

Instructional Coaching Curriculum Development:

This online course development started with individual professional development modules. The modules were disconnected and needed to be combined to create a graduate teaching course spanning 8 weeks, or 8 learning modules. My role in this project was to:

- Wireframe for new course design (22 graduate online courses will follow this flow)
- Create a script for intro video
- Review and synthesize content
- Create missing info graphics
- Edit existing written content
- Write new content to bridge learning from one module to the next (contents below)
- Introduce “fast action steps” as ungraded summary activities
- Research and write fast action steps
- Review all interactives and videos to write accurate introductions
- Identify and replace broken links
- Customize course project

Wireframe



Update Links and Issues

X marks a broken link

Home 1 “Course Description”

New Intro Video -

<https://3rdlearning.wistia.com/medias/tt0f0hxeai>

Course Description (Carried over from existing documents.)

Home 2 “ Getting Started”

Syllabus

Outcomes

Course Text

Academic Integrity

Evaluation

Course Project introduction

Module 1

Description

Effective Teachers embrace opportunities for feedback on classroom performance and reflect on changes to meet student needs. However, some teachers need help being reflective and embracing feedback. Great instructional coaches foster trusting relationships that prompt reflection. Barkley and Bianco (2010) assert that coaching is “not about giving advice, providing constructive criticism, making judgment, or providing an opinion.” Rather, coaching supports the achievement of professional goals, promotes strategies that support learning, and empowers colleagues to improve.

Administrators are key to a successful teacher-coach partnership. At a most basic level, administrators support coaching initiatives by providing time and opportunity for coaches to observe and meet with teachers. At the highest level, a supportive administrator cultivates a culture in which coaching and collaboration are valued and promoted, and where the instructional coach will also receive ongoing professional development and mentoring. This module explored the formation of relationships and gaining trust. In addition, the importance of administrative support and a coach’s evaluation process will be presented.

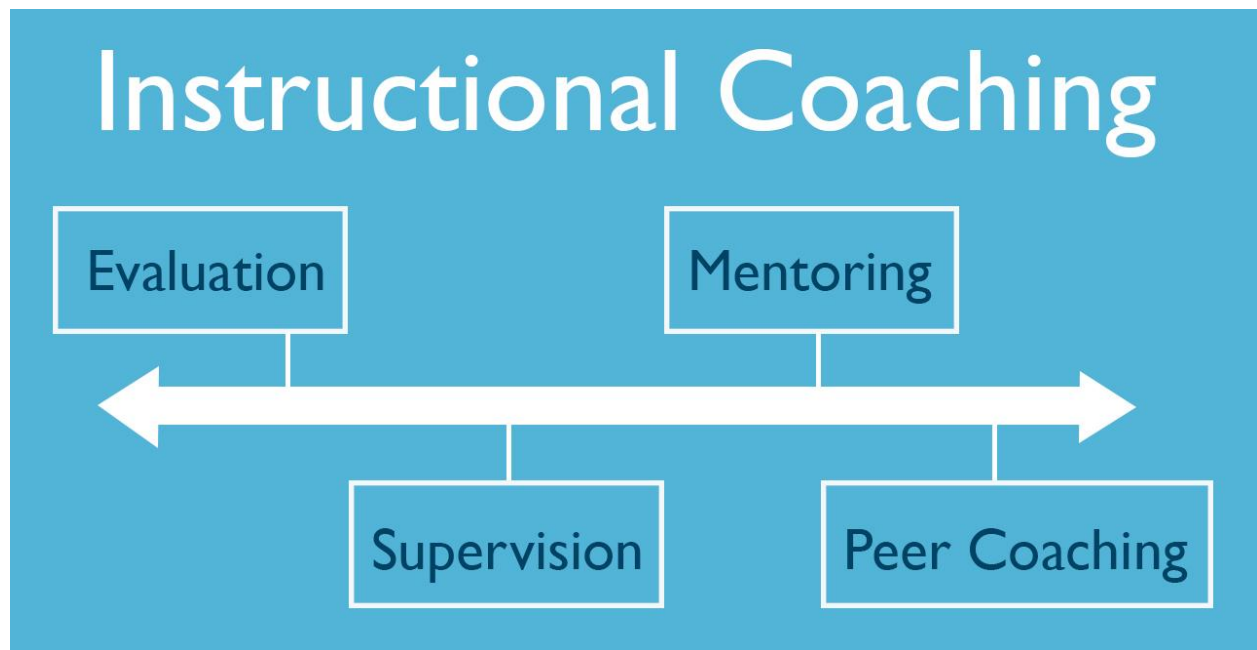
Introduction to Interactive (Relationships and Trust Section)

