12-2021

The Impact of Stand-alone Professional Development Versus Job-embedded Professional Development on Teacher Self-Efficacy: A Program Evaluation

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Recommended Citation

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Educational Leadership Doctoral Program

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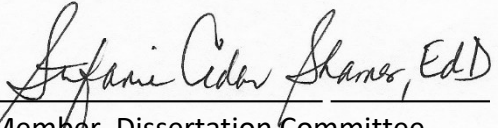
December 6, 2021
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Date Approved

The Impact of Stand-alone Professional Development Versus Job-embedded Professional
Development on Teacher Self-Efficacy: A Program Evaluation

Ayana Lucas

Full Name of the Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education in Educational Leadership

National College of Education

National Louis University

Month of Graduation, Year

ABSTRACT

School leaders throughout the United States use various methods to create professional learning opportunities that lead to effective teaching practices. The purpose of my study is to evaluate the impact of stand-alone professional development on teacher self-efficacy of teachers who have attended or incorporated professional development in their learning environments. The context of this evaluation is elementary, middle, and high schools in the United States. My study demonstrates outcomes of a disconnect between instructional leaders and teachers in the perception of job-embedded professional development and its effect on teacher self-efficacy. My study also demonstrated an outcome that there is a need for all educators to understand job-embedded professional development.

PREFACE

I am an educator with 20 years in the profession. My professional career includes roles as a math teacher, instructional coach and district administrator. In the midst of my career I had the honor of writing curriculum and facilitating professional development to educators across the United States. As a result of my experience as an instructional coach and a facilitator of professional development, I grew interested in professional development to practice. I wanted to know when teachers learn new strategies from the trainings they attend, what factors play a part in the information transferring over to the classroom. This led me to connect to my experience as an instructional coach.

I had the honor of being an instructional coach for three years during my professional career as an educator. As an instructional coach some of my responsibilities were to plan with teachers, support teachers with implementing new teaching strategies and support a team of teachers find innovative ways to increase academic achievement scores. This was during a time when the school where I was employed was being heavily monitored by the district because there was a history of the students underperforming on state mandated assessments over the years. As a result of the microscope being on the school, teachers were highly stressed, and their self-efficacy was low. Reflecting upon this coupled with my experience as a facilitator, I was interested in looking more closely at stand-alone professional development versus job-embedded professional development and its impact on teacher self-efficacy.

The leadership lessons learned from my study have been beneficial to my educational career. I have learned that it is essential for instructional leaders to communicate the systems that can help teachers implement new strategies they learn to

increase academic achievement. Through my research, I learned the power of self-efficacy and job-embedded professional development. I found that self-efficacy can motivate teachers to try new things resulting in positively impact on student achievement. The overall research process has implanted in me how to apply scholarly research and utilize stakeholders in conducting a study to gain insight into a topic.

ACKNOWLEDGEMENTS

I want to acknowledge several individuals who has walked along side me and supported me through my doctoral process. First, I want to thank God for opening the door to provide me with this opportunity of growth. I thank him for His strength while walking through some challenging times through my doctoral journey. I want to thank my husband for his patience, love and support as we have made many sacrifices for me to go down this path. He has been my rock and biggest cheerleader. Thank you to my children for allowing me to put somethings on hold as I completed assignments and written my dissertation.

I appreciate my village for their knowledge and guidance that pushed me along the way. Thank you to my committee chair, Dr. Sohigian for her patience and words of wisdom as the journey has not been easy. Thank you for continuously encouraging me every step of the way. Thank you to committee member, Dr. Shames for her insight while supporting me through the writing process. Thank you to Dr. Sparks and Dr. Butler for always having the right words from your bank of knowledge and wisdom to help lead me through this journey. I also have gratitude for my VICE sisters Cindi, Jasodra, Marica, Patra and Wendy for locking arms and walking this course with me every step of the way.

Words cannot express how much I appreciate my family and friends. Thank you for your prayers, love and support through the dark and light times. Thank you for the many calls and encouraging words as a reminder that I can do this. You contributed to my success to completing this goal.

DEDICATION

I want to dedicate my dissertation to the memory of my mother. She set a foundation in me years ago to never stop believing that I can accomplish all things through Christ who strengthens me. I also dedicate my dissertation to my husband who stood by my side as my biggest cheerleader every step of the way. In addition, I dedicate my dissertation to my children, Jayden, Nyjil and Daniel. I pray as they witnessed me persevere to accomplish a goal through many sacrifices, they learn that they can accomplish whatever they desire.

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Chapter One: Introduction

Purpose

The impact of professional development (PD) on teacher self-efficacy set the tone for the purpose of my study. Professional development was referred to as activities or training teachers attend to learn the skills and knowledge necessary for students to succeed in core academic subjects and master state academic standards (Learning Forward, 2020). In addition to stand-alone professional development, teachers may have participated in job-embedded professional development. Job-embedded professional development consisted of opportunities where coaches design opportunities to collaborate to make plans, reflect, explore content, and implement new practices they will use in their lessons (Knight, 2009). "Job-embedded professional learning is learning that is grounded in day-to-day practice and was designed to enhance professional practice with the intent of improving children's learning and development. It consists of teams of professionals assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement" (Pacchiano, Klein, & Hawley, 2016). Teacher self-efficacy was a teacher's belief in their ability to carry out a course of action or accomplish something (Yoo, 2016). My study evaluated whether teacher self-efficacy affected the transfer of knowledge learned during the growth in stand-alone professional development or job-embedded professional development opportunities.

District X, a district in the United States that formed the context for my study, used various methods to create professional learning opportunities that led to effective teaching practices. The professional development encompassed the Learning Forward standards. These standards were criteria designed for professional learning that created

learning experiences that led to increased student results, effective teaching practices, and supportive leadership (Learning Forward, 2020).

Through the divisions of Leadership, Professional Development, and School Transformation together, District X developed a plan to close the achievement gap and addressed other student needs through the implementation of professional development opportunities. The vision set forth by District X, developed to provide growth and support for educators and students, designed priorities to provide professional learning that meets the diverse needs of teachers, leaders, and students. Two out of six of the divisional objectives improved the readiness and effectiveness of teachers and leaders in the district's highest-needs schools and increased the implementation of effective teaching and leadership practices resulting from professional learning. These objectives aligned with the Florida Educator Accomplished Practices (FEAPs).

Three major initiatives that supported these efforts were

1. using the Relevant Aligned Data-driven Action-oriented Results-driven (RADAR) protocol guides planning tool by Learning Forward,

2. site-based professional development mentoring, and

3. teacher induction program (TIP) for new teachers.

The foundation of professional development is on the needs of students and needs across the system. Therefore, it is the FEAPs that teachers need to master to meet the students' needs.

Upon entering District X, first-year teachers began a two-year program, the New Teacher Induction Program (TIP) where teachers received mentors. Teachers finish the program once they can demonstrate the 12 FEAPs (National Council on Teacher Quality,

2014). Teachers exhibited the FEAPs to determine what they can demonstrate. The results of the assessment chose the plan of action created for the teacher by the assigned mentor. Action plans are focused on time, topics, and tasks. Along with the TIP program, new teachers who have their bachelor's degree in another field besides education begin District X alternative certification program (ACP).

Teachers in the ACP program, a program designed to ensure teachers are knowledgeable in the research-based pedagogy necessary to provide strategies for students, were required to meet benchmarks demonstrating their mastery of the FEAPs (Alternative Certification Program, 2018). The TIP, ACP, Evaluation System, and many other programs were policies that District X put to ensure teachers stay versed in using best practices.

In District X, there were Professional Development Supervisors who support a group of schools in different areas. The supervisors' maintained a role to evaluate professional development in Title 1 schools. Title 1 schools were schools where there was a high percentage of economically disadvantaged students. They also support, approve and monitor the implementation of the professional development plans developed at the schools. These plans are specific to the instructional priorities of the schools.

Each supervisor oversaw a group of schools in the district where they served as the professional development liaison. They facilitated professional development sessions to support the instructional staff, ensuring the staff stays well versed in current practices in education. Professional development supervisors worked closely with school site administrators to support teacher evaluations and observations while providing ongoing

support to evaluate the effectiveness of materials, innovative programs, and educational growth. They helped district personnel with analyzing data to create systems and plans for improving student performance.

In addition, the professional development supervisors oversaw 50 teachers and talent developers who worked at various school sites. These talent developers were instructional coaches who spent half of their time facilitating lessons in the classroom. The other half of their time encompassed modeling lessons, providing instructional coaching, delivering professional development, analyzing professional development trends, and creating systems and planned to improve professional development in their assigned school sites.

An instructional coach, an educator, provided ongoing job-embedded professional development that focused on teaching using best practices. They were mentors who modeled effective teaching using best practices, provided professional development, researched and curated data resources, and provided feedback on teachers' instructional strategies (Westmoreland & Swezey, 2019). Instructional coaches constantly facilitated professional development opportunities at the schools and offered coaching cycles with teachers under the supervision of site administration and professional development supervisors.

Coaching cycles were frameworks that facilitated constant improvement and learning. When coaches followed the process, they helped teachers set goals that impact student learning. The coaching cycle consisted of three parts, identify, learn, and improve. In the identity section, the coach and teacher identified a teacher's goal and then a strategy that addressed the goal. In the learn portion, modeling occurred in various

ways, and then the teacher determined a time to implement the new practice. Last, the improve part, the coach and teacher reflected on the learn section and discussed how to modify the method to make it effective (Kelly, 2019).

Several departments in the division of Teaching and learning provided professional development opportunities. These sessions focused on the need that the content supervisors believed necessary for teachers to support the growth of students' learning. Content supervisors oversaw the curriculum for the district for their assigned content area. The explained system is an example of a plan in one school district but fueled my purpose.

I worked as a coordinator where I provided professional development for teachers to support implementing programs at school sites. I have also traveled all over the United States, training teachers on specific programs. My focus has been on creating learning opportunities for teachers to prepare students to be college and career-ready by graduation.

I wanted to study the impact of professional development on teacher self-efficacy. I was interested in learning if teachers who received job-embedded professional development had higher teacher self-efficacy versus teachers who did not receive job-embedded professional development. I was also interested in learning if school site support systems played a part in new teachers using effective strategies learned from professional development. I wanted to know if there is a difference between new teachers' self-efficacy and veteran teachers regarding implementing information learned from professional development. This study allowed me to learn more about effective systems

and elements essential when providing professional development, the transition from professional development to practice, its impact on teacher self-efficacy, and the correlation to academic achievement.

Rationale

As a facilitator of professional development opportunities, I was interested in school sites' systems after teachers attended stand-alone PD. Professional development included cycles of learning, feedback, and reflection based on adult learning, intellectualized as a progression that can vary depending on a teacher's knowledge (Crawford, Zucker, Van Horne, & Landry, 2017). Therefore, the transference of information varied from person to person. Professional development was a part of many schools and district strategies for increasing student academic achievement scores (Akiba & Liang, 2016). Therefore, because of the Every Student Succeeds Act (ESSA), it was vital to understand the transference of knowledge and the effect PD has on teacher self-efficacy.

The government made closing the academic achievement gap a priority several years ago. The United States Department of Education tried to address these issues in various ways. Every Student Succeeds Act reauthorized another act, the Elementary and Secondary Education Act (ESEA), to allow all students to have equal education opportunities. ESEA, signed into law on December 10, 2015, was designed to continue the work that addressed the problem of closing the achievement gap with choice, flexibility, and accountability that the No Child Left Behind act did not fulfill. The government established a law to address students' need for additional support despite their race, zip code, disability, income, background, or home language. The law had an

expansion to include a new direction focusing on college and career readiness for all students (Every Student Succeeds Act, n.d.). This was dear to my heart because all students should have the same opportunities to become college and career-ready. This fueled my passion and why I traveled around the United States to facilitate training to ensure adults provide students with these opportunities.

According to the U.S. Department of Education, President Barack Obama has stated, "We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to succeed as anybody else" (Equity of Opportunity, n.d.). A world-class education could provide children an opportunity to succeed and reach their potential. However, they must have access to a world-class education. There was a lack of full access to quality education for our underserved communities and groups. This included high, challenging standards, free quality preschool, engaging teaching, and leadership in a supportive, safe, well-resourced school. Students had access to a high-quality, affordable college degree (Equity of Opportunity, n.d.). This did not only apply to students in one state. It applied to every student in the United States.

For students to receive the benefits of a robust education, it is essential to understand how information transfers. When I facilitated PD, I tried to present the information so teachers would go back to the classroom to ensure students experienced strategies and content that would expose them to a rigorous academic experience. The Opportunity Myth was a research project that stated that more students enrolled in college were underprepared. At least forty percent of college students nationwide took a remedial course in their first year of college. Students needed at least four key resources during their K-12 academic experience to be successful. These key resources are strong

instruction, deep engagement, high expectations, and grade-appropriate assignments (TNTP, 2018).

The four key resources allowed students to process grade-appropriate information, solve problems using evidence, and think critically about texts. These are vital factors that could prepare a student to be college and career-ready. When teachers did not believe that their students could rise to the occasion, they did not expose them to these critical resources. Therefore, it was essential to have high expectations of teachers. When teachers had high expectations, teachers would likely hold high expectations for their students to master grade-level standards (Opportunity Myth, 2018). This tied in with a teacher's self-efficacy.

"Teacher self-efficacy is the extent to which educators believe they can impact student achievement" (Westmoreland & Swezey, 2019). Teachers must have believed that their work is essential and valuable. If teacher self-efficacy was high, then most likely, the student's academic achievement increased. Three elements affected teacher self-efficacy. They were instructional strategies, student engagement, and classroom management. "When teachers believed they could help students achieve, students believed they could accomplish learning goals and student success increased" (Westmoreland & Swezey, 2019). Therefore, teachers must have encouraged students in the four critical resources of deep engagement, intense instruction, grade-appropriate assignments, and high expectations.

Goals

I wanted to study if job-embedded professional development positively impacts teachers' confidence in implementing new strategies. I would analyze the current system

for professional development and if the transference of information learned by teachers as used in the classroom increases academic achievement. One intended goal was to share the results of my study with the director of professional development for District X. This would provide the professional development leader with an analysis of the current system with data to support the findings. The leader would look at the process through a different lens to help drive decisions that empower teachers with the necessary tools to enhance student academic achievement.

The primary goal for facilitating professional development was to improve academic achievement. Researchers stated that professional development could influence student achievement positively impact teaching practices (Athauser, 2015). Data revealed that ongoing support through job-embedded professional development helped to increase academic achievement scores (Westmoreland & Swezey, 2019). This took place through teachers being open to trying innovative new strategies in the classroom and being available to participate in the job-embedded PD. Students experiencing a creative learning environment could depend on teachers' self-efficacy. This study allowed me to learn more about effective systems and elements essential when providing professional development, the transference of professional development to practice, the impact PD has on teacher self-efficacy, and the correlation to academic achievement.

The premise of my study was looking at stand-alone professional development versus job-embedded professional development on teacher self-efficacy. Joyce and Showers stated five ways to transfer information from PD through job-embedded professional PD. Teachers who received coaching practiced new strategies with more extraordinary skills versus teachers who were not coached. Teachers who were coached would adapt the

strategy learned more appropriately to their contexts and goals than those who were not coached. These coached teachers also increased their skill and retained information over time compared to the uncoached teacher. They understood the purpose behind using the new strategy and explained the latest models of teaching to their students—these five ways correlated with teachers' self-efficacy (Joyce & Showers, 2002).

Definition of Terms

- Coaching Cycle – a framework to facilitate constant learning and improvement (Kelly, 2019)

- Coaching – "a relationship-based process led by an expert to build a practitioner's capacity for specific professional dispositions, skills, and behaviors" (Fox, Hemmeter, & Snyder, 2015).

- Instructional Coach - an educator who provides ongoing job-embedded professional development that focuses on teaching using best practices

- Job-Embedded Professional Development – "teacher learning that is grounded in day-to-day teaching practice and was designed to enhance teachers' content-specific instructional practices with the intent of improving student learning" (Croft, Coggshall, Dolan, Powers, Killion, 2010)

- Self-Efficacy - individuals' beliefs and judgements of their capabilities to manage and execute necessary courses of action

- Stand-alone Professional Development - to activities or training teachers attend to learn about the skills and knowledge necessary for students to succeed in core academic subjects and master state academic standards (Learning Forward, 2020)

- Teacher Self-Efficacy - a teacher's belief in their ability to carry out a course of action or accomplish something

- Title 1 - schools where there is a high percentage of economically disadvantage students

Research Questions

My single overarching question that led to the evaluation is, "What is the impact of stand-alone professional development versus job-embedded professional development on teacher self-efficacy?" I identified two primary research questions to drive my program evaluation.

My research questions are as follows:

1. To what extent does stand-alone professional development impact teacher self-efficacy?

2. To what extent do teachers who participate in job-embedded professional development develop greater self-efficacy than those who do not receive this support?

3. To what extent does self-efficacy impact teachers' implementation of instructional strategies learned from stand-alone professional development?

I answered the first question with data collected from my survey and interview questions. The questions were answered by teachers, instructional coaches, and principals. I answered the third question with data from the surveys completed by teachers, instructional coaches, and principals.

Conclusion

As a result of analyzing the system in District X and my experiences as a facilitator, I grew more interested in the effects of stand-alone PD versus job-embedded PD on teacher self-efficacy. District X led me to become curious about systems in other districts. Therefore, I used social media to solicit participants for my study because of COVID-19 and my interest in the other district processes. Using the participants' responses to the surveys and interviews, I was able to get the answers to my research questions and support my rationale for conducting my study.

Chapter Two: Review of the Literature

History of Learning

In 1875, learning became a centralized topic in German psychology. During that time, psychologists attempted to separate learning from the word meaning. However, theorists have found that meaning was an intricate factor of human learning in today's work. In 1913 academic understanding of learning was dominated by the psychological school of behaviorism. Piaget shared the theorem that learners maintain an equilibrium by constructing their learning. He was the first to consider and distinguish between the diverse types of learners. Several theorists had a variety of views concerning education and learning.

In 1968, Karl Rogers launched significant learning and student-centered teaching while introducing client-centered therapy (Illeris, 2018). His theory focused on the needs of the learner (Chimnasamy, 2013). Another theorist, Maslow, focused on motivation and influenced the understanding of learning indirectly. He was known for his hierarchy of needs. Piaget continued his work in the '60s and focused his work on what learning was about, connecting old mental structures to new impulses. While Piaget was doing his work, another theorist came along. Bandura introduced social learning through a hierarchy structure while placing problem-solving at the top (Illeris, 2018).

Learning theory evolved throughout the years and was a broad topic. Over the years, it has included dimensions: incentive dimension, content dimension, and the interaction dimension. These dimensions included engagement, motivation, interest, emotional and social (Illeris, 2018).

The dimensions included various focuses. However, the content dimension seemed to have the interest of many theorists. The theorists that led the way in this dimension were Rogers, Berlyne, and Holzkamp-Osterkamp. However, philosophers have learned that in today's world, as a result of an established competitive nature, a high educational standard has been set.

Learning was not the priority, with educational reforms and policies being evident. The research showed that human motivation and personal administration gain, connected to financial and administrative incentives, prioritized ensuring how humans learned (Illeris, 2018).

Andragogy

Researchers said that adults learn differently than children. Andragogy was "the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children" (Knowles, 1980, p. 43) (Charungkaittikul & Henschke, 2018). It was derived from Greek words representing man-leading and is different from pedagogy (Chimnasamy, 2013). Adult learners needed several elements to support their learning. A couple of necessities were they needed an instructor as a facilitator, to connect what they were learning to topics that concerned them, the opportunity to self-reflect, be actively engaged, and their learning styles needed to be considered (Charungkaittikul & Henschke, 2018). The facilitator should have created a learning experience that was collaborative, respectful, and informal (Mujiyanto, Rismiyanto Saleh, and Shofwan, 2017).

Andragogy was an approach that focused on resources and procedures that aid the learner in assimilating skills and information to improve life. It supported lifelong

learning (Charungkaittikul & Henschke, 2018). Organizations that provided professional development for adults were responsible for providing a safe learning environment and trusted that the educator would make the right decision with the information. The learning transformation took place best in an innovative and constantly evolving way (Charungkaittikul & Henschke, 2018). In the andragogical approach with learners, learners were independent of the facilitator and strived for self-directed learning. Their experience was to be surrounded by life applications through the experience of problem-solving and discussions. Therefore, the learning experience was based on the learners' needs while playing a passive role. However, the facilitator should form an informal collaborative environment while the adult learners respect each other's views (Mujiyanto, Rismiyanto Saleh, & Shofwan, 2017).

Researchers found in the pedagogical approach; learners were dependent on the facilitator. The teacher is the one who determined the learning experience and the content that they learn. Researchers found that learners exposed to both the pedagogical and andragogical approaches were more engaged in the andragogical approach (Mujiyanto, Rismiyanto Saleh, & Shofwan, 2017). The andragogical approach is more learner-centered versus the pedagogical approach that is more teacher-centered. The approaches of both were based on certain assumptions. The andragogy approach was based on assumptions that:

1. Adults needed to know why they need to learn.

2. Adult learners embraced a self-concept of being responsible for their learning.

3. The adult learners' varied life experiences served as rich resources in the learning environment.

4. Adult learners' readiness to learn was linked to coping with real-life situations.

5. An adult's orientation to learning was different from a child's and was most likely life or task-centered.

6. Adult-learner motivation came mostly from internal motivators, including promotion, job change, and quality of life (Knowles, 1990; Mujiyanto, Rismiyanto Saleh, & Shofwan, 2017).

The pedagogical approach was based on assumptions that:

1. Students did not need to know why they must learn.

2. A teacher's concept of students was based on dependent personalities. Likewise, students view themselves as being dependent on their teachers.

3. The experiences that came from the learning situation had minimal value to students.

4. The teacher initiated students' "readiness to learn" when the teacher told them they must learn to pass the class.

5. The students' orientation to learning was subject-centered.

6. Extrinsic factors such as grades, parental pressures, and the teacher's approval were the factors that motivate students. (Mujiyanto, Rismiyanto Saleh, & Shofwan, 2017)

Researchers stated that learners should not be pigeonholed into one learning approach in the study that released these assumptions. Creating learning experiences should include both pedagogical and andragogical factors. (Mujiyanto, Rismiyanto Saleh, & Shofwan, 2017). However, participants should learn about their learning styles, allowing them to develop realistic expectations of their learning expectations (2017).

Pedandragogy was a term that related to self-engaged learning. It applied to learners of all ages. It was a model that encouraged and promoted the growth of an effective learning environment (Cooper, Green, and Samaroo, 2013). Pedandragogy was a learner-centered model where the teacher is both the learner and facilitator. The facilitator was open to learning from the students as the teacher was facilitating learning to them. The focus of this approach activated prior knowledge and experiences; the learner determined the needs, supported self-efficacy, incorporated external and internal stimuli, and encouraged exploration and curiosity. As there was not one magical approach to learning it was understood that it may take many different approaches to meet the learner's need. Researchers believed that this approach would push learners beyond limitations other models brought and engrossed learners in self-engagement (Cooper, Green & Samaroo, 2013).

Professional Development and Job-Embedded Professional Development

Professional development (PD) referred to activities or training teachers attended to learn about the skills and knowledge necessary for students to succeed in core academic subjects and master state academic standards (Learning Forward, 2020). Researchers indicated that most of the professional development was in a format of a brief workshop. Generally, there was no time for ongoing follow-up; for example, it

could take place in one day over six hours. Therefore, it may have had a limited effect in changing a teacher's behavior and practice. But it was designed to "create positive change for student achievement needs to focus on how to improve the content and pedagogical knowledge, teach best practices, and redirect teachers' attitudes to students' learning requirements" (Althauser, 2015, p. 210). Professional development facilitators should be lead PD in multiple ways because with these limitations; it is not realistic to expect teachers to adopt the practices learned in one PD session (Holdaway & Owens, 2015). According to Comoglu and Ustuk (2019), effective professional development incorporated modeling with effective practice, was content-focused, provided expert support and coaching, included active learning, and offered reflection and feedback.

An example of active learning was Lesson Study. Lesson study is a scaffolded approach when teachers collaboratively plan for instruction. The lesson is then taught by one of the teachers while the others witness it. This approach has proven to be meaningful for teachers as it has helped transfer knowledge from the sessions into their teaching practices (Comoglu & Ustuk, 2019). Teachers needed to experience effective instruction in action to guide the implementation of lesson design (Althauser, 2015).

A facilitator could carry out PD in various ways but should have aligned with multiple principles. Some of these principles included "developing teachers' content knowledge with clear linkages between theory and practice, using interactive, hands-on approaches to adult learning, including ongoing and personalized training and mentoring, and providing opportunities for feedback and self-reflection" (Crawford, Landry, Van Horne &Zucker, 2017). As training workshops were a way to facilitate PD, it was hard to get all of these principles into one session. However, facilitators could implement these

principles in a coaching model. Instructional coaching can be a form of professional development that is job-embedded. Researchers have proven that these principles through coaching linked to improving teaching practices leading to increased academic outcomes for students. The coaching models include key dimensions that vary across models. The structural parameters defined the coaching sessions' duration, frequency, and interval. The process features focused on specific behaviors used to support change. A third one was content that was the substantive, topic-driven focus of the intervention (Crawford, Landry, Van Horne & Zucker, 2017).

