The Effects of Teacher-Centered Coaching on Whole-Class Transitions in a Montessori Lower Elementary Classroom

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Abstract

The purpose of this action research project was to explore what effects one-on-one coaching would have on whole class transition times. The transitions in question were in a class of first through third graders moving from the period of class-time consisting of individual or small-group work choices to the whole class gathering in order to move on to the next activity, such as circle time in preparation for lining up to head to another part of the school building for Specials classes or lunch or to recess. Mostly this consisted of cleaning up the classroom and gathering as a whole group at circle time. Individually coaching the teacher in implementing specific techniques from No-Nonsense Nurturing® (NNN) online training platform could affect the quality and length of time of identified whole class transitions. Coaching techniques consisted of one-on-one meetings between coach and teacher for identifying through observation, learning through online training and coaching conversations, and planning improvements with the coach as partner. The data collection utilized pre- and post-intervention questionnaires, daily time tracker tally sheets, daily phrase tracker tally sheets, and weekly discussion questionnaires. Participation in the coaching cycle was found to improve the teacher's understanding of NNN as a tool to increase the teacher-student relationships. This, in turn, increases efficiency in whole-class transition times.

Keywords: Montessori, one-on-one coaching, transition times, classroom management

Working in a school setting as Instructional Coach, I have the privilege of observing every classroom, and subsequent classroom management style, of every teacher in the building. Inevitably, some classrooms operate more effectively than others. The classrooms where many students are off-task and exhibit more frequent misbehaviors piqued my interest for this research. The instructional administrative team decided to invest time and resources into training all teachers in a moderately-known classroom management program, No Nonsense Nurturing (NNN). It involves using specific language (positive narration) which is not praise, nor is it critical or punitive in nature. As an example, NNN prescribes teachers to give directions to students using the "MVP" formula, which stands for Movement (explicit directions on how to move one's body—When I say go, bring your notebook and pencil, and walk), Voice level (quietly/at a level 0), and Position (where/how one should be when ready—sit on the line with eyes on me).

As I observe in all classrooms within the school building, I provide prompt feedback to teachers related to implementing NNN practices. One of the main trouble spots for all teachers, in terms of classroom management, was transitioning the whole class from the classroom to the hallway in order to line-up and be ready to move to their next activity, whether that be going to lunch, heading to a Specials class, or gathering before transitioning to outdoor activities. The process of shifting students' focus from the end of their work cycle (the 2-3 hour period of time where students are allowed to complete individual or small-group activities within their classroom) to line up in an orderly fashion in order to move on to the next activity proved to be often chaotic and time-consuming. We are a medium-sized school (450 students) and roughly 350 of those students transition from classroom to Specials/lunch all within 10-15 minutes of each other within one hallway.

Many teachers end the work cycle a full 20 minutes before students' next scheduled activity. This seemed to chip away at instructional time. A 15-minute deficit in instructional time over the course of an entire school year adds up to over 47 hours of wasted instructional time. This is significant, and that figure reflects only one transition per day. Students experience a minimum of four such transitions daily. In other words, students might experience at least an hour and a half per day in transitions, alone.

Our school decided to do something about it by training our entire staff in and implementing the practices of NNN. Initial use of MVP directions and Positive Narration during transitions showed a marked difference in making hallway transitions feel more purposeful and less chaotic.

However, individual teachers implement NNN with varying degrees of fidelity. The purpose of this research was to see what effects directly coaching a teacher on this specific method of classroom management would have on the whole group of students' transition times. As stated previously transitions can be somewhat chaotic and lengthy when shifting 28 first through third graders.

I chose to work with one teacher in her first year teaching at our school. Although she is not new to teaching in a Lower Elementary Classroom she has not taught at that level for several years. My hope is that by coaching this teacher to feel more comfortable with this new method of classroom management, it will make her feel less frazzled and frustrated during transitions, which will translate to more efficient transitions, less chaos in the hallways, and thereby taking away less instructional time.

Theoretical Framework

To explore the research topic of the effectiveness of using No-Nonsense Nurturing as a classroom management tool in a Montessori classroom, I used Vygotsky's sociocultural theory as one lens to my research. Vygotsky believed that social interaction played a fundamental role in the development of the self. His theory suggests that the way we learn is by and large a process which takes place within a cultural community. According to Vygotsky, learning is, fundamentally, in interacting with other people (Cherry, 2019). Subsequently, the information is then integrated on the individual level. Shabani notes human development as the "the unification of mind and social interaction," (2016, p. 2).

