practice" when having conversations with teachers. Betsy stated, "This [Keep/Tweak/Toss] will impact how I lead my teachers to reflect when doing walkthroughs. I am already doing this, but my process needs to be tweaked." Both wanted to improve upon their coaching practice by strengthening their coaching practices to make them more effective and beneficial for teachers.

Both Penelope and Betsy discussed the Reflective Cycle within their takeaways. The Reflective Cycle was introduced during the research portion of the PD Series; it is taken from the work of Hall and Simeral (2017) where the researchers state the Reflective Cycle is the "Capacity to Adjust Actions, Awareness of Instructional Reality, Ability to Accurately Access, and Intentionality of Actions." According to Penelope, when coaching teachers, she "may have to take teachers through the complete reflective cycle because not all teachers reflect. Helping teachers to identify the steps they are missing could help teachers be more effective. But as a coach, making sure I'm going through this cycle myself will greatly help me to be more effective." Penelope saw the importance of utilizing the reflective cycle to help teachers reflect because she was not sure that all teachers reflect, and Penelope wanted to model the process for teachers to validate the use of reflection as a powerful tool. Mike commented in his takeaways about the modeling of reflection for teachers so that they see him implementing it into his practice with fidelity hoping that this encouraged other teachers to do the same. He stated, "Put in the reflective work so that teachers see you reflecting -- model for them...we do not learn from experience, we learn from reflecting on experience." Mike did not put it in the context of the Reflective Cycle but stated that modeling was key. Betsy had a similar thought as Penelope with the Reflective Cycle; she stated, "Root Cause Analysis through the Reflective Cycle. I will

utilize this with my high flying teachers.” Betsy saw the opportunity to have a tool that impacts those teachers within her building that are the high achieving teachers, and those that have the best results in classrooms. Betsy saw the Reflective Cycle as an instructional strategy that those teachers could take back to their classrooms and use immediately to impact the learning of students.

Mike and Penelope both had two big individual takeaways that Betsy did not include within her reflection of the days’ PD Session. Mike stated, “The more reflective we are, the more effective we are.” He did not elaborate on this statement, but during the PD session he would repeat it often during whole group discussion. Penelope also had a takeaway that had a solo impact on her: “Reflecting is key to learning. ‘We do not learn from experience... We learn from reflecting on experience.’ In everything we do, we truly learn more by reflecting about what we did, how we did it, why we did it, etc. Metacognition is a powerful learning tool.” The action of reflecting impacted Penelope, for she saw its connection to everything we do from teaching to our everyday lives. She was taking what she learned from the PD session and implementing it beyond the scope of teaching and coaching.

Reflective Coaching Plan

Participants did not all give takeaways for the last day of the PD series. Scheduling became a conflict for two of the participants because of administrative duties. Betsy and Mike were caught in a 5 hour-long principals meeting with the Director of Schools and were not able to attend the in-person third day session. They both were willing to meet with the researcher at a later date to finish the series. The researcher needed to move forward with the timeline of the series because of her study’s time constraints as well as schools was starting the following week. The researcher knew the administrative duties each participant was getting ready to face for the

beginning of school and decided it was best to move forward instead of waiting. She suggested a phone meeting with the participants. The researcher was able to explain the building of the coaching plan using reflective strategy and technique over the phone to Betsy and Mike. They then went on their own and built their plan. Penelope was able to build her plan with the researcher in-person. This session's length for Penelope was an hour and a half. The researcher and Penelope discussed her takeaways from the previous PD sessions and what Penelope felt to be her goals for the upcoming year in terms of coaching and reflective practice. Penelope's takeaways from this session included "Goals: 1) Improve lesson and standards internalization and 2) Understanding of new curriculum." She also stated that she was going to use these strategies during her coaching sessions: 1) Keep/Tweak/Toss 2) Structured Questions 3) 5 Whys (also called Root Causes). The participants used these plans within the reflective journal structures. Participants were not given a specific format for their reflective journals because the researcher wanted their reflections to be authentic and their own reflective constructions. Participants were able to contact the researcher if they needed any guidance or questions answered.

Reflective Journals

Participants were asked to reflect on their coaching experiences from August 9th until September 16th. This would give the researcher 3-5 weeks of reflective data for her study. Mike was only able to get 3 weeks of reflective journal data to the researcher because of outside conflicts and time. Betsy and Penelope were both able to conduct 5 full weeks of reflective journals. The researcher asked for one reflective journal per week. The researcher gave such a wide perimeter of time because of the beginning year duties for each participant as well as in the participants' district coaching sessions did not begin until the end of August. Participants could

send their reflective journals to the researcher weekly or all at one time the week of September 16th. The reflective process was individualized for each participant; they built a reflective coaching plan that they felt would benefit and impact their teachers specifically. During the planning stages of this plan, the participants had in mind which teachers they wanted to concentrate on and model the reflective process for in hopes of growing that teacher. Their plans catered to the needs of their schools, and those teachers they wanted to engage in this coaching reflective cycle. Participants mainly used the strategies that were shown to them by the researcher in the PD series; however, the researcher encouraged them to put their own coaching style on those practices to help benefit their teachers because they are the ones who are on the front lines with those teachers each and every day. The participants took that suggestion to heart and created what they felt to be strong and impactful reflective coaching plans. The participants reflected after each of the coaching sessions in the form of a reflective journal. The format of these journals was left up to the participant and how he/she felt was the best way for him/her to reflect.

During the summer, the researcher originally asked participants to complete one coaching session with their chosen teachers once a week for 3-5 weeks at the beginning of the school year. This was found to be a hardship because of those administrative duties getting in the way of these administrative instructional coaches to complete coaching sessions. Participants found it difficult to get into classrooms and then have an appropriate coaching session with teachers. They each struggled to get their walk throughs and feedback sessions completed in the in frame asked by the researcher. To accommodate her participants, the researcher altered the timeline and expanded it for 2 more weeks to try and help alleviate the straining time factor. The participants were now submitting their reflective journals at the end of September instead of September 16th.

This time adjustment seemed to help the participants some, but it still was a struggle to get the journals in a timely manner.

Even with the 2-week time adjustment, the researcher had to reach out to participants to get their final submissions of reflective journals. At the beginning of October, the researcher asked participants to send what they had and do what she could with the data that was collected. The researcher has to ask this of participants to ensure she kept within the time constraint of her study. Mike was able to complete 2 reflective journals; Betsy was able to complete 4 reflective journals; Penelope was able to complete 3 reflective journals. When first designing the study, the researcher did not anticipate that asking participants to conduct and reflect once a week on coaching sessions would be so challenging, but the researcher did not take into account the beginning of the year and all of the administrative duties participants would have as well as the fact they were unable to get into classroom until the second and third weeks of school because of various trainings and school activities/administrative duties. Participants did the best they could with the time they were allotted.

The researcher coded the reflective journals through a similar process as that of the pre-interviews; she took the individual daily journals and coded them first by using in vivo coding. The research highlighted those initial languages by using the color yellow. Then, she took those languages and on a separate document, through the process of focus coding, began to break those journals down based on participant journal format, participant summaries of teacher background and lesson background, participant reaction, and teacher reaction. Figures 11-13 demonstrate the coded language of each of the participants.

Reflective Method	Participant Language
<p>Reflective journals consisted of:</p> <ul style="list-style-type: none"> - brief background of the teacher Mike conducted a feedback session with - describing the lesson, he observed - elaborating on what reflective coaching strategy and/or strategies he implemented during this session - explaining how the teacher reacted to his coaching methods - articulating what his own reflections were concerning his coaching of the teacher. 	<ul style="list-style-type: none"> ○ coaching session was to “establish a strong relationship and rapport” ○ wanted coaching sessions the feel of “we are all in this together.” ○ Broke down lessons according to Keep/Tweak/Toss Method ○ During session with a new teacher Mike stated, “I felt I was probably more direct in addressing the instruction issues, while with a more seasoned teacher I would have let them reflect through the lesson to find their own Keep-Tweak-Toss.” ○ Teachers began to reflective and make their own judgements about their lessons

Figure 11: *Mike’s Reflective Journal Coding*

Reflective Method	Participant Language
<p>Reflective journals consisted of:</p> <ul style="list-style-type: none"> - using a graphic organizer that represented the Keep/Tweak/Toss strategy - reflecting her thoughts and those of the teachers she coached 	<ul style="list-style-type: none"> ○ Primary Source of Reflection: Keep/Tweak/Toss graphic organizer she created (heart=keep, hammer=tweak/fix, trashcan=toss) & wrote notes on graphic that were for ○ Used graphic organizer for instructional and classroom management coaching/best practices ○ Made a hard realization during the coaching process, “Through this conference I learned that I have not supported my support teachers and equipped them with the materials they need to carry out the vision. I should have caught that.”

Figure 12: *Besty’s Reflective Journal Coding*

Reflective Method	Participant Language
<p>Reflective journals consisted of:</p> <ul style="list-style-type: none"> - giving a brief synopsis of teacher and lesson Penelope observed - reflecting on her own coaching experience and how to improve for the next session - giving detail about the coaching session and what strategies were used - reflecting on the journal process itself 	<ul style="list-style-type: none"> ○ After observation, had teachers to do pre-reflective work before coaching session ○ Pre-Reflection provided a richer conversation with teacher ○ Used Keep/Tweak/Toss Method & Structured Questions ○ “I reflected on my coaching session. In order to help the teacher, I decided that I would ask her to complete a written reflection using the Keep/Tweak/Toss strategy. I feel like this would help guide her to reflect more. As this was one of my first reflection sessions, I feel this tool is very quick and effective for teachers” ○ Came to realization with a new teacher she [teacher] may not know how to reflect & modeled reflective practice with the teacher ○ “The teacher made a huge reflection in that she needed to spend more time in the pre-planning portion” ○ Importance of having an agenda going into a session that was reflected on prior to the session ○ “I have reflected on the most effective and efficient ways to provide coaching to teachers. Just as I have asked the teachers to do, I have revolved my reflection around the Keep/Tweak/Toss. This has been very helpful as a new instructional coach. I can make a quick chart to jot down thoughts”

Figure 13: *Penelope's Reflective Journal Coding*

Mike's reflective journals consisted of him giving a brief background of the teacher he conducted a feedback session with, he described the lesson he observed, he elaborated on what reflective coaching strategy and/or strategies he implemented during this session, he explained how the teacher reacted to his coaching methods, and he articulated what his own reflections were concerning his coaching of the teacher. His first reflective journal was describing his coaching session with a 6th grade Social Studies teacher. This teacher is new to Mike's district and has had previous teacher experience in another district; therefore, this was Mike's first time having a feedback session with this particular teacher.

Mike stated that his goal for this first coaching session was to "establish a strong relationship and rapport" with the Social Studies teacher. Mike used the "Keep/Tweak/Toss" reflective method during this coaching session. He was to give the coaching session the feel of "we are all in this together." He wanted to alleviate any "anxiety over the idea of observations and walkthroughs." Mike and the Social Studies teacher work through the Keep/Tweak/Toss process together. According to Mike, these were their findings of the lesson and some coaching strategies moving forward:

We felt her strengths (Keep) throughout the lesson were her transitions from activity to activity while she really struggled engaging students in the work of the lesson. She did most of the "Work" of the lesson while limiting student participation to mostly the answering of low level recall questions. Our "Tweak" came in with the layering of choral response questions (Thumbs up, Thumbs down).

Mike goes on to reflect and say,

Additionally, I focused on accessing and advancing questioning, whether it be asking for textual evidence to back up a student answer or asking for additional information in support of an answer from another student. I gave her a few “Stems” to add to her questions to engage more students and dig deeper when it came to student responses. Our Toss was addressing the fact that she was doing the heavy lifting of the lesson and for her students to grow she had to put the work on them.

When reflecting on this coaching session, Mike said, “I felt I was probably more direct in addressing the instruction issues, while with a more seasoned teacher I would have let them reflect through the lesson to find their own Keep-Tweak-Toss.” Mike went in with the mindset that he was going to work through the reflective model of Keep/Tweak/Toss together and have the teacher come up with her own revisions on how to strengthen the lesson, but in the end, Mike dominated the conversation. He did recognize this in her reflection and wanted to improve up on this for his next coaching session with her.

Mike’s second (and final) reflective journal described a coaching session he had with a 6th grade ELA teacher. This teacher had a unique background: this was her first year teaching ELA, but she was a 9th year teacher who had previously taught 6th grade Social Studies within their district. She was transitioning to ELA for a new experience and knew that she was needed by her school in that role. Mike stated that during the teacher’s time in the Social Studies role, she “consistently has outstanding growth and achievement scores. While highly successful, she is not a confident teacher in her abilities in her new role despite her successes.” Mike’s reflective journal revealed he had a goal for his coaching session with this teacher: “I wanted our coaching session to boost her confidence by giving her that tool of reflection to use in her new practice.”

