The impact of peer coaching on peer relationships and the distribution of knowledge in pre-service teachers

Kelsey J. Bowers
University of Northern Iowa

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THE IMPACT OF PEER COACHING ON PEER RELATIONSHIPS AND THE DISTRIBUTION OF KNOWLEDGE IN PRE-SERVICE TEACHERS

An Abstract of a Thesis
Submitted
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

Kelsey J. Bowers
University of Northern Iowa
July 2017
ABSTRACT

The purpose of this study was to investigate the impact of peer coaching on peer relationships and the distribution of knowledge in pre-service teachers. The increasing prevalence of teacher attrition in schools across the nation provides rationale for investigating potential avenues in combating this issue (Ingersoll, 2003). Increasing support and reducing teacher isolation are two important goals in peer coaching processes (Kurtts & Levin, 2000). This qualitative study was conducted using a single-case study research design. Pre-service teachers enrolled in an undergraduate advanced literacy practices course within an after-school literacy clinic setting were the participants of this study. Participants learned about peer coaching and participated in simulated training before engaging as peer coaches. Triads of pre-service teachers collaborated to implement a series of small group guided reading lessons and coached one another in the experience. Survey data, written reflections, videotaped conferencing conversations and lessons, and focus group interviews were collected and analyzed. Analysis of the data revealed that pre-service teachers in this experience placed significant emphasis on student and teaching outcomes, reflection to improve and affirm instruction and practice, and the relationships with colleagues. Significant insights related to the relationships between pre-service teachers and the affirmation and alteration of practice are also revealed. Further recommendations for implementation of a peer coaching process as well as future directions for research are illuminated.
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A Thesis
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July 2017
This Study by: Kelsey J. Bowers

Entitled: THE IMPACT OF PEER COACHING ON PEER RELATIONSHIPS AND THE DISTRIBUTION OF KNOWLEDGE IN PRE-SERVICE TEACHERS

has been approved as meeting the thesis requirement for the

Degree of Master of Arts in Education

Date Dr. Sarah Vander Zanden, Chair, Thesis Committee

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CHAPTER 1
INTRODUCTION

Schools across the country are charged with providing all children with a high-quality and equitable education under the Every Student Succeeds Act of 2015. Title II of this act indicates that educational agencies must provision for the improvement in quality and effectiveness of teachers. It also specifies that low-income and minority students be provided greater access to effective teachers (Every Student Succeeds Act, 2015). The stakes are high for schools, as increasing attrition rates have plagued educational institutions, particularly for newcomers. According to Ingersoll (2012), the rate of teachers leaving the profession within the first five years of entry is between 40 and 50 percent, an increase of about one-third in the past two decades. This problem is even greater for high-poverty Title I schools, where the turnover rate is one-third higher than the rate of all other teaching contexts (Carroll & Hunt, 2003). Exacerbating the problem is the fact that many new teachers are placed in high-poverty classrooms with the greatest rate of turnover (Bach, Natale, Walsh & Weathers, 2004). According to Kirby, McCombs, Naftel and Murray (2003), seventeen percent of teachers in the highest-poverty Title I schools taught for less than three years. Within five years, half of all beginning teachers leave the profession further contributing to the cycle of attrition (Prince, 2002).

The Cost of Attrition

This high rate of attrition can place a significant financial burden on school districts, as 2.6 billion dollars are spent each year on replacing teachers (Bach et al.,
Beyond the financial cost, teacher attrition can also contribute to a weakened school culture, which can result in a lack of community necessary in creating a climate of collaboration within school faculty (Bach et al., 2004). An even greater cost is the negative impact on equitable access to high-quality educators. Evidence suggests teacher effectiveness increases after the first three years of teaching (Darling-Hammond, 2010). With high attrition in the first five years of teaching, schools often lack a strong core of teachers who are equipped to impact student achievement in positive ways (Bach et al., 2004; Darling-Hammond, 2010). As Darling-Hammond (2003) stated, “such attrition consigns a large share of students in high-turnover schools to a continual parade of ineffective teachers” (p. 9). This cycle of attrition contributes to the inequity in K-12 student access to effective teachers.

**Combating Attrition**

While many factors contribute to this revolving door of educators, job dissatisfaction or the desire to acquire a better career in or out of education is highly related to teacher attrition (Ingersoll, 2001). Furthermore, inadequate support is a leading contributing factor to this overall career dissatisfaction (Bach et al., 2004; Darling-Hammond, 2003; Ingersoll, 2012). Ingersoll (2012), following a review of existing empirical studies evaluating the induction of teachers, noted a large increase of beginning teacher involvement in induction programs, rising from about 50 percent in 1990 to 91 percent by 2008. This rise is largely a direct response to the high attrition rates that have plagued schools across the nation. Although many novice teachers are involved in a formal induction program, Ingersoll (2012) found that the type and duration of support
provided is varied. Most commonly, beginning teachers’ induction program consisted of the regular support of administration. For a smaller number of novice teachers, the support was provided by a mentor teacher. Other induction models consisted of teams of teachers in like subject areas collaborating and planning together. Relatively few beginning teachers had the opportunity to take on a reduced teaching load or have access to a teacher aide. Ingersoll (2012) found that induction could support teacher retention, depending on the type and duration of the provided support. Comprehensive mentorship of a teacher and collaborative planning with a team of teachers in like subject areas proved to have the strongest link to decreased teacher attrition. In order to combat attrition, as well as to provide equity in access to effective educators for all students, school systems and higher education institutions must identify and provide high-quality teacher preparation and professional development that supports both pre-service and in-service teachers (Darling-Hammond & McLaughlin, 2011).

The Iowa Professional Development Model (IPDM), as established in Iowa Code Performance Review Requirements for Teachers § 284.8 (2016) and Iowa Code Teacher Professional Development § 284.6 (2016) was first enacted in 2007 to outline the requirements for quality professional development in Iowa schools. Under this law, professional development at the school district level must be “created, implemented, monitored, and adjusted to realize student achievement gains at all levels” (Iowa Department of Education, 2013, p. 1). The model also specifically establishes the provision of practitioner collaboration. Educators and administrators are to work as partners to improve instruction and student learning. Further, the model indicates that the
interactions between professionals be “authentic,” where active engagement between self, peers or team is an essential component. The Iowa Professional Development Model also mandated the implementation of a peer review component within the evaluation cycle of Iowa educators. The legislation states:

Under Iowa Code section 284.8(1), school districts are required to conduct annual, rather than every third year, reviews of non-probationary teacher performance. The first and second years of such reviews will be ‘conducted by a peer group of teachers.’ The Iowa General Assembly specifically prohibited peer reviews from being used as the basis for recommending that a teacher be placed in an intensive assistance program. As such, the peer review is intended for the purposes of coaching and improvement” (Iowa Department of Education, 2013).

The peer review component of the model is intended to facilitate teacher reflection for the improvement of teaching effectiveness.

Implementing each of the elements as prescribed by the Iowa Professional Development Model is no easy feat. Darling-Hammond and McLaughlin (2011) argue that effective professional development must position teachers as both learner and teacher in a way that enables the teacher to grapple with the realities of both roles. This vision of practice requires a shift from the old models of pre-service and in-service teacher professional development. The key characteristics of professional development beginning in pre-service teacher education and extending throughout the teacher’s career as detailed by Darling-Hammond and McLaughlin (2011) are indicated below.

- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development.
- It must be grounded in inquiry, reflection, and experimentation that are participant-driven.
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers’ communities of practice rather than on individual teachers.
● It must be connected to and derived from teachers’ work with their students.
● It must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice.
● It must be connected to other aspects of school change. (Darling-Hammond & McLaughlin, 2011, p. 82).

To achieve these dimensions of professional development, Darling-Hammond & McLaughlin (2011) argue that reformed structures and supports to teacher preparation and professional development are necessary. One possible structure to embed into current teacher preparation and professional development is the formation of peer coaching partnerships. Kurtts and Levin (2000) suggest that through peer coaching experiences, pre-service teachers may develop the skills to “prevent feelings of isolation and a lack of support and thus, decrease the attrition rate that has become an ongoing problem for so many of our school systems” (p. 308). When considering how to best combat attrition in accordance with state legislation, it’s essential to reconsider the teacher preparation and professional development practices of pre-service teachers.

Peer Coaching in Pre-Service Teacher Education

Peer coaching in pre-service teacher education has been documented in several instances. However, peer coaching to support student teaching practices in field experiences is an underutilized model (Britton & Anderson, 2010). Bowman and McCormick (2000) suggest that in order for pre-service teachers (PSTs) to apply pedagogical theory to classroom settings, timely feedback as a result of supervision is necessary, but is often “inhibited under traditional university supervision when large numbers of students are enrolled in a field experience program” (p. 256). Britton and Anderson (2010) indicate that with faculty and supervisor time in high demand, and the
absence of a culture of professionals open to receiving feedback for improvement, peer coaching used in pre-service experiences can “maximize human resources and develop a disposition of collaboration and continuous improvement early on” (p. 306). With teacher attrition and increasing demands upon educator preparation and professional development in mind, an approach to peer coaching with pre-service teachers has been developed and studied.

This study took place in the Advanced Literacy Practices (ALP) course at a Midwestern comprehensive university. ALP is the required capstone course for the university literacy minor, and is taken prior to the pupils’ student teaching experience. Completion of the literacy minor along with a Bachelor of Arts in Education provides students with the qualification to serve as Title I educators under Title I, Part A of the Elementary and Secondary Education Act (ESEA). Students enrolled in this course complete six credits of coursework that includes 30 hours of literacy tutoring in a clinically supervised setting. Portions of time are allotted to both one-on-one teaching as well as small group guided reading instruction. Guided reading instruction is a key function of the role of both classroom teachers as well as Title I educators as part of a balanced literacy approach (Fountas & Pinnell, 2001). Guided reading instruction is a research-based strategy and a best practice in differentiating instruction for all readers (Iaquinta, 2006). Integration of both one-on-one and small group guided reading instruction is an essential feature of this experience in best preparing PSTs for the education field. In addition, a peer coaching model was implemented within triads of PSTs enrolled in this course. This study aimed to gain insight into the effects that peer
coaching might have on the relationships between PSTs, as well as the affirmation and/or alteration of their literacy instruction and pedagogical practices.
CHAPTER 2
LITERATURE REVIEW

Title II of the Every Student Succeeds Act (2015) details the provision of grants to state educational agencies to, “improve the quality and effectiveness of teachers, principals, and other school leaders,” as well as to, “increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools,” and to “provide low-income and minority students greater access to effective teachers, principals, and other school leaders” (Sec. 2001, p. 155). Achieving this agenda as prescribed by the Every Student Succeeds Act (2015) requires teachers to be reflective of their teaching practice (Darling-Hammond & McLaughlin, 2011). However, teaching can often be a solitary act as school systems are often organized in ways that lack the promotion of collaborative reflection (Darling-Hammond & McLaughlin, 2011; McAllister & Neubert, 1995). This is problematic as McAllister and Neubert (1995) point out that, “experience has shown that, left on their own, novice educators do not automatically take on a reflective stance” (p. 5). Teacher education programs must provide pre-service teachers with opportunities to be reflective of their practice in relation with others in order to meet the challenges of education today (Kurtts & Levin, 2000; Lee & Choi, 2013). Many models may be used in developing reflective PSTs, however, peer coaching aims to promote reflection through collaboration.

This review of the literature highlights the landscape of research related to peer coaching. First, peer coaching is defined, next connections to sociocultural theory are
discussed, then the landscape of peer coaching literature is presented, and finally the gaps in the literature are outlined.

Definitions of Peer Coaching

While there are multiple approaches to coaching, the essential components of the process of peer coaching are important to understand for the purposes of this study. Zhang, Liu and Wang (2016) describe peer coaching as a process where “two or more professional colleagues work together to share ideas, teach one another, conduct classroom investigation, reflect on current practices, and build new skills or solve problems in the workplace” (p. 2). Two types of coaching that involve peers in different working relationships are expert coaching and reciprocal coaching. Expert coaching is identified as teachers with advanced expertise or special training providing feedback and support for a less-skilled or struggling peers. Reciprocal peer coaching includes teachers of equal status who alternately observe one another teach and provide non-evaluative feedback (Gonen, 2016). According to Zwart, Wubbels, Bergen, and Bulhuis (2007), “Reciprocal peer coaching can be understood as a professional development trajectory in which pairs of teachers work together to support each other’s professional growth” (p. 166). Many labels are used to describe or are used in place of the term “peer coaching.” These include technical coaching, team coaching, collegial coaching, cognitive coaching, and challenge coaching (Showers & Joyce, 1996). Britton and Anderson (2010) add to the list with peer mentoring, learning-centered supervision, and peer supervision. In this study, peer coaching is a process by which pre-service engage in a reciprocal relationship through the facilitation of reflection. This reflection is centered on one another’s teaching
practice through conferencing, observation, and data collection. The process engages the teacher in identifying specific instructional objectives for the peer coach to focus on during the lesson observations. The coach prompts the teacher to think reflectively before, during, and after the lesson through reflective question stems. The use of questions allows the teacher to be at the center of a self-reflective peer coaching experience, arriving to their own discoveries and conclusions. All participants of this study were pre-service teachers grouped in triads, which offered a foundation for collaborative inquiry and reflection to be developed.

**Definition of Terms**

The following terms are used when discussing peer coaching and it should be noted that there are varied definitions across contexts. The definitions that are provided here further clarify the meaning of these terms as they are used in this study. The first two definitions *positive peer relationships* and *collaborative peer relationships* were developed through recursive analysis of the data collected in this study. The remaining definitions were derived from the review of the literature.

*Positive peer relationships*: A relationship between colleagues that promotes a safe, supportive, trusting, and comfortable environment, where ideas and feedback can be openly shared for the purpose of reflection and improvement of instruction and/or practice. This definition was drawn from the data showcased in Table 1.
Table 1

Definition of Positive Peer Relationships

<table>
<thead>
<tr>
<th>Safe, Supportive, Trusting, Comfortable Environment</th>
<th>Kaley</th>
<th>Victoria</th>
<th>Rebecca</th>
<th>Josie</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It was a safe environment where we had a relationship already built so we trusted each other to help” (Post Survey).</td>
<td>“We also became more comfortable with each other which made us more apt to share lesson ideas, critical feedback, and engage in academic conversation” (Post Survey).</td>
<td>“I think that it overall strengthened our relationship with everyone because we were just more comfortable” (Focus Group Interview, 5/2).</td>
<td>“I tried to implement a supportive, positive, partnership-type relationship as a coach” (Coaching Reflection, 4/10).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas and Feedback for the Purpose of Reflection and Improvement of Instruction and/or Practice</th>
<th>Alexa</th>
<th>Jena</th>
<th>Kamryn</th>
<th>Shae</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It helped me create stronger relationships with my peers. It helped create a positive relationship because we were all working together to improve each other” (Post Survey).</td>
<td>“It is a safe place to observe, ask questions, and make reflective comments to help better instruction” (Post Survey).</td>
<td>“Peer coaching caused me to be closer with my peers as a professional. It was awesome being able to get feedback along with support” (Post Survey).</td>
<td>“[My coach] helped me realize I need to look at some positives of my teaching so I do not get too discouraged” (Teaching Reflection, 4/20).</td>
<td></td>
</tr>
</tbody>
</table>

Collaborative peer relationships: A relationship that allows colleagues to work together to reflect and develop ideas to improve instruction and/or practice. This definition was drawn from the data included in Table 2.
Table 2

Definition of Collaborative Peer Relationships

<table>
<thead>
<tr>
<th>Colleagues Work Together</th>
<th>Reflect and Develop Ideas to Improve Instruction and/or Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mallory</strong></td>
<td><strong>Josie</strong></td>
</tr>
<tr>
<td>“The collaborative aspect is really important with peer coaching just because you can’t do it on your own and you and it is nice to see that another person’s perspective on that on your teaching” (Focus Group Interview, 5/1).</td>
<td>“To work together with colleagues to <strong>improve instruction</strong> to meet needs of students” (Post Survey).</td>
</tr>
<tr>
<td><strong>Shae</strong></td>
<td><strong>Emory</strong></td>
</tr>
<tr>
<td>“A group of <strong>colleagues work together</strong> giving input on their practices in order to build and share ideas” (Post Survey).</td>
<td>“The purpose of peer coaching is to help colleagues <strong>reflect and improve their practice of teaching</strong>” (Post Survey).</td>
</tr>
<tr>
<td><strong>Kendra</strong></td>
<td><strong>Kaley</strong></td>
</tr>
<tr>
<td>“Teachers should work together, and not have the “every man for himself” mentality. The teachers are in the school for the students, and <strong>working together</strong> is beneficial for students” (Coaching Reflection, 4/18).</td>
<td>“I have learned so much just getting to talk about my lesson right after teaching it. It’s one thing to write about it but to talk about it, is so much better. I got to realize things about myself and my teaching and how I can <strong>improve</strong> on it or get praise for it” (Teaching Reflection, 4/6).</td>
</tr>
</tbody>
</table>

**Non-evaluative peer relationships**: A relationship between colleagues that exists in order to assist within the learning process (Showers, 1985); observing and providing feedback in ways that are nonjudgmental and nonthreatening (Kurtts & Levin, 2000).

**Real-time observation**: A process by which a peer coach watches the instruction of a colleague while it is occurring to collect data and evidence for pre and post conference conversations (Bowman & McCormick, 2000; Wynn & Kromrey, 2000).

**Face-to-face conferences**: A process by which colleagues meet together and engage in dialogue about their practice in direct confrontation (Britton & Anderson, 2010; Jang & Chen, 2010).
Instruction and/or practice: This theme is discussed in the landscape and in the focal groups. These two facets were grouped together because they were co-constructed by participants in the study. Although these aspects work together, some references to these facets have a slightly different weight. Instruction was usually related to the short-term, often referring to the present lesson or teaching context. Practice was associated with the long-term, pertaining to more general statements of one’s teaching or pedagogy.

Sociocultural Theory

The foundational aspects of peer coaching are connected to sociocultural theory. Vygotsky’s (1978) sociocultural theory established that development originates socially, first initiated on an interpsychological or social level and later at an intrapsychological or individual level. Vygotsky (1978) made the assertion that “all the higher functions originate as actual relationships between individuals” (p. 57). This suggests that as humans participate in common, collaborative activities, they learn and internalize new strategies and knowledge as a result of collective thinking with other humans. Vygotsky (1978) asserted that the actual developmental level of a child can be determined in their interactions with tasks completed with the guidance or collaboration with more knowledgeable others. He argued “human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them” (Vygotsky, 1978, p. 88). Vygotsky (1978) recognized that learning was largely a result of not only what the more knowledgeable other offers to the novice, but also what the novice in combination with the social, cultural, and historical context provides to the interaction. In accordance with this theory, teachers as a social, cultural, historical group...
construct knowledge through their interactions with one another. Teachers, regardless of their level of experience or ability, can engage in ways that allow them to individually transform and internalize the concepts needed to improve their practice. Peer coaching fosters the collaborative environment necessary for teacher development suggested in sociocultural development.

History of Peer Coaching

The literature on peer coaching spans a relatively short history. The following section seeks to lay out the landscape of peer coaching literature, starting with its origin in clinical supervision, followed by its debut in in-service education. Finally, the literature surrounding peer coaching in pre-service teacher education is presented.

Clinical Supervision

Peer coaching likely originated from Goldhammer (1969) and Cogan’s (1973) work in clinical supervision. Clinical supervision related to teacher education was first developed through the realization of the inadequacies of the typical supervision patterns of university supervisors and cooperating teachers to student teachers. Typically, this cycle of feedback involved an observation of teaching followed by evaluative feedback (Cogan, 1973). Improving on past structures, Cogan (1973) developed a cycle of supervision that involved eight phases; including such steps as (1) building a relationship between teachers and supervisors, (2) co planning instruction, (3) planning strategies of observation, (4) observing instruction, (5) analyzing the teaching, (6) planning conference strategies, (7) holding a conference, and (8) renewed planning. At the heart of this model is the standpoint that improvement in instruction can only occur when the
teacher is provided direct feedback on the areas in which he or she is concerned, as opposed to areas predetermined by the supervisor or an evaluation tool. In clinical supervision, classroom data is collected in reference to the teaching and learning process of the teacher and students, as well as the beliefs, attitudes, perceptions and knowledge of the teacher and students. Utilizing this data kept the focus on improving the teacher’s educational practice. The intended relationship between the teacher and the clinical supervisor is an equal colleagueship, associates working together toward a common purpose. Productivity “deteriorates significantly or ceases to exist when either assumes an ascendant role or is accorded an ascendant role by the other. This delicate balance in working together as equals does not imply that teacher and supervisor have similar and equal professional competences. On the contrary, they commonly have dissimilar and unequal competences” (Cogan, 1973, p. 68). Assuming a reciprocal relationship is a cornerstone to the clinical supervision model. Cogan (1973) and Goldhammer’s (1969) work served as a foundation for many subsequent supervision models.

Peer Coaching in In-Service Professional Development

Joyce and Showers (1980) first explored the notion of peer coaching as a follow up to in-service professional development. Concern for the lack of transfer of learning from professional development to teaching practices was the premise of their research. According to Showers and Joyce (1996), only 10 percent of teachers implement the learning from staff development, even among teachers who volunteer to participate. Three main conclusions were indicated as a result of their early research in 1980. First, evidence suggests that teachers can acquire new skills that either add or build on to their
repertoire. Second, many of the conditions that must exist in order for learning to occur often do not exist in traditional professional development models. Third, the conditions that must occur were clearly identifiable. They include theory, demonstration, practice, feedback, and classroom application with coaching. Joyce and Showers (1980) concluded that these conditions were sufficient to ensure transfer from model to practice. As a result, Joyce and Showers (1982) developed a model that was made up of four components, including the study of the teaching method, the observation of experts in the teaching method, practice and feedback in protected conditions, and coaching one another to implement the new method.

Over time, however, their theories about in service teacher learning evolved. Later studies showed that skill development alone would not enable the transfer to an educator’s teaching repertoire (Joyce & Showers, 1982). Moreover, the addition of a coaching component did prove successful. At first, the assumption was that the pairing must include an expert with a less experienced peer. Later, research suggested greater transfer to practice existed in relationships between teachers “who shared aspects of teaching, planned together, and pooled their experience” (Showers & Joyce, 1996, p. 14). Their studies indicated that with the implementation of peer coaching, educators applied new teaching models and maintained these strategies over time. Thus, reciprocity was crucial in successful peer coaching relationships that promote transfer to teaching practices. Cogan’s (1973) work with clinical supervision and Joyce and Shower’s (1980, 1982) work with in-service teacher professional development laid the foundation for the peer coaching models that followed.
Reciprocal coaching. Neubert and McAllister (1993), motivated by the success of its use in in-service teachers as evidenced by Showers and Joyce (1996), explored the use of peer coaching in the pre-service teacher education setting. Neubert and McAllister (1993) developed a nondirective, PQP Praise-Question-Polish (PQP) conferencing style. This method included reciprocal coaching, where a pair of PSTs alternated roles of teaching and coaching, rather than a one way coaching format. Within this structure, peer coaches first engaged in a planning session in which discussion of objectives for observation occurs. Next, the peer coach observed the lesson. Finally, a PQP conference was conducted. This conference started with a statement of praise, what went well and why it was effective. Next, the coach asked questions of what he or she does not understand. Finally, the coach offered suggestions in the form of questions to polish the teaching. Data collected from two years of study concluded that the PQP method provides the necessary training pre-service teachers require to provide reflect and make decisions as a result of being coached and serving as a coach. (Neubert & McAllister, 1993).

Cognitive coaching. Costa and Garmston (1994) developed a model of coaching known as cognitive coaching, rooted in the clinical supervision theories of Cogan (1973). The primary goal of this model is to create self-directed learning through non-judgmental mediation of thinking in a reciprocal relationship. The cognitive coaching process involves the use of a three-part cycle, including a planning conversation, a reflecting conversation, and a problem-resolving conversation. The cognitive coaching model utilizes reflective questioning that “invites the shaping and reshaping of thinking and
problem-solving capacities. This shift happens for the person being coached and for the coach as well” (Costa & Garmston, 2002, p. 16). Cognitive coaching is a departure from other coaching models that might focus on the problem, the lesson, and the behaviors and instead seeks to tap into mental resources and functions. According to Costa and Garmston (2002), cognitive coaching can successfully provide support for teachers in facilitating the improvement of instruction and reflection through self-directed learning.

**Peer Coaching and Pre-Service Teacher Education**

The work of Cogan (1973), Showers and Joyce (1996), Neubert and McAllister (1993), and Costa and Garmston (2002) provide the foundation for more recent peer coaching research. Several important studies have connected the use of peer coaching in pre-service teacher education in a variety of areas, including the general education setting, as well as in special education, science, physical education and the teaching of English as a foreign language.

**General education.** Bowman and McCormick (2000) compared traditional models of evaluation for students within field experience placements to a peer coaching model. A 7-week investigation was conducted with 32 freshman pre-service elementary education majors. The PST’s were randomly assigned into either an experimental group using peer coaching or a control group using traditional university supervision. The students had only one previous field experience and were currently enrolled in courses including children’s literature, writing, child development and a field experience with seminar. Pre-service teachers in the experimental group were trained in peer coaching techniques and were assigned as pairs to the same classroom to observe one another and provide
feedback. Teachers alternated observing and collecting data of one another’s practice, and conducted post conferences four times each week. Control group teachers were assigned individually to classrooms and only received feedback from a university supervisor and the cooperating teacher, but scheduling conflicts often resulted in delayed post-conference conversations. Both groups were required to prepare a videotaped lesson and an audio taped post conference. This video and audio data was measured by raters using the Clarity Observation Instrument (Metcalf, 1989) which evaluates the teacher’s development on each of the seven skills that contribute to clarity of instruction, including “(a) informing students of lesson objectives, (b) repeating important points, (c) using examples, (d) repeating information students do not understand, (e) asking questions, (f) providing opportunities for student questions, and (g) furnishing practice opportunities” (p. 256). In addition, the participants completed an anonymous Likert-type attitude scale designed by Joyce and Showers (1983). This instrument was designed to investigate several dimensions related to the field experience including:

(a) collegiality-support experienced in the field setting; (b) technical feedback-information pertinent to teaching performance; (c) analysis of application-usefulness of post conferences; (d) adaptation to students-capability of demonstrating flexibility; (e) personal facilitation-rating of overall growth; and (f) overall assessment of the experience (Joyce & Showers, 1983, p. 258-259).

Results of the study showed a statistically significant difference between the experimental group and the control group on 8 of 10 variables measured. Bowman and McCormick (2000) found that inexperienced PSTs can be easily trained to use peer coaching techniques and can support one another to reach field experience goals.
A mixed-methods study was conducted by Wynn and Kromney (2000) at the University of South Florida with pre-service teachers to examine the effects of a paired peer placement peer coaching program. Undergraduates in their junior year were randomly assigned in pairs to coach one another within the same classroom field experience. The students were trained in peer coaching during their regular course instruction. Peer coaches completed a cycle of conferencing, beginning with a pre-observation conference in which instructional concerns were identified for observation. Coaches then observed one another, collected data, and self-reflect on the lesson. The post-observation came last, where the teacher received written feedback of both strengths and suggestions from the coach on the identified instructional concerns. Finally, the coaching pair completed written self-reflections. Coaching forms collected from the teacher and coach, along with a questionnaire were analyzed against Fuller's (1969, 1974) teacher concerns checklist. Results from the data suggest that the field experience placement in combination with peer coaching strengthened the field experience and increased professional growth. It was also noted that pairing two inexperienced students in the same classroom was a primary challenge, as it is difficult for supervising classroom teachers to take this on.

