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Constructive-Developmental Theory as a Framework for Understanding Coaches' Conceptualizations of the Literacy Coach-Teacher Relationship

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Constructive-Developmental Theory as a Framework for Understanding Coaches'
Conceptualizations of the Literacy Coach-Teacher Relationship

By
Nicole Fensel

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This dissertation was submitted by Nicole Fensel under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

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Literacy coaching as a professional development model provides teachers with job-embedded support while learning about research-based instructional strategies. Teacher learning occurs in the context of this relationship. Literature revealed coaches' difficulty navigating this aspect of their role. This study was designed to add foundational understanding of the literacy coach-teacher relationship using Kegan's (1982, 1994) Constructive-Developmental Theory to conceptualize the teacher-coach relationship and determine how it impacted coaching activities. The theory examines how individuals' developmental capacities influence how they make meaning of their experiences. Given the complexity of the literacy-coaching role, it is critical to have a clear picture of how coaches understand their relationships, the differences in their understandings, and how they impact their coaching activities.

Six coaches in a western North Carolina district participated in the study. Using coded data from qualitative instruments, the findings of this study suggest that, based on Kegan's theory, the literacy coach-teacher relationship impacts how coaches design their coaching frameworks, work with teachers, and provide feedback. Coaches' understanding of the relationship based on Kegan's theory caused coaches' activities to differ in qualitatively different ways. The theoretical framework helps explain why some coaches are more likely to perform activities in a supportive role, while other coaches create more robust frameworks for recruiting and engaging teachers using coaching activities that are more likely to impact organizational changes. This study has implications for an increased attention to developmental capacity and growth for literacy coaches from school leaders and further examination of the connection between literacy coaching and organizational change.

Table of Contents

	Page
Chapter 1: Introduction	1
Professional Development	1
Literacy Coaching	3
Constructive-Developmental Theory (CDT)	5
Statement of the Problem	8
Research Questions	9
Purpose of the Study	9
Significance of the Study	10
Definition of Terms	11
CDT Terms	11
Literacy Coaching Terms	13
Related Terms	14
Chapter 2: Review of Literature	15
Effective Professional Development and Coaching	16
Literacy Coaching Background	20
Literacy Coach Qualifications and Preparation	21
Literacy Coach Roles and Responsibilities	22
Literacy Coaching and Relationships	27
Literacy Coaching and School Context	33
An Unexamined Side of Coaching	34
CDT	35
Theoretical Principles	35
Orders of Consciousness	39
Application of CDT to Literacy Coaching	43
Summary	49
Chapter 3: Methodology	51
Introduction	51
Methodology Overview	51
Qualitative Research	52
Theoretical Framework	53
Role of the Researcher	54
Overview of Procedures	56
Research Setting	57
Participant Selection	58
Qualitative Data Instruments	59
Data Analysis Procedures	62
Reporting Results	66
Validity and Reliability	67
Limitations	68
Delimitations	68
Summary	68
Chapter 4: Results	70
Introduction	70
Kara	74
Mary	80

Leah.....	88
Tammy	97
Erin.....	104
Julie.....	112
Collective Case Theoretical Analysis	117
Literacy Coaching in Kingston	121
Coaching Activities Reported by Participants	123
Framework for Working with Teachers.....	124
Theoretical Interpretation: Frameworks for Working with Teachers	128
Working with Teachers.....	137
Theoretical Interpretation: Working with Teachers.....	144
Feedback	153
Theoretical Interpretation: Feedback	156
Summary of Findings.....	161
Chapter 5: Discussion	166
Summary of Results.....	166
Implications.....	172
Suggestions for Coaching Preparation and Development	187
Delimitations and Limitations.....	191
Suggestions for Future Research	192
References	195
Appendices	
A Subject-Object Interview Protocol.....	206
B District Participations Consent Letter	207
C Principal Consent Form	208
D Coach Recruitment Form	209
E Coach Demographic Survey	210
F Coach Consent Form.....	211
G Subject-Object Interview Agreement Form	213
H Journal Guidelines.....	214
I Semi-Structured Interview Protocol	216
Tables	
1 Kegan's (1982) Orders of Consciousness.....	72
2 Participants.....	74
3 Conceptualizations of the Literacy Coach-Teacher Relationship.....	118
4 Coaching Activities in District Framework	123
5 Framework: Approach	125
6 Framework: Instruction.....	127
7 Framework: Procedures	128
8 Framework: Choosing Teachers	131
9 Framework: Recruiting Teachers.....	131
10 Framework: Instructional Focus	132
11 Framework: Instructional Focus Determined by Coach	132
12 Framework: Coaching Cycle	136
13 Framework: Gradual Release Model	136
14 Framework: Determining Mastery.....	136

15	Framework: Student Performance	137
16	Framework: Continuing Teachers' Instructional Improvements	137
17	Differentiating for Teachers.....	139
18	Differentiating for Weak Relationships	141
19	Actions to Prevent and Address Teacher Resistance	144
20	Working with Teachers: Strong Relationships	146
21	Working with Teachers: Strong Relationships-Actions	146
22	Working with Teachers: Strong Relationships-Outcomes.....	146
23	Working with Teachers: Weak Relationships.....	148
24	Working with Teachers: Weak Relationships-Conversations	148
25	Working with Teachers: Weak Relationships-Actions	149
26	Working with Teachers: Responding to Resistance	151
27	Working with Teachers: Preventing Resistance-Language	152
28	Working with Teachers: Preventing Resistance Actions.....	152
29	Working with Teachers: Understanding Resistance	153
30	Feedback: Content	154
31	Presenting Feedback	156
32	Feedback: Focus.....	158
33	Feedback: Using Data	159
34	Individualized Feedback: Language Based on Teachers	160
35	Individualized Feedback: Language Based on Self-Authored Goals	160
36	Individualized Feedback: Developing Relationships.....	161
37	Individualized Feedback: Engaged Teachers in Collaboration	161
38	Socializing Knowers: Supports and Challenges for Growth	190
39	Self-Authoring Knowers: Supports and Challenges for Growth	190
	Figure	
	Orders of Consciousness and Development	43

Chapter 1: Introduction

Literacy coaching is not new to the field of education; however, the position began gaining popularity in 2001 after the No Child Left Behind Act trumpeted the need for increased student achievement, high-quality teacher preparation, and quality reading instruction (Elish-Piper & L’Allier, 2010). Studies have linked student reading achievement to knowledgeable teachers (Goe, 2007; Lyons & Pinnell, 2001; Swartz, 2001). Research has also shown links between instructional improvements and coaching initiatives (Cantrell & Hughes, 2008; Neuman & Cunningham, 2009). The logic that connects these two areas of study is that coaching will improve teacher instruction, and these instructional improvements will increase student achievement (Biancarosa, Bryk, & Dexter, 2010; Walpole & Blamey, 2008).

Professional Development

Improvement in student achievement is a product of teachers who contain the capacity to understand how students learn and understand best teaching practices. More importantly, teachers have to know how and when to apply their knowledge to appropriate school contexts and settings (Darling-Hammond, 2000). School districts attempt to increase teacher capacity by providing them opportunities to attend professional development. A study by Justice, Mashburn, Harme, and Pinata (2008) suggested that even with increased knowledge of instructional practices, student achievement still might not improve. Professional development is a model for improving teacher instruction. Traditional professional development sessions made many assumptions about adult learning and did not actively involve teachers in their learning or support the learning process. “Many educational leaders recognize the old form of

professional development, built around traditional in-service sessions for teachers, simply doesn't affect student achievement" (Knight, 2006, para. 1). Ingvarson, Meiers, and Beavis (2005) synthesized characteristics of effective professional development into a framework that separated them into two categories: structural features and opportunities to learn. These features have an impact on teacher knowledge, practice, student learning, and efficacy (Ingvarson et al., 2005, p. 6). Structural features include content focus, time span, sufficient time, and collaborative participation (Ingvarson et al., 2005, p. 6). Teacher opportunities to learn include content focus, active learning, follow-up, collaborative examination of student work, and feedback on practice in the context of professional learning communities (PLCs; Ingvarson et al., 2005, p. 6). Based on these characteristics, coaching advocates cite the need to hire coaches to take on the role of providing teachers with this type of sustainable, job-embedded professional development. In contrast to isolated learning in professional development sessions, job-embedded professional development with literacy coaches provides teachers opportunities to "learn on the job with plenty of opportunities for collaboration and individualized support" (National Institute for Excellence in Teaching, 2012, p. 1). Literacy coaching is designed to provide this type of job-embedded professional development because it addresses the structural features and learning opportunities absent from traditional workshop sessions. Statements within *Guidance for the Reading First Program* (U.S. Department of Education, 2002) summarized the rhetoric that promoted the interest in literacy coaching. The message was, "Professional development must be an ongoing, continuous activity, and not consist of 'one-shot' workshops or lectures. Delivery mechanisms should include the use of coaches and other teachers of reading who provide feedback as

instructional strategies are put into practice” (p. 26). Instructional coaches provide teachers with individualized support for instructional strategies with students in their classrooms. Instead of learning in isolation, coaches offer teachers support through modeling, co-teaching, and providing feedback. They also provide opportunities to engage in dialogue to address teacher needs when instructional changes may be required and as student needs change over time. These activities are designed to transform teacher instruction. A trusting relationship is a critical piece of this learning cycle because it is within this context that interactions such as “collaborative conversations (sometimes referred to as conferences), model lessons, observations, and mutual problem solving to assist teachers in implementing and mastering new practices” (Knight, 2006, para. 7) occur. The quality of the relationship could impact each aspect of those activities. Transformation of teacher instruction takes place when they have opportunities to apply, revise, and develop pedagogy by reflecting on the effectiveness of their teaching. Literacy coaching offers teachers this cycle of sustained support through purposeful collaborations that provide the opportunity to implement, reflect upon, and develop their ability to meet the needs of all students.

Literacy Coaching

The International Reading Association (IRA, 2004) stated that “the literacy coach is a staff member who provides ongoing, consistent support for implementation and instruction of literacy components in a non-threatening and non-evaluative manner” (p. 2). In 2006, Frost and Bean published an article that provided recommendations for *gold standard* qualifications of a literacy coach. Qualifications included (a) “Master’s degree in literacy; (b) additional credential in coaching; (c) successful teaching experience,

especially at the grade level to be coached; (d) experience working with teachers; (e) excellent presenter; (f) experience modeling lessons; (g) experience observing in classrooms” (Frost & Bean, 2006, p. 2). Descriptions of coaching positions vary; however, studies suggest that literacy coaches’ responsibilities may include modeling lessons, providing professional development, providing feedback for observed lessons, analyzing student work, and facilitating data analysis and strategies to close student learning gaps (Killion & Harrison, 2006; Walpole & McKenna, 2004).

The description of coach qualifications and responsibilities suggest that literacy coaches are responsible for leading change through direct interactions with teachers; therefore, it is critical to understand the relationship between the teacher and the coach. Researchers have attempted to examine the teacher-coach relationship by studying the coach-teacher dialogue (Davis, 2011; Heineke, 2009; Nowak, 2003). Another study of the teacher-coach relationship examined the nature of different coaching stances (Ippolito, 2009). Although these studies have focused on the nature of the teacher-coach relationship, they concentrated on their concrete behaviors and coaches’ explanations of their behaviors. In Crane’s (2014) text, however, he stated,

Our beliefs have a great influence over the ways in which we interact with people . . . your behavior tends to influence the quality of the relationships you have with others, which affect their behavior. This of course, influences the results you obtain from these people. (p. 134)

This statement seems to imply that coaches’ “beliefs,” rather than instructional knowledge and qualifications alone, influence how they interact with teachers. Drago-Severson (2009) referred to developmental capacity as the “cognitive, affective,

interpersonal, and interpersonal capacities that enable us to manage better the demands of leadership, teaching, learning, and life” (p. 8). Coaches’ understanding of their relationships relate to their developmental capacity which could ultimately impact how they work with teachers. Drago-Severson also urged educational leaders to address educators’ developmental diversity, or “the qualitatively different ways in which we, as adults make sense of our life experiences” (p. 8). Studies on the literacy coach-teacher relationship do not examine the developmental abilities of the coach and how it impacts their coaching. A lack of understanding of the teacher-coach relationship in terms of developmental capacity is problematic because coaches’ conceptualizations of their relationships may potentially be influencing how they implement their coaching role and the coaching activities they complete. The conceptualizations could potentially impact the effectiveness of the job-embedded professional development they perform because teacher learning occurs in the context of the relationship.

Constructive-Developmental Theory (CDT)

Kegan (1982, 1994) expanded on the work of developmental theorists (Piaget, 1952) and designed a framework for understanding levels of human consciousness from childhood through adulthood. CDT describes the intersection of “cognitive (how one makes meaning of knowledge), interpersonal (how one views oneself in relationship to others), and intrapersonal (how one perceives one’s sense of identity)” (Baxter-Magolda, 1999, p. 10) structures in the mind. It refers to increasingly complex “orders of consciousness” (Kegan, 1982) that allow one to think about themselves and their world and how emotions, beliefs, and ideas influence how they interact with the world. Kegan’s stages of development are referred to as orders of consciousness, constructive

developmental levels, stages, or perspectives throughout the study. “An individual’s constructive-developmental perspective refers to the way a person makes meaning of their lived experiences; it is concerned with not *what* they understand, but *how* they understand it” (Fantozzi, 2010, p. 2). In terms of literacy coaching, the theory implies that not all coaches have the same way of understanding their relationships. These differences potentially impact how they engage in their coaching.

Similar to constructivist approaches, Kegan’s (1982) theory described how individuals create their own meaning of events rather than viewing experiences through an objective lens. Kegan (1982) said that construction “directs us . . . to that most human of ‘regions’ *between* an event and a reaction to it—the place where the event is privately composed, made sense of, the place where it actually becomes an event for that person” (p. 2). The subject-object balance (Kegan, 1994) determines how one makes meaning of their experiences. “The subject-object balances are principles of organization” (Lahey, Souvaine, Kegan, Goodman, & Felix, 2011, p. 8) involved in the process of *making meaning* of an event. The terms making meaning, experience, and perceive are used throughout the study to refer to this type of constructive activity. In the subject-object balance, “we cannot take a perspective on what we are *subject* to because we are embedded in it; it is not separate from our selves. In contrast, that which is taken as *object* can be organized and reflected upon” (Drago-Severson, 2009, p. 37).

The developmental aspect of the theory describes the stages or orders through which individuals develop increasingly sophisticated levels of consciousness or abilities to think abstractly about themselves, others, and their world. Development is not directly related to age; instead, it is the growth of how one comes to understand things and not the

content of what is known. This progression refers to transitions in the subject-object balance. Over time, individuals take a broader, more holistic view of themselves, others, and their environment. As levels of consciousness increase, organizational capacities that were previously subject, or unknown to the individual, become object. When things can be objectified they are taken into perspective, organized, and reflected upon by the individual.

Kegan's (1982) theory described six distinct stages, orders of consciousness, or orders of operation. "A given subject-object balance in complete equilibrium is designated with the single number that names it (1, 2, 3, 4, or 5)" (Lahey et al., 2011, p. 26). Individuals incrementally transition through each of the stages by gradually releasing existing organizing principles and developing characteristics of the subsequent stage. "A person's way of knowing is not random; it is stable and consistent for a period of time and reflects a coherent system of logic" (Drago-Severson, 2009, p. 39). This gradual transition of the subject-object balance means that growth happens when an individual begins identifying and objectifying things that were subject in one stage and developing the capacity to operate at the next stage. "Other elements that change with development include the character and quality of ethical judgment, capacity for self-awareness, and one's own view of society and social issues" (Merron, Fisher, & Torbert, 1987, p. 275). The theory and all components are discussed more thoroughly in Chapter 2.

Kegan's theory is useful in understanding coaching relationships because it helps to explain how coaches' epistemological ways of knowing (Drago-Severson, 2009), or nature of their beliefs, influence how they conceptualize their relationships. The connection between coaches' beliefs and corresponding actions has implications for

effective coaching and coaching preparation. Using Kegan's CDT to articulate these conceptualizations, the coaching field can gain theoretical insight into the different types of support coaches need as they develop relationships with teachers in their buildings.

Statement of the Problem

“A trusting coaching relationship allows teachers to examine and discuss their teaching practices in a safe and non-evaluative environment” (Belcastro, 2009, p. 176). It is within the context of the relationship that effective coaching interactions occur. Recently, studies focused on the relationship between teachers and coaches. Qualitative variables such as teacher-coach interactions are related to instructional improvement (Davis, 2011; Nowak, 2003). A study (Belcastro, 2009) that analyzed teacher-coach discourse found that “specific factors that influenced the nature of the coaching conversations included the relationships between the coach and teachers” (p. iv). The relationship was a critical component in this study because it influenced the way the coach questioned the teacher and the “authentic dialogue” (Knight, 2006, para. 22) that occurred during interactions. These types of interactions result in teacher transformation. It is important to examine the developmental factors that influence coaches' decision making to help coaches navigate their relationships. These inner thoughts and beliefs could potentially affect the strategies and actions literacy coaches use when they work with teachers.

Current research does not examine the literacy coach-teacher relationship in terms of coaches' developmental capacities. This lack of understanding could mean that coaches are not receiving appropriate developmental support as they face challenging collegial relationships. Even though some studies examined the nature of the teacher-

coach relationship (Belcastro, 2009), findings did not capture the underlying cognitive determinants of these relationships and how they impact coaching activities. CDT implies that coaches operating in different orders of consciousness approach their coaching relationships through various lenses.

Research Questions

This study sought to understand how literacy coaches conceptualize their relationships with teachers by applying the CDT to their descriptions. This qualitative approach will capture “mental and perceptual processes of” (Gall, Gall, & Borg, 2007, p. 492) literacy coaches. Kegan’s (1982) theory of constructive development described human ability to make meaning and understand their lives on a daily basis. This theory does not examine “*what* [a person] knows but the *way* he [or she] knows” (Kegan, 1994, p. 17). This study sought to explain

1. How do literacy coaches conceptualize their relationships with teachers according to CDT?
 - a. How are coaches’ descriptions of their relationships similar?
 - b. How are coaches’ descriptions of their relationships different?
2. How do coaches’ conceptualizations impact their coaching activities?