The following interaction is a test of instructional coaching practice as related to Danielson’s Domains. A resource document of guiding questions for conversations between a principal and teacher can be found on the opening screen of the interactive. Within the interactive, match Danielson Domains to classroom scenarios.

Missing graphic for Barkley IC Basics video (place under video)

Video Introduction:

In the video below consider Steve Barkley's thoughts on the importance defined coach roles. Barkley presents various observer/teacher relationships ranging from a traditional observation experience to a peer observation, collaborative approach.



M1P6 interactive intro:

The following interaction is rubric style guide of instructional coaching practice as related to Danielson's Domains. The rubric cells are reflective of different quality practice, in areas from failing to distinguished. The four levels presented can be used to help inform practice and instructional coaching evaluation within a school.

Summary

Through the lens of an instructional coach this module shared the importance of forming relationships, gaining trust and administrative support. It has also presented the evaluation process of an instructional coach. Steve Barkley's Instructional Coaching videos and the support relationship between a principal and instructional coach are some key areas to review prior to using the rubrics and completing the learning activities ahead.

Fast Action Steps:

Role Playing

Create cards, one to represent each role in a coach's role spectrum noted in Barkley's video, *The Role of a Coach*. Title the role, color each differently, and add a representational image or graphic to each. Laminate each card so the set can be used again. At the pre conference, before your next coaching session, present the cards as a fun way to start the discussion and

gain clarity on the role the teacher wants you to play. The understanding resulting from this activity will support clear expectations and help you establish trust.

Module 2

Description

In the previous module relationships, trust, administrative support and the evaluation of a coach were covered. This module will further explore the relationship between coaches and administrators as they work together to provide professional development. Professional development is most meaningful when teachers apply what they've learned in their classroom. According to Julie Boyd, "Coaching is designed to integrate effective staff development and successful change management processes through providing a continuous growth process for people at all experience levels" (2008). Effective coaches are critical listeners and objective observers who can help school leaders reach goals of higher academic outcomes. A quality coaching program aims to embed reflective practice and to strive for collaborative instructional improvement.

X Ongoing Improvement for Coaches Section [Toolkit: Coaching Coaches](#).

X M2P2 takes you to a sign in page not the 2 videos mentioned in the course copy: [Bringing the Power of Video and Collaboration to Professional Learning](#).

Introduction to Interactive (Effective Time Management Section)

While making priorities and managing time, coaches must also strive to understand the school culture and needs as well as the needs of the teachers they serve. The interaction below offers a visual example of the tasks instructional coaches juggle. It acts as a simulation, where a prospective coach can match the big four coaching strategies to the most appropriate classroom scenario, description, or characteristic.

Summary

This module explored ways in which instructional coaches help school leaders attain maximum benefits from professional development budgets. It also examined the importance of encouragement and support from school leadership. Encouragement and support become common themes in coaching. These ideas are necessary in all relationships involving the coach, especially with teachers. Through motivation, expert knowledge, and support coaches can initiate instructional change.

The Ongoing Improvement for Instructional Coaches, Coaching Strategies, and Effective Time Management sections provide some of the essential concepts necessary to use the rubrics and complete learning activities ahead.

