

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“FROM TEACHER-CENTERED TO LEARNER-CENTERED
APPROACH: A MIXED METHOD ANALYSIS OF THE IMPACT OF
COACHING THROUGH LEARNING WALKS ON EFL
INSTRUCTION IN A BILINGUAL ELEMENTARY SCHOOL IN
ECUADOR”**

PROYECTO DE TITULACIÓN

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EXTRANJERA**

Presentado por:

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Martha Amelia Castillo Noriega

DEDICATION

To my family, friends and all the EFL instructors that have constantly supported me through these years. We still need to learn from each other!

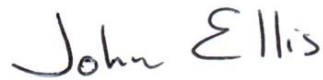
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“La responsabilidad del contenido de este Trabajo de Titulación, me corresponde exclusivamente; y al patrimonio intelectual de la misma **ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL**”

Martha Amelia Castillo Noriega

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ABSTRACT

This mixed-method case study analyzed the impact of implementing coaching through learning walks in an elementary school, as a technique to promote a learner-centered approach in EFL instruction. Guilott and Parker (2012) have shaped the learning walks as a non-judgmental teacher evaluation led by a leader who must remain trustworthy to the process and the protocol to provide meaningful feedback in the reflective process; consequently, what is discussed in the learning walks stays in the learning walk.

The objectives of this research were: (1) to identify the stages of learning more present in the tasks observed, (2) to analyze teachers' perceptions and attitudes towards the usage of Learning walks to move to a learner-centered approach; and (3) to analyze the advantages of using Coaching to improve an EFL team's performance in a learner-centered approach. The sample consisted of fifty participants: all eleven EFL instructors who teach Language Arts, Science, Arts and Social Studies, a coach leader who is also an EFL academic area coordinator, and 37 students from the observed classes. An overall analysis was made out of a triangulation of the results obtained from the Pre-PCI Forms, the Post- PCI Forms and the Observation Sheet Forms. The findings indicated that teachers were able to implement the three stages of learning after the coaching sessions; additionally, they were more conscious when designing these tasks that subsequently influenced their perceptions of moving from teacher-centered to a more learner-centered approach. Furthermore, during the coaching debriefing questions, the teachers followed the protocol of the walk without feeling the pressure of being evaluated. Instead, they were encouraged to self-reflect about their own instruction and better it in an environment where trust was the key to show the learning walks as a formative technique to promote EFL instructors' instruction to a higher level.

Keywords: Coaching, EFL instruction, Understanding

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ABBREVIATIONS

A	Acquisition
BGU	Bachillerato General Unificado
CLW	Coaching through Learning Walks
EFL	English as a Foreign Language
EGB	Educación General Básica
IBO	International Baccalaureate Organization
L1	First Language / Spanish
L2	Second Language / English
MM	Making Meaning
MYP	Middle Years Program
PCI	Pupil Control Ideology
PYP	Primary Years Program
UbD	Understanding by Design
T	Transfer
WHERE TO	Where, Hook, Experience, Rethink, Evaluate, Tailored, and Organized

CHAPTER 1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

This study aims to analyze the implementation of coaching through learning walks as a way to improve the learner-centered approach in a private Ecuadorian bilingual elementary school that would like to consider applying for the International Baccalaureate® (IB) Primary Years Program (PYP). According to the International Baccalaureate Organization (2015), some characteristics of IB Learners are being inquirers who can develop their natural capacity, being reflective of their learning and experience and being thinkers who apply their thinking skills and make logical and ethical decisions.

The IBO (2015) states that these characteristics are achievable in a learner-centered environment where learners take active responsibility for their learning by applying what they know to different perspectives. Moreover, current research into learner-centered approach demands innovated instructors as facilitators, rather than judges of a single-draft product. (Davut, 2005)

The objectives of this research were: (1) to identify the stages of learning most present in the tasks observed; (2) to analyze teachers' perceptions and attitudes towards the usage of Learning walks to move to a learner-centered approach; and (3) to analyze the advantages of using coaching to improve an EFL team's performance in a learner-centered approach. The sample consisted of fifty participants: all eleven EFL instructors who teach Language Arts, Science, Arts and Social Studies, a coach leader who is also an EFL academic area coordinator, and 37 students from the observed classes.

Formal institutional permission from the General Director of the bilingual elementary school was secured before conducting this mixed-method case study. Furthermore, a parental consent letter was also sent to each student's parents for them to consider their child's participation in this research. Finally, an informed consent form was also presented to each of the participants to avoid ethical issues. All proper names referenced throughout this study are pseudonyms.

1.2 STATEMENT OF THE PROBLEM

The bilingual elementary school has implemented the Diploma Program and the Middle Years Program from the International Baccalaureate Organization, which evaluates high school students. However, the implementation of the Primary Years Program in the elementary school has forced the General Director to delay the decision of applying for this program. The IBO (2015) stresses that the PYP demands students to display the 'learner profile': inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective, which are considered part of a type of internationally-minded student that are nurtured in IB schools. This organization also states that the PYP program uses a modified form of Understanding by Design® (Wiggins & McTighe 2005), which is a framework for improving student achievement through its three-stage *Backward Design* approach (acquisition, making meaning, and transfer) to promote student inquiry and meaningful learning.

Before the end of last school year, an internal analysis undertaken by the Academic Area Coordinators, through the use of the Pupil Control Ideology (PCI) form (Hoy, 2001), found that most of the classes observed were teacher-centered and students did not feel engaged or motivated when dealing with abstract concepts presented in isolation. It also found that classes used the behaviorist method rather than constructivism, which did not let students show their talents by creating something, evaluating it, improving it and putting it into action. Nevertheless, the Science Area and the Social Studies Area respond to an inquiry approach since these programs demand from students that they activate their prior knowledge to promote inquiry learning. This approach has been developed in these areas in the last four years, even though the idea of having a student-centered class still causes frustration and anxiety in teachers. It emphasizes involving students in active learning to develop their critical thinking, inquiry skills, the ability to transfer the classroom topic to real-life interests, formulating good questions to investigate a subject, and collaborative work to solve different situations presented.

One of the achievements for this school year is the implementation of coaching through learning walks (Guilott & Parker, 2012) as the collaborative process designed to support teachers' self-reflection about instructional practice, as well as to look for what is next in teachers' learning about learning.

Guilott & Parker (2012) point out that these learning walks are a strategy used by coach leaders in education who organize the observation of a task given in a class for around 5-10 minutes with five or six teachers to analyze the evidence of authenticity and challenge presented within that task. The observed teacher is just a host who has previously agreed to open the class on an arranged date, while the coach is a teacher leader who, after the class observation, guides the other instructor-observers to self-reflection and improvement of the same tasks through certain strategic questions.

The valuable contribution of these learning walks is that they allow teachers to observe how tasks related to acquisition, meaning-making, and transfer are brought to class to reach the learner-centered approach. Designing important tasks has been a matter for teachers, especially when managing topics through warm-up tasks, during class, or closing activities where teachers must engage and motivate their students to be critically involved. These learning walks have been a proven approach to education that has helped teachers to better learning, to interact collaboratively with a team of the same community, as well as to focus on the tasks that facilitate different levels of learning in a learner-centered environment.

1.3 THEORETICAL FRAMEWORK

Vygotsky's (1978) theories support the beliefs of peer coaching. He considered development a social process where individuals exchange the construction of meaning. As a consequence, active learning evolves from the social interaction and collective thinking where the participants interpret and incorporate new knowledge. Within the framework of collaboration through peer coaching, such two-way discussions allow individuals to develop their perspectives and to model strengths for others (Dale, 1994).

This study research focused on collaboration through peer coaching among students and collaboration through peer coaching among teachers. Regarding peer coaching among students, the Understanding by Design® (UbD) approach included the three-stage *Backward design* construct. McTight, Emberger & Carber (2008) argue that this framework comprises three stages: (1) clarifying desired results; (2) determining acceptable evidence, and (3) developing the learning plan. Moreover, the organization of planning with UbD usually begins by establishing determined goals, such as content standards or learning outcomes, as a way to promote inquiry and meaningful learning in a learner-centered approach.

On the other hand, peer coaching among teachers is based on learning walks that Guilott & Parker (2012) presented as a new instructional technique that promotes classroom instructional practice and gives teachers the tools they need to be successful with value added performance evaluation. Teachers are co-constructors of meaning in a non-judgmental community of trust and support where they observe classes to determine how the instruction and task combined helping students move forward or reach true understanding of knowledge and skills. With this in mind, the focus of this technique is not the teacher, but the learner.

To achieve these goals, Guilott & Parker (2012) established four main premises to guide the discussion in the learning walks: (1) identifying the stage of learning in the task observed, (2) the teacher observers must look for evidence of making meaning and transfer and the release of responsibility, (3) the actual visit takes between five to ten minutes to get to know what students are getting as evidence, and (4) the coach leader must take the teacher observers to a quiet place for the debriefing coaching session.

As a conclusion, this is a formative technique where the coach leader must remain trustworthy to the process and the protocol that promotes teacher reflection on depths or student understanding of the content given.

The present research had three express questions: First, what are the stages of learning most present in the tasks observed? The second question is what are teachers' perceptions and attitudes towards the usage of learning walks to move to a learner-centered approach? Finally, what are the advantages of using coaching to improve an EFL team's performance in a learner-centered approach?

CHAPTER 2. LITERATURE REVIEW

Understanding by Design

The International Baccalaureate® (IB) Primary Years Program curriculum includes the Understanding by Design® (UbD) approach, which Wiggins and McTighe (2005) present as a way to explicitly ask for evidence of understanding. The authors McTighe, Emberger & Carber (2008) emphasize that the goals of Understanding by Design® are explicit in the two words of its title: Understanding and Design. They state that teachers are designers; however, a good design demands learning to be more thoughtful and practical. There is evidence of learner understanding when students apply what they know and the skills acquired within authentic and different contexts. With the purpose of reaching this understanding, the curriculum must be designed to follow a three-stage design process called *Backward design* that leads to the promotion of student inquiry and meaningful learning. These authors remark that by keeping in mind the ‘ends’ of understanding and transfer, teachers are better able to select their instruction around relevant ideas while disregarding the problems of ‘textbook coverage.’

