The impact of cognitive coaching on educator identity and teamwork through classroom observation as perceived by teachers and administrators.

Carrie Elizabeth Wade
University of Louisville

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THE IMPACT OF COGNITIVE COACHING ON EDUCATOR IDENTITY AND TEAMWORK THROUGH CLASSROOM OBSERVATION AS PERCEIVED BY TEACHERS AND ADMINISTRATORS

By

Carrie Elizabeth Wade
B.M.E., Morehead State University, 1999
M.A.Ed., Morehead State University, 2002
Ed.S., University of Kentucky, 2011

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A Dissertation Approved on

April 3, 2024

By the following Dissertation Committee:

_______________________________________
Dr. Deborah Powers

_______________________________________
Dr. Jennifer Cox

_______________________________________
Dr. Douglas Stevens

_______________________________________
Dr. Rachel Yarbrough
DEDICATION

To my loving husband, Jesse, and my wonderful parents, Bob and Judy:

Your unwavering love, encouragement, and support have been the foundation upon which I’ve built my academic journey. Through every challenge and triumph, you have been my pillars of strength, cheering me on with boundless patience and belief in my abilities. This dissertation is a testament to your endless support and sacrifices, and I dedicate it to you with heartfelt gratitude and deepest love. Thank you for always pushing me to be my very best and for helping me to persevere when challenges came my way. I will be forever grateful.

To the dedicated teachers and administrators who tirelessly strive to empower and elevate one another to become thinkers and problem solvers:

Your commitment to excellence in education inspires me beyond measure. This dissertation is dedicated to you, the guiding lights in the educational landscape, who passionately embrace the transformative power of coaching. Your tireless efforts to nurture growth, foster collaboration, and elevate teaching practices embody the essence of educational leadership. May this work serve as a tribute to your dedication and a beacon of inspiration for educators everywhere.
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ABSTRACT

THE IMPACT OF COGNITIVE COACHING ON EDUCATOR IDENTITY AND TEAMWORK THROUGH CLASSROOM OBSERVATION AS PERCEIVED BY TEACHERS AND ADMINISTRATORS

Carrie E. Wade

April 3, 2024

Classroom observations are meant to help teachers improve their instructional practice and improve learning outcomes for students. But for many educators, traditional, in-person classroom observations can not only be difficult to arrange but difficult to truly gain valuable feedback from when teachers can’t see what was happening in the moment (Drago-Severson & Blum-Stefano, 2017). Teaching and leading in an environment characterized by a constant state of change is more likely to cause stress and negative feelings when the employees care deeply about the outcome (Wisse & Sleebos, 2016). Cognitive Coaching methods, applied to classroom observations, aim to reduce focus on negative perceptions and concentrate attention and energy toward acknowledging the negative emotional responses observations often cause, moving towards reflection, problem solving, planning, and action strategies (Brown & Olsen, 2015; Costa & Garmston, 2016)
This study examines the experiences of nine educators, five serving as administrators and four as classroom teachers working in Central Kentucky public school districts, on observation processes when conducted utilizing Cognitive Coaching techniques. Data were analyzed utilizing the Listening Guide methodology to uncover meaning in the observation methods in correlation with Cognitive Coaching techniques. This study seeks to reveal job embedded strategies administrators and teachers can collectively practice for lessening observational stress and problem centered thinking through the implementation of Cognitive Coaching techniques and self-reflection.

This qualitative, phenomenological study was conducted through the interpretive framework of Bandura’s social cognitive theory that focused on the experiences and reflections of teachers and administrators who have experienced Cognitive Coaching techniques in classroom observations. Participants in this study were asked to discuss the influence of observations on their individual professional practice and the potential impact on their interactions and relationships with colleagues. Administrators and teachers collectively report increased confidence when utilizing Cognitive Coaching methods on self-reflection, and teacher empowerment leading to more meaningful and relevant feedback, deepened self-awareness, and stronger relationships focused on partnership promoting growth and refinement in instructional quality. Experiences with Cognitive Coaching support educator development beyond traditional methods, supporting the need for a shift in administrative training and practices in this area.
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CHAPTER 1: INTRODUCTION

Classroom observations are meant to help teachers improve their instructional practice and improve learning outcomes for students. But for many educators, traditional, in-person classroom observations can not only be difficult to arrange but difficult to truly gain valuable feedback from when teachers can’t see what was happening in the moment. Thankfully, as education advances, so can classroom observation techniques (Drago-Severson & Blum-Stefano, 2017). Formal evaluations in the classroom are often used as part of job performance evaluations. A formal classroom observation example might involve an administrator dropping in on a teacher’s classroom during a specific lesson. Normal evaluation observations are generally done once a year but may be done more often. For some teachers, this type of evaluation is when they thrive. For others, this type of evaluation can be stressful and intimidating — especially when things don’t go as planned. Traditional classroom observations often leave teachers feeling nervous, which is why the word “observation” often comes with a lot of emotional baggage for educators (Darling-Hammond & Bransford, 2007). These reasons alone are enough for any district to want to make a switch on how classroom observations are done — especially when the end goal is always the same: improving learning outcomes for students.

Classroom observations done by administrators with the intent of supporting teachers in improving their practice, versus solely on evaluation, can have powerful results. Feedback is the catalyst to awareness, so, while an observer’s analysis of a lesson
is important, more growth is typically accomplished through a teacher’s self-reflection (Costa & Garmston, 2016). Together, the administrator and teacher discuss the teacher’s strengths, challenges, and effective (and ineffective) behaviors in the classroom. From there, teachers can work with their administrator to refine their practice, try new instructional approaches, and reflect on their impact and growth (Drago-Severson & Blum-Stefano, 2017). Fundamental to this process is the focus on a teacher’s cognitive development. Administrators utilizing a coaching approach, can enhance the teacher’s thinking, perceptions, beliefs, and assumptions toward the goals of deeper capacity for self-directed learning through self-management, self-monitoring, and self-modification (Costa & Garmston, 2016). What follows is an investigation of the influence that Cognitive Coaching techniques has on educator identity and interdependence, when utilized for classroom observation by an administrator.

Statement of the Problem

Traditionally, in a school community the partnership between teacher and principal is structured around a formal observation and feedback process seeking to improve instructional practice as outlined in the district’s certified evaluation plan (CEP) (Randall, 2020). This research sought to provide the foundational evidence of the priority in making a shift to utilizing the Cognitive Coaching protocols as the primary model utilized by all school administrators. This study is intended to serve as a model for other districts to adopt a similar combined approach for teacher observation and reflection. An intent underlying this study was to explore micro actions that are inherent to the implementation of administrator classroom observation practices within the structures of reflective techniques from Cognitive Coaching.
One thing that is known is that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation—the crucial variable affecting instructional quality and student achievement, (Randall, 2020). At the heart, are principals focused on the development of teachers, (Fullan, 2008). A principal’s chief responsibility is doing everything possible to support and optimize the growth of teaching and learning. With this understanding of the principal’s role two connected problems are interfering with observation effectiveness. The first is the widespread desire for observations to serve the dual purpose of supporting the professional growth of teachers while also evaluatively grading them and the second being compliance with strict frameworks, (Randall, 2020). The problem with the duality is that rating teachers inhibits their growth. As soon as an evaluative or a developmental rating of pedagogy enters the picture, teachers become cautious and fearful and stop taking risks. Teachers must trust their principals and feel safe to willingly take risks and try new things (O’Leary, 2017).

Principals do not enjoy the process of classroom observations either. Many feel it is a necessary duty and are strategically compliant. Some feel that cumbersome state requirements and strict observation frameworks interfere with the real work of helping teachers improve. Most want to help teachers improve it is just that the evaluative process as it currently functions makes it difficult to do so (Randall, 2020).

Powell and Colyvan (2008) have dealt with the micro foundational perspective and noted the benefits of exploring "how employees transform institutional forces that guide their daily practice" (p. 276-77). They advocated for efforts that lead to ways of capturing and maintaining these processes including language and vocabulary as protocols that people use to achieve mutual understanding. The next step is to see which
become codified into formal performance measures and how these become metrics by
which people are evaluated. As these activities take hold, they become accepted as
normal, then emulated by others who were not a part of their initial creation. In this
sense, local measures become public, as they “evolve into models that others aspire to
and are recognized as guideposts of accomplishment” (p. 292). One theoretical lens for
this, institutional theory, addresses the manner in which new structures become
established guidelines for behavior—"how elements are created, adopted, and diffused
over time" (Scott, 2004, p. 2) and serves as a context to describe gaps between preferred
and actual processes.

A related concept, isomorphism (DiMaggio & Powell, 1983), describes what
causes a unit in one population to resemble other units facing similar environmental
conditions; this often results from an organization’s quest for legitimacy. To Suchman
(1995), the concepts are natural and meaningful elements that empower organizations.
But the type of isomorphic pressure brought to bear on an environment can also impact
the likelihood of successful adaptation. Coercive pressures, such as mandates from those
upon whom a group is dependent (i.e. the school principal), are less likely to be generally
accepted. DiMaggio and Powell (1983) suggested that these result in "performance
compliance rather than voluntarily inculcating a performance culture" (p. 469).

Far too often, teachers are reluctant to give up control of their individual practice.
Teaching and leading in an environment characterized by a constant state of change is
more likely to cause stress and negative feelings when the employees care deeply about
the outcome (Wise & Sleebos, 2016). Effective teamwork requires teacher team
members to be responsible and accountable to one another in their work, with a level of
vulnerability that many teachers struggle to find acceptance with. Individuals who fail to take the time to reflect upon how well they are adapting to change or acknowledge success, may feel drained of time, energy, and a sense of growth or continual mastery (Bandura, 2001). The problem of practice that has surfaced is a need to dig deeper into the relationship between teachers, their colleagues, and their evaluator and why their perception of observation is so threatening and, quite honestly, scary to most.

**Purpose of the Study & Research Questions**

The purpose of this study was to investigate the influence that Cognitive Coaching techniques has on educator identity and interdependence, when utilized for classroom observation by an administrator. Bandura’s Social Cognitive Theory provides the framework for this action research study investigating how teachers describe perceived identity and collective efficacy as a result of Cognitive Coaching techniques applied to classroom observations. Teachers and administrators in this study were asked to discuss the influence of observations on their individual professional identity and the potential impact on their interactions with colleagues as it relates to the development of their professional identity. In the study, I asked the following research questions:

1. How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?

2. How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?

3. In what ways do administrators perceive the impact of Cognitive Coaching processes on their relationships with their teachers?
4. In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?

**Significance of the Study**

In education, outcomes matter. Unproductive effort is never a good thing. It is critical to reward not just effort but learning and progress, and to emphasize the processes that yield these things, such as seeking help from others, trying new strategies, and capitalizing on setbacks to move forward effectively, (Dweck, 2016). In Dweck’s (2016) research, the outcome — the bottom line — follows from deeply engaging in these processes. Staff that embody a growth mindset encourage appropriate risk-taking, knowing that some risks will not work out. They support collaboration across educational boundaries rather than competition among teachers. These staff communities are committed to the growth of every staff member, not just in words but in deeds, such as broadly available professional development and leadership opportunities, continually reinforcing growth mindset values with concrete policies.

Even if we correct the misconceptions surrounding teacher evaluation and observation, it is still not easy to attain a growth mindset. One reason why is we all have our own fixed-mindset triggers. When we face challenges, receive criticism, or fare poorly compared with others, we can easily fall into insecurity or defensiveness, a response that inhibits growth. Our work environments, too, can be full of fixed-mindset triggers. School administrators are faced with the challenge of creating a culture for staff to practice growth-mindset thinking and behavior, such as sharing information, collaborating, innovating, seeking feedback, or admitting errors (Hatch, 2018). The study seeks to fill the gap in the literature offering job embedded strategies principals and
teachers can collectively practice for lessening observational stress and problem centered thinking through the implementation of Cognitive Coaching techniques and self-reflection.

Mimetic situations, wherein organizations model themselves on peers with demonstrated success, are more freely chosen and predict greater potential for positive outcomes (Cyert & March, 1963). Mizruchi and Fein (1999) described these as social-constructionist processes wherein enough individuals in an organization begin to do things in a certain manner that the course of action becomes institutionalized. Normative pressure occurs when organizations must conform to standards and in such situations, personnel often either embrace the adopted system or are replaced. There are few accounts of what happens before, during, and after implementation that impacts the efficacy of professional learning community initiatives, including the approach to teacher evaluation and observation. A lack of awareness of this series of decisions and actions can open schools to a greater risk of failure in their reform efforts. We are routinely placing teachers into team structures without any preparation for the actual work it takes to make collective decisions about team practice (Troen & Boles, 2012). Because our mission to affect student learning is challenged by limited resources and time for professional development, it is even more essential that decisions concerning the implementation of new practices be well informed in theory and grounded in defensible practice. Leadership is not just making professional learning communities work, it is also putting the work of these teams into a central narrative that connects structures, processes, and purposes in ways that people in the organization can understand (DuFour, 2011). If those in the organization deemed to do the work do not have an understanding
of how the pieces of the whole fit together then the collective work will be directionless (Hatch, 2018).

**Strengths and Limitations**

Given my position as an inside-researcher, working full time as a district administrator, this study focused on participants who were employed in a Kentucky public school district with experience in Cognitive Coaching as either a coach or one who has received coaching. The state level focus allowed me to carefully attend to the data collection process and timelines while continuing my regular job responsibilities.

Participants represent varying levels of experience across Kentucky. The sample size is small in this study, making it less than ideal for generalization. The requests for Cognitive Coaching training is growing in interest across the state of Kentucky, specifically across the Ohio Valley and Northern Kentucky regions. At the time of this study it is unknown how many Kentucky school districts may be comprehensively utilizing Cognitive Coaching techniques. Data from other sites where these approaches are being implemented could enrich this study.

I was selected through the Principal Partnership (P3) organization to participate in Cognitive Coaching training starting in September of 2021. Training included four, two day in-person sessions held over four months. Follow up training included five, one-hour monthly sessions from January through May 2022. My knowledge as a Cognitive Coach is still developing through my professional practice. I was granted permission by my superintendent to utilize Cognitive Coaching techniques in partnership with Danielson's observation framework during the 2021-22 school year to strengthen my professional practice and confidence incorporating these techniques to support teacher professional
growth. Staff were informed of the use of Cognitive Coaching techniques during planning and reflections sessions for the purpose of my professional development in support of their professional growth.

Study participants varied in their degree of autonomy during the research process. They participated in the observation process as individuals but were also working as members of collaborative inquiry groups through professional learning communities (PLCs) within their respective district. Each participant had an individualized experience with the PLC process based on their school’s and district’s approach to their utilization and implementation. These elements can be identified as strengths to support the research in that as the participants engage in inquiry, either autonomously or collaboratively, the process helped the participants move from working as isolated individuals toward a collaborative community, seeking to engage other staff in learning and change (Herr & Anderson, 2005). Participants were working toward influencing organizational change, offering opportunities for personal, professional, and institutional transformation.

**Theoretical Framework**

As I prepared to further explore this topic, I was drawn to the theoretical framework of field theory, developed by German American psychologist, Kurt Lewin (Adelman, 1993). Lewin’s theory emphasized an individual’s needs, personality and motivating forces. Lewin took the position that a person’s experiences and needs create their “life space” where people strive to maintain a sense of equilibrium within their environment, when tension occurs, this will stimulate a response to return to an equalized state. Thinking “spatially” entails reflexivity and inter-subjectivity. Despite Lewin’s
famous formula, that appears to neatly divide the world into individual and environment, it leads us to see ourselves as continually becoming through dynamic relationships with others, versus seeing ourselves as separate, atomistic individuals (Freidman, 2011).

Levin’s personal philosophy was, “No action without research; no research without action” (Adelman, 1993). Lewin’s approach to action research was focused on the value of having group discussions centered around an issue, followed by collaborative dialogue on how to resolve the issue. The key to the success of this approach is the active participation of those directly involved with the identified issue being responsible for carrying out the work in the exploration of both identified and anticipated problems. It is the group themselves that monitors the efficacy of their work and determines if the goal has been achieved or additional intervention steps are necessary. Lewin’s pioneering approach to action research, showed that through discussion, decision, action, evaluation and revision in participatory democratic research, work became meaningful, and alienation was reduced (Adelman, 1993).

While the concept of teachers collaborating in teams is not new, teams typically get started with energy and enthusiasm, but unfortunately team members often lack the skills, tools, and support structures that will allow them to orchestrate significant pedagogical and curriculum changes through the collaborative work of the team (Troen & Boles, 2012). The cultural foundation of teaching--teacher autonomy--can prevent teachers from accepting another teacher’s feedback and having open discussions regarding evaluation of their individual performance. Without a clear understanding of the benefits of consistent team leadership and team roles, the likely result will be a lack of productivity and cohesiveness. Troen and Boles (2012) have defined five conditions
of effective teacher teams that parallel Lewin’s action research approach with field theory. These conditions include: task focus, leadership, collaborative climate, personal accountability and structures & processes. With the clear message that the primary work of every teaching team is to affect the instructional core, the imperative of individual self-efficacy partnered with the development of collective efficacy takes on additional weight. Before educators can change their behaviors or implement more effective pedagogy, they must learn to think differently about the relationships they form with their students and one another. Cognitive Coaching seeks to support this change in thinking, (Costa & Garmston, 2016). Friedman (2011) indicates that it is these changed relationships that will create the necessary conditions for fundamental changes in the ways educators approach implementing new methods of teaching and dealing with problems based on the feedback from and personal reflection on classroom observations. The teacher team, through the facilitation of the PLC model, is a place where professional development strategies can be enacted collaboratively and more efficiently lead to dramatic improvement in teacher professional learning and growth.

Teaching has traditionally been seen as an individual, rather than a collective practice. Evidence shows that changing the structure of an organization does not automatically change its culture, much less its practice or performance (Troen & Boles, 2012). Thus, introducing professional learning communities into a school, by itself, does not transform the culture from atomized to coherent. The solution lies in deliberately changing the practice to fit the structure. Although individual growth is essential for organizational growth to take place, it does not guarantee organizational growth (Hatch, 2018). Building a school’s capacity to learn is a collective rather than an individual task.
The basic structure of a professional learning community is composed of collaborative teams whose members work interdependently to achieve common goals (DuFour, DuFour, Eaker, & Karhane, 2004). Focusing on the essentials of their work creates invaluable time for teachers to repeatedly and routinely practice and refine their efforts with minimal distraction or anxiety. Teachers must develop a shared sense of purpose to better fulfill the goal of learning for all by examining and reflecting on their practices and procedures (DuFour et al, 2004). Through this process they will be able to articulate their collective commitments they are prepared to make to move their school toward a shared vision.

To make their way successfully through a complex world full of challenges and hazards, people must make good judgments about their capabilities, anticipate the probable effects of different events and courses of action, size up socio-structural opportunities and constraints, and regulate their behavior accordingly. Bandura’s (2001) social cognitive theory adopts an agentic perspective to human development, adaptation, and change. The theory distinguishes among three modes of agency: personal agency exercised individually, proxy agency where people secure desired outcomes by influencing others to act on their behalf, and collective agency exercised through socially coordinated and interdependent effort. A person operating with agency is intentional, capable of forethought, can consider self-reactiveness, and is capable of self-reflection. Intentionality means actions emerge from proactive planning. Forethought provides direction and coherence through self-motivation to set goals. This leads to prioritization of behaviors and actions based on expected outcomes. Self-reactiveness requires a person to shape and execute their actions in response to the personal goals that have been
set, with goals serving as a key motivator for behavior changes. People are not only agents of actions but self-reflection. Through reflective self-consciousness we are able to evaluate the results of our actions to determine if the outcome was what was intended.

Collaborative learning and interdependence need to be guided by school administration, but to succeed must gain momentum as a result of teachers who willingly engage in critical dialogue with one another about their professional practices (Magill & Blevins, 2020). Principals can expose teachers to an idea, but the fire for it will not come unless the teachers see meaning in the work, a true value in what they are executing. Successful transition to collective efficacy and interdependence must involve building a sense of urgency and mission around these essential objectives of education—and that the work of learning for a lifetime and having ongoing, constructive conversations about learning in collaboration with others is the right work (Fullan & Quinn, 2016).

Transitioning a PLC into a collective and interdependent structure is a systemic change and must be handled strategically and collaboratively with a school. Michael Fullan (2008) explained the magnitude of this type of initiative: “For organizational or systemic change, you actually have to motivate hordes of people to do something” (p. 63). DuFour and Marzano (2011) agreed: “No single person can unilaterally bring about substantive change in an organization….Effective leaders recognize that they cannot accomplish great things alone” (p. 1-2).

Effective professional learning communities are a powerful and essential complement to a change in instructional practices learned through meaningful classroom observations and self-reflection (Randall, 2020). Regardless of the pace or nature of change, it seems likely that advances in technology, accountability for more fully
individualizing student learning, isomorphic pressures from the educational realm, and competition from innovative educational models will lead to a more competency-based future (Hatch, 2018). By all accounts, successful adaptation of transformational observation techniques is seen as at least an invaluable complement and essential first step in accomplishing this. As more schools become engaged in the work of true professional learning communities, collective efficacy and interdependence are increasingly being offered as critical elements of the broader response to the essential PLC questions DuFour & Marzano (2011) ask: How will we know if our students are learning? How can we check for understanding on an ongoing basis in our individual classrooms? How will we respond when students do not learn? And how will we enrich and extend learning for students who are proficient?

Clearly, readiness for transforming professional learning communities that emerges from organic, professional conversation through observation and learning on the part of staff—as opposed to policy imposed by administrators who see it as a necessary best educational practice to be implemented with all due haste—are scenarios with different implications and situational realities (Rodriguez, 2008).

**Research Design and Data Sources**

The purpose of this action research study was to investigate the influence that Cognitive Coaching techniques have on educator identity and interdependence, when utilized for classroom observation by an administrator. Perception data from teachers and administrators engaged in Cognitive Coaching techniques was collected to determine the influence on the development of teacher identity and interdependence within teacher teams. Trust, relationship, safety, and vulnerability are key factors to successful coaching
relationships (Costa & Garmston, 2016). This study explored key perspectives of what staff currently identify as the impacts of feedback and personal reflection from their Cognitive Coaching sessions on their professional identity, and the influence that these sessions have on their relationships with their colleagues and administrators. The phenomenology action research approach to my topic involved forming partnerships with participants to develop and execute my research (Creswell & Poth, 2018). This approach required collaboration and flexibility throughout the research process to directly involve teachers and administrators to be active participants in the steps needed to create change.

Study participants will have participated in coaching conversations as a component of the classroom observation cycle, either as a coach or as the recipient of coaching. Coaching methods will be utilized for the planning and reflection conversations for each observation session. Coaching conversations will be guided through the use of the coaching maps by Costa & Garmston (2016). Cognitive coaches are trained to use a coaching map which allows the coach to control the focus and agenda of the discussion but leaves open the direction of the conversation (see Appendix A for coaching maps). Each study participant engaged in an interview lasting approximately thirty to sixty minutes. Interviews were audio recorded then transcribed. Using The Listening Guide method for thematic and narrative analysis, I worked to uncover meaning in the Cognitive Coaching protocol for teachers by taking the transcribed interviews through three coding cycles, or listenings, as outlined in the method (Gilligan & Eddy, 2017). The reviews include 1) determination of plot, 2) formation of “I” poems, and 3) coding for contrapuntal voices (Petrovic, Lordly, Bringham, & Delaney, 2015).
With respect to professional experiences, each participant’s acquired skills and interaction with Cognitive Coaching methods, impacted the research process. Utilizing this design, my study involved the use of a survey and interview. The major advantage of this approach is that all participants were equally valued and collectively participated to identify the core issues within the current approach to classroom observations, problems, and possible solutions (Creswell & Poth, 2018). For my methodology to be successful, the approach supported collaboration, established a mutual benefit for participants and myself as the researcher, maintained investment in the continuation of the project, while adapting to the evolving needs of participants.

The goal of my research was to utilize the findings to understand the influence that Cognitive Coaching techniques have on educator identity and interdependence related to classroom observation practices and to determine the impact of these processes on relationships with colleagues and administrators. For this goal to be realized, teachers and administrators must be collaborative participants in the problem identification, investigation, and communication of the knowledge building change process (Hatch, 2018). It was my intention to develop a study that aligned with a sensitive understanding of the current professional culture that will ultimately lead to improved student outcomes.

I gained knowledge of the conditions that are needed for teachers and administrators to commit to a new approach in classroom observations including: collective questioning, reflective analysis of their teaching practices, deep discussions of curriculum, and their interdependence with other teachers and administrators when setting goals and tasks. Ultimately it will be the application of teacher interdependence as it applies to evaluating their own professional practices to develop clear procedures,
processes, and systems (Drago-Severson & Blum-Stefano, 2017) that will support further development of individual skills, practices, and overall pedagogy to effectively impact student learning and achievement. Although the shift in pedagogical practices may require educators to reframe their existing beliefs and expectations on classroom observation, the benefits to all stakeholders are powerful enough to warrant the change.

**Definition of Terms**

Key terms of this study are defined below:

**Agency** - Attributed to Bandura (2001), agency is one’s capacity to control an experience.

**Collective Efficacy** - Relational trust among teachers, and between administrators and teachers, is positively related to student performance in schools, and trust is constructed through face-to-face collaborative work (Stajkovic & Lee, 2001; Troen & Boles, 2012). Troen and Boles (2012) define collective efficacy as, “the degree to which adults believe that working together on common tasks improves the quality of their work and its influence on student learning is positively related to student performance.” (p. 16).

**Collective Responsibility** - Teachers learn and work together systematically on a regular basis to collectively ensure higher quality professional practices, (Fullan & Quinn, 2016).

**Cognitive Coaching** - Attributed to Costa and Garmston (2016), a process and set of strategies intended to mediate thinking of individuals and organizations aimed at growing self-direction and self-reflection. Cognitive Coaching mediates thinking in one or more of the Five States of Mind: efficacy, consciousness, craftsmanship, interdependence, and flexibility.
**Employee Teamwork** - Employee teamwork employs a synergistic way of working with each person committed and working towards a shared goal. Teamwork maximizes the individual strengths of team members to bring out their best, (Hatch, 2018; Troen & Boles, 2012).

**Identity** - The qualities, beliefs, personality, looks and/or expressions that make a person or group. One can regard the awareness and the categorizing of identity as positive or as destructive. A psychological identity relates to self-image, self-esteem, and individuality (Gao & Cui, 2021; Joy, 2021; Magill, 2021).

**Task & Goal Interdependence** - Task interdependence is defined as a set of rules and requirements to determine how information, materials and expertise will be shared between team members assigned to independent tasks. Goal interdependence is a situation in which members of a group share common goals. Ultimately teachers are learning and working together systematically on a regular basis to collectively ensure higher quality instruction in all classrooms and better results for all students, (Bushe, 2009; DiMaggio & Powell, 1983; Harris, 2011; Stajkovic & Lee, 2001).

**Trust Based Observations** - Observations based on an alternative model that are conducted with a focus on strengths with the purpose of supporting the elements that are key to improving teaching and learning growth. Emphasis is placed on administrators building safe and trusting relationships with each of their teachers, eliminating grading of pedagogy with replacement of rating a teacher’s mindset - growth or fixed (Randall, 2020).
Organization of the Study

Chapter I of this dissertation includes the introduction, background of the study, purpose and research questions, theoretical disposition, significance of the study, research design, data sources, and definition of terms. Chapter II details current research literature on current observation problems and points to Cognitive Coaching as a professional practice modification for administrators. The chapter continues with research on the role of leadership in teacher learning and development, teacher leaders as change agents, teacher identity formation, and interdependence within professional learning communities. Chapter III is an explanation of the research methodology used, data collection, and procedures of this study. Chapter IV discusses the descriptive narrative of the study’s results and an analysis of the data. Lastly, Chapter V summarizes the findings of this study and offers implications for practice and future research.