Mike observed the ELA teacher during a lesson where her students were working on a writing activity that focused on conclusion paragraphs. Mike witnessed the teacher in the middle of the room meeting individually with her students discussing his/her writing. Students who were not meeting with the teacher were at their seats revising their writing based on teacher and peer feedback. According to Mike, the teacher “would between feedback sessions monitor student work through observation and questioning. Based on her observations, she transitioned the class to their next activity. She modeled her expectations in detail and the class started the activity.” During their feedback session Mike once again used the “Keep/Tweak/Toss” reflective method. In his reflective journal, Mike circled back to his goal of boosting the ELA teacher’s confidence during their coaching session. He wanted her to see that only small tweaks were needed to improve and strengthen her instructional practices. According to Mike these are the findings from her coaching session,

Her “keeps” were her activities, which included teacher and peer feedback focused on improving one's writing to mastery. My big tweak was an individual conversation she had with a student at his desk when she was accessing his work. She referred a student back to one of her videos posted to the class’s online platform where she explained in detail one of her frequently used writing organizers/acronyms.

Mike goes on to explain how the teacher missed a learning opportunity for the entire class. He states,

... based on her formative assessment of this student’s work to share a learning opportunity for the entire class. As she worked the room I heard

similar questions arise. My tweak was to take the opportunity she gave to the student and share it with the entire class as it would have benefited all and would have minimized some repetitive questions she got as moving student to student.

Mike also stated that the teacher made a tweak of her own during the coaching session. Mike stated, “She made a tweak of her own by suggesting rather than send students back to random dates for those particular acronym/writing organizers; she should compile those in a google folder for quick access for all students.” Through Mike modeling this reflective practice, the teacher engaged in the reflective process by tweaking her own lesson for the next time she taught that lesson.

Penelope had a similar structure to her reflective journals as Mike. She began her reflection with a synopsis of the teacher and the lesson she observed as well as reflected on her own coaching experience as far as how to improve for her next coaching session. Penelope expounded upon her feedback session with her teachers. She went into detail explaining what reflective strategies she used as well as explaining her own reflection about the feedback session. Penelope also at the end of her reflective journals reflected over her reflective journal process and came to some conclusions about her coaching thus far.

Penelope’s first reflective journal discussed her experience with a new 3rd grade teacher. Penelope observed this teacher teaching a math lesson where students were using their knowledge of multiplication to solve in-depth word problems. Penelope observed that the teacher was displaying some strong instructional practices, but the teacher needed to implement some tweaks to the lesson before teaching this concept again. Penelope asked the teacher to do some pre-reflection, the Keep/Tweak/Toss method, before they met for their feedback session;

however, when it came time for the session the teacher had not completed any of the pre-work. Penelope stated, “I had her begin by sharing her thoughts about these. As we were talking I could tell that Ms. Henderson had not spent much time reflecting about the lesson. Thinking back as a new teacher, this is not anything new. At this point, she is trying to survive. During our discussion, I asked Ms. Henderson what went well and what she would keep.” Penelope made the connection during her reflection that the teacher was a new teacher, and this teacher was trying to just “survive.” She also made the assumption that “maybe she does not know how to reflect.” Penelope continued the session by asking the teacher to reflect on what went well in the lesson. The teacher thought the content of the lesson went well as well as her groups that she during her pre-planning strategically assigned according to problem difficulty. Penelope agreed with the teacher and this reflection. Penelope reflected that within the lesson there was a point where the teacher asked for students to use a technology source that caused great confusion.

During their feedback session, Penelope stated, “She [teacher] said she would tweak the use of drawing tools. I had the teacher to think about what other methods she could use.” Penelope and the teacher went on to discuss how the teacher could have utilized just regular paper and pencil drawings, as to not cause confusion with her 3rd grade students. The end of the feedback session had the teacher reflecting even further into the lesson and what she could do for the next time she taught this lesson. According to Penelope, she stated,

As we were talking, she reflected that she had not previewed that workbook page. So, students came across a problem which had a remainder, which was not something they had received any instruction on. We discussed some next steps for improving instruction revolving around questioning. The teacher made a huge reflection in that she needed to

spend more time in the pre-planning portion. The teacher stated that she would toss a problem on the remaining independent work.

This was the act of the Toss from the reflection tool Keep/Tweak/Toss. Penelope then went into her own reflection from the coaching session. She stated,

After this feedback session, I reflected on my coaching session. In order to help the teacher, I decided that I would ask her to complete a written reflection using the Keep/Tweak/Toss strategy. I feel like this would help guide her to reflect more. As this was one of my first reflection sessions, I feel this tool is very quick and effective for teachers...I also determined that I needed to decide the one “bite-sized” improvement that I wanted the teacher to focus on to share with the teacher during the feedback session.

Penelope was looking at ways she could improve her coaching by reflecting how she could better her coaching strategies moving through the school year.

Penelope’s next reflective journal entry was with a 4th grade teacher who had been with the district for less than 5 years. The lesson that she observed this teacher conducting was a math lesson where students were solving area and perimeter word problems within groups. Penelope stated, “I asked the teacher to reflect on her lesson using the keep/tweak/toss. During our feedback session, the teacher’s reflection of her lesson was evident. She spent some time reflecting on her lesson and came to the feedback session with her reflections in writing.” This teacher had conducted the reflective pre-work; Penelope commented in her reflection that this pre-reflective work allowed for the teacher and Penelope to have a richer discussion. In her reflection, Penelope stated what the teacher first commented on her reflective work: “She

[teacher] stated that she would keep the group work and have different students share their work based on the method for solving. She would change the instruction of the lesson to focus more on finding a missing length or width when given the area/perimeter. She stated that she had thought about this misconception, but she had not included the adjustments for this in her instruction.” This reflection led to a discussion about the importance of pre-planning within lesson planning.

The coaching conversation then turned to the topic of Questioning. Penelope stated that she posed questions “about how students responded to her questions and defended or explained their answers.” According to Penelope, the teacher stated that “she could see how she needed to have students do a better job of justifying or explaining how they determined their answers or why they used a specific method.” Penelope reflected that she thought the teacher displayed a very nice job with analyzing student work. Penelope stated, “Through this part of her reflection, the teacher determined that students did not have ownership of the formulas. Some students understood the procedure, but not the concept. I suggested to her to have students explain their thinking, and how they solved the problems.” Penelope used the reflective tool to have an open and honest dialogue with the teacher. Through her reflection, the researcher could see the ownership quality that the teacher was experiencing through the reflective tool. According to Penelope, “The teacher stated she liked the Keep/Tweak/Toss reflection that I had her do.”

At the end of the coaching session, Penelope once again reflected on her own coaching experience and how she could improve or tweak for her next coaching session. She concluded,

I made note of the importance of having a definite plan or agenda for a feedback conference. While I have been allowing teachers to share what they should Keep/Tweak/Toss, I needed to make sure that I shared what I considered for each of those categories. During this coaching session, we

were talking greatly about the students and the lesson that we ran out of time to go through each section.

Penelope found that time is a factor within a coaching session and how she needed an agenda or an outline to keep her on track so that she could truly reflect with the teacher giving them that guidance when going back to their classrooms and implementing the strategies discussed in the coaching session.

Penelope's last reflective journal discussed her experience with a 5th grade math teacher. This teacher has been in Penelope's district for less than 5 years. This class was utilizing the application process by applying their knowledge of division and multiplication to word problems. Students were working independently then the teacher selected 3 students to put their work on the board for the class to see. Penelope disclosed that this strategy was one that she had suggested in a previous coaching session, where she used the reflective tool of structured questions. She asked the teacher to use the strategy of students putting work on the board in her next lesson. Penelope was observing this lesson and the teacher's implementation of this strategy. After the lesson, Penelope stated that she asked the teacher to reflect on the lesson by using the Keep/Tweak/Toss reflective tool. At the beginning of the coaching session, Penelope asked the teacher to reflect on the lesson. According to Penelope, the teacher stated that "she thought it went well, but the students had some confusion with some of the numbers." Instead of giving the teacher what to work on to alleviate this student confusion, she had the teacher reflect on her experience through the reflective tool Keep/Tweak/Toss. Penelope stated that the teacher commented she would "keep the time spent on the application problem because of the important concepts that it addressed." Penelope reflected that she "completely agreed with" the teacher. Penelope went on to say, the teacher "shared that she would tweak the lesson to use the place

value chart the way they have used it in previous lessons to help students make the connection.” Penelope posed the question to the teacher of how she would tweak students putting their work on the board.

Instead of Penelope just telling the teacher how to correct this strategic instructional choice within the lesson, she allowed the teacher to reflect and come to the realization on her own. According to Penelope, the teacher “explained their work instead of having the students share. It would have been better for the student’s individual understanding and the understanding of the whole class if students shared their work.” Penelope and the teacher both agreed that “there was nothing really to toss from the lesson in order to keep the integrity of the curriculum.” By analyzing Penelope’s reflection for this coaching session, the researcher could see how Penelope had shifted her coaching approach by allowing the teacher to make the big reflective realizations on her own and not by Penelope telling the teacher what to Keep/Tweak/Toss as she had done in previous coaching sessions with this teacher. Penelope reflected on this coaching experience by stating,

I reflected on the effectiveness based on the changes I wanted to make of having a set agenda for each feedback session. Furthermore, I determined that I need some type of table or spreadsheet to record the “bite-sized” feedback or change that I ask teachers to make. Then, I will be able to look for that the next time I’m in the teacher’s classroom.

Penelope made this reflective decision based on her experience of this coaching session. Once again Penelope displays that reflective practice of wanting to improve on her coaching process.

At the end of her reflective journal, Penelope reflected over her coaching experience with the different reflective tools as a whole. She states,

As I have gone through these feedback sessions, I have reflected on the most effective and efficient ways to provide coaching to teachers. Just as I have asked the teachers to do, I have revolved my reflection around the Keep/Tweak/Toss. This has been very helpful as a new instructional coach. I can make a quick chart to jot down thoughts. I have also reflected about my own practices as a teacher to provide helpful strategies to teachers.

Penelope once again is reflecting on her coaching experience with reflective practice, but this time she incorporates her complete experience and is identifying her areas of need moving forward with her coaching experiences.

Betsy took a completely different approach to her reflective practice format versus what Mike and Penelope developed. Betsy used a graphic organizer to reflect her thoughts and those thoughts of the teachers she coached during this portion of data collection. Betsy utilized the Keep/Tweak/Toss reflective method. Her graphic organizer included large objects that she could input her feedback during the coaching session. These objects included: a heart that represented the Keep of the lesson, a hammer that represented the Tweak of the lesson, and a trash can that represented the Toss of the lesson. Betsy would hand-write notes into each of these pictures. For some of the reflections, Betsy included her own reflective observations of her coaching session; however, she did this for 2 of the graphic organizers but not for all. Two of Betsy's graphic organizers were the actual ones that she filled out and gave back to the teachers she had coached.

Betsy's first coaching session was with a 1st grade teacher who is new to her district. Betsy broke down her Keep/Tweak/Toss graphic for the teacher. Betsy states that the teacher's Keep of the lesson was the teacher's "enthusiasm for teaching... you encourage students to have a positive attitude about math. You encourage students to set goals and to meet and exceed set goals." Betsy's tweak for this lesson was the teacher's purpose for the lesson. Betsy asks the teacher, "Are students aware of objectives or standards? Do students refer to what is being addressed?" According to Betsy, the toss from the lesson is the teacher "not doing the math prior to teaching the lesson." Betsy states, "Doing the math is important when it comes to understanding and anticipating the misconceptions students might have. If you completed the math prior to teaching this lesson, what would you have discovered that might be tricky for students?" Betsy continues to explain this graphic was the discussion piece of the coaching session with this 1st grade teacher. Betsy went on to reflect on this coaching experience for her own personal growth. Betsy reflected, "Through this conference I learned that I have not supported my support teachers and equipped them with the materials they need to carry out the vision. I should have caught that." Betsy made this hard realization through her reflection, but she was able to establish this was an area of improvement for her going forward.

Betsy's next coaching session was with a Kindergarten teacher. This teacher was observed doing a math lesson with her students. Betsy's keep from this lesson was the teacher's student engagement. Betsy reflects on the graphic that the teacher used pom poms to engage her students. According to Betsy, "Students were engaged and trying to work the problems. It was fun!" Betsy's tweak for this lesson was the organization of materials during the lesson.