Job-embedded professional development included teachers learning ways to sharpen their teaching craft. It was not a one-time deal. Job-embedded PD allowed teachers to play an active role by providing coaching, collaboration, and more time for implementation. Since these strategies were job-embedded, we were more likely to see an increase in academic achievement. Job-embedded professional development generally took place during teachers' contracted hours, in the context of schools, in the classrooms, and typically embedded in the daily routine and processes. It may happen more frequently than stand-alone PD (Cavazos, Linan-Thompson & Ortiz, 2018). Stand-alone PD was offered as a brief workshop with limited follow-up, restricted to changing a teacher's behavior and practice. As a result of the one-stop training session, teachers needed something different for others to see a difference in evidence-based behavior in the classroom (Holdaway & Owens, 2014). Coaching, peer observation, and professional learning communities showed how job-embedded PD happens in the school setting. There were critical elements in job-embedded PD that set a culture of continuous improvement (Wiedow, 2018).

Four key elements set the culture of learning in job-embedded PD. The first key element was to incorporate learning in all job descriptions. This element demonstrated how the organization invested in its staff by embedding continuous education in the job description. The second element was to allow time, space, structures, and supports. Time and resources were a vital investment for staff to integrate theory and practice in this element. The third element was to pay staff to learn. This element helped to hold organizations accountable for building staff skills. Leaders could integrate paid job-embedded PD into the workday, or leaders could write staff development into funding requests. The last element was to connect staff learning to the youth experience. This element reiterates that leaders should connect staff work with youth to the lessons learned in PD (Wiedow, 2018).

The National Association for Education of Young Children and the National Association of Child Care Resource and Referral Agencies defined coaching as "a relationship-based process led by an expert to build a practitioner's capacity for specific professional dispositions, skills, and behaviors" (Fox, Hemmeter, & Snyder, 2015). Organizations used it to sustain and build the confidence and competence of the educators to implement evidence-based practices (Fox, Hemmeter, & Snyder, 2015). However, limited research supported determining when and how to provide coaching and determining who will receive coaching (Fox, Hemmeter & Snyder, 2015).

Job-embedded support was vital for implementing information learned from professional development with fidelity (Fox, Hemmeter & Snyder, 2015). Continuing professional development have supported teachers' transference of information learned from professional development to practice. There has also been evidence of growth in

supporting students and how they keep records. Therefore, there was a positive impact (Tulu, 2019). When teachers received continuous professional development, the support came from various stakeholders. However, the most effective support has come from those inside the school (Tulu, 2019). Research has supported that communication amongst colleagues about student achievement growth yielded a greater effect than formal collaborative teacher activities versus informal ones (Akiba & Liang, 2016). Therefore, effective professional development that influenced teacher quality required results-driven learning, job-embedded experiences focused on building a community of learners in the classroom (Bowers, Clark & Ernst, 2016). Collaborative, reflective, and job-embedded provisional development praised meeting the learning and promoting the knowledge sharing of extremely busy practitioners. This approach opened the door for continued support for individuals to learn, relearn and unlearn engagement strategies (Cross, Jeannin, & Middlehurst, 2018).

Teacher Self-Efficacy

Past experiences and a school's current culture could determine a teacher's confidence level about their ability. "Self-efficacy was defined as individuals' beliefs and judgements of their capabilities to manage and execute necessary courses of action" (Bandura, 1997; Yoo, 2016). Bandura contended that teacher self-efficacy determined how people behave, self-motivate, think and feel (Althauser, 2015). When a teacher saw a student's growth in their learning environment, it could increase their self-efficacy. As a result of teachers believing in the engagement strategies, they thought they could affect students' learning (Yoo, 2016). Therefore, this affected teachers' competency levels. Psychological problems could occur when a lack of self-efficacy is present. Those with a

positive outlook towards things had a higher self-efficacy (Naureen & Shahzad, 2017). Their confidence level also tended to be related to their job satisfaction. Naureen and Shahzad stated that "self-efficacy highly influenced an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and made one more confident about the desired results" (2017). Therefore, a teacher's level of self-efficacy could affect how open they are to innovative ideas (Naureen & Shahzad, 2017).

Self-efficacy was needed for teachers to have the ability to complete tasks. It was a character trait that affected what they saw within themselves to accomplish tasks with the tools in their toolbox. Teachers with higher self-efficacy were open to trying new things to meet the needs of their students. Using a variety of teaching modalities and strategies could result in a positive effect on students' performance. Teachers were more confident that they could transfer their knowledge to students successfully (Gosky, 1988; Tschanne & Woolfolk, 2001; Naureen & Shahzad, 2017). A teacher's confidence connected to a teachers' ability to embrace innovative ideas and new strategies. It was about what one believed they could do (Althauser, 2015). When teachers saw positive results or completed a task, there was an increase in their self-efficacy (Bandura, 1997; Naureen & Shahzad, 2017). A teacher with higher self-efficacy was more likely to use student-centered and inquiry-based teaching strategies to encourage students.

On the other hand, teachers with low self-efficacy were most likely to use lectures and teacher-directed strategies (Althauser, 2015). However, factors like stress, joy, or excitement are psychological emotions that could impact self-efficacy (Bandura, 1997; Naureen & Shahzad, 2017). Self-efficacy could also have been a way to reduce or eliminate anxiety in teachers (Althauser, 2015).

Four factors were essential to teachers. These factors were social persuasion, mastery teaching experience, physiological and emotional behaviors, and vicarious experience (Bandura, 1997; Naureen & Shahzad, 2017). The mastery teaching experiences were when teachers felt confident about the methods. Birthed were strong beliefs in themselves due to their success in using their chosen teaching strategies. The vicarious experience was when teachers learned from the achievements of other teachers. Learning from their successes motivated them to step out and do something creative and different. The social persuasion factor was when the encouragement of others boosted a person's confidence level. When teachers felt excited and confident about their behavior, they would get outstanding and positive results, referred to as the factor of the physiological and emotional state.

Researchers have also shared that high self-efficacy individuals have more incredible questioning skills, are more organized, and can solve math problems more efficiently and explain things better (Ashton & Webb, 1986, Naureen & Shahzad, 2017). Teachers with higher self-efficacy could also improve cognitive development and motivate their students. Therefore, the higher the teacher's self-efficacy, the more motivated the students were (Bandura, 1994; Naureen & Shahzad, 2017). "It is the main external force which increases self-belief of the students about learning, which will lead them to achieve their academic goals" (Naureen & Shahzad, 2017, p. 66). This further proved that the higher self-efficacy, the higher a learner's academic achievement. Bandura's research suggested that self-efficacy impacted an individual's performance (Naureen & Shahzad, 2017), indicating that PD should increase teachers' self-efficacy to see the skills transmitted to students (Naureen & Shahzad, 2017).

As few as 10% of participants who attended stand-alone PD implemented what they learned. The studies show that coaching may help teachers implement new strategies (Joyce & Showers, 1996). Researchers found that when practice, modeling, and feedback were part of the training, the practice of the new strategies increased. But when facilitators added coaching to the training, there was an estimate that 95% of teachers implemented the new skills learned. Knight found that when teachers have received cognitive coaching, it has positively impacted teacher self-efficacy (Knight, 2009). After a teacher attended training, the teacher determined the transfer behavior. An individual's attitude was influential in the transfer process and learning. The more valuable the participant saw the knowledge and skills, the more apt to apply the new knowledge in their classroom. Therefore, a teacher's attitude was related to their motivation to implement further information learned from PD (Ashton & Webb, 1986, Naureen & Shahzad, 2017).

Opportunity Myth

Few students succeeded when they went to college. Research stated that about 40% of college students took courses for remediation to learn content they should have known while in high school. Not only is this an issue for students entering college, but this is also an issue for graduates who entered the workforce straight out of high school. Employers reported that high school graduates don't have the skills needed to succeed in the workforce. The Opportunity Myth was a study that took place to answer the question, "How can so many students be graduating from high school unprepared to meet their goals for college and career?" The study focused on school elements that opened the door to look at students and what took place inside the school setting. The study found that

students were compliant with the expectations of their instructors. Students did what educators told them to do. They brought home passing grades. However, students were not performing on grade level. There was a gap in the students' learning. Educators did not provide them with the opportunity to demonstrate grade-level mastery (TNTP, 2018).

The study found that students were missing four things. They needed four essential resources: intense instruction, grade-appropriate assignments, deep engagements, and high expectations. Students spent over 500 hours in school per year working on assignments that were not graded level appropriate and did not stretch them enough. Although teachers, in theory, said they supported college readiness standards, less than half did not believe that their students could do the work. The lack of key elements negatively impacted students with mild disabilities, students of color, English language learners, and students from low-income families. They had less access to the four resources than peers from families who did not struggle financially. However, teachers were not adequately prepared for the task before them (TNTP, 2018).

The study found that students were compliant and completed the assignments placed before them. Of seventy-one percent of the students that succeeded on their assignments, 17% met grade-level standards on those same assignments. Researchers found that teachers offered grade-appropriate assignments 52% of the time. They also found that in "classrooms in the top quartile for instructional practices, engagement was 31% higher than in the classrooms with weaker instruction" (TNTP, 2018).

Conclusion

Teachers spent time and money on programs that did not prepare them for the reality of what took place in the classroom. They also spent time participating in learning opportunities that did not aid them in doing their jobs well. The research from the opportunity myth article expressed that the professional development that teachers attended did not help them improve their craft. Yet, we still let them educate our students without the support and skills they need to experience a high-quality education (TNTP, 2018).

Chapter Three: Methodology

Research Design Overview

The program evaluation purpose was to study the impact of professional development (PD) on teacher self-efficacy. I used the mixed methods design to collect qualitative and quantitative data. The goal was to utilize the design to give voice to the participants to share their experiences to help determine the needs for effective professional development. In addition, I planned to use the information gathered to strengthen and reinforce systems that impacted teacher self-efficacy and ensured that best practices were evident in the classroom (Patton, 2008). The evaluation purpose was for an overall summative judgment. It was to help to determine the overall effectiveness of a system in place. Therefore, the type of evaluation that I included were the effectiveness focus, process focus, and systems focus.

The effectiveness focus provided me with the data to determine if the current system effectively accomplished the overall goal. The process focus provided data to evaluate the effectiveness of the events that occurred within job-embedded PD teachers received following initial PD and its effect on teacher self-efficacy. The systems focus allowed me to look at the whole web of relationships involved in the system to support teacher self-efficacy. It was essential that I understood the effectiveness of "how the web of relationships function together" (Patton, 2008). The current structure and accountability systems in place within districts contained subsystems within a more extensive system. Therefore, I analyzed and interpreted the data to determine correlations and helped provide recommendations to inform future policies regarding job-embedded PD. I used responses from Likert scale questions to collect quantitative data. The surveys

provided me with the opportunity to capture participants' views of job-embedded PD. Depending on the participant's role, I was able to glean from their perspective, their support actions in job-embedded PD and its effect on teacher self-efficacy (for a copy of the surveys, see Appendix A, B, C, C, D, and E). I also looked through the teacher's lens to learn how they felt job-embedded PD affected their self-confidence with implementing new information known from PD (for a copy of the survey, see Appendix F). To collect my qualitative data, I conducted interviews with all stakeholders, consisting of open-ended questions. I included interview questions that took a deeper look into the systems established for teacher support and their personal views on what a teacher needed to help them feel more confident in implementing information after stand-alone PD in their role (for a copy of interview questions, see Appendix G, H, I, J, K, and L).

Data Gathering Techniques

I used Likert scale responses to collect quantitative data. The surveys provided me with an opportunity to capture the participants' view of job-embedded PD. To collect qualitative data, I conducted semi-structured interviews with all stakeholders, which consisted of open-ended questions.

I solicited participants from the social media platform Facebook. I provided the prospective participants a link to the consent form that was comparable to their role. I offered them informed consent for the survey providing full disclosure of collection methods, data usage, and the right to abstain from the study. Once they agreed, the participants completed a survey, and I asked them to participate in an interview.

I conducted semi-structured interviews and collected the number of job-embedded PD contacts with the participants to perform my evaluation. I recorded the number of

times each teacher participated in job-embedded PD and the number of times leaders

offered job-embedded PD when I conducted each interview. When participants shared

their responses in an interview, I protected their identification using an arbitrary

identification code. The participants received full disclosure of the qualitative and

quantitative data obtained from the study. After collecting the data, I analyzed the

correlation of job-embedded PD and how it affects teacher self-efficacy.

Principal Survey

I developed a principal survey to collect information about how the individuals

view the transfer of PD to practice in the classroom. I was able to determine if principals

believed job-embedded PD impacted the level of teachers' self-efficacy. The survey

consisted of 12 Likert Scale questions (see Appendix A for a copy of the survey).

Prospective principals got the survey link from Facebook. The link consisted of the

informed consent and directions to complete the survey. They received and completed the

survey electronically. The principals received directions to select their choice of

agreement. On the consent form, clicking the "agree" button indicated that they read the

consent form, voluntarily agreed to participate in the study, and were twenty-one years of

age or older. Once they agreed, they received directions on how to complete the survey.

Instructional Coach Survey

I developed an instructional coach survey and collected information about how

these individuals viewed the transfer of PD to practice in the classroom. I also wanted to

know whether instructional coaches believed job-embedded PD impacted the level of

teachers' self-efficacy. My goal was to gain insight into their views of and what factors

contributed to teachers' self-efficacy. The survey consisted of thirteen Likert Scale

questions (see Appendix B for a copy of survey questions). I solicited prospective participants from Facebook. The Facebook message had the link that consisted of the informed consent and directions to complete the survey. By clicking the "agree" button, participants could read the consent form, voluntarily agree to participate in the study, and were twenty-one years of age or older at the date of signing the agreement. Once they agreed, instructional coaches received directions on how to complete the survey. The directions stated a list of statements about stand-alone PD and job-embedded PD, and participants should have indicated their level of agreement by filling in the circle for their response.

Classroom Teacher Survey

I developed a classroom teacher survey to collect information about how these individuals view the transfer of PD to practice in the classroom. I also wanted to know whether classroom teachers believed job-embedded PD impacted the level of teachers' self-efficacy. My goal was to gain insight into their view of and what factors contribute to teachers' self-efficacy. The survey consisted of fourteen Likert Scale questions (see Appendix C for a copy of survey questions). I solicited prospective participants from Facebook. The Facebook message included a link consisting of the informed consent and directions to complete the survey. By clicking the "agree" button, participants indicated that they read the consent form, voluntarily agreed to participate in the study, and were twenty-one years of age or older. Once they agreed, they received directions on how to complete the survey. The directions stated that there was a list of statements about stand-alone PD and job-embedded PD and for them to indicate their level of agreement by filling in the circle for their response.

Principal Interview

I conducted semi-structured interviews with principals to gain in-depth knowledge about their thoughts on teacher self-efficacy and job-embedded PD. The qualitative data provided insight into the various elements of the program from the principals' perspective. I invited ten principals to participate in an interview through the last question of the survey. I conducted interviews over Zoom (for a copy of the interview questions, see Appendix D). I invited all ten principals to participate in the discussion. Of the ten, four agreed to participate in the interview process. I recorded and transcribed the interviews for accuracy. Each interview lasted between 20 and 30 minutes.

Instructional Coach Interview

I conducted semi-structured interviews with the instructional coaches to gain in-depth knowledge about their thoughts on teacher self-efficacy and job-embedded PD. The qualitative data provided insight into the various elements of the program from the instructional coaches' perspective. I invited sixteen instructional coaches to participate in an interview through the last question on the survey. Of sixteen coaches, four participated in an interview virtually, using the Zoom platform (for a copy of the interview questions, see Appendix E). I recorded and transcribed interviews for accuracy. Each interview lasted between 20 and 30 minutes.

Classroom Teacher Interview

I conducted semi-structured interviews with classroom teachers to gain in-depth knowledge about their thoughts on teacher self-efficacy and job-embedded PD. The qualitative data provided insight into the various elements of the program from the classroom teacher's perspective. I invited all thirty-five classroom teachers to participate

in an interview through the last question of the survey. Of the thirty-five, three participated in interviews over Zoom (for a copy of the interview questions, see Appendix F). I recorded and transcribed interviews for accuracy. The interview took anywhere from 20 - 30 minutes.

Data Analysis Techniques

I utilized Likert scale questions to provide a snapshot of attitudes and beliefs towards teacher self-efficacy and stand-alone PD versus job-embedded PD. I used three distinct types of populations to extract my data. I analyzed my data and searched for themes amongst them. I also compared statements from principals, teachers, and coaches. Finally, using the Likert scale responses, I quantified the results to determine the level of agreement or disagreement with the statements presented to the participants (James, Milenkiewicz & Bucknam, 2008).

I used the triangulation method when comparing my qualitative data. Having applied this technique, I utilized data from teachers, principals, and instructional coaches to compare the qualitative and quantitative data (Patton, 2008). I reviewed my interview data and looked for the themes that emerged from the interviews. After each interview, I transcribed and analyzed the data to identify the themes for my evaluative process.

Ethical Considerations

I used Facebook to seek participants. I opened it up to any teacher, instructional coach, and principal on Facebook in the United States. I maintained participant anonymity throughout the study. I provided every participant with an informed consent form for the survey and interview. There was full disclosure of the data collecting

process, how I would store the data and an explanation that they could refrain from the study in the informed consent.

Limitations

Limitations of the program evaluation included my biases about how job-embedded PD positively affects teacher self-efficacy. I held an understanding that instructional coaches were vital to supporting teachers in implementing new information. They helped teachers feel comfortable and know that they are not alone working with students through challenges and implementing further information.

Another limitation was my sample size. As a result of COVID-19, I had to pivot in my process of collecting data. District X denied my request to research the school sites. Therefore, I had to complete my study via a social media platform to find participants. In comparison, I was able to get thirty-five teachers, sixteen instructional coaches, and ten principals to complete the survey. I could not identify more than four of those participants to participate in an interview for each role. Therefore, this limited the amount of data I was able to collect and analyze.

The timeframe of data collected was also a limitation. I sought out participants for four weeks. I believed extending it for a little more time could have increased my sample population by finding more participants to join the study, but because of COVID-19, I had to shift my study. Social media provided a platform for me to get participants when COVID-19 caused limitations at the last minute.

Conclusion

My study consisted of a mixed methodology. I collected qualitative and quantitative data where I used the triangulation method. The data collected from the

surveys and semi-structured interviews supported me in evaluating stand-alone PD versus job-embedded PD and its effect on teacher self-efficacy. In the next chapter, I discussed the results.

Chapter Four: Results

Findings

Teachers needed to participate in professional development (PD) for sustainable improvement. But the PD should have been ongoing and involved follow-up support (Westmoreland & Swezey, 2019). This follow-up care could have been in the form of coaching. A couple of essential coaching elements were narrowing the focus, planning, practice, follow-up, and provided frequent feedback. Professional development should have embedded these components. Although PD came in a workshop, more should be incorporated within the PD rather than a one-stop show (Bambrick-Santoyo, 2016). This information helped answer my overarching question, what is the impact of stand-alone professional development versus job-embedded professional development on teacher self-efficacy? Sub-questions included:

   a. To what extent does stand-alone professional development impact teacher self-efficacy?

   b. To what extent do teachers who participate in job-embedded professional development develop greater self-efficacy than those who do not receive support?

   c. To what extent does self-efficacy impact teachers' implementation of instructional strategies learned from stand-alone professional development?

I answered these questions by conducting semi-structured interviews and asking participants to complete surveys. I developed the questions surrounding the sub-questions and the evaluation focus areas.

I interviewed and surveyed principals, instructional coaches, and teachers. I surveyed ten principals and interviewed four of them (Appendices A and D). I surveyed 16 instructional coaches and interviewed four of them (Appendices B and E). I surveyed 35 teachers and interviewed three of them (Appendices C and F). In the interviews, I captured the sites that they worked at and understood each of their roles. I interviewed teachers who have been in their role for more than ten years, interviewed instructional coaches who had been in their position less than five years, and interviewed principals who had been in their role six years or less. The instructional coaches worked with sixty-five or fewer teachers, and the principals worked with less than one hundred and fifteen teachers. Their responses contributed to answering each of my research sub-questions. The answers to the sub-questions ultimately provided evidence for the overarching question, what is the impact of stand-alone professional development versus job-embedded professional development on teacher self-efficacy?

Contexts

As a result of COVID-19, the context in which teachers operated during the study was different than before the pandemic. Teachers facilitated lessons face-to-face or online. Some teachers had to teach both methods simultaneously. Professional development was also provided online and face-to-face. Through interviews, I found that there was no follow-up after the PD sessions. In interview Question 7, when I asked the teachers what was essential to have in place to help them feel more confident and implement information learned from PD and about job-embedded professional development in the interviews, there was a comment that supported the notion they did not receive follow-up after stand-alone PD. One teacher said, "I feel like positive

feedback, and constructive feedback is important." Another teacher stated, "we can celebrate the good, but there has to be an honest conversation sometimes when things are just not going well, and the follow-up and follow-through is another step." Table 1 provides several examples.

Teachers could be engaged after stand-alone PD from another educator through collaboration, modeling, and support from their peers to increase their chances of implementing strategies learned from stand-alone PD (Westmoreland & Swezey, 2019). The teachers were able to identify if someone provided stand-alone PD at their site. However, the teachers interviewed could not say how instructional leaders supported them after attending PD. In interview Question 4, teachers were not aware of who was responsible for job-embedded professional development. Therefore, they stated that although they participated in professional development, they did not receive consistent support or feedback if their instructional leaders completed an observation. In addition, the teachers interviewed said in Question 6; there was no system for teachers to have received job-embedded professional development at their site. Table 1 and Table 2 provided examples from the interviews for Questions 4 and 6, respectively.

Table 1

Teacher Question 4: Who Provides Job-Embedded Professional Development?

Teacher 1 Response	Teacher 2 Response	Teacher 3 Response
Administration got counselors, other teachers and media specialist that are facilitators of these meetings been professional development	No, I have not received any at my site. We have had three of those so far and I started in October so I did not begin the year with the school. I started in October and since October to now we've had three days of professional development.	I don't receive any kind of structural assistance so most teachers there have master's degrees all of us are really pretty much fully qualified and so we just rely on the University for professional development and then you just seek other professional

		development on your own accord.

Table 2

Teacher Question 6: What is the System for Teachers to Receive Job-Embedded

Professional Development?

Teacher 1 Response	Teacher 2 Response	Teacher 3 Response
I don't know.	I'm not sure at this point. I don't know if it's the school who develops that or if it's the district.	The system really is just every year we actually go to the University, will have to register and attend workshops throughout the day.

The participants believed it was vital for them to receive constructive feedback as part of their follow-up. However, in interview Question 4, principals supported stand-alone PD by using qualitative or quantitative data from observations or assessments to determine the instructional need for teachers to provide students with a rigorous learning experience.

The teachers supported the responses from the interviews when they responded to survey Question 9; *I received job-embedded PD to help me implement the information learned from PD*. With this statement, estimated to the nearest percent, 9%, three out of thirty-five stated that they always received job-embedded PD. Of the rest, 26% (9) said they usually did, 23% (8) reported sometimes, 20% (7) reported occasionally, and 23% (8) never reported (Figure 1). In this context, through the teachers' lens, I understood that this response supported the statements made above concerning teachers' belief that there was enough follow-up and support through job-embedded PD after they attended a stand-alone PD.

Figure 1

Teacher Survey Question 9: I Receive Job-Embedded PD to Help Me Implement the

Information Learned from PD
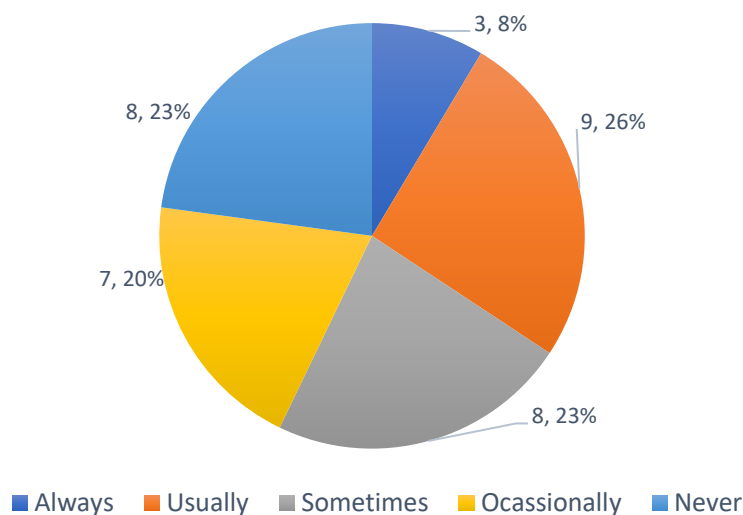
Note. N = 35

Instructional coaches viewed a higher level of support taking place with teachers.