McTight, Emberger & Carber (2008) argue that the UbD® framework comprises three stages: Stage 1: Clarifying desired results; Stage 2: Determining acceptable evidence, and Stage 3: Developing the learning plan. The organization of planning with this framework usually begins by establishing determined goals, such as content standards or learning outcomes.

In Stage 1, designers identify the “big idea” which is based on concepts, principles, and processes with set goals that students should come to understand. This big idea encourages teachers to ask themselves “What do I want my students to understand and be able to use several years from now? For this reason, these big ideas are the bridge to understanding the content and making knowledge transferable.

In Stage 2, McTight, Emberger & Carber (2008) demonstrated that educators must not think like designers, but assessors. By thinking this way, teachers consider the evidence they need to determine the degree to which students are developing all the knowledge, skills and understanding acquired in Stage 1. McTight, Emberger & Carber (2008) propose two ways of obtaining evidence. To begin, they argue for the evidence of understanding in the transfer tasks involved in one or more of the six facets of

understanding (explanation, interpretation, application, shifting perspectives, displaying empathy, and exhibiting self-knowledge). Secondly, for the evidence obtained through formative and summative assessments. In this stage, teachers should consider aligning the evaluation evidence with the anticipated results of Stage 1 (validity), collecting proof of the primary goals (reliability), establishing an authentic context for performance tasks of understanding transfer, and feedback provided to students.

The authors highlight three stages of learning in this stage: acquisition, making meaning, and transfer. The acquisition stage is where students learn relevant facts and necessary skills to perform. The aim is the automaticity of recall. Meaning making allows students to make connections and generalizations, using the facts and skills already acquired. For example, interpret, gist, main idea, empathize, critique, etc. The aim is to have independent and defensible student inferences about situations. Finally, the transfer stage is the highest stage of learning in which there is an adaptation of the knowledge, skills, and understanding of specific situations and contexts. This stage aims to have qualified students be able to find practical solutions for real-world challenges, audiences, as well as for purposes.

Regarding these levels of cognitive skills, McTight, Emberger & Carber (2008) remark that Bloom's taxonomy aims to classify and clarify the range of possible intellectual objectives, from the cognitively easy to the difficult to classify levels of understanding. Understanding, they argue, is a mental construction that enables people to make sense of many distinct pieces of knowledge. The goal of understanding is transfer; therefore, students take whatever they know and go beyond the facts to use it creatively in different settings or problems. Understanding contrasts with teachers' priorities that may want students to know several pieces of information when the core focus is on a set of facts, skills, and procedures learned with a purpose. For this reason, McTight, Emberger & Carber (2008) emphasize the relevance of big ideas as they provide the basis for the transfer, as well as the importance of transfer, as the essence of what Bloom and his colleagues meant by Application.

In Stage 3, Wiggins and McTighe (2004) argue that with identified results and relevant evidence of understanding in mind, it is time for planning learning activities. The Plan Learning Experiences and Instruction stage considers the WHERETO elements: [W

(Where the unit is going), H (Hook all students), E (Experience), R (Rethink), E (Evaluate), T (Tailored), and O (Organized)] as guidelines. The authors summed it up in a question: How will we make learning both engaging and effective, given the goals and needed evidence?

Wiggins and McTighe (2005) demonstrate that the making meaning and transfer stages lead to independent learning: “I do, you listen & watch,” “I do, you help,” “You do, I help,” and “You do, I Listen & watch.” This measured release model is a general representation of the development of independent mastery at any age, in any subject. The authors mentioned a study conducted by Bain that studied more than 60 professors from various disciplines to determine what outstanding teachers do inside and outside their classrooms. According to this study, the second important element is helping learners understand the connotation of the question. As a result, students face challenging situations where they try, fail, receive feedback, and try again before evaluation.

Understanding by Design (UbD) In The Primary Years Program (PYP)

According to the IBO (2015), The Primary Years Program (PYP) is the first of four IB programs of education with a curriculum framework designed for students aged 3 to 12 that focuses on the child’s development as an inquirer, both in the classroom and in the world outside. Moreover, the PYP Program comprises six transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. The IBO (2015) validates these themes due to their relevance to the reality, and they are also described as transdisciplinary because they focus on issues that go across and beyond subject areas. With this in mind, teachers work collaboratively to develop investigations into important ideas, which require a high level of students’ immersion to contribute to the attributes of the IB learner profile among its students.

The three curriculums of the IB, Written curriculum, Taught Curriculum, and Assessed Curriculum, which have been influenced by Understanding by Design, in teaching and learning in the Primary Years Program (PYP) develop these six transdisciplinary themes.

First, regarding the written curriculum, the IBO (2015) asserts that the Primary Years Program (PYP) balances the acquisition of vital knowledge and skills, the

development of conceptual understanding, the formation of personal, positive attitudes and the capacity to take responsible actions.

The written curriculum seeks to address students' academic needs based on five essential elements. Moreover, it details what students will learn: knowledge, both disciplinary and transdisciplinary, concepts, skills, attitudes, and finally, action, which is expected to be in the PYP, responsible, thoughtful and appropriate.

Second, the Taught curriculum, according to ibo.org (2015), notes that it is the part that sets the PYP pedagogical approach because it identifies how schools should teach the PYP written curriculum. It is related to a purposeful inquiry that engages students in their learning by constructing meaning from the world around them by considering their prior knowledge, providing stimulation through new experiences and opportunities for reflection about how the world works.

This inquiry approach is feasible through collaboration, which is a core aspect of planning, since all teachers must be part of the planning process, defining curriculum's central ideas, finding certain ideas to bring inquiry to the classroom to meet students' needs and interests. The IB program offers professional development to support educators in gaining a more profound understanding of this program.

Third, the IBO (2015) asserts that the assessed curriculum determines how teachers go about gathering and analyzing information about student performance. Teachers use different assessment strategies to collect information on each of the elements from the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes, and the ability to take responsible action.

Through assessment, the IB seeks to identify what students know, understand, can do, and value at different stages of the teaching and learning process. For this reason, learning in the PYP is viewed as a permanent journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

As an illustration of evaluation, students carry out an extended and collaborative project based on real-life issues or problems known as the PYP exhibition in the final year of the program. Students synthesize all of the essential elements of the PYP to share with

the whole school community. This collaborative project provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a meaningful opportunity for students to demonstrate the attributes of the IB learner profile developed throughout the PYP, which also provides schools and students with an opportunity to celebrate the transition of learners to the next phase of their education: high school education with the IBO Middle Years Program (MYP)

Student-Centered Approach for the Primary Years Program

The IBO (2015) establishes four characteristics for an IB education: centered on learners, effective approaches to teaching and learning, working within global contexts, and exploring. The aim of all IB program is therefore to develop internationally minded people who help to create a better and more peaceful world by recognizing their common humanity and shared guardianship of the planet.

The Ecuadorian English Language curriculum (2016) emphasizes the English Language Ecuadorian curriculum designed for students in Educación General Básica (2nd to 10th Grade EGB) and Bachillerato General Unificado (1st to 3rd Grade BGU). Due to the variety of cultural and linguistic backgrounds, this curriculum presents a framework for learning English to support the policy of developing citizens in Ecuador who can communicate in a globalized world regardless of their L1.

The focus of the EFL curriculum learner-centered, this means teachers will be encouraged to recognize that their learners are individuals with different learning styles, personalities, and interests, as well as differing levels of motivation and ability (Nunan, 1998).

The Ministry of Education (2016) offers several key features of this learner-centered curriculum: focus on what and how the students are learning; recognize that students learn in different ways and at different rates, and promote a positive learner attitude as a key to successful learning. Teachers should seek to involve learners effectively and psychologically as well as intellectually (Savignon, 2002). Moreover, it maintains that teachers should be a guide in the classroom that should be as learner-centered as possible. Therefore, its focus is to ensure learners' learning.

The Ministry of Education (2016) also emphasizes that the core features of the learner-centered curriculum are evident when teachers encourage learners to work collaborative and participate in short dialogues as a way to negotiate for meaning. Braine (2003) also demonstrates the benefits of a learner-centered approach because it encourages learner autonomy and individual differences that allow students to negotiate actively meaning on their own; so teachers are required to model a constructivist approach by building upon knowledge that the learners already know. For this reason, assessment in a learner-centered approach is more formative-oriented than summative. Teachers are not judges of a single-draft product, but collaborators.

Sion (1999) on the other hand, argues that the design of cooperative learning in a learner-centered approach will always demand more work for preparation. He states that teachers who do not support this approach base their ideas on the fact that classes appear to be all fun and games and unconsciously avoid students feeling more valued and respected when they are learning. Moreover, Hayes (2000) as cited in Matthews (2008) argues that learner-centered approach demands students working in collaborative assignments. This approach supposes that teachers should include visuals, field trips, guest speakers, and recent events to teach each lesson. With this mind, the author states that the teacher is a monitor that gives advice to students to help them draw their conclusions.

Gunderman, et al. (2003) support the idea of a natural tendency to teach others the same way traditional teachers were taught: therefore, learners are not responsible for their education. This change from teacher-centered to learner-centered, they argue, also involves a change in learners' attitude that moves from being passive learners to active solvers because they must react to contrast information in a real-life case and apply what they are learning. The authors demonstrate that learners need to develop creative thinking and problem-solving skills to communicate results. Norman & Spohrer (1996) add the fact that teachers must structure the problem that students need to work on without even noticing they are undergoing learning. They state that the focus in a learner-centered approach is of needs, skills and learners' interests complemented with a problem-based approach. Garret (2008) finally points out that a constructivist teacher is someone who is interested primarily in assisting their students in finding different solutions to construct their meaning when thinking, discussions, role-playing, demonstrations, and projects included in the instruction.