Purpose of the Study

The purpose of this study was to examine the coach-teacher relationship by exploring, describing, and analyzing how coaches conceptualize their relationships with teachers and the way these conceptualizations impact their coaching activities. Specifically, this study examined coaches’ journal entries and interviews through deductive analysis using the principles of Kegan’s CDT. Interpretation of participant

actions based on their constructive-developmental stage provided a more comprehensive understanding of the teacher-coach relationship and how developmental capacities influenced coaching activities.

Significance of the Study

The results of this study add to the field of literacy coaching because they provide a deeper conceptualization of the teacher-coach relationship using a theoretical framework. Although multiple studies have explored the literacy coach-teacher relationship (Davis, 2011; Ippolito, 2009), the current review of the literature yielded no findings on the cognitive factors, or developmental capacities, that link relationships to coaching activities. As Nowak (2003) stated, “studies of coaching have not often reached the level of constructivist thought that would necessitate a primary emphasis on the construction of meaning during coaching interactions” (p. 57). The constructive-developmental lens provides literacy coach preparation programs with a theoretical framework for training and developing new and experienced coaches. Glickman, Gordon, and Ross-Gordon (2014) stated the benefit by saying,

The emphasis Kegan places on continuing adult learning in the workplace, as well as in other domains of adult life, along with his suggestion that teaching/coaching can stimulate developmental growth, makes this a promising model for future examination with practicing teachers. (p. 64)

The findings of this study were also significant because they presented a case for each of the literacy coaches. First-hand accounts of literacy coaches’ relationships with teachers are sparse in the literature. Although these narratives will not provide an objective perspective of the teacher-coach relationship, they add another dimension to the

understanding of literacy coaching cited in the literature (Denton, Swanson, & Mathes, 2007). Results of the study articulated coaches' conceptualizations of their relationships and how they impacted their coaching activities, something that cannot be examined by coding dialogue or surveys.

The final significance of the study was the examination of the literacy coach-teacher relationship through the developmental lens for those interested in the effectiveness of literacy coaching. Many results of current studies examine qualities or variables that were specific to the participants in the study. Only a limited number of coaches share the same coaching contexts; therefore, personal connections to some findings may be limited. This study does not intend to generalize results to all literacy coaches due to the nature of case study research; however, the theoretical principles of adult development may serve to inform practicing coaches. Coaches can develop a deeper understanding of teacher-coach relationships and the influence developmental capacities have on their coaching.

Definition of Terms

CDT Terms

Constructive-developmental levels. “Simultaneously a cognitive (how one makes meaning of knowledge), interpersonal (how one views oneself in relationship to others), and intrapersonal (how one perceives one's sense of identity) matter” (Baxter-Magolda, 1999, p. 10). Kegan's theory contains five stages of development. Throughout the study, the terms level/orders of consciousness, epistemology, developmental stages, and mental structures refer to these levels.

Fourth order/socializing stage. This study used these terms interchangeably.

Drago-Severson (2009) assigned the term socializing stage to this order of consciousness.

In this order of consciousness, people can

reflect on their multiple roles as leaders, parents, partners, and citizens. They can construct a theory about their relationships and have an understanding of how the past, present, and future relate. They generate their own systems of values and standards and can identify with abstract values, principles, and longer-term purposes. Competence, achievement, and responsibility are the uppermost concerns of people who make meaning in this way. (Drago-Severson, 2009, p. 47)

Internalize. The process of internally coordinating the identity of the self and others to derive one's sense of identity (Drago-Severson, 2009).

Interpersonal. A characteristic of CDT that describes how one views oneself in relationship to others (Baxter-Magolda, 1999, p. 10).

Intrapersonal. A characteristic of CDT that describes how one perceives one's sense of identity (Baxter-Magolda, 1999, p. 10).

Meaning making. The internal process used by humans to actively collect and analyze information and to organize an understanding of it. Development involves coordination of the interpersonal, cognitive, and intrapersonal structures of the mind (Kegan, 1994).

Mutuality. The "internal mediation of the self's own and other's point of view" (Lahey et al., 2011, p. 29).

Object. Things that are object refer to "those elements of our knowing or organizing that we can reflect on, handle, look at, be responsible for, relate to each other,

take control of, internalize, assimilate, or otherwise operate upon” (Kegan, 1994, p. 32).

Subject.

Things that are Subject are by definition experienced as unquestioned, simply a part of the self. They can include many different things—a relational issue, a personality trait, an assumption about the way the world works, behaviors, emotions, etc. Things that are Subject to you can’t be seen because they are a part of you. Because they can’t be seen, they are taken for granted, taken for true—or not even taken at all. You generally can’t name things that are “Subject,” and you certainly can’t reflect upon them—that would require the ability to stand back and take a look at them. (Berger, 2006, p. 2)

Third order/self-authoring stage. These terms are used synonymously throughout the study. Drago-Severson (2009) assigned the term self-authoring to this order of consciousness. Individuals in this stage can think metacognitively and can reflect on their actions and others’ actions; however, they are

not yet able to have a perspective on [their] relationships. [They] feel responsible for other people’s feelings and hold other people responsible for their feelings.

Interpersonal conflict is experienced as a threat to the self; thus socializing knowers avoid conflict because it is a risk to the relationship and is experienced as a threat to coherence of a person’s very self. (Drago-Severson, 2009, p. 45).

Literacy Coaching Terms

Coaching activities. In this study, coaching activities refer to roles and responsibilities coaches fulfill as presented in Kingston (pseudonym) School District’s Literacy Framework such as planning, modeling, observing and debriefing, mentoring,

finding resources, supporting data analysis, providing professional development, facilitating grade-level meetings, and providing teachers with research-based instruction and strategies. The framework was also designed to systematically develop teachers' ability to proficiently teach the components of balanced literacy and the five components of reading. Coaching activities also include actions outside of the district's framework such as the coaching cycle or any other strategies coaches use as they work with teachers.

Instructional capacity. In this study, this term refers to teachers' ability to provide effective literacy instruction (Hoerr, 2008).

Instructional capacity development. This term refers to improvements or changes made to instructional practices that result in teachers' increased ability to provide effective literacy instruction. The term "instructional improvement" is also used to refer to this type of development.

Literacy coach. The district in this study described a literacy coach as teacher leaders trained to work side by side with their colleagues in data analysis, best practices, and collaboration. Although multiple definitions exist for the literacy coach, the definition above applies to all references to literacy coaches or coaches.

Related Terms

Job-embedded professional development. "Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices" (Croft, Coggshall, Dolan, Powers, & Killion, 2010, p. 2).

PLC. "Structured time for teachers to come together and discuss issues of teaching practice and student learning" (Croft et al., 2010, p. 5).

Chapter 2: Literature Review

Teacher quality impacts student achievement (Darling-Hammond, 2000).

Literacy coaching is being used by an increasing number of schools and districts as a means of improving teacher quality. Studies have been conducted to determine which facets of literacy coaching are related to overall coaching effectiveness. Much of the research on literacy coaching has focused on relationships, roles and responsibilities, qualifications, and coaching stances (Bean et al., 2007; Bean, Swan, & Knaub, 2003; Bean & Zigmond, 2007; Deussen, Coskie, Robinson, & Autio, 2007; Dole, 2004; Poglinco et al., 2003; Rainville & Jones, 2008). These studies revealed that a variety of factors impact coach effectiveness. Even with different findings and a range of influential factors, conclusions suggest that literacy coaches positively impact teacher instruction (Stephens et al., 2011). Although results are not conclusive, some studies have found that literacy coaching increases student achievement (Carlisle & Berebitsky, 2011).

Coaching experts recommend that coaches have the ability to create and maintain relationships with teachers because, within these relationships, interactions occur that transform teacher instruction. Although researchers have examined the coach-teacher relationship (Gibson, 2002; Wall & Palmer, 2015), there is no foundational understanding of how coaches understand or conceptualize the relationship. Understanding the conceptualization can help explain why coaches perform certain roles and responsibilities. In this study, coaches' developmental capacities were examined using CDT (Kegan, 1982). The purpose of this chapter is to provide a thorough review of literature relevant to literacy coaching and CDT. This chapter provides a review of

literature in the following areas: (1) effective professional development and coaching, (2) literacy coaching background, (3) current literacy coaching research, (4) CDT, and (5) synthesis of literacy coaching and CDT as the theoretical framework for this study.

Effective Professional Development and Coaching

It is important to understand characteristics of effective professional development as it relates to literacy coaching to understand the rationale for using literacy coaches as a component of an effective professional development model. Studies concluded that traditional workshop and conference models of teacher professional development have little impact on student achievement (Darling-Hammond & McLaughlin, 1995) and teacher instructional changes (IRA, 2004). Within these models, researchers attribute the disconnect between professional development and changes in teacher instruction to a lack of follow-up and support as teachers transfer new instructional strategies into their classrooms. Without support, teachers are not actively engaged in transferring or reflecting on new learning in their classroom (IRA, 2004). Reform advocates cited a need for more efficient designs for professional development due to the ineffectiveness of these professional development models (Anders, Hoffman, & Duffy, 2000; Darling-Hammond & McLaughlin, 1995).

In response to these demands, studies have been conducted to identify the components of effective teacher development. Garet, Porter, Desimone, Birman, and Yoon (2001) conducted an empirical research study to determine characteristics of professional development that have an impact on teachers' learning. Teachers reported that effective professional development included a "focus on content knowledge, opportunities for active learning, and coherence with other learning activities" (p. 916).

Putman, Smith, and Cassady (2009) suggested that effective professional development included “reflective practice, immediate classroom applicability, creation of ‘safe’ environments to attempt unfamiliar new practices, and a clear means of assessing the impact of new practices” (p. 208). Professional development experts indicated that job-embedded professional development should be used to support transformation in teachers’ learning. “Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices” (Croft et al. 2010, p. 6). Learning Forward, formerly The National Staff Development Council (2001), developed professional development standards that cover broad components of effective professional development: content, context, and process (Guskey, 2000). Although there are many frameworks for effective professional development, all share the common vision that effective professional development is “a community of practice with permanent structures focused on instruction and curriculum” (Poglinco et al., 2003, p. 1).

The literacy coaching professional development model has potential to fulfill the demands of effective professional development based on the way the model interweaves support for the content, procedural, and contextual characteristics of professional development with adult learning. In terms of content, coaches offer professional development to improve instruction and curriculum through research-based instructional strategies. Their purpose is to facilitate and guide teacher learning of research-based instruction (Neufeld & Roper, 2003) or to help them implement district initiated programs. Coaches and teachers also use students’ work and data to determine areas of instructional improvement. This allows teachers to focus on the content of their teaching

practices (Garet et al., 2001). Studies have found that when teachers focus on their content, their classroom instruction (Cohen & Hill, 2000) and self-efficacy is affected (Ingvarson et al., 2005).

Literacy coaches support teachers throughout the learning process. Coaching activities such as modeling, co-teaching, planning, observations, and goal setting engage teachers in active learning that is maximized through follow-up feedback and collaboration (Ingvarson et al., 2005). Researchers suggested that coaches need to be aware adult learning principles to effectively design learning experiences that meet teacher needs during the learning process (Knight, 2016). In contrast to learning in childhood, andragogy (Knowles, 1980) is a set of beliefs about the way adults learn. Andragogy characterizes adult learners as self-directed. Adults' prior experiences are included in the construction of new learning. "The readiness of an adult to learn is closely related to the developmental tasks of his or her social role" (Merriam, Caffarella, & Baumgartner, 2007, p. 85). Adults are also problem-centered learners, meaning that their motivations and interests in learning hinge upon "immediacy of application" (Merriam et al., 2007, p. 85). The literacy coaching professional development model is designed in such a way that comprehensive knowledge of adult learning allows coaches to maximize teacher opportunities to revise their ideas and try new instructional practices in their classrooms through multiple problem-solving sessions. Coaches help teachers develop instruction by presenting "research, modeling in real settings, and opportunities to practice the new skills and receive feedback" (Ingvarson et al., 2005, p. 8). Pearson and Gallagher's (1983) idea of the Gradual Release of Responsibility model is a scaffold for helping learners develop independence. Sandvold and Baxter (2008) presented this

model to describe how a teacher incrementally increases responsibility for implementing new instruction through coaching interactions. As the teacher and coach engage in a learning cycle, the coach relinquishes the responsibility to the teacher while still providing “monitoring, reflection, independent practice, guided practice, scaffolding, and peer coaching” (Sandvold & Baxter, 2008, p. 49) as the learning is transformed.

Coaching models also meet teachers’ adult learning needs through engagement in conversations that allow for reflection on learning, changes to teaching practices, and student achievement data. Instructional discussions can take place after observations, modeling, co-teaching, or in PLCs. “Change begins with dialogue; it happens with support. In teacher development, the collaborative inquiry process engages educators in dialogue with each other and facilitators/coaches, developing ideas that ultimately shape practice” (Way, 2001, p. 6). This process of learning aligns with Vygotsky’s (1978) constructivist theory of learning. Vygotsky’s theory described learning as a result of social interaction. Bruner (1983) viewed conversations as contexts to “negotiate meaning-making, acknowledge new perspectives, clarify thinking, ask questions, and test new ideas” (as cited by Somerall, 2012, p. 57). Similarly, Stover, Kissel, Haag, and Shoniker (2011) linked Dewey’s (1933) idea of improving learning to coaches’ responsibility to facilitate “reflection and ongoing thinking by linking experiences with prior knowledge to create more complex understanding” (p. 500). Through coaches’ well-designed authentic dialogue, the teacher constructs skills, knowledge, and criteria for instructional decision making. This exchange of ideas ultimately encourages “professional growth” (Stover et al., 2011). Within these conversations, coaches must be aware of teachers’ prior knowledge in order to adjust their level of support based on their

readiness and experience. Vygotsky's (1978) Zone of Proximal Development (ZPD) "refers to the ideal level of task difficulty to facilitate learning—the level at which a child can be successful with appropriate support" (Belcastro, 2009, p. 4). In their book on coaching, Sandvold and Baxter (2008) said "coaches should strive to identify teachers' ZPD at any given moment and adjust their coaching accordingly, allowing each teacher to work within his or her ZPD" (p. 50).

Coaching also addresses the context of teacher learning. Effective professional development includes contact hours, time span, sufficient time, collective participation, and collaborative settings like PLCs (Ingvarson et al., 2005). Coaching cycles and collaborative meetings give teachers spaces to collaboratively problem solve, revise, and transform their instructional practices.

Alignment of effective professional development and the literacy coaching professional development model holds great potential for transformation in teacher instruction and improved student achievement.

Literacy Coaching Background

Based on the alignment of the coaching model to components of effective professional development as described above, the IRA (2006) described literacy coaching as

One of the hottest topics in reading education today, and the International Reading Association (IRA) continues to promote the reading coach model as a professional development approach with vast potential to improve student reading proficiency in elementary, middle, and high schools (as cited by Mraz, Algozzine, & Watson, 2008, p. 1)

The increased interest in literacy coaching may seem to imply that the position is a newly created niche. However, “in the 1960s, amid growing concern about students’ lack of reading achievement, reading specialists were employed as ‘remedial reading teachers’ to work directly with students experiencing difficulty” (Bean et al., 2003, p. 443).

Coaches were identified as an essential and necessary professional development component for schools in the No Child Left Behind (U.S. Department of Education, 2002) legislation. In 2004, the IRA further defined the literacy coach as “a staff member who provides ongoing, consistent support for implementation and instruction components in a non-threatening and non-evaluative manner” (p. 2). The push for literacy coaching positions is a response to high-stakes testing and the need for districts to increase reading achievement. The need for new forms of effective professional development to transform teacher instruction enticed schools to employ literacy coaches at the elementary, middle, and high school levels without empirical evidence that directly links coaching to improved student achievement (Moore, 2010; Nuefield & Roper, 2003). The purpose of this direct and ongoing professional development is to address principles of adult learning to deepen teacher instructional capacities in reading through a continuous cycle of reflection and problem solving (Lyons & Pinnell, 2001). Coaches provide teachers with learning experiences embedded in their classroom instruction and this real-time support provides teachers with relevant professional learning that transfers instructional improvements to student achievement (Cohen & Hill, 2000).

Literacy Coach Qualifications and Preparation

The increasing demand for literacy coaches has left districts searching for qualified applicants who are capable of meeting the role’s requirements. Frequently

recommended qualifications for literacy coaches include a history of effective reading instruction, in-depth knowledge of the effective reading instruction, effective presentation skills, and abilities to lead teachers by presenting, modeling, observing, and providing feedback to teachers (Bean, 2004; Bean et al., 2003; IRA, 2004). There are no disputes to recommendations for coaches' qualifications; however, there are currently no consistent qualification requirements. Without requirements, coaches are hired based on the district's goals. Study results suggested that the demand for qualified literacy coaches forced districts to hire workers who did not meet all of the proposed qualifications (Frost & Bean, 2006). Coaches' qualifications have been linked to student achievement. Researchers found that "advanced preparation does make a difference for literacy coaching effectiveness related to student reading performance" (L'Allier, Elish-Piper, & Bean, 2010, p. 546).

Researchers have also studied coaches' perceptions of their qualifications. Blamey, Meyer, and Walpole (2009) surveyed coaches to determine how they perceived their qualifications for the position as measured by the National Literacy Standards. With a response rate of only 33%, coaches reported that they felt unprepared to provide teachers with enough support for differentiated instruction based on data analysis. They also indicated the need for more clarification of their role, support working with adult learners, and strategies for supporting teachers as they teach literacy across content areas.

Literacy Coach Roles and Responsibilities

IRA (2004) stated that "there are many activities that reading coaches engage in, from informal activities—such as conversing with colleagues—to more formal ones such as holding team meetings, modeling lessons, and visiting classrooms" (p. 3). Coaches'

roles and responsibilities evolved since the original coaching framework was designed (Dole, 2004). Changes were prompted by the creation of more federal guidelines, and research findings have developed an understanding of best coaching practices. In 2004, the IRA presented guidelines for districts and administrators to follow as they designed and implemented coaching programs. Studies suggested that the literacy coach role was most effective when coaches' roles and responsibilities were clearly defined for all school personnel including coaches, teachers, and administration (Atteberry & Bryk, 2011; Elish-Piper & L'Allier, 2011; Lynch & Ferguson, 2010). Clearly defined roles and responsibilities eliminate ambiguities created by coaches' interpretations and provide teachers with expectations when working with the coach.