Summary

Chapter I of this dissertation includes the introduction, background of the study, purpose and research questions, theoretical disposition, significance of the study, research design, data sources, and definition of terms. Chapter II details current research literature on classroom observation problems and solutions, the foundations of Cognitive Coaching, the role of teacher leadership in the change process, and reframing the role of the school principal through the application of social cognitive theory and human agency. The chapter continues with research of teacher teamwork and collective efficacy as demonstrated in professional learning communities and the development of educator identity through reflexivity and power relations. Chapter III describes the methodology, sample, limitations and delimitations, and research basis for this action research.
CHAPTER II: REVIEW OF LITERATURE

Teaching and leading in an environment characterized by a constant state of change is more likely to cause stress and negative feelings when the employees care deeply about the outcome (Wisse & Sleebos, 2016). Most educators join and remain in the profession because they care deeply that our work matters to children and their futures. Demands to change the way we educate students, although positive and even necessary, increase anxiety and cause us to question whether what we are doing is the right thing. When change initiatives cause cognitive dissonance, Wisse and Sleebos (2016) stressed the importance of a “salient personal self” - a cognitive self-construct that can mediate uncertainty, doubt, mistrust, and confusion. Cognitive Coaching methods, applied to classroom observations, aim to reduce focus on such negative perceptions and concentrate attention and energy toward acknowledging the negative emotional responses observations often cause, with the goal of moving to reflection, problem solving, planning, and action strategies (Brown & Olsen, 2015; Costa & Garmston, 2016).

This study sought to examine the influence of Cognitive Coaching techniques on educator identity and interdependence, when utilized for classroom observation by an administrator. First, the reader is provided with what current literature defined as the problems with present observation methods and the need for relationship development between administrators and teachers through the intersection of a trust-based observation
approach and coaching techniques. The review began by outlining the relevance of the role of leadership in teacher development, including distributive, learning-centered and collaborative leadership, and the potential barriers to effective teacher leadership. Next, the literature focused on the construct of teamwork, exploring collaborative processes, climate, personal and collective accountability, and structures for effective teams within professional learning communities. Finally, the influence of teacher reflexivity in professional learning communities and the developmental components of professional identity were established.

**Research Questions**

1. How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?
2. How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?
3. In what ways do administrators perceive an impact of Cognitive Coaching processes on their relationships with their teachers?
4. In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?

**Observation Problems and Solutions**

It may be said that educators have the most important job in the world: creating ways for every child to thrive in learning. The support we provide teachers must allow them to immediately and practically create positive change in their classrooms. This includes change in their classroom culture, in relationships with students and families, and through high-quality and rigorous instruction, (Melvin & Vargas, 2021). Traditional
classroom observations intended to support more effective teaching and learning feel like nothing more than high-stakes evaluations, and principals do not get a real or deep impression of teachers when they formally observe them teaching classes only once or twice a year. Even if it is more frequent, it often does not feel like enough time to truly gain a sense of who each teacher is and knowledge of the teacher’s strengths and growth areas. Most importantly, these observations do not feel like they are about improving teaching and learning - they feel like evaluations, (Randall, 2020). This study sought to fill the gap in the literature offering job embedded strategies principals and teachers can collectively practice for lessening observational stress and problem centered thinking through the implementation of Cognitive Coaching techniques and self-reflection.

In many schools and districts, administrators use checklists to formally observe classrooms. After observing and checking off practices from a list, a school leader might leave a thank you note or provide brief feedback to the teacher, perhaps suggesting a ready-made strategy to try. But too often, observations, especially those connected to teacher evaluation, are what Toch and Rothman (2008) called “drive-by” observations that do not support teachers in changing instructional practices. The evaluations themselves are typically of little value—a single, fleeting classroom visit by a principal or other building administrator untrained in evaluation wielding a checklist of classroom conditions and teacher behaviors that often do not even focus directly on the quality of teacher instruction. Teacher evaluations pay much larger dividends when they also play a role in improving teaching. Principals are missing the opportunity to use the process as a tool to improve instruction and student achievement. These types of observations and feedback ignore the complexity of the classroom experience and the need for more
nuanced evidence (Drago-Severson & Blum-Stefano, 2017). Conclusions about observations are largely drawn from the observer’s subjective perceptions, which they use to give feedback to teachers with the expectation that they know what to do to improve. Such approaches are ineffective for changing teacher practice, and principals who continue to use them do not feel effective in improving teacher practice (Tredway, Militello, & Simon, 2021). Yet these practices persist in our schools. O’Leary, (2017) addressed these issues as well, noting that, not only were graded observations failing to assure and improve teaching quality, but the reductive and punitive ways in which observations were often used was responsible for a catalog of detrimental effects that were impeding improvements in teacher learning. Regardless of what terminology is used to define evaluations, teachers will forever feel like they are being graded leading to negative associations, (O’Leary, 2017). Instead, if educators want to make a real, sustainable difference in improving the quality of teaching through the lens of observation, then supporting rather than sorting teachers is where administrators’ energies need to be focused, (O’Leary, 2017).

We all have personal comfort zones, and teachers are no exception. For teachers with extensive comfort zones, there is no new idea or way of doing things that they are not willing to try. But most teachers have narrower comfort zones, and their willingness to embrace change is tempered by how that change will affect their professional lives. The degree to which change is embraced rarely correlates with the validity of the change in question (Venables, 2018). To realize change on this level, teachers must be willing to step from order into chaos. Vulnerability becomes a must when teachers focus on the learning process over a set outcome. There must be an expectation that teachers will
move outside of their comfort zones in the name of advancing professional performance (Adams, 2021). Teachers’ acceptance of change is a function more of what that change means to them personally than of why the change is a good idea or stands to improve their professional practice. Venables (2018) identified a continuum of teacher readiness to embrace change, especially working collaboratively with colleagues in an authentic professional learning community (PLC). Effective principals are aware of this, and acknowledge that readiness is a changeable quality, and respond accordingly. Like students in the classroom, teachers can vary significantly in their background knowledge and experience, their learning and communication preferences, their readiness to accept challenges or risks, and their interests and stakes in education. Leadership should be differentiated, meeting teachers where they are to best support and develop teacher’s capacity within and as part of the PLC (Gao & Cui, 2021). The best way to differentiate is to really know teachers as individuals and to utilize that knowledge to capitalize on strengths, appreciating and validating what each member brings to the team. To honor these individuals’ differences and facilitate accordingly is to have the most productive, most cohesive band of teachers who function at the highest levels (Venables, 2018).

**Trust Based Observation System**

School leaders who focus on specific actions to observe teachers, analyze evidence, and engage in targeted conversations can facilitate and support iterative changes in teacher practices and feel they have a handle on being more effective instructional leaders (Tredway et al., 2021). In any field, practitioners need honest, well-intentioned, and trustworthy feedback to succeed and improve. If the feedback process is compromised by suspicion and anxiety, it quickly becomes useless, even
counterproductive (Tredway et al., 2021). To achieve its purposes more effectively, feedback needs to undergo both a quantitative and qualitative shift. School leaders need to think differently about the logistical aspects of a conversation and about an invitational and collaborative approach for conversations. These should be collegial learning experiences in which teachers make choices about their growth and development (Drago-Severson & Blum-Stefano, 2017). Most teachers view administrator observations as inauthentic for capturing what happens in classroom instruction, with administrators wanting the observation process to be supportive and not an obligatory hoop to jump through (Tredway et al., 2021). Trust-based observation combines empathy and a growth mindset to create a powerful system for professional collaboration that enables teacher growth and an empowered professional community (Randall, 2020).

Trust Based Observation (TBO) improves the quality of teachers and student achievement by eliminating the point of interference: evaluation of pedagogy. TBO evaluates traditional indicators of workplace success for any job: planning and preparation, collegiality and communication, and professionalism. Additionally, TBO replaces the evaluation of pedagogy with the evaluation of mindset (Randall, 2020). Growth mindsets provide teachers with a clear focus, all-out effort, and a plethora of strategies. Compared to a fixed mindset which impedes development and change, limits achievement, and leads to inferior learning strategies (Dweck, 2016). In evaluating mindsets, administrators send the message of belief in their teachers, belief in change, and belief that abilities can be cultivated (Randall, 2020). The TBO framework is designed to guide the administrator through a process of engaging with observation through thinking and practice as a supportive and applicable tool for teacher learning.
**Relationship Development**

Effective communication is essential for our professional success. Whatever the role, our ability to make a difference depends on our ability to make connections. How people come together in conversation has a significant impact on the learning that happens in our schools, for both children and adults. Learning occurs within relationships and the healthier the relationship, the more learning takes place (Knight, 2021). Having a shared vision and values leads to a sense of shared responsibility and a culture of interdependence. Shared vision translates to shared ownership and commitment, keeping in mind that interdependence often needs to be modeled to be cultivated (Lawrence, 2017).

The importance of a professional working environment to many teachers is reflected in a 2007 national survey of teachers by the nonprofits Public Agenda and the National Comprehensive Center for Teacher Quality (NCCTQ). These organizations found that if given a choice between two otherwise identical schools, 76 percent of secondary teachers and 81 percent of elementary teachers would rather be at a school where administrators supported teachers strongly than at a school that paid significantly higher salaries.

**Foundations of Cognitive Coaching**

Effective teachers have a vast repertoire of teaching behaviors that they select from based upon the information they have about their students and the analysis of the teaching task and the evaluation of the teaching environment (Adams, 2021). They know how this behavior fits into a larger strategy and they can predict the effectiveness of the learning performance of their students. All of these are cognitive processes. Teaching is
a decision-making process, then the coaching of teaching is a process of coaching teachers’ decision-making processes - thus Cognitive Coaching.

Cognitive Coaching is a model of coaching that focuses on self-directedness and the development of cognitive complexity. It was co-developed in 1984 by Arthur Costa and Robert Garmston as a synthesis of modern research, theory, and practice. The goal of Cognitive Coaching is to increase capacity for sound-decision making and self-directedness in a unique way that is not intended to change behaviors, instead it attends to the internal thought processes of teaching to improve learning (Costa & Garmston, 2016). Behaviors change as a result of refined perceptions and cognitive processes. Cognitive Coaching is a nonjudgmental process of mediation applied to encounters, events and circumstances that can be seized as opportunities to enhance one’s own and other’s resourcefulness. Cognitive Coaching serves as the nucleus for professional communities that honor autonomy, encourage interdependence, and strive for high achievement.

**Components of the Cognitive Coaching Model**

Cognitive Coaching comprises a set of skills, capabilities, mental maps, beliefs, values, and commitments. Cognitive Coaching uses a three-phase cycle similar to traditional teacher evaluation: preconference, observation, and post conference. The cycles of Cognitive Coaching: the planning conversation, observation, and reflecting conversation, include carefully crafted questions that intend to uncover unproductive thoughts and beliefs to create a coachee who can internalize different ways to think about teaching and learning and can become self-managing, self-monitoring, and self-modifying (Costa & Garmston, 2016). The primary difference between Cognitive Coaching and evaluation is that Cognitive Coaching uses these cycles for the sole
purpose of helping the teacher improve instructional effectiveness by becoming more reflective about teaching (Costa & Garmston, 2016). Cognitive Coaching is a process during which teachers explore the thinking behind their practices, causing their decisions to become clearer while simultaneously increasing their self-awareness.

**Teacher Empowerment Through Cognitive Coaching**

The philosophical basis for coaching is based upon mutual trust and the desire for self-knowledge and change. This is an empathic and non-judgmental relationship that helps another person think deeply about important decisions. The current structure of education does little to allow or encourage teachers to risk change and seek new roles in reshaping current educational practices (Bushe, 2009). Costa & Garmston (2016) state that Cognitive Coaching is a proven method for expanding and refining teachers’ professional knowledge and skills through interaction with their colleagues. Cognitive Coaching views teaching as a professional activity requiring a repertoire of specialized techniques and the good judgment to know when to use those techniques. Cognitive Coaching is designed to accomplish the following:

- Empower others to use their own expertise in taking increased initiative through autonomous and interdependent actions.
- Use interpersonal concepts of trust, relationship, interdependence, and flexibility.
- Facilitate learning that engages and transforms mental processes and perceptions.
- Encourage collegiality to increase mutual respect and organizational effectiveness.

In their study, Garmston & Linder (1993) conducted coaching with two teachers over the course of four months. The two teachers reported very different responses to the
mechanics of the coaching process, yet equally satisfying results: changes in teaching style, expanded teaching repertoire, greater power in planning lessons, greater student accountability, and greater consciousness of teacher behaviors and options. Through Cognitive Coaching they found that their teaching needed greater balance, and due to coaching, they were able to move closer to that balance.

Coaching can serve as a vehicle by which new ideas and visions take form and expression. It is a process that unshackles individual inhibition and reluctance to take risks that are common characteristics of tradition-bound organizations (Hatch, 2018). Coaching encourages different ways of thinking that have the potential to be at the center of real change. In effect, any teacher can become the agent of change and reform in his or her own setting. The solution to organizational paralysis is individual initiative and empowerment.

**The Intersection of Cognitive Coaching and Trust Based Observation**

Establishing trust can take time. The potential exists for teachers to not trust their principals at any point during the coaching relationship. Successful principals understand trust cannot be expected to occur immediately and they are skilled in expediting trust building by rooting the work in clear norms, values, goals, and expectations (Wise & Hammack, 2011). Wise & Hammack (2011) found in their study of coaching practice that an essential ingredient for successful coaching is the principal’s knowledge of best practices for student achievement. Successful principals, as coaches, must have the ability to build trust. They must be able to communicate goals clearly and effectively, the monitoring of progress toward those goals, as well as demonstrate an ability to turn over ownership of the progress monitoring to the teacher receiving the coaching, Page &
Margolis, (2017) identify the need for principals to focus on the opportunities to collaborate with teachers in service of enriching their learning experiences and enhancing capacity to lead themselves and others. The key to this is for principals to seek creative ways to engage adult learners in collaborative learning spaces that optimize both individual and collective learning and promote collaborative leadership in the teacher’s own contexts (Page & Margolis, 2017).

Kolb’s (1984) classic model of collaborative learning is grounded in the theory that learning, change, and growth occur when learners reflect on their experiences. Kolb posited that individuals do not learn simply because they have had an experience; to learn, they must reflect. As educators, we can enhance our practice by reflecting on what we have done, considering what we can learn from the impact of our actions, and planning how we could change our actions in the future (Kolb & Kolb, 2017).

Experiential learning is foundational to collaborative learning and leadership. Bushe (2009) conducted extensive work on experiential learning, particularly using a communication process designed to support individuals in identifying and articulating their observations, feelings, thoughts, and wants. Teachers have a particular role to play in facilitating collective learning. The ability to foster trust, psychological safety (Duhigg, 2016), and creativity in a group of colleagues is essential to inspiring collaborative learning and leadership. The aim of school leaders is to embody the creation of a mattering climate. Paige and Margolis (2017) highlighted the profound impact of mattering, noting that when people feel recognized, welcomed, valued, supported, mentored, and cared for, they experience enhanced self-confidence, competence, and agency.
Densten and Gray (2001) made the point that reflective practice includes leaders’ personal reflections and their engagement with others through feedback and dialogue. The combination of experiential learning and a coach approach creates a complementary match connecting wisdom from the experiences with the utilization of reflective questioning (Page & Margolis, 2017). This approach assists teachers in harvesting the knowledge that resides within themselves to foster their learning and their leadership. The use of reflective questions to enhance the learning that comes from their classroom experiences reinforces the message that learners are their own best experts.

**Teacher Leadership**

Teacher leadership, in which teachers themselves generate and facilitate change, is rooted in the teacher professionalism movement that began in the early 1980s and continues today (Fairman & Mackenzie, 2014; York-Barr & Duke, 2004). The role of the teacher leader is varied, yet most scholars agree that teacher leadership occurs within and outside the classroom to influence school-wide instructional practices (Beachum & Dentith, 2004; Katzenmeyer & Moller, 2001). York-Barr and Duke (2004) concluded that the success of teacher leadership depends on interrelated, foundational conditions in three areas: (a) school culture, (b) relationships, and (c) school structures. For schools to exhibit positive change through teacher leadership, they must have cultures that foster communication, collaboration, and learning. The principal must be open to and supportive of teacher leaders, understand the teacher leaders’ work and ensure they have a prominent and visible role in developing the mission and values of the school (Wood, 2007). The principal, teacher leader, and school faculty should work together to identify and consistently uphold professional standards for collective learning and improve
student achievement and instruction. Teacher leaders need to build professional and respectful relationships with colleagues through ongoing communication and feedback that showcase their trustworthiness and instructional expertise. York-Barr and Duke (2004) found that effective teacher leaders are generally seen as role models, are respected by colleagues, and have leadership capacities. Teacher leaders and principals also need to build positive relationships with one another, as principals play a central role not only in developing teachers’ leadership skills, but also in setting expectations and creating pathways for teacher leaders to succeed (Mangin, 2007). It is important that specific school structures are in place that promote and support effective teacher leadership that include time for collaboration, shared leadership, and embedded professional development (Drago-Severson, 2007; Lampert, Boerst, & Graziani, 2011). Shared leadership between school leaders and faculty, such that faculty have a voice in decision-making processes, also supports teacher leadership (Drago-Severson, 2007).

Teacher leadership tasks are as diverse as teacher leadership roles (Harris & Muijs, 2005). Some teacher leaders are involved in administrative work like setting standards for student behavior, deciding on budgets, and addressing personnel issues. Some serve as go-betweens or liaisons between teachers and administrators and often focus on issues of curriculum and instruction with the goal of assisting their peers to improve their own teaching (Firestone & Martinez, 2007). The growing interest in distributive leadership reflects an effort to re-conceptualize leadership in schools by exploring how leadership is spread across a variety of roles and to explore the process of leadership (Spillane, Halvorson, & Diamond, 2004). When teacher leadership is conceived of as a process rather than a positional concept, it is more difficult to articulate
because it comprises an array of behaviors and characteristics rather than formalized positional duties.

The teacher leader should possess research-based knowledge about teaching and learning. Based on this knowledge and understanding, the teacher leader should then cultivate desired dispositions in colleagues by engaging in reflective inquiry (Pounder, 2006). Administrators utilizing Cognitive Coaching techniques, can encourage teachers to continuously experiment, innovate, learn more about, and synthesize their professional practices. Meaning making is not only an individual operation. The individual also constructs meaning interactively with others to construct knowledge. An empowering way to change conceptions is to present one’s own ideas to others, as well as being permitted to hear and reflect on the ideas of others (Costa & Garmston, 2016).

**Teacher Leaders as Change Agents**

York-Barr and Duke (2004) identified three broad means of influence by which effective teacher leaders can shape the work of individuals, groups, and organizations. Those means were broadly conceived and include maintaining a focus on teaching and learning, establishing trusting and constructive relationships, and interacting through formal and informal points of influence. York-Barr and Duke (2004) identified the ultimate outcomes of such influence as specific actions and tactics teacher leaders can take as they engage in those relationships and interactions that would effectively change, rather than merely influence, the instruction of other teachers. To distinguish between these two outcomes, we conceptualize influence as indirectly altering another’s practice by informing their thinking in ways that shape what they do, whereas change is intentionally propelling others to do some specific thing in a specific way that differs
from current practice. Influence versus change distinction can be critical to understanding the teacher leadership process (Cooper, Stanulis, Brondyk, Hamilton, Macaluso, & Meier, 2016).

Fairman and Mackenzie (2014) described specific strategies teacher leaders use to influence colleagues, such as creating collegial climates or building trusting relationships, and they provided examples of ways teacher leaders have enacted these strategies. Through examining teacher leaders’ self-reports, Fairman and Mackenzie contribute to our understanding of the teacher leadership process by delving more deeply into the actions individual teacher leaders take. Fairman and Mackenzie’s conclusions rest on two assumptions: (a) that teacher leaders have a means to influence their colleagues’ work, and (b) that teacher leaders engage in actions that lead their colleagues to change their practices.

Dr. John Kotter (2014) identified and extracted the success factors leading to the development of his eight steps for leading organizational change. Kotter argued that organizational change requires change agents to create a guiding coalition of powerful leaders who will collaborate to act on steering the change. It is within this guiding coalition that teacher leaders can become instructional change agents if principals provide them with appropriate amounts of autonomy and support (Stein & Nelson, 2003). Kotter’s eight step process for leading change can be utilized as a framework for categorizing the techniques teacher leaders use when attempting to change the practice of their colleagues.

Kotter (2014) identified the change process begins with a sense that the status quo is not working. Outside factors, which in schools might be accountability expectations,
may serve as the impetus, but real change occurs only when an internal sense of *urgency* motivates individuals to change what they do (Step 1). For this to happen, individuals with power (e.g., administrators, formal teacher leaders, influential teachers) take ownership of the change and form a *guiding coalition* (Step 2). This coalition leads initial change efforts by clearly articulating the problem, developing a strategic *vision* for the change process, and defining feasible and focused strategies for enacting that vision (Step 3). The challenge for the coalition is to ensure that individuals at all levels of the organization understand and ‘buy in’ to the vision. In schools, coalitions might accomplish this by championing a new instructional practice, implementing it in their classrooms, and making it central to their work with colleagues. This work is then followed by *communicating the vision* in various forms and modes (e.g., faculty meetings, newsletters, conversations, email, or verbal conversations) and delivering a consistent message in ways that appeal to the hearts and minds of teachers (Step 4). The goal is to embolden teachers to take risks and try new approaches, convincing them to make the necessary adjustments involved in changing their instructional practices. As a component of this work, the coalition provides support, including resources and training, to *empower broad-based action* toward the vision (Step 5). This is accomplished by removing barriers to the vision and confronting those who undermine the change efforts, whether intentional or unintentional. As the changes begin to take hold, the guiding coalition focuses on creating and highlighting *short-term wins* that propel further action (Step 6), and they turn their attention to *sustaining acceleration* by cultivating new members, constantly revisiting the vision, and ensuring that all decision making relates directly to the change goals (Step 7). Throughout the process, the guiding coalition
operates with the full understanding that they will, at some point, relinquish power to others as change begins to spread and new practices become anchored in the culture of the school (Step 8).

**Barriers to Teacher Leadership**

Critical components of teacher leadership include the teacher leader’s beliefs, language, prior experiences, and knowledge base, which collectively constitute their orientation toward leading (Opfer & Pedder, 2011). Additionally, teacher leaders’ depth of knowledge of the teaching practices they choose to promote can also influence change efforts (Cooper et al., 2016). The extent to which teacher leaders have autonomy to engage in leadership lies in great part with the principal (Mangin, 2007; York-Barr & Duke, 2004). By examining how principals’ orientations toward leadership interact with other systems to shape the teacher leadership process, when the principal makes room for the voices of teacher leaders and was an active participant, as opposed to the leader, of the guiding coalition, these teacher leaders will effectively drive school-wide change.

When the principal does not relinquish control or is largely absent, teacher leadership will be stifled and minimized (Cooper et al., 2016). The principal can make or break the role of teacher leader. To reap the full benefits of teacher leadership, school administrators need to provide formal support structures and build leadership roles into the structure of the school (Johnson & Donaldson, 2007). Cognitive Coaching provides a leadership identity that endures in the minds of teachers as they assume leadership roles throughout the organization (Costa & Garmston, 2016). Additionally, it is important for school administrators to establish and support a system of long-term, well-defined roles for teacher leaders. Johnson and Donaldson (2007) identified school culture as critical to the
success of these roles, teachers must see the principal’s practices and priorities as reinforcing a new set of norms and values that promote collaborative work, bridge classroom boundaries, and recognize expertise. Coaching develops positive interpersonal relationships that are the energy sources for adaptive school cultures and productive organizations (Costa & Garmston, 2016). Cognitive Coaching promotes cohesive school cultures in which norms of experimentation and open, honest communication enable everyone to work together in healthy, respectful ways.

Attempting to enact Kotter’s (2014) strategies for leading change can have little impact if the setting is not conducive to teacher leadership driven change. Similarly, if teacher leaders do see limitations to their leadership potential due to the principal’s style of leadership, the power imbalance between the teacher leader and the principal can potentially create a challenging environment for authentic teacher leadership (Cooper et al., 2016). The skills required for teacher leadership are not part of the preparation program for most teachers. Danielson (2007) identified if teacher leaders are to emerge and make their full contribution, they need opportunities to learn the necessary skills of curriculum planning, instructional improvement, assessment design, collaboration, and facilitation. In the most successful schools, teachers supported by administrators take initiative to improve school wide policies and programs, teaching and learning, and communication (Danielson, 2007). By understanding the phenomenon of teacher leadership and administrators helping teachers develop the skills required to act as leaders through Cognitive Coaching, we can improve schools and help teachers realize their full potential.
Reframing the Role of the Principal

Persons in school leadership, specifically building principals, influence teacher leadership in their schools. By their words and actions, they discourage or encourage and motivate their teachers to be effective leaders. The ability of a principal to encourage and motivate leadership capacities in the building is critical for educational reform and collaboration (Birky, Shelton, & Headley, 2006). A principal’s style and actions have great influence over teacher leaders’ motivation for performing teacher leadership roles effectively. As administrators recognize the importance of the role teacher leaders play in their schools, they can also benefit from understanding the perspectives of teacher leaders with whom they work. Much can be said about the value of collaboration between principals and teachers. Fullan and Quinn (2016) stated that the meaning for those involved in collaborative efforts is enhanced when work is done together motivated by commitment as opposed to an external direction. Principals must focus on collaborating with purpose to ensure the quality change process is activated and define the purpose in practice, building capacity that results in greater clarity and efficacy (Fullan & Quinn, 2016).

The desired identity of a Cognitive Coach is that of a mediator of thinking, one who is devoted to fostering resourcefulness in others (Costa & Garmston, 2016). Cognitive Coaching incorporates a set of values, beliefs, capabilities, mental maps, skills and commitments dedicated to the goal of fostering self-directed learning in others. As administrators practice and test these over time, they become assimilated into their day-to-day interactions with teachers as a form of evolution into their role as a coach.
Building Trusting Relationships

Collaborative leadership necessitates ongoing dialogue, critical reflection, and deep listening. Critical reflection is the flip side of dialogue. Although often viewed as an individual, critical reflection can also be a collaborative effort between the principal and teacher to aid the collaborative leadership process (Lawrence, 2017). When principals and teachers come together through a collaborative lens, not only are their individual talents and skills being combined, new learning takes place for both stakeholders in the collective process. Lawrence, (2017) identified that successful collaboration and shared leadership not only requires respect, but group members need to be able to listen to one another in empathic ways. Willingness to be vulnerable by expressing one’s needs and feelings goes a long way to promote the trust needed for such collaboration. Relationships have many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is essential that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviors is the overarching trust-promoting behavior of the principal (Brown & Olson, 2015). Daily interpersonal interactions of a principal are necessary to garner trust and support from teachers.

Trust building begins with the first encounter, when the teacher realizes that the administrator (coach) is interested, is an empathic listener, and that the relationship is non-evaluative (Costa & Garmston, 2016). Increasingly, as the administrator (coach) and teacher work together in a non-threatening relationship, they both place greater value on
the coaching process. The teacher realizes that the intent of the process is to grow intellectually, to learn more about learning, and to increase their capacity for self-improvement.

Principals have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships. As teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom (DuFour & Marzano, 2011). As schools continue to evolve, there is a need for different relationship paradigms to assist in the proper guidance of those we place in classrooms. These new paradigms will be marked with leaders who seek to empower as opposed to delegate, build trust rather than demand loyalty, and instead of just hearing and leading from the head, will seek to understand and lead from the heart (Walker & Slear, 2011). As schools evolve, the same is true of relationships. Principals must be consummate relationship builders with all stakeholders, especially those different from themselves. Principals should lead by example and show the same enthusiasm for their teachers. The most successful teachers will be those who are inspired by the relationship developed with their principals, motivating them to do their very best. Committed and dedicated individuals within systems who are engaged in healthy and systemic collaboration because of established relationships are the true measure of success (Fullan & Quinn, 2016).

