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How It Feels to be Coached: Teacher Perception of Coaching and Emotional Response to the Coach

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Teacher Perception of Coaching and Emotional Response to the Coach

Margaret Smith, Ed.D.
University of Connecticut, 2016

Abstract

Coaching is a strategy employed by districts to improve teacher skill and advance student learning. Despite widespread adoption of coaching, research has not yet explored teachers' emotional responses to coaching, which may impact the success of the coaching practice. This study examines teacher emotions by examining teacher perception of coaching and coinciding emotional response to those perceptions. Using the qualitative case study method, I examined 9 teachers across 3 schools. I found that perception and emotional response were shaped by more than the current coaching practice. Instead, teachers engaged in a mental bookkeeping process, in which perceptions of prior coaching influenced their emotional responses to current coaching.

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How It Feels to Be Coached:
Teacher Perception of Coaching and Emotional Response to the Coach

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B.A., Colby College, 2006

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APPROVAL PAGE

Doctor of Education Dissertation

How It Feels to Be Coached:

Teacher Perception of Coaching and Emotional Response to the Coach

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CHAPTER 1: INTRODUCTION

Introduction

Schools face pressure to improve student achievement, leading to the adoption of coaching systems to improve teaching (Hezel Associates, 2007). The theory of change to support coaching argues that teachers who work with a coach will improve their teaching and student achievement more rapidly than the typical slope of teacher improvement over time (Kerry & Kohler, 1997, Marsh & Martorell, 2010, Ross, 1992). Researchers have identified a positive relationship between teacher coaching and changes in teacher behavior (Costa & Garmston, 1994; Joyce & Showers, 2002; Kerry & Kohler, 1997; McCutchen et al., 2002; Neufeld & Roper, 2003), as well as teacher coaching and improved student outcomes (Biancarosa, 2010). Encouraged by research that touts changing teacher action and student outcomes, school districts have adopted a variety of coaching methods, policies, and procedures. Since coaching practice emerged in the 1980s it has become increasingly widespread but increasingly diverse across states, districts, and charter management organizations (Nelson & Sassi, 2000). There are currently many forms of coaching models across contexts and, as a result, many varieties of coaching practices within different systems and schools.

The practice of coaching is rooted in the definition of a coach as “a teaching professional who works collaboratively with a classroom teacher to improve that teacher’s practice, with the goal of affecting student learning,” (Mudzimiri et al., 2014, p. 2). While the coach is defined as an individual engaged in improvement efforts related to teaching and learning, various factors shape the role of the coach in action (Bean et al., 2010). This, in turn, contributes to variance between coaching definition and coaching practice (Matsumura & Wang 2014).

Administrative duties (Smith, 2007, Carroll, 2006) and principal directives influence coaching practice (Matsumura, 2012). When coaches allocate more time to administrative tasks, teachers notice the change in coaching practice (Bean et al., 2010). Through this misalignment of definition and practice, teachers notice a difference in the coaching they anticipated receiving and the coaching they are experiencing. By comparing their expectation for coaching and the coaching they experience, teachers develop perceptions of coaching and their coach. The theory of symbolic interactionism argues that individuals use their prior experiences to prescribe meaning to relationships and current experiences; it is these “definitions and interpretations that give physiological states their emotional significance or nonsignificance” (Shott, 1979, p.1323). Accordingly, it is through the teacher’s perceptions of coaching practice, that the teacher develops his/her emotional response to the coach and to the coaching practice.

Emotion can be defined as the “episode of interrelated, synchronized changes in all or most of the five organismic subsystems in response to the evaluation of an external or internal stimulus” (see Appendix A for organismic subsystems) (Scherer, 2005). Meaning, a real or perceived stimulus can trigger an emotional response. Study of emotions has revealed that emotions influence behaviors (Baumeister et al., 2007; Russell, 2003) and behaviors influence emotional responses (Zeelenberg et al., 2008). The emotions felt after individuals choose a behavior tend to influence future actions by becoming anticipated emotional responses associated with similar behaviors (Mellers et al., 1999). These anticipated emotional responses can influence whether an individual seeks or avoids a behavior (Mellers et al., 1999). When individuals feel negative emotions, they may avoid anticipated future feelings of negativity by exhibiting self-defeating behavior, such as withdrawal or failure to comply (Baumeister and Scher, 1988). Accordingly, before and after an action is taken, emotions are present and

influential. The emotions teachers associate with the coach and coaching practices may relate to teacher action or lack of action. Since coaching is intended to change teacher behavior, the power of emotions and their relationship to changing teacher behavior is essential to understanding the implementation and impact of coaching.

Objectives and Context of Capstone Research

While studies have examined the relationship between coach allocation of time and teacher feelings towards coaching, studies have not yet examined the relationship between teacher perception of coaching practice and teacher emotional response to coaching. With educational systems, including traditional districts and charter management organizations, investing in coaching as a means to improve teacher practice, it is critical to understand how teachers emotionally respond to coaching practice. My pilot study on teacher emotional response to coaching revealed that teachers emotionally responded to distribution of coach time when it was perceived as unequal. Teachers both named and demonstrated an emotional response to coaching. Building upon these findings, my capstone study expanded the sample size of the pilot study to more deeply examine teacher emotional response to coaching.

Therefore, the purpose of this qualitative case study is to understand teacher emotional response to coaching. I examined coaching practices and teacher response within one charter management organization (CMO). Charter schools represent a growing segment of public schooling in the United States. There are over 6,000 charter schools serving 3 million students in the nation (National Alliance for Public Charter Schools). Due to a unique governance structure, charter schools often include expectations for administration, teachers, and students that may be atypical from the traditional public school system (Hill, 2006).

In the sampled CMO, all coaches hold an administrative role, and all teachers are required to participate in coaching. This is a unique setting where coaching is a core element of the school culture. Universal coaching in this setting means that teachers cannot opt in or opt out of coaching. Teachers do not receive coaching contingent upon skill or mindsets. It is important to note that universal coaching of teachers is used by the school as a recruitment and retention tool. Additionally, teacher applicants have noted that universal coaching is a draw when applying to this school.

While all of this CMO's coaches are administrators, teachers in the study did not refer to these individuals as "my Assistant Principal" or "my Dean." Instead, teachers referred to them as "my coach." Coaching was the role that teachers used to define the person who was responsible for their development and their evaluation. Coaches and teachers collaborated around the evaluation tool, in an attempt to make it a tool for growth and development. The evaluation tool was routinely used in coaching meetings, and teachers had individual growth goals based upon the tool. Finally, the administrator, serving as coach, was evaluated based upon his/her success in the role of coach. Specifically, these coaches were evaluated based upon the extent to which their teachers developed according to the evaluation tool.

In this setting, the coach was both the developer and the evaluator of teachers. However, the coach and teacher were able to develop a collaborative relationship because both were responsible for the success of the teacher on the evaluation scale. Both also worked to develop teacher growth goals on the evaluation scale. The coach and teacher frequently used the evaluation scale in coaching meetings, examining formative data the coach collected by using the evaluation scale on a routine basis. While acknowledging that features of this setting may vary

from those of traditional school districts, the setting had value in studying coaching as a practice embedded in the daily experience of both teacher and administrators.

This study used the theory of symbolic interactionism to analyze data for teacher emotional response to coaching. Through this study, I answer the following questions:

1. What is the system of coaching in a CMO?
2. What are the enacted coaching practices?
3. How do teachers perceive coaching practice?
4. How do teachers emotionally respond to coaching practice?

CHAPTER 2: REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

In order to understand teacher emotional response to coaching in the CMO setting, it is necessary to both understand the literature of coaching and the theory of symbolic interactionism. This literature review discusses characteristics of coaching. By doing so, I develop a foundational understanding of research related to both the intent and implementation of coaching. Then, I explore the theory of symbolic interactionism to facilitate my study of teacher emotion in the context of a CMO.

Symbolic interactionism is a theory that examines individual perception and emotional response to his/her context and his/her conceptualizations of symbols within the context (Denzin, 1983). This theory fosters the analysis of individual response to his/her social context. In this study, the context was the coaching practice within one region of a national Charter Management Organization. It is critical to note that there is limited research on the dynamics of coaching in CMOs, and the role of coach within the CMO context has not yet been empirically addressed. Accordingly, to establish a foundation for the study, it was necessary for me to identify the defining features of coaching intent and practice in literature and compare this with the definition of coaching within the given CMO context. I analyzed coaching practice within the CMO by comparing the regional practice to the national definition and by comparing the school based practices to teachers' perceptions of their coach, including the emotions evoked by this perception.

I used the research regarding emotions, their relationship to one another and their varying intensities, in order to analyze teachers' comments and reflections on dispositions and responses to coaching.

Literature Review

Coaching

To understand coaching, it is necessary to understand reformers' and leaders' motivation to adopt coaching. Coaching is adopted as a means of initiating change in practice and performance. School districts employ coaching to change teacher actions in the classroom (McCutchen et al., 2002) and spark school-wide reform (Neufeld & Roper, 2003). In an era of school accountability, schools face pressure to rapidly and dramatically improve student achievement metrics (Hezel Associates, 2007). Coaching emerged as a response to the pressures of school accountability, offering a means to improve teacher practice and student achievement (Marsh et al., 2008). Teachers who receive coaching are more likely to adopt new methods of teaching and more likely to maintain these new techniques after coaching has ended (Kohler & Kerry, 1997). In addition to changing teacher actions (Costa & Garmston, 1994; Joyce & Showers, 2002; Kerry & Kohler, 1997; McCutchen et al., 2002; Neufeld & Roper, 2003), research has shown a change in student achievement metrics (Biancarosa, 2010). When studying the value-added effects of coaching, research has shown student achievement metrics improve when taught by a teacher who receives coaching and are magnified for each year the student is taught by a teacher who receives coaching (Biancarosa, 2010). The value of coaching has been further reinforced when examining the extent to which student achievement growth is maintained. Student achievement gains "persist across summer periods as verified through the follow-up of students in the fall of the subsequent academic year" (Biancarosa, 2010, p.27).

Since coaching practice is often adopted in conjunction with the desire to rapidly improve teaching and learning, I studied coaching practice in a Charter Management Organization (CMO)

where student achievement lags behind the state average, and in which, the CMO mandates teacher coaching in all schools.

This setting mimicked the historical motivation for adopting coaching: to rapidly improve teacher practice and student achievement metrics. However, this was a unique setting because, in this CMO, coaching is carried out by administrators, including Assistant Principals and Deans of Instruction, and all teachers are required to participate in coaching. In serving as coaches, administrators are both responsible for teacher evaluation and teacher development. While literature has not yet studied coaching in this setting, the CMO and/or settings in which the coach is also the evaluator, the setting creates a unique opportunity to examine coaching in a context in which coaching is embedded in the school culture, central to all roles within the school, and is the major way that administration and teachers collaborate.

Coaching Techniques

To frame my study, I examined widely employed techniques and methods of coaching. Coaching has been widely adopted because it aligns to the characteristics of strong professional development (AERA, 2005). Coaching provides collaboration and a cycle of feedback, while remaining rooted in the individual teacher's experience (AERA, 2005). Many coaching visions are derived from learning theory, using coaching as means to build teacher skill through authentic opportunities in modeling, planning, and practice (Collins, Brown, & Holum, 1991). Coaching practice is categorized into three broad techniques: *Content-Focused Coaching* (West & Staub, 2003), *Instructional Coaching* (Knight, 2007), and *Cognitive Coaching* (Costa & Garmston, 2002). There is significant overlap between the three techniques, each focusing on the lesson arc: pre-lesson, lesson, and post-lesson (Mudzimiri, 2014). However, the coach's purpose in each stage varies across techniques.