Another important aspect of Vygotsky's sociocultural theory is his Zone of Proximal Development. It is a social concept, involving more than just the relationship between individual students and their teacher (Cherry, 2019). Grounded in sociocultural theory, and applied to diverse classrooms shows that effective

learning is rooted in the interconnected concepts of agency, experience, identity, context, and community

(Borrero, 2019)

Another theoretical lens used was Knowles's adult learning theory of andragogy combined with

Mezirow's transformative learning. Knowles's theory of andragogy approach is designed specifically for adult

learning (2014). His emphasis asserts that adults are self-directed and expect to take responsibility for decisions,

and that adult learning programs must accommodate this essential aspect. Andragogy assumes the following

about the design for adult learning. Adults: need to know why they need to learn something; need to learn

experientially; approach learning as problem-solving; learn best when the topic is of immediate value.

Essentially, andragogy means that instruction for adults needs to focus less on the content being taught, and

more on the process (2014). Providing a variety of learning strategies such as simulations, role playing, case

studies, and self-evaluation are favorable. Coaches adopt a role of facilitator or resource rather than instructor or

critic (2014).

Mezirow's transformative learning extends other forms of learning in that it creates profound changes in

learners' fundamental assumptions about themselves (1997). His theory is important to both coaching and adult

learning because it is focused on stimulating changes in one's own thinking. Transformative learning actuates

more far-reaching change in the learner (Clark, 1993). These learning experiences shape the learner and

produce significant impacts, or paradigm shifts, which affect the learners' subsequent experiences. (Clark,

1993).

A coach's task at the elementary level is to support the teacher in making necessary shifts in instruction

and management in order to build rapport with and resiliency within students. Resilient students have the ability

to handle and prevail over adversity and stress in their lives (Vitto, 2003). Environments which promote the

resilience model prepare students in the following three factors which protect their ability to learn: building

caring relationships, setting positive and high expectations, and providing opportunities to participate and

contribute (Vitto, 2003).

In Montessori practice, teachers' actions and words can set the emotional tone of the classroom. A primary focus in NNN is on teachers' communication within the classroom, and how this basic tool affects every aspect of learning in a classroom setting, especially student learning, student behavior, and classroom management. The availability of a well-prepared coach who has taken time to observe in the classroom, build rapport, and work collaboratively with teachers is an invaluable resource in moving teachers forward in their practice.

Literature Review

The ultimate goal in a Montessori classroom is to facilitate student independence while still being an active member of a community. The overarching themes of NNN: clear, matter-of-fact communication, high expectations, and respect for individuals while working for the good of the greater classroom community. The teacher sets the tone, and with practice and guidelines from NNN, the classroom becomes a purposeful, productive environment.

Students' success within the classroom is highly dependent on teachers' effectiveness in managing all student behavior where children learn to develop appropriate social behaviors and emotional self-regulation. Many new teachers report that a major challenge in feeling like an effective teacher is managing difficult behaviors of students in the classroom (Reinke, Stormont Herman, Puri, & Goel. 2011). They cite their desire for specific training in classroom management strategies and dealing with student behaviors before and during their first year of teaching (Rosas & West, 2009; Valente, Monteiro & Lourenço. 2018; Allen, 2010; Kalkman, 2018).

Whether teachers are new to the classroom, struggling with classroom management, or a mid-career teacher looking to boost current teaching practice, many school districts have adopted a coaching model where coaches or mentors support teachers and help new and seasoned teachers alike in their daily practice (e.g., Jefferson County Public Schools, Denver Public Schools). While there is no one model of coaching, most coaching models involve a four-step process of planning, observation, modeling, and debriefing (Atteberry, et al. 2008; Showers & Joyce, 1996). Jim Knight also writes about the use of these highly effective coaching

strategies with teachers who are already in classrooms (2018). In his book *The Impact Cycle* he writes, "…coaches and teachers work as equals with the goal of making a powerful, positive difference in children's lives," (Knight, 2018, p. 4). Further research by Knight (2004) and Neufeld and Roper (2003) reinforced the findings that teachers who are coached tend to adopt effective strategies in classroom management as well as instructional techniques. Coaching is designed to increase teachers' effectiveness in order to boost student learning. An effectively run classroom, one with clearly stated rules and expectations, helps students thrive (Knight, 2004).

This research focused on coaching the teacher on classroom management strategies that are in line with Montessori philosophy of fostering independence and are deemed child centered. In addition to No-Nonsense Nurturer, the following strategies were considered child-centered and focused on fostering positive teacher-student interactions: Responsive Classroom and Positive Behavioral Interventions & Supports (PBIS) (Kalkman, 2018), Incredible Years Teacher Classroom Management Training (TY TCM) (Reinke, Herman, & Newcomer, 2011), Impact Cycle (Knight, 2018), and Love and Logic Classroom (Fay, 2006).