An illustration of this constructivist teacher is a study conducted by Peretz (1988) in which she demonstrated the benefits of designing lessons where students assume their responsibility for learning. The results of her study showed motivation and a challenging attitude in students who saw themselves as expert individuals with a better knowledge of the content and the use of sophisticated English language through the use of visuals that minimized the mistakes in grammar form or mispronunciation of certain words. As can be seen, the design of meaningful activities where students are the main actors of the learning process allows students to feel more motivated to apply English in other contexts without feeling reduced by their fluency or grammar form limitations. Confer (2000) supports that learner-centered approach assists students in the acquisition of new knowledge and sense-making of new mindsets through negotiation and collaboration with others.

Butler (2009) indicates that a teacher-centered approach does not support student leadership since students get bored easily due to the lack of interaction. Instead, she states, the adaptation of physical learning environment, role modeling, different teaching style and classroom-based leadership events promote empowered students to develop problem-solving skills. This development of problem-solving skills, that Harris and Cullen (2008) also point out that a problem-solving approach, requires leaders to take a broader view of the issues and to study the values of the individuals or institution that underpin the situation. Butler (2009) emphasizes that students perform as partners who provide information, while teachers promote understanding through higher order questions, leading to the discovery of new knowledge. In this sense, both teachers and learners remain active learners.

Froyd & Simpson (2008) demonstrated the feasibility of covering a syllabus by using student-centered learning approaches. They mentioned an article where Cooper, MacGregor, Smith, and Robinson (2000) showed that the faculty members they interviewed expressed reliable satisfaction. Students of those classes were reaching one or more indicators of increased learning such as greater conceptual understanding, more complex critical-thinking skills, better class attendance, more independence in lab settings, and greater confidence. Moreover, about two-thirds of the faculty members interviewed admitted covering fewer topics using group work that helped students retain more of the big ideas that they chose to address. Collins & O'Brien (2003) as cited by the authors, concluded that the learner-centered approach, when accurately executed, could lead

students to increased motivation, significant retention of knowledge, deeper understanding, and more positive attitude towards the subject taught.

Coaching in Education

Institutions are adapting the role of educators as coaches, especially school principals who foster a culture of trust through institutional management. Abbott, Baker, & Stroh (2004) as cited by Knight, Stinnett & Zenger (2008) remark that all ten school districts in the Effective Districts Study use coaching. They also emphasize that leaders in education define themselves as teacher leaders, principals, and instructional coaches who work with staff to transform student learning. Moreover, discussions and results are the basis for a reliable foundation of success where leaders in education contribute to the educational community. In fact, among the functions of leadership, coaching is highlighted and connected to the present work and the constituencies of the school as principal actors in the setting where a leader performs his or her daily work.

Likewise, Dotlich & Cairo (1999), as cited by Campbell (2003), reflect that nowadays every leader is a coach in organizations due to two main aspects. First, coaching delivers remarkable change in behavior, attitudes, values, and emotional intelligence that help create new opportunities for the organization as well as leaders. Secondly, coaching has helped people get faster and better result so that Senge (1990) refers to educators as “designers” and “stewards” that design learning by showing rather than telling. This role of the coach implies a responsibility for building organizations so people may share their attitudes to understand the complexity and clarify the vision, as the essence of their responsibility for learning.

Mayers (2015) also establishes that coaching in education is a relationship between two professionals. She clarifies that it is not only school administrators that need to perform based on certain collaborative skills such as trust, sincere reflection, open and honest conversation, skilled questioning and deep listening. Furthermore, she remarks that feedback requires a mutual investment of time and presence. Also, she mentions a study conducted by Cornett and Knight (2008) that remarks on a significant transfer of teachers’ new attitudes towards teaching practice when coaching is given in a constant way and guided with professional learning inductions. Likewise, Hoy and Tschannen-Moran (1999) as cited in Denise Dean (2011) demonstrated that the five facets of trust: benevolence,

reliability, competency, honesty, and openness, coexist and form a solid and coherent concept of trust in schools. They also indicate that open and healthy school climates are related to student achievement; therefore, schools with high levels of trust are considered good places to work and share in an optimistic environment.

Mayers (2015) also supports this sense of trusted environment when teachers coach one another, when they listen to conversations in the teachers' room, where teachers often share personal accomplishments or issues. In fact, she argues that they find their coaches in colleagues with whom they share a mutual respect. She also remarks that administrators may fail to provide better collaborative environments to foster constant improvements for a teacher-to-teacher interaction and/or coaching from other internal or external sources. As an illustration, Cowie (2010) demonstrates that the experienced teachers in his study remained in the EFL profession for some time due to their willingness to find ways to associate and develop collaboratively with peers, especially with whom they have some sense of closeness as fellow professionals. These collaborative opportunities occur, he says, through in-service training, conferences, and local teacher development groups.

DiPaola & Hoy (2005) as cited by Dean (2011) mention trust in a group. When teachers trust each other, they say, they are more open to sharing ideas about improving curriculum and teaching; therefore, professional relationships where teachers trust and support each other may develop a source of collective efficacy. As a result, teacher professionalism leads to collegial trust which related to higher academic optimism.

Buckner & Boyd (2015) remark that the first step for educators is to step themselves outside the school walls to identify opportunities to enhance learning in their classrooms. They also add that teachers invest together in the future of their community when they are willing to work with partners. Also, Davut (2005) emphasizes that in schools, where collaboration and trust between individuals are weak, management teams need to plan strategies to enable closer working relationships between colleagues to develop trust and mutual support. Other important issues are related to the selection of individuals as coaches and mentors, staff engagement to a management style that combines coaching, mentoring and peer-networking, as well as needs analysis as a pre-requisite to arranging support and staff time limitations. For example, Kohler, Cullough, Shearer & Good (2012) state that peer instruction allows instructors to make a few modifications in

their instructional approach where most of the activities were related to teacher and student processes. They also state that teachers expressed different levels of satisfaction with the innovation that helped promote teacher change and experience.

Garmston (1987) emphasizes that team problem-solving efforts yield insightful and concrete improvements. However, he states that trust, collegiality, and norms are essential conditions to start a coaching process. Bowman & McCormick (2000) also argue that collaboration promotes expert instruction when coaching is a practical vehicle for establishing collaborative efforts. Therefore, they say, coaching assures consideration as a potentially serviceable solution for consolidating the field-based training of future teachers.

On the contrary, Zemach (2012) emphasizes that a “peer” does not judge, as that is part of the job of an administrator. In fact, she clarifies that peer observation is an improvement tool for both the observer and the observee by arranging in advance the goals of that observation. She also argues that the observer and the observee should know what the purpose of the observation is. With this mind, she states that the observer should just observe without taking any action because joining a small group or taking part of the class does not allow one to pay enough attention. Furthermore, she remarks that during the observation, if an observer is focused on something specific in a limited time, taking notes may not be necessary.

Learning Walks

Downey (2014), as cited by Rissman, Miller & Torgesen (2009), demands principals to spend time visiting classrooms to be familiar with what is happening through two-to-three-minute classroom walkthroughs that help principals conduct short and informal observations of curriculum and instruction. With no evaluation in mind, Downey (2014) points out that, with the use of feedback, principals can gather information to foster and facilitate reflective thinking and collaboration as a reflective conversation that promotes a change toward high work performance and self-generated change.

Mares (2015), on the other hand, states that the more observations done, the more tools will become available. Likewise, he says, a reflection of our skill set can be the starting point for growth. He also points out that teachers need to get to the core of their fear when being observed. He suggests remembering that modeling humanity is important

and if something goes wrong it is part of life. Overall, he states, the more teachers welcome others in their classrooms, the more comfortable they will become with formal or informal observations.

Rissman, Miller & Torgesen (2009) state that The Spokane School District (Sather, 2004) conducts walkthroughs led by the central office staff and building administrator. The main purpose of these walkthroughs is finding the “three Cs and an E”: the curriculum content taught, the expected cognitive ability level according to Bloom’s taxonomy, the context of classroom and lesson, and evidence of student engagement. The observed teachers receive feedback by the walk-through committee based on their perceptions to assist teachers to reflect deeply about their teaching tactics and curriculum. Also, Steiny (2009) clarifies that the walks are visits to classrooms by a small number of educators through a specific protocol. The goal is to move teachers from the “My class” notion to help center on the big picture. The learning walks, consequently, reduce teacher confrontation to professional development to the point that they may request help in certain aspects where otherwise they would feel more susceptible.

The idea of these learning walks is not new. Richardson, (2001) lists several well-known names, such as *instructional walks*, *learning walks*, or *data in a day*, which follow the same protocol: a group of teachers walking through the school with a checklist observes and spends about 10 minutes looking for some specific aspects. In the end, the information collected is classified and shared with the observee teachers.

At present, the authors Guilott & Parker (2012) have taken these ideas of walkthroughs and improved them to establish that learning walks are a process designed to look for what’s next in teachers’ learning about learning. This new and non-evaluative process is called learning walks.

This learning walk is a collaborative process designed to support everyone’s philosophy about instructional practice through questions that promote self-reflection; therefore, participants felt inspired and advocated for while learning through genuine learning communities where every idea and voice matter. Since this is not a short-term process, they say, teachers consequently continue to grow intellectually by using each instant as a new opportunity where outcomes influence the capacity among a community of teachers as well as student achievement.

One of the main differences between previous models and the learning walks designed by Guilott & Parker is the evaluative part. Since this is a non-evaluate technique, trust must be present in a non-judgmental community, where the leader must remain trustworthy to the process and the protocol that provides meaningful feedback in the reflective process. One of the benefits is that experienced teachers who become skeptical because of previous ineffective evaluation protocols perceive significance in the learning walks. This attitude is due to the motivation obtained from a principal who is open to learning and able to facilitate the learning of the community that consequently improves the learning climate for everyone included. Since the focus is not the teacher, but the learner, the discussion of the learning walks will stay in the learning walks.