Bean (2004) grouped coaching activities into levels of intensity. The first category, deemed low risk, is more informal and provides support for teachers with instruction and focuses on relationship building. Low-risk activities include instructing students, assessing students, and providing teachers with materials for instruction. The second category increases intensity because the activities are more formal and begin to focus on areas of need within individual classrooms. These activities include providing professional development sessions, one-on-one discussions about instruction and student achievement, and holding grade-level meetings. The third category is described as the most formal and allows for the coach to impact classroom instruction. These activities include providing feedback to teachers about their instruction, modeling a lesson in a classroom, and co-teaching lessons. Research from Taylor and Moxley (2008) identified similar coaching activities without regard to levels of intensity. Activities included (a) professional development, (b) planning, (c) modeling lessons, (d) coaching, (e) coach-

teacher conferences, (f) student assessment, (g) data reporting, (h) data analysis, (i) meetings, (j) knowledge building, (k) managing reading material, and (l) other nonliteracy responsibilities (Taylor & Moxley, 2008, p. 3).

Researchers have also studied the characteristics of effective literacy coaching. Shanklin (2006) found that effective literacy coaching

[(a)] involves collaborative dialogue for teachers at all levels of knowledge and experience (p. 1); (b) facilitates development of a school vision about literacy that is site-based and links to district goals (p. 1); (c) is characterized by data-oriented student and teacher learning (p. 1); (d) is a form of ongoing, job-embedded professional learning that increases teacher capacity to meet students' needs (p. 2); (e) involves classroom observations that are cyclical and knowledge building over time (p. 2); (f) is supportive rather than evaluative. (p. 2)

Shanklin identified these characteristics of effective literacy coaching to provide schools and school districts a framework for an effective coaching position.

When the coaching field became saturated with studies on roles and responsibilities, researchers started to investigate the amount of time coaches spend performing specific coaching activities. Scott, Cortina, and Carlisle (2012) conducted a study of 105 Reading First coaches in Michigan and used coaching logs to determine the percentage of time coaches spent on specific responsibilities during their day. After analyzing the coaching schedules, research findings suggested that, on average, 16% of their time was spent on specific coaching activities such as modeling and co-teaching (p. 76). Elish-Piper and L'Allier's (2007) study gathered coaches' reports of how they spent their time. Results demonstrated that these coaches

spent 48% of their time working with teachers, primarily in the activities of observing, conferencing, modeling, co-teaching/co-planning, and administering assessments for specific teachers. Fifty-two percent of the coaches' time was spent on other activities such as inputting assessment data into the district's assessment management system, writing Reading First reports, and attending professional development sessions about literacy coaching. (Elish-Piper & L'Allier, 2007, p. 2)

In a study conducted by Bean et al. (2003), literacy coaches reported the frequency of participation in specific roles and responsibilities. Coaches' responses regarding their roles fell into five broad themes: resource to teachers, school and community liaison, coordinator of reading program, contributor to assessment, and instructor. All coaches reported participation in these job responsibilities; however, the frequency and duration of participation differed for each coach.

Results from a mixed-methods study by Walpole and Blamey (2008) examined perceptions of coaches' performed roles and responsibilities from principals and the coaches themselves. Principals viewed coaches as either "mentors," 43%, or "directors," 57%. Mentor coaches completed roles by working closely with teachers for the majority of their time. These coaches would model lessons, collaboratively problem-solve, and work with teachers based on their greatest areas of need. Coaches who were viewed as directors "guided the total literacy program of the school" (Walpole & Blamey, 2008, p. 227). This type of coach approached his/her responsibilities in a more holistic manner by designing professional development within the building and presenting and organizing information that supported development of a school-wide literacy program. Coaches

reported similar perceptions of their roles with 35% defining their role as director, 30% as mentors, and 35% reported that they perceived themselves as completing both types of tasks based on teachers' needs.

Deussen et al. (2007) conducted a study to investigate further the differences between the amounts of time coaches spent on their responsibilities. The researchers collected 190 coaching logs to gain insight into how coaches were spending their time. The data indicated that coaches spent 28% of their time coaching teachers. The findings were surprising to researchers because the coaches' training was focused on working directly with teachers. Based on the coaching activities reported, five categories of coaches were identified: "data-oriented, student-oriented, managerial, and two teacher-oriented categories, one that works largely with individual teachers and another that works with groups" (Deussen et al., 2007, p. 4).

The literature on coaches' roles and responsibilities revealed that different coaches spend differing amounts of time on specific coaching duties. L'Allier et al. (2010) concluded that even though these inconsistencies in performance exist, best practice is to spend the majority of time working directly with teachers. Direct work with teachers is a critical factor to coaching effectiveness because during teacher-coach interactions, teachers are empowered to engage in decision making and reflection on their instructional practices (Peterson, Taylor, Burnham, & Schock, 2009; Stover et al., 2011). Student reading achievement was not associated with significant improvement when coaches completed activities that did not directly involve teachers (L'Allier & Elish-Piper, 2006).

Smith (2009) presented a framework intended to organize the complex coaching

role. The structure provides insight into the duality of the coaching role. Smith suggested that literacy coaches should simultaneously work as mentors and as literacy program advocates. Mentoring responsibilities include “planning with, observing, and conferring with teachers” (Smith, 2009, p. 1). Coaches’ mentoring responsibilities require them to engage in activities such as listening, steering, and planning opportunities designed to provide teachers with effective instructional support. The literacy program advocacy role requires the literacy coach to exist as a teacher leader by promoting “teacher change through professional development and curriculum implementation” (Smith, 2009, p. 1). To promote site-based teacher change, coaches may engage teams in collaborative planning or specific professional development.

Literacy Coaching and Relationships

Showers and Joyce (1996) found that “teachers who had a coaching relationship . . . practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their repertoires” (p. 14). Literacy coach experts stress the importance of the coaches’ ability and responsibility to build relationships (Knight, 2016). Another common theme identified within the coaching literature indicates that their ability to create and *sustain* relationships is an essential task (L’Allier et al., 2010; Lowenhaupt, McKinney, & Reeves, 2014).

Researchers’ conclusions substantiated experts’ recommendations regarding the importance of the teacher-coach relationship. In a study of teacher-coach interactions, Horbor (2014) cited Lyons’ (2002) acknowledgement of the belief that the “relationships between literacy coaches and teachers will improve instructional practices and thus ultimately improve student achievement” (p. 12). Coaching experts suggest that coaches

should not be evaluative (Poglinco et al., 2003) or threatening; instead, they should “build rapport and trusting relationships” (Stover et al., 2011, p. 500). In terms of teacher learning, a safe setting ensures that teachers “feel comfortable to take risks and embrace ongoing reflection and learning” (Stover et al., 2011, p. 500). It is important to maintain coaching relationships because “trust, which is nurtured over time, forms the foundations of learning. Through trust, the teacher takes risks, the coach admits ‘I don’t know,’ and together they discover what needs to happen next” (Stover et al., 2011, p. 500). Some coaching activities are presented as informal ways to build relationships with teachers. Killion (2010) termed light coaching to describe activities that offer “support to teachers but has a primary focus on building relationships, gaining acceptance from teachers, and seeking appreciation” (Wilder, 2014, p. 161). Similarly, Bean (2004) presented nonthreatening coaching actions such as collegial conversations that include goal setting and problem solving, developing and providing materials, leading study groups, assisting with assessments, and working with students. Bean also recognized the coaches’ need to gather feedback *from* teachers regarding their needs. With this knowledge, coaches can begin to apply the appropriate amount and type of support to the teacher’s learning.

Research studies have also substantiated experts’ recommendations for coaches to have the ability to develop and maintain relationships. Bean, Hamilton, and Trovato (1995) gathered opinions from literacy coaches, teachers, and principals to gain insight on literacy coaching bridges and barriers. Teachers, principals, and coaches all expressed opinions that communication and collaboration were critical components of the teacher-coach relationship. Taylor and Moxley (2008) explained that “communication is essential for the coaches to provide feedback to the administrators on what is taking place

in literacy learning as well as to communicate what the needs are, as seen through the eyes of the literacy coach” (p. 1).

Researchers suggested that coaching models potentially influence teacher-coach relationships (Ippolito, 2009; Nowak, 2003). Coaching models refer to the coaches’ behaviors during coaching activities (Ippolito, 2009). Coaching models were not designed to address the teacher-coach relationships; however, the models help to conceptualize coaches’ behaviors in the relationship. Two different types are discussed in this section based on the focus of this study. Ippolito (2009) used directive (Deussen et al., 2007) and responsive stances to discuss two different models. The models make different assumptions about the teacher learning process; one focusing on changing teachers’ practices and the other on changing teachers’ underlying beliefs (Ippolito, 2009, p. 15). Directive (Deussen et al., 2007) coaching stances “focus on changing teacher behavior first, so that teachers can witness the results of new instruction in the form of increased student achievement, and *then* adopt new attitudes and beliefs based on classroom evidence” (Ippolito, 2009, p. 15). In this role, coaches “take the lead in determining professional development goals, urge teachers to change practices promptly, and insist on the adoption of particular practices” (Ippolito, 2009, p. 5). This stance assumes that teachers learn by doing (Nowak, 2003). In responsive stances such as coaching for self-reflection (Deussen et al., 2007, p. 5) or peer coaching (Showers & Joyce, 1996), coaches facilitate teachers’ abilities to reflect and create new learning during coaching activities. “Reflective coaching often includes helping teachers deepen their understanding about how students learn to read and write as well as about the teacher’s role in making learning effective” (Deussen et al., 2007, p. 5). Responsive

coaching situates the coach as a mentor and coach by supporting the teachers in areas they feel they need the most help, rather than an expert or director. Studies have found strengths and weaknesses with both stances. For example, directive coaching stands have been useful when implementing new programs because teachers ask coaches for answers and newer teachers appreciated concrete steps; however, some teachers were resistant to being “told what to do” (Deussen et al., 2007, p. 20). This power struggle impacts the teacher-coach relationship (Donaldson et al., 2008). In responsive coaching, the nature of the approach is supportive and less confrontational (Toll, 2007). Responsive coaching is more likely to promote self-efficacy because as the coach responds based on the teachers’ needs, “the literacy coach becomes a model for teachers to emulate as they strive for enhanced self-efficacy for providing” (Puente, 2013, p. 23) effective instruction. Studies have also found some limits to this position. Teacher efficacy was built over time and characterized by the responsive nature of the model; therefore, it was less likely to have immediate results and less likely to impact teachers who do not work with the coach (Ippolito, 2009, p. 14). Although researchers have found strengths and weaknesses in both stances, there have been recommendations for a balance between the two (Deussen et al. 2007). A case study by Horbor (2014) studied different coaching approaches one elementary literacy coach took with three kindergarten teachers. The study found that the coach balanced these coaching approaches based on the strengths and needs of the teachers. The coach also explained that the teachers’ dispositions and personalities were factors considered when planning for purposeful conversations. Also, the coach varied coaching activities, from telling to questioning based on the needs of the individual teacher.

Resistance. Within the field of education, researchers have examined teacher resistance to change (Dole & Donaldson, 2006). Although resistance and relationships refer to different aspects of literacy coaching, resistance is a common element situated within the teacher-coach relationship. Various factors have caused resistance. Some studies suggested that a directive coaching stance caused teacher resistance (Rainville & Jones, 2008; Sparks & Loucks-Horsley, 1989). Showers and Joyce (1996) recommended a framework for peer coaching that is a more collegial approach. One of the components of this approach is the purposeful omission of feedback. “When teachers try to give one another feedback, collaborative activity tends to disintegrate” (Showers & Joyce, 1996, p. 15). Resistance also describes teachers’ silent noncompliance with changes to instruction. Under these circumstances, teachers will appear engaged in learning new material; however, no changes to their instruction occur because of their desire to be autonomous (Donaldson et al., 2008). Henschke (2011) suggested that “experiences that were not self-directed could result in learners feeling as if they were being condescended to, and decreas[e] the likelihood of the learner desiring to know or utilize the subject of learning” (p. 21, as cited by Tervola Hultburg, 2015). Lynch and Ferguson (2010) investigated coaches’ experiences of teacher resistance. Coaches reported that teacher resistance was a barrier to their effectiveness:

Some coaches who stated that resistant teachers did not come to meetings (e.g., coach #11) attributed this lack of attendance to possible personality differences, feelings of inferiority on the part of a teacher, or lack of time or established routine that the principal could organize. (Lynch & Ferguson, 2010, p. 210)

Resistance is a factor that has been found to impact coaching (Rainville & Jones, 2008).

Stover et al. (2011) concluded that when coaches differentiated based on teachers' needs and levels of expertise, they were "more likely to buy in and have ownership as a result of having a vested interest and voice" (p. 588). Activities completed by coaches in a responsive coaching framework have been linked to a reduction in teacher resistance because their actions primarily focus on supporting teacher needs (Toll, 2007). Coaches using this framework "follow teachers' leads, ask clarifying questions, provide listening ears, and help teachers develop in ways determined by the teachers themselves" (Ippolito, 2009, p. 5).

The literature presents two differing opinions on working with resistant teachers. Some experts suggest working with teachers who are willing and ready to engage in the coaching experience (Showers & Joyce, 1996). Toll (2014) encouraged coaches to use resistance as a "tool for growth. By examining the way a person resists, one can learn more about that person's fears and motivations" (p. 104). She also recommended that coaches consider the factors surrounding their understanding of teacher resistance. Toll asked coaches to consider teachers' motivations, goals, and past experiences before forming opinions regarding their resistance. Knight (2000) also suggested that school leaders determine the underlying factors that cause resistance such as teacher years of experience, their past experience with change initiatives, complexity of the instructional change, effectiveness of the new practice, and recognition of teacher autonomy during the change process.

Impact on coaching activities. Researchers have studied the impact of relationships on coaching activities. Studies regarding the teacher-literacy coach relationship examined verbal interactions of coaches and teachers. A study by Rainville

and Jones (2008, p. 441) examined an interaction between an experienced teacher and an inexperienced coach. Power was identified as being at the center of the conversation. The experienced teacher rejected the suggestions by the coach and asked the coach to help complete an assessment task so that it could be completed more timely. The coach subordinated the coaching responsibilities due to the personal interests of the teachers. The dialogue demonstrated that the coach's self-perceptions may also serve as an obstacle for building relationships with teachers. A study by Schiller (2011) presented a discourse analysis and determined that when coaches sensed a threat by the teacher, they disengaged in the topic of discussion.

Walpole and Blamey (2008) stated that “while relationships emerge as a theme in instructional coaching scholarship, at the same time the research has suggested that in practice instructional coaches may struggle most with this aspect of their practice” (p. 743, as cited in Lowenhaupt et al., 2014). Ippolito (2009) drew attention to the absence by saying, “there is little empirical research describing how literacy coaches understand and negotiate their relationships with teachers” (p. iv).

Literacy Coaching and School Context

It is important that districts and schools have a clear plan for implementation of coaching as a professional development model (Mangin, 2009) because contextual factors impact coaching in the school setting (Bean et al., 2003; Smith, 2012). Coaching context refers to the way districts and schools implement coaching initiatives and position their coaches. Organizational structures impact factors such as time, space, roles, and responsibilities. “Implementation also varies significantly based on the local demands and culture that the coaches encounter, as well as the individual qualifications (or lack

thereof) that they bring to the position” (Lowenhaupt et al., 2014, p. 742). Although there are suggestions regarding the roles and responsibilities coaches should have, research shows that coaching contextual factors differ by school and district. Some districts implement coaching programs to support new literacy initiatives (Atteberry & Bryk, 2011; Scott et al., 2012), while others are designed to improve teacher instruction to meet the needs of students with diverse socioeconomic backgrounds (Elish-Piper & L’Allier, 2011). Contextual factors have been shown to impact how coaches engage in their roles and responsibilities (Rainville & Jones, 2008). New coaching initiatives could potentially be interacting with structures already in place within schools (Hopkins, Spillane, Jakopovic, & Heaton, 2013). Smith (2007) conducted a study of the roles and responsibilities of middle school literacy coaches. Coaches cited “organizational factors, school and classroom climate, and principal and coach relationships” (Smith, 2007, p. 59) as barriers to their effectiveness. A study by Mangin and Dunsmore (2013) found that a coach struggled to position herself in her coaching role based on conflicting expectations held by the district and the regional literacy leaders. Nowak’s (2003) study on teacher-coach discourse found that when districts implemented a literacy initiative and used coaches to support implementation, discourse between the coach and teacher did not enable the type of conversations that led to teacher reflection and revision. Instead, the coaches took a directive stance in the conversation and dominated the discourse.

An Unexamined Side of Coaching

A review of the literacy coaching literature does not at first glance reveal any new knowledge about coaching. Much of the coaching literature addresses how coaches can help build organizational capacity and teacher instructional capacity (Drago-Severson,

2009, p. 8). However, absent from the literature is an understanding of coaching in terms of developmental diversity (Drago-Severson, 2009, p. 8). Drago-Severson (2009) defined developmental diversity as “different ways in which we, as adults, make sense of our life experience. In other words, because we take in and experience our realities in very different ways, we need different types of supports and challenges to grow” (p. 8). A more comprehensive understanding of coaching requires an examination of how coaches make meaning of their relationships with teachers.

The research indicated that there are striking differences between coaches’ abilities to respond to the interpersonal, intrapersonal, and affective demands of the coaching position. Based on the inherently social nature of coaching, school context, relationships, and the coaches’ abilities affect and mutually reinforce each other. Researchers have acknowledged coaches’ difficulties with their relationships. The developmental lens can provide a foundational understanding of another dimension of the teacher-literacy coach relationship. The next section will discuss how CDT can be used to illuminate the coach-teacher relationships and behaviors of literacy coaches.

CDT

CDT is the framework for this study because it examines coaches’ developmental abilities and how they impact the teacher-coach relationship and coaching activities. This section includes a review of literature related to the origins, characteristics, and stages of Kegan’s (1982, 1994) CDT. Finally, the theoretical framework is applied to the context of education and literacy coaching.