No-Nonsense Nurturing ™ (NNN) was adopted for all program levels in classroom management techniques. The NNN method incorporates aspects of effective classroom management, including building rapport between the teacher and students, clearly stating expected, appropriate behaviors, modeling respect, building trust between teachers and students (Arslan & Polat, 2016), as well as teachers learning to view classroom discipline as social interactions which can be flexible and negotiable (Pane, 2010).

NNN does describe some elements in its directives that do not fit with Montessori philosophy in practice, some behavior modification strategies are employed, such as punitive/public displays of students' names on the whiteboard for non-compliance and implementing rewards for good behavior. According to Palardy, behavior modification works sometimes for some students under some circumstances (1992). However, behavior modification treats only the symptoms of problems, not their causes (1992).

Montessori is based strongly in respecting children and nurturing their natural development, building secure relationships with peers and caregivers (family, peers, teachers), and working in rich environments for

learning. No-Nonsense Nurturer is founded on building strong relationships between teachers and students in order to set high expectations within the learning environment. Overall, the emphasis on personal responsibility in both Montessori and NNN proves sufficient alignment in allowing for students' development of self-regulation.

While NNN is firmly based in research (e.g., Bondy et al., 2007, Farr, 2010, Marzano et al., 2003), no articles were found specifically indicating how implementing NNN in a Montessori classroom can support students' personal development and academic progress in classrooms. This will be the first research on NNN being implemented within a Montessori classroom setting.

Methodology

This study utilized both quantitative and qualitative experimental design to determine the effect on transition times using one-on-one coaching of a teacher in a Montessori lower elementary classroom (grades first through third). The quantitative measurement utilized a tally sheet tracking phrases used by the researcher during transition times, and a separate sheet recording the total time of each defined transition (see Appendix A). The qualitative measurement took place during weekly one-on-one meetings between the researcher (coach) and the teacher utilizing a questionnaire to guide the discussion (see Appendix B). Additionally, an analysis of the teacher's reflection on the implementation of classroom management skills was gathered using a pre- and post-intervention questionnaire (see Appendix C).

This research took place in a suburban neighborhood, in a public Montessori school setting located in the western United States. The school is an "option" school where all students, pre-Kindergarten through eighth grade, opt into enrolling at the school through Choice Enrollment (lottery system) within the school district. All lead teachers within the school hold bachelor's degrees and state-certification, as well as Montessori credentials from a MACTE-accredited institution for the level in which they teach. All staff members received training on No-Nonsense Nurturing© (NNN) strategies using No-Nonsense Nurturing Online Learning modules (v2.0). The researcher (coach) worked with one teacher for six weeks, focusing specifically on the NNN strategies used

during whole-classroom transition times for this research. The teacher signed a letter of active consent (see Appendix E), stating that the focus of the research is to further improve teachers' classroom management practice in a Montessori lower elementary classroom setting. Note: the coach was available to support all teachers in implementing NNN strategies and chose to work with one selected teacher on this particular challenge area.

The researcher was a Montessori teacher certified through the American Montessori Society in both Infant & Toddler (IT) and Early Childhood (ECE) programs, teaching in both IT and ECE classrooms for a total of 28 years. She also served as a Field Consultant observing adults in their classrooms during their Montessori practicums at both IT and ECE levels, as well as an instructor at the regional AMS Training center at IT level for over 15 years. Finding a passion for working with adult learners in relation to Montessori pedagogy, environmental design, child development, parent education and professional presentations, she was hired in the role of Instructional Coach in the public Montessori school.

The bulk of data was gathered during the end-of-morning transition, from the "work cycle" to "circle time." Efforts were made to gather data during the beginning transition (arrival and transition into work cycle), as well as transitions to lining students up in the hallways to facilitate getting to the next activity (playground, lunch or specials classes). Regular coaching schedule fluctuations and obligations prevented more data being gathered from these periods, as well as end-of-day and dismissal transition data.

The coach and teacher met before any data was gathered to answer any questions and to agree upon and become familiar with the procedures (i.e., best times to observe transitions, set up weekly meetings). The teacher had a chance to answer any questions about the tally sheets and read through the questions on both questionnaires. They had a few days to complete the pre-intervention questionnaire before baseline data gathering began.

The teacher and coach held weekly coaching conversations. During those conversations, they discussed NNN strategies, observations about phrases used, and how to practice using more NNN strategies and used the

weekly discussion form as the basis for discussion. Topics raised during these discussions informed the teacher in areas for improved focus and practice for each of the following weeks.