The authors Guilott & Parker (2012) point out that one of the first challenges for teachers and administrators is the misconception of the learning stages because of the lack of knowledge when identifying them: educators may think they understand and apply understanding but they do not. They recognize a tendency to identify making meaning as transfer. During making meaning, they say, students relate facts to some familiar context that makes the information valuable. In this stage, students can also reflect on the different ways to use the acquired information. On the other hand, transfer is meta-cognition; this means that students know how to use the information, and discern for themselves when to use it in new situations.

The time required to observe a task performed in class varies from 5 to 7 minutes. Barnes (2013) additionally demonstrates that excellent learner-centered lessons demand designers who are artists, entertainers, leaders, followers who also eliminate many of the traditional activities that bore students and reduce learning. In fact, this author argues that a five-minute teacher may design lessons as a master educator who is not afraid of leading a class with little guidance.

He also outlines a list of adaptable tasks to immediate needs in a lesson plan by starting with an inquiry guiding question that may activate learners' prior knowledge. These tasks are direction by giving instructions (3-5 minutes), video presentation (1-3 minutes), small-group inquiry (6-8 minutes), collaboration (12-15 minutes), sharing (4-5 minutes), and Reflection (8-10 minutes). Barnes (2103) also states that not every minute of the class period is planned, which allows transition from one activity to the next. Guilott

& Parker (2012) also support this five-minute period in the protocol of learning walks as the average time to observe a task being performed.

The authors direct their attention to the opportunities learning walks offer to educators to clarify and calibrate what is considered as acquisition, making meaning and transfer to what was previously learned. It is necessary to establish a common mindset of what each stage looks like in practice. Through the implementation of the coaching language into the learning walks, deep thinking can be modeled, probed, and supported accurately with 2-4 teachers at a time, without the worry associated with teacher evaluation that, therefore, builds a sense of trust. Besides, the principal can play a vital and meaningful role in teacher development since there is a habit of self-examining practice.

Fansher (2016) validates the use of learning walks as a tool to provide valuable learning experience for all involved. She confirms that the teacher observers get to expand their learning in varied settings. Likewise, students reflect on their learning and how and why they are learning. Moreover, it gives the administrator a positive perception into teachers' practices that are highly effective, as well as giving the opportunity to increase their professional learning as instructional leaders in a school.

She recommends starting learning walks with a small group to engage both teachers and administrators. One of the best benefits, she argues, is encouraging teachers to blow their class doors off to encourage a collaborative attitude in the team.

Additionally, Owen (2016) explains that trust relies on the learning walks, this means, it is a way to show interest in others who want to look at their instructional practice. For that reason, she explains, her staff participation to improve their pedagogical practice was voluntary. Moreover, she also argues that the debriefing session provides great opportunities for professional growth in the team since the starting point is the time spent in the class that people need to think as a snapshot of learning.

As a result of implementing learning walks in their institution, Fansher (2016) and Owen (2016), recommend using learning walks when administrators have clear goals for their teams to reach high instruction and improve their instructional leadership capacity. Also, they emphasize the learning walks as a formative assessment for teachers who love the fact of not being judged and seeing them as a companion rather than an evaluation. The authors state that measurements of teacher proficiency are totally out of the learning walks

since the responsibility of the formal evaluation instruments relies on the institution administrators or the professional teaching organization.

Guilott & Parker (2012) established four main premises to guide the discussion in the learning walks. The first premise concerns identifying the stage of learning in the task observed. This identification of the stage is reachable through the observation and the student interview. The questions asked the students while working on the task observed are indicated below:

1. What are you learning?
2. What are you being asked to do?
3. How is this like something you have already learned?
4. What will you do with this?
5. What will it help you do?
6. Why is it important to know this?

Second, the teacher observers must remain to look for evidence of making meaning and transfer and the release of responsibility. With this in mind, there is no need to record any data. Third, the actual visit takes between five to ten minutes to get to know what students are getting as evidence. The act of observation and the student interview are during this time. Finally, outside the classroom, the coach leader must take the teacher observers to a quiet place for the debriefing question coaching session. It is mandatory that the coach lead the walk as well as the debriefing questions to maintain trust in the experience. The following questions are used during the debriefing coaching session:

1. Was the activity presented at an acquisition, making meaning or transfer level?
2. What did you observe that you could take away immediately?
3. What was the teacher enabling the students to do?
4. Was the teacher taking the students to transfer? How do you know?

5. Were the students engaged in making meaning? Did you observe evidence of understanding?
6. What percent of the students were engaged in making meaning leading to transfer? How do you know? How many were compliant? How do you know?
7. Did you see evidence of authentic learning? What was it about the work that was authentic?
8. How was the release of responsibility?
9. What could the teacher have done to “kick it up a notch”?

2.1 GENERAL OBJECTIVE

Does the implementation of coaching through learning walks promote a learner-centered approach in EFL instruction?

2.2 SPECIFIC OBJECTIVES

1. What are the stages of learning most present in the tasks observed?
2. What are teachers' perceptions and attitudes towards the usage of learning walks to move to a learner-centered approach?
3. What are the advantages of using coaching to improve an EFL team's performance in a learner-centered approach?

CHAPTER 3. METHODOLOGY

Overview

This chapter provides a description of the research sample, data collection procedures, operational measures, instrumentation, and data analysis procedures.

Data Sample and Collection Procedures

The sample for this research was selected from a private institution located in Guayaquil, Ecuador. This school serves boys and girls separately. Male teachers work with boys while female teachers work with girls. However, the English staff is mostly female, and they can work with both girls and boys. The institution is in great demand from students and whose ages are between 3 and 17 years old approximately, and their income background is high. The General Director of this institution established the permission for this study. The selection of the EFL team was non-random. In contrast, the selection of the sample of students was randomly.

Participants

The number of participants for this study was sixty. All of the eleven EFL teachers, who were mostly female because this was in the elementary setting, participated as both, teacher observer and teacher observee. They teach Language Arts, Science, and Social Studies, and Arts. Also, the EFL academic area coordinator, female, was the coach leader who scheduled the learning walks. In addition, the 48 students from different grades who were part of the eleven classes observed during the learning walks.

Data Collection Procedures

After acquiring permission from the General Director, the researcher explained in detail the purpose of the study and assured each faculty that all responses were confidential. Teachers knew that they could choose not to participate or to cease participation at any time.

There were three stages in this process: first, the observation of the tasks through the Learning walks and the student interviews in class, which took approximately three weeks. The second stage was the debriefing questions in the interview to the teachers after each class observed. Finally, the third stage in this process was a six-week period, after the three

weeks scheduled for the learning walks, where instructors had coaching sessions on student-centered planning.

Instrumentation

The instruments used to collect data for this study were The Pupil Control Ideology (PCI) Form and the Observation Sheet Form that aimed to collect quantitative data; while the nine questions from the debriefing coaching sessions aimed to interpret the qualitative data.

The instrument developers granted permission to use each instrument. Professor Hoy, author of The Pupil Control Ideology (PCI) form, which has been used in other studies (Packard, 1988; Willower, Eidell, & Hoy, 1967; Garret, 2008). Also, Guilott & Parker (2012) granted permission to include all the protocol for the learning walks, the interview to students, and the debriefing coaching sessions. Finally, the institutional Observation Sheet Form used as a formal class observation to include an objective measures. A copy of the instruments posed in the Annexes section of this study.

Data Analysis

This research used a mixed method for this study, which initially relies on that all teachers complete the Pupil Control Ideology Form, the learning walks with their in-depth semi-structured interviews in the debriefing coaching sessions and the formal institutional observations.

The Pupil Control Ideology (PCI) form, used here, comprised of 20 statements, measure Custodialism and Humanism followed by a Likert scale ranging from 'strongly agree' (five points) to 'strongly disagree' (one point). A high score represents a humanistic attitude toward pupil control, and a low score indicates a custodial attitude toward control of pupils.

The coach organized the learning walks with two or three teachers, so the group was able to identify whether the task observed was leading to acquisition, making meaning or transfer based on their perspective and student responses. There were three stages in this process: first, the observation of the tasks through the Learning walks and the student interviews in class; second, the debriefing questions in the interview to the teachers after each class observed; and third, a six-week period where instructors were able to have

coaching sessions on student-centered planning. The performance of a small pilot study for the first two stages determined how well the instruments worked to make any adjustments. The nine questions of the student interview requested information about the stage of learning in the class observed: acquisition, meaning-making, or transfer. These nine questions comprise four main premises identified in this discussion: identification of the stage, student engagement, authenticity in the learning process and releasing of responsibility. These interviews to the students were in Spanish so they could feel more fluent in their responses. Regarding the teachers' interview in the debriefing coaching session, the four premises covered the nine open questions used during the student interviews. These interviews were in English and lasted approximately 15 minutes. The transcription and decoding of these interviews were also in English. The software for decoding the teachers' responses was NVivo.

The eleven EFL teachers filled out the Pre- PCI before the arrangement of the learning walks. At the end of the six-week period, the EFL teachers filled out The Post PCI Form to analyze the changes in their attitude, either custodial or humanistic. Also, these teachers had their formal class observation at the end of this study to objectively find evidence of a learner-centered approach implemented in the programs. The analysis of these observations relied on the three items that evaluated the implementation in class of the three stages of learning: acquisition, making meaning, and transfer. This Observation form is currently a formal document in use in the institution.

Furthermore, to add reliability to this study, the Pupil Control Ideology (PCI) form scale is consistently high, usually .80-.91 (Packard, 1988; Willower, Eidell, & Hoy, 1967). To add validity to this study, the protocol of these learning walks, as well as the questions used to interview the students and teachers belong to the original format of Collegial Learning Walks and Professor Hoy, author of The Pupil Control Ideology (PCI) form, which has been used in other studies (Packard, 1988; Willower, Eidell, & Hoy, 1967; Garret, 2008). Finally, a triangulation of the information collected from the Pre-PCI Form, the Post- PCI Form filled out by each EFL instructor and the Post-Observation forms allowed an internal analysis to find any interrelated aspects among the instruments.

CHAPTER 4. RESULTS

The purpose of this study was to identify the stages of learning most present in the tasks observed, the teachers' perceptions and attitudes towards the usage of learning walks to move to a learner-centered approach, and the advantages of using coaching to improve an EFL team's performance in a learner-centered approach. Data from the eleven EFL teachers were collected and analyzed to provide answers to these three questions posed in Chapter I.

