Increasing External Teacher Evaluators' Self-Efficacy During Teacher

Evaluation Conferences

By

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ABSTRACT

This mixed methods action research project focused on improving external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences. More specifically, this project explored how and to what extent an intervention of a professional development model influenced external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences and how the intervention influenced external evaluators' perception of effectiveness when providing feedback during pre- and post- evaluation conferences.

Self-efficacy theory, sociocultural theory, and the community of practice framework informed the intervention. Six external teacher evaluators participated in the study from July through December of 2017. The professional development model consisted of cycles of community of practice meetings, buddy shadowing experiences, post-buddy shadowing reflective conversations, and personal reflection. Data were collected in the form of pre- and post-intervention surveys, pre- and post-intervention interviews, reflective journal entries, and Wordles.

The results from this study indicated an increase in the evaluators' self-efficacy for providing feedback during teacher evaluation conferences and an increase in perceived effectiveness. Successful experiences of providing feedback during teacher evaluation conferences, experiences of observing and listening to other evaluators, and engagement in reflective conversations influenced external evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences. The external evaluators expressed value in the professional development experience. During the intervention, evaluators gained ideas and strategies to apply in their practice and engaged

in high levels of reflection. Outcomes from the research project suggest two main

implications for practice: professional development in the form of social learning and

reflection as a process for growth.

DEDICATION

I dedicate this work to my two nephews, Steven and Jonathan: I hope someday you look at my educational journey and it inspires you to go to college and make a difference in the world. More than anything, I hope this accomplishment inspires you to always set goals and dream big. You are capable of more than you ever imagine!

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CHAPTER 1

Introduction and Purpose of the Study

The expectation for schools and districts to meet higher standards in education has led to external accountability to increase student achievement. Pressure from the federal, state, and local levels has resulted in efforts to hold teachers accountable for student academic progress. In response to this pressure, Arizona pushed for reform and adopted the Arizona College and Career Ready Standards in 2010. These standards are much more rigorous than the previously adopted state standards, requiring students to engage in higher level and critical thinking while learning essential skills. The purpose behind increasing the rigor was to prepare students for college or careers after high school graduation. The federal government, state, district, and schools all have a common goal of high student achievement, yet there lacks consideration for the support required by schools and teachers to successfully increase student achievement. In order for educational reform to be successful, three tiers of support must be in place: political, social, and financial. As external accountability continues to weigh heavily on schools and teachers, policymakers need to view teachers as the heart of the change (Kliebard, 1988). Teachers are ultimately responsible for the change in their instructional practice.

The education system in the United States also faces the challenge of recruiting and maintaining effective teachers in pre-school through twelfth grade. According to a national teacher attrition and mobility survey from the 2012-2013 school year, only 84% of teachers remained at the same school after the 2012-2013 school year, and eight percent left the profession completely (Goldring, Tale, & Riddles, 2014). In Arizona, funding is a major contributor to the attrition rate of teachers. Arizona places near the

bottom for K-12 per-pupil spending (Jimenez-Castellano & Martinez, 2014). In 2010, Arizona ranked last across all 50 states with the per-student spending at $6,708 while the national median was $11,089 (Jimenez-Castellano & Martinez, 2014). Due to this complex situation, classrooms are overcrowded and teacher salaries remain stagnant while the number of teachers leaving the profession continues to increase (Jimenez-Castellano & Martinez, 2014).

A large body of evidence indicates teachers vary in their effectiveness (Aaronson, Barrow, & Sanders, 2007; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). Schools are challenged to attract and retain effective teachers. The American Association of School Personnel Administrators (2011) describes one approach, which is gaining national momentum. In efforts to recruit and retain effective teachers, districts implement teacher compensation systems. Effective and highly effective teachers receive a higher salary compared to their lower performing peers. More than 60 districts across the United States have implemented these types of strategic compensation frameworks with some yielding very positive results (American Association of School Personnel Administrators, 2011).

Southwest Education Center (SWEC; a pseudonym) provides educational services for 58 public school districts and over 700 schools within a large metropolitan county in the southwest region of the United States. SWEC recognized the need to recruit and retain effective teachers and to provide them with support through professional development and financial compensation. With these needs in mind, SWEC applied for and received three multimillion-dollar federal grants —SWEC has "realized" three iterations of this project. The United States Department of Education awarded SWEC

with $51.5 million in 2010, $57.8 million in 2012, and $61 million for the third grant in 2016. Each of these grants provided SWEC with funding for the implementation of a human capital management system designed to attract, place, retain, sustain, and develop teachers in high-needs schools. SWEC formed alliances with a variety of local education agencies (LEAs) within the county who were committed to ongoing efforts to increase student learning. The alliance LEAs ranged in population from rural to urban schools/school districts and included a special population of high-need youth.

SWEC's human capital management system supports educators with professional development. One important form of professional development involves providing feedback to teachers during teacher evaluations. The teacher evaluation portion of SWEC's human capital management system involves multi-step evaluation cycles. Teachers have two to five evaluation cycles each year depending on the grant guidelines (2010, 2012, or 2016) and decisions made by each LEA. Each evaluation cycle includes a pre-conference, a classroom observation of teaching and learning, and a post-conference. These cycles provides a structure wherein teachers receive personalized feedback from highly qualified evaluators. During pre-conferences, evaluators engage teachers in a reflective conversation regarding their upcoming lessons and implicitly provide a reinforcement and refinement. During post-conferences, evaluators explicitly provide teachers with one reinforcement and one refinement while maintaining a coaching conversation. Providing teachers with meaningful feedback about their teaching and student learning significantly improves teachers' understanding of their practices and has the greatest impact on student learning (Hattie, 2009; Wade, 1984). Professional development in the form of focused and purposeful feedback to inform

teachers' practice supports the shared goal of recruiting and maintaining highly effective teachers.

Situational Context and Problem of Practice

SWEC employs external teacher evaluators to evaluate and support teachers working under the federal grants. Due to the grant guidelines requiring multiple evaluators for every teacher, SWEC's external teacher evaluators share the role of evaluation with campus administrators. For example, if a school requires four evaluation cycles for each teacher, the campus administrator may complete two evaluation cycles and the external teacher evaluators may conduct two cycles.

External teacher evaluators are content area experts and highly qualified in multiple areas. They have a diverse skillset with backgrounds from teaching, coaching, building site administration, and developers and providers of professional development. By being highly qualified and skilled along with a deep understanding of the evaluation tool, external teacher evaluators have an opportunity to provide specific feedback and support to teachers in the areas in which teachers need support.

I was formerly an external teacher evaluator at SWEC and now work in another position under the same grant as the evaluators. During my time as an evaluator, I become aware of a challenge within the external teacher evaluator's role. Providing effective feedback requires a tremendous skill (Hattie & Timperley, 2007), and external teacher evaluators need to apply this specific skillset while evaluating and coaching teachers during teacher evaluation conferences. Although external teacher evaluators are experienced evaluators and skilled coaches, many have expressed the need to improve their ability in providing effective feedback during evaluation conferences. This research

project focuses on improving external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences.

The intervention of the research project includes cycles of community of practice meetings, buddy shadowing experiences, reflective conversations, and personal reflection.

Research Questions

In efforts to increase external teacher evaluators' self-efficacy for providing effective feedback, this study addressed qualitative and quantitative research questions driven by the problem of practice.

RQ1:   How and to what extent will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences (measured using a questionnaire addressing self-efficacy, interviews, and participant reflection journals)?

RQ2:   How will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' effectiveness during teacher evaluation conferences (measured using interviews and participant reflection journals)?

CHAPTER 2

Theoretical Perspectives and Research Guiding the Project

This chapter first introduces the theoretical perspectives guiding the action research project. These include self-efficacy theory, sociocultural theory, and the community of practice framework. A review of the literature related to feedback follows. The next section addresses feedback including evaluator views of effective feedback from the sociocultural perspective and a review of the scholarly literature regarding feedback provided to teachers. The last section reviews innovative teacher evaluation models and literature on professional development for teacher evaluators. The chapter closes with implications of the literature for the current study.

Theoretical Perspectives

Self-efficacy. Bandura's (1986, 1997) self-efficacy theory frames this action research project. Self-efficacy theory is part of a larger theory, Bandura's (1986) social cognitive theory. Although this project focusses on the self-efficacy portion of Bandura's theory, it is important to understand where self-efficacy is situated within the social cognitive theory and the associated beliefs related to learning and behavior.

According to Bandura's (1986) social cognitive theory, individuals are self-organizing, proactive, self-reflecting, and self-regulating rather than reactive and shaped by environmental forces (Bandura, 1986). In the social cognitive view, individuals take on an active role in their learning by transforming, classifying, and organizing information into schemes (Tudge & Winterhoff, 1993).

Social cognitive theory explains human functioning in a reciprocal model where interactions among behavioral, environmental, and personal factors influence one another

(Bandura, 1986). Self-efficacy beliefs affect these three human functions (Bandura, 1986). Bandura (1997) describes the role of self-efficacy in human functioning, "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2).

Self-efficacy can be defined as an individual's belief in their ability, or confidence, to influence events in their lives (Bandura, 1986, 1997). Human motivation, performance accomplishments, and emotional well-being form individuals' self-efficacy (Bandura, 1986, 1997). Influences of self-efficacy include: (a) mastery experiences, (b) vicarious experiences, (c) social persuasion, (d) somatic and emotional states (Bandura 1986, 1997; Martin 2018), and (e) imagery experiences (Martin, 2018).

According to Bandura (1986, 1997), previous mastery experiences are the most influential source of self-efficacy. With mastery experiences, individuals engage in tasks and interpret the results of their actions. They use these interpretations to develop beliefs about their capabilities. When individuals interpret outcomes of their actions as successful, self-efficacy is positively influenced and when they interpret the outcomes of their actions as unsuccessful, self-efficacy is negatively influenced. Self-efficacy beliefs can be formed through vicarious experiences where individuals observe others. Modeling is an important component within vicarious experiences. While watching models with similar attributes perform tasks, individuals can consider their own capabilities. Social persuasions in the form of verbal judgments from others also influences self-efficacy. In order for social persuasion to positively affect self-efficacy, the persuader must cultivate a belief in the individual's capabilities and ensure success is attainable. Somatic and emotional states provide information about self-efficacy as well.

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These states include anxiety, stress, arousal, and mood. Strong somatic and emotional states provide cues on anticipated outcomes (Bandura, 1986, 1997). Imagery can positively influence efficacy when individuals mentally rehearse situations with desired outcomes (Martin, 2018). This research project focusses on mastery experiences, vicarious experiences, and social persuasion as influences of self-efficacy.

    Sociocultural theory (SCT). The sociocultural theory, which stemmed from Vygotsky's work (John-Steiner & Mahn, 1996) also frames the current research project. Rather than looking at social theory and individual learning theory as two separate pathways of learning, Vygotsky stressed dialectic logic, where the role of social interaction and the development of individual cognition are interdependent (John-Steiner & Mahn, 1996).

    Vygotsky (1978) identified the following critical components, which promote cognitive growth: social learning, the more knowledgeable other (MKO), and the zone of proximal development (ZPD). With the sociocultural view, learning takes place through socially shared experiences. These social experiences precede individual development (Vygotsky, 1978). Individuals appropriate knowledge from social interactions (Leontiev, 1981). They adapt information from social interactions in meaningful way so it can be used by the individual (Leontiev, 1981).

    The MKO is someone who is more proficient in the skills and concepts than the learner (Vygotsky, 1978). Vygotsky (1978) defined the zone of proximal development as "the distance between the actual developmental level as determine by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

Learning occurs while individuals are in the ZPD. The MKO can guide the learner through the ZPD and foster learning (Vygotsky, 1978).

The current research project focusses on the social and individual components of Vygotsky's (1978) SCT. Participants engage in social learning through community of practice meetings and reflective conversations with shadow buddies. These experiences provide an opportunity for social and individual processing. The reflective conversations with shadow buddies act as a scaffold to bring evaluators into the ZPD. Evaluators take the role of both the MKO and the learner while engaging in discussions during CoP meetings.

Community of practice (CoP). The structure of a CoP complements the sociocultural theory. A CoP creates opportunities for collaborative social learning experiences (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015). In Wenger's (1998) CoP structure, practitioners who are pursuing a common interest or domain build relationships with other practitioners thus forming a learning community (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015). Membership in a CoP implies a commitment to the domain because members value their collective competence and learn from each other (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015). In this research project, the unique population of external evaluators engage in a community of a shared interest. This support leads to increased self-efficacy in their jobs and related to providing feedback.

Theoretical perspectives on feedback. In 2013, Thurlings, Vermeulen, Bastiaens, and Stijnen conducted a thorough literature review on the feedback provided to teachers and feedback provided to students in classrooms. The review described how

different theoretical lenses influence studies related to feedback. The authors searched

ERIC and PsychInfo to find peer-reviewed literature specific to the topic of feedback.

They found 17 articles related to the sociocultural theory, three articles related to the

meta-cognitivism perspective, and 21 articles relating to social constructivism views.

The literature review concluded that regardless of the theoretical lens, there was a

common agreement that effective feedback is goal/task directed, specific, and neutral.

The authors also found a commonality among perspectives of which dialogue takes place

after feedback is provided. Researchers with behaviorism and cognitivism views believe

feedback should provide the learner more than the identification of a mistake. The

sociocultural and social constructivism views believe justification for the feedback should

be presented. Feedback should also be given frequently, and according to the behaviorist

view, immediately. Overall, the authors concluded that feedback, as a process, is

complicated, and should be guided by many factors within learning, such as the context,

task, and learner (Thurlings et al., 2013).

Feedback

Hattie and Timperley (2007) provided a conceptual analysis of feedback and

reviewed the evidence related to impact on learning and achievement for students. Hattie

and Timperley (2007) defined feedback as, "information provided by an agent (e.g.,

teacher, peer, book, parent, experience) regarding aspects of one's performance or

understanding" (p. 81). They further state that feedback is one of the most influential

elements of learning and that feedback is a "consequence" of how one performs. Hattie

and Timperley conducted a synthesis of over 500 articles in a meta-analysis, representing

approximately 20 to 30 million students. The meta-analysis revealed that some types of

feedback have a more powerful effect than others. Feedback relating to the task and how to perform more effectively had the highest effect size. In addition, they found effective feedback provided cues or reinforcements. This feedback may be presented by audio, video, or computer, and should relate to goals. The feedback should answer questions about goals, progress toward the goals, and what action steps to take next. Hattie and Timperley (2007) identified four levels of feedback: the task, the processing, the regulatory, and self-levels (Hattie & Timperley).

Effective feedback: The sociocultural perspective. The sociocultural perspective, stemming from Vygotsky's (1978) work, highlights human intention and the potential that feedback can offer for development. Feedback allows learners to make progress while in the ZPD (Vygotsky, 1978). Feedback should be specific and clear (Akcan & Tatar, 2010; Brinko, 1993). It should also be directive, but elicit some teacher reflection (Akcan & Tatar, 2010). Effective feedback includes a balance of both positive and negative remarks (Brinko, 1993; Gielen, Peters, Dochy, Onghena, & Struyven, 2010; Weaver, 2006). The supportive feedback provided to teachers connects to information from the observation and goal and helps to show progress (Snyder, Hemmeter, & Fox, 2015). Constructive feedback should be specific and identify steps to improve instruction (Snyder et al., 2015). In addition, the person providing the feedback should consider the receiver and be encouraging (Akcan & Tatar, 2010).

Review of scholarly literature: Feedback for teachers. Many research studies have been conducted on teachers providing feedback to students; however, there has been little research focusing on effective feedback provided to in-service teachers (Scheeler, Ruhl, & McAfee, 2004). Tang and Chow (2007) recognized a gap in literature relating to

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teacher evaluation conferences. With the need for additional research on this topic, Tang and Chow (2007) investigated ways in which supervisors communicated feedback to teachers during post-observation conferences (2007). The cycle of supervision in Tang and Chow's (2007) study included a pre-conference, lesson observation, and post-conference. During the post-conference, supervisors used a standards-referenced assessment instrument called a Professional Development Progress Map. This map had previously been shared with teachers and provides a guide to frame improvement for teachers. The map identified three domains: professional attributes, teaching and learning, and involvement in education and community. The authors collected qualitative data from 32 post-observation conferences and interviews from 21 pairs of student teachers and supervisors. The researchers found that the majority of the feedback provided during post-observation conferences, (i.e., 85.58%) focused on teaching and learning. Only 6.26% of feedback was centered on professional attributes and 8.16% on involvement in education community. A high percentage of feedback, 46.84% was evidence-based judgment, and 25.77% of the feedback was about targets for improving performance. After reviewing the findings, Tang and Chow (2007) created a model representing "learning-oriented assessment" supervisory practices that contribute to teachers' professional development. In this model, the teacher actively participates in the supervision process. The teacher engages in a conversation that involves evidence-based judgements and targets. During the reflection process, teachers engage in higher-level cognitive processes. The teacher is also participating in a self-regulating process; developing skills to analyze his/her own performance. The teacher is engaged in ongoing reflection (Tang & Chow, 2007).

In another study, Cornelius and Nagro (2014) investigated the use of performance-based feedback during pre-service teachers' field experiences as a means to improve desired teaching behaviors. The authors identified eight single-subject studies in which there was performance feedback provided in an attempt to improve teacher practice. From these studies, the researchers concluded that teacher-specific behaviors improve after receiving performance feedback, and furthermore that performance-based feedback increased implementation fidelity of instructional practices (Cornelius & Nagro, 2014).

Feeney (2007) provided some insight about the feedback provided to teachers from administrators, as he explored the quality of feedback provided by administrators while working with teachers through an evaluative process. The author discussed quality feedback and described it as the "essential ingredient for teacher success." From Feeney's (2007) review of literature, he originates the following three recommendations. One, feedback should be focused, and administrators should use a performance-based rubric that clearly defines characteristics of effective teaching. Second, dialogue and teacher reflection can be structured and guided with the use of a user-friendly tool, which guides the conversation. In this step of reflective inquiry, administrators prompt teacher reflection through questioning. Feeney's (2007) third recommendation is for administrators to continue to experiment with the evaluation process and use new tools and strategies to support teachers in establishing goals and measuring student learning (2007).

Innovative Teacher Evaluation Models

Some school systems in the United States have implemented innovative teacher evaluation structures, which shift or share the leadership responsibilities for teacher evaluation. These models allow for additional educational leaders beyond the principal to engage in the process of teacher evaluation. The literature refers to the leaders who take on these roles as external teacher evaluators, peer evaluators, independent evaluators, teacher evaluators, consulting teachers, peers, or supervisors.

Hillsborough – Peer evaluators. Curtis (2012) reports on a case study of the teacher evaluation structure of Hillsborough County. This large metropolitan county designed a teacher evaluation program based on observations and a value-added model. Peer evaluators, or mentors, and principals conducted observations. Teachers were observed at least three times a year, one time from their principal and two times from the peer evaluator or mentor. Each evaluation included pre- and post-observation conferences. In this model, the peer evaluator and principals review all observation scores collectively and decide on a final evaluation score for the teacher.

Hillsborough began this structure in the 2010-2011 school year. Classroom teachers were hired to leave their classroom teaching role and become peer evaluators and mentors. The peer evaluators evaluated teachers full time, while mentors supported teachers, and they spent about 10% of their time evaluating teachers. The mentors did not evaluate the teachers they supported. Starting with the 2011-2012 school year, Hillsborough added informal evaluations to provide an opportunity for teachers to receive additional feedback. These informal observations did not include pre- and post-conferencing and focused on specific domains within the Danielson evaluation tool.

After implementing this teacher evaluation system, Hillsborough provided recommendations for school systems looking at redesigning teacher evaluation systems. This included reimagining the role of school leaders. Principals need time to observe and evaluate teachers and support teachers with instructional improvement. Hillsborough made thorough and ongoing investments in evaluator training. The training was extended to area directors who supported and evaluated principals. Another consideration is to investigate points of dissatisfaction or uneasiness in a teacher evaluation program. For Hillsborough, some of these included principals and peers feeling uncomfortable about providing guidance for teachers and teachers wanting more coaching with their peer evaluators. Other considerations for program personnel include communicating, anticipating the unanticipated, and committing to improvement (Curtis, 2012).

Rosemont - Peer assistance and review (PAR). Goldstein (2003) conducted a case study involving Peer Assistance and Review (PAR) at Rosemont Unified School district, a large urban school district in California. PAR is an evaluation model where teachers are involved in the formal evaluation of other teachers. The Rosemont study occurred during the first statewide implementation of PAR. Districts implemented varying degrees of PAR, but all were required to implement PAR in order to receive state mentor funds.

In the Rosemont PAR model, 10 evaluating teachers, called consulting teachers, were selected to support and evaluate 88 beginning teachers and three veteran teachers across 28 schools. Due to limitations, this PAR program was partially implemented at schools where principals showed interest during the first year. Consulting teachers report to a district PAR panel consisting of teachers and administrators. Consulting teachers

evaluated participating teachers and then consulting teachers reported their recommendation, sometimes along with a principal recommendation to the PAR panel. This panel ultimately made decisions to maintain or fire teachers. In this study, the PAR panel fired 11 of the 88 beginning teachers.

There was ambiguity of the structure and responsibilities of roles during this initial deployment of PAR in the Rosemont School District. Teachers subsequently reported a preference to maintain the school administrator as the central evaluator. This may have been a result of the new implementation, difficult in conducting evaluations, district leadership, and ambiguities within the new program (Goldstein, 2003).