Betsy states in the tweak section of the graphic organizer, "Students were confused about how many puff puffs to use-- you could try using baggies." Betsy reflects that the toss of the

lesson was the loss of instructional time for this teacher and her students during this math lesson. Betsy reflects, “You spent a lot of instructional time trying to explain procedures and materials, revamp your thinking.” Betsy discloses in her personal reflections that she had the kindergarten teacher complete this Keep/Tweak/Toss graphic prior to their coaching conference. Betsy states, “We had the same ideas! She [teacher] explained that she thought about this [lesson reflection] all night. She wants to improve and is willing to put in the work.” The reflection was geared more towards Betsy's reflection towards the teacher she was coaching instead of herself.

The next reflective coaching was done with an ESL teacher who was working with a single ELL student. This teacher has been an ESL teacher for 10 years with this being her 3rd year in the district. Betsy concluded that the teacher's strength during this lesson was student engagement. Betsy observed that the student was “very excited about learning.” According to Betsy, during their feedback session when posed with Betsy's keep, the teacher stated that Betsy did not observe a portion of the lesson where she worked with the student on the mathematical concept of rounding. The teacher stated she would keep this in the lesson because he was struggling with this concept. Betsy observed that the teacher was doing all the heavy lifting within the lesson and concluded this was a tweak for the teacher. Betsy reflected, “Who did the heavy lifting? How do you know he [ELL student] was learning?” During the feedback session, Betsy reflects that the teacher felt she needed to give the ELL student better feedback to help him productively struggle through the lesson. Betsy's toss for the lesson included the scaffolds the teacher used. Betsy reflects, “Does he [ELL student] really need to be walked through each one? It seems like he did not have all of the skills to master the concept of the escape room. The Escape Room seemed to not add to student understanding.”

Betsy also reflects that during their feedback session the teacher stated she “felt she could have skipped the first part of the lesson” and could have concentrated on the concept the student was “struggling with... place value.” When reflecting for her personal use, Betsy reflected on the tools that the teacher did not have at her disposal. Betsy found out during this feedback session that this particular teacher did not have access to the main components of the curriculum used by the classroom teacher. Betsy made note that she spoke with her School Instructional Coordinator to get this access for the teacher.

Betsy’s last coaching session was with a 5th grade teacher who is not new to Betsy’s district. Betsy somewhat explained the lesson; she was vague with what students were completing in this lesson; thus, the researcher tried to decipher as much of the lesson description as she could. The teacher was conducting a dual math and ELA activity. Students were calculating how to pace themselves while running longer distances. The students watched a video and discussed what happened within the video on how to know what fitness plan is needed when running distances. The students then created an ad for a fitness plan. Betsy’s keep of the lesson was the structure of the lesson. Betsy stated, “You changed activities every 5-7 minutes that kept students engaged.” Betsy concluded that the agenda of the lesson would have helped students; Betsy was not sure if the teacher had one or not. She could not find it when in the classroom observing.

During their feedback session, the teacher told Betsy that it was on the white board. Betsy was just unable to find it. This led to a discussion of making it visible for all. Betsy reflected that the toss of the lesson was that the teacher did not give students any examples. Betsy states, “if you could include the student success criteria to help students map out their goals that might produce better work products.” Betsy included a side comment at the bottom of the reflection

journal to the teacher. Betsy stated, “I am so proud of your growth this year! You are doing a fantastic job.” Betsy had the teacher complete the same graphic organizer and bring that to their coaching session. Betsy did not include a reflection over what they discussed by including the teacher’s reflection as well. Betsy’s reflections were formatted very differently from those of the other two participants, but they were not any less effective; she found a reflective system that worked for her.

Post-Interviews

The post-interviews were the final phase of the researcher’s study. She conducted these interviews the week of September 27th and the week of October 4th. These interviews were delayed in conjuncture with the researcher’s original timeline because of the delay in reflective journal submission. She was not able to continue with her study until the reflective journals were submitted because of their value to the post-interview reflection for participants. The reflective journals set the tone for the post-interviews. The researcher used a very similar coding process with the post-inter views as she did with the pre-interviews. The researcher looked at the initial language of participants by in vivo coding. These interviews were transcribed into a document; the research highlighted all initial language by coloring coding these words or phrases with yellow. She then went back and completed pattern coding; she used the comment feature of the document and inputted the patterns that began to emerge. Through coding, the researcher found 5 major themes emerge from participant language.

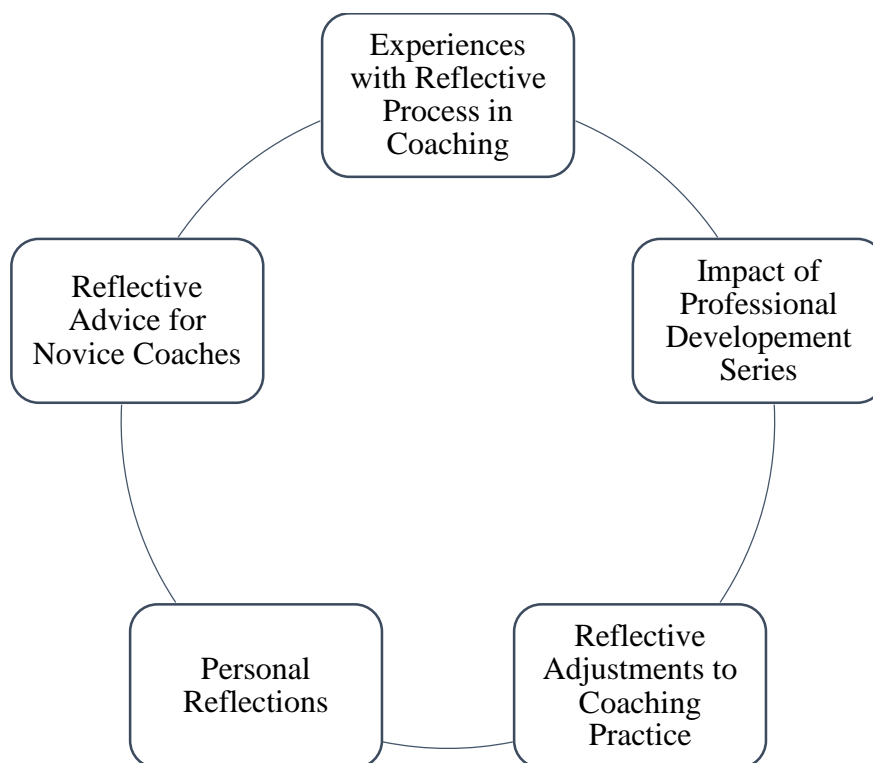


Figure 14: *Post Interview Themes*

Experiences with Reflective Process in Coaching

The post-interviews were crucial to the study, for they showed the progression of the study. To begin their individual post-interviews, participants were asked to think about their coaching experience with a teacher they coached multiple times during this reflective process. Participants were asked to describe how this teacher’s teaching practice has changed or not changed through the participant’s coaching thus far. Penelope began her answer to this interview question discussing a third grade teacher; this is the teacher’s first year teaching. Penelope stated, “...she [teacher] just, it was kind of ‘flying by the seat of her pants.’ And, we talked about some strategies...for classroom management and some instructional strategies... talked about reflection and how she could utilize this tool in her teaching practice, especially, when using reflection in her planning because reflecting is essential to planning.” Penelope discussed how she used

structured questions with this teacher and tried to guide her through the reflective process; she was modeling reflection for the teacher in hopes that she would in turn use it herself when planning for her next lesson. In the second coaching session, Penelope used the Tweak/Keep/Toss reflective method with the teacher. According to Penelope,

She [teacher] had actually written down some thoughts, so I could tell that she had really gone through the reflection process....she said that she had made some really important realizations -- She said, 'I realized that I did not look through my lesson the first time we met and that I realize now that if I had looked through my lesson that if I would have looked at my lesson during the pre-planning of the lesson then I would have realized that I should have omitted this from the lesson.'

Penelope went on to reflect that the teacher came to the realization on her own concerning how she could tweak some instructional practices she used within the lesson to improve them for the next time she taught the concept/lesson. Penelope concluded her answer by saying, "I saw that the "Keep/Tweak/Toss" was effective, and she [teacher] even told me, 'I really liked this... it really made me think about my teaching practice.'" Penelope is hoping that the teacher will continue to implement this reflective practice in her planning.

Mike described a teacher he coached during this reflective process that is a teacher who is not necessarily a new/younger teacher, but one that is new to the teaching profession. The teacher has been in the district for less than 4 years and struggles with instructional practices. During their coaching session, Mike explained that he took a different approach with this teacher's coaching. Mike stated, "I really try to let him lead the conversation and reflect... with younger teachers I try to push the conversation where I wanted to be, but I really tried with this

to let him control the conversation and look for things that he needed to fix, not necessarily what I saw.” Mike thought this new approach to coaching was beneficial for this teacher; he thought he could see a change in this teacher’s teaching practice. According to Mike, “I had not used a reflective format with him before either. It had been me seeing the areas of improvement and having him fix them-- this time he was finding the areas through his reflection. It went really well and was effective.” Mike was allowing the teacher to take more of an ownership role within the teacher’s practice.

Betsy described a teacher who, according to Betsy, needed to take a more reflective approach to the instructional practices the teacher used within her lessons. Betsy felt the teacher needed to specifically look at what portions of the lesson went well and what did not go well. Betsy wanted the teacher to reflect on the agendas she created for lessons. Betsy stated,

The teacher in many cases was all over the place and would start here and then the teacher would go back to reviewing norms. She just was not consistent. So, finding that time to sit and reflect with her and really talk about planning and talk about the pacing of the lesson and talk about the objective and talk about summarizing with the students...really taking everything back to the agenda and success criteria that really helped that teacher.

Betsy explained how she and the teacher took one issue at a time. They discussed how to implement the agenda and how to utilize it to keep her on track during a lesson. The teacher implemented this strategy in her lessons. According to Betsy, “That reflective time helped that teacher to improve learning in that classroom because then we could really get down to what did the student learn and how do you know the student learned.” Betsy felt that this reflective

practice in the coaching session helped to improve this teacher’s instructional practice by making one simple tweak.

Each participant discussed a teacher that reflective practice had impacted in a positive way. All participants saw a change in teacher classroom instructional practice as well as seeing a shift in teacher planning. Reflection was implemented through analysis of the lesson and those strategies learned from the PD session.

Figure 15 demonstrates the theme that emerge from the coding process, the supporting data from participant interviews as well as the researcher’s interpretive summary.

Theme	Data Supporting the Code or Theme	Researcher’s Interpretive Summary
Experiences with Reflective Process in Coaching	<p>“I really try to let him lead the conversation and reflect...I really tried with this to let him control the conversation and look for things that he needed to fix...”</p> <p>“That reflective time helped that teacher to improve learning in that classroom because then we could really get down to what did the student learn and how do you know the student learned”</p> <p>“We talked about reflection and how she could utilize this tool in her teaching practice, especially, when using reflection in her planning because reflecting is essential to planning”</p>	Participants found reflection to be effective within coaching sessions; teachers were showing ownership in their teaching.

Figure 15: *Synthesis of Participant Language*

Impact of Professional Development Series

The second interview question asked participants to describe their biggest takeaway from the PD series. Both Mike and Penelope thought that the building relationship with teachers was the most impactful aspect from the PD series that was led by the researcher. Mike concentrated on his reflective practice and how that can build a relationship with the teachers he coaches. Mike discussed how in the past he has tried to fix teachers; he goes on to say, “I tried to take a more informal role this time in terms of having those reflective conversations and pushing them [teachers] to reflect on what they did and how the lesson went.” Mike also states, “I wanted to show them me being more reflective on my coaching process.” Penelope had a similar takeaway as Mike, but she reflected and focused more on the little things that she could do to better establish and build a relationship with teachers as well as trying to set a positive tone. Penelope also reflected on the strategy she learned from the PD series and has impacted her coaching most: “The strategy that I have utilized the most is the “Keep/Tweak/Toss” so using that process... those steps have really been powerful and helpful for me.” Penelope states she will continue to use this reflective practice as the school year moves forward.

Betsy had a different perspective when answering this question. She stated, “My biggest one... my “Aha” was that I felt like I had created a school of Mini-Me’s. My reflection was “me” focused, and it needed to change to a “our” reflective focus.” Betsy also explained that the “Keep/Tweak/Toss” reflective strategy was something that she is taking away from the PD series and plans to keep implementing it within her coaching sessions. Betsy reflects further with her explanation by saying,

I really focused on the “keep, tweak, toss” for much of my reflection and the teacher’s reflection of that lesson and then going back into my

coaching and how I was going to help that teacher to address those concerns; it was the same. So, we were looking at the same things.

Therefore, I realized that I have created a school of mini-me's school where we had to have the same eyes.