The teacher interviews from the debriefing question sessions were tape recorded and conducted in English to be later transcribed and coded. The analysis of these nine questions was presented in a figure and tables below. Likewise, the analysis of the six-week coaching sessions for the learner-centered plan design of tasks showed the implementation of the three stages of learning in each subject area.

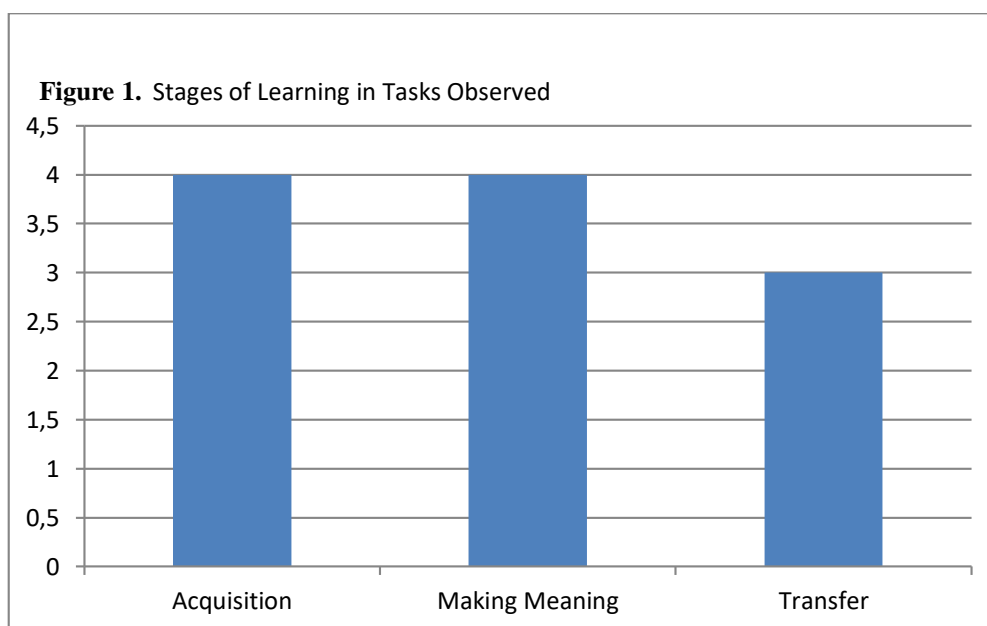
In addition, Pre and Post observation Form as well as Pre and Post PCI Form were compared and contrasted the three stages of learning present in the classes observed. In this Observation form, The acquisition level was identified in Item 2.2 related to Prior knowledge activation within the new content. The making meaning stage was identified in the item 2.6, which was related to the application of different methodological strategies in the teaching-learning process. Finally, the transfer stage was identified in item 3.3, which was linked to the transfer level of learning through personal and daily life situations. Regarding the Pre and Post PCI Form, the highest rates of these two forms were shown to analyze teachers' perceptions towards a custodial or humanistic attitude.

Finally, a triangulation of data showed the results obtained from the Pre PCI, Post PCI and Post Observation to analyze a learner-centered approach orientation.

Debriefing question coaching session after the Learning Walks

Below is the analysis of each of the nine questions included in the debriefing question coaching session:

1. Was the activity presented at an acquisition, making meaning or transfer level?



The eleven EFL teachers considered for this study found that they observed the same number of tasks posed in acquisition and making meaning stage, even though they needed some clarification of the identification of these levels in the tasks observed. Identifying the acquisition stage was more feasible due to the student responses in the interview, as well as the exchange of perspectives from the other teachers on the walk, or even their thought through the other debriefing questions. As a result, the responses from students and the other teachers' insights led to describe the stage of the task observed.

The following thoughts of some teachers who detected the acquisition stage:

Teacher A: "Even though they have been studying that topic for one week, they are still using their background knowledge, but not the new knowledge".

Teacher B: "They were just Reading about Europe".

Teacher C: "My student was not clear about what he was doing".

Teacher D: "The teacher was just giving information".

Teacher E: "They were learning about the borders".

Some of the answers obtained to identify the Transfer level were as follows:

Teacher F: “They were applying content in a fun way”.

Teacher G: “That’s the way they practice the language in a specific topic”.

Teacher H: “They were producing what they already know about the topic”.

Teacher I: “They were applying what they know”.

Even though the Making Meaning stage was not easy to identify, at first sight, the teacher observers were able to reflect about that after the brief explanation, as well as the analysis of the student responses to the following debriefing questions. Some of their thoughts about this stage were:

Teacher A: “They were applying what they know in class”.

Teacher B: “My student knew where his house was”.

Teacher C: “They were applying the rules in new ideas”.

2. What did you observe that you could take away immediately?

This description started with each teacher’s perspective on an aspect of the moment observed that can be repeated. It was a time for self-reflection to describe something useful and attractive to be implemented in other classes with similar characteristics. Moreover, it was a moment to prompt discussions that led to obtaining rich comments about the observation. The table below shows the teachers’ insights organized into six categories:

Table 1

2. What did you observe that you could take away immediately?

Category	Academic Perspective
Language Form	“The verb bank so students can check the verbs before using them”.

ICT	<p>“The use of technology, visuals, the teacher paused the video to recall students’ attention”.</p>
Visuals	<p>“The visuals were very attractive, and the students had to analyze them to answer.”</p> <p>“The use of videos with friendly language, colorful and animated. Children like that”.</p> <p>“You start teaching a country with its main characteristics or the map”.</p>
Environment	<p>“It was relaxing, and they were enjoying it. I thought it was an Art class and I liked how the content was applied to a different subject”.</p>
Reading	<p>“They were quiet and worked by themselves. You can see how responsible and involved they could be in the task”.</p> <p>“They read by themselves because they already know from the video they saw”.</p>
Stages of Learning	<p>“It was amazing to see they had to use what they already know at a transfer level”.</p> <p>“I liked the way my student was able to explain her likes with confidence. Now they know ingredients, where they come from and how to make it. I liked how they learn from personal experience. They were concentrated”.</p> <p>“They were working on a graded class assignment, so there was nothing new. It was not a good example because we all do that”.</p>

As shown in Table 1, only one teacher out of the eleven stated that she did not find anything that she could have taken away immediately since they have to design graded

class assignments as part of the formative assessment in school. However, one teacher from the Arts area, who observed another graded class assignment, emphasized the use of visuals as an aid to promote the Transfer level in the task observed.

3. *What was the teacher enabling the students to do?*

The responses were completely objective and descriptive of the task with the perspective of what the teacher was trying to achieve. The teachers paraphrased, with a non-judgmental position, what the teacher wanted students to do. The students also confirmed this information. The following excerpts show examples of the teacher observers' insights:

Teacher A: *"Listening and answering the questions"*

Teacher B: *"To express themselves through arts"*

Teacher C: *"My student told me he had to watch the video and worked on something related to texture"*

Teacher D: *"To reinforce what they already saw in class"*

Teacher E: *"She (The teacher) was like giving some papers and trying to explain or reinforce what she gave at the beginning of the class"*.

Teacher F: *"She (The teacher) was trying to know how much they know about the topic"*.

It was in this debriefing question where teacher observers recognized what tasks belong to Making meaning and Transfer level after their incorrect analysis in the first question.

4. *Was the teacher taking the students to transfer? How do you know?*

Even though the previous questions were discussed based on teachers' perspectives, this question was analyzed collectively because acquisition was an easier stage to identify; in contrast, making meaning and transfer were not easy stages to detect on the walks. During the first debriefing question sessions, the groups could infer the nature of this question and discuss collaboratively to reach a final consensus. During the walk, it was also important to evaluate depth and difficulty in the task, as well as the level

of understanding or frustration in the students interviewed. The results obtained were as follows:

1. The teacher was taking the students to transfer: 7 teachers out of 11.

The teacher observers expressed that the tasks, where students were taken to transfer, led students to connect or apply the content to the real world through real cases where they could express themselves. In the case of the use of English, students were able to apply and communicate their thoughts either written or orally through expositions, discussions, and pair or group work.

2. The teacher was not taking the students to transfer: 4 teachers out of 11.

The teacher observers also remarked that the tasks they observed were not designed to apply content into something new and were redundant in the same exercise so students did not understand its importance. In other examples, students just had to read characteristics of certain topics or concepts without moving to transfer. The teacher observers were curious to know whether the students were supposed to be taken to the transfer level in the upcoming class sessions. One of them even argued that a student believed the task was relevant because it was included in the upcoming summative evaluation.

5. Were the students engaged in making meaning? Did you observe evidence of understanding?

According to the teacher observers, there were certain tasks where students could make sense of what they were learning based on learners' responses. They also commented that students were engaged to have enough commitment to stay on the task, even if it was difficult for them. However, they argued it was not easy to identify when students stayed in the task in pursuit of the prize, which could be a grade, but did not go beyond. Seeing that distinction, they remark, it was essential and yet sometimes rather difficult to achieve. Guilott & Parker (2012) remark: "When a student is making meaning, he is struggling with the new learning and attempting to own it and evaluate his ideas" (p. 63).

The following are some of the teacher observers' insights:

Teacher A: "They were just paying attention and recalling main information useful for the next part of the class because they know they will do something with texture and colors".

Teacher B: "Yes, the student I interviewed was clear about the concept and was enthusiastic to explain it".

Teacher C: "When you introduce a country it is just learning. If there is a map, then they have to understand the map with the rivers. When you show a map, they already know about a country and other countries because they remember. It is acquired information".

Teacher D: Most students were clear, but the student I interviewed wasn't.

During this debriefing question session, the teacher observers were more conscious about the difference between making meaning and transfer before the learning walk, and analyzed the tasks through the student responses obtained on the walks. Furthermore, the clarification of the term Understanding as the concept of applying something learned into another context. After this explanation, the teacher observers were more accurate in evaluating the tasks observed.