Split vs. combined role. Milanowski (2005) describes a study involving a split role of performance evaluation structure. This study took place in a large urban school district in the Midwest during the 2001-2002 school year. The district developed an alternative teacher performance program where newly hired teachers were assigned to either a split role group or a combined role group.

The split role group involved a peer mentor who provided developmental evaluations (formative) and feedback, and school administrators or peer evaluators completed administrative evaluations (summative). Fifty teachers who were new to the teaching profession were assigned a mentor in the split role group. The mentors, who were at the same school as the new teachers, had been trained in the Pathwise Induction Program. The mentors were responsible for guiding the new teachers through the induction program, observing the teacher during instruction at least two times, and then providing the teacher with feedback. A school administrator and peer teacher from outside the school called a teacher evaluator completed the summative evaluation. Each

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teacher was observed six times in the classroom using an instrument with 17 dimensions

within four domains. The campus administrator completed two evaluations, and the

teacher evaluator completed four. Teachers received feedback after each evaluation.

Teachers also presented artifacts, which were used to rate the teachers. At the end of the

year, the teacher evaluator reviewed the evaluator's scores along with the administrator's

scores in two domains to determine final scores, and the administrator reviewed the

teacher's portfolio to determine summative scores for the other two domains.

In the combined role group, a peer provided the developmental evaluations with

feedback and the administrative evaluation. Ninety-four teachers without teaching

experience were assigned to the combined role group. In this group, the teachers

received combined coaching, mentoring, and summative assessments from one person

called a consulting teacher. A consulting teacher was a teacher that left the classroom for

three years to take on the role of supporting and evaluating new teachers. The consulting

teachers used the same evaluation tool as the split role group and also conducted six

formal evaluations.

The idea guiding the split role group was teachers might not feel as open to

discussing performance problems and accepting feedback from evaluators. However, the

results of the study indicated there was no significant difference in concerns about

discussing problems between the mentor and evaluator. The teachers also reported no

significant difference in usefulness of support between the two groups.

When considering evaluation models, the author stresses the importance of

ensuring that developmental evaluation and assistance is actually in place for new

teachers. The author also discussed how splitting the role of evaluation could

disassociate the mentor-teacher learning activities from the summative evaluation, and furthermore, lead to negative thoughts about the summative evaluations (Milanowski, 2005).

Teacher Evaluation Professional Development for Administrators

Traditionally, school administrators or supervisors have held the responsibility of completing teacher evaluations and determining teacher effectiveness. External teacher evaluators share some common challenges with principals regarding teacher evaluations. Therefore, the next section will address interventions provided to administrators regarding teacher evaluation practices.

Sweeney (1992) conducted a study to investigate if training and development for teacher evaluators makes a difference in the quality of teacher evaluation. The state of Iowa established regulations for teacher evaluators. In order to support principals in meeting the requirements to be evaluators, Iowa Leadership in Educational Administration Development (I-LEAD) created evaluator training. The training focus on creating trust during evaluations, analyzing effective teaching and lesson design, observing and recording, engaging in effective evaluation conferences, developing teacher improvement plans, and understanding legal aspects of teacher evaluation. A train-the-trainer model was developed following Duke and Stiggins' (1986) critical attributes of teacher evaluation, which included focus on teacher, procedures, feedback, and the evaluator. Sixty-four educators including principals, superintendents, and other educators were trained in this model, and then deployed the training to more the 1,600 school administrators.

Sweeney (1992) surveyed teachers from 200 schools where administrators had participated in the I-LEAD training. On the survey, teachers rated their experience from their most recent teacher evaluation compared to their evaluation from three years ago. From 619 teacher responses, the researcher found "general strengthening" in the quality of the teacher evaluation. Teachers also self-analyzed teacher attributes, resulting in a "significantly more positive teacher perception" after the training, with the greatest improvement being "technical knowledge of teaching and subject matter knowledge" (Sweeney, 1992, p. 10). On the quality of feedback, teachers reported the nature and depth of feedback to be more effective. Results from the study indicate principals spent more time on evaluations, communication was improved, and observation information was more likely to be used in the evaluation process. Overall, teachers perceived the evaluators to be more positive after the evaluator training. The results did not however, indicate an increase in persuasive conversations. The training had a positive effect on evaluators, improving their knowledge of teaching and their use of observation information and communication, resulting in positive perceptions from teachers (Sweeney, 1992).

In another study, Bouchamma and Michaud (2011) investigated the experiences of 17 teacher evaluators who engaged in a community of practice to improve their role as teacher evaluators. This study examined changes in teacher evaluation in the province of New Brunswick, Canada. In order to raise student achievement, the Department of Education focused on improving leadership of principals, recognizing the opportunity for principals to educate teachers and guide change within the system. The framework of this study includes Wenger's (1998) community of practice, where members participate

in social learning, which includes the principles of creating meaning, practice, community, and identity. Qualitative data were collected from semi-structured interviews at the end of both the first and second years of the community of practice sessions. In 2005, the community of practice consisted of eight supervisors, one department head, and seven administrators. The following year, participants included "personnel with added responsibility" (PARs) and seven administrators. An additional PAR and principal joined the second year of meetings and one teacher returned to her teaching position.

Participants reported that the CoP created an opportunity to share experiences and provide moral support to one another. The teacher supervisors and administrators also expressed appreciation for the community of practice format. They reported advantages of the program including shared experiences, acknowledgement of their needs, opportunities to put practices in place and to become more aware of their own expectations. The experience also enabled participants to reflect outside of their workplace with others, creating a sense of belonging and trust within the community experience. Participants also reported an opportunity to acquire new skills and create friendships (Bouchamma & Michaud, 2010).

Implications

The review of literature revealed the need for additional research studies in the area of feedback provided to teachers. Current literature defines effective feedback and there is a body of literature regarding feedback provided to students; however, there is limited literature on feedback provided to teachers. Two key points regarding feedback provided to teachers emerge from the research reviewed in this section. Feedback is

viewed as a type of professional development, and therefore should involve structured opportunities for dialogue and teacher reflection. Secondly, feedback should be based on performance-based evidence.

Findings also indicate teachers' perceptions were positive about training for teacher evaluators. The social learning activities to improve the teacher evaluation experience through a community of practice setting created a professional development opportunity and community of trust. Wenger's (1998) community of practice framework lays the foundation for the current study involving external teacher evaluators. Details of the study follow in Chapter 3.

CHAPTER 3

Methods

The previous two chapters provided purpose and rationale for this research project. Chapter 1 described the context and need for increasing external teacher evaluators' self-efficacy for providing effective feedback, as well as areas of opportunity to achieve greater effectiveness during teacher evaluation conferences. Chapter 2 outlined the theoretical framework guiding this study and introduced self-efficacy theory, SCT, and the CoP framework. Chapter 3 explains the methodology of this action research project. This includes defining action research and describing the role of the researcher followed by a description of the context and setting. The next section will explain the methods for Cycle One of the research project. This will be followed by the methods for the Dissertation Cycle of action research.

Action Research

This was an action research study. Action research differs from traditional research because action researchers are "insiders" who conduct research in their workplace to improve practice (Herr & Anderson, 2015). In addition to the unique component of an "insider" approach, action research focuses on the specific characteristics of the population being studied in order to improve effectiveness (Mertler, 2014). Cycles of action research allow for continued improvement of educational issues and challenges (Creswell, 2015). This project included two cycles of research.

Context and Setting

Context. The education system in the United States faces a daunting challenge: recruiting and maintaining effective teachers in pre-kindergarten through twelfth grade.

Southwest Education Center (SWEC) recognized the need to recruit and retain effective teachers by providing them with support through professional development and financial compensation with grant funding. As described in Chapter 1, SWEC applied for and was awarded three multimillion-dollar grants from the U.S. Department of Education for supporting schools and districts in the county to improve teacher effectiveness and retention. As part of these grants, SWEC employed external teacher evaluators to support alliance districts with teacher evaluation and professional development.

SWEC's external evaluators have provided evaluations for teachers in alliance districts during all three of grants. With the first two grants, the external teacher evaluators' primary job was to evaluate teachers and provide professional development as requested by schools and individual teachers. For the 2016-2017 school year (Cycle One), each of SWEC's full time external evaluators serviced an average of 46 teachers for evaluations and conducted an average of 76.6 teacher evaluation cycles throughout the school year. For the third grant, 2017-2018, the external evaluators' role shifted and the evaluators provided additional services at the school sites. They conducted classroom walk-throughs, which included providing teacher feedback and coaching services for teachers. To build capacity at the school sites, these services were not restricted to the teachers assigned to the evaluators for evaluation cycles, but were extended to other teachers on the campuses. Therefore, the external evaluators conducted fewer evaluation cycles than in the prior years working under the grants. For the 2017-2018 school year (Dissertation Cycle), SWEC employed 17 external teacher evaluators. Full time external evaluators were assigned an average of 12.5 teachers for teacher evaluations.

The external evaluators have opportunities to improve instruction by engaging teachers in reflective conversations and providing specific feedback during teacher evaluation conferences. As mentioned in Chapter 1, external evaluators expressed a need to increase their skills in providing feedback. Because of the potential impact on instruction that high quality feedback may have, this research project focused on improving the evaluators' self-efficacy for providing feedback during teacher evaluation conferences.

Setting. This study took place at SWEC and involved external teacher evaluators who work in the grant funded partnership with participating districts. These alliance districts all receive Title I funding and include inner city districts, rural districts, and schools within juvenile detainment centers.

In the 2017-2018 school year, the external evaluators were organized into district-specific cadres. Each cadre had an office at a designated school and evaluators spent three or more days of the week at the school/district site. Several of the external evaluators supported multiple districts due to teacher request or content specificity.

The components of the intervention took place in multiple settings. The community of practice (CoP) meetings took place at the SWEC office. The buddy shadowing component of the intervention took place in classrooms at alliance schools. Post-shadowing reflective conversations took place at locations convenient for the pairs of external teacher evaluators including locations such as the SWEC office or school sites.

Role of the researcher. As a SWEC employee, I took on the role of an inside researcher. Herr and Anderson (2015) describe this role as someone who is studying the

practices within their own workplace. I am a former external teacher evaluator and continue to work with the external evaluators under the grant-funded project. My role as a researcher in this study included facilitating the community of practice (CoP) meetings, creating data collection tools, monitoring data collection, and analyzing and interpreting all data for the study. In efforts to keep the underlying theory of CoP in place, I allowed the external teacher evaluators to lead discussions and decide on the specific focus for their learning within the topic of providing effective feedback.

Cycle One

Cycle One of this research project was conducted with four external teacher evaluators employed by SWEC from February through April of 2016. This section of the chapter describes Cycle One methods, which informed the current research cycle. Cycle One methods will be explained in the following order: participant selection, description of the intervention including both theoretical frameworks informing the intervention and intervention components, data collection instruments and sources, and data collection procedures. The chapter concludes with the study results, a discussion of validity, and lessons learned. The first cycle of action research was conducted to answer the following research question:

Cycle One Inquiry: How and to what extent will participation in a community of practice paired with buddy shadowing experiences influence external teacher evaluators' self-efficacy for providing effective feedback to teachers during teacher evaluation conferences?

Participant Sampling

Strategic purposive sampling and convenience sampling were both used for selecting participants for Cycle One of this research project.

Strategic purposive sampling. Purposive sampling is appropriate when a researcher selects participants because they are most appropriate for a study (Creswell, 2015). Traditionally teacher evaluators have been internal evaluators, meaning they have been employed at the same school or district as the teachers being evaluated. There is a limited population of external evaluators. This research project focused on the unique external teacher evaluators' role for evaluators working for SWEC.

Convenience sampling. Convenience sampling was also used for this cycle of research. The first four external teacher evaluators to show interest in the study were selected as participants. Participation was voluntary and external teacher evaluators were not compensated for participation.

Demographics. All four participants were Caucasian females. Two of the external teacher evaluator participants worked in the field of education for 11-15 years, and two participants have worked in the field of education for over 15 years. Two participants had been employed by SWEC as external evaluators for two years, and two had the role of an external evaluator for four years. All four participants had been classroom teachers, two participants had previous coaching experience and one participant had administrative experience.

Intervention

The intervention for Cycle One of the research project employed a professional development model consisting of CoP meetings and buddy shadow experiences followed

by post-shadowing reflective conversations. The theoretical frameworks guiding each portion of the intervention will be presented next followed by a description of each component of the professional development.

Theoretical frameworks. As discussed in Chapter 2, the two theories guiding this action research project include Bandura's (1997) self-efficacy theory and Vygotsky's sociocultural theory (SCT). The intervention design also includes Wenger's (1998) community of practice (CoP) framework.

Self-efficacy. Bandura's (1997) self-efficacy theory informed this action research project. Self-efficacy can be defined as an individual's belief in his/her ability, or confidence, to influence events in his/her life. Human motivation, performance accomplishments, and emotional well-being form individuals' self-efficacy (Bandura, 1997). Influences of self-efficacy include: (a) mastery experiences, (b) vicarious experiences, (c) social persuasion, (d) somatic and emotional states (Bandura 1986, 1997; Martin 2018), and (e) imagery experiences (Martin, 2018).

The current study design focused on three influences of self-efficacy: mastery experiences, vicarious experiences, and social persuasion. During CoP meetings and buddy shadowing reflective conversations, participants discussed and reflected on mastery experiences, as well as non-mastery experiences. The reflective journaling allowed individuals to reflect on their own mastery performance as well as consider areas of possible improvement. Participants engaged in vicarious experiences as they shadowed other external evaluators engaging in teacher evaluation conferences. The discussion during buddy shadowing reflective conversations and the CoP meetings provided verbal/social persuasion within the intervention group.

Sociocultural theory (SCT). The SCT stemmed from the work of Vygotsky (John-Steiner & Mahn, 1996). Rather than looking at social theory and individual learning theory as two separate pathways of learning, Vygotsky stressed dialectic logic, where the role of social interaction and the development of individual cognition are interdependent (John-Steiner & Mahn, 1996). From the SCT perspective, both social and individual processes are necessary and involved in constructing new knowledge.

In the current study's design, the SCT theory supports the social interaction and individual reflection in the intervention design. The external teacher evaluators joined together to create meaning in a social setting during both CoP meetings and while engaging in reflective conversations with shadow buddies. The external teacher evaluators also engaged in individual reflections where they had an opportunity to further develop their own meaning of experiences and practices.

Community of practice (CoP). The structure of a CoP creates opportunities for collaborative social learning experiences (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015). In Wenger's (1998) CoP structure, practitioners who are pursuing a common interest or domain build relationships with other practitioners thus forming a learning community (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015).

Intervention Components

Community of practice (CoP). Following Wenger's (1998) definition of a CoP, participants joined together with common interest of improving their self-efficacy for providing effective feedback during teacher evaluation conferences. In Cycle One, the external evaluators participated in three CoP meetings. Each CoP lasted for one hour. The goal of the first CoP meeting was to narrow the focus for the research project and set

the stage for the buddy shadowing experiences. After reviewing the research project components, results from the pre-intervention survey data were shared with participants and used to narrow the focus of the research project. The participants engaged in a group discussion and decided to focus on the following areas during the intervention: connecting the reinforcement provided during the pre- or post-conference to information shared by the teacher, coaching the teacher to transfer knowledge to practice, and looking for verbal and non-verbal indicators of the teacher's transfer of knowledge during conferences. In addition, it was determined that during buddy shadowing experiences, the shadowing evaluator would be responsible for scripting questions that the other evaluator asked during the conference, as well as any words spoken by the teacher as a signal of acceptance of the feedback. Furthermore, the shadowing partners would document any changes in teacher's body language. External teacher evaluators provide teachers with evidence-based refinements and reinforcements during evaluation cycles. The four external evaluator participants decided to follow suit and create their own personal reinforcement and refinement for their practice. They created these after each shadowing experience. During the second and third CoP, external teacher evaluators came prepared with their reinforcement and refinement and the scripted portions of their conference provided by their shadow buddy. The CoP meetings were then open for participants' discussion.

Shadow buddy experiences. The four participants were paired up to participate in shadowing experiences. Shadow buddy pairs granted permissions from teachers to have an additional person attend the evaluation conference. Shadow buddies engaged in their shadowing experiences between each CoP. Each pair shadowed each other while

they conducted a pre- or post-evaluation conference with a teacher. The evaluation conferences (and shadowing experiences) lasted approximately 30 to 45 minutes each. Within the research cycle, participants engaged in a minimum of four shadowing experiences, observing their shadow buddy two times and being shadowed while engaging in evaluation conferences two times.

Post-shadowing reflective conversations. Participants engaged in reflective conversations with their shadow buddies following each shadowing experience. The conversations were approximately 20 minutes. Participants were provided with a shadow buddy conversation guide based on the decisions from the first CoP. See Appendix A for the guide. During the post-shadowing conversations, the observing shadow buddy shared their script and everything that was documented during the observation. The evaluator who was shadowed then created a personal reinforcement and refinement based on the feedback from the shadow buddy and their reflective conversation.

Data Collection Instruments and Sources

This study employed a sequential explanatory design allowing for the qualitative data to provide further understanding of the quantitative data (Plano Clark & Creswell, 2015). Quantitative data were collected in the form of pre- and post-intervention self-efficacy surveys. Qualitative data from post-intervention interviews were collected to triangulate the data and further understand the survey results.

Quantitative measures. A pre/post self-efficacy questionnaire was administered to measure the extent of change in the external evaluators' self-efficacy for providing effective feedback during evaluation conferences from the beginning to the end of the intervention for Cycle One. See Appendix B for the Cycle One self-efficacy

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questionnaire. The questionnaire was divided into three sections: demographics, self-efficacy for providing feedback during evaluation conferences, and a rating in relation to the Teacher Observation Instrument (TOI; pseudonym used). The second section included eight questions and participants rated their efficacy on a scale of 1 to 10 for each question. This scale ranged from a 1 being "cannot do at all" to a 10 being "fairly certain can do." The third section included the 22 elements of the TOI, which evaluators used on a regular basis to evaluate teachers. Participants were prompted to select the five elements in which they felt least confident in providing effective feedback for during evaluation conferences. This item was included in the Cycle One questionnaire to provide participants with more data on where the group felt they needed to focus regarding specific elements. After the first CoP, participants chose to focus on conferencing skills rather than specific elements from the TOI during the intervention, but data were still collected on self-efficacy post-survey related to the TOI elements.

Qualitative measures. Qualitative data collected from semi-structured post-intervention interviews were collected to explain how external teacher evaluators' self-efficacy for providing effective feedback changed over the time of the intervention, as well as to obtain feedback regarding the professional development model. See Appendix C for Cycle One interview protocol and questions.

Data Collection Procedures

This section describes the quantitative data collection procedures followed by procedures for qualitative data collection for Cycle One.

Quantitative data. Quantitative data were collected using a self-efficacy questionnaire. The self-efficacy questionnaire was distributed via an email link before

and after the intervention. At the beginning of the survey, participants created a unique code to maintain confidentiality. Each code was created from the first three letters of a participant's mother's first name followed by the last four digits of the participant's cell phone number.

Qualitative data. For Cycle One, qualitative data were collected in the form of individual post-intervention interviews. All interviews were conducted in a quiet conference room at SWEC. Interviews were audio recorded and later transcribed. Participant identification codes corresponding to the survey were used to maintain confidentiality. Participants were asked to refrain from disclosing the names of teachers or schools during the interview.

Data Analysis Procedures

Quantitative and qualitative data sources were triangulated to further explain and support the findings.

Quantitative data. Cycle One self-efficacy survey results were exported from the Google questionnaire form into an Excel spreadsheet. Statistical testing such as correlational analysis were not appropriate due to the low n count in this study. Descriptive statistics were reported for the self-efficacy portion of the survey. Data were analyzed using descriptive statistics, including means and standard deviations for the scale items presented in the second section of the survey. Results of the final question regarding efficacy for providing feedback on TOI elements were analyzed to see if the evaluators selected different elements from the beginning to the end of the intervention.

Qualitative data. Qualitative data were collected from post-intervention interviews. All interviews were audio-recorded and transcribed for later analysis. The

transcriptions were uploaded into HyperResearch software for analysis. The transcripts

were coded using sentence-by-sentence analysis. After coding the first interview, initial

codes were reviewed for frequency and low-occurring codes were recoded into broader

categories. These categories were analyzed for emerging themes.

Results

The results and findings from the quantitative and qualitative data collected in

Cycle One are presented in the following section.

Quantitative results. All four participants completed both the pre- and post-

intervention questionnaires. Table 1 displays the descriptive statistics (mean and

standard deviations) calculated for the eight scale items measuring self-efficacy.

Table 1

Pre- and Post- Self-Efficacy Questionnaire Mean and Standard Deviation

	Pre		Post		
M	*SD*	*M*	*SD*	$M_2 - M_1$
7.09	0.07	8.90	0.04	1.81

Note. N $= 4$, ten-point scale.

The average means for the eight scale questions measuring self-efficacy for

providing effective feedback increased from 7.09 to 8.90, with a total increase of 1.81 for

the average ratings. The standard deviation for both the pre- and post-survey were low

indicating that the responses from the group were very similar.

Results of the final question regarding self-efficacy for providing feedback in relation to specific elements of the TOI were analyzed for changes. To recall, participants were asked to report up to five elements in which they felt the least efficacious in providing feedback. The frequency of responses is displayed in Table 2.

Table 2

Least Efficacious in Relation to Elements of the TOI

Frequency Reported	Pre-Intervention	Post-Intervention
4		Correct Level of Difficulty
3	Task Analysis	
2	Authentic Engagement Correct Level of Difficulty Relationships Teacher Role	Analysis of Instruction Authentic Engagement
1	Analysis of Instruction Critical Thinking Monitor and Adjust Monitoring and Responding to Student Behavior Practice/Aligned Activity Responsibility for Learning	Content Accessibility Real Time Assessments Relationships Task Analysis Teacher to Student Interaction
Total Responses	18	13

Note. $N = 4$. Elements selected out of the 22 elements on the TOI.