Transparency and openness of action create trust in organizational settings. However, although trust is built over periods of time, it is often lost through a single thoughtless act. Trust is inextricably linked to honesty and integrity (Bowman, 2004). In
the case of systems, Costa and Garmston, (2016) identified that through the use of Cognitive Coaching strategies the identities of educational systems, schools and classrooms can be transformed, resulting in increased resourcefulness and in building trust. To see things from another person’s point of view requires cognitive flexibility and is essential to any healthy relationship. An expression of personal regard is also important to interpersonal trust building, especially in a Cognitive Coaching relationship in which praise is withheld because it interferes with thinking (Dweck, 2006).

Costa and Garmston (2016) identified that clear expectations are most important when building trust in the coaching relationship with the purposes and forms of classroom observations. When principals perform the two supervisory functions of coaching and evaluation, it is important to be clear about the goals of a classroom visit. Confusion, suspicion, and even hostility arise when a teacher is uncertain which support function is occurring, coaching or evaluation.

**Social Cognitive Theory and Human Agency**

To make their way successfully through a complex world full of challenges and hazards, people must make good judgments about their capabilities, anticipate the probable effects of different events and courses of action, size up socio-structural opportunities and constraints, and regulate their behavior accordingly. Bandura’s (2001) social cognitive theory adopts an agentic perspective to human development, adaptation, and change. The theory distinguishes among three modes of agency: *personal agency* exercised individually, *proxy agency* where people secure desired outcomes by influencing others to act on their behalf, and *collective agency* exercised through socially coordinated and interdependent effort. A person operating with agency is intentional,
capable of forethought, can consider self-reactiveness, and is capable of self-reflection. Intentionality means actions emerge from proactive planning. Forethought provides direction and coherence through self-motivation to set goals. This leads to prioritization of behaviors and actions based on expected outcomes. Self-reactiveness requires a person to shape and execute their actions in response to the personal goals that have been set, with goals serving as a key motivator for behavior changes. People are not only agents of actions but self-reflection. Through reflective self-consciousness we can evaluate the results of our actions to determine if the outcome was what was intended.

For teachers to work together successfully, each of them must perform their roles and practices with a high degree of efficacy. Efficacy is the belief in our ability to influence events that affect our lives and control over the way we experience them (Bandura, 1997). Stajkovic & Lee (2001) conducted a meta-analysis that corroborated that perceived collective efficacy enhances a group’s behaviors just as personal efficacy enhances individual behaviors. Collective efficacy cannot be achieved if individual teachers are consumed with self-doubt or anxiety about their individual ability to contribute to the work. Teacher’s shared beliefs in their collective efficacy influence their collective effort, how well they utilize their resources, how much effort they invest in their group endeavors, and their ability to continue moving forward when their collective efforts fail to produce the desired results or are faced with disagreement among their colleagues (Bandura, 2002).

The Role of Leadership in Teacher Learning

The development of a professional school culture is an important approach for promoting teacher learning (Stoll & Kools, 2017). In their study, Stoll and Kools (2017)
determined that school leadership that supports, stimulates, and facilitates teacher learning, has been found to be a key condition for collaborative teacher learning. Internationally, policy makers and scholars have increasingly recognized the significance of school leadership for teacher learning (OECD, 2019; Stool & Kools, 2017; Vangrieken, Dochy, Raes, & Kyndt, 2015). Collaborative teacher learning, in which research knowledge and teachers’ knowledge and experience are connected, is considered to have a particularly positive impact on teacher professional development, school development, and the professional learning climate in schools (Hubers, Schildkamp, Poortman, & Pieters, 2017; Stoll & Kools, 2017). To promote teacher learning, school leaders should articulate and communicate a clear vision of teacher learning, facilitate, monitor and celebrate it. The professional development of teachers is increasingly taking place in teacher professional learning communities. Teacher learning communities are considered to contribute to educational quality and to a culture of professional learning (DuFour & Marzano, 2011).

**Distributed Leadership**

Distributed leadership builds on the idea that people are naturally inclined to influence their environment in a positive and proactive way. The focus is on engaging expertise and leadership wherever it exists within the organization, rather than seeking this only through formal positions or roles with an emphasis on leadership as practice rather than leadership as role or responsibility (Spillane & Diamond, 2004). Distributed leadership essentially means that those best equipped or skilled or positioned to lead do so, to fulfill a particular goal or organizational requirement. Distributed leadership does not imply that everyone is a leader or that everyone leads (Harris & DeFlaminis, 2016).
Rather than viewing leadership practice as a product of a leader’s knowledge and skill, the distributed perspective defines it as the interactions between people and their situation. These interactions are critical in understanding leadership practice (Spillane, 2005). The empirical evidence shows that for distributed leadership to be positively associated with better organizational performance and outcomes it must be carefully crafted or constructed and wisely executed (Camburn & Han, 2009).

VanSchaik, Volman, Admiraal, and Schenke (2020) identified that distributed leadership can be characterized by four practices. Firstly, *leadership as a group characteristic* highlights that leadership is the purview of a group or network of interacting individuals, instead of that of a formally assigned school leader, such as a principal or team leader. Each situation might require new expertise, and therefore the positions of the leaders and followers can change, depending on the situation. Secondly, *opening the boundaries of leadership* refers to the characteristic that both people in formal and informal positions can take on leadership initiatives and responsibilities (Woods, 2016). Leadership practices are shared by various members of the school organization, such as teachers, who can be empowered to assume leadership roles (Drago-Severson & Blum-DeStefano, 2017). The third practice encompasses *leadership based on expertise, affinity, or experience* in a specific situation or at a particular time. Depending on the situation, members alternately claim, acquire, or are assigned leadership positions. Lastly, the fourth practice is *aligning leadership initiatives*, combining them into joint activities with shared goals, and connecting them to school development. Parker (2015) summarized the advantages of distributed leadership to
include reciprocity between colleagues, informality, trust, interdependence, and collegial development.

Administrators can demonstrate distributive leadership through Cognitive Coaching practices. Distributed leadership through coaching, pushes leadership and accountability down and across an organization, with teachers and administrators sharing responsibility in the decision-making process with a focus on empowerment of the individual (Carroll, 2021). Distributed leadership within a coaching environment represents a fundamental shift in the way administrators approach teacher development. Teachers need recurring feedback to hone their skills and construct their professional identity. Developing teachers need the hands-on direction that only coaching can provide.

**Learning-centered leadership**

Learning-centered leadership is conceptualized by Hallinger, Piyaman, & Viseshsiri (2017) and Liu, Hallinger, & Feng, (2016) as intentional efforts to inspire, guide, direct, support and participate in teacher learning with the goal of increasing professional knowledge and promoting school effectiveness. Empirical studies, on how to support schools as professional organizations, indicate that school leadership practices should be directed toward teacher learning (Robinson, Lloyd, & Rowe, 2008; Stoll & Kools, 2017). In learning-centered leadership, leadership refers to the behavior or leadership practices of individual school leaders. Liu et al. (2016) distinguished four underlying dimensions of leadership practices in learning-centered leadership. The first dimension, *building a learning vision*, refers to the extent to which school leaders use leadership practices for setting, clarifying, communicating, demonstrating, and providing
a vision of teacher learning. Secondly, modeling refers to the extent to which school leaders display enthusiasm for learning in their own behavior, and a willingness to share personal learning experiences with teachers. Thirdly, providing learning support addresses the role school leaders play in creating an environment in which resources and opportunities for learning are made available, and in which teacher learning is respected, rewarded, supported, and encouraged. Fourthly, managing the learning program refers to the extent to which school leaders organize, manage, and monitor teacher learning.

**Collaborative Leadership**

Educators bring their experiences as both scholars and practitioners, regardless of tenure differences, into their teaching roles. Educators as professionals enhance their practice by reflecting on what has been done, considering what can be learned from the impact of their actions with a focus on planning what changes should be made to their actions in the future (Kolb & Kolb, 2017). Reactive responses are governed by habits and comfort. Reflective learning, through coaching, allows educators to have a refreshed view when utilizing a critical reflective lens. Densten and Gray (2001) suggested that reflective practice include teacher’s personal reflections and their engagement with others through feedback and dialogue. The potential for new insights and actions increased when educators had the opportunity to both individually reflect and collectively examine and integrate their understanding of professional practices with their lived experiences (Page & Margolis, 2017). Collaborative learning and collaborative leadership are interdependent. Educators are responsible for developing clearly articulated competencies and learning outcomes with the focus on being a partner with their administrators in the learning process. As such, they can help to co-create a collaborative
leadership learning environment. Page and Margolis (2017) identified the need within a coaching relationship for educators to share their personal narrative with a focus on the opportunities to collaborate with colleagues, personal mastery, and working effectively in teams in service of enriching their learning experiences and enhancing capacity to lead change in themselves, the organization, and others.

Collaborative leadership is contingent on school leaders committing to (a) taking an appreciate and strength-based approach to foster risk taking and confidence building, (b) modeling appropriate self-disclosure around their own leadership challenges, (c) embracing vulnerability and humility to set the stage for various learning activities, (d) balancing challenge and support, and (e) grounding the learning experience in relevant conceptual frameworks. School leaders should demonstrate the intention to work collaboratively with teachers through the coaching relationship to evoke individual learning and collective insight by creating environments for inclusive participation, learner-centered discoveries, and generative conversations (Kolb & Kolb, 2017). Paige & Margolis (2017) posited that by encouraging teachers in collaborative reflection within the coaching structure, we support teachers in developing the capacity to engage in meaningful conversations with others in their workplace, thus enhancing interdependence and relationship building.

**Teamwork: Structure and Content**

The movement toward nationally accepted standards for teacher observation, and to a lesser degree the adaptation of systems to communicate these standards, is indicative of a general trend of educational entities taking on accountability practices that have been less common in the educational sector (Phelan, 2013). Powell and Colyvan (2008) have
dealt with this micro foundational perspective and noted the benefits of exploring "how employees transform institutional forces that guide their daily practice" (pp. 276-77). They advocated for efforts that lead to ways of capturing and maintaining these processes using language and vocabulary as protocols that people use to achieve mutual understanding. The next step was to see which become codified into formal performance measures and how these become metrics by which people are evaluated. As these activities took hold, they became accepted as normal, then emulated by others who were not a part of their initial creation. In this sense, local measures become public, as they “evolve into models that others aspire to and are recognized as guideposts of accomplishment” (p. 292). One theoretical lens for this, institutional theory, addressed the way new structures become established guidelines for behavior—"how elements are created, adopted, and diffused over time" (Scott, 2004, p. 2) and serves as a context to describe gaps between preferred and actual processes.

A related concept, isomorphism (DiMaggio & Powell, 1983), describes what causes a unit in one population to resemble other units facing similar environmental conditions; this often results from an organization's quest for legitimacy. To Suchman (1995), the concepts are natural and meaningful elements that empower organizations. But the type of isomorphic pressure brought to bear on an environment can also impact the likelihood of successful adaptation. Coercive pressures, such as mandates from those upon whom a group is dependent (i.e., the school principal), are less likely to be generally accepted. DiMaggio and Powell (1983) suggested that these result in "performance compliance rather than voluntarily inculcating a performance culture" (p. 469). Mimetic situations, wherein organizations model themselves on peers with
demonstrated success, are more freely chosen and predict greater potential for positive outcomes (Cyert & March, 1963). Mizruchi and Fein (1999) described these as social-constructionist processes wherein enough individuals in an organization begin to do things in a certain manner that the course of action becomes institutionalized. Normative pressure occurs when organizations must conform to industry standards and in such situations, personnel often either embrace the adopted system or are replaced.

There are few accounts of what happens before, during, and after implementation that impacts the efficacy of reform initiatives. A lack of awareness of this series of decisions and actions can open schools to a greater risk of failure in their reform efforts. Because their mission to affect student learning is challenged by limited resources and time for professional development, it is essential that decisions concerning the implementation of new practices be well informed in theory and grounded in defensible practice. Although individual growth is essential for organizational growth to take place, it does not guarantee organizational growth (Hatch, 2018).

**Educator Teamwork**

German American psychologist, Kurt Lewin, developed the construct of field theory. Lewin’s theory emphasized an individual’s needs, personality, and motivating forces. Lewin took the position that a person’s experiences and needs create their “life space” where people strive to maintain a sense of equilibrium within their environment, when tension occurs, this will stimulate a response to return to an equalized state.

Thinking “spatially” entails reflexivity and inter-subjectivity. Despite Lewin’s famous formula, that appears to neatly divide the world into individuals and the environment, it leads us to see ourselves as continually becoming through dynamic relationships with
others, versus seeing ourselves as separate, atomistic individuals (Freidman et al, 2011).
His personal philosophy was, “No action without research; no research without action” (Adelman, 1993). Lewin’s approach to action research was focused on the value of having group discussions centered around an issue, followed by collaborative dialogue on how to resolve the issue. The key to the success of this approach is the active participation of those directly involved with the identified issue being responsible for carrying out the work in the exploration of both identified and anticipated problems. It is the group themselves that monitors the efficacy of their work and determines if the goal has been achieved or additional intervention steps are necessary. Lewin’s pioneering approach to action research, showed that through discussion, decision, action, evaluation and revision in participatory democratic research, work became meaningful, and alienation was reduced (Adelman, 1993).

While the concept of teachers collaborating in teams is not new, teams typically get started with energy and enthusiasm, but unfortunately team members often lack the skills, tools, and support structures that will allow them to orchestrate significant pedagogical and curriculum changes through the collaborative work of the team (Troen & Boles, 2012). The cultural foundation of teaching--teacher autonomy--can prevent teachers from accepting another teacher’s feedback and having open discussions regarding evaluation of student performance. Without a clear understanding of the benefits of consistent team leadership and team roles, the likely result will be a lack of productivity and cohesiveness. Troen and Boles (2012) have defined five conditions of effective teacher teams that parallel Lewin’s action research approach with field theory. These conditions include task focus, leadership, collaborative climate, personal
accountability, and structures & processes. With the clear message that the primary work of every teaching team is to affect the instructional core, the imperative of the collaborative approach takes on additional weight.

Principals can expose teachers to an idea, but the fire for it will not come unless the teachers see meaning in the work, a true value in what they are executing. Successful transition to collaborative teamwork must involve building a sense of urgency and mission around these essential objectives of education—and that the work of learning for a lifetime and having ongoing, constructive conversations about learning in collaboration with others is the right work. Systemic change must be handled strategically and collaboratively with a school. Michael Fullan (2008) explained the magnitude of this type of initiative: “For organizational or systemic change, you actually have to motivate hordes of people to do something” (p. 63). DuFour and Marzano (2011) agreed: “No single person can unilaterally bring about substantive change in an organization….Effective leaders recognize that they cannot accomplish great things alone” (p. 1-2).

Professional Learning Communities

Community is a complex and abstract concept open to multiple interpretations. Professional community, defined by a particular set of shared norms and values, focused on student learning, reflective dialogue, de-privatization of practice, and collaboration, represents a specific kind of organizational culture, (Adams, 2021). Effective teamwork requires teacher team members to be responsible and accountable to one another in their work, with a level of vulnerability that many teachers struggle to find acceptance with (Brown, 2018). Far too often, teachers are reluctant to give up control of their individual
practice. Building a school’s capacity to learn is a collective rather than an individual task. The single most important step a school will take on the journey to becoming a professional learning community (PLC) will be the adoption of learning, for staff and students, as the central purpose of the school (DuFour et al., 2004). Hattie, (2015) describes the biggest effects on student learning occur when teachers become learners of their own teaching. Additionally, the greatest gains are secured where collaborative practices shift the drive for improvement away from the center and bring it closer to the front line of teaching and learning. Improving professional practice necessitates working with colleagues on real issues of teaching and learning that makes a difference to learners. It means having access to the best pedagogical knowledge and practice and continually pushing the expectations and motivation of both teachers and learners. Real improvement through professional learning communities means focusing on the needs of the learner first and working relentlessly to improve pedagogy so those needs are effectively met (Harris, 2011).

The basic structure of the PLC is composed of collaborative teams whose members work interdependently to achieve common goals (DuFour et al, 2004). PLCs are designed to allow educators to view the educational process as learner centered. It should be evident that schools will never realize the fundamental purpose of helping all students achieve at high levels if the educators within them work in isolation and should be understood as a process (Jessie, 2007). DuFour, DuFour, Eaker, & Many, (2006) described three important elements of a successful PLC: focus on learning, collaborative culture, and results-oriented thinking. A PLC focused on learning looks at the instructional results instead of the instruction itself. A PLC with a collaborative culture is
a group of individuals who meet to achieve common goals. The difference is interdependence with a sense of mutual accountability. A PLC with a results-oriented focus is guided through the creation of an atmosphere where the success of others is shared and replicated.

Focusing on the essentials of their work creates invaluable time for teachers to practice and refine their efforts with minimal distraction or anxiety repeatedly and routinely. Teachers must develop a shared sense of purpose to better fulfill the goal of learning for all by examining their practices and procedures (DuFour et al, 2004). Through this process they will be able to articulate their collective commitments they are prepared to make to move their school toward a shared vision. Guiding teacher teams to see the investment in their practices is not extra work, it is the most important work. DuFour and Eaker (1998) identified for the greatest impact principals must define their job as helping to create a professional learning community in which teachers can continually collaborate and learn how to become more effective. Principals must recognize that this task demands less command and control and more learning and leading, less dictating, and more orchestrating. A two-year study conducted by Scribner, Cockrell, Cockrell, and Valentine (1999) investigated the principal’s approach to leadership and the extent to which professional communities were established. The data revealed how leadership actions either facilitated or impeded the establishment of PLCs. Additionally, the data suggest that a principal’s attempt to build trust among the school’s professional staff was an important factor in creating a shared sense of purpose among the leadership team and faculty, thus influencing the manner and extent to which faculty engaged in PLCs.
Before educators can change their behaviors or implement more effective pedagogy, they must learn to think differently about the relationships they form with their students and one another. Friedman et al. (2011) indicated that it is these changed relationships that will create the necessary conditions for fundamental changes in the ways educators approach implementing new methods of teaching and dealing with problems. The teacher team, through the facilitation of the PLC model, is a place where professional development strategies can be enacted collaboratively and more efficiently lead to dramatic improvement in teacher professional learning and growth.

**Collective Efficacy & Capacity Building**

According to Stanford psychologist Albert Bandura (1994), a group’s confidence in its own abilities directly influences assuredness in attaining intended goals. When teams of educators realize their collective ability to shift practices and make a difference, flywheels of momentum turn. Growth becomes exponential. Collective efficacy reminds us that we grow best when we grow together. But how do we reach this peak of group effectiveness? The answer lies in crafting professional learning communities where teachers meet to grow together as reflective practitioners. When learning communities become part of a school’s culture, the entire school climate reflects unity around a shared mission and vision of what is possible (Adams, 2021). In his work, Fullan (2010a, 2011a, b) argued that purposeful collaboration is one way of ensuring that there is coherence and centrality of purpose within any change process. He noted, “within school or (intra-school) collaboration, when it is focused, produces powerful results on an ongoing basis” (Fullan, 2010b, p. 36). The main argument here was that capacity building requires collective responsibility where professionals are working together to
improve practice through mutual support, mutual accountability, and mutual challenge (Harris, 2011).

The concept of high expectations rests upon neither unwarranted optimism nor additional unsupported demands on teachers. It is not the perception of a staff regarding the ability of themselves that is paramount in creating a culture of high expectations. The staff members’ perception of their own personal and collective ability to help all students learn is far more critical (DuFour et al., 2004). This belief in one’s ability to impact the outcome based on his or her personal efforts, or self-efficacy, is the cornerstone of a culture of high expectations. With staff self-efficacy as a key component of a PLC, then one of the most pressing questions facing teachers is, “What can we do to promote the belief in our ability to make a difference?” DuFour et al. (2004) indicated that everyone benefits when every teacher receives frequent feedback on their professional performance. When teachers can identify problem areas in their professional learning, to find colleagues who have strengths in these areas, and to lean into and learn from one another, fertile ground has been created for the development of self-efficacy essential to PLCs. In working together, teachers can transform the effectiveness of their practice (DuFour & Marzano, 2011).

**Internal and External Accountability**

Internal accountability occurs when individuals and groups willingly take on personal, professional, and collective responsibility for continuous improvement and success for all students (Hargreaves & Shirley, 2009). Internal accountability is based on the notion that individuals and the group in which they work can transparently hold themselves responsible for their performance. Internal accountability must precede
external accountability if lasting improvement in student achievement is the goal (Elmore, 2004). The cultural shift needed is to shift to collaborative cultures that honor and align individual responsibility with collective expectations and actions (Fullan & Quinn, 2016).

Fullan and Quinn (2016) describe external accountability as when system leaders reassure the public through transparency, monitoring, and selective intervention that their system is performing in line with societal expectations and requirements. Successful systems establish strong degrees of internal accountability that serve them well in the external accountability arena. Fullan and Quinn (2016) posited that when internal accountability is strong, the external accountability role of the system includes: establishing and promoting professional standards and practices, ongoing monitoring of the performance of the systems, insisting on reciprocal accountability that manages up as well as down, and adopting and applying indicators of organizational health as a context for individual teacher and leader performance. The more that internal accountability thrives, the greater the responsiveness to external requirements and the less the externals must do (Elmore, 2004).

**Identity: Elements of Identity**

Identity is the mental model each of us constructs of who we are as a unique self. This is an important concept because identity informs decisions and behaviors. The most sustainable way to change behaviors is to change identity (Costa & Garmston, 2016). Identity is developed through a framework of understanding oneself including our perceptions of ourselves, others, and our environment (Costa & Garmston, 2016). Many theorists, cognitive and humanistic psychologists, biologists, anthropologists, and
systems theorists have studied the development and effects of identity. Among these are Eric Erickson, Gregory Bateson, Robert Dilts, Milton Ericson, Carol Dweck, William James, Antonio Damasio, Abraham Maslow, Morris Rosenberg, and Oliver Sacks. Three ways of thinking about identity emerged from their work: personal, social, and role identity.

**Personal identity** is a person’s conception and expression of their individuality or group affiliations, (Damasio, 2010). The second, *social identity*, a person has not one but several selves that correspond to group identifications such as ethnicity, gender, age, sexual orientation, and political associations. Lastly, *role identity* is the tendency for human behaviors to form characteristic patterns in different contexts such as spouse, parent, employee, student, or other settings that would predispose the need for an additional role identity, (Dilts, 2014). Based on Dilts hierarchical model, Costa and Garmston (2016) represented their view of the elements of learning as relational, existing within a dynamic system in which everything affects everything else, with identity as the major influence on all the elements within the system, informing beliefs, values, capabilities, and behavior. Figure 1 demonstrates affecting identity as fostering the greatest change within the individual as it promotes dramatic effects at all the other parts of the system.
One’s identity is in a constant and imperceptible gradual state of transformation. We create meaning from our interactions with others and with the environment. Identity emerges from the web of these interactions, there is no identity in isolation, and therefore, a new identity may not be something that we build but rather something to which we evolve.

**Educator Identity**

Teachers as leaders need to form a strong identity. Teachers must find an individual and persuasive voice, an authentic version of themselves that engages and recruits others (Bowman, 2004). Whether and how teachers decide to lead is determined by what they believe matters in their teaching and, ultimately, by who they are (Ackerman & Mackenzie, 2006). In their interactions with students, colleagues, and
community members, teachers as leaders must model integrity. In contrast, Bowman (2004) identified teachers with weak self-awareness, or an exaggerated sense of entitlement can create difficulties for themselves because others will perceive their indulgences as neither right nor fair. Thus, teachers who develop an authentic identity founded on genuine principles increase their capacity to become successful leaders.

Teacher leaders, empowered by their confidence in themselves and their colleagues, hold the key to improved learning and offer new contexts and alternatives for genuine school change (Ackerman & Mackenzie, 2006).

Cognitive Coaching enables people to modify their capacity to transform themselves through the direct use of interactive strategies aimed at enhancing the self-directedness of individual learners (Costa & Garmston, 2016). When these strategies are correctly implemented, they can redesign individuals’ identities. Cognitive Coaching incorporates a set of values, beliefs, capabilities, mental maps, skills, and commitments dedicated to the goal of fostering self-directed learning in others. As these are practiced, tested over time, and assimilated into a person’s day-to-day interactions they become part of the educator's identity, (Costa & Garmston, 2016).

It is known that self-efficacy is a basic tool, a part of personal identity, and an important self-regulative personality trait which influences decision making as to the manner of behavioral actions. Self-efficacy also influences teaching performance or its quality. A study conducted by Veronica, Livia, Anna, and Eva, (2018) provided a developmental background and analysis of how teachers evaluate their professional ability and what conceptions they have about themselves, wherein teachers’ self-efficacy
in the educational process expresses the degree of their confidence in their own abilities and skills to teach effectively and solve problems.

**Teacher reflexivity**

Critically reflexive praxis is a teacher's awareness of, and response to, the multifaceted power relations governing relational and pedagogical acting (Magill & Salinas, 2019). Consciousness to power, or critical reflexivity, is important for teacher praxis because it can expand what they believe to be possible. Teachers who are reflexive should not be confused with teachers who are reflective. Reflective teaching deals with a teacher remembering, analyzing, and planning for instruction. Reflexivity helps a teacher understand how the social relations of power situate teaching, learning, and the social world (Magill, 2019).

Critically reflexive praxis includes first, understanding the ways power is constantly situating human relation, second, understanding oneself within those power relations, and third, acting to transcend those power relations (Magill, 2019). Studying the reflexive praxis of teachers, or their negotiation of power and acting, might help improve teaching, support communities, and promote agency (Cammarota, 2011). Reflexivity is about continuously changing oneself from moment to moment based on the subjective negotiation of social relations. Critical reflexivity takes on an additional meaning that implies a focus on power (Freire & Macedo, 2005; Shor, 2007).

Scholars have suggested frameworks for engagement related to action, school inquiry, social inquiry, critical dialogue, and social experience can support critically reflexive shifts in identity, consciousness, and social engagement (Magill & Blevins, 2020; LeCompte & Blevins, 2015; Vaughn & Obenchain, 2015). However, the success
and degree to which these activities become more transformational often depends on the ideological clarity of the teacher, specifically their ability to perceive power (Bartolome, 2004). Therefore, considering the foundations of a teacher's reflexive praxis is vital for understanding how and why teachers support or negate student understandings of the social assemblages related to civic and social life (Magill, 2021).

Power is an under-considered aspect of educational research but foundational to understanding a teacher's pedagogical approach (Nieto, 2017). Power itself is value neutral but can be used to increase or limit agency and possibility. Teachers, like all individuals, exist within a web of ideological, structural, and relational forces. The pedagogical decisions they make will inevitably maintain or transform the matrices of power that constitute schooling (Therborn, 1999). Therefore, teachers have a unique form of power that allows them to limit or to expand educational possibilities (Magill, 2021).

**Internalized and Externalized power relations**

Learning how to accumulate informal power, exercise influence, and reconcile conflicting collegial interests requires nothing less than a profound identity shift for contemporary classroom teachers (Bowman, 2004). Effective teachers sense the positive changes they make in the intellectual, socioemotional, physical, and ethical lives of their students. This awareness gives meaning to their identity as professional educators (Bowman, 2004). But to many teachers, leadership demands seem so different that many educators will turn away from the challenge of leadership opportunities out of fear of being chastised by their peers for exhibiting a hunger for importance or a thirst for control. In truth, most professionals have a genuine need to feel important and have others confirm that authority (Heifetz & Linsky, 2002). Successful teachers as leaders
are adept at influencing constituencies over which they admittedly have no formal authority. Teachers as leaders are effective in doing so because they draw on diverse sources of power beyond formal authority including expertise, appealing personal qualities, position in key networks and visibility (Johnson, 2003). Against the backdrop of increasingly interdependent professional relationships, teachers engage in workplace identity formulation as they seek to create connections both inside and outside of the classroom (Bowman, 2004). Working both inside and outside the classroom toward the ideal of a collective, collaborative enterprise requires a broader perspective. Successful teacher leaders stay true to their beliefs, couple confidence with humility in their practice, and continually work with colleagues to improve student learning (Ackerman & Mackenzie, 2006). These teachers create and build upon their identity through a developmental culture for their students and themselves by building a range of relationships with colleagues, parents, students, administrators, and community members. These relationships help further establish and sustain systems that reinforce an identity development mentality within their individual school environments (Johnson, 2003). The results of studies performed by Anderson and Betz in 2001 showed that teachers’ confidence and power influence teachers’ efficacy and increase self-efficacy beliefs. Wherein, teachers who have decision making power to achieve solutions and consult with their supervisors were highly effective, thus increasing self-efficacy improves performance and productivity (Bandura, 1997).