6. What percent of the students were engaged in making meaning leading to transfer? How do you know? How many were compliant? How do you know?

At this point of the session, a concrete amount had been looking to concretize what was engaging versus compliance. In this question, the teacher observers could apply the first moment of observing the students and could remember that moment to analyze later who was engaged and who was just compliant.

According to the teacher observers, in the tasks designed at acquisition level the percent of engagement was from 20 to 50%; while in the making meaning or transfer level, the rate was 80%. The teacher observers supported their answers by explaining what the students were doing or whether they understood what to do or not.

7. Did you see evidence of authentic learning? What was it about the work that was authentic?

In this question, it was important to remind teachers and clarify that authentic learning was relevant to promote understanding. Thus, teachers analyzed the task more accurately; even to mention if authentic learning was not present in the task observed. By

doing this, the teacher observers were able to associate the authenticity of learning observed with the application of that concept in a daily situation. Teachers' insights on this matter are as follows:

Teacher A: "Students had to think to later produce. There was no memorizing in the task".

Teacher B: "Yes, they use the language they use in real life. English language was not a limitation when they had to express themselves".

Teacher C: "There are real moments you have to use present or past. Something more real would have probably been better".

Teacher D: "I saw real cases and students had to apply to share their perspective".

Teacher E: "It would have been authentic only if the teacher had asked about the signals of the street".

Teacher F: "It is hard to say that in just a few minutes because maybe in the previous class they have done something authentic".

8. How was the release of responsibility?

Here the group looked for the analysis of the design of the task and the evidence for teacher support. The teacher observers found the two extremes of the responsibility to analyze how much teacher-centered or student-centered a task was based on the amount of work done by the teacher, students, or shared by both. It was observed that this was one of the deepest questions to promote self-reflection about teacher instruction. The teacher observers were able to perceive the confidence of the teacher observee when designing a lesson where students take the lead and perform independently.

The following table shows the teacher observers' insights on this matter:

Table 2

Release of Responsibility

Teacher – Centered approach	Shared Responsibility	Learner – Centered approach
“The teacher was in control of the whole task”.	“It was shared, pupils knew what to do and the teacher just released the responsibility”.	“The teacher was just an observer or a monitor if needed. Students worked individually during the task”.

9. *What could the teacher have done to “kick it up a notch”?*

This last question was one of the most powerful when it came to focusing and thinking beyond the experience. It was the deepest question that prompted best practice in action. At this point, the teachers had already given their non-judgmental perspective of what was observed and heard. Then, it was time for them to offer what they might have done that could be more engaging, leading to making meaning and transfer. It was the time to move from the role of passive observer to that of an active lesson designer ready to consider how to improve the task observed. Since the expression “*kick it up a notch*” was unfamiliar to certain teacher observers, this question was paraphrased to “*What could the teacher have done to improve that task?*”

For this question, 100% of the teacher observers felt creative, enthusiastic and with a positive attitude to innovate and improve the task observed. Their thoughts were classified as follows:

a) Visual Aids: For all the English subject areas it was recommended to include fun and short videos, so students can take notes with a purpose, previously explained, to better explain the content or the instructions to follow. Another resource to include is a map after the introduction of a country for the Social Studies classes to help students find the location of a new country and which ones are neighboring with more accuracy. For the Science and Social Studies classes, the teacher observers suggested a graphic organizer as a way to summarize and synthesize information to be recalled later. Moreover, the

implementation of these suggestions into practice may allow the teacher to better monitor what students are doing.

b) Use of the English language in class: Among the recommendations given, the introduction of more meaningful tasks such as the creation of short stories where students can apply the forms of the language already learned indicated as a clear example of the student-centered approach. Also, the teacher observers recommended tasks including verbal and nonverbal communication as a way to give clear and real examples of daily communication exchange. Moreover, they suggested the revision of the use of friendly and appropriate language according to students' level of proficiency, either in written or oral tasks. Finally, depending on the design of the tasks, oral presentations were seen as a strong suggestion to let students express themselves while the presence of the teacher is just as a monitor.

c) Formative evaluation: It was recommended to continue with worksheets where students can use their textbooks to complete the tasks, so they can work either independently or with peers, so they are the main responsible person for their learning. Once again, the role of the teacher in this type of task is to be a monitor. Regarding working with peers, the design and implementation of the pair or group work tasks were mentioned, so students can later share their insights based on their personal experience, which would be more related to real-life events or settings, and therefore, more meaningful in a learner-centered class.

Pre-Observation Sheet Form and Post-Observation Sheet Form

The Pre-Observation Form implemented at the beginning of the study and the Post-Observation Form that was executed after the six-week period of coaching learner-centered planning tended to measure the impact of learning walks in the design of more learner-centered tasks. The Observation Form qualitatively measured the implementation of the three stages of learning, where *A* means Achieved, *PA* means Partially Achieved; while *NA* means Not Achieved. In this Observation form, The Acquisition level was identified in Item 2.2 related to Prior knowledge activation within the new content. The making meaning stage, identified in the item 2.6, related to the application of different methodological strategies in the teaching-learning process. Finally, the transfer stage, identified in item 3.3, linked the transfer stage of learning through personal and daily life

situations. The table below shows the quantitative results of the Pre and Post Observation Form.

Table 3.

Pre-Observation Form and Post-Observation Form

Stage	Pre-Observation Form			Post-Observation Form		
	A	MM	T	A	MM	T
Achieved	45%	45%	54.55%	100%	90.91%	54.55%
Partially achieved	36.36%	36.36%	27.27%	—	9.09%	27.27%
Not achieved	18.19%	18.19%	18.18%	—	—	18.18%

Six-week coaching sessions for the learner-centered plan design of tasks

The six-week period showed results in each grade and each stage of learning in the subjects taught.

Table 4.

3rd Grade II Partial Term Weekly Plan

Subject	Stages of Learning		
	Acquisition	Making Meaning	Transfer
Arts	50%	28.57%	21.43%
Science	15.35%	71.19%	13.46%
Language	57.89%	28.95%	13.16%

Table 5.*4th Grade II Partial Term Weekly Plan*

Subject	Stages of Learning		
	Acquisition	Making Meaning	Transfer
Arts	50%	28.57%	21.43%
Social Studies	17.85%	67.85%	14.28%
Science	40.62%	34.3%	25%
Language	62.22%	24.44%	13.33%

Table 6.*5th Grade II Partial Term Weekly Plan*

Subject	Stages of Learning		
	Acquisition	Making Meaning	Transfer
Arts	50%	28.57%	21.43%
Social Studies	26.32%	63.15%	10.52%
Science	51.35%	32.43%	16.22%
Language	64.29%	26.19%	9.52%

Table 7.*6th Grade II Partial Term Weekly Plan*

Subject	Stages of Learning		
	Acquisition	Making Meaning	Transfer
Arts	50%	28.57%	21.43%
Social Studies	47.36%	31.57%	21.05%
Science	48.08%	23.07%	28.85%
Language	53.85%	34.62%	11.54%

Table 8.*7th Grade II Partial Term Weekly Plan*

Subject	Stages of Learning		
	Acquisition	Making Meaning	Transfer
Arts	50%	28.57%	21.43%
Social Studies	47.36%	31.57%	21.05%
Science	44.04%	26.5%	29.46%
Language	51.62%	41.94%	6.45%

These results demonstrated that all the EFL instructors were able to design tasks based on the three stages of learning in all of the subjects taught in English. The number of the class hours in each subject was directly related to the number of tasks designed at the acquisition and making meaning level: the higher the number of class hours, the higher the number of tasks designed for these two levels. Likewise, Arts and Science had the highest number of tasks designed at the Transfer level. On the contrary, it was more demanding for the Language Area to design tasks at this level, even though this area has more class hours weekly.

During the coaching sessions for learner-centered planning, the EFL instructors were conscious of the Understanding by Design approach by determining the main objective of each unit or module before designing their tasks. Also, they were able to identify and analyze the stages of learning used. It was interesting to see how several EFL instructors reflected about the amount of acquisition, making meaning, and transfer level tasks designed that was also reflected not only for class, but also in the design of formative evaluations (group work, pair work, and homework) that led to a learner-centered approach.

In the case of Arts, two EFL instructors were in charge of the lesson plan design. They have also designed the same tasks for all the grades since this was the first year of the implementation of that subject in school. For this reason, the number of tasks designed per each stage of learning is the same.

On the other hand, Social Studies is a subject given from 4th to 7th grade, and it is noticeable the high amount of tasks designed in the acquisition level as a way to introduce new terms and concepts. However, the number of making meaning and transfer tasks designed was higher in 6th and 7th Grade.

In the case of Science and Language, even though the Language area has 8 hours per week, the number of tasks designed for the transfer level was lower than the ones designed for Science, whose content is given 4 hours weekly. These results are evident in all the grades in the elementary school. Moreover, the EFL teachers in charge of designing the tasks in Language are the same that plan for the Science area.

Furthermore, the table below shows the results of the Pre-PCI form with the highest values obtained in each item, as well as the number of items most selected by the teachers considered for this study:

Table 9.

Items Chosen in the Pre-PCI Form

Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Assigned seats				8	
7. Permission to contradict		6			
8. No immediate application					6
10. Friendly too familiar		7			
11. Obey rules		7			
17. Status reminder				7	
18. School material				6	

As shown in Table 9, eight out of the eleven EFL teachers included in this study agreed in leading seating arrangement. This means that teachers preferred to have a custodial attitude regarding collaborative work among students. On the other hand, the same number of teachers was not in favor of using sarcasm as a disciplinary technique, which is more related to a humanistic way of dealing with regaining order in class.

In addition, the disagree column, which is more related to a humanistic attitude, therefore, immediately linked to a learner-centered approach, had the highest number of items chosen by the teachers. These items are associated with students' behavior as problem solvers through logical reasoning, not being allowed to contradict teachers' decisions, more time spent on guidance rather than on academic preparation, learning to obey rules rather than making their own decisions, among others more related to students and teachers' attitude towards the class.