The participants' results on this portion of the survey varied from the pre- to the post-survey. Only two elements, teacher to student interaction and authentic engagement, were selected on both the pre- and the post-survey. Additionally, participants selected

several elements on the post-intervention survey, which were not selected on the pre-intervention survey. It is unknown by the survey data alone if external evaluators increased their self-efficacy on elements reported in the pre-survey, or if they just became more aware of other elements in which they felt they needed to improve upon.

Qualitative results. The following four themes emerged from the qualitative analysis: growth and change, personal professionalized development, teacher impact, and value in intervention. Supporting data relating to each theme are presented below.

Growth and change. Participants implemented new ideas and made changes in their practice. All participants repeatedly discussed how the intervention (buddy shadowing and reflective conversations with CoP meetings) changed their practice. This finding also relates to teachers acknowledging information to change their practice. Findings revealed that all external teacher evaluators experienced growth in their practice. During the first CoP, participants decided to focus on improving their questioning during evaluation conferences and teacher reaction/transfer of knowledge during conferencing sessions. Throughout all interviews, the external teacher evaluators discussed a change in their questioning techniques. For example, participants gained a deeper understanding of their practice based on feedback from their shadow buddies and the information and discussions presented during the CoPs.

During the interviews, several participants provided examples of growth in practice. For example, Janet (pseudonyms used for participant names) said, "I've been using some of the questions, or you know the question stems, especially when you have a difficult teacher" (Janet, interview).   Natalia also provided an example of growth.

I've changed some of my practices since then. Like she [my shadow buddy] always brings out her rubric and I didn't do that as much so now I try to do that and I feel that that provides more meaningful feedback to the teachers because they can make the connection right to the "TOI." (Natalia, interview)

Hope provides further evidence of growth in practice as she explained her experience.

…acknowledging the person throughout the conference and making them feel comfortable and develop rapport. I don't know that the teachers mind hearing something challenging from you because you make them feel really good throughout the conference and give them those positive affirmations and trying to be pleasant and really develop that rapport throughout the conference and that the rapport is so important. That made a lot of sense to me, that I have (emphasized word) to make sure that I am establishing that [rapport] because if I don't have that (pause) it will be hard to have those tough conversations. (Hope, interview)

Personalized professional development. The CoP and buddy shadowing experiences provided the evaluators with professional development that focused on the needs of the participants. The external evaluators found the intervention structure to be organic. Participants felt the personal professional development in a non-evaluative format allowed them to be open, and they expressed value in the feedback they received. They also expressed an appreciation for being involved in decisions regarding the format and direction of the professional development components (planning the focus, expectations, etc.). For example, Hope highlighted aspects of the personalized professional development in its organic form.

I think there was a benefit to being natural and organic and free-flowing…and it was decided by us…. It wasn't like you [the researcher] came in with an agenda besides us deciding where we wanted to go and I think that it was nice because it was organic. It really wasn't contrived …so we were able to discuss things openly. (Hope, interview)

Teacher impact. Interview statements provided evidence that teachers connected to, or accepted feedback, during evaluation conferences. During the first CoP, participants decided to focus on teacher's body language as an indicator of transfer of

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knowledge. Shadow buddies focused on this as one component of the shadowing

experience. The external evaluators identified body language as a powerful indicator of

transfer of knowledge. In addition, the evaluators were more confident in sharing

meaningful feedback. Participants were able to document their success through teacher

reactions as they made their connection. For example, Janet said, "Yeah like I can tell

you that I already did it yesterday in a conference and a teacher said, 'thank you for

asking that'" (Janet, interview).

>   ***Value in intervention.*** The external evaluators expressed value in the opportunity

to participate in the intervention. All participants shared a positive learning experience

and expressed how the intervention was reaffirming and validating. During the interview

and during the CoP meetings, participants said they would like to continue the practice.

Rachel's statement is an example of value for the intervention.

>   Because of the validation that she provided and the specific evidence, she
>   provided with the script. It wasn't just a judgment she made, she provided
>   evidence. It wasn't like good job, but here is the evidence that shows what you
>   did. Therefore, I was able to connect what I do with… see an outsider's point of
>   view of myself. (Rachel, interview)

Janet's intervention statement also showed value for the intervention.

>   It's like we really know what we're doing! So that was a real confidence
>   builder….we have our own techniques and definitely tweak them for our teachers'
>   needs but we all know what to listen for and what we want the teacher to move to.
>   So that was really reaffirming. (Janet, interview)

During the interview, Rachel said, "I am really glad that I participated" (Rachel,

interview). She expressed value and gratitude in the intervention as she stated, "I think I

provided more richer conversations in the pre- than I have ever had before so it has really

opened my eyes to what kinds of conversations I should be having and then to actually have the conversations" (Rachel, interview).

Validity

  Maturation. Maturation refers to the natural physiological or psychological development that occurs as participants grow through the course of time (Smith & Glass, 1987). During this research project, external teacher evaluators may have increase their self-efficacy from having more experience in their role. This is a factor I could not control; however, I used specific interview questions to address this threat.

  Testing and pretest sensitization. The structure and design of testing can be a validity threat (Smith & Glass, 1987). For example, a pre- and post-survey can expose individuals to ideas and concepts before the intervention and change their way of thinking. This is called the practice effect (Smith & Glass, 1987). In my study, I brought awareness to factors effecting self-efficacy, which external teacher evaluators may not have known about. Qualitative data collection from interviews allowed for triangulation of the data and validation of results and findings.

Lessons Learned from Cycle One

  Overall, the findings indicate the intervention was successful. Both the CoP and buddy shadowing experiences were valued by the participants, and both experiences influenced the evaluator's practice and self-efficacy. External teacher evaluators have participated in shadowing experiences before, but they found this experience to be more beneficial because they drove the focus and planned the meetings based on their own needs. Relating back to the problem of practice, external teacher evaluators did improve their self-efficacy for providing effective feedback during pre- and post-evaluation

conferences. The structure for the intervention was a success as evidenced by the evaluators' increase in self-efficacy.

Self-efficacy survey. Based on the survey results, participants all reported a high level of self-efficacy going into the intervention. The participant group mean for self-efficacy at the beginning of the intervention was 7.09 of 10. I addressed this during the first CoP to gather more information. Participants all agreed that they were required to have some high level of efficacy with their skills in order to be in the position they were in as external evaluators. They also expressed a need to improve their skills and their self-efficacy since they did not have scores of 10. Although external teacher evaluators had high self-efficacy, I realized the tool might not have been gathering enough information related to self-efficacy. In the Dissertation Cycle, a new validated tool was utilized. The Dissertation Cycle tool measured generalized self-efficacy, self-efficacy for coaching, and self-efficacy in the role of an evaluator.

Additional data sources. The post-intervention interviews during Cycle One provided valuable qualitative data for Cycle One, but adding additional qualitative data sources for future cycles would strengthen the study's findings. Therefore, the Dissertation Cycle included a pre-intervention interview and participant journal entries as additional data sources.

Cycle One Conclusion

Cycle One of this research project revealed positive results and findings related to the external evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences. The intervention components and data collection tools informed the Dissertation Cycle of action research.

Dissertation Cycle

The Dissertation Cycle of this this research project was conducted with six external teacher evaluators employed by SWEC from July through December of 2017. This section of the chapter describes the Dissertation Cycle methods, which were informed by Cycle One of the research project. This section first describes the participants and selection process for the Dissertation Cycle. Next, data collection instruments and sources are explained. This is followed by a description of the intervention, data collection procedures, and data analysis procedures. Appendix F presents the Dissertation Cycle timeline and procedures for implementation. The Dissertation Cycle of research was conducted to answer the following two research questions:

RQ1: How and to what extent will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences (measured using a questionnaire addressing self-efficacy, interviews, and participant reflection journals)?

RQ2: How will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' effectiveness during teacher evaluation conferences (measured using interviews and participant reflection journals)?

Participants

Participants in the current cycle were external teacher evaluators employed by SWEC. In the previous years working under the federal grants, the external evaluators'

primary role was to provide teacher evaluations. Starting with the 2017-2018 school year, the external evaluators' roles shifted and the evaluators began providing coaching services for teachers outside of the evaluation cycles. With this shift in roles, the participants conducted fewer teacher evaluations than they had in previous years.

Demographics. Six of SWEC's external evaluators participated in the Dissertation Cycle. This included five full-time evaluators and one part-time evaluator. Four of the six participants, Hope, Janet, Natalia, and Rachel (pseudonyms used) had also participated in Cycle One of this research project. Table 3 shows basic demographic information about the six participants.

Table 3

Dissertation Cycle Participant Demographics

Participants	Years in the Field of Education	Years in the External Teacher Evaluator Role	Gender	Race/Ethnicity
Erin	19	6	Female	White/Caucasian
Hope	24	4	Female	White/Caucasian
Janet	31	6	Female	White/Caucasian
Lil	35	4	Female	White/Caucasian
Natalia	15	4	Female	White/Caucasian
Rachel	16	6	Female	White/Caucasian

Note. Years of experience included the 2017-2018 school year.

As documented in the Table 3, the participants' experience working in the field of education ranged from 15 to 35 years ($M = 23.33$, $SD = 7.50$). The participants in the study were employed by SWEC as external teacher evaluators for 4 to 6 years ($M = 5$, $SD = 1.10$). All of the participants had past classroom teaching experience. Other

educational experiences varied, but past roles include instructional coach, reading

specialist, new teacher mentor, school district-level coordinator, assessor, assessor

supervisor, assistant principal, and pre-school director.

Sampling. Strategic purposive sampling was again used for the current cycle;

however, there was not a limit of four participants. All 17 of SWEC's external teacher

evaluators, including the four external teacher evaluators who participated in the first

cycle of research, were invited to participate in the study. Participation was strictly

voluntary. Some external teacher evaluators were interested in the professional

development opportunity, but choose not to participate due to factors such as uncertainty

of their changing role or caseload, other work-related obligations or personal reasons.

Data Collection Instruments and Sources

During the first CoP meeting of the intervention, initial results from the pre-

intervention surveys and interviews were shared with participants. Data collection

instruments and sources will be explained before the intervention section. The data

collection instruments and sources section includes a description of both quantitative and

qualitative measures. Data collection procedures and analysis are presented in later

sections of this chapter after the intervention components are discussed.

Quantitative measures. A new instrument was created to survey participants

and collect the pre- and post-intervention quantitative data for the Dissertation Cycle.

This instrument was based on previously validated instruments. Please see Appendix G

for the full questionnaire. Details of this instrument are presented below.

Self-efficacy questionnaire. Participants were surveyed with an external

evaluator self-efficacy questionnaire containing Likert-scale items to gather data

regarding perceived general self-efficacy, self-efficacy for coaching, and self-efficacy for conducting teacher evaluation conferences. The different sections of the external evaluator's self-efficacy questionnaire used in the Dissertation Cycle all included the following six-point Likert scale: *very untrue of me, untrue of me, somewhat untrue of me, somewhat true of me, true of me,* and *very true of me*. Including six choices provided more opportunity to capture the participant's true choice (Suskie, 1996). Details of the different portions of the instrument follow.

Generalized Self-Efficacy (GSE) Scale. The pre- and post-questionnaire used in this study included the GSE Scale (Jerusalem & Schwarzer, 1992; Schwarzer & Jerusalem, 1995). The GSE Scale consists of 10 items and a Likert scale ranging from *Not at All True* to *Exactly True.* The GSE has been validated with sample scores from over 23 countries, and with its original four-point scale, generated a Cronbach alpha range of .76 to .90 (Jerusalem & Schwarzer, 1992). The GSE Scale was validated in numerous correlation studies relating to emotion (Jerusalem & Schwarzer, 1992). The following items are samples of items from the GSE Scale:

- I can always manage to solve difficult problems if I try hard enough.
- If someone opposes me, I can find the means and ways to get what I want.

Coaching self-efficacy scale. During teacher evaluation conferences, external teacher evaluators engage in coaching conversations with teachers. Therefore, the next section of the questionnaire measured self-efficacy for coaching. This section includes seven items adapted from the Personal Teaching Efficacy Scale portion of Patterns of Adapted Learning Scales (Migley et al., 2000). The wording of the items was slightly changed to fit the role of external teacher evaluators. For example, on the modified

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questionnaire, the word "student(s)" was replaced with the word "teacher(s)." The original Personal Teaching Efficacy Scale included a five-point Likert scale and with its original verbiage and five-point scale, generated a Cronbach alpha of .74, $M = 3.36$, $SD = .66$ (Migley et al., 2000). The following items are samples from the modified scale used in this section of the questionnaire:

- If I try really hard, I can get through to even the most difficult teachers.

- Factors beyond my control have a greater influence on my teachers' instruction than I do.

Items on the original five-point scale are anchored at 1 = *Strongly Disagree*, 3 = *Somewhat Agree*, and 5 = *Strongly Agree*.

Teacher evaluation conferencing self-efficacy scale. The next section of the survey included 12 items, which measured self-efficacy for conducting teacher evaluation conferences. Following Bandura's (2006) recommendation, items were written using the term "can," because "can" specifies perceived capability. The items presented tasks and participants rated the strength of their belief in their ability to execute the activity (Bandura, 2006). In order to write the items matching the expected performance outcomes for evaluators, I reviewed the external teacher evaluators' aggregated External Evaluator Observation Instrument (EEOI; pseudonym used) scores from the 2015-2016 school year. This was one of the tools previously used to evaluate the external evaluators. The EEOI consists of six components. External teacher evaluators could have scored from a 1-4 on the EEOI with a 3 being proficient. When reviewing the 2015-2016 EEOI data, I found that most external teacher evaluators scored 3s and 4s on the EEOI, however, I found two areas with some lower scores (3s and some 2s). These areas

were Pre- and Post-Conference Data Gathering and Pre- and Post-Conference

Reinforcement and Refinement. I carefully reviewed the descriptors for these areas in the

EEOI and created clusters of three items, which targeted the same focus in that area. This

included six questions on data gathering and six questions on providing the reinforcement

and refinement. I reordered the items on the questionnaire, ensuring all trios of questions

were separated from one another. The same six-point Likert scale as in the previous two

sections ranging from *Untrue of Me* to *Very True of Me* was used to maintain fluidity

through the sections of the questionnaire. Sample items for this section are included

below:

- I can get teachers to reflect on the cause and effect relationship between
  teaching and learning.

- I can appropriately ask follow-up questions to ascertain teacher knowledge of
  when and how to use elements effectively.

To check for content validity, I piloted the questionnaire with an external teacher

evaluator supervisor and three external teacher evaluators employed by SWEC who did

not participate in the intervention. These individuals each took the survey and provided

written feedback. I then asked participants how they interpreted certain items on the

"coaching self-efficacy" and "teacher evaluation conferencing self-efficacy" portions of

the questionnaire. I slightly adjusted wording on the "teacher evaluation conferencing

self-efficacy" portion of the questionnaire based on the feedback.

Qualitative data sources. Qualitative data sources for the Dissertation Cycle of

this study included pre- and post-intervention interviews and reflection journal entries

with Wordles.

Interviews. All participants engaged in individual pre- and post-intervention interviews with the researcher after completing a pre-intervention self-efficacy questionnaire. Interview questions were revised for the Dissertation Cycle. The 20-minute pre- and 35-minute post- semi-structured interviews were designed to gather more information about changes in the external evaluators' self-efficacy for providing feedback during teacher evaluation conferences and their view of their effectiveness as external teacher evaluators. The interview protocol for the Dissertation Cycle included questions related to the influences of self-efficacy. Influence of self-efficacy include: (a) mastery experiences, (b) vicarious experiences, (c) social persuasion, (d) emotional states (Bandura, 1986, 1997; Martin, 2018), and (e) imagery experiences (Martin, 2018). The following are sample interview questions/prompts:

- Try to recall a pre- or post-conference where you felt that you provided effective feedback. Can you describe that experience?

- Describe your experience during the post-buddy shadowing conversations.

- Describe your experience in the community of practice meetings.

See Appendix H for the interview questions and protocol.

Reflective journal entries. Participants completed electronic journal entries after each CoP meeting and after each post-buddy shadowing reflective conversation. The journals included prompts and asked each participant to write a one to two paragraph reflection.

Wordles. After external teacher evaluators completed each reflective journal entry (post-CoP and post-buddy shadowing experience), they copied and pasted their journal entry response into an online word-cloud generator called a Wordle. A Wordle is

a type of word cloud generated by frequency of words (Viegas, Wattenberg, & Fienberg, 2009). The word cloud generator identifies the words the participants used more often by making these words larger. Participants could customize the word clouds by changing the fonts or colors.

McNaught and Lam (2010) identified word clouds as an adjunct data collection tool, which may be useful for preliminary data analysis or to confirm findings. It is important to recognize that word clouds have limitations. Certain words may be used frequently, but are out of context of the original sentence when they are generated in the word cloud. In this study, word clouds were utilized by participants as discussion starters for each CoP, and then they were collected and analyzed to confirm findings from the qualitative data analysis of interviews and journal entries.

Participants were prompted to create a total of 10 Wordles each, which were made from individual journal entry reflections. To recall, participants were prompted to write a journal entry after each buddy shadowing experience, which included shadowing someone and being shadowed and engaging in buddy shadowing reflective conversations, and another journal entry after each CoP meeting, starting with the second CoP meeting. The participants copied and pasted each of these personal reflections into a word cloud generator to create their Wordles.

Data collection tools and purposes. Table 4 outlines the data collection tools and their purposes for the Dissertation Cycle of research.

Table 4

Data Collection Instruments

Data Collection Instruments	Description	Justification	Research Question
Survey: Pre- and Post- Self- Efficacy Questionnaire	• Likert-scale questionnaire • Measures external teacher evaluators' self-efficacy: general self-efficacy, coaching self-efficacy, and teacher evaluation conferencing self-efficacy	• Pre-data was shared during first CoP to guide focus/goals • Pre/post to measure growth • Triangulate data	RQ1
Pre- and Post-Intervention Interview	• Semi-structured • 1-1 interview	• Gain personalized perception of self-efficacy as external teacher evaluators • Evaluate influence of intervention • Collect data on changes to self-efficacy and perception of effectiveness • Triangulate data	RQ1, RQ2
Reflective Journal Entries and Word Clouds	• 1-2 paragraph online journal entry following each CoP and buddy shadowing experience	• Prompt external teacher evaluators to engage in individual reflection • Collect data on changes to self-efficacy and perception of effectiveness • Triangulate data	RQ1, RQ2

Intervention

The intervention for the Dissertation Cycle included a professional development model, which was based off the intervention model from Cycle One. The Dissertation Cycle included cycles of CoP meetings, self-reflection through journaling, buddy shadowing experiences, and reflective post-shadowing conversations. See Figure 1.

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Figure 1. Intervention model.

Community of practice (CoP). Similar to Cycle One, the participants were aware of the topic of research at the time of recruitment for the research project: improving external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences; however, during the first CoP meeting they were able to decide on what they specifically wanted to focus on and improve upon regarding feedback. To assist the evaluators in this decision, the first CoP meeting was designated as a planning meeting. During this two- hour meeting, intervention components were first reviewed, future CoP meetings were scheduled, and participants accessed their Google Docs where they would be writing journal reflection entries and documenting buddy shadowing experiences. The remainder of this first CoP meeting was dedicated to analyzing data and determining a narrowed focus. Aggregated pre-intervention self-efficacy survey results, the participants' External Evaluator Observation Instrument (EEOI) scores, and preliminary findings from pre-intervention interviews were shared

with participants. The purpose of sharing the data at the first meeting was to allow the

external teacher evaluators to gain an understanding of the knowledge and needs of the

group, as well as determine a narrowed focus connecting to the over-arching topic of

providing effective feedback during teacher evaluation conferences.

In order to gather data regarding the participants' self-efficacy, the participants

completed an external evaluator self-efficacy questionnaire prior to the intervention. The

questionnaire containing six-point Likert-scale items was organized into the following

three categories: general self-efficacy, self-efficacy for coaching, and self-efficacy for

conducting teacher evaluation conferences. The earlier section on data collection

includes a detailed description of the pre-intervention survey. The results from the

survey including aggregated means for each section and the overall survey averages were

shared with the participants at the first CoP meeting. These data are displayed in Table 5.

Table 5

Pre-Survey Means and Standard Deviations

Category	Pre	
	M	*SD*
General SE	4.85	0.26
Coaching SE	4.33	0.52
Conducting Evaluation Conferences SE	4.83	0.23
Overall (combined) Self-Efficacy	4.72	0.22

Note. $N = 6$, SE = self-efficacy, six-point scale.

The EEOI was the second set of data shared with participants during the first CoP

meeting. The EEOI is the evaluation tool used to evaluate the effectiveness of external

teacher evaluators. Prior to the 2017-2018 school year, external teacher evaluators were evaluated with the EEOI by their supervisors at SWEC. Starting with the 2017-2018 school year, the use of the EEOI for evaluation was optional. For this reason, EEOI scores are not included in this study as a data source for measuring evaluators' effectiveness. For each EEOI score, the supervisors observed the external evaluators conducting two pre- or post-evaluation conferences and also collected artifacts from the evaluators. For each element of the EEOI, evaluators were scored on a rubric of 0-4, with a three indicating proficiency. There are six elements for this rubric. As displayed in Table 6, evaluators received two EEOI scores during the 2015-2016 school year and one score during the 2016-2017 school year. The table includes aggregated participant EEOI mean scores. Standard deviations were not shared with participants.