A teacher’s ideology, worldview and everyday negotiation of power informs the choices they make regarding curriculum and pedagogy. However, a teacher may not realize how their own internalized ideology affects their approach to students (Milner,
2010; Rodriguez, 2008). Often, teachers are more concerned with their identity as a teacher and how they want others to see them rather than the ways they are normalizing power relationships (Magill & Salinas, 2019). New teachers are commonly at a stage in their conscious becoming where decisions about what transformation is and what they can do with students will inform the rest of their teaching lives (Darling-Hammond & Bransford, 2007). These teachers often become focused on the performative, technical, and cognitive aspects of practice, trying to survive initial experiences, fearing students, parents, or administrators might object to ideologically informed pedagogical approaches (Journell, 2013). These, and other challenges, situate some of the complex forces constituting new teacher identity and educational approach.

**Summary**

Popular observation practices for school administrators include preview of lesson plans, scheduling teacher observations without consultation with the teacher, but by what works in their complicated schedules, utilization of an itemized checklist during the observation, created by the administrator or district, for key instructional components, and typically concluding with a post observation conference with the teacher that may or may not incorporate any teacher reflection. Most of the literature on Cognitive Coaching is approached independently of utilization directly for teacher evaluation through administrator observation. A skilled coach can assist the school leader in grounding thinking in the present context while facilitating focus, reflection, deep thinking, and affirmation of progress toward goals (Wise & Hammock, 2011). The aim of my study was to explore Cognitive Coaching as a practice that greatly enhances the function of
teacher observation, encouraging self-efficacy, individual identity and teacher interdependence when implemented by school administrators.

Most of the studies cited in the literature review were qualitative in nature, relying on self-perception surveys, interviews, and journals for data collection. Teacher identity and interdependence are not static states; therefore, data collection should likely include qualitative data to explain the context and the factors working toward a more efficacious and collaborative state. The benefit of measuring identity and interdependence qualitatively is the glimpse inside the journey that is increasing self-awareness and its effect on actions and reactions.

I can speak both as a coach, and one who has been coached, to the vulnerability required, especially as a leader, to really feel and admit anger, failure, fear, anxiety, rejection and frustration and the challenges that reflection often brings in trying to avoid that vulnerability. Cognitive Coaching is about honoring these feelings and learning from them allowing for clarity, empathy, positivity, and self-efficacy to emerge for the teacher and administrator. In studying observational processes, we can better understand and identify practices that work. In listening to the participants in this study describe emotions, problems of practice, stressors, then observing the questioning and paraphrasing leading to cognitive shifts, perceived identity and level of interdependence throughout the process was identified.
CHAPTER III: METHODOLOGY

The purpose of this chapter is to introduce the research methodology for this qualitative social cognitive theory study that focused on the experiences and reflections of teachers and administrators that have employed Cognitive Coaching techniques to classroom observations. The key idea behind qualitative research is to learn about the problem or issue from participants and engage in the best practices to obtain their information (Creswell & Poth, 2018). This study sought to answer the following research questions:

1. How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?
2. How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?
3. In what ways do administrators perceive an impact of Cognitive Coaching processes on their relationships with their teachers?
4. In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?

In this chapter I discuss the rationale for action research as methodology as well as the research design and methods, study participants, data collection procedures, sources, and analysis. Ethical concerns are also primary components of this chapter. I
acknowledge the limitations of the study as well as considerations for strengthening the
design for validity. All participants were informed of the purpose and procedures and
had a voice in how their data was used.

**Research Methods and Design**

This was an action research study of K-12 public school teachers and administrators from public school districts in Kentucky experiencing classroom observations through the application of Cognitive Coaching in the school context. In the field of education, action research has enjoyed widespread success, both as an individual route to professional development and as a collaborative route to professional and institutional change (Herr & Anderson, 2005). John Dewey’s work relating to the human experience in the generation of knowledge has provided a foundation for the theoretical foundations of action research. Dewey utilized the professional experience of teachers and other practitioners as a source of knowledge about teaching and learning (Herr & Anderson, 2005). Observations provide a framework to explore teacher and principal feelings about the process of observation from a dual design model that is inclusive of observation to evaluate pedagogy and support teacher professional growth (Randall, 2020). The professional educator continually experiments, inquires, tests, gathers data, revises, and modifies thought and practice. Such accumulated knowledge influences teacher’s decisions and supports continuing inquiry for professional growth throughout an educator’s career (Costa & Garmston, 2016). Cognitive Coaching helps teachers to integrate, extend and apply this information in the crucible of classroom work. Cognitive Coaching techniques are newly utilized reflective practices with teachers in the school districts that serve as the context of this study. This research builds new knowledge for
both the local and broader research contexts in the application of Cognitive Coaching
techniques for teacher observation.

Data sources were qualitative, consisting of surveys and interviews conducted
following the utilization of Cognitive Coaching techniques. Interviews between the
participants and researcher were recorded and transcribed. Using the Listening Guide
methodology (Gilligan & Eddy, 2017), the data analysis uncovered meaning in the
observation methods in correlation with Cognitive Coaching techniques as applied to
classroom observation and reflection. I sought to explore observations through the
application of Cognitive Coaching practices as a workplace embedded administrator
practice by presenting a cross-case analysis of educator identity, self-efficacy, collective
efficacy and interdependence occurring throughout the data. Additionally, the researcher
sought to learn about the experiences that may be embedded in networks, situations, or
relationships that may expose visible hierarchies of power, communication, and
opportunity (Creswell & Poth, 2018).

Context of the Study

This research was conducted as a phenomenological study seeking to describe the
common meaning for teachers and administrators of their lived experiences relating to
classroom observations and the influence those observation reflections have on their
identity as an educator and their level of interdependence within their teaching teams.
The context of this study is the application of the Danielson Framework for Teaching
(FFT) (Appendix F) through the utilization of Cognitive Coaching protocol conversations
within a teacher/administrator partnership in the Kentucky public schools setting. All
study participants had professional experience in Cognitive Coaching, either as a coach or one who has been coached, with the varied experience levels.

Traditionally, in a school community the partnership between teacher and administrator is structured around a formal observation and feedback process seeking to improve instructional practice as outlined in the district’s certified evaluation plan (CEP). This research sought to provide the foundational evidence of the priority in making a shift to an observation approach utilizing the Cognitive Coaching protocols as the primary model utilized by all school administrators. This research study took an observation protocol based on the Danielson Framework for Teaching (FFT) (The Danielson Group, 2022) and enhanced the reflection process by applying Cognitive Coaching protocols. This study seeks to serve as a model for other districts to adopt a similar combined approach for teacher observation and reflection.

**Data Sources**

Teachers and administrators who participated in this study completed a survey of their prior experiences and perceptions relating to the classroom observation process followed by a semi-structured interview that was conducted between the participants and the researcher.

**Data Collection Procedures**

The participants received a copy of the informed consent via email (Miles, Huberman, & Saldana, 2014) for the study (see Appendix B). Participants began by completing a survey, either teacher or administrator, depending on the participant’s role. This was a qualitative survey consisting of eight questions that will be answered utilizing a short answer, narrative response format (see Appendix E). This survey informed the
researcher of the participant’s prior experiences and perceptions relating to classroom observations. This was conducted via online platform and was only accessible by each participant and me as researcher. Results were uploaded to an online platform with access restricted to participants and me as researcher. Participants were given permission to view their individual responses and did not have access to other participants’ responses. Trend analysis was conducted to compare responses from participants.

**Interviews**

Study participants participated in a semi-structured interview allowing participants to be metacognitive about their participation in the study (see Appendix D). The purpose of this interview was to provide participants the opportunity to reflect on their experiences with classroom observations and the level of influence, if any, on their individual identity and interdependence within their professional learning communities. Interviews were conducted from the identified participant pool. All study participants had the opportunity to deny participation. No interview took place without both written and verbal informed consent of the participant. Interviews took place virtually utilizing a virtual platform at a time agreed upon by both the researcher and the participant. Each participant interview took place in a single interview session. Interviews were recorded for review and transcription, with utilization of a transcription through the virtual platform. Transcribed interviews were sent to the interviewees for member checking. Member checking, also known as participant or respondent validation, allows the researcher the opportunity to verify the accuracy and completeness of the findings which then helps to improve the validity of the study (Cohen & Crabtree, 2006). Interviewees had the right to strike any interview content. Additionally, interviewees had the
opportunity to add to their interview following their review and reflection. Following the endorsement of the participants, edits were made to include any reflective thoughts following the interview.

**Ethical Considerations**

Effective teamwork requires teacher team members to be responsible and accountable to one another in their work, with a level of vulnerability that many teachers struggle to find acceptance with. Far too often, teachers are reluctant to give up control of their individual practice. As I reflected on this dichotomy, the problem of practice that surfaced was a need to dig deeper into the relationship between teachers and their evaluator and why their perception of observation is so threatening and quite honestly scary to most. As an instructional and organizational leader, it is part of my duty to guide the development of teachers, both individually and collectively as a team, and to assist them in the formation of their educational identity. Additionally, I have become keenly aware through professional experience and research that it is effective professional learning communities that foster teacher leadership and professional confidence, leading to enhanced student learning through improved instructional practice.

As part of my professional practice, I routinely observe teacher teams at work. In my tenure, I have had the privilege of working in four different districts and six different schools at the elementary, middle, and high school levels. In each of these schools, teacher teams had some type of structure and a regular schedule of team meetings. While their relationship with one another included the general structure and routine, there often was no definitive function or purpose beyond compliance. I have been a participant in these teacher teams, striving to satisfy the expectations of building leadership, but often
asking the question, “what is the purpose of this?” growing more and more frustrated recognizing that my time was not being spent to help me grow in my practice. Time was satisfied as a requirement. As I have transitioned from classroom teacher to school counselor to school administrator, reluctantly not much has changed, yet I continue to be an advocate of teacher teams. Why? The answer lies in the reality that the best way to improve instructional practices at the school level is to utilize groups of adults to review, discuss and analyze problems (Magill, 2021). The challenge lies within the organizational strategy that is utilized by the instructional leader of the school and the ability to build relational trust with staff (Randall, 2020). This level of trust can only be accomplished when the school leader is collaboratively working directly with staff. This is work that is done in-person, collectively. When this type of relational trust is established, collective efficacy is the direct outcome (Fullan & Quinn, 2016). Leadership is not just putting teachers into teams; it is putting in the work providing support and guidance that connects the practices and systems in ways that staff can understand. Changes in culture follow changes in practice.

As an educational leader, ethically it is important for me to provide the conceptual framework and coherence of my research that will be essential elements for successful school improvement through the further development of human capital among school staff. I have utilized the structured ethical reflection (SER) tool (Appendix H) to identify key values that have guided me throughout the research process (Stevens, Brydon-Miller, & Raider-Roth, 2016). I utilized a practitioner inquiry approach as a tool for improving teacher practice and to address the critical issues of developing educator identity and team interdependence with the hope staff will improve pedagogy, develop resiliency, and
become more deeply engaged in the school environment (Brydon-Miller, 2009). It was equally imperative that I was flexible in my recognition of the need for specific, short-term implementation steps to advance my research and to adapt when the research took me in a different direction than I may have intended. The implementation and celebration of small steps and successes helped to generate a sense of self-efficacy leading to goal interdependence.

The process of becoming an effective professional learning community does not occur as a single, dramatic breakthrough or miracle moment. Instead, the process requires learning leadership in sustaining a consistent, coherent effort (DuFour, et al., 2006). Team development during my research was driven to be inclusive of all teachers doing the work. This development is a rigorous process that takes a significant level of responsibility as a researcher in gaining knowledge and understanding while supporting the energy and commitment needed for my ongoing research. It was my hope that utilizing this cumulative process, taking step by step, action by action, and decision by decision will result in sustainable and extraordinary outcomes.

**Data Analysis**

Successful qualitative research is known for producing engaging, descriptive, interesting, and memorable writing as a process of storytelling (Leavy, 2017). Data analysis in qualitative research is unlike quantitative methods where data is collected and then analyzed in a separate step. Qualitative researcher analysis and data collection happen simultaneously to form and reform a story from the data (Creswell & Poth, 2018). Creswell & Poth (2018) identify that qualitative data analysis “involves organizing the data, conducting a preliminary read-through of the database, coding and organizing
themes, representing the data, and forming an interpretation of them” (p. 181). This phenomenological study was analyzed by developing a composite description of the essence of the lived experience for the participants consisting of “what” they experienced and “how” they experienced it (Moustakas, 1994). Data analysis began inductively from particular elements to more general perspectives through the use of coding and application of the Listening Guide (Gilligan & Eddy, 2017). This was followed by deductive reasoning to gather evidence to support the themes and interpretations.

The Listening Guide method has researchers take data through three reviews where the text is coded multiple times. The reviews include 1) determination of plot, 2) formation of “I” poems, and 3) coding for contrapuntal voices (Petrovic et al., 2015). The first step is to understand the context, participants, and the internal and external forces at play framing the classroom observation and the teachers’ lived experiences. The second step, the “I” poem construction, all first-person statements are lifted into a separate document and listed sequentially, to delineate self-perceptions, beliefs, and actions of the participants. The final step includes the researcher listening for moments in the interviews where multiple or conflicting participant voices occur (Gilligan & Eddy, 2017; Petrovic et al., 2015). The Listening Guide is an applicable analysis method when special attention is given to the first-person voice. It is utilized to highlight the way the mind works collectively with our emotions, aligning it to the work of identity development and transference of interactions with others. The Listening Guide requires the researcher to pay careful attention to what is said, how it is said, and in what context, just as the practice of Cognitive Coaching does, thus making the data analysis reflective of the coaching sessions themselves (Costa & Garmston, 2016).
I followed the strategy described by Creswell and Poth (2018) beginning with the development of a short list of five or six provisional codes. This was then expanded to no more than 25 to 30 categories as the review and re-review of the information continued concluding with these categories then being combined into five or six themes that I used to write the narrative.

**Strategies for Ensuring Credibility, Transferability, Dependability, and Confirmability**

Credibility in research is an assessment of whether the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data. Stringer & Aragon, (2021) identify assessing the reliability of study findings requires researchers to make judgments about the soundness of the research in relation to the application and appropriateness of the methods undertaken and the integrity of the final conclusions. Qualitative research is frequently criticized for lacking scientific rigor with poor justification of the methods adopted, lack of transparency in the analytical procedures and the findings being merely a collection of personal opinions subject to researcher bias (Herr & Anderson, 2005). For the novice researcher, demonstrating rigor when undertaking qualitative research is challenging because there is not an accepted consensus about the standards by which such research should be judged. Lincoln and Guba (1985) offer alternative criteria for demonstrating rigor within qualitative research namely truth value, consistency, neutrality, and applicability.

This qualitative research was aimed to design and incorporate methodological strategies to ensure the trustworthiness of the findings. Morse, Barrett, Mayan, Olson, & Spiers, (2002) outline the following strategies: 1) accounting for personal biases which
may have influenced findings 2) acknowledging biases in sampling and ongoing critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis 3) meticulous record keeping, demonstrating a clear decision trail and ensuring interpretations of data are consistent and transparent 4) establishing a comparison, seeking out similarities and differences across accounts to ensure different perspectives are represented 5) including rich and thick verbatim descriptions of participants’ accounts to support findings 6) respondent validation that includes inviting participants to comment on the interview transcript and whether the final themes and concepts created adequately reflect the phenomena being investigated and 7) data triangulation whereby different methods and perspectives help produce a more comprehensive set of findings.

**Summary**

The goal of this chapter was to outline the research method used to answer the research questions. A discussion of the study participants, research design, and data collection outlined the specifics of how the study was conducted and who participated in the study. A qualitative phenomenology methodology was used to develop an understanding of how classroom observations, conducted using Cognitive Coaching techniques, may influence the development of educator identity and the potential influence on educator teamwork within professional learning communities. All study participants contributed to this understanding by sharing their lived experiences and their perspectives of what helps them to better self-assess to improve their work. The goal of Chapter IV will be to provide the study results and demonstrate that the methodology described in Chapter III was followed.
CHAPTER IV: ANALYSIS AND RESULTS

The purpose of this phenomenological study was to examine the perceived impact of Cognitive Coaching techniques applied during classroom observations as a possible administrative practice to support the positive development of educator identity, self-efficacy, and teamwork as described by teachers and administrators in central Kentucky public school districts. This study sought to gain knowledge from teacher and administrator experiences which may or may not have contributed to their growth in their respective roles. The following chapter details the findings from this phenomenological study. Grounded in Bandura’s Social Cognitive Theory (2001), I present each participant's experience to reflect upon cognitive, behavioral, and environmental factors of decision-making. The four research questions that guided this study are:

1. How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?
2. How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?
3. In what ways do administrators perceive the impact of Cognitive Coaching processes on their relationships with their teachers?
4. In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?
The organization of this chapter begins with researcher positionality, an overview of the methodology and research design, data collection and analysis process, and participant description. Emerging themes will be discussed along with findings for each research question.

**Researcher Positionality**

As I moved deeper into my research study, I remained consciously aware of which lens I was looking through as I approached my study and participants. As a researcher, I must always recognize that my positionality can have a significant impact on the overall outcome of my study and be cognizant of the value and promise of participants’ life experiences (Milner, 2007). In Milner’s (2007) article, he states “there is value and promise in people who have had a range of experiences in life; different, in this sense, does not necessarily mean deficit or deficient” (p. 389). Acknowledging and appreciating differences and experiences is important and makes each of us unique. I am aware that the participants in my study may not have had the same experiences as myself or had work, family, and faith instilled by their parents, but it is important that I provide context to their experiences to ensure any “seen, unseen or unforeseen” biases or ideas are identified and collaboratively worked through (Milner, 2007). Engaging in personal and collaborative reflection about myself as a researcher as related to the study and participants to ensure all voices are represented is vital and expected. My plan involved working collaboratively with the participants as both learner and researcher. I recognized that working as an inside researcher provided me with a great opportunity to serve as a learning leader. I was also aware that it can create some challenges and potential biases in my work. It was important to remain true to my values of adaptability, leadership,
curiosity, flexibility, inclusiveness, and responsibility throughout every aspect of my work as an action researcher to maintain the integrity of my study to ensure the outcome was truly reflective of the intentions of the study. Herr & Anderson (2005) suggest it is our obligation as researchers to “interrogate our multiple positionalities in relationship to the question under study” (p. 44). I utilized my ability to craft uniquely complex understandings of my research questions, while hoping to avoid the blind spots that can come with unexamined beliefs (Herr & Anderson, 2005).

Throughout my tenure as an educator, my experience has grown as a qualitative and quantitative researcher. Now, we did not call it “action research” when we were doing the work, but as I reflect on the many tasks and trials over the years it is remarkably clear how much action research I conducted. I came to value the collaboration and feedback from staff and to appreciate and really understand their voice when working through problems of practice. What I can now see is that this experience was setting the stage for my future service in school leadership and as a practitioner action researcher.

Additionally, it became clear that strong ties with families and the community our schools serve would be key ingredients to working together. I began reading additional articles and building my professional library to gain as much knowledge and insight as I possibly could to support my school, my staff, my students, and my families. With the richness of my students’ diverse cultures, languages, and backgrounds, building family relationships was so important. My reading and research have helped me to gain a deeper understanding that such diversity comes with great benefits including many challenges to building effective school and family partnerships (Mapp, Carver, & Lander, 2017). As I
embark on my own action research as an emerging educational leader, I am coming to understand the importance of my relational growth mindset more fully with staff and the school community. I know that I may make mistakes as a researcher, but I understand that failure is a normal part of the learning process and embracing the failures will only improve my work as an educational leader and researcher (Jensen, 2016). I am motivated by the opportunity to have my research contribute to the growth and development of the teachers and administrators across Kentucky and to utilize this work and the knowledge gained to empower myself professionally and personally to bring about organizational change within our Commonwealth and beyond.

**Methodology, Research Design Overview and Data Collection and Analysis**

This qualitative, phenomenological study was conducted through the interpretive framework of social cognitive theory that focused on the experiences and reflections of teachers and administrators who have experienced Cognitive Coaching techniques in classroom observations. This research study took the observation protocol based on the Danielson Framework for Teaching (FFT) (The Danielson Group, 2022) and enhanced the reflection process by applying Cognitive Coaching protocols. Phenomenology allowed for the analysis and interpretation of participant experiences as individuals related to the phenomenon of cognitive coaching (Creswell & Poth, 2018). The Listening Guide methodology (Gilligan & Eddy, 2017) was utilized to uncover meaning in the observation methods in correlation with Cognitive Coaching techniques as applied to classroom observation and reflection.

Data sources were qualitative, consisting of a survey and semi-structured interviews with nine participants who met the study criteria of being 1) a school level
administrator or teacher in a Central Kentucky public school district; 2) with experience in the utilization of cognitive coaching techniques. Participants completed an eight-question survey that included years of experience, description of their classroom observation experiences, desired role to support the observation process, desired experience with classroom observations, and ways that Cognitive Coaching can support the desired observation experiences and relationships with both administrators and colleagues. A semi-structured interview process for collecting data was used as a way for participants to share their experiences in a narrative manner (Leavy, 2017). Interviews were conducted through a virtual platform and recorded and transcribed on the same platform.

Creswell (2014) describes how data analysis in qualitative research is unlike quantitative methods where data is collected and then analyzed in a separate step. Qualitative researcher analysis and data collection happen simultaneously to form and reform a story from the data (Creswell, 2014). I followed Creswell’s (2014) suggested steps for data analysis in qualitative research: organize and prepare data, read and look at data, and then begin coding. This process was ongoing as interview transcripts were produced and each step of the Listening Guide (Gilligan & Eddy, 2017) was applied.

Analysis for each research question is structured according to the steps of the Listening Guide (Gilligan & Eddy, 2017). The first step, identifying the plot, reveals the issues and hand, context, and barriers participants shared through both the survey and interview process. The second step in the Listening Guide, analysis of the I poems, acts as a sieve for the conversations, pulling out moments of clarity, efficacy, and identifiers of particular stressors. This step also reveals in the participants’ own words, the impacts
of Cognitive Coaching on identity, relationships, teacher growth, and self-efficacy. Utilizing the transcriptions of each participant’s interview, I cut and pasted the statements into a separate document, preserving the order (Appendix G). By separating the I statements from the interview transcripts, I was able to observe the participants’ perceptions and the ways he or she spoke of him or herself (Gilligan & Eddy, 2017). The third step, identification of the contrapuntal voices, exposes the cognitive dissonance, or the point and counterpoint voices, which Cognitive Coaching techniques intend to ignite. Wisse and Sleebos (2015) stress the importance of a “salient personal self” as a mediator of uncertainty, doubt, and confusion. In listening for when these point and counterpoint voices occur in the interviews, we can hear the salient personal self in action, taking thoughts from a place of uncertainty to naming, planning, and action.

**Participant Description**

The purposeful sample of participants included nine educators, with five serving as administrators and four as classroom teachers currently working in a Central Kentucky public school district. Teacher participants had an experience range from five to 17 years in the classroom and administrator participants had an experience range from seven to 25 years in an administrative role. All teacher participants described themselves as very comfortable with the observation process noting this developed over time and experience from each observation cycle. Administrators had more variation in their self-reporting of comfortability with the classroom observation process with the least experienced identifying they were fairly comfortable to the other four indicating they were very comfortable.
RQ1: How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?

The first research question focused on the construct of identity and the impact that feedback through Cognitive Coaching has had on them as educators. Against the backdrop of increasingly interdependent professional relationships, teachers engage in workplace identity formulation as they seek to create connections both inside and outside of the classroom (Bowman, 2004). These relationships help further establish and sustain systems that reinforce an identity development mentality within their school environments (Johnson, 2003). Because each coachee brings his/her identity to interactions, the coaching process may be viewed as a collaborative interaction of identities (Costa & Garmston, 2016). Responses to survey and interview questions provided insight into what feedback meant to them individually from the perspective of participation in Cognitive Coaching. Table 1 details the main themes that emerged from initial and in vivo codes and the frequency of shared experiences among participants.

Table 1

Emerging Themes from In-Vivo Codes Aligned to RQ1

<table>
<thead>
<tr>
<th>In-Vivo Codes</th>
<th>Frequency</th>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“growth opportunities”</td>
<td>40</td>
<td>Relevance</td>
</tr>
<tr>
<td>“genuine conversation”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“2-way communication”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“exchange of ideas”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“constructive”</td>
<td></td>
<td></td>
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<tr>
<td>“deeper conversations”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“meaningful discussion”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“forward thinking”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“goal oriented”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“purpose driven”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“feeling heard &amp; valued”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“focus on continuous improvement”</td>
<td>29</td>
<td>Shift in Perspective</td>
</tr>
<tr>
<td>“from anxious to empowered”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“shared experience”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“fosters trust”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“student centered goals”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“ownership of my own growth”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“confidence”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“more open to try new things”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“partner versus evaluator”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“feeling picked on to feeling supported”</td>
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<td></td>
</tr>
</tbody>
</table>

**Relevance**

The theme of relevance became evident when condensing the data for the first research question connected to feedback from Cognitive Coaching sessions. The research participants' narratives describe the relevance of feedback in shaping their identity and professional journey. Initially fraught with feelings of uncertainty, anxiety, and self-doubt, all four participants describe a transformative process catalyzed by Cognitive Coaching, where feedback supports self-discovery and growth.

*Teacher A*

I hope you know it was a lot about where I will fall on that formative evaluation sheet.

I think that gives a lot of teachers concern because they want to know that they’re doing a good job.

It changed the focus of those observations.

It just seemed so much more meaningful.

It seemed like, “oh, this is just what I’m doing”.

Big shift in the way I was thinking about the whole process of evaluation

*Teacher B*
How am I gonna perform in front of somebody in my classroom to check all the boxes?

These were the steps we took.

This is what we tried to do.

This is what we were working towards.

I think that those conversations really changed a lot for me.

I think it made me more willing to, you know, step into different things and try different things.

It was real conversation about what you’re really doing in the classroom.

Teacher C

I was so nervous about being evaluated.

I was so nervous about someone finding something wrong with my teaching.

I wanted to be good at my job.

The coaching really laid out what I needed for my kids were successful.

I feel like I’m a better educator because I went through that process.

Teacher D

I think seeing that shift within the observation and coaching process really helped change the model for me.

I saw the observation process is like a daunting thing.

I think it was, you know, whenever I heard the word observation just equaled anxiety.

All four participants describe the relevance of feedback extending beyond individual growth to cultivate a culture of trust, collaboration, and continuous
improvement within their professional learning communities and with their administrators. The participants consistently shared how feedback serves as a cornerstone of their identity formation, strengthening their relationships with their peers and administrators through genuine conversation and exchange of ideas.

Teacher A
It changed the focus of those observations.
It didn’t feel so much about me as it did about my students.
It just seemed so much more meaningful.

Teacher B
It was more of conversations of what can you do differently?
What can you do to dig deeper instead of, you know, just the everyday let’s check this off.
It was real conversation about what you’re really doing in the classroom.

Teacher C
I do remember feeling like after the actual process I would feel more relief at the end.
I was able to hear like some positive feedback from people.
I see it more now as a positive thing.
It helps us grow and it gives us some positive feedback and some ways to kind of change our teaching.
I just really enjoyed the shared learning experience.
I think a lot of it is, you have to see it as something that’s useful and helpful.

