A PHENOMENOLOGICAL STUDY OF TEACHER EFFICACY IN CAREER AND

TECHNICAL EDUCATION COACHING AND MENTORING PROGRAMS

by

Sharon Louise Largent-Necessary

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

Terrell L. Elam, Ph.D., Committee Chair

Sarah Pannone, Ed.D., Committee Member

ABSTRACT

School districts are tasked with improving teacher performance in response to an overwhelming need for students who are both college and career-ready (Brand, Valent, & Browning, 2013). A lack of quality professional development programs specifically designed for Career and Technical Education (CTE) teachers that promote the development of teacher efficacy and instructional skills is a significant concern. The purpose of this transcendental phenomenological study is to describe the lived experiences with self-efficacy of CTE teachers who have participated in the Vision of Excellent Instruction in Career and Technical Education Coaching and Mentoring Program in Northeast Tennessee. This research study utilized Bandura's self-efficacy theory (1986) related to the experiences of CTE teachers' participation in the Vision of Excellent Instruction in Career and Technical Education Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. Self-efficacy guided the study as self-efficacy is influenced by mastery or non-mastery of experiences and is based on an individual's perceived capabilities (Bandura, 1977). Purposeful criterion-based sampling was used to select Career and Technical Education teachers to participate in the study. Data were collected through a qualitative survey, individual interviews, and focus group. Qualitative analysis indicated factors such as self-awareness, professional growth, collaboration, and relationships impacted CTE teacher perceptions of efficacy in the classroom. Recommendations for future research include analysis of the perceptions of lived experiences of the CTE coaches.

Keywords: Career and Technical Education, Vision of Excellent Instruction Coaching and Mentoring Program, coaching, traditional professional development, coaching, mentoring, self-efficacy

Dedication

With heartfelt love and appreciation, I would like to dedicate this dissertation to my family. First, to my husband Jake, who while also working on his doctoral degree, has managed to be a solid rock of support throughout this entire process. Your love and devotion means more to me than you will ever know. When I didn't believe in myself, you never doubted my ability and continued to encourage and support me. I only hope that I can support you during your journey as much as you have in mine. To my mom, Deborah, and dad, Rick, who understood the value of an education and pushed me to continue my educational goals. Thank you for believing in my journey and reminding me that God has a plan for my life. I would not be where I am without your constant love and support. To my bonus mom and friend, Shannon. I couldn't imagine life without your unconditional love and support. You are a blessing to me and to our family. I am thankful God gave you to us. I would also like to thank my brothers, Richard and Josh. We are and always will be a team of three. Our connection runs deep, as does our love and support for each other. Thank you for always believing in me and my crazy dreams. A girl couldn't ask for better brothers to make her life more complete. Thanks for always being there for me. A special thank you to my late twin sister, Sherry, who taught me to cherish the life God has given me and to reach for the dreams that seem unreachable. To my late mother in law, Betty, you believed I could accomplish a doctoral degree from the very beginning. Often you believed in me, when I didn't believe in myself. I miss you more than words can say. Finally, to my sweet girls, Sarah and Katie, who have known nothing other than a mother who is in pursuit of an educational goal. You have been impacted more than anyone else by my doctoral journey. You have sacrificed unselfishly but gained a love of learning and desire for knowledge. I have no doubt that you will both accomplish the amazing life that God has planned for you. As you both constantly remind me, "For I can do everything through Christ, who gives me strength"

(Philippians 4:13). I will be here to remind you as well. What I quickly realized as you grew older was that you developed of love of knowledge and an appreciation of education that you will carry with you and hand down to your own families one day. I am so very proud of the young women you are becoming.

The ultimate thank you and dedication goes to Jesus Christ, my savior and lord. I am nothing without Christ. Everything I have accomplished is only through the grace and love of God.

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List of Abbreviations

Average Yearly Progress (AYP)

Career and Technical Education (CTE)

Every Student Succeeds Act (ESSA)

No Child Left Behind (NCLB)

Professional Learning Communities (PLCs)

Race to the Top (RttT)

Vision of Excellent Instruction Coaching and Mentoring Program (VoEI)

Vision of Excellent Instruction Career and Technical Education Coaching and Mentoring

Program (VoEI CTE)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this transcendental phenomenological study was to describe the experiences with self-efficacy of Career and Technical Education (CTE) teachers who have participated in the Vision of Excellent Instruction (VoEI) Career and Technical Education Coaching and Mentoring Program in Northeast Tennessee. The existing literature indicates a need for additional research on instructional coaching-related specifically to career and technical education. Fletcher, Lasonen, and Hernandez (2014) identified a need for rigorous and relevant CTE programs with instructional and program support from administration, business, and community provided through instructional coaching and mentoring. The unique qualities of the CTE teacher require unique professional development and coaching opportunities. Hoekstra and Crocker (2015) reported that additional studies and experiments on various approaches to providing professional learning support for CTE teachers are essential in developing strong CTE programs. Chapter one provides support of this study as follows: (a) background, (b) situation to self, (c) problem statement, (d) purpose statement, (d) significance of study, (e) research questions, and (f) definitions.

Background

Career and technical education was originally known as Vocational Education beginning with the Smith-Hughes Act in 1917 (Brand et al., 2013; Kuchinke, 2013; Nye, 1965). According to Levesque, Lauen, Teitelbaum, Alt, Librera, and Nelson (2000), the purpose of Vocational Education was to prepare young adults for entry-level jobs in the workforce. This original focus was on preparation for jobs that did not require a four-year post-secondary degree. Currently, CTE programs of study focus on preparing students for post-secondary success, whether the

required training is a certificate program, two-year degree, four-year degree, or graduate coursework (Levesque et al., 2000).

The VoEI CTE Coaching and Mentoring Program was designed to provide specialized professional development and support to CTE teachers. Because the program is in the pilot stages of implementation, teachers experiences in the program and the perceived impact of the program on teacher self-efficacy have not been studied. This study provided an opportunity to highlight CTE teachers perceptions of the VoEI CTE Coaching and Mentoring Program and the perceived impact on teacher self-efficacy. This study also provided administrators, supervisors, and school directors an alternate view of the successes and challenges associated with the full implementation of the VoEI CTE Coaching and Mentoring Program in the pilot school systems. The background section focuses on the historical contexts, social contexts, and theoretical contexts of the study.

Historical Contexts

Career and technical education had its formal beginning in 1917 due to the Smith-Hughes Act, initially known as the National Vocational Education Act. However, the historical impact on Vocational Education was prevalent as early as 1876 with the development of apprentice or manual trade programs (Barlow, 1975; Brand et al., 2013; Kuchinke, 2013; Nye, 1965). According to Barlow (1975), "programs integrated not only physical trade instruction but also moral and intellectual training requiring specially trained educators" (p. 49). A need for better training for teachers resulted in developing the New York College for Teachers in 1888 (Barlow, 1975). The need for well-rounded industrial employees stirred an emphasis in domestic science education. From this initiative, Ellen Swallow Richards became known as the founder of Home Economics, and the Home Economics education curriculum was developed (Barlow, 1975). In

1887, land grant colleges development reinforced the need to continue providing agriculture and home economics education to communities across the United States. What would become Vocational Education in 1917 had expanded to include agriculture, home economics, and industrial education (Barlow, 1975).

As noted by Brand et al. (2013), the passage of the Carl D. Perkins Vocational Education Act in 1984 (Perkins) changed federal participation in how federal funds were utilized and vocational programs were held accountable in Vocation Education. Federal funding continues to be utilized to create educational opportunities to promote the development of a workforce that can fill the labor needs of industry (Dougherty & Lombardi, 2016). The reauthorization of the Carl D. Perkins Act of 2006 (Perkins IV) changed Vocational Education to CTE and focused on creating strong pathways to support college and career readiness for students (Brand et al., 2013). Today, CTE classrooms are tasked with providing real-world activities both inside and outside the classroom that are academically rigorous and relevant to industry needs. The combination of providing real-world activities that are both rigorous and relevant to industry creates a unique learning environment requiring a unique teacher support and development initiative such as the Vision of Excellent Instruction CTE Coaching and Mentoring Program.

Social Contexts

A need to improve teacher performance in response to *The Every Student Succeeds Act of 2015* prompted school systems to seek specialized professional development for teachers (Heineke, 2013; Desimone & Pak, 2017; White, Smith, Kunz & Nugent, 2015). While specialized support systems are in place for teachers of core academic courses, specialized support systems have not existed specifically for CTE teachers in Tennessee. The lack of specialized support for CTE teachers in Tennessee inspired the development of the Vision of

Excellent Instruction CTE Coaching and Mentoring Program (Tennessee Department of Education, 2015). The VoEI CTE Coaching and Mentoring Program began its pilot roll-out during the fall of 2015 in Tennessee. The Northeast Tennessee region began with three school systems agreeing to be a pilot to the program. Surveys are conducted before, during, and after implementation; however, participants are not allowed to voice their perception of experiences about participation in the program.

Theoretical Contexts

Bandura's self-efficacy theory (1986) guides the theoretical framework of this study. According to Bandura's self-efficacy theory, self-efficacy is influenced by mastery or non-mastery of experiences and is based on the perceived capabilities of an individual (Bandura, 1977). Self-efficacy can be altered in many ways by various experiences, social persuasion, evaluations, and incentives. Bandura (2012) explained that an individual's self-efficacy is developed in four ways: mastery of experiences, social modeling, social persuasion, and individual physical and emotional status. A belief in one's capability, self-efficacy, in relation to past experiences, may have an impact on an individual's level of motivation and how they feel, what they think, and what they do in relation to the classroom (Bandura, 2012). Teacher self-efficacy has been linked to many outcomes such as resilience, instructional quality, occupational commitment, job satisfaction, teaching performance, and burnout (Pfitzner-Eden, 2016). This study provided CTE teachers an opportunity to share their lived experiences with self-efficacy after participation in the coaching process.

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Situation to Self

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This study represents my belief that quality professional development opportunities result in the growth and development of teachers. My professional and personal experiences and

philosophical assumptions are grounded in an intense desire to see an improvement in teacher

efficacy impacting instructional practices in CTE programs. This section will describe how my

professional and personal experiences drive the motivation for this study.

Professional and Personal Experiences

My passion and love for Vocational Education began in high school. I completed all

courses offered in Vocational Office Education and held the Secretary and Vice President

positions of the Future Business Leaders of America. My parents both received vocational

training that resulted in productive and successful careers in management and healthcare,

reinforcing my belief in providing vocational training opportunities to students. In my

undergraduate degree program at East Tennessee State University, I discovered a love of Family

and Consumer Sciences. The Family and Consumer Sciences program allowed me to combine

my passion for Vocational Education with my desire to build strong and successful families.

As I studied to complete my undergraduate degree, I gained valuable experiences in the food

service, healthcare, and childcare industries, providing me with a practical application for

Vocational Education.

Upon earning a Bachelor of Science degree in Family and Consumer Sciences Education,

I began a career in secondary education. My 22-year career as a high school teacher, Career and

Technical Education Consultant, and Associate Principal has fostered a desire to inspire and

grow Career and Technical Education programs through teacher development. Early in my

education career, my role as CTE Chairperson afforded me opportunities to work one on one

with CTE colleagues on district and state mandates, budgeting, and instructional planning. As

Career and Technical Education Consultant for the Tennessee Department of Education, I was

able to take this role to a new level and work directly with school districts across the state to

maintain the federal requirements of the Carl Perkins Grant. During this time, I was the lead consultant who trained districts to implement the pilot program for the Vision of Excellent Instruction CTE Coaching and Mentoring Program. Once again, my passion for growing CTE programs and teachers was realized through the new pilot program.

My current role as Associate Principal allows me the opportunity to coach CTE teachers using the VoEI CTE Coaching and Mentoring Program within my building. The VoEI CTE Coaching and Mentoring Program requires participating teachers to complete a survey before, during, and after participation in the program; however, at no time are participants allowed to express their lived experiences with self-efficacy after participation in the program. The absence of an opportunity to provide an avenue for expressing the lived experiences of self-efficacy of teachers who have participated in the VoEI CTE Coaching and Mentoring Program sparked my desire to conduct this study.

Philosophical Assumptions

According to Creswell and Poth (2018), a researcher's philosophical beliefs have a close relationship to how the researcher uses the framework for the study. The philosophical assumption associated with this research is ontological. Creswell and Poth (2018) note that ontological assumptions are concerned with the nature of reality and the differing views of reality from participants. The researcher reports the various realities and identifies themes to develop the findings.

The paradigm I bring to the research includes social constructivism. Social constructivists seek the understanding of the world around them, causing them to develop subjective meanings from experiences (Creswell & Poth, 2018). As a researcher, I must rely on the participants views of their experiences. This study's motivation is based upon the

researcher's desire to provide teachers who have participated in the VoEI CTE Coaching and Mentoring Program an opportunity to share their lived experiences involving self-efficacy with the VoEI CTE Coaching and Mentoring Program. Research exists on coaching and mentoring programs, the importance of and outcomes of participation; however, a gap in the research exists related specifically to CTE teachers experiences with coaching due to the pilot status of the program.

Problem Statement

School districts are tasked with improving teacher performance in response to an overwhelming need for students who are both college and career ready (Brand et al., 2013). Improving teacher performance is a precursor for improving student outcomes (Tennessee Department of Education, 2015). In Tennessee, only one-third of CTE teachers rate the resources available for staff development as adequate in their school (Tennessee Department of Education, 2015). Positive teacher efficacy has an indirect impact on student outcomes and teachers who work with instructional coaches report increased feelings of self-efficacy (Duncan, Cannon, & Kitchel, 2013). Jacques and Potemski (2014), the problem is a lack of quality professional development programs specifically designed for CTE teachers that promote the development of teacher efficacy and instructional skills.

While significant research exists on core academic instructional coaching, a lack of research exists identifying the lived experiences of CTE teachers who have participated in instructional coaching. This study provided school districts participating in the VoEI CTE Coaching and Mentoring pilot program in Northeastern Tennessee with research to support decisions to continue, adjust current practices, or discontinue the program. A qualitative phenomenological design provided a voice to the CTE teachers who have participated in the

VoEI CTE Coaching and Mentoring Program (Creswell & Poth, 2018; Polkinghorne, 1989). The problem was a lack of quality professional development programs specifically designed to support the unique requirements of Career and Technical Education programs in the development of teacher efficacy and instructional performance.

Purpose Statement

The purpose of this transcendental phenomenological study was to describe the lived experiences with self-efficacy of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The theory guiding this study was Bandura's self-efficacy theory (1986) as it relates to the lived experiences of CTE teachers participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. The theory of self-efficacy guided the study as self-efficacy is influenced by mastery or non-mastery of experiences and is based on the perceived capabilities of an individual (Bandura, 1977).

Significance of the Study

The study provided CTE teachers the opportunity to share their lived experiences after participation in the VoEI CTE Coaching and Mentoring Program and the program's perceived impact on teacher self-efficacy. Educator experiences were defined as the CTE teachers experiences with self-efficacy after participating in the VoEI CTE Coaching and Mentoring Program. While research exists on instructional coaching, research relating specifically to CTE teachers experiences after participation in an instructional coaching program does not exist.

Empirical Significance

While studies on instructional coaching exist, no studies specifically relating to instructional coaching with CTE teachers are currently available. According to Hoekstra and

Crocker (2015), further research is needed in comprehensive approaches in professional learning experiences that provide support to CTE teachers. CTE classrooms are tasked with providing academically rigorous and relevant real-world activities both inside and outside the classroom to meet the needs of industry (Jacques & Potemski, 2014). The continued relevance of Vocational Education to industry and society depends on teachers adopting a culture of life-long learning (Hoekstra & Crocker, 2015). Hoekstra & Crocker (2015) agreed that "Instructors are often hired for their professional and trade experience but often have not received formal teacher education, they encounter many challenges when commencing employment as instructors" (p. 354). The combination of rigorous and relevant real-world activities creates unique learning environments that require distinct teacher support and development, such as the VoEI CTE Coaching and Mentoring Program. The VoEI CTE Coaching and Mentoring Program is uniquely designed to provide support for CTE teachers and specifically tailored to meet the instructional support needs of CTE teachers based upon the instructional CTE program of study (Tennessee Department of Education, 2015).

Theoretical Significance

In this study, Bandura's self-efficacy theory informed the research design as well as guided the researcher's analysis as she explored the lived experiences with the efficacy of CTE teachers after participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher efficacy. The study provided CTE teachers the opportunity to share their participation experiences in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher efficacy. According to Bandura's self-efficacy theory (1986), self-efficacy can be altered in many ways by a variety of experiences, social persuasion, evaluations, and incentives. Bandura (1997) defined self-efficacy as "beliefs in

one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Self-efficacy theory is rooted in Bandura's Social Cognitive Theory. Bandura (1986) suggested that all actions are repetitions of other observed actions and the belief in the ability to perform these actions is based upon what is learned from observation of other human behaviors. Self-efficacy is defined as "people's judgments of their capabilities to exercise control over events that affect their lives" (Bandura, 1989, p. 59). Self-efficacy determines how an individual behaves, thinks, and reacts when faced with challenges with expectations "through cognitive, motivational, affective, and decisional processes" (Bandura, 2002, p. 270). An individual's perceived self-efficacy is subject to change over time as the individual overcomes challenges (Bandura & Locke, 2003; Wyatt, 2015). Bandura (1982) suggested the writing of goals that include sub-goals. The successful completion of the sub-goals leads to accomplishing the main goal which, fosters an increase in self-efficacy and ultimately motivation. The VoEI CTE Coaching and Mentoring Program is rooted in identifying sub-goals to accomplish the main goal of instructional rigor and relevance (Tennessee Department of Education, 2015). This study provided CTE teachers an opportunity to share their lived experiences after participation in the coaching process and to share their perceived impact on teacher self-efficacy.

Practical Significance

This study helped educators, administrators, and school district leaders in understanding the perceived impact of VoEI CTE Coaching and Mentoring Programs on CTE teacher self-efficacy. The implementation and continuance of VoEI CTE Coaching and Mentoring Programs require human and financial resources within the school districts. This study provided a voice to the lived experiences of CTE teachers after they participate in the VoEI CTE Coaching and

Mentoring Programs and the perception of the impact on self-efficacy after participation. This study's findings also provided district leaders with additional information for the improvement, continuance, or discontinuance of the VoEI CTE Coaching and Mentoring Program.

Research Questions

As noted in Creswell and Poth (2018), the research questions for this study are broad to provide CTE teachers the opportunity to share and expand upon their perceptions and experiences while participating in the VoEI CTE Coaching and Mentoring Program. One central research question and four sub-questions will be used in this study. Each question explores teachers' experiences while participating in coaching and mentoring and perceptions of impact on teacher efficacy.

Central Research Question

What are the experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee? According to Creswell and Poth (2018), the central research question is overarching with several sub-questions. The central research question was selected to allow the participants the opportunity to expand upon their experiences and perceptions.

Sub-question 1. How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teachers' perceptions of self-efficacy in the classroom? Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). Self-efficacy can be altered in many ways by a variety of experiences, social persuasion, evaluations, and incentives (Miesera & Gebhardt, 2018). Bandura (2012) explained that an individual's self-efficacy is developed in four ways: mastery of experiences,

social modeling, social persuasion, and individual physical and emotional status. A belief in one's own capability, self-efficacy, in relation to past experiences, may have an impact on an individual's level of motivation as well as how they feel, what they think, and what they do in relation to the classroom (Bandura, 2012). Participants were allowed to share how their lived experiences during participation in the VoEI CTE Coaching and Mentoring Program influenced their perception of their self-efficacy as a CTE teacher in the classroom.

Sub-question 2. How do CTE teachers describe their lived experiences with self-efficacy after participation in the VoEI CTE Coaching and Mentoring Program? While short-term professional development experiences are often limited and offer limited support, long-term instructional support practices such as instructional coaching have been shown to refine teaching practices and provide opportunities for teachers to participate actively in practices that improve teaching practices and self-efficacy (Glackin & Hohenstein, 2018; Lee, Nugent, Kunz, Houston, & DeChenne-Peters, 2018).

Sub-question 3. How do feelings of CTE teacher efficacy influence instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program? According to Zee and Koomen (2016), teachers with positive self-efficacy beliefs have improved psychological well-being, higher job satisfaction, higher job commitment, lower levels of stress, lower burnout levels, and increased student academic achievement. Once CTE teachers have completed the VoEI CTE Coaching and Mentoring Program, the teacher will be provided the opportunity to express how their experiences with coaching and mentoring impact their current instructional decisions.

Sub-question 4. What role does teacher efficacy have in the CTE teacher-coach interactions? CTE teachers will be provided the opportunity to share how their own self-efficacy

impacted their relationship with the CTE Coach during the coaching process. While coaches

serve in various roles and have numerous responsibilities, the key to successful coaching relies

upon the relationships formed between the coach and teacher (Knight, 2012; Lowenhaupt,

McKinney, & Reeves, 2014). This relationship must first be built upon mutual respect

(Lowenhaupt et al., 2014; White et al., 2015). The coach's ability to exhibit classroom

experience in which they are knowledgeable in the teacher's content area along with proficiency

in the use of technology serves to gain the respect of the classroom teacher (Lowenhaupt et al.,

2014; White et al., 2015). The success of any coaching program depends on several factors.

These factors include administrative support, teacher and coach buy-in, the norms of the

professional community, and resources such as time, training, and logistics (Brown, Harrell, &

Browning, 2017).

Definitions

1. *Coaching* - Coaching, also known as Instructional Coaching, can be described as a
   relationship between the teacher and a more experienced or trained individual serving as
   the coach. The relationship is non-evaluative and focused on student achievement
   outcomes. Tschannen-Moran and Carter (2016) noted that coaching is a process that is
   research-based and on-going. The process is designed to enable the instructor to become
   more professionally aware and willing to embrace change and growth.

2. *External coaches* - External coaches do not reside within the workplace or school and are
   often hired as a third-party consultant to increase student achievement and close
   achievement gaps through teachers' professional coaching (Jones, Woods, & Guillaume,
   2016).

3. *Internal coaches* - Internal coaches are located within the workplace or school and do not serve in an administrative or evaluative capacity. Often the internal coach is a teacher colleague with additional experience and/or training (Jones et al., 2016).

4. *Judgementoring* - Research on coaching and mentoring emphasizes the critical importance of positive mentoring on beginning teacher attrition, teacher growth and development, and increased student outcomes; however, when coaching takes on a negative connotation, results are not positive. Judgementoring is the concept of coaching and mentoring that is not beneficial and can even be perceived as harmful (Lejonberg, Elstad, & Christophersen, 2015).

5. *Mentoring* - Mentoring can be defined as a process in which a teacher regularly meets with a more experienced teacher to discuss concerns about the school, classroom, curriculum, and teaching. In many cases, coaching and mentoring are used interchangeably (Pleschova` & McAlpine, 2015).

6. *Professional learning communities* **-** The need for educational professionals to use data to drive decision-making has resulted in a data-driven decision-making approach that utilizes coaching, mentoring, tutoring, and professional learning communities (PLCs). Marsh, Bertrand, and Huguet (2015) described PLCs as groups of peers working together with a group leader to aid in data-driven decision-making practices to improve student learning and teaching strategies.

7. *Self-efficacy* – an individual's belief in their ability to plan, organize, and carry-out activities required to attain goals (Bandura, 1997).

8. *Traditional professional development* - Traditional professional development is generally a training activity organized outside the classroom setting. Sessions are usually a day or

more in duration and involve instances in which the teacher must sit for extended periods while information is presented. Studies show that traditional professional development has little impact on teacher outcomes and performance (Hoekstra & Crocker, 2015; Tschannen-Moran & Carter, 2016).

9. *Tutoring* - Tutoring is described by Pleschova` and McAlpine (2015) as the information shared during a mentoring meeting. In the mentoring meeting, the more seasoned teacher shares information, ideas, and concepts. This information is discussed, and questions are answered. Seasoned teachers typically tutor teachers new to the profession.

Summary

The purpose of this transcendental phenomenological study was to describe the experiences of CTE teachers who participated in the VoEI CTE Coaching and Mentoring Program at two school districts in Northeast Tennessee. The problem was a lack of quality professional development programs specifically designed for CTE teachers that promote the development of teacher efficacy and instructional skills. While significant research exists on core academic instructional coaching, a lack of research exists identifying the lived experiences of CTE teachers who have participated in instructional coaching. This study provided districts with research to aid in continuing or discontinuing the VoEI CTE Coaching and Mentoring Program for CTE teachers. A qualitative phenomenological design provided a voice to the CTE teachers who have participated in the VoEI CTE Coaching and Mentoring program (Creswell & Poth, 2018; Polkinghorne, 1989).

CHAPTER TWO: LITERATURE REVIEW

Overview

The purpose of this transcendental phenomenological study was to describe the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. Educator experiences were defined as the lived experiences of CTE teachers after participating in the VoEI CTE Coaching and Mentoring Program. The theory guiding this study was Bandura's self-efficacy theory (1986) as it relates to the experiences of CTE teachers' participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. Self-efficacy guided the study as self-efficacy is influenced by mastery or non-mastery of experiences and is based on the perceived capabilities of an individual (Bandura, 1977). Chapter Two includes the theoretical framework and related literature as they apply to the practice of instructional coaching and mentoring, and career and technical education.

Theoretical Framework

The theory guiding this study was Bandura's self-efficacy theory (1986) in relation to the experiences of CTE teachers' participation in the CTE coaching and mentoring program. Self-efficacy is influenced by mastery or non-mastery of experiences and is based on the self-perceived capabilities of an individual (Bandura, 1977). Bandura (2012) explains that an individual's self-efficacy is developed in four ways, mastery of experiences, social modeling, social persuasion, and individual physical and emotional status.

Bandura (2012) described the influence of mastery of experiences on self-efficacy as being determined by the success or failure of past experiences. If an individual's previous experiences were successful, then mastery expectations would be raised. If an individual's

repeated experiences included failure, then mastery expectations would be lowered. According to Bandura (2012), through social persuasion and modeling individuals are influenced into believing they can or cannot successfully complete a task or tasks. This influence occurs through observation of successful task completion or through the encouragement or influence of others. The physical and emotional status of an individual has a direct impact on judgement used to make decisions and complete tasks. Emotional decisions impacted by anxiety, for example, can ultimately lead to negative judgement and an inability to complete a task (Bandura, 2012).

Bandura (1986) also determined that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the professional development, support, and training received by teachers (Klaeijsen, Vermeulen, & Martens, 2018). The need for additional support, development, and training is critical for teacher accountability and ultimately teacher retention.

It is important to note that in the process of developing teachers, the quality of the instruction must be considered. Huguet, Marsh, and Farrell (2014) noted that the interpersonal skill level of the instructional coach is as important to successful coaching as the content knowledge of the instructional coach. Lowenhaupt et al. (2014) indicated "personal interactions with teachers are the heart of the coaching initiative" (p. 749). The impact of coaching is evidenced in

- increase of emotional intelligence of coaches;
- increase in teacher feeling of self-efficacy;
- increased teacher and student outcomes through strategic planning;
- increased teacher and student outcomes through implementation in the classroom;
- a student-centered approach to teaching;

- attrition of beginning teachers; and

- the least desirable cost of judgementoring or a negative deterioration of the coaching

  relationship. (Lejonberg et al., 2015)

According to Lofthouse (2019) coaching supports a relational component to education that affords participants the opportunity to be heard, feel valued, and be supported in the educational setting. Coaching supports a sense of belonging and confidence in teaching abilities within the educational setting resulting in an impact on teacher self-efficacy (Lofthouse, 2019). Coaching programs often create a positive relationship between the coach and teacher. The coaching process often focuses on improving a certain set of skills the teacher needs in the classroom (Lyons et al., 2017). The VoEI CTE Coaching and Mentoring Program is designed to provide specialized support and training for Career and Technical Education teachers (Tennessee Department of Education, 2015).

Self-efficacy is based on the belief in the future competence level a teacher expects they will have in a given situation (Tschannen-Moran & McMaster, 2009) Bandura (1997) believed that the judgement teachers have on their own efficacy is influenced by the verbal encouragement of important individuals in the work environment. Comments from individuals such as other teachers and administrators, the vicarious experiences of colleagues, past mastery of teaching, and the level of emotional and physiological aspects experienced as new teachers are an anticipated influence on the level of self-efficacy a teacher experiences (Darling-Hammond et al., 2017; Tschannen-Moran & McMaster, 2009).

Ventura, Salanova, and Llorens (2013) noted that the level of self-efficacy experienced by teachers was a factor in the amount of job stress experienced. Individuals reporting a low level of self-efficacy are more likely to experience anxiety and depression in the work

environment. While individuals reporting high levels of self-efficacy tend to have a more optimistic outlook and experience lower levels of work-related stress (Ventura et al., 2013).