Theoretical Principles

Kegan’s (1982, 1994) theory extended the work of developmental theorists

(Piaget, 1952) to describe human cognitive development from childhood through adulthood. The theory includes principles that are both “constructivist” and “developmental.” Cognitive development is viewed as a stage-like process dependent upon specific supports and challenges that help a learner expand their cognitive abilities (Drago-Severson, 2009, p. 36). Kegan’s (1994) ideas build upon “Piaget’s work by extending its “breadth” (beyond thinking to affective, interpersonal, and intrapersonal realms) and its “length” (beyond childhood and adolescence to adulthood” (p. 29). The theory does not solely describe the cognitive processes involved in learning; instead, “his theory includes additional lines of development-emotional, interpersonal, and intrapersonal” (Drago-Severson, 2009, p. 36). Kegan (1994) explained meaning making by stating that

This kind of “knowing,” this work of mind, is not about “cognition” alone, if what we mean by cognition is thinking divorced from feeling and social relating. It is about the organizing principle we bring to our thinking and our feelings and our relating to others and our relating to parts of ourselves. (p. 29)

The constructive component of the theory explains how a person’s reality is not objective; instead, it is subjectively defined and interpreted by each individual. “Humans make meaning of their surroundings, and that meaning is the surrounding; two people who see the same picture differently may actually, in their seeing of it, be creating two different pictures” (Berger, 2006, p. 1). The subject-object balance is the mental structure that informs one’s meaning making. It “centers on the relationship between what we can take a perspective on (hold as ‘object’) and what we are embedded in and

cannot see or be responsible for (are ‘subject to’)” (Drago-Severson, 2009, p. 37).

Subject. Individuals interpret things that are subject as unquestioned truths about their existing environment. Kegan (1994) stated, “We cannot be responsible for, in control of, or reflect upon that, which is subject” (p. 32). Berger (2006) said things that are subject

can’t be seen, they are taken for granted, taken for true—or not even taken at all.

You generally can’t name things that are “Subject,” and you certainly can’t reflect upon them—that would require the ability to stand back and take a look at them.

(p. 2)

Object. Things described as object are “those elements of our knowing or organizing that we can reflect on, handle, look at, be responsible for, relate to each other, take control of, internalize, assimilate, or otherwise operate upon” (Kegan, 1994, p. 32). Our ability to make meaning expands as we are able to reflect and perceive things that were once subject. When an individual develops the capacity to perceive things that were previously unknown, consciousness becomes more complex.

The developmental component of the theory refers to the progression through “successively more complex principles for organizing experience” (Kegan, 1994, p. 29).

The evolution of cognitive abilities is not related to physical development or age.

“Development can be helped or hindered (and in some severe cases arrested) by the individual’s life experiences” (Berger, 2006, p. 1). As individuals develop, their “understandings of self, relationships, ideas, and experiences will go through a process of incremental and inconsistent change. Each level represents a threshold of development, but most people operate in the cognitive space between two levels” (Fantozzi, 2010, p.

30). It is important to note that meaning making of experiences is different from learning new information or new skills. “Meaning changes in *how* a person knows rather than . . . *what* a person knows” (Drago-Severson, 2009, p. 33).

Transformation. In CDT, growth is progression between and through the orders of consciousness, or stages of development.

Growing from one way of knowing to the next requires that the self emerge from being subject to a familiar and particular environment. As the self emerges, it is able to reflect on that frame of reference as an object. (Drago-Severson, 2009, p. 37)

There are six different orders of consciousness; however, evolution occurs gradually between these levels. When a person operates in one order, the subject-object balance is in “equilibrium” (Lahey et al., 2011, p. 26). As individuals’ subject-object balance evolves, they gradually begin to recognize, understand, adopt, and apply principles and characteristics from the next level. The gradual movement toward the next order of consciousness is referred to as disequilibrium (Lahey et al., 2011). As the person’s developmental abilities transform, characteristics from the former and future order organize meaning. At any time during the transition, either the previous or future stage will dominantly organize experiences.

This movement is typically represented in the following manner:

$X \rightarrow X(Y) \rightarrow X/Y \rightarrow Y/X \rightarrow Y(X) \rightarrow Y$. This notation shows that as a person grows from one way of knowing to the next, two ways of knowing coexist. At first the former way of knowing dominates and the emerging way of knowing appears only a little. Gradually the former way releases its dominance and the new way

takes over, until the former is no longer operating and the new way of knowing operates exclusively. (Drago-Severson, 2009, p. 52)

Orders of Consciousness

Kegan (1982, 1994) referred to the developmental stages in the theory as orders of consciousness. The terms orders of consciousness (Kegan, 1994), developmental levels/stages (Kegan, 1982), meaning-making systems, and ways of knowing (Drago-Severson, 2009) will be interchangeably used to refer to Kegan's Orders of Consciousness. There are six levels of consciousness. These levels are not related to an individual's age or gender; instead, they exist on a continuum from childhood through adulthood. Our consciousness "profoundly affect[s] how we as human beings make meaning of experiences and dictates how we make sense of reality. In education, our way of knowing shapes the way we understand our role and responsibilities" (Drago-Severson, 2009, p. 39). Kegan (1982) used the terms incorporative (stage 0), impulsive (stage 1), imperial (stage 2), interpersonal (stage 3), institutional (stage 4), and inter-institutional (stage 5) to refer to the stages of development. This study uses Drago-Severson's (2009) terms to refer to the last three of Kegan's stages: socializing (stage 3), self-authoring (stage 4), and self-transforming (stage 5). The incorporative, impulsive, and imperial stages are associated with infants and adolescents and therefore do not apply to this study.

Imperial stage (2nd order). Individuals operating in this stage are very concrete in regards to their interpretation of their surroundings. Unlike the first stage, they realize that everyone has a point of view; however, they cannot hold both points of view simultaneously. In this stage, individuals can reflect on their impulses and perceptions;

therefore, their actions are based on their personal needs, desires, wants, and purposes. Individuals in this stage can control their impulses and perceptions; however, they do not have the ability to think abstractly or generalize. Their motivation originates from self-interest and needs; however, they are not able to reflect upon the relationship between their needs and actions. In this stage, others' actions are perceived as a support or barrier to getting what *they* need; others' opinions are important when they interfere with their needs. These individuals organize experiences by (a) attributes, events, and sequences; (b) noticeable actions and behaviors; and (c) one's own point of view, needs, interests, and preferences (Drago-Severson, 2009).

Socializing stage (3rd order). Drago-Severson (2009) referred to the individual in the interpersonal stage as the “other-focused self” (p. 45). These individuals orient themselves to others' expectations, opinions, and values. In the imperial stage, individuals are aware that others have opinions different than themselves, but they are not able to acknowledge both of these feelings simultaneously. In the socializing stage, however, they have learned to order others' interests above their own. “Their impulses and desires, which were Subject to them in the previous stage, have become Object” (Berger, 2006, p. 4). They have developed the capacity to make generalizations and reflect on their actions and the actions of others. Their ability to attend to the increased complexity of the world allows them to identify, internalize, and empathize with others' feelings. Their inability to reflect on their relationships causes them to “feel responsible for other people's feelings and hold other people responsible for their feelings” (Drago-Severson, 2009, p. 45). “Receiving feedback or hearing criticism from one they identify with, can also be a challenge because it is experienced personally as if it were directed at

the self” (Boes, 2003, p. 59). They are unable to separate an individual’s actions from their feelings; and in turn, they are motivated by how others will perceive their actions. They cannot identify themselves outside of their relationships. Individuals in this stage avoid conflict because of the perceived risk to the relationship and ultimately to their self-identity. Socially constructed beliefs and values inform their actions (Drago-Severson, 2009). They often identify themselves with abstract ideas, “I am patriotic”; however, they are unaware that the ideas do not originate internally.

Self-authoring stage (4th order). Individuals in the self-authoring stage increase their ability to interpret complex environments. Kegan (1994) concluded from his research that “around one half to two thirds of the adult population appear not to have fully reached the fourth order of consciousness” (p. 191). Unlike the previous level, these individuals make meaning of situations based on personal values and beliefs that are self-authored, not derived from socially constructed norms. Individuals in this stage are motivated by their self-competence and personal standards rather than the need to satisfy others. They have an increased ability to reflect and take perspectives on others’ actions and realize that others have meaning-making systems within themselves. Increased capacity allows for reflection and orientation in multiple roles they have in different environments. These individuals have the ability to “construct a theory about their relationships and have an understanding of how the past, present, and future relate” (Drago-Severson, 2009, p. 47). Conflict is interpreted as an opportunity to obtain perspective from another individual. Self-authoring knowers seek to uphold and improve their self-authored purpose, not necessarily change these ideas. Although this person has an increased capacity to take others’ opinions as object, they are subject to their own personal ideals and principles. Kegan (1982) said, “The self is identified with the

organization it is trying to run smoothly; it *is* this organization” (p. 101). Although they are free from living up to the standards set by society and others, they do not realize when they impose their self-authored theories onto others.

Self-transforming (5th order). Individuals operating in this stage understand that all individuals view their world, others, and the self differently. “Self-transforming knowers have the developmental capacity to take perspective on their own authorship, identity, and ideology . . . ; there is appreciation for frequent questioning of how one’s self-system works” (Drago-Severson, 2009, p. 311). They are motivated to explore different self-identities. Conflict and different points of view are welcomed as they provide opportunities to shape and reshape their own thinking. These individuals are able to take perspective on their meaning-making system. They understand that their point of view is incomplete and seek out intimacy with others (Drago-Severson, 2009, p. 51). Intimate relationships are experienced as “the self’s aim rather than its source” (Kegan, 1982, p. 283).

The Figure below provides a description of Kegan’s Orders of Consciousness. This visual representation was adapted from Kegan (1994) and cited in an article by Taborga (2014). This Figure names each order of consciousness, provides a description of the subject-object balance at each level, and uses a visual representation to demonstrate development of the subject-object balance (as cited by Taborga, 2014).



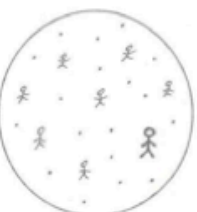
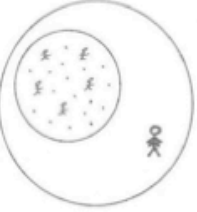
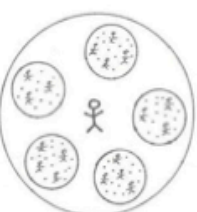
Developmental Stage/ Order of Mind (typical ages)	What can be seen as <i>object</i> (the content of one's knowing)	What one is <i>subject</i> to (the structure of one's knowing)	Underlying Structure of Meaning-Making
1st Order: Impulsive Mind (~2-6 years-old)	one's reflexes	one's impulses, perceptions	Single Point 
2nd Order: Instrumental Mind (~6 years-old through adolescence)	one's impulses, perceptions	one's needs, interests, desires	Categories 
3rd Order: Socialized Mind (post-adolescence)	one's needs, interests, desires	interpersonal relationships, mutuality	Across Categories 
4th Order: Self-Authoring Mind (variable, if achieved)	interpersonal relationships, mutuality	self-authorship, identity, ideology	Systemic 
5th Order: Self-Transforming Mind (typically > ~40, if achieved)	self-authorship, identity, ideology	the dialectic between ideologies	System of Systems 

Figure. Orders of Consciousness and Development.

Application of CDT to Literacy Coaching

Kegan (1994) suggested the “hidden curriculum” of modern society may be too complicated for many individuals because of the limits of their developmental capacities.

In the section on public life, Kegan said workers are expected

1. *To invent or own our work* (rather than see it as owned and created by the

employer).

2. *To be self-initiating, self-correcting, self-evaluating* (rather than dependent on them to frame the problems, initiate adjustments or determine whether things are going acceptably well).
3. *To be guided by our own vision at work* (rather than be without a vision or be captive of the authority's agenda).
4. *To take responsibility for what happens to us at work externally and internally* (rather than see our present internal circumstances and future external possibilities as caused by someone else).
5. *To be accomplished masters of our particular work, roles, jobs, or careers* (rather than have an apprenticing or imitating relationship to what we do).
6. *To conceive of the organization from the "outside in," as a whole; to see our relation to the whole; to see the relation of the parts to the whole* (rather than see the rest of the organization and its part only from the perspective of our own part, from the "inside out"). (p. 153)

From a constructive-developmental view, individuals in different orders of consciousness would fulfill those requirements or make meaning of them differently based on what is object and subject and characteristics of their developmental stages. From a socializing perspective, these demands are challenging because of their reliance on authority and external direction. They may become frustrated or even defeated if they are not told exactly how to do something because they lack the capacity for self-authorship.

Socializing workers' subjectivity to their relationships causes them to seek approval, and experienced self-authoring workers may be so driven by their own purposes that they

overlook how it all relates to the whole of the organization.

The literature presents the literacy-coaching role as a complex mixture of responsibilities, roles, emotions, feelings, actions, and beliefs similar to the demands outlined by Kegan. To quote Kegan (1994), coaches may be “in over their heads” (p. 5). Based on the social nature of coaching and the importance of the relationship as a context for teacher transformation, this study applied the theory to the literacy coach-teacher relationship to develop an understanding of coaches’ conceptualizations of the relationship and how it impacts coaching activities. The rationalization for use of CDT as the theoretical framework is presented below using interpretation of dialogue and experiences collected from past qualitative coaching research. The authors of the studies were not researching using CDT. The interpretations following the examples belong to the researcher and are presented to demonstrate application of the theory to literacy coaching. Interpretations do not provide enough evidence for determining the coaches’ levels of consciousness; however, assumptions are made based on the characteristics of developmental stages and the reports of coaches’ experiences. Interpretations focus less on what the coaches are saying; instead, they seek to understand the level of consciousness from which a person constructs the reality by determining what is object and what is subject to the coach and how it potentially impacts their coaching activities.

Role of the self. Definitions of the self, or identity, change as individuals develop through orders of consciousness. One’s identity impacts the way they make meaning and interact with their environment and others. In CDT, an individual is in a constant process of negotiation between the self and others. For example, individuals making meaning from the socializing stage align their definitions of the self with external authority,

values, and opinions. The inability to author these standards causes them to act, behave, and make decisions based on social norms. The following example is included to demonstrate how a coach's self-perception could potentially impact interactions within their environment. In one study, a coach reported scheduling and conducting observations by stating,

"I try to visit all of the teachers. I try to see those who need more help and support more often." (Interview, Coach 1, October 8, 2010). "I choose a grade level per week. I try to keep everybody at the same level so no one feels picked on or singled out. If invited, I'll go back. If someone is unsure of how to do something, I'll go back and work with the teacher." (Massey, 2011, p. 98)

The socializing coach may make meaning of this experience in this way because of how it impacts her identity. When the coach used the phrase, "so no one feels picked on or singled out," it reveals that she may be subject to her relationships. Socializing coaches feel responsible for their teachers' feelings, so based on her understanding of the relationship, the coach does these activities to preserve the teachers' feelings. The idea of leaving someone out seems to be perceived as a threat to the relationship. Her subjectivity to her relationship influenced her thinking so much that she actually feels that if she did not keep everyone on the same level, she *would* be leaving someone out. She projects these ideas onto herself and responds in a way to preserve the relationship. Based on the socializing characteristics, the coach is completing the activities as a result of teachers' opinions, not really on what she knows they need. Also, notice that she only gives more to teachers "if she is invited." Through the lens of a socialized mind, this coach may believe that she is valuable if teachers invite her into their rooms since her

sense of identity is generated from the opinions of others. Modeling opportunities may be limited if teachers are too shy or hesitant to welcome her into their rooms because the coach experiences this as a reflection of inadequacies. Although this is a hypothetical example, the analysis demonstrated that the coach's conceptualization of her role in the relationship impacted the coaching activities.

Role of others. The social nature of literacy coaching could influence coaches' abilities to transform the skills and instruction of teachers. As research suggested, teacher resistance impacts coaching (Donaldson et al., 2008). Based on principles that organize orders of consciousness, literacy coaches could make meaning of resistance differently. For example, coaches in the socializing stage define themselves according to the judgments and opinions of others. They feel responsible for others' feelings and they also hold others responsible for their feelings. Teacher resistance may threaten their idea of the self and may jeopardize coaches' perceptions of their own effectiveness. As a result, they may be less likely to engage in coaching activities such as professional development where they could be the subject of teacher criticism. They may avoid resistance by doing exactly what the teacher asks or saying things that would not cause a teacher to become resistant. Self-authoring coaches have a sense of identity that is not subject to others' opinions. They view conflict as an opportunity to gain knowledge and ways to improve the strategies they use to achieve their own goals. Self-authoring coaches may be more likely to provide honest, constructive feedback because it helps them meet their goals. Application of CDT to literacy coaching could help illuminate these types of perspectives.

Bean, Draper, Hall, Vandermolen, and Zigmon (2010) collected data from 20

coaches and examined the coaches' tasks and time spent on each activity. The study also used interviews to gather coaches' rationale for engaging in certain coaching activities. For example, one coach with the pseudonym C6 described a coaching situation with a teacher.

The coach explained her reason for modeling a lesson:

So that third-grade teacher had to come and talk to me because Susie, the teacher I had worked with first with the retelling lesson, had said what a great lesson it was and how well her students responded to it. So this third-grade teacher was interested in having me come in and model that for her! (Bean et al., 2010, p. 101)

If the coach is organizing this experience from the socializing order of consciousness, they would probably derive their positive feelings about the situation based on the reactions of the other teachers. Since a socializing coach's identity is constructed from the opinions of others, the teacher's feelings make her feel excited about the coaching activity. Viewed from a socializing perspective, notice that the coach did not mention anything about instruction or instructional improvement because her meaning making was embedded in the relationship. From a self-authoring perspective, their identification with their self-authored or organizational goals may explain how the coach made meaning of this situation in terms of what the model lesson meant for her self-authored goals. More than likely, these goals would align with student achievement or academic improvement. The self-authoring coach may have been excited about the opportunity to work with the third-grade teacher because she knew it would help develop the teacher's instruction, which would ultimately impact student performance. Another reason could

have been that the coach knew student achievement in that class needed improvement, so she saw this as an opportunity to make that happen. Although the interpretations are only hypothetical, they demonstrate qualitatively different interpretations of and reactions to the same coaching experience based on the theoretical framework used in this study.

Theory application in education. Drago-Severson (2009) explained the appropriateness of applying CDT to educational settings. Drago-Severson rationalized her use of CDT versus other learning theories by saying that (a) “it focuses on a person as an active meaning-maker of experience, considering both interpersonal and internal experiences, particularly how they intersect in one’s work” (p. 33); (b) “many developmentally oriented theories focus primarily on children’s development and articulate adult development secondarily in less depth than Kegan’s theory does” (p. 33); (c) “it offers hopeful principles about how to support adult growth so that we can better manage the complexities of 21st century life, especially in terms of the workplace” (p. 33); and (d) it emphasizes that development is *not* the same thing as intelligence and attends to a broad range of aspects of the self including the emotional, cognitive, intrapersonal, and interpersonal realms of experience (p. 22). Developmental perspectives and growth have been recognized and studied in the field of education; however, this approach is still underutilized.