Teacher D
I think that the conversations that my colleagues and I have now about observations—we kind of compare notes.

It’s kind of like a collaborative.

It’s more of like a shared learning experience.

She would make me think of things that I hadn’t thought of before by her questions.

**Shift in Perspective**

The theme of a shift in perspective was a second theme that emerged related to the first research question. The research participants’ narratives describe a transformative shift in their perspectives based on the feedback received through Cognitive Coaching. Initially plagued by feelings of uncertainty, anxiety, and apprehension towards the traditional observation processes, all four participants describe experiencing a profound personal transformation towards empowerment, confidence, and growth through the coaching process. As they engaged in collaborative learning experiences and built trustful relationships with coaches and colleagues, all four participants consistently reported they were compelled to embrace a growth-oriented mindset, viewing feedback and observation as pathways to continuous improvement rather than sources of fear or judgment. Through shared experiences and discussions, all four participants describe a change in their instructional practices, collective efficacy and empowerment.

*Teacher A*

I didn’t think about the big picture.

I was very unsure, really.

It really opened my eyes.
Big shift in the way I was thinking about the whole process of evaluation.

I think it just changed the attitude around the formative observation piece.

*Teacher B*

It made you discuss different things instead of, well, let me check off these boxes.

What can I change to be a more effective educator?

What can I do to make sure the kids are learning deeper?

*Teacher C*

I just felt like, you know, something where people were going to come in and watch me teach and tell me everything that I was awful at.

That was definitely not something I looked forward to.

I wasn’t confident in myself.

I had to really buy into that this is going to help me become a better teacher.

Not see it as something where I was being judged.

Once I did that and got these components together, I realized, “wow this is an amazing system!”

*Teacher D*

I would just sit and think of all the worst possible scenarios of things that could happen during the observation process.

I think it was, you know, whenever I heard the word observation just equaled anxiety.

I mean it was an eye-opening time.

I had never actually sat down and thought about that.

I think until that moment I was like driving myself mad.
I was doing a disservice to other students in my classroom.

I wasn’t giving students what they needed.

**Plot**

In the realm of classroom observations, participants reported often finding themselves navigating a complex landscape of emotions and expectations when it comes to receiving feedback. Uncertainty looms as they anticipate the unforgiving specter of performance evaluation. Nervousness and anxiety permeate their emotions, fueled by the fear of criticism and the need to meet expectations. Participants identified the pressure to conform to predefined tasks weighs heavily on their shoulders, casting shadows of self-doubt and intimidation.

In this atmosphere, the process of "checking boxes" becomes more than a mere administrative task; it morphs into a source of stress and negative perception. Participants identified a need for validation, for reassurance that their efforts are recognized and valued. Yet, amidst the clamor of expectations, the true essence of their professional identity often gets lost.

The barriers they face are multifaceted, woven into the fabric of institutional culture and professional norms. Although the administrator (as coach) may think that making judgments—either positive or negative—is helpful or reinforcing for the teacher, in actuality, the opposite is true. Such comments shift the focus from coaching to evaluation (Costa & Garmston, 2016). Participants indicated the fear of criticism often stifles creativity and innovation, compelling them to tread cautiously in their pedagogical endeavors. The need to conform to predefined benchmarks stifles their individuality, leaving little room for authentic expression and growth.
Amidst these challenges, participants shared that the impact of feedback on their professional identity is profound. Participants described the constant cycle of traditional performance evaluation eroding their sense of self-worth, leaving them questioning their abilities and contributions. The relentless pursuit of meeting expectations breeds a culture of self-doubt and insecurity, overshadowing the joy of teaching and learning. As a result of being coached, participants reported that feedback supports thinking on deeper levels and with greater clarity, strengthens their interdependence becoming more accountable for their actions, and enhances flexibility to problem solve.

**Contrapuntal Voices**

The voices presented offer a rich tapestry of experiences and perspectives regarding the impact of coaching feedback on participants' identities as educators. Those who resonate with the positive narratives undergo transformative experiences, fostering empowerment, trust, and growth. They embrace coaching as a means for continuous improvement, shifting from punitive observation practices to supportive, collaborative environments.

Conversely, participants expressing negative sentiments initially grapple with anxiety, frustration, and reluctance toward traditional observation processes. However, as they engage in Cognitive Coaching, they begin to recognize its potential for growth and reflection, albeit amidst struggles with confidence and apprehension. Overall, the participants underscore the profound impact of coaching feedback on their professional identities.
RQ2: How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?

The second research question focused on the construct of identity and the impact that personal reflection through Cognitive Coaching has had on them as educators. An unexpected by-product occurs when teachers talk about their reasons for doing things and respond to questions about their perceptions and teaching decisions (Costa & Garmston, 2016). Responses to survey and interview questions provided insight into what personal reflection meant to them individually from the perspective of participation in Cognitive Coaching. Table 2 details the main themes that emerged from initial and in vivo codes and the frequency of shared experiences among participants.

Table 2

Emerging Themes from In-Vivo Codes Aligned to RQ2

<table>
<thead>
<tr>
<th>In-Vivo Codes</th>
<th>Frequency</th>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“deeper understanding of role”</td>
<td>37</td>
<td>Transformation</td>
</tr>
<tr>
<td>“discovered new aspects of myself”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“confidence”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“focused on growth versus compliance”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“shift in mindset”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“overcome challenges”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“embrace change”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“self-discovery”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“increased self-awareness”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“sense of agency as an educator”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“increased confidence in teaching ability”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“initiate discussions”</td>
<td>25</td>
<td>Empowerment</td>
</tr>
<tr>
<td>“confidence to try new things”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“prompts ongoing reflection”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“advocate for my values and needs in the classroom”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“ownership”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“agent of change”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“freedom to experiment”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“seek out feedback”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“increased self-efficacy”

Transformation

The theme of transformation emerged in relation to the second research question connected to the impact of personal reflection on professional identity from Cognitive Coaching sessions. Initially characterized by uncertainty, apprehension, and a sense of inadequacy, all four participants define a profound process of self-discovery and introspection catalyzed by Cognitive Coaching. Through intentional self-reflection, participants consistently describe how they confronted their fears and vulnerabilities, gaining deeper insights into their teaching practices and professional identities.

Teacher A

It didn’t feel so much about me as it did about my students.

I noticed, you know, even myself with how I talk to people.

I started thinking about it, and am I really giving good questions?

Am I really listening to what people have to say?

Teacher B

I just think that Cognitive Coaching was probably the best observation experience that I’ve had in my teaching career.

It was more of a view of what we can do to make things better every day.

I think that those conversations really changed a lot for me.

I think it made me more willing to, you know, step into different things and try different things.

Teacher C

The coaching really laid out what I needed for my kids to be successful.
I have grown so much.
I’ve learned so much from coaching.
I wouldn’t have gotten there.
I feel like I’m a better educator because I went through that process.
I was given ideas and strategies on how to, you know, get there.
Once I started trying things and I was getting there, it was like, “Oh WOW, this is working.”

*Teacher D*

I had never actually sat down and thought about that..
I think that was just like an eye-opening thing.
I think until that moment I was like driving myself mad.
I was doing a disservice to other students in my classroom.
I wasn’t giving students what they needed.
I do feel that the conversations I was having really opened up my mind.
I don’t know if I would have seen as much growth within me.

**Empowerment**

The theme of empowerment was the second theme that emerged related to the second research question. Through intentional self-reflection guided by skilled coaches, all four participants describe how they confront their vulnerabilities and embrace their strengths, fostering a sense of empowerment and agency in their professional practice.
Participants consistently agreed as they engaged in critical introspection and examined their teaching methodologies, they were able to cultivate a deeper understanding of their
roles and identities as educators, recognizing the profound influence they wield in shaping student learning experiences.

Teacher A

I was able to come up with the AHA moments that would impact my classroom.

I have the power to do this.

I’m able to discover what I need to do.

I have this.

I’m able to make these decisions.

For me, it just opened up a new path for me.

I started researching.

I think it’s very, very powerful.

Teacher B

I think it made me more willing to, you know, step into different things and try different things.

It made you want to try harder to improve.

It made you want to really like, go deep into what you were teaching in different strategies.

I was more willing to put my neck out there and fail even with an administrator observing my classroom.

Teacher C

We plan things together.

We compare notes.

We help other teachers learn from the mistakes.
It helps us grow and it gives us some positive feedback and some ways to kind of change our teaching.

I just really enjoyed the shared learning experience.

We started questioning each other and trying to come up with a solution.

We take the knowledge that we learned through the coaching to help us move our planning and our students to the next level.

*Teacher D*

I’d be like, this is something that I’ve done in coaching and it worked really well.

This is something I tried in my own classroom.

I mean it was all based off coaching or a model I had done.

I do think that journey with that questioning model and the Cognitive Coaching I feel more comfortable asking questions to my students.

Whenever I am sitting down to create a lesson, I’m trying to make it better for my students.

I feel comfortable and confident to be able to reach all of the domains of knowledge.

**Plot**

In the realm of teacher research, participants contend with multifaceted issues surrounding their professional identity, deeply influenced by the transformative power of personal reflection through coaching. Within this context, participants navigate barriers and complexities, seeking to redefine their roles amidst shifting paradigms. The narrative unfolds as teachers embark on a journey of self-discovery and increased self-awareness, confronting challenges while embracing the potential for growth and change.
Initially, participants confronted barriers such as uncertainty and a reluctance to embrace change. They express a desire for freedom to experiment but feel constrained by traditional observation practices and expectations. However, as the narrative progresses, there emerges a palpable shift in mindset. Participants began to recognize themselves as agents of change, empowered to shape their professional identities and foster positive outcomes for their students.

Through the process of personal reflection, teachers develop a deeper understanding of their role and purpose in education. They cultivate a sense of agency, taking ownership of their growth and development as educators. This newfound confidence propels them to seek out feedback, experiment with new strategies, and embrace growth opportunities.

As the narrative unfolds, participants are no longer bound by limitations but are instead focused on growth and continuous improvement. They are empowered to challenge the status quo, embrace innovation, and chart new pathways in education. Ultimately, personal reflection through coaching serves as a gateway for transformation, reshaping participants' professional identities and instilling within them a renewed sense of purpose and agency as educators.

**Contrapuntal Voices**

In analyzing the voices provided, it's evident that they encapsulate a spectrum of perspectives, emotions, and outcomes related to the impact of self-reflection from coaching on participants' identities. Participants demonstrate a positive shift in perspective towards self-reflection through coaching. They emphasize growth opportunities, collaboration, and positive feedback resulting from the coaching process.
For instance, one participant highlights shared learning experiences and trust-building, while another participant underscores the transformative impact of coaching on teaching practices and confidence. Collectively, participants expressed newfound confidence and feeling valued as an educator, while contrasting the punitive nature of traditional observations with the supportive approach of Cognitive Coaching. Participants describe feelings of apprehension, fear, and negative associations with evaluation, viewing it as daunting and punitive. However, participants acknowledged the transformative impact of Cognitive Coaching through self-reflection on teaching practices and student outcomes, indicating a gradual shift towards a more positive perception.

The narrative emerging from these voices underscores the transformative potential of self-reflection through coaching on participants' identities. The Cognitive Coaching process fosters a shift towards empowerment, collaboration, and growth. Through shared learning experiences, trust-building, and the exploration of teaching practices, participants discover newfound confidence, advocate for their values, and embrace a more constructive approach to professional learning. Overall, self-reflection through coaching encourages personal and professional growth, reshaping participants' identities as educators and fostering a culture of continuous improvement and collaboration.

**RQ3: In what ways do administrators perceive the impact of Cognitive Coaching processes on their relationships with their teachers?**

The third research question focused on the construct of teamwork between teachers and administrators and the impact of Cognitive Coaching processes on these relationships. Teachers and administrators must develop a shared sense of purpose to
better fulfill the goal of learning for all by examining their practices and procedures (DuFour et al, 2004). DuFour and Eaker (1998) identify for the greatest impact administrators must define their job as helping to create a professional learning community in which teachers can continually collaborate and learn how to become more effective. Committed and dedicated individuals within systems who are engaged in healthy and systemic collaboration because of established relationships are the true measure of success (Fullan & Quinn, 2016). Responses to survey and interview questions provided insight from administrator participants on how their relationships with teachers were impacted when utilizing Cognitive Coaching processes. Table 3 details the main themes that emerged from initial and in vivo codes and the frequency of shared experiences among participants.

**Table 3**

_Emerging Themes from In-Vivo Codes Aligned to RQ3_

<table>
<thead>
<tr>
<th>In-Vivo Codes</th>
<th>Frequency</th>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“mutual understanding”</td>
<td>24</td>
<td>Partnership</td>
</tr>
<tr>
<td>“fosters positive interactions”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“equal coach-like relationship”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“less directive”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“mutual investment”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“self-awareness”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“adaptive approach to learning”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“critical conversations”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“desire to contribute”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“collaboration”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“open communication”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“shift in role dynamics”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“shared process of improvement”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“model practices”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“growth-oriented approach”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“open-ended conversations”</td>
<td>13</td>
<td>Trust-Building</td>
</tr>
<tr>
<td>“supportive approach”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“mutual commitment”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“growth-driven”
“transition from evaluator to coach”
“role perception change”
“from authority to support”
“empowered to grow, collaborate, and innovate”
“vulnerability”
“reflective of past practices”
“collaborative input”
“enhance an individual’s confidence”
“emphasizes help and support”

**Partnership**

Partnership was the first theme to emerge in relation to the third research question describing the impact of Cognitive Coaching on administrator relationships with their teachers as depicted across the five research participants. Collectively, research participants describe the process of actively seeking to cultivate trust, collaboration, and open communication through Cognitive Coaching conversations, emphasizing growth and mutual understanding over compliance.

*Administrator A*

I really think it does make you a lot more mindful about what you’re doing.

I’m much more mindful about being quiet.

We all speak a common language.

I feel like Cognitive Coaching has an impact on that because it’s giving me the tools to say.

Administrator B echoes this sentiment by acknowledging the transition from an evaluator to a coach, emphasizing the importance of fostering more equal, coach-like relationships with teachers. The language of partnership is further emphasized in
Administrator C’s narrative, where phrases like "we were growing together" depict a shared journey toward improvement.

Administrator B

I started trying to change how I was doing things.
I started trying to put questions together intentionally.
I stopped sitting behind my desk.
It was things that I learned in the conversation with the teacher, not just what was observed.
I tried to use the information I learned.
It definitely made it feel less like me telling them what to do.
I think it made our relationship feel a little more equal.

Administrator C

I mean, I really believe in this work.
I feel like that we were able to practice together.
It was something they felt was a process we were doing together.
We were growing together.
It was going to help me be a better evaluator.
It was going to help them become a better teacher.
I’ve just seen that it makes a difference.
I’ve seen that it builds relationships and it leads to better teachers and instruction in the classroom.

Administrator D emphasizes the shift toward a more positive relationship dynamic facilitated by Cognitive Coaching, describing how the focus on help and support
rather than evaluation helps to create an environment of trust and collaboration, where teachers feel comfortable seeking guidance and trying new approaches.

*Administrator D*

I think it comes across from a place of help instead of a place of evaluation.

I think it makes a teacher feel better about the whole process.

I think with the coaching elements, definitely you saw improvements in that relationship.

I think that style of collaboration works better for growth.

Anything I can do for my principals to help them get better at building better teachers—I want to do it.

Lastly, Administrator E describes the role of Cognitive Coaching in fostering open-ended conversations and trust-based observations, highlighting the administrator's intention to maintain weekly dialogues with teachers to strengthen relationships.

*Administrator E*

I feel like it really improved the relationship.

I feel like it’s more an open-ended approach for teachers.

I think they started to become more open.

I was very intentional about trying to have conversations with them every week.

I think these teachers were starting to understand.

We still are there as partners to help them be successful.

I feel like with them being willing to allow me the opportunity to Cognitive Coach them…

It’s made me a better administrator.
Trust-Building

The second theme that emerged aligned to research question three was trust-building. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviors is the overarching trust-promoting behavior of the principal (Brown & Olson, 2015). Administrator A emphasizes the promotion of trust, collaboration, and open communication through Cognitive Coaching conversations, indicating a deliberate effort to shift towards a growth-oriented approach. Similarly, Administrator B reflects on the transition from evaluator to coach, highlighting the importance of fostering equal, coach-like relationships with teachers, which inherently relies on trust and mutual respect.

Administrator A

I felt like conversations were positive because they weren’t tied to an evaluation.
I really tried to be much more mindful.
We’ve really started trying to tie it into other things that are a bit more novel.
I made it a point to go into her room to have follow-up conversations.

Administrator B

I changed my statements very intentionally to not use evaluative statements.
I wasn’t just trying to find words myself.
I’m talking about what I see.
I can’t know what’s going on and help you and support you if I’m not in your classroom.
I’m super clear about taking off my evaluator hat.
Administrator C’s narrative describes building positive relationships with teachers through a collaborative and growth-oriented model.

*Administrator C*

I was doing my very best.

It was something they felt was a process we were doing together.

It wasn’t just something I had to do.

Administrator D describes the role of Cognitive Coaching in fostering a positive relationship dynamic, where help and support replace evaluation, creating an environment where teachers feel comfortable seeking guidance and trying new approaches. Finally, Administrator E speaks to the importance of trust in improving relationships between administrators and teachers through open-ended conversations and trust-based observations.

*Administrator D*

I do think when you sit down with them and come from a coaching standpoint...

I think that it puts them at ease.

I think that puts everybody in a little more positive frame of mind.

I would say, in my experience, starting out from that coaching standpoint rather than evaluative, you’ll get further with your teachers.

I think there is such power in that.

*Administrator E*

I wanted the teachers to understand.

I wanted them to come up with their own thought process.

I struggled with that an as administrator getting them to think about their teaching.
It really helped provide a framework to get everyone all on the same page.

**Plot**

In educational leadership, school administrators are faced with a myriad of challenges and dynamics within their relationships with teachers, as revealed through their self-reporting on the impact of Cognitive Coaching processes. The narrative unfolds against a backdrop of fear of failure and compliance-driven practices, where administrators navigate complex power dynamics and strive to foster meaningful connections with their faculty.

Initially, administrators confront barriers stemming from inadequate training and a reliance on prescription-mode approaches to classroom observations. They express a desire for understanding and critical thinking among teachers, recognizing the limitations of structured, rubric-based observations. Amidst perceived unfairness and bias, administrators identify the challenge of balancing professional judgment with the requirements of state and district-managed structured protocols.

As the narrative progresses, administrators travel through the process of adaptation and self-discovery, embracing trial and error as they navigate the intricacies of their relationships with teachers. They seek to move beyond scripted observations towards more authentic and meaningful interactions, characterized by open dialogue and collaboration. Through the lens of Cognitive Coaching processes, administrators strive to empower teachers, recognizing their expertise and fostering a culture of trust and mutual respect.

Despite the inherent complexities and power dynamics at play, administrators are driven by a shared desire to cultivate environments that nurture growth and support
ongoing professional learning. They recognize the importance of fostering critical thinking and providing opportunities for teachers to thrive. Ultimately, the narrative reflects a nuanced exploration of the evolving relationships between administrators and teachers, grounded in empathy, understanding, and a mutual commitment to growth.

**Contrapuntal Voices**

The excerpt presents a continuum of voices among school administrator research participants, reflecting both positive and challenging perspectives on the impact of Cognitive Coaching on their relationships with teachers.

Administrator B demonstrates a clear shift towards empowerment and mindfulness in leadership practices, emphasizing the transformative journey experienced through embracing new coaching techniques. This voice highlights the positive outcomes of Cognitive Coaching in fostering better teaching practices and relationships.

Administrator C reflects a proactive and adaptive approach to professional challenges, recognizing the value of continuous learning and improvement through effective coaching structures. The emphasis on collaboration and reflection underscores a commitment to enhancing relationships and supporting teacher growth.

Administrator A expresses frustration and self-criticism regarding past practices, indicating challenges and uncertainties faced during initial attempts at teacher evaluation and coaching. This voice reflects on the difficulties of transitioning from an evaluative to a coaching role, highlighting the need for more effective conversations and a shift towards a coaching-oriented approach. Administrator D acknowledges resource constraints and staffing challenges within the school system, emphasizing the need for more training and support to implement effective coaching practices. While advocating
for coaching-based leadership, this voice also recognizes the limitations in staffing and resources that impact the successful implementation of coaching strategies.

In summary, the positive voices demonstrate a commitment to growth and improvement, recognizing the transformative potential of Cognitive Coaching in enhancing relationships and fostering teacher development. Meanwhile, the challenging voices highlight the practical barriers and learning curves associated with implementing Cognitive Coaching practices, emphasizing the need for additional support, training, and resources to overcome these challenges.

**RQ4: In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?**

The final research question focused on the construct of self-efficacy and the perceived impact of Cognitive Coaching on this element. DuFour et al. (2004) indicate that everyone benefits when every teacher receives frequent feedback on their professional performance. When teachers can identify problem areas in their professional learning, find colleagues who have strengths in these areas, and lean into and learn from one another, the fertile ground has been created for the development of self-efficacy essential to professional learning communities. Responses to survey and interview questions provided insight into how teacher growth and self-efficacy have changed from the perspective of participation in Cognitive Coaching. Table 4 details the main themes that emerged from initial and in vivo codes and the frequency of shared experiences among participants.

**Table 4**

*Emerging Themes from In-Vivo Codes Aligned to RQ4*
Self-Reflection

The theme of self-reflection emerges for the fourth research question, across the descriptions provided by the research participants regarding the impact of Cognitive Coaching on teacher growth and self-efficacy. Cognitive Coaching encourages deep self-reflection among teachers, prompting them to critically examine their instructional practices, beliefs, and decision-making processes (Costa & Garmston, 2016). All five research participants consistently describe when engaging teachers in intentional coaching conversations, teachers will participate in reflective practices that enable them
to identify areas for improvement, set meaningful goals, and experiment with new teaching strategies.

*Administrator A*

I really tried to be much more mindful.

I tried to make that part of the first bit that we talked about.

We actually had some really good discussions.

I'm really working hard on posing questions and then saying, OK, we got 30 seconds

*Administrator B*

I was focused more on my questioning.

I'm trying to get them to be more reflective.

I would talk about an area trying to focus to connect.

*Administrator C*

I always looked at it as a way of growing, getting better.

I’ve seen the difference that it can make in terms of someone’s growth.

*Administrator D*

I think once you get into the observation process and you really focus on helping teachers grow…

I think that’s much more effective for growth.

I think the best way to get to them is by using coaching.

*Administrator E*

I felt like it was really powerful not only for the teacher but for myself.

Like you have to definitely put on another lens.
I really feel like those specific teachers that I have worked with, they have really grown.

Ownership

The theme of ownership was a second theme that emerged related to the fourth research question. Through reflective practices, goal setting, and ongoing inquiry experienced through Cognitive Coaching, teachers actively engage in their growth journey, embracing opportunities for experimentation and improvement in their instructional practices (Costa & Garmston, 2016). All five research participants described the shift from a compliance-driven approach to one focused on reflection and collaboration, where teachers assume responsibility for their growth and development, fostering a greater sense of ownership over their teaching practice. Administrators A and D explain that as teachers engage in coaching conversations with administrators and reflect on their teaching practices, they begin to gain confidence in their abilities to make informed decisions and advocate for their students effectively.

Administrator A

I want for it to be their idea.

I feel like Cognitive Coaching to be an impact on that because it’s giving me the tools to say…

I’m like, OK, this is your individual thing.

Administrator B

I was spending a whole lot of time really reflecting and refining and thinking.

I think a lot of it was me looking at all my notes, preparing everything in advance.

I started trying to change how I was doing things.
I tried to like intentionally provide data and have them look at data

*Administrator C*

I always looked at it as a way of growing, getting better.

I’ve seen the difference that it can make in terms of someone’s growth.

I’ve seen that it builds relationships and it leads to better teachers and instruction in the classroom.

*Administrator D*

I found that the older teachers, you know, veteran teachers are harder to get on board with new or different things.

I think the best way to get to them is by using coaching.

I think for some teachers it kind of was an eye-opening experience.

I think first for some teachers to realize that the decision is yours.

I think that can be opened up for teaching.

I think that it does give them the freedom and they feel better about trying things.

**Plot**

School administrators are tasked with managing the complexities surrounding teacher growth and self-efficacy, as illuminated through their reflections on the impact of Cognitive Coaching. The narrative unfolds within a context shaped by traditional approaches to the observation process, characterized by scripted feedback and surface-level conversations. Administrators tackle the challenges of following protocols and providing limited opportunities for reflection, as they strive to support teacher development.
Participants highlight barriers stemming from an administration-driven approach to professional learning, where limited teacher choice and a top-down approach result in resistance to change. Teachers express frustration with being told where they need to grow, longing for more autonomy and ownership over their professional learning journey. Within this context, the potential impact on teacher growth and self-efficacy is multifaceted.

As the narrative unfolds, administrators enter into the process of introspection and adaptation, recognizing the need for a paradigm shift in their approach to supporting teacher growth. They confront the limitations of scripted feedback and surface-level conversations, striving to create environments conducive to meaningful reflection and collaboration. Through the lens of Cognitive Coaching, administrators seek to empower teachers, fostering a culture of trust and mutual respect.

Despite the inherent challenges and resistance to change, participants describe being driven by a shared commitment to nurturing teacher growth and self-efficacy. They recognize the importance of providing opportunities for teachers to take ownership of their professional learning and embrace change with confidence. Ultimately, the narrative reflects a nuanced exploration of the evolving dynamics between administrators and teachers, grounded in the need for validation of abilities.

**Contrapuntal Voices**

Administrator B reflects a positive outlook on the impact of Cognitive Coaching on teacher growth and self-efficacy. This voice acknowledges personal growth and transformation, attributing it to the adoption of new coaching techniques and strategies. The emphasis on empowerment and mindfulness suggests that Cognitive Coaching has
contributed to enhancing teacher self-efficacy and fostering a conducive environment for growth.

Administrator C also represents a positive perspective on the impact of Cognitive Coaching. The proactive and adaptive approach of this voice highlights the role of coaching structures in facilitating teacher growth and self-efficacy. The emphasis on collaboration and continuous learning underscores the belief that Cognitive Coaching can empower teachers to improve their practice and efficacy in the classroom.

Administrator A embodies a more negative perspective, expressing frustration and self-criticism regarding past practices and uncertainties in teacher evaluation and coaching. This voice suggests a lack of confidence in the effectiveness of Cognitive Coaching to enhance teacher growth and self-efficacy, highlighting the challenges and difficulties faced in transitioning to a coaching-oriented approach.

Administrator D, while advocating for coaching-based leadership, also presents challenges and limitations associated with the implementation of Cognitive Coaching. The acknowledgment of resource constraints and the need for additional training and support suggests skepticism about the immediate impact of coaching on teacher growth and self-efficacy, indicating a more cautious approach toward its implementation.

In summary, the positive voices highlight the potential of Cognitive Coaching to enhance teacher growth and self-efficacy through empowerment, collaboration, and continuous learning. Conversely, the negative voices underscore the challenges and uncertainties surrounding the implementation of Cognitive Coaching, emphasizing the need for additional support, training, and resources to maximize its impact on teacher development.
Summary of Findings

This phenomenological study intended to gain a greater understanding of the impact of Cognitive Coaching techniques applied during classroom observations as a possible administrative practice to support the positive development of educator identity, self-efficacy, and teamwork as described by teachers and administrators in central Kentucky public school districts. In addition, this study sought to gain knowledge from teacher and administrator experiences which may or may not have contributed to their growth in their respective roles utilizing the Cognitive Coaching framework. In this study, teachers and school administrators described their shared experiences with the observation process in relation to their level of comfortability with the observation process, positive and negative experiences encountered along the way, description of supportive roles, and ways that Cognitive Coaching influences their relationships with one another and their peers. Though each participant brought their unique experience to this study, common themes emerged.