Beginning teachers report higher levels of stress and emotional exhaustion, ultimately resulting in an increased number of beginning teachers leaving the profession (Richter et al., 2013). Providing a work environment that promotes positive self-efficacy is essential to the ability of school systems to keep highly qualified, trained teachers (Richter et al., 2013). Regardless of what career path an individual may pursue, the impact of the overall work environment can either foster or inhibit employee growth and development (Song, Bae, Park, & Kim, 2013). Public school systems are no different in the effect the work environment plays on teacher and student performance.

Related Literature

Federal initiatives such as No Child Left Behind (NCLB), Carl D. Perkins Act of 2006, Race to the Top (RttT), and Every Student Succeeds Act (ESSA) of 2015 require increased initiatives for professional development to increase both teacher and student outcomes (Desimone & Pak, 2017; Heineke, 2013; White et al., 2015; Young, Winn, & Reedy, 2017). School systems are tasked with providing quality professional opportunities for teachers advancing beyond the traditional sit and get professional development opportunities of the past. Districts strive to alter teacher practice to meet standards-based reform measures with a goal of increasing student achievement outcomes and closing achievement gaps (Desimone & Pak, 2017; Song et al., 2013; White et al., 2015). To improve student performance and close achievement gaps, a revision of traditional professional development methods that proved ineffective was needed, resulting in a demand for a more personalized professional development such as instructional coaching (Desimone & Pak, 2017; Song et al., 2013; White et al., 2015).

While the roles and responsibilities of instructional coaches are continually changing to meet the needs of the school systems, the need for effective coaching remains constant (Ernst, Clark, and Bowers, 2017).

Large investments are often made by school system in coaching and mentoring programs (Ernst, Clark, and Bowers, 2017). Systems must determine the costs and benefits of coaching in response to the school system needs for increased student and teacher outcomes. This assessment should include both the costs and benefits to the coach or mentor, as well as the impact on teacher and student outcomes (Desimone & Pak, 2017; Knight, 2012; Lejonberg et al., 2015; Tschannen-Moran & Carter, 2016). While instructional coaching is widely available in core academic subjects, little research exists to support coaching and mentoring as a professional development model for CTE teachers (Hoekstra & Crocker, 2015; Stephens, 2015). Research on instructional coaching is prevalent in the academic curriculum areas such as literacy; however, a gap in the literature exists for coaching and mentoring outcomes specifically in CTE programs (Hoekstra & Crocker, 2015; Stephens, 2015).

Stephens (2015) determined a need for additional support measures for alternatively certified CTE teachers. Alternatively certified teachers are hired with a background in the industry of their expertise and have not participated in an educator preparation program. Support measures should include a coaching and mentoring program designed to increase both student and CTE teacher outcomes (Amyett, 2019; Foster, Hornberger, & Watkins, 2017; Stephens, 2015). Achieving accountability measures that increase both student and teacher outcomes while closing student achievement gaps requires educational systems to revisit professional development opportunities offered. Instructional coaching provides opportunities and resources that "can help bridge the gap between expectations formed outside the classroom and actual

classroom practice" (Desimone & Pak, 2017, p. 8). CTE teachers begin to form pedagogical habits and procedures during student teaching that will persist throughout their teaching career. The self-efficacy of a teacher is dependent upon the early experiences of student teaching and early employment. Instructional coaching plays a vital role in the support and retention of new teachers (Whitley, Park, Warner, & Horne, 2019).

Motivation for Professional Development through Coaching

Motivation for professional development spans some 30 years and has increased as attention has been placed on standards-based reform to improve student achievement (Desimone & Pak, 2017). Federal Initiatives such as No Child Left Behind (NCLB), Race to the Top (RttT), Elementary and Secondary Education Act (ESEA), and Every Student Succeeds Act (ESSA) of 2015 place federal importance on closing student achievement gaps and providing funding to support these initiatives. The passage of NCLB in 2002 placed an emphasis on reading and literacy training which included the Reading First initiative. This initiative emphasized the use of literacy and math coaches to aide in the goal of having all students achieve proficiency in math and reading by 2013-2014 (Dee & Jacob, 2011; White et al., 2015). Annual student assessments based on state curriculum standards were tied to an Average Yearly Progress (AYP). As determined by a school's AYP, a school could be on a targeted for improvement list or receive rewards for outstanding performance (Dee & Jacob, 2011). Professional development opportunities that focus on closing student achievement gaps through the use of scientifically based instructional strategies became a focal point for literacy and math coaches with a strong emphasis on teacher quality and student achievement (Desimone & Pak, 2017; Heineke, 2013). Due to measures instituted by NCLB, coaching became commonplace in school systems across the nation.

RttT Act of 2011 accentuated the importance of supporting teachers. The RttT initiative was a $4 billion dollar campaign launched by President Barack Obama. RttT was a part of the American Recovery and Reinvestment Act (U.S. Department of Education, 2015). The U.S. Department of Education (2015) recognized a need for improvements in the educational system to prepare students to be competitive in a global economy. To achieve a competitive level, the educational gap for disadvantaged students must be closed (U.S. Department of Education, 2015). Through a competitive grant process, school systems could acquire additional funding to support change initiatives designed to achieve the goals outlined in NCLB. State education agencies developed proposals for RttT grant detailing a plan to focus on developing common standards and assessments, improved teacher development programs, teacher evaluation, and retention strategies (McGuinn, 2012). Instructional coaching became an integral component of the grant process. Coaching is the considered key in using research or evidence-based teaching strategies to improve student outcomes. Coaching drives school reform by providing classroom embedded professional development that is individualized for the teacher and curriculum (Kurz, Reddy, & Glover, 2017).

The Carl D. Perkins CTE Improvement Act of 2006 was designed to focus on the need for curricular reform to address student performance concerns through integrated core academic and CTE curriculum. An emphasis on a more rigorous and relevant curriculum provides opportunities for secondary students to increase education and work-related options beyond high school. CTE allows students to obtain post-secondary credentials and training to increase opportunities in a competitive workforce (Fletcher et al., 2014). "It [CTE] has broadened to foster the development of foundational (basic) skills including critical thinking and personal qualities, competencies common to all aspects of the workplace, and specific skill competencies

required for each occupational area" (Friedel, 2011, p. 38). While instructional coaching is widely available in core academic subjects, little research exists to support coaching and mentoring as a professional development model for CTE teachers (Hoekstra & Crocker, 2015; Stephens, 2015).

ESSA of 2000 emphasized the need for high-quality teachers that utilized scientific-based instructional methods to increase student achievement. In 2015 the Elementary and Secondary Education Act of 2000 (ESEA) was revitalized and became Every Student Succeeds Act (ESSA). ESSA was designed to replace the NCLB Act of 2002 with a component included encouraging districts to focus on professional development efforts that include instructional coaches (Desimone & Pak, 2017; Sharp, 2016). ESSA requires that instructional coaches be adequately trained, developed, and compensated for working individually with teachers (Glover, Reddy, Kurz, & Elliott, 2019; Young, Winn, & Reedy, 2017). This work includes assessment development, instructional differentiation, data analysis, and instructional strategies implementation (Desimone & Pak, 2017; Glover et al, 2019).

ESSA's focus on ensuring that every state set high standards for college and career readiness for students supports the need for highly trained and supported CTE teachers, resulting in a need for CTE instructional coaches (Fletcher & Gordon, 2017; Sharp, 2016). According to Sharp (2016), "The ESSA empowers state and local education agencies to use appropriate, evidenced-based interventions that foster school improvement" (p. 9). The VoEI CTE Coaching and Mentoring Program supports the efforts of Tennessee school systems to utilize appropriate, evidence-based instructional interventions to improve school improvement and support college and career readiness for students (Tennessee Department of Education, 2015).

Traditional Professional Development versus Coaching

Lyons et al. (2017) indicated "The nation needs a more organized, rational approach to teacher development – grounded in rigorous standards of practice and strong clinical preparation" (p. 548). According to Tschannen-Moran & Carter (2016), professional development, regardless of the method, is an essential part of the professional educator's career. Professional development must focus on skills that will increase student outcomes (Cordingley, 2015). Effective professional development is research-based, ongoing, in alignment with state curriculum standards, content-specific, and focused (Cordingley, 2015; McElearney, Murphy, & Radcliffe, 2019; Tschannen-Moran & Carter, 2016). The majority of teachers will only experience forms of the traditional, workshop focused professional development throughout their career, in spite of research that determined this type of professional development as ineffective (Appova & Arbaugh, 2018; Cordingley, 2015; Gulamhussein, 2013). Hoekstra and Crocker (2015) expand upon factors that influence professional learning for teachers. Research shows that traditional professional development conducted separately from the classroom environment yields the least benefit on instructional strategies in the classroom (Hoekstra & Crocker, 2015; Kennedy, 2016). Effective professional development occurs over time and is ongoing for the educator (Appova & Arbaugh, 2018; Gulamhussein, 2013). Gulamhussein (2013), stated "Effective professional development programs require anywhere from 50 to 80 hours on instruction, practice, and coaching before teachers arrive at mastery" (p. 9). Traditional professional development is often viewed as a mandate from the administration or a top-down approach to instructional change; however, coaching emphasizes the development of personal teacher goals centered on the needs of both teachers and students (Desimone & Pak, 2017).

coaching discourse. According to Heineke (2013) and Lowenhaupt et al. (2014), coaching is utilized across the nation in school districts as an effective method of professional

development that impacts instructional strategies and student achievement measures; however, little is known about how coaching discourse actually helps teachers' learning or professional development. Social exchange theory focuses on the interactions of two or more individuals. These interactions can be either positive or negative (Cook & Rice, 2005).

A study conducted by Heineke (2013) examined the interactions between four coaches and teachers to determine if the content and context of the coaching discourse supported teacher learning. The results of the study indicated that both the content and context of coaching discourse impacts teacher learning. Ultimately, the relationship between the coach and teacher was discussed more than any other factor as an influencing contribution to teacher learning (Heineke, 2013; Huguet et al., 2014; Lowenhaupt et al., 2014). Huguet et al. (2014) noted that the interpersonal skill level of the instructional coach is as important to successful coaching as the content knowledge of the instructional coach. Lowenhaupt et al. (2014) described coaching relationships as "personal interactions with teachers are the heart of the coaching initiative" (p. 749).

teacher self-efficacy. Bandura (1986) explained that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the professional development, support, and training received by teachers. Tschannen-Moran and Hoy (2001) determined that a teacher's efficacy belief has a significant impact on student achievement and outcomes, even unmotivated students. A teacher's belief of efficacy impacts student achievement, motivation, and even a student's own belief of efficacy (Tschannen-Moran & Hoy, 2001). "Teacher efficacy is a simple idea with significant implications" (Tschannen-Moran & Hoy, 2001, p.783). The efficacy beliefs of a teacher also impact the behavior of the teacher in the classroom, how much effort or investment they have in

teaching, their goals for their performance and for students, and their level of devotion and aspiration (Tschannen-Moran & Hoy, 2001). Teachers with high levels of efficacy tend to plan more, are open to new ideas, willing to try new educational methods, and are less critical of students when they make mistakes (Tschannen-Moran & Hoy, 2001). Ultimately, teachers who have higher beliefs in efficacy have greater enthusiasm for teaching and are more likely to stay in the career field.

The addition of coaching as a model of professional development and growth spans across career fields such as business and sports, in addition to education. The successes and challenges of coaching including research on efficacy and coaching also span across various fields in addition to education. Jones et al. (2016) determined coaching is an effective professional development tool regardless of the format of coaching or longevity. Jones et al. (2016) also cautioned about the use of external coaches and determined that more thorough guidelines must be in place to ensure external coaches understand the goals of employee learning and performance. Additional research on the effects of coaching on self-efficacy is needed to understand the impact coaching has on teachers and students (Kurz et al., 2017).

work environment. A study conducted by Song et al. (2013) examined the relationships between transformational leadership, perceived school support, CTE teachers work environment, and knowledge creation activities or practices. Regardless of what career path an individual may pursue, the impact of the overall work environment can either foster or inhibit employee growth and development (Song et al., 2013). Public school systems are no different in the effect the work environment plays on teacher and student performance. Unfortunately, research shows that teachers are most likely to leave the profession in the first years of employment, even before they can gain the skills needed to be successful (Lyons et al., 2011). Ultimately, the working

conditions new teachers are exposed to are ranked as some of the top reasons teachers leave the profession (Lyons et al., 2011).

The American Federation of Teachers (2017) deducted from a survey of educators that educator stress is an important component of overall job satisfaction and student performance. The conditions teachers are required to work in are leading factors in the teacher turnover rate of a school system. Key factors in teacher work satisfaction include respect, classroom decision making control, healthy interpersonal interactions at school, and workload stress (American Federation of Teachers, 2017). The survey concluded that educators feel respected by those individuals who know their job best such as parents, co-workers, and students. Educators do not always feel respected by direct supervisors, school boards, media, and elected officials. The majority of educators reported having some control over basic classroom decisions; however, they feel they have little to no control of policy and instructional decisions that directly impact their classroom. The survey indicated that educators experience workplace bullying at an alarming rate with little to no training or resources available to prevent workplace bullying and harassment. As a result, educators report a poor mental health status for 11 days or more per month. This is a rate nearly twice that of the U.S. general workforce. Ultimately, the stressful workload is enhanced by the feeling of educators always having to be alert and available, the lack of resources, consistently changing expectations, building conditions, equipment and staff shortages, and insufficient planning and collaboration time with coworkers (American Federation of Teachers, 2017).

The leadership style of administration has an indirect impact on student achievement; however, the teachers' job satisfaction and classroom practices have a direct impact on student achievement (Dutta & Sahney, 2016). While the administration leadership style has an indirect

impact on student performance, the leadership style of the administration directly impacts

teacher performance and job satisfaction (Dutta & Sahney, 2016; Ninkovic & Floric, 2018; Song

et al., 2013). The classroom performance and job satisfaction of teachers has a direct impact on

student achievement.

      transformational versus transactional leadership. Mette and Scribner (2014)

described the transactional style of leadership as an emphasis on controlling, influencing, and

managing the work environment. The transactional leader will implement an approach and then

monitor the work environment for weaknesses and then give rewards for those who do what they

are told (Mette & Scribner, 2014). In contrast to a transactional leader who focuses on equal

exchanges between leaders and followers, the transformational leader goes beyond basic

exchanges to push followers to do more, achieve more, and be more by setting challenging

expectations (Song et al., 2013). The transformational leader seeks to improve and transform the

work environment through a shared vision and inspiration of new ideas and creativity. The

transformational leader leads by being supportive, encouraging, and valuing the work, opinions,

and visions of employees (Mette & Scribner, 2014; Song et al., 2013). A school environment

utilizing transformational leadership has a positive association with positive feelings of school

support; however, a positive school environment has an indirect impact on the creation of

knowledge activities by teachers (Vermeulen, Van Acker, Kreijns, & van Buuren, 2015).

      Transformational leadership has a direct impact on the creation of knowledge activities

by teachers (Ninkovic & Floric, 2018; Song et al., 2013). Transformational leaders will focus on

improving teaching quality through a focus on the capacity and motivation of teachers (Ninkovic

& Floric, 2018). The transformational leaders tend to take an approach to the restructuring of

teaching and learning that is not necessarily a direct effect. Ninkovic and Floric (2018) describe

four categories of core leadership practices that indirectly impact teaching and learning through transformational leadership. These four practices include

- setting directions: refers to developing a shared vision, fostering the acceptance of group goals and communicating high expectations;

- developing people: means providing individualized support and intellectual stimulation, as well as modeling valued behaviors, beliefs, and values;

- redesigning the organization: consists of practices that are focused on strengthening the school culture, building structures that allow collaboration and engagement of parents and the wider community; and

- improving the instructional program: refers to staffing the program, providing instructional support to teachers, monitoring school activities, and buffering staff from distractions to their work. (Ninkovic & Floric, 2018, p. 51)

According to Ninkovic and Floric (2018), leadership is a critical variable in the development of the collective efficacy of educators; however, research shows that the organizational structure of the school also has an impact on teacher efficacy. These characteristics include the level of emphasis on a strong academic culture, leaders who respond to concerns of teachers, leaders who encourage teachers to be innovative, and encouraging relationships among teachers (Ninkovic & Floric, 2018). Ultimately, the leadership style of a school has an impact on the school culture, climate, work environment, and the willingness of teachers to learn, grow, and explore as they create activities for students. This, in turn, also impacts the overall success of coaching programs (Song et al., 2013).

Roles and Responsibilities of Coaches

Instructional coaching is utilized internationally and in the United States as a method for increasing professional ability and student achievement (Lowenhaupt et al., 2014). Instructional coaching was first introduced as peer coaching in 1980 as a form of professional development (Brown, Harrell, & Browning, 2017). Instructional coaching was implemented in the United States in response to educational reform movements focused on accountability and evaluation of teacher practices (Brown et al., 2017; Lowenhaupt et al., 2014). A more collaborative approach that allowed teachers to connect new learning into daily activities with students through the use of instructional coaches and collaborative learning communities are essential to the professional development of teachers (Blazer & Kraft, 2015; Brown et al., 2017). Brown et al. (2017) determined that the roles of instructional coaches are often diverse and difficult to distinguish or identify specifically; however, Heineke (2013) found a commonality of coaching responsibilities including administrative tasks, determining student achievement levels, testing, data analysis, intervention, teacher resource guide, and instructional coaching. Brown et al. (2017) identified four models of coaching behavior. Coaching behaviors were observed in conjunction with the coach's leadership style, the context of the coach's coaching situation, and the dynamics of the situation. The four models of coaching behaviors observed were

- the facilitator coach;

- the mediator coach;

- the dictator coach; and

- the victim coach (Brown et al., 2017).

Coaches typically serve at the school level or the district level, supporting two or more schools. Coaches also are likely to serve in a support role and not a supervisory position (Brown et al. 2017). While coaches serve in a variety of roles and have numerous responsibilities, the

key to successful coaching relies upon the relationships formed between the coach and teacher (Knight, 2012; Lowenhaupt et al., 2014). This relationship must first be built upon mutual respect (Lowenhaupt et al., 2014; White et al., 2015). The ability of the coach to exhibit classroom experience in which coaches are knowledgeable in the teacher's content area along with proficiency in the use of technology, serves to gain the respect of the classroom teacher (Lowenhaupt et al., 2014; White et al., 2015). The success of any coaching program depends on several factors. These factors include administrative support, teacher and coach buy-in, the norms of the professional community, and resources such as time, training, and logistics (Brown et al., 2017).

        coach characteristics. Over the last 30 years support for job-embedded professional development such as coaching has dramatically increased in response to a need to improve classroom instruction and ultimately student achievement in response to federal initiatives such as No Child Left Behind (NCLB), Race to the Top (RttT), Elementary and Secondary Education Act (ESEA), and Every Student Succeeds Act (ESSA) of 2015 which place federal importance on closing student achievement gaps (Brown et al., 2017; Dee & Jacob, 2011; Jacobs, Boardman, Potvin, & Wang, 2018; White et al., 2015). Coaches must exhibit a variety of specific characteristics to be successful. To establish credibility and earn respect, coaches must first gain a basic knowledge in the field they are coaching with the key coaching skill being the ability to locate resources and the ability to help teachers utilize the resources available (White et al., 2015). While the coach may not become an expert in the field, the previous background classroom experiences are often just as valuable as content knowledge. Teachers desire a coach who is proficient in the use of technology in the classroom. Resources for technology training may not always be available depending on the school district; therefore, the coach can fulfill this

need for the teacher (White et al., 2015). Coaches must also have a flexible schedule to be able to work around the teacher's time constraints and class scheduling. This may include before school, after school, or strategic uses of technology for teacher/coach interactions.

While content knowledge, classroom experience, the ability to locate and utilize resources, proficient use of technology, and a flexible schedule are crucial characteristics to successful coaching, the ability to build strong and effective relationships is critical to the success of the coaching process. Strong interpersonal and communication skills with the ability to adjust coaching styles to meet the needs of teachers are skills that build strong, effective teachers. These skills are not easily found and developed in training (White et al., 2015).

teacher characteristics. According to White et al. (2015), coaches within the study were impressed by the level of instruction exhibited by teachers, even with limited resources. Teachers should possess at a minimum basic knowledge of their content area in their certification. Teachers who have a strong foundation in the content area are better able to utilize coaches to focus on higher-level instructional skills (White et al., 2015). Teachers must also be willing to accept changes to their instructional and professional routine, a restructuring of time to accommodate regular coaching meetings, and changes to their instructional practice to allow for the implementation of coaching feedback (Jacobs et al., 2018).

Buy-in or a teacher's willingness to engage in coaching is essential for a successful coaching program (Jacobs et al., 2018; White et al., 2015). White et al. (2015) determined that teacher gains were more significant for the teachers who readily received coaching and understood the benefits of coaching. According to Jacobs et al. (2018), Lowenhaupt et al. (2014) and White et al. (2015) a significant obstacle for instructional coaches was teacher resistance to coaching support in part due to the historically isolated nature of the educational field. The

historical nature of isolation of teachers in the educational classroom leaves teachers feeling

exposed, vulnerable, and powerless when required to participate in professional development

such as coaching (Jacobs et al., 2018). Reluctant teachers showed stubbornness or unwillingness

to participate in the coaching process exhibited the lowest gains (Jacobs et al., 2018; Lowenhaupt

et al., 2014; White et al., 2015).

The ability to fulfill the relational component of coaching encompasses a partnership

between the instructional coach and the teacher based upon mutual respect, reciprocal trust,

rapport, and positive feedback (Heineke, 2013; White et al., 2015). Often teachers feel

professionally threatened by a peer serving in the role of instructional coach, making the

relational component of coaching crucial (Lowenhaupt et al., 2014).

Due to the availability of technology, coaching relationship may occur in formats other

than face-to-face; however, studies show that the relationship component of coaching is more

likely to be nurtured during face-to-face interactions (Desimone & Pak, 2017; Jones et al., 2016;

Lowenhaupt et al., 2014). Teachers in the study reported feeling comfortable trying something

new in the classroom due to the non-evaluative, supportive, and positive feedback associated

with the coaching process (Heineke, 2013; White et al., 2015). Building rapport within

relationships is not always an easy task; however, in the coaching relationship, rapport is

essential in establishing a personal connection to the teacher. Rapport is established by getting to

know about the teacher on a personal level and being interested in what is happening within the

world of the teacher. The life experiences of a teacher outside the classroom often impact their

productivity in the classroom. Coaches need to understand the personal aspects of a teacher to

facilitate classroom interactions and put the teacher at ease during the coaching process

(Heineke, 2013: White et al., 2015). The culture of the school also has a significant impact on the success of instructional coaching (Lowenhaupt et al., 2014).

An instructional coaching program is often a two-way street, in that the coach learns as much from the teacher as the teacher does from the coach. Mutual respect grows out of respect for the experience and knowledge each individual brings to the relationship. Reciprocal Trust is built from a clear and concise understanding of each individual's roles and responsibilities in the coaching relationship (Netolicky, 2016). As noted by White et al. (2015), the coaching role should be non-intimidating and non-evaluative. This is especially important with beginning teachers. Teachers need to feel as though information observed and discussed in coaching is kept confidential (Heineke, 2013).

goal-directed coaching process. Implementation of the coaching process requires teachers to embrace three fundamental changes to the teaching routine. The teacher must be willing to

- accept the need to change instructional practices;
- reorganize time to participate in coaching sessions; and
- willingness to adjust instructional practice to utilize coaching recommendations (Jacobs et al., 2018).

Successful coaching progresses through a series of stages that are goal-directed. These stages include orientation and joint planning for the future sessions, the action and practice stage, observation, reflection, followed by feedback and reflective discussion, and finally circling around to joint planning (Desimone & Pak, 2017; Knight, 2012; White et al., 2015).

Joint planning is the beginning stage of the process. During this stage, the coach and teacher are tasked with forming the beginning of a meaningful coaching partnership (Desimone

& Pak, 2017). As discussed by White et al. (2015), the joint planning phase is essential for goal development and expected student outcomes. This phase is more than just an orientation and directions for coaching but an opportunity for both the coach and teacher to form a coaching partnership.

The second phase or step in the coaching process is the action and practice phase. This process begins with modeling from the coach with teachers practicing (Desimone & Pak, 2017). The practice is followed immediately with feedback from the coach (White et al., 2015). As coaching progresses and guided feedback is given, teachers gain autonomy and fewer modeling sessions are needed as teachers implement strategies into their own classrooms (Collet, 2015). This phase of coaching is the connection phase in which teachers begin to see the product of their work as they are applying concepts to the classroom environment (White et al., 2015).

The third phase of the coaching process, observation, actually occurs throughout the process by both the coach and the teacher (Desimone & Pak, 2017; White et al., 2015). Observation is critical for other stages in the process. The coach can provide substantial feedback on areas of improvement as determined through observation (White et al., 2015). Observation can be conducted in person or through the use of technology to record or virtually observe. Studies show that teachers who record their own practice and review the recordings (self-observation) are more likely to pinpoint strengths and weaknesses within the lesson (White et al., 2015).

After observation but before the feedback session, both the coach and the teacher should participate in reflective practice. The practice of reflection is as beneficial to the coach as to the teacher (Collet, 2015; Desimone & Pak, 2017; White et al., 2015). A study conducted by White

et al. (2015) found that coaches who participated in reflection experienced benefits to their own coaching practice.

Feedback is a monumental phase of the coaching process. Feedback must be given promptly to make instructional improvements during current instructional practices rather than waiting for days or weeks to apply feedback results (Collett, 2015; Desimone & Pak, 2017; White et al., 2015). After feedback has been given by both the coach and the teacher from observations, then both sides should engage in reflective discussion.

A coach-led reflection session may facilitate teacher and coach discussion concerning strengths and weaknesses and strategies to facilitate improvement. The process of reflective discussion helps the teacher to understand and develop their own reflective practices (Collet, 2015; Desimone & Pak, 2017; White et al., 2015). As described by White et al. (2015), participants in the study noted an increase in teacher confidence in their own reflection skills after participating in a reflective discussion with their coaches.

The coaching process is a cycle that continues until the coach and teacher jointly decide the time has come to an end the process. White et al. (2015) concluded that the appropriate time to end a coaching relationship varies depending on the individual needs of the teacher; however, a sign that the cycle is near an end may include a teacher not being as engaged as in previous session or a loss of interest in the coaching process. If a coaching partnership wishes to continue with the coaching process, then the cycle begins again (Desimone & Pak, 2017; White et al., 2015).

Cost and Benefits of Coaching

School systems often make large investments in coaching and mentoring programs. Systems must determine the costs and benefits of coaching in response to the school systems

needs for increased student and teacher outcomes. This assessment should include both the costs and benefits to the coach or mentor, as well as the impact on teacher and student outcomes (Desimone & Pak, 2017; Knight, 2012; Lejonberg et al., 2015; Tschannen-Moran & Carter, 2016). "The goal of the Instructional Coaching Model is to help teachers raise student achievement through evidence-based instructional practices while valuing the role of teachers and granting them a voice in their own professional learning" (Knight, 2012, p. 54).

Instructional coaching has become an increasingly popular form of school-based professional development for teachers (Netolicky, 2016). While coaching is viewed as a popular and effective method of supporting teacher effectiveness and increasing student outcomes, several costs and benefits exist for instructional coaching, mentoring, and collaboration (Vangrieken, Dochy, Raes, & Kyndt, 2015). Benefits such as the positive impact of instructional coaching on teacher efficacy and student achievement outcomes increased emotional intelligence for both the teacher and the coach, and an increase in beginning teacher retention reinforce the need for effective instructional coaching (Chesnut & Burley, 2015; Lee et al., 2018; Knight, 2012; Tschannen-Moran et al., 2016). Costs, such as the negative connotation of judgementoring and the challenges faced by rural school districts in the implementation of coaching professional development are also concerns (Lee et al., 2018; Lejonberg, Elstad, & Christophersen, 2015).