In content-focused coaching, the “coach and teacher are jointly accountable for initiating and assisting effective student learning” (West & Staub, 2003, p.3). The coach’s focus is the student outcome of a given lesson. This steers the coach’s purpose in the pre-lesson meeting, lesson, and post-lesson conference. By focusing on student outcome, the quality of the individual lesson is prioritized above teacher thought process. In this model, the coach is seen as the expert, at times modeling for the teacher or teaching portions of the lesson (West & Staub, 2003). The teacher’s development is assumed through working with the coach to develop and teach the lesson. However, the outcome of the lesson is paramount, justifying the coach planning and teaching when necessary, rather than merely guiding the planning and teaching of the lesson.

Instructional coaching is similar to content-focused coaching but emphasizes a partnership between the teacher and coach (Knight, 2007) rather than prioritizing the individual lesson. An instructional coach’s purpose is to develop the teacher’s content and pedagogical knowledge rather than focusing on an individual lesson (Knight, 2007). While an instructional coach may occasionally work with children, the researcher, Jim Knight, differentiates between content coaching and instructional coaching by writing, “When IC’s work with students, they do so with the primary goal of demonstrating new effective practices to teacher” (Knight, 2007, p.12). Accordingly, the end goal for instructional coaches and the end goal for content coaches are different.

A cognitive coach focuses on developing a teacher’s strength in reflection and intellectual functioning (Costa & Garmston, 2002). In cognitive coaching, the coach’s end goal is to develop the teacher’s cognitive functioning to foster future and ongoing disciplined thought that will enhance planning and instruction (Costa & Garmston, 2002). Hence, the purpose of cognitive coaching is strikingly different than either instructional coaching or content coaching. The

coaching protocol is not rooted in the content or the lesson but rooted in the teacher's ability to think critically.

To ensure a consistent starting point, I identified one CMO to study. At the national level, the CMO defined both purpose and practices for coaching. These nationally defined expectations for coaching were aligned to research based coaching practices. Through research question 1 and research question 2 of the study, I sought to examine the extent to which the national coaching definition was enacted in schools within one region.

Coaching Effectiveness

Researchers have examined the effectiveness of coaching practice by studying frequency of coaching, discrete coaching skills, as well as by studying the level of collaborative decision making versus the level of directive leadership (Biancarosa, 2010; Kohler & Kerry, 1997; Neufeld & Roper, 2003; Ross, 1992).

Coaching is a method of professional development. Professional development is most effective when it is authentically rooted in practice and content, while also balancing a sense of collaboration and routine feedback (American Educational Research Association [AERA], 2005; National Staff Development Council [NSDC], 2001). Accordingly, when these elements are maintained, coaching fulfills the tenets of strong professional development (Bean et al., 2010).

A key element of coaching effectiveness is frequency of coaching (Neufeld & Roper, 2003; Ross, 1992). Coaching effectiveness improves as the coach to teacher ratio decreases and as hours coaching individual teachers increases (Neufeld & Roper, 2003). As coaching frequency increases, teacher adoption of new techniques also improves (Neufeld & Roper, 2003). Similarly, the frequency of coaching can also improve student achievement (Ross, 1992). The greater

exposure a teacher has to professional development with his/her coach, the greater student achievement growth in that teacher's classes (Ross, 1992). In sum, the frequency of coaching impacts both teacher actions and student outcomes.

Studies have identified specific coaching skills that fulfill the criteria of effective professional development and have coincided with improved teacher practice and improved student outcomes. Coaches alter teacher practice when they utilize modeling, practice, and observation feedback (Huguet et al., 2014; Joyce & Showers, 2002). The frequency with which these coaching elements are used may impact the extent to which teacher practice is altered, with greater exposure to all skills at greater frequency leading to increased likelihood that coach prescribed methods will be transferred to teacher practice (Huguet et al., 2014).

The extent to which coaching is collaborative is examined through the lens of responsive versus directive coaching. Responsive coaching may be associated with developing trusting relationships and promoting long-term change in teacher skill and implementation in the classroom (Borman & Feger, 2006; Costa & Garmston, 2002; Dozier, 2006; Deussen et al., 2007; Killion, 2008; Steiner & Kowal, 2007). Unlike responsive relationships, in directive relationships, the coach manages by directly defining the actions the teacher will take to change instruction (Ippolito, 2010). Directive coaching may work best with novice teachers who require more direction and the experience needed to change their own classroom instruction (Deussen et al., 2007). A balance of directive and responsive coaching relationships can promote change in teacher actions (Fullan, 2007).

Challenges to Coaching Practice

Various factors shape the role of the coach (Bean et al., 2010), which leads to variance between coaching policy and coaching practice (Matsumura & Wang 2014). These changes are

noticed by teachers and elicit a response, sometimes manifesting as teacher satisfaction with coaching or with the coach (Bean et al., 2010). Accordingly, to understand teacher perception of coaching and teacher emotional response to coaching, it is necessary to analyze the factors that shape coaching in practice. Through this analysis, it is possible to determine how coaching changed from vision to practice, how teachers conceptualize this change, and how teachers emotionally respond to this change.

Coaching practice is frequently influenced by managerial duties (e.g., copying assessment materials, substitute teaching, bus duty) (Smith, 2007, Carroll, 2006), teacher skill or receptiveness to coaching, and principal expectations of the coach (Matsumura, 2012). Coaches may also be involved in school-wide reform efforts, which may divert coaches' time away from working with individual teachers (McLaughlin, 1990). These additional responsibilities impact time coaching individual teachers and may relate to teachers' perspective of coaching. Across multiple studies of coaches' time allocation, researchers found that less than 30% of coaches' time was spent working directly with individual teachers, while the remaining time was dedicated to various administrative or managerial tasks (Bean et al., 2010; Deussen et al., 2007; Smith, 2007). With different responsibilities, the role of a coach can become fragmented, leading coaches to allocate time differently across different teachers (Smith, 2007).

When defining the means by which teachers will be developed, school leaders often prescribe a consistent method and frequency of coaching as the standard in the school/district. But, in action, school leaders alter these systems by tailoring coaching to the teachers' various levels of experience and willingness to be coached (Matsumura, 2012). Thus, the implementation of coaching varies from the definition by altering the allocation of coaching. Typically, policy in theory prescribes equitable coaching of all teachers. However, the policy in action often reflects

increased frequency or intensity of coaching for novice teachers and less frequent and less intense coaching of advanced teachers (Matsumura, 2012). Accordingly, there is a gap between the coaching policy's intent to develop all teachers and the reality that coaching is targeted towards novice teachers.

Coaching is defined as a collaborative relationship between teacher and coach to elicit a change in teacher action and student outcome (Mudzimiri et al., 2014). In my study, I sought to analyze the teacher perception of this relationship. Knowing that coaching practice frequently varies from coaching definition (Matsumura, 2012) and that teacher satisfaction can be associated with frequency of coaching (Bean et al., 2010), I compared the definition to the practice and examined the elements that influenced coaching within one CMO. By doing so, I gained a sense of the variation between definition and practice, which allowed me to further contextualize the teacher emotional response to coaching.

Teacher Coaching and Evaluation

While most coaches do not evaluate teachers, and, in many contexts, evaluators are not perceived of as coaches, in this study the coach does serve as an administrator responsible for both coaching and evaluating the teacher. Therefore, I examined pertinent literature on teacher evaluation, including how evaluation can be implemented in ways that feel supportive to teachers and mitigate teacher emotional response to evaluation or to the coach as evaluator.

Research has documented the “frayed relationship” between teacher evaluation and teacher development (Holland, 2006), with some educators arguing that the responsibilities of teacher development and the responsibilities of teacher evaluation cannot exist within the same role (Holland & Garman, 2001). Popham laid the foundation for this argument by writing, these

“functions are splendid if separate, but counter-productive when combined” (Popham, 1988). The argument for their incompatibility is based on the notion that teacher development requires a foundation of trust between the teacher and the individual seeking to develop the teacher (Cogan, 1973), while teacher evaluation requires judging, or assessing, the teacher (Showers, 1985). Several scholars, and many practitioners, lean on the argument that the concepts of trust and judgment are incompatible (Goldstein, 2006).

While some scholars argue that teacher evaluation and teacher development should be sharply separated (Holland, 2006 citing Garman, 1982; Gordon, 1992; Nolan, 1989), others suggest the relative success or failure in implementing a teacher evaluation system is linked to two factors (Kyriakides & Demetriou, 2007): an evaluation system based in research (Teddle et al., 2003) and careful implementation of evaluation policy (Nakamura and Smallwood, 1980).

Research reveals that teachers see potential in evaluation tools as useful measures of teacher skill and potential drivers of teacher improvement, yet teachers suggest that implementation typically inhibits the ability for evaluation tools to support development (Milanowski & Heneman, 2001). Accordingly, it is the second factor of effectiveness, implementation, that has the potential to foster teacher receptiveness to evaluation. To understand this, it is necessary to define the purpose of teacher evaluation systems. Research suggests that when evaluation is viewed as a means to support teacher growth, it is possible to develop practices in which the evaluator serves as a collaborator in teacher development (Woulfin et al., 2016; Garman, 1982). Practices could include: development of professional goals for the teacher, formative assessment of progress towards goals, and analysis of data relevant to goals (Holland, 2006).

For evaluation systems to serve as means of teacher development, teachers suggest increasing the frequency that evaluation systems are used as formative assessments of teacher skill (Milanowski & Heneman, 2001). While research has not yet thoroughly studied the role of administrator as coach, Donaldson & Peske (2010) explain that some Charter Management Organizations (CMOs) have developed evaluation processes that are used for both formative and summative evaluation and that result in teacher perceptions of the evaluation tool as supporting teacher development. This is important because it hints that, in the charter setting, evaluation systems and activities may include space for development, as well as coaching.

To mitigate the extent to which systems of evaluation could negatively influence the study findings, I studied a CMO in which the coach, who is both responsible for teacher evaluation and teacher development, uses the evaluation tool in both formative and summative evaluations. In this setting, coaches use the evaluation tool routinely: developing goals, scoring weekly observations, and discussing progress towards goals. Furthermore, the coach shares responsibility for teacher development because the coach is evaluated based upon the growth of his/her teachers according to the evaluation tool.

Challenges to Coach and Teacher Relationships

In addition to challenges of evaluation and development, coaches face other challenges to developing the type of relationship with the potential to support teacher growth. In the context of coaching methods, there are various levels of power and authority between teacher and coach. Current literature explores teacher and coach relationship by analyzing whether instructional changes are self-determined by the teacher, prescribed by the coach, or collaboratively developed by the teacher and coach.

Research suggests that teachers change their instructional practice when school leaders apply a balance of pressure and support (Fullan, 2007). The terms directive and responsive define this distinction (Dozier, 2006). In responsive relationships, the coach is the facilitator of teacher self-reflection. In responsive coaching relationships, the teacher uses self-reflection as the means of self-directing the coaching process (Dozier, 2006). In directive coaching, the relationship of teacher to coach is defined by the coach as expert, determining the necessary teacher actions and prescribing the implementation to the teacher (Deussen et al., 2007). While the language of “directive” and “responsive” is used to examine the technical relationship between teacher and coach, research has only suggested implications on emotional relationships.

Researchers suggest the coach must match his/her approach to teacher skill in order to maintain teacher feelings of satisfaction with the teacher and coach relationship (Borman & Feger, 2006; Costa & Garmston, 2002; Dozier, 2006). However, these suggestions are not significantly substantiated. In the absence of research on teacher emotional response to coaching, it is necessary to examine literature regarding teacher emotional response to mentoring.