To analyze the data collected through the daily phrase tracker tally sheet and time tracking log, a graph was created to compare the transition times over the course of the study to determine whether the use of NNN strategies, as they were implemented with more fidelity, were effective in executing more efficient transition times, thereby extending instruction time. The weekly discussion questionnaire responses were coded with the themes of areas for improving NNN strategies, such as crucial NNN phrases using Movement, Voice and Place (MVP) instructions, and positive narration. The pre- and post-intervention questionnaires filled out by the teacher were compared to assess whether the intervention was effective for improving the implementation of NNN strategies, as well as improved confidence and self-reliance in their use.

Data Analysis

The purpose of this study was to learn about the effects of one-on-one coaching of a teacher using No-Nonsense Nurturing© (NNN) strategies on classroom management. The subject for this study was one lower elementary teacher employed at a suburban public Pre-K–8 Montessori school west of the Denver metropolitan area. Data was gathered for a total of four weeks using the first week's data as baseline data.

The challenge area for this particular teacher was determined as whole classroom transition times at the end of work cycle. At this time of day students transition from small group and independent, individual work to whole class activities such as lunch, specials classes, and playground time. The research design incorporated both quantitative and qualitative data tools such as tally sheets, time trackers, weekly discussion questions and pre- and post- intervention questionnaires which assessed their level of confidence in understanding and implementing key phrases. Topics raised during weekly collaborative conversations between the coach and teacher were used to determine follow through and next steps, and inform areas needed for further coaching.

Quantitative data tools

A time tracker tool was developed to record the times during transitional periods at the end of typical morning work cycle for the duration of this research (see Appendix B). Morning work cycle is defined as the 2.5–3-hour block of time in a typical Montessori classroom which allows students to choose between independent individual activities, work with one or more partners, and engage in both individual as well as small group lessons with a teacher. At the end of a typical work cycle, the teacher indicates the need for the whole class to stop all work, clean up and transition to a whole class activity. The transition period is defined as the time from when the teacher initiates the attention-getter signal (usually striking a chime or ringing a bell) to when the children are all gathered (sitting at circle) ready to receive their next set of instructions.

The teacher adjusted the classroom routine after the first coaching meeting to include classroom jobs as part of the students' end of morning clean-up duties. Students were assigned one-person jobs for which they were responsible. One of the students' tasks was to "grade" the class on a scale based on some agreed-upon criteria. Each week the teacher incorporated more NNN MVP phrases and positive narration statements. However, it is unclear what effect this adjustment to the routine or the increase of NNN phrases had on transitions times (see Figure 1).

Pre- & Post- Intervention Transition Times
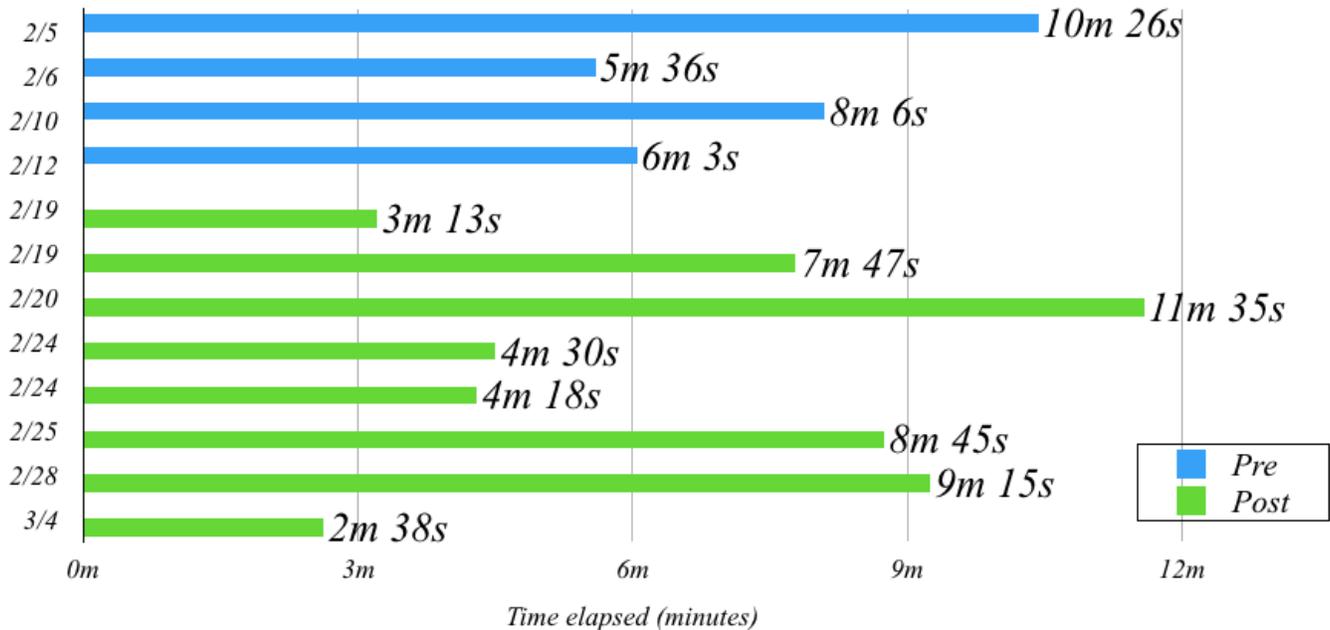
Figure 1: Transition times recorded from Work Cycle (individual work) to Circle Time (whole class). Note: Change in bar graph colors indicates when coaching intervention began.