According to Lee et al. (2018) "Research has shown that teachers successfully implement a teaching strategy newly learned through a summer workshop-the most common PD format-about 15% of the time, but if PD also includes instructional coaching, successful implementation reaches 85%" (Lee et al., 2018, p. 180). U.S. teachers have access to one-on-one instructional coaching at a rate of 17% in middle and 22% in high schools; however, schools in rural areas are

less likely to offer instructional coaching in comparison to urban schools due to cost and availability of resources (Lee et al., 2018). An alternative to face-to-face instructional coaching would be virtual coaching. This process may require rural school districts to provide technological capabilities for the teacher to participate in virtual coaching sessions but will eliminate the need to provide site-based coaching utilizing internal resources (Vernon-Feagans, Bratsch-Hines, Varghese, and Bean, 2015). Utilization of technology such as online course rooms and discussion boards, webinars, and various video strategies is financially feasible for rural school systems (Vernon-Feagans et al., 2015).

coaching impact. Effective professional development for teachers is critical in a time when there is a significant emphasis on science, technology, engineering, and mathematics standards for all students (Lee et al., 2018). Professional development, regardless of the method, is an essential part of the professional educator's career. Professional development must focus on increasing student outcomes (Kunnari & Ilomaki, 2016). Effective professional development is research-based, ongoing, in alignment with state curriculum standards, content-specific, and focused (Tschannen-Moran & Carter, 2016). The majority of teachers will only experience forms of the traditional, workshop-focused professional development throughout their careers, in spite of research that determined this type of professional development as ineffective (Gulamhussein, 2013). Hoekstra and Crocker (2015) expand upon factors that influence professional learning for teachers. Research shows that traditional professional development conducted separately from the classroom environment yields the least benefit on instructional strategies in the classroom (Hoekstra & Crocker, 2015; Kuijpers & Meijers, 2017; Lee et al., 2018). Effective professional development occurs over time and is ongoing for the educator (Gulamhussein, 2013). "Effective professional development programs require anywhere from 50

to 80 hours on instruction, practice, and coaching before teachers arrive at mastery" (Gulamhussein, 2013, p. 9).

Professional development that includes support from an instructional coach has been shown to be more effective than traditional formats of professional development (Lee et al., 2018). Instructional coaching provides teachers with an opportunity to actively engage in learning thus improving instructional practice (Lee et al., 2018). Teachers are afforded the opportunity to actively engage in learning through instructional coaching. Teachers refine and enhance instructional practice through support and feedback from instructional coaches after teaching practice observations (Lee et al., 2018). Traditional professional development is often viewed as a mandate from the administration or a top-down approach to instructional change; however, coaching emphasizes the development of personal teacher goals centered on the needs of both teachers and students (Desimone & Pak, 2017; Kuijpers & Meijers, 2017).

Achieving accountability measures that increase both student and teacher outcomes while closing student achievement gaps requires educational systems to revisit professional development opportunities offered (Desimone & Pak, 2017). Instructional coaching provides opportunities and resources that "can help bridge the gap between expectations formed outside the classroom and actual classroom practice" (Desimone & Pak, 2017, p. 8; Tennessee Department of Education, 2015). Coaching is considered key in using research or evidence-based teaching strategies to improve student outcomes. Coaching drives school reform by providing classroom embedded professional development that is individualized for the teacher and curriculum (Kurz et al., 2017). The impact of coaching is evidenced in

- increase of emotional intelligence of coaches;
- increase in teacher feeling of self-efficacy;

- increased teacher and student outcomes through strategic planning;

- increased teacher and student outcomes through implementation in the classroom;

- a student-centered approach to teaching;

- attrition of beginning teachers; and

- the least desirable cost of judgementoring or a negative deterioration of the coaching relationship (Lejonberg et al., 2015).

According to Lofthouse (2019) coaching supports a relational component to education that affords participants the opportunity to be heard, feel valued, and be supported in the educational setting. Coaching supports a sense of belonging and confidence in teaching abilities within the educational setting resulting in an impact on teacher self-efficacy (Lofthouse, 2019).

emotional intelligence. According to Resnick (2016) "Emotional intelligence is the most essential component of leadership and professional coaching" (p.302). Emotional intelligence involves the ability to control or manage one's emotions and the emotions of others (Bowkett & Percival, 2011; Tschannen-Moran et al., 2016). According to Mattingly and Kraiger (2019), emotional intelligence is a broad definition that refers to the skills and/or abilities an individual has that enables an awareness of the emotional status of self and others. Emotional intelligence also refers to the capacity of an individual to regulate or use their emotions in a positive manner to impact their role performance (Dolev, 2016; Mattingly & Kraiger, 2019). Coaching requires the coach to exhibit skills such as compassion, empathy, tact, sensitivity, and self-awareness (Bowkett & Percival, 2011). These skills require the coach, as well as teachers, to develop an emotional intelligence skillset. Emotional Intelligence aids in the development of intrapersonal skills, interpersonal skills, and the overall ability to make good decisions and judgements (Dolev, 2016; Tschannen-Moran & Carter, 2016).

Emotional Intelligence is characterized by five key indicators including self-awareness, self-regulation, motivation, empathy, and social skills (Resnick, 2016). The first indicator of emotional intelligence includes self-awareness. Self-awareness includes an individual's ability to understand their own emotions and thoughts and the impact their actions have on others (Resnick, 2016). The second indicator of emotional intelligence is self-regulation. Self-regulation includes an individual's ability to adapt well to change, reflect on experiences and gain insight, and to control urges that could be harmful (Resnick, 2016). The third indicator of emotional intelligence is motivation. Individuals who are motivated are driven to achieve and are not motivated by material achievements but an intrinsic sense of accomplishment (Resnick, 2016). The fifth indicator of emotional intelligence is empathy. Empathy is most often the easiest indicator to recognize. The empathetic individual is able to put themselves in the shoes of the individual they are coaching and adjust their coaching technique to maximize the growth of the individual they are coaching (Resnick, 2016). The sixth indicator of emotional intelligence includes an individual's social skills. This indicator is most applicable in the coaching relationship, as the emotionally intelligent individual is able to develop and build relationships with another person (Resnick, 2016).

Tschannen-Moran and Carter (2016) conducted a study to analyze the contribution of coach training on the improvement of emotional intelligence. Coaches participating in the study noted increased gains in emotional intelligence, specifically empathy. Intrapersonal and interpersonal skills were also increased during the study. These skills are essential for successful coaching outcomes and specifically relationship development between coaches and teachers. Coaching is a process that creatively inspires an individual to maximize their potential both personally and professionally (Resnick, 2016). While content knowledge, classroom experience,

the ability to locate and utilize resources, proficient use of technology, and a flexible schedule are crucial characteristics to successful coaching, the ability to build strong and effective relationships is critical to the success of the coaching process. Strong interpersonal and communication skills with the ability to adjust coaching styles to meet the needs of teachers are skills that build strong, effective teachers. These skills are not easily found and developed in training (White et al., 2015). Organizations specifically seek to train and improve the emotional intelligence of its workforce due to the nature of emotional intelligence skills essential in many jobs (Mattingly & Kraiger, 2019). Studies show that skills such as self-awareness and emotional regulation have a positive impact not only in the workforce but also on the health and wellbeing of employees, which in turn reduces work-related stress, fatigue, and illness (Mattingly & Kraiger, 2019; Saini, 2016). Coaching requires the coach to exhibit skills such as compassion, empathy, tact, sensitivity, and self-awareness. These skills require the coach, as well as teachers, to develop an emotional intelligence skillset to improve performance and outcomes for coaches and teachers (Tschannen-Moran & Carter, 2016).

teacher retention. Geiger and Pivovarova (2018) reported that one million teachers enter, exit, or transfer between schools and school districts in the United States each year. This shift or loss of teachers can have a detrimental impact on students, teachers, administrators, and the school community (Geiger & Pivovarova, 2018). If teachers remain in the classroom long enough to gain the skills and experience needed for student success, then student learning can and will improve (Lyons et al., 2017). "During the 2011-2012 school year, over 15% of all public-school teachers nationwide either transitioned schools or left the profession entirely" (Geiger & Pivovarova, 2018, p. 605). The rate of public-school teachers leaving the profession doubled in 2012-2013 as compared to 1990-1991 (Geiger & Pivovarova, 2018). The ability to

attract and retain talented teachers continues to be a major concern in CTE classrooms as well. According to Zirkle, Jeffrey, and Shrewe (2019) "an expected 7,700 new job vacancies are needed to be filled through the year 2026 for those teaching CTE courses" (p. 23). Ultimately, teachers will stay in their current positions as long as the teaching profession brings them the most rewards among the other jobs available to them (Geiger & Pivovarova, 2018).

Teacher retention concerns nationwide continue to center around teacher job satisfaction (Omar, Self, & Cole, 2017). CTE teachers are not immune to the growing issues of teacher retention and teacher shortage in the United States (Zirkle et al., 2019). To help with teacher job satisfaction, coaches are identified as one of the most important sources of support for beginning teachers during the first year of teaching (Omar et al., 2017; Richter et al., 2013). Beginning teachers experience higher levels of self-efficacy, enthusiasm, and job satisfaction after one year of coaching. Beginning teachers also reported lower levels of emotional exhaustion after coaching during the first year of teaching (Richter et al., 2013). Richter et al. (2013) found that collaborative inquiry and critical reflection provided through coaching were beneficial to the beginning teacher. The coaching benefits provide a level of support crucial to the retention of beginning teachers.

According to Thomas, Bell, Spelman, and Briody (2015) instructional coaches help beginning teachers take all the ideas and practices learned throughout the formal training process and apply them using methods that increase student achievement. In this process, effective instructional coaches develop and nurture relationships with beginning teachers resulting in a deep respect for the teaching profession (Thomas et al., 2015). Effective instructional coaches understand the challenges beginning teachers face and are able to provide encouragement, support, and resources that aid in the retention of new teachers.

judgementoring. The beneficial impact of effective coaching on the emotional intelligence of both coaches and teachers, as well as the influence on teacher retention are only a few of the benefits to instructional coaching. According to Hobson (2016), mentoring or coaching can have a positive impact on beginning teachers. As a result, fewer beginning teachers leave the profession. The non-judgmental support received from a third-party mentor enhances a beginner teacher's professional development and identity by allowing them to discuss professional needs and instructional ideas (McIntyre & Hobson, 2016). In retrospect, if the coaching or mentoring relationship is not developed in a positive manner or relationship and personality conflicts exist then the coaching or mentoring relationship can be harmful to a beginning teacher (Hobson, 2016).

A high cost to instructional coaching is evident in the destruction of the effective coaching relationship due to judgementoring. Research on coaching and mentoring emphasizes the critical importance of positive mentoring on beginning teacher attrition, teacher growth and development, and increased student outcomes; however, when coaching takes on a negative connotation results are not as positive. Judgementoring is the concept of coaching and mentoring that is not beneficial and can even be perceived as harmful (Lejonberg et al., 2015). A judgementoring relationship consists of the teacher and the coach/mentor. In the case of a judgementoring relationship, the coach/mentor too often will provide their own opinionated judgements about the teacher or mentee. This creates a hostile coaching relationship and often limits the outcomes associated with coaching. Lejonberg et al. (2015) concluded that judgementoring could be avoided with adequate coach training before coaching begins. Avoiding judgementoring is dependent upon the characteristics and traits, relational trust, and willingness to step outside of the comfort zone of the individuals involved in the coaching

process (Hobson, 2016). The training of coaches also has a significant impact on the success of the coaching relationship and the avoidance of judgementoring (Hobson, 2016).

Summary

The traditional method of professional development no longer provides the rigor and relevance required by federal initiatives such as NCLB, RttT, ESEA, ESSA, and the Carl D. Perkins Act (Desimone & Pak, 2017; Heineke, 2013; White et al., 2015; Young, Winn, & Reedy, 2017). Education agencies across the nation are embracing a more personal style of professional development associated with instructional coaching. The process of utilizing a seasoned or veteran teacher specifically trained in the coaching process is being adopted to meet the need to support the professional growth of teachers, increase student outcomes and close achievement gaps (Ernst, Clark, and Bowers, 2017). Instructional coaches' partner with a teacher to utilize scientifically based instructional strategies to facilitate both teacher and student improved outcomes. The process or cycle begins with joint planning, action/practice, observation, reflection, feedback, reflective discussion, and ending with joint planning as the coaching partnership determines to end or continue coaching. The most significant contributing factor to the success of the coaching partnership is the development of a relationship based on mutual respect, reciprocal trust, rapport, and positive feedback (Brown et al., 2017).

Professional development is an essential part of an educator's career. Traditional professional development is often viewed as mandatory by the administration. The majority of teachers will only experience forms of the traditional, workshop-focused professional development throughout their career, in spite of research that determined this type of professional development as ineffective (Gulamhussein, 2013). Research shows that traditional professional development conducted separately from the classroom environment yields the least

benefit on instructional strategies in the classroom (Hoekstra & Crocker, 2015). Coaching emphasizes the development of personal and professional teacher goals centered on the needs of both teachers and students (Desimone & Pak, 2017). Professional development that includes support from an instructional coach has been shown to be more effective than traditional formats of professional development (Lee et al., 2018). Instructional coaching provides teachers with an opportunity to actively engage in learning thus improving instructional practice (Lee et al., 2018).

School systems often make large investments in coaching and mentoring programs. Systems must determine the costs and benefits of coaching in response to the school systems' needs for increased student and teacher outcomes. This assessment should include both the costs and benefits to the coach or mentor, as well as the impact on teacher and student outcomes (Desimone & Pak, 2017; Knight, 2012; Lejonberg et al., 2015; Tschannen-Moran & Carter, 2016). The costs and benefits may include but are not limited to the increase in teacher self-efficacy, development of the emotional intelligence of the teacher and the instructional coach, and an increase in teacher retention rates due to an increase in the job satisfaction of beginning teachers. Judgementoring is a cost associated with the coaching process. Judgementoring destroys the coaching relationship through a loss of trust when a coach provides their own opinionated comments about the teacher, the coaching process, and/or abilities of the teacher creating a hostile coaching relationship (Lejonberg et al., 2015).

While research specifically on instructional coaching in literacy, science, and math is prevalent, little research is available on coaching programs designed specifically for CTE programs. Throughout the review of the literature, several gaps were identified. While extensive research is available on instructional coaching and mentoring, specifically literacy, science, and

mathematics, little to no literature exists for coaching and mentoring programs in CTE programs. Heineke (2013) explored how reading coaches facilitated a teacher's professional development and found that instructional reading coaches facilitate an increase in student achievement by providing quality professional development for teachers. Gibbons and Cobb (2017) researched specific job-embedded activities to provide support for mathematics and science teachers through coaching. Future recommendations included the application of findings to additional focus areas such as CTE.

While CTE programs are facing a national shortage requiring states to approve alternate certification pathways for individuals with industry experience in high demand programs of study (Stephens, 2015). Studies show an increase in teacher self-efficacy in literacy programs after participation in instructional coaching programs (Jones et al., 2016). Little research exists for how instructional coaching would impact the self-efficacy of CTE teachers.

CHAPTER THREE: METHODS

Overview

The purpose of this transcendental phenomenological study was to describe the lived experiences with self-efficacy of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. Educator experiences were defined as the perceptions of CTE teachers after participating in the VoEI CTE Coaching and Mentoring Program. The theory guiding this study was Bandura's self-efficacy theory (1986) as it related to the experiences of CTE teachers' participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. Self-efficacy guided the study as self-efficacy is influenced by mastery or non-mastery of experiences and is based on the perceived capabilities of an individual (Bandura, 1977). This chapter identifies the study's design, research questions, setting, participants, procedures, the researcher's role, data collections, data analysis, trustworthiness, and ethical considerations of the study.

Design

This qualitative study utilized the transcendental phenomenological research design to describe the experiences of CTE teachers' participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. Qualitative is the most appropriate method of study for this research because the lived experiences of CTE teachers after participation in the VoEI CTE Coaching and Mentoring Program is a phenomenon that can be observed but not measured quantitatively. Creswell and Poth (2018) establish qualitative research as a series of assumptions using interpretive theoretical frameworks to address the meanings attached to a social or human problem. A phenomenological design provides a voice to the CTE teachers' lived experiences after

participation in the VoEI CTE Coaching and Mentoring Program (Creswell & Poth, 2018; Polkinghorne, 1989). Transcendental Phenomenology was used to focus on the descriptions of participants rather than interpretations of participants' descriptions making this design appropriate for this work (Creswell & Poth, 2018; Moustakas, 1994). However, because the study focused on describing the lived experiences of CTE teachers, "in which everything is perceived freshly, as if for the first time" (Moustakas, 1994, p. 34), it was necessary to initiate "Epoché" or to bracket and set aside my prejudgments as an administrator and CTE coach. Bracketing was accomplished by keeping a reflexive journal throughout each stage of the study to record decisions made related to methodology and logistics, as well as my own personal reflections on the phenomenon to understand my own meaning and essences around the coaching experience (Moustakas, 1994).

Research Questions

Central Research Question

What are the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee?

Sub-question 1. How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teacher perceptions of self-efficacy in the classroom?

Sub-question 2. How do CTE teachers describe their lived experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program?

Sub-question 3. How do feelings of CTE teacher efficacy influence instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program?

Sub-question 4. What role does teacher efficacy have in CTE teacher-coach interactions?

Setting

Two School Districts in Northeast Tennessee were utilized for the study due to a limited number of CTE teachers participating in the VoEI CTE Coaching and Mentoring Program in this region. Pseudonyms were assigned to districts and schools to ensure privacy and confidentiality. According to the Tennessee Department of Education (2015), District A consists of one high school. High school A1 has 840 students and 16 CTE teachers. The leadership team for District A high school A1 consists of one principal, three assistant principals, and one CTE Director. The CTE Director is located at the high school and maintains a leadership presence in the CTE wing of the building. The CTE Director is responsible for the alignment and implementation of all CTE programs of study and initiatives such as the CTE VoEI CTE Coaching and Mentoring Program. During the initial pilot year of the program, 14 CTE teachers participated and were coached by two experienced CTE teachers who had undergone training in the VoEI CTE Coaching and Mentoring Program. District B consists of four high schools. Due to the administrative and coaching relationships of the researcher within this district, only three high schools in District B will participate in the study to allow for bracketing of previous experiences. High school B1 consists of 389 students and five CTE teachers, high school B2 consists of 483 students and five CTE teachers, high school B3 consists of 632 students and eight CTE teachers, and high school B4 consists of 631 students and seven CTE teachers. High school B4 will not be utilized for this study.

All sites are similar in demographics and socio-economic status for the region. District A student demographics include 7.5% Black, Hispanic, and Native American, 26.7% Economically Disadvantaged, 0.1% English Learners, and 13.5% Students with Disabilities. District A has a homeless student population of 2.1%. District B Consists of four high schools. High school B1

has a student population of 5.1% Black, Hispanic, and Native American, 30.3% Economically Disadvantaged, 0% English Learners, and 16.5% Students with Disabilities. High school B1 has a homeless student population of 0.3%. High school B2 has a student population with 8.7% Black, Hispanic, and Native American, 26.3% Economically Disadvantaged, 0.2% English Learners, and 16.1% Students with Disabilities. High school B2 has a homeless student population of 0.6%. High school B3 has a student population with 4.3% Black, Hispanic, and Native American, 33.5% Economically Disadvantaged, 0.2% English Learners, and 15.8% Students with Disabilities. High School B3 has a homeless student population of 0.3%. High school B4 has a student population with 8.7% Black, Hispanic, and Native American, 29.2% Economically Disadvantaged, 1% English Learners, and 15.1% Students with Disabilities. High school B4 has a homeless student population of 0.8%. To allow for bracketing, high school B4 was excluded from this study. VoEI CTE Coaching and Mentoring Programs are offered at all high schools in District B. Each high school consists of one principal, one assistant principal, and one associate principal. The CTE director's office is located at the district central offices. During the initial pilot year of the VoEI CTE Coaching and Mentoring Program, two veteran teachers were assigned and trained as coaches. High schools B1 and B3 were designated to one coach due to proximity of the schools to the coach. High schools B2 and B4 were designated to the other coach, also due to proximity of the schools to the coach. Site selection was based on-site participation in the VoEI CTE Coaching and Mentoring Program and proximity to the researcher.

Participants

Purposeful criterion sampling was used for the selection of sites and participants. Moustakas (1994) identified the essential criteria for participant selection as experience with the

phenomenon, interest in understanding the phenomenon, and willingness to participate in the interview recording, and publishing of data. CTE teachers participating in the VoEI CTE Coaching and Mentoring Program at two school districts in Northeast Tennessee participated in the study. The sample size included 10 to 15 CTE teachers or until saturation occurs with a minimum of 10 participants. The sampling for this study was purposive and included 22 potential CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program at two school districts in Northeast Tennessee. Creswell and Poth (2018) recommend data be collected from five to 25 individuals who experienced the phenomenon; this study sought a sample of 10-15 participants in order to achieve thematic saturation. For the purpose of this study, the researcher identified teachers who have participated in VoEI CTE Coaching and Mentoring Programs through the district CTE Director.

As illustrated in Table 1, participants were comprised of six males and four females. All participants were Caucasian and ranged in age from 27 to 58. The participants represented a variety of CTE programs of study in business, agriculture, human services, marketing, criminal justice, and culinary arts.

Table 1

Participant Demographic Information

Participant	Gender	Age	Ethnicity	CTE Program of Study
P1 "Rick"	Male	40	Caucasian	Business
P2 "Larry	Male	29	Caucasian	Business
P3 "James"	Male	33	Caucasian	Business

P4 "Roger"	Male	43	Caucasian	Agriculture
P5 "Jeff"	Male	54	Caucasian	Culinary Arts
P6 "Kane"	Male	57	Caucasian	Criminal Justice
P7 "Susan"	Female	58	Caucasian	Human Services
P8 "Anne"	Female	40	Caucasian	Business
P9 "Rachel"	Female	35	Caucasian	Marketing
P10 "Evie"	Female	27	Caucasian	Agriculture

*Names listed are pseudonyms

Procedures

The study was conducted only after receiving approval from the Institutional Review Boards (IRB) of Liberty University and the study sites (see Appendix D). Participants were identified through contact with the school district CTE Directors of school districts that have participated in the VoEI CTE Coaching and Mentoring Program. CTE Directors identified CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program and provided the researcher with a names and email addresses. Once participants were identified, potential participants were sent an email invitation to participate in the study. (see Appendix A) The invitation outlined the purpose and processes of the research study with a survey link to begin the process. (See Appendix E) An informed consent form was included at the beginning of the survey with instructions on how to return the signed document electronically. (see Appendix B) Those electing to participate in the study were asked to sign an informed consent form informing them of the known risks and expected benefits of the study, their right to voluntarily withdraw their data at any time, the steps taken to protect their identity, the data collection and analysis

activities in which they will be expected to participate, and my intent to provide them feedback upon completion of the research study (Creswell & Poth, 2018). Those electing to participate in the study were asked to complete a qualitative survey to obtain demographic data and preliminary questions or data related to CTE teacher experience. If an adequate number of participants did not initially agree to participate, a follow-up email was sent to non-respondents within two weeks of the initial email request. (see Appendix C)

The qualitative teacher sense of efficacy survey was used to identify CTE perceptions of self-efficacy before, during, and after participation in the VoEI CTE Coaching and Mentoring Program. The researcher conducted individual interviews utilizing semi-structured interview questions to allow participants to elaborate on lived experiences with self-efficacy after participation in the VoEI CTE Coaching and Mentoring Program. The researcher conducted focus group interviews to allow participants to discuss lived experiences. As a means of member checking, participants were provided with transcriptions from both the individual and focus group interviews to check for accuracy. Data from individual interviews and focus groups were audio-recorded and transcribed.

Data was collected using surveys, open-ended interviews, and focus groups conducted in-person or through an online communication platform such as web conferencing. Collected data was electronically recorded and stored using a password protected device with two-factor authentication. All data was regularly backed up using an online backup service (Creswell & Poth, 2018). Data collection continued until thematic saturation occurred (Moustakas, 1994). Saturation occurs when the researcher finds no additional or new information that relates to the study (Creswell & Poth, 2018).

The Researcher's Role

The role of the researcher is to collect and analyze the data as the Human Instrument (Moustakas, 1994). The "Epoche" approach will be used to view a fresh perspective toward the phenomenon by bracketing out the researcher's previous experiences as a CTE Coach and Mentor and as the facilitator of the Vision of Excellence in CTE Coaching and Mentoring Program pilot program for the Tennessee Department of Education as well as any additional bias (Creswell & Poth, 2018; Moustakas, 1994). Currently, I am employed as an Associate Principal at a high school that participates in the VoEI CTE Coaching and Mentoring Program. I am also serving as the CTE Coach for this school. Due to concerns of biases, my current place of employment will not be used in this study. Prior to my current employment, I was the CTE Consultant for this region of Tennessee. As the CTE Consultant, I was the driving force behind the pilot programs in this region. I did not have direct contact with the teachers participating in the VoEI CTE Coaching and Mentoring Program; however, because I am very familiar with the participating schools, it will be important that I recognize and address potential influences and researcher bias.

Data Collection

This qualitative study utilized a transcendental phenomenological research design to describe the lived experiences of teachers who have participated in the VoEI CTE Coaching and Mentoring Program in two school districts in Northeastern, Tennessee. Data collection for this study began once full approval was received from the Institutional Review Board (IRB) and the participating school districts. The administrators and directors of schools for each school system in Northeastern Tennessee were contacted via email and postal service format. Written and informed consent from administrators and directors of schools was on file before research began.

Written and informed consent was collected from those willing to participate (Appendix B).

Participants were informed of the time commitment and requirements before consenting to

participate. No monetary compensation was given for participation in this study. As the human

instrument, I collected data on CTE teacher's experiences with the VoEI CTE Coaching and

Mentoring Program through qualitative surveys, individual interviews, and focus groups.

Qualitative Survey

Open-ended survey questions were used to promote reflection of the participant's view of

self-efficacy before, during, and after their lived experience with the VoEI CTE Coaching and

Mentoring Program. Face and content validity were verified by two experts in the field of

education. Once approval from IRB was obtained, a pilot test was completed utilizing two

individuals who have participated in the VoEI CTE Coaching and Mentoring Program but were

not participants in this study. Pilot responses were reviewed before the study and changes made

to the survey based upon the feedback of the pilot participants. The participants received open-

ended questions that they may answer openly and comfortably in their own setting and in their

own time, without the pressure of a structured interview setting. (See Appendix E) The survey

questions are as follows:

Table 2

Open-Ended Survey Questions

Questions

1. What methods have/do you utilize to get through to the most challenging students in your
    classes? (SQ2, SQ3)

2. What methods/activities do you utilize to assist students who are confused? (SQ2, SQ3)

3. How have you implemented these strategies throughout the coaching process? (SQ2, SQ3)

4. How well do you or have you adjusted your lessons for the differing levels of each student? (SQ2, SQ3)

5. What strategies have/do you utilized to differentiate your instruction? (SQ2, SQ3)

6. How often do you utilize a variety of assessment strategies? (SQ2, SQ3)

7. Explain what strategies you have used during each phase of the coaching process. (SQ2, SQ3)

8. What do you do to motivate students who are uninterested in school or your class? (SQ1, SQ2)

9. How do you get students to believe they can do well in school? (SQ2, SQ3)

10. How do you/have you gauged student comprehension of lessons taught? (SQ2, SQ3)

11. How do you/have you kept challenging students from creating disruptions during a lesson? (SQ2, SQ3)

12. Explain your view of your teacher efficacy before, during, and after participation in VoEI CTE Coaching and Mentoring program. (SQ1, SQ2)

13. Describe how interactions with your VoEI CTE Coach have influenced, if at all, your teacher efficacy during the coaching process. (SQ1, SQ2, SQ4)

Participants were given five business days to complete and return the survey. Upon receipt of completed forms, individual interviews and focus group interviews were conducted.

Interviews

The qualitative approach to interviewing emphasizes the importance of providing an open-ended interview structure for communication of participant's perspectives, understanding, and meaning (Merriam, 2016). Patton (2015) explained interviewing as a method that allows the interviewer to understand another's perspective. For the purpose of this study, interview questions were semi-structured to allow for the sharing of participant experiences (Merriam, 2019).

Semi-structured interview questions were divided into three categories. Opening questions established background information and previous knowledge of participants concerning self-efficacy. Questions related to the participants experiences during and after participation in the VoEI CTE Coaching and Mentoring Program provided the participant the opportunity to share how they perceive the impact coaching has made on their teacher efficacy and instructional decision making. Questions related to the relationship and interactions of the participant with the CTE coach provided the participant the opportunity to share the level of impact the relationship had on the teacher self-efficacy.

Individual interviews of participants occurred at the conclusion of participation in the VoEI CTE Coaching and Mentoring Program. Interviews took place at a prearranged, neutral location free of interruptions and suitable for confidentiality. Interviews ranged from 30 to 45 minutes. The researcher took field notes and audio recorded the interview. The interview was transcribed and coded for common themes or significant statements. Transcription was provided to participants to ensure respondent validation. The following questions served as a guide to the semi-structured interview. (See Appendix F)

Table 3

Open-Ended Interview Questions

_____

Questions

_____

Opening Questions

1. Please introduce yourself to me.

2. Please tell me about your professional experiences or job duties in CTE education?

    a. What program of study do you teach?

    b. How long have you been teaching?

    c. What additional experiences or responsibilities do you have in CTE education?