They reported that in their job, they supported teachers after stand-alone PD. Instructional

coaches believed they did it in a variety of diverse ways. Through the four interviews in

Question 4, I asked instructional coaches to describe the coaching process with their

teachers. They shared they provided feedback, planned with teachers, and reflected with

their teachers. Therefore, they offered some job-embedded PD to their teachers.

When asked, in Question 6, how they provided job-embedded PD when teachers

implemented new strategies after attending PD, three out of four stated they collaborated

with teachers and followed up with them after the stand-alone PD. This response

contradicted what the teachers reported. Teachers reported there was a need for follow-up

after PD. Most instructional coaches also reported in Question 8, they helped ensure

teachers were confident with implementing new information provided during PD by

encouraging teachers to work collaboratively with another teacher and providing one-on-

one support (Table 3).

Table 3

Instructional Coaches Survey Question 8: How Do You Help To Ensure Teachers Are

Confident With Implementing New Information That Is Provided During PD?

Instructional Coach 1	Instructional Coach 2	Instructional Coach 3	Instructional Coach 4
So, we connect with our teachers through PLC in addition to the book me link so we can kind of get a good feel for them and where they stand in their classrooms and we're constantly checking in with them so whenever it comes to the coaching piece and they're reaching out to us we want to make sure that we're building confidence for them.	Withing our PLC's where we have collaborative practice. So, the teachers are first asked to take their lesson and provide a model teach for the coaches and their peers. We provide feedback for the teachers prior to them doing it in front of teachers.	I go in the rooms and watch and then give them suggestions. I have had two new teachers. So, I went in and modeled using that strategy from the PD and then helped them.	I've been very open to opening myself in my time for them to check in with me as they're going through the workshop so I am spending a lot of time one on one with the teachers that have any questions and advocating for themselves and I guess like in my own head those would be the teachers that I would go back and check in on.

When I presented sixteen instructional coaches with the survey statement, *I*

provided job-embedded professional development to new teachers. Thirty-one percent (5)

responded always, 56% (9) responded usually, and 13% (2) responded occasionally.

When principals were surveyed and presented with the statement, *new teachers at my site*

receive job-embedded PD from an instructional coach, 50% (5) responded with usually,

30% (3) responded sometimes, and 20% (2) responded occasionally (Figure 2). I believed

principals did not think new teachers always received job-embedded PD because they did

not have a system in place at their site to ensure that new teachers were receiving job-

embedded PD.

Figure 2

Instructional Coaches and Principals Survey Question 1: Instructional Coaches Provide

Job-Embedded PD to New Teachers
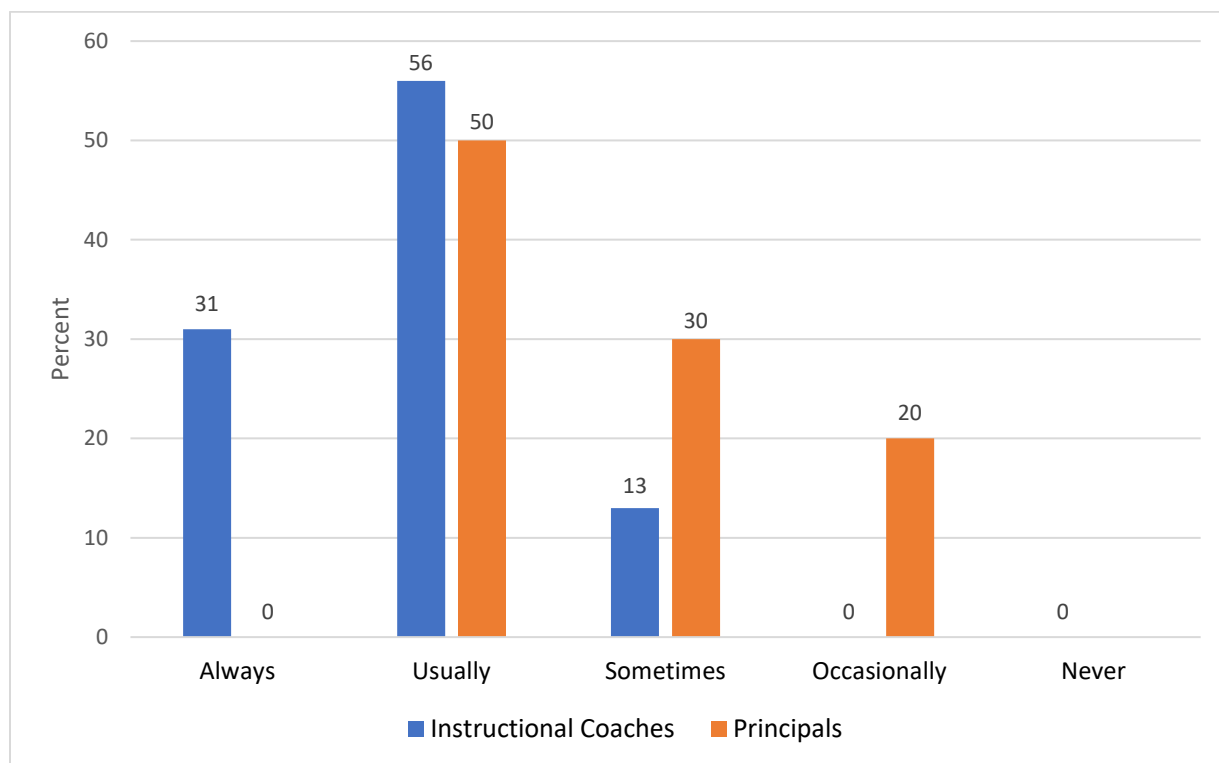
Note. Instructional Coaches N = 16; Principals N = 10

When I presented instructional coaches with the statement, *I provide job-embedded professional development to veteran teachers*, 6% (1) responded always, 75% (12) responded usually, 13% (2) responded sometimes, and 6% (1) responded occasionally (Figure 3). These responses led me to believe that instructional coaches supported veteran teachers regarding job-embedded PD in some type of capacity. But I believed they were not always supporting new teachers through job-embedded professional development because they believed they did not need as much support as new teachers because they were veteran teachers.

Figure 3

Instructional Coaches Survey Question 2: I Provide Job-Embedded Professional

Development to Veteran Teachers
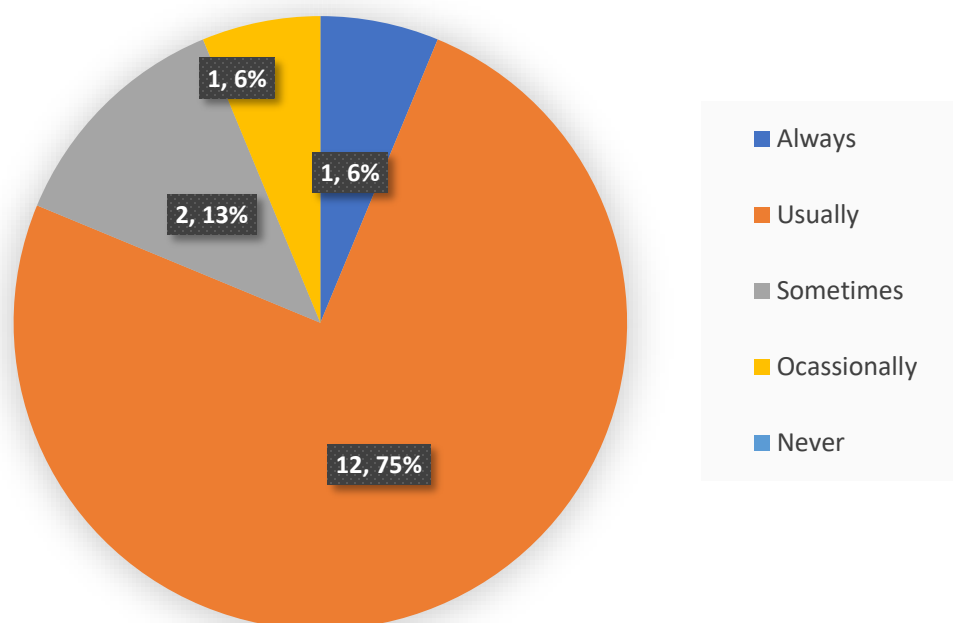
Note. Instructional Coaches N = 16

       I interviewed four principals, and in Question 12, they also reported that it was

essential for teachers to receive follow-up after attending stand-alone PD. They stated

that this was important to have in place to help teachers feel confident and implement

information learned from PD. When I presented ten principals with the statement in the

survey, *I provide my teachers with feedback on the implementation of new information*

learned from PD they attended, 40% (4) responded always, 30% (3) responded usually,

and 30% (3) responded sometimes (Figure 4). When asked in Question 8, at their school

sites, who provided job-embedded PD, all reported that instructional leaders, including

instructional coaches, provided job-embedded PD. A principal at one site shared that

teachers provided job-embedded PD with one another since some instructional coaches units were cut.

Figure 4

Principal Survey Question 12: I Provide My Teachers with Feedback on Implementation of New Information Learned from PD They Attended

Always ■ Usually ■ Sometimes ■ Ocassionally ■ Never
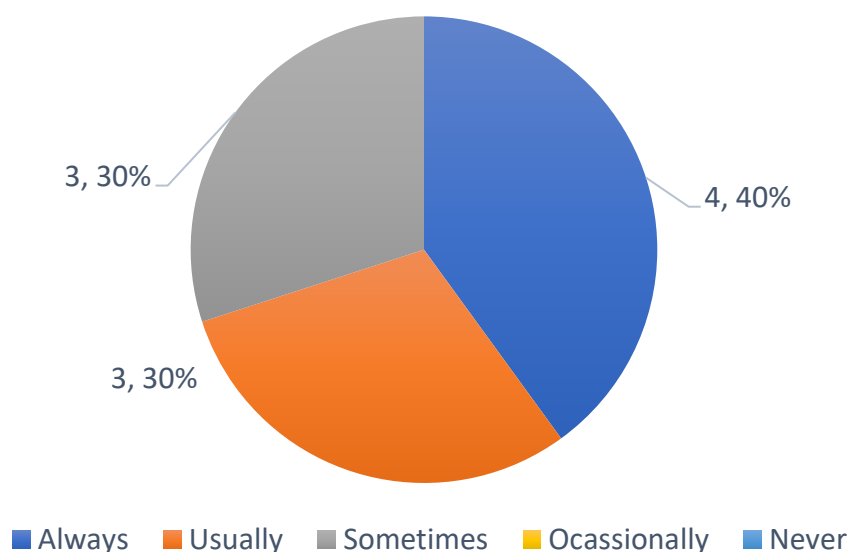
Note. Principals N = 10

Job-embedded PD looked different during the past school year because of COVID-19. All instructional coaches stated that job-embedded PD looked different because of COVID-19. According to the instructional coaches, in Question 9, they had to pivot because of limitations that surfaced during the pandemic. An example that one of the participates shared is that,

In the first three weeks of school, we would have had about twenty different opportunities for job-embedded PD. However, since there was a delay in the opening of the school and now with the principal, we have two faculty meetings a

month and she's been trying to make half of each of those some sort of job-

embedded PD to help the teachers to deal with the hybrid situation.

Another instructional coach shared:

This year is different all around for teachers, and they've experienced a lot of new

learning with their jobs going virtual. All of our teachers are in person; however,

we still have students that are learning from home. So, for teachers juggling both

teaching in both scenarios, we've had to kind of coach them in that way, and

that's kind of new learning for us too. We're picking up from our teachers what's

working out what's not working out, what's too much, what's not enough, and so

with coaching in the virtual environment, it's been especially different; it's a

whole lot of new learning.

That placed another barrier in the study. Districts were being reactive in the pandemic.

However, in Question 11, all the instructional coaches stated that it was essential to

follow up and follow through to help teachers feel confident and implement information

learned from PD. It could be as simple as a conversation.

Culture

Stephen Covey said relationship trust was all about being consistent and

interacting with others to increase their confidence (Covey, 2006). Establishing trust was

essential to having collegial conversations to improve practice and instruction (Drago-

Severson, Blum-DeStefano & Asghar, 2013). This study surfaced a system with

instructional coaches needing to work better in establishing trust with teachers. Behavior

mattered when establishing trust. In the survey, of thirty-five teachers, 29% (10)

responded always, 20% (7) responded usually, 17% (6) responded sometimes, 20% (7)

responded occasionally, and 14% (5) responded never when responding to the statement, *my instructional coach provides a safe environment for the two of us to have collegial dialogue and reflection of best practices that I implement from the PD I attend* (Figure 5). I considered these responses as evidence that the instructional coaches needed to develop greater rapport with the teachers.

Figure 5

Teacher Survey Question 8: My Instructional Coach Provides a Safe Environment for the Two of Us to have Collegial Dialogue and Reflection of Best Practices that I Implement from the PD I Attend
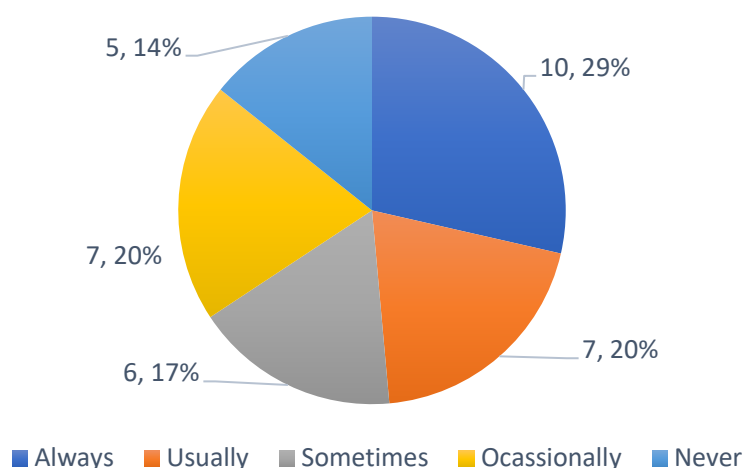
Note. N = 35

All teachers did not always believe the instructional coach took time to develop a rapport with them to understand their thought processes behind using best practices in their classrooms. Responses to the survey question ten, 23% (8) responded always, 14% (5) responded usually, 17% (6) responded sometimes, 14% (5) responded occasionally, and 31% (11) responded never (Figure 6).

Figure 6

Teacher Survey Question 10: The Instructional Coach Took Time to Develop a Rapport with Me to Understand My Thought Process behind the Teaching Best Practices I Use in My Classroom
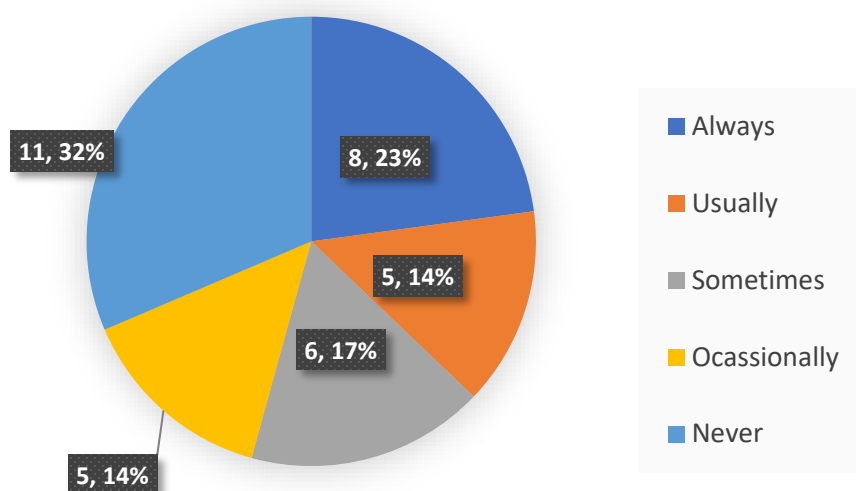
Note. N = 35

Furthermore, only 29% (10) teachers believed the instructional coach always built a trusting and mutually respectful relationship, while 20% (7) responded usually, 26% (9) responded sometimes, 20% (7) responded occasionally, and 6% (2) responded never (Figure 7).

Figure 7

Teachers Survey Question 11: The Instructional Coach Builds a Trusting and Mutually Respectful Relationship
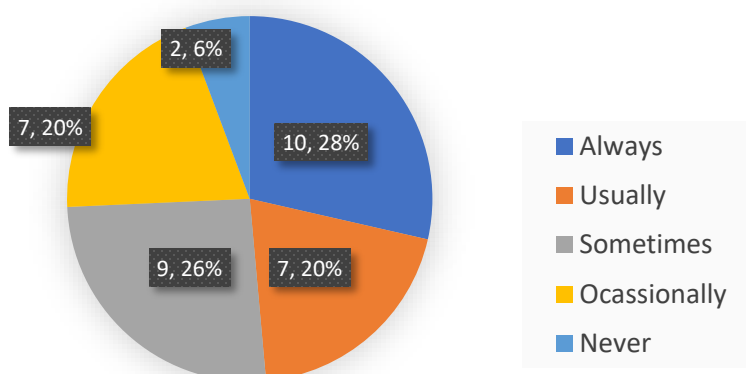
Note. N = 35

However, in the instructional coaches' survey, 81% (13) of the instructional coaches reported they always built a trusting and mutually respectful relationship with the teachers they supported (Figure 8).

Figure 8

Instructional Coaches Survey Question 10: I Build a Trusting and Mutually Respectful Relationship with the Teachers I Support
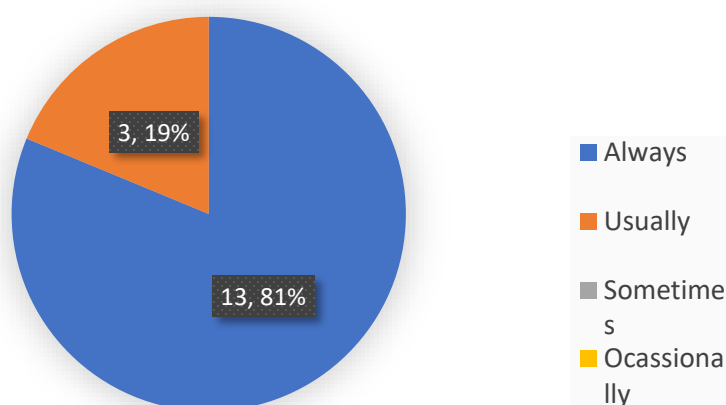
Note. Instructional Coaches N = 16

The other three instructional coaches responded they usually created a trusting and mutually respectful relationship with the teachers they supported. Over half of the instructional coaches, 56% (9), believed they always developed a rapport with the teachers to understand their thought process behind teaching best practices used in their classroom (Figure 9).

Figure 9

Instructional Coaches Survey Question 9: I Take Time to Develop a Rapport with the Teachers to Understand Their Thought Process Behind the Teaching Best Practices that are Used in Their Classrooms
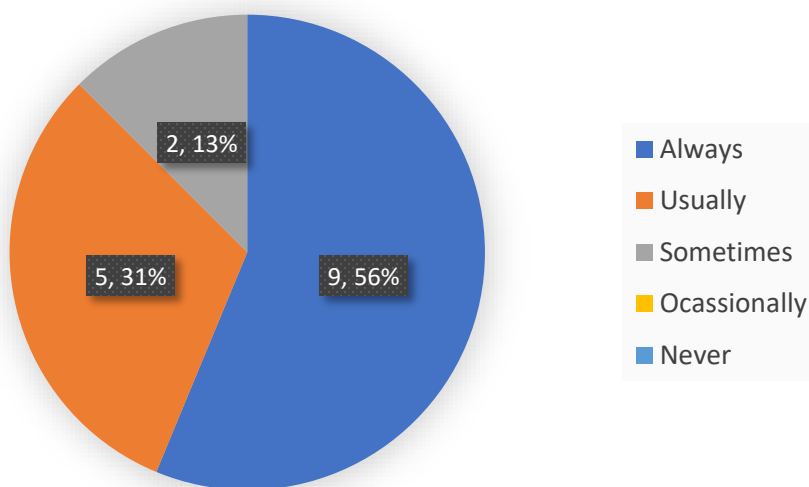
Note. Instructional Coaches, N = 16

Over half of the instructional coaches, 75% (12), believed they always provided a safe environment to have a collegial dialogue with the teacher and reflected on best practices that the teacher implemented from the PD they have attended (Figure 10). Ten instructional coaches believed they always provided a safe environment for collegial dialogue and reflection with the teachers of best practices learned from PD. The responses to these statements from the instructional coaches compared to the teachers

showed a disconnect between the two. The teachers were not in agreement with these statements. They did not all believe that instructional coaches always provided safe environments to have collegial conversations, developed a rapport with them, and attempted to develop trusting relationships with them as teachers. As shown in Figure 7 as compared with Figure 8, the teachers' perceptions and the instructional coaches' perceptions were different. Majority of the instructional coaches believed they built a trusting and mutually respectful relationship with the teachers while the teachers believed otherwise.

Figure 10

Instructional Coach Survey Question 8: I Provide a Safe Environment for the Teacher, and I have Collegial Dialogue and Reflection of Best Practices with the Teachers about What the Teacher Implements from the PD They have Attended
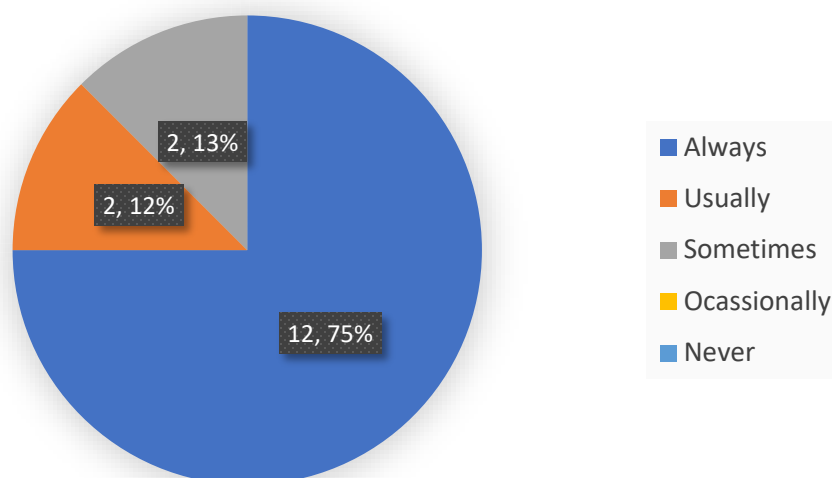
Note. Instructional Coaches, N = 16

When presented with the statement, I provide instructional coaches a safe environment to have collegial dialogue and reflection with teachers of teaching best practices that teachers implement from PD, more than half of the principals, 70% (7)

responded always, 20% (2) responded usually and 10% (1) responded sometimes. More than half of the instructional coaches said they were always provided a safe environment to have collegial dialogue and reflection with teachers of best practices that was learned from PD. They replied with 63% (10) always, 25% (4) responded usually, and 13% (2) responded sometimes (Figure 11). Again, there was a disconnect between the thinking of the teachers, instructional coaches, and principals. Through these statements, there was a level of trust that two parties thought was taking place between the instructional coaches and teachers. However, from the responses, the teachers did not feel connected to instructional coaches. The instructional coaches did not make a big enough attempt to understand the thinking behind the teacher. Instructional coaches must have taken the time to affirm a person and understand how they made sense of experiences (Drago-Severson, Blum-DeStefano & Asghar, 2013).

Figure 11

Instructional Coaches and Principals Survey Question 7: Principals Provide a Safe Environment to have Collegial Dialogue and Reflection with Teachers of Best Practices that are learned from PD
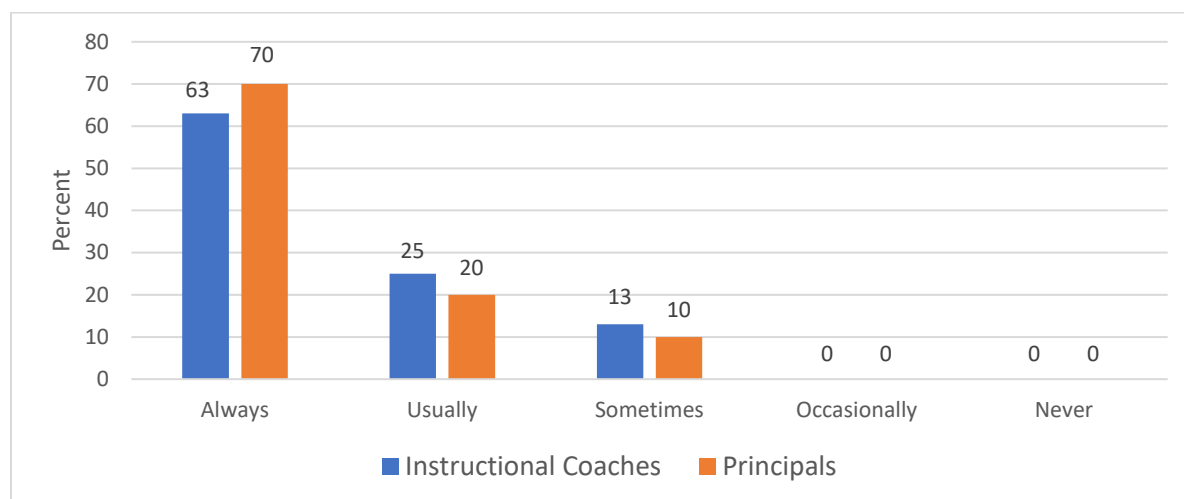
Note. Instructional Coaches, N = 16; Principals, N = 10

When I presented teachers with the statement, *job-embedded PD I receive increases my confidence with implementing information learned from PD*, 11% (4) responded always, 26% (9) responded usually, 34% (12) responded sometimes, 14% (5) responded occasionally, and 14% (5) responded never (Figure 12). As a result of the responses from the above statements, if there was a lack of trust, then it was hard for the teachers to buy into what the instructional coaches were supporting them on to feel confident to implement information learned from PD. These affected the culture of a school site.

