

ABSTRACT

Coaching Conversations: The Patterns of Roles Between Literacy Coaches and Teachers

By

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The purpose of this descriptive case study was to explore the roles and patterns that literacy coaches and teachers use during coaching conversations. Participants included six coaching dyads (two, district-level literacy coaches and three of the teachers they each coached) in a primarily upper-middle class Midwest community. Data included twelve video-recordings of coaching conversations and participant post-interviews. Emergent coding and constant comparative analysis were used to identify roles and patterns. Five roles were identified. Coaches assumed the roles of *suggestor* and *questioner*. Teachers adopted the roles of *questioner*, *reflector*, and *receiver*. These roles were used in two major patterns: a co-constructive approach or an imparting information approach. Co-constructive approaches included both teacher-directed and coach-directed conversations. Teacher directed conversations included the following roles/pattern: teacher as *questioner*, coach as *suggestor*, and teacher as *receiver*. Coach-directed conversations followed the pattern of coach as *questioner*, teacher as *reflector*, coach as *suggestor*, and teacher as *receiver*. The imparting information approach included coach as *suggestor* and teacher as *receiver*. Implications for practice include ongoing professional development for coaches and better preparation for teachers to benefit from literacy coaching.