Questions Related to Self-Efficacy

3. What does teacher efficacy mean to you?

4. How would you currently describe your teacher efficacy?

5. What events increase or decrease your teacher efficacy?

6. How would you describe your teacher self-efficacy before participation in the VoEI Coaching and Mentoring Program, on a scale of one to five, with one being very low and five being very high?

7. How would you describe your teacher self-efficacy throughout your participation in the VoEI Coaching and Mentoring Program (SQ1, SQ2, SQ3)?

8. What situations during your participation in the VoEI Coaching and Mentoring Program increased or decreased your teacher efficacy (SQ1, SQ3)?

Questions Related to Coaching Impact on Instruction

9. How would you describe your teaching experience before your participation in the VoEI

   Coaching and Mentoring Program?

   a. Describe any positive experiences.

   b. Describe any negative experiences.

10. How did your teaching processes or methods change during the coaching process, if so

    how (SQ2)?

11. How have your interactions with the CTE coach influenced your teacher efficacy (SQ4)?

Questions Related to Coaching Relationship

12. What type of interactions have you had with your CTE Coach (SQ4)?

13. What efficacy challenges did you face while working with your coach, if any (SQ4)

14. What additional information would you like to add to today's interview?

The interview questions used in this study were developed and organized in a way to

capture the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching

and Mentoring Program. Questions one and two are knowledge questions and are intended to be

straightforward and nonthreatening, building a rapport between the participant and the researcher

(Patton, 2015).

Self-efficacy theory attempts to explain how an individual's experiences impact their

perceived capabilities (Bandura, 1986). Bandura (1977) describes self-efficacy as the influence

of mastery or non-mastery of experiences on the perceived capabilities of an individual. Self-

efficacy can be altered by experiences, social persuasion, evaluations, and incentives. Self-

efficacy is developed in four ways, through mastery of experiences, social modeling, social

persuasion, and the physical and emotional status of an individual (Bandura, 2012). The belief in

one's own ability, self-efficacy, past experiences, motivation impacts how a teacher feels, thinks, and performs in the classroom (Bandura, 2012). Questions three through nine are designed to focus on the self-efficacy experiences of the participant.

Questions 10 through 12 are designed to provide the participant the opportunity to express their perception of classroom instructional impact from participation in the VoEI CTE Coaching and Mentoring Program. Professional development that includes support from an instructional coach has been shown to be more effective than traditional formats of professional development (Lee et al., 2018). Instructional coaching provides teachers with an opportunity to actively engage in learning, thus improving instructional practice (Lee et al., 2018). Teachers are allowed to engage in learning through instructional coaching actively. Teachers refine and enhance instructional practice through support and feedback from instructional coaches after teaching practice observations (Lee et al., 2018).

Studies show that coaches are identified as one of the most important sources of support for beginning teachers during the first year of teaching (Richter et al., 2013). Beginning teachers experience higher levels of self-efficacy, enthusiasm, and job satisfaction after one year of coaching. Beginning teachers also reported lower levels of emotional exhaustion after coaching during the first year of teaching (Richter et al., 2013). Richter et al. (2013) found that collaborative inquiry and critical reflection provided through coaching were beneficial to the beginning teacher. The coaching benefits provide a level of support crucial to the retention of beginning teachers. Questions 13 through 15 provide participants the opportunity to share their experiences with the instructional coach. After IRB approval, a sample of CTE professionals who participated in the VoEI CTE Coaching and Mentoring Program in a school district not

included in this study will be utilized to review, and then pilot the interview to ensure clarity of questions and wording.

Focus Groups

Focus groups with participants were conducted. This study utilized focus groups as a method of providing checks and balances among participants and to eliminate extreme perspectives (Patton, 2015). Focus groups are also a means of member-checking information obtained through interviews to increase study credibility (Lincoln & Guba, 1985). An evaluation of focus groups consisted of participants who have participated in a specific program together (Patton, 2015). Focus groups were selected from individual interview participants by the researcher. The focus group was organized into one group of six to eight participants, evenly distributed between school districts, and effort was made to minimize familiar professional and personal relationships (Patton, 2015). Focus groups make data collection a social experience increasing the meaningfulness and validity of findings (Patton, 2015). According to Patton (2015), the objective of a focus group is to obtain high-quality data in a social interview setting in which participants can consider their own experiences in context with other participants. Focus groups have limitations such as the relationships of participants and time limits that do not allow the participation of all participants (Patton, 2015). The focus group sessions were audio-recorded, transcribed, and shared with participants for verification. The focus group were conducted once the individual interviews were completed, and transcripts were member-checked and analyzed to develop appropriate follow-up questions. The focus group was conducted through video conferencing for the participants to allow for CDC social distancing guidelines. (See Appendix H)

Table 4

Open-Ended Focus Group Questions

Questions

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1. Please introduce yourself to the group and describe your area of expertise in CTE.

2. Explain your perceived level of teacher efficacy before participation in coaching (SQ1)?

3. Explain your perceived level of teacher efficacy after participation in coaching (SQ2)?

4. How have your experiences during the coaching program influenced your teacher efficacy (SQ1, SQ2)?

5. Describe how your experiences during the coaching program have influenced your instructional practices in the classroom (SQ3)?

6. What role does your teacher efficacy play in your instructional practices before participation in the coaching program? After participation in the coaching program (SQ4)?

7. What role, if any, did the CTE Coach play in the development of your teacher efficacy (SQ4)?

The focus group interview questions used in this study were developed and organized in a way to capture the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program. Questions one and two are knowledge questions and are intended to be straightforward and nonthreatening, building a rapport between the participant and the researcher (Patton, 2015).

Coaching emphasizes the development of personal and professional teacher goals centered on the needs of both teachers and students (Desimone & Pak, 2017). Professional development that includes support from an instructional coach has been shown to be more effective than traditional formats of professional development (Lee et al., 2018). Instructional coaching provides teachers with an opportunity to actively engage in learning thus improving instructional practice (Lee et al., 2018). Questions three through five establish the perception of teacher efficacy before and after participation in coaching. These questions were utilized as a method of providing checks and balances among participants and to eliminate extreme perspectives making data collection a social experience, increasing the meaningfulness and validity of findings (Patton, 2015). Questions six and seven evaluated the impact of coaching on the instructional practice of participants. Question eight investigated the role of the instructional coach on participant teacher efficacy. Instructional coaches have been widely used in the United States as a method of increasing professional ability and student achievement since the early 1980s (Lowenhaupt et al., 2014; Brown et al., 2017). The success of any coaching program depends on several factors. These factors include administrative support, teacher and coach buy-in, the norms of the professional community, and resources such as time, training, and logistics (Brown et al., 2017).

Data Analysis

Data collected was analyzed using a phenomenological model outlined by Moustakas (1994). The process began with "Epoche" and then proceeded into the phenomenological reduction of data using horizontalization, clustering of horizons into themes, and clustering horizons and themes into textural descriptions (Moustakas, 1994). Epoche and bracketing are used in transcendental phenomenological studies to remove doubt or biases that exist with the

researcher and to allow the true meaning of the phenomena to been seen clearly (Moustakas, 1994). As noted by Moustakas (1994), "Epoche requires the elimination of suppositions and the raising of knowledge above every possible doubt" (p. 26). Bracketing of personal experiences may be difficult for the researcher depending upon the assumptions and history the researcher brings to the study (Creswell & Poth, 2018; van Manen, 2014). A challenge for researchers is how and to what extent will the researcher's personal understandings be included in the study (Creswell & Poth, 2018). In Epoche, all preconceived ideas, biases, and prejudgments are placed aside. These preconceived ideas, biases, and prejudgments are bracketed out of the consciousness to allow the researcher to have a pure view of the phenomenon being studied (Moustakas, 1994). Researcher journaling was used as a method of bracketing to remove researcher bias (Moustakas, 1994). Once a state of Epoche was achieved the process of phenomenological reduction began. Interviews and then focus groups were transcribed and common themes identified. A transcription service was utilized for data transcription. Transcriptions were sent to participants to ensure validation. Transcriptions were identified for common themes or significant statements that provide an understanding of how the participant experienced the VoEI CTE Coaching and Mentoring Program.

The process of phenomenological reduction involves a textual description of exactly what is viewed and then a reduction to what is horizonal and thematic (Moustakas, 1994). As described by Moustakas (1994), "Phenomenological Reduction is not only a way of seeing but a way of listening with a conscious and deliberate intention of opening ourselves to phenomena, in their own right, with their own textures and meaning" (p. 92). During the process of horizonalization, the data was processed, and significant statements were highlighted to provide understanding to how the participants experienced the phenomenon (Creswell & Poth, 2018).

Through horizonalization, topics or themes were identified, and irrelevant topics were discarded, leaving the horizons. Through the process of reduction and elimination, two questions must be addressed. Does the topic or theme contain information that is necessary for understanding the experience? Is it possible to abstract and label it (Moustakas, 1994)? All statements were given equal value initially; however, as the process continued, the irrelevant statements were removed leaving only the horizons (Moustakas, 1994). The identified statements or quotes became the clusters of meaning that ultimately developed into the themes of the phenomenon. This process was completed in phases based on the data collection method and availability of data. Once IRB approval was obtained, participants were identified. NVivo was utilized as the data analysis software. NVivo is a data analysis software that allows the researcher to classify, sort, arrange, examine, and store qualitative date. Moustakas (1994) emphasizes that "horizons are unlimited, we can never exhaust completely our experience of things no matter how many times we reconsider them or view them" (p. 95). The clusters of meaning were organized into themes and ultimately, those themes provided a thick, rich, coherent textural description of the phenomenon (Moustakas, 1994).

Once the horizons and textural descriptions were identified, the next step was Imaginative Variation. The task of Imaginative Variation is to determine the essence of the phenomenon, moving away from facts and toward meaning and essences (Moustakas, 1994). The process of Imaginative Variation allowed the researcher to determine or derive structural themes from the textural descriptions identified through Phenomenological Reduction (Moustakas, 1994). The process of Imaginative Variation included identification of structural meanings, recognition of underlying themes, consideration of the universal structures that come before feelings and thoughts (time, space, relation to self and others), and identification of

structural themes and development of a structural description of the phenomenon (Moustakas, 1994).

Coding was necessary to manage the enormous amount of data into smaller more manageable sections. According to Saldana (2014) "coding is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based of visual data" (p. 7). The first step in coding was theming the data. This process broke down the large amounts of data from individual interviews and focus groups into more manageable categories. The process of theming the data included a combination of "analytic coding and hermeneutic interpretation or theme analysis" (Saldana, 2014, p. 288). Theming the data required the researcher to conduct a comparable reflection on the meanings and the outcomes of the data (Saldana, 2014). The final step in the phenomenological research process was the synthesis of meaning and essences. The textural and structural descriptions of the phenomenon were developed into a combined statement of the essences of the phenomenon.

The core themes of the experience were identified, and an individual textural description was written to describe CTE teachers' experiences. Imaginative variation or structural description was written to describe the context or setting that influenced the experiences of CTE teachers. The essential, invariant structure (or essence) of the phenomenon was written from the structural and textural descriptions (Creswell & Poth, 2018; Moustakas, 1994). Although the essence of experiences can never really be completely realized, the synthesis of the textural and structural description using phenomenological reduction and imaginative variation represented the essence of the CTE teacher coaching experience at two school districts in Northeastern Tennessee at one point in time through the view of this researcher (Moustakas, 1994).

At this point, the essence of the phenomenon from data collected through the individual interviews and focus interview was combined with the findings of the qualitative survey instrument to triangulate CTE teachers' sense of self-efficacy in the classroom with the lived experiences of teacher efficacy before, during, and after participation in the VoEI CTE Coaching and Mentoring Program. According to Patton (2015), triangulation of data from various sources only strengthens a study, ultimately testing for consistency.

Trustworthiness

The researcher must ensure the trustworthiness of the study. Trustworthiness is comprised of a set of criteria used to judge the quality of qualitative inquiry (Schwandt, 2015). This includes establishing credibility, dependability, transferability, and confirmability (Lincoln & Guba, 1985). Credibility is the steps taken to ensure confidence in observations, interpretations, and conclusions (Creswell & Poth, 2018). The reliability of the study methods and processes determines the dependability. The ability of the study to be used or conducted in a similar setting ensures transferability (Creswell & Poth, 2018). The degree to which the study can be confirmed is the confirmability of the study (Creswell & Poth, 2018).

Credibility

Credibility establishes internal validity and assurances of fit between the life experiences provided by the participants and the representation of the responses by the researcher (Schwandt, 2015). Credibility was ensured utilizing prolonged engagement, member checks, and triangulation. Member-checks of interview transcripts and analysis/conclusions provide an opportunity for participants to review the findings and interpretations to establish credibility (Creswell & Poth, 2018). Triangulation uses a minimum of three methods of data collection. For this study, a qualitative survey, individual interviews, and a focus group was utilized. Using

multiple sources of data increased the credibility and validity of findings, allowing for cross-verification, and providing deeper insight into the phenomenon (Creswell & Poth, 2018).

Dependability and Confirmability

Dependability is parallel to reliability and is focused on the researcher's responsibility for ensuring the process of data collection and representation was logical and documented in a way that can be replicated (Schwandt, 2015). Dependability is determined by the quality of the research or study process (Lincoln & Guba, 1985). Dependability was be addressed through rich and thick textural descriptions of themes, member-checks, journaling by the researcher, and an inquiry audit. External audits were utilized in the study to access the accuracy of the process and product. An external consultant or auditor consisted of a colleague familiar with qualitative research methodology who has experience in Career and Technical Education. The external auditor examined the research process and findings to establish accuracy (Creswell & Poth, 2018).

Confirmability is parallel to objectivity and establishes the degree to which the results of the study can be confirmed (Creswell & Poth, 2018; Lincoln & Guba, 1985). Confirmability calls for the "linking assertations, findings, interpretations, to the data in readily discernable ways" (Schwandt, 2015, p. 309). Confirmability is determined by the quality of the research or study product (Lincoln & Guba, 1985). Confirmability was addressed through rich and thick textural descriptions of themes, member-checks, journaling by the researcher, and an inquiry audit. External audits were utilized in the study to access the accuracy of the process and product. An external consultant or auditor consisted of a colleague familiar with qualitative research methodology who has experience in Career and Technical Education. The external

auditor examined the research process and findings to establish accuracy (Creswell & Poth, 2018).

Reflexive journaling was recorded daily throughout the study as a bracketing technique used to increase confirmability, as well as credibility, dependability, and transferability (Lincoln & Guba, 1985). Completely setting aside my experiences as a CTE Consultant, Associate Principal, and CTE Instructional Coach was difficult and potentially impossible. Throughout these experiences, I have developed preconceived notions and assumptions about the VoEI CTE Coaching and Mentoring Program and CTE teachers. While I have participated as a CTE Instructional Coach, I have never participated as a CTE teacher in the coaching program. I refrained from incorporating my experiences into the research. By keeping a reflexive journal, I was able to bracket or separate my experiences, preconceived notions and assumptions, thoughts, and feelings about the VoEI CTE Coaching and Mentoring Program to focus only on the research topic and related research questions (Moustakas, 1994).

Transferability

Transferability is parallel to external validity and focuses on the generalization of information transferred on a case-to-case basis (Schwandt, 2015). The researcher was responsible for providing readers with enough information on the case studies so that information can be applied or transferred to other applicable cases (Schwandt, 2015). To establish transferability, rich, thick descriptions, external auditing, and triangulation enabled the study to be replicated in the future. Thick descriptions of CTE experiences during the interviews and focus groups allowed for the transferability of the study (Creswell & Poth, 2018). An external auditor examined the research process and findings to establish accuracy (Creswell &

Poth, 2018). A corroboration of findings occurred through a triangulation of findings from

qualitative surveys, individual interviews, and a focus group (Creswell & Poth, 2018).

According to Lincoln and Guba (1985), external validity cannot be satisfied in qualitative

research. Lincoln and Guba determined that "The naturalist (qualitative researcher) can only set

out working hypothesis together with a description of the time and context in which they were

found to hold. Whether they hold in some other context, or even in the same context at another

time, is an empirical issue, the resolution of which depends upon the degree of similarity

between sending and receiving (or earlier and later) contexts." (p. 316) Therefore, this study has

a maximum transferability only to school districts with secondary VoEI CTE Coaching and

Mentoring Programs.

Ethical Considerations

A number of ethical considerations were addressed during the course of this research

study. IRB approval and consents were obtained before any data collection occurred in the

study. Upon IRB approval, informed consent forms were completed by all participants. Once

data collection began, participants, schools, and school districts were given pseudonyms to

protect identities and ensure confidentiality (Creswell & Poth, 2018). The researcher remained

the human instrument and bracketed previous bias and experiences from the study to ensure no

conflict of interest, researcher bias, or influence on participants occurred. Participants were

given the opportunity to be debriefed on findings at the end of the study. All data was stored in a

locked storage cabinet or password-protected device. Data was backed up to a secure external

storage location (Creswell & Poth, 2018). Data files will be maintained for a period of seven

years and will be destroyed by a paper shredding device or permanently deleted using software

that is Department of Defense 5220.22-M compliant.

Summary

The purpose of this transcendental phenomenological study was to describe the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. This chapter provided a detailed description of the transcendental phenomenological research design utilized for the study, research setting, participant's selection, and procedures that took place throughout the study. The researcher's role in the VoEI CTE Coaching and Mentoring Program as well as relationship to the site selection was discussed in detail. The data collection and analysis that was used in the study provided support for the data triangulation, coding, and description of data. Procedures were discussed to ensure trustworthiness, dependability, confirmability, and transferability of the study. Finally, ethical considerations to the study included participant confidentiality and secure storage of data.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study was to describe the lived experiences with self-efficacy of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The central research question was: What are the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee? The sub-questions were: Sub-question 1: How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teacher perceptions of self-efficacy in the classroom? Sub-question 2: How do CTE teachers describe their lived experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program? Sub-question 3: How do feelings of CTE teacher efficacy influence instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program? Sub-question 4: What role does teacher efficacy have in CTE teacher-coach interactions? This chapter begins with a brief description of the 10 participants. Purposeful criterion sampling was used for the selection of sites and participants. Data from the participants was collected via the completion of qualitative surveys, individual interviews, and a focus group interview. The remainder of the chapter focuses on the analysis of the research data and findings.

Participants

CTE teachers previously participating in the VoEI CTE Coaching and Mentoring Program at two school districts in Northeast Tennessee participated in the study. The sample size included 10 CTE teachers. For the purpose of this study, the researcher identified teachers who had participated in VoEI CTE Coaching and Mentoring Programs through the districts CTE

Directors. This study's participants consisted of four females and six males. All participants identified as Caucasian and ranged in age from 27 to 58 years. Five of the ten participants identified teaching as their second career. Participants, all of whom were given pseudonyms, are described in the following sections.

Rick

Rick is a 40-year-old Caucasian male. Rick has been teaching for four years at the high school in District A. Rick teaches Personal Finance, Business Economics, and Dual Enrollment courses through a local university. Rick received his master's degree while beginning his career in teaching resulting in an "on the job" training approach to learning to teach. Teaching is a second career for Rick. Rick's previous career was in banking. Rick is also the Future Business Leaders of America advisor and the Assistant Baseball Coach at his school.

Larry

Larry is a 29-year-old Caucasian male. Larry has been teaching for three years at a high school in District B. Larry teaches the Business CTE program of study. Career and Technical Education is a new field of teaching for Larry. Larry's previous teaching experience is in middle and high school history and middle school science. Larry serves on various committees at school including the ACT committee. Larry assists with the Future Business Leaders of America as a co-advisor.

James

James is a 33-year-old Caucasian male. James taught in business courses for a high school in District B for five years. Currently, James is a real estate agent and no longer has a career in education. James served as the school technology coach and served on other assigned committees and tasks as requested or needed by administration. James taught Career

Explorations, Website Design, Business Management, Business Principles, and any additional business electives that were added to the curriculum. James served as a trainer for students who were engaged in fixing technology issues within the school.

Roger

Roger is a 43-year-old Caucasian male. Roger studied Agriculture in college but did not begin a career in teaching directly after receiving his degree. Roger worked for several years in Farm Supply Services before deciding to become an Agriculture teacher. Roger has been teaching Agriculture courses for seven years. His first high school assignment was at one high school within District B. Roger spent the first five years of his teaching career at this high school. The last two years of his teaching career have been at a second school within District B. Roger has been participated in the CTE coaching program at both high school placements. Roger is also the co-advisor for the Future Farmers of America.

Jeff

Jeff is a 54-year-old Caucasian male. Jeff has been in the Culinary Arts field since the age of 22. He served 12 years as a Sous Chef in a high-end French Restaurant in Las Vegas, Nevada, four years as a Banquet Chef in Colorado, and was the Executive Chef for Tupelo Honey in Tennessee. Jeff is currently the Culinary Arts instructor at a high school in District A. Jeff has been the Culinary Arts teacher for the last three years. Jeff came to the teaching profession through the occupational certification program and has spent the last three years working with the Tennessee Department of Education to receive his teaching certification.

Kane

Kane is a 57-year-old Caucasian male. Kane has been teaching Criminal Justice at a high school in District A on a full-time basis for 17 years. Kane also taught Criminal Justice part-time

at this high school for two years prior to being hired as a full-time teacher. Prior to becoming a teacher, Kane served on the local police force and served as the high school's resource officer. Kane is also the Skills USA advisor and softball coach for the high school. Kane has not only been a participant in the VoEI CTE Coaching and Mentoring Program, but he has also been utilized as a coach by the CTE department at his high school.

Susan

Susan is a 58-year-old Caucasian female. Susan has taught the Human Services courses at a high school is District B for seven years. Prior to becoming a Human Services teacher, Susan was employed in the business industry and worked for a non-profit organization. Susan is very active in her high school, participating in professional learning communities, prom and graduation committees, ACT committee, and serving as the advisor for the Family, Career and Community Leaders of America.

Annie

Annie is a 40-year-old Caucasian female. Annie has been teaching Business and Office Management for 18 years. Annie has been teaching in a high school in District A for four years. Annie is very active in her high school and serves on many committees. She is the advisor for the Future Business Leaders of America and has served as the interim Career and Technical Education Director in her district. Annie has not only been a participant in the VoEI CTE Coaching and Mentoring Program but has also served as a coach in the program.

Rachel

Rachel is a 35-year-old Caucasian female. Rachel has taught Marketing and Business courses at a high school in District B for seven years. Rachel also was employed in an interim teaching position for half a year as a Business and Marketing teacher. Rachel serves on varies

committees within her school as assigned by her administration and serves as the co-advisor for the Future Business Leaders of America. Rachel also provides guidance for students that operate the school store.

Evie

Evie is a 27-year-old Caucasian female. Evie has been teaching Agriculture courses for six years. Evie began her teaching career in Virginia and after one year accepted a job at a high school in District B. Evie has been teaching in a high school in District B for five years. Evie teaches the animal science program of study, Ag-mechanics, and Engineering. Evie is also co-advisor to the Future Farmers of America.

<div align="center">

Results

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The data collected was presented by answering each research question in narrative form. These findings were established through the development of themes related to each research question and the triangulation of data from qualitative surveys, interviews, and a focus group. The findings of the study were arrived at after careful review and evaluation of each piece of data presented. As described in detail in Chapter Three, the researcher included data from one qualitative survey and one interview from each participant, and the data associated with a focus group interview consisting of seven out of 10 participants. This data was then transcribed and printed for the researcher to make notations. At the same time as the transcription of the interviews, the researcher completed reflective journaling to work toward identifying any personal biases, facts, feelings, and/or themes that were beginning to be developed. The data was then broken down into units of meaning or codes that included words or phrases that stood out to the researcher. This continued throughout each interview and as the codes began to become more apparent, they were grouped together into themes and sub-themes. The codes were

initially sub-divided into three domains, collaboration, relationships, and professional growth.
This process produced a large number of themes and sub-themes with multiple codes under each
sub-theme. At this point themes and sub-themes were reviewed to discover patterns and
repetitions. The codes were initially divided into three domains, collaborations, relationships,
and professional growth. This helped the researcher to condense the themes and sub-themes.
The three themes and their sub-themes are listed below. (see Appendix E)

Table 5

Outline of Themes and Subthemes

Theme	Subtheme
Collaboration	Coach Collaboration
	Colleague Collaboration
Relationships	Coach Relationships
	Colleague Relationships
	Student Relationships
Professional Growth	Perseverance
	Self-Awareness
	Student Achievement

Theme Development

This study was guided by one central research question and four sub-questions to
describe the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching
and Mentoring Program in Northeast Tennessee. Participants completed a qualitative survey,
participated in individual interviews, and shared their experiences in a focus group. The salient
themes of their shared experiences are presented as follows.

Several survey questions, along with interview and focus group questions, were utilized to determine the lived experiences with teacher self-efficacy in the classroom of teachers after participation in the VoEI CTE Coaching and Mentoring Program. Self-efficacy is an individual's belief in their ability to plan, organize, and carry-out activities required to attain goals (Bandura, 1997). Bandura (1986) explained that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the professional development, support, and training received by teachers. Several themes emerged including what is best described as collaboration, relationships, and professional growth.

Theme 1 "Collaboration"

Collaboration is defined as "a process in which individuals work together to improve the total output compared to what they could have accomplished on their own" (Bush & Grotijohann, 2020, p. 1). Five participants, Evie, Rick, Kane, Susie, and Annie identified collaboration experiences as a contributing factor to improved perceptions of self-efficacy in the classroom. These participants identified collaboration with individuals other than the assigned CTE coach. Collaboration may have included CTE directors, CTE teachers, administrators, and/or individuals from the Tennessee Department of Education. All participants identified some collaboration with the CTE coach at a minimum, even if the experience made little to no impact on the perception of self-efficacy in the classroom.

Participants indicated the more exposure to collaborative sessions, the more impact on perceived self-efficacy in the classroom. Rick indicated:

I feel like they empathize with me because they were in the same position at some point early on too. And I feel like that probably helped them help me more because they

probably saw themselves in me a few years earlier when they were struggling to get

through and maybe didn't have this coaching. So, I feel like they had a huge impact on

me and that's the 100% truth.

Evie felt it was good to watch other teachers and discuss different classroom teaching methods. She was able to pick up on ideas that she could use in her instructional methods to be more productive and efficient. Susie indicated that collaboration with teachers, administrators, CTE coach, and other individuals helped her to become more confident in her teaching methods and changes she was making in the classroom. She was able to discuss new ideas and implement new strategies recommended by the group. Participants were more likely to successfully implement and make changes in the classroom that lead to a change in perception of self-efficacy if they participated in collaboration in and beyond the coaching relationship.

Collaboration is working together with other individuals for a common goal (Bush & Grotijohann, 2020). Four of the 10 participants reported collaborative relationships as a factor that influences teacher self-efficacy and instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program. Rick reported collaboration with other teachers as being instrumental in helping him adjust his instructional techniques. He said, "It was a boost and helped me a lot to talk to other teachers and have them sit in there and critique me and help me and offer up tips." The act of just sitting and talking about the lesson had an impact on teacher efficacy and instructional decisions.

Susie and Jeff noted that just having someone available to collaborate with and discuss issues and ideas with had a significant impact on instruction. Evie mentioned that she learned computer skills from the content of her CTE coach that were transferrable to her CTE classroom.

The ability to ask any questions and not feel insecure about asking the question provided Evie with the confidence needed to grow as an educator throughout and after the program.

James commended his CTE coach. He noted that his coach "understood how I learned. I needed to know what I needed to do better. And if I stunk at something, they gave me a lot of opportunities and ways that I could improve those weaknesses. They were always enlightening me on something that I could do better. Because if I figured out how to do that better, then that was a way for a student to learn it as well." The availability of CTE coaches, even after the VoEI CTE Coaching and Mentoring Program ended is commendable. All participants noted that they felt they could call upon their CTE coach anytime they needed additional help or advice on instructional practices, classroom management, or any other issue. Teacher efficacy plays a role in the CTE teacher -coach interactions through participant cooperation and relationships. Instructional coaching has been widely used to improve instructional practices for the last two decades (Jacobs, Boardman, Potvin, & Wang, 2017).

Theme 2 "Relationships"

While coaches serve in a variety of roles and have numerous responsibilities, the key to successful coaching relies upon the relationships formed between the coach and teacher (Knight, 2012; Lowenhaupt et al., 2014). This relationship must first be built upon mutual respect (Lowenhaupt et al., 2014; White et al., 2015). Teacher efficacy influences the level of interaction between the teacher and CTE coach.