A quantitative study conducted by Kurtts and Levin (2000) sought to examine how structured peer coaching using McAllister and Neubert’s (1995) model might affect pre-service teacher’s reflection and collegial support. This study involved 27 PSTs enrolled in an elementary education cohort group taking methods courses and completing field experiences across three semesters at an urban K-5 elementary school prior to
student teaching. Students spent 10 hours each week in a professional development
school with on-site master teacher educators and attended a weekly two-hour seminar
focused on Praise-Question-Polish training and implementation. Each dyad engaged in
two cycles of the peer coaching process including teaching and coaching. At the
conclusion of each session, the partnership debriefed and provided feedback using the
PQP model. PQP forms were submitted after each coaching session. In addition, a written
reflective summary was also written at the conclusion of each session. Audiotapes of the
debriefing conferences were transcribed. The PQP forms, transcriptions and written
reflections were analyzed for patterns as well as rated for frequency of use using Roth’s
(1989) list of processes. Results from collected data identified that most pre-service
teachers used reflective thinking in their coaching conversations. In addition, several
benefits were identified by participants from the peer coaching experience; including
“positive feedback, advice, sharing the same experiences, development of self-
confidence, and less intimidation during the observation process” (Kurtts & Levin, 2000,
p. 307). On-site teacher educators also confirmed that the peer coaching experience
helped students develop a climate of support and collegiality. Scheduling of peer
coaching conferences proved to be an issue that resulted from this study.

Britton and Anderson (2010) conducted a qualitative study with four pre-service
teachers at a high school in the southeastern region of the United States. Intern teachers
were trained on peer coaching functions and techniques and were paired based on subject
area and trusting relationships. Participants engaged in a pre-observation conference,
observed a lesson, collected data during the observation, presented the data to the
coaching partner, and provided an opportunity for the coaching partner to assess the data and consider its implications for instruction. Standardized interviews were conducted and audio taped, and PSTs were provided a copy of the interview questions beforehand. The participants also completed five additional written reflection questions to reiterate their thoughts from the interview. Data collected within the study was analyzed for themes and patterns using inductive analysis techniques. Through their analysis, Britton and Anderson (2010) found that PSTs were able to successfully implement the peer coaching cycle, including conferencing, collecting data, analyzing findings and altering their teaching practices. Additional training might be necessary to engage PSTs in forming trusting relationships and affirming one another’s successes.

**Special education.** Studies have also connected peer coaching with pre-service teachers to the field of special education. A quantitative study conducted by Morgan, Menlove, Salzberg, and Hudson (1994) implemented peer coaching in pre-service teacher training within a special education practicum context. Peer coaching was implemented with a group of five PSTs who were identified as low performing. These teachers were paired with stronger undergraduate peers who served as their coaches. Pre-service special education teachers provided instruction to groups of three to five students in a resource classroom for 30 minutes a day, five days a week, for seven weeks. The PSTs videotaped their lessons which the coaches used to evaluate the teaching performance through an effective teaching behavior scoring system. The videotaped lessons were also used to engage the teacher in self-reflection in an individual meeting with the coach who helped the pre-service teacher to evaluate their own performance and set objectives for future
teaching. Results from the study indicated improvement in teaching behaviors for all five pre-service teachers. Hasbrouck (1997) also conducted a quantitative study of 22 pre-service special education teachers in their junior year to investigate the implementation of a mediated peer coaching model. The study was conducted at a local school district in a one-month reading and math remediation program for grades 1 through 6. This study included 11 pairs of PSTs who were randomly assigned to teams of two to serve as peer coaches to one another. The PSTs were assigned to classrooms either in pairs or individually. In addition, seven experienced teachers were included to facilitate and mediate the peer coaching interactions. The PSTs were observed three times and engaged in a debriefing after each observation with their peer coach and mediator. All PSTs used the Scale for Coaching Instructional Effectiveness (SCIE) developed by Hasbrouck (1994) to guide the observation, to facilitate the peer coaching interaction, and to provide feedback for improvement. The results of the study indicate that the peer coaching experience helped the PSTs to improve their teaching skills as well as increase their self-confidence and professionalism.

Science education. Peer coaching has also been identified in the field of science education. The integration of technology and peer coaching for developing technological pedagogical and content knowledge (TPACK) of pre-service science teachers was the focus of Jang and Chen’s (2010) qualitative study in Taiwan. 12 PSTs enrolled in an undergraduate methods course titled “Pedagogical Content Knowledge in Science and Technology” engaged in a transformative model and online system of engaging in a science teacher education course. The course instructor facilitated learning about TPACK
through discussion and observation of mentor teachers’ teaching within the model. The teachers were divided into a collaborative team of four to alternate teaching and coaching roles. Data collected to analyze the effects of the transformative model were collected via written assignments, online discussions between the instructor and students, reflective journals, videotaped lessons and interviews. Inductive data analysis through a qualitative framework was used to locate trends and patterns within the collected data. Results of the study showed that peer coaching model helped PSTs to integrate methods and subject matter into their science teaching practice. An additional study was conducted by Prince, Snowden and Matthews (2010) with 38 pre-service science teachers enrolled in a Post Graduate Certification in Education course involving student teaching in the UK. The PSTs self-selected their coaching partners and maintained these partnerships for the full year of study. Students worked with their peer coaches using conversation guidelines through college course sessions and school site placements. The study used a mixed methods approach with a series of three questionnaires that served as the primary data source. The questionnaires consisted of open-ended, short-answer responses as well as Likert-type scale responses of opinion statements. Each questionnaire sought to gain insight on different parts of the coaching process, including the establishment of relationships and the process of coaching and being coached. Data obtained from the questionnaires showed that strong relationships were developed as a result of peer coaching and that the relationship had an impact on the student teacher’s teaching practice. The PSTs found the relationship to allow them to be reflexive as well as relieve stress within the experience. Data also showed that peer coaching positively impacted the
pre-service teacher’s professional development, providing students with strategies to improve their practice. Overall, the student teachers valued the support of their peer coach and saw it as an asset to their teaching practice.

**Physical education.** Peer coaching has also been identified in the field of physical education, as in the case of Lee and Choi’s (2013) study. This qualitative study involving 10 pre-service physical education teachers in Seoul, Korea sought to understand the contributing factors peer coaching might have on a pre-service teacher’s reflectivity. The participants were enrolled in a secondary physical education methods course consisting of a four-week lecture component as well as 12-week on-campus microteaching experience. Pre-service teachers formed pairs by selecting a partner whom they felt comfortable with. Peer coaching training was conducted with four 50-minute sessions and was based on Joyce and Showers’ (1980) model. This included developing an understanding of peer coaching rationale, demonstrations, simulated practice, and analysis of simulations. Peer coaches then worked through the planning, instruction, and post-lesson conference stages, alternating roles within the microteaching experience over the course of the semester. Data was collected from a reflective journal, which the PSTs completed after each teaching experience. A peer coaching evaluation form was also collected following the coaching sessions. In addition, interviews were conducted at the conclusion of the experience. Data sources were analyzed through individual and cross-case analysis. Findings support the use of peer coaching to facilitate pre-service teacher’s reflection as it supported teachers in facing the obstacles associated with reflection, supported them in planning instruction, and providing teachers with alternative
perspectives. Likewise, a study completed by Fry and Hin (2006) also implemented the peer coaching process within physical education teacher education (PETE). This study, conducted at the National Institute of Education (NIE) in Singapore, used information and communications technology (ICT) with 21 primary physical education student teachers. After extensive training on campus, students implemented a pedagogical model centered on conceptual games in a local elementary school setting. Before the lesson, the coach was made aware of the lesson plan. Students wore an “ear bug” while teaching and coaching to provide in the moment, assisted peer coaching using lesson analysis sheets. At the conclusion of the lesson, the teacher and coach engaged in a discussion. Roles were reversed allowing both PSTs to have the opportunity to teach and coach each day for a four-week time period. In addition, the student teachers completed a Likert-type scale inventory regarding the teaching or coaching experience. Data from the inventory and transcriptions of the voice recordings from the ear bug technology were analyzed. Results of the analysis showed a positive result of the wireless technology used to peer coach. Pre-service teachers demonstrated an increase in satisfaction of their roles over time. A decrease in the influence of communication over time was evidenced. Problems with the devices were a primary issue to the dissatisfaction with the experience.

**Teaching of English as a foreign language.** The field of teaching English as a foreign language has also employed the process of peer coaching as evidenced by the following studies. Goker (2006) hypothesized that student teachers trained in peer coaching would demonstrate greater self-efficacy and development of clarity skills than those only receiving traditional supervisor visits. 32 undergraduate students in their final
year of a Teaching English and a Foreign Language (TEFL) program at a European University of Lefke, North Cyprus enrolled in a teaching practicum course were randomly assigned to either an experimental or control group and were also randomly assigned to two separate high schools. Participants became aware of their groupings following an orientation to peer coaching and clarity skills held prior to the experience. All student teachers taught 20-minute English lessons biweekly throughout the practicum. Those in the control group conducted post-conferences with their peer coaching dyad in a discussion format as well as receive feedback from a university supervisor. Those in the experimental group only received feedback from a university supervisor in a more traditional question and answer format. Lessons were videotaped at the start and end of the experience and all post-conferences were audiotaped. The Clarity Observation Instrument developed by Metcalf (1989) and Bandura’s (1995) General Self-Efficacy Scale were used to analyze the video and audio data. Seven variables measured showed statistically significant differences between the experimental and control group, signaling peer coaching as a potential solution to improved teacher efficacy and effectiveness. Likewise, Gonen (2016) conducted a recent mixed-methods study of 12 pre-service teachers in a Turkish English Language Training (ELT) context. The study sought to examine the effects of reflective reciprocal peer coaching on the reflexivity of PSTs. Students in their final year were assigned as triads to a cooperating teacher and classroom. The PSTs received a four-part training consisting of training on reflective thinking, training of reflective reciprocal peer coaching, training of observation form use, and training of reflective diary use. The cognitive coaching model of Costa and Garmston
(2002) served as the framework for the model, involving the pre-conference, observation, post-conference cycle. Pre-service teachers taught one class hour and received coaching once a week for eight weeks. The *Profile of Reflective Thinking Attributes* was used as a quantitative data source to measure the reflexivity of participants. In addition, reflective diaries and video recordings of post-conference sessions and focus group interviews were analyzed using qualitative measures. The results from the analysis demonstrated advancement in reflexivity as a result of the implementation of reflective reciprocal peer coaching.

**Gaps in the Literature**

From the examination of literature, it’s clear that many studies linking peer coaching to pre-service teacher education have been successfully executed. While much has been discovered through the existing research on peer coaching in pre-service teacher education, gaps in the knowledge base provide warrant to the current study.

**Content Area**

The existing studies on peer coaching in pre-service teacher education were positioned in varied content area settings including general education, as well as in the fields of special education, science, physical education and the teaching of English as a foreign language. The current study seeks to explore the implementation of peer coaching in an after-school literacy clinic setting. In this setting, the PSTs take the role of a literacy teacher to plan and design individualized instruction for one student, their tutee. In addition, instruction in a small group setting was also provided for the tutee and two additional students within the literacy clinic. The instruction centered on literacy,
incorporating reading, writing, speaking, listening and viewing. This setting is unique to
the peer coaching in pre-service teacher education literature because of its focus on
literacy in an embedded clinically supervised setting.

**Instructional Setting**

Furthermore, the review of the literature pre-service teacher education also
revealed that the primary teaching context in which peer coaching took place was in a
whole-group format (Bowman & McCormick, 2000; Britton & Anderson, 2010; Fry &
Hin, 2006; Goker, 2006; Gonen, 2016; Hasbrouck, 1997; Jang & Chen, 2010; Kurtts &
Levin, 2000; Wynn & Kromrey, 2000). Only Morgan et al.’s (1994) study indicated a
small group teaching context, in a special education environment. Pre-service teachers in
the current study planned and implemented small group guided reading instruction for
only three students, which is uncommon to the body of literature.

**Partnership Formation**

In much of the peer coaching in pre-service teacher education literature,
partnerships were selected by the researchers either randomly (Bowman & McCormick,
2000; Goker, 2006; Hasbrouck, 1997; Wynn & Kromrey, 2000) or were specifically
assigned (Britton & Anderson, 2010; Gonen, 2016; Jang & Chen, 2010; Morgan et al.,
1994). Thus, only 2 of the 10 studies included self-selected partnerships (Lee & Choi,
2013; Prince et al., 2010). In addition, nearly all of the reviewed studies initiated dyads,
with the exception of two separate studies featuring a triad assignment (Gonen, 2016) and
a quartet assignment (Jang & Chen, 2010). The current study involves a triad grouping
based on self-selection of a comfortable, trusting relationship and the needs of the
students whom would be grouped together. According to Costa and Garmston (2002), a primary provision for successful peer coaching is “to establish and then to maintain trust” (p. 114). They position this stance on the premise that in order to maximize learning, adults require a climate of trust (Costa & Garmston, 2002; Costa & Kallick, 1993). As Lee and Choi (2013) point out, "Pre-service teachers do not take risks to reflect on their weaknesses and talk about them unless a trusting relationship is established between the coach and coachee" (p. 150). Research indicates the need for trusting relationships between peer coaches, which is often established through self-selection (Lee & Choi, 2013; Prince et al., 2010). Students formed partnerships based on trusting relationships, but also as a result of the needs of the student in which they tutor. After completing baseline literacy assessments, the PSTs determined goal areas for the student they tutored. The tutors matched students with like reading goals to form a small, guided reading group. Thus, groupings were centered not only on comfortable, trusting relationships, but also on shared student reading goals. The partnership formation process of this study is unique to the literature of peer coaching in pre-service teacher education.

Conferencing and Observations

Moreover, in reviewing the literature of peer coaching in pre-service teacher education, some issues existed in the scheduling of peer coaching conferences and observations. Several studies initiated observations and conferences in real-time, viewing the lesson within the teaching context and following up with a post-conference conversation directly after the lesson (Bowman & McCormick, 2000; Britton & Anderson, 2010; Fry & Hin, 2006; Hasbrouck, 1997; Kurtts & Levin, 2000; Wynn &
Kromrey, 2000). This is the ideal arrangement, but can prove challenging to orchestrate within a traditional school setting. For example, in Wynn and Kromrey’s (2000) study, a dyad of PSTs were assigned to the same classroom. This presented a challenge in that it was difficult to locate teachers who were willing to take on two inexperienced teachers at the same time. Kurtts and Levin’s (2000) study also revealed trouble in scheduling the peer coaching process due to other school conflicts. This is often the reality of working within a traditional school environment. The current study was positioned within an after-school literacy clinic, which alleviated some of the issues related to common field experience placements. The PSTs did not have to coordinate with a cooperating teacher or school schedules and conflicts, and were able to observe the teaching in real-time due to the structure of the small group teaching and peer coaching experience.

The current study adds to the current body of research by studying the implementation of a peer coaching process with pre-service teachers in a literacy clinic setting, with self-selected triads, providing instruction in a small group setting, and observing one another and conferencing in real-time. These conditions for implementation are unique to the existing literature and warrant further research.
CHAPTER 3

METHODODOLOGY

This qualitative case study investigates the implementation of peer coaching with pre-service teachers enrolled in Advanced Literacy Practices and Experience in Literacy Tutoring. A case study, according to Yin (1994), is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). In this study, the case includes consenting PSTs enrolled in Advanced Literacy Practices and Experience in Literacy Tutoring at a comprehensive Midwestern university in the spring 2017 semester. Students enrolled in this course learned and implemented peer coaching within their experience as a tutor in a university literacy clinic. The case study approach provides a means for in-depth understanding of the ways in which the PSTs enrolled in ALP interacted within the peer coaching process developed in this study. Due to their explanatory nature and the need to be traced over time, “how” and “why” research questions can be investigated thoroughly through case study (Yin, 1994). Therefore, a case study was best suited for exploring the following research questions:

1. How does peer coaching foster relationships between pre-service teachers enrolled in an advanced literacy practices course?

2. How can peer coaching allow for the affirmation and/or alteration of the literacy instruction/pedagogical practices of pre-service teachers enrolled in an advanced literacy practices course?
This chapter outlines the research methodology and design including the following elements; setting, participants, rationale for peer coaching, progression of implementation, and data collection and analysis.

**Setting**

The University Literacy Clinic is a partnership between the university and a local elementary school site. Leading the clinic is the clinic director, a site supervisor, course instructors, and supervisors. The tutors working within the clinic are undergraduate students pursuing a literacy endorsement as part of their teacher education program. These PSTs offer a child one-to-one tutoring in an individually designed program centered on interactive literacy instruction. All tutors are enrolled in two 3-credit courses, Advanced Literacy Practices (ALP) and Experience in Literacy Tutoring. This is the capstone course to the literacy endorsement, therefore in order to be enrolled; students must successfully complete series of prerequisite courses including Assessment & Evaluation of Literacy, Language Development and Emergent Literacy, and Advanced Children’s Literature. The literacy endorsement prepares PSTs to take on the role of a future classroom teacher, a Title I teacher, and other literacy intensive positions.

Pre-service teachers conducted baseline assessments to plan individualized literacy instruction for one student three days a week for 10 weeks. They worked with the child for a total of 30 hours over the course of the semester at the off campus elementary school site. In addition, tutors also designed and implemented a small, guided reading group of three students. Throughout the experience, the PSTs video recorded their lessons and watched them to reflectively gain insight on their practice. A daily written log of
reflections was also kept detailing their teaching and student learning after each lesson. In this experience, the PSTs set a professional development goal and created a monitoring system to track their progress. Supervisors routinely monitored the tutors through formal and informal observations. They also facilitated reflection of video moments as well as provide specific feedback regarding lesson plans and daily reflection logs.

All students enrolled in the Advanced Literacy Practices and Experience in Literacy Tutoring course engaged in learning about peer coaching as part of regular course activity. Students learned about peer coaching through articles, simulation, and video selections of expert peer coaching during the lecture portion of the Advanced Literacy Practices course, and implemented peer coaching during the Experience in Literacy Tutoring section of the course. Peer coaching was conducted during the small group teaching portion of the course. Teams of three PSTs joined together based on student reading goals as determined by the baseline assessments to design lessons tailored to the needs of the group of students. They collaboratively planned and implemented a series of nine, 15-minute small group guided reading lessons. One teacher took the lead for a three-lesson sequence, while another served as a peer coach, and the third held the role of videographer to record the pre and post conferencing conversations as well as the teaching of the small group lesson. This ensured that all PSTs served in each role.

Question prompts adapted from Stanfield (2013) were provided as a tool for collaborative discussion for the pre and post conference discussions (see Appendix E). These prompts provided a scaffold to help the PSTs to engage in reflection of their teaching practice with a peer in a reciprocal relationship.
Participants

The participants of this study were undergraduate, pre-service teachers enrolled in Advanced Literacy Practices and Experience in Literacy Tutoring at a Midwestern comprehensive university for the Spring 2017 semester. Course work including video recordings, reflections, and lesson plans from 22 consenting individuals were analyzed and included in this study.

Consent

Recruitment was conducted by a graduate assistant not related to the Advanced Literacy Practices course. Consent forms were administered to all students enrolled in the spring 2017 Advanced Literacy Practices and Experience in Literacy Tutoring course at with the instructor out of the room (see Appendices A and B). Students were given two copies of the consent form, including one to keep. The signed consent form was secured in an envelope that was stored in a locked office until grades were submitted. Potential participants were informed that all 36 students in the course would partake in the study’s activities as part of the typical course activities and that the consenting or nonconsenting students would not be identified until grades were submitted. Neither students nor instructors had any indication as to who was or was not participating.

The 22 consenting participants ranged in age from 20 to 23, with just over 80 percent aged 21 and 22. All participants were female, undergraduate students. All 22 participants’ primary language spoken was English. One student also spoke some Spanish and Mandarin Chinese. 95 percent of participants had aspirations of becoming a
classroom teacher in the future. Just over half of students also have goals of serving in other roles such as a Title I teacher, reading specialist, or literacy coach in the future.

**Progression of Implementation**

The implementation of peer coaching in this study involved several steps. First, PSTs enrolled in ALP in the spring of 2017 completed a pre survey intended to document demographics and understanding about peer coaching prior to implementation. Next, students read articles related to peer coaching. Then, simulations of peer coaching conversations followed. Simulation included video of local in-service teachers conducting peer coaching, followed by a debriefing session in class. Additionally, a coaching scenario with the researcher as the subject was conducted where students asked probing questions and offered suggestions. After small groups were established for guided reading, the PSTs co-created a series of nine small group guided reading lessons to meet the common student goal. Next, participants implemented the peer coaching process, including video recording their conferences and lessons and writing reflective statements in roles as the coach and the teacher. Finally, students completed a post survey. An overview of the semester by week is detailed in Table 3.
Table 3

Overview of Spring 2017 Semester

<table>
<thead>
<tr>
<th>Week</th>
<th>Semester Overview</th>
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</thead>
</table>
| 1    | Consent form distribution  
|      | Pre survey administration |
| 2    | Article reading (Jewett & MacPhee, 2012; Knight, 2011) |
| 3    | Data collection and ongoing analysis |
| 4    | Data collection and ongoing analysis |
| 5    | Peer coaching simulations |
| 6    | Data collection and ongoing analysis |
| 7    | Data collection and ongoing analysis |
| 8    | Data collection and ongoing analysis |
| 9    | Guided reading instruction introduction  
|      | Peer coaching simulations  
|      | Small group guided reading lesson planning  
|      | Peer coaching planning |
| 10   | Data collection and ongoing analysis |
| 11   | Small group guided reading lesson planning  
|      | Small group guided reading lesson plans due |
| 12   | Data collection and ongoing analysis |
| 13   | Peer coaching implementation & written reflections |
| 14   | Peer coaching implementation & written reflections |
| 15   | Peer coaching implementation & written reflections |
| 16   | Post survey administration  
|      | Focus group interviews |
Pre Survey

At the beginning of the spring 2017 semester, an electronic pre survey was sent to all students enrolled in Advanced Literacy Practices and Experience in Tutoring following the distribution of consent (see Appendix C). This survey, modified from Britton and Anderson (2010) and Wynn and Kromrey (2000), collected demographic information as well as the perceptions and understandings of peer coaching prior to instruction and implementation. After the collection of the pre survey data, instruction in peer coaching began.

Article Reading

Following the pre survey, students were assigned to read one of two articles related to peer coaching. During the lecture portion of the course, students responded to the readings through partner discussion and whole class debriefing. The content provided a foundation for future simulation and real-time peer coaching.

Simulations

After students had some background in peer coaching, they were introduced to a three-phase cycle of peer coaching, including a pre conference, an observation and a post conference. They then viewed a previously recorded post conference between two in-service teachers from a nearby school district that regularly implements peer coaching. As they viewed the recording, students were assigned to either watch the video for one of two purposes, either what they noticed the teacher saying or doing or what the coach was saying or doing. Group and whole class debriefing followed the viewing of the video. At the conclusion of this session, students were introduced to a variety of question stems
adapted from Stanfield (2013) that could be used within their future pre and post conference conversations (see Appendix E).

In a subsequent session, students viewed a previously recorded pre conference between the primary researcher and colleague. This set the stage for the viewing of the teaching also known as the observation. Students then watched a small group guided reading lesson, taking observation notes as evidence to bring to a post conference conversation. Analyzing what they noticed in the small group lesson through their observation notes, a variety of students within the large group took turns utilizing the previously introduced question stems adapted from Stanfield (2013) to engage the researcher in a post conference conversation (see Appendix E). Debriefing followed to highlight confusions, concerns or comments related to the implementation peer coaching.

**Implementation**

Students implemented peer coaching techniques during the small group instruction segment of the ALP course. Peer coaching was conducted over a series of nine small group guided reading lessons lasting 15 minutes each. Groups of three students joined together based on the reading goals of their students in a reciprocal relationship. The PSTs alternated roles, each serving as the lead teacher and the coach three times consecutively. All students video recorded their pre conference, teaching and post conference sessions. UNI students also debriefed about the experience either as a coach or as a teacher in an individual online Google docs journal after each coaching experience. A reflection format was provided (see Appendix F) with a Likert-type scale
with several aspects of either teaching or coaching, as well as a written paragraph using
the following question prompts:

a. What did you learn about your teaching as a result of the coaching?

b. What did you learn from the observation of your partner’s teaching?

Post Survey

At the conclusion of the peer coaching experience, an electronic post survey modified from Britton and Anderson (2010) and Wynn and Kromrey (2000) was sent to all students enrolled in ALP (see Appendix D). This survey collected information on perceptions and understandings of peer coaching after instruction and implementation. The survey also aimed to gather data on the impact peer coaching had on the relationships between peer coaches as well as the teaching practices and pedagogy of pre-service teachers.

Focus Group Interviews

The investigator invited 22 consenting participants to participate in a focus group interview. Consenting participants were contacted via email and meetings were scheduled at a time convenient to the participants (see Appendices G and H). The discussions were scheduled for a 30-minute time frame and were structured in a similar process with guiding interview questions (see Appendix I). The intent of the focus group interviews was to capture participants’ understandings and perceptions of peer coaching.

Data Collection and Analysis

To investigate how the implementation of peer coaching impacted PSTs, an in-depth single-case design study was used. Three focal groups were selected from the pool
of consenting participants in the overall course. The groups were selected based on consent and completion. In each focal group, each of the three group members consented to be part of the study, and all assignments related to the course including survey responses, reflections, and videos were submitted. Rich description of these focal groups illustrates trends in the peer coaching experience. Yin (1994) states that the case study inquiry “relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and ask another result benefits from the prior development of theoretical propositions to guide data collection and analysis” (p. 13). Trends in the data were crystallized (Richardson, 1994) using the multiple data sources collected and analyzed in this study. The following sections describe data sources collected in this study.

Pre Survey

All 36 students enrolled in the Advanced Literacy Practices course completed the pre survey as part of regular course activities. However, of the 36 students, 22 students consented to be part of the study. Thus, 22 responses were analyzed to provide insight into the identified research questions. The demographic data provided the landscape of participant backgrounds. The remainder of the pre survey was analyzed using iterative coding to identify potential themes and trends in the data.

Written Individual Reflections

Written individual reflections were completed by all 36 students enrolled in the course and were shared electronically with the researcher following the teaching and coaching experience. Pre-service teachers reflected on their experience from the
perspective of the coach or being coached. The reflections were collected as part of regular course content and the 22 consenting individuals’ reflections were analyzed using iterative coding to highlight possible trends within the data.

**Video Transcription and Research Memos**

Pre conference and post conference videos of 36 consenting participants were shared electronically with the researcher. A total of 207 conference videos were collected and reviewed as part of the course. Three groups of the consenting participants’ pre and post conference videos (n=54) were transcribed. The duration of the videos ranged by group and day, however most pre conference sessions were three to five minutes long and the majority of post conference sessions fell in a five to eight-minute range. In addition, summarizing research memos were written about the lesson videos of consenting groups (n=27). These memos provided background for the researcher in analysis of the coaching discussions. Following transcription, iterative coding was used to identify themes and trends in the dialogue between peers. These codes were utilized to mark patterns and trends in the research memos of the small group guided reading teaching lessons as a means of confirmation and crystallization of those trends.