Summary

Researchers are continuously investigating factors that impact literacy coach effectiveness; however, the research still lacks an understanding of how coaches’ developmental perspectives inform their relationships and coaching activities. Research indicated that coaching is a complex responsibility due to the intersections of the school

environment, the teachers they support, and their own coaching abilities. Review of the literature revealed that cognitive, interpersonal, and intrapersonal factors all affect coaching. What the research does not tell us is how coaches make meaning of their relationships and how they impact their coaching activities from a developmental perspective. CDT provides insight into the way coaches make meaning of these realities and how they respond to them. CDT also suggests that coaching cannot be defined or described in a list or a framework. Literacy coaching may also not be a job in which someone just receives training; effective coaching abilities may have to be developed. Considering how coaches construct their understandings of their relationships and how this impacts their roles and responsibilities may help coaching preparation programs and school districts understand the complex coaching environments. In conclusion, Chapter 2 has provided a review of relevant literature on literacy coaching and CDT. In Chapter 3, a description of how the researcher examined coaches' conceptualizations and the impact they had on coaching activities is provided within the specification of the methodology used in the study.

Chapter 3: Methodology

Introduction

This chapter presents a description of the data collection and analysis procedures used to gather coaches' conceptualizations of their relationship and determine how they impact coaching activities based on Kegan's (1982) CDT. This first section of this chapter explains the reasoning for the research methodology and design. Then, a description of participant selection procedures and the research setting is provided. Next, the qualitative instruments—Subject-Object Interview (SOI; Lahey et al., 2011), journals, and semi-structured interview—are explained to demonstrate the rationale for the chosen methods.

Methodology Overview

Creswell (2014) described qualitative research design as a logical method for “exploring” and “understanding” (p. 4); therefore, this method was instrumental in gathering the type of participant insight examined in this study. “Those who engage in this form of inquiry . . . focus on individual meaning, and the importance of rendering the complexity of the situation” (Creswell, 2014, p. 4). The collective case study approach allowed the researcher to explore in-depth perceptions from individual coaches to create a “thick description” (Gall et al., 2007, p. 451) of the teacher-coach relationship. The thick descriptions were created from data collected through journal entries and interviews. Principles of Kegan's CDT were used to create each case. Themes were identified from the content of the journals and interviews. These themes describe coaches' conceptualizations of the teacher-coach relationship from coaches at various constructive-developmental levels.

The methodology for this study was designed to examine and answer the following research questions.

1. How do literacy coaches conceptualize their relationships with teachers according to CDT?
 - a. How are coaches' descriptions of their relationships similar?
 - b. How are coaches' descriptions of their relationships different?
2. How do coaches' conceptualizations of their relationships impact their coaching activities?

Qualitative Research

The purpose of this study was to explore how coaches conceptualize their relationships with teachers through the lens of CDT and to determine how they impact literacy coaches' activities. Researchers choose qualitative methods when the goal of a study is to "establish the meaning of a phenomenon from the views of the participants" (Creswell, 2014, p. 19). Qualitative research assumes that the phenomenon cannot be understood objectively; instead, researchers must "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Gall et al., 2007, p. 31).

Gall et al. (2007) stated that a "case study is done to shed light on a phenomenon" (p. 447). In this study, the phenomenon was the teacher-coach relationship. Each case presented in this study provides a unique illustration of perceived experiences. Denton et al. (2007) suggested that "rich descriptions of the nature of the coaching relationship" (p. 588) are needed to help understand the dynamics of coaching. A collective case study design allowed the researcher to gather the experiences of each coach and also allowed

the researcher to compare and contrast results consistent with a theoretical framework (Gall et al., 2007, p. 179). The researcher was also able to use the theoretical lens to examine how different coaches' perspectives impacted their coaching activities.

Theoretical Framework

Kegan's (1982) CDT was the theoretical lens used to interpret participants' conceptualizations of their relationships and their impact on coaching activities.

Application of a theoretical lens "shapes the types of questions asked" and "informs how data are collected and analyzed" (Creswell, 2014, p. 64). The use of CDT addressed the methodological and epistemological principles often characteristic of qualitative research.

CDT proposes epistemological ways of knowing (Drago-Severson, 2009). This lens allowed the researcher to see "from where in the evolution of subject-object relations does the person seem to be constructing his or her reality?" (Lahey et al., 2011, p. 7). CDT supports the use of qualitative research because it acknowledges that coaches' conceptualizations are unique and different. The goal of using qualitative methods, unlike quantitative methods, is not to prove one objective truth, but rather to gather evidence from participants and to analyze the meanings to better understand how others interpret and experience similar situations in a given phenomenon. Application of the theory allowed the researcher to understand how coaches' conceptualizations of their relationships differ. This is not meant to imply that epistemologies predict similar conceptualizations; instead the epistemology was used to understand each conceptualization as a holistic account from an individual. Due to the lack of research conducted using CDT, the results of this study are intended to be a starting point for further research on the teacher-coach relationship.

Data collection methods in qualitative research “collect data about phenomena that are not directly observable: inner experience, opinions, values, interest, and the like” (Gall et al., 2007, p. 228). Qualitative methodologies help to examine principles that inform constructivist epistemologies. Multiple instruments, including four journal entries and two face-to-face interviews, were used to collect individuals’ self-constructed experiences. In this study, journal entries are referred to as narratives. Bruner (1986) proposed two contrasting ways individuals understand the world: logico-scientific mode and narrative mode. Although there are different definitions and uses of narratives throughout research, this study defined narratives as the stories coaches told about their relationships with teachers. Bruner’s (2004) approach to narrative was “a constructivist one—a view that takes as its central premise that ‘world making’ is the principal function of mind” (p. 691). This study ascribes the same approach to narratives. These constructed realities revealed how the subject-object balance of Kegan’s theory impacted coaches’ relationships and their coaching activities.

Role of the Researcher

The researcher was the platform for data collection and analysis procedures because of the interpretive nature of qualitative research. Gall et al. (2007) described the researcher as “the primary ‘measuring instrument’” (p. 458). It is for this reason that the researcher needs to explain past experiences, familiarity with the topic, setting, and participants.

The researcher was a literacy coach in the school district where the study was conducted. The researcher’s experience working with other coaches prompted the use of CDT. Informal conversations about coaching during meeting interactions prompted the

researcher to become curious about the different ways of constructing relationships with teachers.

Researchers suggest that a close relationship between the research setting and the researcher could potentially be problematic (Creswell, 2014, p. 188). To lessen any impact on reliability and validity, the researcher studied CDT in order to accurately apply the theory to the teacher-coach relationship. After researching and studying Kegan's work, the researcher gained a reliable scoring certification for administering and scoring the SOI (Lahey et al., 2011). To obtain certification, the researcher attended a 3-day training provided by instructors who are experts in the field of the theory. To gain a certification of reliability, the researcher scored five sample interviews within one subscore of the reliable score. This training focused on how to determine an individual's order of consciousness.

"The construction of any work always bears the mark of the person who created it" (Riessman, 1993, p. v). Although this is potentially true, the researcher took steps to eliminate any personal impact on the results of this study. One way the researcher attempted to limit any bias was by using journals to collect participant data. The rationale for using this method of data collection is that the journal platform recorded participants' stories without influence from the researcher. The use of a theoretical framework also helped to eliminate researcher bias. The researcher was aware of personal opinions and used member checking to ensure interpretations were valid and reliable.

In the study, the researcher facilitated interviews and searched for subject-object material in journal entries. During the first interview, the researcher followed the SOI

Protocol (Appendix A). During the second interview, the researcher asked participants open-ended questions in an attempt to gain subject-object material similar to the initial interview. The researcher did not react or interpret stories told by coaches based on emotion or preconceptions; instead, all stories were interpreted through the constructive-developmental lens.

Overview of Procedures

Before beginning research, the researcher secured approval from the IRB. When the research study began, the researcher obtained written permission (Appendix B) from the Kingston School District to implement the study with elementary coaches employed in the district. After the district granted permission, the researcher sent the Principal Consent Form (Appendix C) to all elementary principals. After receiving approval from 16 principals, the researcher sent the Coach Recruitment Form (Appendix D) and Coach Demographic Survey (Appendix E) to the respective coaches at their building. Once participants were identified and agreed to participate, the researcher started data collection procedures. The steps of data collection included the following.

1. The researcher administered and transcribed the SOI.
2. The researcher analyzed and scored the SOI interviews and determined each participant's level of consciousness.
3. Participants wrote four journal entries narrating their experiences with teachers using journal guidelines.
4. The researcher collected journal entries and used inductive reasoning to identify coaches' conceptualizations of their relationships based on principles of their SOI score.

5. The researcher conducted 1-hour semi-structured interviews to clarify participant descriptions or to explore themes more in depth.
6. The researcher coded interviews to determine patterns in coaching activities that were impacted by coaches' conceptualizations of their relationships.
7. The researcher interpreted themes in relation to constructive developmental levels.

Research Setting

A school district in western North Carolina was the setting for this study. Beginning in the 2014-2015 school year, Kingston School District designed and implemented a literacy framework in an effort to increase student reading achievement. One strategy within the framework was providing teachers with ongoing, job-embedded support through the use of literacy coaches. This study occurred during the second year of implementation.

Kingston's coaching program was designed to increase student achievement in literacy and build instructional capacity. Citing the work of Killion and Harrison (2006), Kingston's Literacy Framework defined the literacy coach role as teacher leader, catalyst for change, data coach, learning facilitator, instructional specialist, curriculum specialist, mentor, and a learner.

The Kingston literacy coaches were responsible for serving on the school improvement team, supporting teachers with individualized classroom-based coaching, providing professional development, observing and providing feedback, modeling best practices in literacy instruction, using data to design instruction, effectively communicating with the principal, and working collaboratively with other coaches and

district specialists. Specific coaching activities included working with individual and groups of teachers to plan and model lessons; assisting in supporting teachers as they learn and implement new teaching strategies; observing, debriefing, and reflecting on lessons; mentoring; helping find resources; aligning instruction and data; reading and providing staff with research; and building relationships and trust among colleagues.

Participant Selection

The participants in the study included six elementary literacy coaches in the Kingston School District. Purposeful sampling was used to identify participants who could provide an “information rich” (Gall et al., 2007, p. 179) description of teacher-coach relationships from various constructive developmental levels.

After receiving permission from 16 principals, the researcher mailed the Coach Recruitment Form (Appendix D) and Coach Demographic Survey (Appendix E) to coaches who worked at these schools to gather demographic and school setting information. The researcher also contacted each coach and explained the purpose of the invitation. The Coach Participation Survey asked coaches to report information about their age, experience, school setting, and roles and responsibilities. These demographic questions were included because CDT suggests that interpersonal, intrapersonal, and emotional factors impact one’s view of the world. This initial survey sampling was designed to ensure representation of various constructive developmental levels; although due to sample size, it ultimately did not impact participant selection.

At the proposal stage of the study, the researcher planned to choose 12 final participants through theoretical sampling. This method was chosen to “gain understanding of real-world manifestations of theoretical constructs” (Gall et al., 2007, p.

183). Ten of the 16 coaches consented; therefore, there was no need to use this sampling method. All participants who volunteered to participate in the study were contacted. They were prepared to receive a packet that included a Coach Consent Form (Appendix F) explaining the commitments of the study, an SOI Interview Agreement Form (Appendix G), the SOI Protocol (Appendix A), and the Journal Guidelines (Appendix H). Four participants stopped participation during the first stage of data analysis; because their case was incomplete, the information was not included in the data analysis.

All participants received a pseudonym before beginning data collection. The pseudonym provided literacy coaches with anonymity and protected their confidentiality as they shared their experiences within journals and interviews. All coaches participated in the SOI. After all SOIs were transcribed and scored, participants were assigned an SOI score. Coaches began recording their descriptions of their relationships as soon as the researcher received consent. Participants recorded four entries based on the journal guidelines. Originally, participants were asked to complete these in a 2-week period; however, the timeline was extended due to time constraints acknowledged by the participants. The researcher also wanted to ensure the entries were authentic and relevant.

Qualitative Data Instruments

SOI. The SOI was administered and scored to determine coaches' constructive-developmental levels. The SOI Protocol (Appendix A) is outlined in the manual titled *A Guide to The Subject-Object Interview: Its Administration and Interpretation* (Lahey et al., 2011; Appendix D). The interview is qualitative in nature because it is designed to invite participants to respond to open-ended questions. Interviews were conducted in a

location chosen by the participant. The qualitative interview protocol included a 60- to 70-minute interview that required the participant to discuss their understanding of recent experiences elicited by the words angry, success, strong stand or conviction, important to me, torn, and change. Interviewees were encouraged, but not required, to transcribe their thoughts before sharing a story with the interviewer. Throughout the interview, the researcher had two responsibilities. The first was to listen genuinely and respond to the stories coaches were telling. The researcher also had a responsibility to be a “person who actively questioned how the interviewee was constructing whatever it is that she is talking about” (Lahey et al., 2011, p. 204). It was critical that the researcher asked questions that revealed what was subject and object because it is “these whys or hows that tell us about the person’s structure” (Lahey et al., 2011, p. 204). Participant responses produced scorable “bits” that allowed the interviewer to determine the level of consciousness in which the coach was making meaning. Bits are considered reliable evidence of a person’s order of consciousness. As the interview progressed, the interviewer asked probing questions to determine what the participants could and could not take perspective on or take responsibility for: Ultimately, the goal was to determine what was object and subject for the participant. When the coach was unable to take a wider perspective on the topic or situation, the researcher found the limits of their meaning-making system. The researcher did not require participants to tell stories based on literacy coaching; however, any stories regarding literacy coaching were used to build interview questions. The interviews were recorded and transcribed by the researcher. As mentioned earlier, the researcher was trained and certified in administering and scoring the SOI.

Journal entries. All participants completed four journal entries in response to recent coaching experiences with a teacher. Coaches were encouraged to write each entry in response to an emotional interaction with a teacher. Participants completed journal entries using the Journal Guidelines (Appendix H). These guidelines were designed to elicit subject-object material. Journal guidelines were developed using a similar line of questioning consistent with the SOI in terms of its attempt to elicit “how a person structures or organizes his or her meaning making” (Lahey et al., 2011, p. 210). Similar to the types of questions asked during the SOI, these journal guidelines were designed to elicit responses that captured how coaches constructed meaning of their experiences. The authors of the SOI differentiated between two types of narrative data that are collected during an interview: content and subject-object material. This meant that some of the narrative was just details of the story and was not used to answer the research questions. The journal guidelines were designed to elicit responses from coaches that demonstrated how coaches conceptualized their relationships and how their relationships impacted their coaching activities.

Semi-structured interview. The final stage of data collection took place during an hour-long semi-structured interview. This format “involve[d] asking a series of structured questions and then probing more deeply with open form questions to obtain additional information” (Gall et al., 2007, p. 246). The primary goal of the interview was to gather more data to create an in-depth picture of how coaches’ conceptualizations impacted their coaching activities and to have “theoretical saturation” (Gall et al., 2007, p. 469) of emerging patterns of coaching activities. The researcher designed the Semi-Structured Interview Protocol (Appendix I) after each participant’s conceptualization was

created and patterns of behaviors were extracted from the journal entries. After the journals were collected and analyzed, the researcher did not have enough data to create an accurate narrative for each participant based on coaches' responses. Two questions in the protocol were designed to engage the coach in a discussion of their coaching. During the interview, the researcher probed for more subject-object material. Interviews were also used to "enhance the researcher's ability to assess the accuracy of findings as well as convince readers of that accuracy" (Creswell, 2014, p. 201). This method of triangulation allowed the researcher to clarify and explore patterns of coaching activities that were identified in the first stage of data analysis. Interviews also allowed the researcher to purposefully investigate and explore conceptualizations and patterns identified in the coaches' journals. For example, when the researcher found a pattern in the coaches' actions as a result of teacher resistance, this topic was presented during the interview. The researcher presented this situation to all coaches to understand the differences between coaches' actions. The researcher continued with the interview until coaches' conceptualizations were "definitively established" (Gall et al., 2007, p. 465). The colleague who validated the interview added questions that contributed to the depth of the interview. After learning about the theory and viewing conclusions from the initial data analysis, she suggested an additional question to capture how coaches resolved conflict "in the moment." This topic was added to the protocol and explored during the interview.

Data Analysis Procedures

A collective case study design was used to create theoretical replications of the teacher-literacy coach relationship. Theoretical replication allowed the researcher to

draw connections between the data and the principles of the theory that underlie the research (Gall et al., 2007, p. 179). Six different cases of coaches' conceptualizations according to CDT provide "different perspectives" (Gall et al., 2007, p. 179) on what the teacher-literacy coach relationship means to coaches.

There were three phases of data analysis used in this study. The first step was analysis of the SOI interview (Lahey et al., 2011). The second phase included interpretational analysis of the journal entries and interviews through the lens of CDT. The third phase of analysis was a cross-case analysis with application of CDT. All interviews were hand-coded. The collective case analysis involved comparing patterns of coaching activities across and within orders of consciousness.

SOI analysis. In the first phase of the data analysis, participants' constructive developmental levels were determined using an established SOI scoring process (Lahey et al., 2011). The interviewer transcribed the interviews, read, and analyzed them to determine, "from where in the evolution of subject-object relations does the person seem to be constructing his or her reality" or ultimately "what constructive developmental perspective are they operating from?" (Lahey et al., 2011, p. 10). The interviews contained both content and subject-object material. The content of the interviews included the topics or ideas the interviewee chose to speak about. These were irrelevant to constructive-developmental levels. The *material* within the interview indicated how the participant made meaning of these ideas and thoughts. Constructive-developmental levels are based on what a person can reflect on, take perspective on, and take responsibility for. Ideas that are object to the interviewee can be reflected on and help indicate constructive-developmental levels. The authors of the SOI (Lahey et al., 2011)

recommended that scorers should form a hypothesis by analyzing the subject-object material throughout the interview and “make sure that at least three bits reflect that hypothesis” (p. 156). All coaches were assigned a subject-object score. These scores were validated by reliable scorers who volunteered to score them.