Table 6

Aggregated EEOI Mean Scores, Organized by Element

Element	Date		
	Fall 2015 *M*	Spring 2016 *M*	Spring 2017 *M*
Pre- and Post-Conference: Data Gathering	2.50	3.17	2.83
Pre- and Post-Conference: Reinforcement and Refinement	2.67	3.00	3.16
Conference Process	3.17	3.33	4.00
Mutual Trust and Respect	3.83	4.00	4.00
Observation and Evaluation of Instruction Observation	3.83	3.33	3.83
Observation and Evaluation of Instruction Documentation	3.83	4.00	4.00

Note. $N = 6$.

Next, preliminary findings from the pre-intervention interviews were shared with the

participants. Table 7 includes preliminary findings from the pre-intervention interviews.

Table 7

Pre-Intervention Interview Emerging Themes

Emerging Themes	Supporting Codes from Interview Analysis					
Effective Feedback Means	Involves Teacher Reflection	Teacher Internalizes (Learns and Refines Practice)	Teacher Plans for Future	Requires Building Trust and Rapport	Evaluators Provide Evidence	Involves Asking Questions
Causes for Challenges in Providing Effective Feedback	Teacher had Misconception or Did Not Understand	Teacher was a Veteran	Evaluator did Not Ask the Right Questions	Evaluator was Telling Instead of Asking		
Causes for Challenges in Providing Effective Feedback*	Teacher Shuts Down/ Emotional Block*	Teacher Does Not Want to be in the Cognitive Thinking Zone*	Teacher Did Not Change from the First Evaluation Conference to the Second*	Teacher was Defensive*	Teacher Had Different Views than the Evaluator*	Teacher Discussed Other Things than the Evaluation Elements*
External Evaluator's Action Based on Challenges	Reflected on Improving Practice					
Discussing Conferences with Peers	Improves Effectiveness	Allows for Processing				
Shadowing Experiences	Improves Evaluators' Ability to Provide Effective Feedback	Provides Ideas for Different Approaches/ Strategies/ Perspectives				

Note. *Five out of six participants agreed.

Analyzing the data provoked discussion among the participants and allowed the external

teacher evaluators to see commonalities and needs within the community. Together,

participants brainstormed possible areas to focus on for the duration of the study. Please

recall, during Cycle One, all participants decided on a common focus - connecting the

reinforcement provided during the pre- or post-conference to information shared by the

teacher, coaching the teacher to transfer knowledge to practice, and attention to indicators

of the teacher's transfer of knowledge including both verbal and non-verbal indicators

and questioning. During the Dissertation Cycle, the evaluators expressed a need to have

a more individualized focus and decided to have differentiated personal goals that related

to providing effective feedback. Each evaluator created an individual goal and

documented their goal on a shared Google Doc. Some of the evaluators changed or

refined their goals during the process of the intervention as they narrowed or adjusted

their focus. The participants' goals are presented in Table 8.

Table 8

Participant Goals

Participant	Goal Created	Goal
Erin	After CoP 1	"I will organize a teacher's articulation of her lesson plan and progress through questioning, paraphrasing, and establishing time limits."
	After CoP 2	"I will ascertain teacher's knowledge of the elements and use appropriate transitions from teachers' comments to reinforcement and refinement. I will check for understanding at appropriate points during the conference."
	After CoP 5	"Pacing, selling the refinement, and asking for takeaways."
Hope	After CoP 1	"I will use questioning and cognitive coaching to support teachers in building their capacity to problem solve and therefore build their self-efficacy."
	After CoP 2	"I will focus on using pausing to allow process time, to allow for paraphrasing and clarification, and to shift personal responsibility to the teacher as needed."
Janet	After CoP 1	"I will use teacher conjectures to adjust or transition with efficient, appropriate, and focused follow-up questions. I will effectively shift from evaluator to coach."
Lil	After CoP 1	"I will prompt teacher conjectures and use the TOI and scripts as third points of data to invite teachers to make cognitive shifts about their instructional practices."
	After CoP 3	"Focusing on asset-based strategies, give feedback to teachers with their long-term goals and developmental levels in mind."
Natalia	After CoP 1	"I will consistently ask appropriate follow-up questions that are open-ended and ascertain teacher's knowledge of her students."
	After CoP 4	"I want to work on sounding confident in my explanation, questioning, and scoring of Correct Level of Difficulty and Content Accessibility."
Rachel	After CoP 1	"I will ascertain teacher's knowledge of the elements and use appropriate transitions from teachers' comments to reinforcement and refinement. I will check for understanding at appropriate points during the conference."

CoP meetings were scheduled every two to four weeks after the initial CoP

meeting for a total of six meetings. This allowed time for the external teacher evaluators

to engage in buddy shadowing experiences, buddy shadowing reflective conversations, personal reflection, and for participants to practice their new learning in-between the CoP meetings. During each CoP meeting, participants took turns talking and responding to others and engaging in discussion. Topics of discussion varied, but included shadowing experiences, new learning and insights, challenges, celebrations, and reflection on progress toward meeting personal goals.

Individual reflection. Participants began journaling after their first buddy shadowing experience and continued writing reflective journal entries after each CoP meeting and buddy shadowing experience, totaling ten journal entries. See Appendix I for journal directions and prompts.

Wordles. Participants brought their Wordles to each CoP meeting starting with the second meeting. At the beginning of each CoP meeting, participants conducted a gallery walk of the Wordles and engaged in a group discussion.

Buddy shadowing experiences. Participants engaged in buddy shadowing experiences, providing for an opportunity to be shadowed and to shadow another external evaluator conducting a pre- or post-evaluation conference with a teacher. All participants obtained permission from teachers to allow the second external evaluator to be in the classroom during the evaluation conference. Participants were paired up with other external teacher evaluators to participate in shadowing experiences during the intervention. Due to limitations with scheduling, the number of external evaluators assigned to one cadre, and the distance between some of the external evaluator's districts, some of the buddy shadowing "pairs" changed from one shadowing experience to the next. In addition, an external evaluator may have been an observing shadow buddy for

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one evaluator and then had a different evaluator observe her while she conducted a pre- or post-conference with a teacher. Regardless of changing pairs, all participants shadowed another evaluator and were shadowed between CoP meetings. All shadow buddies were informed of their buddy's personal goal for improving feedback before the shadowing experience began. During the shadowing experience, the observing external evaluator scripted specific words or actions related to her buddy's personal goal regarding feedback. The observing shadow buddy used these notes to guide the post-shadowing reflective conversation and to contribute to the following CoP conversation.

Post-shadowing reflective conversations. External teacher evaluator participants engaged in reflective conversation with their shadow buddies following each shadowing experience. These reflective conversations occurred within two days of the observation, which allowed the shadowing buddy time to review the script from the observation in relation to the buddy's goal. During the reflective conversation, the observing shadow buddy shared examples from the script she created while observing and engaged in a conversation relating to the buddy's personal goal. The reflective conversations were held at school campuses, the SWEC office, or other locations convenient to the shadow buddies.

Fidelity of intervention. External teacher evaluators were provided with a detailed timeline and CoP meeting dates. To ensure fidelity of the intervention, participants documented their individual goals, the name of their shadow buddies, the dates of each shadowing experience, and the dates of their post-shadowing conversations on a shared Google Doc. External teacher evaluators also shared an electronic calendar to assist with scheduling and tracking of shadowing experiences. An electronic calendar

appointment was sent for the dates and times of the CoP meetings. Reflection journals were monitored and email reminders were sent out prior to the date on the timeline as needed.

Data Collection Procedures

This section describes the quantitative data collection procedures followed by procedures for qualitative data collection.

Quantitative data. The Dissertation Cycle followed the same protocol for quantitative data collection as the first cycle of the research study. To recall, the self-efficacy questionnaire was distributed via an email link before and after the intervention. At the beginning of the survey, participants created a unique code to maintain confidentiality.

Qualitative data. This section describes procedures for the qualitative data collection. This includes interviews, reflective journaling, and word clouds.

Interviews. Both pre- and post-intervention interviews followed the same protocols as described for the previous cycle of research. All interviews were conducted in a quiet conference room at SWEC. Interviews were audio recorded and later transcribed. Participant identification codes corresponded to the survey to maintain confidentiality.

Reflection journals. Each participant was provided with a Google Doc link for the own reflection journal. The Google Docs were only shared between the individual participants and the researcher. Participants used the same link for each journal entry, which allowed participants to view prior entries. Participants were provided with a choice of prompts relating to their shadowing experiences and the CoP meetings.

Prompts engaged participants in reflection of the factors affecting their self-efficacy as external teacher evaluators.

Word clouds. After writing each journal entry, participants copied and pasted their personal reflections into a word cloud generator called a Wordle. Participants brought the Wordles to the CoP meetings. The Wordles were used as visual aids to guide discussion and then collected for later analysis.

Data Analysis Procedures

Quantitative and qualitative data sources were analyzed as described below. Triangulation of data sources was also used to support the trustworthiness of the data.

Quantitative data.

Self-efficacy survey. Self-efficacy survey results were exported from the Google questionnaire form into an Excel spreadsheet and then imported into SPSS. Statistical analyses such as correlational analysis was not appropriate due to the low *n* count in this study. Data were analyzed using descriptive statistics, including means and standard deviations. Descriptive statistics were reported for each set of pre- and post-data, for each section of the survey, and then for overall results of the survey.

Qualitative data.

Interviews and reflection journals. All interviews were audio-recorded and transcribed for analysis. Pre-intervention interviews were analyzed prior to the first CoP. Post-intervention interviews and journal entries were analyzed after the intervention.

Two phases of coding. Interviews and reflection journals were first analyzed using an initial or open coding strategy (Saldaña, 2016). The goal of open coding it to keep an open approach (Saldaña, 2016), allowing for a deeper understanding of the data.

This step involved reading the data and creating codes based on the participant response. Initial codes were gathered and placed into categories. After analyzing the qualitative data, the codes and categories were reviewed again and some data were recoded or organized under larger categories. The data from these categories were synthesized into theme-related components. Themes, subthemes, and assertions emerged from the theme-related components.

The second phase of coding, provisional coding, focused on the participant responses in relation to the influences of self-efficacy presented in the intervention. Provisional coding contrasts the inductive open coding method by creating pre-determined codes (Saldaña, 2016). These overarching codes included mastery experiences, vicarious experiences, and social persuasion. Data relating to the codes were again analyzed for theme-related components, which emerged into themes, subthemes, and assertions.

Wordles. Each Wordle was individually analyzed for highest frequency words. The highest frequency (HF) words, which are displayed as the largest words, and the second highest frequency (SHF) words, being displayed as the second largest words in each Wordle, were collected and organized in an Excel spreadsheet. Wordle data were organized by buddy shadowing experiences and by CoP meetings in the spreadsheet. Within these two categories, the data were organized by HF or SHF words. Each of the words were listed and then tallied by how many external evaluators had the words as their HF or SHF words on any of their Wordles. The HF words from the buddy shadowing and CoP Wordles were then combined to show the overall HF words. The SHF words for both categories were also combined. Finally, all HF and SFH words for

all Wordles were combined to identify the words used most within these levels. The

combined HF words and SHF words displayed on Wordles from reflections after buddy

shadowing experiences and COP Meetings were compared to the themes-related

components, which informed the themes.

   Trustworthiness. In order to maintain rigor in qualitative research, efforts were

made to ensure findings reflected the intended messages described by participants

(Lincoln & Guba, 1985). This study utilized two strategies to ensure the participants'

authentic meanings were portrayed in the data and findings. These trustworthiness

measures included peer debriefing and member checks.

   Peer debriefing. The trustworthiness strategy of peer debriefing, or peer review,

allows the researcher to utilize peers with common expertise to analyze data and critique

findings (Given, 2008). For this research project, another researcher participated in

qualitative data analysis. Both researchers reviewed the transcribed interviews

independently and then discussed codes and categories, allowing for adjustments to be

made based on interpretation.

   Member checks. Member checks, or respondent validation, is a form of

communication validation used to ensure the researcher fully captures the meaning and

interpretation of participants' experiences (Flick, 2014; Mertler, 2014; Given, 2008).

Participants engaged in member checking during two stages of the Dissertation Cycle,

further supporting the credibility of the findings. During the first CoP of the Dissertation

Cycle, preliminary findings were presented. Participants were able to review the findings

and discuss accuracy. The second opportunity for member checking occurred after the

intervention was complete. After all qualitative data were analyzed, participants

reviewed the theme-related components, themes, subthemes, and assertions. The

participants all confirmed these findings accurately represented the intended message of

the qualitative data. Based on the participant responses, no changes were needed.

This concludes the methods for both Cycle One and the Dissertation Cycle of the

research project. Chapter 4 will present the results and findings from data collected

during the Dissertation Cycle.

CHAPTER 4

Results

Chapter 4 presents results and findings from the analyses of both the quantitative and qualitative data collected for the action research study. The first section presents the results of the analysis of the quantitative data. The second section includes findings of the analysis of the qualitative data. These data were collected and analyzed to answer the following research questions:

RQ1: How and to what extent will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences?

RQ2: How will participation in a community of practice paired with buddy shadowing experiences and reflections influence external teacher evaluators' effectiveness during teacher evaluation conferences?

Quantitative Data

Quantitative data from the pre- and post-intervention self-efficacy questionnaire were collected to inform research question one.

Self-efficacy questionnaire. Participants were surveyed with an external evaluator self-efficacy questionnaire pre- and post-intervention. The questionnaire was used to collect data in three categories: general self-efficacy, self-efficacy for coaching, and self-efficacy for conducting teacher evaluation conferences. Each section of the self-efficacy questionnaire included a six-point Likert scale.

Self-efficacy survey results were exported from the Google questionnaire form into an Excel spreadsheet and then imported into SPSS. Data were analyzed using descriptive statistics, including means and standard deviations. Descriptive statistics were reported for each set of pre- and post-data, for each section of the survey, and for overall results of the survey. Descriptive statistics are presented in Table 9.

Table 9

Pre/Post Survey Means and Standard Deviations

Category	Pre		Post	
	M	SD	*M*	*SD*
General SE	4.85	0.26	5.22	0.50
Coaching SE	4.33	0.52	4.98	0.33
Conducting Evaluation Conferences SE	4.83	0.23	5.49	0.13
Overall (Combined) Self-Efficacy	4.72	0.22	5.27	0.29

Note. N = 6, SE = self-efficacy, six-point scale.

The overall totals for the pre- and post-survey had a range of 19 points. The overall total for the pre-intervention survey ranged from 129-148. The overall total for the post-intervention survey ranged from 142-161.

Qualitative Data

Qualitative data in the form of interviews and reflective journal entries were collected to answer both research questions. In addition, data from Wordles created from the reflective journal entries were collected and compared to theme-related components and themes emerging from the interview and journal data analysis.

Interviews and journal entries. Data were collected from individual pre- and post-intervention interviews for all six participants. Participants completed journal entry reflections after CoP meetings and after buddy shadowing reflective conversations. One participant was not able to participate in some of the CoP meetings and shadowing experiences due to personal reasons; therefore, she only completed seven of the 10 reflections. A total of 57 journal entries were completed among the six participants from August through December 2017. Interviews and journal entries were both analyzed using two methods of coding: open coding and provisional coding.

Open coding. With open coding, initial codes were created when analyzing the data and these codes were then placed in larger categories, which contributed to theme-related components. The theme-related components, themes, subthemes, and assertions that emerged from the first method of coding are displayed in Table 10.

Table 10

Open Coding - Theme-Related Components, Themes, Subthemes, and Assertions

Theme-related Components	Themes	Subthemes	Assertions
• External evaluators identified evidence-based information as a component of providing effective feedback. • External evaluators identified questioning as a component of effective feedback. • External evaluators recognize the need to provide differentiated feedback for teachers.	Effectiveness of External Evaluators	Effective Feedback	1. Providing effective feedback during teacher evaluation conferences involves providing personalized, differentiated experiences for teachers, which includes presenting evidence-based information and asking reflective questions.
• External evaluators feel more confident in providing feedback when they prepare for the conference conversations. • External evaluators identify pre-conference rehearsal conversations as a strategy to prepare for challenging conferences.		Preparation Leads to Effectiveness	2. Pre-conference preparation increases evaluator's confidence and sets the stage for effective conference conversations.
• External evaluators believe effective feedback influences classroom instruction. • External evaluators engage teachers in coaching conversations using questioning as a strategy to prompt teacher reflection. • External evaluators consider the cause and effect relationship between teaching and student learning and keep the students' best interest in mind during evaluation conference conversations.		Teacher and Student Impact	3. External evaluators impact student learning by engaging teachers in rigorous reflective coaching conversations, which influences teachers' articulation of planning and ultimately, student learning.
• External evaluators found the CoP to be a valuable learning experience, because it provided a forum to share ideas and experiences and prompted personal reflection. • Shadowing experiences followed by reflective conversations resulted in high levels of reflection and influenced external evaluators' practice.	Social Learning is Critical for External Evaluators	Social Learning Experiences	4. Social learning experiences provide evaluators with valuable opportunities where they engage in high-level reflective conversation, learn from their peers, and reflect on their personal practice.
• External evaluators engaged in personal reflection about their practices. • Buddy shadowing conversations pushed evaluators' thinking and resulted in improved practice. • When challenges occurred, external evaluators reflected on how to improve their practice. • External evaluators found value in and grew during professional development opportunities.		Evaluator Growth	5. Professional development in the form of social learning experiences influence evaluators' conferencing skills and abilities to provide effective feedback during teacher evaluation conferences.

Effectiveness of external evaluators: Effective feedback.

Assertion 1- Providing effective feedback during teacher evaluation conferences involves providing personalized, differentiated experiences for teachers, which includes presenting evidence-based information and asking reflective questions. The following three theme-related components were found to support the first theme and the subtheme and led to the assertion: (a) external evaluators identified evidence-based information as a component of providing effective feedback; (b) external evaluators identified questioning as a component of effective feedback; and (c) external evaluators recognize the need to provide differentiated feedback for teachers.

Theme-related component: External evaluators identified evidence-based information and questioning as components of providing effective feedback.

The external evaluators explained what effective feedback meant to them in both the pre- and post-interviews. The definitions provided by all six participants included providing evidence-based information and questioning as part of the feedback process to prompt teachers' reflection and transfer knowledge to practice. For example, in the pre-intervention interview, Rachel described effective feedback as, "... using that evidence to help them [teachers] understand what their [teachers'] practice looks like and then what they [teachers] did well and need to continue to do and what they [teachers] could refine…" Rachel further explained that through questioning, teachers "reflect" and "build that understanding and then could transfer that understanding to maybe other content areas, other lessons..." (Rachel, interview). In Natalia's pre-intervention interview, she defined effective feedback as including "factual evidence" or "objective evidence." Natalia went on to describe an example of when she provided effective

feedback with questioning. "I'm able to provide questions or statements that get the teacher to reflect and then really have it be internalized" (Natalia, interview). Lil also commented on feedback involving questioning during her pre-intervention interview, "…a lot of the really effective feedback comes in the form of questions, open-ended questions. So the teacher can self-identify" (Lil, interview). In Erin's post-interview, she stated, "Providing effective feedback means providing actionable, evidence-based information to help support a teacher in his or her growth in trying to support student learning" (Erin, interview).

The evaluators collect "evidence-based information" by scripting a classroom observation and documenting evidence provided by the teacher during pre- and post-observation conferences. Natalia provided an example of a script used as evidence as she describes how the script supports the conferencing conversation,

> …it really shows me that it's hard to argue with evidence. So if I bring out, "This is what you said in the script, this is what you did from the script, this is what the kids said and did," it's really hard for the teachers to refute that. And so I think that was just affirming to me. I really needed to get that script evidence for the teacher, something, you know, they can't really argue with their actions or words. (Natalia, interview)

Theme-related component: External evaluators recognize the need to provide differentiated feedback for teachers.

The topic of differentiating feedback for teachers arose during a CoP meeting, and participants documented their personal reflections regarding this topic in their reflection journals. In the following example, Janet described her reflection in response to this CoP meeting.

> I was reflecting on how I ask higher-level questions of my proficient teachers and revert to just telling or asking lower-level questions with other teachers. Before I

had a chance to share this reflection, another evaluator talked about how she purposefully had different goals for her different levels of teachers. That made me start thinking that it is fine that my conferences look different. It's differentiating for the needs of my teachers. After [the researcher] listened to my reflection, she helped me make a connection to a PD [professional development] we present to teachers about how to scaffold higher-level questions for students with beginning knowledge levels. I realize that is exactly what I need to do for my teachers. I need to provide them with the support of the language of the element I am reinforcing or refining and then ask a reflection question based on that… That insight will be extremely helpful as I begin to work with the teachers at a school who are brand new to our evaluation instrument! (Janet, journal)

Hope also explained her realization of the need to differentiate while reflecting after a buddy shadowing reflective conversation.