Mentoring and Teacher Emotion

While there is a gap in literature related to teacher emotional response to coaching, research has studied teacher emotional response to mentoring. Accordingly, in the absence of literature of coaching and emotion, it is necessary to examine literature related to teacher emotion in mentoring relationships. To personally and professionally guide teachers, schools have adopted mentoring (Ingersoll & Smith, 2003).

Mentoring practice is loosely defined as various formal or informal structures to support teacher “adjustment to the demands of teaching and become socialized to the school environment” (Grieman, 2007). Study has shown teachers simultaneously value the psychological

benefits of mentoring (Noe, 1988), while also feeling dissatisfied with the level of support provided through mentoring (Greiman, 2007). When asked to define the level of support provided through mentoring relationships, teachers perceive lower levels of support than the levels of support perceived by the mentor (Greiman, 2007). Mentors believe they are providing teachers with “acceptance, counseling, and friendship” (Greiman, 2007). However, feelings of acceptance, support, and friendship are not seen in teacher responses; teachers report emotions associated with “self-doubt” and “stress” (Greiman 2007). The study of mentors reveals differences in mentor and teacher perception of mentoring practice and feelings associated with mentoring.

When the suggested implications of coaching are coupled with the conclusions regarding emotional responses to mentoring, it is presumed that coaching evokes similar emotional responses. To further explore this field, I explored the teacher emotional response to the coaching relationship by studying both teacher perception of coaching and the emotional response to this perception.

Symbolic Interactionism

By design, coaching is a series of interactions between two people: the coach and the teacher. Research has studied the technical aspects of coaching, including coach actions, impact of coaching on teacher action and student outcome, and elements that interfere with coaching. However, research has failed to examine the relationship between teacher and coach. Therefore, I used the theory of symbolic interactionism to explore teachers’ emotional response to this relationship.

Symbolic interactionism is a sociological theory that enables the researcher to examine individual response to human interaction by examining individual perception and emotion in

context. Symbolic interactionism is a sociological theory that argues each individual navigates society based upon a unique understanding of the world (Meltzer et al., 1975). Individuals develop this understanding based upon context and experience (Meltzer et al., 1975). Therefore, in order to understand the actions of an individual, symbolic interactionists seek to understand the context surrounding an individual, including the symbolic meaning that the individual has prescribed to relationships and objects (Blumer, 1969). When ascribing symbolic meaning to relationships and objects, the individual participates in a process of “self-interaction” (Mills & Kleinman, 1988).

Self-interaction is equally composed of the internal thought process and the emotional response of the individual (Goodrum, 2005). “Thoughts and feelings represent distinct, but interrelated aspects of self-interaction” (Goodrum, 2003, p.145). Accordingly, emotions are both a driving factor fueling self-interaction and an expression of self-interaction (Blumer, 1969; Mead, 1934). Theorists believe that individuals use the internal dialogue of self-interaction to solidify their understanding of symbols, which defines how the individual navigates interactions with others (Meltzer, 1972).

Through ongoing interaction, patterns of emotion emerge and reinforce the perception. Through repeated interaction, individuals participate in a “bookkeeping” process (Clark, 1987). With each perceived positive interaction, the individual records a deposit, creating a positive association with that symbol (Clark, 1987). With each perceived negative interaction, the individual records a withdrawal, creating a negative association with that symbol (Clark, 1987). Accordingly, through repeated interaction emotional response emerges.

In the context of this study, the coach was an individual who navigated the same context as the teacher, which was informed by the teacher perception of symbols associated with the

coach. The coaching meeting was a symbol, as were actions and artifacts associated with the coaching meeting. For example, the teacher could develop a symbolic understanding of the coaching meeting as a weekly event, which evokes an emotional response. The teacher may hold a similar or different symbolic understanding of the elements of the meeting, for example agenda items such as the review of observation data or the co-planning of an upcoming lesson may hold different meaning as ascribed by the teacher.

Emotional Classification

Symbolic interactionism suggests that emotions both stem from and influence human interaction with symbols. When combined with research on emotion, it is possible to develop a more complete understanding of emotional reaction to a symbol. Emotion can be defined as an “episode of interrelated, synchronized changes in all or most of the five organismic subsystems in response to the evaluation of an external or internal stimulus” (see Appendix A for organismic subsystems) (Scherer, 2005). By this definition, emotions have two distinct defining features: a trigger and a response.

Emotional triggers are event focused and appraisal driven (Scherer, 2005). By being “event focused,” emotions are triggered by an occurrence. Events can be external or internal to the subject (Scherer, 2005). An external event might be an interaction with a symbol. An internal event might be the memory of an interaction with a symbol. Researchers use the term “appraisal driven” to define the meaning that the individual ascribes to the given symbol (Scherer, 2005). In order to trigger an emotional response, a symbol must carry meaning for the individual (Scherer, 2005).

An individual’s emotional response to a symbol can be observed through their physical and neurological changes, as well as self-reported observations (Scherer, 2005). Through

research observations and individual self-reporting, common classifications of emotion have emerged.

Emotions can be classified according to intensity and similarity (Plutchik, 1984). Intensity relates to the degree to which the individual experiences a feeling; for example, irritation, anger, and rage represent varying intensities of the same emotion (Plutchik, 1984). Similarity refers to the relationship of emotions; joy is the opposite of sadness, yet joy is similar to feelings of trust (Plutchik, 1984). Through this process of classification, Robert Plutchik developed the *Wheel of Emotion*, which classifies multiple emotions according to intensity and similarity.

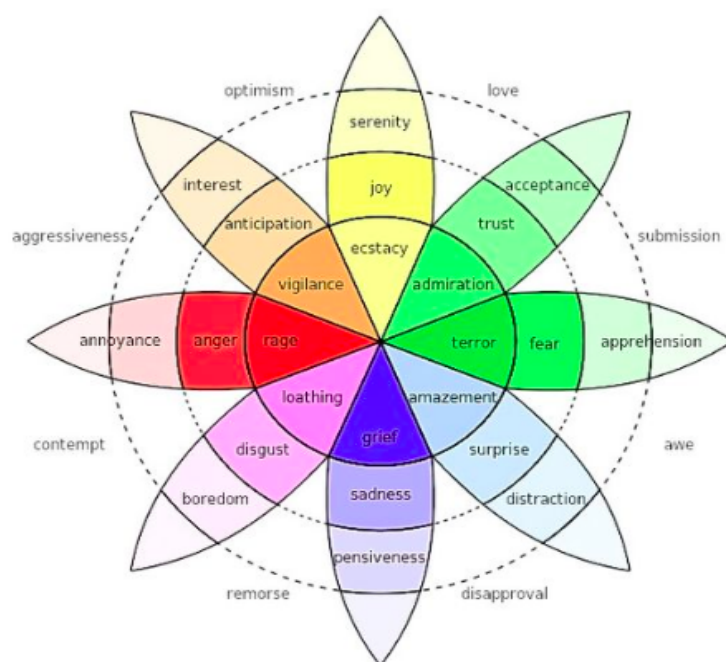


Figure 1. Plutchik's Wheel of Emotion.

While individuals can classify their emotion according to the wheel, researchers must also gather data regarding context. "Emotion exists not simply as internal states of the individual but

in the relationship between the individuals and in the interaction between individuals and their social situations” (Barbalet, 1952).

Symbolic interactionism requires study of the individual’s perception of the world and his/her perception of the self within the world, coupled with the study of the emotions that foster this perception and stem from this perception. Researchers approach the study using “sympathetic introspection,” a process by which researchers seek to understand the full context of a subject’s emotional state (Cooley, 1909). Accordingly, researchers emphasizing “sympathetic introspection” typically use qualitative methods, such as case studies, focus groups, interviews, and participant observation (Benzies & Allen, 2001).

CHAPTER 3: METHODOLOGY

In this study, I used the case study method, including interviews and observation, coupled with symbolic interactionism to analyze teachers' self-interaction, perceptions and emotions associated with coaching. Through observation, I gathered data regarding coaching in practice, which I compared to the coaching definition as articulated by the CMO. Thereby, I was able to distill data revealing the difference between coaching definition and coaching practice. By coupling observations with interviews, I gathered data regarding individual teachers' perspectives of coaching in practice.

To analyze the data regarding teacher perspective, I applied the theory of symbolic interactionism to identify discrete elements of teacher perspective, including: conceptualization of the coach, the practice, and the elements that influence the coach's actions and implementation of the practice. The application of symbolic interactionism to the data allowed for a deeper understanding of teacher perception of coaching, as well as teacher emotional response to coaching.

Study Design

In this study, I identified one region of a Charter Management Organization. At the national level, the CMO defined coaching purpose and coaching practices. As defined by the national CMO, all teachers are required to participate in coaching. According to the national CMO, Assistant Principals and Deans of Instruction typically coach teachers. Within the region studied, all coaches were Assistant Principals or Deans of Instruction. The CMO was selected for three reasons: a) the breadth of the coaching practices, involving all teachers all administrators, b)

accessibility to their coaching practices, coaches, and teachers for study, and c) the quality of the CMO national coaching definition, including purpose statement and prescribed practices.

Research Context

The CMO represents a unique and understudied educational setting. Currently there are over 6,000 charter schools in the United States, serving over 3 million students (National Alliance for Public Charter Schools). In this CMO, like many, innovative and unique practices are possible due to a non-traditional system of governance and innovative recruiting practices. With both these elements in mind, the setting creates the unique opportunity to examine the role of coaching in a growing segment of US schools that are free to practice coaching without the constraints of traditional educational policy and amongst a group of teachers who sought a setting with abundant coaching.

Regarding policy, interview data revealed that in this CMO, all teachers are considered at-will employees. According to interviews with regional leaders, teachers sign “offer-letters” they do not sign contracts. Either the CMO or the teacher can alter or terminate the working agreement at any time. Time between classes is frequently used as meeting time allotted to coaching or other methods of teacher development. There are no contracts of bargaining agreements that determine the length of time a teacher will have to teach or to plan/prep for class. Instead, as seen through observation and referenced in interviews, both teachers and administrators frequently refer to “what’s best for kids,” defining the allotment of adult time based upon the answer to this question. Finally, due to an extended day and an extended school year, the CMO is able to create one day a week on which students are dismissed mid-day. This creates time for teachers to participate in one afternoon a week of teacher professional development, which is designed and led by administrators.

Furthermore, the CMO represents a unique setting because of innovative recruiting practices. As expressed by coaches, the CMO seeks teachers interested in receiving coaching and professional development. Recruitment materials and recruiters discuss the frequency and intensity of coaching with potential candidates. This is done to both actively seek teachers who desire frequent professional development, including coaching, and to deter teachers who may not align to the CMO practices of teacher development and coaching.

The CMO operates 182 schools nationally, including 5 schools within Massachusetts. The CMO holds two charters within Massachusetts; the Lynn charter authorizes the Lynn elementary, middle and high school, while the Boston charter authorizes the Boston elementary and middle school. In Boston, the charter founded an elementary school, still in founding years K-1, and a middle school, which has grown to full scale 5-8, but is classified as founding because it is the first year the school has offered 8th grade. The Lynn charter has founded an elementary school, middle school, and high school, all of which have grown to full scale K-12. Due to various sizes of the schools, the schools have different numbers of coaches to serve the size of the teaching staff. For this study, 3 schools were selected: the Boston elementary school, the Boston middle school, and the Lynn middle school.

As an employee of the CMO, I had full access to CMO documents, trainings, and protocols related to coaching. Across the national CMO, the coaching definition is detailed, including specific coaching rubrics for observations and detailed agendas for coaching protocols. For both accessibility and quality of the coaching policy, the CMO was selected.

Sampling Strategy

For this study, I used purposeful sampling (Miles & Huberman, 1984). I examined the demographic and career data of all coaches in the region. I used coaches' demographic and

career data to narrow the sample to 3 coaches in 3 different schools. Coaches represented various content knowledge, methods of coach training, and years coaching experience. After I selected the coaches, I purposefully selected a sampling of teachers. I then selected 3 teachers from each coach's coaching portfolio.