Betsy elaborates this statement by saying she thought this reflective moment was important because she and the teachers she was coaching were focusing on the same things and had the same end goals in mind.

Figure 16 demonstrates the theme that emerge from the coding process, the supporting data from participant interviews as well as the researcher's interpretive summary.

Theme	Data Supporting the Code or Theme	Researcher's Interpretive Summary
Impact of Professional Development Series	<p>"I tried to take a more informal role this time in terms of having those reflective conversations and pushing them [teachers] to reflect on what they did and how the lesson went"</p> <p>"I really focused on the 'keep, tweak, toss' for much of my reflection and the teacher's reflection of that lesson..."</p> <p>"The strategy that I have utilized the most is the "Keep/Tweak/Toss" so using that process... those steps have really been powerful and helpful for me"</p>	<p>Participants utilized reflective strategies from the PD Series to help build relationships with teachers as well as help them in their own reflective practice to improve coaching.</p>

Figure 16: *Synthesis of Participant Language*

Reflective Adjustments to Coaching Practice

The third interview question asks participants what and if they would change anything about their coaching process in connection to reflection. Each participant had a different way of

answering this question and made their answer individualized to suit their coaching needs going forward into the school year. Mike made the realization that in the past he had been successful with “teachers doing things my way in terms of me observing them, telling them what to fix, and they go and just implement it.” He goes on to explain that he needs to change his coaching practice of needing “to grow in regards to those relationships with my teachers.” According to Mike, the main adjustment he needs to make in his coaching practice is,

I need to put the work and reflection in their hands and make it more of a growing process, not just me telling them what to do and not do. Make it more a collaborative thing-- not this is what you are going to fix but instead this is what we need to work on and fix together...I feel the urgency for me to fix their instructional issues myself and they do not get a lot of time to reflect on what they feel needs to be improved upon-- I just throw it at them. I need to give them time to be able to reflect.

Mike then explains there is a negative to the reflective process: time. According to Mike, “This probably took a little bit more time and probably gave them a little bit more work on the teacher. Especially with my veteran teachers, just because I let them reflect on the lesson and then we met to discuss.” He felt this process of having the teacher reflect did put more work on the teacher; however, he saw the importance of the instructional tool and the time put into the reflective process, but he felt the reflective process was worth it for the teacher, his/her students, and him as the instructional coach. Mike states, “I am definitely looking forward to seeing the benefits as we progress through the year.”

Immediately after the researcher asked Betsy the interview question concerning changing her current coaching process, Betsy responded without hesitation: time. Her adjustment was

different from that of Mike's; he discussed time for the teacher; Betsy is making reference to time for the instructional coach/administrator. Betsy states, "As an administrator, I don't have the time that I would really like to have...to focus on reflection and the coaching process that I get bogged down with so many of the managerial duty type things that the coaching gets pushed to the side." Betsy continues on her statement by saying, "I just don't have the time that I truly need to spend on the coaching of teachers as I would like and really be able to reflect and reflect with fidelity and make a coaching difference with this important strategy." Betsy wants to have that time to reflect with her teachers and do so without having to put the reflective process on the back burner, for Betsy sees how important the reflective process is for the coach and teacher.

Penelope reflected on a tweak that she wanted to make to her coaching process through the use of the Keep/Tweak/Toss reflective tool. She felt it would be more beneficial and effective to have the teacher keep this reflective tool after each coaching session and have the teacher bring those back for each coaching session analyzing their growth together. Penelope explains,

We will look back at those previous lessons and in that same content and have the teachers reflect on any constants that they see as far as changes they have made or the things that we are discussing in our reflective coaching talks. Looking for those things that keep popping up-- whether it be classroom management or instructional strategies.

Penelope concludes that these moments of instructional analysis and in depth coaching conversations would not be possible without reflective practice.

Figure 17 demonstrates the theme that emerge from the coding process, the supporting data from participant interviews as well as the researcher's interpretive summary.

Theme	Data Supporting the Code or Theme	Researcher's Interpretive Summary
Reflective Adjustments to Coaching Practice	<p>“I need to put the work and reflection in their hands and make it more of a growing process”</p> <p>“I just don't have the time that I truly need to spend on the coaching...I would like and really be able to reflect and reflect with fidelity and make a coaching difference with this important strategy.”</p> <p>“We will look back at those previous lessons...have the teachers reflect on any constants that they see as far as changes they have made or the things that we are discussing in our reflective coaching talks”</p>	<p>Reflection was found by participants to be a key tool in their coaching practice and want to continue utilizing it with tweaks they found along the way.</p>

Figure 17: *Synthesis of Participant Language*

Personal Reflections

Within the next interview question, participants are posed with the question of what have they learned about themselves through the process of reflection. Penelope begins her answer with a laugh and states she has learned a lot through this reflective process. Penelope explains, “I am nowhere close to where I need to be yet because this is my first year and a brand new experience for me, but I have...each time reflected on that coaching session, and I have figured out things that I need to tweak to improve to make those sessions more effective.” Penelope includes that she has become more comfortable in the coaching because of her use of reflective practice. She elaborates by discussing a specific teacher who in the past had been difficult to coach, “I have reflected more and more. I have been able to see where these certain strategies work with this teacher (or teachers like her) and where this teacher is not receptive and I need to... try some different strategies, like reflective strategies, to get her more engaged.” Penelope concludes her

answer by stating, “I feel much better with what I am doing now especially after using some of the reflective tools from the PD series.” Penelope is transparent through this discussion with the researcher and has a moment of vulnerability by reflecting on the fact she has many things left to learn about the coaching process but is open to learning those as well as stating how reflection has helped to guide her along the way.

Mike’s answer to this question is short and right to the point. He took one moment to reflect on his answer and without hesitation stated, “I have got to be more open-minded. That is the biggest thing-- I have got to be more open-minded. And, I think ... I do not think I have ever had an issue with building relationships with teachers, but I feel like I need to make it more of a collaborative process.” Mike goes on to state how he can accomplish this state of being open-minded and relationship building: “I can accomplish this through reflection.” Mike did not elaborate any more on this question; his tone displayed that he was very confident in his answer.

Betsy too had a short but very targeted answer to this question. She started her answer then stopped redirecting her thought process; once she had her thought, she began her answer. Betsy states,

Reflection for me is automatic. It is how I... it's just a part of me, and I did not realize how much I actually do reflect, so it doesn't matter what I'm doing I may not write it down. But, I am always thinking how can I have said this differently? How could I have worded this differently? How could I have worked this differently?

Betsy sums up her answer by concluding, “So, I am always thinking about my thinking and my actions and how I can do something or make needed adjustments.” Betsy’s answer is right to the point of what she learned about herself by making this reflective realization.

Figure 18 demonstrates the theme that emerge from the coding process, the supporting data from participant interviews as well as the researcher’s interpretive summary.

Theme	Data Supporting the Code or Theme	Researcher’s Interpretive Summary
Personal Reflections	<p>“I have got to be more open-minded. That is the biggest thing...”</p> <p>“Reflection for me is automatic. It is how I... it's just a part of me, and I did not realize how much I actually do reflect....”</p> <p>“I have...each time reflected on that coaching session, and I have figured out things that I need to tweak to improve to make those sessions more effective”</p>	<p>Participants discovered different reflective nuances about themselves as they went through the study that they did not know previously.</p>

Figure 18: *Synthesis of Participant Language*

Reflective Advice for Novice Instructional Coaches

The last interview question asked participants what advice they would give a beginning instructional coach. Betsy states, for the new instructional coach to “be coachable, always be coachable...model for your teachers. And, remind teachers to not only listen to their coach but to listen to themselves and to remember teaching and coaching are growth processes and for the coach to give yourself room to grow and to reflect.” Betsy concluded her answer by saying, “have grace when working with teachers and listen to them.”

Penelope states her advice to a new instructional coach to “guide your teachers in the reflective process especially those new teachers who do not know how to reflect themselves.” Penelope states that one can accomplish this guidance by, “already have some structured questions pre-made to help guide that teacher to reflect and at the end of the session.” She also recommended for instructional coaches to “reflect yourself to really make sure you are doing that because you will see little things you meant to do but forgot to do. Or, you will see little things that you need to change for next time to make that coaching session better.” Penelope’s advice is guiding novice instructional coaches to reflect not only for themselves but also for teachers.

Mike begins his answer with the following statement, “I think reflection breaks down the barrier of administrator vs instructional coach.” He goes on to state,

I think reflection makes it more of a collaborative process and so again you have those situations where young/new teachers can be tense going into a coaching setting but reflective practice can alleviate that tension. I think starting reflection from the beginning and making the coaching session not so high stakes and little more informal... can lead them to be more open.

Mike explains that this is the internal struggle that he has within his coaching practice. Mike concludes his answer by stating sincerely, “My teachers see me manage the building with my A Type personality; they come in the coaching session with that tense feeling, so I think that taking this reflective approach makes them more open to communicate and reflect with me.”

Figure 19 demonstrates the theme that emerge from the coding process, the supporting data from participant interviews as well as the researcher’s interpretive summary.

Theme	Data Supporting the Code or Theme	Researcher's Interpretive Summary
Reflective Advice for Novice Coaches	<p>“they [teachers] come in the coaching session with that tense feeling, so I think that taking this reflective approach makes them more open to communicate and reflect with me”</p> <p>“...remember teaching and coaching are growth processes and for the coach to give yourself room to grow and to reflect”</p> <p>“guide your teachers in the reflective process especially those new teachers who do not know how to reflect themselves”</p>	<p>Each participants' advice to a novice coach involved some type of reflection and how its implementation would lead one to becoming a better coach for teachers.</p>

Figure 19: *Synthesis of Participant Language*

Overall Summary

Participants displayed authenticity and honesty during this data collection process. Each participant was transparent with his/her experience which in turn led to rich data for the study. The pre-interviews were a guiding aspect that led the researcher to develop a professional development series that she hoped would impact participant experience with reflective instructional coaching research and strategies. The takeaways from the PD series gave the researcher an inside view of what PD elements were impacting participants' knowledge of reflective practice, and how they could utilize it within their own coaching. Participant reflective journals allowed for them to internalize their reflective coaching process. The post interview led to participant realizations of how reflection had impacted their coaching experience.

CHAPTER V:

DISCUSSION AND CONCLUSIONS

Introduction

This qualitative case study was conducted during the 2021 Summer and beginning months of the 2021-22 school year for a small, rural school district in Middle Tennessee concentrating on administrative instructional support through the use of reflective practice. There were 3 administrative instructional coaches that volunteered their time to participate within the study. This school year was post the COVID-19 pandemic where the district was on a hybrid schedule for the entire 2020-21 school year. During the study, the district, along with its leaders, teachers, support staff, and students, were all trying to adapt and remember what a normal school year resembled. This feeling of adaptation put added stress on administrative participants within the study. The researcher worked with participants to help alleviate the constraints of the study's timeframe and adjustments were made to help participants.

The researcher gathered data from participants throughout the course of her study. The study began in June with pre-interviews. These interviews were followed by a professional development series in July that included reflective practice research and strategies that participants could then implement into a coaching plan for the beginning months of the 2021-22 school year. During the months of August and September, participants engaged in coaching sessions with teachers utilizing the reflective research and strategies obtained during the PD series. The participants completed reflective journals after each coaching session for the researcher. The time constraint for participants having to complete their administrative duties as well as their instructional coaching roles began to be an issue for the participants, and the researcher's original timeline had to be adjusted. The reflective journal quantity was not as

robust and effective, according to the intended design yet captured participants' voices regarding instructional administrative coaching. The final step within the study was post-interviews that were conducted during the last week of September into the first week of October.

Discussion of Findings

All three administrative participants in the case study's school district were willing to participate in the study's data collections. From the researcher's point of view, participants provided genuine responses and engaged meaningfully throughout the study, producing data collected in four distinct ways.