**Post Survey**

The post survey was completed and collected as part of regular course content by all 36 students enrolled in the course. The responses of the 22 consenting participants were analyzed following the peer coaching experience. This post survey was used to highlight and confirm themes and trends in the data.
Focus Group Interviews

Following the completion of the Advanced Literacy Practices course, the 22 consenting participants were invited to participate in a focus group interview. Ten students agreed to participate in this follow up discussion. Three, 30-minute meeting times were established to accommodate the schedules of the participants. Each focus group interview was conducted using a similar procedure with the questions listed in Appendix I to prompt continued conversation. Each focus group was video recorded for analysis. First, the researcher explained and provided a consent form (see Appendix H). Next, the researcher gave the participants a list of 10 student generated definitions of the purpose of peer coaching as collected from the pre and post survey and asked students to discuss which definitions they agreed with, and which they disagreed with. Examples included *Peer coaching not only helps improve someone else's teaching, but helps to reflect on your own in order to better meet the needs of students*; as well as *To collaborate lessons and ideas and to decrease the workload*. After this initial discussion, the researcher asked several questions from Appendix I, including *How did your experience with peer coaching affect your relationships with your peers? In what ways did your experience with peer coaching cause you to alter your teaching practices?* and *What frustrations or disappointments were experienced with the peer coaching process*. The interviews were transcribed and analyzed to highlight and confirm possible themes and trends.
Summary

This chapter outlined the methodology and data collected for this qualitative case study research design. Description of the setting, participants, rationale for peer coaching, progression of implementation, and the data collection and analysis procedures of the study provide context for the analysis, which will be discussed in the following chapter.
CHAPTER 4
RESULTS

The data collected from this case study, as well as the key emerging themes are described in the sections that follow. In addition, a rich discussion of three focal groups will be shared to contextualize the dominant emerging themes of this study.

Data Landscape

Data analyzed from all 22 consenting participants provided the necessary background to contextualize major themes and trends. The following data sources are described to provide context and background; pre survey, written individual reflections, video transcription and research memos, post survey, and the focus group interviews.

Pre Survey

The responses from the electronic pre survey sent to all students enrolled in the ALP course at the beginning of the spring 2017 semester laid the groundwork for understanding the participant’s prior knowledge and experience with peer coaching. Question 3 on the pre survey asked, *Have you had any previous coaching training? If so, please describe the nature of the training.* Of the 22 surveys analyzed, 19 participants had no prior coaching training and three participants indicated that they had previous coaching training. For example, one participant was a teacher of dance, another participant mentioned peer teaching in other courses, and a third “planned lessons with a partner” (Renee). Question 4 on the pre survey asked, *Have you had any previous experience in supporting your peers? If so, please describe the nature of the support.* Five students responded that they had no previous experience supporting peers, 17
students indicated that they had prior experience supporting peers, including working in
groups in other courses, serving as the captain of a sports team (Kaley), and working as a
Resident Assistant for incoming freshman students (Hanna). Question 5 asked
participants to *Explain your understanding of the purpose of peer coaching*. Themes in
the responses included working together, help and support, and develop and share ideas
as demonstrated in Table 4.
### Key Themes: Q5 Explain Your Understanding of the Purpose of Peer Coaching

<table>
<thead>
<tr>
<th>Work Together</th>
<th>Help and Support</th>
<th>Develop and Share Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kendra</strong></td>
<td><strong>Brinlee</strong></td>
<td><strong>Amber</strong></td>
</tr>
<tr>
<td>“Peer coaching is when two or more colleagues <strong>work together</strong> to solve problems, build new skills, or reflect.”</td>
<td>“To get support and opinions from someone in the same shoes as yourself.”</td>
<td>“My idea of what peer coaching is, it occurs when two people come together to <strong>share ideas</strong> and teach each other new skills about their workplace such as a school.”</td>
</tr>
<tr>
<td><strong>Kaley</strong></td>
<td><strong>Jena</strong></td>
<td><strong>Josie</strong></td>
</tr>
<tr>
<td>“Peer coaching to me is working together to support, help, and <strong>work together</strong> to succeed our individual goals.”</td>
<td>“To provide support, critique, and knowledge to others with a similar age or educational background.”</td>
<td>“To help each other as you work through similar learning experiences, to <strong>share ideas</strong> and give positive or critical feedback.”</td>
</tr>
<tr>
<td><strong>Mindy</strong></td>
<td><strong>Kamryn</strong></td>
<td><strong>Shae</strong></td>
</tr>
<tr>
<td>“Peer coaching is to <strong>work one on one with</strong> someone on their literacy skills.”</td>
<td>“To help one another get better.”</td>
<td>“A group of colleagues work together giving input on their practices in order to build and <strong>share ideas</strong>.”</td>
</tr>
<tr>
<td><strong>Alyssa</strong></td>
<td><strong>Victoria</strong></td>
<td><strong>Renee</strong></td>
</tr>
<tr>
<td>“I think the purpose of peer coaching is to have an environment where we as students can <strong>work together</strong> to examine our data, talk about our students, and work together to solve problems.”</td>
<td>“A peer coach is someone you can go to for <strong>help and support</strong> on teaching. They are someone you can reflect on lesson plans with and they can give ideas and advice to help strengthen your plans. You provide the same supports for them. They provide support in planning, instructing, and reflecting on your lessons.”</td>
<td>“I think peer coaching is more than just listening to others and being polite about their <strong>ideas</strong>. I think it involves being more assertive and telling others their strengths and weaknesses and helping everyone succeed. I think we take more constructive criticism from our peers to make ourselves better, like we would from a professor.”</td>
</tr>
</tbody>
</table>
Table 4 illustrates participants’ understanding of peer coaching prior to implementation of the experience. Finally, Question 6 of the pre survey included a Likert-type scale for participants to rate the effect of peer coaching on several aspects of teaching, including lesson planning and preparation, receiving feedback, reflecting and thinking about my own teaching, implementing strategies from college courses, receiving support and encouragement, developing and maintaining self-confidence, building relationships with colleagues, encouraging risk-taking, helping with classroom management, promoting enthusiasm for teaching, and altering teaching practices. Figure 1 details the students’ responses to these aspects (see Appendix J for an enlarged version of this graph).

Figure 1. Q6 Ratings of the Effects of Peer Coaching
The majority of students anticipated that peer coaching would be “very beneficial” to all aspects of teaching, and a few noted it would be “moderately beneficial” in each area, as shown in Figure 1. Very few expected peer coaching to be “slightly beneficial” to each aspect except for the areas of receiving support and encouragement and developing and maintaining self-confidence where no students indicated “slightly beneficial.” No students marked “not beneficial” for any area listed. The data collected in the pre survey helped to identify participants’ perceptions and understandings of peer coaching prior to engaging in the experience.

**Written Individual Reflections**

Students enrolled in the Advanced Literacy Practices course kept an electronic document of written individual reflections of both the teaching and coaching experiences. A content analysis of the reflections from the 22 consenting participants was conducted. Major themes are categorized based on frequently used terms within both the teaching and coaching reflections, and are detailed in the sections that follow.

**Teaching reflections.** Upon the completion of the teaching of each lesson, all 22 participants reflected on the experience. Through analysis of these written responses, three themes emerged. Participants in this study most frequently reflected on student outcomes. PSTs also frequently wrote about the impact of coaching with their peer. A reflection specific to their teaching was least frequent within these written reflections. *Figure 2* details the specific areas in which participants reflected on as they devised their written responses of the lessons taught.
Figure 2. Teaching Reflection Categories

Student Outcomes: • Instructional language  
• Student supports  
• Management  

Impact of Coaching: • Nonspecific reflection  
• Improvement  
• Affirmation  

Teaching: • Instructional language  
• Student supports  
• Management  

Student outcomes. As Figure 2 illustrates, participants often reflected on student outcomes in the written reflection of their teaching, specifically the outcomes of the use of instructional language, student supports and management. Participants often reflected on the outcomes of the use of instructional language. For example, Theresa noted, “I stated my purpose statement the first day of teaching but then just jumped right into the lesson today, without giving the students a concrete understanding of what we will cover in the lesson and why we are learning what we are” (Teaching Reflection, 4/4). Further, many PSTs reflected on the outcomes of student supports. Josie stated, “Modeling illustrated the strategy well and even got the students involved” (Teaching Reflection, 4/18). Management was another area discussed in regards to student outcomes. An example of this is when Brinlee stated, “I learned I have to find another way to get students to stop blurting out so that the time is used more productively” (Teaching
Reflection, 4/10). The previous examples illustrate the participants’ focus on student outcomes in the written teaching reflections.

**Impact of coaching.** Participants commonly reflected on the impact of coaching in the written reflection of their teaching as indicated in Figure 2. PSTs often reflected about their instruction and/or practice in a nonspecific way, or in ways to improve or affirm. For example, Kaley stated, “I learned that talking about it right after you teach is very important because the lesson was so fresh in my mind that I could still remember what I did wrong or right” (Teaching Reflection, 4/3). This representative example of nonspecific reflection omits direct mention of what was wrong or right. Other PSTs reflected on ways to improve instruction. One participant, Kaci, stated, “After coaching, I learned that I still am giving unintentional praise and feedback. During our pre conference I asked the coach to monitor that for me, as that is one of my goals I am working on. After teaching and during our post conference, I learned that this is still an area that I need to improve upon” (Teaching Reflection, 4/3). Finally, many participants reflected on ways that coaching affirmed their instruction. For example, Mindy reflected that “My coach pointed out that I did a nice job validating the students’ ideas, but redirected them in a way that kept the conversation productive and brought students back to the focus of the lesson” (Teaching Reflection, 4/13). These representative examples demonstrate the focus on the impact of coaching in the written teaching reflections.

**Teaching.** Participants also reflected on their teaching, although this was less common, as Figure 2 elucidates. PSTs reflected specifically on their own teaching, including the use of instructional language, student supports, and management.
Participants commonly referred to the use of instructional language when reflecting on their teaching, for example, Ophelia stated, “I learned that I am able to state the purpose and give teach points, but struggle with individualized scaffolds” (Teaching Reflection, 4/17). PSTs also reflected on the student supports utilized in their teaching. For example, Theresa stated, “I clearly modeled what was expected and stated the purpose on the checklist, which helped the students understand what I was teaching and it gave them a visual cue that they could reference back on” (Teaching Reflection, 4/6). Finally, management was an area that participants reflected on in regards to their teaching. For example, Tori noted, “During the lesson I was struggling to manage two of my students while giving a running record” (Teaching Reflection, 4/11). The examples shared here illustrate the participants’ focus on their own instruction and/or practice in the written teaching reflections.

**Coaching reflections.** After conducting both a pre and post conference with a peer, all 22 participants reflected on the coaching experience in a written format. In analyzing these written responses, three themes emerged. Like the teaching reflections, participants in this study commonly reflected on the students, the teaching, and the coaching within the written coaching reflections. *Figure 3* details the specific areas in which participants reflected as they devised their responses after the coaching conversation.
Figure 3. Coaching Reflections Categories

**Student Outcomes.** As Figure 3 demonstrates, participants most commonly reflected on student outcomes in the written coaching reflection. As coaches wrote about students, they specifically touched on the area of student supports, management, validation, and choice. Participants often reflected on the area of student supports. For example, Kaley stated, “Another thing I learned from my observation and coaching was that it is very important to check for understanding for each student this way you can gage who needs more help and who doesn’t” (Coaching Reflection, 4/18). Management was also a common topic of reflection. An example of this is when Hanna noted, “While watching this lesson, I saw a very good example of affirming good behavior rather than always addressing negative behavior. Prior to this, I hadn’t considered the value of this practice and the impact that it can make on students” (Coaching Reflection, 4/20). PSTs also reflected on teacher validation of student attempts in the written coaching reflection.
For example, Josie stated, “I also love how she made sure to validate each student's comments during the book walk, letting them know the importance of their contribution and ideas” (Coaching Reflection, 4/13). Student choice was another area of reflection for the participants. An example of this is Emory’s statement “I learned how important it is to not give students too many restrictions so that they can be creative, which the teacher did well” (Coaching Reflection, 4/20).

*Teaching.* Participants also commonly reflected on their partner’s teaching as explicated in Figure 3. Areas of reflection included the use of instructional language, student supports, and management, as well as observations leading to self-reflection and observations leading to future action. An example of participants reflecting on instructional language was when Mariah stated, “Even something simple as demonstrating a pause for a comma, can be a teaching point. She made her way to all of the students and left them with teaching points” (Coaching Reflection, 4/13). PSTs also mentioned student supports in the reflection of their partner’s teaching. An example of this is when Theresa noted, “I knew that modeling was an important step in teaching but never really understood the effect it has on student learning until I observed it first-hand. Today as I observed the first guided reading lesson taught by Tori, I saw how important it was to model what you are teaching to make sure the students fully understand what is expected” (Coaching Reflection, 4/10). Jena reflected on management in the following example, “Overall, keeping all the students on topic and engaged are key to help foster a productive environment when teaching” (Coaching Reflection, 4/4). Participants also noted observations resulting in self-reflection of their practice. For example, Shae stated,
“I think I learned more from watching someone else teach than I do teaching myself. Observing Kimberly’s lesson helped me to think more deeply about my own style of teaching” (Coaching Reflection, 4/6). Finally, many participants reflected on observations resulting in future action. An example of this is when Mindy noted, “I learned from the observation of my partner’s teaching that I could save time in my own lessons by taking more time before the lesson to be organized” (Coaching Reflection, 4/4).

**Coaching.** As Figure 3 illustrates, participants also reflected on their own coaching, although less commonly. Areas of reflection included confidence in ability to coach their peer, the peer relationship, and peer support. In the written coaching reflection, participants discussed their level of confidence in ability to coach a peer. For example, Shae stated, “Although I was constantly worried about not offending her and how well I was doing, I think I was still able to effectively peer coach” (Coaching Reflection, 4/3). In addition, participants reflected on the relationship with their peer. For example, Kaley stated, “I also learned from being a coach it’s all about the relationship and knowing what to say and how to say it to the teacher” (Coaching Reflection, 4/17). Finally, as participants reflected on their coaching, many discussed the support they provided to their peer. An example of this is when Brinlee noted, “Today I really learned about how my suggestions as a peer coach really helped Andrea dramatically improve her instruction from Monday to today” (Coaching Reflection, 4/6).

The data collected in the both the teaching and coaching reflections helped to provide clarity to participants’ understandings and perceptions of peer coaching through
the implementation phase of the study. Participants utilized the teaching and coaching reflections to consider various aspects of student outcomes, the reflection and impact of coaching of peers, and the teaching that occurred within the triad grouping. This data helped to further develop the themes of this study.

**Video Transcription and Research Memos**

Videos of pre conference and post conference conversations of the three focal groups were transcribed. First, the 54 videos were viewed and the audible data was transcribed to represent the verbal conversation between participants. Following initial transcription, all videos were reviewed again to ensure accuracy and clarity of the audible data and visual data. The videos were then reviewed and summarized, noting the group members present, the location of the conversation, the usage of the provided question stems, and any other observable behaviors provided by the visual data. Recursive analysis of transcriptions and summaries was conducted to delineate trends within and between focal groups. In addition, 27 lesson videos were reviewed to provide background for pre and post conference conversations. Research memos of these lessons were recorded to note the content of the lesson and were reviewed to confirm focal group trends. These trends are discussed extensively in a subsequent section titled *Focal Groups: Three Illustrative Examples*.

**Post Survey**

The responses from the electronic post survey provided the landscape for understanding the 22 consenting participants’ perceptions and understandings of peer coaching in this setting. Similar to the pre survey, Question 3 of the post survey stated,
Explain your understanding of the purpose of peer coaching. Themes in the responses included reflection of instruction and/or practice, reflection to improve instruction and/or practice, feedback, and colleagues as is demonstrated in Table 5.
Table 5

*Key Themes: Q3 Explain Your Understanding of the Purpose of Peer Coaching*

<table>
<thead>
<tr>
<th>Reflection of instruction and/or practice</th>
<th>Hanna</th>
<th>Victoria</th>
<th>Brinlee</th>
<th>Ophelia</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My understanding of the purpose behind peer coaching is for one teacher to assist another teacher in reflecting on their lesson both before and after teaching.”</td>
<td>“Peer coaching is used as a way for teachers to learn from each other and reflect on their own teaching.”</td>
<td>“Work together to reflect on teaching practices and to be a support system for one another.”</td>
<td>“To guide instruction by conferencing and allowing time for planning and reflecting.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection to improve instruction and/or practice</th>
<th>Kamryn</th>
<th>Kendra</th>
<th>Mindy</th>
<th>Jena</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I believe that the purpose of peer coaching is for the coach and the teacher to reflect on the lesson that was taught. This is a great way for the teacher to be able to instantly think about what could’ve gone different, better, the same, etc.”</td>
<td>“The coach can help them to reflect on their teaching. The coach can also point out areas that might need improvement or changes. Additionally, the teacher can build new skills through peer coaching.”</td>
<td>“Peer coaching not only helps improve someone else's teaching, but helps to reflect on your own in order to better meet the needs of students.”</td>
<td>“The purpose of peer coaching is to guide educators on their practice. It is a safe place to observe, ask questions, and make reflective comments to help better instruction.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Shae</th>
<th>Alexa</th>
<th>Rebecca</th>
<th>Mallory</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Peer coaching is designed to give teachers the opportunity to observe and be observed by other teachers with the purpose of feedback.”</td>
<td>“Peer coaching is a comfortable way to get feedback on your instruction and is a great way to reflect and improve as a teacher.”</td>
<td>“The purpose of peer coaching is to have someone watch you while you teach so you can get outside feedback on your teaching and reflect on how a lesson(s) went and how lessons could be changed/improved.”</td>
<td>“Peer coaching involves the use of communication and discussion prior to and after instruction. Varied question stems guide discussion to ensure both the coach and teacher are explaining their thoughts and inputs adequately.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colleagues</th>
<th>Emory</th>
<th>Kaci</th>
<th>Theresa</th>
<th>Josie</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The purpose of peer coaching is to help colleagues reflect and improve their practice of teaching.”</td>
<td>“Peer coaching allows colleagues to reflect on their professional practice.”</td>
<td>Two professional colleagues work together to reflect on the teacher’s lessons and the coach shares ideas and gives their thoughts.”</td>
<td>“To work together with colleagues to improve instruction to meet needs of students.”</td>
<td></td>
</tr>
</tbody>
</table>
Table 5 explicates participants’ understanding of peer coaching after the implementation of the experience. As participants explained the purpose of peer coaching, it is evident that the PSTs considered how it impacts instruction and or practice as demonstrated by the themes reflection of instruction and/or practice and reflection to improve instruction and/or practice (See definition of terms). In addition, the theme feedback illustrates that participants considered the outcome of peer coaching. Finally, the theme colleagues signals whom the primary beneficiary is in a peer coaching process.

Like the pre survey, Question 4 of the post survey included a Likert-type scale for participants to rate the effect of peer coaching on the same aspects of teaching, including lesson planning and preparation, receiving feedback, reflecting and thinking about my own teaching, implementing strategies from college courses, receiving support and encouragement, developing and maintaining self-confidence, building relationships with colleagues, encouraging risk-taking, helping with classroom management, promoting enthusiasm for teaching, and altering teaching practices. Figure 4 details the students’ responses to these features (see Appendix K for an enlarged version of this graph).
Figure 4. Q4 Ratings of the Effects of Peer Coaching

As Figure 4 illustrates, the majority of participants found peer coaching to be “very beneficial” in the areas of receiving feedback, reflecting and thinking about my own teaching, receiving support and encouragement, and building relationships with colleagues. The majority of participants considered peer coaching to be “moderately beneficial” in the areas of lesson planning and preparation, presenting lessons, implementing strategies from college courses, encouraging risk taking, and helping with classroom management. Few students indicated that peer coaching was “slightly beneficial” in the areas of lesson planning and preparation, implementing strategies from college courses and encouraging risk taking. One participant consistently marked “not beneficial” in all areas except for presenting lessons, receiving support and
encouragement, developing and maintaining self-confidence, and building relationships with colleagues. Furthermore, Question 5 of the post survey asked Did peer coaching affect your relationships with your peers? If yes, explain how peer coaching affected your relationship. If no, explain why not. All 22 participants indicated that peer coaching did affect the relationship. Themes in the responses regarding the effect of peer coaching to the relationships with peers included a positive, closer, and comfortable as is demonstrated in Table 6.
Table 6

*Key Themes: Q5 Peer Coaching Effects to Relationships*

<table>
<thead>
<tr>
<th>Positive</th>
<th>Alexa</th>
<th>Mallory</th>
<th>Shae</th>
<th>Emory</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes, it helped me create stronger relationships with my peers. It helped create a positive relationship because we were all working together to improve each other. It was a really great team building experience.”</td>
<td>“Yes, peer coaching positively affected my relationships with my peers. I was able to develop connections and build rapport between my colleagues.”</td>
<td>“I think the peer coaching affected my relationship with my peers. I would say the change was positive because we were able to more closely share our thoughts and frustrations with the lessons.”</td>
<td>“Yes, I think that it did in a positive way. I was able to become closer and get to know my peers a lot more than I would have without the experience. I felt more comfortable with them because we were able to talk about the good and the bad of the lessons that we taught.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closer</th>
<th>Mindy</th>
<th>Renee</th>
<th>Kaley</th>
<th>Kamryn</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes, I got even closer with Josie and Kaley, and I felt very comfortable working with them.”</td>
<td>“Yes, we became closer and I am more willing to talk to them outside of class.”</td>
<td>“I think I became closer with the girls I worked with. It was a safe environment where we had a relationship already built so we trusted each other to help.”</td>
<td>“I think that peer coaching caused me to be closer with my peers as a professional. I was awesome being able to get feedback along with support.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comfortable</th>
<th>Victoria</th>
<th>Tori</th>
<th>Hanna</th>
<th>Kaci</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes, it allowed us to learn from each other. We also became more comfortable with each other which made us more apt to share lesson ideas, critical feedback, and engage in academic conversation.”</td>
<td>“Yes, it allowed me to make new connections to peers and get comfortable with working with other people.”</td>
<td>“Peer coaching introduced me to two other students in ALP that I had not previously spoken to in great length. I now have a relationship with them both, and would be comfortable continuing to work with them. Previous to this experience, I would not have felt that way.”</td>
<td>“Yes. It made me feel comfortable in the &quot;work&quot; environment and provided me with useful feedback.”</td>
<td></td>
</tr>
</tbody>
</table>
Table 6 illustrates participants’ perception of the effect of peer coaching on the relationship between peers after engaging in the experience. Question 6 of the post survey also asked Did peer coaching cause you to alter your teaching practices? If yes, explain any changes that you made. If this peer coaching experience did not affect your teaching practices, please discuss why you think your practices remained unchanged. Twenty-one participants indicated that peer coaching did cause an alteration to the teaching practice, and one participant responded that peer coaching caused a slight change. Themes in the responses included reflection to improve instruction and/or practice as well as changes to student supports, instructional language, and management as is illustrated in Table 7.
# Key Themes: Q6 Alteration of Teaching Practice

<table>
<thead>
<tr>
<th>Reflection to improve instruction and/or practice</th>
<th>Ophelia</th>
<th>Mallory</th>
<th>Amber</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It allowed me to <strong>reflect on my teaching practices and change them</strong> if necessary. It also provided me the <strong>chance to improve my teaching practice by making changes</strong> to what I already had planned.”</td>
<td>“Yes, I was able to <strong>make changes</strong> such as <strong>implementing strategies and altering instruction</strong> based on previous lessons taught by my colleagues. For example, the use of students moving to places around the room worked well for week two of guided reading, so I implemented it during week three and it went great.”</td>
<td>“Yes, I was able to teach differently throughout small group teaching because the students needed me to <strong>change</strong> and my peer coach had pointed some things out that were really important that I thought I should change.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student supports</th>
<th>Brinlee</th>
<th>Emory</th>
<th>Rebecca</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Peer coaching allowed me to see many different things about my instruction. I have noticed that at some points in my teaching I use too much <strong>scaffolding</strong>. This has allowed me to give more wait time to make sure I am not giving too much <strong>support</strong> and allowing Amy and other students to show knowledge before stepping in.”</td>
<td>“Yes, it made me more aware of how modeling can impact students and how to best <strong>scaffold</strong> a student. It also made me do more than I normally do with book introductions and setting up the book with students.”</td>
<td>“Peer coaching allowed me to really reflect on my teaching, and if I was given more time to work with the group of students, I would alter my teaching practices to better meet the <strong>needs of each student</strong>.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional language</th>
<th>Victoria</th>
<th>Mariah</th>
<th>Kendra</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The main difference peer teaching made was the importance of setting a <strong>purpose statement</strong> for every aspect of my lesson and creating cohesive lessons.”</td>
<td>“Yes, I learned a lot about teaching <strong>points</strong> in small group lessons.”</td>
<td>“Yes. I think I prepared my lesson a little more, knowing that someone would be watching me and doing the pre/post conferences. Additionally, I think I was more aware of what I was saying during the lesson, such as <strong>prompts to the students or questions asked</strong>. I wanted to make sure I was using the correct terminology and staying on track with the lesson plan.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>Kaci</th>
<th>Jena</th>
<th>Tori</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes, it made me reflect on my classroom <strong>management</strong> skills. It helped having another set of eyes to catch things that I may not have been aware of and it allowed me to be more cautious of behaviors for future lessons.”</td>
<td>“As I watched other teacher’s instruction it made me decide what kinds of <strong>management</strong> techniques to add into my practice. Such as identifying inappropriate behavior in a respectful way.”</td>
<td>“I introduced myself the second day because my peer coach noticed the first day that I didn’t, I also went over <strong>expectations</strong> and reviewed this each day. I also incorporated discussion into different parts of my lesson so they could talk about their ideas with each other.”</td>
<td></td>
</tr>
</tbody>
</table>
Table 7 elucidates the participants’ impressions of the impact of peer coaching on the changes to their teaching practice. As participants described how peer coaching caused alterations to the teaching practice, many PSTs referred to their practice holistically as illustrated by the theme *reflection to improve instruction and/or practice*, while others defined specific aspects of instruction and/or practice in which alterations were made. The theme *student supports* encompasses PSTs changes to scaffolds and other supports to meet the needs of students. Other changes to instruction and/or practice occurred to the PSTs purpose statements, teaching points, prompts and questions as illustrated within the theme *instructional language*. Finally, PSTs indicated changes to behavior management and expectations as demonstrated within the theme *management*. Further, Question 7 of the post survey asked participants to *Discuss how peer coaching might be helpful to you in the future*. Themes in the responses included reflection of instruction and/or practice, building relationships, and prepare for future career as is exemplified in Table 8.
Table 8

Key Themes: Q7 Helpful to Future

<table>
<thead>
<tr>
<th>Reflection of instruction and/or practice</th>
<th>Victoria</th>
<th>Rebecca</th>
<th>Amber</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The best thing that came out of peer coaching was the reflection. Reflecting with a peer forces me to think beyond the surface level of my lessons. I was able to think critically about why things happened the way they did in the lesson and if I didn't like that outcome, it allowed me to talk through solutions.”</td>
<td>“Peer coaching will be helpful if the coach is really observant and lets the teacher know exactly what they saw and what could be altered. I liked that I got to really reflect on my teaching and be honest about how the lessons went. I also liked being the coach and getting ideas from the teacher.”</td>
<td>“I would be able to better reflect on my teaching and help others reflect on theirs.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaci</td>
</tr>
<tr>
<td>“It would be helpful in the sense of getting feedback. I also think it helped foster a positive relationship with my colleagues.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepare for future career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanna</td>
</tr>
<tr>
<td>“Looking forward, I would like to eventually be in a position that would include giving others feedback on their teaching. This experience allowed for me to get an idea of what this might be like prior to being put in that type of a situation.”</td>
</tr>
</tbody>
</table>

Table 8 illustrates the participants’ views on the implications of peer coaching in the future. As participants responded to this question, several spoke specifically of the ways in which peer coaching will be helpful to the future including the themes reflection.
of instruction and/or practice and build relationships. A smaller portion spoke more generally of the application of this experience as delineated by the theme prepare for future career, as participants looked to the implications for peer coaching as beginning teachers. Furthermore, Question 8 of the post survey asked participants to Discuss any frustrations or disappointments with the peer coaching process. Eleven students did not express any frustrations or disappointments in the process. Other frustrations included the time away from individual tutoring of their student, difficulty with the lesson plan format, lack of quality feedback, and redundant responses to pre and post conference questions. Finally, Question 9 of the post survey asked participants Given the opportunity, would you be interested in participating in peer coaching again? Twenty participants responded that they would like to, one participant indicated possibly, and one participant indicated no. The post survey helped to delineate all participants’ perceptions and understandings of the experience following the implementation of a peer coaching process in this setting.