After selecting the coaches, I purposefully selected a sampling of teachers. When selecting teachers, I worked with coaches to identify teachers with a variety of years teaching experience. According to research, school leaders tailor coaching to the teachers' various levels of experience and willingness to be coached (Matsumura, 2012). Meaning, the policy in action often reflects increased frequency or intensity of coaching for novice teachers and less frequent and less intense coaching of advanced teachers (Matsumura, 2012). Using this data as a guide, I aimed to select teachers with various years experience in teaching, which allowed me to analyze data to determine if patterns in allocation of coaching time and resources align to prior studies.

Data Sources

In order to gain an understanding of the national coaching definition and the regional coaching practice, I utilized three main methods of data collection: interview, observation, and document analysis. I designed the methods to apply the appropriate data collection technique to each research question, at times using multiple methods to gather a breadth and depth of data.

I structured the research, including quantity and purpose of each interview, observation, and artifact analysis to uncover a depth of data regarding teacher emotions and identify sufficient context in which that emotional response occurs. As represented in *Figure 2*, the data collection plan aligned to each research question:

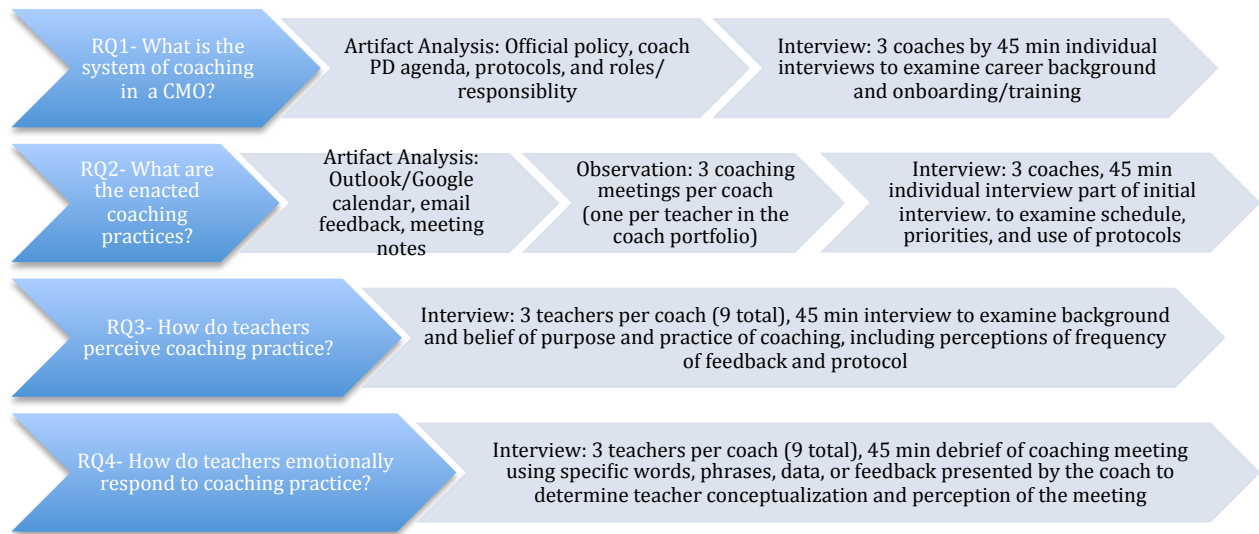


Figure 2. Research questions and coinciding research methods.

To answer the first research question, “What is the system of coaching in a CMO?” I utilized document analysis and interview. Through document analysis, I gathered data regarding the CMO’s definition of coaching and the structures intended to support implementation of the definition. To study the definition, I examined organizational and school based artifacts that articulated the role and responsibilities of a coach, including coaching protocols and suggested frequency of these protocols. To study systems that support the implementation of the definition, I used artifact analysis coupled with initial interviews with the 3 coaches. I asked coaches to submit artifacts such as emails and agendas that revealed ongoing training and refinement of coaching skill, including managing feedback the coach has received and evidence of peer collaboration across coaches. I supplemented this artifact analysis with a 45 minute initial interview, in which, I asked coaches to discuss what they perceived to be the purpose of coaching and identify structures to support the implementation of the coaching definition.

In order to study the second research question, “What are the enacted coaching practices?” I utilized artifact analysis, observation, and interview. In interviews, coaches were asked to show

and discuss their Outlook/Google calendar. Using the calendar, I identified the 3 coaches' distribution of time across teachers and across practices. I supplemented this data, by observing 1 coaching meeting with each teacher, totaling 3 coaching meetings per coach. I observed the structure of the meeting, including the application of national coaching protocols, and the extent to which the meeting met criteria for collaborative versus directive coaching. Additionally, I interviewed each coach. When interviewing the coaches, I focused on the practice of coaching by asking coaches to describe their daily and weekly schedules, daily and weekly priorities, and the ways they use or modify national coaching protocols. By employing artifact analysis, observation, and interview, I collected extensive data regarding the practice of coaching as implemented by coaches from three schools.

In order to gather data to answer the third and fourth research questions, "How do teachers perceive coaching practice?" and "How do teachers emotionally respond to coaching practice?" I used interview and observation. I conducted interviews and observations with three teachers who work with each of my focal coaches. I used interviews to gather data regarding teachers' perceptions of coaching practice by asking them to identify the purpose, frequency, and protocols of coaching. By asking questions aligned to these topics, I gathered data to analyze how the teacher perceives coaching practice. I then compared this data to the data revealing coaching practices. I compared the observational data to the interview data to determine if teacher perception was aligned or misaligned to the practice. When instances of misalignment emerged, I used interview questions to probe further. Interview questions were designed to probe around various symbols of the coaching meeting, including: the coach, the agenda, and the coaching practices. Teachers were asked questions related to perception of these symbols. Through these

methods, I sought to find where the teacher ascribed meaning to symbols and which symbols represented a trigger for teachers.

Additionally, I utilized cycles of observation and interview to gather data regarding the teachers' emotional response to coaching. After observing a coaching meeting, I interviewed the teacher to understand how the teacher felt during and after the meeting. I asked questions that targeted specific events in the coaching meeting, such as a piece of data the coach presented, the specific phrasing of directive feedback, or a the questions the coach used. By doing so, I asked the teacher to describe his/her conceptualization of the event, including the way they understood the event and the way they felt about the event. Through this process, I aimed to identify potential emotional triggers for the teacher. Since emotions can be observed or self reported, I sought to listen to verbal responses and observe behavior for non-verbal indicators of emotions. When either was observed, I used probing questions to unearth teacher appraisal of meaning to the given stimulus.

After all interviews were complete, I administered a questionnaire to teachers. The questionnaire was administered online via a link emailed to teachers. The questionnaire gathered additional data regarding teacher perception of coaching and teacher emotional response to coaching. The questionnaire asked teachers to rank their agreement with statements related to the intended purpose of coaching and research based indicators of coach efficacy. The questionnaire also displayed the image of *Plutchik's Wheel of Emotion* and asked teachers to identify the emotion they most closely associated with coaching. Through the questionnaire additional qualitative data regarding teacher perception of coaching and teacher emotional response to coaching was gathered.

Data Analysis

I used both categorical aggregation and direct interpretation to determine meaningful instances of coaching and frequency of teacher perceptions of coaching (Creswell, 2007). In order to gain a holistic view of the data, I read the data in its entirety; after which, I sorted common themes and derived meaningful codes (Creswell, 2007). Codes were developed both inductively and deductively. While some codes were previously identified to align to the research questions, other codes were derived after reading all data and identifying meaningful qualitative data. Some common themes included positive and negative perceptions, as well as positive and negative emotions. In reading the data, I analyzed words and phrases for connotation within context of symbols and discrete meaning. I analyzed data for different emotions, grouping varying intensities of the same emotion. I used Plutchik's Wheel of Emotion to identify degrees of the same emotion and group data accordingly, for example: admiration, trust, and acceptance were grouped together as positive emotions because they are represented as varying intensities of the same emotion and classified as positive emotions according to Plutchik's Wheel of Emotion (Plutchik, 1984). On the wheel of emotion, varying intensities of the same emotion are represented by the segments of each petal (Plutchik, 1984). Each petal is classified as positive, negative, or neutral (Plutchik, 1984). Accordingly, through my analysis of words and phrases, I sought to identify the petal to which each teacher comment matched. However, I did not seek to identify the intensity of each emotion. For example, I did not try to distill the difference between a statement representing admiration versus a statement representing trust. Rather, I identified the petal to which teacher responses aligned then cross-referenced Plutchik's classification of these petals to determine if the teacher was revealing a positive or negative emotional response to

coaching. Appendix E provides samples of emotional analytic techniques grounded in concepts from Plutchik (1984).

I developed deductive codes in three broad categories: coaching practice, teacher perception of the practice, and teacher emotional response to the practice. For example, within the category of “teacher perception of practice,” I coded for specific aspects of teacher perception of practice, including: factors that influence coaching, coach schedule, coach intent, and coach training. Codes were intentionally aligned to the research questions. In order to track and analyze frequency of codes, I used Dedoose, a qualitative methods analysis software, to sort and code all artifacts.

Matrices were used to analyze data and derive findings. Matrices were developed for each coach, which included both qualitative data regarding teacher perception of events and emotional response to coaching, as well as quantitative data regarding the allocation of time within the coaching meeting. Matrices were also developed to sort data according to coaching meeting. By doing so, I analyzed teacher perception, coach perception, and practice within a given meeting. By creating matrices aligned to both coach and meeting, I was able to triangulate data to check patterns across methods and research questions. Through this process, I answered the research questions regarding teacher perception and emotional response to coaching.

CHAPTER 4: FINDINGS

The regional CMO leadership implemented several structures related to coaching that played a role in influencing coaches' work and, in turn, teachers' responses to coaching. While some of the national CMO coaching structures were adopted by the regional leadership, at the regional level, coaching practices were undefined. In the absence of prescribed coaching practices, teachers drew upon their prior experiences of coaching to conceptualize the purpose and practices of coaching. By comparing their expectation of coaching to their experience, teachers developed particular perceptions of coaching. Individual events, including meetings, led to positive or negative perceptions. Cumulative experiences with the coach and in coaching meetings led the teacher to tally the positive/negative perceptions and develop an emotional response to coaching.

Finding 1: The region adopted national CMO structures to support coaching, but did not adopt national CMO protocols.

To promote teacher development, the national CMO¹ defined coaching structures. The national CMO's theory of action argued that teachers who participated in individual coaching would improve teaching skills faster than a non-coached teacher. Over time, the national CMO defined coaching practices by authoring expectations for: teacher/coach relationship, structures for frequency, and meeting agendas. These defined practices were documented and disseminated to regions with the intent that regions would adopt coaching structures and coaching practices. As a national organization, the CMO authored guidelines and provided the region with suggested

¹ This study did not research the means by which the national CMO developed the definition of coaching and the coinciding coaching practices. This was an intentional decision to maintain a narrow focus on the research questions.

coaching practices and logistics to support implementation. Within the region, the CMO leadership adopted structures to create time and space for coaching, but did not adopt the coaching protocols outlined by the national organization.

At the national level, coaching protocols define a directive, rather than responsive, coaching practice. National protocols established directive coaching by defining the coach as the authority and leader of teacher development. The coach is expected to set the agenda based upon observation, define the actionable next step for the teacher, and lead the teacher through practice of the action step (see *Figure 3*). Within a document titled “Instructional Coaching Overview,” a training document for coaches, the national network prescribes the coach’s pre-work for the meeting: the coach should define the focus of the meeting by analyzing student work and reviewing observations notes. While doing so, the national organization advises the coach to ask him/herself to complete the following sentences:

- “Student learning would improve most if the teacher...”
- “The teacher will demonstrate mastery of the action step by...”.