Fast Action Steps:

Making Pies

Instructional coaches are frequently sidetracked with the assignment of non-instructional or clerical tasks, leaving them little time to work with teachers. School leaders can lose focus because coaches' job descriptions are often vague and their schedules are more flexible than others.

Once support for the coach role is garnered from your school leader, draw up a pie chart that depicts exactly how much time you both agree you should spend on various tasks. Then, each week report how the time was spent to your principal. This allows the coach and principal to adjust time allocations to focus efforts on improving instruction. (Knight, n.d)

Module 3

Description

In the previous module ways coaches and administrators work together in effort to build a professional development culture was presented. This module delves into the specifics of coaching communication. Participants in this module will examine and implement effective verbal and nonverbal communication designed to improve expertise in leadership, communication and listening, positive thinking, and support. This course material focuses on conferencing and facilitation skills competent coaches require. It also covers confidentiality agreements among coaches, teachers, and principals.

Introduction to video (Course introduction Section, which can have title removed)

In the video below, Steve Barkley offers advice on instructional coaching conversations. He shares his coaching methods of establishing common goals and placing emphasis on "shared interest for the future" (2017).

Introduction to Interactive (Tactics for Translating Research into Practice Section)

The art of conversation starts with listening. The interaction below offers an opportunity to test knowledge about listening to create effective supporting statements. It delves into offering affirmation and acknowledging teacher opinions by forming responses based on a continuum. The interactive also features keywords to use and avoid in teacher coach conversations.

Role of the Facilitator Section

X [Four Tips to Facilitate Tough Conversations.](#)

X [Standards, Criteria, Rubrics, Indicators— Facilitator/Instructional Coach.](#)

Introduction to Interactive (Role of the Facilitator Section)

Empathy statements can help instructional coaches manage moments infused with feelings and emotions. The interactive below provides an opportunity to use, dissect, and understand different parts of an empathy statement. It also allows the user to examine what is and what is

not empathy. Additional content reveals how to use empathy alone and how to pair it with goals of achieving sympathy or reflection.

Summary

Positive relationships and constructive conversations are foundations of effective instructional coaching. In this module the importance of a trusting relationship between coach and teacher, active listening, body language, voice tone, reassurance through confirmatory phrases and positive phrasing were presented. Facilitator roles which promote equal footing for trust and understanding were explored.

The Tactics for Translating Research into Practice, The Role of the Facilitator and the interactives can help inform an approach to use the rubrics and complete learning activities ahead.

Fast Action Steps:

Simon Sinek is an empathy and leadership expert. He defines leadership as, “the responsibility to take care of those around us, with whom we work” (2017). His leadership ideas are driven by empathy and supporting the people who work around him, instead of encouraging them to approach a task the way he would. His theories are based in human biology and emphasize the inner workings of the limbic brain (gut feelings). Try Sinek’s methods and let the three following questions drive your practice:

1. What
2. How
3. **Why** (*The most important. Keep asking why until you cannot ask it anymore. Only at that moment have you found your answer.*)

This is what knowing and sharing your WHY looks like:

No Why:

*I am an instructional coach at Oak Academy. I support teachers in my school to make their practice better, resulting in higher student performance.
Would you like my help?*

Consider this example school vision:

As an independent college preparatory school, Oak Academy seeks to create active learners, responsible citizens, community leaders, and ethical individuals ready to take their place in the global community of the 21st century.

True to our traditions and our values, Oak Academy is committed to supporting promising students from varied backgrounds. Our curriculum emphasizes competition and collaboration, critical thinking and creativity, self-respect and respect for others.

We challenge our students to discover their talents and their passions by offering an integrated program rich in artistic, athletic, and extracurricular opportunities that complement the school's core commitment to academic excellence, personal integrity, spiritual growth, and community service.