What a teacher believes about their own abilities or practices in the classroom has a direct impact on how well they perform in the classroom. Self-efficacy is viewed as the most important factor influencing educational practices (Lotter, Smiley, Thompson, & Dickenson, 2016). All participants identified their relationship with their CTE coach as a significant

component in the successful implementation of classroom practices and strategies to improve instruction. Participants identified the willingness of coaches to be available to answer questions and settle concerns or fears helped to build teacher efficacy. Susie said, "My coach helped me to identify some of my strengths and build upon those." Susie's coach retired after the coaching program ended. Susie continues to keep in touch with her CTE coach. Their relationship has blossomed into a continuing friendship and mentorship beyond the classroom. Evie said, "I do feel more confident…I know that I can go to somebody for help or ask a question and there's not a dumb answer." Jeff stated "I feel a lot more confident…I can use this delivery system. I think I feel 100 times better; I have little low self-esteem after going in."

Rachel mentioned that she did not initially know her coach before participating in the VoEI CTE Coaching and Mentoring Program. Her coach was from a different school and made visits to her classroom. Once she got to know her coach and developed a rapport with her, she felt she could contact her for help at any time. She feels she could still contact her if needed, even though she no longer participates in the coaching program.

Taxer, Becker-Kurz, and Frenzel (2018) determined that a high-quality teacher-student relationship proves to help teachers avoid becoming emotionally exhausted and experiencing burnout in the teaching profession. A high-quality relationship increases job enjoyment and decreases anger in the classroom experienced by teachers. Nine participants identified development of a high-quality student-teacher relationship as a factor influencing teacher self-efficacy.

Roger explained that his self-efficacy during the coaching program centered on being aware of his classroom presentation and student relation to content. Roger stated:

I see myself getting better every time I'm with a class. I think that's something that improves every time. From where I started teaching, I think it's improved greatly for the simple reason I've had to learn how to relate issues and topics that are presented and make them relevant for students. Taking the time to make sure I can connect to that student, and make sure that they understand it. That's probably what I got most out of the coaching and increased efficacy on that.

Rick explained that he learned to be more confident in his delivery of content to students during the coaching process. He also learned to make content relevant to real life situations for students and the importance of building relationships with students. Rick emphasized the importance of taking an interest in the lives of your students so that they know you care about who they are and what they are learning.

Susie's coach helped her to identify her strengths as an educator and to build upon those strengths. Her knowledge of and relationships with students were two very distinctive strengths. Susie often wondered throughout the coaching process if she was strong enough, had done the right things with students to help them learn and be engaged, had missed something, but mostly had she fostered a strong relationship with students. Susie wanted to create a classroom environment and build student relationships that were conducive to learning and trust. Her CTE coach helped her focus on the areas in which she was strong, as well as the areas of improvement.

Evie's self-efficacy was consistently impacted during her participation in the VoEI CTE Coaching and Mentoring Program due to her insecurities around handling of challenging students and classroom management. Evie's relationships with challenging students impacted

her ability to create strong, positive student-teacher relationships. Evie's coach worked with her on these concerns, allowing Evie to become more comfortable in her role.

Jeff worked with his coach to focus on the creation of student-teacher relationships that were centered around mutual respect. Jeff said his coach:

Advised to select projects that are easier at the beginning and build confidence and buy-in from students who are dismissive of school. Build confidence and encouragement/interest in students…try to address the weaker students and use selective and careful grouping to help the students complete projects. This allows students who know the material better to teach and this helps the lagging student to come up to speed and see a completed project. Then that can reflect on the concepts later, maybe. Give positive feedback for projects. Even if a project did not go well, there is always something that can be highlighted, even if it is just to learn what not to do in the future. Sometimes that is more rewarding and gives more of a return in the long run for the student as life-long learners.

James worked very hard originally to get to know his athletic students due to his responsibilities as a coach. Once he began the VoEI CTE Coaching and Mentoring Program, he began to work just as hard to establish those student-teacher relationships in the classroom. James stated, "things didn't go very well at first, until I got to know the students." Building relationship in combination with strategies learned from his CTE coach, James was able to influence his self-efficacy during the coaching process and make his class more enjoyable and exciting.

Kane found the importance in forming good student-teacher relationships early in his career. He noted, "during the coaching process, my process for reaching students remained the

same; however, making that relatable connection is crucial to establishing relevance to content in the eyes of the students." Establishing relationships and finding common connections with students on a personal level and then relating those common interests to content helps to motivate students. Kane discussed the variations of motivation in the classroom. "Motivations will vary between students, there isn't one concrete way to motivate students. Several students are intrinsically motivated, and many unmotivated ones are obviously extrinsically motivated, but it isn't one size fits all. This is were having a CTE focused coach comes into play."

Rick and Roger both make a point to talk to their students as the enter the classroom and take a general interest in how they are doing as individuals. They are often seen visiting them at work, going to ballgames, and checking in with their other teachers to make sure their grades are where they should be. This was reinforced during the VoEI CTE Coaching and Mentoring Program. Roger exclaimed, "Personal relationships with students make this easier. As I was presenting this lesson, I would incorporate stories about how the information is applied to life after high school. Mixed with humor, students generally respond by asking questions about different aspects of the material."

While many teachers are eager to improve instructional practice and welcome instructional coaching to accomplish these goals, not all teachers welcome instructional coaching. According to Jacobs et al., (2018) "teachers are especially reluctant to change when they do not believe a change is needed, are reluctant to change their routines, view past change as unsuccessful, perceive change, as a threat to relationships with colleagues and school leadership, or feel their expertise would be undermined by change" (p. 690). Eight of the ten participants were willing participants in the VoEI CTE Coaching and Mentoring Program in its initial stages. Annie and James did not understand the rationale for their selection to participate

in the program. They felt that they did not need instructional coaching and did not want their routines changed.

Annie initially saw the coaching process as just another evaluation. "Someone with less experience than me coming in and telling me what I should do. It was a little bit weird experience at first…It turned out to be better than what I expected, but it was kind of hard at first just to be like, okay, what's the purpose of this? It's another evaluation. That's what I was thinking of it as."

James had some initial resistance because he felt it was difficult to implement all the suggestions the CTE coach had to offer. He felt the amount of time needed to complete each step in the coaching process and implement the strategies and suggestions was overwhelming with his current teaching, coaching, and technology responsibilities.

Theme 3 "Professional Growth"

According to Widjaja, Vale, Groves, and Doig (2017) professional development has grown or morphed from a model that included training or a workshop environment to a model of professional growth in which individuals are actively engaged in collaborative learning in their own field of study, pedagogy, and students. For all participants, the professional growth activities experienced during participation in the VoEI CTE Coaching and Mentoring Program influenced their perceptions of self-efficacy in the classroom on some level. Three participants described feeling inadequately prepared for the education profession due to a lack of professional educator preparation program training. Kane, Rick, and Jeff became certified Career and Technical Education teachers through the occupational certification route. While these experiences helped to add valuable experiences to the classroom such as in the case of Kane, an

additional support system such as the VoEI CTE Coaching and Mentoring Program would be beneficial. Kane described his application of previous knowledge as:

> I've been there, done that, seen the things that we're actually talking about, like the court system. I've testified and everything, from local courts, federal courts, made several arrests, things like that. Being involved in murder investigations, everything like that. And it just goes along really good with the curriculum. And I think as far as the student part of that, I think it makes it more interesting for them, if you can really put something out and say, yes, I've seen this. Yes, I've done that, instead of just telling them about it out of a book.

Kane also described his experience with the coaching process as a support in which "I came straight from law enforcement to teaching. I was not fortunate enough to have the opportunity to student teach or even watch anybody. So, actually, through the coaching program, I picked up a lot of things." Rick described his prior industry experience as

> I feel like I worked in the industry that I teach, I worked in banking, so I have an inside knowledge of it. So that's what it means to me, is that I come in and feel that I'm giving them the information in a way that they can easily absorb it. And had it not been for coaching, it probably would have taken me a little longer, so that was definitely a boost and got me going in the right direction a little bit sooner.

Rick discussed his lack of confidence in his ability as a teacher. He knew the content, but as far as how to deliver the information was something he struggled with early on. Coaching was a big boost, that helped him a lot to talk to other teachers and have them sit in his classroom and critique and offer up tips.

Jeff had worked many years in the Food Service Industry. He described his experience as playing catch-up. "I listened to the coaches and some of the strategies that have worked for them in the past. It made sense, but I was playing catch-up because I did not know the terminology as I had not taken any teaching classes yet." Jeff explained that he feels more confident in the classroom after going through the coaching process. He feels secure in knowing he can contact his coach at any time for help even though the coaching program is no longer in place for him.

Larry noted that the VoEI CTE Coaching and Mentoring Program provided professional growth support during his transition from teaching middle school science and high school history to teaching Career and Technical Education Business courses. Larry stated "…and I think that's (coaching) been a big part of becoming more efficient because, again, you're more comfortable with material, you're more comfortable with how CTE lends itself because it's so different than what you're used to. If you teach a core subject, it's a different world." The VoEI CTE Coaching and Mentoring Program provided participants with opportunities to gain growth or skills in areas that may have been challenging for them prior to coaching.

Evie stated "it was really good to be able to watch others" so she could pick up on ideas she had not thought of for her classroom to help make her classroom more efficient. Evie noted that professional growth continues throughout a teaching career. Her experiences with the VoEI CTE Coaching and Mentoring Program were positive. She stated:

> I didn't have any negative experiences at all. It was all positive…I don't care how long I've been teaching. I think you should be open to what somebody else says, their opinions and especially if they have been teaching longer than you. I didn't have anything negative at all. It was all positive…I do feel more confident, and I really like

knowing I can go to somebody for help or ask a question. That was major with this, the coaching did this as well for me personally.

James indicated that the VoEI CTE Coaching and Mentoring Program had influenced his perception of self-efficacy in the classroom because the program "held me accountable as a teacher, instructor, and facilitator." Roger exclaimed that he "needed help before coaching and didn't know it." Roger continues to utilize techniques learned during coaching in his classroom. Susie realized through coaching that "many of the things I was doing in the classroom were right, and I didn't know they were right. I was just doing them from instinct. I learned that I was doing a lot of things right and I needed to play up on those things. So, it was a positive effect on that subject." Rachel's coach influenced her perception of self-efficacy in the classroom through the example of her own experience as an educator. "She was just able to give me some ideas and I was able to take those and apply those in the classroom to try to get a result that I was looking for." Annie and Kane have unique situations in which they both started out being coached in the VoEI CTE Coaching and Mentoring Program and ultimately were trained to become coaches. Annie described the influence of the coaching program on her perception of self-efficacy in the classroom as "through the process, I actually learned, Hey, I can look at some of these examples, some of this information that they're telling me and utilize it. It turned out to be better than what I expected."

Throughout the coaching process each participant found themselves initially doubting the effectiveness of the program on their perception of self-efficacy in the classroom; however, by the end of the program each participant found a new confidence and professional growth in their abilities within the classroom. Participants also discovered a support network that built a foundation of collaboration designed to foster self-awareness and professional growth.

Self-awareness was identified as a sub-theme of professional growth. Self-awareness allows teachers the opportunity to identify the impact of their emotions and behaviors on the classroom environment, including students and teaching practices (Park, Riley, & Branch, 2019). All participants indicated an increase in self-awareness associated with self-efficacy centered around teacher performance and student relationships and achievement; however, Annie, Evie, Larry, Rick, and Roger were detailed in discussion of self-efficacy and their own self-awareness during participation in the VoEI CTE Coaching and Mentoring Program.

Annie described her experience with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program as:

Working to be the best teacher you can be and finding weaknesses in your own teaching. Growing from that experience and working with your peers and other teachers to work as hard as you can to get the best results out of your students.

Evie identified her own self-awareness in knowing how well she thinks she is doing in her job. She described her self-efficacy during participation in the coaching program as a time when she was harder on herself than other people are on her. There are some days that she would leave school and feel as though her classes went well and then other days she wonders if the students actually got anything from her teaching.

Larry indicated that his self-efficacy continues to build over time during participation in the coaching program due to the increase of information from the CTE coach. Larry stated "And over time, I mean, there's things that are going to keep building up because no one's ever told you. But because of this program, people have told you and you're aware and you can build off that."

Rick's self-awareness was evident as he realized the impact his overall nervousness had on the execution of his content as a result of being new to the teaching profession. Rick mentioned that he would get nervous and did not want to look like a "moron" in front of students or other teachers. Rick indicated that he would have rated himself a one or two teacher before beginning the coaching program, on a scale of one to five with one being the lowest and five being the best teacher. As Rick progressed through the program, he mentioned that his personal rating would have increased to three or four and that he began to "come out of his shell" because he was learning new strategies during the coaching process.

Roger became more self-aware of the need for diversified teaching strategies to meet the needs of students with a variety of learning styles and needs. His coach helped by observing, demonstrating, and suggesting differentiated activities. Roger noted that he struggled at first but with proper guidance, successfully implemented activities such as peer reviews, group activities, and hi-low pairing.

Self-awareness allows teachers the opportunity to identify the impact of their emotions and behaviors on the classroom environment, including students and teaching practices (Park, Riley, & Branch, 2019). All 10 participants indicated an increase in self-awareness associated with self-efficacy after participation in the VoEI CTE Coaching and Mentoring Program.

Jeff noted that he feels 100 times better since he has been given the tools by his coach and instructed on how to use them with students in his classroom. His self-esteem has increased significantly since before coaching. He stated that his level of self-efficacy has increased, he feels as though he can make a difference with his students.

Larry described how the coaching program helped to primarily build his self-confidence in the classroom. Through simple changes and a support system, coaching helped Larry become

comfortable in an environment that he was not familiar with due to not working in the CTE classroom. After completing the coaching program, Larry feels confident in the execution of content and classroom management. His perception of self-efficacy has increased. Larry stated, "Not so much in your teaching ability in and of itself, but your confidence in being able to teach whatever subject you're new to."

Roger noted that his perception of self-efficacy increased after participation in the coaching program because he takes time to connect to students and make sure they understand the content. He noted that "probably what I got most out of the coaching and increased efficacy on that. I still use a brisk pace to work my way through the lesson and make sure that each student completes the assignments. I plan extra time into the lesson so that we can accomplish all the goals while making sure the students are engaged and working on the lesson." Roger also noted that the information he received from more experienced teachers was invaluable and ultimately made him a better teacher. Roger continues to use the strategies learned in coaching.

Rick was able to reflect after the coaching experience and take note of what worked and didn't work. He determined, "Having the coaching allowed me to be more creative and think more clearly. I also began to have better questions and feedback for my students. The influence coaching had on me was very significant and I am thankful for it."

Kane made changes to his overall instructional process after completing the coaching program. He stated "To be honest with you, I did a lot less lecturing after the coaching process, went to a whole lot more hands-on and a lot more letting the kids do research. We did a unit presentation, let the kids do it in other words. Basically, when they were doing their presentations, I could make my thoughts then. And it seemed to hit home better with them,

because they're actually doing the research and bringing it to you. Then you're expounding on it. I felt really good about some of the things we did that way."

Research Question Responses

This study on the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program with self-efficacy in Northeast Tennessee was designed to answer one central research question and four sub-questions. The central research question of the study was based in the literature and sought to provide a voice to the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The themes and subthemes that were discovered in the data analysis and detailed previously were the primary sources utilized to answer each of the questions.

Central research question: What are the experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee?

A combination of survey, interview, and focus group questions were utilized to determine the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The themes and subthemes that were discovered in the data analysis previously were the primary sources utilized to answer the overarching central research question. The overall experiences reported by CTE teachers after participation in the VoEI CTE Coaching and Mentoring Program were positive. The majority of participants reported positive influences on teacher self-efficacy in relationship to their performance in the classroom, instructional decisions, and relationships formed as a result of the their participation in the VoEI CTE Coaching and Mentoring Program. Themes of collaboration, relationships, and professional growth emerged during data analysis as significant influencing components on

teachers perceptions of self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program.

Sub-question 1: How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teacher perceptions of self-efficacy in the classroom?

Several survey questions, along with interview and focus group questions were utilized to determine the lived experiences with teacher self-efficacy in the classroom of teachers after participation in the VoEI CTE Coaching and Mentoring Program. Self-efficacy is an individual's belief in their ability to plan, organize, and carry-out activities required to attain goals (Bandura, 1997). Bandura (1986) explained that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the professional development, support, and training received by teachers. Several themes emerged under this question including what is best described as professional growth, and collaboration.

According to Widjaja, Vale, Groves, and Doig (2017) professional development has grown or morphed from a model that included training or a workshop environment to a model of professional growth in which individuals are actively engaged in collaborative learning in their own field of study, pedagogy, and students. For all participants, the professional growth activities experienced during participation in the VoEI CTE Coaching and Mentoring Program influenced their perceptions of self-efficacy in the classroom on some level. Three participants described feeling inadequately prepared for the education profession due to a lack of professional educator preparation program training. Kane, Rick, and Jeff became certified Career and Technical Education teachers through the occupational certification route. While these

experiences helped to add valuable experiences to the classroom such as in the case of Kane, an additional support system such as the VoEI CTE Coaching and Mentoring Program would be beneficial. Kane described his application of previous knowledge as:

> I've been there, done that, seen the things that we're actually talking about, like the court system. I've testified and everything, from local courts, federal courts, made several arrests, things like that. Being involved in murder investigations, everything like that. And it just goes along really good with the curriculum. And I think as far as the student part of that, I think it makes it more interesting for them, if you can really put something out and say, yes, I've seen this. Yes, I've done that, instead of just telling them about it out of a book.

Kane also described his experience with the coaching process as a support in which "I came straight from law enforcement to teaching. I was not fortunate enough to have the opportunity to student teach or even watch anybody. So, actually, through the coaching program, I picked up a lot of things." Rick described his prior industry experience as

> I feel like I worked in the industry that I teach, I worked in banking, so I have an inside knowledge of it. So that's what it means to me, is that I come in and feel that I'm giving them the information in a way that they can easily absorb it. And had it not been for coaching, it probably would have taken me a little longer, so that was definitely a boost and got me going in the right direction a little bit sooner.

Rick discussed his lack of confidence in his ability as a teacher. He knew the content, but as far as how to deliver the information was something he struggled with early on. Coaching was a big boost, that helped him a lot to talk to other teachers and have them sit in his classroom and critique and offer up tips.

Jeff had worked many years in the Food Service Industry. He described his experience as playing catch-up. "I listened to the coaches and some of the strategies that have worked for them in the past. It made sense, but I was playing catch-up because I did not know the terminology as I had not taken any teaching classes yet." Jeff explained that he feels more confident in the classroom after going through the coaching process. He feels secure in knowing he can contact his coach at any time for help even though the coaching program is no longer in place for him.

Larry noted that the VoEI CTE Coaching and Mentoring Program provided professional growth support during his transition from teaching middle school science and high school history to teaching Career and Technical Education Business courses. Larry stated "…and I think that's (coaching) been a big part of becoming more efficient because, again, you're more comfortable with material, you're more comfortable with how CTE lends itself because it's so different than what you're used to. If you teach a core subject, it's a different world." The VoEI CTE Coaching and Mentoring Program provided participants with opportunities to gain growth or skills in areas that may have been challenging for them prior to coaching.

Evie stated "it was really good to be able to watch others" so she could pick up on ideas she had not thought of for her classroom to help make her classroom more efficient. Evie noted that professional growth continues throughout a teaching career. Her experiences with the VoEI CTE Coaching and Mentoring Program were positive. She stated:

> I didn't have any negative experiences at all. It was all positive…I don't care how long I've been teaching. I think you should be open to what somebody else says, their opinions and especially if they have been teaching longer than you. I didn't have anything negative at all. It was all positive…I do feel more confident, and I really like

knowing I can go to somebody for help or ask a question. That was major with this, the coaching did this as well for me personally.

James indicated that the VoEI CTE Coaching and Mentoring Program had influenced his perception of self-efficacy in the classroom because the program "held me accountable as a teacher, instructor, and facilitator." Roger exclaimed that he "needed help before coaching and didn't know it." Roger continues to utilize techniques learned during coaching in his classroom. Susie realized through coaching that "many of the things I was doing in the classroom were right, and I didn't know they were right. I was just doing them from instinct. I learned that I was doing a lot of things right and I needed to play up on those things. So, it was a positive effect on that subject." Rachel's coach influenced her perception of self-efficacy in the classroom through the example of her own experience as an educator. "She was just able to give me some ideas and I was able to take those and apply those in the classroom to try to get a result that I was looking for." Annie and Kane have unique situations in which they both started out being coached in the VoEI CTE Coaching and Mentoring Program and ultimately were trained to become coaches. Annie described the influence of the coaching program on her perception of self-efficacy in the classroom as "through the process, I actually learned, Hey, I can look at some of these examples, some of this information that they're telling me and utilize it. It turned out to be better than what I expected."

Throughout the coaching process each participant found themselves initially doubting the effectiveness of the program on their perception of self-efficacy in the classroom; however, by the end of the program each participant found a new confidence and professional growth in their abilities within the classroom. Participants also discovered a support network that built a foundation of collaboration designed to foster self-awareness and professional growth.

Collaboration is defined as "a process in which individuals work together to improve the total output compared to what they could have accomplished on their own" (Bush & Grotijohann, 2020, p. 1). Five participants, Evie, Rick, Kane, Susie, and Annie identified collaboration experiences as a contributing factor to improved perceptions of self-efficacy in the classroom. These participants identified collaboration with individuals other than the assigned CTE coach. Collaboration may have included CTE directors, CTE teachers, administrators, and/or individuals from the Tennessee Department of Education. All participants identified some collaboration with the CTE coach at a minimum, even if the experience made little to no impact on the perception of self-efficacy in the classroom.

Participants indicated the more exposure to collaborative sessions, the more impact on perceived self-efficacy in the classroom. Rick indicated:

I feel like they empathize with me because they were in the same position at some point early on too. And I feel like that probably helped them help me more because they probably saw themselves in me a few years earlier when they were struggling to get through and maybe didn't have this coaching. So, I feel like they had a huge impact on me and that's the 100% truth.

Evie felt it was good to watch other teachers and discuss different classroom teaching methods. She was able to pick up on ideas that she could use in her instructional methods to be more productive and efficient. Susie indicated that collaboration with teachers, administrators, CTE coach, and other individuals helped her to become more confident in her teaching methods and changes she was making in the classroom. She was able to discuss new ideas and implement new strategies recommended by the group. Participants were more likely to successfully

implement and make changes in the classroom that lead to a change in perception of self-efficacy if they participated in collaboration in and beyond the coaching relationship.

Throughout the coaching process each participant found themselves initially doubting the effectiveness of the program on their perception of self-efficacy in the classroom; however, by the end of the program each participant found a new confidence and professional growth in their abilities within the classroom. Participants also discovered a support network that built a foundation of collaboration designed to foster self-awareness and professional growth. Participants were more likely to successfully implement and make changes in the classroom that lead to a change in perception of self-efficacy if they participated in collaboration in and beyond the coaching relationship.

Sub-question 2: How do CTE teachers describe their lived experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program?

Several survey questions, along with interview and focus group questions, were utilized to determine the lived experiences with teacher self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program. The themes of self-awareness and relationships were determining factors in how teachers describe their experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program.

Self-awareness allows teachers the opportunity to identify the impact of their emotions and behaviors on the classroom environment, including students and teaching practices (Park, Riley, & Branch, 2019). All participants indicated an increase in self-awareness associated with self-efficacy centered around teacher performance and student relationships and achievement; however, Annie, Evie, Larry, Rick, and Roger were detailed in discussion of self-efficacy and

their own self-awareness during participation in the VoEI CTE Coaching and Mentoring

Program.

Annie described her experience with self-efficacy during participation in the VoEI CTE

Coaching and Mentoring Program as:

> Working to be the best teacher you can be and finding weaknesses in your own teaching.
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> Growing from that experience and working with your peers and other teachers to work as
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Evie identified her own self-awareness in knowing how well she thinks she is doing in

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the coaching program due to the increase of information from the CTE coach. Larry stated "And

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students and the importance of building relationships with students. Rick emphasized the importance of taking an interest in the lives of your students so that they know you care about who they are and what they are learning.

Susie's coach helped her to identify her strengths as an educator and to build upon those strengths. Her knowledge of and relationships with students were two very distinctive strengths. Susie often wondered throughout the coaching process if she was strong enough, had done the right things with students to help them learn and be engaged, had missed something, but mostly had she fostered a strong relationship with students. Susie wanted to create a classroom environment and build student relationships that were conducive to learning and trust. Her CTE coach helped her focus on the areas in which she was strong, as well as the areas of improvement.

Evie's self-efficacy was consistently impacted during her participation in the VoEI CTE Coaching and Mentoring Program due to her insecurities around handling of challenging students and classroom management. Evie's relationships with challenging students impacted her ability to create strong, positive student-teacher relationships. Evie's coach worked with her on these concerns, allowing Evie to become more comfortable in her role.

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same; however, making that relatable connection is crucial to establishing relevance to content in

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but it isn't one size fits all. This is were having a CTE focused coach comes into play."

Rick and Roger both make a point to talk to their students as the enter the classroom and

take a general interest in how they are doing as individuals. They are often seen visiting them at

work, going to ballgames, and checking in with their other teachers to make sure their grades are where they should be. This was reinforced during the VoEI CTE Coaching and Mentoring Program. Roger exclaimed, "Personal relationships with students make this easier. As I was presenting this lesson, I would incorporate stories about how the information is applied to life after high school. Mixed with humor, students generally respond by asking questions about different aspects of the material."

According to Taxer, Becker-Kurz, and Frenzel (2019), the core of teacher burnout is emotional exhaustion. When teachers feel emotionally exhausted, they are more likely to experience low teaching motivation and low professional efficacy. One factor associated with preventing emotional exhaustion, low teaching motivation, and low professional efficacy in teachers is having a good relationship with one's students.

Sub-question 3: How do feelings of CTE teacher efficacy influence instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program?

Instructional decisions are made to identify students' instructional needs and are based on or focused on student data and responses to past instructional experiences to guide future educational decisions. The participants indicated during individual interviews and focus group discussions that feelings of teacher efficacy influenced instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program as a result of self-awareness, collaboration and relationships.

Self-awareness allows teachers the opportunity to identify the impact of their emotions and behaviors on the classroom environment, including students and teaching practices (Park, Riley, & Branch, 2019). All 10 participants indicated an increase in self-awareness associated with self-efficacy after participation in the VoEI CTE Coaching and Mentoring Program.

Jeff noted that he feels 100 times better since he has been given the tools by his coach and instructed on how to use them with students in his classroom. His self-esteem has increased significantly since before coaching. He stated that his level of self-efficacy has increased, he feels as though he can make a difference with his students.

Larry described how the coaching program helped to primarily build his self-confidence in the classroom. Through simple changes and a support system, coaching helped Larry become comfortable in an environment that he was not familiar with due to not working in the CTE classroom. After completing the coaching program, Larry feels confident in the execution of content and classroom management. His perception of self-efficacy has increased. Larry stated, "Not so much in your teaching ability in and of itself, but your confidence in being able to teach whatever subject you're new to."

Roger noted that his perception of self-efficacy increased after participation in the coaching program because he takes time to connect to students and make sure they understand the content. He noted that "probably what I got most out of the coaching was increased efficacy on that. I still use a brisk pace to work my way through the lesson and make sure that each student completes the assignments. I plan extra time into the lesson so that we can accomplish all the goals while making sure the students are engaged and working on the lesson." Roger also noted that the information he received from more experienced teachers was invaluable and ultimately made him a better teacher. Roger continues to use the strategies learned in coaching.

Rick was able to reflect after the coaching experience and take note of what worked and didn't work. He determined, "Having the coaching allowed me to be more creative and think more clearly. I also began to have better questions and feedback for my students. The influence coaching had on me was very significant and I am thankful for it."

Kane made changes to his overall instructional process after completing the coaching program. He stated "To be honest with you, I did a lot less lecturing after the coaching process, went to a whole lot more hands-on and a lot more letting the kids do research. We did a unit presentation, let the kids do it in other words. Basically, when they were doing their presentations, I could make my thoughts then. And it seemed to hit home better with them, because they're actually doing the research and bringing it to you. Then you're expounding on it. I felt really good about some of the things we did that way."

Collaboration is working together with other individuals for a common goal (Bush & Grotijohann, 2020). Four of the 10 participants reported collaborative relationships as a factor that influences teacher self-efficacy and instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program. Rick reported collaboration with other teachers as being instrumental in helping him adjust his instructional techniques. He said, "It was a boost and helped me a lot to talk to other teachers and have them sit in there and critique me and help me and offer up tips." The act of just sitting and talking about the lesson had an impact on teacher efficacy and instructional decisions.