Through this pre-work the coach pre-identifies the focus of the meeting and the means by which the growth area will be addressed.



Figure 3. “National Coaching Framework,” document by national CMO.

In the National CMO's Coaching Framework, directive statements and verb tense describe the coaching actions in the meeting. The coach is directed to “focus,” “set,” and “give” direction to the teacher. The national literature defines a meeting in which the coach is advised to “set clear urgent, time-bound goals for mastery (tomorrow, this week, next week, etc...)” (see Figure 4).

Practice	<p><i>Choose the form of practice: planning, executing, data mining, or looking at student work.</i></p> <p><i>Acknowledge and normalize the awkwardness that comes in practice.</i></p> <p><i>Focus on specific action step(s) to be practiced, giving feedback in real time.</i></p> <p><i>Hold out for mastery. Keep practicing with the teacher until the teacher can execute the action steps independently.</i></p>
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Figure 4: Step 5 of the national CMO's coaching framework

Similar to the national organization, within the region, the CMO leadership adopted coaching as a major means of teacher development, requiring coaching to be adopted by all principals and required of all teachers. A member of the regional leadership team summarized the regional CMO's purpose for coaching, “Coaching right now is our primary tool for performance management. Coaching is a way for differentiating practice for people and for providing them with feedback and the tools they need to improve and service kids' learning.” This indicates that regional leadership expects coaches to use coaching for individualized feedback and differentiated support for teachers. Furthermore, the regional purpose for coaching aligned to the national purpose of coaching: teacher development through feedback and practice.

Unlike the national organization, the regional leadership did not define the structure for the coaching meeting or the actions of the coach within that structure. A regional leader defined the intentionality and unintentionality in not prescribing coach actions. The regional leader said:

We did have a folder that had some tools in it for coaches, but we don't have a prescribed way of coaching at all here... it's intentional in so far that we don't believe there's a one size fits all or one approach that works. It's unintentional in that we would like to share best practices more and be able to study what works and share that across schools

The regional leadership wanted to share best practices across coaches, but did not sustain a method of sharing practices. Coaches did not receive professional development so there were few avenues for coaches to share information across schools. Regional leaders did acknowledge that there had been a community of learning set up to share information across coaches, but due to challenges of identifying the right leader for this group, the group disbanded after struggling to establish regularity or purpose.

Each coach's practices were shaped by the coach's own definition of coaching and the coach's selection of professional learning opportunities. As represented in *Figure 5*, each coach developed his/her own definition of what coaching should be and sought different avenues to train for the role of coach.

	Teaching	Years Coaching	Training	Definition of Coaching
Mary	6 years	3 years *2 as full-time instructional coach, 1 year as teacher with coaching responsibility	*Sought Formal Training *Attended National Coach Training	"To develop the teacher in order to impact the students...Coaching is also building a teacher to be able to be self-reflective"
Portfolio of Teachers				
	Ed	<ul style="list-style-type: none"> 1st year teacher Same content/grade area as coach expertise Trained in teacher "residency" program at peer CMO 		
	Margaret			

	<ul style="list-style-type: none"> • 3rd year teacher • First year at CMO, prior 2 years at peer CMO • Year 1-2 teacher, peer CMO provided daily coaching by coach who had taught the content • Different content/grade area as coach expertise
Kevin	<ul style="list-style-type: none"> • 10th year teacher • 8th year at current CMO and current school • First year working with current coach • Different content/grade area as coach expertise

	Teaching	Years Coaching	Training	Definition of Coaching
Michael	4 years	2 years *full-time instructional coach in current year, prior year coached co-teacher	*Self-Taught *Independent research & reading of coaching literature	"...part of the coach's job is to pull people's heads up to see the big picture, and realize how important the work is, and how good the work that they're doing is."
Portfolio of Teachers				
	Abby	<ul style="list-style-type: none"> • 1st year teacher • Same content/grade area as coach expertise • Trained in teacher "residency" program at same CMO 		
	Lucy	<ul style="list-style-type: none"> • 3rd year teacher • First year at CMO, prior 2 years at peer CMO • Trained in teacher "residency" program at peer CMO • Year 1-2 teacher, peer CMO provided daily coaching and daily practice/rehearsal • Same content/grade area as coach expertise 		
	Sean	<ul style="list-style-type: none"> • 2nd year teacher • First year at CMO, prior year at peer CMO • Different content/grade area as coach expertise 		

	Teaching	Years Coaching	Training	Definition of Coaching
Joseph	5 years	1 year *current year	*Self-Taught *Trial & Error	<i>“seeing the instructional gaps in the teacher and possibly the management gaps ...and seeing the impact that that’s having on kids”</i>
	Portfolio of Teachers			
	<p>Maureen</p> <ul style="list-style-type: none"> • 1st year teacher • Same content/grade area as coach expertise • Trained in teacher “residency” program at different CMO <p>Bill</p> <ul style="list-style-type: none"> • 4th year teacher • First year at CMO, prior 3 years in traditional public school system • Year 1, teacher preparation program provided monthly coaching • Different content/grade area as coach expertise <p>Terance</p> <ul style="list-style-type: none"> • 9th year teacher • 9th year at CMO, 3rd year in current region • First year working with current coach • Same content/grade area as coach expertise 			

Figure 5. Coach experience and training.

One coach sought formal training at the national level. The other two coaches in the study were self-trained. They mimicked coaching techniques they had seen other coaches use.

While the national CMO had outlined a specific protocol for coaching practice, at the regional level, CMO leadership left coaching protocols undefined. It appears that, as a result of this ambiguity, coaches in the study developed individualized visions for the purpose and practices of coaching.

Finding II: Coaches practiced responsive coaching by adjusting meeting agenda to respond to teacher-surfaced concerns.

The study's coaches engaged in a range of activities, including: coaching of individual teachers, school-wide professional development, staff management, and student discipline. All coaches led teacher professional development: using holistic data to set a professional development calendar for grades or the school, plan professional development sessions, and meet with the principal to gain approval for the sessions. Coaches also managed staff, formally addressing and documenting staff professionalism. All coaches had some discipline responsibilities. When student behaviors required administrative support, the coaches investigated incidents, determined consequences for infractions, and addressed the infractions. One regional leader described the responsibilities of the coach outside coaching by saying, "we rely on the coach to do everything right now. The coach does management, the coach does content, the coach does planning and execution." Along with these proactive and reactive responsibilities, instructional coaching occurred.

The schedule and routines of instructional coaching were shaped by regional expectations for coaching, principal vision, and coach discretion. First, regional leaders defined the minimum expectation for instructional coaching: a weekly observation and a weekly feedback meeting. Principals used discretion to add additional expectations for coaches but never decreased the expectation. Within one school, the coach was expected to hold an individual feedback meeting and a co-teacher feedback meeting with each teacher. Another school required the coach lead weekly grade level meetings to evaluate content with all teachers within the grade. The third school maintained the regional expectation without adding additional expectations. Coaches' calendars revealed that all coaches met the expectation in scheduling. However, two teachers

reported that they experienced less frequent coaching, typically only once every two weeks, as meetings were sometimes canceled and not rescheduled. Coaches acknowledged that if meetings were canceled unexpectedly, sometimes the coach calendar was not updated to reflect the cancellation. At times, reactive responses to discipline or changes to school schedules, due to one off events like field trips or holidays, led to the canceling of a weekly meeting. Most meetings were rescheduled and coaches found opportunities to provide additional feedback through emails. One coach scheduled two meetings per week with each teacher, one individual coaching meeting and one meeting with co-teaching pairs.

My analysis of coaching meetings revealed that while coaching meetings met the national expectations for logistics, the coaching meetings did not fulfill expectations of practice or protocol. After observing coaching meetings, I analyzed the enacted agenda. Coaching meetings were examined for logistics and practices. Logistics include time and frequency, while practices examine the behaviors of the individuals involved. Regional logistics resembled the national expectation; coaches scheduled time and space for coaching to occur weekly. All three coaches implemented a series of coaching practices aligned to the region's performance management goal. Each week, all coaches observed and led a coaching meeting with each teacher in their portfolio. Coaches developed the meeting agenda based upon the weekly observation. The most common coaching practices were collaborative planning and coach management of teacher operational responsibilities (*See Figure 6*). While content of coaching meetings aligned to the regional vision, the extent to which the coaching meeting was responsive/directive did not align to the prescribed national practice. In the region, the coaching meeting was not strictly dedicated to coach directed management. Rather, coaches allowed in the moment shifts from the coaches' planned agendas to focus on troubleshooting challenges teachers surfaced in the meeting.

Sample Collaborative Planning	Sample Management of Operational Responsibilities
<p>One coach and teacher planned the launch of a new math manipulative.</p> <p>Coach: Let's talk Math. So I think these three manipulatives are going to be the most purposeful. [coach models using manipulative]...</p> <p>Teacher: How do we want kids to represent it though? I mean are we pushing number sentences right now or-?</p> <p>Coach: I mean they could just draw [models a drawing representation] or something like that.</p> <p>Teacher: How do we make it so we're not preventing kids from thinking of things ...I feel like we want to have it as open ended as possible in terms of coming up with combinations and building...</p> <p>Coach: Well your number sentence for example today was 10 plus 10, plus 1 plus 1 plus 1 plus 1, all the way up to 31. But that's how he sees it. He sees it with 13 distinct parts which is fine. Yes, but it does get a little bit procedural with putting parts together and making 10. I think that's a good ques-. I mean I think you could have three of these, or four of these or however many of these and say what are the different ways you can make 10.</p>	<p>The coach managed the teacher to ensure the teacher met the gradebook deadline:</p> <p>Coach: When is the goal to get those in the grade book?</p> <p>Teacher: I have it on my to do list, I think, tomorrow.</p> <p>Coach: Tomorrow? Alright, for conduct score. So how about your goal for entering comments? Are you doing a specific amount today?</p> <p>Teacher: I'm supposedly doing thirty today, thirty tomorrow, thirty Friday and thirty on Saturday.</p> <p>Coach: with a paragraph for each kid.</p> <p>Teacher: For a hundred and twenty....yeah.</p> <p>Coach: [laugh]</p> <p>Teacher: But we'll see. That may end up getting more push to Friday where I have that extra work time.</p> <p>Coach: Alright.</p> <p>Teacher: Because that's most of what I have left to do with grading.</p> <p>Coach: So your goal is to get comments done by Friday?</p> <p>Teacher: Officially Saturday. I may be able to get them earlier.</p>

Figure 6. Coach actions within coaching meetings.

While meeting agendas were designed by coaches and based upon observation data, in all 9 observed coaching meetings, the teacher altered the focus of the meeting by surfacing an unaligned issue. In all observed instances, the coach pivoted to address the teacher concern. While all coaches addressed the teachers' issues, the coaches were more likely to modify the remaining coaching agenda if the teacher's concern potentially impacted a larger group of teachers. When the teacher issue did not impact other teachers, the coach addressed the issue and returned to the original coach generated agenda.

One coach exhibited this when he responded differently to two different teacher raised concerns. In Abby's meeting, the coach had planned to discuss his observation of her Guided Reading class. At the start of the meeting, Abby raised the issue of misalignment across standards, the current curriculum, and the report card. In response to the issue, the coach dedicated all the remaining time, over 30 minutes, to respond. Contrarily, the coach responded

differently when Lucy raised a concern in her coaching meeting. The coach had planned to introduce Lucy to a new math strategy. Lucy asked her coach for help in planning a reading strategy. While the coach listened and responded to Lucy's questions, he returned to his pre-planned agenda:

Coach: So what I'm going to do is send you a [calendar] invite where you and I can check back in on reading/writing and piloting to the team. How many weeks do you think you would want?