Based on the findings, confidence in administrators utilizing the collaborative Cognitive Coaching method focused on self-reflection, teacher empowerment, and a mutual growth-oriented approach contributes to more meaningful and relevant feedback, deepened self-awareness and reflection, stronger relationships focused on partnership, and ownership promoting growth and refinement in instructional quality. The teacher participants reported they became more willing to initiate discussions and were more open to trying new things as their confidence grew through coaching conversations and their knowledge expanded in the regular activation of self-reflection as a tool for ongoing inquiry. Throughout the interview data, a common message was the need for
administrators to approach classroom observations through a coaching lens versus one of an evaluator and to shift their communication practices from directive to incorporating more open, 2-way communication that fosters positive interactions and a shared commitment with teachers. In addition, teacher participants commonly shared that their experiences with Cognitive Coaching supported and enhanced their development as educators beyond any traditional observation methods, which may also support the need for a shift in administrative training and practices in this area. A summary of the findings for research questions, recommendations for the profession, implications for future research, and a researcher reflection are discussed in chapter five.
CHAPTER V: DISCUSSION

This study sought to address the following research questions:

1. How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?

2. How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?

3. In what ways do administrators perceive the impact of Cognitive Coaching processes on their relationships with their teachers?

4. In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?

This chapter includes a summary of the findings for each research question, discusses the implications of my findings for future research, provides recommendations for the profession, and provides a researcher reflection.

**RQ1: How do teachers perceive the impact of feedback from Cognitive Coaching sessions on their professional identity?**

The first research question focused on the construct of identity and the impact that feedback through Cognitive Coaching has had on participants as educators. The research participants' narratives underscore the profound relevance of feedback in shaping educators' identities and professional journeys. Initially fraught with feelings of
uncertainty, anxiety, and self-doubt, participants described a transformative process catalyzed by Cognitive Coaching, where feedback serves as a guiding light toward self-discovery and growth.

Through the lens of feedback, participants shared how they confront their fears and insecurities surrounding traditional observation practices, shifting from a mindset of performance evaluation to one of empowerment and reflection. As they engaged in genuine conversations with administrators and peers and participated in collaborative learning experiences, feedback became a vehicle for personal and professional development, fostering increased self-awareness, confidence, and efficacy in their roles as educators.

Participants described the relevance of feedback extending beyond individual growth to cultivate a culture of trust, collaboration, and continuous improvement within their professional learning communities. Feedback became a stimulus for meaningful dialogue and shared learning experiences with both their peers and administrators, enabling them to embrace a growth-oriented mindset and navigate challenges with resilience and determination. As the participants internalized feedback and leveraged it to inform their instructional practices, they emerged with a renewed sense of purpose and agency, poised to make a meaningful impact on student learning outcomes. In essence, participants described how feedback serves as a cornerstone of identity formation, empowering them to embrace their roles as change agents and champions of educational excellence.

The narratives from the participants reflect a transformative shift in their perspectives and identities because of Cognitive Coaching. Initially plagued by feelings
of uncertainty, anxiety, and apprehension towards traditional observation processes, participants experienced a profound transformation towards empowerment, confidence, and growth through the coaching journey. The fundamental shift in perception began when participants moved from viewing evaluations as sources of stress and intimidation to opportunities for personal and professional development. Cognitive Coaching prompted deep self-reflection and self-discovery, enabling the participants to uncover new aspects of their capabilities and teaching practices. As they engaged in collaborative learning experiences and built trustful relationships with coaches and colleagues, participants reported they were compelled to embrace a growth-oriented mindset, viewing feedback and observation as pathways to continuous improvement rather than sources of fear or judgment.

This evolution in perspective transcends individual growth to foster a culture of collaboration and mutual support within professional learning communities. Through shared experiences and discussions, participants not only enhanced their instructional practices but also cultivated a sense of collective efficacy and empowerment. As they navigated challenges and set goals for professional growth, participants emerged with newfound confidence, efficacy, and agency in their roles as agents of change and improvement in their classrooms and school communities.

**RQ2: How do teachers perceive the impact of personal reflection from Cognitive Coaching sessions on their professional identity?**

The second research question sought to reveal the impact of personal reflection through Cognitive Coaching on the participants' professional identity. Responses to
survey and interview questions provided insight into what personal reflection meant to them individually from the perspective of participation in Cognitive Coaching.

The research participants' narratives illuminate the transformational impact of self-reflection on their identities and professional growth journeys. Initially characterized by uncertainty, apprehension, and a sense of inadequacy, participants define a profound process of self-discovery and introspection because of Cognitive Coaching. Through intentional self-reflection, participants confronted their fears and vulnerabilities, gaining deeper insights into their teaching practices and professional identities. As they engaged in critical self-examination and examined their instructional decisions, self-reflection became a powerful tool for personal and professional growth, enabling participants to cultivate a deeper understanding of their roles as educators and emerging teacher leaders.

Self-reflection promotes identity transformation, empowering educators to challenge their assumptions, embrace their strengths, and confront areas for growth with courage and resilience (Costa & Garmston, 2016). Participants’ stories told of how, as educators, they navigated the complexities of their professional journeys, self-reflection became a guiding compass, enabling them to navigate challenges, set meaningful goals, and strive for excellence in their practice. Through the process of self-reflection, participants report emerging with a renewed sense of purpose and efficacy, poised to make a meaningful impact on student learning outcomes and contribute to a culture of continuous improvement within their professional learning communities. In essence, this study affirms self-reflection becomes a key element of identity formation, empowering educators to embrace their unique identities and forge pathways toward personal and professional fulfillment in their roles as educators.
The research participants' narratives underscore the transformative impact of self-reflection through coaching as a powerful vehicle for empowerment in shaping educators' identities. Through intentional self-reflection guided by skilled coaches, participants confronted their vulnerabilities and embraced their strengths, fostering a sense of empowerment and agency in their professional practice. As they engaged in critical introspection and examined their teaching methodologies, participants were able to cultivate a deeper understanding of their roles and identities as educators, recognizing the profound influence they wield in shaping student learning experiences.

Self-reflection through coaching emerges as an instrument for empowerment, equipping participants with the tools and confidence to navigate the complexities of their professional journeys with purpose and resolve. By engaging in meaningful dialogue and collaborative inquiry with coaches, participants gained insights into their instructional practices and pedagogical approaches, empowering them to make informed decisions and effect positive change in their classrooms. Through the lens of empowerment, self-reflection through coaching enables educators to reclaim ownership of their professional development and advocate for their values and beliefs, ultimately shaping their identities as proactive agents of change within their professional learning communities. In essence, self-reflection through coaching becomes a transformative force, empowering educators to embrace their unique identities and promote meaningful progress toward their professional aspirations and goals.
**RQ3: In what ways do administrators perceive the impact of Cognitive Coaching processes on their relationships with their teachers?**

The third research question sought to identify the ways that administrators perceive the impact of Cognitive Coaching processes on their relationships with teachers. Participants collectively shared that Cognitive Coaching assists teachers with thinking more deeply about the lesson that was observed that he/she was not able to reach on his/her own. Since the observer has asked these important questions that validated the teacher, a positive relationship is cultivated. Participants also emphasized that Cognitive Coaching helps with the realization that everyone is still a learner, supporting a continuous improvement mindset.

Across the participants’ narratives, there is a noticeable shift from traditional, hierarchical dynamics toward collaborative, partnership-oriented relationships. This shift reflects a commitment to partnership-building where administrators and teachers work together towards shared goals of professional learning and improvement. Overall, the narratives illustrate how Cognitive Coaching serves as a vehicle for building partnerships between administrators and teachers, characterized by trust, collaboration, and shared ownership of professional growth and improvement. As administrators adopted coaching approaches and prioritized supportive relationships, they created environments where teachers feel empowered, valued, and supported.

Overall, the participants’ narratives reflect how Cognitive Coaching serves as a mechanism for trust-building within professional learning communities, fostering collaborative, supportive, and mutually beneficial relationships between administrators and teachers. As participants prioritized growth, open communication, and support, they
nurtured their environments where trust thrives, empowering teachers to explore new approaches and engage in meaningful professional dialogue and inquiry.

**RQ4: In what ways do administrators perceive the impact of Cognitive Coaching on teacher growth and self-efficacy?**

The final research question sought to identify the ways that Cognitive Coaching impacts a teacher’s growth and self-efficacy. Responses to survey and interview questions provided insight into how teacher growth and self-efficacy have changed because of participation in Cognitive Coaching. Cognitive Coaching encouraged deep self-reflection among teachers, prompting them to critically examine their instructional practices, beliefs, and decision-making processes. Through intentional coaching conversations, teachers were guided through questioning strategies, to engage in reflective practices that enabled them to identify areas for improvement, set meaningful goals, and demonstrate a desire to experiment with new teaching strategies. Participants reported that this process of self-reflection fostered a continuous cycle of growth and development, empowering teachers to take ownership of their professional learning journey and make informed decisions about possible adjustments to their instructional practices.

Furthermore, participants described how Cognitive Coaching contributed to the enhancement of teachers' self-efficacy by providing teachers with the necessary tools, support, and validation to navigate both academic and non-academic challenges within their work. As teachers engaged in reflective practices and began to witness tangible improvements in their teaching practices, they experienced a boost in confidence and belief in their abilities to positively impact student learning outcomes. The
acknowledgment of personal growth and evolution in coaching practices, as well as the transition from feelings of uncertainty to confidence among the administrators, underscores the transformative power of Cognitive Coaching in building teacher self-efficacy. Overall, the power of self-reflection underscores the importance of intentional introspection and continuous learning in promoting teacher growth and self-efficacy.

Participants identified that through the use of Cognitive Coaching, teachers took more ownership of their professional learning and development. Through reflective practices, goal setting, and ongoing inquiry, teachers actively engaged in their growth journey, embracing opportunities for experimentation and improvement in their instructional practices. Participants described the shift from a compliance-driven approach to one focused on reflection and collaboration, empowering teachers to assume responsibility for their growth and development and fostering a greater sense of ownership over their teaching practice.

As teachers engaged in coaching conversations with administrators and reflected on their teaching practices, they began to gain confidence in their abilities to make informed decisions and advocate for their students effectively. This sense of efficacy is reinforced by the positive outcomes observed in student learning and instructional quality, further bolstering teachers' belief in their capacity to lead change and improvement initiatives within their schools.

Based on the findings, confidence in administrators utilizing the collaborative Cognitive Coaching method focused on self-reflection, teacher empowerment, and a mutual growth-oriented approach contributes to more meaningful and relevant feedback, deepened self-awareness and reflection, stronger relationships focused on partnership,
and ownership promoting growth and refinement in instructional quality. The teacher participants reported they became more willing to initiate discussions and were more open to trying new things as their confidence grew through coaching conversations and their knowledge expanded in the regular activation of self-reflection as a tool for ongoing inquiry. Throughout the interview data, a common message was the need for administrators to approach classroom observations through a coaching lens versus one of an evaluator and to shift their communication practices from directive to incorporating more open, 2-way communication that fosters positive interactions and a shared commitment with teachers. In addition, teacher participants commonly shared that their experiences with Cognitive Coaching supported and enhanced their development as educators beyond any traditional observation methods, which may also support the need for a shift in administrative training and practices in this area.

Implications

Implications from the findings of my study include the following:

1. Feedback from observations must be relevant, meaningful, and take the form of a genuine exchange of ideas that is delivered in a respectful, forward-thinking, goal-oriented manner. Administrators must align their feedback to a teacher’s individual growth goals and provide communication in a way that supports growth for both the teacher and teacher teams.

2. Cognitive Coaching provides a clear framework to guide teachers through the process of self-reflection. Administrators need to be trained in this approach to best support teachers as they engage in pre- and post-observation conferences with teachers.
3. Administrators need to be collaborative partners throughout the observation process. Trust building begins with the first encounter when the teacher realizes that the administrator is interested, is an empathic listener, and that the interaction is non-evaluative. Administrators must effectively utilize Cognitive Coaching techniques as a tool to support and develop trust-building relationships with teachers, fostering positive interactions, thus creating a shift in the role dynamics. Conversations will become less directive with a mutual investment in the process.

4. Cognitive Coaching promotes a change in thinking, develops confidence, and encourages experimentation through thought and practice. Administrators implementing Cognitive Coaching in their schools will see the teamwork of the staff enhanced and school cultures become more collaborative.

All participants were teachers and administrators from public school districts in the Central Kentucky region. With only nine participants, further research may be needed to determine if the findings from my study are consistent across the state of Kentucky and the country. Determining if the findings are limited to the region or not may provide enlightenment to school and district leadership on how to focus their support for administrators and teachers around the utilization of Cognitive Coaching practices.

**Recommendations**

Traditional observation practices and a growing emphasis on quality teacher performance have hindered observation effectiveness. Cumbersome state requirements and strict observation frameworks interfere with the real work of helping teachers improve. Administrators want to help teachers improve but the evaluative process as it...
currently functions makes it difficult to do so. With the increasing struggle to retain teachers, administrators must focus now more than ever on how they are building relationships with their teachers. Teachers and school administrators deserve the opportunity to experience the observation cycle free of anxiety, fear, and compliance-driven methods. The teaching and learning environment is in a constant state of change and this fluidity has often left teachers and administrators stressed, feeling drained of time, energy, and a sense of growth. This emphasizes the need to restructure our observation practices to ensure we are truly approaching the process with a collaborative focus on growth and continuous improvement.

Through shared lived experiences, the participating teachers and administrators revealed three specific needs that translate into recommendations. First, universities need to enhance administrator preparation programs to incorporate more focused instruction and application experiences related to coaching and provide clarity on the effects of coaching on school culture, school climate, faculty collegiality, teacher collective efficacy, and faculty satisfaction with their position and with teaching as a profession. This approach could support the administrator holistically as a leader. With a lack of research focused on administrator preparation programs and coaching, the data from this approach could inform future research on the impact of coaching on supervisory relationships.

Second, the Kentucky Department of Education needs to restructure the required administrative certified evaluation training to be a more in-depth holistic approach that includes Cognitive Coaching. A change in the components of evaluator training programs could fill the void the participants have shared through their experiences of not
being adequately prepared to evaluate staff effectively, focused on the fear of compliance versus approaching observations through the lens of growth. The current training program does not provide any strategies on how to form relationships with teachers or how to have conversations about practices.

As a component of the revision process, it is my recommendation that the current timeframe for training, two days for initial certification and one day for recertification, be adjusted to occur over an extended period to account for the inclusion of Cognitive Coaching training. The initial Cognitive Coaching training is completed in three cycles consisting of a total of eight days conducted in two-day increments over 3-5 months. The rationale behind the three-cycle training format is to allow participants to practice coaching skills following each cycle and then share their experiences in the following cycle for feedback and refinement of skills. After completing the initial Cognitive Coaching training in their first year, they would be required to complete the Advanced Cognitive Coaching training in their second year. Recertification training beginning in year three would incorporate a Cognitive Coaching skill review with two required sessions – one in the fall semester and the second in the spring semester.

The third recommendation is to establish long-term, district-level support to provide ongoing training and to support administrators as they are implementing Cognitive Coaching. School districts need to review their certified evaluation plan (CEP) to incorporate more coaching-driven practices that are to be utilized by school administrators during the observation process. A deeper dive into understanding the purpose and application of Cognitive Coaching is needed for district and school-level administrators. Distinctions need to be made by administrators between coaching and
evaluation so that teachers know when they are being coached and when they are being evaluated.

In the realm of educational leadership and professional development, investing in the development of Cognitive Coaching mentors, developed through experienced coaches across the state, emerges as a final recommendation. Firstly, by nurturing Cognitive Coaching mentors, educational institutions can cultivate a culture of reflective practice and continuous growth among educators. Through the mentorship process, mentors will guide mentees in honing their reflective skills, fostering a deeper understanding of their teaching practices, and encouraging ongoing self-improvement. Secondly, Cognitive Coaching mentors will serve as catalysts for building trusting and collaborative relationships within school communities. As mentors model effective coaching techniques and provide supportive feedback, they help create a culture of trust, openness, and mutual respect among mentees. Finally, the development of Cognitive Coaching mentors aligns with the broader goal of promoting instructional excellence and student achievement. By equipping educators with the skills to engage in meaningful coaching conversations, mentors will empower mentees to enhance their instructional practices, address student needs more effectively, and ultimately, contribute to improved learning outcomes for all students. Thus, prioritizing the development of Cognitive Coaching mentors not only elevates professional growth and collaboration within educational settings but also advances the overarching goal of enhancing teaching and learning experiences across the Commonwealth.

Administrators need to prioritize the creation of an environment for staff to practice growth-mindset thinking and behavior where they regularly and frequently share
information, collaborate, innovate, experiment, and seek feedback. Cognitive Coaching provides clear job-embedded coaching strategies for administrators and teachers to collectively practice lessening observational stress and problem-centered thinking through the implementation of Cognitive Coaching techniques and self-reflection. Prioritizing opportunities to collaborate with colleagues and a focus on the specific coaching needs of individuals may create teachers with a stronger sense of self-efficacy to make instructional decisions.

**Researcher Reflection and Summary of Discussion**

This study has provided me insight into what teachers and administrators have experienced with classroom observations and Cognitive Coaching that have influenced individual identity and how they interact with their colleagues. The shared experiences from the participants have provided me with a focus for advocating for training opportunities for school and district-level administrators in Cognitive Coaching to strengthen confidence in the world of classroom observations. It has also encouraged me to continue advocating for quality feedback practices and intentional coaching opportunities to enhance the observation experience. Future research in these areas is of interest to me as a coach, educator, and leader to ensure school administrators and teachers collectively engage in positive, meaningful, and intentional dialogue to best support teachers in the observation process. Although the shift in pedagogical practices may require both teachers and administrators to reframe their existing beliefs and expectations on classroom observations, the benefits to all stakeholders are powerful enough to warrant this change.
We cannot continue to produce administrators who are not equipped to communicate and employ observation practices to the level that is needed to ensure our students are successful. Nor can we continue to produce administrators who are not equipped with the skills needed to lead their staff in self-reflection. By doing so, we fail our students, we fail our teachers, and administrators, allowing for continued frustration relating to the observation process within the profession that contributes to lowered self-efficacy with instructional decision-making and increased rates of teacher and administrator turnover. Administrators need to model the process, value it, and make it a priority. Teachers and administrators must be collaborative participants in the problem identification, investigation, and communication of the knowledge-building change process and collectively commit to a new approach in classroom observations.
REFERENCES


Lampert, M., Boerst, T., & Graziani, F. (2011). Organizational resources in the service of school-wide ambitious teaching practice. *Teachers College Record, 113*(7), 1361-1400.


APPENDICES

APPENDIX A: COGNITIVE COACHING MAPS

PLANNING CONVERSATION MEMORY MAT
POSSING QUESTIONS

Characteristics of Mediative Questions

1. INVITATIONAL
   - Approachability: Verbals and Nonverbals
   - Plural Forms
   - "What are the reasons for...?"
   - Tentative Language
   - "What might be the causes of...?"
   - "What are some of your hunches about...?"
   - Positive Presuppositions
   - "As you examine the data, what are some of the similarities and differences?"
   - Open Ended

2. ENGAGE COGNITIVE OPERATIONS
   - RECALL
   - INFER
   - PREDICT

3. INTENTIONAL
   - EXPLORE THINKING
   - SPECIFY THINKING

SUMMARIZE IMPRESSIONS
   - ...and recall supporting information
   - Identify, retrieve, name, outline, evaluate, conclude, generalize, judge
   - "How do you think it went?"
   - "How are you feeling about...?"

ANALYZE CAUSAL FACTORS
   - Compare, categorize, distinguish, evaluate, sort, judge, conclude, relate, infer, appreciate, empathize, if... then, personalize
   - "What comparisons might you make between the lesson you had planned/envisioned and the one you taught?"
   - "What effect did your decisions have on the results you achieved?"
   - "What are your hunches about what caused...?"

CONSTRUCT NEW LEARNING
   - Formulate, forecast, experiment, construct, generate, elaborate, connect, project
   - "What learning did you want to take with you to future situations?"
   - "What do you want to stay mindful of from now on?"

COMMIT TO APPLICATION
   - Plan, design, project, speculate, envision
   - "So how might you apply your new learning?"
   - "How might you ensure that you maintain focus?"

REFLECT ON COACHING
   - ...and explore refinements
   - Plan, design, project, speculate, envision
   - "As you reflect on this conversation, how has it supported your learning?"
   - "How might you incorporate this process into your own thinking?"

COACHING FEEDBACK
DATA - MEDIATIVE QUESTIONS
LEAD

LOCATE AND AMPLIFY INTERNAL RESOURCES
...by asking questions that lead to resourcefulness in states of mind.

1. Where do I start the lead?
   - Initiate a lead question intended to access and illuminate a SOM.
   - Pose questions to create better goal specificity.
   - If first question is unproductive, explore other states of mind.
   - Continue questioning guided by the colleague's responses, maintaining empathy and rapport.

2. Where do I go from there?
   - Offer abstracting paraphrases.
   - Ask questions from cognitive shift strategies.
   - Use an outcome structure to shift the focus from a third party to the person being coached.
   - Observe BMIRS throughout the conversation.

3. How do I know that I am done?
   - Cognitive shift occurs.
   - The coachee is feeling more resourceful.
   - Close the conversation and leave thinking open by asking a walk-away question and/or reflecting on the process and exploring refinements.

EXISTING STATE

RESOURCES

DESIRED STATE

COACH'S SET ASIDES
The Coach sets aside the need for:

CLOSURE
COMFORT
COMPREHENSION

BMIRS
Behavioral Manifestations of Internal Response States

EXPRESS EMPATHY
...by matching intonation and accurately naming the person's feelings:
"You're frustrated..."

REFLECT CONTENT
"...because you have so many things on your plate and you can't keep up..."

STATE THE GOAL
...that you infer the speaker is trying to achieve:
"...and what you want is to be in control of your time and your work..."

PRESUPPOSE READINESS TO FIND A PATHWAY
"...and you're looking for a way to make that happen."

Strategies for Inviting Cognitive Shift
- Consciousness - invite metacognition, encourage the making of new connections
- Craftsmanship - elicit criteria, pose a date search
- Efficacy - invite reflection about being in charge: elicit knowledge, skill or positive attitude
- Flexibility - invite a shift in perceptual position, explore filters of perception
- Interdependence - invite collaboration, elicit positive intentions of others

PROBLEM-RESOLVING CONVERSATION MEMORY MAT

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PO Box 630860 Highlands Ranch, CO 80163 303-683-6146 www.thinkingcollaborative.com
Cognitive Coaching℠ Capabilities

Know one’s intentions and choose congruent behaviors.
Set aside unproductive patterns of listening, responding and inquiring.
Attune to and adjust for human uniqueness.
Navigate between and within coaching maps and support functions to guide mediational interactions.

COGNITIVE COACHING℠

Mission:
Produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community

Goal:
Develop one’s identity and capacity as a mediator of thinking

Filters of Perception

<table>
<thead>
<tr>
<th>COGNITIVE STYLE</th>
<th>EDUCATIONAL BELIEF SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Independent</td>
<td>Cognitive Process</td>
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<tr>
<td>Field Dependent</td>
<td>Self-Actualization</td>
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<td></td>
<td>Technologism</td>
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<td></td>
<td>Academic Rationalism</td>
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<tr>
<td></td>
<td>Social Reconstructionism</td>
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</tbody>
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FIVE States of Mind

Energy sources that nurture all high-performing individuals, groups and organizations

EFFICACY - from an external locus of control to an internal locus of control
FLEXIBILITY - from narrow, egocentric views to broader and alternative perspectives
CRAFTSMANSHIP - from vagueness and imprecision to specificity and elegance
CONSCIOUSNESS - from lack of awareness of self and others to awareness
INTERDEPENDENCE - from isolation and separateness to connection to and concern for community
APPENDIX B: INFORMED CONSENT

THE IMPACT OF COGNITIVE COACHING ON EDUCATOR IDENTITY AND TEAMWORK THROUGH CLASSROOM OBSERVATION AS PERCEIVED BY TEACHERS AND ADMINISTRATORS

Introduction and Background Information
You are invited to take part in a research study because you are a certified teacher or administrator in a Kentucky public school district with experience in Cognitive Coaching, as either a coach or one who had received coaching. The study is being conducted under the direction of Dr. Deborah Powers of the College of Education and Human Development at the University of Louisville.

Taking part in this study is completely voluntary, and you do not have to participate. Take your time to decide.

Why is this study being done?
The purpose of this study is to fill gaps that exist in the research concerning the impact, if any, of Cognitive Coaching techniques applied during classroom observations on educator identity and teamwork. This study seeks to reveal job embedded strategies administrators and teachers can collectively practice for lessening observational stress and problem centered thinking through the implementation of Cognitive Coaching techniques and self-reflection.

What will happen if I take part in the study?
If you consent to participate, your participation will consist of completing an online survey followed with a semi-structured interview with the Co-Investigator. Completion of the survey will last 10-15 minutes. The interview will last no longer than one hour and will take place in a single interview session. In the survey you will self-report your prior experiences and perceptions relating to the classroom observation process. The purpose of the interview questions will provide additional information pertaining to your experiences of the classroom observation process before and after Cognitive Coaching, conversations with colleagues around classroom observations, and the possible influence these discussions have had on your personal or professional identity. The interview will take place via a virtual video conference platform, due to varying locations of participants. The Co-Investigator will record the interview via the virtual platform’s recording feature that includes transcription. Transcribed interviews will be sent to you for review including a one-page participant summary sheet that describes the themes that will be utilized from your interview. You will have the right to strike any interview content. Additionally, you will have the opportunity to add to your interview following your review and reflection. Following your endorsement, edits will be made to include any reflective thoughts following the interview. Preexisting data related to your name and location of your employment will already be known. The overall study duration including consent form, survey, and interview should last no longer than one month but your time commitment to this study should be minimal. Throughout the duration of the study, you
may decline to answer any questions on the survey or during the interview that may make you uncomfortable.

Results of the overall research study will be shared with you after the completion of the doctoral defense. Results will be shared with you through email.

**What are the possible risks or discomforts from being in this research study?**
There are no foreseeable risks other than possible discomfort engaging in reflective discussion answering personal questions. There are no physical, economic, or legal risks associated with this study. There may be some psychological risks for participants who may re-live some traumatic experiences or hardships during their tenure as an educator. There may also be unforeseen risks.

**What are the benefits of taking part in the study?**
You may or may not benefit personally by participating in this study. The information collected may not benefit you directly; however, the information may be helpful to others. The possible benefits of this study include the opportunity to share your personal reflections and recommendations on how to combat some of the barriers with current classroom observation practices.

**What other choices do I have if I do not take part in the study?**
Instead of taking part in this study, you could choose to provide study information and researcher contact information to a colleague who might have interest in participating, or you can simply decline to take part.

**Will I be paid?**
You will not be paid for your time, inconvenience, or expenses while you are in this study.

**How will my information be protected?**
The data collected about you will be kept private and secure by being located on a password protected computer operating on a secure server. All paper transcripts will be kept in a locked cabinet in a locked personal office.

**Who will see, use, or share the information?**
The people who may request, receive, or use your private information include the researchers and the study team. We may also share your information with other people, for example, if needed for the research study activities.

Additionally, by signing this form, you give permission to the research team to share your information with others outside of the University of Louisville. This may include the sponsor of the study and its agents or contractors, those who provide funding to the study, outside providers, study safety monitors, government agencies, other sites in the study, data managers, and other agents and contractors used by the study team. If applicable, your information may also be shared as required by law (for example, to collect or receive information for reporting child abuse or neglect, preventing or controlling
disease, injury, or disability, and conducting public health surveillance, investigations, or interventions.)

We try to make sure that everyone who sees your information keeps it confidential, but we cannot guarantee this. Those who receive your information may not be required by federal or state privacy laws to protect it and may share your information with others without your permission.