A second tally sheet was used to track the number of phrases used during transitions (see Appendix A). NNN phrases included MVP directions as well as Positive Narration statements. All phrases the teacher used during transitions were tracked and later coded by MVP directions, Positive Narration statements, and any non-NNN phrasing. The quantity of NNN phrases (MVP and Positive Narration) and other, non-NNN phrases used during the end of the morning work cycle transition into whole group time. These whole group time mostly consisted of gathering into "circle time." These were tallied and recorded as seen in Figure 2.

Types of phrases used during transitions

MVP   Positive Narration   Non-NNN
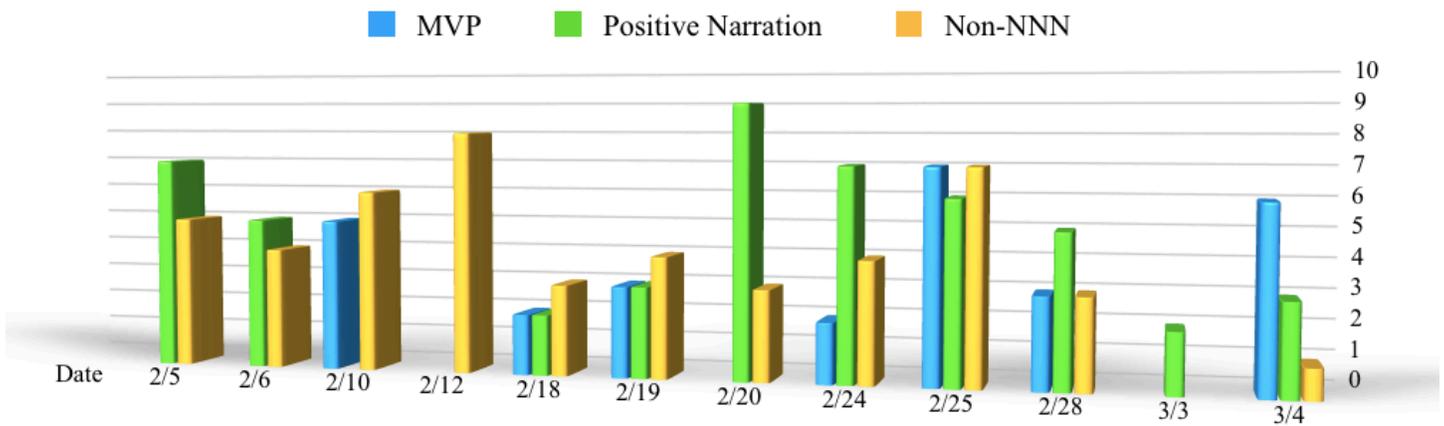
Figure 2: Types of phrases used during transitions.

As observed in Figure 2, both the number of MVP phrases and Positive Narration statements increased, and the non-NNN statements decreased once the coaching cycle began. While the results of coaching the teacher on use of these phrases did not appear to have a significant effect on transition times, overall, it is worth wondering what effects on transition times would have occurred had the coaching cycle been longer.

Qualitative data tools

Questionnaires were developed based on Borrero's assessment questions (2019, p. 6-8). One set of questions were used in the pre- and post-intervention questionnaires to gather information from the teacher to about relationship-building paradigms with students (see Appendix D). The teacher filled this questionnaire without the coach present both before the intervention began and after the last coaching session concluded, four weeks apart (see Table 1).