Lucy: For piloting?

Coach: Like tentatively to feel really good about it?

Lucy: I would say two to three weeks. I'd say at least two weeks. Let's do maybe three weeks.

Coach: So let's do this. So the three weeks we get back from break we're going to be doing a lot around math. ...let's get through those three weeks and then we can meet that Friday...And I'll come in regularly [between now and then] and just get some data on how reading/writing is and then you and I can come together and make a plan for rolling them out to the team... Cool. You want to look at math stuff? Going to play with math?

By transitioning Lucy's concern from a team launch to a pilot, the coach delays the impact on other teachers. At this point in the conversation, Lucy's concern impacts one teacher, rather than an entire team. The coach then pivots the conversation to the original agenda. In both conversations the coach responds to the teacher issue. This was seen across coaches. However, in this example and with the other coaches in the study, it was only when the teacher concern impacted multiple teachers that the coach did not return to the original meeting agenda.

All coaches in the study utilized coaching time to develop teachers, focusing mostly on collaboratively developing plans to implement new teaching strategies or to problem-solve logistical challenges. While these practices aligned to the region's vision of performance management, coaches did not solely control the coaching meeting agenda. Even in instances when the coach defined the meeting agenda, coaches pivoted to respond to teacher raised concerns. Most notably, coaches displayed a willingness to revise the coaching meeting agenda if the teacher's concern carried the potential to impact other teachers.

Finding III: Teachers developed perceptions of coaching effectiveness based upon the extent coaching practice aligns to teacher expectation for responsive/directive coaching.

While coaches engaged in similar coaching practices, teacher perception of coaching varied, including perceptions of whether this common practice was effective or ineffective. The coaching meeting became a symbol that informed teacher perception of the coach. According to the theory of symbolic interaction, individuals develop a unique understanding of the symbols surrounding them (Meltzer et al., 1975). The individuals then use this understanding to navigate relationships with each symbol (Meltzer et al., 1975). When applying the theory of symbolic interactionism to this study, teachers developed unique understandings of the symbols associated with coaching, developing a perception of the coach as effective or ineffective.

Symbolic interaction argues that individuals make meaning by pairing current perception with cumulative perception (Clark, 1987). Cumulative perception is based upon an individual's interpretation of a person/event/activity through repeated interactions (Clark, 1987). In the initial interview, teachers were asked to define their expectation for coaching. Through their definition of coaching, teachers revealed a preference for directive or responsive coaching. This data

revealed teachers' expectation for what the symbol of coaching should be. In interviews, teachers compared this preference to current coaching, often commenting on which practice of coaching supported or would support their development better. By comparing preference to practice, teachers developed a perception of the current coaching as either effective or ineffective, thereby giving more meaning to the symbol of the coaching meeting. When preference and practice aligned, teachers expressed a positive perception of coaching effectiveness. When preference and practice were misaligned, teachers expressed a negative perception of coaching effectiveness.

In many cases, teachers reported engaging in comparison thinking regarding the symbol of the coaching meeting, comparing preferred coaching and practiced coaching. When applying the theory of symbolic interactionism to this comparison thought, teacher actions suggest the teacher was making meaning of the symbol of the coaching meeting, resulting in an individual perception of the coach's skill. For example, in her interviews, Maureen shared her reflection on the symbol of the coaching meeting by expressing her understanding of the purpose of the meeting. Maureen articulated a comparison between the coaching methods she would prefer and the coaching methods she experienced. Maureen's response to, "What is the purpose of coaching?" revealed a preference for responsive coaching. Maureen defined coaching as a process of working with, "someone you are able to trust, someone whom you're comfortable with and someone who knows a lot more than you do... they can look at things in a different perspective and work with a different eye." Maureen held a specific perception of what the coach should be to the teacher. Maureen defined an expectation for responsive coaching, in which the teacher surfaces questions/challenges and the coach offers suggested courses of actions, rather than directives. Accordingly, when making meaning of the symbol of the coaching meeting, Maureen used this

expectation to compare her understanding of what coaching should achieve to her experience with coaching.

Maureen held a positive perception of her coach's effectiveness. Maureen experienced coaching practice that aligned to her defined expectation. Each time her experience aligned to her expectation, it reinforced Maureen's understanding of the symbol of the coaching meeting as a time for responsive coaching. And, Maureen's coach aligned to this expectation of coaching. Maureen's perception of her coach as effective was reinforced. Within the observed meeting, the coach's pre-planned agenda focused on strategies for annotation. When Maureen raised a question regarding lesson pacing, the coach responded by listening to Maureen's concern. The coach did not prescribe a teacher action to respond to slow pacing.

In the debrief, Maureen said, "It [slow pacing] had been happening so often that I wanted to put it on his radar because I wanted it to be something that he was aware of. Something that I was able to just talk about. In some sense, so that he could give me some type of feedback on or just some type of help on." In her language, "put on his radar" and "just talk about," Maureen reveals a desire for coaching that fosters reflection. Maureen wants to talk about the concern; she does not express a desire for a coach directed action step for her to implement. When asked if the coaching meeting had supported her development, Maureen reported that the meeting was successful. In this example, we see how Maureen's perception of her coach developed. Maureen held expectations of her coach based upon a symbolic understanding of the coaching meeting. Each time her expectations were met, Maureen's perception of her coach was reinforced. Throughout the study, Maureen expressed a positive perception of her coach, calling her time with the coach "helpful" and saying she would "never" work at a school without coaching. Accordingly, when her experience with responsive coaching practice met her expectation for

responsive coaching, Maureen developed a perception of coaching as effective, regardless of whether coaching meetings fostered action steps. Maureen's perception of her coach revealed the meaning Maureen crafted around the symbol of the coaching meeting.

Ed applied different meaning to the symbol of the coaching meeting. Through a similar process of comparison thought, Ed developed a perception of coaching effectiveness. Due to his coach not meeting his definition of directive coaching, Ed developed a perception of his coach as ineffective. When approaching the symbol of the coaching meeting, Ed used his expectations of coaching to inform the symbolic meaning he ascribed to the coaching meetings. Ed defined the purpose of coaching as skill development. Specifically, he described a need to help teachers see their "blind spots." Ed said, "No matter how good you are at something, you have blind spots to things in your own methods that you can't see but that someone on the outside can. And so I think coaching is a chance for you to see those blind spots and start to fix them and make yourself better." Ed defined the coach as the means by which teachers see the blind spots and the means by which the teacher learns how to address the blind spots. Ed expressed a desire for directive coaching meetings, in which the coach would define the problem and define the actions steps to address the problem. Ed held expectations for directive coaching that influenced the meaning he ascribed to the symbol of the coaching meeting.

For Ed, the symbol of the coaching meeting greatly influenced his perception of the coach. In Ed's coaching meeting, his coach demonstrated responsive behaviors, altering the agenda to listen and respond to a concern Ed surfaced. When reflecting upon his coaching meeting, Ed used the term "hijacked" to describe his behavior. Ed said, "there are certainly times when I have been the one who's hijacked the conversation and said, 'I really want to talk about this because it's bugging me.' At the same time, I like the idea of having structure more." Accordingly, Ed

acknowledged that he raised a concern in his coaching meeting and that his coach responded to his concern. Through this experience with the symbol of the coaching meeting, Ed contributed to his perception of the coach as ineffective. Ed expressed a preference for directive structure, a meeting in which the coach directs the focus of the meeting. When comparing his defined expectation of coaching, directive, to his experience of coaching, responsive, Ed identified a misalignment and expressed a negative perception associated with the misalignment. Ed expressed a perception that he could have developed more if the coach had directed his development more.

Teacher perception of the coach was shaped by symbolic understanding of the coaching meeting. When applying the theory of symbolic interactionism to this process, teachers made meaning of a symbol through more than experience. Teachers made meaning of a symbol by also comparing their expectation to their experience, which resulted in a perception of coaching effectiveness. Teachers frequently expressed perceptions of whether coaching was effective or ineffective. While all teachers held perceptions of coaching, the extent to which the teacher perception of coaching was effective or ineffective varied greatly across teachers. Primarily, teachers anticipated different levels of directive versus responsive coaching. Accordingly, teachers reported a level of satisfaction with coaching that reflected the extent to which their coaching aligned with their definition of coaching. When coaching was responsive and aligned to a teacher's desire for responsive coaching, the teacher expressed a perception of the coach as effective. However, when teachers anticipated directive coaching and experienced responsive coaching, the teacher expressed a perception of the coach as ineffective.

Finding IV: Teachers experienced an emotional response to coaching based upon cumulative perceptions of coaches/coaching practices.

Through repeated experiences with the coach and coaching practices, teachers applied meaning to the symbols of coaching and formed a perception of coaching. This perception was either effective or ineffective, depending upon the extent to which the coaching matched the teacher's expectations for coaching. As indicated in *Figure 7*, after developing a perception of coaching, teachers experienced an emotional response to coaching.

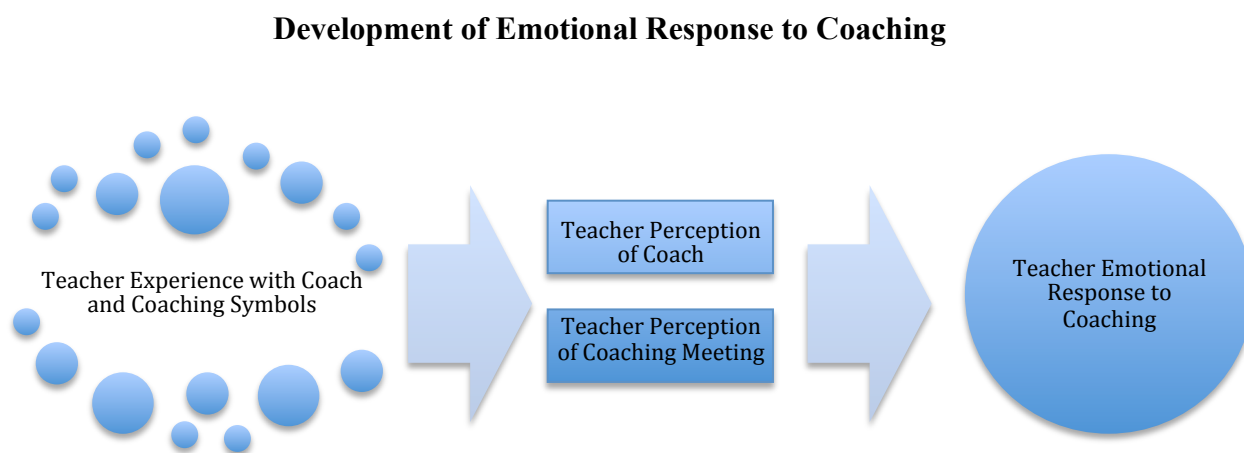


Figure 7. Development of emotional response to coaching.

While symbolic interaction argues that individuals ascribe meaning to a given symbol, bookkeeping suggests that it is through repeated interaction with the symbols, once meaning is ascribed, that the individual develops an emotional response (Clark, 1987). Teacher comments revealed that emotional response to the symbol of coaching developed through a process of mental bookkeeping, tallying the cumulative perceptions of coach/coaching practices. Each interaction with the coach was tallied as positive or negative according to the teacher perception of that event. Additionally, teachers revealed the ways mental bookkeeping from prior coaching

experience carried into the mental bookkeeping for the current coaching experience and informed emotional response to the coach and the symbols of coaching.