Figure 12

Teacher Survey Question 13: Job-Embedded Professional Development I Receive Increases My Confidence with Implementing Information Learned from PD
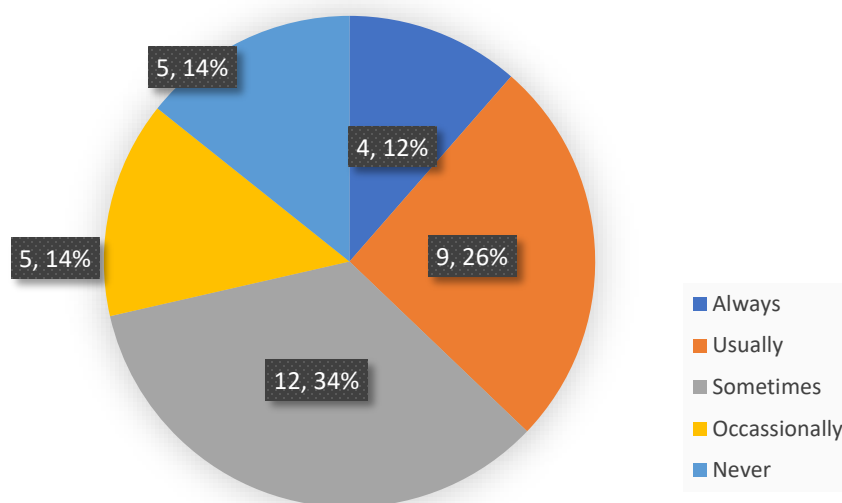
Note. N = 35

Stephen Covey stated that we must trust ourselves before we can trust others (2006). In the teacher survey Statement 7 stated, *I'm able to increase the learning opportunities with my students by using information learned from PD*, 6% (2) responded

always, 37% (13) responded usually, 46% (16) responded sometimes, and 11% (4)

responded occasionally (Figure 13).

Figure 13

*Teacher Survey Question 7: I'm Able to Increase the Learning Opportunities with My
Students by Using the Information Learned from PD*
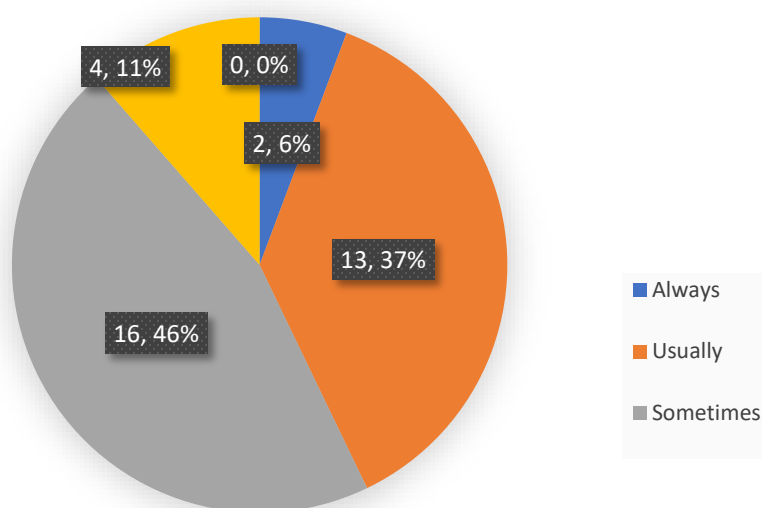
Note. N = 35

Furthermore, the teacher surveyed stated that *after attending PD, I feel confident
with implementing the information learned from PD*. Teachers responded with 6% (2)
responded always, 37% (13) responded usually, 31% (11) responded sometimes, 11% (4)
responded occasionally, and 11% (4) responded never (Figure 14). These results were
like what instructional coaches thought about teachers in a similar statement.
Instructional coaches did not think that teachers were always confident with
implementing the information learned from stand-alone PD. They responded that 19%
usually feel confident and 81% sometimes feel confident. Therefore, having compared

the responses more teachers fell in the sometimes, occasionally, and never category as in the instructional coaches' survey.

Figure 14

Teacher Survey Question 5: After Attending PD, I Feel Confident with Implementing the Information Learned from the PD
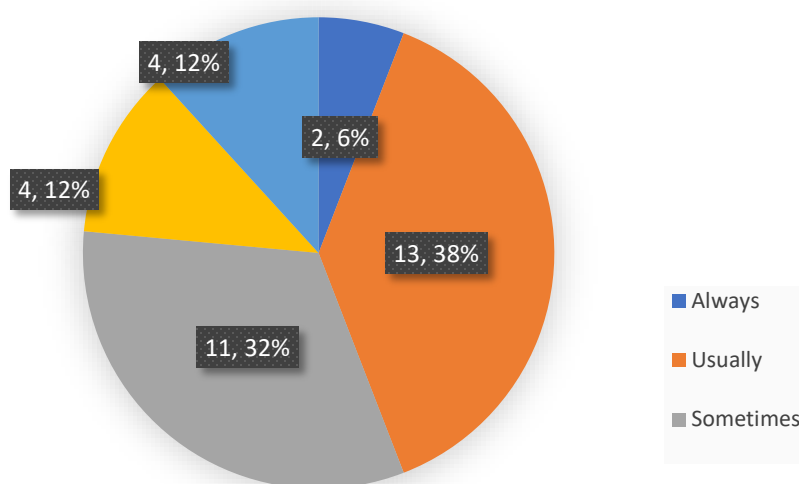
Note. N = 35

When instructional coaches were presented with the statement that teachers were confident with implementing the information learned from stand-alone PD, 19% (3) responded usually, and 81% (13) responded sometimes. Principals also responded comparably. When presented with the statement, after teachers attend PD, they were confident with implementing the information learned, 20% (2) responded always, and 80% (8) responded sometimes. Comparing all three of these groups of responses, I believed they had a level of understanding where teachers were with implementing new information. There was an understanding that teachers did not feel confident in which they did not trust themselves fully with implementing new information that was learned from PD (Figure 15).

Figure 15

Instructional Coach Survey Question 4 and Principal Survey Question 5:

Teachers are Confident with Implementing the Information Learned from Stand-Alone

PD they Attend
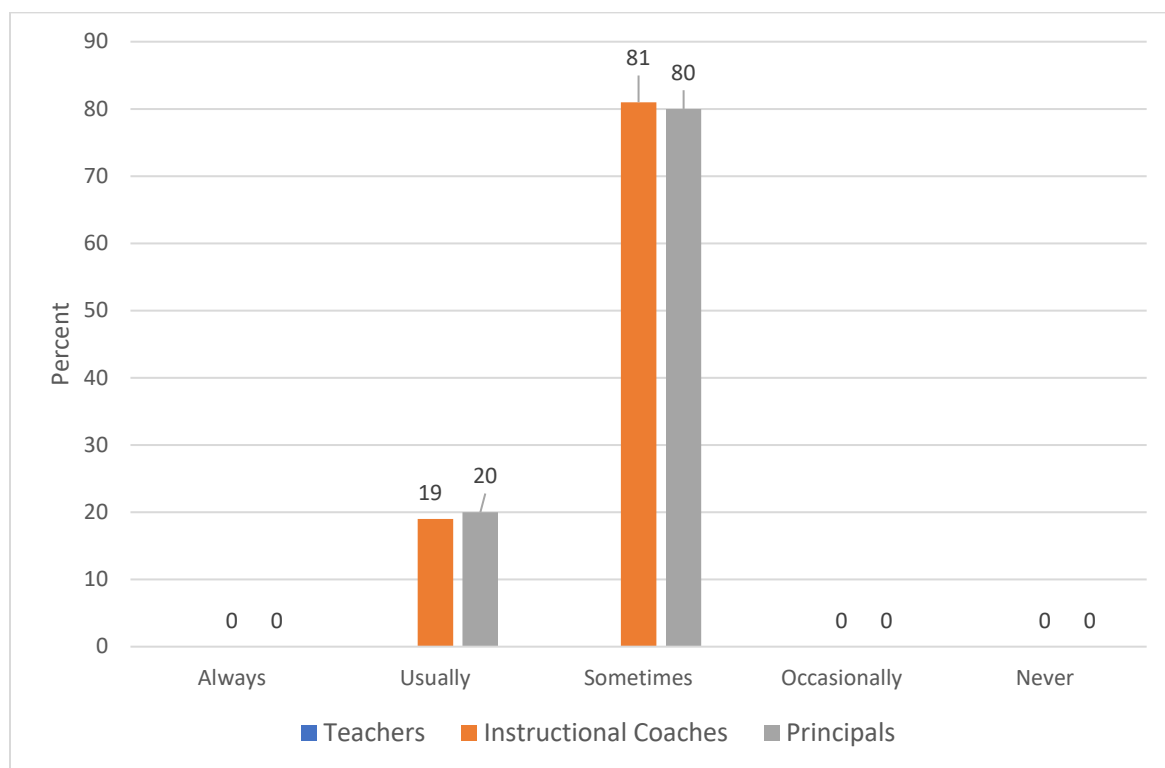
Note. Teachers, N = 35; Instructional Coaches, N = 16; Principals, N = 10

I presented principals and teachers with the statement that having an instructional

coach is important to building teachers' confidence with implementing newly acquired

information. Through this statement, 60% (6) of the principals responded always, and

40% (4) responded usually. When I surveyed the teachers , 20% (7) responded always,

43% (15) responded usually, 17% (6) responded sometimes, 14% (5) responded

occasionally, and 6% (2) responded never (Figure 16). Comparing these two groups of

responses led me to believe both groups saw a different value in instructional coaches.

While principals believed that instructional coaches could help build teachers' confidence

in implementing newly acquired information, I saw a connection. I saw a connection that if principals believed teachers received support from instructional coaches, they would feel confident implementing new information after attending stand-alone PD. For me, this stated the importance of having instructional coaches in place to support teachers with implementing the information newly acquired.

Figure 16

Teachers Survey Question 14 and Principals Survey Question 10: An Instructional Coach is Important to Building Teachers' Confidence with Implementation of New Information
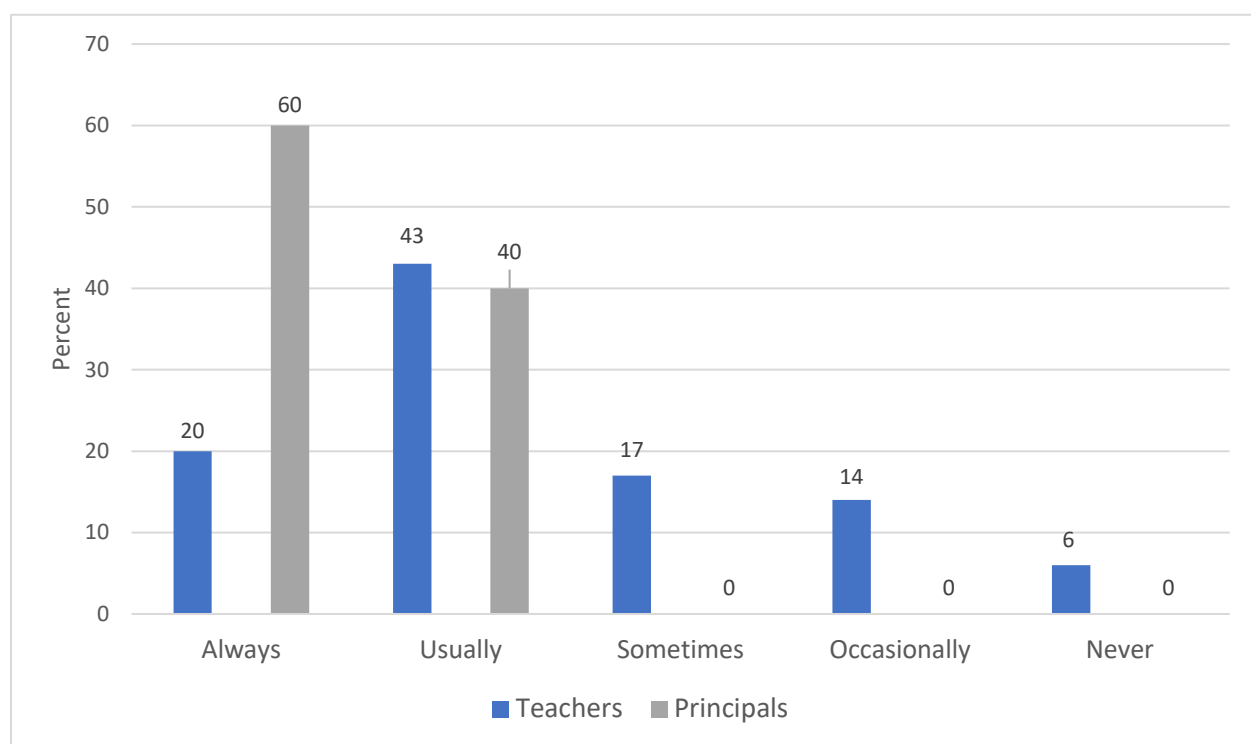
Note. Teachers, N = 35; Principals, N = 10

Instructional coaches were interviewed and asked, in Question 8, how they helped ensure teachers were confident with implementing new information provided during PD. For example, one coach said they encouraged teachers to work with other teachers in professional learning communities. The other three coaches shared that the teacher could

work with the coach one-on-one where the instructional coach could model or the teacher could ask for help. This could provide a layer of support for teachers to help them feel confident with implementing new strategies.

Principals believed job-embedded professional development at their site increased the confidence in teachers with implementing information learned from PD had set the culture at their school site. When I presented this statement, 20% (2) responded always, 70% (7) responded usually, and 10% (1) responded sometimes (Figure 17). This reaction solidified the correlation that principals believed is evident when teachers have support from an instructional coach.

Figure 17

Principals Survey Question 9: After Attending PD, I Feel Confident with Implementing the Information Learned from the PD
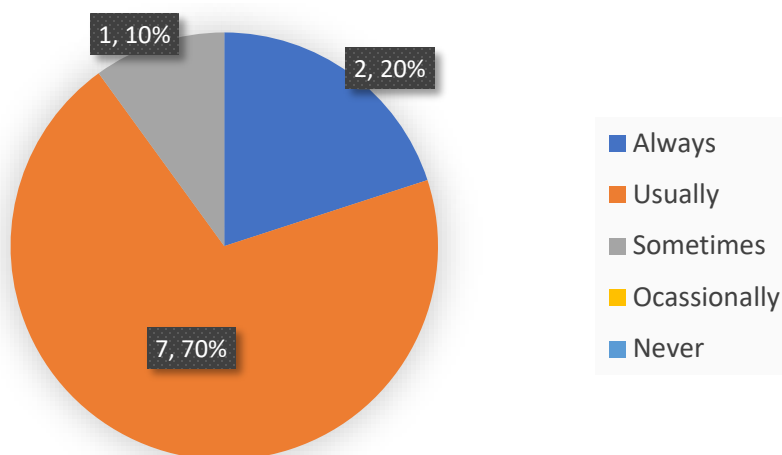

Note. N = 10

Mentorship was a relationship practiced that was a way to support growth. Mentoring was one of the four pillars proven to enhance teacher performance and student learning through the collegial dialogue that took place (Drago-Severson, Blum-

DeStefano, and Asghar, 2013). This was a mentoring culture that principals reported they believed was established. When presented with the statement, mentoring relationships developed between the instructional coach and the teachers at my school site helped to increase teaching best practices becoming evident in the classroom because of the collegial dialogue, 50% (5) responded always, 40% (4) responded usually, and 10% (1) responded sometimes (Figure 18). I believed this further supported the response the principals made to the statement, having an instructional coach was important to building teachers' confidence with implementing new information. In that statement 60% of the principals always believed this statement while 50% of the principals believed mentoring relationships helped.

Figure 18

Principal Survey Question 11: Mentoring Relationships Developed between the Instructional Coach and the Teachers at My School Site Help to Increase Teaching Best Practices Becoming Evident in the Classroom because of the Collegial Dialogue
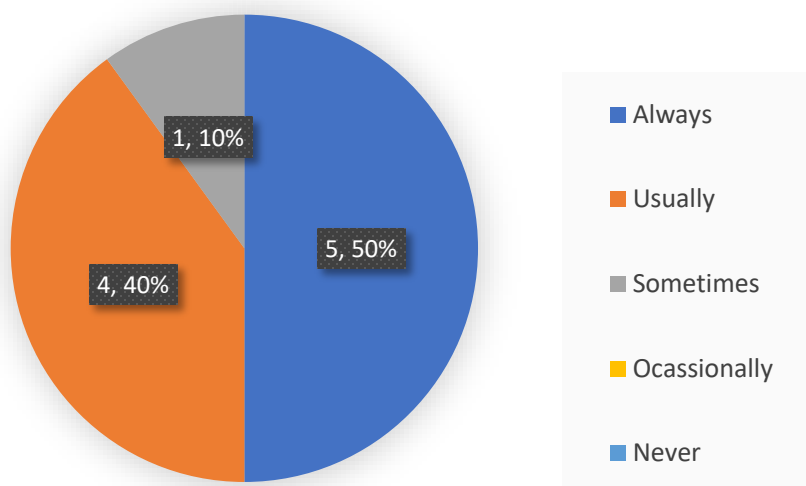
Note. N = 10

Therefore, in the interview Question 5, principals said they provided job-embedded professional development to teachers when implementing new strategies after they attended PD by ongoing support from instructional coaches, having teachers support each other and then conducting walkthroughs to see if it's evident. As a result of these statements, mentorship could be helpful with this type of response to help teachers implement new information.

Data was not the element in which instructional leaders determined job-embedded PD. Through the teacher interviews, Question 5, teachers stated that they felt that instructional leaders did observations to check off a box. They did not receive any consistent job-embedded PD and thought that the job-embedded PD they received was not for the betterment of the teachers. They believed it was essential to have meaning behind the feedback provided after observation to help teachers feel more confident implementing information learned from PD. However, the instructional coaches believed culture was evident where observation data had identified job-embedded PD based on the gaps from observations and walkthrough data in Interview Question 5.

The way instructional leaders supported a teacher could create a culture that teachers could find pleasing or not. While responding to Question 3, two teachers could not present evidence of the support of self-efficacy at their school site. The other teacher reported that their principal took the time to find out what they needed. Understanding they had to pivot with their teaching platform from face-to-face to online, the teacher explained that their principal understood that the teachers have never been online teachers. Therefore, they tried to provide as much support as possible based on what the

teachers said they needed. These responses could explain how instructional leaders set the climate in the school.

During the interview, I asked instructional coaches to describe the coaching process with their teachers (Question 4). They responde, they provided feedback to teachers after observations. There was also an opportunity for them to reflect together with the teacher and coach after a lesson. The instructional coaches also explained there was instructional planning together and coteaching involved in their coaching. Two instructional coaches said they had an instructional coaching cycle that they followed with their teachers. These responses led me to believe that these instructional coaches created a supportive work environment for their teachers. Therefore, they described for me that job-embedded professional development was taking place at their school site. There were five themes I listened for to identify the job-embedded PD. These five themes were:

- Asking for help or support

- Planning

- Modeling or Coteaching

- Observations

- Reflection or Discussion after Lesson.

In Table 4, instructional coach participants' responded to themes and related categories I presented.

Table 4

Instructional Coach Interview Question 4: Describe the Coaching Process with Your

Teachers

	Asking for Help or Support	Planning	Modeling Or Coteaching	Observations	Reflection or Discussion after Lesson
Instructional Coach 1	A teacher reached out and said I need more help with my guided reading stations	We picked one area to focus on to start and that one was the word study. So, from there we looked at the word study activities that she had out. We looked at her students most recent data	Partner went in she taught a guided reading lesson while the teacher and I walked each station so we went through each one		She let me know how she felt about each and every station she was spot on about what she felt needed her areas of improvement
Instructional Coach 2		First go in and probe and ask questions then we discuss and talk and then we plan. Once we sat down and planned, we would come up with an action step	Is it something that they need to watch me model first ? We need to go in and teach it to do it together?	Is it something I can go in and see the person try to apply	Come back and have follow up, feedback
Instructional Coach 3		I meet with each PLC to help them plan lessons	I interact with students while I'm in the classroom helping the teacher to teach. I jump in and answer questions or ask questions	I go into each teacher's classroom every day if possible I would say 4 out of 5 days I see every teacher teaching	
Instructional Coach 4	I've been spending more time with newer teachers really working on how to help them create more of an inquiry based classroom	I've a lot of time with those teachers trying to coach them on better ways to deliver that material online and through the IB lens. I have spent some time as needed with teachers working on approaches to learning skills and how they can embed more of them into their actual classes		I have spent a lot of time this year in classrooms just observing	Then sitting down and doing plus deltas with multiple teachers

Conditions

Inconsistent communication with teachers had set a condition. During the teacher interviews, this group reported that they did not know the system for teachers to receive job-embedded professional development. When principals responded to the statement, if teachers experienced a challenge with implementing information learned from PD, they feel there is a system in place to support them with the implementation, 0% (0) responded always, 50% (5) responded usually, 30% (3) responded sometimes, 10% (1) responded occasionally, and 10% (1) responded never (Figure 19). Again, here was another disconnect where the teachers were unaware that a system existed when principals believed that the system was communicated to the teachers.

Figure 19

Principal Survey Question 6: If Teachers Experience a Challenge with Implementing Information Learned from PD, They Feel There Is a System in Place to Support Them with the Implementation
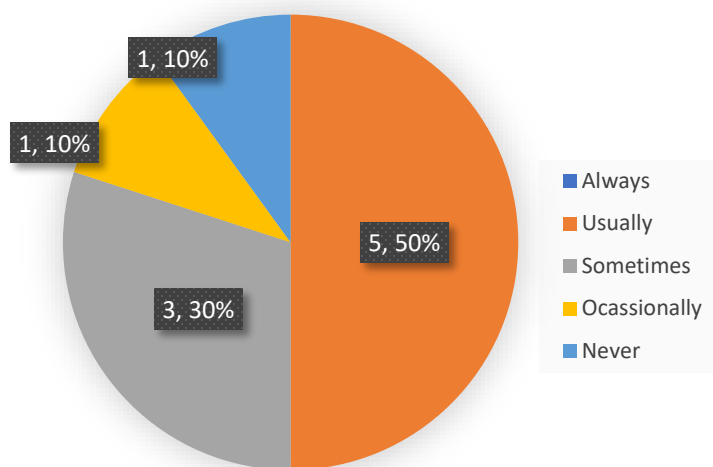
Note. N = 10

Principals shared a difference between the supported system in place for new teachers versus veteran teachers. In the principal's survey it stated if principals had a support system in place for their new teachers to receive job-embedded PD after PD and their responses were 10% (1) responded always, 40% (4) responded usually, 30% (3) responded sometimes, and 20% (2) responded occasionally (Figure 20).

Figure 20

Principal Survey Question 2: After Attending PD, I Feel Confident with Implementing the Information Learned from the PD
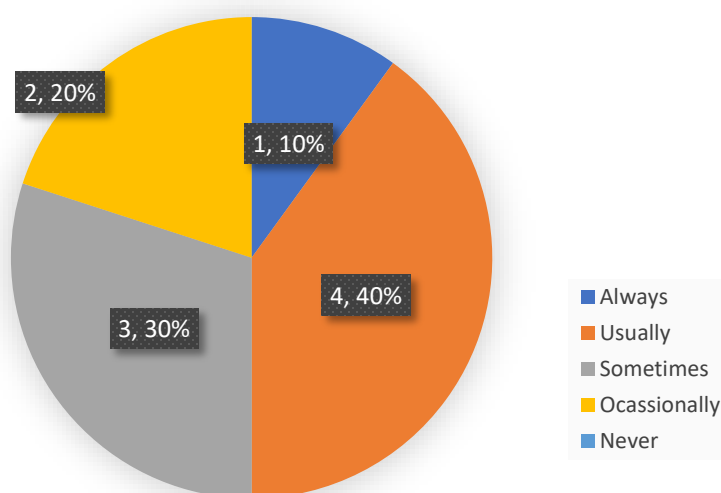
Note. N = 10

When presented with the statement, I have a support system in place for my veteran teachers to receive job-embedded professional development after they attend PD, 0% of the principals responded always, 50% (5) responded usually, 30% (3) responded sometimes, and 20 % (2) responded never (Figure 21). After the responses of teachers from the interviews were not aware of the systems in place, what good was the system if the one it was designed for does not know it exists. Patton stated, "systems are made up

of subsystems and function within larger systems" (Patton, 2008, p. 266). Therefore, job-embedded PD must have been a part of the larger system of communication.