Susie and Jeff noted that just having someone available to collaborate with and discuss issues and ideas with had a significant impact on instruction. Evie mentioned that she learned computer skills from the content of her CTE coach that were transferrable to her CTE classroom. The ability to ask any questions and not feel insecure about asking the question provided Evie with the confidence needed to grow as an educator throughout and after the program.

James commended his CTE coach. He noted that his coach "understood how I learned. I needed to know what I needed to do better. And if I stunk at something, they gave me a lot of opportunities and ways that I could improve those weaknesses. They were always enlightening

me on something that I could do better. Because if I figured out how to do that better than that was a way for a student to learn it as well." The availability of CTE coaches, even after the VoEI CTE Coaching and Mentoring Program ended is commendable. All participants noted that they felt they could call upon their CTE coach anytime they needed additional help or advice on instructional practices, classroom management, or any other issue.

Collaboration is working together with other individuals for a common goal (Bush & Grotijohann, 2020). Four of the 10 participants reported collaborative relationships as a factor that influenced teacher self-efficacy and instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program. Collaboration with other teachers was identified as being instrumental in helping participants adjust his instructional techniques. The act of just sitting and talking about the lesson had an impact on teacher efficacy and instructional decisions. Skills learned from the content of her CTE coach that were transferrable to her CTE classroom served to increase instructional confidence and efficacy. The ability to ask any questions and not feel insecure about asking the question provided participants with the confidence needed to grow as an educator throughout and after the program. The availability of CTE coaches, even after the VoEI CTE Coaching and Mentoring Program ended is commendable. All participants noted that they felt they could call upon their CTE coach anytime they needed additional help or advice on instructional practices, classroom management, or any other issue.

Sub-question 4. What role does teacher efficacy have in CTE teacher-coach interactions?

Teacher efficacy plays a role in the CTE teacher -coach interactions through participant cooperation and relationships. Instructional coaching has been widely used to improve instructional practices for the last two decades (Jacobs, Boardman, Potvin, & Wang, 2017).

While many teachers are eager to improve instructional practice and welcome instructional coaching to accomplish these goals, not all teachers welcome instructional coaching. According to Jacobs et al., (2018) "teachers are especially reluctant to change when they do not believe a change is needed, are reluctant to change their routines, view past change as unsuccessful, perceive change, as a threat to relationships with colleagues and school leadership, or feel their expertise would be undermined by change" (p. 690). Eight of the ten participants were willing participants in the VoEI CTE Coaching and Mentoring Program in its initial stages. Annie and James did not understand the rationale for their selection to participate in the program. They felt that they did not need instructional coaching and did not want their routines changed.

Annie initially saw the coaching process as just another evaluation. "Someone with less experience than me coming in and telling me what I should do. It was a little bit weird experience at first, but it turned out to be better than what I expected, but it was kind of hard at first just to be like, okay, what's the purpose of this? It's another evaluation. That's what I was thinking of it as."

James had some initial resistance because he felt it was difficult to implement all the suggestions the CTE coach had to offer. He felt the amount of time needed to complete each step in the coaching process and implement the strategies and suggestions was overwhelming with his current teaching, coaching, and technology responsibilities.

Teacher efficacy influences the level of interaction between the teacher and CTE coach. What a teacher believes about their own abilities or practices in the classroom has a direct impact on how well they perform in the classroom. Self-efficacy is viewed as the most important factor influencing educational practices (Lotter, Smiley, Thompson, & Dickenson, 2016). All

participants identified their relationship with their CTE coach as a significant component in the successful implementation of classroom practices and strategies to improve instruction. Participants identified the willingness of coaches to be available to answer questions and settle concerns or fears helped to build teacher efficacy. Susie said, "My coach helped me to identify some of my strengths and build upon those." Susie's coach retired after the coaching program ended. Susie continues to keep in touch with her CTE coach. Their relationship has blossomed into a continuing friendship and mentorship beyond the classroom. Evie said, "I do feel more confident…I know that I can go to somebody for help or ask a question and there's not a dumb answer." Jeff stated "I feel a lot more confident…I can use this delivery system. I think I feel 100 time better; I have little low self-esteem after going in."

Rachel mentioned that she did not initially know her coach before participating in the VoEI CTE Coaching and Mentoring Program. Her coach was from a different school and made visits to her classroom. Once she got to know her coach and developed a rapport with her, she felt she could contact her for help at any time. She feels she could still contact her if needed, even though she no longer participates in the coaching program.

Summary

This chapter provided a description of the research findings describing the lived experiences with self-efficacy of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The findings were presented as they addressed the overarching research questions of what are the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. An analysis of data collected via the completion of qualitative surveys, individual interviews, and a

focus group interview depicted the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program.

Self-efficacy is an individual's belief in their ability to plan, organize, and carry-out activities required to attain goals (Bandura, 1997). Bandura (1986) explained that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the professional development, support, and training received by teachers. The participants of this study all exhibited a willingness to become better educators. While some participants began the program reluctantly and hesitant, all participants finished with positive outcomes and perceptions of increased teacher self-efficacy. Professional growth opportunities with an emphasis on development of collaborative relationships and a focus on self-awareness are continual themes throughout this study.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this study was to describe the experiences of CTE teachers who participated in the VoEI CTE Coaching and Mentoring Program at two school districts in Northeast Tennessee. This chapter consists of six sections including the overview. A review of the findings provides a summary by looking at how the data and themes answered the central research question and the four sub-questions. Next, the discussion of the study's findings in relationship to the empirical and theoretical literature reviewed in Chapter Two. Then, the implications section addresses the theoretical, empirical, and practical implications of the study and includes recommendations for stakeholders. Followed by the delimitations and limitations including the purposeful decisions made by the researcher to limit or define the boundaries of the study and the rationale behind decisions made to limit or define the scope and focus of the study. The recommendations for future research are discussed in consideration of the study findings, limitations, and the delimitations placed on the study, and provide multiple recommendations and directions for future research and finally a summary.

Summary of Findings

This study examined the lived experiences of CTE teachers after their participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program. The examination of experiences began with the qualitative surveys of 10 participants, having those 10 CTE teachers participate in individual interviews, and then seven of the 10 CTE teachers participated in a focus group session. During these sessions, participants answered questions and discussed their experiences during their participation in the VoEI CTE Coaching and Mentoring Program and

their perceptions of teacher self-efficacy. A concise summary of the findings can be found by how the data and themes answered the central research question and four sub-questions.

Central Question

"What are the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee?" Lived experiences are those experiences that are uniquely individualized by the participant and may be similar or different from any other participant. These experiences come from first-hand involvement or participation in the VoEI CTE Coaching and Mentoring Program. A combination of survey, interview, and focus group questions were utilized to determine the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The themes and subthemes that were discovered in the data analysis previously were the primary sources utilized to answer the overarching central research question. The majority of participants reported positive influences on teacher self-efficacy in relationship to their performance in the classroom, instructional decisions, and relationships formed as a result of the their participation in the VoEI CTE Coaching and Mentoring Program. Themes of collaboration, relationships, and professional growth emerged during data analysis as significant influencing components on teachers perceptions of self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program.

Sub-Question One

The first research question of this study asked, "How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teacher perceptions of self-efficacy in the classroom?" As discussed in Chapter Four, all participants reported professional growth activities as influencing their

perceptions of self-efficacy in the classroom. Three participants described feeling inadequately prepared for the education profession due to a lack of professional educator preparation program training. Five participants identified collaboration experiences as a contributing factor to improved perceptions of self-efficacy in the classroom. Collaboration experiences may have included CTE directors, CTE teachers, administrators, and/or individuals from the Tennessee Department of Education. All 10 participants identified some collaboration with the CTE coach at a minimum, even if the experience made little to no impact on the perception of self-efficacy in the classroom.

Sub-question Two

The second research question of this study asked, "How do CTE teachers describe their lived experiences with self-efficacy during participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program?" The themes of self-awareness and relationships were determining factors in how teachers describe their experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program. All 10 participants indicated an increase in self-awareness associated with self-efficacy centered around teacher performance and student relationships and achievement. High-quality relationships with colleagues and students increase job enjoyment and decrease frustration in the classroom experienced by teachers. Nine participants identified development of high-quality student-teacher relationships as a factor influencing teacher self-efficacy.

Sub-question Three

The third research question of this study asked, "How do feelings of CTE teacher efficacy influence instructional decisions after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program?" Instructional decisions are made to identify

students' instructional needs and are based on or focused on student data and responses to past instructional experiences to guide future educational decisions. The participants indicated that feelings of teacher efficacy influenced instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program as a result of self-awareness, collaboration, and relationships developed during the VoEI CTE Coaching and Mentoring Program. All 10 participants indicated an increase in self-awareness associated with self-efficacy after participation in the VoEI CTE Coaching and Mentoring Program. Four of the 10 participants reported collaborative relationships as a factor that influences teacher self-efficacy and instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program.

Sub-question Four

Lastly, the fourth research question of this study asked, "What role does teacher efficacy have in CTE teacher-coach interactions?" Teacher efficacy plays a role in the CTE teacher-coach interactions through participant cooperation and relationships. Eight of the ten participants were willing participants in the VoEI CTE Coaching and Mentoring Program in its initial stages. Two participants did not understand the rationale for their selection to participate in the program and felt that they did not need instructional coaching and did not want their routines changed.

Teacher efficacy influences the level of interaction between the teacher and CTE coach. What a teacher believes about their own abilities or practices in the classroom has a direct impact on how well they perform in the classroom. All participants identified their relationship with their CTE coach as a significant component in the successful implementation of classroom practices and strategies to improve instruction. Participants identified the willingness of coaches to be available to answer questions and settle concerns or fears helped to build teacher efficacy.

Even the two teachers who initially were not willing to participate in the VoEI CTE Coaching and Mentoring Program became willing participants in the program, seeing the value and importance of building a relationship with the CTE coach on instructional practice.

Discussion

The purpose of this transcendental phenomenological study was to describe the lived experiences with self-efficacy of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee. The theory guiding this study was Bandura's self-efficacy theory (1986) as it related to the lived experiences of CTE teachers' participation in the VoEI CTE Coaching and Mentoring Program and the perceived impact of the program on teacher self-efficacy. The theory of self-efficacy guided the study as self-efficacy is influenced by mastery or non-mastery of experiences and is based on the perceived capabilities of an individual (Bandura, 1977). The discussion section is made up of two parts: the first is a discussion on how this study's findings extend or reinforce Bandura's self-efficacy theory. The second is a discussion on how this study's findings confirm and/or expand upon the empirical literature presented in Chapter Two.

Theoretical Discussion

The theory guiding this study was Bandura's self-efficacy theory (1986) in relation to the experiences of CTE teachers participation in the VoEI CTE Coaching and Mentoring Program. Self-efficacy is influenced by master or non-mastery of experiences and is based on the self-perceived capabilities of an individual (Bandura, 1977). The mastery of experiences in relationship to self-efficacy can be determined by the success or failure of past experiences (Bandura, 2012). If an individual's previous experiences were successful, then mastery expectations would be anticipated.

Participants who indicated having positive initial implementation experiences and overall positive experiences with the CTE VoEI Coaching and Mentoring Program also indicated positive impacts on classroom instruction and the ability to build successful collaborative relationships with students, colleagues, and the CTE coach. Lowenhaupt et al. (2014) described the coaching relationship as "personal interactions with teachers are the heart of the coaching initiative" (p. 749). Coaching provides participants an opportunity to be heard, feel valued, and be supported in the educational setting (Lofthouse, 2019). Evie reported, "Well, I know I can always ask questions. There're not dumb questions. If you have a question about anything, whether it's classroom or anything else I feel like I can go and ask those questions and it's more than welcome help. Not that I didn't feel that before, but when you're new, you don't know people. So that definitely helped." Jeff feels more prepared as a teacher after his participation in the CTE VoEI Coaching and Mentoring Program. Jeff stated, "I feel more prepared with my approach to teaching students with 504s, SPED, and problem-solving students after coaching." Rachel summed up her coaching experience with "I was learning from my own experiences as well as my coach and her experiences."

Participants who reported less than positive experiences with the implementation of the CTE VoEI Coaching and Mentoring Programs discussed struggling with the implementation of strategies and suggestions from their coach. Ventura, Salanova, and Llorens (2013) describe ed the level of self-efficacy experienced by teachers as being a factor that was influenced by the amount of job stress experienced. Often the participant did not understand the rationale for their required participation in the program. Annie noted, "It was kind of weird experience because I had taught for 14 years and I was all of a sudden going through this coaching program because they decided to coach every single teacher in our CTE department. . . especially when I had a

coach that had less experience than me coming in and telling me what to do." However, Annie ultimately experienced a positive outcome from her coaching experience. Annie reported an increase in her own teacher efficacy and ultimately became a CTE coach within her department. Roger described the coaching experience as a "tool in his toolbox." He felt other professional development experiences had initially been more beneficial than the coaching experience. He stated, "I think the coaching was a positive, but if the other stuff hadn't had been there, I don't think I'd be the teacher I am now if it hadn't had been for the outside influences other than just the coaching." While participants held varying experiences from the beginning and throughout the coaching experience, all participants reported a positive influence at some level.

The experiences of a teacher, including social influences, evaluations, incentives, and professional development and training can have a significant influence on the self-efficacy of an educator (Bandura, 1986; Klaeijsen, Vermeulen, & Martens, 2018). The need for effective professional development and training is essential for teacher accountability and retention. The level of self-efficacy reported by teachers was a factor in the amount of job stress experienced by teachers. In fact, teachers reporting a low level of self-efficacy are more likely to experience anxiety and depression at work. While teachers reporting high levels of self-efficacy tend to have a more optimistic outlook and lower levels of work-related stress (Ventura et al., 2013). Ultimately, beginning teachers tend to experience higher levels of stress and emotional exhaustion, resulting in an increased number of beginning teachers leaving the profession (Richter et al., 2013).

Participants in the early years of their teaching career reported an increased amount of frustration and stress associated with their jobs. Rick explained how his first few years of teaching was like "drinking from a firehose" as a new teacher. Rick was learning his new role as

a teacher coming directly from a career in the banking industry and attending school to complete his master's degree. Rick stated, "Basically, I was just trying to get through the day most of the time." Jeff's explanation of the early days in his teaching career explained that he "was crumbling to find a direction with how to approach teaching in general." After struggling with a new content area and participation in coaching, Larry explained, "During coaching I grew as a teacher; however, that is a result of just getting my feet underneath me in subject matter as much as it was teaching."

On some level, all participants indicated an initial struggle with stress associated with the teaching profession; however, James was the only participant that actually chose to leave the teaching profession after participation in the CTE VoEI Coaching and Mentoring Program. James did not indicate his decision to leave was in any way a result of his participation, but a personal choice based on many factors in his current life situation at that time. James did indicate that he enjoyed teaching, while the responsibilities and stresses associated with the profession were not comparable to the monetary compensation.

Bandura's self-efficacy theory is influenced by the mastery or non-mastery of many experiences and how an individual perceives their own capabilities (Bandura, 1986). This study provided participants in the CTE VoEI Coaching and Mentoring Program an opportunity to express their experiences in relation to the influence of the program on perceptions of self-efficacy in the classroom, during participation, as an influence on instructional practice, and in teacher-coach relationships. Participants indicated a positive influence on self-efficacy, even if the initial influence did not begin in a positive manner. The retention of teachers due to the high levels of stress and exhaustion associated with the job is a major concern (Richter et al., 2013). Several participants indicated increased levels of stress in the initial stages of the CTE VoEI

Coaching and Mentoring Program. Some of the increased stress and frustration was reported in relation to an uncertainty of why participation in the program was needed, lack of familiarity with the subject content area or the teaching profession in general, and the increased levels of responsibility associated with the career. Participants who indicated mastery of tasks throughout their participation in the CTE VoEI Coaching and Mentoring Program also reported an overall increased feeling of self-efficacy.

Empirical Discussion

According to Hoekstra and Crocker (2015), Vocational Education relevance to industry and society depends on teachers adopting a culture of life-long learning. The need for rigorous and relevant real-world activities in the CTE classroom to meet the needs of industry creates unique learning environments that require comprehensive approaches in professional learning experiences for CTE teachers (Jacques & Potemski, 2014). The continued significance of CTE to industry depends on teachers adopting a culture of lifelong learning to support the constantly changing needs of industry (Hoekstra & Crocker, 2015). Lyons et al. (2017) emphasized the nation needing a more organized and rational approach to teacher development, an approach that is rooted in rigorous standards and strong clinical preparation. Professional development, regardless of the method, should be an essential part of an educator's career (Tschannen-Moran & Carter, 2016). According to Zuegelder (2019), districts should invest in teacher support so that teachers can develop stronger self-efficacy in the classroom and instructional coaching should be the means to build this confidence. CTE teachers are often hired for their professional and trade experience but may not have received formal training from a teacher preparation

program. Due to challenges created by lack of formal teacher education training, CTE teachers require specialized support from school districts to be successful (Hoekstra & Crocker, 2015).

While research exists to support instructional coaching, no studies specifically related to CTE instructional coaching are currently available. For example, initiatives in mathematics instructional coaching are being nationally implemented with the goal of creating a nationwide instructional support system for improvement in mathematics (Hopkins, Ozimek, & Sweet, 2017). Additionally, funding programs exists for large scale initiatives for literacy coaching in the United States such as the Teacher Leadership Compensation System (Woodward, 2021). Participants found that having a CTE coach that was knowledgeable in the specific local, state, and federal requirements of a CTE teacher was extremely beneficial to the coaching relationship. Rachel noted that "it was nice having a coach that was in my department. They were able to relate more to the CTE experience such as the hands on, connecting classroom things to outside the classroom." Rachel also emphasized that her CTE coach "had experience, I was kind of able to talk to her about little things in the classroom and she could give me her advice just to kind of learn from her." Rick felt like "they empathize with me because they were in the same position at some point early on too, and probably helped me more because they probably saw themselves in me a few years earlier when they were struggling to get through and maybe didn't have this coaching. So, I feel like they had a huge impact on me and that's the 100% truth." Jeff stated that "The coaching helped give guidance and examples for possible approaches with concern to my particular subject matter in CTE." While the influence of the CTE VoEI Coaching and Mentoring Program varied for each participant, one thing remained constant. Each participant agreed that a need for specific professional development training and support exists for CTE programs of study and CTE teachers. Roger exclaimed, "I would much rather go. Listen to

someone tell me about new technology or new discoveries, things such as that and how it's being used in the real world than sitting in an all-day professional development with somebody telling me how I need to decorate my room to make a student feel invited."

Implications

This study focused on the lived experiences of CTE teachers who participated in the CTE Coaching and Mentoring Program with teacher self-efficacy. This study produced findings that have theoretical, empirical, and practical implications. This section addresses the implications of this study and provides recommendations to stakeholders including teachers, administrators, CTE directors, and school system directors.

Theoretical

This study was guided by Bandura's self-efficacy theory. Self-efficacy is influenced by mastery or non-mastery of experiences and is based on the self-perceived capabilities of an individual (Bandura, 1977). Bandura (2012) explained that an individual's self-efficacy is developed in four ways, mastery of experiences, social modeling, social persuasion, and individual physical and emotional status. This study supports Bandura's self-efficacy theory in that all participants identified a mastery of instructional experiences throughout the VoEI CTE Coaching and Mentoring Program participation. These experiences were successfully mastered through instructional modeling and persuasion. The development of a positive physical and emotional working relationship between the CTE coach and CTE teacher was identified as a driving factor in the successful implementation of instructional practices within the classroom. Bandura (1986) also determined that self-efficacy is influenced by a variety of experiences, social influences, evaluations, and incentives. Often these experiences can be attributed to the

professional development, support, and training received by teachers (Klaeijsen, Vermeulen, & Martens, 2018).

Empirical

This study provided research to support existing literature in the need for specifically designed CTE teacher focused professional development. CTE classrooms are tasked with providing academically rigorous and relevant real-world activities both inside and outside the classroom to meet the needs of industry. Districts strive to alter teacher practice to meet standards-based reform measures with a goal of increasing student achievement outcomes and closing achievement gaps (Desimone & Pak, 2017; Song et al., 2013; White et al., 2015). To improve student performance and close achievement gaps a revision of traditional ineffective professional development methods was needed, resulting in a demand for a more personalized professional development such as instructional coaching for specialized programs like those offered in Career and Technical Education. (Desimone & Pak, 2017; Song et al., 2013; White et al., 2015). The findings of this study also support a need for specialized professional development and training specifically for CTE teachers that are respective to their individual programs of study. Participants identified traditional professional development as "sit and get" types of sessions that are typically not relevant to the very specialized classroom and laboratory environments associated with CTE programs of study. Participants indicated a desire for specialized training such as and in addition to the VoEI CTE Coaching and Mentoring Program to help them continue to build specialized instructional skills and increase efficacy in the classroom. Participants noted an increase in self-awareness, professional collaboration, relationship development, and instructional practice resulting in an impact on teacher efficacy in response to participation in the VoEI CTE Coaching and Mentoring Program.

The findings of this study also supported the many benefits discussed in the literature that identify the key to successful coaching as the relationship developed between the coach and the teacher and the ability of the coach to be knowledgeable in the CTE content area (Lowenhaupt et al., 2014; White et al., 2014). Additional factors to coaching success supported by study findings included administrative support, teacher and coach buy-in, the norms of the professional community, and resources such as time, training, and logistics (Brown et al., 2017). Recommendations would include development and inclusion of more specialized professional development related to specific CTE programs of study, and a review of the logistics of the implementation of the VoEI CTE Coaching and Mentoring Program to ensure the program is more efficient and productive for both coaches and teachers to ensure equitable access to coaches. Participants should consider sharing new teaching strategies, ideas, and concepts utilized in coaching through professional learning communities or CTE training sessions in their own school districts or regions.

Practical

This research study revealed implications for CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in areas of self-awareness and collaboration that lead to professional growth and self-efficacy in the classroom. Self-awareness allows teachers the opportunity to identify the impact of their emotions and behaviors on the classroom environment, including students and teaching practices (Park, Riley, & Branch, 2019). Participants collectively identified an increase in self-awareness as they progressed through the VoEI CTE Coaching and Mentoring Program. This self-awareness led them to identify areas of needed improvement and to seek resources needed to improve instructional practices making them more open to the coaching process.

The educational profession can be a very isolating career for teachers. Teachers are often isolated in their respective classrooms and separated from other teachers with similar content area and experiences. Collaboration is a key component to the coaching program. Participants quickly identified collaboration as an essential part of their experiences in the coaching program. Participants have also continued their collaborative meetings with other teachers even after the coaching program has ended, including their previous CTE coaches. Collaborative meetings should continue to occur to facilitate the professional and personal development of CTE teachers through professional learning communities, departmental meetings, and teacher observations.

Career and Technical Education Directors are responsible for maintaining requirements for the mandates of the Carl Perkins Grant to fund Career and Technical Education programs. School systems depend on both local and federal funds to operate successful programs that both rigorous and relevant to the needs of industry. Part of this responsibility lies in the training and development of appropriately licensed and certified CTE teachers. Historically, professional development training opportunities that are tailored to the unique classroom environments of CTE programs are not available or are out of reach, either logistically or financially, by CTE directors in Northeast Tennessee. The VoEI CTE Coaching and Mentoring Program provides a specifically designed professional development program for CTE teachers. The challenges of implementation and sustaining this program are identified by the CTE Directors and study participants as scheduling constraints, geographical locations of the coaches to the participants, and the accessibility of coaches to participants. The VoEI CTE Coaching and Mentoring Program benefits outweigh the challenges and CTE Directors should attempt to rectify the logistical concerns to continue to grow the program.

Delimitations and Limitations

This study was designed to fill a gap in the literature by exploring and seeking to understand the lived experiences with self-efficacy of CTE teachers who had participated in the VoEI CTE Coaching and Mentoring Program. The delimitations included limiting the study to only CTE teachers who had participated in the VoEI CTE Coaching and Mentoring Program. Purposeful criterion sampling was used to select teachers from two school districts in Northeastern Tennessee that participated in the VoEI CTE Coaching and Mentoring Program pilot through the Tennessee Department of Education. The school districts were selected because of their similarity in demographics and coaching program participation. A transcendental phenomenological study was selected to focus on the lived experiences of teachers after their participation in the VoEI CTE Coaching and Mentoring Program. In phenomenological studies, participants must have all experienced the phenomenon in question (Creswell & Poth, 2018). A transcendental phenomenological study was selected as it provided the best opportunity to give voice to the lived experiences of the participants while bracketing out the researcher's experiences (Creswell & Poth, 2018).

There were several limitations of this study. The geographical location of all participants would be a limitation to the study. Although participants came from two different school systems, all of the participants in the study are from the same geographical region of the state located in the Northeastern region of Tennessee. The small number of participants, 10, can also be seen as a limitation, though a small number is common in a phenomenological study and is within recommended range. Another limitation is that the researcher performed all of the data analysis personally. To help alleviate this being a limitation and to aid transferability, thick descriptions and details of findings were provided. One major limitation was the variation of the

implementation of the VoEI CTE Coaching and Mentoring Program at each school district.

While each program was essentially implemented the same from the Tennessee Department of

Education, each school district was given freedom on how to utilize the program within their

own programs and with their own teachers. Each school district implemented the coaching pilot

in a different manner. Another limitation was that the CTE programs of study varied between

the two school districts studied. The findings would be more applicable to specific program of

study areas if each district participant aligned to a specific program of study. A significant

limitation to the study is the restrictions required by the COVID-19 worldwide pandemic. Due

to this pandemic, all interviews and focus group sessions had to be completed through

technological conferencing. This limitation inhibited the interpersonal contact and nonverbal

assessment of the researcher and participant during the research process potentially limiting the

amount of information shared by the participant. To help assure validity and trustworthiness, the

researcher employed triangulation by collecting data in three ways. By using multiple types of

data, the researcher established validity and trustworthiness.

Recommendations for Future Research

This study sought to give a voice to the lived experiences of CTE teachers who had

participated in the VoEI CTE Coaching and Mentoring Program in two school districts in

Northeastern Tennessee. As noted in the review of the literature, a gap exists in the research

supporting instructional coaching programs specifically designed for CTE teachers and programs

of study and the perceived impact on teacher self-efficacy. Though this study presented data and

offered some new insights, it is only one study. This study was conducted using only CTE

teachers from one geographical region. In consideration of the study findings, limitations, and

the delimitations placed on the study, there are several recommendations for future research based on the findings of this research study.

A need for similar transcendental phenomenological studies to be conducted in other geographical areas of Tennessee exists. Since the VoEI CTE Coaching and Mentoring Program is specific to Tennessee and this study focused on the northeastern region, this study should be replicated in the other regions of the state. Future studies should focus on specific CTE program of studies and the impact of CTE coaching that is specific to those programs of study and the impact on teacher efficacy. Many participants shared that while their coach was a CTE teacher, they did not teach the same program of study. Participants felt this limited the coach's ability to understand the classroom environment and to relate specifically to their needs as an instructor. Another recommendation for future research is to replicate the transcendental phenomenological study from the viewpoint of the coach's experience. During the study, two participants revealed that not only had they initially participated and were coached, but they ultimately were trained to coach CTE teachers. A replication of this transcendental phenomenological study utilizing the lived experiences from the standpoint of the CTE coach could provide additional valuable information for CTE directors on program concerns and successes.

<div align="center">**Summary**</div>

This qualitative transcendental phenomenological study gave a voice to the lived experiences of CTE teachers who had participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee and their perceptions of self-efficacy in the classroom. This was achieved by asking how the VoEI CTE Coaching and Mentoring Program influenced the participants perception of self-efficacy in the classroom. Participants described their lived experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring

Program and how their personal feelings of teacher efficacy influenced their instructional decisions after their participation in the coaching program. Participants were also asked to describe the perceived impact the relationship they had with their instructional coach had on their teacher efficacy. Through qualitative surveys, individual interviews, and focus groups, the experiences of the participants were described. The findings of this study indicate that factors such as self-awareness, professional growth, collaboration, and relationships all assisted in CTE perceptions of teacher efficacy in the classroom.

The findings add to the body of research in sharing the need for CTE specific professional development programs such as the VoEI CTE Coaching and Mentoring Program. The findings indicate that participants experienced a perceived increase in teacher efficacy during and after participation in the VoEI CTE Coaching and Mentoring Program. Participants identified a perceived increase in self-awareness related to classroom instruction and student performance after participation in the VoEI CTE Coaching and Mentoring Program. Professional Growth and Collaboration were identified as an added benefit by participants to a perceived increase in teacher efficacy. Relationships with the CTE coach was identified by participants as becoming a perceived key component of teacher success during the coaching program. While the ultimate relationship success identified was the perceived positive change in the teacher-student relationship that persisted even after participation in the coaching program. Participants identified relationships as having a perceived influence on teacher efficacy and classroom instruction.