Coding journals and interviews. In the second phase of data analysis, journals and interviews were analyzed using a deductive approach. A deductive approach involved “identifying themes and patterns prior to data collection and then searching through the data for instances of them” (Gall et al., 2007, p. 28). Following guidelines from Glesne (2011), the researcher analyzed the journal entries “line by line, jotting possible codes in the margin” (p. 195). The coding patterns were generated from organizational principles of the coaches’ order of consciousness. With the principles as a lens, the researcher looked for evidence of the coaches’ abilities to reflect upon, take responsibility for, or objectify the teacher-coach relationship. The researcher looked for evidence that demonstrated what was object and what was subject for each coach in terms of the relationship. For example, in a journal entry, a self-authoring coach discussed the topic of frustration when meeting with a resistant teacher. Knowing that the coach had an underlying sense of purpose based on their SOI score and the principles that organized her experiences, the researcher looked to find out how the coach responded and the rationale they provided for their response. The researcher concluded that the coach used the relationship to help students if the coach said they were going to continue meeting with the teacher every day after school until the teacher mastered the topic because they were worried about the students in the classroom. This coding process was completed for each participant.

The second set of codes was completed from data collected during the semi-structured interviews. The researcher coded the interviews to understand how the coaches' conceptualizations of the relationship impacted their coaching activities. Similar to the steps in the journal entries, the researcher went line-by-line and jotted down each coaching activity that was reported to "discover what concepts they ha[d] to offer" (Glesne, 2011, p. 195). Activities included formal and informal activities and even descriptions of their decision making regarding their activities. After that was complete, because the purpose was to see how the relationship impacted the activities, the researcher went *back* through each interview and looked for activities coaches completed *because of* their understanding of the relationship. For example, the socializing coach understood the relationship as a way to provide teachers with positive collaborative experiences. In the interview, the coach discussed an event when a teacher came to her with concern over student data. The coach helped the teacher analyze the data in that moment. The researcher recorded this as an activity. Then, the researcher looked for the reason the coach provided that explained *why* they completed the activity. If the reasoning was because she wanted to make the teacher less stressed about their data or aligned with another conceptualization, this was coded as a coaching activity. After completing this analysis for each coach, the researcher had to "categorize relationships" (Glesne, 2011, p. 195) between the activities. In this first round, patterns of coaching activities included decision making, coaching cycles, using data, differentiating, and feedback. After these activities were identified, the researcher identified overall relationships between activities and concluded that coaches' relationships impacted the frameworks they used when working with teachers, the way they differentiated their

work with teachers, and feedback.

Reporting Results

Qualitative reporting requires the researcher to provide the reader with a “vicarious experience” (Stake, 1995, p. 86). Achieving this goal requires the researcher to create a clear picture of the information that is grounded in the realities of the participants. The researcher is also responsible for organizing and reporting the cases in a way that “contributes to the reader’s understanding of the case” (Stake, 1995, p. 86).

Glesne (2011) described the data presentation used in this study as “separation of narrative and interpretation” (p. 230). Within the narrative, the reader is presented with an understanding of the research setting that includes a “rich in description, dialogue, events, and interaction” (Glesne, 2011, p. 230). First, each case was written as a narrative. This narrative was designed to inform readers how coaches experience their coaching through a brief description of their order of consciousness and an understanding of their coaching based on the dominant principles that organized their coaching activities. Then, in the interpretation section, “the writing style changes dramatically as [the researcher] develops [theories] through detailed analysis of the data” (Glesne, 2011, p. 230). After each case in this study, a discussion of the participant’s conceptualization and data that support the conclusion is provided. After all six cases, conceptualizations are compared and contrasted within and between orders of consciousness.

The second section is displayed using the same style. The researcher answered the second research question by presenting themes that explain how coaches’ conceptualizations impact their coaching activities. An overall presentation of coaching activities is provided to give readers a general understanding of the coaching activity and the purpose it served in the narration section. Patterns of activities are interpreted

through the theoretical principles of CDT after each narrative.

Validity and Reliability

Validity and reliability are two important criteria for any type of research.

Qualitative and quantitative researchers approach these criteria differently due to the interpretive nature of qualitative research. In qualitative research, it is the researcher's responsibility to design a study that limits issues related to validity and reliability and to communicate these issues (Creswell, 2014, p. 201).

The use of a theoretical framework as the overarching lens of this study requires the researcher to articulate how the methods used address the theoretical principles of CDT. The SOI was used to measure participants' order of consciousness. Studies on the SOI have demonstrated reliability on longitudinal measures and inter-rater reliability (Conley, 2005; Lahey et al., 2011, p. 241). Although the researcher scored the interviews, a second reliable scorer was recruited to ensure inter-rater reliability. The researcher recruited two certified scorers to provide a second score.

Triangulation and member checking were used to address criteria for credibility. Participant data were collected using multiple methods and varying modes. Triangulation of data was conducted by identifying patterns within four data-rich journal entries and a follow-up interview. Participants had the opportunity to participate in member checks. Participants were provided the opportunity to make corrections to any transcribed data. The researcher had individuals with knowledge of the theoretical framework validate the journal guidelines and interview protocol. These methods strengthened both validity and reliability. The researcher documented the research process by using an audit trail to limit threats to trustworthiness. After the SOI and journal methods were completed, the

researcher summarized conclusions and developed questions to consider after each step of data collection and analysis.

Limitations

The purpose of this study was to understand how coaches conceptualize the teacher-coach relationship and how this conceptualization impacted coaching activities. Due to the theoretical framework and the case study method used, the findings cannot be generalized to all coaches. The coaches in this study represent a particular time and space in the coaching literature. Research can be conducted in the future to build upon this foundational study.

The researcher was the primary data analysis instrument due to the qualitative nature of this study. The researcher attempted to eliminate bias as described in the section above; however, it was impossible to separate the researcher from the study. Another limitation was the use of CDT as the framework. This theory is one of many theories for adult development. This study only viewed the teacher-coach relationship through one theoretical lens.

Delimitations

The researcher was not able to predict a sample size prior to beginning the study. Participants only represented three orders of consciousness; however, only two dominant stages were used for comparison and interpretation.

Summary

The goal of this collective case study was to explore how coaches constructed meaning of the teacher-coach relationship and how the conceptualization impacted their coaching activities. Six participants volunteered to share their coaching experiences.

The researcher used qualitative methods to create six unique cases to provide a “holistic” (Glesne, 2011, p. 22) account of the nature of the teacher-coach relationship using CDT as the theoretical framework. After determining participant SOI scores, the researcher deductively interpreted dialogue from the journal entries and interviews by analyzing what was subject and object for each coach. Principles of the coaches’ order of consciousness were used to determine their understanding of the relationship and the ways it impacted their activities. Data analysis occurred throughout the study and was completed after all data were collected. The researcher designed the study by using steps to eliminate or prevent any researcher bias or misinterpretation by using member checks and an audit trail. Chapter 4 presents answers to the research questions with individual cases and analysis of the data. Chapter 5 contains a discussion, conclusions, and recommendations that resulted from data collection and analysis.

Chapter 4: Results

Introduction

This qualitative study was designed to examine literacy coaches' conceptualizations of the teacher-coach relationship and to understand how these conceptualizations impacted their actions while coaching. The qualitative data collection methods were designed to gather data that allowed for interpretation of the teacher-coach relationship and activities through the lens of CDT. Data from interviews and journal entries were used to create narratives for each participant that provide a picture of coaches' conceptualizations of the teacher-coach relationship and the impact these conceptualizations had on coaching activities. The findings in this section answer the following research questions.

1. How do literacy coaches conceptualize their relationships with teachers according to CDT?
 - a. How are coaches' descriptions of their relationships similar?
 - b. How are coaches' descriptions of their relationships different?
2. How do coaches' conceptualizations of their relationships impact their coaching activities?

The first section of this chapter presents six literacy coaches' narratives. The data were collected over an 8-month period and captured coaches' unfiltered, genuine thoughts that resulted from their interactions with teachers and from their reports of how they engaged in their coaching activities. Coaches' names are pseudonyms and any names found within their narratives have been changed to ensure participant anonymity. Each case includes a description of the coach's educational background and school

setting, the coach's constructive developmental level, an interpretation of their conceptualization of the teacher-coach relationship based on the principles that organized their order of consciousness, and specific dialogue from interviews and journal narratives. The details included in the cases are provided to aid in understanding each coach's dynamic situation and nuances unique to their individual experience. The descriptions are not intended to generalize experiences of all literacy coaches; instead, this study creates an understanding of an experience specific to the author of the narrative. The second section in this chapter compares each case to describe the differences and similarities of literacy coaches' interpretations of their relationships according to their constructive-developmental level. The final section provides a description and comparison of the impact coaches' developmental levels had on their coaching activities. Interpretation of coaches' engagement in coaching activities provides insight into how and why they performed specific coaching activities based on their perception of themselves, others, and the circumstances surrounding their coaching environment.

All participants served as literacy coaches in the Kingston School District in western North Carolina. The district hired coaches for each elementary school to support implementation of a literacy framework that focused on developing teachers' instructional capacity in balanced literacy and the five components of reading. At the time of this study, the coaching program was in its second year. Guided reading, interactive read-aloud, and phonics were components of the framework that had been implemented. Sixteen of 19 coaches from the district were invited to participate after receiving principal consent. Ten literacy coaches consented prior to commencement of

the study; however, four of them discontinued participation throughout different stages of the study for various reasons.

The Constructive Developmental lens was used to examine the nuances of the teacher-coach relationship. Kegan's (1982, 1994) theory explains how humans develop an increasingly more complex ability to create meaning and understanding of their experiences. Understanding is based on how individuals psychologically process "what is the self and what is other, what is subject and what is object" (Lahey et al., 2011, p. 290). When one can reflect upon, take responsibility for, consider, and discuss an idea, topic, or belief, it is object. When something is subject, it influences someone's perception without them knowing it is there or that it is creating their understanding because they are identified with it. The subject-object balance determines how people make meaning of their experiences. Development occurs through a gradual process of emergence and release of the dominant order of consciousness. Emergence into the next stage is noted "()" on participant scores. There are six orders of consciousness as presented in Table 1.

Table 1

Kegan's (1982) Orders of Consciousness

SOI Score	Name
0	Incorporative
1	Impulsive
2	Imperial
3	Interpersonal
4	Institutional
5	Interindividual

The incorporative, impulsive, and imperial stages are not included in the description because they describe development that occurs from infancy through adolescence. This study used Drago-Severson's (2009) terms to refer to the last three of Kegan's stages: socializing (stage 3), self-authoring (stage 4), and self-transforming (stage 5). Individuals operating in the socializing stage are identified with their relationships. The desire to fulfill the expectations and opinions of others impacts their actions. Boundaries of "right" and "wrong" are derived from rules, traditions, and societal norms. Others' feelings and opinions are internalized and used to determine their perception of themselves. When conflict arises, differences are settled in order to maintain mutuality because of the impact it has on the perception of the self.

The self-authoring stage is characterized by the ability to take relationships as object and internally create theories, forms, and systems that define the self. Decisions are no longer constructed based on the need to appease others or externally created values; instead, decisions are evaluated by personal standards. Actions align with overarching theories. Individuals in this stage recognize, acknowledge, and respect others' institutions and evaluate them based on their own standards. In the self-authoring stage, individuals are subject to their own theories and goals. Although they have developed their own theories, values, standards, and goals, they are unable to take perspective on them. There is no space between the self and their institution (Lahey et al., 2011).

In the self-transforming stage, individuals are able to take their theories, identities, and goals that were subject in the self-authoring stage as object. They "have grown into the developmental capacity to take perspective on their own authorship, identity, and ideology" (Drago-Severson, 2009, p. 50) and they are able to see the space around

ideology. Their ability to make meaning of the paradoxical nature of situations enables them to constantly question, reshape, and transform their self-systems without a loss of identity. As they engage in relationships, their goal is to change the self through interactions with others. Table 2 provides information about each participant including their order of consciousness and experiences in education and coaching.

Table 2

Participants

Coach	SOI Score/Order of Consciousness	Experience in Education (Years)	Experience as a Literacy Coach (Years)	Teachers Served
Kara	3(4)	15	2	26
Mary	4	11	5	30
Leah	4	14	7	30
Tammy	4	23	2	31
Julie	4(5)	18	3	17
Erin	4(5)	26	2	33

Kara

Kara had 15 years of experience working in education and was in her second year of coaching at the time of this study. Her qualifications included a Bachelor's degree in Criminal Justice and an add-on teaching license. Prior to coaching, Kara primarily taught kindergarten through second grade. She coached 23 teachers at her school and did not work with her staff prior to coaching. Kara's SOI score was 3(4). This score indicated that she was primarily making meaning in the third order of consciousness. The (4) component showed an emerging development into the fourth order of consciousness. When prompted in her SOI, she demonstrated an awareness that her decision making was

influenced by others' opinions. During the final semi-structured interview, she demonstrated the beginning ability to reflect on her relationships when she said, "That changes my perspective on things, you shouldn't have to have that strong relationship to be a good coach, but it builds on it because if you're not building that relationship, you're not going to do that." In this statement, she demonstrated an emerging ability to take perspective on her interpersonal relationships and consider that her identity exists outside of the context of her relationships. This ability was not consistently demonstrated, and she was unable to fully develop this perspective as she discussed her coaching activities. In the socializing stage, others are experienced as part of the self. Individuals internalize others' points of view in order to create a shared sense of identity; however, they are subject to the fact that others' opinions and feelings create their sense of identity. Understanding of right and wrong are defined by standards and opinions created by society and authority. Kara's coaching was influenced by her desire to provide teachers with positive experiences, a reliance on others for a sense of self, and her feelings of responsibility for being the best coach she could be.

Developing instruction. Individuals operating in the socializing stage rely on concrete models to guide their actions and behaviors. In her coaching, Kara used stages of the coaching cycle as a model to develop teacher instruction. After teachers approached her with a topic they wanted to work on, Kara used data from a specific standard and created a "formative assessment" so they knew where to begin instruction. The cycle would progress as she would "move them through that, watch them build on that." She determined teacher mastery when "they could do it on their own and make their own formative assessment."

Kara also individualized the support she provided teachers as they worked on instructional improvements. In each situation, the teacher would determine or Kara would help them determine which instructional area they wanted to improve. During interactions, she would sense sources of teacher confidences and concerns and address them by looking at data, designing lesson plans, or developing a plan for collaboration. When coaching teachers, Kara worked side-by-side with them modeling, co-teaching, and debriefing to ensure they were making improvements to instruction. Her responsiveness to teachers' needs was demonstrated in a coaching activity when she and a teacher were working on planning for guided reading. Kara and the teacher created guided reading plans, gathered resources, and planned "model lessons and subsequent co-teaching lessons" (personal communication, February 19, 2016). Kara purposefully stressed the importance of focusing on the standard and also discussed the placement of phonics instructions within the context of the guided reading lesson. She also agreed to demonstrate anecdotal notes during one of the model lessons at the teacher's request. She and the teacher arranged a future session where they would plan "based on the success of the lessons" they had already created. During the next session, they discussed outcomes from the previous lesson. Kara felt as though the teacher was "gaining confidence with her skills" and was "prepared to take the lead in guided reading." After looking at data, they discussed the teacher working more independently.

Kara derived her sense of identity from opinions and actions of the teachers she worked with. This was evidenced when she said, "If they don't support me, they would say, 'Don't go to her because she's not going to be able to help you.'" She experienced success when teachers were excited and confident in their instruction or as a result of

coaching interactions. Teachers' feelings of success made Kara confident in her abilities based on the principles of the socializing stage. In contrast, when teachers were resistant or gave pushback, she felt as though they did not think she was "capable." The worst thing for Kara about receiving pushback was that teachers would not feel as though she was a "good fit" for her coaching position. "Socializing knowers avoid conflict because it is a risk to the relationship and is experienced as a threat to the coherence of a person's very self" (Drago-Severson, 2009, p. 45). Administration provided Kara with feelings of confidence and competence and made her "feel successful." She internalized her principal's confidence as a reflection on her abilities: "She knows that I'm knowledgeable, it makes me more confident in front of staff."

Helping teachers. Another characteristic of the third order of consciousness is based on mutuality, obligation, and loyalty. Since their identity is constructed based on their relationships, discord between coworkers is experienced as a threat to the self. In her coaching role, Kara was deeply committed to helping her teachers because their feelings were part of her identity. The following statement demonstrated how she approached her coaching situations so that she could maintain the relationship. She said,

I always try to listen first and never tell them that they are wrong. I try to look at it . . . I hate to tell them they are wrong because it's not right to do that to people. I wouldn't want someone doing that to me, so I do not do it to him or her. (Personal communication, December 3, 2015)

Kara's coaching was designed to help teachers feel successful and comfortable with their teaching and components of the district's literacy framework. Her coaching activities included co-planning, professional development sessions, co-teaching, modeling, holding

postconferences, lesson planning, providing feedback, and data conversations. She focused her support on components of the district's literacy framework such as phonics and guided reading.

She also helped teachers with "data analysis and finding resources" because it was a "big push" at her school site. She invited teachers to be part of each stage in the process. She wanted teachers to ask questions and tell her what they needed. When they came to her with a desire to improve in any area, Kara helped them problem solve. Kara served informal roles such as "cheerleader" and "side-line coach" based on the needs of the teacher.

Kara's commitment to helping her teachers also propelled her to learn about unfamiliar content. She accepted these challenges as opportunities to improve her teaching skills. She would spend as much time as necessary to learn about new content so she could help teachers improve and deepen their knowledge. For her, the outcome was tri-fold. She saw a strengthening in herself, the teacher, and student achievement. Kara also looked for opportunities to improve her coaching abilities. When completing a coaching cycle, she chose to work with a teacher who previously served as a coach in order to get feedback that would help her "be a better coach." This is characteristic of socializing individuals because they fulfill obligations based on a shared sense of responsibility.

She placed an importance on preserving teacher feelings and empowering them during interactions. Kara wanted teachers to know that working with her was a "positive process" and her job was to provide "good follow-up and strong feedback." To preserve their feelings and keep things positive, she would sometimes "skirt around" the truth

during critical conversations. When teachers were already “knocking themselves down,” she felt a responsibility to “build [them] up.”

Kara’s conceptualization of the teacher-coach relationship. Examination of Kara’s interview and journal entries provided insight into how principles of the socializing stage influenced her conceptualization of the teacher-coach relationship. Kara’s subjectivity to her relationships caused her to focus on the happiness and success of her teachers during each interaction. Her actions and dialogue were influenced by her need to maintain positive relationships. In Kara’s journal entries, she reflected on interactions with three different teachers. When two of the teachers experienced success and were pleased with the work they completed together, Kara felt successful and excited about her coaching. When teachers felt badly or negative about something, her role shifted to a “cheerleader more than a coach” (personal communication, February 2, 2016) so that she provided them with a positive experience.