Figure 21

Principal Survey Question 3: I have a Support System in Place for Veteran Teachers to Receive Job-Embedded PD after They Attend PD
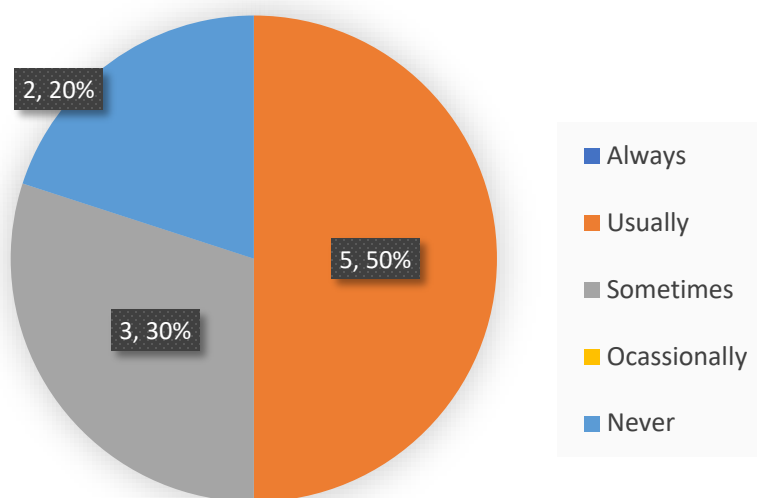
Note. N = 10

Each principal's system was different, and the frequency that each provided job-embedded PD was different for each school principal interviewed (Question 9). Three principals stated they first began with the observation data from teachers' instruction. However, the way they collected their observation data was different. Professional development could be centered or focused on the data, or information could be discussed in professional learning communities through instructional coaches once they identified the trends in the data. One principal shared they began with the end in mind. They centered their master schedule around opportunities for teachers to have the chance to plan together especially understanding that new teachers needed the support. Each one of the systems could have been different, but communication was vital (Wagner & Kegan,

2006). Teachers may have felt more supported by simply understanding the meaning behind observations and the system in which it was apart. Trust enhancing behaviors provided a context for substantially effective communication (Wagner & Kegan, 2006).

The system that the four principals had in place included the instructional coaches. When interviewed, instructional coaches explained that when teachers were implementing newly obtained strategies after attending PD, there was a system for providing job-embedded PD (Question 6). Their systems may have had a couple of differences, however, their practices all shared common elements: collaboration with the teachers, providing follow-up after stand-alone PD by working alongside teachers, and their use of observation data. Their initial direction came from their principal. Their statements support their responses to the survey. When presented with the phrase, *I have a system in place to gauge the implementation of new information teachers learn from PD*, 38% (6) responded always, 44% (7) responded usually, and 13% (2) responded sometimes (Figure 22). The instructional coaches believed they had a system in place to support teachers. Again, the instructional coaches' systemic practices needed to be sufficiently communicated to the teachers to ensure that the teachers understood the system that was in place.

Figure 22

Instructional Coach Survey Question 3: I Have a System in Place to Gauge the

Implementation of New Information Teachers Learn from PD
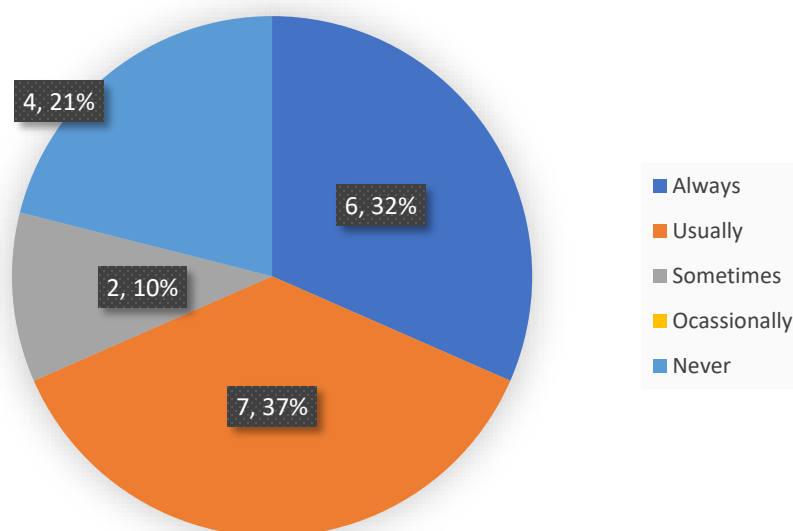
A notable example of the need for clear communication with teachers arose in the instructional coaches' responses to the statement, *if teachers experience a challenge with implementing information learned from stand-alone PD, they feel there is a system in place to support them with the implementation*. Instructional coaches responded with 19% (3) responded always, 31% (5) responded usually, 38% (6) responded sometimes and 13% (2) (Figure 23). I believed these responses supported the need for better communication amongst the instructional leaders.

Figure 23

Instructional Coach Survey Question 6: If Teachers Experience a Challenge with Implementing Information Learned from Stand-alone PD, They Feel There is a System in Place to Support Them with the Implementation
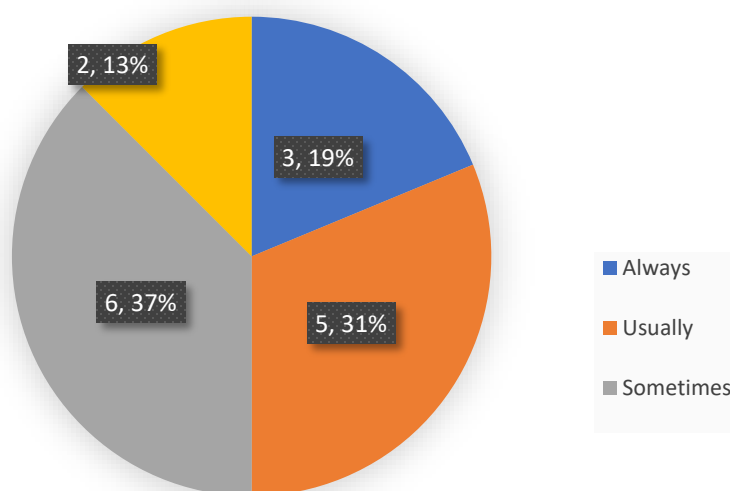
During interview Question 11, two principals shared they saw the benefit in instructional coaches. One condition was a deficiency in the budget. When I asked principals if they had seen a positive difference in teacher evaluations or walk-through data with the support structure they had in place, they mentioned the change in the budget. There was a change in the budget because of COVID-19. Therefore, there has been a change in the support staff and process because of budget cuts. Thus, two of them stated they need more time to see if there is a positive change with the system they had in place. Two principals also said it was essential to have people, employees in place to help teachers feel confident and implement information learned from PD. Therefore, when there is a deficiency in the budget, it could cause a lack in hiring instructional coaches in which could affect the support that teachers received for their self-efficacy.

Competencies

There were a variety of competencies that caused barriers to become evident in the outcome of this study. One competency was the lack of teacher self-efficacy. According to Westmoreland and Swezey (2019), "teacher efficacy is the extent to which educators believe they can impact student achievement." Teachers were expected to be able to instruct all children so they could meet state achievement requirements. Therefore, it was important for teachers to have high teacher self-efficacy to promote learning. In the survey of 35 teachers, 37% (13) stated that they always feel confident with promoting learning with their students before attending PD. Of the other teachers, 51% (18) responded usually, 9% (3) responded sometimes, and 3% (1) responded occasionally (Figure 24). I wonder if it had something to do with their knowledge of the content prior to the PD.

Figure 24

Teacher Survey Question 2: Before Attending PD, I Felt Confident with Promoting Learning with My Students
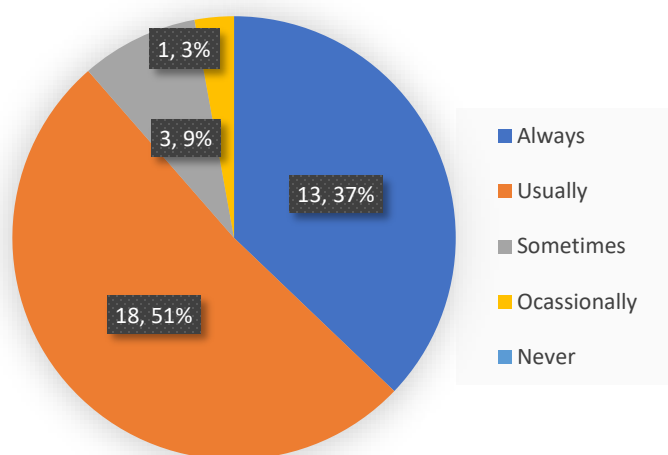
Note. N = 35

When presented with the statement, *I am knowledgeable about the content focus of the PD before attending the PD*, 6% (2) responded always, 49% (17) responded usually, 37% (13) responded sometimes, and 9% (3) responded occasionally (Figure 25). Their lack of knowledge going into the PD could affect their level of confidence in promoting learning prior to the PD.

Figure 25

Teacher Survey Question 3: I am Knowledgeable about the Content Focus of PD before Attending the PD
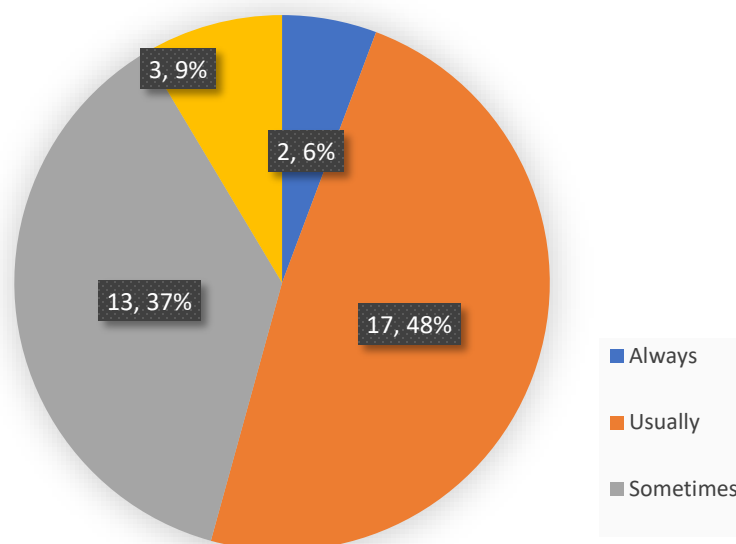
Note. N = 35

When asked to respond to the statement, *after attending the PD, I was knowledgeable about the content focus of the PD*, 20% (7) responded always, 54% (19) responded usually, 14% (5) responded sometimes, and 11% (4) responded occasionally (Figure 26). This was an increase compared to their knowledge before attending stand-alone PD.

Figure 26

Teacher Survey Question 4: After Attending the PD, I was Knowledgeable about the Content Focus of the PD
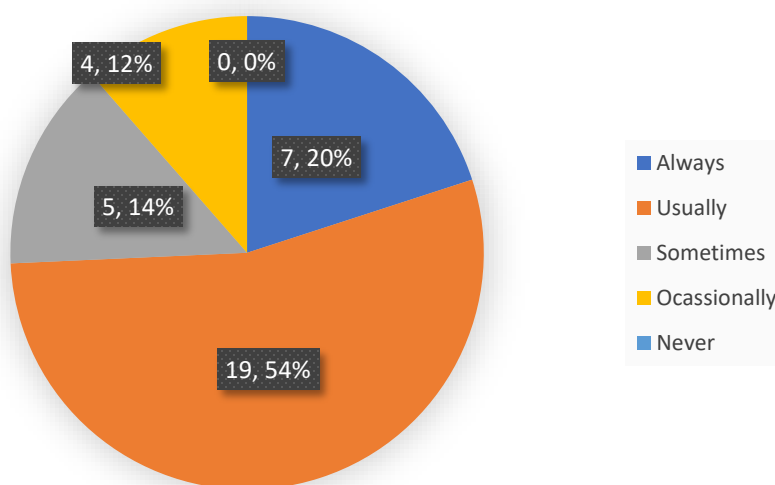
Note. N = 16

When teachers were presented with the statement, *the content of the PD I have attended was relevant to my daily teaching practices*, 9% (3) responded always, 57% (20) responded usually, 23% (8) responded sometimes, 9% (3) responded occasionally, and 3% (1) responded never (Figure 27). A teacher's self-efficacy was connected to these responses before entering the PD session. Suppose they did not always believe the PD session was relevant to their daily teaching practices. In that case, they may not have seen the connection in promoting students' learning with the newly acquired information.

Figure 27

Teacher Survey Question 1: The Content of the PD I Have Attended Was Relevant to My

Daily Teaching Practices
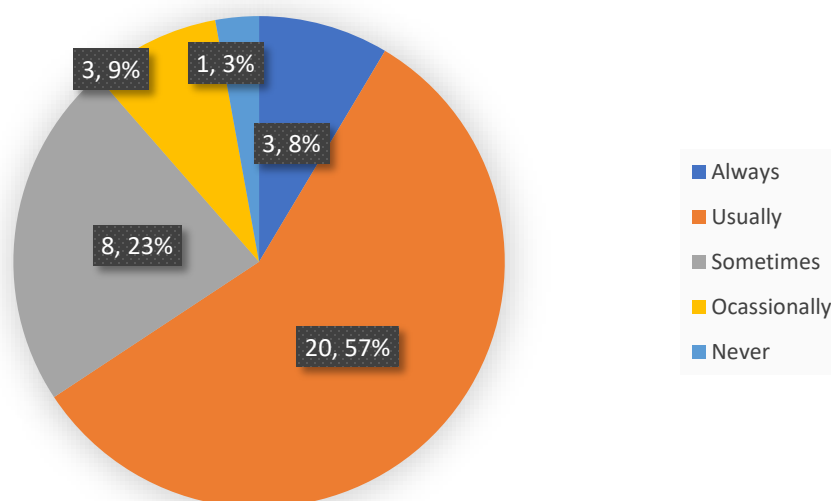
Note. N = 35

Leaders did not use data to determine the stand-alone PD sessions was a competency that was lacking. During the interviews, only one instructional coach reported they supported PD at their school site by using observation data to determine the types of facilitated PD. The other three did not say at any time that they used data to inform the PD offerings at their school site. Therefore, I believed that using observation data to target support was an area of growth necessary to address for the school sites.

When asked in interview Question 7, *how instructional coaches support teacher self-efficacy*, I received four different responses. One instructional coach said they don't see how they supported teachers' self-efficacy outside of giving feedback. Another coach said they did check-ins to see where teachers were and how they were doing while highlighting the positives. Another one noted they asked their teachers reflective questions to help them be insightful. The fourth instructional coach stated they supported

self-efficacy by conducting book studies. This was an approach where their school was studying teacher self-efficacy and finding ways to support the teachers. By listening to these responses, I questioned if they each knew what teacher self-efficacy was and how to support it with teachers.

Principals supported teachers' self-efficacy by asking teachers what they needed after their reflections during an observation follow-up. They also checked in with the teachers throughout the year and tried to get what they needed. Therefore, again I question if these principals knew what teacher self-efficacy was and how to support their teachers in this area.

When surveyed and presented with the statement, *teachers implement the information learned from PD*, 50% (5) of principals responded usually, and the other 50% (5) responded sometimes. When I gave this statement to instructional coaches, 25% (4) responded usually, 63% (10) responded sometimes, and 13% (2) responded occasionally (Figure 28). When I looked at these responses and the interview statements of teacher self-efficacy, it was evident that there was a disconnect between what they believed they were doing to support teacher self-efficacy and the return on their investment. Based on these responses, they did not see the confidence in teachers implementing information.

Figure 28

Instructional Coach Survey Question 5 and Principal Survey Question 4: Teachers

Implement the Information Learned from PD
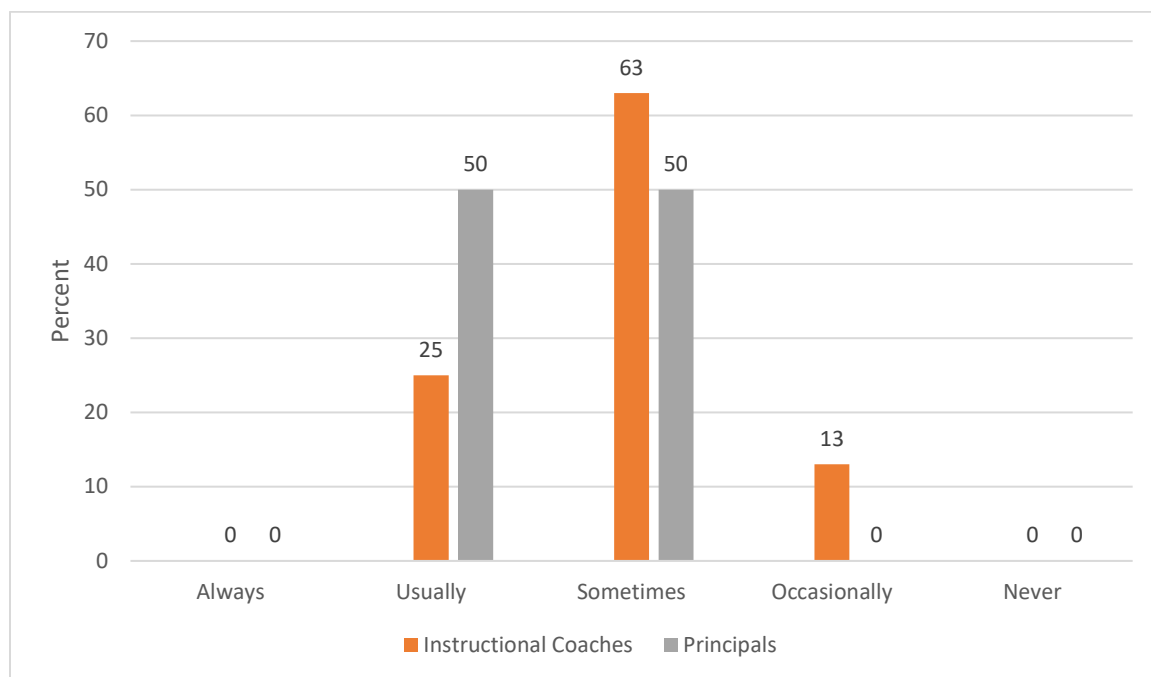
Note. Instructional Coaches, N = 16; Principals, N = 10

When teachers were asked if they implemented the information they learned from PD, 37% (13) responded usually, 48% (17) responded sometimes, 9% (3) responded occasionally and 6% (2) responded never (Figure 29).

Figure 29

Teacher Survey Question 6: I Implement Information I Learn from PD
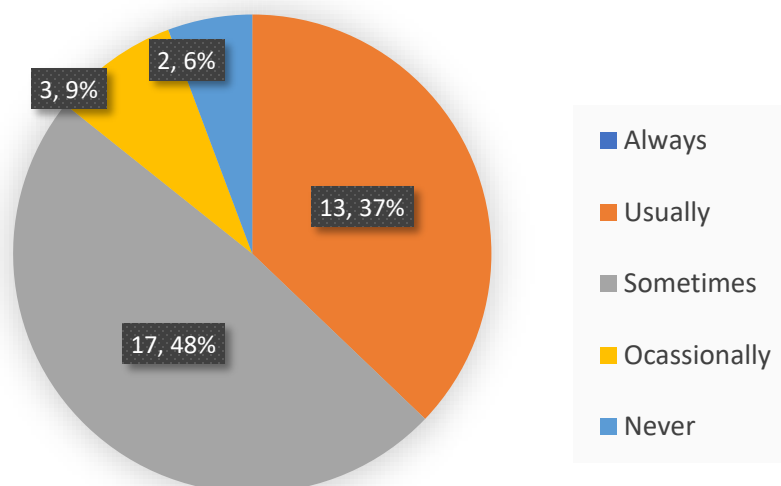
Note. N = 35

I saw a correlation between instructional coaches and principals not being fully knowledgeable about teacher self-efficacy and teachers' ability to implement PD information. When surveyed, only 6% (2) responded that they always felt confident about implementing information learned from PD while 37% (13) responded usually, 31% (11) responded sometimes, 11% (4) responded occasionally, and 11% (4) responded never (Figure 30). This also tied into the lack of knowledge that I believed the participants had about job-embedded PD.

Figure 30

Teacher Survey Question 5: After Attending PD, I Feel Confident with Implementing the Information Learned from the PD
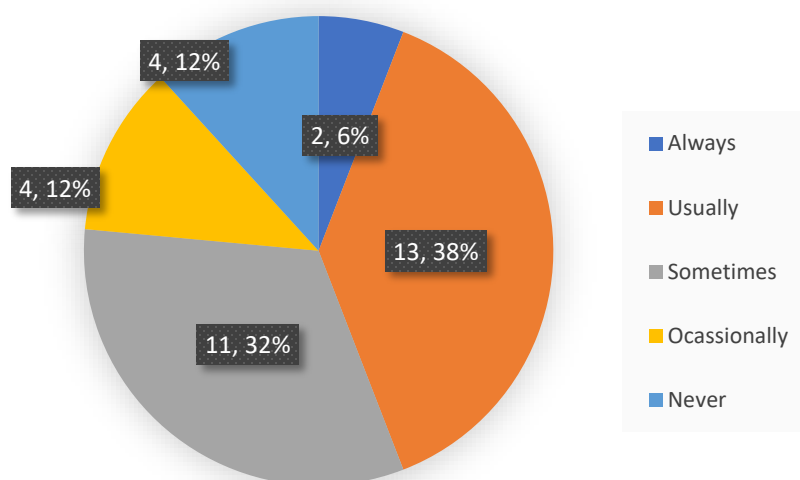
Note. N = 35

   When I conducted the interviews, I had to remind the participants of the definition of job-embedded PD. There was a lack of knowledge of the term and the process and job-embedded PD at their school site. It was essential to understand that just like PD needed to be differentiated, job-embedded PD required differentiation to make it meaningful and relevant (Drago-Severson, Blum-DeStefano & Asghar, 2013). When I presented instructional coaches with the statement I provide differentiated job-embedded PD to teachers, 50% (8) responded always, 38% (6) responded usually, and 13% (2) responded sometimes. When I presented teachers with the statement, the instructional leadership team at my school site provides differentiated job-embedded PD, 11% (4) responded always, 6% (2) responded usually, 29% (10) responded sometimes, 40% responded occasionally, and 14% (5) responded never. When I presented principals with the statement, the instructional leadership team at my site provided differentiated job-

embedded PD to teachers, 10% (1) responded always, 60% (6) responded usually, 20% (2) responded sometimes, and 10% (1) responded occasionally (Figure 31). All three participant groups understood that everyone needed a different approach when providing job-embedded PD. However, the comparison of the data indicated a lack of knowledge concerning how to provide it.

Figure 31

Teacher Survey Question 8, Instructional Coach Survey Question 11, and Principal Survey Question 12: The Instructional Leadership Team at My School Site Provides Differentiated Job-Embedded Professional Development to Teachers
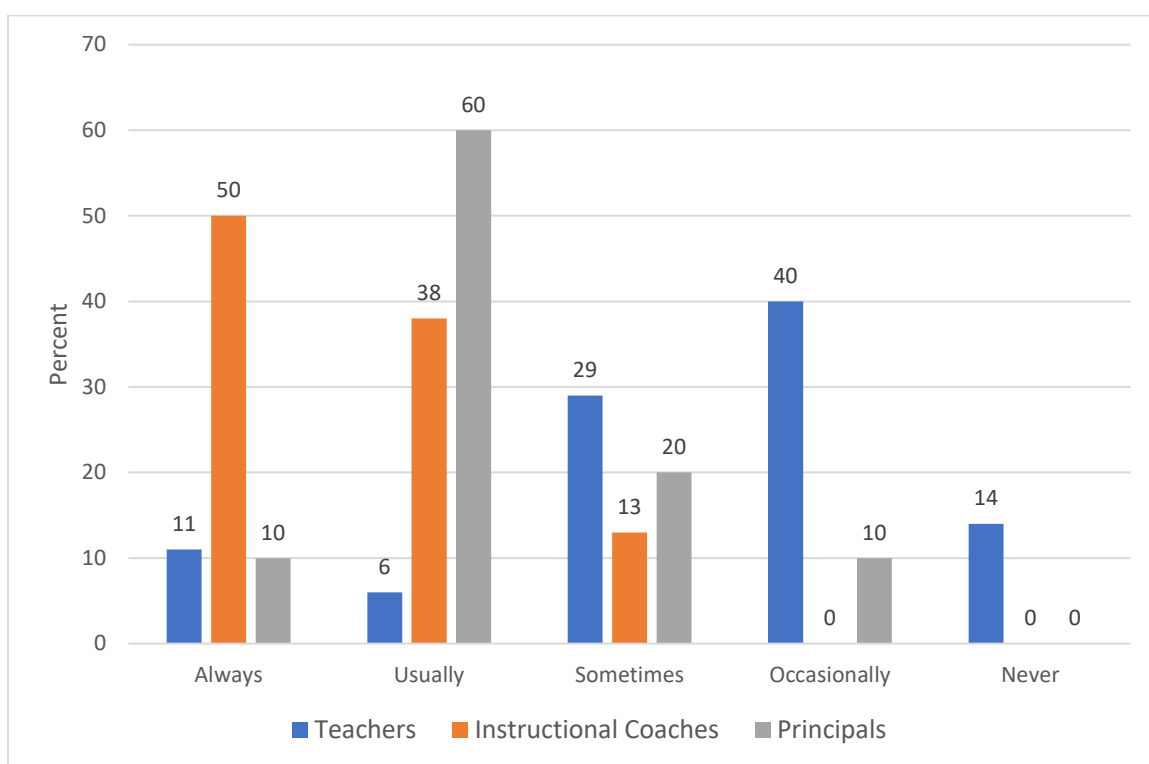
Note. Teachers, N = 35, Instructional Coaches, N = 16, Principals, N = 10

Although I believed there was an overall lack of knowledge among principals. In regards to teacher self-efficacy and job-embedded PD, 25% (4) believed they provided job-embedded professional development to teachers to increase their confidence in

implementing information learned from PD, 50% (8) responded usually and 25% (4) responded sometimes (Figure 32).