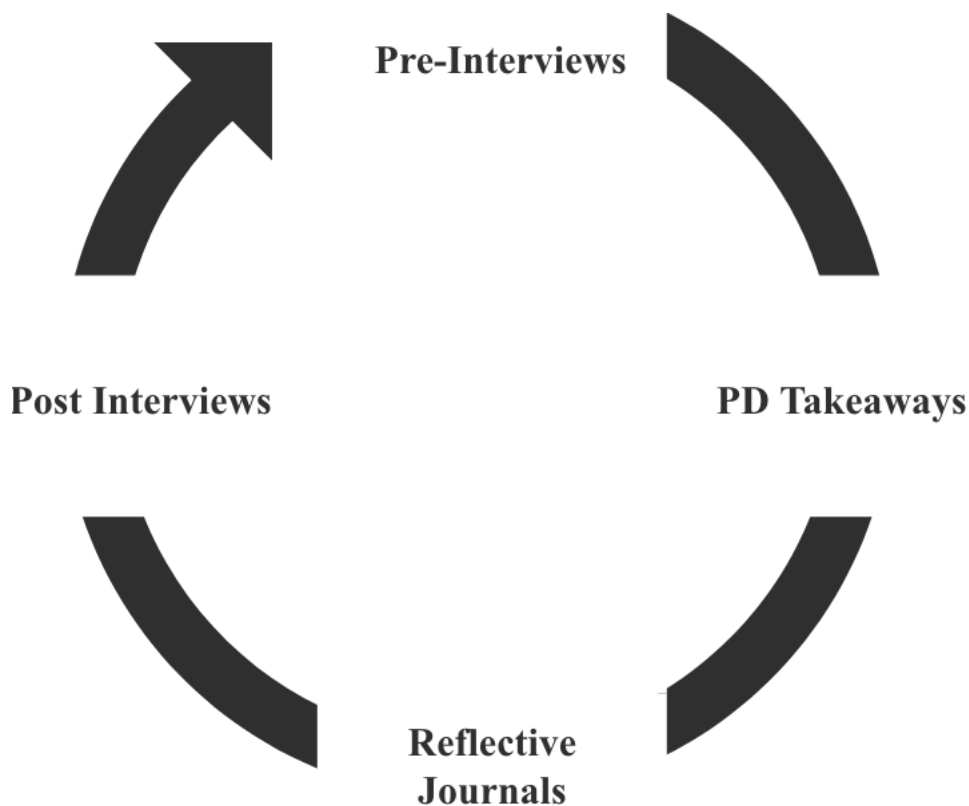


Figure 20: *Data Types*

Participants were open during all interview sessions as well as engaged during the PD series by listening, digesting, and internalizing the information about reflective practice presented before them each PD day. They each built a coaching plan to be implemented in the beginning weeks of school as well as encompassed coaching sessions where the participants could reflect on their coaching experiences. During the post interviews, the participants again displayed transparency and honesty while answering the researcher's questions. Each step of the study was built to answer the researcher's 3 Research Questions.

1. What are the current perceptions and practices of district instructional coaches (who are also administrators) regarding reflection within their coaching practices?
2. How will a professional development series change or affect district administrative coaches' reflective perceptions and practices within their coaching role?
3. After completing a PD series on administrative reflective practices, how did administrative coaches adapt their reflective practices within their district coaching role?

The pre-interview questions were constructed to answer the first research question as it pertained to participants and their perceptions of the meaning of reflection. Also, the pre-interviews probed participants for their current understanding of reflection, concentrating mainly on their knowledge of reflective research and reflective experience, as well as reflective implementation in their current coaching practices. The researcher to meet the needs of participants based on their pre-interview responses created the professional development series. Therefore, the researcher designed the PD sessions so that participants could give their big takeaways from each session. This intentional construction of this PD series was designed to answer the second research question. The use of reflective journals and post interviews were

designed to answer the third research question. The reflective journals guided participants to analyze their learning from the PD series and those reflective coaching processes they built within the last PD session. This internal analysis was then addressed within the post interview leading to answering the third research question.

Figures 21-23 take each research question and align to what answers the researcher found within her study based off of participant perceptions and language.

Summary of Research Question #1
<p>RQ #1 What are the current perceptions and practices of instructional coaches (who are also administrators) regarding reflection within their coaching practices?</p> <ul style="list-style-type: none"> ➤ The participants felt reflection was a process that one does to look back at what went well, what needs to be improved for next time, and what needs to be omitted all together from an instructional practice. ➤ The participants felt that instructional coaching was an opportunity for teacher and personal growth. ➤ Administrative Instructional Coaches felt the need to learn more about reflective research and best practices.

Figure 21: *Research Question #1*

Summary of Research Question #2
<p>RQ #2 How will a professional development series change or affect administrative coaches' reflective perceptions and practices within their coaching role?</p> <ul style="list-style-type: none"> ➤ Before the PD series, participants (as a whole) had little to no experience with reflection. ➤ However, the PD series offered each participant an opportunity to engage in reflective research and strategies which impacted his/her coaching and personal growth. ➤ Participants left the PD series with a reflective coaching plan built for the new school year that implemented reflective strategies for instructional coaching. ➤ Participants found the implementation of reflective strategies into their coaching (primarily Keep/Tweak/Toss) drastically shifted their coaching conversation; the teacher was now more involved in his/her coaching and had more ownership in his/her instructional adjustments.

Figure 22: *Research Question #2*

Summary of Research Question #3
RQ#3 After completing a PD series on administrative reflective practices, how did administrative coaches adapt their reflective practices within their district-coaching role?
Participants adapted their coaching practices to include: <ul style="list-style-type: none"> ❖ Having teachers complete Pre/Post Reflection activities prior/after coaching ❖ Building relationships with teachers by making the coaching more collaborative ❖ Building trust with participants through reflective practice ❖ Letting teachers reflect on a lesson taught coming to their own conclusions and using this reflection to lead their coaching conversation

Figure 23: *Research Question #3*

Implications for Practice

Through the course of data analysis, several themes within implications for practice became apparent to the researcher as she looked at the language of participants.

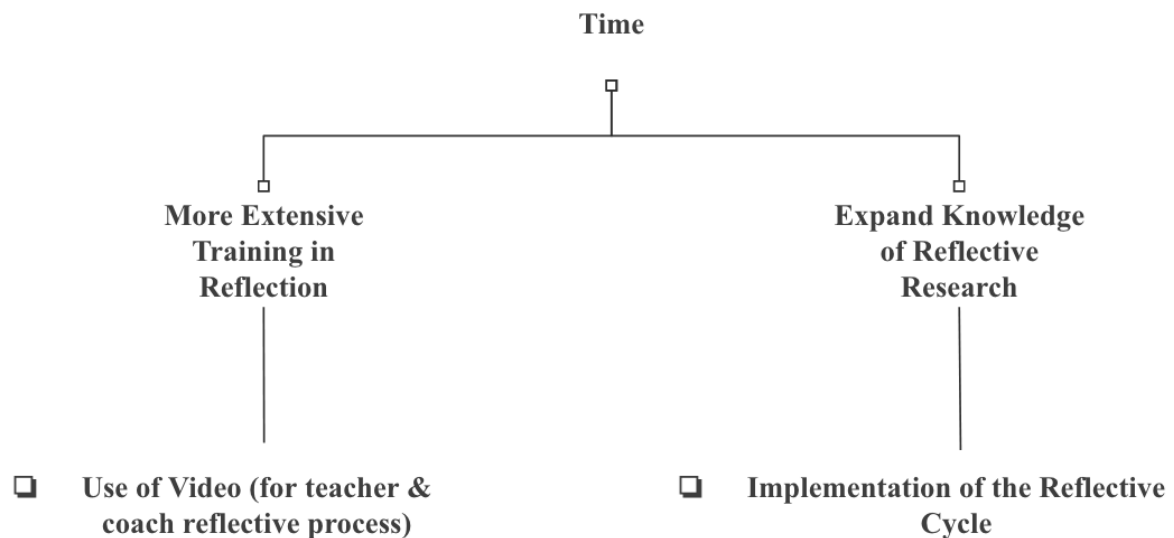


Figure 24: *Implications for Practice*

Time

Within the study analysis, it was found that time is a major contributing factor to the challenges that administrators who are also instructional coaches face. Betsy stated, “I just don’t

have the time that I truly need.” She made this reference because she wants to do a good job within her role as an admin as well as an instructional coach. All participants referenced how they wanted to support the teachers that they coached, but do not feel that they give adequate time in this support because they are all having to play a dual role within their buildings. Betsy goes on to state that she needs to support teachers from an administrative role as well as an instructional coach. Mike made the statement that his time “is focused on things that have nothing to do with the classroom.” Betsy states, “I don’t have the time that I would really like to have, you know, to focus on reflection and the coaching process that I get bogged down with so many of the managerial duty type things that the coaching gets pushed to the side.” The managerial duties of these dual roled administrators takes the time away from them that they could be in classrooms or coaching sessions supporting the staff instead of the mundane administrative activities. It was hard for the participants to differentate between the two roles. Betsy never distinguished herself as either during her interviews, takeaway, or reflective journals. She would put the roles into the same catetgory instead of two different buckets; this made sense for her district. As stated by Mike and Penelope, the roles are often intertwined as one.

It was hard for participants to find the balance needed between the role of an administrator and instrucional coach. All participants touched on how difficult it is to balance being an instrucional coach while at the same time being an administrator. Penelope sometimes thought she was at a disadvatge because of her lack of administrative experience and was finding the time mangement difficult because she had never been in the administrative/intruccional coach role; however, she always participated and tried to supply the researcher with data rich content. Betsy referred to the challenge of finding a balance bewtween the roles often throughout her

reflective experience. In her interview, she reflected on her coaching experience with a teacher; Betsy elaborated on the topic by discussing the time involved in coaching teachers with fidelity. She felt that she did not have the time to engage in a effective coaching session with the teacher to help her because she was frequently being pulled into different administrative duties. Betsy displays her frustration with the time constraints by stating, “finding that time to sit and reflect with her [teacher] and really talk about planning and talk about the pacing of the lesson and talk about the objective.” She felt as if she needed to find a better balance.

Mike discusses another side to the time constraint by reflecting on how he feels a sense of urgency to coaching teachers and how he needs to allow teachers that time to reflect. Mike stated, “We do not have a lot of teachers in our building that enter as veteran teachers-- they are mainly brand new and need heavy coaching because they do not have any experience. So, I feel the urgency for me to fix their instructional issues myself...” Mike is once feeling the time constraints of coaching, and he is wanting to “fix” teachers immediately not allowing them the time needed to better themselves without being told what to do. Mike goes on to reflect, “...they [teachers] do not get a lot of time to reflect on what they feel needs to be improved upon-- I just throw it at them. I need to give them time to be able to reflect.” This reflective time is key to the ownership aspect of teachers within their coaching process. Mike stated, “I saw areas where I needed to improve upon my coaching by giving teachers more ownership in their practice.” He is making the realization that reflection may take more time, but it is time well spent when one can see the breakthrough teachers are having with their instructional practices.

Mike added another perspective to the conversation of time constraints by discussing his relationships with teachers. He felt as if reflective practice could aide in this challenge by breaking “down the barrier of administrator versus instructional coach.” Mike felt the demands

of time but found solace in the use of reflection in two major ways: relationship building and structured reflection. Mike felt reflective practice was helping him to build stronger relationships with teachers while also giving him guidance in his coaching sessions. These experiences aided his use of time. He too experienced the constant pull of being an administrator in addition to an instructional coach; however, he began looking for ways to alleviate the pressure of time.

Penelope, being a first year administrator, did not know what to expect going into the school year and what her experience would be like. She did not make a comment about time constraints until the final interview. When asked about what advice she would give a new instructional coach, she stated, “You need to already have some structured questions pre-made to help with time and to also help guide that teacher to reflect...” She was making the connection of how her preparation strengthens her time management as well as strengthens the coaching session for the teacher and herself. Mike also made a similar connection by stating, “Better prepared coaches make for better prepared teachers.” He is making the connection of how instructional coaches and administrators alike prepare and guide teachers. The better he is as a leader the more effective his teachers are. Better leaders and better teachers lead to successful students.

The researcher experienced time constraints during this process as well when working with participants. She had outlined the timeframe for participants as far as when interviews were, when the PD series was, when to submit artifacts, and when to submit their reflective journals. Participants engaged in the majority of the study during the summer months before the start of school. Once the school year began, the researcher felt the pressure that participants were experiencing, as they would interact with her. The researcher would check-in with participants weekly; participants would comment to her that they were working on their reflective journals but administrative duties were hindering them from being able to get in classrooms and meet with

teachers for coaching sessions. The researcher understood the stress that participants were experiencing and tried to be positive and work with them through the months of August and September. When October began, the researcher knew she had to get what reflective journals and the participants had work with what she was able to obtain. The researcher also knew she had to get her post interviews concluded by a certain time in October. When the researcher received the reflective journals, she was pleasantly surprised with what the participants were able to complete.

More Extensive Training

When initially asked about what training he/she had received to be an instructional coach, each participant discussed how the district dictated his/her training. Participants were not give the option or involved in the decision making process on picking what trainings they attended. Penelope being new to the administrative role did not know very much about what trainings she would engage in now that she was an admin/instructional coach; she only knew of two trainings that she would participate in, both were district lead. Penelope stated, “ I know I will be doing a ‘boot camp’ with our superintendent...I also know that we will have some training specifically for administrators.” Mike being a more veteran admin stated in years past, “a lot of PD that includes state PD and working with outside educational groups.” In post interviews, the researcher sees now that a follow up question was needed to asked participants if they needed further training involving instructional coaching with reflective practice as well as more strategies. In casual conversations had with participants, each discussed the effects of the PD series and how the series had changed their coaching perspectives. Also, it would have been interesting to know through participants’ perspectives if the training was beneficial because it was practical to their current context or because it was not something that was district lead. The

researcher sees now how there was an opportunity that was missed to have the participants elaborate on what trainings they felt would benefit their instructional coaching moving forward.