Questions:	Pre	Post
When it comes to giving consequences (holding students accountable) for disruptive behaviors...	I try to hold them accountable by staying in @ 10 min @ playtime-- have them on a verbal warning chart: 1 warning; 2 warning; 3	I do my best to follow through with my behavior plan: -2 verbal warnings-10 minutes of playtime -3 verbal warnings-a think sheet -after that,

	warning; etc.	working in another classroom
If a student enters my classroom clearly tired and puts his or her head down, I am most likely to...	Ask if they had a bad am/pm; how they slept? How do they feel (getting sick) -a general check-in	ask a series of questions-bad morning? -sleep well? -not feeling? -nurse? -H2O? -bathroom?
If I observe two students pushing each other, I am most likely to say...	to ask them to have a restorative conversation with each other	asking them to have a restorative conversation, to solve the problems
After assigning a task, I overhear a student a few feet away from me say under his or her breath, "I'm not going to do this." I respond by...	if it is a group expectation, I tell them they are part of the group and your expectations are...to follow through...	what is that scares you about this? do you need help?
List any further information you would like to learn about related to coaching classroom management or NNN techniques	How do you manage [2 certain students] by using NNN techniques?	none
How would you characterize your relationships with most of your students?	strong	middle to (about 75%)
About how much time each week do you spend building relationships with students and their families outside of class (this can include before school, planning times during school, after school, or on weekends)?	20 min/week	20 min/kid
About what percentage of students are you able to motivate to follow simple directions the first time you state them, without raising your voice?	85% (indicated 4 students' who were in the 15% remaining)	90%
What percentage of students are you able to motivate to complete work plans?	80%	85%
Approx. what percentage of your students do you find challenging to motivate?	20%	15%
How frequently do you find yourself frustrated with student behavior in your classroom?	1-2 times/day	several to 1-2 times/day

Table 1: Pre- and Post-intervention questionnaire responses.

A second set of questions was developed from Borrero's work for weekly discussion questionnaires (see Appendix C). These questionnaires were completed by the coach during weekly discussions between the coach and teacher during the research period. A total of three (3) questionnaires were completed during the duration of this study (see Table 2).

Questions:	Week 1	Week 2	Week 3
How do you think this week is going?	-some kids who really need it are most resistant. -Using behavior charts with a couple of	-made changes to routine (jobs-15 min then circle time) -Monday 1st circle, "training" day; kids train next person on	-new plans going better, more smoothly

	them. -helps think of end result. -what do I want to see. -see whole picture/keeping end in mind	jobs for this week; 2nd circle-new jobs -work time to circle is biggest challenge	
In what ways might we work to restate any transitional directions to fit the MVP model?	-need reminder about how to use MVP -nobody waits for the go. -nobody's stopping to wait for the go. -same kids need reminders every day	-is counting down part of MVP -maybe shorter/count down from 5	-not always able to do 1-2-3 [MVP] quick directions -trying to have kids help/teacher needs to direct it
Is there a comment we can rephrase so that you could avoid one next time?	-"It's time to tidy up." Need to define what "tidy up" means (expectations) -can use that short cut later, but take a step back and define now -graders...give a checklist to help assess the cleanliness	-counting down alternative (practice what 1 minute feels like, 2 minutes feel like, etc. at circle time with talking) -practice freeze/statue -revisit voice levels	-consistency
What part of the process can we work on to ensure a smooth transition next time?	-MVP statements -how to redirect the "gaggle" of students	-practicing freeze/statue, voice levels, what 1...2...minutes feels like, etc.	-want to see more "freeze" before giving GO instructions -they listen until GO
Did you take advantage of relationship-building opportunities?	-not outside of school -like to use Fridays to check in with kids (unfinished work folders, mini 1:1, Friday lunches with teachers if they want, little greetings, etc.) -let (particular child) take a day to connect	-(Student)-taking advantage of friend (distractor) being gone. -(Student) reinforcement survey -(3 students) give them timers	Yes (student) specifically -reset the relationship. -(student) new 504 plans
Is there anything specific you would like coaching on to improve your NNN practice next time?	-MVP- clear -positive narration - recommend observing another colleague's classroom who uses NNN very effectively	*MVP -how can (student) lessen anxiety about it -will meet early next week to pre-write some MVP phrases -set up times for (teacher) to observe colleague's NNN skills in action	-consistency in MVP directions -teacher-led (not student led)

Table 2: Weekly Discussion Questionnaire

A by-product of identifying topics raised during the weekly discussion questions, opportunities arose for planning for increased use of NNN strategies, as well as engaging in open-ended discussions about classroom management and student behaviors.