Knowing your WHY:

I am an educator and a parent who wants a good world for my daughter to grow into. I want to have positive impact on the future of my community and the world at large. I wake up in the morning to offer a contribution at an Academy that shares my passion for fostering creative, caring, respectful thinkers. Those people exist at many levels in this organization, from student to administrator. I deeply respect those on the front lines, in the classrooms, who support real individual change and growth of tomorrow's citizens. How can I help support your role?

Steps to Take:

1. Start with your personal why then reflect on the mission and vision of your school to define the WHY that makes you want to be a coach.
2. Share it widely.
3. Next, Help others find their WHY to bring purpose, passion and clarity to practice.

Module 4

Description

In the previous module, trust and communication between coaches and teachers were explored. This module extends that inquiry with focus on the use of data, and clarity in communication for collaborative partnerships. Effective coaches are knowledgeable about current recommended pedagogy and act as partners in designing and implementing instruction.

The coach is instrumental in fostering a teacher-coach partnership where both parties embrace their professional interest in student growth as the prime reason for collaborating. true teaching and learning gains will emerge when respect for the teaching profession is evident, and both parties work together utilizing principles of partnership.

The Partnership Principals

X [The Principles of Partnership.](#)

Conclusion

Summary

This module examined the best practices of classroom observation through clear and agreed upon outcomes between coach and teacher. It noted that a coach can use observations to

initiate reflection and self-generated conclusions from the teacher. In addition, effective coaches recognize that the collection of quantifiable data such as records of verbal exchanges, time on-task, or participation by small group members, provides nonjudgmental prompts to begin professional dialogue.

Questioning, reflection, and feedback were identified as key aspects in coaching communication. Emphasis was placed on the best feedback occurring in a timely and specific manner, only when it is requested.

Among other topics, the content in the Feedback Delivery Techniques and Creating Partnerships sections will help in preparation to use the rubrics and complete learning activities ahead.

Fast Action Steps:

Walk the Walk, Let Them Guide the Talk

Many administrators describe walkthroughs as a coaching activity, yet teachers tend to view them as supervision. The negative view can be changed when teachers are involved in creating a walkthrough focus with their particular goal in mind (Barkley, 2013).

In your next coaching pre conference ask the teacher to define goals for an upcoming walkthrough, allowing them to guide the information sought. Write them on a card and keep them in clear view as a reminder of common goals at each personal meeting. After the walkthrough report data only on information they sought.

Module 5

Description

Course Introduction

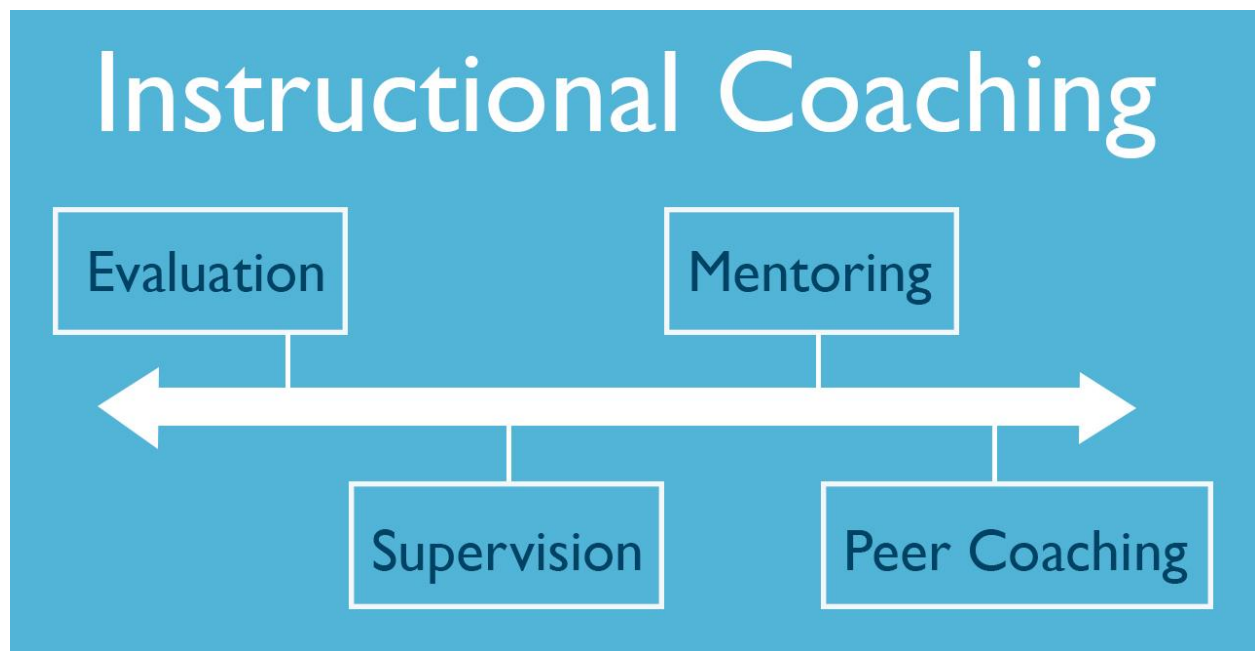
The previous module presented coaching techniques to foster collaboration, communication and clarity to form partnerships. This module will explore different approaches to coaching. Variations of coaching can be found in four models: technical, challenge, collegial, and cognitive. The models are characterized by differing roles for coaches, teachers, and principals. The first step, when attempting to increase teacher and student achievement through the introduction of a coaching initiative, is to identify the coaching model that is most likely to succeed in the context of school and faculty profiles.