**Will my information be used for future research?**
Your data will be stored and shared for future research without additional informed consent if identifiable private information, such as your name, is removed. If identifying information is removed from your data, the data may be used for future research studies or given to another investigator for future research studies without additional consent from you.

**Can I stop participating in the study at any time?**
Taking part in this study is completely voluntary. You may choose not to take part at all. If you decide to be in this study, you may change your mind and stop taking part at any time. You will not be penalized or lose any benefits for which you qualify. You will be told about any new information learned during the study that could affect your decision to continue in the study.

**Who can I contact regarding questions, concerns, and complaints?**
If you have any questions about the research study, please contact Dr. Deborah Powers at (502) 852-6428.

If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call this toll free number: 1-877-852-1167. This is a 24 hour hot line answered by people who do not work at the University of Louisville.

If you have any questions about your rights as a research participant, you may call the Human Subjects Protection Program Office at (502) 852-5188. You may discuss any questions about your rights as a research participant, in private, with a member of the Institutional Review Board (IRB).

**Acknowledgment and Signatures**
This document tells you what will happen during the study if you choose to take part. Your signature and date indicate that this study has been explained to you, that your questions have been answered, and that you agree to take part in the study. You are not giving up any legal rights to which you are entitled by signing this informed consent document. You will be given a copy of this consent form to keep for your records.
Printed Name of Participant  Signature of Participant  Date Signed

Printed Name of Investigator (PI, Sub-I, or Co-I)

Signature of Investigator (PI, Sub-I, or Co-I)  Date Signed

Phone number for participants to call for questions: Carrie E. Wade, (859) 585-0613

Investigator(s) name, degree, phone number, University Department & Address:
Principal Investigator: Dr. Debra Powers, PhD, (502) 852-6428
University of Louisville, College of Education and Human Development, 1905 South 1st Street, Louisville, Kentucky, 40208

Co-Investigator: Carrie Wade, Ed.S. (859) 585-0613
University of Louisville, College of Education and Human Development, 9072 US Highway 62E, Cynthiana, KY 41031

Site(s) where study is to be conducted: Ohio Valley Educational Cooperative (OVEC), Shelbyville, KY. And Central Kentucky school districts.
APPENDIX C: RECRUITMENT LETTER

UofL Institutional Review Boards
IRB NUMBER: 22.0987
IRB APPROVAL DATE: 05/06/2023

Dear Educator,

My name is Carrie Wade from the University of Louisville. I am reaching out to you because I would like to invite you to participate in a study that I will be conducting under the supervision of Dr. Deborah Powers from the university. We are interested in learning more about your experiences with the classroom observation process.

If you are currently employed as a teacher or administrator in a Kentucky public school with experience in Cognitive Coaching, as either a coach or one who has received coaching, you meet the study’s participant criteria. As part of this study, participants will complete a survey in which you will self-report your prior experiences and perceptions relating to the process of classroom observations. I will also be interviewing participants about their observation experiences, views of the feedback received, and the influence of observations on their professional and personal lives. These interviews will be conducted in-person or virtually utilizing Google Meet, at your convenience. Interviews will include five semi-structured questions and be completed in 30-60 minutes depending on follow-up questions and your willingness to elaborate. Participants will receive copies of their transcripts to be used for their own personal and professional pursuits.

I have attached this study’s Informed Consent form that details the inclusion criteria, how data will be collected and confidentiality reported, and the voluntary nature of this study. You can reach me by phone or email to further discuss the details of this research study. Your participation is completely voluntary. Please let me know if you have any questions. If you agree to participate in this study, please reply to this email with your availability. Thank you.

Sincerely,

Carrie Wade
Student, Educational Leadership, Evaluation and Organizational Development
University of Louisville
carrie.wade@williamstown.kyschools.us

Dr. Deborah Powers
Professor, Educational Leadership, Evaluation and Organizational Development
University of Louisville
deborah.powers@louisville.edu
APPENDIX D: INTERVIEW PROTOCOLS

(TEACHER)

1. Thinking about when you first started as a teacher, how did you view the observation process?
2. When considering your experience working with teammates in PLCs, describe the conversations that have taken place with your colleagues/team around classroom observations.
3. Share your experience of the classroom observation process prior to the use of Cognitive Coaching techniques.
4. Following each observation, a reflective conference was held utilizing Cognitive Coaching.
   a. In what ways, if any, did these discussions influence your personal or professional identity?
   b. In what ways, if any, did these discussions influence the conversations within your teams and the ways that you interacted with your teams?
   c. In what ways, if any, did these discussions influence your relationship with your administrators?
5. Share your experience of your classroom observations following the use of Cognitive Coaching techniques.
6. Any additional comments or reflections?

(ADMINISTRATOR)

1. Thinking about when you first started as an administrator/evaluator, how did you view the observation process?
2. Share your experience of the classroom observation process prior to receiving training in Cognitive Coaching techniques.
3. Share your experience of the classroom observation process following the implementation of Cognitive Coaching techniques.
4. When considering your experience working within PLCs, describe the conversations, if any, that have taken place around the topic of classroom observations.
   a. In what ways, if any, did Cognitive Coaching influence the conversations within PLCs and the ways that you interacted with your teachers?
5. Following each observation, a reflective conference was held utilizing Cognitive Coaching.
   a. To what degree, if any, has the process of Cognitive Coaching enhanced your relationship with your teachers?
   b. To what degree, if any, have your teachers grown in their self-efficacy as a result of Cognitive Coaching?
6. Any additional comments or reflections?
APPENDIX E: SURVEYS OF PARTICIPANT EXPERIENCES

TEACHER SURVEY

1. How many years of experience do you have as a teacher?
2. Explain your current level of comfortability with the classroom observation process.
3. What experiences, positive or negative, have you encountered along the way with the classroom observation process?
4. Describe the role that you would like for a coach or administrator to play to best support the observation process.
5. In the ideal scenario, what would you like to experience through the process of classroom observation?
6. In what ways, if any, does the utilization of Cognitive Coaching support the experiences you want to have with classroom observations?
7. In what ways, if any, does the utilization of Cognitive Coaching support the relationship you want to have with your administrator(s)?
8. In what ways, if any, does Cognitive Coaching influence the relationships you have with your colleagues/peers and/or within your team?

ADMINISTRATOR SURVEY

1. How many years of experience do you have as a school administrator?
2. Explain your current level of comfortability with the classroom observation process.
3. What experiences, positive or negative, have you encountered along the way with the classroom observation process?
4. Describe the role that you would like to play to best support teachers in the observation process.
5. In the ideal scenario, what would you like for teachers to experience through the process of classroom observation?
6. In what ways, if any, does the utilization of Cognitive Coaching support the experiences you want to have with the observation process?
7. In what ways, if any, does the utilization of Cognitive Coaching support the experiences you want your teachers to have with the observation process?
8. In what ways, if any, does Cognitive Coaching influence the relationships that teachers have with one another and/or within their teams?
APPENDIX F: THE FRAMEWORK FOR TEACHING

SMART CARD

THE FRAMEWORK FOR TEACHING

CLASSROOM ENVIRONMENT

PLANNING AND PREPARATION

STUDENT RESPONSIBILITIES

PROFESSIONAL RESPONSIBILITIES

INSTRUCTION

COMMON THEMES

1. Planning and Preparation
   - Developing lesson plans
   - Selecting appropriate resources
   - Creating a safe and inclusive learning environment

2. Classroom Environment
   - Establishing clear classroom rules
   - Encouraging active participation
   - Promoting a positive learning culture

3. Instruction
   - Designing engaging lessons
   - Incorporating diverse teaching strategies
   - Monitoring student progress

4. Professional Responsibilities
   - Maintaining accurate records
   - Communicating effectively
   - Collaborating with other educators

THINKING PERSON’S JOB

COMPLEX WORK IS A TOOL FOR TEACHING

EDUCATORS KNOW: VOCIC TO WHAT ARE THE FRAMEWORK GIVES

WORKING CONDITIONS

Student Accountability

Teacher students

Creating a safe and inclusive learning environment

High Expectations

Equity
APPENDIX G: PARTICIPANT I POEMS

Administrator I Poems

Administrator A

View of the observation process when first starting as an administrator
I was trained under the TeachScape videos, which were terrible.
I failed the test the first time by like, I don’t know, five points.
I had to retake it and it was terribly nerve wracking.
I did not really get any training whatsoever on how to evaluate people other than those videos.
I wasn’t given any information about how to form relationships with teachers.
I learned a lot through trial and error
There’s some teachers I probably like to go back and apologize to.
How terrible I was

Classroom observation experience BEFORE training in Cognitive Coaching
I did scripted observing where I’m literally just tracking train of consciousness
Everything I see, hear
I don’t really
I can’t sort data and script it at the same time
I’ll go back
I’ll sort data into the different indicators
I pull out the rubric
I match what the evidence says to the indicator
I did some reflection with the teacher about what they through went well or what they might change

Classroom observation experience AFTER training in Cognitive Coaching
When I started cognitive coaching it was my first year as principal in a new school and new district.
I tried to pilot that [cognitive coaching] with some of the interns
I wonder sometimes if that colored some of the post observation conferences that I had with teachers.
I hadn’t been there that long.
I did not stay in that position but transferred to this one…
Where I coach more
I’m not doing observations for teachers anymore.
When I was using those Cognitive Coaching conversations and post conferences
I tried to make that part of the first bit that we talked about
I put on the consulting hat
I really tried to be much more mindful
I was asking those questions
Can I give you some suggestions?
I would talk about different things
I had seen be successful with other teachers in the past
I’ve done in the past
I’m really trying to get a way of doing Cognitive Coaching again with my instructional team
I’m auditing the class
I think she’s really been helpful
I haven’t been in the classroom almost a decade
I’m very mindful of doing well
I think about connecting with some teachers here
I do work directly with teachers, but its in a support role
I do go into classrooms
I get to debrief

Describe conversations within a PLC around classroom observations
The only PLCs I attend on a regular basis are the ones I run
I run one for new teachers
We have decided as a long term goal
We call it TLN (teacher leader network)
We really started doing some brainstorming
I was using those Cognitive Coaching techniques
We have a PLC structure in place now
We actually had some really good discussions
We’re going to take that and go into how to do some systems alignment work
I worked with Todd Tucker from KDE
I’ve got a book from the Deeper Learning director at GREC
We’re trying to move towards competency based education K-12
I don’t want to start a PLC in one direction and then..
I’m trying to merge those as we’re building it.

Describe the influence Cognitive Coaching had on conversations with PLCs
I really think it does make you a lot more mindful about what you’re doing.
I’m much more mindful about being quiet
I want the teachers
I want my teacher leaders for it to be their idea
I tend to mouth a lot.
I get uncomfortable with the silence
I feel like I have to fill it
I’m really working hard on posing questions and then saying, OK, we got 30 seconds
I’m relying a lot on structures
We are implementing Kagan district wide this year
We all speak a common language
I’m like, OK, this is your individual thing
I go first
I feel like Cognitive Coaching to be an impact on that because it’s giving me the tools to say…
We actually collected the chart paper
I plan on going further
I didn’t want to hold them past an hour
I was like, you know what?
We’re going to end here
We’re going to save this for our January meeting
I think we’ve done a lot of issues this year
We’re really trying to slow down
I’m really hoping to get my instructional coaches on board
I just do the middle and high schools
I think part of that is because they’re not singletons
I might have one person
I might have nobody
I call management meetings
We’re trying to do some
We’ve tried to do some standards work
We’ve done that for the last 10 years
I’m like, yeah, but you can do it right.
We’ve really started trying to tie it into other things that are a bit more novel
We already do this..
I’m like no you haven’t.

Has Cognitive Coaching enhanced your relationship with teachers?
I don’t know
I don’t
I don’t know if I can answer that questions with a lot of fidelity because I left.
I can tell you what I thought.
I hired three people when I came in as principal.
I made it a point to go into her room to kind of follow up conversations
I’m like, “hey we talked about doing X”
I felt like conversations were positive because they weren’t tied to an evaluation
I had another teacher
I really tried to focus on people that are my hires
I think that’s because they they didn’t know anybody any different
I really wasn’t helping her brainstorm with problems
I was like, “hey, have you heard about this?”

Comments & Reflections
I will say that right now what I’m hoping to get is my instructional coaches set up in coaching cycles.
We would like to have them going into classrooms modeling
We’ve got several option 6
I don’t know if I want to be on record saying that
I’m aware of what cognitive coaching looks like
I can go observe them while they’re doing their role
I can continue to help them
It’s like me being able to coach the coach.

Administrator B

**View of the observation process when first starting as an administrator**
I will say that I did think of it as a way to coach teachers and to provide feedback.
I had some really good training with P3
I really though a lot about giving a lot of detail
I feel like I did
I tried to have a conversation
I don’t think I approached it the right way
I would say that a lot of my statements may have been on the judgemental or evaluative side
I think like I worked harder at thinking about the evaluation piece
I was spending a whole lot of time really reflecting and refining and thinking

**Classroom observation experience BEFORE training in Cognitive Coaching**
I think a lot of it was me looking at all my notes, preparing everything in advance
I probably did most of the talking
I would go into it with…
I want to have a conversation
I don’t know that that’s what it was

**Classroom observation experience AFTER training in Cognitive Coaching**
I started trying to change how I was doing things
I started trying to put questions intentionally
I tried to like intentionally provide data and have them look at data
I had more tools
I had a lot more capacity after the training to get it to what I wanted to go
I did some [cognitive coaching] during that school year
I did a bunch [coaching] the whole next school year
I’m in a role where I don’t do as much
I have very few people that I evaluate not
I could not do them all this way
I ideally would want to do the with the whole coaching cycle
I was doing several a week
I feel a little bit like I never got it to the place I wanted to get it to
I felt like, I was trained to do that
I feel like it did become much more of a conversation
I was able to use things like pre-dispositions and like, thoughtfully craft questions in advance
I stopped sitting behind my desk
I’ve done Adaptive Schools since then
I have finished Adaptive Schools
I feel like a lot of what I haven’t done is the work with states of mind
I hadn’t done that with evaluations in my role as a principal
I was focused more on my questioning
I’m trying to get them to be more reflective
I did some of the maps
I didn’t always use the map
I did the, where you’re mirroring their body language
I changed my statements very intentionally to not use evaluative statements
I would copy and paste the evidence
I would just cite evidence that was the language straight from the framework sometimes
I could say something like..
I would lift that language
I wasn’t just trying to find words myself
I just started using the framework
I’m just saying this is what’s going on
I would always leave notes for teachers
I’m very careful to frame it in the same way I would in a cognitive coaching conversation
I’m talking about what I see
I’m using some of the statements that you would in a paraphrase

Describe conversations within a PLC around classroom observations
I was an evaluator
I feel like because my title is bigger now and I oversee more things people are more intimidated
I’m not their evaluator anymore
I’m just visiting
I’m trying to really teach people that it’s my job to know instruction
I can’t know what’s going on and help you and support you, if I’m not in your classroom
I think people are starting to get around that
I’m super clear about taking off my evaluator hat
OK, now I’m consulting.
I’m just going to tell you what to do.
I’m going teach you some things
I wouldn’t intentionally say things like…
What can we do to clarify this as a group?
We noticed that students really struggled with X
I mean, maybe.
It was things that I learned in the conversation with the teacher not just what was observed

Describe the influence Cognitive Coaching had on conversations with PLCs
I interacted with teachers a lot in my previous role
I was in all PLCs
I didn’t always lead then all
I was in all the PLCs
I’m not really in PLCs as much in my new role
I work with vertical teams of teachers
I don’t know that I remember a lot of conversations that people had during those meetings around observations. Sometimes I might say, “well when I was in so-in-so’s class I noticed” I would talk about an area trying to focus to connect

**Has Cognitive Coaching enhanced your relationship with teachers?**
I do think there were times I was observing someone formally or doing a walkthrough I tried to use the information I learned It definitely made it feel less like me telling them what to do I think it made our relationship feel a little more equal I mean there are differences I do think it made it feel more coach like I had always reached a lot of things from Brene Brown I don’t know that my practice may not have ensured that as much as I would have liked

**Has Cognitive Coaching enhanced self-efficacy in teachers?**
I did see growth in teachers I still get a lot of questions I still get phone calls in my job now for kindergarten I do think that I did see a change

Administrator C
**View of the observation process when first starting as an administrator**
I was hired as an assistant principal I’ve always been strong in instruction I was assigned half the staff I always looked at it as a way of growing, getting better I think back today versus 20 years ago on what I thought I was doing a really good job on I see that there was a lot of bias I see now it is maybe more of my opinion of what instruction should look like I didn’t know, it was just what I had done in the classroom

**Classroom observation experience BEFORE training in Cognitive Coaching**
I would have been a head principal of a K-8 school at that time I had some experience now I knew more I knew based on those classroom observations I had progressed in that I was not digging in I was doing my very best I do believe at that point it was based upon best practice I knew more I really think that I was moving quicker towards that prescription mode of telling them what do to
**Classroom observation experience AFTER training in Cognitive Coaching**

I was in a really good situation at that point
I had started in an instructional coaching program for our district
I was in a district level position and we were learning together
I was their evaluator
I’ve had the level one twice and level two
I mean, I really believe in this work
I’ve seen the difference that it can make in terms of someone’s growth
I feel like that we were able to practice together
I was using these same strategies in conversation

**Describe conversations within a PLC around classroom observations**

I participated with my instructional coaches in a PLC
I participated and sometimes facilitated PLCs at a particular school
I worked with them a couple of years before we could even get to that point
We were all talking about it [video]
I just found that when it was that video recording it was more natural and forget the camera was there

**Describe the influence Cognitive Coaching had on conversations with PLCs**

I was in the principal role and did not have training yet
I don’t believe I have anything to contribute with that piece

**Has Cognitive Coaching enhanced your relationship with teachers?**

I think that it improved or contributed to a positive relationship
It wasn’t just something I had to do

**Has Cognitive Coaching enhanced self-efficacy in teachers?**

It was something they felt was a process we were doing together
We were growing together
It was going to help me be a better evaluator
It was going to help them become a better teacher

**Comments & Reflections**

I’m excited that you’re doing this work
I believe in the work
I have always wanted to write a book on instructional coaching
I really like Robin Jackson’s work
I’ve just seen that it makes a difference.
I’ve seen that it builds relationships and it leads to better teachers and instruction in the classroom.

Administrator D

**View of the observation process when first starting as an administrator**

I was probably trying to be more compliant than thinking about it in terms of growth
Classroom observation experience BEFORE training in Cognitive Coaching
I’ve been trained as an administrator and even as the superintendent in different observation practices
I think once you get into the observation process and you really focus on helping teachers grow
I kind of related it to, you know, when you see a classroom teacher teaching
I think that’s much more effective for growth

Classroom observation experience AFTER training in Cognitive Coaching
I don’t know that I would say I’ve ever had technical cognitive coaching
I think it went much better
I think it comes across from a place of health instead of a place of evaluation
I think it makes a teacher feel better about the whole process
I think coming from a place of help instead of a place of evaluation, makes a teacher feel more comfortable
I found that the older teachers, you know, veteran teachers are harder to get on board with new or different things
I think the best way to get to them is by using coaching
I do think when you sit down with them and come from a coaching standpoint…
I think that it puts them at ease
I think that puts everybody in a little more positive frame of mind

Describe conversations within a PLC around classroom observations
I don’t get to do a lot of that [as superintendent]
I was more involved in PLCs as an assistant principal and principal
I think our conversations and our PLC process are centered around those we serve and student learning.

Describe the influence Cognitive Coaching had on conversations with PLCs
I think for some teachers it kind of was an eye opening experience
I think first for some teachers to realize that the decision is yours [the teacher]
I think that can be opened up for teaching
As superintendent I have gotten way better with instructional growth for being in a teacher’s classroom
I feel like I am solid in instruction
I know that is going to be valuable for our teachers
I think that’s really been the conversation around what is changing that [peer observations]
I never had that experience in the classroom
We weren’t’ doing that 20 years ago when I was in the classroom
I didn’t have that personal experience

Has Cognitive Coaching enhanced your relationship with teachers?
I think with the coaching elements, definitely you saw improvement in that relationship
I think that’s what teachers react to [help versus evaluation]
I think that it does give them the freedom and they feel better about trying things  
I would like more training on this  
I do think that it’s improved those dramatically

**Has Cognitive Coaching enhanced self-efficacy in teachers?**
I think when I’m evaluating teachers, once they’re turned off, it’s almost impossible to bring them back to a growth mindset  
I would say, in my experience, starting out from that coaching standpoint rather than evaluative, you’ll get further with your teachers  
I think there is such power in that [lesson discussion]  
I could tell you right now which of my principals have a coaching background and how much better they are at coaching teachers than those who don’t.  
I think that style of collaboration works better for growth

**Comments & Reflections**
I would really like to train my people  
I don’t have enough employees right now  
I need an art teacher and a music teacher  
I’m going to need math and science  
I’m going to need every kind of teacher, and we just don’t have them  
Anything I can do for my principals to help them get better at building better teachers  
I want to do it

**Administrator E**

**View of the observation process when first starting as an administrator**
I think it was very overwhelming going into the classroom for the first time,  
Like you have to definitely put on another lens.  
making sure I was doing it right  
I started with the whole Danielson framework  
I felt like it was unfair  
I don't know if that makes sense or not.

**Classroom observation experience BEFORE training in Cognitive Coaching**
something that I really struggled with  
I felt like whenever I was in there  
I really wanted the teachers to understand  
I wanted them to come up with their own thought process  
I really struggled.  
I struggled with that as an administrator getting them to think about their teaching

**Classroom observation experience AFTER training in Cognitive Coaching**
I felt like it was really powerful not only for the teacher but for myself.  
it really helped  
We do a thing called trust-based observations  
we use in our classrooms with our teachers  
It kind of embeds a lot of cognitive coaching
it really helped provide a framework to get everyone all on the same page
it was a powerful thing
I felt it's helped me grow as an administrator.
I still use it to this day whenever I have conversations with teachers as well.
I did cognitive coaching I believe two years ago
I ask teachers, hey would you be open to doing some cognitive coaching?
I have some volunteers that do it
The data that I have received when doing it has been very impactful
I have them thinking about their thinking

*Describe conversations within a PLC around classroom observations*
I think about
I'm thinking about like observations just in itself.
We haven't had that many conversations like with the whole PLC.
We kind of have an open-door policy.
What I'm looking for are those conversations taking place about that topic.

*Describe the influence Cognitive Coaching had on conversations with PLCs*
I would do cognitive coaching
I'm paraphrasing, you know, why are we doing this?
You know the importance of it

*Has Cognitive Coaching enhanced your relationship with teachers?*
I felt like it really did.
It really improved the relationship
I think a lot of times teachers' perceptions were, why are we coming in here
I feel like it's more an open-ended approach for teachers
I always try to plan certain questions
I would definitely try to plan anywhere between 2 to 4 questions
I think they started to become more open and they realized
we do have to evaluate where they are
we still are there as partners to help them be successful.
I think that's a hard thing for teachers sometimes to understand and as administrators as well.

*Has Cognitive Coaching enhanced self-efficacy in teachers?*
The teachers that I work with like the whole cognitive coaching.
I really feel like those specific teachers that I have worked with, they have really grown.
I was very intentional about trying to have conversations with them every week.
I would say, how did it go,
I could really see a lot of growth and a lot of thought processes with the teachers trying to be better.
I felt like, you know, wanting to have these conversations with people,
I didn't know how.
I think these teachers were starting to understand
Comments & Reflections

I've been an administrator now for seven years.
I will share with you that, you know, my first couple years as an administrator,
I knew I didn't do a very good job.
I felt like I did the best that I could
with knowing what I know.
I felt like I grew a lot.
I understand
This is what we do.
This is how we do it
This is why we do it.
I feel like conversations with teachers have like,
I feel like it with them being willing to allow me the opportunity to cognitive coach them.
It's made me a better administrator,
it's made them better teachers as well.
Teacher A

*View of the observation process when first starting as a teacher*

I just worried over the little tiny things
I didn’t think about the big picture
I just needed to make sure
I’m on top of things
I don’t want to get caught doing something I’m not supposed to be doing
I was very unsure really
I didn’t expect anything that would really help me grow as a teacher

*Describe conversations within a PLC around classroom observations*

I don’t want to be in that developing category
I hope you know it was a lot of about where will I fall on that formative evaluation sheet
I think that gives a lot of teachers concern, because they want to know that they’re doing a good job

*Describe reflective conference discussion influence on your personal/professional identity?*

It was just very nice for me to go through that experience
It changed the focus of those observations
It didn’t feel so much about me as it did about my students
It just didn’t feel as personal
It was still what I was doing within the context of my classroom–my students
It just had a more positive feel for me
I was able to come up with the AHA moments that would impact my classroom
It just seemed so much more meaningful
It seemed like, “oh, this is just what I’m doing”
Big shift in the way I was thinking about the whole process of evaluation
It really turned things for me
I started looking into Cognitive Coaching because it made such an impact on me as a teacher
I have the power to do this
I’m able to discover what I need to do

*Describe reflective conference discussion influence on your conversations within your teams*

I think it just changed the attitude around the formative observation piece
I noticed, you know, even myself with how I talk to people
I started thinking about, and I really giving good questions?
Am I really listening to what people have to say?
I feel like it impacted just the way conversations I had with other people
Am I really listening?
Am I really hearing was people are saying
Describe reflective conference discussion influence on your relationship with your administrators?

I feel like it really helped build the relationship.
We were almost on the same level.
You feel trusted as a professional.
I have this.
I’m able to make these decisions.
It just felt powerful.
I feel like a more positive relationship between admin and the teachers definitely.

Classroom observation experience AFTER use of Cognitive Coaching techniques

I jesus my last observations were all cognitive coaching, but now we’re moving—it’s not that way anymore.
I feel like we’ve kind of gone backwards a little bit [new admin].
I know I wish I could pull from more that just one year of experience with it.
I felt like we were headed in such a great direction.
I will say even though maybe those practices haven’t been used this year, the people that went through are still able to reflect in their own way.

Comments & Reflections

For me, it just opened up a new path for me.
I didn’t know anything about Cognitive Coaching before it was presented to me.
It really opened my eyes.
I started researching.
I think it’s very, very powerful.
I loved going through the experience.

Teacher B

View of the observation process when first starting as a teacher

I felt the observation process was more of a gotcha type moment.
I’ve had experiences with people coming into my for like 10-15 minutes.
It really got to a point where there was a lot of nerves.
Like I said, it was just more of a I got you moment than it was to build you up or help you out.

Describe conversations within a PLC around classroom observations

I mean we talked together.
I think a lot of others kind of have the same feeling.
I think normal run of the mill classroom observations.
I think it becomes almost like a show at some point.
Oh, what can I do to make you know it looks like this in the classroom.
I want to do something like this.
What can I do to make sure that this is happening and checking the boxes.
I’m just gonna teach and do what I normally do.
How am I gonna perform in front of somebody in my classroom to check all the boxes?
So I can get the highest marks basically.
Classroom observation experience BEFORE use of Cognitive Coaching techniques
You know you submit your lesson plan, they show up, they sit in the back of the room and type as you teach.
I said, it’s just more of trying to get all the boxes checked so you can get acceptable or whatever on your review.
You’ve got these marks on all of these areas that we are grading you on and that was basically it

Describe reflective conference discussion influence on your personal/professional identity?
I think that those conversations really changed a lot for me.
I think it made me more willing to, you know, step into different things and try different things
These were the steps we took
This is what we tried do do
This is what we were working towards
I did this to resolve any issues that I had
It made you want to try harder to improve
It made you want to really like, go deep into what you were teaching in different strategies

Describe reflective conference discussion influence on your conversations within your teams
I do remember because I was one of the first ones to have my observation
I was doing a lot of reassuring to my team that you’re like, really it’s not that bad
I think it does, I mean, it made you discuss different things instead of, well, let me check off these boxes.
What can I do to make sure I got, you know, make sure I get this domain and this domain.
It was more of conversations of what can you do differently?
What can you do to help the kids learn more?
What can you do to dig deeper instead of, you know, just the everyday let’s check this off
I think it caused you to have more deeper conversations about the observation process and about what was going on in the classroom and not just the observation
It actually caused you to think about what you did every day and what you could do differently
It was like genuine conversation
It was real conversation about what you’re really doing in the classroom.