Conclusions

The purpose of this study was to see what effects direct coaching would have with a teacher on classroom management. The coaching targeted specific strategies within No-Nonsense Nurturing® (NNN)— a training completed by all faculty and staff at this public Montessori school at the beginning of the 2019-2020 school year. Identified strategies focused on the time period at the end of morning work cycle, as this period of time was often chaotic and would take up to 20 minutes for every transition. This study focused on the transition of the whole class of lower elementary Montessori students (usually between 20-24 first through third graders) from individual work activities to a whole class activity (i.e. lining up for lunch or playground or Specials classes).

Many past studies highlighted teachers' desires for more specific training on classroom management techniques (Rosas & West, 2009; Valente, Monteiro & Lourenço. 2018; Allen, 2010; Kalkman, 2018). NNN provides simple and clear techniques for interactions teachers face with their students every day. Since all staff had taken the overall training the teacher in this study had a baseline of knowledge from which to work.

In an effort to maintain neutrality for the study, limited detailed information about the study was shared with the teacher prior to the start of data collection. The desire was to keep any results unaltered before any intervention occurred. From the beginning it became very clear the importance of the coach and coachee setting a common course with goals and expectations from the very beginning.

The coaching sessions used the weekly questionnaires (see Appendix C) as a starting off point for the discussions. The coaching approach was to start by answering consistent questions each week, which would inform any recommendations for the following week's practice of NNN strategies. When I started taking baseline data I stuck to the data collecting forms I had designed, but I quickly learned that I needed to have more preliminary conversations to make sure we were on the same page.

After the initial baseline data gathering, coaching conversations started (February 14-an inservice day with no students present). At the beginning of each meeting discussions began with the weekly questionnaires. Subsequently, conversations focused on brainstorming and practicing the MVP statements and Positive

Narration, identifying non-NNN statements to discuss how they differ from MVP and Positive Narration. MVP directions are statements such as, "When I say 'go' you will put your notebooks away, voices at a level zero and come and sit in your circle spots. (pause) Go!" Positive Narration is where the teacher calls out the behaviors of the students that match the directions as students are performing them, such as, "Johnny is putting his notebook away. Sally's voice is at a level zero. Jimmy is sitting in his circle spot, his voice is at a level zero. The goal of reducing the frequency of non-NNN phrases was set, as well. An example of a non-NNN phrase is, "I like the way Nancy is helping," or "I see lots of work out."

The teacher reported gaining insights into practices related to using NNN during the third coaching conversation (out of 4 total). Most conversations between the teacher and the coach lasted between 15-20 minutes. This particular conversation lasted over an hour. At the end of the conversation specific mini-goals related to NNN strategies was determined, as well as the direction of future coaching conversations.

Recommendations

Although this study was conducted with a single participant, it does indicate the need for continued research of best coaching strategies for teachers, specifically in a Montessori setting. Additionally, the role and influence that the assistant would play was not factored in the data collection. The teaching team of this classroom was a bit unusual because both lead teacher and assistant were licensed teachers. The lead held Montessori certification, but the assistant had been teaching in their own classroom previously for several years. Hindsight dictates that procurement of consent from the assistant, as well, as a participant in the study.

The researcher concluded from the coaching conversations that to determine the best course of action for a teacher as well as students, it is imperative to:

- Set clear, attainable goals before coaching intervention begins
- Map out observation schedule
- Determine the length of coaching cycle (4-6 weeks)

- Agree to specific tasks and expectations about who will perform them

- Pre-arrange coaching meeting times (and keep them!)

       While both the teacher and the coach agreed that the coaching sessions were productive in terms of supporting the teacher in learning a new system of classroom management, its effects on student outcomes still remains uncertain. This statement is based on the fact that the sample size was small (one teacher), and the intervention (one-to-one coaching) was implemented for a short duration (three weeks). Additional research should be done to determine the overall effectiveness of one-to-one coaching with a pre-determined goal (i.e. implementing NNN) on student outcomes with further information sought to inform the most effective timeframe.

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COACHING ON WHOLE CLASS TRANSITIONS

Appendix A

Phrase Tracking Sheet

Date: _____   **Times of day:** _____

KEY: group→work cycle (GW);   class→hallway (CH);   other-define below (O)

Track the use of No Nonsense Nurturer's (NNN) Movement ,Voice, and Placement (MVP) phrases, Positive Narration phrases or Non-NNN phrases during whole class transitions.

Type of transition (GW, CH, O)	# of MVP directions	# of Positive Narration statements	# of Non-NNN directions

NNN Phrases used:

Other phrases used:

Appendix B
Transition Time Tracker

Date	Time start	Time end	Total time	Date	Time start	Time end	Total time

Appendix C
Weekly discussion

How do you think this week is going?

In what ways might we work to restate any transitional directions to fit the Movement, Voice, Position (MVP) model?