Future research should focus on specific CTE program of studies and the impact of CTE coaching that is specific to those programs of study and the impact on teacher efficacy. Future research should also replicate the study from the viewpoint of the coach's experience. During

the study, two participants revealed that not only had they initially participated and were coached but they ultimately were trained to coach CTE teachers. A replication of this transcendental phenomenological study utilizing the lived experiences from the standpoint of the CTE coach could provide additional valuable information for CTE directors to assisted in logistical assignment of coaches to CTE teachers and specific programs of study.

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APPENDIX A

Recruitment Email

Dear CTE Teacher (Insert teacher name):

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education in Educational Leadership degree. The purpose of my research is to provide CTE teachers who have participated in the Vision of Excellent Instruction Career and Technical Education Coaching and Mentoring Program the opportunity to share their experiences while participating in the program, and I am writing to invite you to participate in my study.

If you are a CTE teacher, have participated in the Vision of Excellent Instruction Career and Technical Education Coaching and Mentoring Program, and are willing to participate, you will be asked to participate in an individual interview with the researcher, a focus group session comprised of 6-8 participants randomly selected from both research sites, and complete a qualitative survey about your experiences. You will be given the opportunity to review transcripts from the individual and focus group interviews for validity. It should take approximately 1 ½ - 2 1/2 hours for you to complete the procedures listed. Your name and/or other identifying information will be requested as part of your participation, but the information will remain confidential.

To participate, click on the following link to complete the survey http://survey.ctecoach.com Once you have completed this survey, I will contact you to schedule your interview.

A consent document is provided as the first page you will see after you click on the survey link. The consent document contains additional information about my research. Please electronically sign the consent form by typing in your name and date before continuing on to complete the survey.

Sincerely,

Sharon L. Necessary
Liberty University Doctoral Candidate

APPENDIX B
Informed Consent Form

CONSENT FORM
A PHENOMENOLOGICAL STUDY OF TEACHER EFFICACY IN CAREER AND
TECHNICAL EDUCATION COACHING AND MENTORING PROGRAMS
Sharon L. Necessary
Liberty University
School of Education

You are invited to be in a research study of Career and Technical Education (CTE) teacher experiences after participation in the CTE Vision of Excellent Instruction (VoEI) Coaching and Mentoring Program. You were selected as a possible participant because you are a CTE teacher and you have previously participated in the VoEI CTE Coaching and Mentoring Program. Please read this form and ask any questions you may have before agreeing to be in the study.

Sharon Necessary, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to describe the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee and the perceived impact on teacher self-efficacy. The Central Research Question is:

What are the lived experiences of CTE teachers who have participated in the VoEI CTE Coaching and Mentoring Program in Northeast Tennessee?

The sub-questions included:
1. How do the lived experiences of CTE teachers after participation in the Vision of Excellent CTE Instruction Coaching and Mentoring Program influence CTE teacher perceptions of self-efficacy in the classroom?
2. How do CTE teachers describe their lived experiences with self-efficacy during participation in the VoEI CTE Coaching and Mentoring Program?
3. How do feelings of CTE teacher efficacy influence instructional decisions after participation in the VoEI CTE Coaching and Mentoring Program?
4. What role does teacher efficacy have in CTE teacher-coach interactions?

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. Complete a qualitative survey. This survey should take no more than 15-20 minutes to complete.
2. Participate in an individual interview with the researcher. The individual interview should last approximately 30 – 45 minutes. This interview will be audio recorded for transcription accuracy.
3. A focus group including 6-8 participants, divided between both school districts, will be scheduled. The focus group will take no longer than 45 minutes to 1 hour and will be audio recorded.
4. Transcriptions of interviews and focus group contributions will be emailed to you for your approval of content. This review should take approximately 15-25 minutes to

complete.

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers: if I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

- Participants will be assigned a pseudonym. I will conduct the interviews in a location where others will not easily overhear the conversation.
- Data will be stored on a password locked computer and may be used in future presentations. After seven years, all electronic records will be deleted.
- Interviews and the focus group will be recorded and transcribed. Recordings will be stored on a password locked computer for seven years and then erased. Only the researcher will have access to these recordings.
- I cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Sharon Necessary. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at ████████ or snecessary@liberty.edu You may also contact the researcher's faculty chair, Dr. Terrell Elam at tlelam@liberty.edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____

Signature of Participant Date

_____

Signature of Investigator

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Liberty University
IRB-FY19-20-254
Approved on 5-14-2020

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APPENDIX C
Follow-up Recruitment Email

Dear CTE Teacher (Insert teacher name):

Previously, you received an email requesting your participation in a study I am conducting as part of the requirements for a Doctor of Education in Educational Leadership degree at Liberty University. Your participation provides you the opportunity to have a voice in your lived experiences while participating in the Vision of Excellent Instruction CTE Coaching and Mentoring Program. This follow-up email is being sent to remind you to complete the survey if you would like to participate and have not already done so. The dateline for participation is [DATE].

If you are a CTE teacher, have participated in the Vision of Excellent Instruction Career and Technical Education Coaching and Mentoring Program, and are willing to participate, you will be asked to participate in an individual interview with the researcher, a focus group session comprised of 6-8 participants randomly selected from both research sites, and complete a qualitative survey about your experiences. You will be given the opportunity to review transcripts from the individual and focus group interviews for validity. It should take approximately 1 ½ - 2 ½ hours for you to complete the procedures listed. Your name and/or other identifying information will be requested as part of your participation, but the information will remain confidential.

To participate, click on the following link to complete the survey http://survey.ctecoach.com. Once you have completed this survey, I will contact you to schedule your interview.

A consent document is provided as the first page you will see after you click on the survey link. The consent document contains additional information about my research. Please electronically sign the consent form by typing in your name and date before continuing on to complete the survey.

Sincerely,

Sharon L. Necessary
Liberty University Doctoral Candidate

APPENDIX D
IRB Approval Letter

May 14, 2020
Re: IRB Exemption - IRB-FY19-20-254 A PHENOMENOLOGICAL STUDY OF TEACHER
EFFICACY IN CAREER AND TECHNICAL EDUCATION COACHING AND MENTORING
PROGRAMS

Dear Sharon Necessary, Terrell Elam:
The Liberty University Institutional Review Board (IRB) has reviewed your application in
accordance with the Office for Human Research Protections (OHRP) and Food and Drug
Administration (FDA) regulations and finds your study to be exempt from further IRB review.
This means you may begin your research with the data safeguarding methods mentioned in your
approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in
which human participants research is exempt from the policy set forth in 45 CFR 46:
101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive,
diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of
public behavior (including visual or auditory recording) if at least one of the following criteria is
met:
The information obtained is recorded by the investigator in such a manner that the identity of the
human subjects can readily be ascertained, directly or through identifiers linked to the subjects,
and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form can be found under the Attachments tab within the Submission
Details section of your study on Cayuse IRB. This form should be copied and used to gain the
consent of your research participants. If you plan to provide your consent information
electronically, the contents of the attached consent document should be made available without
alteration.

Please note that this exemption only applies to your current research application, and any
modifications to your protocol must be reported to the Liberty University IRB for verification of
continued exemption status. You may report these changes by completing a modification
submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether
possible modifications to your protocol would change your exemption status, please email us
at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX E

Teacher Sense of Efficacy Survey

Participant: _____ District: _____

Sense of Teacher Efficacy Survey

Consider your sense of efficacy in the classroom environment in relationship to each of the questions below. Describe your perceived level of efficacy before, during, and after your participation in the Vision of Excellent Instruction Career and Technical Education Coaching program.

1. What methods have/do you utilize to get through to the most challenging students in your classes? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

2. What methods/activities do you utilize to implement alternative strategies to assist students who are confused? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

3. How well do/have you implemented these strategies throughout the coaching process? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

4. How well do you or have you adjusted your lessons for the differing levels of each student? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

5. What strategies have/do you utilized to differentiate your instruction? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

6. How often do you utilize a variety of assessment strategies? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

7. Explain what strategies you have used during each phase of the coaching process. **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

8. What do you do to motivate students who are uninterested in school or your class? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

9. How do you get students to believe they can do well in school? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

10. How do you/have you gauged student comprehension of lessons taught? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

11. How do you/have you kept challenging students from creating disruptions during a lesson? **SQ2, SQ3**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

12. Explain your view of your teacher efficacy before, during, and after participation in VoEI CTE Coaching and Mentoring program. **SQ1, SQ2**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

13. Describe how interactions with your VoEI CTE Coach have influenced, if at all, your teacher efficacy during the coaching process. **SQ1, SQ2, SQ4**

    a. Before Coaching:

    b. During Coaching:

    c. After Coaching:

APPENDIX F

Interview Protocol

Open-Ended Individual Interview Questions

Questions

Opening Questions

1. Please introduce yourself to me.

2. Please tell me about your professional experiences or job duties in CTE education?

    a. What program of study do you teach?

    b. How long have you been teaching?

    c. What additional experiences or responsibilities do you have in CTE education?

Questions Related to Self-Efficacy

3. What does teacher efficacy mean to you?

4. How would you currently describe your teacher efficacy?

5. What events increase or decrease your teacher efficacy?

6. How would you describe your teacher self-efficacy before participation in the VoEI CTE Coaching and Mentoring Program, on a scale of one to five, with one being very low and five being very high?

7. How would you describe your teacher self-efficacy throughout your participation in the VoEI CTE Coaching and Mentoring Program (SQ1, SQ2, SQ3?

8. What situations during your participation in the VoEI CTE Coaching and Mentoring Program increased or decreased your teacher efficacy (SQ1, SQ3)?

Questions Related to Coaching Impact on Instruction

9. How would you describe your teaching experience before your participation in the VoEI CTE Coaching and Mentoring Program?

    a. Describe any positive experiences.

    b. Describe any negative experiences.

10. How did your teaching processes or methods change during the coaching process, if so how (SQ2)?

11. How have your interactions with the CTE coach influenced your teacher efficacy (SQ4)?

Questions Related to Coaching Relationship

12. What type of interactions have you had with your CTE Coach (SQ4)?

13. What efficacy challenges did you face while working with your coach, if any (SQ4)

14. What additional information would you like to add to today's interview?

APPENDIX G

Interview Transcripts

Researcher: Okay? I'm going to ask you if you'd care to please introduce yourself. Tell me about your professional experiences or your job duties in CTE education. What program of study you teach, how long have you been teaching, and what additional experiences or responsibilities you have in CTE education?

"Jeff":   Okay, and also describe my, you said my professional ...

Researcher: Yes.

"Jeff":   My professional work from before? Before teaching?

Researcher: Yeah, you can.

"Jeff":   Okay.

Researcher: Because it does apply to what you do.

"Jeff":   I just didn't know. Okay. My name is ▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆ ▆▆▆▆▆ I'm a culinary instructor. I work in ▆▆▆▆▆▆▆▆▆▆▆▆▆▆ and in culinary arts since I was 22. I worked at a steak chain restaurant for a little bit, and then I moved to ▆▆▆▆▆ on a whim and started working in food service there. Cut my teeth in like some bistro stuff. And then I went to culinary school.

After culinary school, I moved to ▆▆▆▆▆▆▆▆▆, and I got a job at a high end French restaurant. I worked there for 12 years. We were two-star Michelin restaurant, five star, five diamond, called Picasso at the ▆▆▆▆▆. I was a sous chef there.

And then after I was there, I moved to ... After 12 years, I moved to ▆▆▆▆▆, back to ▆▆▆▆▆▆▆, which is where I'd been living when I went to culinary school. And built a new Four Seasons Hotel with a group of guys. And one of them had been the banquet chef at the ▆▆▆▆▆. That's how I got that. And then I worked there for four years, then we could afford to live in ▆▆▆▆▆▆▆ and not in ▆▆▆▆▆. So we moved back there. I was executive chef over at ▆▆▆▆▆▆. I left just before they decided to close the doors there in ▆▆▆▆▆.

Now I am the instructor at ▆▆▆▆▆▆▆▆▆, and I've been there for three years. This year will be three years. And that's pretty much all I do. I'm not a coach. I haven't really done a whole lot of other things just because I've had my hands full trying to get teacher accreditation and that kind of stuff through the state. And I think that's it.

Researcher: Okay. So now just switching gears a little bit, talking about your self-efficacy as a teacher. So what does teacher efficacy mean to you?

"Jeff":   Just like efficiency of how ... Teacher efficacy is probably how efficient I am and how well I reach the students.

Researcher: Okay. How would you currently describe your teacher efficacy?

"Jeff":   It's like not hitting this. I mean, I think I do a good job, and I think I make the content fun, which is part of it to reach the student, to have good buy in from the students. But I still have a lot of the implementation strategies that I've learned to do this from this accreditation and through my coaching, just some advice from my coaches that I need to implement them. So it's like hit/miss.

Researcher: Okay. So what events do you think would increase your efficacy or decrease your efficacy in the classroom?

"Jeff":   Events?

Researcher: What kind of things would increase your efficacy or decrease it?

"Jeff":   Well, I mean, I think just like understanding, "Oh, wow, here's another tool I can use," or whatever. And culinary arts is not so much. I think I understand what's going on in the kitchen, certain things put a spotlight on ways to implement like a certain cooking lesson. But usually, I think, I feel like I've had a handle on how to what's going on in the kitchen.

I just had it's been a learning curve, a big learning curve for me, because I've been so long in high level that anybody that I've ever worked with in the last 15 or 20 years knows what's going on in the kitchen. So this has been a huge paradigm shift for me to learn like, "Okay, how do you teach somebody how to hold a knife and what to do?" And what is the names of instruments or tools and stuff. And teaching them techniques that are really kind of above home cooking, things like that. So I've just been trying to change my outlook and my direction, like my focus on what's going on in the kitchen.

Researcher: How would you describe your teacher efficacy, self-efficacy before you participated in the coaching and mentoring program? So on a scale of one to five, with one being very low and five being very high, how would you describe your teacher self-efficacy before you participated in the coaching program?

"Jeff":   Probably two or three. I really have ... Yeah. That's all you need, or am I supposed to describe it?

Researcher: Well, how would you describe your self-efficacy throughout your participation in the coaching program?

"Jeff": Oh, I think it was good. Three to three point. I mean, I learned some strategies and some techniques about like I was maybe, to use a delicate term, like bludgeoning kids with knowledge and definitions, stuff like that. And then I figured out, somebody brought to my attention, because I hadn't taken any of these courses yet about teaching. And my mom's a teacher, but you just don't know until you're in it.

It's kind of like if you're a ninth grader, they get about nine minutes and then you need to have some switch of gears, and they need to change it up. And they said about for every class level, you can go maybe one to two more minutes per stint of knowledge just shoving it in their brains. And then they've got to have a break to do something else, like question or do whatever. I was like, "Oh, really?" I'm just ready to dive in. I go, okay, two hours. I get up and take a break, and then I get back to two hours [inaudible] my own person. And I'm like, "Well, I can do that." But they couldn't do it. So anyway, it was just learning about techniques and how kids learn [inaudible] being in high school a little bit.

Researcher: Right. Right. So what situations during your participation in the coaching and mentoring programs increased or decreased your teacher efficacy?

"Jeff": Well, just the advice. Just the little pointers from my coaches. After the first thing, I was like, hey, really you're not supposed to have. Even though they had said you're not supposed to have your phones out and stuff. We don't have any technology in the classroom. And so I asked the kids to look something up really quick. That's what I did. Or the next thing I think I had them do some kind of a calculator thing, which is not really going on the internet, but I just wanted people to do something and crunch numbers instead of in their head. I mean, in a regular kitchen, you have your phone or you have a calculator around, and bang, you can just do this and change the recipe or something.

And so I was told, "Hey, you can't do that." So I needed to think outside the box work arounds for certain rules that you're supposed to follow. That was that. So they did give me some strategies about doing that, but also just in general teaching, like I said, the work around of doing little snippets and kind of bring new ideas in every once in a while and change and then come back to the way you're teaching. So just it mixes it up and keeps people fresh in the classroom.

Researcher: Okay. So the next set of questions are related to coaching impact on instruction, and you kind of led into that, so that's good. So how would you describe your teaching experience before you participated in the coaching and mentoring program? So describe any positive experiences or any negative experiences, and that's before you participated in the program.

"Jeff": Yeah. Well, I mean, negative is just like I kind of not really understanding maybe a way to do it. I mean, I kind of had in my head, like, "I'm going to try this. If that doesn't work, then I'll try a different technique or whatever." I use by trial and error with no real guidelines or any kind of structure that I knew going into it.

And then after the coaching, they like, "You can use this technique or that technique," or whatever. I mean, my wife was already employed as a culinary teacher, so she had learned certain things. And I remember like the certification for industry and her stuff is kind of self-set up anyway. So I did follow that. And then I would use that approach and some other aspects after I had gotten through sanitation, then I could say, "Okay, we'll bring up a little theory and then we'll use it in an example in the classroom or in a kitchen." And then do a little theory and then in the classroom. So not that it's a sanitation, but like, "Hey, we're making a roux, and then what do you do? Or you're cutting vegetables, and then what do you use those vegetables? So things like that. That was just using that.

With the coaching, she said, "Hey, why don't you do this and use a lot more demo and you can do this or you can get the kids involved." So anyway, that's it. I thought it was good.

Researcher: Yeah, and you led into that. So how did your teaching process or methods change during the coaching process and how?

"Jeff":   Well, yeah, just implementation of, like I said, coaching stuff. And so I changed it around and I tried to break it up into smaller snippets of those and then introduce something else and then show how that works. And so you're just always, instead of doing a big block, like I stated, a big block of information and then we'll get in the classroom and do it, which is what you would do almost in culinary school. You have two to three hours maybe of something. And then you have five or six hours in the classroom implementing this. You can reference your notes while you're doing something, making buttercream, doing, I don't know, some doughs or cakes or something or a roux or soup or stock. And this, you just don't have enough time. You can go 15 minutes, five-minute demo, 15 minutes, five-minute demo, or something like that.

Researcher: Right. Yep. So how have your interactions with the CTE coach influenced your teacher efficacy?

"Jeff":   I think it's been positive. Again, they gave me some general, some recommendations about how to use certain things and how they use it. And then they said, "Maybe in your classroom, you could use this technique thusly." I was okay.

Researcher: And the next questions fall right in with the coaching/mentor relationship. So what type of interactions did you have with your CTE coach?

"Jeff":   After an observation, like when you guys, the group would come to school, then they would come and find me later in the day or the next day. They usually did it in the morning. And I had [inaudible 00:11:51]. It was just from that standpoint of how really are we going to do this. He would come and kind of go over what happened and what I was doing well and what I could maybe work on or approach differently. And so that was good feedback [inaudible 00:12:07].

Or a couple of times then maybe a week later I would go search her out and say, "Hey, when I do this, [inaudible] this before," or you'd be like, "Can you tell me again what was the thing?" Because it was kind of verbal. We didn't really sit down and have some ... There's a handout of her testing or observation and how we recorded. They were just friendly 15 minutes talk about what I did well and what I didn't. And then, like, "Hey, let's do it and use real world examples," and that kind of stuff. Or, "Hey, try to use real world examples in this particular situation so it really relates to what you're teaching." and I'm like, "Okay."

Researcher: Okay. So what efficacy challenges did you face while working with your coach, if any?

"Jeff":   I don't really think. I mean, I can't really think. I mean, I really didn't find. I mean maybe one time he was just like, "Hey." I remember one time. It was about three or four days before I got back. "Hey, when you guys did this [inaudible 00:13:16], sorry we didn't. A day after we observed you, and we went to the other school system and watched, and then we've been super busy." So it was just like a time crunch. Just like a normal every day. Everybody gets it, you know? So that was the only thing, like maybe immediate feedback after. But otherwise, I think everything was pretty good. She was always forthcoming and super, like if I wanted to run over in between classes and ask her a question or case, she was always open to talk with me about it.

Researcher: Awesome. Well, it sounds like you've had some pretty good experiences. So are there any additional information you'd like to add to the interview today?

"Jeff":   No. I mean, I did miss it the second year. I think they came once or twice and they said, she did give feedback like, "You really, it's completely markedly different than when the first day we came in," which was like in the first month. And I was like, "Really?" I said, "I don't even think I've been doing this." She's just, "Oh, yeah. You're so much more comfortable," whatever. [inaudible] for me. I was like, "Wow, okay. Freshmen in high school and I'm standing in front of the auditorium. I have to remember. I have to think like they're in underwear and I feel really comfortable." Right? So I'm just like terrified. And then later on I can just tell them and teach what I know.

And so she said it was much better that way. So that was good feedback, because I was feeling that I wasn't doing very well. So yeah, positive reinforcement is good. But you also have to ... If you're doing something wrong, she needs to tell. So that was good.

I mean, I think I had another coach, but he was farther down. I can't remember how many were. It was about maybe three, but I really only dealt with one. And the softball coach, he was there, and he never really was involved with me, but maybe it was just because, again, he was farther away in the school, and she was right across the hallway from me.

Researcher: Right.

"Jeff": So when I got feedback, she gave me the feedback instead and might've said, "Who's going to talk with this person? Who's going to talk to them? And said, "Well, I'm across from Jay, so I'll just go over there." So maybe that's how it worked out.

Researcher: Yeah.

"Jeff": That's it.

Researcher: That's awesome.

"Jeff": Otherwise it was fine.

APPENDIX H

Focus Group Interview Questions

Open-Ended Focus Group Questions

___

Questions

___

1. Please introduce yourself to the group and describe your area of expertise in CTE.

2. Explain your perceived level of teacher efficacy before participation in coaching (SQ1)?

3. Explain your perceived level of teacher efficacy after participation in coaching (SQ2)?

4. How have your experiences during the coaching program influenced your teacher efficacy (SQ1, SQ2)?

5. Describe how your experiences during the coaching program have influenced your instructional practices in the classroom (SQ3)?

6. What role does your teacher efficacy play in your instructional practices before participation in the coaching program? After participation in the coaching program (SQ4)?

7. What role, if any, did the CTE Coach play in the development of your teacher efficacy (SQ4)?

APPENDIX I

Focus Group Transcripts

Researcher:

Welcome to the focus group meeting. We're going to start by letting each of you introduce yourself to the group and then describe your area of expertise in the field of CTE. I'm going to start with Ms. Susan.

"Susan":

I'm ██████████. This is my seventh year teaching ████████████████████████████████. My area of expertise is now the state of Tennessee calls it human services, long ago we called it home ec. Then we broadened that to sound a little more professional and we called it family and consumer sciences. Now we call it human services, which is a lot more sociology and psychology than it used to be, but I do try to incorporate some very popular life skills into the curriculum. There's where I am.

Researcher:

Mr. Jeff if you want to unmute and give it a go.

"Jeff":

Yep. So I'm █████████ and I am the culinary instructor ██████████████████. This is my fourth year, so I was pounding away on the keys last spring and fall to get all my accreditation done, that kind of stuff. They still messed it up, so they gave a grace period because of the COVID thing and everything. So they let everything go, so I'm still fighting with somebody to load it and send it to the state. But anyway, I'm the culinary instructor there. So I have culinary one, two, three and then sometimes we have four. We have quite a few actually in about 12, doing culinary four this year. Then I have a work based learning class or a service based learning, work based learning class called, we call it Kitchen Survival. So I teach that instead of a yearlong culinary one class, which is pull your hair out kind of thing. That's it.

Researcher:

Hey Mr. Roger.

"Roger":

Well, my name is ████████████. I'm starting my eighth year of teaching. Five of those were at ████ ████████████████ The last three have been at ██████████████. In a prior life, I spent 12 years in the industry working in a retail management farm supply sales. Area of expertise of course would be agriculture in general. Luckily, I didn't have to go through the process ███████ did because my actual degree was in education many moons ago when I graduated. So I was lucky enough to have a little bit easier path than most people.

Researcher:

Okay, and Mr. Larry.

"Larry":

I'm ████████████████████ I'm in my third year at ██████████. I teach computer science, coding one, coding two and SDC introduction to business now. That's really it about me and my field of expertise.

Researcher:

And Ms. Evie.

"Evie":

Yes, I'm here. So my name is ▉▉▉▉▉▉. This is my sixth year teaching, my first year [inaudible 00:03:39] teaching out of ▉▉▉▉▉ I teach agriculture. My classes are all the animal science and veterinary classes, as well as agriculture and mechanics and engineering classes. Oh, and at ▉▉▉▉▉ ▉▉▉▉▉▉ I think I left that out.

Researcher:

Awesome. Well guys, welcome. Some general rules and I guess flow for Zoom meetings and I know y'all have been on a thousand of these since March probably. Feel free to, I'll pose a question and I want you to feel free to answer and discuss back and forth. Just there's not so many of you that you'll talk over each other necessarily, but I do want everybody to have a chance to chime in and you don't have to go in order or anything like that. So just feel free to chime in. It looks like we've got, Rick's on here. Hey Rick. ... Are you there Rick? ... Rick, can you hear us? There he is. Have you got audio? We see you. Are you muted? (silence)

Researcher:

Okay, Rick. Can you hear us? ... We'll give him just a minute, let him get his audio connected there but feel free to chime in. There he's gone, maybe he's coming back. Feel free to chime in and answer and discuss. That's the whole purpose of a focus group. Like I said, there's a total of six more questions in addition to the introduction. When Rick chimes in there, we'll give him a chance to introduce himself and we'll head on through these topics. What I really want you to do, is to be able to take away from your experiences. The whole purpose of this research is to discuss your lived experiences with the CTE coaching process and give you an opportunity to share your experiences and give it a voice. That's the whole purpose. So we'll give Rick a minute to get back in here, but we'll go ahead and start with the next question. So explain your perceived level of teach efficacy before participation in coaching. So let's see if he chimes in there really quick. Sorry about that guys. Oh, he's connecting to audio. Hello Rick.

"Rick":

Hello. Sorry. Was having some technical difficulties. Had to join a different way, sorry I'm late.

Researcher:

No, that's okay. You're actually right on time so we just finished up introductions. So if you want to take a minute to introduce yourself to the group and describe your area of expertise in CTE.

"Rick":

Sure. My name is ▉▉▉▉▉▉. I'm at ▉▉▉▉▉▉▉▉▉▉▉▉. I teach personal finance and business economics and also teach a ▉▉▉▉▉ capstone class. Obviously through ▉▉▉▉ but it's a class to prepare the seniors for the what's next, so to speak.

Researcher:

We've got on the call Ms. Susan. Ms. Susan is from ▉▉▉▉▉▉. She teaches the human services courses. We've got Mr. Roger from ▉▉▉▉▉▉. He's agriculture. Got Larry also from ▉▉▉▉▉▉. He's

business courses at ▬▬▬▬▬. We've got Evie, she's down at the bottom. She's connected by phone with us and she is also agriculture. She's at ▬▬▬▬▬▬▬▬. Of course, you know Mr. Jeff there from ▬▬▬▬ culinary. So welcome to the group. So I was just telling them you're right on time, so we're just getting ready to get started. I'm going to start with the questions. There's six questions for discussion and I want you guys to be able to discuss amongst yourselves. As I pose those questions, think about your experiences and just share your experiences with the CTE coaching process and how it relates to your classroom, and your teaching methods, and experiences and give yourself and opportunity to provide a voice to what you've gone through in this process.

Researcher:

The first question ... my internet was unstable. So let's try this. The first question was, explain your perceived level of teacher efficacy before you participated in coaching. So how was your teacher efficacy before coaching? Who wants to take a stab at that one?

"Rick"

I will. I think I can probably speak for Mr. Jeff to that we were newbies to teaching when this whole thing was getting off the ground. For me, it was actually a big help. Prior to it, not a lot of self confidence in what I was doing as far as teaching goes. I knew the content, but as far as how to deliver it was something I was struggling with early on. It was a big boost and helped me a lot to talk to other teachers and have them sit in there and critique me and help me and offer up tips.

Researcher:

Anybody else?

"Roger":

Go ahead Larry. Go ahead.

"Larry":

I think for me, it came from a different angle for me. I wasn't coming from the industry, but I was coming from teaching different subjects. So I think it helped with that transition because I was teaching history and middle school science, high school history, all those things before. I think it helped with that transition more than anything.

"Roger":

I was going to add, I think for me, it seemed like the interactions were more on the mechanics of ... One thing I had a horrible issue is wait time. So it seems like we covered more about some of the mechanics of the little things like that, that they saw in maybe a 10 minute snippet versus the overall delivery of a lesson. I feel like as far as the efficacy, the part of the mechanics helped me as far as being able to do some of those tricks of the trade like the wait time. Make sure you're calling on different students, things like that. Spending a little bit more time on different aspects. Again, I'm like Mr. Rick and Mr. Jeff when the content knowledge was definitely not an issue to me. I felt very confident in that. But the delivery, it did help.