Kara also experienced her relationships as an evaluation of her effectiveness as a coach. In the socializing stage, evaluation of the self is constructed from others’ opinions. Kara judged her coaching abilities on teachers’ observable feelings or behaviors. Kara felt confident when teachers came to her with questions because she interpreted these actions as proof that she was knowledgeable. When they looked to her for instructional advice, Kara believed “they are aware that I’m capable and they are aware that I have information for them. I have the ability to help with instruction and to help them with their students.” When teachers did not seek her advice, she assumed that she had not made them “believe that [she was] that person that they can learn from yet.”

Kara conceptualized her relationships as a context for implementing the district’s

literacy framework. Socializing individuals orient themselves toward external authority; therefore, they rely on frameworks and theories such as the literacy framework. When she had relationships with teachers, she was able to talk about components such as guided reading, phonics, and interactive-read aloud. Kara felt a responsibility to provide teachers opportunities to improve in these areas.

Kara also conceptualized her relationship as a context for building teacher confidence. As is characteristic of the socializing stage, her sense of responsibility for their feelings during coaching interactions caused her to feel like she had to provide them with “good follow-up and strong feedback” (personal communication, June 1, 2016). When teachers would approach her because they were worried about their student data, she found a way to “build” their confidence and create a plan to help them make instructional improvements.

Mary

Mary had 11 years of experience in education and was in her fifth year of coaching. She had a Bachelor’s degree in Elementary Education and was working to obtain her Master’s degree in Administration at the time of this study. She served 30 teachers at her school. Mary’s SOI score was 4. From a self-authoring perspective, Mary created her own internal sense of identity and she strived to achieve these goals as a coach. She evaluated her success based on her ability to reach self-created standards.

Mary’s dialogue revealed her perception of her sense of purpose: to continuously improve student learning. In the self-authoring stage, their underlying sense of purpose drives their interactions. In the initial interview, her “personal passion” was evident in multiple ways.

I am trying to create a mind shift at our school. All decision-making should be impactful designs for students. That's our number one job. I mean, our job is to push forward; to show growth. To be better today than we were yesterday. If we don't instill the passion for learning, I don't think we have done our job. I feel success when we inspire love of learning. Because being lifelong learning is the best hope you could have for a child. (Personal communication, October 22, 2015)

She believed it was the educator's responsibility for ensuring student growth and academic progress regardless of the students' background or previous academic performance. Mary approached her coaching activities based on this overarching goal.

Addressing teacher needs. From her coaching position, Mary impacted students by helping teachers provide effective instruction. One of her main responsibilities during this study was facilitating grade-level PLCs. This resulted from her awareness of teacher needs regarding effective data analysis based on observations of PLC meetings. Typical of self-authoring individuals, she created a strategy for strengthening their capabilities using existing school structures.

We started to notice that the data wasn't being looked at as closely as it needed to be. So my principal and I both expressed a concern and came up with the idea of sitting in on the PLC and having everyone in one central location.

In this context, Mary would support teachers as they looked at data, unwrapped standards, and created lesson plans. She had awareness that different grade-levels had varying strengths and weaknesses so she responded by providing support that was specific to their needs. "So as a grade level, when things came up that they felt they

needed for the next week, or something that we noticed looking at the data, we addressed it as a grade level.”

Self-authoring individuals are respectful of others’ self-authored goals and purposes. Just as they feel a sense of fulfilling their purpose, they grant others the same opportunity. Mary acknowledged this when she said, “my definition of success and their definition could be completely different.” To further differentiate based on need, Mary met individually with teachers after observations. Mary designed coaching interactions the same way regardless of the teacher; however, she believed it was “unrealistic” to think that each interaction would have the same outcome. Once the cycle “got off the ground, their responses and their willingness to keep going would determine” her level of involvement within specific stages of the collaboration. During postconferences, they collaboratively looked at the students’ data “relevant” to what was observed. Mary provided teachers opportunities to identify specific areas of instruction that needed to be strengthened. From her experience, she knew that some teachers were “very clear in what they feel they would like to work on.” She never told teachers exactly what they had to work on, but if they were unable to determine a specific area, she directed them “based on the observations” and student data. When working through cycles of improvement, Mary helped teachers develop a “concrete plan, formulating it, and following through with the plan.” At the end of the cycle, Mary would consider teachers’ actions, feedback, and student data to determine where to “move on” from there.

Mary also used the PLC context to model data analysis without making it personal for the teachers. She knew they were less likely to engage in conversations if they felt uncomfortable sharing their data. Her dedication to helping students in this

context was evident when she said, “I want teachers to be comfortable and I want them to feel that what we’re doing is for the students and that we’re looking at the big picture . . . it’s about student success.” Mary modeled data conversations with grade levels first. Due to the perception of the personal nature of data, she designed conversations so they were “based on facts, nothing was pulled out that’s personal, but it’s presented in a way that is: ‘What is the data showing us?’” Modeling with the group first helped her make an easy transition for the conversation when she met with teachers in an individual setting.

Mary’s self-authoring capacity allowed her to revise and develop new strategies for meeting teacher needs. When she noticed that she was not engaging all teachers, she was able to reflect on her strategy, determine why it was not working, and devise a new one.

I am realizing that I need to have a more concrete form. I can’t just say “Let me know”, I have to say “Let me come in and model.” I need to be more forceful about certain things like that. I am beginning to understand that even though I am offering these things, or am offering the coaching cycle, I need to be more direct.

Doing what is best for students. Mary developed different strategies, as typical for self-authoring capacities, when working with teachers to ensure students were getting quality instruction. She used data when engaging in critical conversations. She felt this method was effective because focusing on the data allowed teachers to look at the “concrete.” She made sure this conversation did not imply “you didn’t do this for the students”; instead, data said “the students seemed to have missed this concept, maybe the students will need to have an intervention group.”

She designed her conversations to draw teachers' attention to "student achievement and data." One time when she perceived a teacher's nervousness about the data conversation, Mary decided to "postpone" the discussion because she wanted the teacher to be "open" to talking about what it meant for students. Mary said,

What we're doing is for the students and we're looking at the big picture. It's not just about my observation with you today, it's not just about the walk-through that was done last week, it's looking in the long run, long term, the big picture, student success; students.

She felt that postconferences were the best context for engaging teachers in conversations that would improve instruction. She rationalized her decision making when she had to sacrifice critical conversations to preserve teachers' feelings: "If I don't pay attention to the teachers, they're not going to sign up for a post-conference and we're not going to have those one-on-one discussions and student improvement is not going to be where we hope it is" (personal communication, June 6, 2016).

Mary was familiar with teachers' varying readiness levels regarding instruction and their personalities. She knew that some teachers were more proficient in different areas but felt that all teachers were learners and that "everybody ha[d] an opportunity for improvement." Knowledge of her teachers' instructional strengths and weaknesses let her know which teachers she had to "push a little harder" and which teachers she needed to "support more with more positives and lightheartedness with improvements, taking really small baby steps." Mary noted that she did not expect teachers to do things perfectly each time, but she did have an expectation that teachers responded to student needs by working to improve. When she perceived a teacher's lack of engagement in the

growth process, Mary felt that it was her responsibility to change her coaching strategy and find a way to support the teacher as they worked to improve instruction (personal communication, January 31, 2016). This compelled her to look for more resources and for different coaching options. In response to her self-authored goal, Mary generated an internal obligation to improve her coaching as a strategy for helping students get the instruction they need.

When I go home and I'm thinking about my day or I am thinking about what I'm going to do tomorrow, I always think, "Oh, I should have done this," or "I could have spent five more minutes here," or "I could have done this strategy," or "I could have modeled it in this way."

She used teacher feedback to help improve her coaching. In the self-authoring stage, individuals bring in opinions of others to help them improve their strategies for reaching their goal. After teachers suggested that she provide them with "something they could work on" within her notes after she completed an observation, she heeded their advice and included "next steps" as part of her feedback. Self-authoring individuals are concerned with their own evaluations of meeting their potential. As a coach, Mary evaluated herself against her own standards:

I'm very hard on myself and so every time, I look at, when I go home and I am thinking about my day, or I am thinking about what I'm going to do tomorrow, I always think, "Oh I should have done this" or "I could have spent five more minute here" or "I could have done this strategy or I could have modeled it this way."

Notice she was able to take perspective on herself and her evaluation of fulfilling her

purpose.

System of teachers. In the self-authoring stage, goals are aligned with larger organizational goals. Mary viewed the educators at her school as indispensable parts of a larger system. She viewed each one as separate and unique with their own strengths and weaknesses but believed they also served another purpose within a “whole system of teachers.” She worked to develop individual teachers within the context of the group. “If this person is excellent in this area, we need her to help us and that is just something that as a whole system of teachers, what we are just now experiencing.” She tried to design conversations to open up dialogue about teacher strengths and weaknesses, not personal weaknesses but instructional weaknesses. Strong relationships supported Mary as she engaged in dialogue about instruction; because in this context, she was “able to talk openly about things.” She situated herself as a learner within the relationship. Mary felt it was her responsibility to accept and give “constructive criticism.” To create instructional changes, Mary worked to maintain “open communication,” “black and white,” “working together” with the ultimate goal focused on “the kids.” When Mary had strong relationships with teachers, their structured meetings morphed into “informal” engagements. In this informal setting, teachers would “send a text message” to share their success with instruction or student data. In this context, teachers would seek validation and feedback about slight changes they made and the effects of those changes. She viewed resistance as a “hurdle for relationship building.” Mary felt like weaker relationships and resistance gave her less of a context to engage teachers in discussion about scores and best practices. Teacher resistance impacted the amount of time Mary collaborated with some of her staff. Even though Mary perceived this as a barrier, she

believed when teachers saw her working alongside other teachers in the building, she “might get the unwilling, for lack of a better word, kind of to buy-in.” Self-authoring individuals use conflict with others as a way to revise the strategies they use to meet their goals. They evaluate this conflict against their own values. During an interview, Mary talked about a teacher whose data showed a need for improvement. In this conversation, she identified how she uses others’ ideas and evaluates them based on her goals. “I will talk to the teacher and look at every piece of data. I will collect a trend to support, either my view or against my view, and then the teacher and I figured out what to do next” (personal communication, October 22, 2015).

Mary’s conceptualization of the teacher-coach relationship. Mary’s construction of her relationships is organized by the principles in the self-authoring order of consciousness. Mary’s narrative showed that she constructed her relationships with teachers as a strategy for meeting her own internal goal of doing what was best for students and student learning. This was evident when she said, “It’s not personal, it’s not about me and [the teacher], it’s about [the teacher] paving the way for their education.” The coach-teacher relationship is not an end goal in and of itself; instead, Mary utilized her connections as a means of improving student achievement and students’ love of learning. Although Mary worked with all teachers at her school, she interacted with teachers based on student data, observation, or her perception of the need for instructional changes.

Mary also viewed her relationships as a context for looking at data, discussing best practices, and developing instruction. Mary had relationships with all teachers at her building and she worked with them all weekly; however, stronger relationships with

teachers gave her a better opportunity to provide specific feedback and validation when they were making instructional changes. This was evidenced when she said,

In a strong relationship, it's both of us being able to talk openly about things and for me to take constructive criticism because I'm asking the teachers to take constructive criticism. It is just an open communication looking at black and white, working together, I trust you, you trust me, and I'm doing this for the kids. I think a weak relationship is just not letting your guard down, always holding something in your back pocket. (Personal communication, June 6, 2016)

This showed how she used the relationship as a context to discuss instructional changes. When the relationship was not there or the teacher was resistant, she was unable to have the types of discussions that led to instructional change.

Lastly, Mary viewed her relationships as a way to limit teacher resistance and engage teachers. When teachers did not actively work on improving their instruction, Mary believed that she could create buy-in through her work with other teachers. During an interview she talked about her decision making when spending time with teachers who want to work with her rather than teachers who do not actively collaborate with her. She felt that if she went “to someone who was going to take it and go with it” she “might get the unwilling, for lack of a better work, kind of to buy-in.” In this strategy, she used her relationships to engage others in collaborative opportunities.

Leah

Leah had 14 years of experience in education and was in her seventh year of coaching. She spent her entire coaching career at the same school and enjoyed supporting the students and staff members. Her qualifications included a Bachelor's

degree in Elementary Education, a Master's degree of Education, a Reading Specialist Certification, and a Master's degree in School Administration. She coached 30 teachers during this study and worked as a teacher in the same building. Leah's SOI score was 4. This score indicated that she was operating in the self-authoring order of consciousness. Leah's sense of identity was based on her dedication to providing effective instruction to students. This was evidenced when she talked about the best results of a coaching interaction. "The best part about this interaction was that it led to growth, to professional change, that was hopefully going to impact student achievement in a positive way." Notice how she did not refer to her relationship or her connection to the teacher; she perceived this opportunity as successful because it allowed her to reach her goal. Leah also developed a theory about the type of person she needed to be in her coaching role. Her ability to reflect on her experiences as a classroom teacher helped guide her actions and decisions. Leah was very committed to treating her teachers with personal and professional respect. In the socializing stage, it is characteristic for others' feelings to impact one's sense of identity and view of the self. Leah, however, set standards for herself regarding how she treated others and the best ways to provide them with support. Self-authoring individuals can provide criteria for the standards they set for themselves. Leah explained her criteria when she said,

Being fair, honest, and dependable; to me that's wrapped around doing what's best for kids. Being fair with our students, being honest with our students, especially the dependability part. And that's important for me, not only as a teacher, that's important to me as a friend, as a daughter, as a sister. It's important for me as a leader that teachers know they can lean on me and if they

need support from me, they can guarantee I'm going to be there. If I am not, I let myself down.

Notice how she was able to orient her identity in multiple contexts. Her treatment of others is part of the criteria she set for her personal integrity. In her coaching role, she continuously evaluated her thoughts and actions to ensure she was living up to these standards. These self-authored qualities influenced her coaching.

Coaching method. Leah's ultimate goal was to help students become proficient learners. Leah's sense of identity was aligned with this goal. Through her experiences as a coach, Leah developed a theory about the best way to help teachers make instructional changes that impact student achievement. When Leah first started coaching, she had a "modeled approach." In this method, she would "go in and model and then debrief afterwards." Leah started to realize that this method was not "the best method to use in every instance or with every teacher." After reflecting on the limits of this method, her desire to become more effective led her to develop and implement a "co-teach approach" because she wanted a way to include the teacher from "beginning to end" of the process. Depending on the situation, the teacher identified an instructional area of focus or one was identified from evidence within a feedback document. Next, she and the teacher would "sit down and plan together." In this planning session, they decided which parts of the instruction would be modeled or co-taught. Leah followed a "gradual release model" where she did "a complete model" of the instruction at the beginning of the cycle, then she and the teacher co-taught the specific area. By the end of the cycle, the teacher implemented the instruction as she observed. After gaining ownership, Leah and the teacher debriefed and created a set of next steps. To determine next steps, she and the

teacher would “look at the data, identify where the kids were still struggling, and talk about what their next instructional steps needed to be.” She developed this system because teachers “have more buy-in and they’re more invested” (personal communication, June 2, 2016).

Each week, Leah spent time providing professional development and planning sessions to grade-level teams and instructional assistants. Leah used the district’s framework to choose specific areas of literacy instruction such as phonics, interactive read-aloud, and guided reading; however, this varied because “different people had strengths in different areas.” She also allowed teachers to choose instructional areas they wanted to improve and collaborated with administration to determine target areas.

Self-authoring individuals recognize the different values of others without taking it personally. Leah demonstrated this respect when she discussed her decision to let teachers choose areas on which to focus.

I don’t feel as invested or feel as eager to work on something if someone tells me what I need to work on. If *I* gave them the idea . . . and they don’t need to work on that, they won’t sign up for a time to collaborate. They won’t invite me into their rooms . . . I just feel like choice gives them more buy in.

Engaging teachers. Since self-authoring individuals are identified with their goal, they see situations in terms of actions they can take to reach their goals. Leah developed ways to create collaborative opportunities with teachers because it maximized her ability to help students. Leah had multiple strategies for initiating collaboration. She wanted to be sure to include teachers in the decision making because she believed “they seemed more eager to participate and it made them want to grow in that area.”

Sometimes, she initiated coaching cycles with teachers based on student data. To engage them, she might say something like, “What percent of your students are proficient? Only 24, okay, let’s look at that and improve what you are doing until your students develop mastery.” After observations, she used postconference conversations to discuss the evidence she gathered during observations. She created ideas for next steps and planned a coaching cycle based on the evidence. When approaching a situation that could potentially result in teacher resistance, she purposefully started the conversation with “a positive” she observed in the lesson. After affirming what that teacher had done well, she would segue into “ideas for changes they [could] make or ideas about how to make those changes.” When teachers were reluctant to approach her for support, Leah found a way of “weaseling” her way into their classroom. She would teach small groups or step out of her comfort zone just so she could create an opportunity to work with the teacher. In other instances, Leah might just ask the teacher, “Hey, when are you going to sign up for a time to co-teach with me?”

She provided teachers with multiple platforms to seek support. She noticed that not all teachers felt comfortable voicing their needs in front of other teachers, so she “put a Google Calendar up” and said, “Here’s a day to start and you have from now until May 1st to pick a week where you would like to stick your toes in the water.” She wanted to eliminate any barriers that would prevent teachers from asking for her help because this gave her the greatest opportunity to improve student achievement.

Leah believed that her level of involvement during coaching cycles helped build teacher engagement. She said,

They need to see that I’m more than just a professional developer, I am more than

a “come and sit in your PLC meeting and guide your data discussion,” I’m going to come and be in your room and be in the trenches with you and your kids and help you work through whatever the case may be. I think they need to see that.

(Personal communication, June 2, 2016)

Even using these strategies, Leah had some teachers who were less likely to collaborate. Although she could sympathize with the fact that they were “at the end of their careers” or “self-sufficient,” she did not accept this as an excuse to work less with them. She acknowledged that sometimes certain teachers did not need the professional development she provided. She knew that some teachers “scavenge for things to find what they need” without her support. For these teachers, she would “tend to focus on suggesting strategies they may not already know.” She continued look for new strategies to engage them because “there [were] 25 kids in their room and their lives [were] being impacted by their teacher.”