Is there a comment(s) we can rephrase so that you could avoid one next time?

What part of the process can we work on to ensure a smooth transition next time?

Did you take advantage of relationship-building opportunities?

Is there anything specific you would like coaching on to improve your No Nonsense Nurturer® practice next time?

Appendix D
Pre- and post-intervention questionnaire

The following questions will help you assess your relationship-building paradigms with students. Read each sentence stem, silently reflect for ten to fifteen seconds, and finish it as honestly as you can.

1. When it comes to giving consequences (holding students accountable) for disruptive behaviors…

2. If a student enters my classroom clearly tired and puts his or her head down, I am most likely to…

3. If I observe two students pushing each other, I am most likely to say…

4. After assigning a task, I overhear a student a few feet away from me say under his or her breath, "I'm not going to do this." I respond by…

5. List any further information you would like to learn about related to coaching classroom management or No Nonsense Nurturer® techniques.

Appendix D (cont'd)

Place a star (*) at the spot on each continuum to represent where you feel you are currently.

1. How would you characterize your relationships with most of your students?

    _____
    Weak   Strong

2. About how much time each week do you spend building relationships with students and their families outside
    of class (this can include before school, planning times during school, after school, or on weekends)?

    _____
    <15 min   2 hours+

3. About what percentage of students are you able to motivate to follow simple directions the first time you state
    them, without raising your voice?

    _____
    <20%   100%

4. What percentage of students are you able to motivate to complete work plans?

    _____
    <20%   100%

5. Approximately what percentage of your students do you find challenging to motivate?

    _____
    <20%   100%

6. How frequently do you find yourself frustrated with student behavior in your classroom?

    _____
    Several times a day   1-2 times/day   once a week   Rarely

Appendix E
Letter of Active Consent

Active Consent Form

As you may know, I am a St. Catherine University student pursuing a Masters of Education degree. An important part of my program is the Action Research project.

As the Instructional Coach at _____ I have chosen to learn about the effects of one-on-one coaching directed at the implementation of No Nonsense Nurturer® (NNN) techniques during classroom transition times. I am working with a faculty member at St. Catherine University and an advisor to complete this particular project.

I will be writing about the results that I get from this research, however none of the writing that I do will include the name of this school, the names of any staff, students, or any references that would make it possible to identify outcomes connected to a particular staff member. Only the assistant principal and I will have access to the identifiable data for this study; We will keep it confidential.

When I am done, my work will be electronically available online at the St. Kate's library in a system called SOPHIA, which holds published reports written by faculty and graduate students at St. Catherine University. The goal of sharing my final research study report is to help other teachers who are also trying to improve the effectiveness of their teaching.

As with any coaching cycle, you may experience a heightened level of stress due to the increased number of observations and meetings with the instructional coach during the six-week timeframe. The benefit could be reflected in smoother, less stressful classroom transitions.

Procedures:
If you decide to participate, you will be asked to participate in additional weekly visits to your classroom (observations) from the instructional coach (the researcher). There will be minimal other additional time commitment on your part outside of normal teaching duties. There will be a pre- and post-intervention questionnaire consisting of six or fewer short-answer questions. Each questionnaire should take less than 10 minutes. This study will involve approximately 30 minute observations, 2-3 times per week for six weeks starting in January. Additionally, you will conference with the instructional coach for a minimum of 20 minutes once each week for debriefing and planning during normal planning times.

This study is voluntary. If you decide you do want to be a participant and/or have your data (transition times, pre- and post-intervention questionnaires, use of NNN and non-NNN phrase tallies) included in my study, you need to check the appropriate box(es), sign this form, and return it by January 10, 2020. If at any time you decide you do not want to continue participation and/or allow your data to be included in the study, you can notify me and I will remove included data to the best of my ability.

If you decide you do not want to participate and/or have your data included in my study, you do not need to do anything. There is no penalty for not participating or having your data involved in the study.

If you have any questions, please feel free to contact me, Siobhan Sullivan. You may ask questions now, or if you have any additional questions later, you can ask me or my course instructor, Dr. Olivia Christensen at 651-690-6219, who will be happy to answer them. If you have other questions or concerns regarding the study and would like to talk to someone other than the researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at (651) 690-7739.

You may keep a copy of this form for your records.

Opt In

Please check all that apply. I DO want to:

☐   participate in this study.

☐   have my data included in this study.

☐   If you would like to be recognized for your contributions to this research, please write your name here as you would like it to be included.

_____
Name of Participant in Research (please print legibly)

_____   _____
Signature of Participant in Research   Date

_____   _____
Signature of Researcher   Date

Please respond by January 10, 2020.