Focus Group Interviews

Three, 30-minute focus group discussions were held at the conclusion of the implementation of peer coaching. The purpose of the focus group interview was to provide an opportunity for participants to share their perceptions and understandings of peer coaching, as well as to provide clarity to the themes that emerged in other data sources. The sections that follow detail each focus group discussion.

Focus Group Interview 1. Three of the four participants (Jena, Hanna, Kaci) in the first focus group interview were part of the same triad group during the study (see Focal Groups: Three Illustrative Examples). The fourth participant, Mallory, was in a separate
triad grouping. Through the discussion of the 10 definitions of peer coaching, it was revealed that participants felt that the purpose of peer coaching is to be reflective, to collaborate, and to gain another perspective to improve instruction and practice.

Participants disagreed that the purpose of peer coaching was to “decrease the workload” and “work together to teach a lesson.” When focus group participants were asked to discuss how peer coaching affected their relationships with peers, it was revealed that each of the participants were grouped with others who were not friends prior to the experience. In the example that follows, Kaci discussed the relationship between her group members:

I thought it was a really positive relationship, and I think we took the roles on really well, like when it was someone peer coaching like everyone was like super receptive to everything so I think it was just a really positive relationship overall (Focus Group Interview, 5/1).

Hanna and Mallory mentioned this might have been because they didn’t know their group member’s teaching style beforehand thus no preconceived notions existed that might have hindered whether or not advice was accepted. Further, Jena discussed how the process of peer coaching in this course was very different than anything experienced in prior courses:

I just I don't think in a lot of my classes I've had it enough opportunity to work in a small group and be reflective, rather than just collaborate on building on a lesson plan, which is a good thing to do because I know that there's similar group time at schools. But this was different it took an approach where you really have to look back on yourself and then you are kind of vulnerable in that sense, so I don't know…I thought that was a big learning experience for me personally (Focus Group Interview, 5/1).

Kaci, Jena, Mallory discussed that the experience positioned them as professionals, providing an opportunity to be reflective and vulnerable in ways they hadn’t experienced
before but that it was in a non-judgmental way. When focus group participants were asked what they learned about themselves as a teacher a result of the coaching, all participants mentioned the impact to professional goals as educators. The example that follows shows Hanna’s reflection on this component:

I think like one of the main things was hearing their professional goals and what they’re working towards is really helpful umm to me because then I was like paying attention to how I was doing those things in my own teaching before, which I hadn't really thought about (Focus Group Interview, 5/1).

In the above example, Hanna reflected on professional goals. In Kaci’s response that follows, she reflected on her professional goals:

I started with my professional development goal, which was intentional praise and what not, and then eventually after discussion and stuff I noticed a lot of management things that I could've worked on, so I eventually asked my peer coach to look for times when management could've been more clear and defined and so it kind of moved into other avenues of teaching as well (Focus Group Interview, 5/1).

In reflecting on frustrating or disappointing parts of the process, all focus group interview participants discussed the difficulty of planning the lessons due to the structure of the provided guided reading lesson plan format. All focus group participants expressed an interest in continuing peer coaching in the future.

Focus Group Interview 2. The second focus group interview included two participants who were not in the same triad grouping. As Renee and Brinlee discussed the definitions of the purpose peer coaching together it was revealed that they both felt peer coaching is about better meeting the needs of students, as well as planning, instructing and reflecting on lessons. In addition, both participants disagreed with the statements including “decrease workload” and “work together to teach a lesson” as they felt that
indicated a co teaching approach. Further, Renee and Brinlee felt that purpose of peer coaching is not to be evaluated. When asked to discuss how peer coaching affected the relationship between peers, Brinlee mentioned that her group members were friends prior but “I think it like strengthened it because they just gave me a different perspective on things and like I didn't even realize what I was doing until they told me” (Focus Group Interview, 5/2). Renee added that prior to this experience her group members were not friends, and that she didn’t know about her partner’s teaching style, but that it also strengthened the relationship and became comfortable through the experience. As participants reflected on how peer coaching affected their practice, Brinlee mentioned how she learned about the importance of building a relationship with the students before teaching, as well as the management of materials. Renee added that she learned about the importance of establishing expectations and providing visuals for the students in the following statement:

I didn't even think about setting expectations because Sarah would do everything I said, or everything that I needed her to. So, when I had students that would bend that, I was like I didn't really know, I didn't even know what to do. And then like my coach was like, maybe you should set expectations like, I didn't even think about that so that helped (Focus Group Interview, 5/2).

When asked to reflect on disappointments or frustrations with the peer coaching process, both mentioned the difficulty of planning the lessons due to the structure of the provided guided reading lesson planning format. Both participants expressed an interest in continuing peer coaching in the future.

Focus Group Interview 3. The final focus group interview was to include four participants, however, only one participant, Emory, came to participate in the discussion.
The researcher conducted a brief individual interview using the same framework as the previous two focus group interviews. Emory shared that the purpose of peer coaching is about reflection and becoming a better teacher through evaluating and getting feedback. She also stated that she didn’t know the group she was with prior, but that peer coaching had a positive impact as it allowed her to see her group as colleagues in a professional relationship. Emory also stated that pre and post conferences with her group members became more conversational over time. When asked to reflect on the changes to her own practice, Emory reflected in the following way:

I think the biggest thing I learned is the importance of modeling, because both through like observing the first person that went before me, and just how the students respond to what I did it was like a huge difference whether things were modeled or not. And I also learned to just give some control over (Focus Group Interview, 5/3).

As Emory reflected on frustrating or disappointing aspects of the experience, she stated that she didn’t always get feedback on what to look for in her partner’s teaching, but that it was probably more due to her group rather than the model itself. When asked if she would be interested in participating in peer coaching in the future, Emory said she would definitely get involved if it were in place, and if it weren’t, she would start on a small scale by inviting a colleague into her room to watch and observe.

The focus group interviews helped to provide confirmation of emerging themes of all data collected within this study. These interviews also provided participants an opportunity to interpret their own experience in an open discussion format, further clarifying these themes.
Summary

The data collected through the pre survey, written individual reflections, video transcription and research memos, post survey and focus group interviews provide clarity to the emerging themes within this study. Significant themes indicated in the data collected include an emphasis on student and teaching outcomes, reflection to improve and affirm instruction and/or practice, and relationships with colleagues. The following segments provide an in-depth discussion of how these themes transpired in three different illustrative focal group examples.

Focal Groups: Three Illustrative Examples

The previous section detailed the emerging themes across the 22 consenting participants of this study. The sections that follow will highlight the dominant emerging themes of the study through a discussion of three focal groups: (1) Professional Relationship Builders, (2) Time Conscientious Improvers, and (3) Part-Time Troubleshooters. Upon reviewing the landscape of data collected in this study, further analysis of the data specific to each focal group was conducted. First, data from the pre and post survey, written reflections, video transcriptions and research memos, and focus group interviews were sorted and grouped by individuals within each focal group. Next, data from each individual was reviewed by data source to highlight and confirm themes within each group. An additional review of data was conducted to locate trends and variations across all three focal groups. In the next section, a debriefing of commonalities across all groups is shared. This is followed by rich descriptions of each of the three focal
group cases selected to illustrate interactions within the peer coaching framework specifically related to peer relationships and practice. Focal groups are discussed in terms of social practices specifically related to the roles of the teacher, roles of the coach, and roles of the videographer, as well as the variations within each group.

**Commonalities Across Groups**

Although many variations are apparent within the three focal groups, a few commonalities exist. None of the participants within these groups reported that they had any coaching training prior to this experience. In addition, all participants have a common goal of becoming a classroom teacher upon graduating. As peer coaches, all participants utilized the provided question stems verbatim or tweaked them slightly to fit the context of the conversation. Likewise, all peer coaches utilized follow up questions to help prompt further reflection within the pre and post conference discussions. Further, in the pre conference all coaches asked their partner what she would like her to watch for and give feedback on. In each case teachers were provided with affirmative feedback in the post conference. Finally, all participants stated an interest in participating in peer coaching again in the future. All of the above aspects were common to all three triads discussed here.

**Professional Relationship Builders**

Participants Jena, Hanna and Kaci formed a triad grouping based on their students’ common goal of fluency. This group co-created a series of nine, small group guided reading lessons to work toward the fluency goal. They took turns teaching the lessons and coaching one another on their instruction and/or practice. In addition, part of
the Advanced Literacy Practices course is a focus on professional development. As a result, students self-selected a professional goal to work towards throughout the tutoring experience. Each student devised a plan for meeting this goal, as well as a monitoring system for tracking progress. These professional goals drove the teaching and reflection of this particular group, as is detailed in the evidence of the following sections. This group is labeled the *Professional Relationship Builders*, because of their emphasis on their professional goals and forming a colleagueship with their peers through the peer coaching experience. The following sections provide an in-depth discussion of the social practices of this group, including aspects of reflection and professional, collegial relationships as well as the roles of the teacher, coach and videographer. Finally, variations within the *Professional Relationship Builders* group are examined.

**Reflection.** A common trend that played a role in the development of the social practices of this group is reflection. In response to Question 3 of the post survey *Explain your understanding of the purpose of peer coaching*, all participants mentioned “reflect” in their responses. For example, Hanna stated, “Peer coaching allows colleagues to reflect on their professional practice” (Post Survey). Jena remarked, “The purpose of peer coaching is to guide educators on their practice. It is a safe place to observe, ask questions, and make reflective comments to help better instruction” (Post Survey). Furthermore, Kaci also related the purpose of peer coaching to reflection when she stated, “My understanding of the purpose behind peer coaching is for one teacher to assist another teacher in reflecting on their lesson both before and after teaching” (Post Survey).
Data from the post survey indicated that reflection was essential to the social practices for this triad.

Professional, collegial relationship. Another common thread that contributed to the social practices of this group is their attention to their relationship. Group members indicated that they were not friends prior to this experience (Focus Group Interview, 5/1). The triad appeared to operate as professional colleagues. Jena, Hanna and Kaci all indicated that peer coaching was “very beneficial” to the areas of receiving feedback, reflecting and thinking about my own teaching, receiving support and encouragement, and building relationships with colleagues in their response to Question 4 of the post survey which asked participants to Rate the effect that peer coaching had on the following aspects of your teaching experience. An emphasis on a professional, collegial relationship is evident in these responses. Furthermore, in response to Question 5 of the post survey, Did peer coaching affect your relationships with your peers? If yes, explain how peer coaching affected your relationship. If no, explain why not, Hanna stated, “Peer coaching introduced me to two other students in ALP that I had not previously spoken to in great length. I now have a relationship with them both, and would be comfortable continuing to work with them. Previous to this experience, I would not have felt that way” (Post Survey). This response exemplifies the professional working relationship that was formed within this triad. Further substantiating this trend is Kaci’s response to this same prompt. She stated, “It made me feel comfortable in the "work" environment and provided me with useful feedback” (Post Survey). This response aligned with Jena’s statement in the focus group interview where she stated, “I would say this built a
friendship, but also it's a professional side. Like I feel I can go to these people now for advice” (Focus Group Interview, 5/1). Evidence from post survey and focus group interview demonstrates that a professional, collegial relationship was important to the members of this triad.

Roles of the teacher. Another contributing factor to the social practices of the group is the role of the teacher. Two major trends in the participants’ role as a teacher emerged through the recursive analysis of group data, including an emphasis on professional goals and management.

Professional goals. Each participant placed an emphasis on working towards professional goals as they taught and reflected on the lessons. In addition, all three teachers had goals centered on improvement of instructional language. For instance, Jena discussed her work towards her professional goal of stating purpose statements in all six pre and post coaching conversations (Video Pre Conference, 4/17, 4/18, 4/20; Video Post Conference, 4/17, 4/18, 4/20). The following conversation illustrates Jena’s work toward her professional goal:

Hanna- Is there anything that you would like me to be looking for to give you feedback?

Jena- So my professional goal is to make sure that I'm stating those purpose statements. Not just saying the strategy, but also saying it and telling them why I'm doing it and how this will help... in this case, their fluency.

Hanna- Perfect, cool. Anything else?

Jena- No that'll do it.

Hanna- Alright, so... good. Thank you! (Video Pre Conference, 4/17).
Jena not only discussed her professional goal in pre and post conference conversations, but also in all three written teaching reflections (Teaching Reflection, 4/17, 4/18, 4/20). For example, Jena remarked, “I stated this purpose to the students in order for them to understand the importance of our reading strategy, read like a storyteller” (Teaching Reflection, 4/17). Hanna and Kaci also reflected often on their professional goals, although not as commonly as Jena. Both Hanna and Kaci mention their professional goals in all three pre conference conversations (Video Pre Conference, 4/3, 4/4, 4/6, 4/10, 4/11, 4/13) and in one out of three post conference conversations (Video Post Conference, 4/3, 4/10). In addition, both Hanna and Kaci discuss their professional goal in one out of three teaching reflections. The following teaching reflection illustrates Hanna’s contemplation of her professional goal:

From listening to Kaci, I learned that there are more places that I pose questions than I was aware and that there were more good things happening than I thought. I only caught myself asking students to do things rather than telling once, but Kaci had many more. (Teaching Reflection, 4/10)

This reflection shows that Hanna was focused on her professional goal of using directive language with students and used the peer coaching framework to address her goal. Like Hanna, Kaci also reflected on her professional goal of providing intentional praise and feedback in the subsequent teaching reflection:

After coaching, I learned that I still am giving unintentional praise and feedback. During our pre conference I asked the coach to monitor that for me, as that is one of my goals I am working on. After teaching and during our post conference, I learned that this is still an area that I need improve upon. I identify when my students are possessing positive behaviors but I do not make the connection as to why that is important for them. It was helpful to have an outsider point out specific times when I did this, as well as provide insight on ways I can improve. (Teaching Reflection, 4/3)
Evidence from coaching conversations and written teaching reflections demonstrates that professional goals were essential to this triad within the role of the teacher.

Management. In addition to the focus on professional goals, all three participants placed an emphasis on management in their role as teacher. All participants discussed management in the pre and post conference (Video Pre Conference, 4/4, 4/11, 4/18, 4/20; Video Post Conference, 4/3, 4/4, 4/6, 4/10, 4/20) as well as in the teaching reflections (Teaching Reflection, 4/3, 4/4, 4/10, 4/11, 4/17, 4/20). The following conversation illustrates Hanna’s focus on behavior management:

Kaci - Before we wrap up is there anything you want me to watch for tomorrow that's different, or keep up with that? (Referring to professional goals)

Hanna - I think that's probably about the same. Umm…if you have any cues or comments on management strategies, I'm always up for that, because I feel like I have a lot of like learning to do. (Video Post Conference, 4/10)

This conversation illuminates Hanna’s emphasis on working to improve classroom management in her role as a teacher. Jena also reflected on behavior management in a pre conference with her peer coach. The following excerpt demonstrates this reflection:

Hanna - Is there anything specific that you'd like me to continue looking for feedback?

Jena - Yeah, those professional goals, and then just the behavior management, management in general, seeing how I'm doing that. Umm…and I guess yeah checking in on when I ask those comprehension questions if I have like follow ups… umm that kind of stuff.

Hanna - Absolutely, that sounds good. (Video Pre Conference, 4/20)

This exchange between Hanna and Jena elucidates Jena’s focus on behavior management within her role as a teacher. Finally, in a reflection of teaching, Kaci also stated, “Peer coaching allowed me to receive on the areas of my classroom management skills that I
am doing well in, as well as the areas of improvement that I still need” (Teaching Reflection, 4/4). This reflection demonstrates Kaci’s focus on management. In addition, in response to Question 6 Did peer coaching cause you to alter your teaching practices? If yes, explain any changes that you made. If this peer coaching experience did not affect your teaching practices, please discuss why you think your practices remained unchanged on the post survey, all participants mentioned changes to management. For example, Jena stated, “As I watched other teacher’s instruction it made me decide what kinds of management techniques to add into my practice. Such as identifying inappropriate behavior in a respectful way” (Post Survey). Another example of this is in Kaci’s response, where she expressed, “It made me reflect on my classroom management skills. It helped having another set of eyes to catch things that I may not have been aware of, and it allowed me to be more cautious of behaviors for future lessons” (Post Survey).

The previous sections illuminate the prevalence of a focus on professional goals, specifically instructional language, as well as behavior management. These themes were common to all participants within this triad grouping in terms of the role as a teacher.

Roles of the coach. Several commonalities exist in the roles of the coach within this triad, which further contribute to their social practices. Themes discussed include a statement of the coaching role, questioning to clarify conversation, conferencing and observation methods, and the provision of feedback through observational notes.

Statement of coaching role. One trend among all participants is a statement of the role as a coach to the teacher whom is being coached in the pre conference conversation (Video Pre Conference, 4/4, 4/10, 4/17, 4/20). Each participant made at least one
statement of this role at the beginning of the pre conference. For example, Jena stated to Kaci, “I'm going to be here to help facilitate questions that you have and then maybe hopefully answer them to give you some comments on how this is going” (Video Pre Conference, 4/4). Kaci made a similar statement to Hanna at the beginning of a pre conference in the following statement:

So, I'll be your peer coach this week so basically what I'm here to do is kind of help you through your lesson, make observations, notes. I can guide you through some things that I see in your lesson or your teaching (Video Pre Conference, 4/10).

Hanna also made a statement about her role as a coach to Jena, remarking “I'm just here to help give you some feedback on kind of your teaching and help you reflect on your practice” (Video Pre Conference, 4/17). In providing a statement about the coach’s role, the students appeared to be formally establishing how they would interact and relate to one another. This was not noted in other groups.

**Questioning to clarify conversation.** Another trend in this triad in terms of the roles of the coach was the use of the provided question stems. Each teacher utilized the question stems presented in week 5 of the semester to conduct all pre and post conference conversations, making slight tweaks to the wording. In addition, all PSTs devised their own questions within conversations to gain clarification. The following conversation exemplifies how a coach composed her own question to gain further clarity on the plan for instruction. The stem was *What outcomes do you have in mind for your lesson?* and the devised question is underlined for emphasis.

*Jena-* So for day two of teaching this guided reading lesson, what outcomes do you have in mind for today's lesson?
**Kaci**- So for today I really want them to actually read and practice that intonation and expression that was stated in our goals. So, I'm hoping that they'll have more time to practice that especially since I'll have them move around the room and kind of pick a space. Maybe that will allow them to feel more comfortable reading aloud and practicing and kind of that punctuation that we started talking about yesterday.

**Jena**- And how do you want to work toward making sure that these outcomes come about during the lesson?

**Kaci**- So what I'm kind of doing is kind of providing some instruction before they go off and do that to kind of review what punctuation is and how they should sound when you know reading a question mark, exclamation point, things like that. (Video Pre Conference, 4/4).

The previous example demonstrates how Jena constructed an additional question to gain clarification about Kaci’s instructional plan. Another example of this is in the following conversation where Kaci utilized the question stem *As you see this lesson unfolding, what will students be doing?* as well as a follow up question (underlined) to gain further clarification from her peer:

**Kaci**- So first things first, umm so as you see this lesson unfolding, what exactly will your students be doing?

**Hanna**- Umm they will be starting by doing a word sort that kind of has to do with rhyming just to help get them familiar with poetry, because we're working with that this week. Umm and then I just want them to begin by begin engaging with the text, umm and hopefully if we have time they'll start by reading the first one, and just like aware of some of the text features and that sort of thing.

**Kaci**- What is the text?

**Hanna**- Umm it is *Dirty Laundry Pile: Poems in Different Voices* so it's just a bunch of poems that are written from the perspective of normally inanimate objects, like animals, things like that that we normally don't put into perspective. Umm so I selected like 3 or 4 of them that are all from cleaning objects. (Video Pre Conference, 4/10).
The conversation above illustrates the way in which Kaci utilized a question stem from the provided examples, and then developed a follow up question to gain clarification within the conversation of Hanna’s text selection. This interpretation of the role of the coach as conversation facilitator appears to be an important social practice for this group.

**Conferencing and observation methods.** Another trend within this triad was the way in which each coach conferred with her peer. In every pre conference as a coach, Jena, Hanna and Kaci asked their peer what they wished to be provided feedback on. In addition, each participant regularly asked how the teacher would like the feedback, often referencing taking tally marks or jotting notes. The following conversation between Kaci and Hanna exemplifies this trend:

*Kaci-* So what do you want me to look for and give you feedback on for this lesson?

*Hanna-* Yeah something I've been like very aware of is instead of asking students to do something, telling them like ‘okay now we're going to do this’ instead of ‘okay do you want to do this now?’ So yeah just be looking for that specific umm phrasing I guess.

*Kaci-* So, like teaching only?

*Hanna-* Mmmhmm exactly, so it's not really an option for them to say ‘no I don't want to do that.’

*Kaci-* Right, do you want me to just like keep a tally mark or system?

*Hanna-* Yeah, that works just fine. (Video Pre Conference, 4/10).

The conversation above demonstrates the trend of the coach asking which areas the teacher would like feedback, and clarifying in what ways they would like the feedback to be provided. The next example illustrates the way that Hanna asked Jena what she would like observed, and how she would like the feedback to be provided:
Hanna- And what would you like me to be watching for feedback?

Jena- Yes so kind of what we talked about in that post conference…just looking for making sure I'm saying the purpose of why we're doing a certain activity or strategy, and then making sure that I'm paying attention to those behaviors…umm I guess times that need attention and following up on why it isn't appropriate or it is appropriate to be doing that.

Hanna- Absolutely.

Jena- Behavior management.

Hanna- Yeah, umm and just also for my side of things, did you prefer that I like tally some of these things when I hear them, or just general notes?

Jena- Yeah you could jot down a note, tally. Umm yeah if there's like a specific example that you want to bring in that maybe jumped out at you as good or bad like that would help me too.

Hanna- Yeah, absolutely. (Video Pre Conference, 4/18).

The previous conversation shows the role of the coach in this triad, asking the teacher about the area in which she would like the coach to observe and the way in which she would like to receive the feedback. Doing so seemed to provide the teacher with some control of the coaching and feedback that would be received in the post conference. In addition to this trend, all three participants took notes during the pre conference, specifically when asking about the areas in which the teacher wanted feedback (Video Pre Conference, 4/3, 4/4, 4/6, 4/10, 4/11, 4/13, 4/17, 4/18, 4/20). This visual data shows that the role of the coach in this triad involved noting specific areas to observe and provide the teacher with feedback. This seems to be an important social practice that formalized the real time coaching interaction and was not noted in other groups.

Provision of feedback through observational notes. Another trend in the role of the coach is the way in which the coaches provided feedback. Each coach utilized the
observation notes taken during the teaching of the lesson to provide feedback to the
teacher in the post conference. In each post conference, the coach shared observation
notes with the teacher (Video Post Conference, 4/3, 4/4, 4/6, 4/10, 4/11, 4/13, 4/17, 4/18,
4/20). All coaches shared the observation notes as a way to affirm the teacher’s
instruction and/or practice. An example of Jena sharing her observation notes with Kaci
is shared below:

Jena- Before we had started this during the pre conference you wanted me to look
for management and positives and improvements and there were quite a few
positives. First of all, you hit all of those outcomes you wanted for instruction,
that's awesome. They knew what they were doing, you did a great job of setting
up the expectations for the independent reading, why they're doing that, and then
even during that discussion some of the management things that I saw that were
really good. (Video Post Conference, 4/4).

In the conversation above, Jena shares her observation notes of the lesson with Kaci in
order to provide affirmation of the setting of expectations and management. Another
example is found in the conversation between Jena and Hanna below:

Hanna- As far as your professional goals go, you had a very strong purpose
statement at the beginning I really liked.

Jena- I really wanted to nail that on the last day, I had to get that in there.

Hanna- You did, you had it, it was so good. I wasn't quite into taking notes yet
and I was like “oh my gosh, wait that was so good!” Yeah, I had to go back and
scribble it in quick to make sure that I told you that it was so so good!

Jena- Thanks

Hanna- See even in capital letters I put “WOAH,” umm yeah and I think that the
recall questions that you asked they were very specific to the text which was
really impressive I think a lot of times it’s easy to kind of just like general "what
happened?” but like you were like pointing to like specific text features and like
had things that were very specific which I thought was very strong and good. It
showed that you're very prepared for the lesson or at least you appeared to be very
prepared. And let's see, yeah you had some good behavior management counting
down when they're kind of squirming around to find a spot. (Video Post
Conference, 4/20).

This conversation demonstrates how Hanna utilized observation notes to affirm Jena’s
purpose statement in the post conference conversation. The affirmation of a peer through
observation notes was an important social practice among all participants within this
triad.

Roles of the videographer. Another contributing factor to the social practices of
the Professional Relationship Builders is the way in which each member took on the role
of the videographer. In reviewing the video, it is clear that each group member is present
for each coaching conversation and lesson. Although the videographer is always present,
she took on a silent role of observer and did not interject the conversations or lessons in
any way. This is evident in the audible and visual data from all nine lesson videos and all
18 pre and post conversation videos. Each member’s presence in all conferences and
lessons as a silent observer was essential to the workings of this triad.

Variations within the group. Although there were many commonalities among the
group, some distinct variations were identified in the role of the teacher and the role of
the coach.

Role of the teacher. Despite the fact that this triad group had similarities in their
role as the teacher, two discrete variations are also evident among individuals. These
variations include the seeking of advice, as well as an open admission of an unknown
response to a reflective question.

Seeking of advice. While all teachers sought feedback on aspects of their
professional goal and behavior management, it was primarily given through the sharing
of observational notes or through the reflective questioning with their peer. One variation to this is that Kaci also sought direct advice and suggestions on her practice, which was not an observed behavior for Jena or Hanna. This is evident in the post conference conversations that occurred after the teaching of the lesson. For example, in a post conference conversation with Jena, Kaci requests advice on what to do during the independent reading time. The conversation below illustrates this aspect of Kaci’s role as a teacher.

*Kaci*- When it’s time to monitor the room it’s one thing to just peek in and see what they're doing but like, what essentially like I don't know if this is how, what you should be looking at? What should I really be doing? You know because I'm going to you know, see what they're writing, see what they're reading, especially if they're reading aloud like that's pretty simple but…

*Jena*- Right.