To establish a positive culture of coaching the critical majority of teachers must feel empowered to improve instruction. Teachers who embrace coaching as a means to improve teaching and learning may become more confident in their abilities to self-evaluate and influence change. The development of a positive coaching culture begins at the highest level of school leadership.

Supportive and enthusiastic principals model coaching behaviors in their style of leadership and encourage collaboration, sharing of expertise, and feedback.

Video Introduction, first section

In the following video Steve Barkley discusses different coaching styles and strategies. The strategies range from coach controlled to collaborative, teacher-driven methods.



Clarity of Purpose Section

X [Instructional Coaching Enhances Learning](#) (Run Time 2:26)

Interaction Introduction in Support Systems for Coaches Section

The gear interactive below explores the system of instructional coaching through key points in cultural, structural and procedural models.

Summary

The term *coaching*, even when applied exclusively to the context of instruction in schools, can be widely interpreted. McKenna and Walpole (2008) describe coaching as a “strategy for implementing a professional support system for teachers, a system that includes research or theory, demonstration, practice, and feedback.” King et al. (n.d.) remind us that the success of instructional coaching is measured by improvements in student learning. Various interpretations are apparent, even among experts.

The four types of coaching (technical, challenge, collegial, and cognitive) enable coaches to respond to unique situations inherent in individual teachers, school culture and changing practice. This module focused on how these four types of coaching and associated components are fundamental to an effective coaching process.

Barkley's *IC Essential Coaching Processes* video, and the Clarity of Purpose and Support Systems for Coaches sections in this module will help inform a successful approach to use the rubrics and complete learning activities ahead.

Fast Action Steps:

In Search of a Mission

To develop a culture of coaching you must consider the culture and organizational goals of the school district. Locate the mission and vision of your school. Ask your principal to review to ensure your goals are in sync. Strive to create outcomes that alignment with aspects of the mission and vision when working with individual educators.

Module 6

Description

The previous module presented four types of coaching to apply under different conditions. This module mines deeper into meeting the needs and identifying differences of the individual teacher by introducing differentiated coaching. It examines how effective coaches communicate to promote teacher confidence and engagement by demonstrating trust and interest in their ideas, proposals, and concerns. Emphasis is placed on recognizing individual teacher ideas about instructional challenges. The school's performance plan, priorities and immediate and personal concerns of individual teachers should all be considered and met through a pragmatic balance, as presented in this module.