…then the thought hit me that there is no ONE formula to having a highly successful conference. There are some non-negotiables: being prepared, planning for multiple approaches for the refinement, and mindfulness to ensure my efficacy does not overly interfere with the success of my conference. However, the outcome is different because the teachers' levels of proficiency, knowledge and growth-mindset are different. So I will intentionally secure the non-negotiables, but ascertain the teacher's knowledge and self-efficacy and consider it when delivering the refinement. (Hope, journal)

Rachel also described the need to differentiate as she reflected after a buddy shadowing experiences,

After talking with my shadow buddy, I will be thinking more about differentiating my objectives for my conferences based on the experience level of the teacher. For my new teachers, I will also be thinking about the long-term objectives I have for them and whether or not I can align my feedback from [evaluation] cycles and walk-throughs to the objective. (Rachel, journal)

Lil wrote about her personal reflection on differentiation in the following journal entry, "My biggest take-away from this conference is that you have to differentiate questions for your teacher and meet her where she is at developmentally. Just like you do for your students in a classroom" (Lil, journal). Lil also explained a shift in her definition of effective feedback between the pre- and post-interviews. She explained more about her new definition of effective feedback in her post-intervention interview,

I really think it's not effective feedback until it's tailored to the person that receives it. So, in other words, the feedback that you would give a brand new teacher is going to be coached a different way than feedback that you give to a veteran teacher. (Lil, interview)

The evaluators' definitions of effective feedback presented in their interviews as well as their realization of the need for and accepted practice of differentiating, supports the assertion of providing effective feedback under the theme of effectiveness of external evaluators.

Effectiveness of external evaluators: Preparation leads to effectiveness.

Assertion 2 - Pre-conference preparation increases evaluator's confidence and sets the stage for effective conference conversations. The following theme-related components substantiate the theme and subtheme leading to this assertion: (a) external evaluators feel more confident in providing feedback when they prepare for the conference conversations; and (b) external evaluators identify pre-conference rehearsal conversations as a strategy to prepare for challenging conferences.

Theme-related component: External evaluators feel more confident in providing feedback when they prepare for the conference conversations.

The participants regularly analyze the scripts from the classroom observation of the lesson to determine the teacher's scores and prepare for post-observation conferences; however, the amount of time dedicated to scoring and preparation for evaluation conference conversations differs for each evaluator. During the pre-intervention interview, Lil commented on the importance of preparation time, "I really have to work before my conferences. I do a ton of planning, and I have a list of questions that I'm

prepared to ask, just for that reason, because I think it does hinge on effective

questioning" (Lil, interview).

A change in the evaluators' role also factored into the evaluators' preparation

time for conferences. This year, the external evaluators' roles have shifted to include

regular coaching and professional development in addition to providing teacher

evaluations on their campuses. During one of the first CoP meetings, the evaluators

discussed a need to schedule time for conference preparation on a regular basis. Rachel

included this topic in journal reflection, "I need to spend some time prioritizing my

schedule and ensure that my cycles are at the top, and that quality time is being put into

analyzing evidence, scoring and preparing for conferencing" (Rachel, journal). Natalia

noted the importance of preparation in her journal reflections as well. For example, in

one entry she wrote, "I need to be better at giving time and thought to preparation." In

another entry Natalia reflected, "I realized that preparing for conferences are crucial and I

feel like I was able to do that effectively this past week" (Natalia, journal). Hope also

wrote the following reflection regarding preparation in relation to her confidence, "…if I

am extremely well-prepared and am solid in my scores with evidence, then I feel more

confident going into the conference and am more able to allow the conference to flow

and the more I can support with questions" (Hope, journal). During an interview, Erin

described a successful evaluation conference where she was well prepared with evidence

for possible reinforcements and questions to support reflective thinking, "It was

preparation that supported that conversation and evidence…". She goes on to describe

her plans for her future practice,

So the ways I would try and achieve that again would just be through thoughtful thorough preparation, questions that build around …two possible reinforcements, here's one to two possible refinements so that I can hear what the teacher's saying and try and gear as best as possible, to some of her or his analysis to tie to mine because then I think it has more weight. (Erin, interview)

These data all contribute to the theme-related component of conference preparation.

Theme-related component: External evaluators identify pre-conference rehearsal conversations as a strategy to prepare for challenging conferences.

Several participants embrace the practice of rehearsing conversations before conferences as a form of preparation. This strategy was used even more frequently when evaluators anticipated a challenging conference. Rachel acknowledged that she sometimes uses rehearsal for conference preparation as she stated, "... especially, if I'm concerned about how a conference might go and what a teacher might say, or how they might respond. So I just kind of role play that in my head" (Rachel, interview). Erin described how she incorporates rehearsal as a preparation strategy in her practice,

…there's definitely role playing or thinking through what the exchange might look like and sound like relative to both the reinforcement and the refinement area. Or if I'm off the mark. Or if there's results that are below proficiency or that are just holding the line at proficiency where a teacher in preparation in the pre-conference may have landed at a higher level and perceive he or she is better, better off than the executed lesson then I'm always trying to think through the claim and the counterclaim and the evidence that supports that, and how I'm just trying to prepare my evidence, my suitcase of evidence just to be certain that in the event there's questions I'm ready to answer that. (Erin, interview)

During an interview, Janet described how the practice of rehearsing supports her in preparing for conferencing.

…and then rehearsing. What information do I need to provide? What questions can I use? I mean, obviously, I don't know exactly what they'll be saying. So, I won't use the question, maybe verbatim, but I think just the process of imagining this is how it might go. Already doing some pre-thinking will help me in the

moment, even if it doesn't go exactly that way. Just that pre-thinking, the questions. (Janet, interview)

These examples of pre-conference preparation all support the assertion that preparation increases confidence and sets the stage for effectiveness.

Effectiveness of external evaluators: Teacher and student impact.

Assertion 3- External evaluators impact student learning by engaging teachers in rigorous reflective coaching conversations, which influences teachers' articulation of planning and ultimately, student learning. The following theme-related components were found to support the theme and subtheme leading to this assertion: (a) external evaluators believe effective feedback influences classroom instruction; (b) external evaluators engage teachers in coaching conversations using questioning as a strategy to prompt teacher reflection; and (c) external evaluators consider the cause and effect relationship between teaching and student learning and keep the students' best interests in mind during evaluation conference conversations.

Theme-related component: External evaluators believe effective feedback influences classroom instruction.

Participants describe effective feedback as a means to influence classroom instruction. For example, Janet described the effective feedback during her interview, "… it [effective feedback] is presented in a way that the teachers can really understand it and be able to start, you know making a change or start implementing new strategies based on that feedback. So it's understandable and doable" (Janet, interview). In addition to discussing the definition of effective feedback, during both the pre- and post-intervention interviews, all evaluators described conferencing experience where they felt they provided effective feedback. These descriptions include examples of how the conferences influence instruction. Hope described a successful interchange of her experience,

…then all of sudden that's when this light went on. She just was able to receive it and be able to apply it. And I could just see the wheels turning in her mind as she's thinking through it. So I asked her another question, "Well, what do you think it might look like?" Tomorrow's lesson, or whatever. You know the, the future, a future lesson. And she was able to really think and apply it and take it even a step further. Which was exciting to experience. (Hope, interview)

Theme-related component: External evaluators engage teachers in coaching conversations using questioning as a strategy to prompt teacher reflection.

Part of an evaluator's role is to engage in coaching conversations during pre- and post-evaluation conferences. During these conversations, evaluators engage teachers in reflective conversations about their practice with a goal of either reinforcing effective practices or influencing change in future instruction practice, which ultimately affects student learning. Lil described her questioning technique for conferencing. "I value using cognitive coaching-type questions during conferences. I feel that technique has the best chance for the teacher actually making a behavioral change." Lil went on to discuss the importance of preplanning these types of questions.

I do plan out my questions in great detail. And, I think that's one thing, coming up with more questions, you know, once you've got something written down on a paper in front of you, you could always fall back there unless you, you know, something strikes you and you can transition off something the teacher said, has already said. (Lil, interview)

Lil reflected on a successful coaching conversation in a journal entry,

One thing I did to make this post-conference successful is asking her questions to allow her to draw her own conclusions about her lesson. I asked several good questions. One was "What is the difference between asking questions so students can gain an understanding of the discipline and asking questions so students can understand the lesson outcome?" (Lil, journal)

Lil continued to describe how the coaching conversation shifted the teacher's thinking

"…because she reflected that the lesson set her students up for future successes in math

because she built their understanding of the discipline by using place value charts,

manipulatives and a step chart to teach rounding. A significant shift occurred in [the teacher's] thinking" (Lil, journal).

Natalia commented on her use of questioning in a journal entry, "The positive feedback I received from my shadow buddy was that I was able to ask many open-ended questions that produced good reflection from the teacher" (Natalia, journal).   In a journal reflection, Hope also described how questioning helped the teacher reflect and plan for future instruction,

> I asked questions that supported her analysis of instruction and invited her to make conjectures about how she could use her strength of instructional modeling to support her refinement of student-to-student interaction. She took off and really made the connection between the two and was excited about her next steps in implementing stronger academic dialogue between students. (Hope, journal)

Rachel also reflected on questioning and the importance to include questioning in her practice,

> This has me thinking about better questions in the preconference and better reflective questions for the post-conference. I am noticing my teachers are having to think harder and are getting more out of the conference, which will be good for their students. (Rachel, journal)

During an interview, Erin discussed the importance of questioning even during difficult conversations,

> What I ask teachers to do, I do - did myself and I elevate the questions and sometimes the level of disequilibrium in order to reach learning, so I'm not afraid to, again, maybe, maybe ask some questions that might have some prickly responses or some, some fear or defensiveness or uncertainty or ambiguity attached to them, but oftentimes…lead to a recognition or, an understanding that is, again, for the greater good of students. (Erin, interview)

The evaluators recognize that sometimes due to time constraints, the teacher's perceived ability, and in other situations such as challenging conferences, they may end up "telling" teachers information during evaluation conferences instead of questioning to

engage the teacher in reflection. Hope reflected on this concept after a buddy shadowing

conversation,

> When talking with my shadow buddy, I realized that I am not taking the time to
> use questioning to support the teacher in coming up with ideas on her own. I
> rushed to tell her ideas rather than developing that capacity to problem solve on
> her own. I was frustrated with myself for taking the easier way of telling her
> rather than building her own self-efficacy. I purposely do not tell the teacher, but
> coach the teacher with cognitive coaching to be able to allow her to reflect and
> grow. This [shadow buddy experience] was helpful for me to really think about
> the questions I will be asking. So I will be mindful of implementing the pausing
> as well as the cognitive questioning to move my teachers forward in their practice.
> (Hope, journal)

Theme-related component: External evaluators consider the cause and effect

relationship between teaching and student learning and keep the students' best interests in

mind during evaluation conference conversations.

Rachel provided an example of this cause and effect relationship,

> I know that I am being more effective in my ability to impact teachers' practice
> because I am seeing the results in how teachers are implementing strategies in
> their classrooms and how they can talk about the positive impact the strategies are
> having on their students.

Rachel provided another example in a reflection of a teacher conference, "And so that in

turn made me feel good, like I've actually had an impact on her practice and therefore her

students over time" (Rachel, journal).

Erin described effective feedback with students in mind,

> Providing effective feedback means providing actionable, evidence-based
> information to help support a teacher in his or her growth in trying to support
> student learning. So it's statements about not advice giving, but it's statements
> about moving toward a goal of reaching more students. (Erin, interview)

In a journal entry, Hope provided an example of focusing on what is best for

students when she had to have a difficult conversation with a teacher about his

instruction, "…one of my deepest core beliefs about teaching is that students deserve an

effective teacher all day every day, and I felt like the students did not get the instruction that they are entitled to" (Hope, journal).

Natalia also commented on keeping students in mind during her reflection, "One thing a colleague said that helps put things in perspective is that it is all about the students really. With that [what is best for students] in mind, delivering difficult information maybe can be made easier" (Natalia, journal).

These examples of qualitative data collected from evaluators in interviews and journal entries support Assertion 3- External evaluators' impact student learning by engaging teachers in rigorous reflective coaching conversations, which influences teachers' articulation of planning and ultimately, classroom instruction.

Social learning is critical for external evaluators – Social learning experiences.

Assertion 4- Social learning experiences provide evaluators with valuable opportunities where they engage in high-level reflective conversation, learn from their peers, and reflect on their personal practice. The following theme-related components were found to support the theme and subtheme leading to this assertion: (a) external evaluators found the CoP to be a valuable learning experience, because it provided a forum to share ideas and experiences, and prompted personal reflection; and (b) shadowing experiences followed by reflective conversations resulted in high levels of reflection and influenced external evaluators' practice.

Theme-related component: External evaluators found the CoP to be a valuable learning experience, because it provided a forum to share ideas and experiences and prompted personal reflection.

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In Lil's final journal entry, she noted some of the collective thoughts from the participants, which were shared at the last CoP,

> Feedback was relevant, honest, and provided in a safe environment because no scores were attached. After listening to each other reflect, we noted that many of us were working on similar issues, such as teachers that are reluctant to acknowledge weaknesses, the transition from evaluating to coaching, selling the reinforcement. (Lil, journal)

In the post-intervention interview, Rachel discussed how the CoP meetings were enjoyable for her. She commented on their influence, "…it [the CoP] influenced it [her abilities] for the positive, because people have great ideas. And I can take those ideas and use them" (Rachel, interview). Rachel also commented on the benefits of the CoP in her journal, "Overall, I feel more effective in my role as an evaluator (whatever that involves!) because of this community of practice process this semester" (Rachel, journal).

In an interview, Lil described how CoP meetings prompt personal reflection, "They prompted a lot of reflection that I mentioned earlier, and I mean, a lot of that stems from comments that were made in here" (Lil, interview).

Natalie also discussed how the CoP influenced reflection and her practice. "…the meetings were a great reflection time, taking notes, writing those reflections, thinking about what to do after." Natalie continued to provide a specific example of how the CoP prompted personal reflection.

> …there was one person in particular who I feel is so intentional about her words and so intentional about her planning, that every time I listen to her reflect it just made me really think, like, I need to up my game. So I think in that respect it influenced my abilities, because like I don't want to shortchange my teachers just because they have me. And I feel like I give good feedback, but then when I listen to somebody like her, I guess her, just the intentionality of everything she says. It just makes me think I can do a better job. (Natalie, interview)

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Erin also commented on the benefit of the CoP in her journal,

> As we wrap up the final community of practice, I feel my overall beliefs about my capabilities have changed for the positive. Whether it be in point of view or how to integrate a question, I have felt supported and affirmed. (Erin, journal)

She also commented on the benefits of the CoP in her post-interview,

> So, you know, the community of practice has been in some ways a vent session, a counseling session, but also a real way to look at and listen to and think about practice and integrate from other perspectives, five other perspectives, different ways I can enhance what I'm doing. (Erin, interview)

Theme-related component: Shadowing experiences followed by reflective conversations resulted in high levels of reflection and influenced external evaluators' practice.

All the evaluators found value in the shadowing experiences and the reflective conversations that followed. Rachel described the shadowing experiences as "amazing experiences" and expresses an interest to continue (Rachel, interview).

Lil reflected on her experiences,

> I am always fascinated to hear the same issues being brought, brought up and, and framed just slightly different by somebody else, you know. I mean, we, we all have fairly commonplace issues that we have to deal with, and I like tossing it around at that high level of conversation that you would. (Lil, interview)

Theme-related component: Watching other external evaluators engaging in evaluation conferences and participation in a CoP provided ideas and insights.

In an interview, Lil describes her experience shadowing an evaluator while conferencing with a teacher outside of the area Lil regularly evaluates. Lil explained, "I do fairly well with pedagogy. I know the [evaluation instrument] pretty well, but sometimes it's hard to recognize certain strategies that I might use in my content area"

(Lil interview). She went on to explain how the experience will help support her conferencing with teachers in other content areas in the future.

Social learning is critical for external evaluators – Evaluator growth.

Assertion 5- Professional development in the form of social learning experiences influence evaluators' conferencing skills and abilities to provide effective feedback during teacher evaluation conferences. The following theme-related components contributed to the theme and subtheme: (a) external evaluators engaged in personal reflection about their practices; (b) buddy shadowing conversations pushed evaluators' thinking and resulted in improved practice; (c) when challenges occurred, external evaluators reflected on how to improve their practice; and (d) external evaluators found value in and grew during professional development opportunities.

Theme-related component: External evaluators engaged in personal reflection about their practices.

 During an interview, Lil discussed an example of how personal reflection has improved her practice during the intervention, "…I just started thinking about the bigger why. It made me start to examine the bigger why and prompted me to start thinking about, you know, this teacher needs a different kind of support than a veteran teacher" (Lil, interview). Lil went on to discuss the need to differentiate feedback for teachers.

Theme-related component: Buddy shadowing conversations pushed evaluators' thinking and resulted in improved practice.

Rachel described buddy shadowing conversations as "rigorous conversations" (Rachel, interview) and described a buddy shadowing conversation in her journal, "She was great at cognitively coaching me through the choices I made and how they impacted

the teacher" (Rachel, journal). Erin also described her buddy shadowing conversations during an interview, "It feels uncomfortable and awkward at times to have someone watching you or there to reflect on you know, what went well or what didn't go well." She went on to explain, "… all the partners who came along were able to push my thinking and question me to reflect in a way to highlight some real strengths and areas where I'm elevated in my practices. So that was beneficial" (Erin, interview).

Theme-related component: When challenges occurred, external evaluators reflected on how to improve their practice.

The external evaluators all expressed interest in continuing to learn from their mistakes and improve their practice. For example, in an interview, Hope talked about an experience where she felt she did not provide effective feedback and left the conference feeling "miserable." She went on to explain the importance of learning from her experiences, "I'm, you know, pretty adamant about letting my mistakes make the growth happen and make sure it [the undesired outcome] doesn't happen that way again" (Hope, interview). During an interview, Natalia also reflected on one of her conferences she felt did not go very well, "So I guess I need to plan my questions better. Hopefully it will make my abilities stronger because I might go in more prepared next time (Natalia, interview). In an interview, Janet also described a time when she felt she was unable to provide effective feedback. After the experience, Janet said she, "came back and spoke with other evaluators and talked about the difficulty" and got ideas to handle similar conferences (Janet, interview).

Theme-related component: External evaluators found value in and grew during professional development opportunities.

In response to an interview question to address maturation, all participants discussed a variety of professional development they attended through the SWEC during the time of the intervention. For example, Hope described professional development outside of the intervention such as a "Coaching 101" workshop offered by SWEC and "collaboration" opportunities with others in her cadre (Hope, interview). Rachel also commented on the professional development sessions she attended at SWEC and said, "Some [professional development] directly related to providing feedback," and therefore, may have influenced her ability to provide effective feedback (Rachel, interview).

In addition, the evaluators commented on the value of the intervention as a means of professional development. In Hope's journal, she wrote,

> Something else that comes to mind is how a lot of us in the CoP looped together our efficacy in conferencing with our efficacy in our new role as a coach/change agent. Being a part of community of practice really supported me in separating the two. My colleagues really supported me in this and I am grateful for it. (Hope, journal)

Natalie reflected, "I am not sure how much I grew in conferences. I do know that mentally I grew though because those ladies [evaluators] provided invaluable tidbits that I can use and I do find I am more reflective now" (Natalia, journal). Janet also commented in her last journal entry, "In this final community of practice meeting, we reflected on how far we've grown and also discussed what we can do to continue to improve" (Janet, journal). In the post-intervention interview, Rachel said, "…it was great to participate. And it helped us, or helped me and my job, and helped my teachers which in turn helps students. So I think that's great" (Rachel, interview). In Erin's closing

reflection she wrote, "Our work together may be coming to a close, but I am forever

thankful for the meaningful professional development" (Erin, journal).

     Provisional coding. The qualitative data (interview transcriptions and journal

entries) were analyzed with a second coding method called provisional coding.

Provisional coding contrasts the previous inductive open coding method by creating pre-

determined codes (Saldaña, 2016). These pre-determined codes relate to components of

Bandura's (1997) self-efficacy framework guiding the project. Theme-related

components, themes, subthemes and assertions are presented in Table 11.

Table 11

Provisional Coding - Theme-Related Components, Themes, Subthemes, and Assertions

Theme-Related Components	Themes	Subthemes	Assertion
• When conferences went well, evaluators confirmed their abilities and they felt more confident.	Self-efficacy	Mastery Experiences	6. Successful experiences of providing feedback during teacher evaluation conferences, experiences of observing and listening to other evaluators, and engaging in reflective conversations influence external evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences.
• Shadowing other evaluators while conducting conferences and participating in a CoP affirmed evaluators' abilities. • Evaluators gained ideas and strategies and engaged in personal reflection after watching others conduct evaluation conferences and by listening to others reflect during CoP meetings.		Vicarious Experiences	
• Post-buddy shadowing reflective conversations provided real-time feedback and ideas for improvement. • Post-buddy shadowing reflective conversations affirmed evaluators' practice and prompted personal reflection.		Social Persuasion	

Self-efficacy – Mastery experiences, vicarious experiences and social

persuasion.

  Assertion 6- Successful experiences of providing feedback during teacher

evaluation conferences, experiences of observing and listening to other evaluators, and

engaging in reflective conversations influence external evaluators' self-efficacy for

providing effective feedback during teacher evaluation conferences. This section

presents data addressing mastery experiences, followed by vicarious experiences, and

then social persuasion supporting this assertion. When evaluators experienced mastery

experiences, they confirmed their abilities and felt more confident.

  In Erin's reflections of her ability to provide effective feedback, she described her

situational changes in self-efficacy, which ultimately improved with mastery experiences.

For example, in one journal entry, she reflected, "My beliefs about my capacities did

decrease a bit relative to my goal." In another entry, she began with, "My beliefs about

my capabilities to provide effective feedback during a post-conference increased on this

occasion." Erin continued to reflect on her capabilities in another entry, "I feel like my

beliefs about my capabilities to provide effective feedback are changing." Erin also

reflected on a different mastery experience in her journal, "My beliefs about my

capabilities have improved. They seem to easily improve when a conference goes well."