Mental bookkeeping of prior and current coaching. The mental bookkeeping process involved a teacher comparing the extent that the current and former coaches were directive or responsive. If the teacher preferred the level of directive/responsiveness of the prior coach, the teacher expressed negative emotions associated with the perception of the current coach and the symbols of coaching. If the teacher preferred the current level of directive/responsiveness, the teachers expressed positive emotions associated with the perception of the current coach and the symbols of coaching.

Each interaction with the coach can be tallied as positive or negative according to the teacher perception of that event. Through the case study, teachers revealed the ways mental bookkeeping from prior coaching experience carried into the mental bookkeeping for the current coaching and informed emotional response to coaching by making comparative statements between prior and current coaching experiences. For teachers, whether expressing positive or negative emotions towards the coach and symbols of coaching, the comparative process informed the emotional response.

Mental bookkeeping emerged when discussing positive emotions. For example, “I needed someone with more experience, to understand better how to go about it... I think one of the things my coach does well that I found my previous coaching experiences haven't, is like making things actionable... I understand it's about the goal of improving me in the end for the kids.” When discussing the current coach, the teacher made explicit reference to prior coaching. The teacher defined the quality of the current coach’s strength in creating “actionable” next steps by contrasting it to the prior coach’s ability to perform the same skill.

Similarly, teacher comments revealed the mental bookkeeping process when discussing negative emotions associated with coaching. A teacher who felt negatively towards coaching said, “from my experience [in former school], I’ve had very specific and targeted and actionable, measureable feedback. And this year, I feel like it’s been a little fluffier.” While the teacher was discussing the same coach skill as the aforementioned teacher, naming actionable teacher steps to improvement, for this teacher, the current coach’s skill was inferior to the prior coach’s skill. Accordingly, after comparing the two skill levels of the coach and determining that the current coach gave “fluffier” feedback, the teacher expressed a negative emotion of the current coaching.

This process focused on comparing the extent that coaches were directive or responsive. When the prior and current coaches’ directive/responsiveness levels were different, teachers had an emotional response. If the teacher preferred the level of directive/responsiveness of the prior coach, the teacher expressed negative emotions associated with the coach or the symbols of coaching. If the teacher preferred the current level of directive/responsiveness, the teachers expressed positive emotion in response to the coach or the symbols of coaching.

Negative emotional response to coaching. Within the region, all coaches exhibited responsive coaching by addressing teacher concerns. Teachers, who had previously experienced and preferred more directive coaching, expressed negative emotions when comparing the current coaching to the former coaching. Negative emotions were expressed by 4 of 9 teachers who had participated in structured coaching in their prior school setting and preferred directive coaching. One teacher summarized her feelings by saying, “I wanted to go to a school that had as much structure and support that was as similar as I could find from where I was coming... But here it’s just been focused on random stuff. It just seems really unfocused ... I don’t feel like in my time at [CMO] I’ve become a better teacher...it’s been just grinding the machine and that’s it.” When

asked to account for where feelings originated, the teacher said, “The disappointment stems from the reality of the relationship not meeting the potential.” The teacher summarized the mental bookkeeping that she and other teachers expressed; the teachers compared the current coaching to their expectation, which had developed through prior coaching relationships.

Similar negative emotions were expressed when teachers compared their expectations for coach skill to their perception of coach skill. Of the 4 teachers who expressed negative emotions, 2 teachers expressed negative emotions when discussing coach content knowledge and 2 teachers expressed negative emotion when discussing coach skill. These teachers expected directive coaching, but perceived their coach lacked the skill needed to direct them. In one case, a teacher summarized this perception and coinciding emotion by saying, “what I’ve experienced here is that a lot of people are relatively new to certain roles. And so, they’re just trying to figure out what their role is, and what they can do for people that are below them.” The teacher described the experience “here” after defining her experience at a peer CMO, describing the current CMO’s coaches as new and still in the process of learning the role of coach. Accordingly, this teacher and the other 3 teachers, who compared their coaching experience to former coaching, conveyed negative emotion after describing a coaching experience at the current CMO that did not fulfill the teacher expectation.

Positive emotional response to coaching. Contrarily, some teachers experienced directive coaching in a prior setting, and held positive emotions towards the current coaching. When comparing prior coaching to current coaching, 7 teachers explicitly named trust as the positive emotion associated with their perception of the current coaching relationship.

Trust appeared in two forms: the teacher perceived the coach trusted in the teacher’s actions and teacher trusted the coach would support the teacher. Lucy described feeling trusted

by her coach; “I guess it feels good to get a pat on the back. And you know, that something you're doing, something he sees value in. ...especially with this job, it's nice to hear that.” Maureen also expressed trust in her coach’s support; “He's someone I can talk to and someone I trust and someone I'm comfortable with...I take everything he says into consideration.”

When asked to explain, 3 teachers referenced the lack of trust they felt in a directive coaching relationship by comparing it to the current responsive coaching relationship. A teacher who expressed negative perception of prior coaching said, “[Here] I don’t feel ashamed for not having all the answers...And I feel like it’s a place where it’s very safe to say a lot of things are going really well, but there’s also things that I want to work on.” When comparing the positive perspective of current coaching and the negative perspective of prior coaching, these teachers reported positive emotional responses.

Mental bookkeeping is the process by which accumulated experiences with a given symbol lead to the development of perception of the symbol and an emotion associated with the perception (Clark, 1987). Through the study, teachers described a mental bookkeeping process that not only tallied the experiences with the current coach, but also described a mental bookkeeping process that tallied experiences with the current coach in the context of comparing the current coach to a former coach. It was the comparison of current coaching to former coaching experiences that appeared to drive the mental bookkeeping process and identification of emotion associated with the perception of the coach and symbols of coaching.

Limitations

The setting of the study was unique. While the number of charter schools in the United States is growing, charter schools only represent a fraction of the schools within the nation. In this setting, the coach served as both teacher developer and teacher evaluator. While it is possible that

this dual responsibility influenced the teacher perception and emotional response to coaching, it is also possible that the unique governance and recruitment practices in this CMO mitigated that influence. Accordingly, the dual role of coach may have been a potential limitation in the study.

While my role as an Instructional Coach within the CMO allowed for access to participants, it was also a limitation. As a coach, I interviewed and observed my colleagues. Like the coaches in the study, I am held to the same professional expectations, including the same regionally defined role, responsibility, and evaluation metrics. Compared to each coach in the study, I have more years experience coaching and studying coaching, a point that each coach surfaced during or after the interview when asking for feedback on their coaching. Accordingly, my role as a coach may have influenced the other coaches' comfort in sharing with me, by either increasing their comfort or discomfort in sharing with me.

In order to foster a sense of safety amongst the coaches and teachers, I took steps to ensure confidentiality of responses and informed all participants of the specific steps that would protect anonymity. In order to ensure that teacher and coach responses remained confidential and could not be traced to a given school, I took steps to alter identifying data. Coaching data was reported holistically, without linking to a given school. Similarly, teacher data was reported holistically, without attributing specific responses to a given school. By doing so, I attempted to prevent readers from inferring the identity of the teacher/coach and coinciding school.

While this study allowed for the study of individual teacher perception/emotion and region-wide similarities in teacher perception/emotion associated with coaching, the study was not designed to allow for a depth of analysis across the region or within one school. In this study, each coaching portfolio was represented by only 3 teachers per coaching portfolio. Accordingly, it was not feasible or intended to distill patterns across coaching portfolios or across the region.

The study also was limited by the extent to which I inferred teacher emotion. While Plutchik's Wheel of Emotion supports the classification of emotions via common terms, it is best used for individual self-reporting. Accordingly, when teachers identified their own emotions either through prompting with the wheel or comments reflecting emotional classification, I accepted these classifications as data. However, I chose to avoid classifying teacher emotion based upon inference. At no point did I infer a teacher was "disappointed" or "joyful." Instead, I chose to broadly classify teacher emotions as "negative" or "positive." All emotional data gathered through observation and inference of transcriptions remains broadly classified.

Despite limitations, this study facilitated the examination of an aspect of coaching that is frequently overlooked and had yet to be studied. By increasing understanding of how teachers perceive coaching and how they emotionally respond to coaching, coaches and school districts have the ability to refine coaching practices. Due to the increasing use of coaching as a mechanism to improve teacher action and student achievement, it is necessary that school districts understand how teachers conceptualize coaching practice and how they respond to coaching practice.

Conclusion

While the regional CMO created time and space for coaching practices to take place, the region left coaching practices intentionally undefined. In the absence of clearly articulated coaching practices, coaches developed their own definition and practice. Across the region, this vision represented responsive coaching, in which the coach pivoted meeting agendas to address teacher-raised concerns. While coaches were more likely to devote more time to teacher concerns that had far reaching impact on grade or content teams, all coaches responded to all teacher

concerns. It was in this context that teachers developed their perception of coaching practice and emotionally responded to that perception.

Teachers participate in mental bookkeeping that includes prior and current coaching experiences. Through comparing the current coaching practice to a prior coaching practice, teachers develop a perception of coaching that evokes positive or negative emotions.

Throughout the interview process, specific emotions towards the coach and coaching practice remained consistent. That is, teachers who expressed negative emotions towards coaching in the initial interview continued to express negative emotions in the final interview. Teachers who expressed positive emotions in the initial interview continued to express positive emotions in the final interview. Bookkeeping was seen through teacher comments in which the teacher compared the current coaching to prior experiences, at times naming specific events in observations or in coaching meetings that the teacher felt positively or negatively towards. Teachers who identified numerous events in which their coach exceeded the prior coaching experience expressed positive emotion. Each event can be seen as a positive tally in the mental bookkeeping process. The cumulative effect is a positive emotion associated with coaching. The teachers who expressed positive emotion were the teachers who most frequently experienced and perceived a sense of agency in their coaching; these teachers surfaced concerns that their coach responded to in the moment. Teachers, who discussed discrete instances in which their coach responded to their concerns either in the observed meeting or who typically responded to their concerns, mostly identified trust as the common emotion felt towards coaching.

Whereas teachers who expressed negative emotions experienced coaching that routinely failed to meet the expectation set by prior coaching relationships. These teachers referred to prior coaching experiences as a standard that the current coach was failing to meeting, frequently

referring to “my old coach” or “at my old school.” In these situations, the teachers verbally expressed a form of mental bookkeeping that routinely tallied the ways in which their current coach fell short of the former coach. The cumulative response to discrete instances of negative emotion was seen both by the teachers’ identification of negative feelings and evidence of negative emotions in responses. While current experiences within coaching meetings had the potential to build or deplete trust, it was the comparison of current coaching to former coaching experiences that appeared to drive the mental bookkeeping process and the identification of emotion.

CHAPTER 5: SIGNIFICANCE AND IMPLICATIONS

These findings highlight the importance of examining the perceived and emotional context in which coaching is practiced. This paper has implications for leaders attempting to wield coaching as a lever for instructional improvement. Furthermore, this paper has implications for research on coaching in the charter context.

Coaching is a practice that evokes an emotional response. As seen in teacher responses, the emotions teachers feel towards coaching are not strictly based upon the current coaching meeting, not even the current coaching relationship. Instead, teacher emotional response to coaching is the cumulative effect of the mental bookkeeping process, a process by which teachers tally their perceptions of current and former coaching experiences. Accordingly, when implementing coaching practice, leadership, coaches, and teachers must approach the practice aware of the broad scope of current and former experiences that shape the teachers feelings towards the practice.

This study advances our understanding of leadership and staff retention. The study reveals why school leaders must learn of the past experiences of teachers. In order to successfully orient new teachers and retain current teachers, school leaders must know the history of each teacher's experience and the meaning the teacher has ascribed to symbols across his/her teaching careers. Furthermore, school leaders must reflect upon the ways that their own implementation of practices interacts with teacher perception to elicit positive or negative emotions. When school leaders fail to thoroughly define or communicate school practices to teachers, school leaders create a scenario in which teachers fill the gaps with their own expectations and project prior symbolic meaning into the current experience. This creates fertile ground for misalignment between expectations and practice. Therefore, school leaders must seek to understand teacher

experience as a means of freeing school leaders of blind spots and fostering the reflective implementation of practice, which fosters understanding across leaders and teachers.