*Kaci*- You know, what is the goal of monitoring the room?

*Jena*- Yeah, I would say since your outcome is that reading with intonation and punctuation even though they're doing that internally, when they add that, that's a part of comprehension. They're understanding how the character feels because sometimes it doesn't just say that, like you had mentioned before. So maybe going in and just kind of sitting down, listening to them, or watching them read, and then be like so what happened here with the character and like read along with that. Just kind of check that informal assessment checking they're understanding… (Video Post Conference, 4/4).

The conversation above shows this variation in that Kaci sought direct advice in regarding her practice. She explicitly asked Jena what her role should be while students work independently. This seeking of input was a distinct variation to the social practices of this group.

*Admission of unknown response.* Another variation within this group is an admission of not knowing how to respond to a reflective question. Both Hanna and Kaci
openly stated “I don’t know” in response to a question, which was not true for Jena. The following conversation demonstrates this:

*Kaci-* Henry was a little more rambunctious and sometimes Jama would just say things out of the blue. Umm what things will you do to increase student engagement then just to make sure that they're you know…

*Hanna-* I honestly don't…

*Kaci-* It's hard.

*Hanna-* Yeah, I was going to say like I honestly don't really know like what to do to like help with that. (Video Post Conference, 4/10).

This conversation exemplifies how Hanna openly stated that she doesn’t know how to increase student engagement. Kaci also made similar remarks in her coaching conversations, as is featured in the exchange that follows:

*Jena-* I mentioned some things to maybe work with on management, but since you experienced the lesson, what were some ideas that you had to maybe extinguish some of that behavior?

*Kaci-* I think… I…Ohh…So like…I don't know…But I wish would have moved Jama sooner. Umm…because it was it was a problem right off the bat and I knew it probably wasn't going to be solved. But maybe you know, in my head I was like, maybe they're just super excited to see each other… (Video Post Conference, 4/4).

In the previous example, Kaci openly admits that she is unsure of how to handle the encountered student behaviors. The examples shared in this section demonstrate the variations in the social practices related to the role of the teacher in this triad.

*Role of the coach.* Some variations to the role of the coach were also discovered in this triad related to the ways in which observation notes were shared and the provision of feedback to critique/improve.
Sharing of observation notes. One distinct difference among participants is the way in which observational notes are shared. Jena and Kaci frequently led the post conference by stating all of their observational notes before asking reflective questions. Hanna, on the other hand, sprinkled the observations in as she asked the reflective questions. The conversation below between Jena and Kaci illustrates sharing observation notes to lead a post conference:

*Jena-* (Beginning of the post conference conversation) Okay, so at the beginning you had stated some of the outcomes that you wanted to get out of this and I just wanted to talk about the things that I noticed.

*Kaci-* Okay.

*Jena-* (Looking at observation notes) I really enjoyed so your first goal was to acclimate them to the book, which you did a great job you looked at the cover, you had them flip through they were making predictions. You were keeping them engaged in there, umm but before you started all of that you really set up for a fun learning environment. You had that eye contact, you asked them special interests just to kind of gauge and get to know them, and I'm assuming you kind of got to know them throughout the lesson as well.

*Kaci-* Mmmhmm. (Head nodding)

*Jena-* So that was great. Umm and then you started off by stating your expectations, “This is for us to learn together if you have any questions ask me, and if I have any questions please answer them so then I can help you.” And that was great to just set up how this is going to be for the week. And then you stated how they were going to be working on punctuation, and then the strategy that they will be using to identify their voice with the punctuation. So, I think that they understood what they were getting into for the week, so that was great. Umm so what did the students accomplish that you noticed?

*Kaci-* Umm I noticed that they did a really good job of exploring the text and identifying umm the features (Video Post Conference, 4/3).

The previous conversation demonstrates that observation notes were only shared by the coach, the teacher did not reflect on or speak about these notes. This created a somewhat
unidirectional conversation from coach to teacher, which doesn’t seem to allow the
teacher an opportunity to self-reflect on lesson outcomes. The next conversation shows
how Hanna intermixed the sharing of her observational notes with prompting the teacher
to respond using question stems:

*Hanna-* (3 minutes in to the post conference conversation) You talked a little bit about engagement before, do you think that there is anything that you would've been able to do to kind of change that or was that basically just the nature of the lesson?

*Jena-* I think that was kind of the nature of the lesson, since it was round robin they pick it up at different times and since it isn't based on comprehension, I guess then yeah there wasn't much that I could change there. But maybe taking time to pause and point out the things that I did see them doing with their expression and then what they could improve on. I did that a little bit, I didn't want to point it out but I noticed Henry the first read was very quick and didn't add a lot of expression, but his pauses are in there so like he's noticing the punctuation and adhering to that, but just not adding that expression, so maybe taking time to pause and give him that chance.

*Hanna-* Mmmhmm, (Head nodding) absolutely. (Looking at observation notes) That was something I had written down on the whole thing was you know, giving some of that meaningful feedback. But like you had a lot of awesome things too, like pointing out what they were doing really well at the beginning. Yeah and I noticed Henry put his hand up, that was interesting.

*Jena-* I noticed that too but he put it back down so I don't think he had any questions

*Hanna-* Yeah and it was just like overall the behavior was really good today and I think you did…

*Jena-* (Interrupting) Thank you it was calm, cool and collected.

*Hanna-* (Looking at observation notes) Yeah, right and I think you did a really nice job with managing the few things you gave them like very specific directions of like “okay you have 30 seconds to do this now” which I thought was really good too just to kind of cue them into, okay so this is what we're doing, this is the expectation for how quickly you need to do this and to stay focused. So that was one thing, they had a lot to say at the beginning and we kind of had to keep going back to “okay stop, not right now”
Jena- Yeah mmmhmm (Head nodding)

Hanna- But I think you handled that very well, umm I saw that she you referenced back to the bookmark which I thought was a very good use of your word work from yesterday, meaningful. And then as far as establishing purpose, do you have any comments on that?

Jena- I would say yeah, I think I did a good job of stating what the strategy is but then once again I don't know if I wrapped up fully why we're doing it… (Video Post Conference, 4/18).

The conversation above illustrates how Hanna sprinkled in her observation notes throughout the post conference. She intermixed questions and allowed her partner to reflect on the observations. Even though the topic of ‘round robin’ reading as an ineffective practice was not addressed by Hanna, her use of a more bi-directional conversation helped to shift the power from teacher to coach, allowing the teacher more opportunity to self-reflect.

Feedback to critique/ improve. Finally, another variation in the role of the coach was in the type of feedback provided. Each participant offered feedback to affirm their partner’s teaching. All coaches acknowledged ideas for improvement if they were stated by the teacher through self-reflection, however, only Jena offered specific feedback to critique or improve instruction. An example of this is demonstrated in the conversation below:

Jena- Some things that I noticed that could potentially work for next time, umm we mentioned Jama and Lilly do get a little bit crazier, so putting Henry in the middle, and then taking a moment because there was some times that maybe you felt...kind of just like lost control…Take those moments to just say ‘Deep breath,’ pause, and maybe even state to them ‘Hey guys, I'm noticing that we're losing focus,’ do a mini little let's get back into this and then lead, because at the end there I felt like Jama was getting back involved, Henry was making those good observations, and then Lilly was starting to as well, but it just took a little
bit of time and you don't have a lot of time. So just kind of taking those moments to pause, direct the behavior that you're seeing, addressing it, and then moving on, just a quick thing like that. And I think that should definitely help with that. And then maybe not using the open ended ‘Can you handle that?’ Because it's always, I do that too, it's always a quick way to be like, ‘yeah, I can do it’ and then they're pushing the limits.

*Kaci* - Yep.

*Jena* - And just being strong and knowing you’ve got this, I mean it's a new experience so it's really good. (Video Post Conference, 4/4).

The example above shows how Jena presented specific ideas for altering instruction to her peer. Jena’s suggestions for behavior management may have provided her peer with the feedback necessary to make improvements to her instruction and/or practice. This is a distinct variation to the roles of coaching within this triad.

**Summary.** This section illuminated the social practices for the *Professional Relationship Builders* group within the experience of peer coaching. The social practices of the group were described in relation to the commonalities and variations within the aspects of reflection and professional, collegial relationships, as well as in the roles of the teacher, coach, and videographer. It appears that this group utilized the peer coaching process to reflect and improve on personal goals through questioning, observing, and discussing specific observational feedback.

**Time Conscientious Improvers**

Participants Mindy, Kaley and Josie formed a triad grouping based on their students’ common goal of comprehension. Nine, small group guided reading lessons were co-constructed by group members around the common comprehension goal. Group members took turns teaching the lessons and coaching one another. This group was
labeled the *Time Conscientious Improvers*, because of the participants’ emphasis on time management and helping one another improve in their instruction and/or practice. The following sections provide an in-depth discussion of the social practices of this group, including the improvement of instruction and/or practice and a close, comfortable, trusting relationship, as well as the roles of the teacher, coach and videographer. Finally, the variations within the group are explored.

**Improve instruction and/or practice.** One contributing factor to the social practices of the group was a focus on the improvement of instruction and/or practice. As illustrated in the data landscape discussion and in the definitions of terms, this theme relates to both the short-term (present lesson or teaching context) and/or the long-term (general statements of one’s teaching or pedagogy). This is evident in each of the participant’s responses to Question 3 of the post survey, *Explain your understanding of the purpose of peer coaching*. Kaley’s response was, “The purpose of peer coaching is to assist the teacher on their needs so they can become a better teacher. It also helps them reflect on what they are doing in the classroom” (Post Survey). In this response, Kaley seems to reflect on improvements to the long-term practice. On the other hand, Mindy’s response might be interpreted as improvements to both short-term instruction and long-term practice. She stated, “Peer coaching not only helps improve someone else's teaching, but helps to reflect on your own in order to better meet the needs of students” (Post Survey). Similarly, a dual interpretation could be understood about Josie’s response, “To work together with colleagues to improve instruction to meet needs of students” (Post Survey).
A focus on improvement is evident in each of these responses, and appears to have contributed to the social practices of the group.

**Close, comfortable, trusting relationship.** Another essential component of the social practices of this group was the type of relationship that was formed. Responses to Question 5 of the post survey *Did peer coaching affect your relationships with your peers? If yes, explain how peer coaching affected your relationship. If no, explain why not* showed an emphasis on a close, comfortable, and trusting relationship among participants of this triad. For example, Mindy discussed a closer, comfortable relationship when she stated, “I got even closer with Josie and Kaley, and I felt very comfortable working with them” (Post Survey). Kaley also noted a close, trusting relationship as she stated, “I think I became closer with the girls I worked with. It was a safe environment where we had a relationship already built so we trusted each other to help.” In addition, Josie’s response to Question 7 of the post survey, *Discuss how peer coaching might be helpful to you in the future* affirmed the emphasis of a trusting relationship:

> I'm really glad we talked about how to be an effective coach. In reality, people don't respond well to being told what to do by their peers. It really depends on how trusting the relationship is between the teacher and coach, but it's always safe to encourage the positives and prompt with reflective questions, allowing the teacher to decide what they want to change/work on (Post Survey).

In the response above, Josie emphasized the need for a trusting relationship to help colleagues improve. Kaley also confirmed the importance of the relationship in regards to improvement in this written coaching reflection:

> I think it helped her and I both see what went well but also what could be improved. I think overall just having another person who understands what you are teaching, that is there to help you grow and provide feedback is very helpful. I
also learned from being a coach it’s all about the relationship and knowing what to say and how to say it to the teacher (Coaching Reflection, 4/17).

A focus on improvement within a safe, trusting, comfortable relationship was evident in post survey and coaching reflection data. This seemed to be an important part of the social practices developed within this triad.

Roles of the teacher. Another contributing factor to the social practices of the Time Conscientious Improvers is the role of the teacher. Two dominant trends emerged through the recursive analysis of group data. The themes include an emphasis on time management goals and the improvement of instruction and/or practice.

Time management. Emphasis on time management was evident in all participants in this triad. On Question 4 of the post survey which asked participants to Rate the effect that peer coaching had on the following aspects of your teaching experience, Mindy, Kaley and Josie all indicated that peer coaching was “moderately beneficial” to the area of helping with classroom management. In addition, Mindy reflected on time management in two of three teaching reflections. In one teaching reflection, Mindy stated, “I learned that I need to become a better clock watcher, as my lesson was very rushed at the end. I spent too much time on the word work activity, leaving very little time for reading and not enough time for the last activity at all” (Teaching Reflection, 4/10). She also discussed time management in two of three pre conference conversations, and two of three post conference conversations with Josie. A conversation between Mindy and Josie illustrating a focus on time management is provided below:

Josie- Umm as a professional, what are you hoping to learn about your practice as a result of this lesson?
Mindy- So I would like to better time manage I would like to see if I can fit all of this into a lesson. I don't want to make excuses and say “oh there's just not enough time and that's why I'm not getting it done.” I want to see how well I can time manage and I will also do that Thursday because I don't think I'll get it 100 percent today. But I also want practice you know, working with multiple students and trying to meet the needs of multiple students at once (Video Post Conference, 4/11).

The conversation above elucidates the focus on time management in the role as teacher for Mindy. Time management was also important for Kaley. In a written teaching reflection, she stated, “I learned how important it is to watch the clock because time management is very important. I ran over the time limit by about two minutes, which was my fault. But it is something I can work to improve on” (Teaching Reflection, 4/6). Kaley also mentioned time management in all three post conference conversations with Mindy.

An example of this is indicated below:

Mindy- And then what do you feel like didn't work or things that could be improved?

Kaley- I think I was kind of stressed about the time, because I didn't know how long it would take them both to read it so I was constantly like, “oh what time is it?” like how long is this going to take, or how much should I spread it out? So, getting that kind of idea was kind of hard for me. And then knowing like, it's okay if they have to read this book again because their goal for this lesson is comprehension, so if we read it a few times that's okay. They might notice something different, so I think that was something I needed to realize that it's alright. (Video Post Conference, 4/3).

The conversation between Kaley and Mindy demonstrates the focus on time management in this triad. Like Kaley and Mindy, Josie also placed an emphasis on time management.

In two of three written teaching reflections, Josie responded in regards to the time management of her lesson. For example, in one reflection she stated, “Tomorrow, time management and differentiating for all students will be my focus” (Teaching Reflection,
Josie commented on time management in her written reflections as well as in two of three pre conference conversations and in two of three post conference conversations. Josie focused on time management as she took on the role of teacher in the following example:

*Kaley*- As a professional, what are you hoping to learn about your own practice as a result of this lesson?

*Josie*- I hope to get a feel for time management for this specific text and these students. I want to learn how to meet the needs of our range of student levels. (Video Pre Conference, 4/17).

The previous section illuminates the prevalence of a focus on time management in conversation and written reflections, which appeared to impact the social practices of the Time Conscientious Improvers group.

*Improvement of instruction and/or practice.* Another trend within this group was a focus on the improvement of instruction and or practice. All participants reflected on areas of improvement in every written teaching reflection. For example, Mindy stated, “I think I learned many new things about my teaching through my coach, and I was given feedback that I can apply to future lessons to see improvement over my week of teaching” (Teaching Reflection, 4/10). Here Mindy seems to be considering the application of learning to short-term instruction. Like Mindy, Josie mentioned improvement in her teaching reflection when she stated, “Kaley clarified things from my lesson that went well, and others that I want to improve upon tomorrow” (Teaching Reflection, 4/17). It appears here that like Mindy, Josie was focused on the particular short-term teaching context. Josie also discussed improvement in one of three pre
conference conversations and two of three post conference conversations. The following conversation between Josie and Kaley demonstrates the focus on improvement:

*Kaley* - What goals do you have set for yourself that are related to umm our conversation and review of this lesson like what could you do to improve on Thursday? Not saying you need to, but I thought you did really well.

*Josie* - No definitely, umm… like I said there's always room for improvement even if you think you did an awesome job like this reflection is like really helpful. I think umm… so obviously like time management because and just like having the…sometimes I can get caught up in the moment and then I'm not looking at the clock every five minutes but really in a 15-20 min lesson you really need to be watching the clock every… all the time.

*Kaley* - It's crucial. (Video Post Conference, 4/18).

The conversation above highlights Josie’s focus on improvement of instruction and practice in this particular context and beyond. In addition, Kaley mentioned improvement when she remarked, “I got to realize things about myself and my teaching and how I can improve on it or get praise for it” (Teaching Reflection, 4/6). In this example, it appears that Kaley is reflecting on long-term practice and pedagogy. Kaley also discussed improvement in two of three post conference conversations with Mindy:

*Mindy* - So as you think back over our conversation what has this coaching session done for you, or what is it that I did or didn't do that was a better fit to you?

*Kaley* - I think it really benefited me just because reflecting on my teaching like right after it really is fresh in my mind and so I could just see like your thoughts on things I didn't see or didn't do and I can improve like it really helps me. (Video Post Conference, 4/6).

The previous example also demonstrates Kaley’s focus on improvement that extends beyond this particular experience. The participants in this group focused on time management as well as improvement of instruction and/or practice in their role as a
teacher. Written teaching reflections as well as pre and post conference video data were highlighted in this section.

Roles of the coach. Three trends in the participants’ role as a coach emerged through the recursive analysis of group data; an emphasis on time management, questioning to anticipate instruction, and the provision of observational feedback to affirm.

Time management. All participants emphasized time management in their role as a coach. Kaley mentions time management in two of three reflections of coaching. One example is when she stated in regards to her peer, “I thought she did a great job at time management and helping each student individually and as a group” (Coaching Reflection, 4/17). Kaley also mentioned time management in the post conference conversation with Josie noted below:

Josie- Umm well I think I've already talked about this a little bit, but I'm adapting my lessons just based on time and what the kids are showing me that they can do.

Kaley- I think that's a really good thing in general, as teachers all the time we have to adapt and realize just because they have a plan set in stone doesn't mean it's actually going to work, so you have to realize you know with our 23-minute time frame what can we do and what can't we do.

Josie- Absolutely (Post Conference, 4/18).

The conversation above illuminates a focus on time management in the coaching of a peer. Like Kaley, Josie emphasizes time management in her role as coach. For example, in two of three coaching reflections, Josie refers to her partner’s time management. One example is when she wrote, “Today, Mindy seemed more confident, prepared, and she succeeded with her time-management goal” (Coaching Reflection, 4/11). In addition to
the coaching reflections, Josie also spoke about time management in a post conference conversation with Mindy:

*Mindy* - I feel like the students understood it, I didn't know if all of them were getting it and then I was worried mostly about Maci. I noticed some of those umm...you know directions I was calling out for that word ladder. I think she had to think about, but she had all of them right as well. All 3 of them did and so that really showed me they understood it because they all took the time to think about those directions. And I think I took it at a pace that they were able to understand and process and so they all understood it, which makes it so much easier because that's what I wanted. I wanted them to understand it and have it not be something that they just didn't see any significance in. And I also read my purpose statement, and that's my personal goal!

*Josie* - I noticed that as well, and so it sounds like you're finding that middle line between time management but also giving them enough wait time that they are comprehending and you know doing what they need to do.

*Mindy* - And that's my goal (Video Post Conference, 4/11).

This conversation highlights the emphasis Josie placed on time management in her role as a coach. Mindy also emphasized time management as she took on the role of coach. In a reflection of coaching, Mindy stated, “I learned from the observation of my partner’s teaching that I could save time in my own lessons by taking more time before the lesson to be organized. My partner had an agenda for the students to look at during the lesson in order to better manage the group and keep the lesson going at a steady pace” (Coaching Reflection, 4/4). Here Mindy seemed to consider how to improve her teaching in relation to her peer's time management. Additionally, in a post conference conversation with Kaley, Mindy emphasized time management in her feedback to Karly:

*Kaley* - I think if I had more time umm I would've actually had them go to a page in the book and make their own labels, and use a sticky note and make their own fact or something so they can actually implement their own learning and see okay
first we read about the label, now we're going to do one together, like I would do one, and put it on, and they would each come up with their own.

Mindy- Yeah, I think that's awesome I really love that umm gradual release model I try and really use that in my teaching umm but with that time crunch it can be really hard but it's great that you're thinking about that, that you're able to come up with that because that shows you're reflecting on your teaching and how can I make this better for my students. (Video Post Conference, 4/4).

This section illuminated the focus on time management in this group when taking on the role of a coach. Time management appeared to be an essential topic of discussion and reflection which shaped the social practices for the Time Conscientious Improvers.

**Questioning to anticipate instruction.** All participants in this triad utilized the provided question stems to conduct pre and post conference conversations making occasional modifications to the wording. In addition, all PSTs devised their own questions within conversations to help the teacher to anticipate an aspect of the teaching of the lesson. The following conversation between Mindy and Kaley exemplifies how a coach developed her own question to help the teacher anticipate and plan for instruction. The stem was *What will you want me to look for and give you feedback about while I am observing?* and the devised question is underlined for emphasis:

Mindy- Okay, okay umm what would you like me to look for while you're doing your lesson?

Kaley- I think there won't be very much today but just modeling and making sure I'm building that community, and you know umm addressing things that need to be addressed with my students. If there's talking or especially with Maggie making sure I'm just juggling all that

Mindy- Yeah how do you plan I know yesterday we talked about management and like how to make sure that each student is getting their own spot to talk, and not talking over each other. *How do you plan to address that?*
Kaley- I think this time I'm going to say raise your hand, and then answer the question or to ask a question. And ask them to raise their hands that way no one is blurting out, and they know okay, I'm raising my hands and whomever Miss K calls on is the one to talk so that I'll kind of address Maggie from umm you know speaking out when it's not her turn or talking over Aaron. (Video Pre Conference, 4/4).

Mindy constructed an additional question, How do you plan to address that? to prompt Kaley in anticipating how she would confront an anticipated management issue within her lesson. Josie coached in a similar way, utilizing the question stem What will you want me to look for and give you feedback about while I am observing? and then asking a question (underlined) to help Mindy anticipate her instruction:

Josie- I guess what do you want me to be looking for, either at the students and how they're reacting to the lesson, or in your teaching and what you're focusing on for yourself?

Mindy- Umm well first off I think that this iPad activity could go one of two ways. I think managing 3 students with this technology could be really hard, I've done it with one and he learns best when we're using the iPad and things like that, but not everyone is a visual learner and not everyone wants to do hands on. So, you know making sure that I'm managing that correctly. But also because it's day 1, I would like for you to observe, what am I doing to meet the needs of these students and how am I forming that relationship? So, I think that's a good goal to start with because I haven't worked with the three of them, and I haven't managed three students, so it's definitely going to be an adjustment and I definitely want you to look for ways that I can improve and ways that I am doing well.

Josie- Absolutely, okay awesome. So, meeting the needs of students. Umm going back to the iPad, do you have like a plan for how you might introduce that like will you be modeling for the students a word that you look up first?

Mindy - So I have two iPads, and Kaley has a tablet for Maggie umm but I'm going to model because I think that's so important. I like the gradual release so ‘I do’, ‘you do’, ‘we do.’ I don't think there will be a lot of the ‘we do,’ but that will be me providing support as needed, and so then you can kind of combine those two. So, I'm going to model a word that I have in mind you know, here's me, like Google is already going to be pulled up, this is me typing it in, here's where I find the definition, now in this strategy they are saying the definition in their own words, and then they're making a personal connection and drawing a picture to
help them remember, so I'm going to demonstrate that. Aaron will already know how to do that, but it's just something I want all the students to understand so I will model again, and really provide support as needed. This strategy isn't super hard to use but you want to make sure that they're getting something out of it, which is why I like that gradual release. (Video Pre Conference, 4/10).

This example demonstrates how Josie posed a follow up question to help Mindy anticipate the integration of technology in her lesson. Kaley made a similar coaching move when she built upon the question stem What part of the lesson was hardest/easiest? by following by devising her own question (underlined) to help Josie anticipate her instruction:

*Kaley* - What do you think was the hardest part or the easiest part of this lesson?

*Josie* - I would say the hardest was just coming up on the spot with like, not being prepared for them to not get the word work and then like on the spot adapting that without any other materials or…

*Kaley* - Using what you had, you know there's only so much you could do.

*Josie* - Yeah.

*Kaley* - And then just one last question, what do you think you're going do to help Maggie catch up from missing today, tomorrow?

*Josie* - Okay well it does help that Maggie is so strong, like she's seems to be a pretty speedy reader, a pretty strong reader. And it's a very short book so considering I was trying to stretch it out today, I think that giving her as much independence and free time, like going to my other students first will help and then I'm not sure if I'll have to do the running record on Thursday or if I can let her read it first. (Video Post Conference, 4/17).

The previous conversation showed how Kaley asked a follow up question to prompt Josie in reflecting how she will help catch a student up who was absent. It is evident that a common approach to the role of the coach in this triad involved asking the teacher a follow up question to help anticipate an aspect of instruction.
Provision of observational feedback to affirm. Another commonality in the role of coaching in this triad was in the provision of feedback. All participants in this group provide affirmative feedback of their peer’s instruction and/or practice through specific lesson observations. For example, Mindy used her observations to compliment Kaley, stating, “So really nice job with your lesson today, umm…and I can really tell a difference from yesterday” (Video Post Conference, 4/4). Josie also provided Mindy with affirmative feedback from her observation in the following example:

I mean I think you did a really good job of bringing them back, because well first off, they don't need to understand everything right away, so I think like you’ve got to give yourself a little credit. Like they didn't have the words, they just had the pictures, so they didn't really know what it was going to be about. So, I think you did a good job of finding out what was important. And with the distractions it was definitely kind of an off day because we started with guided reading, and then we had snack, and so you gave them their time to eat the snack and then get rid of those distractions. So, I mean I think you did a great job of managing them. And one thing I noticed about related to management, is how you just made sure that your expectations are really clear. I noticed that you say directions clearly and then you have them repeat it back to you. You repeat what needs to be repeated for students, and that's like part of like meeting the needs. When Maci asked, you obviously know when she's not getting it, and you repeat so she can hear it again. And I also really liked how you validated the students, their ideas when they were looking at the pictures. You weren't telling them they're wrong or whatever, but you were saying ‘Yeah, you noticed that in the picture,’ and I think that builds confidence (Video Post Conference, 4/13).

The previous example demonstrates how Josie utilized her observations of Mindy’s instruction to provided affirmative feedback regarding her management and validation of students. Although the feedback is positive, Josie’s approach created a somewhat unidirectional conversation from coach to teacher, which doesn’t seem to allow the teacher an opportunity to self-reflect on lesson outcomes. Kaley also provided affirmative feedback using specific observations to Josie in the following example:
I think you had meaningful praise with that too. Like you let her know, ‘great job looking back at the book, that's what good readers do, they look back’ and I thought that was a really good thing you did to notice. (Video Post Conference, 4/20).

An important trend in this triad is the provision of affirmative feedback through specific observations of teaching. This trend is exemplified in post conference video data and appears to be a fundamental social practice for this triad.

Roles of the videographer. Further contributing to the social practices of the group are the roles of the videographer. In reviewing the video, it is clear that all group members are present for each post conference conversation and lesson. This is evident in the audible and visual data from all nine lesson videos and all nine post conversation videos. Although group members missed two of the observations of the pre conference, presence of the videographer was noted in all post conferences and lessons in the Time Conscientious Improvers triad data.

Variations within the group. Although many common practices of this triad were identified, a few distinct variations are also evident. These variations are found in the triad’s view of the future impact of peer coaching, and the role of the teacher, coach, and videographer.