In one of the last journal entries, Erin wrote, "I am able to provide effective feedback

during evaluation conferences" and goes on to describe a mastery experience where she

successfully provided effective feedback (Erin, journal).

  During an interview, Erin also talked about a time when she was able to provide

effective feedback during a teacher evaluation conference. She described the experience

as, "when the stars, they feel like they align." After describing the experience, Erin reflected, "So it strengthens my feelings of efficacy during that time because I feel like what I'm doing is having an impact." She then commented, "I'm even more intrinsically motivated I suppose to keep or try to achieve that again" (Erin, interview).

Janet's interview responses also included several references to increasing confidence from mastery experiences. For example, she talked about having a successful experience using questioning in her conference with a teacher and said, "So, I think I can trust myself more that questioning can be an effective strategy" (Janet, interview). She continued to elaborate on her refined practice using a new questioning strategy, "So, I think I'll feel more confident to use that [the questioning strategy] with teachers and not just think, oh, there're not going to get that so I'll just tell them" (Janet, interview).

During an interview, Rachel talked about how she felt after having a successful teacher evaluation conference, "So I felt good about that [the conference]. At the end she [the teacher] said 'you make me feel so good about myself'… and I said, 'that's my Christmas present right there'" (Rachel, interview).

Hope discussed how her success with self-talk has helped her achieve more positive experiences providing feedback,

> …going to the conference, calming my thoughts down, making sure, you know, doing the self-talks that I know. "I'm going to be successful because I'm prepared and I'm going to connect to that teacher's heart and what they love about teaching and the kids"… it really does make a big difference. (Hope, interview)

Later in the interview, Hope discussed how positive conferences have influenced her efficacy. "…when I feel good about my practice, I feel good about myself, I feel confident, my efficacy goes up" (Hope, interview). Hope also reflected on her mastery

experiences and how they were affirmed in the CoP while she reflected in her journal. After a CoP meeting, she wrote, "I walked away from the community of practice feeling affirmed in my practice and focused on continuing doing what I am already doing" (Hope, journal).

The following theme-related components contributed to the subtheme of Vicarious Experiences in relation to self-efficacy: (a) shadowing other evaluators while conducting conferences and participating in a CoP affirmed evaluators' abilities; and (b) evaluators gained ideas and strategies and engaged in personal reflection after watching others conduct evaluation conferences and by listening to others reflect during CoP meetings.

Theme-related component: Shadowing other evaluators while conducting conferences and participating in a CoP affirmed evaluators' abilities.

Janet talked about a shadowing experience in her interview. "Yeah, it's really good when you're watching someone else. You can really see how hard our job is." She went on to explain, "… we haven't been trained in the same way, but we often see things the same way… That felt good." Janet also talked about how she, "gained some additional questioning examples or even some strategies" by watching her shadow buddy engage in evaluation conferences (Janet, interview).

Theme-related component: Evaluators gained ideas and strategies and engaged in personal reflection after watching others conduct evaluation conferences and by listening to others reflect during CoP meetings.

Janet described how watching another evaluator conduct a conference helped her

with her own practice,

> Through my experience in shadowing my partner on a pre-conference, I realized
> that when we are stuck scoring between two proficiency levels on an element, it is
> an opportunity for more questioning, which can directly lead to a refinement
> conversation. This is what happened with my partner and it was very effective. I
> can use this approach in a future pre-conference. (Janet, journal)

> In an interview, Hope talked about her experiences shadowing others.

> …seeing somebody else, see how they do things differently and package things
> differently. Seeing the reaction of the teachers, you know, I think that's really
> neat to see as well. It's inspiring to me. I started in fact, using several things that
> I can think of specifically that I can tell you. (Hope, interview)

Hope went on to discuss a strategy she implemented after observing Natalia conduct a

conference.

Rachel also reflected on her own abilities while watching another evaluator

conduct a conference. In an interview she said, "I would watch and go, man I wish I

could do it that way. And other days I would go yeah, I do alright" (Rachel, interview).

She went on to share the benefit of watching others during conferences, "Because we

function in isolation, we have no perspective… this gives you a little perspective of yeah

I guess I'm not so bad after all" (Rachel, interview).

Natalia shared her feelings about the CoP during an interview, "I really enjoyed

listening to other people's reflections on their conferences. It helped my conference

because the people who shadowed me were really good at giving praise in areas that I

thought maybe I've struggled with in the past" (Natalia, interview). She also reflected

on the CoP in her journal, "I realized that I need to not be so hard on myself because

others who I perceive as amazing struggle with some of the same things I do." Natalia

added to her reflection of the CoP experience in another journal entry, "It was also interesting to hear other evaluators reflect and I always learn so much from my fellow colleagues. They are amazing." In another entry, she reflected, "There were many interesting topics in the conversation I wrote down to reflect on." In her final journal reflection, she wrote, "I have been able to listen to solutions and take bits and pieces to use in my own practice" and went on to describe several examples (Natalia, journal).

Rachel also commented on the CoP, "… [the Cop] influenced it [my ability] for the positive, because people have great ideas. And I can take those ideas and use them… [the CoP] helped me be effective for my teachers" (Rachel, interview). In Rachel's closing journal reflection, she wrote, "I would say overall, listening to everyone and watching others, I feel like I do a fairly good job with my conferencing, not better than anyone else but not worse, as an average" (Rachel, journal).

Janet discusses her CoP experiences during an interview. "…analyzing my own conferencing at a higher level and listening to other colleagues do the same has really helped me grow" (Janet, journal).

Hope discussed how the "concept of pausing" continued to arise during CoP meetings. She wrote that she wanted to be "intentional" in using the strategy in future conferences (Hope, journal).

After a CoP meeting, Lil reflected on her practice and the importance of implementing components within her practice. She wrote,

> First, planning determines success, or at least the perception of success. Second, questioning is likely to yield reflection on the part for the teacher. I think the teacher is more likely to implement changes if the insight comes about due to questioning. (Lil, journal)

Lil went on to explain how her personal focus shifted and how her new focus concentrated on the "why" or "the big idea behind any given action" (Lil, journal).

The following theme-related components support the subtheme of Social Persuasion in relation to self-efficacy: (a) post-buddy shadowing reflective conversations provided real-time feedback and ideas for improvement; and (b) post-buddy shadowing reflective conversations affirmed evaluators' practice and prompted personal reflection.

Theme-related component: Post-buddy shadowing reflective conversations provided real-time feedback and ideas for improvement.

In an interview, Janet commented on how the shadowing experiences influenced her own beliefs. She said, "It [the shadowing experiences] definitely gave me more confidence. You know, it's just an empowering experience to get that feedback" (Janet, interview). Janet also wrote in her journal about how the post-buddy shadowing reflective conversations supported her with her questioning strategies, "My conversation with my partner after my post-conference gave me a new insight into how I can adjust my follow-up questions based on my teacher's level of reflection" (Janet, journal).

Rachel reflected on her shadowing conversation in her journal, "My shadow buddy helped me see exactly where that missed piece was happening. I will now work on probing more about data and how teachers are using the data…" (Rachel, journal). In another entry, Rachel reflected,

> the buddy shadowing experience has given me real-time feedback related to a very specific goal. This coaching from my colleagues that is not related to scores but just to our practice and service of teachers and students has been the best practice to improve my conferencing. (Rachel, journal)

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Natalia also reflected in her journal, "I received valuable feedback from my shadow buddy. She pointed out that at the end of the conference I was able to get the teacher to see how to make her pre-tests more valuable and formative." She continued to reflect, "Overall my shadow buddy increased my confidence very much in my conferencing practice," (Natalia, journal).

Theme-related component: Post-buddy shadowing reflective conversations affirmed evaluators' practice and prompted personal reflection.

Lil reflected on one of her post-shadowing conversations, "[Erin] asked some interesting questions about my conference process that I hadn't really articulated before" (Lil, journal). Lil went on to describe her conferencing preparation process in her journal. She wrote,

> I do a lot of planning when I choose a R/R [reinforcement and refinement], such as writing a goal for each and writing a sequence of questions. [During a conference] I listen through the lens of the R/R I have chosen and follow up on the threads of the IA [instructional approach] discussion that will enhance the later portion of the conference. (Lil, journal)

Lil went on to reflect on how her practice of pre-selecting the reinforcement and refinement and writing goals is an effective practice during her conferences.

In an interview, Janet reflected on her post-buddy shadowing conversations, "The experience of shadowing someone else and having that conversation, and somebody shadowing me, and giving feedback is definitely helpful. It has helped me be more analytical in reflecting on my conferencing" (Janet, interview).

The data from interviews and journals supported the effectiveness of the community of practice meetings, reflections, and buddy shadowing experiences. The

effectiveness of these practices was also supported through another data source (with overlap), the Wordles.

Wordles. This sub-section presents the results of data collected from 57 Wordles and concludes with the connection between the theme-related components and the Wordles. A sampling of these Wordles are provided in Appendix J.

It is important to note that the number of words identified as Highest Frequency (HF) or Second Highest Frequency (SHF) varied on each Wordle. The HF and SHF were all dependent on how many of these words the author used while writing the reflection. Furthermore, in some cases, there were no SHF words displayed on the Wordle. Meaning there were the HF words, being the largest words, and all other words were the same size. The number of HF words (largest words) collected from each Wordle ranged from one to nine with only two Wordles having more than 3 words identified as the HF words. The number of SHF words (the second largest words) collected from each Wordle ranged from zero to 13 words. Data for words with added suffixes were collected along with data for the same word without a suffix, e.g., student, students; conference, conferences, conferencing.

There were 28 different words identified as HF words on the 29 Wordles created from reflections after buddy shadowing conversations. The words that only occurred on one participant's Wordle were removed from this data set and the nine remaining HF words are reported on Table 12 organized by the highest to lowest number of Wordles represented.

Table 12

Highest Frequency (HF) Words Displayed on Wordles from Reflections on Shadowing Experiences

Highest Frequency Word	Number of Wordles
Teacher, Teachers, Teacher's	11
Students	6
Questions	4
Conference, Conferences, Conferencing	3
Data	3
Time	3
Future	2
Lesson	2
Partner	2

The most frequently appearing HF word was teacher/teachers, which was represented on 11 wordless. Furthermore, all six participants had the word teacher/teachers as the HF word for one or more of their Wordles created from reflections on buddy shadowing.

There were 69 different words identified as HF words on the 28 Wordles created from reflections after CoP meetings. Again, words that only occurred on one participant's Wordles were removed from this data set and the fourteen remaining HF words are reported on Table 13 organized by the highest to lowest number of Wordles represented.

Table 13

Highest Frequency (HF) Words Displayed on Wordles from Reflections After CoP Meetings

Highest Frequency Word	Number of Wordles
Teacher/Teachers/Teacher's	13
Practice	6
Conference/Conferences/Conferencing	5
Questions	4
Meeting/Meetings	3
Plan/Planning	3
Big	2
CoP	2
Effective	2
Feel	2
Goal/Goals	2
Good	2
School	2
Support/Supported	2

Consistent with the buddy shadowing Wordles, the most frequently appearing HF word in the CoP Wordles was teacher/teachers, which was represented on 13 Wordles. All six participants had the word teacher/teachers as the HF word for one or more of their Wordles created from reflections after CoP meetings.

There were 63 different words identified as SHF words on the Wordles created from reflections after buddy shadowing experiences meetings. Again, words that only occurred on one participant's Wordles were removed from this data set and the 18 remaining SHF words are reported on Table 14 organized by the highest to lowest number of Wordles represented.

Table 14

Second Highest Frequency (SHF) Words Displayed on Wordles from Shadowing Experiences

Highest Frequency Word	Number of Wordles
Teacher/Teachers/Teacher's	9
Questioning/Questions	6
Reflections/Reflective/Reflecting	6
Conference	4
Ask/Asked	3
Effective	3
Make/Making	3
Student/Students	3
Conversation	2
End/Ended	2
Insight	2
Level	2
Plan/Planning	2
Pre-conference	2
Think/Thinking	2
Two	2
Work	2

There were 49 different words identified as SHF words on the Wordles created from reflections after CoP meetings. Again, words that only occurred on one participant's Wordle were removed from this data set and the seven remaining SHF words are reported in Table 15 organized by the highest to lowest number of Wordles represented.

Table 15

Second Highest Frequency (SHF) Words Displayed on Wordles From Reflections After CoP Meetings

Highest Frequency Word	Number of Wordles
Teacher/Teachers	9
Feedback	3
Feel	3
New	2
Picture (big picture)	2
Prepared/Preparation	2
Shadow/Shadowing	2

The HF and SHF words for both Wordles from reflections after shadowing experiences and Wordles from reflections after CoP meetings were combined. This resulted in a total of 151 HF and SHF words found on the 57 Wordles. From this list, the word that only occurred as a HF or SHF word on one Wordle were removed. This resulted in a total of 58 combined HF and SHF words on the Wordles. Table 16 lists the combined HF and SHF words from all Wordles.

Table 16

Combined Highest Frequency Words (HF) and Second Highest Frequency (SHF) Words Displayed on Wordles From Reflections on Buddy Shadowing Experiences and CoP Meetings

Highest Frequency Word	Number of Wordles
Teacher/Teachers/Teacher's	37
Conference/Conferences/Conferencing	13
Questioning/Questions	10
Student/Students	10
Practice	9
Reflect/Reflective/Reflections/Reflecting	7
Think/Thinking	7
Time	7
Plan/Planning	6
Effective	5
Feedback	5
Feel	5
Lesson	5
Data	4
Good	4
Make/Making	4
Prepared/Preparation/Well-prepared	4
Support/Supported	4
Ask/Asking	3
Big	3
Conversation	3
Meeting/Meetings	3
New	3
One	3
Score/Scoring	3
Shadow/Shadowing	3
Thing/Things	3
Work/Working	3
Use/Using	3
Able	2
Allowing	2
Buddy	2
Change	2
Connections	2
Criteria	2
CoP	2
Different	2
Difficult	2
End/Ended	2
Focus	2
Future	2
Goal/Goals	2
Help/Helps	2
Insight	2
Level	2
Like	2
Others	2
Partner	2
Picture	2
Pregnant (pause)	2
Pre-conference	2
Pause/Pausing	2
Reinforcement	2
Refinement	2
Role	2
See	2
Sub-groups	2
Two	2

The Combined HF words and SHF words displayed on Wordles from reflections on buddy shadowing experiences and CoP meetings confirmed the theme-related components, which informed the themes. Some of the HF and SHF words are directly stated in the theme-related components, while others are associated with the component. The top ten HF and SHF words from the Wordles−teacher/teachers/teacher's, conference/conferences/conferencing, questioning/questions, student/students, practice, reflect/reflections/reflecting, think/thinking, time, plan/planning and effective−are all directly stated in the theme-related components, but moreover, these words are associated with the theme-related components. For example, teacher/teachers/teacher's occurred as the HF and SHF word on the Wordles a total 37 times. The word teacher/teachers/teacher's was directly stated in the theme-related components four times, but many theme-related components are related to the interaction with teachers, even if the component does not state the word teacher or a variation of the word teacher. For instance, in the first theme-related component- External evaluators identified evidence-based information as a component of providing effective feedback, the teacher is the recipient of the feedback. The HF and SHF words represented the most directly in the theme-related components include reflection (occurring 11 times), conference(s) (occurring seven times), followed by practice (occurring five times). Some of the words from the Wordles (e.g., thing, see, two, make, and like) could not be used to support the themes, because their meaning was ambiguous without context. All of the top 10 HF words or SHF words did substantiate the theme-related components, which informed the themes.

Trustworthiness. Added measures of trustworthiness were embedded in the data analysis process. These measures included triangulation, peer debriefing, and member checking (Flick, 2014; Given, 2008; Mertler, 2014).

Triangulation. Data collected from qualitative sources, interviews, and journals were collectively analyzed with open and provisional coding to determine theme-related components, themes, and subthemes. Quotes from these data sources were provided to support the findings.

Peer debriefing. The researcher and a peer individually coded and analyzed data from the pre- and post-intervention interviews. The researchers compared and discussed codes and categories, allowing for adjustments to be made based on interpretation. The research team members also discussed themes based on the codes.

Member checks. Participants engaged in member checking at two stages in the intervention, allowing for credibility of trust in the qualitative data. As discussed in Chapter 3, during the first CoP of the Dissertation Cycle, preliminary findings were presented. Participants were able to review the findings and discuss accuracy. The second member checking occurred after all qualitative data were coded and analyzed. Participants reviewed the theme-related components, themes, subthemes, and assertions and were asked to verify their ideas were represented accurately. All six participants agreed with the qualitative analysis and no adjustments were needed.

This concludes the reporting of the quantitative and qualitative results and findings. Chapter 5 will include a discussion of these results and findings.

CHAPTER 5

Discussion

This research project focused on improving external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences in order to improve teacher performance and ultimately increase student achievement. Wenger's (1998) communities of practice, Vygotsky's sociocultural theory (John-Steiner & Mahn, 1996), and Bandura's (1997) self-efficacy theory informed the intervention in this study. This intervention provided external teacher evaluators with a professional development model, which included cycles of community of practice meetings, buddy shadowing experiences, post-shadowing reflective conversations, and personal journal reflections. Chapter 5 first discusses an overview of the results and complementarity of the quantitative and qualitative data. Next, outcomes related to theoretical perspectives, previous research, and related literature are presented. These are followed by lessons learned, limitations, implications for practice and future research, and closing thoughts.

Overview of Results and Findings

The following section includes a brief discussion of the results from the quantitative data collected from the pre- and post-intervention survey and the findings emerging from the qualitative data collected from the interviews and journal entries.

Quantitative results. The pre-intervention survey results indicate the participants began with a high level of self- efficacy. This may be explained in twofold. One, all evaluators needed some level of efficacy in their abilities and skills in order to become a teacher evaluator. Secondly, all six participants have been in their role as evaluators for four to six years. During this time, the external evaluators experienced

extensive coaching and evaluation trainings in addition to refining their skills each time they conducted a teacher evaluation conference.

All six participants increased in self-efficacy during the time of the intervention. It is understandable that the coaching and conferencing subscale scores of self-efficacy increased because the intervention focused on these specific areas. During the intervention, the evaluators all made goals (see Chapter 3) related to specific areas of providing effective feedback during teacher evaluation conferences. The evaluators took steps to make improvements by engaging in conversations with peers during the CoP meetings and during reflective conversations following shadowing experiences. They also worked toward improving their progress toward these goals by applying new strategies during conferencing.

The external evaluators' roles slightly changed this year, and the evaluators provide coaching for teachers in addition to evaluating teachers. When the evaluators took the pre-intervention survey, they probably considered the coaching sub-section of the survey in reference to their evaluation conferences alone; however, the post-intervention survey may include the evaluators' perception of the self-efficacy of coaching outside of the evaluation cycle as well. Regardless, the evaluators' self-efficacy did increase in the area of coaching.

Qualitative findings. Qualitative data from interviews and journal entries were synthesized into three overarching themes: external evaluator effectiveness, social learning is critical for external evaluators, and self-efficacy. Self-efficacy will be discussed in the Theoretical Frames section of this chapter.

External evaluator effectiveness. All evaluators were able to articulate what they believed effective feedback means in the context of teacher evaluation conferences. The intervention helped the evaluators refine the vision of effective feedback through social interaction and put this vision into place through practice. Although there was not a quantitative measure of effectiveness, participants did describe their perceptions of their effectiveness as evidenced in the qualitative data. Through the intervention, the evaluators identified the need to be prepared for conferences and found when they were thoroughly prepared for evaluation conferences, they were more effective at providing feedback during the conference. The evaluators identified a connection between effective conferencing and student learning. The desire to provide teachers with high-quality professional development during the teacher evaluation conference in order to influence student learning motivated the evaluators to be effective in their role. When evaluators felt they were not effective, they reflected on how to improve their practice and then tried new strategies in conferences when similar situations occurred.

Social learning is critical for external evaluators. The external evaluators' role is somewhat solitary. The evaluators are on their own while conducting evaluation cycles. The intervention provided a forum for the evaluators to engage in high-level collegial conversations around their practice, working through challenges, sharing ideas and strategies, and continuing to work toward improvement. The participants valued these social opportunities to grow and learn together.

Complementarity of Quantitative and Qualitative Data

This study employed a sequential explanatory mixed method design allowing qualitative data to enhance and deepen an understanding of the inferences and

interpretations from the quantitative data (Plano Clark & Creswell, 2015; Greene, 2007). Results from this study reveal complementarity for how the intervention influenced the evaluators' self-efficacy for providing effective feedback during evaluation conferences. For RQ1, regarding the influence of the intervention on external evaluator's self-efficacy, the survey results indicate all participants' self-efficacy increased during the time of the intervention. Assertions 4, 5, and 6 derived from the qualitative data provide insight into *how* the intervention influenced the evaluators' self-efficacy. The evaluators' self-efficacy changed over time as they engaged in the process of social learning and reflection. Social learning occurred through the CoP and buddy shadowing and reflection occurred during post-buddy shadowing reflective conversations and individual journaling. The evaluators were committed to the intervention to improve their practice and their self-efficacy for providing effective feedback. They were vulnerable, allowing their peers to shadow them during conferences, and engaged in rigorous conversations to push their thinking while reflecting in post-shadowing conversations. Assertion 6 summarizes these experiences: Successful experiences of providing feedback during teacher evaluation conferences, experiences of observing and listening to other evaluators, and engaging in reflective conversations influence external evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences.

Outcomes Related to Theoretical Perspectives

This section discusses the results in connection to the theoretical perspectives that provided a frame for this research project. This includes a community of practice (CoP) (Wenger, 1998), sociocultural theory (John-Steiner & Mahn, 1996), and self-efficacy theory (Bandura, 1997).