Researcher:

Evie, Ms. Susan?

"Susan":

I could probably respond to the coaching that I received helped a lot with how to direct my energy to different students to bring out more things, and to make sure you work the room and how to set up that allowed students to feel more comfortable, whether it be passing them out a sheet of paper or a little ... [inaudible 00:11:48] favorite thing, tiny pieces of paper. Just the little gimmicks that I wouldn't think of to help students participate and interact a little bit more equally was just one of the things. Just a million little tips came through that I just, when you're so caught up in the delivery of things, you don't always think about those nuances that just somebody floating through for 10 minutes can help you try. It might not work, but you can try.

"Evie"

I think it was really good to be able to watch others because I picked up on stuff that I wasn't doing, that even if I couldn't do it exactly directly in my classroom, different content area and that kind of stuff, you can make it more efficient or make your classroom more efficient with it. Different stuff like with grouping and getting them to work more independently. Here's your project. This is what you're going to work on and not asking as many questions when the answers are right in front of them on the instruction sheet. Does that make sense?

Researcher:

Mr. Jeff?

"Jeff":

Just to reiterate what Ms. Susan said or Mr. Roger and Rick the whole thing about the nuances and the nuts and bolts of how to deliver it, I worked in restaurants and stuff and two star Michelin restaurants and stuff for years. So I think I knew how to cook and it's just how to deliver it. I was trying to not use bad words to dumb down the knowledge that I had. I was working in places, we're trying to take the best credentialed employee, the person who's putting in the best resume. These people all know how to cook and now it's completely opposite. How do I deliver the stuff that I know and start from scratch, and get somebody up to that level that would be hired in the industry? So the nuts and bolts like Ms. Susan said, the nuances and the little things about just to get buy in from students was a big deal. I leaned on; I mean my gosh. I crossed the street. I call it across the hallway. I crossed the street and the lady; ███ ███████ I think was helped out.

"Jeff":

She's one of the coaches and coaching the coaches. She probably saw me seven times a week. I would go after every class. Okay, so I have this going on. So I would just ask questions nonstop. So maybe Rick, he's down with this other guy who was ██████████. He's the softball coach here at ██████████. He might have leaned on him. I leaned on ██████████ all the time. After that first year, then I finally ... Said, "Oh, you're doing so much better." I'm like, "Well, great." I thought I was delivering the same thing, but trepidation when you're walking in on a first day. Then after, getting some little coaching tips and stuff after the first observation. Then I felt much better and I think it's just a little bit of getting your sea legs under you too.

Researcher:

Mr. Jeff, that leads me into that second question. So when you think about where you were before coaching, which is what you were just talking about, and where you are now after you've experienced

coaching and where you are in your classroom, how do you perceive your level of efficacy in the classroom as far as teaching with your students compared to where you were in very the beginning and where you are now? So how do you see your efficacy level as a teacher?

"Jeff":

To me directly and I'll start again I guess?

Researcher:

Yeah, anybody. Yeah, go ahead. Sorry.

"Jeff":

It's fine. I feel a lot more confident. Just I have a little something to grasp onto to work towards using the advice that, like I said, I was given. Then doing that and then I have to now lose sight of it. Start leaning on those things, you feel the groove after a couple of years. Then all of a sudden it's like, wait. I totally forgot to use this thing that I thought coming into this teaching, that don't lose site of the forest or the trees. I was focused on certain details and now you got to move back and say, "Well here I was bringing this knowledge to the thing. I want to use all my tools, plus all those tools that they had helped instill in me." Like, oh I can use this delivery system. I think I feel 100 times better, but I have little low self-esteem after going in.

Researcher:

Got you. Anybody else?

"Evie":

I'll go. I do feel more confident and I really like knowing. This school is very different from the first one I was at, to where I know that I can go to somebody for help or ask a question and there's not a dumb question. They're legitimately there to help you. Not every place is like that, so that was really nice to know that this was a different type of a system to where I could reach out. That was major with this, the coaching did as well for me personally.

"Susan":

It helped me remember that, well I don't want to say I'm privileged here, but CTE is very helpful because we're all very focused on the real world and working industry. It shored me up as far as my level of tools, but it also made me more confident in going to seek other CTE teachers going, "I'm trying this and it's not working" or whatever. So it made me expand out beyond coaching and reach out to other CTE teachers, because I had a new sense of them through the whole coaching experience. Part of it was our POP or PLC, or whatever those meetings are that we all get together and have. You get to know the group and you just get more comfortable in the group all the way through. Small groups is a good thing, so that helped me.

"Roger":

I'll just add to that. I think Susan, I share this when we'd done the initial interview. I think the efficacy after the coaching, I think it's going to improve anybody where they can take those small snippets or those small nuances that they can grasp hold of implement really quick. I think as far as the efficacy after teaching, I also think that's attributed to other professional development that's just us getting to

know more about how to teach, how to deliver, how to read students. I'm a very good [inaudible 00:18:50] reading people. Reading people versus reading what a student is understanding is kind of the same, but also different. I think some of that has definitely the coaching did help. I think all of us will agree on that. I really think that just the whole experience as a whole for everyone over the last five to eight years has been good, has been as good as the learning tools we've had.

Researcher:

Anybody else?

"Rick"

I'll agree with that. Just to add one more thing, everybody else has pretty much covered my same thoughts. I almost felt and I'll use an example today. I thought that I taught a really crappy lesson today. It was because I didn't use a lot of those things that I was taught in the beginning. It's almost like sometimes you get comfortable and you just want to breeze through it because you've taught the lesson 15 times before. You forget to add a little something at the end, maybe a little group thing or something to just reinforce what you've taught. I've found myself with 20 minutes left in class today and I was done. I thought that was bad. So sometimes I need to go back and revisit some of those things and make sure that I'm still using them so I can stay sharp.

Researcher:

For sure. Anybody else want to add anything to that?

"Jeff":

I think the coaching thing just helps, like he said. Self-reflection, it's a big deal just to know about and reinforce what you were doing, and to know to have self-reflection. Then like, oh, well maybe I was terrible day today and I need to step it up like you said a little bit. I have bad days and the next day kill it. You're like, "Yeah." So see what happens.

Researcher:

Exactly.

"Jeff"

It's always learning. Learning curve always. I don't care. Probably ▮▮▮▮▮▮▮ has been there eight years. He's probably still like, "Oh, maybe I could have done that a little bit different. Next time I'm going to hit it." Everybody hopefully, otherwise you're out on your keester looking for a new job. You're hopefully doing that all the time.

Researcher:

I can tell you 21 years in, still learning. Still learning. Never stop learning and growing. If you do, you probably need to find another job. You're leading me right into the next question actually. You touched on that already, so y'all are doing great. So the next question is, how have your experiences during the coaching program influenced your teacher efficacy? So when you think about the things that you did within the program and the interactions that you had with your coach and the process within the program, during the process how do you think that was influencing your coaching or your teacher efficacy? You've touched on that some, so you can add to that if you want.

"Larry":

I think part of it for me was, like we just mentioned, things like this force you to reflect on what you're doing. I think that's a big part of it. It forces you to think about what you're doing and other people it guides you along the way. Sure, but at the same time, it makes you think about what you're doing like I said before. A lot of this comes along with the natural maturation as a teacher honestly, outside of the coaching program as well on that end.

Researcher:

Absolutely. Evie, you back?

"Evie":

Yes, I'm back now.

Researcher:

So Evie, we're talking about the influence of coaching before, after and during on your teacher efficacy.

"Evie"

I definitely improved and got more confident in new ideas. I was able to bring in, in things that weren't working well. Able to replace those with different things that the mentor teacher did. I was able to try new things and different things and go for that help that I needed and get feedback I guess in a positive way if that makes sense. It's not like, okay you're doing this, this, and this wrong. It's like, well why don't you try this, this and this? Or this is the way I do it.

Researcher:

You've talked about this a little bit too and I'd love for you to expand on it and add upon it, but we've talked about some instructional practices. Can you talk about some of those nuances that your coaching mentor have introduced to you during the coaching process? But describe how your experiences during the coaching program influenced your instructional practices in the classroom. So how did your experiences with the coaching program influence how you actually taught in the classroom and how you conducted yourself in the classroom, your teaching practices?

"Evie":

A big thing with me was I wanted to, not hold their hand too much, but kind of. Instead of letting them work through their own and be problem solvers and do it at higher levels, the orders of thinking and that kind of stuff, I wanted to just answer every question they had, which is not a bad thing. They didn't have to try to go out and find answers or figure out things on their own. That critical thinking step, I was meeting. Where [inaudible 00:24:53] would have his classroom set up, he'd give them a project and they would be at the computers and he would float around. But for the most part, they figured it out. Of course, they had questions, but I'm like oh wow. They're capable of doing this, you just have to let them basically. So that helped me a lot, so that's something that I changed majorly during and after the coaching.

"Susan":

I would throw in also that I learned to play on my strengths. Sometimes I didn't even know what my strengths were. My coach helped me identify some of my strengths. Teacher knowledge of students was

one. Relationships that I'd build with students was another. I began to hone in on those a lot more as a fall back method. Not that I don't worry about my oversights, my weaknesses, my failures, but I had to come away going, there was some things right there. I need to continue to [inaudible 00:26:05] Have I lost you?

Researcher

Still there?

"Susan":

Yeah. There's a long hang time.

Researcher:

Anyone else want to share?

"Rick"

I would echo the same thing that Ms. Susan said. Was I had some strengths, I just didn't realize it. Then once when you're finally told about the strengths that you have, you're able to use those to help compliment the ones that you need a little more help with. For me and I think Mr. Roger mentioned it, the wait time was a big thing for me because I wanted to be answered. Or I would go ahead and just blurt the answer out without giving anybody time. Questioning was a big thing too. I wanted to get a lot better with that. I think just realizing what you're good at and then to help you get better with what you're not so good at.

Researcher

What I heard from all of you all, is just having that extra set of eyes to see the things that you miss. You get so caught up in teaching, that sometimes you miss the little things. So I've heard that a lot. Go ahead Ms. Susan.

"Susan"

I also agree with Evie. Partially because I think teacher education programs are so very aware of the needs of special education and meeting that group, I was somehow honed to teaching to the bottom. Through coaching, I began to see that that critical thinking step, I had to do better with that. That I was too focused on making sure that I was teaching to the lowest level learner and again, that critical learning step I was missing. If you don't meet that need for those students that are higher, you've lost engagement. That was an awareness that built for me through the [inaudible 00:28:19]

Researcher:

Anyone else want to add?

"Jeff":

I like that, what Ms. Susan said about how you can't just ... least common denominator kind of thing, where you dumb it down so that you're making sure that everybody is coming along, but then she said maybe you lose half the class or something. So you got to have maybe grouping if you're in a lab situation like I am for culinary, or you're doing some kind of project with VR. We have a VR lab at our school and stuff. They're working together maybe. Grouping is very important, but also I had somebody

tell me that just not to be ... Maybe this isn't really along this question, but they just were saying, "Don't get down on yourself when you're approaching your kids and doing this stuff. Stay positive, stay passionate. You're going to be the most passionate person in your classroom day in, day out." I don't know if that really ties into this efficacy, whatever. But you just have to keep plugging away and doing your stuff because they were just like, "You're going to be the most passionate cook and knowledgeable person or whatever in your group. Or the person that's next door is going to be the most passionate person about coding. You're nerdy about coding and VR and doing all that kind of stuff."

"Jeff":

Everybody is going to have their own thing and so you just have to make sure that you stay positive and don't get down on yourself because everybody is a bump on a log. It's so hard to read kids in your classroom. Then you go to the store and you run into them and they're with their parents. The mother is going, "Oh my gosh. My kid won't shut up about your class because of x, y, or z." So you're like, oh wow. When you're in my class, you are a bump on a log. But now you go off and you're doing everything, it's great. They go home and hey this is awesome. They can't stop talking about your class. That's just the way high school kids are. Anyway, that was my little two cents about what's happening.

Researcher:

Sure. [crosstalk 00:30:42] Do what Ms. Jones?

"Susan":

Passion is always a strength. He's right.

Researcher:

No ones going to be the expert in your field but you. So you're the expert in the room and the passion is with you. Mr. Roger you were shaking your head fiercely there.

"Roger":

It's just amazing that when you talk about passion about our subjects, I don't think any of us would be teaching if we didn't care about what we taught. I have a hard time being excited about coding, but I'm glad Larry can. That's something that I hope everybody does. I think one thing that really come out to me during the coaching, was how sad some of these other teachers have it. To where they have to teach to the standard because they are going to be tested. They don't have the opportunity to take, say a student who does coding wrong and you give them that chance to say, "Hey, you got to fix it." Or they don't measure correctly and next thing you know, you're either too sweet, too salty or things like that. Or an egg, where if we're doing labs and experiments where they're not doing something correct. As far as passion, I don't think any of us can be beat as far as that. If we could, we don't need to be in the classroom.

"Susan"

Agree.

Researcher:

Absolutely. What role does your teacher efficacy play in your instructional practices before your participation in the coaching program? We've also touched on that quite a bit too. How did you feel

about how you were teaching and the impact you were having on your students before coaching and then after coaching? We've touched on that. So how did you feel about your teaching and then how did you feel about it after coaching. Does anybody else want to add anything to that?

"Larry":

I think the passion certainly helps before you have developed those techniques. It gets you by, but then as you develop those techniques as we go along, I think that certainly you come into your own on that note.

"Susan":

You get a lot more comfortable I think. You start to be able to sell it better. You get more comfortable with the toolbox or your techniques or your groove, whatever you want to call it. Then the sales pitch comes through even better. It's not a sales pitch, it's passion. It's back to passion. It was just a helpful experience all the way through. [inaudible 00:33:53] and planning, emotionally [inaudible 00:33:59] reactions. Then technique wise, it was a full [inaudible 00:34:06] It wasn't mind boggling. It was just the little stuff that was just common sense.

Researcher:

Rick, would you like to add anything?

"Rick":

I'm sorry?

Researcher:

Rick, would you like to add anything?

"Rick"

Yeah. I was just thinking back to when I was a high school student and how boring school actually was. Making sure that I didn't teach the way that I was taught. Don't stick a book in front of them. Here read chapter three and answer these questions at the end. I think maybe we all had that experience and how boring was that? So I think about that a lot when I'm planning the day and going into a lesson. I don't want it to be where they dread coming into my classroom at all. Before the coaching, that was all I knew, was how I was taught. So afterwards and then obviously I was doing my masters at the same time too. So I was getting double the coaching and double ... So it was really beneficial for me. I think I came out of it with my ears pinned back, ready to go. It was really quite the evolution honestly in just a short amount of time.

Researcher:

Absolutely. That was a lot all at once. New teacher, masters all at one time. [inaudible 00:35:41] Evie, do you want to add?

"Evie":

I think this is going to reiterate what's already been said at this point. I don't want to be like, I agree, but yes. I do think so. [inaudible 00:35:58] just to fake it until you make it. It's like they can smell fear. When you start, they know. They know you're new, that you're not sure. So you've got this two maybe three

years to really figure it out, because the more confident you are, I feel like the more classroom control you have. All of that thing, it falls right in together. It did for me at least.

Researcher:

Absolutely. █████████████

"Roger":

Go ahead ██████

"Larry":

I was going to say piggybacking off of what Evie said. It's funny to me in CTE, I think one of the things that I've improved most as a teacher transitioning from being a course teacher to a CTE teacher, was being able to handle things when they don't go well. I think the coaching helped with that. I think just growing that confidence in being a CTE teacher naturally helped as well. I think that's something that people don't talk about enough with CTE teachers. It's certainly a great skill to develop as a teacher. So I'm jealous of all these other teachers that have it mastered before.

Researcher:

Absolutely.

"Roger"

I'll just say real quick that what Rick said about I don't want it to be the same classroom I was in in high school. I know we often remember that where you go in and if you sneeze or anything, you're just almost just given the dirty looks. I would just be quiet. Sit there, listen, answer this. I don't know why you're not getting it. To me, and Evie knows this, we were at ██████████ at the same time. I enjoy organized chaos in a classroom. I enjoy having kids interacting with one another. If they're not concentrating on the lesson for a few minutes and they're just catching up, that's okay because in CTE, we're also responsible for developing those student's life skills. If we are those teachers who go in and come in, shut up, sit down, take your books out, we're not fulfilling the full mission of what we're supposed to be doing.

"Roger":

The coaching aspect of that, it did give me an opportunity to look at it and say, "How can I make this more useful, instead of just giving a stress break or whatever? How can I do something with it?" Part of that was grouping. Being able to say, "I've got Tim over here who won't say anything, but I can't get Sarah to shut up. So hey, let's see what happens." Put them together and that's one thing that I know when [inaudible 00:38:54] was doing the coaching for us, he did mention be more specific in your grouping or more purposeful in your grouping I think was one thing that I took out of it. That's something I still try to do.

Researcher:

Absolutely. Anyone else want to add?

"Larry":

I think Roger hit it on the head with organized chaos. I think that's very well put.

Researcher:

The final question I have for you guys, switches gears a little bit and it goes back to that coach relationship. So what role, if any, did the CTE coach play in the development of your teacher efficacy? Think about your relationship with your coach and how that relationship impacted your efficacy as a teacher in the classroom, and how you feel about your impact as a teacher, and how you've grown or didn't, or if you did or did not in that aspect?

"Jeff"

I don't know, I'll go. Like I said, before I was across the hallway like seven times a day it seemed like. The person who was coaching us, I mean coaching there was a group of people I think at Elizabethan that were doing a lot of coaching. I just leaned on this lady a lot. Even when Mr. Roger says, you learn all these little nuts and bolts things. Everybody has said they knew their content; how do you deliver it and all this little stuff? So I had a lot of problems with people talking about IPs and 504s and whatever. I'm like, I don't know what the heck you're talking about. So they're like, hey. Just little things like that, that helps you get through the day so you're not going to get fired or you're not going to have a lawsuit or something. So figuring out that you need to have accommodations and all that kind of stuff. That doesn't really maybe deal with the delivery of the content stuff, but that helped me get through the day because then my wife was the culinary instructor ███████████████.

"Jeff"

So that helps. I can lean on her. So she would help me with content on delivery. That was probably maybe more important than my coach at ██████████ But she was helping with the paperwork and the nuts and bolt stuff. So had my wife to lean on from just culinary stuff. Then we would push things, bounce things back and forth with each other. But then my ██████████ coach was like how to get through the day and dot the i's and cross the t's kind of thing. Boy, I can't shut up, can I?

Researcher:

Okay. It's what a focus group is for.

"Susan":

Well lucky you to have somebody at home to help support from the same industry. That's pretty cool. My coach was also my mentor in that school. So I knew her well before she became my coach. We already had a rapport so that was great. Unfortunately, she retired and I'm grateful that she's not having to endure this COVID mess. But I do miss her greatly because even through that coaching experience, I was so comfortable with her that I could go and say, "Hey, let me bother you for one minute here with I've got this problem. I want to iron this out." It was bittersweet for me because to retirement I lost my mentor and my coach all at the same time.

"Larry":

I think for me personally, it was more than just the coach. I'm very fortunate to be at a school where I have a bunch of Rockstar team members around me and CTE members around me every day. I can go to every one of them and ask them for help. They have been, so I've been fortunate to have more than one coach mentor. I've had several I feel like, so I feel like I've been fortunate.

"Rick":

I think one of the biggest things that helped me is my coach came with the approach of, I've been in your shoes before. At one point in time, we've all been in those shoes. That comes from a place of compassion and empathy and patience. I think that helped me tremendously, was knowing that that was the angle that my coach was coming from. Was, "I understand, I get it. It's going to be hard early on and that's what I'm here for." That was a huge help to me.

"Roger":

I'll add during the coaching process at ██████████, kind of like what Evie said. Being able to rely on everyone and not just that one coach because it was only a 10 minute snippet but being able to take what maybe he was adding and go to another teacher and say, "They said I need to improve on this. How do you do it?" I think that was a building block for the process. I think it was valuable. Being there at ██████████, again building that relationship with █████ is going to be something that I look forward to and always enjoy seeing him at different events.

Researcher:

Evie?

"Susan":

Coaches did know resources within your reach. They were well versed enough to say, "You know, mister so and so down here in history does a great job with that. Go watch him." I wouldn't have known that. You're absolutely right. It was a broadening of other resources.

Researcher:

And Evie

"Evie":

Yes.

Researcher:

Sorry about that.

"Evie":

That's okay. I got a ton of ... Somebody went blank in there for the middle for a while. So I don't know if I got clicked out again or if it was just a glitch.

Researcher:

So we're talking about coaching relationship.

"Evie"

Oh, okay. Yes, yes, yes. What Roger said about being able to go to everybody at ██████████, that's a big thing as well because if I have more of a ... trying to relate curriculum back to one of your core math or sciences, then I could go to my other science teacher. If I'm doing something [inaudible 00:48:16] to be able to do that and get other's opinions, especially ask about students. If you have students who aren't doing something or are great in your class, you can go talk to somebody else. I first had to figure that out. It's a different relationship because I know that they are there to help me, not that admin is not

when they come in to do an observation or that kind of stuff. You're not getting graded by your mentor who's coming and looking. You're a new teacher, so you're going to be two and three on everything. It's not like that. It's not the same pressure. It's much more relaxed.

Researcher:

All right. Guys, that's all the questions I have. Is there anything anyone else would like to add? Okay, I'm going to pause it really quick.

APPENDIX J

Table of Codes

Qualitative Survey, Individual Interview, and Focus Group Coding

Themes, Sub-themes, and Codes

- Theme 1: "Collaboration"

  - Sub-theme: Coach Collaboration

    - Well, I know I can always ask questions. There's not dumb questions. If you have a question about anything, whether it's classroom or anything else I feel like I can go and ask those questions and it's more than welcome help. Not that I didn't feel like that before, but when you're new, you don't know people. So that definitely helped.
    - a good support system.
    - through talking with my coach, I did ... Because she was more experienced in the classroom because I think at the time I was only on my second year maybe. And so she was just able to give me some ideas and I was able to take those and apply those in the classroom to try to get a result that I was looking for.
    - Well, obviously they sit in the classroom and they would actually, sometimes a couple of them would write notes down and just slide them over to me during class or during instruction or if there was a break where the students were working for a couple minutes, we'd sit down and talk, right then and there. Right after class we would talk email interaction.

  - Sub-theme: Colleague Collaboration

    - It was a big boost and helped me a lot to talk to other teachers and have them sit in there and critique me, and help me and offer up tips.
    - I think it was really good to be able to watch others because I picked up on stuff that I wasn't doing, that even if I couldn't do it exactly directly in my classroom, different content area and that kind of stuff, you can make it more efficient or make your classroom more efficient with it.
    - When I watched another teacher's lesson, I would see thanks for myself that I had weaknesses as well. I think that collaboration with that teacher helped me grow personally as well.
    - knowing that others will help and are willing to assist in any way needed is a big asset for our teachers.

- Theme 2: "Relationships"

  - Sub-theme: Coach Relationships

- I did not know her before because she was from another school and then during, she made her visits to my classroom and we had some discussions, some meetings and I got to know her. Not just professionally, but personally as well. So that was nice because again, I was still new and then also not being from that area, I didn't really know a whole lot of people. And then after, if I see her at an inservice, we still talk and I truly feel like if I wanted to or needed to send her an email or give her a call about anything that I could still do that.
- learning to work with other teachers.

- Sub-theme: Colleague Relationships

  - I know that I can go to somebody for help or ask a question and there's not a dumb question. They're legitimately there to help you.
  - It shored me up as far as my level of tools, but it also made me more confident in going to seek other CTE teachers going, "I'm trying this and it's not working" or whatever. So it made me expand out beyond coaching and reach out to other CTE teachers, because I had a new sense of them through the whole coaching experience.
  - I think for me personally, it was more than just the coach. I'm very fortunate to be at a school where I have a bunch of rockstar team members around me and CTE members around me every day. I can go to every one of them and ask them for help. They have been, so I've been fortunate to have more than one coach mentor. I've had several I feel like, so I feel like I've been fortunate.
  - I think one of the biggest things that helped me is my coach came with the approach of, I've been in your shoes before. At one point in time, we've all been in those shoes. That comes from a place of compassion and empathy and patience. I think that helped me tremendously, was knowing that that was the angle that my coach was coming from. Was, "I understand, I get it. It's going to be hard early on and that's what I'm here for." That was a huge help to me.
  - Being able to rely on everyone and not just that one coach because it was only a 10 minute snippet, but being able to take what maybe he was adding and go to another teacher and say, "They said I need to improve on this. How do you do it?" I think that was a building block for the process. I think it was valuable.
  - Morale. Communication decreases it, but it can also increase it. Working closely with others can increase my efficacy. Having new ideas, and having that peer relation with other teachers and being able to play off of what they're doing and get their ideas. And also, my students.
  - I always sought help from my colleagues when I encountered obstacles, in particular, from my mentor teacher at my school.

- o Sub-theme: Students Relationships

  - So as far as efficacy as a teacher, the main thing for me was just being able to see the end goal for the students. What was, obviously we had the goals and the standards that we had to teach for the curriculum and the specifics for a subject, but I feel for the most part for CTE the career classes. It's personal. It makes it personal for the students. So what was our specific or attended results as per student? And I think that was the beauty of our class. I feel the kids loved my class. Most of the teachers said that the kids loved my class because it wasn't so standard driven that they got sick and tired of going to class. [inaudible] to be 12 taught a test. More or less, it was real life things, real life situations, real life standards. Things that aren't going to have numbers in front of them before you have to learn it.
  - Taking the time to make sure I can connect to that student, and making sure that they understand it. That's probably what I got most out of the coaching and increased efficacy on that.
  - Connect to students on personal level and find common connections. Find common interests and relate those interests to content. Motivations will vary between students, there isn't one concrete way to motivate students. Several students are intrinsically motivated and many unmotivated one are obviously extrinsically motivated, but it isn't one size fits all.
  - get to know students strengths and weaknesses
  - All of the above plus I would sometimes go visit students at their jobs and ask their other teachers how they are doing. Offer them advice on how to be more efficient with their work and studies. Really, just taking a genuine interest in them as individuals.
  - After Coaching: All of the above plus I would keep them motivated by giving real life scenarios that were relevant to them. I would also flip the classroom and let them teach sometimes. Lots of relevant activities and projects in class to keep them engaged
  - I still greet each student everyday and make a personal connection with each one. By doing this simple step, I am able to develop a relationship that allows me to have difficult conversations with students if needed.
  - Teach kids that we all (even adults just like me) have to own our mistakes, we all struggle to identify, evaluate, and cope with circumstances beyond our control, and we all have to find the grit to reach our goals. My coach radiated positivity and faith in her students, and I now try to model that.

- Theme 3: "Professional Growth"

  - o Sub-theme: Perseverance

    - Stay positive, stay passionate. You're going to be the most passionate person in your classroom day in, day out." I don't know if that really ties

into this efficacy, whatever. But you just have to keep plugging away and doing your stuff because they were just like, "You're going to be the most passionate cook and knowledgeable person or whatever in your group.

- I think one of the things that I've improved most as a teacher transitioning from being a course teacher to a CTE teacher, was being able to handle things when they don't go well. I think the coaching helped with that.
- I've worked many, many years, but I still feel like every year I learn more, I change, I evolve.
- I think it's getting better every time I'm with a class. I think that's something that improves every time. From where I started teaching, I think it's improved greatly for the simple reason I've had to learn how to relate issues and topics that are presented and make them relevant for students.
- Being a new CTE teacher, implementing these strategies was pertinent to establishing myself in career and technical education. My implementation became more consistent with more time in the classroom.

o Sub-theme: Self-Awareness

- Prior to it, not a lot of self confidence in what I was doing as far as teaching goes. I knew the content, but as far as how to deliver it was something I was struggling with early on
- So sometimes I need to go back and revisit some of those things and make sure that I'm still using them so I can stay sharp.
- working to be the best teacher you can be, and finding weaknesses in your own teaching, and growing from that experience and working with other peers and other teachers to work as hard as you can, and to get the best results out of your students.
- I've worked many, many years, but I still feel like every year I learn more, I change, I evolve.
- I'm not the same teacher every year that returns. I don't do the same lessons. I grow every year and I learn new things from new people, and I like to try new techniques.
- Wanted to be effective and instill passion about my subject with students, but did not really have steps/ strategies to get there.
- it helped me not give the students a choice, but allowed me to understand they did all learn differently and needed different paths of instruction
- After Coaching: After, I was able to reflect and take note of what worked and what didn't. Having the coaching allowed me to be more creative and think more clearly. I also began to have better questions and feedback for my students. The influence coaching had on me was very significant and I am thankful for it.