The PD series was found by participants to provide training in strategies that they could immediately go back and implement into their coaching practice. Participants appreciate the fact that the training provided quick, practical, and small reflective strategies to aid in the instructional coaching which also provided a burst of new learning and was impactful in moving forward with reflective instructional coaching. The Keep/Tweak/Toss reflective strategy was a tool utilized by all participants. This tool was a tangible process they could implement into their coaching practices with a seamless transition. Penelope stated, “the strategy that I have utilized the most is the “Keep/Tweak/Toss” so using that process... those steps have really been powerful and helpful for me. I will continue to use this reflective practice going forward with my coaching.” Participants took the strategies learned in the PD series and implemented them with fidelity, seeing the strategies’ effectiveness in learning. Participants would benefit from a training that further developed these strategic moves. They were not hesitant to implement the reflective strategies presented to them by the researcher. They were eager to improve their coaching practice, for their training in years past had been thin. Participants were looking for tools they could make a connection with and make a coaching shift with without disrupting their coaching practice astronomically.

Penelope also made the realization at the end of the study of how she could tweak this tool’s implementation further. She reflected on improving her coaching process by allowing teachers to keep the reflective tool and have them bring them back to future coaching sessions to see their progression through the school year. Penelope is taking this tool and making it her own to suit her coaching areas of need. More reflective strategies that participants could implement

into their coaching practice would benefit their coaching with teachers. Participants would need more training on these strategies. They see the benefit from the training they experienced this summer and are eager to continue their learning. Participants want to improve their coaching craft in order to better support their teachers.

Reflective Research Expanded

The extended trainings are not the only aspect that participants wanted to engage in as they all wanted to learn more about the research of reflective practice. Penelope stated, “I have not read any or been exposed to any research in regards to reflection, but I would definitely be willing to learn more and want to learn more because that would help me to be a better coach for the people I will be coaching and helping.” Penelope was in a unique situation being new to the instructional coaching role as well as the administrative role. She was wanting to learn more in order to help her teachers improve and progress as well as looking for those strategies that would aid in her own coaching experience. Mike also stated, “Currently, I do not read research on my own, but I know that I need to going forward, to improve on my craft.” He made the realization that he needs to continue his growth in order to improve his coaching capabilities. Being a veteran within an area can sometimes lead one to become stagnant and complacent in one’s practices. Research is acquired to help those within the educational field to look for innovative and new approaches to engage in as well as take current practice and to expand upon those and improve. Betsy did have experience with reflective practice and research but very little. She was willing to improve her knowledge of this practice. She stated, “I would love to have some best practices and additional information on reflection.” Her willingness to engage in further research demonstrates her passion for improving her craft.

Participants had deep discussion within the PD series about the research presented to them. They were open and honest with one another when discussing their reactions to the information presented during the series. Participants pulled from their personal coaching experiences to make connections to the reflection research. They discussed how they could make the research learned within the training applicable to their current practices. The participants would benefit from continuing this work with reflective research. They have seen the benefit of this practice in their current roles; therefore, the buy-in to reflective practices is already present. The participants even already have the buy-in from their teachers, for they too have seen the positive effects of reflective practice. A more in-depth dive into the research of reflection would take what participants already know and add to their knowledge as well as their growth. The expansion of knowledge is needed as well because participants are motivated to continue their learning.

Use of Video (for Coach and Teacher Reflective Process)

Both Betsy and Mike discussed in their pre-interviews that some of the best training they ever received involved the use of video. Betsy's experience came from an activity from a consulting firm that her district had hired to look at teacher instructional practices during the pandemic last year. She discussed how she and a teacher took a lesson that was videoed and together watched the video during a coaching session. She described how this process made she and the teacher reflect on the lesson while it was in action. Betsy described the result of this video reflective session lead to she and the teacher discussing "the great things that we [Betsy and the teacher] saw, and we highlighted those relationships... And, now we need to take that teacher's instruction to the next level."

Mike also discussed this type of video reflective process but from the perspective of videoing of a coaching session. His experience was from the suggestion of a consulting firm his district no longer has a contract with. Mike explained in his interview that the firm asked for each administrative coach to video a coaching session with a teacher. The video was then analyzed by consulting firm representatives, district leaders, and him. According to Mike, they were “evaluating the evaluator.” Mike felt this reflective activity helped him in his coaching practice because it was “was something that was eye opening to see your coaching in action/ visible and showing us how we can improve upon our coaching craft.” The reflective activity once again was beneficial because it was giving the coach an opportunity to see his coaching process in action. Mike and district leaders were then able to have an open conversation about what he could do to improve upon his practice.

Both of these digital reflective practices could benefit the reflective process so that coach and teacher alike do not have to recall the lesson observed but instead are able to review the video during the action of the lesson. Also, the coach can reflect on his/her coaching practice while it is in action and can reflect while watching in the moment coaching. The utilization of the video process could potentially take the reflective coaching sessions to the next level of reflective practice. The in-depth analysis for lessons and coaching sessions through this digital reflective process could help all parties improve their instructional practice whether it be in the classroom or through coaching.

Importance of the Reflective Cycle

During PD takeaways, participants commented on the impact of the Simeral and Hall (2017) Reflective Cycle. This cycle broke down the reflective process and specifically aligned it to instructional practice. Betsy stated she could see herself using this cycle by using it through

the lens of “Root Cause Analysis through the Reflective Cycle, I will utilize this with my high flying teachers; they want tools that they can use and take back to their classrooms and use right then to impact learning.” The cycle is another layer to the coaching reflective process as well as a way that teachers can utilize the reflective process with designated purposes. Simeral and Hall (2017) break the Reflective Cycle into four major areas and give guiding questions to each one of those areas:

Cycle	Descriptions	Guiding Questions
1	Awareness of Instruction reality	How aware am I of my students, the content, and pedagogy?
2	Intentionality of Actions	How intentionally do I plan and deliver all aspects of my teaching?
3	Ability to Accurately Assess	How do I know whether my actions affect student learning?
4	Capability to Adjust Actions	How effectively do I respond to the results of ongoing assessments?

Figure 25: *Simeral and Hall (2017) Reflective Cycle*

This cycle allows for coaches and teachers to develop their reflective practice. Through the guiding questions, the cycle gives them a sequence to their reflection. Coaches can look at the cycle as another reflective coaching tool that they can use to help grow teachers and their reflective practice. Coaches do not have to concentrate on all sections of the cycle at once; they can, instead, take one cycle at a time during their coaching sessions, concentrating on one cycle at a time only moving to the next when the teacher is ready. Teachers can implement the cycle into their lesson reflection on their own as a guide to help them to reflect on their scope and sequencing of lessons and instructional practice. Teachers and coaches alike can implement this cycle into their current reflective practices seamlessly.

Recommendations for Future Research

Through the course of data analysis, several themes developed themselves for recommendations for future research became apparent to the researcher as she looked at the language of participants and the study as a whole.

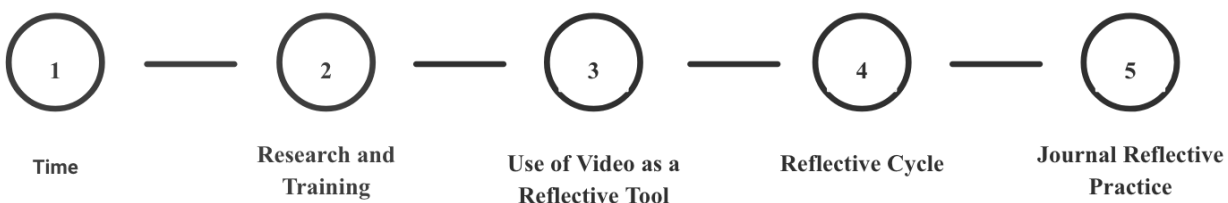


Figure 26: *Recommendations for Future Research*

Time

Participants within the study collectively discussed time being a challenge of fulfilling their role as both administrator and instructional coach. A future recommendation for the study would be to expand the time that the study would encompass. The researcher found within the study that participants did not have enough time to complete the reflective journal data sufficient as the researcher had originally intended. The study could be expanded to include a entire school semester or even school year potentially only focusing on the reflective journal aspect of the study and looking solely at the perceptions and experiences of the participant coaches. The experience and perception of participants would be data rich as well as help the researcher to plot where the study would go next according to the participants' language.

A future question that could also be added to extend the study would be: How can a bridge be made between being an administrator and an instructional coach? This may help with

the stress the dual role administrators face with the time constraints they face with being both an administrator and coach. As stated by Mike, the researcher can see where being a better administrator leads to being a evaluator, which could help bridge the gap by potentially leading to becoming a better instructional coach. Better coaching ultimately leads to better teachers, which leads to student success. Reflective practice is factored into this bridge because of its link to instructional strategy improvement. Future research could potentially be used to help bridge this gap for those dual role administrators.

Research and Training

Participants within the study were excited to partake in a training that provided them with research-based strategies that would help them to improve upon their coaching techniques. To further this within the study, the researcher would like to look at what specific reflective elements would the participants like to expand upon for future use; the researcher surveying participants could find these elements. The researcher could then take those elements and link them to reflective research along with how participants could apply reflective strategies into their coaching practice. Once again, the researcher would provide a professional development series for participants. This PD series would have a similar format to that of the study. The researcher would design the series to reflect the research over the areas of need and how reflection can be implemented to help within the coaching practice of participants. The researcher would like to extend the PD series to be spread through the school year and have participants to complete bridge-to-practice activities along the way. To help with the time constraint found within the current study, the researcher is extending the study time period. That way participants do not feel rushed to complete their learning and reflective activities.

Use of Video as a Reflective Tool

Two of the veteran participants discussed within their interviews how powerful of a tool digital recordings of teacher classroom lessons and coaching sessions were to them in their reflective process. For future research, the researcher would like to look deeper in to the use of video as a reflective tool. Betsy and Mike both made strong cases for the use of digital reflection during the study. The researcher can see how the use of video would allow for the coach and teacher to watch and reflect upon a lesson in action during a coaching session, breaking down the session in chunked sections and discussing how the teacher can implement the reflective strategy of Keep/Tweak/Toss of the watched lesson. The digital reflective strategy would allow for the coach and teacher to not have the stress of trying to remember a lesson. Also, the coach could video the coaching session to allow he/she to reflect on his or her own practice; they too could use the Keep/Tweak/Toss reflective method. This coaching video has the potential to help guide the coach to improving their coaching technique.

Reflective Cycle In-Depth Training

For future use within the study, the researcher sees an opportunity for participants to have an in-depth training on Simeral and Hall (2017) Reflective Cycle; the book written by the researchers, *Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success*, could be used as the main source of information within the training. Within the training, participants would look deeper into the Reflective Cycle, for they only skimmed the surface of the cycle during the study's PD series. The participants could do a semester long book study of the work and discuss how the implementation of the Reflective Cycle could effect their coaching practices. The training to also supplement in other researchers found within the book to help extend the idea of the Reflective Cycle.

Reflective Journal Practice

The reflective journals within the study were important elements to the study because the participants were sharing their internalizations of their reflective process within their coaching experiences. The journals exposed the participants to reflecting on their experiences in a sincere and honest manner. For future research, this process needs to be adapted. Time was a key factor as mentioned above as well as format. Participants had issue in the beginning with what their reflective journals needed to entail. The researcher sees an opportunity for a guided format within this reflection. She would like to model the method for participants in the beginning to demonstrate to them what information is to be included within the journal but not necessarily take away their creative, reflective freedom of how they are to include that internalized information. The researcher realizes the need to have a loose reflective format but to be tight on the reflective practice. This addition would allow for participants to have a foundation once they begin to write their reflective journals as well as give the researcher a data rich collection.

Limitations with Study

The time and length of the study were limitations to this study. To begin, the study's timing was not ideal for participants who were trying to start the school year. Coming off of a pandemic year, where the participants' district was hybrid the entire 2020-21 school year, played a vital role in the added stress to the start of the year. Participants had not started a full instruction year since 2018 and were having issue with adapting back into the mindset of full instruction 5 day a week. Not to mention Penelope was a first time administrator and had not experienced a school year start as an administrator. Participants needed more time to acclimate back into the school as well as participate in the study. The reflective journals needed more time

to get more internalization from participants. From the point of September and October of the study, the timing felt rushed by the researcher and participants. An extended time frame would have been much more beneficial to help in aiding the stress of the beginning of the school year.