Future impact. This triad proved to have one distinct variation in terms of the views of the future impact of peer coaching. In the post survey, question 7 asked participants to Discuss how peer coaching might be helpful to you in the future. Kaley responded in a way that described the building of a relationship among peers:

I think it will help me as a first-year teacher because I will be willing to learn and soak up as much as I can from experienced teachers. It will also allow me to build relationships with other teachers and my coach. (Post Survey).
Kaley’s response indicated an emphasis on building a relationship with peers through peer coaching. Mindy, on the other hand, reflected on the improvement in her own teaching in her response to this prompt:

I really enjoyed the coaching piece of the peer coaching, but it was also nice to have a set of eyes looking for specific things you've asked them to notice in your lesson in order to better your teaching. (Post Survey)

Mindy’s response placed greater emphasis on the impact to her teaching. Interestingly, Josie’s response blended both the emphasis on relationships and the improvement of teaching:

I'm really glad we talked about how to be an effective coach. In reality, people don't respond well to being told what to do by their peers. It really depends on how trusting the relationship is between the teacher and coach, but it’s always safe to encourage the positives and prompt with reflective questions, allowing the teacher to decide what they want to change/work on. (Post Survey).

The response above indicates Josie’s emphasis on both building a relationship with a peer coach, and an improvement of teaching. In the responses to this same prompt, it’s clear that a variance exists in the significance each member of this triad places on the potential impact of peer coaching to their future.

**Role of teacher.** While many shared aspects of the role of the teacher exist in this group, two variations included the reflection of coaching, and a blaming of external factors.

**Reflection of coaching.** One distinct variation in the role of the teacher is a reflection of the coaching. Kaley frequently considered the impact of coaching in her role as the teacher. For example, in a post conference conversation with Mindy, she reflected on the presence of other peers observing her lesson:
Mindy- What did you learn about yourself through this lesson?

Kaley- Umm I think just that like I was so nervous, I don't know why I was nervous. Like normally I don't get nervous, but I think that it's okay to be nervous, like you're in a new setting, and having people watch you is different to me. Whereas before I just had one (referring to course supervisor), now having two (referring to coach and videographer). I think I learned that it's okay, and it's not that bad. These are my friends, they're here to help me and make me a better teacher, so I think that's what I learned from that guess (Video Post Conference, 4/3).

Kaley frequently reflected on the coaching not only in conversations with her coach, but also in her individual written teaching reflections. Kaley wrote about the coaching in all three teaching reflections. For example, in one reflection, Kaley wrote specifically about the coaching:

I learned that talking about it right after you teach is very important because the lesson was so fresh in my mind that I could still remember what I did wrong or right. I learned that it's okay to be nervous too because people were watching me. It made me a tad uncomfortable at times. But talking to Mindy after she made me feel better because she said how she is my coach she isn't there to pick me apart but to help me become better as a teacher (Teaching Reflection, 4/3).

Kaley reflected on the coaching as she took on the role of the teacher. This is also true of the following excerpt from another teaching reflection written by Kaley:

One last thing I learned is how important it is to reflect. I have learned so much just getting to talk about my lesson right after teaching it. It’s one thing to write about it but to talk about it, is so much better. I got to realize things about myself and my teaching and how I can improve on it or get praise for it (Teaching Reflection, 4/6).

As the examples above illustrate, Kaley frequently reflected on the coaching in her role as the teacher. Neither of the other participants in this triad engaged in this sort of reflection.
Blaming of external factors. Another distinct variation in the role of the teacher is a blaming of external factors. In the post conference video, Mindy frequently reflected on aspects of her lesson that she did not feel went well by blaming an outside problem. For example, in a post conference conversation, Mindy placed blame on an outside distraction:

Josie- Right, I mean like you said it went so fast so I think that you utilized your time well with what you. When do you think, besides that moment, were there any other times that you think the students were struggling, or that they would need more help?

Mindy- I don't I think…like there's a distraction issue today. And I don't think it was because the lesson was not engaging, I think this is something, “oh we're lucky, like we’re using iPads, like that's exciting.” But I did notice, and I don't want to blame it on anything, but I did notice the janitor came in and was having conversation over here. And I did notice the students, you know, looking back like, what is that? Because normally, it’s silent in here. And I also noticed in our own classroom during one on one, if that janitor comes in, you know she's doing something different, she's the only one up and moving. And so, I think it is a distraction and so that kind of took away and it was hard you know to say ‘bring it back,’ like ‘let's focus’ because it takes a lot of focus to understand that technology piece.

Josie- Definitely (Video Post Conference, 4/10).

Here, Mindy explained, “I don't think it was because the lesson was not engaging,” as if to say that her planning was not the issue, rather she listed several external factors including the iPads and the janitor, impacting her role as a teacher. The following conversation illustrates this variance as well:

Josie- Okay Maddie what do you remember most vividly about your lesson today?

Mindy- I remember there was a lot of management issues, but I don't think it was my fault. I think that two yogurts really were a distraction and I talked about this with Kaley as well. I think it was very distracting and having three teachers in there besides the three teachers in our guided reading group. That was distracting.
There was just so much going on, so I really remember that because I felt like I was a failure, and then I thought about it and I didn't want to put it all on myself. But I also remember that we had a really good conversation in the book walk. I didn't really know what direction it would go because the book is so abstract, the pictures and some of the ways that it is laid out. But I remember it was kind of hard to keep the focus on the coat because the students kept noticing all the other little things around it, and I kept having to try and say like what's different about the coat, like what, you know we're talking about the coat.

Josie- You did a really good job of bringing it back to the theme of the book because the pictures are very detailed (Video Post Conference, 4/13).

The conversations above demonstrate the tendency of one participant in this group to distance her actions from the instruction by focusing on external factors, such as two yogurts, or extended snack time, and students noticing things that surprised her while teaching. This was not a common practice to the entire triad.

Role of coach. Although many similarities in the role of the coach exist, two distinct variances in this social practice should be noted. These include a self-reflection on instruction and/or practice within the coaching role, as well as the provision of feedback to critique or improve.

Self-reflection of instruction and/or practice. The first distinct variation in the role of the coach in this triad is self-reflection of instruction and/or practice. In conversations with Kaley, Mindy often noticed aspects of Kaley’s teaching and self-reflected on the implications for her own teaching. For example, in the following conversation, Mindy reflected on how Kaley’s practice related to her teaching the following week:

Mindy- It was awesome to see that I've never used making words thing and we're actually doing that next week as an opening and so umm I'm excited to see how he uhh does with that.

Kaley- He’ll love it (Video Post Conference, 4/6).
The exchange above illustrates how Mindy observed an aspect of Kaley’s teaching and self-reflected to change her own instruction. In another conversation with Kaley about student engagement, Mindy reflected, “You know it was distracting, but I think you handled it in a way that was very professional, and I hope that I can do that next week too” (Video Post Conference, 4/6). This statement exemplifies Mindy’s tendency to reflect on her own instruction in her role of coaching. Not only does Mindy self-reflect in her coaching conversations, she also does this in all three written coaching reflections.

An example of this self-reflection is as follows:

I learned from the observation of my partner’s teaching that working with three students at once is very different from working one-on-one. I find myself to be a pretty good multitasker, but watching another teacher go from one-on-one teaching to working with three students, two that she didn’t know, was a little overwhelming for me. By Kaley going first, I gained a little more confidence in my own teaching because I knew what to look for and saw things she did that worked or did not work with the students that I can use to be successful when it is my turn to work with our students. It is always a good experience to see someone else do something that you might do completely differently, yet both be successful (Coaching Reflection, 4/3).

The example above elucidates the trend of Mindy self-reflecting on her confidence of working with multiple students and the observation of her peer’s methods of doing so. No other participants in this triad reflected in this way, thus creating a distinct variation.

*Feedback to critique or improve.* While all coaches provided feedback to their peers as a result of observation, only Mindy offered feedback to critique or improve. For example, in the following conversation, Mindy provided feedback to Kaley to improve her instruction:

*Mindy*-And it's like some kind of affirmation or like you know like recognition, that yes, you're getting it and it's exciting. And it’s probably nerves too, because I know our instructors really work hard with us to encourage specific praise but I
definitely think that's something that comes with experience. So, the more you do it, the more it will hopefully transition from these good jobs to…

*Kaley* - I think talking about with you is like oh yeah that's what I need to do

*Mindy* - It's not something that you noticed. And it’s something I was specifically looking for to tell you about. And so that's why I caught on. It wasn't something that stuck out like a sore thumb, or you know, it was something I was looking for. Another thing that I don't know if maybe I just noticed it and maybe the kids didn't notice it at all, but I think you should really, you're really working to build that community and that safe zone especially because you have 3 very different personalities. Umm today I noticed the girls off on one side and then Aaron by himself so maybe think about spreading them out in a way. It's great that they're friends, the two girls, but I think it puts Aaron at a disadvantage (Video Post Conference, 4/4).

Mindy provided feedback to critique and improve, for example, she reminded Kaley to provide specific praise to the students and to ensure that a student isn’t left out through placement of the students at the table. Although Mindy provides support that might lead to the improvement of Kaley’s instruction, the conversation is somewhat unidirectional from coach to teacher. The next example between Mindy and Kaley details this variance as well:

*Mindy* - I really noticed you took my advice and you provided support as needed. You were not over prompting, you were able to gauge their understanding just by listening and through observation and then provide that support for each individual student. Which is so important to do especially when you have a classroom of 20 plus kids, you have to be able to zone in and listen to what they're doing no matter where you come in and say ‘Are they getting it?’ ‘Are they not?’ and ‘How can that help?’ (Video Post Conference, 4/6).

In the previous example, Mindy explicitly points out Kaley’s acceptance of her coaching advice in regards to providing appropriate student supports. Unlike the others in the triad, Mindy offers specific feedback to critique and improve the instruction of a peer in the role as a coach. This section detailed the two themes included in the group’s
interpretation of their role as a coach and included self-reflection of instruction and/or practice and the provision of feedback to critique or improve.

**Role of videographer.** Another variance to the social practices of this group is the role of the videographer. All participants in this triad were present for the lessons and the majority of the post conference conversations. One distinction is that although Kaley and Mindy were present for all of the pre conference conversations, Josie was not. This is evident in the audible and visual data from the pre conference videos. Additionally, there were several interruptions of coaching and teaching by the videographer. For example, in the following post conference conversation between the coach, Mindy and the teacher, Kaley; Josie interrupts:

> **Mindy**- So, just one more question. What are things that you might've done in the beginning, middle or end of the lesson that would have enhanced learning?

> **Josie**- *(Interrupting)* Uhh… you’re at 8 minutes already.

> *(Mindy and Kaley both look to Josie, then back to each other)*

> **Kaley**- Umm…sorry, what was the question?

> **Mindy**- What are some things that you might have done at the beginning, middle or end of the lesson that would have enhanced the learning? *(Video Post Conference, 4/4)*.

The previous example demonstrates the interruption of a coaching conversation by Josie. Kaley also commented on an interruption to a lesson in response to the post survey Question 8 *Discuss any frustrations or disappointments with the peer coaching process,* “There was one day I was teaching and one of my partners cut me off when I was about to stop the lesson. It was frustrating because I was already aware of them time and I didn't need her to step in because I was the lead teacher” *(Post Survey)*. This example
further illustrates Josie’s interruption in her role as videographer, which appears to have affected the practices of this group, perhaps negatively.

Summary. This section discussed the social practices of the *Time Conscientious Improvers* group within the experience of peer coaching. These social practices were described in relation to the commonalities and variations within aspects of the group’s improvement of instruction and/or practice and close, comfortable, trusting relationships, as well as the roles of the teacher, coach, and videographer. It was evident that the peer coaching process for this group involved the use of student devised questions, and discussions, observations, and affirmations of time management and other areas of instruction and practice.

Part-Time Troubleshooters

Theresa, Tori, and Kamryn formed a triad grouping based on their students’ common goal of word recognition. This group co-created a series of nine, small group guided reading lessons to work toward students’ word recognition goal. For a portion of the planning time, Kamryn was absent for two days, and planning was done via google docs to make up that time rather than working simultaneously (Research Memo, 3/6, 3/7). This group is labeled *Part-Time Troubleshooters*, because of the participants’ emphasis on troubleshooting one another’s practice, but also because of intermittent attendance in pre and post conference conversations as well as in the planning time. The following sections provide an in-depth discussion of the social practices of this group, focusing on the relationship effects, the roles of teacher, coach and videographer, as well as variations within the *Part-Time Troubleshooters* group.
Relationship effects. A contributing factor to the social practices of this group are the effects on their relationships as a result of peer coaching. Question 5 of the post survey asked participants *Did peer coaching affect your relationships with your peers? If yes, explain how peer coaching affected your relationship. If no, explain why not.* In response to this question, participants mentioned a relationship involving working with peers to get ideas and suggestions. For example, Theresa stated, “I got to work with classmates I normally wouldn't and got new ideas from them” (Post Survey). Kamryn’s response mentioned feedback and support, “I think that peer coaching caused me to be closer with my peers as a professional. It was awesome being able to get feedback along with support” (Post Survey). In addition, Tori discussed working with peers as she stated, “It allowed me to make new connections to peers and get comfortable with working with other people” (Post Survey). The responses of the post survey indicate that the experience of peer coaching resulted in a close, comfortable relationship involving working with peers to provide ideas and feedback.

Roles of the teacher. The role of the teacher also contributed to the social practices of this group. Two trends in the participants’ role as a teacher emerged through the recursive analysis of group data; an emphasis on modeling, and the receptiveness to coaching suggestions.

Modeling. One trend in the role of the teacher is the focus on modeling. All participants speak about modeling in the written teaching reflections, and in pre and post conferences. For example, Theresa reflected on modeling in two out of three written teaching reflections. The following excerpt illustrates this:
During our preconference, I asked Kamryn, who is my literacy coach, to focus on my modeling and to look for it while I am teaching. Modeling is something I have been working on doing more during my lessons so I want to make sure I am clearly doing for the students. Kamryn informed me that was modeling during the lesson, but she suggested that I go more in depth with it to make sure the students fully understand what I am teaching (Teaching Reflection, 4/3).

The previous excerpt demonstrates Theresa’s focus on modeling in her role as the teacher and that her coach commented on a need to model more explicitly. Theresa reflected on modeling in all nine pre and post conference conversations with her peer. The following conversations illustrates this focus on modeling during a pre-conference:

**Kamryn-** Okay, so as you see this lesson unfolding, what will the students be doing?

**Theresa-** Umm at first I will be introducing the word work with the inflectional endings. And then I'll explain to the students what they are, and we'll kind of get a little feel for that. And then I'll explain how inflectional endings create a new word with a different meaning. For example, -ing that we'll be working with means it is an action that is happening now, so then I will be modeling to the students what that means and building those words. And then they will each get their own magnetic letters and then they'll be practicing creating the words on their own (Video Pre Conference, 4/3).

This conversation exemplifies the focus on modeling in this triad. Tori also reflected on modeling in each of her teaching reflections, and in eight out of nine pre and post conference conversations. She wrote:

As a result of my coaching, I was able to realize that although you adequately introduce an activity with the correct modeling and scaffolding, sometimes the students still don’t understand what they are supposed to be doing. During this lesson, I expected that the students would have a few questions about how to use the book to support their writing, which I showed through modeling, the students still didn’t understand that they could use their book and all of the writing didn’t have to just come from their brains. After explaining this to each of the students, they were able to perform the task with no issues (Teaching Reflection, 4/13).
Tori not only reflects on modeling in her written teaching reflections, but she also discusses modeling with her peer coach, Theresa as is demonstrated in the conversation that follows:

_Theresa_- So what will you be doing in this lesson today?

_Tori_- Okay we're going to start off with a word work activity. So, I have a word ladder that works on the -ight kind of blend because there's a lot of those kind of words in the book and, so I'm going to model how to do the first one, and then we're going to do a couple together, and I'm just going to like, just do it on one paper so that they're don't all have to work separately. We're just going to do it together and walk through a word ladder, because they're so young, I don't know if they've done them much before. And then after we do that I'm going to introduce the reading strategy, which is the juggle 3 something. It's about how does it sound, how does it look, and does it make sense strategy, so they can use that when they're reading and then we're going to, I'm going to read the book to them and then we're going to go through the vocabulary words as we're reading. So that's the plan for today (Video Pre Conference, 4/10).

Finally, Kamryn also frequently mentions modeling in her teaching reflections and in coaching conversations. One example of this is in the teaching reflection that follows:

Today, through this process I learned that I provided the correct modeling for all of the students to be able to understand the new strategy. I learned that the students were being a little goofy during the review of the strategy but I did well with redirecting them (Teaching Reflection, 4/18).

The written teaching reflection above indicates a focus on modeling correctly in the role as a teacher to ensure the students understood instruction. In addition, Kamryn reflected on modeling in the following pre conference coaching conversation with Tori:

_Tori_- What do you want me to watch for during the lesson?

_Kamryn_- I want you to make sure, I guess just like pay attention to see if I'm checking for comprehension. Because I feel like a lot of times we'll be, or just for me like I'll be going over things and since I get it, I just assume that they'll get it you know? So, kind of like that thing, or just the modeling. Like going through this practice first, and then having them do it, and like making sure that I'm thoroughly answering their questions instead of just like answering it and then like moving on
Tori- And then kind of just watching for like the ‘I do it, we do it together, and they do it’ type thing?

Kamryn- Right, yeah.

Tori- Okay that sounds good that should be a good lesson (Video Pre Conference, 4/17).

The conversation above establishes a clear focus on modeling in Kamryn’s role as a teacher. It appears that she was contemplating how to provide adequate support for student needs. Modeling seemed to be an important component of the social practices for all group members of the Part-Time Troubleshooters.

Receptiveness to coaching suggestions. Another trend in this group is the receptiveness to coaching suggestions. This is evident in the responses to Question 6 Did peer coaching cause you to alter your teaching practices? If yes, explain any changes that you made. If this peer coaching experience did not affect your teaching practices, please discuss why you think your practices remained unchanged. All participants’ responses indicated a receptiveness to their coach’s suggestions that resulted in this change of practice. For example, Theresa responded to this question stating, “Yes, they made me reflect on my lesson and made me realize I could model more in the future so I brought charts and visuals next time to help me model” (Post Survey). Theresa’s response refers to a specific suggestion made by her coach that she considered. Like Theresa, Kamryn also responded in regards to the suggestions of peers, but in a more general sense. She stated, “I took the considerations from my peers and incorporated them into my teaching” (Post Survey). Similarly, Tori reflected on aspects of instruction through peer coaching in the example that follows:
Peer coaching allowed me to see many different things about my instruction. I have noticed that at some points in my teaching I use too much scaffolding. This has allowed me to give more wait time to make sure I am not giving too much support and allowing Amy and other students to show knowledge before stepping in (Post Survey).

In the above example, Tori referred to a specific aspect of her instruction, scaffolding, that was impacted by her coach’s suggestion. Not only did survey data indicate this social practice, the written teaching reflections also depicted the receptiveness to coaching suggestions. In all three teaching reflections, Theresa mentioned suggestions from her coach. One example of this is where she wrote, “Using a checklist could be implemented in future lessons, and one idea that my coach suggested was giving each student their own checklist so they could actually check steps off themselves” (Teaching Reflection, 4/6). In addition to the teaching reflections, Theresa also was receptive to suggestions from her coach in the following coaching conversation:

Kamryn- Umm have you thought about like mentioning something about next week? That just popped into my mind something like oh…

Theresa- Oh as a closing?

Kamryn- Yeah.

Theresa- Yeah, I could bring back…

Kamryn- Just like mentioning how like Tori will be their teacher, and they'll be learning about frogs or something like that?

Theresa- That's true I could be like, ‘thanks for all your hard work, this is going to lead into our next lesson next week where you'll have a new teacher, Miss T. And then I'll be like, ‘you'll be working on frogs’ and so maybe I can just be like, ‘get your mind ready for that’ or just get them thinking about the subject for next time (Video Pre Conference, 4/6).
Theresa’s receptiveness to the feedback that Kamryn provided regarding preparing the students for the upcoming week of small group is notable. She agrees with Kamryn’s suggestion stating, “that’s true…” and follows up with possible next steps. Tori was also open to suggestions, as is demonstrated in two of three reflections of teaching. In the following excerpt, this is made evident:

I commented that my strategy didn’t go as well as I had hoped and my coach was able to conquer with that. She gave me constructive criticism on bringing in a visual for them to see what the three steps are to help aid their learning. Overall, being coached is giving me a lot of insight on myself as a teacher, and helping me recognize things that I may not have noticed on my own (Teaching Reflection, 4/10).

This reflection showcases Tori’s receptiveness to her coach’s feedback of providing a visual aid. This receptive nature of the group is substantiated in the following conversation as well:

Theresa- Okay and do you think that you would bring in a checklist or visual to help model that…or is that one of your plans?

Tori- I think when we do the writing thing, I'm going to do kind of like you did. Like, oh yes, I have 3 sentences, or I'll do like some kind of check mark thing because I observed last week that they were all like checking with the checklist to make sure that they had that stuff before they were like ‘oh I'm done.’ And like I think that's a really good easy reminder for them without having to be like ‘oh I'm done’ and you having to be like, ‘well do you have this, this and this’ and they can just look at it and just know ‘okay I have that’ or I might even just make individualized ones for them so that way they can check it off on their own and they don't have to keep looking over at, and all try to look at one thing. And it keeps them kind of separate so that the chattiness kind of goes down so…

Theresa- And having them do it themselves, they can be in charge and responsible of their own writing.

Tori- Yeah, like validation. Like I'm done with this, so I think I might do that (Video Post Conference, 4/10).
This example indicates Tori’s receptiveness to Theresa’s suggestions regarding the creation of a checklist for independent writing. This acceptance of suggestions is also exemplified in Kamryn’s reflection of teaching that follows:

   Through our conversation, I learned that there were things I could’ve done differently when it came to working with the word work. The students were engaged but it took a lot of explaining to get them to understand how to add endings on to the same initial sound (Teaching Reflection, 4/17).

Kamryn not only reflected individually about the suggestions of her coach as illustrated above, she also demonstrates this in the following coaching conversation:

   Tori- Okay, looking back, how do you think your lesson went today?

   Kamryn- Umm I think the idea of the lesson was good, and I don't know, I think it went well except for just like how they were kind of acting.

   Tori- I would agree. I think that the misbehavior was taking over the lesson in a way, and even though you reviewed the rules with them, I don't know why that didn't click with them to follow them. So maybe tomorrow at the very beginning I would just literally like we said yesterday, I would just be like if this is the behavior, then this is the consequence for that behavior because they're not...

   Kamryn- Alright (Video Post Conference, 4/18).

In this example, Kamryn accepts Tori’s advice regarding behavior management which could have been perceived as critique. This acceptance of feedback appears to be an important social practice for this group. This is evident in data collected from the post survey, teaching reflections, and coaching conversations.

   Roles of the coach. Another contributor to the social practices of the Part-Time Troubleshooters was the approach group members took in the role of the coach.

Emerging trends within this role include questioning to troubleshoot instruction, the
provision of feedback to troubleshoot instruction, and a reflection on teaching and student outcomes.

*Questioning to troubleshoot instruction.* One commonality in this triad is the use of questioning to troubleshoot instruction. Each teacher utilized the question stems provided in week 5 of the semester to conduct all pre and post conference conversations. While this group does utilize many of the provided question stems, participants more frequently ask follow up questions that prompt the teacher to anticipate and troubleshoot areas of short-term, context specific instruction. For example, in the following pre conference, Kamryn prompts Theresa to troubleshoot a potential situation that might occur in her teaching of a small group in this experience:

*Kamryn:* Okay so as you, when you are starting this lesson, what are you going to begin with? So, are you going to start with introducing the strategy again or what?

*Theresa:* I think first of all I'm going to talk about expectations, like I expect you to be on task and to not like talk because there was some chattering, which is fine because they're in first grade, but maybe go over some expectations first and then I was going to focus on the strategy again, go more in depth with that. And then have them all read silently, and then I'll pop in to each one and take a running record. And then if they're done just reread it, and then afterwards we'll come back together and have discussion about what happened and what snakes can all do.

*Kamryn:* So if you notice, umm like we were talking about, if you notice Amy and Dan like talking and stuff, what are you going to do?

*Theresa:* Umm like…

*Kamryn:* Or what do you have planned for that?

*Theresa:* If it's like during the silent reading, I'll probably just remind them that this is on their own and they need to be quiet so like other like Kaden can focus on reading. Or if it's like during the discussion, I’ll remind them about our expectations, about how we have to listen, be quiet while others are speaking, and
listen to others. So, kind of set those expectations and then remind them of that during the lesson.

*Kamryn*- So when you said about the running record, are you going to have them… so one's going to be reading and doing the running record, and the other two are going to be reading silently? So, what if Kaden's doing the running record and he's not done, and these two or like one of them is already done reading silently?

*Theresa*- I will just have them reread the book, keep reading it until I pop in. And then I'm hoping that yeah, so then I can just pop in and take… and I'm going to start with Kaden because I think if I start with Dan it's going to take him awhile on the running record and he'll be rereading it like 3 times and might get bored with it so…

*Kamryn*- Yeah, I just hope that they don't try interrupting you while you're listening to one of them.

*Theresa*- Yeah kind of remind them of the expectations and just say ‘I'm taking notes so we need to be quiet’ and look at or I can be like ‘look at the pictures and make sure that the pictures are matching the words’ (Video Pre Conference, 4/4).

Kamryn prompted the Theresa to troubleshoot potential management issues by asking

What if Kaden's doing the running record and he's not done, and these two or like one of them is already done reading silently? and was well received by Theresa as she takes up the problem solving in discussion. The example that follows demonstrates Theresa’s use of questioning to help Tori anticipate instruction in a pre conference conversation:

*Theresa*- Okay and then umm so if let's say Kaden gets done really early and he's done with the writing, what do you have, any useful learning, a backup plan for that that you can have?

*Tori*- Umm if he's done with that, I'm going to have him go through the book and look for the vocabulary words on each page and write those down. And if he gets done with that, then I would have him go to the glossary and maybe like, no not go back to the glossary, but like maybe come up with his own definition for each word. And if he's still not done, tell him to like compare what's in the glossary to what he wrote and then hopefully we'll be done by then, because I don't know what else I would do if he was done…
Theresa- So you have back up useful learning for him, which is good. Umm and then what I know you talked about how you wanted to separate the students, did you have anything in mind for that, what you were going to do right away?

Tori- Umm I think right away when they come in I'm just going to, Kaden's usually down there like first, so I might just talk to Amy before we like start small group and just say you know, ‘I noticed that you and Dan have been a little bit chatty, and so I'm going to have Kaden sit in between you guys today because we're supposed…we need to be focused and engaged in learning and I think that sometimes, I think there's a little bit too much side conversation with Dan. And then I'll just have Kaden just immediately I'll be like Kaden, ‘can you sit right here today?’ And then if he says why I'll just say, ‘no reason, just to change it up’ or something like that.

Theresa- And maybe that's something I can look for too to see if that worked (Video Pre Conference, 4/11).