Figure 32

Instructional Coach Survey Question 12: I Provide Job-Embedded Professional Development to Teachers to Increase Their Confidence in Implementing Information Learned from PD
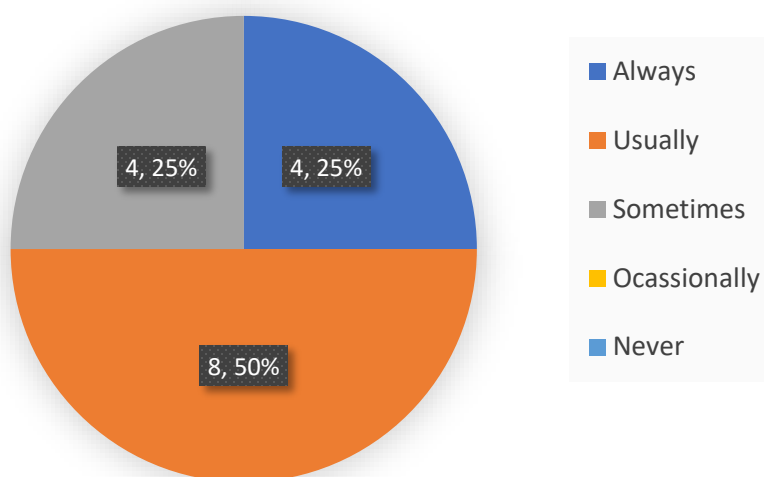
Note. N = 16

More than half, 63% (10) of the instructional coaches agreed that job-embedded PD was always crucial to building teachers' confidence with implementing newly acquired information, 31% (5) responded usually, and 6% (1) responded sometimes (Figure 33).

Figure 33

Instructional Coach Survey Question 13: Job-Embedded Professional Development is Important for Building Teachers' Confidence with Implementing New Information
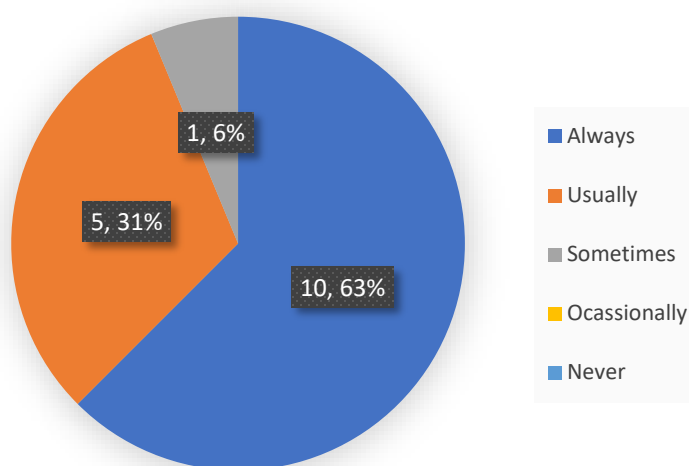
Note. N = 16

In interview Question 7, the principals stated they tried to help ensure teachers are confident with implementing new information provided during PD by letting them know they are not in it alone. One principal said they would teach a lesson with the teachers, while another said they had an open-door policy for embracing teachers' new ideas. Table 5 presents the principal's responses.

Table 5

Principal Question 7: How Do You Help to Ensure Teachers are Confident with

Implementing New Information that is Provided during PD?

Principal 1	Principal 2	Principal 3	Principal 4
You have to build a culture with your teachers or rapport with your teachers is not threatening but supportive so they know that I'm not out to get them. I have an open door policy if they come to me with an idea and they want me to see that idea or they want to bounce ideas off of me. Cause I do pride myself in showing them I'm an instructional leader whether that be me jumping in a lesson	I walk through and see their lessons and I can see you went to a training on classroom management and pull out actually see if they're putting anything into place and I'm just having conversations with them you know and talk about it a lot of times it's hard for teachers to implement it right away so they need time to actually talk about it. We come together as a group and talk about it and just see what works best because it may not always fit them.	I think they need to know that they're not in it alone…..I'll make sure that somebody else is in their to look through a different lens to help support you in that, I'll come in I can't teach math right but as far as the pedagogy to make sure those cause we're getting to where they got to let someone else in the room in a coaching cycle ultimately that you're not in it alone. You can't implement with Fidelity if you don't have someone there to make sure that you're actually implementing correctly based off what you've learned.	I break it up, if PD is presented that is something that is school wide I kind of chunk it and break it down so that we can maximize you know everyone not necessarily going at the same rate but where I can get the majority of everybody at the same you know going at the same time and just like you know with kids if someone needs extra support when we go back and help in spiral that support for whatever that teacher needs.

Developing rapport was vital. Another deficit competency was instructional coaches' lack of ability to develop rapport with teachers. The lack of this ability became a barrier to the creation of rapport leading to diminished levels of trust between coaches and teachers; this further undermined the effectiveness of instructional coaches to support teachers. Developing a connection was fundamental to developing a practical environment of trust. Trust provided a valuable environment of collaboration within which coach and teacher may successfully have met coach and teacher's mutual goals as teachers generally care about the craft and art of their profession (Marzano, 2013). Though actions far outweigh what you say, you could reinforce trust by consistent

language use and communication. A person should follow words spoken with behavior to help build trust (Covey, 2006).

Instructional coaches responding to interview Question 10, stated they were knowledgeable about the information teachers have learned in stand-alone PD because they also attended the sessions. If they did not attend the sessions, they did research to learn about the content to support the teachers. When I interviewed principals in Question 10, three out of four said they were not knowledgeable about the content teachers learned in PD. One principal said they relied on the coaches. I believed these responses could tie into trust. Suppose the teachers knew the principals and instructional coaches took time to understand what they learned, then they would have a more open mind working with the instructional coach and principal to help them implement new information.

Interpretation

There were several factors to consider when interpreting the results from interviewing and surveying teachers, instructional coaches, and principals. The sample size was small for both the interviews and surveys. Only three teachers agreed to be interviewed out of the thirty-five surveyed. It is not fair to say the three teachers interviewed represented the majority of the teachers in the study. However, there were some similarities between the survey and interview responses of all groups of participants.

One similarity that surfaced in the study is the lack of communication amongst the different groups of participants. One example was that principals stated there was a system in place for job-embedded professional development, and they explained the system in the interview. The instructional coaches were able to do the same. However,

when I asked the teachers, they could not articulate the system during the interview, and their responses in the survey solidified their statement. This was one of many examples where the interview answers were similar to the survey replies.

Contradictions surfaced through the study when I conducted the interviews and surveys. An example was when I learned that instructional coaches and principals believed that instructional coaches took the time to develop a rapport with the teachers. However, teachers thought the instructional coaches did not take the time to establish a connection with them. Another statement connected to the relationship between the teacher and instructional coach is the survey stated the instructional coach provided a safe environment for the two to have collegial dialogue and reflection of best practices that the teacher implemented from the PD they attended. While the responses of *always* were high for the instructional coaches and principals, the response *always* was low for the teachers. Again, this showed a disconnect between all stakeholders who were involved in the study. This was tied back to communication. Therefore, an analysis of the interviews and surveys revealed several key findings which could help with improvement moving forward with implementations:

1. Communication between all involved stakeholders was important to ensure everyone was aware of the system that helps to create a culture of support at a school site. To have an effective system and approach to learning in a building, you must communicate effectively to ensure everyone is aware (Wagner & Kegan, 2006).

2. Site-based leaders needed to be intentional about teacher self-efficacy at their school site. Teacher self-efficacy was one factor that could be a key to increasing

student academic achievement scores. Teachers with higher self-efficacy were more likely to use student-centered and inquiry teaching strategies to help motivate students (Althsuser, 2015).

3. Trust should have been a priority between all stakeholders involved in the study. The quality of the conversations would matter when it comes to improving work. "Where there is growing trust, the quality of discourse increases, again helping stimulate greater engagement and real collaboration" (Wagner & Kegan, 2006, p. 150). Therefore, the instructional coaches, principals, and teachers needed to establish trust in order for job-embedded PD to be effective to support teacher self-efficacy.

4. A system should be created for teachers to receive job-embedded PD after they have attended stand-alone PD. This subsystem was part of a larger system. "Understanding how the subsystem functions within a larger system and how larger systems connect to and are influenced by subsystems can be a part of a system inquiry into understanding a program and its effects" (Patton, 2008, p. 366). But we first needed to know the design of the system. "If every system is brilliantly designed to produce exactly the results that it does, then perhaps before we try to improve our system, we need to better grasp its current "brilliant design." If this "brilliance" escapes us, so likely will any lasting solution" (Wagner & Kegan, 2006, p. 220)

These four key findings fueled my desire to continue to support the importance of job-embedded professional development after stand-alone PD to affect teacher self-efficacy. Each one of these findings contributed to shifting the narrative of comments that came

out of the study with the comparison of teacher responses and the responses of the instructional coaches and principals.

Judgments

My primary research questions were:

- To what extent does stand-alone professional development impact teacher self-efficacy?

- To what extent do teachers who participate in job-embedded professional development develop greater self-efficacy than those who do not receive this support?

- To what extent does self-efficacy impact teachers' implementation of instructional strategies learned from stand-alone professional development?

Survey responses supported evidence that answered the first question. The data received showed that stand-alone PD does not have a positive effect on self-efficacy. Based on the data, teachers did not feel confident about improving learning before attending stand-alone PD. Therefore, based on effectiveness focus evaluation, stand-alone PD was not effective when increasing teacher self-efficacy. Self-efficacy did not change after they participated in the PD session.

The results from the second question were unclear. Based on the data collected from the principals and instructional coaches, they believed it was essential to have an instructional coach to help provide job-embedded PD to increase self-efficacy. However, teachers responded that it was not always important to have an instructional coach to help implement new information. But I was unclear if they believed that job-embedded PD, outside of working with an instructional coach, was important to increasing teacher self-

efficacy. Less than half of the teachers responded that the job-embedded PD they received did not increase their self-efficacy. The interviewed teachers were not clear what the system was at their school sites to receive job-embedded PD. However, they wanted follow-up from instructional leaders after observations.

While interviewing the participants, it was unclear if they fully understood job-embedded PD. Although I provided the definition within the survey question, some of the responses were based on stand-alone PD. This led me to believe that more investigation was required for me to fully answer the question because the participants may have been participating in job-embedded PD, and it was unclear whether they experienced it throughout the school year. It was difficult to assess the process focus type of evaluation. Although there should be a system in place, teachers did not know the process for job-embedded professional development.

For the third survey question, to what extent does self-efficacy impact teachers' implementation of instructional strategies learned from stand-alone professional development? Self-efficacy impacted teachers' implementation of instructional strategies learned from stand-alone PD. In the surveys, teachers expressed those thoughts through responding to the statements if they could increase learning opportunities with their students using the information learned from PD. They expressed their lack of confidence. Instructional coaches also agreed with the teachers' responses in their survey. Therefore, the results supported what research stated about the effect of teacher self-efficacy, that if teachers have high self-efficacy, then they were more open to implement strategies.

Recommendations

"Research has shown that intensive, sustained, job-embedded professional development focused on teaching content is more likely to improve teacher knowledge, classroom instruction, and student achievement" (Althauser, 2015). Therefore, districts could require instructional leaders at school sites to submit a plan for teachers to receive job-embedded PD after teachers attended PD. This would address the problem of not knowing what constitutes job-embedded PD. It also expressed to the teachers that they matter and their success with implementing information matter after attending stand-alone PD. This would also help address the communication issue of the teachers not knowing what the system was if a plan was required and they were exposed to the plan.

Another recommendation could be those instructional leaders at school sites to submit a plan to ensure teacher self-efficacy was a priority. Research has proven that the higher the teacher self-efficacy, the more teachers were willing to motivate and try new strategies in the classroom (Althauser, 2015). Therefore, there was a correlation between self-efficacy and academic achievement scores. The Every Student Succeeds Act (ESSA) made schools accountable to help all students achieve academic success. Ensuring self-efficacy was addressed could be one way to manage the expectations of ESSA.

A third recommendation was to provide additional funding so that school sites could have instructional coaches. During the interviews, principals expressed it was important to have people in place. That was, because of budget cuts, they could not have the appropriate people in a position to support their instructional priorities. Therefore, I recommended funding for an instructional coach so that sites could have support to make job-embedded PD a priority.

The last recommendation was to describe the roles and responsibilities of the duties of an instructional coach. Although each school site would have a different need, there could be cohesiveness on the instructional coaches' roles and responsibilities. This could bring value to their positions where teachers could see and understand the instructional coach's role. Maybe then, teachers would see the value in having an instructional coach.

Conclusion

My evaluation of the impact of stand-alone PD versus job-embedded PD on teacher self-efficacy provided me with answers to my primary questions. My findings suggested that stand-alone PD did not have a positive effect on teacher self-efficacy. Through my results, it was unclear if job-embedded PD had an impact on teacher self-efficacy. The study provided me with the understanding of the importance of building relationships and effective communication for all to understand the systems that were in place. District stakeholders could use my study to inform future decisions on systems created to ensure job-embedded PD is evident to affect teacher self-efficacy.

Chapter Five: To-Be Framework

I discovered several challenges by evaluating the impact of stand-alone professional development versus job-embedded professional development on teacher self-efficacy. I believe addressing these challenges could help increase teacher self-efficacy. My plan focuses on a systems framework premise (Patton, 2008) in which I think will increase teacher self-efficacy through job-embedded professional development (PD). I think this will have a positive impact on academic achievement (Naureen & Shahzad, 2017).

I found of the educators who participated; there was a disconnect between the instructional leaders and teachers in the perception of job-embedded professional development and its effect on teacher self-efficacy. Instructional leaders at school sites had one perception of the support they provide to teachers, while teachers had a different perspective. Instructional leaders believe that teachers received support from instructional coaches, and there was a plan in place for job-embedded PD. However, teachers reported they were not aware of any methods for job-embedded PD, and they did not see the value in having an instructional coach for support.

I propose changes based on a systems framework premise that incorporates changes, namely, (a) in the culture in trusting site administrators, (b) in the conditions of consistent communication to teachers, (c) in the context where school sites are only focusing on implementing no more than two initiatives, and (d) in the competency where site leaders understand the concept of job-embedded professional development. These are a couple of examples of interconnected connections in relationships that function together (Patton, 2006).

Envisioning the Success To-Be

The future with change that encompasses my vision for the impact of professional development on teacher self-efficacy includes competencies, conditions, culture, and contexts (for To-Be organizational chart see Appendix C). My vision for the future instructional leaders at school sites will have a unified system of job-embedded PD after a teacher attends stand-alone PD to help support the growth of teachers' self-efficacy. All affected stakeholders will understand what job-embedded professional development encompasses to address the disconnect.

Future Contexts

Currently, in today's climate, as a result of COVID 19, teachers are faced with facilitating lessons either face-to-face, online educational platform, or a mix of face-to-face and online simultaneously. The ability to juggle both platforms for teachers can be a challenge. Therefore, the stress that comes with this change can affect a teacher's self-efficacy (Naureen & Shahzad, 2017). Consequently, I believe teachers should only teach using one platform at a time. Teachers will only instruct students face-to-face or through an online platform at one given time, not simultaneously in the future.

When faced with a change that affects all humanity, it is the ideal context for school administrators to have a plan. When faced with COVID 19, the administrators were reactive versus proactive. Teachers had to teach students through online platforms, while district leaders had to ensure all students had electronic devices to engage in lessons at home. In some school districts, this implementation was during other initiative implementation during the school year.

An ideal context is a follow-up to teachers after they have attended stand-alone PD through job-embedded professional development to ensure teachers feel supported. Research states that typically stand-alone PD happens for a short moment, and that is not enough time for skill development and ongoing follow-up (Holdaway & Owens, 2014). A job-embedded PD approach opens the door for teachers to have a safe space to learn and relearn engagement strategies, build working relationships, and approach work challenges differently (Cross, Middlehurst & Jeanin, 2018). This can help create a space where teachers are more open to trying new things. I believe when teachers feel safe, they are willing to take risks. If the educators are open to taking risks, there is a perception that they can accomplish a goal. That ties into teacher self-efficacy. If teachers feel they are capable of effecting students' learning positively, they will embrace innovative activities that can help increase academic achievement (Althauser, 2015).

Future Culture

Through job-embedded PD instructional leaders will take the time to develop a rapport with the teachers. Through my surveys, most of the teachers expressed they felt instructional coaches did not take the time to connect with them. I believe that establishing trust through authenticity (Asghar, Blum-DeStefano, & Drago-Severson, 2013) can positively affect the relationship between teacher and coach, thus allowing teachers to grow to develop greater teacher self-efficacy. Instructional leaders must look differently at how they view their role. They must regard themselves as evaluators, adaptive learning experts, change agents, seekers of feedback, and developers of trust with all. Creating a space where teachers can make errors creates a climate of trust and a space for learning opportunities (Smith & Smith, 2015).

School instructional leaders will build a culture where teachers feel supported. Support can come in a variety of ways. It can be formal or informal in design. Support depends on the temperament and personality of the instructional leader, the environment of the school, and the needs of the teachers (Murphy, 2016). An ideal culture in my lens is that support can be in the form of focusing on creating seven mindsets of educators. These mindsets include everything is possible, a passion first, we are connected, 100% accountable, an attitude of gratitude, live to give, and the time is now. These mindsets work together in small doses to motivate minor shifts in how a person views the world. A person can view themselves and its future by making a sustainable and positive transformation (Shickler & Waller, 2011).

The mindset that resonates with me the most concerning this study is everything is possible. Through this mindset, a person will learn to expect greatness, envision a wonderful life, and complete the practice of making their dreams come true. In this mindset, a teacher will raise their expectations, expand through creative action, find the positive in all things and act to get results (Shickler & Waller, 2011). These elements connect to self-efficacy. If leaders set the culture through individuals with mindsets, they will have a higher sense of self-efficacy, which will shift students' progress. These shifts through support will create a climate: augmentation of teacher leadership, positive sense of self for teachers, teacher commitment to school goals, teacher personal health, quality and range of instruction, and implementation of change efforts. It also creates a climate with increased emphasis on student achievement, enhancement of teacher trust, school culture and climate, teacher morale, student learning outcomes, and overall school performance (Murphy, 2016, p. 58). By implementing these changes in the climate,

teachers will trust the instructional coaches and leaders to be open to job-embedded

professional development. They will trust the process because they will know the system

and understand that the instructional leaders care about their well-being and facilitation

practices in the classroom. Building a culture of support can help shift the climate of the

employees in a building by making informed decisions. Instructional leaders should base

job-embedded PD on data and collect it from classroom observations to indicate teacher

needs (Rock, 2002).

Every structure of support does not fit all teachers. Support should be

differentiated to make the support and learning relevant and meaningful for the teacher.

The instructional leader should ensure a reason for the level of support and the way it is

delivered. Coupled with developing the culture of support with the seven mindsets,

qualitative and quantitative data to decide how to support teachers after stand-alone PD

helps shift the culture. Educators need different levels of support to learn, thrive, and

grow (Asghar, Blum-DeStefano & Drago-Severson, 2013).

District leaders will also strengthen cultural competency by creating a clear plan

of job-embedded PD and how it supports teachers in meeting all learners' needs.

"Cultural competence, school, and educators accept and respect differences; carefully

attend to the dynamics of differences, continually assess their cultural knowledge and

beliefs; continuously expand their cultural knowledge and resources; and variously adapt

their own belief systems, policies and practices" (Lindsey, Nuri-Robins, Terrell, and

Lindsey, 2019, p. 138). I believe the school districts should provide culturally relevant

teaching PD to understand various instructional strategies that will support all learners.

Each school site should take a moment to identify their cultural pre-competence. Cultural pre-competence is being aware of the limitations of one's organizational practices or skills when intermingling with other cultural groups. Understanding the organization's limitations will help identify the type of PD that needs to occur (Lindsey, Nuri-Robins, Terrell, and Lindsey, 2019). I believe in getting the community involved to understand the school's clientele. Learning more about the cultures of the students' families can provide insight into different strategies that educators can use in lessons. Communication of the efforts will help build trust from those in the community.

PD integrated into the workday is job-embedded PD. It is an ongoing process that makes the application process requires an active role of cooperative and inquiry-based work. The work at a site will be in a team, one-on-one or alone (Croft, Coggshall, Dolan, Powers, and Killion, 2010). I encourage the job-embedded PD to help ensure the strategies learned in the PD sessions are transferred to the classroom. The ideal culture at a site will be to ensure teachers know the five ways coaching help teachers share their learnings from training to the school (Marzano, 2013). The instructional coach will work with teachers to help with the transference of the learned strategies. The coaching session will be "(a) highly engaged, instructive group training session; (b) follow-up observations(s); and (c) specific feedback, often including sharing observation data and self-evaluation followed by modeling" (Marzano, 2013, pg. 6). There will be a positive impact on instructional practices, and there will be a positive impact on student achievement.

Future Conditions

Consistent and clear communication from leadership to teachers is ideal. I believe that transparency in explaining the system and how leaders create the plan are vital to all stakeholders. The openness build trust and can help others understand the structure of job-embedded professional development. A consistent structure for job-embedded professional development is another ideal condition that I believe is important. To improve teachers' performance, collaboration and teamwork to help solve problems of practice is required (Carnier, Helsing, Howell, Kegan, Lahey, Lemons, Rasmussen & Wagner, 2006). When teachers attend professional development, they may or may not have a support system to help them implement the new learnings—understanding the teacher's need for support after PD is imperative. The instructional team is instrumental in determining the system to put together as an instructional team is instrumental to setting an ideal condition for teachers to understand what is in place entirely. Site administrators can use faculty meetings to engage teachers in discussion to create strategies to help develop a consistent structure for job-embedded professional development. Teachers can be separated by content during the sessions and work with coaches to help develop a plan.

One more condition is for a budget at school sites to compensate teachers who teach both e-learners and students who attend face-to-face. Teacher turnover can cost an estimated $7,000 to $12,000 in resources per teacher. The teachers who may leave have been proven effective rather than ineffective teachers (Odden, 2012). I believe that if teachers were paid a stipend for simultaneously teaching students who attend brick and mortar schools and students who attend school online, it would help with improving teacher self-efficacy. When teachers feel underpaid for the work that they do, they feel

unfairly treated. This can lead to teacher turnover (Ryu and Jinnai, 2021). Teachers have to prepare lessons for students in both learning environments while adjusting to the other changes that have occurred in the pandemic. I believe the extra pay coupled with ongoing professional development that encompasses student-free time for teachers, time for teachers to collaborate surrounding instructional practices and resources connected to the PD (Odden, 2012), and feedback will help increase teacher self-efficacy.

Future Competencies

The idea is that site-based leadership comprehensively understands job-embedded professional development. Understanding what job-embedded professional development can accomplish in terms of professional growth in education will be game-changing. Job-embedded professional development provides an avenue for educational leaders to differentiate professional development. Each teacher has unique needs; therefore, implementation of individualized support will ensure effective reinforcement and interventions as needed (Rock, 2002). Teachers can participate in job-embedded professional development alone, in a team, or with one-on-on guidance. An example of the one alone is when a teacher learns of a new strategy, implements it, and then reflects on the experience through a journal or blog. An example of the one-on-one guidance is when an instructional coach meets with a teacher to review a lesson they observed. The teacher and instructional coach will discuss ways to improve the lesson while the teacher agrees to try a new strategy. In the team approach, one example is a team of teachers can observe a facilitator teaching a lesson. After the lesson is over, the teachers will discuss the techniques the teacher used and how they formatively assessed the students through questioning (Croft, Coggshall, Dolan, Powers, Killion, 2010). I believe that if a site

administrator understands job-embedded professional development, it makes the implementation of different strategies to improve academic achievement and teacher self-efficacy easier.