Also, the number of participants was a limitation to the study. Being that the intended case study district is so small, the district only has 6 administrative instructional coaches that serve as more admin and instructional coach. The study would have benefited from being conducted in a larger district with more participants to collect data from and engage in the reflective practice PD series. More participants would allow for more diverse perceptions as well as more coaches being trained on reflective practice.

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Appendix A

Pre-Interview Questions

Researcher: Thank you again for your participation within my study, today we are going to start with some basic interview questions in regards to reflection that will get us started within my study.

Researcher: Please remember your identity will be masked to keep you anonymous; I will be changing your name within my study findings as well as there will not be any distinguishing descriptions given to reveal your identity.

Researcher: Unless you have any questions about the study at this time, we will begin (give time for any questions).

Pre-Interview Questions:

- 1) What does reflection mean to you?
- 2) Describe what it is like to be both an administrator and an instructional coach.
- 3) Describe in detail the training you received to become an instructional coach in your district once you became an administrator.
- 4) Currently, how do you reflect on your coaching practices?
- 5) What research have you read and/or experienced about reflection? If not any experience with the research, would you be interested in learning more about what the research says about reflection in a coaching setting? Why or why not?
- 6) Describe in detail a time when you have taken a coaching session and revamped it based on your reflection.

This concludes our interview today; thank you again for your participation.

Appendix B

Reflective Practice in Instructional Coaching

Professional Development Series
Cecelia Stricker
MTSU ALSI Doctoral Program

Our Map for this 3 Day PD Series:

Monday	Wednesday	Friday
<ul style="list-style-type: none"> - Getting Started - What does the Research Say? *Instructional Coaching *Innovation *Building Relationships <ul style="list-style-type: none"> - Take-Aways 	<ul style="list-style-type: none"> - Reflective Practice in Education - What does the Research say? - Reflective Strategies to implement into our Instructional Coaching *Activity *Modeled Strategies - Take-Aways 	<ul style="list-style-type: none"> - Building Reflective Instructional Coaching Plan for August-September - What does this look like? - Reflective Journals - Take-Aways

Let's Get Our Reflective "Juices" Flowing ACTIVITY



**What comes to mind with you see the word "Reflection"?
*Write Around Activity**

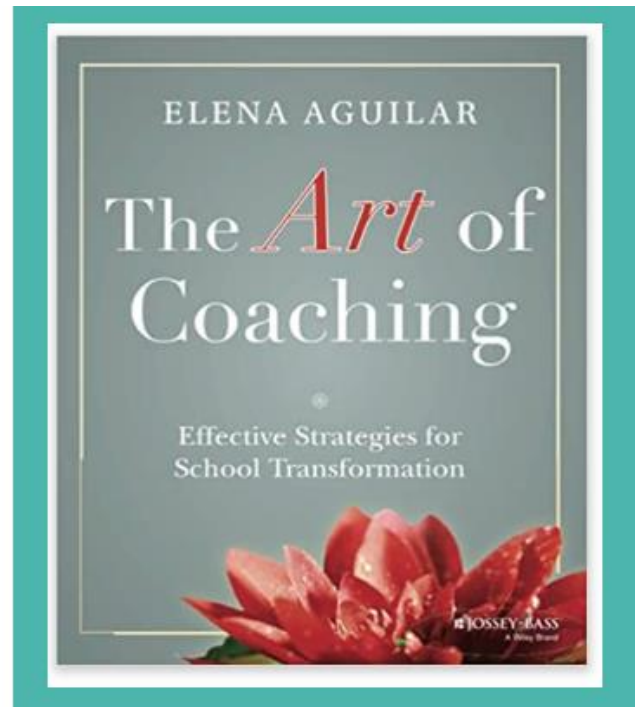


Discussion

What does the Research Say?

Instructional Coaching

Elena Aguilar (2013)



Reading & Discussion

"What is Coaching" pg. 18-20
(Reading #1)

Different Coaching Models: Aguilar (2013)

- 1) **Directive Coaching:** focuses on changing a teacher's behavior; the coach is the expert in the content and shares his/her expertise (think: modeling lessons)
- 2) **Facilitative Coaching:** supports coaches to learn new ways of thinking through reflection, analysis, observation, and experimentation-- does not share expert knowledge but builds on teacher's existing skills

Reading and Discussion

"A Vision for Coaching" pg. 29-31
(Reading #2)

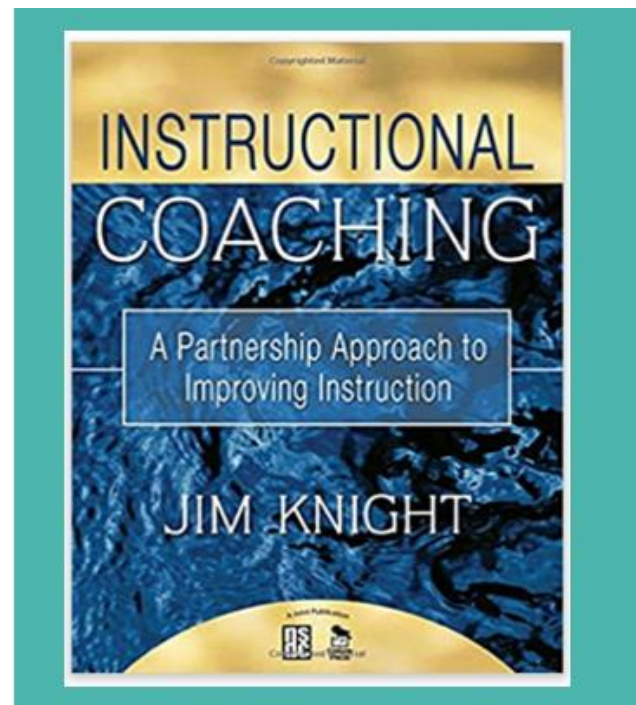
What does Trust in
Coaching look like?
Pg. 76-78 (Reading #3)

*Read & Discuss

Instructional Coaching

Jim Knight (2007)

"How Coaches can Spread Knowledge"
pg. 179-180
(Reading #4)

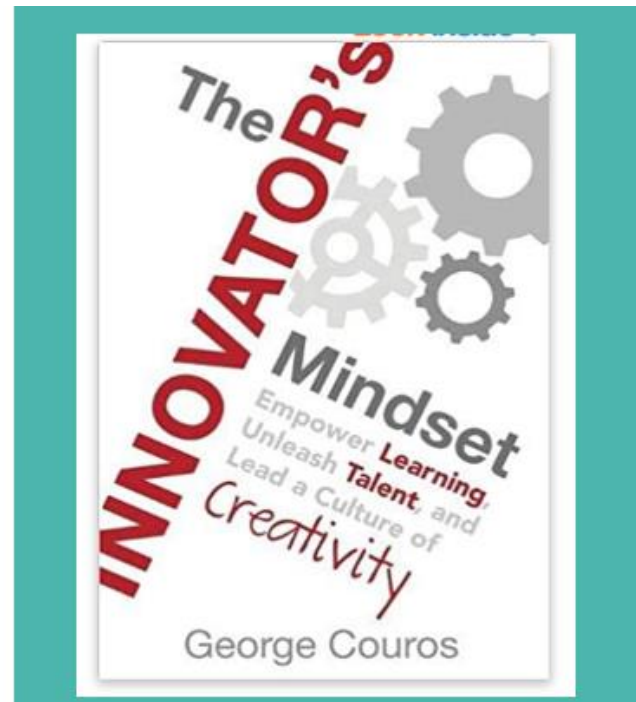


Prediction Time:
**How do what we have read from Aguilar & Knight connect
to Reflective Practice?**
***Quickly Write Down Connection Ideas**
- Whole Group Discussion



Innovation

George Couros (2015)



Mindset

Fixed Mindset

Brief that abilities, intelligence, and talents are fixed traits

- Born with, either you have it or you don't
- "I taught it; they just did not get it."

Growth Mindset

Belief that abilities, intelligence, and talents can developed

- You can do anything with practice and hard work
- One's openness to learning
- Thinking of new strategies to implement for students to hit ALL learners

Relationships &
Building TRUST

“Relationships, Relationships, Relationships” Couros (2015)

Couros (2015)

“The three most important words in education are: Relationships, Relationships, Relationships. Without them, we have nothing.”

***pg. 67-69 Reading #5**

***Read & Discuss**

“Learn, Lead, Innovate” Couros (2015)



Group Activity

What does it mean to be an Innovative Leader? What are his/her Characteristics?

Characteristics of the Innovative Leader pg. 88-90
Jigsaw Activity (Reading #6)

Take-Aways:
PD Session #1

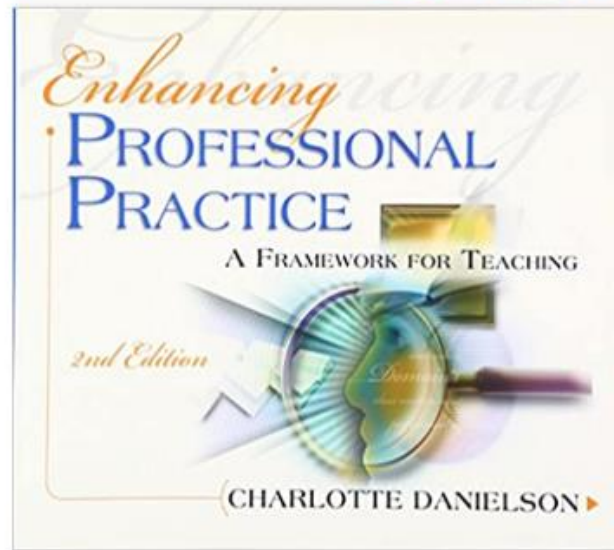
PD Session #2

— It's ALL about REFLECTION —

Reflection in
Education

Reflective Practice

Charlotte Danielson



“To be Effective, one Must be Reflective”

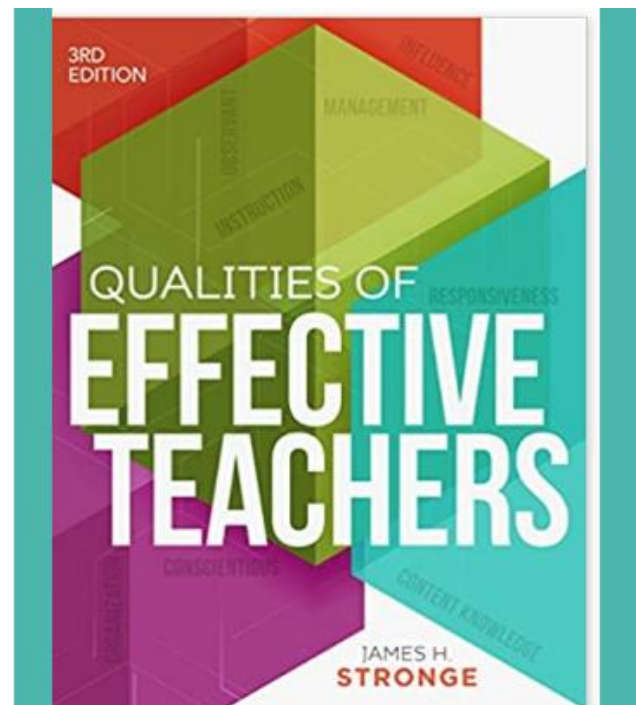
— Effective Teachers Lead to Better Prepared Students —

In order to be effective, **be** reflective.

- Stronge (2018)—*Qualities of Effective Teachers*
 - Hattie (2011)—*Visible Learning for Teachers*
 - Popham (2014)—*Classroom Assessment: What Teachers Need to Know*
 - Wilson & Conyers (2013)—*Five Big Ideas for Effective Teaching*
 - Brown, et. al (2014)—*Make it Stick: The Science of Successful Learning*
 - Marzano (2009)—*Becoming a Reflective Teacher*
- All support the notion that effective teachers are indeed reflective practitioners.

Reflection

James Stronge
(2018)



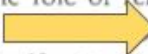
Stronge (2018) What resonates with you from this quote?

Reflective Practice

Another element of professionalism often cited as part of effective teaching is a teacher's reflective practice—or careful review of and thoughtfulness about one's own teaching process. The role of reflection has been described repeatedly in studies of teacher effectiveness. Effective teachers consistently practice self-evaluation and self-critique as learning tools. As reflective practitioners, they portray themselves as students of learning. Moreover, they are curious about the art and science of teaching and about themselves as effective teachers.