The example above illustrates Theresa’s role in utilizing questioning to prompt Tori to troubleshoot what she would do if a student finished early during her lesson. This prompting for “what if…” also occurs in a post conference conducted by Tori below:

Tori- So what's one thing that you could've done to keep Dan more engaged, because like obviously we noticed that he was all over his chair, or like when he was over there he was not really reading like I notice like Kaden was kind of like the only one, the most engaged…

Kamryn- Yeah, umm I don't really know. I don't know because I don't want to, you know, like I don't want to be negative towards him, and be like, ‘you need to sit down, you need to do this’ you know. But like towards the end, umm I think you were talking to Theresa but I asked them, I was like, ‘so next time,’ that I was like. ‘so tomorrow when we go to sit down to read are you going to fight about where you sit?’ and he goes, ‘no ma'am’ and then like Dan started laughing and I think he just does that stuff to be funny. But I don't know, he's kind of acted like this in the past ones, but I don't really know because I feel like nothing with these two being engaged for the most part like yeah. It was a little here and there for sometimes but at least they were like doing the activity and I just I don't know (Video Post Conference, 4/17).

The conversation above demonstrates Tori’s use of questions to prompt Kamryn to troubleshoot management issues. Data from both pre and post conference conversations
demonstrates that this triad’s interpretation of the role of the coach included utilizing questions to anticipate and troubleshoot potentially troublesome areas of instruction within this particular teaching context.

_Provision of feedback to troubleshoot instruction_. Like other groups, the provision of feedback included some affirmative feedback. However, analysis of group data showed a greater emphasis on feedback and suggestions to improve and troubleshoot instruction in this teaching context. An example of this is showcased in a coaching conversation between Theresa and Tori below:

_Theresa-_ And then what supports will you need to continue with the lessons in the future?

_Tori-_ Umm tomorrow, I think I'm definitely going to use the checklist support. So that that takes off a little bit of pressure of them like asking, not pressure, but like so much questioning is like they're going to have a checklist that they can be like, ‘okay I'm done with this, this and this.’ So that would be one, and then just having them ready to know… I don't really know actually. Do you have any suggestions? I don't know.

_Theresa-_ Umm I agree that the checklist would probably be really beneficial, and then also maybe letting them bring back their paper with what they wrote down, just so then they have like an idea of what they can write about. They kind of have the purpose of what they’re doing there, just as a little support for them to help them if…And then I think modeling. You did modeling today. it was good but then just bringing…I think that's really important for our students is to model like what they'll be doing and how they will be doing it… and then checking for understanding, I think especially with Dan just to make sure like, do you know what I'm talking about? Like after you're done modeling, just to make sure that they're really understanding what is umm going to be happening (Video Post Conference, 4/11).

In this case, Theresa offered feedback regarding student supports for Tori to consider within her instruction in this context. It’s also clear that Tori takes on this aspect of the coaching role as is exemplified in the following conversation with Kamryn:
Tori- Umm, so for the last thing let's just talk about maybe one thing you would've done differently if you were to do this lesson all over again.

Kamryn- Umm for me I feel like I would've like...I don't think that it was very disorganized but I just...you know there's times when I said or we did the worksheet together, which that was fun, like they understood. I don't really know if they like they understood it, but then they didn't because they were more worried about the pictures, which is fine.

Tori- Yeah, they were very up in it.

Kamryn- Yeah umm probably the word work because like yet I know they've done it before, and like Amy did like really well with it, but umm just how I was like setting out and stuff like that. Like I set one out first and they were already trying to do it and then they wouldn't have a problem with that because everything that went with the /sp/ was already there, so they didn't have it mixed up you know. So probably just like organization and making sure that I'm not giving them things before they need it, like they all had their pencils and pens and Kaden sits there and just like (pounds hand on table to signify clicking a pen) you know, does stuff that when he doesn't even need to have it in his hand. So probably just little things like that, that could change so that they're more focused on what we're talking about and not at like what they're looking at.

Tori- Yeah, I would agree, and even just being like 'okay while I set this up, everybody put your hands behind your back' or something like that just so that they're not like so inclined to be touching. Because even when you were doing the worksheet with them, they were all like (moves head forward, leaning in)

Kamryn- Yeah, they were all up in it, and I don't know how I would've done this, but I also like thinking about it as it was going on like, I wish that they weren't all sitting, because like Dan was over there by himself which was fine but like I said like Amy was doing well and she's like /sp/ /oon/ like placing them but then like Kaden's just sitting here listening to her say it, and then putting it where he's at, so like yeah, he understood.

Tori- She was really close, I think maybe tell her to move over tomorrow.

Kamryn- Yeah, like I know that he knows what's going on, but just the fact of like he's sitting there listening to her do, it you know like I just...

Tori- Mmmhmm, and even though she needs that verbal like /sp/ /oon/…

Kamryn- Which was good for her…
Tori- Like for her to move it, but then that's distracting for him. So, like trying to find that balance between she needs to do this, but he can't hear it type thing is hard. But overall, I think you did a really nice job and tomorrow will go better I think. I mean today was good, it'll only get better as the week goes on as they get more comfortable with you I think.

Kamryn- Yeah (Video Post Conference, 4/17).

Although Tori does provide feedback regarding management, she does not address the appropriateness of the word work, or that worksheets were not a permitted mode of instruction in this course. The next example details how Kamryn provided feedback to Theresa to troubleshoot her instruction:

Kamryn- Yeah, umm what body language did you notice?

Theresa- Umm, well I noticed from the students, I noticed that umm… I felt like they were very like, they wanted to get up and moving. So maybe doing more of a kinesthetic type of learning, and having them up and doing something will help them stay more focused, rather than having them sit in their seats the whole time. So, I think incorporating that in the lesson could be helpful.

Kamryn- Yeah, I think it went really well with using the letters that you had, like I think that they stayed engaged by doing that. That's something, umm and were all pretty focused during that time working with that. So then what things could you have done maybe to increase their engagement? Like other than having maybe them standing, is there anything else that you think you could do for that?

Theresa- Umm I think to increase their understanding maybe model it more so they really understand what they're supposed to be doing and how to do it. And they can see from me how to do that if I model more so modeling more next time would probably help them better understand what the purpose is and what this book will be doing.

Kamryn- Yeah and that's what you said you wanted me to watch for, but umm I thought I mean, you started out by modeling how they were going to like set out the words. Umm what areas do you think that you could've maybe done more modeling, or what modeling do you think went well?

Theresa- Umm, I think I could've focused more on the strategy because that I didn't hit that, I just briefly, because they all had prior knowledge on it. But I
think because I only saw Amy really using it, and I could've had like modeled it more and really focused on that so they could use that.

Kamryn- Umm how do you want to model it? Like would you bring…

Theresa- I think I would like show them in the while reading like if, I was reading it to them I would stop and be like, ‘oh I need help solving this word, can you help me use cover and slide,’ so then I'm modeling how to do it, but then they're like engaged helping me model like do the strategy,

Kamryn- Yeah you could too, if you umm, I know I've brought it with Kaden before, but you can maybe bring like an anchor chart or along with that…

Theresa- A visual reminder.

Kamryn- Maybe just to show them, I mean that would be good too…like having… asking them what they think that you should do and having them go from there (Video Post Conference, 4/4).

The previous example elucidates Kamryn’s feedback to Theresa, including the suggestion to provide an anchor chart for students to reference. The provision of feedback to improve and troubleshoot instruction was a social practice common to all members of this triad given the frequency of these kinds of interactions. Because the conversations remained linked to the short-term instruction within the day to day more practical aspects of instruction, discussion rarely moved to a deeper reflective conversation about practice. Reflect on teaching and student outcomes. Another trend in this triad is a focus on teaching and student outcomes in the role of the coach. All participants reflected on teaching and student outcomes in each of their written coaching reflections. For example, Theresa made the following statement in her coaching reflection:

After observing today’s lesson, one thing I learned was that checking for understanding is an important step in the teaching and learning process. During the lesson, Tori explained to the students that when they were done reading they should make a chart of the life cycle of a frog. When one of the students was done reading, they just sat there so Tori reminded them to make the chart to which the
student replied, “What chart? I don’t know what that means.” This shows that the student never really understood the task from the start so checking for understanding after explaining what was expected would have helped them better understand. Checking for understanding is a part of formative assessment and would help not only the students know what to do but also help the teachers know if the students are comprehending what is being taught. One way to check for understanding is by having the students put their thumbs up if they know understood what to do or their thumbs down if they still have questions (Coaching Reflection, 4/11).

This reflection demonstrates the focus on teaching and student outcomes regarding checking for understanding as a formative assessment. Tori also reflected on teaching and student outcomes in the following reflection:

From observing my partners teaching I noticed that the students were disengaged during the parts of the lesson. The goal of this lesson was for the students to comprehend the text and also review the decoding strategy. The students were disengaged during the presentation of the decoding strategy and looking around the room. I noticed that Kaden was very fidgety in his chair and needed more support during the running record. I learned that my partner does a good job of handling misbehavior while still giving a running record. This can be difficult and something that I struggle with so watching her be able to handle a misbehavior from across the room just by saying the student's name was something I will use as I move forward (Coaching Reflection, 4/18).

This reflection showcases Tori’s emphasis on teacher and student outcomes concerning student engagement and behavior. Kamryn reflects in a similar way in the following statement:

I learned that it is important to plan for and understand that not all students are going to be at the same academic level. All three students were reading their book while Theresa took a running record, and not all students read at the same speed. I learned that while one student is participating in the running record, there could be a small, quiet activity that the others could be doing. I think that the students comprehended the book well, and it worked to have them to a short comprehension check right after reading. Theresa had them write down a few facts that they were interested in from the text and this transitioned them into their next topic. I learned that having those smooth transitions that makes everything connect together is very important. The students had the ability to see what they
were working on today would move into how they were going to create their writing the next day (Coaching Reflection, 4/4).

The reflection above further demonstrates the trend of reflecting on teacher and student outcomes as Kamryn wrote about differentiation for students. Focusing on student outcomes appeared to be an important social practice for all group members of the *Part-Time Troubleshooters*.

**Roles of the videographer.** In reviewing the video, it is clear that each group member is present for each lesson. This is evident in the audible and visual data from all nine lesson videos. However, the videographer was clearly absent for any pre conference conversations, and rarely present for post conference conversations. This indicates that this triad eliminated the role of the videographer and instead left the task of filming the conversations to the teacher and coach, further contributing to this group’s label *Part-Time Troubleshooters*. While capturing the coaching conversations is easy enough to do without the videographer, as this group demonstrated, the missing member did not play their role that week nor did they hear the coaching discussion. This may have contributed to the dynamics of this group.

**Variations within the group.** Although many commonalities within the social practices of this triad were noted, some variations were also revealed through recursive analysis of the data. These variations relate to the group member’s understanding of peer coaching, and the roles of the teacher and coach.

**Understanding of peer coaching.** One variation in terms of social practices was present in the participants’ understanding of peer coaching. Question 3 of the post survey stated *Explain your understanding of the purpose of peer coaching*. Theresa and Kamryn
mentioned reflection in their responses to this prompt. For example, Theresa stated, “Two professional colleagues work together to reflect on the teacher's lessons and the coach shares ideas and gives their thoughts” (Post Survey). Kamryn also spoke about reflection when she stated, “I believe that the purpose of peer coaching is for the coach and the teacher to reflect on the lesson that was taught. This is a great way for the teacher to be able to instantly think about what could've gone different, better, the same, etc.” (Post Survey). On the other hand, Tori discussed an alternative aspect of teaching as she commented that the purpose of peer coaching is “To help students feel comfortable working with more than one student at a time while also getting exposure and practice with peer coaching” (Post Survey). This response varied greatly from Theresa and Kamryn’s, and appear to focus more on rehearsing how to peer coach rather than impact practice.

**Role of teacher:** A distinct variation to the role of the teacher was apparent in this group. In the response to Question 7, *Discuss how peer coaching might be helpful to you in the future*, Kamryn and Theresa responded in ways that discussed reflection of instruction and/or practice. For example, Kamryn stated, “I think that it would be helpful in the future because it is beneficial for our learning about our teaching” (Post Survey). In this example, Kamryn referred to learning related to long-term practice. Theresa’s reflection was more closely tied to short-term instruction as she stated, “I can work with other teachers to share activities, reflect on my teaching, and get new ideas for lessons” (Post Survey). On the other hand, Tori responded in terms of her future career when she stated, “Getting the chance to be a peer coach and be peer coached will allow me to have
more of an idea about what will happen when I get a job” (Post Survey). This variance in the role of the teacher is important to understanding the social practices of this group.

**Role of coach.** An additional variation existed within the role of the coach. Question 8 of the post survey asked participants to *Discuss any frustrations or disappointments with the peer coaching process*. Tori and Kamryn did not express any frustrations or disappointments within the peer coaching process. However, Theresa stated in reference to her coach, “Could give more suggestions and feedback that could help me improve my instruction. I feel they were nervous to help me what I could work on” (Post Survey). Although earlier evidence demonstrated the presence of feedback, it is apparent that Theresa was seeking additional feedback to help her make progress.

**Summary.** This section illuminated group trends for the *Part-Time Troubleshooters* within the experience with peer coaching in this study. The social practices of the group were described in relation to the commonalities and variations within the effects of relationships, as well as the roles of the teacher, coach and videographer. It seems that the peer coaching process was utilized as a way to troubleshoot potential and actual problems related to short-term instruction for this triad such as modeling. The inconsistent attendance within each component of the process may have contributed to the lack of depth experienced within this group.

**Summary**

This chapter explored the data collected from this case study, as well as the key emerging themes. In addition, a rich discussion of three focal groups was shared to contextualize the dominant emerging themes of this study. Significant themes from this
data included an emphasis on student and teaching outcomes, reflection to improve and affirm instruction and/or practice, and relationships with colleagues. Insights and future directions will be discussed in the final chapter.
CHAPTER 5

INSIGHTS AND FUTURE DIRECTIONS

This chapter will provide a summary of the study, followed by a discussion of the insights illuminated from the data and analysis. Finally, recommendations for practice and future directions for further research are explored.

Summary of the Study

In this study, peer coaching was implemented with pre-service teachers. This process involved triads of pre-service teachers who were taught about formulating a positive, collaborative, non-evaluative relationship for the purpose of helping one another to reflect and improve on their instruction and/or practice. Participants utilized real-time observations and face-to-face conferences to work through a three-part peer coaching cycle. The following section highlights the rationale for the study, the methodology and the implementation.

Rationale

A cycle of attrition exists across the nation. Research on teacher attrition shows that between 40 and 50 percent of new teachers leave the profession within the first five years of teaching (Ingersoll, 2003). The results of attrition include a tremendous financial burden, weakened school climates, and lack of equity of access to highly effective teachers (Bach et al., 2004; Kirby et al., 2003). In order to combat this attrition of novice teachers, schools have increased implementation of induction programs, (Ingersoll, 2012) however the type and duration of these supports varies. In addition, states like Iowa have developed professional development protocols. The Iowa Professional Development
Model (IPDM) in Iowa Code § 284.6 and § 284.8 (2016) outlines the requirements for quality professional development in Iowa schools, including a provision of peer coaching and practitioner collaboration. Furthermore, Title II of the Every Student Succeeds Act (2015) details the various requirement of state agencies, including an increase in educators who are effective in improving student academic achievement, and greater access to effective teachers for low-income and minority students (Sec. 2001). While these initiatives provide promise to the issues of attrition and equity of access, schools and teacher education programs are charged with implementing procedures to achieve these goals which makes this study with preservice teachers especially relevant. Darling-Hammond and McLaughlin (2011) argue that reform to professional development is necessary, and that it must begin in teacher preparation and continue into a teacher’s career. In addition, teacher education programs must provide PSTs with opportunities to reflect and collaborate with others in order to meet the challenges of education today (Kurtts & Levin, 2000; Lee & Choi, 2013). Many models may be used achieve these goals, however, peer coaching aims to promote reflection through structured collaboration.

Vygotsky’s sociocultural theory (1978) provided the theoretical framework for this study. Sociocultural theory established that social interactions are fundamental in the development of cognition. "Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (Vygotsky, 1978, p. 90). This suggests that social learning tends to precede cognitive development. In fact, Vygotsky (1978) made the assertion that “all the higher functions originate as
actual relationships between individuals” (p. 57). Examining the role of a peer coach in conjunction with sociocultural theory suggests that as humans participate in common, collaborative activities, they learn and internalize new strategies and knowledge as a result of collective thinking with other humans. This is a contrast from many typical professional development settings where teachers often learn information in a passive way. This mode of providing professional development often leads to a lack of transfer to the teaching practice, as evidenced by Joyce and Showers (1980) study which showed that only 10 percent of teachers transferred their learning from professional development settings, even when the learning was voluntary. Through peer coaching, teachers can engage in discussion as they plan and reflect on instruction. Lynch and Ferguson (2010) support this notion arguing that, “Such professional development provides learning that is inherently social and collaborative, with teachers actively participating in their own learning” (p. 201). This positions the peer coach as a critical friend, or a “trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend” (Costa & Kallick, 1993, p. 50). Critical friends take time to fully understand and listen, to clarify thinking, and to respond with integrity as an advocate for the success of the work. A critical friend provides an objective point of view coupled with support for the teacher’s needs in a trusting relationship. Critical friendships within peer coaching are linked to Vygotsky’s (1978) sociocultural theory.

The current study explored peer coaching in ways that were uncommon to the body of literature. While the existing studies on peer coaching in pre-service teacher
education were positioned in varied content area settings, in primarily whole-group format (Bowman & McCormick, 2000; Wynn & Kromrey, 2000), this study explored the implementation of peer coaching in an after-school literacy clinic setting in which PSTs planned and implemented small group guided reading instruction lesson for a grouping of 3 students. In much of the literature, the researchers selected the dyad groupings (Jang & Chen, 2010; Lee & Choi, 2013). The current study involved a triad grouping based on self-selection of a comfortable, trusting relationship, as well as based on the needs of the students who would be grouped together based on assessment data. Furthermore, observations and conferencing were conducted face-to-face in real-time in the current study, which was not the case for the majority of the reviewed studies (Gonen, 2016; Morgan et al., 1994).

Methodology

This single-case study design (Yin, 1994) aimed to gain insight into the effects that peer coaching might have on the relationships between PSTs, as well as the affirmation and/or alteration of their literacy instruction and pedagogical practices of participants enrolled in an Advanced Literacy Practices course. The setting for this study was a university literacy clinic. The case included 22 consenting undergraduate PSTs enrolled in the spring 2017 semester. Of the participants from the full pool of consenting participants, three illustrative focal groups were selected based on consent and completion. These focal groups helped to contextualize major themes found within this study.
This study was developed and implemented over the course of the 16-week spring 2017 semester. In weeks one through four, pre survey data was collected and students read articles providing background to peer coaching. Weeks five through 10 provided students with the opportunity to simulate the experience and plan for future implementation. Finally, weeks 11-16 included the implementation of peer coaching. A three-part cycle was implemented within triads of teachers. One teacher served as the lead teacher for a three-lesson sequence, another participated as a peer coach, while the third video recorded the conferencing and the teaching. Question prompts adapted from Stanfield (2013) were provided as a tool for collaborative discussion for the pre and post conferences. These prompts provided a scaffold to help the PSTs to engage in reflection of their teaching practice with a peer in this reciprocal relationship.

Multiple data sources were collected as a result of this study. Yin (1994) states that a case study inquiry “relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, to guide data collection and analysis” (p. 13). Data collected included a pre and post-survey of perceptions and understandings of peer coaching, written individual reflections of the experience teaching and coaching, transcription and research memos of videos taken of pre and post conferences and lessons, and finally focus group interviews. Recursive analysis of this data highlighted the key themes of the entire group of participants, as well as the illustrative focal groups. These themes included an emphasis on student and teaching outcomes, reflection to improve and affirm instruction and/or practice, and relationships with colleagues. The following section details the insights illuminated from the themes of this study.
Insights

Several important insights were revealed as a result of this single-case study. These insights are described in relation to the research questions developed for this study. First, insights related to the relationships between pre-service teachers are shared. Next, further insights relevant to the affirmation or alteration of literacy instruction and/or pedagogical practices of pre-service teachers are detailed. Finally, supportive conditions for coaching are described.

Relationships Between Pre-Service Teachers

The first research question of this study sought to explore how peer coaching might foster relationships between pre-service teachers enrolled in an advanced literacy practices course. Two significant insights provide clarity to this research question. They include the formation of social practices and positive, collaborative relationships.

Social practices. Although all participants of this study were introduced to peer coaching in the same way, provided with the same literature, simulations, and training, it is clear that individual groups form their own social practices that are disparate from one another. Thus, even with the initiation of a systemic process or approach to peer coaching, variances will occur. This insight indicates that peer coaching is largely a social practice, formed through the interactions of the group in the experience. This is evident in the cross comparison of the three illustrative focal group examples depicted earlier. All nine participants were provided the same background and training, but interpreted the roles of teacher, coach and videographer in ways unique to each particular group. In addition, it was evident that a dominant voice existed in the illustrative focal
groups, for example, it appeared that Jena and Mindy took on a role as leader, even though the intention was for an equal participation framework. This is evident in Jena’s establishing of her role as coach at the start of the experience (Video Pre Conference, 4/4). It seemed that this action may have established a social practice that potentially may not have otherwise been formed. In addition, Jena seemed to dominate conversations with Kaci as she lead the conference by the sharing of all observation notes without inviting the teacher to self-reflect (Video Post Conference, 4/4, 4/6). Mindy also displayed a dominance of the conversation, taking much longer turns of talk than her peer as evidenced by several pre and post conference conversations (Video Post Conference, 4/3, 4/4, 4/6; Video Pre Conference 4/10, 4/11, 4/13; Video Post Conference 4/10, 4/11, 4/13). She also seemed to lack the vulnerability of Kaley and Josie as she often blamed outside factors for the troublesome spots within her instruction (Video Post Conference, 4/10, 4/13). Although the intention of the peer coaching process is for the construction of an equal participation framework, it is apparent that leadership roles can exist. As a result, the establishment of disparate social practices is a significant insight from this study.

Positive collaboration. The analysis also seems to indicate that peer coaching has the potential to foster positive collaboration among pre-service teachers. A visible trend in the Professional Relationship Builders, the Time Conscientious Improvers, and the Part-Time Troubleshooters was recognition of the positive, collaborative relationship integral to peer coaching. Data from the post survey also demonstrated this to be the case, as 82 percent of participants felt that peer coaching was very beneficial to building
relationships with colleagues, and another 14 percent responded the process was 
*moderately beneficial*. Data from the post survey, coaching conversations, written 
reflections, and focus group interviews also indicated this trend. For example, Alexa 
described the resulting relationship in the following way:

> It helped me create stronger relationships with my peers. It helped create a 
positive relationship because we were all working together to improve each other. It was a really great team building experience peers. It helped create a positive 
relationship because we were all working together to improve each other. It was a really great team building experience (Post Survey).

Josie also depicted the relationship formed through peer coaching as, “supportive, 
positive, partnership-type relationship” (Coaching Reflection, 4/10). It was clear that Jena 
also felt strongly about the relationship when she stated, “I think this was a good way to 
build those relationships…I would say his built a friendship, but also it’s a professional 
side. Like I feel I can go to these people now for advice” (Focus Group Interview, 5/1). 
Data collected as a result of this study indicates that many participants formed positive, 
collaborative relationships as a result of the peer coaching process initiated in this 
experience.

**Literacy Instruction and Pedagogical Practices**

The second research question of this study resulted in the examination of how 
peer coaching could allow for the affirmation or alteration of literacy instruction/
pedagogical practices of pre-service teachers enrolled in an advanced literacy practices 
course. Two significant insights support this research question; including affirmation and 
alteration.
Affirmation. Evidence from the data suggests that peer coaching has the potential to result in the affirmation of literacy instruction and pedagogical practices. Affirmative feedback was provided to all participants of the three illustrative focal groups from their peer coach. This was also the case for many of the participants featured in the data landscape as results of the post survey indicated that 82 percent of participants felt that peer coaching was very beneficial in receiving support and encouragement from peers. Pre-service teachers reflected in ways that indicate the effect of peer coaching on affirming their instruction or practice. For example, in several individual teaching reflections, participants noted an affirmation of a particular aspect of the teaching, like in Kamryn’s case where she stated, “Through this process, I learned that I did a good job making sure to give all of the students the support that they needed throughout the lesson” (Teaching Reflection, 4/17). Tori reflected in a similar way, stating, “As a result of my coaching, I learned that I did good modeling for my students” (Teaching Reflection, 4/10). Through the process of peer coaching, these pre-service teachers were able to affirm particular aspects of their instruction. It appears that through this affirmation, participants developed confidence in their teaching. Data from the post survey substantiates this idea, as more than 90 percent of participants indicated that peer coaching was very beneficial or moderately beneficial to developing and maintaining self-confidence. This is evident in Shae’s responses where she stated, “I learned I need to be more confident while, teaching because it is not nearly as bad as I think” (Teaching Reflection, 4/17) and later when she reflected, “I learned I should not be quite so critical of my teaching. Linley helped me realize I need to look at some positives of my teaching
so I do not get too discouraged” (Teaching Reflection, 4/17). It’s clear that confidence was built through this experience for Shae, as was the case for the majority of participants.

Alteration. Another significant insight is the potential impact of peer coaching on the alteration of literacy instruction and pedagogical practices. Illustrative focal group data showed the presence of feedback to improve instruction or practice in both the *Time Conscientious Improvers* and the *Part-Time Troubleshooters*. In addition, Jena from the *Professional Relationship Builders* offered feedback to alter instruction. This trend was also evident in the post survey results which indicated that more than 90 percent of participants indicated that peer coaching was *very beneficial or moderately beneficial* to altering teaching practices. Other data substantiates this insight, including Ophelia’s response that stated, “It allowed me to reflect on my teaching practices and change them if necessary. It also provided me the chance to improve my teaching practice by making changes to what I already had planned” (Post Survey). Another example of this is when Mallory stated, “I was able to make changes such as implementing strategies and altering instruction based on previous lessons taught by my colleagues. For example, the use of students moving to places around the room worked well for week two of guided reading, so I implemented it during week three and it went great” (Post Survey). Finally, Kaley’s reflection confirms this trend as she remarked, “I got to realize things about myself and my teaching and how I can improve on it or get praise for it” (Teaching Reflection, 4/6). It appears that through the peer coaching process, pre-service teachers in this experience were able to alter their instruction or practice.
Supportive Conditions

Although the insights detailed above were evident for many participants of the study, this may not have been the case for all. As a result, it appears that conditions of peer coaching that are supportive of relationships, affirmation, and alteration exist. These conditions include full group attendance at peer coaching events, observation notes, affirmative and constructive feedback, and alternating roles.

Attendance at peer coaching events. One supportive condition to this peer coaching process is attending peer coaching events. It was evident in both the *Professional Relationship Builders* as well as the *Time Conscientious Improvers* that attendance at conferences and lesson was an important social practice. These groups appeared to be able to support one another in ways that extended beyond the here and now of the experience, reflecting on long-term goals related to practice and pedagogy.

This was not the case for the *Part-Time Troubleshooters*. The lack of attendance in coaching conversations could have resulted in the stagnant feedback related to this particular teaching context or contributed to the surface level discussion. Attendance in full is a supportive condition to the peer coaching process.

Observation notes. Another supportive condition to this peer coaching process is the recording and discussion of observation notes. The taking and sharing of observation notes was a social practice evident in primarily the *Professional Relationship Builders* but also somewhat in the *Time Conscientious Improvers* group. This was not apparent in the *Part-Time Troubleshooters* group. It appeared that the feedback these groups were
able to provide was far more specific and led to deeper conversations of instruction and pedagogy. Note taking may have focused observation in different ways and contributed to discussion. It seems that the recording of observational notes is an important supportive condition to peer coaching in this experience.