District and school leaders communicate the coach's role in determining when/how to flow between responsive/directive coaching practices. As revealed in Finding III and Finding IV, teachers evaluated their coaches according to prior teacher experience with coaching. In the absence of a clearly articulated vision for responsive/directive coaching, teachers developed their own expectation according to their preference for responsive or directive coaching. It was this teacher expectation that teachers utilized to evaluate their coach. Accordingly, leaders should communicate the vision of coaching to all teachers who will receive coaching, defining the extent to which coaching will be responsive to teacher concerns or directive based upon coach decisions. If district/CMO leaders communicate an expectation for responsive/directive coaching, teachers could better manage their perceptions of and emotional responses to coaching based upon that vision.

Coaches should routinely gather and analyze data to determine teacher's perception of prior coaching experience, preferences for responsive/directive coaching, and emotions associated with coaching. As seen in Finding IV, teachers' emotional response to the current coach is influenced by the emotional response to the former coach. Therefore, it is crucial that coaches are aware of the teachers' prior experiences. By initially asking teachers to reflect upon prior coaching and their preferences, coaches can proactively mitigate expectations that might be misaligned or respond to teacher concerns regarding former perceptions of coaching. By operating with this blind spot, the CMO and coach create opportunities for teacher dissatisfaction and disappointment to develop. As stated by one teacher, "The disappointment stems from the

reality of the relationship not meeting the potential, in some big ways.” However, the “potential” that this teacher spoke of was based upon her prior coaching experiences.

In both the initial and the final interview, the teacher compared her current coaching experience to her former coaching relationship. When asked if she had given feedback to the current coach, the teacher responded, “it’s really difficult to not take things personally. She loves her job. I think she’s generally good at it, so it’s difficult to hear from somebody that you coach...it’s just so negative. I just wasn’t sure how to give that feedback at the time because I was afraid if anybody hears.” Lacking the invitation to provide the feedback, the teacher chose not to share her perception or emotions with her coach. Ultimately, this teacher’s frustration with coaching grew to a point where she felt she had “stagnated” and “back slid” in her teaching skill. She cited the frustration with coaching as the main reason she chose to leave the CMO and seek employment elsewhere. One other teacher in the study cited similar frustration with coaching and similar sense that providing feedback was either futile or unwanted.

By initially asking teachers to reflect upon prior coaching and their preferences, coaches can proactively mitigate expectations that might be misaligned or respond to teacher concerns regarding former perceptions of coaching.

APPENDIX

Appendix A: “Relationships between organismic subsystems and the functions and components of emotion” (Scherer, 2005, p.698)

Emotion function	Organismic subsystem and major substrata	Emotion component
Evaluation of objects and events	Information processing (CNS)	Cognitive component (appraisal)
System regulation	Support (CNS, NES, ANS)	Neurophysiological component (bodily symptoms)
Preparation and direction of action	Executive (CNS)	Motivational component (action tendencies)
Communication of reaction and behavioral intention	Action (SNS)	Motor expression component (facial and vocal expression)
Monitoring of internal state and organism–environment interaction	Monitor (CNS)	Subjective feeling component (emotional experience)

Note: CNS = central nervous system; NES = neuro-endocrine system; ANS = autonomic nervous system; SNS = somatic nervous system.

Appendix B: Coach Interview Protocol

Introductory Protocol

“To facilitate our note-taking, we would like to audio tape our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the tapes, which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.” (Stanford University- Sample Interview Protocol)

Our interview today will last an hour at most. During this time, I intend to maximize our time together by utilizing a series of pre-identified research questions. My questions are designed to build upon one another and create the most comprehensive view of your thoughts on coaching. Accordingly, there may come a moment when I need to interrupt one of your responses to move on to the next question.

Introduction

I’ve asked to speak with you today because of your role as an instructional coach at KIPP. My research focuses on coaching of teachers. I’m interested in coaching practices throughout the region. My goal is to simply understand your role including the methods you use to coach and your experiences this year.

A. Interviewee Background

- 1) How long have you been in education?
 - a) Probe- How long have you been an instructional coach? How long did you teach before that?
- 2) How did you become an instructional coach?
 - a) Probe- Is it something you were interested in pursuing? Did a member of leadership encourage you to become a coach?
- 3) How long have you been a coach at this school?

B. Training of Coaching

- 4) How did you learn how to coach?
 - a) Probe- Who was helpful as you learned? What role did they play?
- 5) What professional development do coaches participate in?
 - a) Probe- What have you learned from the PD?
 - b) Probe- What support have you had outside of PD?

C. Practice of Coaching

- 6) How many teachers do you coach?
 - a) Probe- How was your portfolio decided? (probe, size & content)
 - b) Probe- Of the teachers you currently coach, who did you know prior to this year?
 - c) Probe- In what way? (probe, colleague or coachee?)
- 7) How did you kick off coaching this year?
 - a) Probe- What was the first coaching meeting with each teacher?
 - b) Probe- What is your role during August training? During Summer Academy?

- 8) As coach, what do you see as your purpose?
 - a) What experiences have helped shape your vision of the role?
- 9) Artifact- Can we look at your outlook calendar, how do you set your time?
 - a) Probe- Looking at your calendar, what are your top priorities this week?
 - b) Probe- How are weekly priorities determined?
 - c) Probe- In the typical week, how closely are you able to follow your calendar?
 - d) Probe- What impacts your calendar? Why?
 - i) How do you communicate changes to teachers?

Appendix C: Teacher Initial Interview Protocol

Introductory Protocol

“To facilitate our note-taking, we would like to audio tape our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the tapes, which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.” (Stanford University- Sample Interview Protocol)

Our interview today will last an hour at most. During this time, I intend to maximize our time together by utilizing a series of pre-identified research questions. My questions are designed to build upon one another and create the most comprehensive view of your thoughts on coaching. Accordingly, there may come a moment when I need to interrupt one of your responses to move on to the next question.

Introduction

I’ve asked to speak with you today because of your knowledge regarding coaching at KIPP. My research focuses on coaching of teachers, from the perspective of the teacher. I’m interested in how teachers experience, perceive, and feel about coaching. My goal is to simply understand how you have experienced coaching to this point.

A. Interviewee Background

- 1) How long have you been teaching?
- 2) How long have you worked for KIPP?
- 3) Prior to joining KIPP, did you work for another charter school system? If so, who and for how long?

B. Practice of Coaching

- 4) How long have you been teaching?
- 5) How long have you worked for KIPP?
- 6) Prior to joining KIPP, did you work for another charter school system? If so, who and for how long?
- 7) Describe systems of professional development at your prior school?
 - a) Probe- Were these systems effective?

C. Perspective of Coach/Coaching

- 8) When you came to KIPP, how were you introduced to the idea that you would be coached?
 - a) Probe- What did you think when it was first introduced to you?
 - b) Probe- Did that thought/feeling last?
- 9) How did you first meet your coach?
 - a) Probe- What were your first impressions of your coach?
- 10) What has your coaching been like this year?
 - a) Probe- Why?
- 11) When do you and your coach meet?
 - a) Probe- When you meet, what do you do?
 - b) Probe- How do you decide what to do when you meet?
 - c) Probe- Do these feel like the right things to do in your coaching meetings?
- 12) Are there other times you see your coach?

- a) Probe- When?
- b) Probe- What is he/she doing? Why?
- c) Probe- If brings up LASW or HQT protocol (show artifact), ask What is the role of the coach in these meetings?

E. Emotional Response towards Coach/Coaching

13) How frequently do you receive coaching?

- a) Probe- What techniques does your coach use?
- b) Probe- Do you have a preferred technique? Why?
- c) Probe- Are there techniques that you don't find helpful? Why?
- d) Probe- Have you told your coach that?

14) Has coaching altered your teaching this year?

- a) Probe- How?
- b) Probe- Has that improved your teaching?
- c) Probe- Has it altered the way you think about teaching?

15) Artifact- Show the vision doc for coaching.

- a) Does coaching align to this vision?
 - i) Probe- How?
 - ii) Probe- Where is it not meeting the vision?
- b) What feedback would you give to your coach to align to this vision?

Appendix D: Teacher Post-Coaching Meeting Interview Protocol

Introduction

N/A because this is the follow-up.

A. Initial Response

- 1) What are your thoughts coming out of the last coaching meeting?
- 2) Was that a typical coaching meeting?
 - a) Probe- How?
- 3) Do you have take-aways from that meeting?
 - a) Probe- (If yes) What? Why?
 - b) Probe- (If no) Why not?
- 4) How do you feel about how that meeting went?
 - a) Probe- Why?

B. Emotional Response (Note: I will try to find 2-3 moments to present and probe around)

- 1) What did you think when your coach presented/said X?
 - a) Probe- Why?
 - b) Probe- Is that a typical way to present data?
 - i) Probe- Does that style of presentation impact the way you think about teaching?
 - ii) Probe- What feedback would you give to your coach regarding the way he/she presents feedback?
 - (1) Why?
- 2) What did you think when your coach presented/said Y?
 - a) Probe- Why?
 - b) Probe- Is that a typical way to present data?
 - i) Probe- Does that style of presentation impact the way you think about teaching?
 - ii) Probe- What feedback would you give to your coach regarding the way he/she presents feedback?
 - (1) Why?

Appendix E: Positive & Negative Classification of Plutchik's Wheel

	Plutchik's Term for Emotional Label	Sample Teacher Quotations
Positive Emotions	Serenity, Joy, Ecstasy Acceptance, Trust, Admiration Interest, Anticipation, Vigilance	<p>"I guess it feels good to get a pat on the back. And you know, that something you're doing, something he sees value in. And something that he can see that, yeah there's a lot of behind the scenes work. So I think especially with this job, it's nice to hear that."</p> <p>"She's a very warm, positive person. And so she, in that moment, it's like, this is this. This hard to nail down thing. Not something intentional that I'm doing. It's something I slip into. And so it's like I, I guess I appreciate the way she, one, points it out when it happens and lets me know. But doesn't do it in a way that's, you know. I don't know. Really harsh."</p>
Negative Emotions	Annoyance, Anger, Rage Boredom, Disgust, Loathing Pensiveness, Sadness, Grief	<p>"I would say disappointment. The disappointment stems from the reality of the relationship not meeting the potential, in some big ways (it not being a good match, content and skills-wise)."</p> <p>"Frustration would be the other emotion, stemming from the overall experience of having to perform in this coaching relationship in the context of the [CMO] pressure-cooker."</p> <p>"I wanted to go to a school that had as much structure and support that was as similar as I could find from where I was coming... But here it's just been focused on random stuff. It just seems really unfocused."</p>
Neutral Emotions	Apprehension, Fear, Terror Distraction, Surprise, Amazement	<p>"it's given me focus. I feel like, after I leave [the coaching meeting], I feel driven to do one thing or other."</p> <p>"It's strange because I didn't know I had to even address a certain thing or I wasn't aware of something going on. So it's nice but it also catches me off guard a little bit because I'm like, "I didn't even realize that was happening right now. I didn't realize everybody was confused, okay". So it catches me off guard."</p>

Note: All emotions from Plutchik's Wheel of Emotion are represented in the chart above. Emotions are grouped in trios according to Plutchik's classification of the "petals." All emotions are in order of least to greatest intensity of the same emotion, with the defining emotion in the middle. For example, serenity is the less intense version of joy. While ecstasy is the more intense version of joy.

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