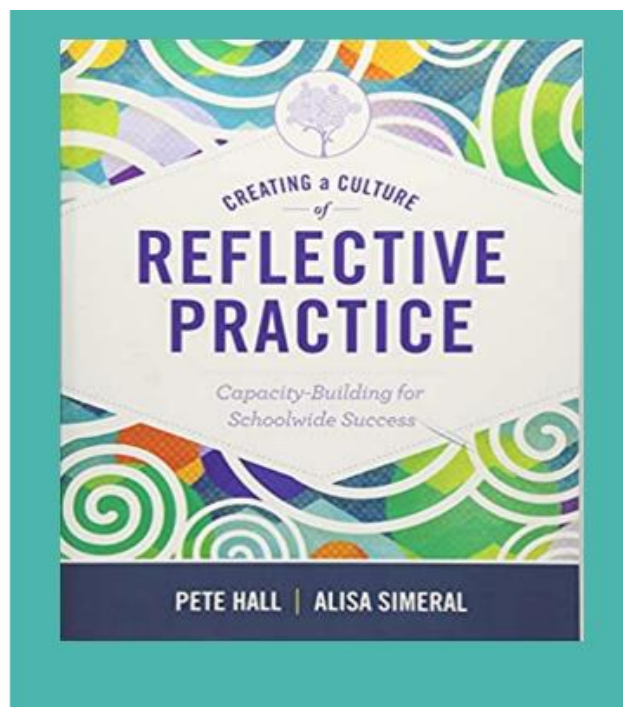
Teacher reflects but do they reflect with a purpose?

Reflective Practice

Another element of professionalism often cited as part of effective teaching is a teacher's reflective practice—or careful review of and thoughtfulness about one's own teaching process. The role of reflection has been described repeatedly in studies of teacher  Effective teachers consistently practice self-evaluation and self-critique as learning tools. As reflective practitioners, they portray themselves as students of learning. Moreover, they are curious about the art and science of teaching and about themselves as effective teachers.

Reflective Practice

Pete Hall & Alisa Simeral



“...Separating the Excellent from the Mediocre”
Pg. 20- 21 (Reading #7)

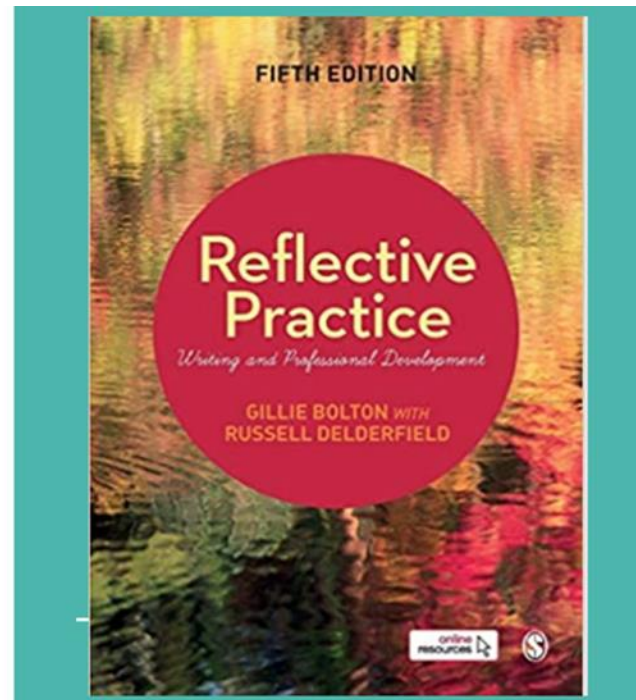
“The Reflective Cycle” Pg. 24- 26 (Reading #8)



Reflective Practice

Gillie Bolton & Russell Delderfield

“Values & Principles of Reflective Practice” pg. 29 (Reading #9)

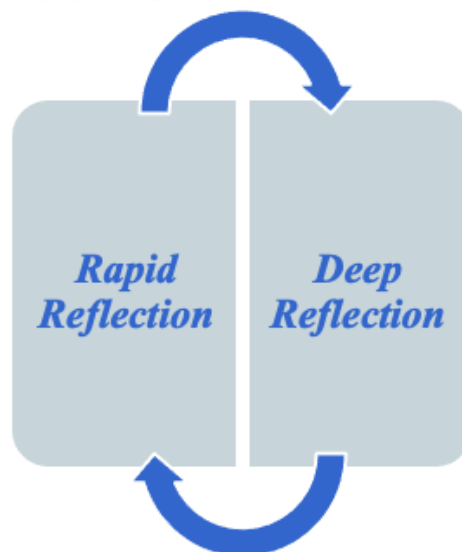


Values and Principles of Reflective Practice -- Bolton & Delderfield (2018)

1. Trust
2. Self-Respect
3. Responsibility
4. Generosity and Genuineness
5. Positive Regard and Empathy

*Let's break these down--

Creating a Culture of Reflection



Reflective Strategies

Keep/ Tweak/ Toss (15-20 MIN)

*Options: Previous Taught Lesson, Coaching Session, or Curriculum

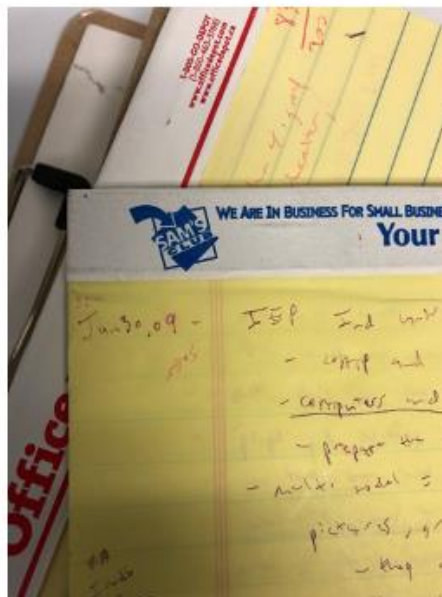
<u>Keep</u>	<u>Tweak</u>	<u>Toss</u>

Structured Questions

Example: Achieve the Core (ELA IPG)

- Structure Questions that lead to Reflection of a Lesson for Teachers
- Learning Opportunities for teachers but at their own realizations

Reflective Journals



Use “Take-Aways”

“When teachers set out to improve procedures, a rich source of data is often overlooked because teachers typically fail to secure advice from their students” (p. 275).

Popham, W. J. (2014). *Classroom assessment: What teachers need to know*. Boston, MA: Pearson.

*Have teachers give you “Take-Aways” from your coaching sessions.

Root Cause Analysis

- Run your problem through the **Five Whys** exercise to uncover potential root causes.
Example:
 - 1. Why aren't my students engaged in the reading?
 - (because they aren't interested in the readings)
 - 2. Why aren't my students interested in the text sets?
 - (because they don't see the value in them)
 - 3. Why don't they see the value?
 - (because they don't see how the readings connect to life once they graduate)
 - 4. Why don't they see the connection?
 - (because they think the readings have nothing to do with their intended career)
 - 5. How can we get students to understand/see the value of reading and the meaningful connections to their majors/careers?

3 BIG Take-Aways: PD Session #2

PD Session #3

Instructional Plan Concept

- **Time:** August 9th- August 30th
 - **Activity:** 1-2 Coaching Sessions a Week (please if you can)
 - **Data Type:** Reflective Journals at the end of each Coaching Sessions--paragraph plus is completely fine (whatever you are feeling after that session)
-

4 Week Timeframe

Week #1 - August 9th

Week #2 - August 16th

Week #3- August 23rd

Week #4 - August 30th

*You can send me your Weekly Reflections by Google Doc each Friday (I can send reminders).

Building your PLAN

Ask Yourself:

- 1) What is my timeframe?
- 2) Which teacher(s) do I want to focus on?
- 3) What growth do I want to see from these teachers?
- 4) Which Reflective Strategies would he/she benefit & grow from to achieve the goals I have set for them?
- 5) Would sharing research help for teacher “buy-in”?
- 6) What other resources do I need to help me build my plan?

3 BIG Take-Aways:
PD Session #3

Appendix C

Researcher Reflective Practice of Professional Development Series

Keep	Tweak	Toss
<p>*Structure of Series & length</p> <p>*Key Divisions of series: Getting Started, What does the Research Say?, Instructional Coaching, Innovation, Relationships, Reflective Practice in Education, Reflective Research, Reflective Strategies & their implementation, Reflective Activities, and Building Reflective Coaching Plan</p> <p>*The research selected from: Aguilar (2013), Knight (2007), Couros (2015), Danielson (2009), Stronge (2018), Hall & Simeral (2017), & Bolton, Delderfield (2018)</p> <p>*Discussion time built into the sessions</p> <p>*Reflective activities build into the sessions</p> <p>*Reflective strategies built into the sessions</p> <p>*Participant Takeaways at the end of each session</p> <p>*Building Coaching Plan</p>	<p>*Timing</p> <ul style="list-style-type: none"> - participants needed more time to digest the material - spread the sessions through the 1st semester of school instead of during the summer right before the start of school - spreading out the time also allows for check-ins with participants <p>*Lead Takeaways in a more structured manner</p> <p>*3rd PD session—allow for more time to develop Reflective Coaching Plan</p> <p>*Have participants to complete research reading as a pre-session activity (allowing for more in-depth conversation when in session)</p>	<p>*Setting of the series (it needed to take place in a neutral atmosphere instead on campus)</p>

Appendix D

Post-Interview Questions

Researcher: Thank you again for your participation within my study, today we are going to conclude the interview process with some last reflective based questions as well as some about your experience during the Professional development series. Do you have any questions? (give time for any questions).

Researcher: Please remember your identify will be masked to keep you anonymous; I will be changing you name within my study findings as well as there will not be any distinguishing descriptions given to reveal your identity.

Researcher: Unless you have any questions about the study at this time, we will begin (give time for any questions).

Post-Interview Questions:

- 1) Identify a teacher you have coached multiple times through this study's process (without giving any identifying information about the teacher). Describe how that teacher's class has changed or not changed since you began coaching he/she this year.
- 2) What was your biggest take away from the professional development you received concerning reflective practice in coaching?
- 3) What, if anything, would you consider changing about your coaching process if you could in connection to reflection?
- 4) Have you learned anything about yourself as a coach through the process of reflection?
- 5) What advice would you give a novice instructional coach about using reflection within a coaching setting?

Researcher: This concludes our interview today; thank you again for your participation.

Appendix E

Dear [insert name],

I am currently working on a research study as a student in the Assessment, Learning, and School Improvement Ed.D. program at Middle Tennessee State University. I am writing to invite you to participate in my research study about Administrative Reflective Instructional Coaching. You are eligible to be in this study because you are an administrator that serves also serves as an administrative coach within our district. You were intentionally selected to participate in this qualitative study because of your qualifications and current job role.

If you decide to participate in this study, you will participate in a pre and post interview as well as a summer professional development series all related to administrative instructional coaching. This study will be conducted during June-September of 2021.

Please remember that participation in this study is completely voluntary; you can choose to be in the study or not. If you would like to participate or have any questions about the study, please email me at ceceliastriker@tcschools.org.

Sincerely,

Cecelia Stricker

Appendix F

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129
 FWA: 00005331/IRB Regn. 0003571



IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Monday, June 14, 2021

Protocol Title **Reflective Administrative Instructional Coaching: A Qualitative Study**
 Protocol ID **21-2199 7i**
 Principal Investigator **Cecelia Stricker** (Student)
 Faculty Advisor John Lando Carter
 Co-Investigators NONE
 Investigator Email(s) *ces7k@mtmail.mtsu.edu; lando.carter@mtsu.edu*
 Department ALSI, College of Education
 Funding **NONE**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU IRB through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action is tabulated below:

IRB Action	APPROVED for ONE YEAR		
Date of Expiration	6/30/2022	Date of Approval: 6/14/21	Recent Amendment: NONE
Sample Size	TEN (10)		
Participant Pool	Target Population: Primary Classification: Healthy Adults (18 or older) Specific Classification: K-12 Administrators		
Type of Interaction	<input type="checkbox"/> Non-interventional or Data Analysis <input type="checkbox"/> Virtual/Remote/Online interaction <input checked="" type="checkbox"/> In person or physical interaction – Mandatory COVID-19 Management		
Exceptions	1. Voice recording is permitted. 2. Approved for in person data collection		
Restrictions	1. Mandatory SIGNED Informed Consent. 2. Other than the exceptions above, identifiable data/artifacts, such as, audio/video data, photographs, handwriting samples, personal address, driving records, social security number, and etc., MUST NOT be collected. Recorded identifiable information must be deidentified as described in the protocol. 3. Mandatory Final report (refer last page). 4. The CDC guidelines and MTSU safe practice must be followed		
Approved Templates	IRB Templates: Signature In Person Informed Consent Non-MTSU Templates: Recruitment Script		
Research Inducement	NONE		
Comments	NONE		