Community of practice. The professional development in this intervention included Wenger's (1998) CoP structure. This structure provides opportunities for collaborative social learning experiences for practitioners who are pursuing a common interest or domain (CoP; Wenger, 1998; Wenger & Wenger-Trayner, 2015). The external evaluators in this study expressed value in the CoP format. They supported each other by discussing challenges and ideas during the CoP meetings. The six participants joined to learn from each other throughout the study. They met for CoP meetings, but their community of learning extended beyond the meetings as they learned from each other during shadowing experiences and reflective post-shadowing conversations. The participants decided on the details of their own learning by setting individual goals related to topic of providing effective feedback during evaluation conferences, and CoP meeting conversations and shadowing experiences drove conversations relating to the evaluators' goals and experiences. The participants found value in the CoP because it provided a forum to share ideas and experiences and prompted personal reflection. Data from journal entries and CoP meetings provided many examples of the value of the CoP.

Self-efficacy. Bandura's (1997) self-efficacy theory framed the action research project. Three of the four factors identified by Bandura to influence self-efficacy were considered in this research project's design. These included mastery experiences, vicarious experiences, and social persuasion (Bandura, 1986, 1997). The evaluators' self-efficacy for providing effective feedback improved after mastery experiences. The vicarious experiences affirmed the evaluators' current abilities and provided ideas for their own practice. Social persuasion during post-shadowing conversations and the CoP meetings provided ideas and prompted personal reflection to improve practice. Based on

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documentation in interviews and journals, experiencing mastery, engaging in vicarious experiences, and social persuasion all supported the evaluators and contributed to the increase in self-efficacy presented by the post-intervention survey results.

Sociocultural theory (SCT). The sociocultural theory, which stemmed from Vygotsky's work, also framed the research project (John-Steiner & Mahn, 1996). This theory was helpful in understanding the outcomes of the research project. From the SCT perspective, both social and individual processes are necessary and involved in constructing new knowledge, and furthermore, social learning precedes development (John-Steiner & Mahn, 1996). Both social interaction and personal reflection were embedded in the intervention design. The evaluators engaged in discussions during their CoP meetings and buddy reflection conversations and then reflected individually in their reflection journals. This allowed them to socially make meaning and build knowledge as a group and personally reflect on how the new learning fit into their personal practice. This dialogic processing happened throughout the intervention and proved to be successful for both influencing practice and affirming the evaluators' practice. The practice of social learning paired with individual reflection was a critical component of the professional development.

Outcomes Related to Previous Research

Please recall a cycle of action research occurred prior to the Dissertation Cycle of this research project. The same guiding theories involving social learning and factors including self-efficacy were embedded through each cycle. The quantitative results in the first cycle of research also indicated an increase in self-efficacy; however, due to instrument changes, the revised survey presented in the Dissertation Cycle provides more

reliable results. The first cycle themes included growth and change, personal

professional development, teacher impact, and value in intervention. The findings from

the quantitative data from the first cycle of research align with the Dissertation Cycle

findings. The next section presents a discussion of the findings from the first cycle of

research in relation to the current cycle of research.

Growth and change. The theme 'growth and change' from Cycle One aligns to

the theme "evaluator growth" in the Dissertation Cycle. In both cycles, participants

reflected on their practices and implemented new strategies to improve their practice. In

Cycle One, participants repeatedly discussed how the intervention led to changes in their

practice. In the Dissertation Cycle, participants often reflected in their journal about

ideas and changes for future practices.

Personalized professional development. Both research cycles provided

professional development activities around the needs of the participants. During Cycle

One, the group had a narrowed focus related to providing effective feedback, and during

the Dissertation Cycle, participants created individualized goals related to providing

effective feedback. During the CoP meetings, participants discussed their progress

toward meeting their goals and some participants documented the changes in their

journals as well. The external teacher evaluators found the intervention structure to be

organic, with a focus on them. In both research cycles, participants mentioned value of a

non-evaluative format, which allowed them to be open.

Teacher impact. In Cycle One, participants decided to focus on teacher's body

language as an indicator of transfer of knowledge, and with this in mind, shadow buddies

found evidence of the transfer of knowledge during shadowing experiences while

watching teacher evaluation conferences. Although body language was not a highlighted focus for the Dissertation Cycle of research, teacher and student impact emerged as a subtheme in the current cycle of research. Data from the reflection journals and interviews indicate the external evaluators believe effective feedback influences classroom instruction, and the evaluators considered the cause and effect relationship between teaching and student learning and kept the students' best interest in mind during evaluation conference conversations.

Value in intervention. During both cycles of research, the external teacher evaluators expressed value in the opportunity to participate in the professional development. All participants shared a positive learning experience. They all expressed how the intervention was reaffirming and validating and said they would like to continue the practice.

Outcomes Related to Previous Literature

This section considers literature on feedback and professional development for teacher evaluators in relation to the outcomes of the current study.

Feedback. It is important to consider the previous literature pertaining to effective feedback to assess the external evaluators' level of understanding of effective feedback and how their practice aligns to the literature. Effective feedback is goal/task directed, specific, and should include justification (Hattie & Timperlay, 2007; Thurlings et al., 2013). In the current project, the evaluators provided feedback based on teacher performance and student learning in relation to a scoring rubric. In addition, some evaluators discussed consideration for long-term goals for teachers. These were not formal goals, but rather goals the evaluators have in mind while they consider helping the

teachers. All of the evaluators regularly create scripts during the observation of teaching and learning. They use these scripts to score the teachers and plan for the post-evaluation conference. This includes selecting evidence from the script to use as justification for the scores during the teacher evaluation conference. As noted in Assertion 2, the evaluators recognized the importance of being prepared. This includes preparedness to provide justification and to engage in conversation.

Scholars have also indicated that dialogue takes place as part of the process of providing effective feedback (Thurlings et al., 2013). It is recommended that teacher evaluators prompt teacher reflection through questioning during evaluation conferences (Feeney, 2007). In this project, during every conference the external evaluators engaged in dialogue with teachers. During the CoP meetings and during buddy shadowing experiences, the evaluators reflected on this discourse, celebrated positive experiences, and shared ideas and strategies to improve their practice.

Teachers engaged in higher-level cognitive processes during evaluation conferences helps them in developing skills to analyze his/her own performance (Akcan & Tatar, 2010; Tang & Chow, 2007). The qualitative data collected during the current study indicate the evaluators plan for questioning to prompt teacher reflection during a cognitive coaching conversation.

Overall, Assertion 1, emerging from the qualitative findings describes the external evaluators' view of effective feedback in relation to teacher evaluation conferences. The evaluators agree feedback should be evidence based, involve questioning to encourage teacher reflection, and should be differentiated for the teachers they service. This

confirms the evaluators' understanding of the components of effective feedback align to the related literature on effective feedback.

Professional development. The intervention provided in the current research study provided external evaluators with a form of professional development. This professional development resulted in an increase of self-efficacy for providing effective feedback as concluded from both the quantitative and qualitative research. This professional development also influenced the evaluators' perception of effectiveness for providing effective feedback. Furthermore, Assertion 5 emerged from the qualitative data collected in the current study: Professional development in the form of social learning experiences influences evaluators' conferencing skills and abilities to provide effective feedback during teacher evaluation conferences.

Other studies also investigated how training for evaluators made a difference in the quality of teacher evaluation. Sweeney (1992) discussed a study where administrators attended a training about teacher evaluations. Sweeney (1992) reported that when principals spent more time on evaluations, they had more knowledge of teaching, improved communication with teachers, and were more likely to use information from observations in the evaluation process. This resulted in a more positive perception from teachers (Sweeney, 1992). Although the content of the professional development in Sweeney's study differed from the current research study, evaluators in both studies had positive effects from the professional development. The evaluators in the current study also benefited from the intervention. This included an increased awareness and affirmation of current conferencing practices, which resulted in increased self-efficacy. During the current study, the evaluators also increased their repertoire of

strategies, which when successfully applied during conferencing, resulted in an increased perception of effectiveness. Teacher perception was not measured in the current study.

In another study, Bouchamma and Michaud (2011) investigated the experiences of teacher evaluators who engaged in a community of practice to improve their role as teacher evaluators. Their study, like the current study, included Wenger's (1998) community of practice framework. In both the Bouchamma and Michaud (2011) study and the current study, participants shared a value for the professional development experience. They reported on the opportunity to share experiences and reflect and expressed appreciation for the CoP format (Bouchamma & Michaud, 2011).

Personal Lessons Learned

The process of conducting cycles of action research based on theory, collecting and analyzing data, and writing the dissertation documenting the research will forever change my professional practices. This section highlights lessons learned while engaging in action research and how the experience will influence my future leadership decisions.

Mixed methods action research. My experiences in planning and implementing an action research study have helped me to delineate between action research and traditional research studies. A driving force of action research is the ability to implement change in one's own context. During this research process, I have watched my colleagues learn from each other and grow as they participated in cycles of research. The intervention positively influenced their practice. Mertler (2015) presents many models of action research, which can all be implemented in an educational setting. These all involve identifying a focus area, collecting data, analyzing data, and devising a plan

(Mertler, 2015). I see action research as a tool and method of supporting others in efforts for continual improvement in my future educational contexts.

Through my experience conducting this action research project, I have gained an appreciation for the value of mixed methods. This appreciation first became evident while conducting Cycle One of this research project. The participants had all conducted a pre-post survey designed to measure efficacy, but it was not until I interviewed the participants after the intervention, that I found the rich data supporting the quantitative results. The interviews provided for a deeper understanding of the effectiveness of the intervention. In my future endeavors as a leader and researcher, I plan to include mixed methods of collecting data whenever possible.

Bridge from theory to practice. I realized the power of driving decisions and structures on theory and theoretical frameworks. I now have an awareness of numerous theories and frameworks in existence and understand how theory can provide a frame to improve the problem of practice. This research project demonstrated the importance of leading by theory as I successfully incorporated CoP into the intervention while considering sociocultural and self-efficacy theory to support the evaluators in this research project. While leading others in future endeavors, I will be considering the problem in practice and then reviewing theories and frameworks that will support my stakeholders in their goals. To add to this learning, a considerable amount of time was invested in planning the research project, which attributed to the positive outcomes. As an educational leader, it is important to keep in mind the necessary time needed for reviewing theory and planning to improve problems of practice.

Limitations

Several limitations may have influenced the results. These include participant population, participant illness, changes in participants' roles, maturation, and access to data.

All participants in this study were female, Caucasian, and have had many years of experience in the field of education as well as experience in the role of external evaluators. The results may have differed with a diverse population of males and females and different race/ethnicities. The results may have also had different outcomes if participants were new to their job as evaluators.

One participant was diagnosed with a serious illness during the time of the study. This evaluator was not able to participate in some of shadowing experiences and a CoP meeting in the middle of the intervention. She did still make growth and value the intervention as evidenced by the data and her interest to continue participating in the intervention, but results may have been different if she was able to participate in all intervention activities.

Another limitation was the change in the evaluators' role this year. Previously, the evaluators' main role was to conduct teacher evaluations. This school year, their positions shifted to also include coaching and professional development outside of the evaluation cycle. The participants discussed this shift during the CoP meetings and documented it in participant journals. Although the intervention was certainly beneficial and the results indicate an increase in efficacy and changes in practice, the increase may have been greater if the evaluators had the same role (only evaluating) as they did the previous year.

Maturation also serves as a limitation. All participants attended additional professional development offered at SWEC. These professional developments aligned with the evaluators' jobs, and when they addressed areas of evaluation conferences, they may have influenced evaluators' practice, therefore positively influencing effectiveness.

The final limitation was access to data on evaluator effectiveness. As a result of changes within the alliance districts and the teachers that the evaluators service, there were not enough quantitative data to collect in the form of teacher evaluation scores to contribute to the understanding of RQ2. Therefore, only qualitative data were used to answer this question.

Implications for Practice

Outcomes from the current research project suggest two main implications for practice. Professional development in the form of social learning and reflection as a process for growth.

Social learning. External teacher evaluators, like principals and other teacher evaluators, often work in an isolated role. They may interact with teachers and other educators, but have limited time and platforms dedicated to social learning with peers in similar roles. Providing time and structure for evaluators to talk and learn from each other has proven to be an effective practice to increase self-efficacy and effectiveness. Based on this research study, future practice for evaluators should include professional development with a social learning component where evaluators can direct their learning based on their needs and learn from each other.

Reflection. The second implication for future practice is high level of reflection based on individual goals and practice. This includes planning for social opportunities

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for reflection such as post-shadowing conversations as well as personal reflection. Reflection allows for analysis of current practices, to monitor progress toward personal goals, and plan for future evaluation conferences.

Implications for Future Research

Upon completion of this research project, there are areas that I would recommend for future cycles of research. These areas include the consideration for the style and structure of post-buddy shadowing conversations and implementation of the intervention for principals.

In qualitative data, participants reported that they experienced different styles of post-shadowing conferencing techniques while conferencing with their shadow buddies. All of the post-shadowing conversations involved some level of questioning and prompted reflection; however, some conversations presented observations and interpretations with a few questions and others engaged in cognitive coaching conversations. In a future cycle of research using the same intervention, it would be recommended to establish a common post-shadowing discussion structure and compare the findings to the findings of this study. Another option would be to define the different types of post-shadowing conversations and track which participants use each type.

Another consideration for future research would be to apply this intervention to school administrators within a district, or administrators using a common evaluation tool. From the results of this study, it would be expected that the school administrators would also experience an increase in self-efficacy and value the experience. Implementing the study with administrators may reveal other challenges within the school system that help or hinder the evaluators' growth.

Closing Thoughts

This research project focused on improving external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences. An intervention such as the one presented in this project provides one solution to supporting teacher evaluators. The outcomes of this project indicate professional development through social learning opportunities and reflections supports evaluators in their practice. Furthermore, even highly trained, experienced, and effective educators such as the external evaluators in this study can benefit from professional development opportunities.

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APPENDIX A

CYCLE ONE POST-SHADOWING RELECTION GUIDE

Post-Shadowing Conversation Guide

Focus: Refinement – Transfer of Knowledge

- ✓ **Connecting** refinement to information teacher shared
- ✓ Coaching teacher to **transfer knowledge** to practice
- ✓ Attention to **indicators** of teacher understanding/transfer

Guiding Questions

1. What was something you think went well during the conference?

    -
    -
    -
    -

2. What was something you would have done differently?

    -
    -
    -
    -

3. What questions did your shadow buddy ask to guide the teacher in transferring

   knowledge?

   -

   -

   -

   -

4. Was there a point in the teacher's body language that showed a cognitive shift of

   understanding?

Based on your post-shadowing conversation, create a personal conferencing
reinforcement and refinement to bring to our next community of practice meeting.

APPENDIX B

CYCLE ONE SURVEY

This questionnaire is designed to gain a better understanding of external teacher evaluators' self-efficacy in providing effective feedback during teacher evaluation conferences. Self-efficacy can be defined as perceived capability.

* Required

1. Survey ID *

   To protect participants' confidentiality, we will use a unique identifier code made up of letters and numbers, rather than your name. To create this unique code, please record the first three letter of your mother's first name and the last four digits of your cell phone number. [First 3 letters of your mother's first name (ex. mar); Last 4 digits of your cell phone number (ex. 9080) = (ex. mar9080)].

   _____

Participant Background

2. Including this year, how many years have you been working in the field of education?*

   O   1-5 years

   O   6-10 years

   O   11-15 years

   O   Over 15 years

3. Besides an external evaluator, what types of positions have you held in education? *
   Check all that apply.

   ☐   Classroom Teacher

   ☐   Coach (Instructional, cognitive, literacy or math)

   ☐   Campus Administrator

   ☐   District Office Administrator

   Other: _____

4. Including this year, how many years have you been an external evaluator? *

    O 2

    O 3

    O 4

    O 5

    O 6

    O 7

Self-Efficacy During Pre- and Post-Conferences

Rate your degree of confidence by selecting a number (1 to 10). Mark only one oval for each item.

5. Provide feedback that is supportive *

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

6. Use feedback sentence starters *

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

7. Provide feedback that enhances teachers' skills *

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

8. Provide feedback that improves instruction*

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

9. PRE-Conference: Effectively communicate a REINFORCEMENT using the four step process * Steps: 1. Label the element as a strength, 2. Provide examples of use and rational, 3. Elicit feedback from the teacher, 4. Share the reinforcement objective

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

10. PRE-Conference: Effectively communicate a REFINEMENT using the six step process * Steps: 1. Connect a refinement element to teacher's self-analysis, 2. Label and identify the refinement, 3. Build meaning 4. Check for understanding, 5. Share refinement objective, 6. Elicit feedback

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

11. POST-Conference: Effectively communicate a REINFORCEMENT using the four step process * Steps: 1. Label the element as a strength, 2. Provide examples of use and rational, 3. Elicit feedback from the teacher, 4. Share the reinforcement objective Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

12. POST-Conference: Effectively communicate a REFINEMENT using the six step process * Steps: 1. Connect a refinement element to teacher's self-analysis, 2. Label and identify the refinement, 3. Build meaning 4. Check for understanding, 5. Share refinement objective, 6. Elicit feedback

	1	2	3	4	5	6	7	8	9	10	
Cannot do at all	O	O	O	O	O	O	O	O	O	O	Highly certain can do

Teacher Observation Instrument

13. Select up to 5 elements in which you feel the LEAST confident in providing feedback during conferences. *

☐ Conceptual Understanding

☐ Task Analysis

☐ Connections to Content

☐ Content Accessibility

☐ Real Time Assessment

☐ Student Progress

☐ Correct Level of Difficulty

☐ Teacher Role

☐ Instructional Approach

☐ Practice/Aligned Activity

☐ Feedback

☐ Monitor and Adjust

☐ Analysis of Instruction

☐ Student to Student Interaction

☐ Teacher to Student Interaction

☐ Authentic Engagement

☐ Critical Thinking

☐ Routines and Procedures

☐ Responsibility for Learning

☐ Monitoring and Responding to Student Behavior

☐ Relationships

14. List the types of feedback you are familiar with.* (Ex. Reflective Feedback)

_____

_____

APPENDIX C

CYCLE ONE POST-INTERVENTION INTERVIEW PROTOCOL

Cycle One – Post-Intervention Interview

Participants: External Evaluators
Location: All interviews will be held in a quiet office at the external evaluators'
workplace.
Time: Approximately 15-20 minutes.

Introduction: Thank you for your willingness to participate in the interview today. My
objective is gather information on how the intervention of buddy shadowing paired with
community of practice meetings influenced self-efficacy related to providing effective
feedback during pre- or post-teacher evaluation conferences.

ID: To track data while protecting your confidentiality, we will use a unique identifier
code made up of letters and numbers, rather than your name. To create this unique code,
please record the first three letters of your mother's first name and the last 4 digits of
your cell phone number. [First 3 letters of your mother's first name (ex. mar); Last 4
digits of your cell phone number (ex. 9080) = (ex. mar9080)].
Please state your ID Code.

Questions/Prompts
1. Describe your experience during the post-buddy shadowing conversations.
2. How do you feel the conversations influenced your ability to provide effective
    feedback?
3. Describe your experience in the community of practice meetings.
4. How do you feel the community of practice meetings influenced your ability to
    provide effective feedback?
5. Describe the most influential component of the intervention in relation to your self-
    efficacy.
6. Describe how your experiences in this intervention may influence your future practices
    when providing feedback.
7. If you were able to change any components of the intervention to improve self-efficacy
    for providing effective feedback, what would you change?
8. Is there anything I didn't ask you that you would like to share about the intervention or
    our time together?

These are sample questions.

Conclusion: Thank you for sharing your insights and perceptions. Your time is greatly
appreciated.

APPENDIX D

DISSERTATION CYCLE IRB APPROVAL

APPROVAL: EXPEDITED REVIEW

Pamela Kulinna
Division of Educational Leadership and Innovation - Polytechnic
480/727-1767
Pamela.Kulinna@asu.edu

Dear Pamela Kulinna:

On 7/20/2017 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Increasing External Teacher Evaluators' Self-Efficacy During Teacher Evaluation Conferences
Investigator:	Pamela Kulinna
IRB ID:	STUDY00006471
Category of review:	(7)(b) Social science methods, (7)(a) Behavioral research
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Reflection Journal Directions, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Recruit.Consent.pdf, Category: Recruitment Materials; • Interview Questions, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Workplace Permission, Category: Off-site authorizations (school permission, other IRB approvals, Tribal permission etc); • Revised BuchananJ IRB Protocol, Category: IRB Protocol; • SelfEfficacy.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Revised Participant Consent, Category: Consent
	Form;

The IRB approved the protocol from 7/20/2017 to 7/19/2018 inclusive. Three weeks before 7/19/2018 you are to submit a completed Continuing Review application and required attachments to request continuing approval or closure.

If continuing review approval is not granted before the expiration date of 7/19/2018 approval of this protocol expires on that date. When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Jennifer Buchanan
       Jennifer Buchanan

APPENDIX E

PARTICIPANT LETTER

Dear External Teacher Evaluators,

My name is Jennifer Buchanan. I am a doctoral student working under the direction of Dr. Pamela Kulinna of the Mary Lou Fulton Teachers College at ASU. I am interested in helping external teacher evaluators as they guide teachers to improve their skills and ultimately increase student achievement. My action research study will focus on increasing external teacher evaluators' self-efficacy for providing effective feedback during teacher evaluation conferences, as well as increasing self-efficacy in the role as evaluators.