Describe reflective conference discussion influence on your relationship with your administrators?
I think it helped big time because I think it helped with a lot of trust
I mean we would sit down and have those conversations and like, well, don’t be afraid to try this
I would submit my lesson plan and we would go into the preconference and discuss that
We had an actual exchange of ideas
What are we trying to do here?
What could we do better?
What can we change?
What can we do to make sure the kids are engaged more?
I think that builds trust with your administrator
I think that builds a partnership with your administrator
I think both of those are really, really important

**Classroom observation experience AFTER use of Cognitive Coaching techniques**
I think the view of observations changed a lot, especially for me
I said, before it was almost like gotcha, but now it’s more
It was more of a view of what can we do to make things better every day
What can I change to be a more effective educator?
What can I do to make sure the kids are learning deeper
I was more willing to put my neck out there and fail even with an administrator observing
my classroom
I was more willing to do that
I think that takes a lot of the nerves away

**Comments & Reflections**
I just think that the cognitive coaching was probably the best observation experience that
I’ve had in my teaching career.
I know I keep saying it, but just the conversation, the real talk about what’s going on in
the classroom
I think it built trust.

Teacher C

**View of the observation process when first starting as a teacher**
I just felt like, you know, something where people were going to come in and watch me
Teach and tell me everything that I was awful at
That was definitely not something I looked forward to.
If I did anything right, that was kind of like always the way I thought about it in my
mind.
I do remember feeling like after the actual process I would feel more relief at the end
I was able to hear like some positive feedback from people.
The idea of it made me want to vomit.

**Describe conversations within a PLC around classroom observations**
I see it more now as a positive thing
We really like the process
My teammate and I do a lot of getting together and talking about how our kids and our
individual classes have done
We plan things together
We compare notes
We help teacher other learn from the mistakes
It helps us grow and it gives us some positive feedback and some ways to kind of change our teaching
I just really enjoyed the shared learning experience

*Classroom observation experience BEFORE use of Cognitive Coaching techniques*
It always felt very evaluative
It always felt like something like a gotcha moment
Find every little thinking that I’ve done wrong and pick me apart
It’s just gonna give me a lot of anxiety
It’s not positive
I was so nervous about being evaluated
I was so nervous about someone finding something wrong with my teaching
I wanted to be good at my job
I didn’t want someone telling me things that I needed to do to fix, because then..
I felt like I wasn’t a good teacher

*Describe reflective conference discussion influence on your personal/professional identity?*
I think one of the things that impacted me the most is I didn’t really like speaking up and saying what I wanted to work on
I wanted to be told what to work on
I wasn’t confident in myself
I kept saying during one of my coaching sessions was I need some ideas to get these kids motivated
I started doing something called active monitoring
I think that was a big game changer for me
I was getting my data at the same time I was teaching
I used a color system
I would give them very explicit directions
I don’t think that I’m dumb
The coaching really laid out what I needed for my kids were successful
I wouldn’t have gotten there
I don’t enjoy meeting with people and going over the observation process
I had to really buy into the program
I had to really buy into that this is going to help me become a better teacher
Not see it as something where I was being judged
Once I did that and got these components together I realized, wow this is an amazing system
I think a lot of it is, you have to see it as something that’s useful and helpful
I’m going to say there was two things that helped me shift
I had a relationship with my coach
Had I not had a very good relationship I don’t think it would have been this successful
I’m not very open with people when it comes to that kind of thing
She and I developed the relationship through PLCs
I was looking at her going, “I really don’t know”
I’m like, why does she keep asking me questions?
I hated it
I mean, well, I’m gonna do this again
I’m gonna say by the end I actually loved it
I have grown so much
I’ve learned so much from coaching
I feel like I’m a better educator because I went through that process

Describe reflective conference discussion influence on your conversations within your teams
It’s almost like we kind of coach with each other sometimes it’s really funny
We’ll be talking about like, what should we do?
What do you think about this?
We start questioning each other and trying to come up with the solution
What activities should we do to teach the standard
We’ll have other teachers like the 4th grade a lot of times will come to us and say, “hey how do you all do this?
We tell them what we do
We’ll say, OK, this is what we do
We ask them, what do you think?
We kind of share with other people in the building sometimes too
We have seen ourselves kind of going toward that direction instead of just saying, well I don’t know what to do.
We question each other and talk to each other
We take the knowledge that we learned through the coaching to help us move our planning and our students to the next level

Describe reflective conference discussion influence on your relationship with your administrators?
I think for me, it’s just like I have grown more comfortable with standing up for what I value in my own classroom and what I want from my students.
What I feel like my students most likely need
I feel like I can go and talk to administrators and say, “hey this is my plan, this is what I think.”
I feel more heard.
I don’t necessarily feel that administrators would see it kind of like a coach would if that makes sense
I still feel like they’re more evaluative

Classroom observation experience AFTER use of Cognitive Coaching techniques
It because less awful
It was more positive
It was more of a learning experience for me
Versus where I felt like I was just being picked on
It was more
It wasn’t like a “got you” moment
It’s more like what did I need to help me become a better teacher
I was able to identify things that I needed to do
This is what I feel like I need to help my kids
I was given ideas and strategies on how to, you know, get there
Once I started trying things and I was getting there, it was like “oh wow, this is working”

Teacher D

**View of the observation process when first starting as a teacher**
I saw the observation process is like a daunting thing
I saw it as something that I didn’t really wanna be a part of
I know as a teacher it is something that you don’t really get a choice in
I saw it as a kind of a panic thing
I would just freeze
I was like, “oh my goodness, that means somebody’s gonna come in here and just tell me everything I’m doing wrong”
I think that I even had like just negative reactions to that
I would have increased anxiety to that
I would just sit and think of all the worst possible scenarios of things that could happen during the observation process
I think it was, you know, whenever I heard the word observation just equaled anxiety.

**Describe conversations within a PLC around classroom observations**
I think as the years went on we saw that observations weren’t such a negative thing
I think that the conversations that my colleagues and I have now about observations—we kind of compare notes.
It’s kind of like a collaborative
It’s more of like a shared learning experience
It’s just kind of more of like a growing experience and how can I be the best educator or best teacher I can be

**Classroom observation experience BEFORE use of Cognitive Coaching techniques**
I was very nervous and anxious and kind of like shy away from it
I just had a lot of anxiety for it

**Describe reflective conference discussion influence on your personal/professional identity?**
I mean it was an eye opening time.
I was hung up on all of the students getting the same number of questions asked to them
I don’t know why
I had this notion that like if Susie had two, then I needed to pose two questions to Sally.
I had never actually sat down and thought about that
I think that was just like an eye opening thing
I think until that moment I was like driving myself mad
I was doing a disservice to other students in my classroom
I wasn’t giving students what they needed
I was doing kind of like an inequality blanket instead of an equity blanket
Sometimes I just sit and think  
I will still think I’m like, does it really matter?  
I just always reflect on that one thing because her questions would just really resonate with me  
I would try to come up with an answer  
I hadn’t ever reflected that within myself  
She would make me think of things that I hadn’t thought of before by her questions

**Describe reflective conference discussion influence on your conversations within your teams**
I think that wherever I started my questioning journey whenever my teammate and I were planning, it really prompted discussions on questioning.  
I know that was even something that the whole school was trying to make a shift in  
I mean that in itself was just a conversation that my teammate and I was having  
I think it prompted it  
I’d be like, this is something that I’ve done in coaching and it worked really well  
This is something I tried in my own classroom  
I mean it was all based off of coaching or a model I had done  
Something I could bring to the other fifth grade teacher

**Describe reflective conference discussion influence on your relationship with your administrators?**
I do that that the conversations I was having really opened up my mind  
I feel like in turn helped increase my confidence within my teaching abilities  
I feel like that my administration could see that  
I think that I really could contribute that to the cognitive coaching that I had done  
I don’t know if I would have seen as much growth within me

**Classroom observation experience AFTER use of Cognitive Coaching techniques**
I think seeing that shift within the observation and coaching process really helped change the model for me.  
I was able to see that and see how that is helping not only myself, but also helping my students.  
One of the things that I really worked with with the cognitive coaching was questioning.  
What am I asking them?  
What kind of questions am I asking the students in order to get them to think more  
Am I asking the students in order to get them to think?  
Am I asking just because maybe I’m not sure of an answer?  
I mean it was really analyzing like why am I asking these questions to these students  
I had separate goals that I would like kind of work with  
That was the goal I was working toward.  
I do think that journey with that questioning model and the cognitive coaching I feel more comfortable now asking questions to my students.  
Whenever I am sitting down to create a lesson I’m trying to make it better for my students  
I feel comfortable and confident to be able to reach all of the domains of knowledge
APPENDIX H: DEVELOPING COLLECTIVE EFFICACY & GOAL INTERDEPENDENCE IN STAFF - SER TOOL

<table>
<thead>
<tr>
<th>Values</th>
<th>Developing Partnerships</th>
<th>Constructing research questions</th>
<th>Planning project action</th>
<th>Recruiting participants</th>
<th>Collecting data taking action</th>
<th>Analyzing data evaluating action</th>
<th>Member checking</th>
<th>Going public: presentation and publication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptability</strong></td>
<td>What obstacles are there to working with staff?</td>
<td>How can I include staff perceptions in developing my research questions?</td>
<td>Am I prepared to seek out different types of sources?</td>
<td>How will I utilize feedback to guide the research process?</td>
<td>What will be my approach when the data leads me in a different direction?</td>
<td>What techniques will I need to learn to properly analyze this data?</td>
<td>Did I get input throughout the process?</td>
<td>Did I have the right mindset to share the results?</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>What steps do I need to take to get participant buy-in and establish trust?</td>
<td>How will I demonstrate these questions will support staff growth?</td>
<td>Am I utilizing a purposeful strategy to determine sources?</td>
<td>Was I transparent with the purpose of my research?</td>
<td>What process will I need to use that will validate team needs while also yielding rich data?</td>
<td>Is my methodology one I feel personally invested in?</td>
<td>Did I utilize teacher leaders to carry out my research?</td>
<td>Am I confident this work will represent me and my goals?</td>
</tr>
<tr>
<td><strong>Curiosity</strong></td>
<td>How will I make sure all interested parties can participate?</td>
<td>How can I form my questions to support participant growth?</td>
<td>Do I have the right/enough data for this question?</td>
<td>What characteristics of staff do I need to identify?</td>
<td>Do I have the right/enough data for this question?</td>
<td>Have I found any new insights in the data?</td>
<td>Will my participants support the work when completed?</td>
<td>What type of presentation will work best to share information?</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>What if my relationships do not develop like I plan?</td>
<td>Are my questions flexible enough/too flexible to allow the data to inform?</td>
<td>How can I get creative with data sources?</td>
<td>How will I respond to teachers’ input regarding participation?</td>
<td>What method(s) will best support the culture of the school?</td>
<td>What if the data takes me in a different direction?</td>
<td>Did my expectations support active participation?</td>
<td>What can I do to present results to audiences with varying perspectives?</td>
</tr>
<tr>
<td><strong>Inclusiveness</strong></td>
<td>How will I ensure all stakeholders are included?</td>
<td>Am I forming my question(s) to cover the key components?</td>
<td>Did I show an active interest in participants’ experiences?</td>
<td>Did I leave anyone out of the</td>
<td>Am I leaving anyone or anything out of</td>
<td>Am I analyzing from multiple perspectives?</td>
<td>How will information be shared when</td>
<td>How will I incorporate my team in the presentation?</td>
</tr>
</tbody>
</table>
APPENDIX H: DEVELOPING COLLECTIVE EFFICACY & GOAL INTERDEPENDENCE IN STAFF - SER TOOL

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>How will I ensure that I have included all who have a vested interest in the study?</th>
<th>Do these questions truly support my intended inquiry?</th>
<th>Have I looked beyond convenient resources?</th>
<th>How will I offer teachers access to the research throughout the process?</th>
<th>Have I collected authentic information to support my questions?</th>
<th>Have I approached the data objectively without bias?</th>
<th>Have I modeled an ethical investigative process?</th>
<th>What type of dissemination do I need to do right away?</th>
</tr>
</thead>
</table>

**Values Defined**

**Adaptability:** being ready to pivot; equally prepared to evolve, change and grow over time while still offering stability and confidence.

**Leadership:** deep understanding of the strengths that I bring to the table; using my influence to help my team reach beyond their “everyday” colleagues; I am only as strong as the connections I make with each member of my team.

**Curiosity:** willingness to dive down into rabbit holes when gathering information and researching; asking questions; keeping my focus on “what could be”; seeking to explain how past events influence present circumstances.

**Flexibility:** constantly absorbing and analyzing information while helping the team make better decisions; stretching thinking for the future to navigate the best route for future possibilities.

**Inclusiveness:** mindfulness relating to the potential of others to contribute to the research process with trust embedded that supports our relationship - a most cherished and valuable commodity in a work environment.

**Responsibility:** seek out evidence and data, trying to remain as objective as possible while prioritizing what’s best for my school and then move forward; choosing to initiate new efforts versus always reacting.
NAME
Carrie Elizabeth Wade
9072 HWY 62E
Cynthiana, KY 41031

EDUCATION
University of Louisville, Louisville, Kentucky
Doctoral Student (Ed.D), Educational Leadership, Evaluation & Organizational Development, Anticipated Graduation Spring 2024

University of Kentucky, Lexington, Kentucky
Specialist in Education (Ed.S.), Educational Leadership, 2011
Instructional Leadership-Principal (All Grades) Level 2
Instructional Leadership Supervisor of Instruction (All Grades) Level 2

Morehead State University, Morehead, Kentucky
MA, Secondary Guidance Counselor (All Grades), 2002
BME, Vocal Music Education (K-12), 1999

PUBLICATIONS
Article published in the Canadian Journal of Action Research (ISSN# 1925-7147) entitled: Harnessing the Affordances of Action Research to Address the Challenges of the Covid-19 Pandemic: Educational Leaders Take Action Research Online
Author(s): Mary Brydon-Miller; Rebecca Hicks-Hawkins; Michele Johnson; Victoria M. Jones; Carrie Wade; Erica R. Woolridge

PROFESSIONAL EXPERIENCE
Fayette County Schools, Lexington, KY 7/2023-Present
School Based Curriculum & Instruction Coach
Serves within the Office of Teaching and Learning as a direct support to a high priority elementary school within the district. As a member of the school leadership team, provides evidence-based practices into classrooms by working with and supporting
teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. Facilitates grade level weekly and unit planning meetings, professional development sessions, develops coaching plans, analyzes grade level and classroom data to increase the quality and effectiveness of classroom instruction.

- Cognia Continuous Improvement Summit: September 2023
- Teaching & Learning Conference: October 2023
- Ron Clark Academy: October 2023
- Membership in the KY Collaborative for Families and Schools through The Prichard Committee: 2022-present

Williamstown Independent Schools, Williamstown, KY

District Curriculum Supervisor 11/2022-6/2023

Provide leadership in the development, implementation, and coordination of the district’s K-12 program as it relates to curriculum, instruction, and assessment. Supervise and coordinate the implementation and alignment of the KY Academic Standards and assessment mandates with district curricular and assessment programs. Review, evaluate, and make recommendations to the Superintendent regarding the district-wide assessment program by working with representative staff and administrators. Keep abreast of and interpret to staff the current research in the areas of curriculum development, teaching, and learning.

- KY Reading Academies LETRS for School Administrators Professional Learning Series: Spring 2023
- Cognia ELEOT 2.0 Training Certification: January 2023
- Cognia Engagement Review Asynchronous Training Course: January 2023

Member of our district leadership team in support of the re-certification accreditation and portfolio development. Key tasks include analysis and synthesis of survey data to develop the organizational picture based on the themes of culture, leadership, engagement, and growth; creation of an outline of the findings; followed by the development of theories of action

- KDE Transformational Change Series for School Leaders: Fall 2022

Principal: Williamstown Elementary School 07/2020-10/2022

Oversee daily school operations, implementing district and school policies to provide a productive educational environment. Duties include coordination of security and safety, addressing parental concerns, assessing student needs and disciplinary action, staff scheduling, setting and maintaining high educational standards, budget management, and supervising and evaluating faculty and staff.

- KY Comprehensive Literacy Grant Recipient, 2021
- P3-Coach Approach for Principals Cohort II: 2021-22
• Membership in the KY Collaborative for Families and Schools through The Prichard Committee: 2022
  This council serves as a centralized hub for family engagement resources, training and connection for families and schools. As a member of this council I guide this work by lending my personal experiences and expertise to strategize new and innovative ideas for engagement.

Continuous Improvement Methods & Practices:
  • Established and maintained an effective learning climate in the school by managing an effective PBIS school-wide program.
  • Established academic standards, overseeing their implementation, and making sure teachers are equipped with the necessary resources to meet the required benchmarks.
  • Adopted new reading and math curriculum series (2021-22) and led implementation in collaboration with program partners to provide guided professional learning and 1:1 coaching for staff.
  • Created and implemented professional development in collaboration with school support staff, district leadership team, and program partners, using different delivery methods for teachers and support staff.
  • Participation in the KY Continuous Improvement Summit, (Fall 2022)
  • Specially Designed Instruction for Administrators workshop with Dr. Anne Beninghof, August 2022
  • P3 “Principal Spotlight Series”, December 2021 - Focus on CSIP development and utilization as a real growth trajectory for our school using data to make decisions, collaborative efforts for developing the plan, and ideas for revisiting the plan to examine growth. Goal was to help other leaders see a way to make a compliance piece more meaningful so that it becomes a commitment within the school.

High-Quality Instructional Methods & Practices:
  • Development of assessment and instructional resources with support from Achievement Network for the basis of modeling best practices in creation aligned to the KY Academic Standards to teaching staff.
  • Monitored instruction, evaluated instruction and assisted teachers as they work to improve their instructional techniques through the utilization of Cognitive Coaching (Costa & Garmston, 2016) and Trust Based Observation (Randall, 2020) practices.
  • Provision of instructional coaching, feedback, supervision, and modeling for all teaching staff.
Developed explicit, targeted and measurable goals and objectives through the analysis and utilization of data via Professional Learning Communities (PLCs) to ensure continuous improvement.

Participant in the KY Project Based Learning and PBLWorks initiative (Fall 2022)

Pendleton County Public Schools, Falmouth, KY
Assistant Principal: Phillip Sharp Middle School 07/2016-06/2020

Supervise conduct within the school and oversee disciplinary procedures, maintaining records of any disciplinary actions. Assist the principal in the general administration of the school and serve as principal when the principal is absent. Serve with parents, faculty, and student groups as requested in advancing educational and related activities and objectives. Supervise, observe, and evaluate teachers as assigned by the principal. Prepare and present the necessary district documents required in the teacher evaluation process.

- **Building Assessment Coordinator**: responsible that all assessment policies and procedures are followed to ensure maximum security throughout the school in accordance with state requirements
  - Assist staff to organize and facilitate KPREP scrimmage sessions bi-annually
  - STAR Assessment: scheduling, report analysis, staff development & implementation
  - GradeCam Site Coordinator: collaborate with departments via PLC to support curriculum & unit development
  - Collaborate with district curriculum director in the development of Comprehensive School Improvement Plan
  - Participate in PLC meetings to review formative & summative assessment data and develop plans for instructional improvements

- **Response to Intervention Program Manager**: collaborate with interventionists & district leaders to implement district RTI protocols and procedures.
  - Provide training for staff with support from district leaders.
  - Assist RTI staff in data review process and identification of student intervention goals and placement
  - Collaborate with RTI staff & district leadership to select evidence-based curriculum & instructional methods
  - Facilitate quarterly progress monitoring meetings with RTI staff
  - Provide support to Special Education staff regarding student referrals and serve as ARC Chairperson
  - Partner with 21st Century CCLC Site Coordinator to refer at-risk students
• Implemented Kagan Structures in Cooperative Learning – districtwide initiative

• **Homebound & PAVE (Pendleton Academy of Virtual Education) School Facilitator:**
  o Maintain all necessary paperwork and serve as liaison between student and district coordinator (DPP)
  o Edgenuity Program school coordinator – manager of all student accounts; responsible for set-up of all courses and student assignments
  o Monitor student progress and communicate with families regarding timelines and completion status
  o Collaborate with school nurse & counselor to ensure student needs are supported

• **Student Transition & Master Schedule Development Lead:** collaborate with staff to collect student schedule requests for upcoming school year utilizing the Scheduling Wizard in Infinite Campus to create final schedule; complete student scheduling edits.
  o Coordinate student registration with school counselor to complete course request analysis to determine number of sections and make recommendation to principal regarding curriculum/course offerings & projected staffing allocation needs
  o Organize & facilitate scheduling team meetings to build the master schedule
  o Collaborate with the special education department head to review special education courses & seat counts
  o ARC Chairperson for 8th grade transition meetings
  o Collaborate with FRYSC in planning & facilitation of 6th Grade Camp Wildcat Transition event and Open House nights

**Professional School Counselor: Pendleton County High School    07/2005-07/2016**

Provide mental health and academic support through individual counseling sessions on an as-needed basis, follow-up with students to determine academic progress; refer to community services, record interventions in Infinite Campus, and communicate with parents to ensure student safety.

• **Dual Credit Program Coordinator with Northern Kentucky University & Gateway Community and Technical College:** serve as school contact regarding this enhancement to the current academic program.
  o Developed course rotations with partner institutions to best meet students post-secondary needs based on current course offerings and post-secondary general education requirements
  o Facilitated information sessions for students/parents to describe program details prior to application
• Collaborated with teachers and school administrators to promote enrollment and advise students on course benefits and connection to post-secondary academic plan
• Provided information and support to students regarding ACT/PSAT/SAT assessment registration to meet admission standards

- **Tech Prep Program Coordinator & Grant Writer**: supervised career & technical program implementation and coordinated with CTE staff regarding the dissemination of grant funds and completion of RFP.

- **Individual Learning Plan School Coordinator**: responsible for development and implementation of ILP
  - Collaborated with teachers to incorporate ILP activities within their content standards
  - Assisted students with goal setting & course recommendations based on assessment results, career interests, and post-secondary goals

- **Staff Instructional Development**: Responsible for aligning staff development plan to school plan and goals. Assisted Principal and Assistant Principal in planning and facilitating staff development. Assisted teachers in aligning curriculum to the State Standard as well as aligning across the grade levels.
  - Analyzed student achievement data to determine staff development plan
  - Implemented and facilitated staff development
  - Mentored new teachers on classroom management strategies, effective instructional & planning practices
  - Assisted teachers in analyzing student data to inform their instruction and assessments.

- **Positive Behavior Interventions & Supports (PBIS) School & District Coach**: provide support to school PBIS coaches with implementation, data collection, training needs.
  - Networked with regional PBIS specialist to support individual school needs, data-based decision making, problem solving and local training and leadership
  - Analyzed discipline data with teams to determine goals for school and district improvement plan inclusion
  - School-Wide Information System (SWIS) Facilitator: district-wide manager of database system that is utilized by all four schools to document discipline infractions
  - Facilitated monthly team meetings, shared minutes with staff via email and monthly staff meetings
  - Provided support for sustainability, trained new school coaches, positive reinforcers to students & staff
• **Alternative & Credit Recovery Program ILPA Facilitator**: assist in management of alternative & credit recovery programs by creating and modifying ILPA/academic plan based on individual student data and needs.
  o Facilitated bi-monthly progress monitoring meetings
  o Developed student social skills through individual counseling and delivery of small group interventions to improve anger management and self-advocating skills
  o Reviewed curriculum with program coordinator annually to determine alignment with state standards
• **Master Schedule Development**: collaborate with staff to collect student schedule requests for upcoming school year utilizing the Scheduling Wizard in Infinite Campus to create final schedule; complete student scheduling edits.
  o Made recommendation to principal regarding curriculum/course offerings & staffing allocation needs
  o Worked with scheduling team to build the master schedule & balance seat counts
  o Collaborated with the special education department head to accommodate special education needs
• **AP Program Coordinator**: responsible for organizing and administering the AP program
  o Managed the receipt, distribution, administration and return of AP Exam materials
  o Promoted enrollment in AP coursework through individual, group and community meetings
  o Counseled students on individual benefits to educate them about dual credit opportunities
• **Freshman Transition Activities Coordinator**: Led team of students with assistance of partner school counselor and building administrators in creating a transition program for incoming 8th grade students.
  o Identified area of focus based on prior year behavior reports, student surveys, and school report card data
  o Developed student sessions and activities based on data and surveys with student leadership team
  o Organized annual Freshman Orientation program held before the first day of school
• **Kentucky College Coach Program Supervisor**: responsible for oversight of college coach and program management at the school level.
  o Participated in orientation with KHEAA for administrative & content issues along with site trainings & visits
o Assisted in the identification of eligible students for program participation based on academic, financial, and first generation college statuses
o Provided weekly mentoring & guidance to support school initiatives and college & career readiness
o Completed written evaluation of college coach along with approval of monthly time sheet
• SFRYSC Youth Advisory Council: served as school representative to provide the center coordinator with input, oversight, and recommendations regarding the planning, development, implementation, and coordination of center services, program and activities.

**Choral Director & Humanities Teacher: Pendleton County High School 7/2003-6/2005**
Assisted and encouraged students in their development and participation in arts programs & events off campus including the Morehead State University Choral Festival, NKU Solo & Ensemble Individual and Group Contest Festival, KY All-State Chorus, various local and regional performance events; coordinator & director of annual school musical, organized & produced an annual student variety show.
• Curriculum, Instruction and Assessment Lead Teacher: worked with staff to review school and district performance data to accommodate students’ needs in the classroom.
  o Collaborations included review of current evidenced based instructional strategies, differentiation methods, and assessment practices currently being implemented
  o Collaborated with co-teacher to develop curriculum map and course lesson plans in accordance with the program of studies and course standards.
  o Served as school liaison to communicate with school level leadership and faculty
• Evaluation Appeals Committee: Board appointed member to serve a two year term

**Montgomery County Public Schools, Mt. Sterling, KY**

Developed and implemented a standards based music program
• Gifted and Talented School Coordinator:
  o Facilitated monitoring meetings & completion of GSSP documentation
  o Developed implementation plan with staff based on individual student needs and GT identification
• Consolidated School Improvement Plan Committee, Chair: constructed school improvement plan with committee based on school data and identified growth needs, submitted plan to principal
• Learning Environment/Parental Involvement Committee, Secretary: served as recorder of minutes from committee meetings, presented minutes to staff via email and verbally at faculty meetings. Documented targeted goals the committee identified for inclusion in the Consolidated School Improvement Plan.

PROFESSIONAL MEMBERSHIPS & ORGANIZATIONS
Kentucky Association for School Administrators (KASA)
• Coalition to Sustain the Education Profession (2022-23)
• NxGL2 Committee (2022-2024)
• KWEL Planning Committee (2022-23)
• ALI Team Planning Committee (2019-2021)
• “The Leadership Challenge” Workshop (2019)

Association for Supervision & Curriculum Development (ASCD)
Association for Career & Technical Education (ACTE)
KY Association for Career & Technical Education (KYACTE)
Kentucky Women in Educational Leadership (KWEL)
Kentucky School Counselors Association (KSCA)
Kentucky Counselors Association (KCA)

SPECIAL RECOGNITIONS & HONORS
2019 Kentucky Women in Educational Leadership (KWEL) Cohort #2
2016 KY Association of Career & Technical Education (KACTE) – Career Guidance Person of the Year
2015 RC Durr Grant Recipient ($2,000)
2014 RC Durr Grant Recipient ($2,000)
2014 Counselor Collaboration with Northern Kentucky University and University of Verona: Verona, Italy
2007 KDE Office of Assessment & Accountability: KCCT Standard Setting for Arts & Humanities
2005 Kentucky Leadership Academy