There are four goals of job-embedded professional development: "increase student achievement, refine existing instructional strategies, introduce new instructional strategies and incorporate training time to learn new instructional strategies" (Rock, 2002, p. 1). When teachers work with instructional coaches, they make plans, reflect, implement new practices, and explore new content. Embedded in this is coaching where there is differentiated professional support to help meet a teacher's unique needs. The teacher and the coach work as equal partners, or collaborate with other teachers (Knight, 2009). Instructional leaders can meet goals by having the competency of understanding job-embedded professional development and the role of a coach.

There is research that states that professional development should be interactive and ongoing (Paor, 2016). This includes modeling lessons in the classroom, observations, and team teaching. In this experience, the coach can model a strategy. Another approach can be the teacher carrying out the strategy while the coach is the guide on the side (Croft, Coggshall, Dolan, Powers, Killion, 2010). There are also opportunities for reflective videotaping to help monitor the classroom performance (Rock, 2002). In my professional experience, I have seen a teacher videotape a lesson with students and reflect upon it with the instructional coach.

Another approach is providing planning periods for planning and discussions. The discussions can occur between the teacher and coach, grade-level teams, subject area teams, and instructional leaders. For reflective coaching and job-embedded PD to occur,

there must be time for discussion and planning. The reflective coach and teacher must take the time to schedule routine meeting times for this to take place (Croft, Coggshall, Dolan, Powers, Killion, 2010).

Common planning periods are also instrumental in helping accomplish the goals stated above as it opens the door for action research with colleagues, reflective inquiry, and collegial dialogue. This provides an opportunity for teachers to brainstorm and discuss innovative instructional strategies. Without understanding what job-embedded professional development is, it can make it challenging to implement these components (Rock, 2002).

Understanding the role of an instructional coach is an ideal competency that can help teachers value the educator's efforts they attempt to support. The development of a rapport between the teacher and instructional coach is one element. The teacher also needs to understand the role of the instructional coach. An instructional coach can be a change agent in a school building. This is not necessarily the role of the instructional coach. But the instructional coach can help to organize change as they support teachers in various ways. For example, they can help run stand-alone professional development, research new innovative ideas for teachers, and mentor teachers. They also can collaborate with other coaches to share ideas and bring them back to the teachers they support (Wolpert-Gawron, 2016). Teachers learning these different aspects of what a coach can do as a person who can support their educational efforts can help build competencies in others.

Conclusion

Through my evaluation of the impact of stand-alone professional development versus job-embedded professional development on teacher self-efficacy, there are a variety of things that I thought should be. In the areas of context, culture, conditions and competencies, each category has several components that should be changed. Making these changes can help teacher self-efficacy. In the next chapter, I will discuss the plan for organizational change using Kotter's 8-step plan.

Chapter Six: Strategies and Actions

Thinking of my ideal learning environment with a system for job-embedded PD, I can identify the barriers through my "As-is" 4 Cs analysis diagram. I can locate my vision based on my "To Be" 4Cs analysis diagram and create a Strategies and Action Chart. To make this chart, I utilized Kotter's eight-step process to accelerate change in your organization. In his process, he created the eight-step process through leading change and accelerating. The leading change model suggests that you work sequentially, while the accelerate model indicates that you can run the steps continuously and concurrently (Kotter, 2018, p.8). I chose to use the stages known as the eight accelerators. The stages consist of creating a sense of urgency, building a guiding coalition, forming a strategic vision, enlisting a volunteer army, enabling action by removing barriers, generating short-term wins, sustaining acceleration, and instituting change (Kotter, 2018). This research-based process helped me visualize the procedure I will use to ensure job-embedded professional development is a priority to help increase teacher self-efficacy. I recommend using these stages because it is a model that can help address the barriers limiting progress with implementing job-embedded PD.

Step One: Create a Sense of Urgency

Kotter's first step of the eight-step process is to create a sense of urgency. This begins the process of setting a firm foundation to help bring change. It is essential to help gain individuals' cooperation (Kotter, 1996). It is imperative to "describe an opportunity that will appeal to individuals' heads plus hearts, and use this statement to raise a large, urgent army of volunteers" (Kotter, 2018 p. 10). But, you have to strike when the window

of opportunity is open. The chance encompasses people who should direct energy while bringing the group together.

I will meet with the professional development district leaders and the superintendent to review research data on PD for practicing from stand-alone PD. Research states that as few as 10 percent of PD participants implement what they learn (Joyce and Showers, 1996). The main point of my message is that if a unified system of job-embedded PD is executed after a teacher attends stand-alone PD, then there will be growth in teachers' self-efficacy. This can support teachers being open to using various strategies to address ESSA by differentiating lessons to support subgroups. The leaders will lead me to a group of individuals that can join my team to build capacity to start the work with the organizational changes.

Step Two: Building a Guiding Coalition

The second step is to build a guiding coalition. We can view this step as the nerve center of the process. It comprises stakeholders from many layers of the hierarchy, represents many roles, receives information at all levels and ranks about the organization, and synthesizes that knowledge into new ways of working (Kotter, 2018, p. 13). An effective guiding coalition should have four key characteristics, position power, expertise, credibility, and leadership. I will need people with both a combination of leadership and management skills on the guiding coalition working together (Kotter, 1996, p. 57). The guiding coalition will include the director of professional development, content supervisors, principals, instructional coaches, and teachers. These individuals will utilize their diverse knowledge and skills to do the work. They will use their knowledge from each level of the organization to initiate the charge to bring change by implementing

job-embedded PD. "The guiding coalition is the first opportunity to engage beyond the "usual suspects" in the organization. You need more eyes to see, more brains to think, and more hands to do to accelerate your change efforts" (Kotter, 2018, p. 14).

Step Three: Form a Strategic Vision

The next step after building a guiding coalition is to form a strategic vision. The "vision refers to a picture of the future with some implicit or explicit commentary on why people should strive to create that future" (Kotter, 1996, p. 68). It will motivate action that would be in people's self-interests. The vision has six characteristics: imaginable, desirable, feasible, focused, flexible, and communicable (Kotter, 1996).

The guiding coalition will develop a strategic vision of a system to implement job-embedded PD, which follows stand-alone PD and includes the instructional coaches. As part of the vision, the coalition will write the roles and responsibilities of the instructional coach. They will establish a communication plan to ensure the instructional staff knows the system for job-embedded PD and understand the vision. The guiding coalition will also outline a design for instructional coaches' support in building a rapport with teachers.

Step Four: Enlist A Volunteer Army

The fourth step is to enlist a volunteer army. In this step, Kotter states, "large scale change can only occur when very significant numbers of employees amass under a common opportunity and drive in the same direction" (Kotter, 2018, p19). The guiding coalition will share the vision to enlist teachers, instructional coaches, and principals in system implementation. Kotter says to keep it simple. Therefore, they will convey a clear

and simplistic message (Kotter, 1996). The goal is to find change agents who want to participate and build excitement for those who wish to contribute (Kotter, 2018).

The team will carry out the systems at their school sites and share the results with stakeholders. They will use various forms to share the information by hosting interest meetings in small and large group settings. They will also conduct simple one-on-one talks with key stakeholders and share information in newsletters to communicate with educators and the community (Kotter, 1996). Finally, they will create the energy necessary for other stakeholders to grab hold and implement the systems to ignite a massive change.

Step Five: Enable Action By Removing Barriers

Enabling action by removing barriers is Kotter's fifth step. The idea is to empower a group of people to eliminate any barriers to applying the change vision. There are generally four obstacles that are vital: skills, supervisors, structures, and systems (Kotter, 1996). There are several barriers that I anticipate. There will be various forms of transmission of the vision and initiatives to eliminate the lack of communication to all stakeholders involved. However, I will need to communicate the importance of participating sites not to be responsible for implementing several initiatives. This will be imperative, so those involved won't become overwhelmed with focusing on too many things.

Another attempt to remove a barrier is by creating an onboarding session to ensure all stakeholders will know the definition, examples, and research to support the change. This action will reduce the barrier of lack of knowledge of job-embedded PD. In my study, interviews revealed this to be a barrier; for example, when I would ask a

question about job-embedded PD a participant would answer with a response about stand-alone PD.

The lack of understanding of developing a rapport was another barrier that surfaced. Therefore, leaders will include this in the onboarding session. Instructional coaches and teachers need to understand how to connect while implementing the established system.

I will focus on eliminating the barrier of teachers not having time to collaborate by sharing the importance of creating a master schedule that encompasses planning period opportunities where teachers share the same time to focus on planning together. Finally, I will meet with key district leaders about allocating funds for the participating school sites to have instructional coach allocations. This will help ensure opportunities for those interested in being a part of the volunteer army to participate.

Step Six: Generate Short-Term Wins

Providing evidence that sacrifices are worth it, rewarding change agents, helping fine-tune vision and strategies, undermining cynics and self-serving resisters, keeping bosses on board, and building momentum are all opportunities for short-term wins to help transformation (Kotter, 1996). The coalition's goal is to implement the plan, plan for the short-term victories and organize accordingly (Kotter, 1996). The guiding coalition will establish goals to determine small wins. They will announce some achievements from monthly structured check-ins to determine that job-embedded PD occurs. The guiding coalition will celebrate these wins understanding the evident barriers. Breaking through the obstacles for job-embedded PD to take place is a small win. Another small win may occur during monthly observations of new strategies implemented in the classroom

originating from job-embedded PD. This small win will help to show that the job-embedded PD is working to help teachers implement new strategies. These observations may also illustrate that teacher self-efficacy is high when implementing new processes.

Step Seven: Sustain Acceleration

The next step by Kotter is to sustain acceleration. After experiencing small wins, he says, "it is easy to lose sight of the ultimate goal, which is to move the initiatives into the culture and sustain them. It may be necessary to revisit some of the urgency-raising activities incorporated at the start" (Kotter, 2018). Therefore, I will continue to monitor the monthly check-ins to ensure job-embedded PD occurs. I will collect notes from teachers who collaborate during their common planning time slots. The teachers will take their notes following a template that will be created by the guiding coalition. These notes will come from planning sessions or coaching cycles that are taking place. I will also continue monitoring the monthly observations to observe new strategies implemented from stand-alone PD. This will reinforce the reasoning behind the why. Then hopefully, others will see the fruit of their labor and want to get involved.

Step Eight: Institute Change

The eighth step by Kotter is to institute change. In this step, the plan is for the guiding coalition to continue to bring on new sites until there is a change for all sites to participate. The goal is to change the culture to make job-embedded PD a priority in the district. Kotter said that "culture is important because it can powerfully influence human behavior because it can be difficult to change, and because its near invisibility makes it hard to address directly" (Kotter, 1996, p. 148). Shifting the culture by changing systems around job-embedded PD can be a way to address teacher self-efficacy. Teachers may

now feel empowered and confident in trying new strategies which can shift instructional

practices and increase student achievement.

Assessing the Effectiveness of the Strategies and Actions

I will create a comprehensive plan to assess the effectiveness of the change plan's

strategies and actions. The change plan includes various methods to communicate the

vision to others. Therefore, I will use multiple platforms to convey the district's vision

and goals to the community and other stakeholders. In my professional experience, I have

seen information shared with the community and other stakeholders through board

meetings, newsletters, community meetings, online platforms, and monthly talks with the

superintendent. Therefore, the guiding coalition will utilize all these platforms to share

the progress with the community and other stakeholders.

To assess the effectiveness of the strategies and actions, I will use surveys,

observation tools, and progress monitor academic achievement data. While I was an

instructional coach, I used observation tools to monitor the implementation of strategies

and their effect on academic achievement scores. Therefore, from this professional

experience, I will use a walkthrough observation form to capture the strategies

implemented in the participating teachers' classrooms. In addition, I will provide a Likert

scale survey to capture quantitative data to determine the effectiveness of implementing

the job-embedded professional PD and the teacher self-efficacy. The guiding coalition

will come up with the survey indicators. Through the experience in this study, I have

found the Likert scale can capture the story of what is happening at a site.

Finally, I will work with the guiding coalition to gather academic achievement

scores. We will compare the scores to the observation walkthrough tool to see if

implementing the new strategies are effective. I will compare the walkthrough tool to the number of times job-embedded PD take place to help support the implementation. We will capture if there is a change in the teachers' data after each common monthly assessment. I will also compare the assessment data to teachers' data who will not participate in the plan's implementation.

Involving Community Partners in Decision Making

At the community meetings, the guiding coalition will share the plan with the public. We will ask for volunteers to become a part of the decision-making team, called a task force, to oversee the strategies and actions for the change plan. The guiding coalition will seek retired educators, psychotherapists, and individuals from the post-secondary education department. Through my professional experience, when a new superintendent came into our district, he created a task force made up of community members to help support his 90-day plan. There were retired educators on the task force. They met monthly to discuss agenda items and helped to give their perspective on those items. My task force will act in a similar manner.

There will be an onboarding process for the task force that includes team building. Team building will help develop an effective relationship between the members of the task force. I will also create a line of communication where they will see the transparency in my message of the plan. I will involve the task force when the guiding coalition experience a barrier in the implementation process. An example is using the therapists' expertise if a barrier surfaces with the instructional coaches developing a rapport with the teachers. The therapists can provide some ideas from their experience in their field.

Conclusion

Knight stated that when instructional leaders added coaching to training, an estimate of 95% of teachers implemented the new skills learned (Knight, 2009). Using Kotter's eight steps, my goal is to implement a system with job-embedded PD that includes coaching as job-embedded PD. Knight has also said when teachers receive cognitive coaching, it positively impacts teacher self-efficacy (Knight, 2009). Therefore, Kotter's eight steps will help to guide my strategies to increase teacher self-efficacy through job-embedded PD to address ESSA. In chapter seven, I will share my policy recommendation.

Chapter Seven: Implications and Policy Recommendations

School district leaders will propose a new school board policy to implement a job-embedded professional development (PD) system to help increase teacher self-efficacy. School district leaders will work collaboratively to remove the barrier of not having instructional coaches to support the implementation. The new system will help improve teacher self-efficacy by building a continuous support system for teachers when implementing new strategies learned from stand-alone PD.

Teacher self-efficacy affects teachers' ability to incorporate new information learned from professional development. Researchers state a correlation between teacher self-efficacy and academic achievement scores (Protheroe, 2008). Therefore, it is imperative that teachers feel confident with incorporating new information learned from PD.

Policy Statement

Educators should receive meaningful PD to continue their growth. To foster a growth mindset, educators must receive ongoing development opportunities through job-embedded professional development. "It is therefore posited that teachers who hold a growth mindset can support their students to consider their mindset and to develop strategies which support their learning" (Seaton, 2018, p. 41). Individuals with a growth mindset will seek and embrace challenges in learning (Seaton, 2018).

There are two parts to the policy. The first part discusses job-embedded PD. Job-embedded PD enhances instructional strategies used in the classroom, increase student academic achievement, and promote high expectations in a rigorous environment through the support of a colleague, instructional coach, or instructional leader. All will receive

job-embedded professional development at least twice a month to foster an environment for teachers to incorporate innovative ideas through increasing teacher self-efficacy. Instructional leaders will assess teacher self-efficacy through surveys once a quarter. Instructional leaders will conduct walkthroughs to determine the implementation of the information from job-embedded professional development. This will help ensure the professional development to practice with the information learned from the stand-alone PD and the focus strategies from the job-embedded PD.

District and site-based administrators will collaboratively create a system to incorporate an accountability plan for sites to adhere. Site administrators will capture their implementation plan in the school improvement plan, and the district leaders will hold them accountable for identifying the roles and responsibilities of an instructional coach and monitoring the work of the instructional coaches through them submitting a schedule. The schedule will include their weekly tasks the speak to their roles and responsibilities. The plan will also incorporate an emphasis on ensuring teachers and instructional leaders are equipped with strategies to develop a rapport with one another. With the teacher self-efficacy survey, there will be a quarterly survey to check the temperature of the relationships to determine an effort has been made for the leaders and teachers to develop a rapport with one another. District leaders will communicate the plan where all stakeholders will be aware of the policy.

I recommend this policy because, in my study, I found that majority of the teachers involved in the study did not know the system at their school sites of job-embedded PD. Therefore, they were unsure if they were participating in job-embedded PD. I also found a disconnect between the views of the principals, instructional coaches,

and teachers when it came to developing a rapport between the teachers and instructional coaches. Therefore, I believe this policy will place importance on creating relationships to help the openness of both individuals working together. The policy also provides a specific structure and outlines administrators' expectations for coaches to evaluate their performance. In addition to this, the policy helps all understand what job-embedded PD is and what is taking place in the school sites. This helps with the PD to practice when teachers learn strategies from stand-alone PD.

I believe the policy to ensure that job-embedded PD is evident in school sites will eliminate the problem of teachers not knowing where to go when they need support. Survey data identified this as an area of need. In the survey, when the instructional coach and principal were presented with the statement that if teachers experience a challenge with implementing information learned from PD, they feel there is a system in place to support them with implementation, a total of 50% responded in the always and usual category. See the Figure 34 below.

Figure 34

Instructional Coaches Survey Question 6 and Principals Survey Question 6: If Teachers Experience a Challenge With Implementing Information Learned from Stand-Alone PD, They Feel There Is a System in Place to Support Them with the Implementation
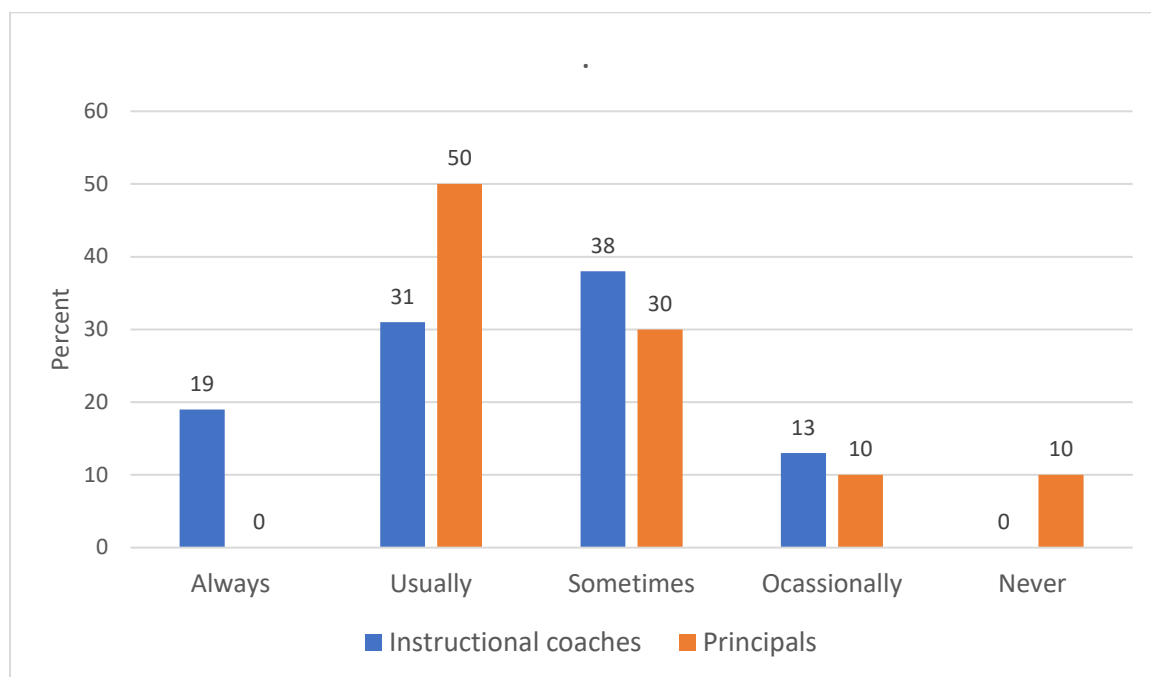
Note. Instructional Coaches N = 16; Principals N = 10

Ensuring that all stakeholders are aware of the system in place will eliminate the lack of communication and make sure site-based administrators are intentional about sharing the plan with their faculty and staff.

The policy will utilize job-embedded PD to help teachers feel more confident when implementing new strategies. Teachers' mindset, practice, and belief are essential to helping students with their mindset and to develop thinking strategies to support their learning. The way teachers think about their students and themselves plays a vital role in determining how students perceive their own mindset, teacher's expectations, and teaching practices (Seaton, 2018). Therefore, with the policy in place, job-embedded PD

will increase teacher self-efficacy to help them become open to trying new things and motivating students.

Analysis of Needs

In the proceeding subsections, I will analyze my policy through six distinct disciplinary areas. These areas include educational analysis, economic analysis, social analysis, political analysis, legal analysis, and ethical analysis. This will allow me to dive deeper into my policy for all stakeholders to see how job-embedded PD will affect teacher self-efficacy, which will increase academic achievement scores.

Educational Analysis

The primary reason for conducting professional development is to increase student achievement" (Althauser, 2015, p. 212). Job-embedded PD following stand-alone PD can help increase teacher self-efficacy. Teachers with a higher level of self-efficacy are more likely to use student-centered teaching strategies and inquiry to motivate students. Teachers now facilitate learning. Students now having an active role in the lesson excites teaching and learning, strengthening teacher self-efficacy. Therefore, job-embedded PD increases teachers' personal and general efficacy in education. It has also surfaced in research that job-embedded PD has increased student achievement (Althauser, 2015). Therefore, endorsing research shows a positive correlation between teacher self-efficacy and student academic achievement scores (Shahzad and Naureen, 2017).

These findings support the importance of job-embedded PD taking place in the schools. The results support the reasoning for the policy to ensure that there is a system in place to support job-embedded PD. In my interviews, participants did not know the

definition of job-embedded PD, causing their answers to be centered around stand-alone PD. Therefore, proving the importance of the policy by implementing a system for job-embedded PD will help increase academic achievement scores.

The components of the policy will address unfinished learning that has surfaced during the pandemic. Unfinished learning is where students were not provided with the opportunity to complete the curriculum, they would ordinarily meet during a typical year. Some students have slipped backward, losing skills and knowledge, while other students have disengaged altogether. Students who took a state-required test in 2021 were about nine points behind in reading and ten points behind in math "compared with matched students in previous years" (Dorn, Hancock, Sarakatsannis, & Viruleg, 2021). To address the unfinished learning, teachers need to approach it with innovative instruction. Again, proving the importance of the policy. Job-embedded PD will help increase teacher self-efficacy in which will motivate teachers to try different strategies to meet the need of the learner.

Economic Analysis

There is a benefit to the economic impact of the policy. Increasing teacher self-efficacy through job-embedded PD can help with teacher turnover. When teacher self-efficacy is high, teachers are more likely to remain in the education field. Therefore, minimizing the turnover rate can save the district $7,000 to $12,000 per teacher. This is generally the estimated cost of the turnover cost per teacher (Odden, 2012). Therefore, retention is essential.

When teachers are happy with their workplace, they are more than likely to stay around. Principals can affect the decision if a teacher wants to stay or go simply by

strengthening relationships. Feedback on teacher efficacy is vital to retention. By principals building a culture to increase personal interactions with the school stakeholders, it can influence a teacher's decision to want to stay in the profession (Abitabile, 2020). Therefore, the portion of the policy that focuses on developing a rapport can help with teacher retention and eliminate the cost of teacher turnover.

The policy also has an additional cost attached as it requires instructional coaches for each site. Therefore, there will be an increase in salary expenditures. However, support the change by using the Elementary and Secondary School Emergency Relief Fund (ESSER). These funds are through the Coronavirus Aid Relief and Economic Security (CARES) Act. These funds can cover the cost for the instructional coaches. School district leaders can prioritize seeing the importance of using job-embedded PD to help increase teacher self-efficacy to help with unfinished learning. Once the site-based administration considers the effectiveness of the use of the instructional coaches, they will rearrange funds to ensure they will have instructional coaches in the future.

Social Analysis

The social impact that this policy can have on the community is by increasing academic achievement scores, the graduation rate will increase. Therefore, highlighting the system's positive impact on students completing high school will help the community understand why this policy is in place. Students will be better prepared to either enter the workforce directly after high school or enter college. Teachers will try new things from the increase in teacher self-efficacy.

The increase in teacher self-efficacy through job-embedded PD can have an impact of students' self-efficacy. Just as the way a teacher sees themselves affects their

confidence level, the way they see their students affects the students' confidence level (Seaton, 2018). Therefore, if teachers' self-efficacy increases and they believe they can incorporate new strategies, they believe in their students. When students see that a teacher believes in them, it affects the view of themselves. Therefore, producing students that will have positive self-confidence when they operate in society. Researchers have shared that the higher the teacher self-efficacy, the higher the students' motivational level (Shahzad and Naureen, 2017).