Interactive Introduction Coaching Conversations Section

The interaction below presents a deeper dive into definitions, implementation, examples and additional resource links for effective coaching strategies. Coaching communication essentials including cooperative learning, cues, feedback and conversation summaries are addressed.

Interactive Introduction Differentiated Coaching Section

In the interactive below differentiated coaching is applied to six different teacher profiles. After profiles are examined a coaching matrix is used to formulate coaching strategies. Each approach attempt may be checked for accuracy.

Summary (Section below was the Conclusion)

Communication is at the heart of coaching. Effective coaches recognize that all teachers are different and rapport and trust must be established before meaningful coaching conversations can occur. When nurturing a coaching initiative, the most convincing evidence of the value of coaching is to witness success in practice. All students benefit when a strong culture of coaching, involving the whole faculty, is established within the school. The principal is especially

instrumental in supporting the development and continuation of a coaching culture with the provision of strong support, resources, and ongoing professional development for coaches.

The Coaching Conversations and Differentiated Coaching sections are some of the areas that require careful reflection before reviewing the appropriate rubrics and approaching the learning activities ahead.

Fast Action Steps:

Body Language Tips: Three Types of Posture

Costa and Garmston noted that body language is an important conversation tool (2015).

Consider the three forms of posture below to relay positive body language during coaching meetings.

1. Engaged Posture: Feet facing the other person, lean in with hands on table
 - Alternate Engaged Posture: Barkley suggests sitting parallel to the other person while offering a clear view of notes
2. Neutral Posture: Feet facing the other person, planted on the ground, shoulders up and back, hands on table
3. Disengaged Posture: Body turned away from the other person, legs crossed, arms crossed, slumped posture

Module 7

Description

The previous module examined differentiated coaching to focus on individual situations and school cultures. This module mines deeper into coaching the individual through an awareness of body language and application of open-ended questions. Effective coaches communicate with integrity and deliver a clear message when nonverbal signals are congruent with spoken words. In addition, they are able to model appropriate questions in their coaching conversations and recognize the expert use of teaching questions during teacher observations. The attuned coach listens for a range of questions that represent all depths of knowledge and involve all students in class. Questioning skills, such as pausing to allow time for an answer and confirmatory paraphrasing, are applicable to teaching students and coaching teachers.

This module presents questions that vary according to cognitive levels and modes which may elicit different types of responses. Sustainable action promoting teacher ownership of decisions and change is presented through the use of open-ended questions. Open-ended questions prompt teachers to reflect upon their own practice, reveal ideas and values and are particularly effective in enabling performance to be self-evaluated through critical thinking.

M7P1 video intro:

In the video ahead, Steve Barkley shares his approach to Essential Questions for Life in coaching conferences. He suggests that the process of questioning should lead a teacher to say, “that’s a really good question!” His three-part questioning technique, including: Finding out and knowing, reflection, exploring future actions, can be used to prompt self-reflection and appreciation for the practice of effective questioning.

Committed Listening and Paraphrasing Section

[Active Listening: Katie Owens at TEDxYouth@Conejo](#) (Run Time 3:18).

Introduction to Interactive in Positive Intent, Powerful Questions, and Reflective Feedback Section

Instructional coaches must be intuitive and emotionally intelligent. Reading body language and responding with the appropriate empathetic response is key to success during difficult conversations. The interaction below presents various empathetic responses and body language. The options must be matched correctly to complete the interactive.

Levels of Questions Section

X [Effective Questioning](#).

Summary

Impactful open-ended questions create a scaffold to help the learner construct meaning. Coaches with a clear direction and knowledge of their audience, can determine the type of questions to ask and differentiate those questions for individuals. In this module, participants examined ways to form a variety of questions, communicate effectively and stay positive while offering feedback.

The Committed Listening and Paraphrasing and Types of Questions sections in this module will help inform a successful approach to use the rubrics and complete learning activities ahead.