On the other hand, the column agree had the second highest number of items chosen even though this column is more associated to a custodial attitude, which denotes a

teacher-centered approach. This high score came from items such as students' seating arrangements; unquestioning support to teachers in disciplinary issues, justification of acquisition of facts without immediate application, reminding of differentiation of status between teachers and students and considering punishment as a solution for disruptive discipline when destroying school resources or property.

These results indicated that teachers may refuse to share responsibility for learning with their pupils to avoid losing control of the groups; therefore, the design of most of the student-centered tasks may be affected by this perspective. Even though pair work and group work are both included as formative assessment; however, 8 out of the 11 teachers agreed in the Pre-PCI Form to have pupils in assigned seats during assemblies as a way to keep control of the group and the flow of the class (Item 1). Likewise, 7 teachers justified that it is necessary to remind students that their status in school differs from that of teachers (Item 17) by avoiding being too friendly (Item 10) but making them obey rules already established by the institution (Item 11). This means that teachers needed to recall the one-way leadership in the class, as well as their status in the institution.

Furthermore, even though these two items are more associated with classroom management, it is noticeable that the third highest item is directly linked to instruction and student academic performance, since teachers justify having pupils learn many facts about a specific subject without having an immediate application (Item 8). This stage of learning to store information is part of the Remembering stage of the Revised Bloom's taxonomy that Anderson & Krathwohl (2001) clarify as "retrieving, and recalling important knowledge from long-term memory". Equally important, this stage of learning is what Guilott & Parker (2012) consider as acquisition.

Nevertheless, Guilott & Parker (2012) also remark that the making meaning and the transfer stages of learning demand from teachers the release of responsibility; this means that teachers must allow students to be actively involved in more meaningful tasks that would help learners use higher ordered skills like applying, evaluating and creating in a collaborative environment. Hoy (2001) stated that the custodial attitude responds to a traditional school with a high setting concerned with the maintenance of order, where teachers do not understand or accept misbehavior and must keep a custodial leadership and attitude towards learning. Garrett (2008) supports the fact that people's understanding of

classroom management was based on behavioral theories of teaching and learning that respond to a “traditional” approach to instruction.

On the contrary, the table below summarizes the highest results obtained from the items most selected by the EFL instructors:

Table 10.

Items Chosen in the Post-PCI Form

Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Assigned seats				9	
2. Solving problems			7		
5. Teacher’s revision of methods				7	
13. Trusted to work together		5			
14. Obscene language				7	
18. School material				7	
19. Democracy/Anarchy	7				

As shown in Table 10, the results showed that 9 out of the eleven EFL teachers, 1 more than in the Pre-PCI Form, considered seating arrangement as an issue that needs to be kept under a custodial attitude (Item 1). It is desirable to require pupils to sit in assigned seats during assemblies. Likewise, 7 teachers also considered dealing with learners’ obscene language (Item 14) and school property care (Item 18) as main issues to keep under control since pupils are not able to perceive the difference between order and chaos in the classroom (Item 18) due to a lack of problem-solving skills (2). This means that teachers still had the need to consider classroom management through a one-way leadership that led to a Custodial attitude.

In contrast, 7 EFL instructors, in a more humanistic perspective, believed that teachers should revise their teaching methods if pupils assess them (Item 5). This item did not have a high value in the Pre-PCI Form; however, it is more related to teachers' instruction and student performance, which confirmed that instructors had a better self-reflection of their role as lesson designers. As a conclusion, these instructors agreed on modifying and considering more meaningful tasks when planning in order to consider Making meaning and Transfer stages of learning.

Also, the table below summarizes the values obtained from each EFL instructor in the Pre-PCI Form, taken at the beginning of this study, and the Post-PCI Form which was given after the six-week period of this research. Since the highest score is 100, the higher the result, the more Custodial or teacher-centered attitude the EFL instructor show. On the contrary, the lower the result, the more Humanistic or learner-centered attitude is evident. For better results, a mean value was taken from each PCI form in order to visualize the results obtained.

Table 11.

Pre-PCI and Post-PCI Form

	Pre-PCI Form	Post-PCI Form
Teacher A:	54/100	44/100
Teacher B:	57/100	40/100
Teacher C:	48/100	65/100
Teacher D:	57/100	29/100
Teacher E:	58/100	56/100
Teacher F:	73/100	48/100
Teacher G:	79/100	55/100
Teacher H:	58/100	65/100

Teacher I:	64/100	64/100
Teacher J:	62/100	66/100
Teacher K:	52 /100	52/100

The Pre-PCI form shows 59/100 as a mean value, while the Post-PCI Form shows 53/100. These values demonstrated that seven out of the eleven EFL teachers had a slight tendency to a humanistic attitude toward pupil control rather than a custodial attitude toward pupil control. Therefore, this humanistic attitude is more evident, at the end of the study, in a learner-centered approach where learners have an active participation in the learning process.

According to Hoy (2001), an organization with a humanistic organization is considered as a whole community where the members learn through interaction and experience. This perspective is a more optimistic approach in a democratic classroom with the openness of a relationship between teachers and students in a two-way communication where teachers and students are responsible for their actions. Garrett (2008) determines that, unlike traditional instruction, this student-centered approach is mainly focused on meaning -making, inquiry, and authentic learning.

The table below comprised the triangulation analysis from the Pre-PCI Form, Post-PCI Form, and the Post-Observation Form. A percentage represented the number obtained from the PCI whose higher score was 100. The mean value was considered as the average value from each form, The Pre and the Post-PCI, in order to evaluate a teacher-centered approach (Custodial attitude) and a learner-centered approach (Humanistic attitude). In addition, in the Observation Sheet Form evaluates qualitatively, so the percent of the acquisition stage achieved is considered as part of a teacher-centered approach that could be compared and contrasted with the making meaning and transfer stages which contributes to a learner-centered approach.

Table 12.

Triangulation of the Pre-PCI Form, Post-PCI Form and Post-Observation Form

PCI Form and Observation Sheet Form

<u>Approach</u>	<u>Pre-PCI</u> %	<u>Post-PCI</u> %	<u>Post-Observation</u> %
Teacher-centered	58.91%	53%	54.55%
Learner-centered	41.9%	47%	45.45%

Overall, the perceptions of the teacher participants matched the results obtained from the PCI forms, the interviews, and the Observation forms. The participants manifested a slight change in their attitude towards their groups and their partners as well. It was also noticeable that they felt comfortable with the protocol of learning walks before, during, and after the observation of the tasks. The participants felt comfortable just being a host rather than being the teacher observee, so students were interviewed to express their reflections about what was given.

Furthermore, the planning of tasks was more meaningful for them since they were more consciously oriented to the big question, which allowed them to accurately balance tasks in the three stages of learning regarding the objectives of the content. This was evident in the triangulation, where the perspective of the learner-centered approach was higher in the Post-PCI Form than in the Pre-PCI Form. These results also matched with the higher perspective of the learner-centered approach obtained from the Post-Observation Sheet Form, where teachers were more conscious of the stages of learning implemented in each task designed.

Additionally, certain collaborative skills were reinforced or introduced during this study, so that the participants had a sense of trust when sharing what they know and able to ask for help to take EFL instruction to a higher level.

As a concluding point, Fleres & Friedland (2015) assert that the researchers, Tschannen-Moran & Tschannen-Moran, (2011) confirm that relationship-based coaching

is more effective in forming changes than other methods. It indicates that a relationship based on coaching would support teachers in finding ways to extend their skills and techniques that would help their students become more responsible for their learning and behavior.

CHAPTER 5. DISCUSSION

This research study has shown that teachers today face different challenges; for instance, the design of lessons for more collaborative work, the adaptation of learners' characteristics, peer coaching among a teaching staff, and others. Therefore, there is a need to implement new ways to attend the needs of current students. The traditional teaching methodology consisted of a teacher coming up with a list of objectives within a specific time period, and to make a lecture to a class as an attempt to cover the material. (Sion, 1999) In contrast, the fact of having current research suggesting the movement to a learner-centered approach does not imply effectiveness (Guilott & Parker, 2012) in changing teachers' mindset. Teachers today deal with expanding language acquisition by depending on teacher lectures, textbooks, and insufficient freedom for the encouragement of class discussion. Furthermore, there is a permanent need of looking for better practices to improve the teaching-learning process as a way to get better student achievement. Coaching has been more successful in creating changes that positively affect achievement than more directive methods. In this sense, teachers find their encouragement to seek out for ways to extend their skills. In this way, they would extend the technique to their students who therefore become more responsible for their learning. (Tschannen-Moran & Tschannen-Moran, 2011). The goal of this study was to analyze the impact of implementing coaching through learning walks (Guilott & Parker, 2012) as a technique to promote a learner-centered approach in EFL instruction by identifying the stages of learning teachers used the most in their classes, as well as their own perceptions towards the movement to a learner-centered approach.

This study included three segments. The first segment compared and contrasted the teachers' attitude in the Pre and Post PCI Form. The Pre-PCI Form showed 59/100 as the mean value that according to Hoy (2012) represented a custodial or teacher-centered approach. Also, the mean value obtained from the Post PCI Form was 53/100 that the author Hoy (2012) considered as humanistic or learner-centered attitude. These values demonstrated a slight change to a learner-centered approach after the six-week period in the Post-PCI Form.

Trust was an essential factor to consider in this research. EFL instructors trusted in the role of the coach as a guide in the learning walks in a formative procedure. The EFL teachers knew in advance the protocol of the learning walks and their stages (arranged

class observations, debriefing coaching sessions, Pre and Post PIC Form). They knew this study was not part of any performance evaluation considered by the institution; therefore, they felt more comfortable in a non-judgmental environment. This attitude also permitted suggestions during the coaching sessions so that the new lesson designs included the three stages of learning, which encouraged students to perform in a more learner-centered approach.

In contrast, at the end of this study, teachers still perceived student seating arrangement as a key factor in keeping their custodial approach to class. By maintaining this position, the arrangement of seats was still under the EFL teachers who decided how to organize the daily seat order and the collaborative work in class.