Political Analysis

Every Student Succeeds Act (ESSA) is a law that requires "that all students in America be taught to high academic standards that will prepare them to succeed in college and careers" (U.S. Department of Education, n.d.). By implementing the policy, it will address this law. Teachers need to be open to using different strategies to attend to the ESSA for all students to be prepared to succeed in college and careers. Focusing on an increase of self-efficacy through job-embedded PD can help teachers to become more open to new strategies. As a result, teachers will begin to look at teaching and learning through a different lens, becoming 21st-century educators.

Unfinished learning can be a hindrance to addressing ESSA. By focusing on unfinished learning, teachers can ensure that there is the rigorous implementation of evidence-based initiatives. They do this while piloting new innovative approaches. The policy will support addressing the unfinished learning because the job-embedded PD will help to increase teacher self-efficacy. In return, teachers will become open to innovative approaches. This helps reduce the inequities that Black and Hispanic students are faced

with on top of historical inequities in achievement and opportunity (Dorn, Hancock, Sarakatsannis, and Viruleg, 2021).

Districts can contract companies out to facilitate training for teachers. The company can schedule a stand-alone PD session and follow-up with observations. From these observations, district leadership can contract a team from the company to come out and do planning sessions or cognitive coaching with teachers. These actions can be a form of job-embedded professional development that the school leaders can find more worthwhile. Teachers can either find the outside team more of the expert versus the individuals providing the job-embedded PD from their school site or they may not trust the team coming in and find them more of a threat. From my personal experience, I have worked with districts to provide job-embedded PD through observations and then follow-up by planning with the group of teachers. The teachers were not receptive to my expertise because they saw me as an outsider who was coming to judge their practice. Therefore, in this case, a rapport needed to be established with the teachers prior to the observations and planning sessions.

Legal Analysis

School district leaders must consider legal implications for a policy proposal that requires job-embedded PD at least twice a month. The policy requires the development of a rapport between the teachers and instructional coaches. The legal issue that may surface is through the teacher union. Can school leaders force a teacher to work with the instructional coach? The role of the teacher union is to protect the rights of teachers. Teachers may feel they are working under an inexperienced principal. Teachers may feel they need the union to protect them from oppressive supervision (Ravitch, 2006). There

may be veteran teachers who may believe they don't need the support of an instructional coach, their colleagues, or an instructional leader. Therefore, the union will protect the rights of the teachers. (Ravitch, 2006).

Moral and Ethical Analysis

COVID has left a mark on student learning and the well-being of students and teachers (Dorn, Hancock, Sarakatsannis, and Viruleg, 2021). We were able to see teachers having to pivot to using technology in the way they approached teaching, causing them to adjust to different teaching practices. It is ethically unjust if a teacher is not open to trying a different approach to meet students' needs during the pandemic. The policy helps teachers develop relationships to help them have an open mind toward job-embedded PD to help their self-efficacy.

The policy supports leaders to delineate the roles and responsibilities of the instructional coach. The description can help with teachers who are resistant to working with the instructional coach. They may display behaviors that can sabotage the working relationship by derailing the initiative (Mitchell, 2018). Therefore, causing immoral and unethical behavior. But the policy can address this behavior with the help of the instructional coach learning how to create a rapport with the teachers first before administering any job-embedded PD.

Implications for Staff and Community Relationships

I believe the policy proposal will help to strengthen relationships between all stakeholders, including those in the community. It is essential to listen to students and parents while designing programs that meet nonacademic and academic needs alike (Dorn, Hancock, Sarakatsannis, and Viruleg, 2021). It is also essential to understand the

role the community schools play in an education model. Small non-profit organizations have demonstrated a commitment to educational change and play an essential role in school reform (Puriton & Azcoitia, 2016). The policy helps produce students who will go out in the community and work for the community's non-profit businesses. Supporting students with the knowledge and skills necessary to go out into the community to work can help establish a positive academic identity in the community. Therefore, individuals will identify the school's weaknesses and strengths not as an educational institution but as a community institution (Puriton and Azcoitia, 2016).

Conclusion

School leaders can remove the barriers to equity and access for all by implementing the new policy. In the new policy, all will receive job-embedded professional development at least twice a month to foster an environment for teachers to incorporate innovative ideas through increasing teacher self-efficacy. Instructional leaders will assess teacher self-efficacy through surveys once a quarter. The new policy will allow teachers to receive job-embedded PD to help improve teacher self-efficacy. It will help instructional coaches build relationships with teachers while instructional leaders capture teacher self-efficacy changes. The policy will address the ESSA law through teachers implementing innovative strategies because of an increase in their comfort level. Finally, by sending productive citizens to the community, the community will see the educational institution as one of its own. In the next chapter, I will discuss the leadership lessons learned from my research.

Chapter Eight: Conclusion

I evaluated stand-alone professional development (PD) versus job-embedded PD and its effect on teacher self-efficacy. My program evaluation informs my future vision for school districts to develop a system for job-embedded PD to help increase teacher self-efficacy. I hope from my study; school district leaders realize there is a disconnect between teachers' and instructional coaches' views and teachers' and principals' views, causing the need for the system and change.

Discussion

The purpose of my study was to evaluate the impact of stand-alone PD on teacher self-efficacy. In addition to stand-alone PD, teachers were able to receive job-embedded PD. My study evaluated if teacher self-efficacy affects the transference of the knowledge learned during these growth opportunities. I presented a survey to teachers, instructional coaches, and principals across the United States. I received responses from 35 teachers, 16 instructional coaches, and ten principals. I also interviewed three teachers, four instructional coaches, and four principals. The surveys and interviews gave voice to the participants as they shared their experiences, helping determine the needs for the effectiveness of current professional development systems.

Through my evaluation process, I was able to gain insight from teachers, instructional coaches, and principals. In my study, the participants thought professional development should be ongoing and involve follow-up support. Principals reported that instructional coaches could provide the support while teachers shared, they didn't see them, being crucial to the process. I found that while principals and instructional coaches thought instructional coaches took the time to develop a rapport with the teachers,

teachers thought otherwise. Therefore, I determine this is a reason why teachers didn't see the importance of instructional coaches. There also was a low response rating concerning teachers' understanding of the system if they need help implementing new strategies. Meanwhile, principals are knowledgeable of the current systems that are in place.

I understand why teachers did not feel confident with implementing new information after they attended stand-alone PD. Based on the teacher interviews, the teachers did not have the support they thought they needed from the instructional coaches and principals to help them implement new strategies from stand-alone PD, causing their self-efficacy needing to be higher. My findings suggest that both stand-alone PD and job-embedded PD have an impact on teacher self-efficacy. My findings show job-embedded PD to have a positive effect on teacher self-efficacy because teachers desired to have feedback after observations. When educators' self-efficacy is higher, they are generally more innovative and eager to try new things to increase student academic achievement scores. This is a way to address ESSA by attempting to close the achievement gap with teachers having higher self-efficacy; they will be more confident with using different strategies to meet the needs of all learners.

I was able to gain valuable feedback about the support teachers receive when implementing new information after stand-alone PD. I also was able to view the image of job-embedded professional development at school sites through the lens of the teachers, instructional coaches, and principals. However, I learned that the participants of my study did not fully understand the definition of job-embedded PD or the roles and responsibilities of the instructional coach. Therefore, leading me to believe that this is an area where further research is warranted.

I developed my eight steps to accelerate change in your organization through Kotter's process by making a strategy and action chart to implement an adjustment in a school site through job-embedded PD. Using this process, I was able to identify a sense of urgency by generating a plan to meet with the professional development district leaders and the superintendent to review research data on PD for practicing from stand-alone PD to support the why. I was able to show why and how I will advocate for a guiding coalition to help serve as the nerve center of the 8-step process (Kotter, 2018). The guiding coalition will help develop a strategic vision to implement job-embedded PD after stand-alone PD that includes instructional coaches. The guiding coalition will also share the vision to enlist stakeholders to assist in implementing the system. Finally, those involved in the guiding coalition will help remove the identified barriers to create a better opportunity to implement the suggested policy.

I recommend that teachers receive job-embedded PD at least twice a month to help increase self-efficacy. The new policy includes a description of the roles and responsibilities of the instructional coach. Instructional leaders will monitor teacher self-efficacy once a quarter to see if there is a change. I recommend this specific policy because I discovered a need to teach others what job-embedded professional development is with the help of the instructional coach. I find that communicating the system for teachers to be aware of the process is essential if they need support implementing new strategies. Through my findings, I believe that this policy will bring attention and improvement to teacher self-efficacy. The confidence will help the implementation of innovative ideas to build 21st-century thinkers ready for college and career.

Leadership Lessons

Instructional leaders need to communicate the systems that can help teachers implement new strategies that they learn to increase academic achievement. In my study, teachers shared they didn't know the process for what to do when they needed help with executing new learning approaches or where to go if they needed support. When I asked about the system for job-embedded professional development, they could not tell me. When interviewed, teachers stated they did not know the system that was in place. This clearly illustrates it is essential to ensure the stakeholders are aware of any systems in place and understand what job-embedded PD is. The knowledge of the system and the administration sharing the reasoning behind the expectation will enable them to see the value in the design and knowledge to use it.

Another leadership lesson I learned is the power of self-efficacy and job-embedded PD. Through my research, I found that self-efficacy can motivate teachers to try innovative things resulting in a positively impact on student achievement. Therefore, allowing me to see the importance of self-efficacy and its effects on teachers, academic achievement, and students.

I am now well-versed in bringing adjustments through the eight steps to accelerate change in your organization. Kotter's process introduced me to a new way to transform. His literature provides me with a different insight into each step. It makes me aware of why other educational leaders choose to do things in specific ways when bringing change to their district. I see the importance of each step in getting others on board with implementing the difference I want to make in districts.

I have grown as a leader to apply scholarly research. This process has enabled me to learn how to research literature to support my thoughts in my writings. It also helped me to apply scholarly research to my findings as I identified the As-is, To Be charts. It empowered me to ensure I was referencing my findings as I was using academic research to create a policy for change. I answered a question many times to myself, what evidence in my results supports my statements?

I learned the correlation between ESSA and my study. Understanding that ESSA is a law to help all students become college and career ready, I connected how self-efficacy can impact addressing the law. Teachers must believe they can help all students that come before them daily to prepare them for what happens after high school and contribute to closing the achievement gap. Therefore, leading me to think if we make self-efficacy a priority, it can be a way to address ESSA and make a difference.

Conclusion

Job-embedded PD has a critical role to play in supporting teacher self-efficacy. Job-embedded PD requires a system in place along with instructional coaches to work with teachers. However, instructional coaches must take the time to develop a rapport to provide adequate support to the teacher. School district leaders must leverage stakeholders to help implement the system to bring change in this area.

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Appendices

Appendix A: Survey Questions for Principal

Appendix B: Survey Questions for Instructional Coach

Appendix C: Survey Questions for Classroom Teacher

Appendix D: Interview Questions for the Principal

Appendix E: Interview Questions for Instructional Coach

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Appendix G: As-Is Chart

Appendix H: To-Be Chart

Appendix I: Strategies Chart

Appendix A

Survey Questions for Principal

Below is a list of statements about stand-alone professional development (PD) and job-embedded professional development. Please indicate your level of agreement by filling in the circle below your response.

Professional development in this survey means activities or trainings that teachers attend to increase educators' understanding of skills and knowledge necessary for students to succeed in their core academic subjects and to master state academic standards (Learning Forward, 2020). Job-embedded professional development are sessions with coaches, designed to enhance teachers' instructional practice that will result in improving student's learning.

1. New teachers at my site receive job-embedded professional development from an instructional coach.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

2. I have a support system in place for my new teachers to receive job-embedded professional development after they attend PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

3. I have a support system in place for my veteran teachers to receive job-embedded professional development after they attend PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

4. Teachers implement the information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

5. After teachers attend PD, they are confident with implementing the information learned.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

6. If teachers experience a challenge with implementing information learned from PD, they feel there is a system in place to support them with the implementation.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

7. I provide instructional coaches a safe environment to have collegial dialogue and reflection of teaching best practices that teachers implement from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

8. The instructional leadership team at my site provide differentiated job-embedded professional development to teachers.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

9. The job-embedded professional development the instructional coach provide the teachers at my site increase the confidence in teachers with implementing information learned from the PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

10. Having an instructional coach is important to building teachers' confidence with implementing new information.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

11. Mentoring relationships developed between the instructional coach and the teachers at your site help to increase teaching best practices becoming evident in the classroom because of the collegial dialogue.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

12. I provide my teachers with feedback on implementation of new information learned from PD they attended.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

Appendix B

Survey Questions for Instructional Coach

Below is a list of statements about stand-alone professional development (PD) and teachers receiving job-embedded professional development. Please indicate your level of agreement by filling in the circle below your response.

Professional development in this survey means activities or training for teachers to increase educators' understanding of skills and knowledge necessary for students to succeed in their core academic subjects and to master state academic standards (Learning Forward, 2020). Job-embedded professional development is sessions with coaches, designed to enhance teachers' instructional practice that will result in improving student's learning.

1. I provide job-embedded professional development to new teachers.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

2. I provide job-embedded professional development to veteran teachers.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

3. I have a system in place to gauge the implementation of new information teachers learn from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

4. Teachers are confident with implementing the information learned from the PD they attend.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

5. Teachers implement the information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

6. If teachers experience a challenge with implementing information learned from PD, they feel there is a system in place to support them with the implementation.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

7. I am provided a safe environment to have collegial dialogue and reflection of best practices that is learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

8. I provide a safe environment for the teacher and I to have collegial dialogue and reflection of best practices that the teacher tries to implement from the PD they have attended.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

9. I take time to develop a rapport with the teachers to understand their thought process behind the teaching best practices that are used in their classrooms.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

10. I build a trusting and mutually respectful relationship with the teachers I support.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

11. I provide differentiated job-embedded professional development to teachers.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

12. I provide job-embedded professional development to teachers to increase their confidence in implementing information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

13. Job-embedded professional development is important to building teachers' confidence with implementing new information.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

Appendix C

Survey Questions for Classroom Teacher

Below is a list of statements about stand-alone professional development (PD) and teachers receiving job-embedded professional development. Please indicate your level of agreement by filling in the circle below your response.

Professional development in this survey means activities or training for teachers with the intention that there will be an increase participants' understanding of specific skills and knowledge necessary for students to succeed in their core academic subjects and to master state academic standards (Learning Forward, 2020). Job-embedded professional development is sessions with coaches, designed to enhance teachers' instructional practice that will result in improving student's learning.

1. The content of the PD I have attended was relevant to my daily teaching practices.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

2. Before attending PD, I feel confident with promoting learning with my students.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

3. I am knowledgeable about the content focus of the PD before attending the PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

4. After attending the PD, I was knowledgeable about the content focus of the PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

5. After the PD, I felt confident with implementing the information learned from the PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

6. I implement information I learn from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

7. I am able to increase the learning opportunities with my students with using the information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

8. My instructional coach provides a safe environment for the two of us to have collegial dialogue and reflection of best practices that I try to implement from the PD I attend.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

9. I receive job-embedded professional development to help me implement the information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

10. The instructional coach takes time to develop a rapport with me to understand my thought process behind the teaching best practices I use in my classroom.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

11. The instructional coach builds a trusting and mutually respectful relationship.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

12. The instructional leadership team at my school site provides differentiated job-embedded professional development to teachers.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

13. Job-embedded professional development I receive help to increase my confidence with implementing information learned from PD.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

14. An instructional coach is important to building teacher's confidence with implementing new information.

Never	Occasionally	Sometimes	Usually	Always
○	○	○	○	○

Appendix D

Interview Questions for the Principal

1. What school site do you work at, your position title and the number of years you have been in your position?

2. Please describe your role.

3. How many teachers do you work directly with?

4. How do you support professional development at your school site?

5. How do you provide job-embedded professional development to teachers when implementing new strategies after they attend PD?

6. How do you support teacher self-efficacy?

7. How do you help to ensure teachers are confident with implementing new information that is provided during PD?

8. Who provides job-embedded professional development at your school site?

9. How often do teachers receive job-embedded professional development? Please describe the system you have in place.

10. When you support teachers after they attend PD, are you knowledgeable on the information they have learned?

11. Have you seen a positive difference in teacher evaluations or walk through data with the support structure that you have in place?

12. What do you think is essential to have in place to help teachers feel confident and implement information learned from professional development?

13. Is there anything else you want to share with me?

Appendix E

Interview Questions for Instructional Coach

1. What school site(s) do you work at, your position title and the number of years you have seen in your position?

2. Please describe your role.

3. How many teachers do you work directly with?

4. Describe the coaching process with your teachers?

5. How do you support professional development at school sites?

6. How do you provide job-embedded professional development to teachers when they are implementing new strategies after attending PD?

7. How do you support teacher self-efficacy?

8. How do you help to ensure teachers are confident with implementing new information that is provided during PD?

9. How often are teachers provided job embedded professional development?

10. When you provide job-embedded professional development to teachers after, they attend PD, are you knowledgeable on the information they have learned?

11. What do you think is essential to have in place to help teachers feel confident and implement information learned from professional development?

12. Is there anything else you want to share with me?

Appendix F

Interview Questions for Classroom Teacher

1. What school site do you work at, your position title and the number of years you have been in your role?

2. Please describe your role.

3. How do you feel teacher self-efficacy is supported at your site?

4. Who provides job-embedded professional development at your site?

5. Do you receive job-embedded professional development from an instructional leader at your site? If so, how often do you receive it?

6. What is the system for teachers to receive job-embedded professional development?

7. What do you think is essential to have in place to help teachers feel more confident and to implement information learned from professional development?

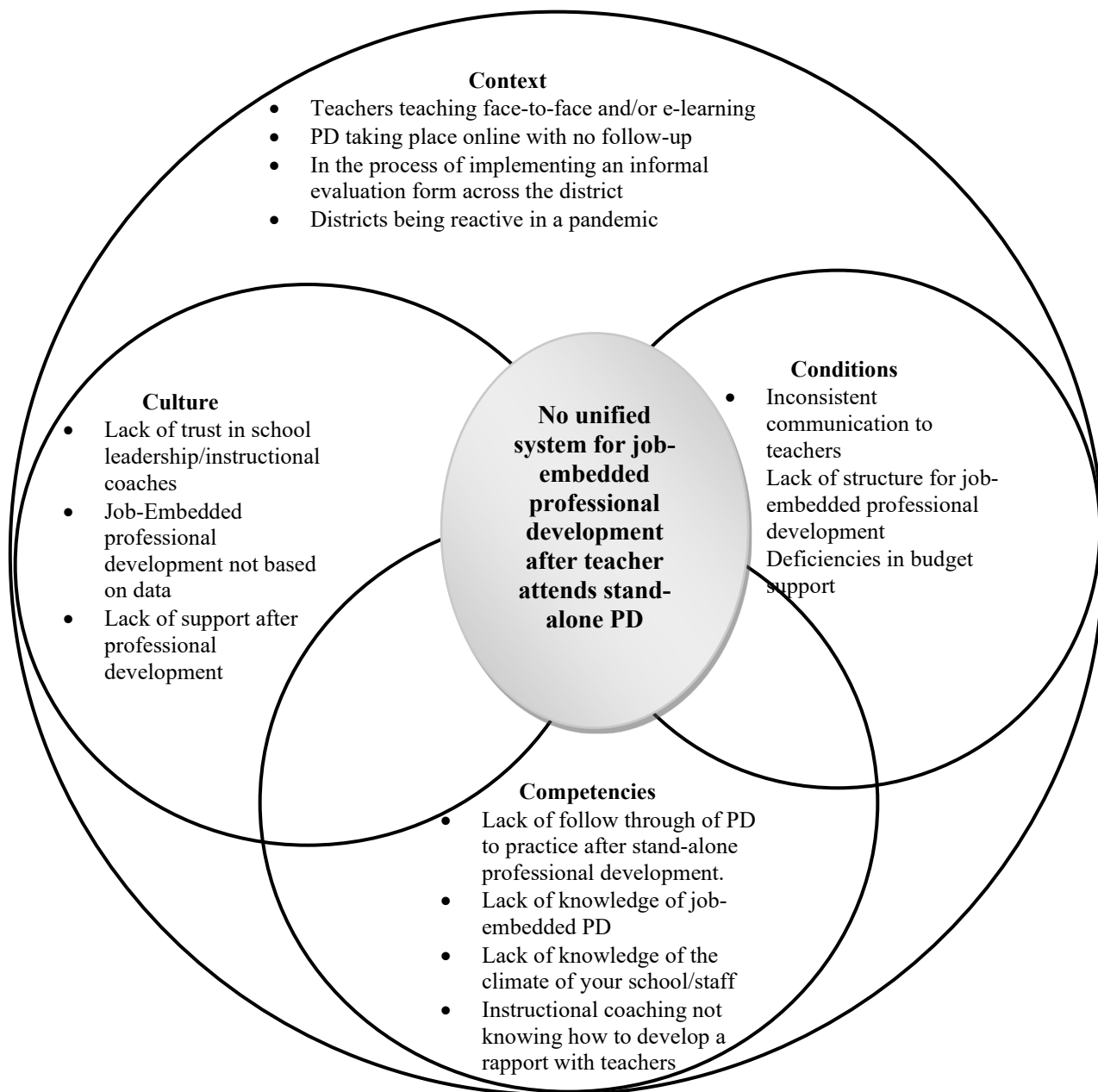8. Is there anything else you want to share with me?

Appendix G

As-Is 4Cs Analysis

Context
- Teachers teaching face-to-face and/or e-learning
- PD taking place online with no follow-up
- In the process of implementing an informal evaluation form across the district
- Districts being reactive in a pandemic

No unified system for job-embedded professional development after teacher attends stand-alone PD

Culture
- Lack of trust in school leadership/instructional coaches
- Job-Embedded professional development not based on data
- Lack of support after professional development

Conditions
- Inconsistent communication to teachers
- Lack of structure for job-embedded professional development
- Deficiencies in budget support

Competencies
- Lack of follow through of PD to practice after stand-alone professional development.
- Lack of knowledge of job-embedded PD
- Lack of knowledge of the climate of your school/staff
- Instructional coaching not knowing how to develop a rapport with teachers

Appendix H

To Be 4 Cs Analysis

Context
- Teachers either teaching face-to face or e-learning
- Follow-up with PD
- District personnel fluid in using online platform for PD
- Districts have multiple systems in place for various learning platforms for evaluations
- Districts thinking ahead for change

Conditions
- Consistent communication to teachers
- Consistent structure for job-embedded professional development
- Budget for compensation for teachers teaching both e-learners and face-to-face

Culture
- Job-Embedded PD based on data implemented
- Trust in district leadership (administration) observed
- Culture of support are working

Unified system of job-embedded professional development is implemented after teacher attends stand-alone PD

Competencies
- Understanding and implementation of job-embedded PD
- Understanding and implementation of ways to develop rapport with others
- Understand and respond to the climate of your school/staff

Appendix I

Strategies and Action Chart

Strategies	Actions
Create a Sense of Urgency	• Meet with Professional Development district leaders to review research data on PD for practicing from stand-alone PD.
Building a Guiding Coalition	• I will assemble a guiding coalition with principals, instructional coaches, teachers, and the director of professional development.
Form a Strategic Vision and Initiatives	• The guiding coalition will develop a strategic vision to implement job-embedded professional development after stand-alone professional development that includes the instructional coaches. • The guiding coalition will write the roles and responsibilities of the instructional coach. • A communication plan will be established to ensure the instructional staff knows the system for job-embedded professional development. • Implement a system for instructional coaches to develop a rapport with teachers.
Enlist a Volunteer Army	• Share the vision to enlist teachers, instructional coaches, and principals to assist in implementing systems.
Enable Action by removing Barriers	• There will be various forms of communication of the vision and initiatives to eliminate the barrier of lack of communication to all stakeholders involved. • I will need to share with district leaders the importance of participating sites not implementing many initiatives at once. • Eliminate barrier of lack of knowledge of job-embedded professional development by holding an onboarding session to ensure all stakeholders involved will be aware of the definition, examples, developing a rapport, and research to support the why. • Eliminate the barrier of teachers not having time to work together by providing a master schedule that create common planning opportunities. • Eliminate barrier of lack of funds for an instructional coach by meeting with district leadership to ensure participating sites have the units as a priority to be a part of the volunteer army.

Generate Short-Term Wins	• The guiding coalition will establish goals to determine small wins. • Monthly structured check-ins to determine the job-embedded professional development that is taking place. Celebrate the success. • Monthly observations to observe new strategies being implemented from stand-alone professional development. Celebrate the progress.
Sustain Acceleration	• Monthly structured check-ins to determine the job-embedded professional development that is taking place. • Monthly observations to observe new strategies being implemented from stand-alone professional development. • Collect meeting notes from teachers working together during common planning time slots.
Institute Change	• The guiding coalition will continue to bring on news sites until it is a change in the district for all sites to participate. • Use job-embedded professional development to address teacher self-efficacy to bring change in instructional practices to address the Every Student Succeeds Act.