Fast Action Steps:

Make a Commitment

When conferencing with a teacher or administrator model the following Characteristics of Committed Listening to gain deep understanding and experience a quality conversation.

- Listen more, talk less
- Minimize distractions
- Allow the teacher to finish his or her thought
- Focus on what is being said, not on

- your own response
- Look for key ideas
- Be aware of your own biases
- Ask sincere questions
- Prompt thinking by posing open-ended questions
- Listen empathetically

Module 8

Description

The previous module explored body language and open-ended questions for rich coaching interactions. Some coaching conversations are challenging as difficult conversations are faced when a serious issue needs to be addressed or when a teacher's practices are not in the best interests of student learning. Skilled coaches identify desired outcomes, address the issue (not the person), and avoid antagonistic cues such as negative trigger words.

Coaches recognize that faculties are composed of individual teachers with differing needs, dispositions, and levels of expertise. An attempt to redirect the efforts of a large group of teachers is not guaranteed to initiate change from individuals. A slow and steady process, which starts with individual teachers, will generate more sustainable results in the long term.

Interactive Introduction Impact for Future Teacher Reflection Section

The interactive below presents a platform to test skills using Questions for Life. A combination of qualities found under perception, induction, analysis and same/different sectors, needs to be matched to the appropriate coaching scenario. Answers can be checked for formative feedback.

Interactive Introduction Transforming the School Culture One Conversation at a Time

In the interactive below three different difficult coaching conversations are explored. The best conversational response for each scenario must be selected for positive, forward movement in the coaching simulation.

Summary (was Module 8 course conclusion section)

Effective coaches are effective communicators. Coaches may use questions in order to empower teachers to reflect upon and construct new classroom strategies. Likewise, distinguished teachers are able to use questions that reveal meaning to students and raise levels of metacognition.

Coaching conversations can guide the willing teacher, promote self-awareness in the resistant teacher, and change the balance of school culture by working with one teacher at a time.

Questioning Skills for Coaching Conferences and Coaching Conversation sections are some of the areas that require careful reflection before reviewing the appropriate rubrics and approaching the learning activities ahead.

Fast Action Steps:

Practice on a Stranger

The next time you meet a new person, in class, at work, a networking event, conference or at a party ask a series of open-ended questions. Start by asking about the most interesting project they are involved with at home or at work. You will instantly be perceived as a more genuine, interested person and listener. Structuring conversation around open-ended questions forces you to listen so you can prod further. It also provides a great exercise in patience as you let the other person do most of the talking. Practice on strangers to gain new connections and make open-ended questions a comfortable part of your inquisitive practice.

Course project

Course Project 1.2: Research and Literature Review

- Research - After your topic has been approved by your instructor, locate and review five to seven articles (beyond the resources within the course) that support and deepen your knowledge of the topic.
- Literature review - In the Course Project 1.2 Assignment, submit literature review that is three to five pages in length (.doc or similar format). Be sure to:
 - o Fully identify each resource (title, author, location, and relevance of source)
 - o Summarize each resource (key points, existing research referenced, applications)
 - o Compare and contrast the findings from your selected articles
 - Discuss your ideas, based on this evidence, for future instructional coaching implications both within your classroom and throughout the practice
 - o Cite each resource on the References page (APA format)

Course Project 2.1: Research-based Instructional Coaching Plan

Based on your literature review synthesis, create an instructional coaching plan. This design should be considered an educational experiment that explores change the action or thought process around your professional practice. [Fill out this template.](#) Use it to:

- Create and reflect on the hypothesis
- Implement the design and track the progress, through observational research notes and data points
- Review your research notes for common themes

- Summarize common themes and data for the discussion section of your future research report
- Submit Instructional Coaching Plan template - In Course Project 2.1