I am asking for your help, which will involve your participation in this action research project. The intervention will include professional development through the form of community of practice meetings and shadowing experiences, where external evaluators shadowing each other during teacher evaluation conferences. Data from this intervention will be collected in the following three formats:

1. Pre- and post-intervention surveys

2. Pre- and post-intervention interviews - I anticipate the interview taking approximately 20 minutes for the pre- and 35 minute for the post-interview. The interview will be audio recorded so I can analyze the responses at a later time.

3. Reflection journals entries (10 electronic entries)

Please see the attached intervention and data collection timeline.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty whatsoever. Your decision will not affect any relationship with your employer or otherwise cause a loss of benefits to which you might otherwise be entitled.

There is no direct benefit for participation in the intervention, however, external teacher evaluators may benefit from knowledge and skills gained during the study. There is no compensation for participating in the study.

Your survey responses, interview responses, and reflection journal entries will be confidential. No one will be able to link any responses to individual study participants. Pseudonyms will be used for your name and names of any schools/school districts mentioned during the study. Results of this study may be used in reports, presentations, or publications.

Please read the following consent statement and if you agree, please sign and date the consent form.

Consent Statement: I agree to participate in the study being conducted. I understand the timeline of the study and I also agree to being audio recorded during the interview portion. I am at least 18 years of age.

_____ _____ _____
Printed Name   Signed Name   Date

If you have any questions concerning the research study, please contact the research team—Dr. Pamela Kulinna at pamela.kulinna@asu.edu or Jennifer Buchanan at jennifer.a.buchanan@asu.edu.

Thank you,

Jennifer Buchanan, Doctoral Student
Pamela Kulinna, Ph.D., Professor

If you have any questions about your rights as a participant in the research, or if you feel you have been placed at risk, you can contact Pamela Kulinna at Pamela.Kulinna@asu.edu or the Chair of the Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

2017 Action Research Timeline	
Time Frame	**Action**
July	- Determine Participants - Consent Forms - Pre-Intervention Survey (online)
August	Pre-Intervention Interview – 20 Minutes
August – December	Cycles of: Community of Practice Meetings (1st meeting - 2 hours, all other meetings - 1 hour, 6 total) - Content determined by needs of Evaluators - Reflection Journal Entry (online) & Wordles (after CoP) Buddy shadowing - Teacher Evaluation Pre- or Post-Conference Shadowing - Post-Shadow Reflective Conversation (approximately 20 minutes) - Reflection Journal Entry (online) & Wordles (after buddy shadow reflective conversations)
December	- Post-Intervention Survey (online) - Individual Interviews (35 minutes)

APPENDIX F

DISSERTATION CYCLE TIMELINE AND PROCEDURES

Procedural Timeline

Time Frame	Action	Procedure/Steps
May 2017	• Obtained Final Written Permission from SWEC	• Presented SWEC with final details • Obtained Written Permission
July 2017	• Obtained IRB Approval	• Submitted documentation through ASU IRB
	• Determined Participants	• Presented details of action research project to external teacher evaluators and supervisors • Distributed consent letters and discussed details of the study to interested participants
	• Pre-Intervention Survey	• Sent questionnaire to participants via email
August 2017	• Pre-Intervention Interviews	• Facilitated and audio record interviews
	• Pre-Intervention Data Analysis	• Transcribed and analyzed interview data
	• Initial CoP	• Reviewed intervention purpose and components • Shared pre-intervention data with participants • Established a shared focus/goals • Established format for future meetings and buddy shadowing experiences
September - December 2017	• Reflection Journal Entries and Wordles	• Participants independently reflected and created a journal entry after each CoP meeting and after each buddy shadowing experience • External evaluators created a Wordle from each journal reflection and brought the Wordles to the following CoP meeting
	• CoP Meetings (Six Total CoP Meetings Including Initial CoP)	• All participants joined together and engaged in conversations about their experiences, new learnings, questions etc.
	• Buddy Shadowing Experience & Post-Shadowing Conversations	• Participants scheduled and participated in buddy shadowing experiences in between each CoP meeting • Participants engaged in post-shadowing conversations with their shadow buddies
December 2017	• Post-Intervention Survey	• Emailed participants link to post-intervention questionnaire • Participants completed questionnaire
	• Post-Intervention Interviews	• Scheduled individual interviews • Facilitated and audio recorded interviews • Transcribed audio recordings
January – March 2018	• Analyzed Data	• Analyzed quantitative and qualitative data • Triangulated data • Reported results and findings

APPENDIX G

DISSERTATION CYCLE SURVEY

**Self- Efficacy for Providing Effective Feedback During
Teacher Evaluation Conferences**

This questionnaire is designed to gain a better understanding of external evaluators' self-efficacy during teacher evaluation conferences. Self-efficacy can be defined as perceived capability. This survey should take about 20 minutes. The survey is divided into five sections: 1) Survey ID, 2) General Self-Efficacy, 3) Coaching Self-Efficacy, 4) Teacher Evaluation Conferencing Self-Efficacy, and 5) Demographics.

Section 1: Survey ID
To protect participants' confidentiality, we will use a unique identifier code made up of letters and numbers, rather than your name. To create this unique code, please record the first three letter of your mother's first name and the last four digits of your cell phone number. [First 3 letters of your mother's first name (ex. mar); Last 4 digits of your cell phone number (ex. 9080) = (ex. mar9080)].
Survey ID

_____

Section 2: General Self-Efficacy
Directions: Please read each statement and indicate how true you believe each statement is for you.

1. I can always manage to solve difficult problems if I try hard enough.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

2. If someone opposes me, I can find the means and ways to get what I want.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

3. It is easy for me to stick to my aims and accomplish my goals.
- O Very untrue of me
- O Untrue of me
- O Somewhat untrue of me
- O Somewhat true of me
- O True of me
- O Very true of me

4. I am confident that I could deal efficiently with unexpected events.
- O Very untrue of me
- O Untrue of me
- O Somewhat untrue of me
- O Somewhat true of me
- O True of me
- O Very true of me

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
- O Very untrue of me
- O Untrue of me
- O Somewhat untrue of me
- O Somewhat true of me
- O True of me
- O Very true of me

6. I can solve most problems if I invest the necessary effort.
- O Very untrue of me
- O Untrue of me
- O Somewhat untrue of me
- O Somewhat true of me
- O True of me
- O Very true of me

7. I can remain calm when facing difficulties because I can rely on my coping abilities.
- O Very untrue of me
- O Untrue of me
- O Somewhat untrue of me
- O Somewhat true of me
- O True of me
- O Very true of me

8. When I am confronted with a problem, I can usually find several solutions.
  - O Very untrue of me
  - O Untrue of me
  - O Somewhat untrue of me
  - O Somewhat true of me
  - O True of me
  - O Very true of me

9. If I am in trouble, I can usually find of a solution.
  - O Very untrue of me
  - O Untrue of me
  - O Somewhat untrue of me
  - O Somewhat true of me
  - O True of me
  - O Very true of me

10. I can usually handle whatever comes my way.
  - O Very untrue of me
  - O Untrue of me
  - O Somewhat untrue of me
  - O Somewhat true of me
  - O True of me
  - O Very true of me

Section 3: Coaching Self-Efficacy
Directions: "Teachers" refers to teachers that you evaluate. Please read each statement and indicate how true you believe each statement is for you.

11. If I try really hard, I can get through to even the most difficult teachers.
  - O Very untrue of me
  - O Untrue of me
  - O Somewhat untrue of me
  - O Somewhat true of me
  - O True of me
  - O Very true of me

12. Factors beyond my control have a greater influence on my teachers' instruction than I do.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

13. I am good at helping all my teachers in making significant improvements.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

14. Some teachers are not going to make any progress this year, no matter what I do.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

15. I am certain that I am making a difference in the lives of my teachers.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

16. There is little I can do to ensure that all my teachers make significant progress this year.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

17. I can help teachers with almost any instructional problem they have.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

Section 4: Teacher Evaluation Conferencing Self-Efficacy
Directions: "Element" refers to elements included in the teacher observation rubric.
Please read each statement and indicate how true you believe each statement is for you.

18. I can get teachers to reflect on the cause and effect relationship between teaching and learning.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

19. I can appropriately ask follow-up questions to ascertain teacher knowledge of when and how to use elements effectively.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

20. I can employ strategies to get teachers to explain how to use elements effectively in multiple instructional contexts.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

21. I can transition to the reinforcement and refinement by building on teacher comments.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

22. I can probe teachers to self-reflect on the lesson taught and how it contributed to student achievement.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

23. I can use teacher conjectures to adjust or transition with focused follow-up questions.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

24. I can engage teachers in a conversation that demonstrates their understanding of elements in the evaluation rubric.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

25. I can build on teacher statements to bridge the conversation to the reinforcement and refinements.
    O Very untrue of me
    O Untrue of me
    O Somewhat untrue of me
    O Somewhat true of me
    O True of me
    O Very true of me

26. I can get teachers to reflect on whole group, sub groups, and individual assessment data and make connections to learning.
   O Very untrue of me
   O Untrue of me
   O Somewhat untrue of me
   O Somewhat true of me
   O True of me
   O Very true of me

27. I can ask follow-up questions that result in teachers articulating the alignment of elements with lesson objectives.
   O Very untrue of me
   O Untrue of me
   O Somewhat untrue of me
   O Somewhat true of me
   O True of me
   O Very true of me

28. I can get teachers to talk in-depth about a strategy including the purpose, the steps, and how to use a strategy in future lessons.
   O Very untrue of me
   O Untrue of me
   O Somewhat untrue of me
   O Somewhat true of me
   O True of me
   O Very true of me

29. I can provide reinforcement and refinement feedback based on evidence from the script.
   O Very untrue of me
   O Untrue of me
   O Somewhat untrue of me
   O Somewhat true of me
   O True of me
   O Very true of me

Section 5: Demographics

30. Including the 2017-2018 school year, how many years have you worked in the field of education? (Note – when uploaded to Google Docs, this will be a drop-down menu of 5-50 years)

    ___ years

31. Including the 2017-2018 school year, how many years have you had the position of an external teacher evaluator in your current workplace? (Note – when uploaded to Google Docs, this will be a drop-down menu)
    ___ 2 years
    ___ 3 years
    ___ 4 years
    ___ 5 years
    ___ 6 years
    ___ 7 years
    ___ 8 years

32. Besides an external evaluator, what other positions have you held in the field of education? Check all that apply. (Note – when uploaded to Google Docs, this will be a drop-down menu)
    ___Classroom teacher
    ___Instructional Coach
    ___New Teacher Mentor
    ___Specialist (reading specialist, math specialist, STEM specialist etc.)
    ___Assistant Principal
    ___Principal
    ___Other: _____

33. What is your gender?
    ___ Male
    ___ Female
    ___ Prefer not to answer

34. What is your race/ethnicity? (allow for multi-select)
    ___ American Indian/Alaska Native
    ___ Asian
    ___ Black/African American
    ___ Hispanic/Latino
    ___ Hawaiian/Pacific Islander
    ___ White/Caucasian
    ___ Two or more races
    ___ Unknown

References:

Adapted from: Midgely, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L.,
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Schwarzer R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman,
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APPENDIX H

DISSERTATION CYCLE INTERVIEW PROTOCOL AND QUESTIONS

Pre-Intervention Interview

Participants: External Teacher Evaluators

Location: All interviews will be held in a quiet location.

Time: Approximately 20 minutes

Introduction: Thank you for your willingness to participate in the interview today. My

               objective is gather information related to your self-efficacy for providing

               effective feedback during pre- or post-teacher evaluation conferences.

               Self-efficacy can be defined as perceived capability. As you are aware,

               our interview will be audio recorded. Do you have any questions before

               we begin?

Questions:

1. What does "providing effective feedback" mean to you?

2. Try to recall a pre- or post-conference where you felt that you provide effective feedback. Can you describe that experience?

3. How do you think providing effective feedback influenced your ability in other conferences?

4. Now consider a time where you feel like you weren't able to provide effective feedback. Can you describe that experience?

5. How do you think this experience effected your ability in other conferences?

6. Do you feel that discussing conferences with other evaluators improves your effectiveness during conferences?

7. Do you ever use imagery as a strategy to improve your practice? What might this look like?

8. I know you have had the opportunity to shadow other external evaluators in the past. Did these experiences influence your ability to provide effective feedback in your own teacher conference?

9. How might a teacher influence your emotional state during a conference?

10. Do you think your emotional state effects your ability to provide effective feedback?

11. Do you have any questions for me?

These are sample questions. Questions may be altered based on pre-intervention survey data and participant responses to other interview questions.

Conclusion: Thank you for sharing your insights and perceptions. Your time is greatly appreciated.

Post-Intervention Interview

Participants: External Teacher Evaluators

Location: All interviews will be held in a quiet location.

Time: Approximately 35 minutes

Introduction: Thank you for your willingness to participate in the interview today. My

                objective is gather information on how the intervention of Community of

                Practice Meetings, buddy shadowing experiences and reflection influenced

                self-efficacy related to providing effective feedback during pre- or post-

                teacher evaluation conferences.

Questions:

1. What does "providing effective feedback" mean to you?

    (Look for: Establishing current understanding of "effective feedback"; possible

    indicators of Mastery Experiences, Personal Beliefs.)

2. Try to recall a pre- or post-conference where you felt that you provide effective

    feedback. Can you describe that experience?

    (Look for: Evidence of Mastery Experiences)

3. How do you think this example of providing effective feedback influenced your ability

    to provide effective feedback in other conferences?

    (Look for: Evidence of Mastery Experiences, Beliefs/Confidence)

4. Now consider a time where you feel like you weren't able to provide effective

    feedback. Can you describe that experience?

    (Look for: Beliefs/Confidence)

5. How do you think this experience effected your ability in other conferences?

    (Look for: Beliefs/Confidence)

6. Do you ever use imagery as a strategy to improve your practice? What might this look

  like?

    (Look for: Imagery, Beliefs/Confidence)

7. Do you think your own emotional state effects your ability to provide effective

  feedback? If yes, can you provide an example?

    (Look for: Physiological/Mood, Confidence/Beliefs)

8. How might a teacher influence your emotional state during conferences?

    (Look for: Physiological/Mood, Confidence/Beliefs)

9. Let's talk about our intervention. Describe your experience in the Community of

  Practice Meetings.

    (Look for: Verbal Persuasion, Beliefs/Confidence)

10. Do you feel the Community of Practice Meetings influenced your ability to provide

  effective feedback? Please explain how / why not.

    (Look for: Verbal Persuasion, Beliefs/Confidence)

11. You have had the opportunity to shadow other external teacher evaluators while they

  conducted evaluation pre- or post-conference. Can you describe these buddy

  shadowing experiences?

    (Look for: Social Modeling/Vicarious Experiences, Beliefs/Confidence)

12. Did you feel these experiences influenced your ability to provide effective feedback

  in your own teacher conference?

    (Look for: Social Modeling/Vicarious Experiences, Beliefs/Confidence)

13. After each buddy shadowing experience, you and your shadow buddy participated in a reflective conversation. Can you describe some of these conversations?

   (Look for: Verbal Persuasion, Beliefs/Confidence)

14. Did you feel the post-shadowing reflection conversations influenced your confidence or ability to provide effective feedback to teachers? Please explain how / why not.

   (Look for: Verbal Persuasion, Beliefs/Confidence)

15. Think about your self-efficacy in your role as a teacher evaluator. Which portion of the intervention (community of practice, buddy shadowing, buddy shadowing reflection conversations, or reflective journaling) do you feel was the most influential component of the intervention in relation to your self-efficacy?

   (Look for: Mastery Experiences, Vicarious Experiences, Verbal Persuasion, Beliefs/Confidence)

16. How have you been able to help teachers become more effective?

   (Look for: Beliefs/Confidence)

17. Have you participated in any other professional development during the time of our research project?

   (Look for: Maturation)

18. Do you feel that those experiences have influenced your self-efficacy as an evaluator?

   (Look for: Maturation)

19. Do you have any questions for me?

These are sample questions. Questions may be altered based on post-intervention survey and reflection journal data.

Conclusion: Thank you for sharing your insights and perceptions. Your time is greatly appreciated.

APPENDIX I

DISSERTATION CYCLE JOURNAL DIRECTIONS AND PROMPTS

Reflection Journals

Step 1: After Buddy Shadowing Experience

In 1-2 paragraphs, reflect upon the reflective conversation you had with your shadow buddy following your shadowing experience. Address one or more of the following prompts based on your personal experience:
- Your beliefs about your capabilities to provide effective feedback during teacher evaluation conferences
- Your beliefs about your capabilities to influence teachers to change their practices
- Your beliefs about your capabilities in relation to our CoP focus (determined at 1st CoP)
- Do you think your beliefs about your capabilities changed or stayed the same?

Step 2: Word Cloud

Using Internet Explorer, go to http://www.wordle.net/ and select "create". Copy your reflection from the Google Doc (using Control + C), paste it (using Control + V) into the Wordle box, and select "go". Save a copy in your own files and print a copy to bring to the next CoP. Write "Buddy shadowing" and your ID on the back of the Wordle.

Step 3: After Each Community of Practice Meeting

In 1-2 paragraphs, reflect upon our last Community of Practice meeting. Address one or more of the following prompts based on your personal experience:
- Your beliefs about your capabilities to provide effective feedback during teacher evaluation conferences
- Your beliefs about your capabilities to influence teachers to change their practices
- Your beliefs about your capabilities in relation to our CoP focus (determined at 1st CoP)
- Do you think your beliefs about your capabilities changed or stayed the same?

Step 4: Word Cloud

Using Internet Explorer, go to http://www.wordle.net/ and select "create". Copy your reflection from the Google Doc (using Control + C), paste it (using Control + V) into the Wordle box, and select "go". Save a copy in your own files and print a copy to bring to the next CoP. Write "CoP Reflection" and your ID on the back of the Wordle.
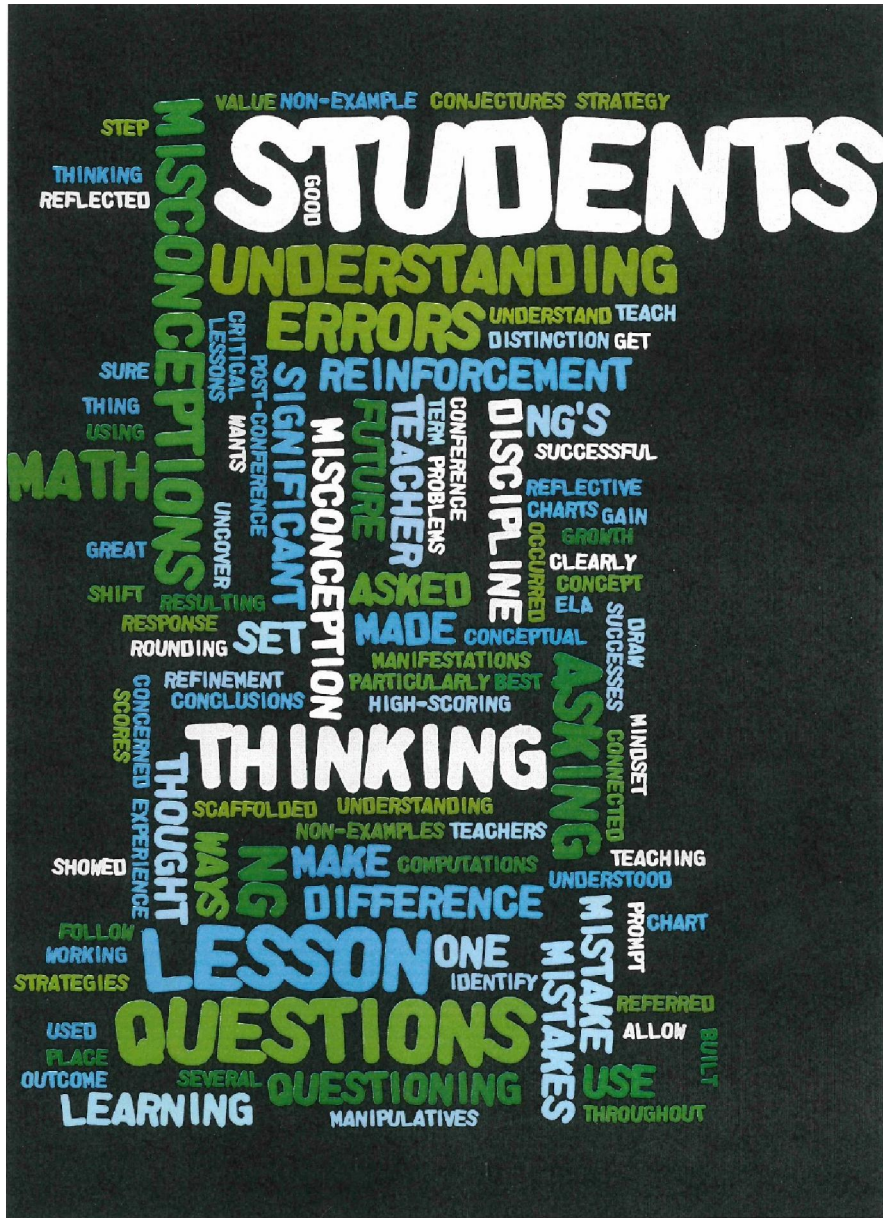
ID
To track data while protecting your confidentiality, we will use a unique identifier code made up of letters and numbers, rather than your name. To create this unique code, please record the first three letters of your mother's first name and the last 4 digits of your cell phone number. [First 3 letters of your mother's first name (ex. mar); Last 4 digits of your cell phone number (ex. 9080) = mar9080)]

APPENDIX J

WORDLE SAMPLES

Created from Personal Reflections after CoP Meetings

Created from Personal Reflections after Buddy shadowing Reflective Conversations