**Affirmative and constructive feedback.** A supportive condition for peer coaching includes the provision of both affirmative and constructive feedback. Although each illustrative focal group appeared to use both affirmative and constructive feedback, a lack of balance was found in each group. For example, in the Part-Time Troubleshooters, the feedback was primarily constructive; whereas in the Professional Relationship Builders, the feedback tended to be more affirmative. The Time Conscientious Improvers were the closest to providing a more even amount of both types of feedback. As a result, participants seemed to be able to reflect in ways that both affirmed and altered instruction and practice. However, further experience would be necessary to find a more even balance of these two types of feedback. Hasbrouck (1997) delineated a similar concern of novice teacher’s understanding of quality feedback and discernment of effective practices for affirming and altering practices due to their lack of experience. Continued exposure to these concepts both in the undergraduate coursework and in the clinical experience might bridge this issue.

**Alternating roles.** A final supportive condition for peer coaching in this experience is the alternating of roles. In each triad, all participants had the opportunity to take on the role of teacher, coach and videographer. However, due to the nature of the experience, no participants had the opportunity to coach and be coached by the same
individual. Altering this arrangement to provide the opportunity to coach and be coached by each individual in the triad could be an important modification in this particular experience because it might have fostered deeper reflection through the alternative perspectives of individuals.

**Summary of Insights**

Several insights were illuminated through analysis of the data. These insights related to the relationships between pre-service teachers and the literacy instruction and pedagogical practices. Supportive conditions for coaching in this experience were also delineated.

**Future Directions**

The insights from this study contribute to the understanding of peer coaching with pre-service teachers in a clinical setting. Although these insights were significant, further recommendations for practice and future areas of research are indicated in the sections that follow.

**Recommendations for Practice**

Continued implementation of a peer coaching process is recommended. Suggestions for implementation in both teacher preparation programs and in K-12 school districts are outlined.

Teacher preparation programs. Insights from this study suggest that pre-service teachers can learn about and implement a peer coaching process in a relatively short span of time, which aligns with the results of Bowman and McCormick’s (2000) study. Results of the current study suggest that peer coaching has the potential to positively
impact instruction and pedagogy of pre-service teachers, thus warranting further implementation in teacher preparation settings. In addition, as Britton and Anderson (2010) suggested, peer coaching is a possible supplement or alternative to traditional university supervision, especially with faculty time in high demand, and the “high levels of anxiety typically associated with formal evaluation and pre-service teachers” (p. 307). Bowman and McCormick (2000) suggest peer coaching to, “augment university supervision so that opportunities of observation, feedback, and guidance might be expanded” (p. 261). Furthermore, the addition of a peer coaching process positions pre-service teachers as professionals who are equipped with quality practices before they begin their careers (Hasbrouck, 1997). Hasbrouck’s (1997) study found that this early introduction resulted in professionalism and self-confidence, facets necessary to success as educators. Results of this study, in conjunction with previous research indicate that teacher preparation programs are an opportune space for implementing a peer coaching process. Through consideration of study outcomes, recommendations for further implementation are suggested in both clinical and typical field experience placements. First, more opportunities to coach and be coached should be considered. Expanding the roles of teaching and coaching beyond three experiences could strengthen the effectiveness of the peer coaching process. Furthermore, video footage collected from pre and post conferences as well as lessons could be used as an active piece of the coaching process. One option might be to view samples of coaching conversations in either a lecture component of a course. In this space, the course instructor could facilitate conversation about the coaching and use it as a space to make refinements to the process.
An additional option would be for the triad group members to view the coaching conversations to affirm and critique aspects of both the coaching and reflecting. Furthermore, the coach and teacher could watch lesson videos together before conducting the post conference. This might allow for both teacher and coach to clarify their wonderings and confusions to lead to a more productive conversation of the lesson.

Another suggestion would be for the instructors to conduct additional simulations of peer coaching after the implementation of the process has begun. Although the training prior to the experience was effective, additional opportunities to debrief might lead to stronger coaching and reflection, an idea also substantiated by Neubert and McAllister (1993).

Time and scheduling can prove to be a potential obstacle in initiating a peer coaching process. If conferencing and observations cannot be conducted in real-time, a solution would be to video record the lessons and debrief using the footage at an alternative time. Another option would be to establish paired peer placements. Wynn and Kromrey (2000) implemented a similar process in which two pre-service teachers were paired in the same teaching context. A similar arrangement could be a viable substitute to the process initiated here. Regardless of the way in which the peer coaching process is established, it would ideally be sustained and supported throughout the course of the teacher education program to support contiguity and consistency.

K-12 school districts. Implementation of a peer coaching process in K-12 school district settings could result in similar insights as those revealed here. The initiation of a peer coaching process does not require the purchase of expensive pre-packaged programs or training to integrate. It is instead a social constructivist approach, tied to the particular
teaching context. This process is driven by the key players within this context, customized to meet classroom, school and district goals. In addition, current legislature requires professional development procedures like collaboration and peer review (Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177, 2015, Iowa Code Performance Review Requirements for Teachers § 284.8, 2016, Iowa Code Teacher Professional Development § 284.6, 2016). Peer coaching has the potential to not only meet these legislative requirements, but to surpass them. As Joyce and Showers (1980) discovered, traditional professional development models are ineffective in promoting transfer to practice. Peer coaching provides a viable alternative as it meets Darling-Hammond and McLaughlin’s (2011) characteristics for effective professional development that positions teachers as both teachers and learners, which include:

- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development.
- It must be grounded in inquiry, reflection, and experimentation that are participant-driven.
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers’ communities of practice rather than on individual teachers.
- It must be connected to and derived from teachers’ work with their students.
- It must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice.
- It must be connected to other aspects of school change (p. 82).

A peer coaching process has the potential to address each of these characteristics. In addition, with the implementation of coaching among peers, the role of the administrator could shift. As teachers take a more active role in the peer review process, administrators can focus less on teacher evaluation and instead place their attention to other important
aspects of their position. Even though administrators might be able to take a passive role in the initiation of a peer coaching component, it must be backed by administrators who not only support but encourage participation. A peer coaching component could be easily formed from the ground up or blended into existing collaborative structures, such as Professional Learning Communities or the Teacher Leadership and Compensation process. Within teaching contexts, appropriate background and simulated experiences should be provided, as well as continued support over time. In addition, scheduling in ways that allow for peer to peer collaboration would be an asset to the success of the process. However, as time is typically an obstacle in most contexts, video footage could be utilized to conduct observations and coaching conversations. Regardless of the process that is established, support to sustain over time is essential to the evolution of the peer coaching process in K-12 settings.

Future Research

Although this study resulted in several compelling insights, future studies can further contribute to understanding the impact of peer coaching in pre-service teacher education. Replication of this study in other clinical settings, or in different teacher education contexts and programs might help to further examine and compare the effects of this peer coaching process. Further exploration of triad dynamics, including self-efficacy, beliefs of teaching, disparity of content knowledge, and understanding of policy in relation to the effects of coaching might also provide compelling insights. Last, a longitudinal study that follows the participants of this study into student teaching and
carrying into their experiences as novice teachers may provide further insight into the long-term effects of this peer coaching process.

Summary

Peer coaching is viable and important element of pre-service teacher education. Pre-service teachers entering the field with this exposure will be already be adept in reflecting on their practice, providing praise and feedback, and seeking the answers to their questions. This idea is substantiated in the findings of Kurtts and Levin’s (2000) study with peer coaching in pre-service teacher education:

If teacher education programs are to prepare new teachers for the challenges of this new century, they must search for promising practices that will encourage reflection and inquiry. New teachers who face shifting paradigms in schools will need to bring with them resources to make the successful transition from pre-service to in-service teacher. Decision making, and being able to accept, understand, and value different perspectives will assist new teachers as they enter their own school communities for the first time. Such skills are likely outcomes of developing the ability to reflect on one’s practices and to seek the support of others. Perhaps early experiences with peer coaching can help teacher candidates to develop and use these skills in a way that will prevent feelings of isolation and a lack of support and thus, decrease the attrition rate that has become an ongoing problem for so many of our school systems (Kurtts & Levin, 2000, p. 308)

For most participants in this study, peer coaching resulted in further understanding of teaching and student outcomes, reflection that lead to the improvement of instruction and practice, and a positive, collaborative relationship with colleagues. However, the result for some was far more transformational. This is evident in the example here, where Mallory reflects on the experience as it relates to life beyond this context:

I started looking at more literacy in another way, and I've actually really enjoyed this, the peer coaching part, and connecting it with literacy. It kind of made me think about eventually doing a Masters and pursuing something further…And I haven't thought a lot about that before, so it's kind of interesting. This semester has been more of a development of my own teaching, and how I could continue
this, or like take another route instead of just student teaching, and then teaching the rest of my life. I was like, oh, well I could do something else. I don't have to teach the rest of my life, I can consider other routes (Focus Group Interview, 5/1).

As a result of the peer coaching experience, a transformation of thinking occurred for Mallory. It allowed her to consider future goals in ways that she hadn’t before considered. A transformation shift occurred for Renee as well. In the pre survey at the beginning of the semester, Renee stated that her understanding of peer coaching was, “To collaborate lessons and ideas and to decrease the workload.” However, as the semester progressed, an apparent transformation in thinking occurred. In the focus group interviews, the list of definitions of the purpose of peer coaching included Renee’s preliminary understanding. When presented with this list of definitions, Renee immediately made the following statement

I don’t really like, number 9, ‘to collaborate lessons and ideas to decrease the workload’…it’s still the teacher planning the lesson, peer coaching shouldn’t be something that creates workload, you have someone to help you. I did like how number 3 talked about ‘in order to better meet the needs of the students.’ That was the only one (definition) that actually talked about students, and how it actually benefits them. Because that's the main goal (Focus Group Interview, 5/2).

This example shows Renee’s transformation in understanding. A clear shift from the practical, technical aspects of teaching to a deeper understanding of the impact of pedagogy and practice on student learning occurred. As Kurrts and Levin (2000) stated, “The ability to think reflectively, to move past the day-to-day struggles of the classroom, and to grasp just how significant their role will be in the future of education is crucial in keeping new teachers in the schools” (p. 308). In a matter of a 16-week period, these two students experienced a transformation in the way they thought about teaching and
learning. If this level of transformation is possible within 16-weeks of a peer coaching process, imagine the potential impact over 16 years.
REFERENCES


Hasbrouck, J. E. (1994). *The scale for coaching instructional effectiveness (SCIE)*. College Station: Texas A&M University, DARCY/Department of Educational Psychology.


Iowa Code Performance Review Requirements for Teachers § 284.8 (2016)

Iowa Code Teacher Professional Development § 284.6 (2016)


APPENDIX A

PARTICIPANT CONSENT FORM

Project Title: The Impact of Peer Coaching on Fostering Positive Relationships and the Dissemination of Knowledge in Pre-service Teachers

Name of Investigator(s): Kelsey J. Bowers

Invitation to Participate: You are invited to participate in a research project conducted through the University [redacted]. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you make an informed decision about whether or not to participate.

Nature and Purpose: Collaboration is a cornerstone in effective educational institutions. Pre-service teachers may benefit from instruction in and implementation of coaching techniques that can foster positive working relationships with their peers. Coaching can also promote improvement in teacher pedagogy and may result in a shared collaboration of best practice (Bowman & McCormick, 2000; Kurtts & Levin, 2000). The purpose of this study is to gather and examine data investigating the effects of peer coaching on the collaboration between peers, as well as the affirmation or alteration of the literacy practices of pre-service teachers.

Explanation of Procedures: The study will take place in the Advanced Literacy Practices course (LITED 4147). It is a required course for the Literacy Education Minor and peer collaboration is an integrated part of the class. All students will engage in the activities and learning regardless of consent to participate in the study. This study aims to improve upon past structures and provide tools and strategies for new teachers to take on the role of peer coaching. Peer coaching will be conducted over a series of six small group lessons lasting 15 minutes each as part of regular class activities. By consenting to participate, you agree to allow me to collect and analyze survey information, peer coaching related documents and video, and weekly reflections.

Discomfort and Risks: Many studies pose a risk to the participants; however, risks in this study are similar to those experienced in day-to-day life.

Benefits and Compensation: There is no compensation for participation.

Confidentiality: Consent forms will be kept in a locked cabinet in the literacy education office. The instructor will not know who has consented to participate in the study until after grades are posted. Information obtained during this study which could identify you will be kept strictly confidential. Data collected as part of the regular course activities, including electronic data, video and photographs could be used for analysis by the primary investigator. Only consenting individuals will be included in materials discussed.
or shared outside of the course. The summarized findings with no identifying information may be published in a peer reviewed academic journal or presented at a scholarly conference.

**Right to Refuse or Withdraw:** Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized.

**Questions:** If you have questions about the study you may contact or desire information in the future regarding your participation or the study generally, you can contact Kelsey Bowers at [contact information] or the project investigator’s faculty advisor Dr. Sarah Vander Zanden in the Department of Curriculum and Instruction, University of Northern Iowa 319-273-7270. You can also contact the office of the IRB Administrator, Anita Gordon, of the University at 319-273-6148, [email], for answers to questions about rights of research participants and the participant review process.”

**Agreement:**

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I permit video/audio and written artifacts to be used in the analysis and possible publication of findings. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

**You may:**

_____ Review and use data from course activities

_____ Contact me for a follow up focus interview via email

_________________________________     ____________________
(Signature of participant)                                  (Date)

_________________________________
(Printed name of participant)

_________________________________     ____________________
(Signature of investigator)                                (Date)

_________________________________     ____________________
(Signature of instructor/advisor)                       (Date)
APPENDIX B
RECRUITMENT SCRIPT

Good morning:

My name is __________, {explain role} at the University of Northern Iowa. I would like to invite you to participate in a research study conducted by Kelsey Bowers through the University of Northern Iowa. This study aims to learn more about the impact of peer coaching on fostering positive relationships and the creation and sharing of knowledge in pre-service teachers. You were selected as a possible participant because you enrolled in the Advanced Literacy Practices course this semester.

You will engage in peer coaching as part of your Advanced Literacy Practices course. Peer collaboration is an integrated part of the class and you will all engage in the activities and learning regardless of consent to participate in this study. You will learn about peer coaching techniques during the lecture portion of the Advanced Literacy Practices course. You will have background from articles and examples in class along with discussion stems to support this peer coaching opportunity. Peer coaching will be conducted over a series of nine small group tutoring lessons lasting 15 minutes each as a part of regular course activities. You will hold and video record a brief pre-conference with your peers, teach a lesson as your peers observe, and meet after tutoring to debrief.

By consenting to participate, you agree to allow Kelsey Bowers to use your data collected as part of the regular course activities, including electronic data, video, and photographs. This data could be used for analysis and may be used in conference presentations or published in a peer reviewed literacy education or teacher education.
journal. There are no anticipated risks outside of typical daily risks of participation with colleagues such as discomfort discussing teaching decisions.

After grades are posted, you may be invited to participate in an optional focus group interview after the completion of the peer coaching opportunity. Your participation is voluntary and you may withdraw from the study at any time. This [point to form] is the consent to participate in the study. You will have two copies, one to keep and one to return. Sign and return the form indicating your consent preference. Keep the other form for your files. The consent forms will remain confidential, neither Kelsey nor Dr. Vander Zanden will know who agreed to participate or not until grades are posted.

Do you have any questions at this time? If you have questions later, please contact Kelsey Bowers at [contact information], the faculty advisor of this study, Dr. Sarah Vander Zanden, at 319-273-7270. You can also contact the office of the IRB Administrator, Anita Gordon, of the [contact information], at 319-273-6148. The form also has this information. Thank you for your time.
APPENDIX C

PRE SURVEY

Peer Coaching Pre Survey

*Modified from Britton and Anderson (2010) and Wynn and Kromrey (2000)*

1. Describe yourself using the following categories:
(If you are uncomfortable answering any of the following questions, simply leave the field blank)

- Age
- Gender
- Education level
- Languages spoken

2. Which of the following describes your future goals in terms of roles as an educator?
(can select more than one)
- Classroom teacher
- Literacy coach
- Reading specialist
- Title I teacher
- Other: ________________________

3. Have you had any previous coaching training? If so, please describe the nature of the training.
4. Have you had any previous experience in supporting your peers? If so, please describe the nature of the support.

5. Explain your understanding of the purpose of peer coaching.

6. Rate the effect that peer coaching has on the following aspects of teaching.
1- Not beneficial  2- Slightly beneficial  3- Moderately beneficial  4-Very beneficial

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson planning and preparation</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Presenting lessons</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Receiving feedback</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Reflecting and thinking about my own teaching</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Implementing strategies from college courses</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Receiving support and encouragement</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Developing and maintaining self-confidence</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Building relationships with colleagues</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Encouraging risk-taking</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Helping with classroom management</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Promoting enthusiasm for teaching</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Altering teaching practices</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

7. Any other information you would like to share regarding peer coaching:
APPENDIX D

POST SURVEY

Peer Coaching Post Survey


1. Describe yourself using the following categories:
(If you are uncomfortable answering any of the following questions, simply leave the field blank)

Age

Gender

Education level

Languages spoken

2. Which of the following describes your future goals in terms of roles as an educator?
(can select more than one)
☐ Classroom teacher
☐ Literacy coach
☐ Reading specialist
☐ Title I teacher
☐ Other: ________________________

3. Explain your understanding of the purpose of peer coaching.
4. Rate the effect that peer coaching had on the following aspects of your teaching experience.
   1- Not beneficial 2- Slightly beneficial 3- Moderately beneficial 4-Very beneficial
   
   Lesson planning and preparation 1 2 3 4
   Presenting lessons 1 2 3 4
   Receiving feedback 1 2 3 4
   Reflecting and thinking about my own teaching 1 2 3 4
   Implementing strategies from college courses 1 2 3 4
   Receiving support and encouragement 1 2 3 4
   Developing and maintaining self-confidence 1 2 3 4
   Building relationships with colleagues 1 2 3 4
   Encourages risk-taking 1 2 3 4
   Helps with classroom management 1 2 3 4
   Promote enthusiasm for teaching 1 2 3 4
   Altering teaching practices 1 2 3 4

5. Did peer coaching affect your relationships with your peers? If yes, explain how peer coaching affected your relationship. If no, explain why not.

6. Did peer coaching cause you to alter your teaching practices? If yes, explain any changes that you made. If this peer coaching experience did not affect your teaching practices, please discuss why you think your practices remained unchanged.

7. Discuss how peer coaching might be helpful to you in the future.
8. Discuss any frustrations or disappointments with the peer coaching process.

9. Given the opportunity, would you be interested in participating in peer coaching again?

10. Is there anything else that you would like to share about this experience?
APPENDIX E

QUESTION STEMS

Peer Coaching Question Stems


<table>
<thead>
<tr>
<th>Pre Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What outcomes do you have in mind for your lesson?</td>
</tr>
<tr>
<td>● As you see this lesson unfolding, what will students be doing?</td>
</tr>
<tr>
<td>● As you envision this lesson, what do you see yourself doing to produce those student outcomes?</td>
</tr>
<tr>
<td>● What will you be doing first? Next? Last? How will you close the lesson?</td>
</tr>
<tr>
<td>● What will you see students doing or hear them saying that will indicate to you that your lesson is successful?</td>
</tr>
<tr>
<td>● What will you be aware of in students’ reaction to know if your directions are understood?</td>
</tr>
<tr>
<td>● As a professional, what are you hoping to learn about your own practice as a result of this lesson?</td>
</tr>
<tr>
<td>● What will you want me to look for and give you feedback about while I am observing?</td>
</tr>
</tbody>
</table>
## Post Conference

### Objective:
- What do you remember most vividly about your lesson?
- What were the major goals of your lesson?
- What did the students accomplish?
- What student behaviors did you observe during the lesson?
- Which activity took the most time?
- What body language did you notice from the students?
- What resources did you use in this lesson?
- What are some strategies you used in this lesson?
- Are there artifacts from the lesson that I should examine?
- How does this lesson fit within the unit?

### Reflective:
- As you reflect on your lesson, how do you feel it went?
- What did you see students doing (or hear them saying) that made you feel that way?
- What was the most/least successful thing you did in the lesson?
- What seemed to really work (or not work) during the lesson?
- As you look at these artifacts, what concerns/pleases you?
- What part of the lesson was hardest/easiest?
- How did you feel as you were teaching the lesson?
- Where or when do you feel the students had difficulty?
- Which activities do you think fostered high involvement?
## Post Conference

<table>
<thead>
<tr>
<th><strong>Interpretive:</strong></th>
<th><strong>Decisional:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● What did you learn about yourself through this experience?</td>
<td>● What things will you do differently in future lessons?</td>
</tr>
<tr>
<td>● What things could you have done to increase student engagement?</td>
<td>● What things will you do the same in future lessons?</td>
</tr>
<tr>
<td>● What things could you have done to extinguish undesirable student behaviors?</td>
<td>● What things will you do to increase student engagement?</td>
</tr>
<tr>
<td>● What hunches do you have to explain why students performed (or didn’t perform) as you had hoped?</td>
<td>● What things will you do in future lessons to ensure future success and/or prevent future failure?</td>
</tr>
<tr>
<td>● What are things that you might have done in the beginning, middle, or end of the lesson that would have enhanced learning?</td>
<td>● What supports will you need to continue to work on those areas of concern to you?</td>
</tr>
<tr>
<td>● What do these results mean to you in terms of future planning?</td>
<td>● What goals have you set for yourself that are related to our conversation and review of this lesson?</td>
</tr>
<tr>
<td>● What other ways could you assess student learning?</td>
<td>● As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn’t do) that was of benefit to you? What helped you? What could I do different in future coaching sessions?</td>
</tr>
<tr>
<td>● What insights have you gained about how your teaching affects your students’ behavior and/or achievement?</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING REFLECTION

Part 1: Rate your teaching of today’s guided reading lesson.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>Objective</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Notes (Optional)</td>
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<tr>
<td>I clearly communicated the overall learning goal of the unit.</td>
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<td>I clearly communicated the purpose of the lesson.</td>
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<td>I provided adequate modeling.</td>
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<td>I provided appropriate guided practice to scaffold.</td>
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<td>I used prompts to activate successful problem-solving strategies, higher-order thinking, and deeper comprehension.</td>
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<td>I ensured that all students were highly engaged in the learning.</td>
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<td>I ensured that materials were organized and easily accessible.</td>
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<td>I collected data to monitor student progress and to guide and plan future instruction.</td>
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</tbody>
</table>

Part 2: Write a thoughtful paragraph of 5-7 sentences reflecting on the question, “What did you learn about your teaching as a result of the coaching?”
Date:  

**Coaching Reflection**

**Part 1: Rate your coaching of your peer in today’s conference discussions.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Objective</th>
<th>Rating</th>
<th>Notes (Optional)</th>
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<tbody>
<tr>
<td></td>
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<td>I identified a clear purpose for observation in the pre conference.</td>
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<td>I collected data as I observed the lesson, especially for my partner’s identified goal area/s.</td>
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<td>I asked open ended prompts to guide my partner’s reflection through an active dialogue (not Q&amp;A) in the post conference.</td>
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<td>I shared the collected data by summarizing and restating important points in the post conference.</td>
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<td>I listened to and validated my partner’s ideas, creating a supportive and trusting environment.</td>
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<td></td>
<td></td>
<td>I learned about my own teaching through the coaching experience.</td>
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</table>

**Part 2: Write a thoughtful paragraph of 5-7 sentences reflecting on the question, “What did you learn from the observation of your partner’s teaching?”**


Dear consenting student,

Thank you for participating in the study so far. You are now invited to participate in a focus group interview. I will video record the focus interview and protect your confidentiality through my analysis and any related publications. By agreeing to participate in this focus group also indicates that you understand that I have limited control over what group members may discuss away from the focus group. Please respond to this email if you would like me to contact you to set up an interview time and date.

Thank you,

Kelsey Bowers
APPENDIX H

FOCUS GROUP INTERVIEW CONSENT FORM

UNIVERSITY [REDACTED]

INFORMED CONSENT

Project Title: The Impact of Peer Coaching on Fostering Positive Relationships and the Dissemination of Knowledge in Pre-service Teachers

Name of Investigator(s): Kelsey J. Bowers

**Invitation to Participate:** You are invited to participate in a focus group interview conducted through the University [REDACTED]. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you make an informed decision about whether or not to participate.

**Nature and Purpose:** Collaboration is a cornerstone in effective educational institutions. Pre-service teachers may benefit from instruction in and implementation of coaching techniques that can foster positive working relationships with their peers. Coaching can also promote improvement in teacher pedagogy and may result in a shared collaboration of best practice (Bowman & McCormick, 2000; Kurtts & Levin, 2000). The purpose of this interview is to gather and examine data investigating the effects of peer coaching on the collaboration between peers, as well as the affirmation or alteration of the literacy practices of pre-service teachers.

**Explanation of Procedures:** Part of this study took place in your Advanced Literacy Practices course (LITED 4147) as part of regular class activities. By providing consent, you agree to participate in a video recorded 30-45 minute small group focus interview. A series of six open-ended questions about your peer coaching experience will be discussed. The discussion format will be similar to a small group collegial conversation.

**Discomfort and Risks:** Many studies pose a risk to the participants; however, risks in this study are similar to those experienced in day-to-day life.

**Benefits and Compensation:** There is no compensation for participation.

**Confidentiality:** Information obtained during this study which could identify you will be kept strictly confidential. Agreeing to participate in this focus group also indicates that you understand that I have limited control over what group members may discuss away from the focus group. The summarized findings with no identifying information may be published in a peer reviewed academic journal or presented at a scholarly conference.
Right to Refuse or Withdraw: Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized.

Questions: If you have questions about the study you may contact or desire information in the future regarding your participation or the study generally, you can contact Kelsey Bowers at [redacted] or the project investigator’s faculty advisor Dr. Sarah Vander Zanden in the Department of Curriculum and Instruction, [redacted] 319-273-7270. You can also contact the office of the IRB Administrator, Anita Gordon, of the University [redacted], at 319-273-6148, anita.gordon@uni.edu, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I permit video/audio and written artifacts to be used in the analysis and possible publication of findings. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

(Signature of participant)  (Date)

(Printed name of participant)

(Signature of investigator)  (Date)

(Signature of instructor/advisor)  (Date)
APPENDIX I

FOCUS GROUP INTERVIEW QUESTIONS

How did your experience with peer coaching affect your relationships with your peers?

What did you learn about your teaching practice as a result of the coaching?

In what ways did your experience with peer coaching cause you to alter your teaching practices?

What frustrations or disappointments were experienced with the peer coaching process?

How might peer coaching be helpful to you in the future?

Given the opportunity, would you be interested in participating in peer coaching again?
APPENDIX J

PRE SURVEY QUESTION 6 RESULTS GRAPH

Rate the effect that peer coaching has on the following aspects of teaching

- Not Beneficial
- Slightly Beneficial
- Moderately Beneficial
- Very Beneficial
APPENDIX K

POST SURVEY QUESTION 4 RESULTS GRAPH

Rate the effect that peer coaching has on the following aspects of teaching

- Not Beneficial
- Slightly Beneficial
- Moderately Beneficial
- Very Beneficial

- Lesson planning and preparation
- Preparing Lessons
- Reflecting and thinking about my own learning
- Implementing strategies from colleague courses
- Receiving support and encouragement
- Developing and maintaining self-confidence
- Building relationships with colleagues
- Encouraging risk-taking
- Helping with classroom management
- Promoting student confidence by building
- Altering teaching practices