Course Project 3.1: Communication, Process and Questioning

- Develop feedback survey - Create a presentation feedback survey with five to seven questions designed to gather actionable feedback using a web-based data collection tool like Survey Monkey or Google forms.
 - o For tips on writing strong survey questions and response options, visit [Get the Most Out of Your Survey: Tips for Writing Effective Questions](#) and download [Ways to Word Answer Choices in Questionnaires \[PDF\]](#).
 - o Consider including:
 - Strengths of presentation
 - Suggestions for presentation improvement
 - Observer opportunity to share additional knowledge
 - What was learned from the presentation feedback survey that could be applied in subsequent presentations on this topic or in other contexts?
- Submit feedback survey - In Course Project 3.1 Discussions tab, submit the presentation feedback survey data. Reply to two other participants, highlighting the strengths of the survey and providing ideas for improvement. Please ensure that each posting receives at least one reply.
- Based on feedback you receive, adjust your research process where you determine it is necessary.

Course Project 3.2: Instructional Coaching Report

Address the following questions from each of the three sections (Presentation Prep and Logistics, Process, Application), and create a culminating report. (Page lengths are suggested measurements.)

- Instructional Coaching Report - Write a 9 or 10-page Instructional Coaching Report. Address the following areas:
 - o Research report introduction (1-2 paragraphs)
 - o Defend your topic: (2 pages)
 - What topic did you choose to extend knowledge related to the specific content of the course and why? Describe the synthesis of key literature that supports this decision and explain how it connects to your professional practice.
 - o Process/Research Design: (2-3 pages)
 - Explain how the key literature supports your research design
 - Report on the research observation notes and data, (while withholding personally identifiable information)

- o Application: (2-3 pages)
 - What was the effect of your research?
 - How can the application of your findings make a difference for student learning and achievement?
 - How can your research process be adapted or improved? Explain.
- How did the class surveys impact your ideas to adapt your research design? Explain.
 - How can you use this process (analysis, research, design, implementation, reflection) to develop your own professional learning within your professional learning community?
- o Discussion- (2-3 pages)
 - Note feedback/ data from class surveys that support the original or adapted form of the design.
- Describe a specific opportunity or opportunities for collaboration that would enhance instructional practice of those in your discipline.
- Based on your findings, address future implications for instructional coaching research in your classroom. This can also be supported by literature but the primary basis should be your findings.
- o Research report conclusion (1-2 paragraphs)
- Submit the reflection narrative - Submit the reflection narrative in the Course Project 3.2 Assignment (.doc or similar format).

Course Project: Reflection and Discussion for Future Implications

- Develop presentation - Develop a research-based presentation on the selected topic that expands your current knowledge and fosters professional growth for peers (suggested formats: PowerPoint, Keynote, Google Slides, Prezi). Presentation should be approximately 15 slides, which includes a title slide and a list of references. Be sure to include:
 - o A short overview of the topic and research about
 - o Salient points of literature review
 - Synthesis of research findings which supported the concept of your research design
 - o Research design
 - Practical, implemented classroom application(s) associated with the topic;
 - Data on the impact of student learning
 - o Discussion
 - Future implications of adapting your research design approach
 - Future implications for your classroom
 - o References page
- Submit presentation - Submit the presentation (PPT or similar format) along with the feedback survey for your classmates' review in the Course Project 4.1 Discussion.

- o Within your instructor-assigned groups, view three of the presentations and complete the feedback surveys. Make sure that each person in your group receives at least three views.
- o Using the course messaging system, attach and send the surveys you completed to your instructor. In addition, send each completed survey to the respective presenter via the course messaging system.

Course Project: Final Reflection

Research should be viewed as a living body of thought that can change depending on the evolution of challenges and newly discovered data.

In a post to the Discussion, reflect on your research project. Answer the following questions:

- Did you have a formal or informal expected outcome (hypothesis)?
- Will your findings affect student learning and achievement? Please explain your answer.
- Did the research uncover any new or unexpected problems?
- Propose another area of your own professional learning that can be explored by evolving this study or creating a new research design.

Respond to two classmates with ideas to evolve their study or apply a different research design to expand their professional learning.