The second segment comprised the significant guidance of the coach during the learning walks and the lesson plan sessions. The coach assisted the EFL instructors to identify the three stages of learning in the tasks observed during the learning walks so they could include them in the design of their lesson plans during the coaching sessions. For example, this change was more evident when they looked at the textbook and reflected about the order in the stages of the Understanding by Design® approach: identifying desired results, establishing acceptable evidence, and planning their instruction. The implementation of the three stages in all the grades and subjects took the lead to think beyond the textbook and reflected about the application of the knowledge into real life situations for a more meaningful learning.

The third segment involved the Observation Form that the institution uses to formally evaluate the EFL instructors and it posed in the Appendix section of this study. These instructors are familiar with the items in this form so they can instead focus on the items related to the three stages of learning. For example, prior knowledge activation to use it within the new content, the application of different methodological strategies in the teaching-learning process, and the transfer of learning to a personal and daily life perspective.

As a result, they could show the learner-centered approach in their lesson plans in this formal evaluation that counted for their internal evaluation. Thus, the use of coaching through learning walks assisted them for a real evaluation.

One obstacle that the authors of the learning walks consider is teachers' belief that if a team visits their classrooms, they are all there to judge their performance. Guilott & Parker (2012) remind us that the nature and the protocol of this technique are not designed

to be part of an evaluation. Proof of this is the fact of no recording of information in any ways into the classroom; therefore, the learning walks assured confidentiality. However, this was not an obstacle in the EFL teachers considered for this study.

Two of the main limitations of this study were the logistics of the learning walks to guarantee that all the eleven teachers could participate as both, observer and observee. For this reason, two substitute teachers assisted two classes while their colleagues were in the learning walks. The second limitation was the need to clarify certain keywords from the PCI Form and the debriefing coaching session. The words *unquestioning*, *valve*, *hoodlums*, from the PCI Form, were explained in advance, as well as the expression *Kick it up a notch* which was the central question of the debriefing coaching session with the teachers.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

The findings from the three segments showed evidence that the learner-centered approach can be more applicable in assisting EFL instructors in their mission of helping students to become successful in the application of the English language into different perspectives and situations.

Furthermore, based on all the findings, this research study proposed specific recommendations about the effectiveness of the implementation of coaching through learning walks for a better application of a learner-centered environment where instructors perceive it as the way to improve their instruction. First, the learning walks are applicable into the other subject areas in the institution. Formative and summative evaluations would be more learner-centered focused with students seen as critical thinkers able to solve problems rather than just passive learners; moreover, the whole academic staff would take advantage of the nonjudgmental protocol of the learning walks to share and generate more meaningful tasks in a way that improves the teaching-learning process.

Likewise, an aspect to keep in mind is that teacher observers should remember the difference among acquisition, making meaning and transfer stages of learning before the Debriefing question session. One way to refresh these stages is to associate acquisition to key information in memory; making meaning with a personal connection that takes time and requires the active participation of the learner; and the transfer stage that should be immediately related to Bloom's taxonomy where the applying level is the transfer stage of the learning walk.

Two important recommendations to take also into consideration is the language proficiency of the EFL instructors and their class management. The expression *Kick it up a notch* can be paraphrased to: *If you have to design that task observed, how would you make it better?* In this way, this expression would sound more familiar or easier to answer. Moreover, new or weak teachers should not be at first considered teacher observees, since this decision would make them more vulnerable. Instead, they should be invited as teacher observers first to share and live a non-judgmental perspective in a well-established protocol.

The role of the coach leader must remain as trustworthy, even before implementing the learning walks. In this sense, the teachers will see the implementation of the learning

walks with fidelity and intentionality; more importantly, they will see this practice as a gift for professional growth for everyone involved.

Under these circumstances, there is the need to restate the protocol of the learning walks in advance, as well as the relevance of taking a general view during the observation. The protocol includes waiting outside the class for a sign to enter, observing the whole group for around 2 minutes to later interview students with the questions already established for them. More importantly, the coach should remind the teacher observers not to make any comments after leaving the class, since the debriefing question session after the walk is the moment for their insights.

Finally, based on the evidence, and considering the small sample for this research study, a larger study would further validate the effectiveness of the coaching through learning walks where more EFL instructors could have facilitated self-reflection walks with their peers without being assessed at that moment.

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ANNEXES

ANNEX 1

Form PCI

Directions: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	1	2	3	4	5
2. Pupils are usually not capable of solving their problems through logical reasoning.	1	2	3	4	5
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	1	2	3	4	5
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	1	2	3	4	5
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	1	2	3	4	5
6. The best principals give unquestioning support to teachers in disciplining pupils.	1	2	3	4	5
7. Pupils should not be permitted to contradict the statements of a teacher in class.	1	2	3	4	5
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	1	2	3	4	5
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	1	2	3	4	5
10. Being friendly with pupils often leads them to become too familiar.	1	2	3	4	5
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	1	2	3	4	5
12. Student governments are a good "safety valve" but should not have much influence on school policy.	1	2	3	4	5
13. Pupils can be trusted to work together without supervision.	1	2	3	4	5
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	1	2	3	4	5
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	1	2	3	4	5
16. A few pupils are just young hoodlums and should be treated accordingly.	1	2	3	4	5
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	1	2	3	4	5
18. A pupil who destroys school material or property should be severely punished.	1	2	3	4	5
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	1	2	3	4	5
20. Pupils often misbehave in order to make the teacher look bad.	1	2	3	4	5

(© 2000)

Author: Wayne Hoy

Source: Pupil Control Ideology

ANNEX 2

CLASS OBSERVATION FORM

Teacher Name: _____ **Grade:** _____

Subject/ Area: _____

Date: _____ **Time:** _____

1. Before class:

- 1.1 Punctual
- 1.2 Greetings before class starts
- 1.3 Order and neatness before class starts
- 1.4 Ready with teaching resources (lesson plan, resources, etc.)

2. During class:

- 2.1 Motivation related to the topic
- 2.2 Prior knowledge activation to use it within the new content
- 2.3 Clearly language considering student age
- 2.4 Active participation in class
- 2.5 Constant monitoring
- 2.6 Application of different methodological strategies in the teaching-learning process
- 2.7 Accurate feedback
- 2.8 Knowledge of the content
- 2.9 Differentiated instruction

A	Achieved
PA	Partially Achieved
NA	Not Achieved
NA	Not Applicable

3. Closing of class:

- 3.1 Confirmation of new learning
- 3.2 Motivation to upcoming knowledge
- 3.3 Transfer of learning to a personal and daily life perspective

4. Observer's Comments:

5. Instructor's Comments:

6. Conclusions: (suggestions, insights, etc.)

Instructor

Observer

ANNEX 3

Interview to students in the Learning walks

- 1. What are you learning?*
- 2. What are you being asked to do?*
- 3. How is this like something you have already learned?*
- 4. What will you do with this?*
- 5. What will it help you do?*
- 6. Why is it important to know this?*

Author: Guilott, M. & Parker, G. (2012).

Source: A Value Added Decision: To Support the Delivery of High-Level Instruction. USA:
Outskirts Press

ANNEX 4

Teachers' debriefing coaching questions

1. *Was the activity presented at an acquisition, making meaning, or transfer level?*
2. *What did you observe that you could take away immediately?*
3. *What was the teacher enabling the students to do?*
4. *Was the teacher taking the students to transfer? How do you know?*
5. *Were the students engaged in making meaning? Did you observe evidence of understanding?*
6. *What percent of the students were engaged in making meaning leading to transfer? How do you know? How many were compliant? How do you know?*
7. *Did you see evidence of authentic learning? What was it about the work that was authentic?*
8. *How was the release of responsibility?*
9. *What could the teacher have done to “kick it up a notch”?*

Author: Guilott, M. & Parker, G. (2012).

Source: A Value Added Decision: To Support the Delivery of High-Level Instruction. USA: Outskirts Press

ANNEX 5

Permission to use protocol of Coaching Through Learning Walks

16/9/2017

Permission to use CLWs - mcastillo@uemtn.edu.ec - Unidad Educativa Monte Tabor Nazaret Mail

gui@bellsouth.net

Mail

Move to Inbox

M

COMPOSE

Inbox (3)

Starred

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Science Coord

Social Studies Coord.

More



Martha Amelia



Danny Ricardo Bajarín

You: better now than later



Sofia Alexandra Rodi

perfect



David Andrés Coral E

geee



Martha Amelia Castillo Noriega <mcastillo@uemtn.edu.ec>

to Margo

Dear Margo,

I would like to have your formal permission to use Coaching through Learning Walks for n to be granted with your authorization to share my experience regarding the implementatic in my institution, which will include the debriefing questions and the Boomerang activities this approach into action.

I will look forward to getting your approval on this matter that I am absolutely sure will ben learning process.

Best regards,

Martha Castillo Noriega
Science and Social Studies Areas Coordination

Monte Tabor Nazaret Elementary School

Km. 13,5 Vía Samborondón. Tel: 214-5821



Margo Guilott <gui@bellsouth.net>

to me

You have my approval

Source: (Guilott, M. personal communication, September 9, 2016)

ANNEX 6

Permission to use PCI Form

16/9/2017


Permission to use The PCI form

Re: Permission to use The PCI form

Martha Amelia Castillo Noriega

  Reply all | v

✓ Tue 6/21/2016, 8:07 AM


Wayne Hoy <whoy@mac.com> 

Sent Items

Thank you very much for your help.

Best regards,
Martha Castillo

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On Mon, Jun 20, 2016 at 10:11 PM -0500, "Wayne Hoy" <whoy@mac.com> wrote:

Dear Martha-

You have my permission to use the PCI Form for your thesis research.

You can find a copy of the measure and other information on my web page [www.waynehoy.com].

Best wishes.

Wayne

Wayne K. Hoy
Fawcett Professor Emeritus in
Education Administration
The Ohio State University
www.waynehoy.com

7655 Pebble Creek circle #301

Source: (Hoy, W. personal communication, June 20, 2016)