Improving her coaching. Individuals operating in the self-authoring stage continuously look for ways to improve and revise the strategies they use to reach their goals. Others’ perspectives are used to help them evaluate and reshape their strategies. When discussing an interaction with a teacher who had been hesitant to make changes, she discussed how differences with the teacher allowed her to revise her own strategies throughout the coaching cycle. “This teacher continues to prove my beliefs and even challenges me to think of new and better ways of challenging myself.” In this situation, she was using another’s perspective to support and revise her thinking. To improve her coaching, she used teacher feedback to help her develop the best system for supporting their instructional improvements. She said, “I had some questions I wanted them to

answer about the weaknesses they saw in the co-teaching. Were there any suggestions they would give me to help when I co-teach with other people?” Leah also set a personal goal to read a text in order to develop her ability to have critical conversations. She realized that during some of her interactions, conversations could “go in five different directions” if she just let the teacher control the focus of the conversation. She wanted to find the most effective way of making sure she could get to “the meat of the conversations where [they] talk about instruction.”

Building relationships. Leah placed an emphasis on the importance of her relationships in both her personal and professional life. From a coaching perspective, Leah looked to build and maintain her relationships because it helped “develop trust” and “provide support” for teachers. Her self-authoring purpose was evident in her relationships when she described a strong relationship she had with one teacher.

I would say our relationship is very open, she will send me a text, she will send me an email, she will ask for suggestions. . . . So now I can give her feedback and she’s not going to take it in a critical way.

Notice that she constructed the relationship based on the way it allowed her to reach her goal. If she had weak relationships or threatened the relationship in any way, her ability to help students was at stake. Leah was conscious about space and time when meeting with teachers. She arranged to meet in spaces that allowed for privacy and chose times in their schedules that did not conflict with any other responsibilities. When speaking to them, she physically positioned herself to demonstrate her engagement and support in the conversation. She used this “open” communication to provide feedback and “suggestions so [teachers] can make growth.” Teacher resistance was an obstacle to Leah’s goals.

Although Leah had multiple strategies to engage teachers in collaboration, the worst outcome of teacher resistance was that they were “more resistant to let me in their rooms, more resistant to sit down and co-plan.” Ultimately for her, she would not be able to help students if teachers would not let her into their classrooms.

Personal integrity and coaching philosophy. Leah’s coaching philosophy centered on the belief that when teachers had and received appropriate and adequate support, professional growth occurred. She consistently articulated this message in her journal entries:

As a learner, I (personally) need to know that when I make a mistake or need help, I’m not alone in it. I need to know that support and guidance are there to help me grow and become a better version of me.

She also stated, “I personally believe that when we feel like we have support and someone to lean on, we are more apt to take risks and try new things.” Lastly, “I truly believe that others are willing to try anything to make instruction better for their students if they know they have support along the way” (personal communication, November 5, 2015). Notice her self-authoring ability of generating these beliefs and using them for the standards that guide her actions while working with teachers. These philosophies were mirrored in her coaching interactions. Sometimes she felt the need to “just listen” when teachers talked about their frustrations. Sometimes she demonstrated her support by telling teachers that she was “ready and willing to help” in any way with reassurance that “there would be a partnership; something [they] both worked on together until [they] got the results [they] wanted” (personal communication, January 31, 2016). These actions are usually consistent with a socializing individual because they do not want to upset

teachers; but for Leah in the self-authoring stage, this was a matter of personal integrity and she felt it was part of her responsibility as their coach and the quality of a good leader. When reflecting on her school, Leah said,

I can't imagine getting up and going anywhere else other than school and a lot of times, it's the relationships with the people in this school and the relationships I have with our kids that made the job so successful for me.

Leah's conceptualization of the teacher-coach relationship. Leah was aligned with an underlying purpose of helping students. Her coaching was designed based on the sense of responsibility she felt for the students in the entire school. All of her conceptualizations reflected the multidimensional ways she used the relationship to help students.

She believed that in order to achieve this goal, she had to create and maintain relationships with teachers. Within the context of the relationship, Leah felt she could promote teacher growth and develop their capacity. Working alongside teachers allowed her to provide them feedback, suggestions, support, and affirmation that resulted in instructional improvements. The statement, "Once I built the relationship, I could do the heavy work," summarized her conceptualization. Her end goal was to "try to improve something for students." This conceptualization of the relationship was also evidenced when she talked about her weaker relationships: "I have a hard time letting them go because there are 25 kids in their room and their lives are being impacted by their teacher."

Leah also used her relationship to evaluate herself in terms of personal integrity standards she created. She generated criteria for her professional and coaching role

including compassion, respect, and integrity. She strived to fulfill these obligations when she worked with teachers. “So, it’s important for me to be that source of support for them because as a classroom teacher, I didn’t have that support.” This explanation demonstrated that she was more concerned with meeting her own standards rather than disappointing others.

Leah also believed that her relationships could be used as foundations for building new connections with other teachers in her building. She hoped that teacher experiences while working in their classrooms would generate interest with hesitant teachers:

Once they started talking to their colleagues, “Oh, Mary did this in my room, you can get her to help you, sign up for a time with her” or word of mouth, it kind of spread like wild fire. And then I was teaching four to five lessons a day.

Tammy

Tammy had 23 years of experience in education and was in her second year of coaching during this study. Her qualifications included a Reading Certification, a Bachelor’s degree in Elementary Education, and a Master’s degree in Elementary Education K-6. She was responsible for coaching 31 teachers at the school where she was a classroom teacher. Tammy’s SOI score was 4. The fourth order characteristics that were most evident in her narratives and journal entries were her identification with and dedication to her underlying purpose, her ability to devise strategies to serve her purpose, and her acknowledgement and respect of teacher personalities, teaching styles, strengths, and weaknesses.

Dedication to students. Individuals operating in the fourth order identify with self-authored philosophies rather than societal norms. Tammy’s fourth order identity was

built upon identification with an overarching purpose of doing what was best for students. This purpose included addressing both social and academic realms of student development. She placed an equal importance on improving student data and helping students “walk out this door and be respectful and able to communicate with others” (personal communication, June 7, 2016). Commitment to her purpose caused her to seek out and design coaching opportunities that would positively impact students. Indirectly, she was dedicated to developing teacher capacity so they could understand the “big picture” of literacy instruction. Sometimes it was hard for her to step away from coaching cycles because she became “attached to those kids and so involved.” Her ability to devise strategies to reach this goal was demonstrated when she was talking about a teacher who was near the end of her career and was not interested in making drastic changes to her instruction. She stated, “She’s a good teacher, she’s a really good teacher, but she’s done it the same way for so long and there’s not a lot of leeway in how she delivers instruction, but I’m not giving up.” For Tammy, she continuously looked for ways to improve all instruction.

Supporting instructional changes. Tammy demonstrated the self-authoring ability to regulate her actions and behaviors on behalf of her underlying goal. When students were not given effective instruction, she took perspective on the situation and responded with a coaching strategy that gave teachers the tools they would need to do what was best for students.

She positioned herself in her coaching role as “a sounding board” to “support” teachers and “give them honest feedback.” She realized that she served different purposes for different teachers and she accepted this as long as students were successful.

It was important to Tammy that all of her teachers were able to “ask her whatever” they needed to. Since she had worked to develop relationships with them as a classroom teacher, she knew they accepted and respected her honesty and feedback. Self-authoring individuals evaluate their failures and successes against their own standards they set for reaching their goal. Tammy evaluated her work according to her ability to develop teacher instruction. When asked how she knew she was effective she said,

I look to see if the teachers are implementing what we’re talking about or if they just throw it under the rug, but I guess I feel most successful when I give professional development and then I actually see them using it.

Tammy used formal and informal observations, data, teacher input, administrative input, and student data to help her identify areas to focus on when working with teachers. Although she did not adhere to a strict set of steps to complete during each coaching engagement, her process consistently included identifying the area of need, creating a goal and action plan with the teacher, and then working with the teacher until they reached their goal. Her actions within these stages were based on teacher needs. Formal coaching actions included providing professional development aligned with the district’s literacy framework, helping teachers and grade levels identify areas of weaknesses regarding instruction and classroom management, providing strategies to address weaknesses, preparing activities and materials, modeling lessons, looking at data, breaking down standards, co-teaching and planning, observing, and providing feedback. Informal coaching activities included purposeful questioning to create teacher reflection, sharing and celebrating teacher success, and celebrating students’ academic success. When these strategies were unable to align teacher actions with her goal, she reevaluated

her strategy and created a “Plan B” because she was “not giving up.” During this study, she facilitated the PLC of each grade level. She used this existing school structure to help teachers plan more effective lesson plans “from the bottom up rather from the top down.” She shifted teacher mindsets so that they would begin planning based on “standards rather than starting with activities.”

Tammy recognized that teachers had different needs, personalities, and perspectives. She knew that some teachers needed “more assistance than others, some teachers take a new idea and were ready to go, and others kind of sit back and let you do the work for them.” Therefore, she had to be “much more involved” with some teachers than others. Her recognition of a variety of motivations and barriers helped her choose language, approaches, and actions that best reengaged each individual teacher. To engage teachers, “feedback sessions had to be tailored to the teacher” she was working with, and “no two conversations are the same because no two teachers are the same.” With some teachers she had to be careful not to “offend” them during conversations because they would not “listen to any of the suggestions or even try to plan or develop any of the suggestions” that she provided. When engaging in critical conversations, she would provide “positive” statements first so it would “relax” the teacher and make them more “open to suggestions” (personal communication, February 19, 2016). Teacher resistance did not threaten her identity or cause her sense of purpose to waiver. Instead, differences with teachers were perceived as opportunities to understand their weaknesses and perspectives so she could respond with individualized support that would ultimately develop instruction. To help prevent resistance, Tammy made the connection for teachers that new instruction or changes to instruction “weren’t much different” than

what they were already doing. Tammy also used meetings as a context for developing relationships with teachers. Once she “open[ed] the relationship” with the teacher, she felt like she could “offer suggestions” so that the instruction met students’ needs. During one interaction, Tammy worked with a teacher to develop rigor for student work in literacy workstations. After prompting the teacher with questions such as “What standard are they accomplishing?” and “How are you holding them accountable?” the teacher was unable to see how to “take the next step” on her own. In this case, Tammy asked the teacher what her workstation was going to look like the following week. She “planned and prepared” the center activity so the teacher could see a concrete example of the changes that could be made to increase rigor. When discussing this activity with the teacher afterwards, Tammy designed the conversation to focus on how the teacher could “make it her own.”

Understanding teacher needs. Self-authorship and reliance on internal authority in the self-authoring stage provides individuals the ability to create their own systems for reaching their goals rather than relying on external or textbook-like definitions. Even though Tammy’s purpose was designed to help students, she interpreted teacher ability in classroom management and instruction as factors she could influence from her coaching position that would help her reach her goals. These underlying factors were typically the basis of her coaching engagements.

Tammy relied heavily on her past teaching experiences to inform her own system for supporting teacher changes. She reflected on her instruction when she was a beginning teacher:

I am not sure that I had all of my pieces to the puzzle in the right places at the

time. I mean, I would take ideas that they said, but I don't know if I ever saw the big picture. (personal communication, December 11, 2015)

Now in her coaching position, she could see “how Kindergarten through fifth grade connect[ed] and builds on itself, how it [was] so important that they get this part in Kindergarten, and that they don't wait until second grade to hear it or learn it.” In her coaching activities, Tammy developed teacher abilities to see the “big picture” and created continuous opportunities to strengthen this capacity.

As Tammy coached, her self-authored goal was to find the best method to help each teacher. She recognized teachers as unique educators with their own methods and personalities. When reflecting on a coaching cycle when a teacher did not develop as Tammy had planned, she showed an understanding of the learning process that teachers go through. “I want her to see professionally, where she is and how she fits into the big picture and I think once she sees that, she will understand a little bit more about the process.” It is characteristic in the self-authoring stage to recognize, acknowledge, and respect others' values and goals. This respect formed her coaching approaches with different teachers in her building. At multiple times during the interview, Mary demonstrated this respect:

Well, it's not like my way is the only way because it's definitely not. And her teaching style and my teaching style is not the same. And there are all types of teaching styles, so I knew going into it that the way I might do something probably was not going to be the way she did. And that was okay. You know, it didn't matter to me as long as we're making gains. (Personal communication, December 11, 2015)

Notice how disagreements and differences with teachers did not threaten her sense of identity because they aligned with her goal and not with their opinions.

Tammy's conceptualization of the teacher-coach relationship. Tammy's identity revolved around her dedication to improving student emotional and educational outcomes. Her conceptualizations of her relationships revolved around achieving that goal. This conceptualization was identified based on motivations she provided when discussing interactions with teachers. Her interviews and journal entries consistently demonstrated her desire to help teachers change instruction "so that it better met the students' needs." In the semi-structured interview, she spoke about an interaction with a teacher who was resistant to change. She explained that she did not want to get to "a place where [the teacher] shuts [her] out." The threat to the relationship was not based on Tammy's desire to make the teacher happy or a feeling that the teacher would be upset; instead, she explained,

For me it's about the kids. She can be upset with me and it's okay, but I don't want her not being open to what we're teaching them. I don't want that to affect the kids. So, I'm not willing to shut that door. Not because of my relationship with her but because of my relationship with those kids.

She was willing to fluctuate her behavior during interactions to eliminate the threat of losing her relationship because of what it meant for the students. While this statement demonstrated how she used the relationship as a way to help students, it also exposes the second way Tammy made meaning of her relationships.

She also used the relationship as a context to improve teacher instruction. Within her relationships, she used dialogue to engage teachers in conversations about instruction

and student achievement. Without a relationship, she believed there would be less of an opportunity to engage in conversations where she could make suggestions, provide feedback, and help teachers problem solve. These missed opportunities limited her potential to increase teacher capacity. This sentiment was captured when she stated, “I don’t want her not being open to what we’re teaching them.” This conceptualization was also captured in a journal entry. In the narrative, she discussed a coaching engagement with a teacher she perceived as hesitant to work with her. When reflecting on this situation, she said, “This interaction has opened up the relationship between this teacher and myself. I feel more at ease talking to her and offering suggestions.” Notice that she is conceptualizing the relationship as a context for discussing instructional practices.

Lastly, Tammy used her relationships to interact with teachers and gain familiarity with their personalities including strengths, weaknesses, likes, dislikes, and other personal details. Tammy then used this information to plan for and approach effective interactions that were “tailored to the teacher.” This strategy was then used to help her fulfill her underlying purpose.

Erin

Erin had 26 years of experience in education and was in her second year of literacy coaching. Prior to her coaching position, Erin taught mainly upper elementary grades. She had a Bachelor’s degree in Education and a Master’s degree in Elementary Education. Erin coached 33 teachers at the same school where she was a classroom teacher. Erin’s SOI score was 4(5). This score indicated that she made meaning of her experiences from a self-authoring perspective. The (5) revealed a beginning emergence into the transformational stage. Development into the fifth order involves an increased

ability to objectify self-generated theories that the self identifies with in the fourth order. Disassociation with one's own theory allows the self to become a context for continuous and constant transformation between all forms of the self and all forms of others.

Although incomplete, Erin demonstrated a beginning ability to take perspective on her theory regarding teacher resistance. When asked how resistance impacted her, she said,

It makes me reevaluate, sometimes it makes me angry. I think, you know, we're adults. We should be able to work together. Then I step back and say, there is one teacher I am thinking about who is very good with kids and not at all with adults. And so, like I mean you can walk past her and one day she might smile and say good morning and the next five days you get nothing. I would like to put away the bias I guess I get from that behind me so that I can move forward with that person. (Personal communication, June 2016)

Notice that Erin was able to identify her theory that guides her, "I think, you know, we're adults we should be able to work together," and how it creates bias. Theoretically, she is interested in changing how she makes meaning of this situation that ultimately created the bias, but she was unsure how eliminating that bias would work. She started to have an awareness that her commitment to serving students may have caused her to over-identify with her own goals. This is evidence that the self-transforming stage is just beginning to emerge and is not yet fully developed. Characteristics of the self-authoring stage influenced many aspects of Erin's coaching. Her responsibilities of her coaching position are aligned with her underlying purpose to help students. She believed that educators had the responsibility of providing students with effective instruction so they develop into successful adults. She positioned herself as an advocate for the students at

her school. In an effort to fulfill her sense of purpose, she developed strategies to engage teachers in coaching interactions, provide support, and build their capacity so they could meet the academic needs of all students.

Engaging teachers. Erin used data collected from formal and informal observations, input from teacher requests, and discussions with administration to determine “hot spots and who need[ed] to be coached.” After determining specific teachers, she initiated coaching opportunities by engaging the teacher in an informal discussion. Her purpose for these conversations was to gather information regarding teacher background knowledge or readiness in reference to the target area. Erin also worked to engage teachers in collaboration even when having critical conversations about student achievement. She would design her dialogue to prevent the teacher from feeling “like they were being attacked” or criticized. Erin was unwilling to risk relationships with teachers because she feared they would no longer be “willing to listen to advice and actually hear” what she was telling them. Erin used her coaching activities as opportunities to engage teachers who were less willing to collaborate. She believed that when she worked with teachers, they would “tell other people” about their experiences and successes. Erin believed that her relationships could “open up relationships with other people.” She purposefully used postconferences and conversations to plan future collaboration and to develop relationships with teachers. Conversations that took place at the end of a learning cycle were used to “spark something else” to work on. Erin discussed times she felt unable to engage teachers in collaboration or get them to “keep up with” the instructional changes they worked on. Although Erin did the best she could to change their “mindset,” finding new ways to engage them was still something she

wanted “to work on.” Erin wanted to find a better way to lengthen the amount of time and the quality of discussion she had with resistant teachers.

Providing support. Self-authoring individuals are able to devise strategies for reaching their goals. As Erin worked with different teachers in her building, she used a flexible set of coaching strategies, depending on teacher needs, to help provide the appropriate type of support. For example, after observing a lesson that did not engage students in the learning process, she believed the teacher needed to see a read-aloud “modeled correctly” (personal communication, January 31, 2016). During the teacher’s feedback session, Erin arranged a time to provide the teacher with a model lesson so she could understand how to do it correctly. In another instance, Erin co-planned and co-taught because she wanted to “work through” the material alongside the teacher throughout the learning process.

Erin responded to teacher emotional needs in order to keep a “connection” with them. Her response to their emotional needs was not triggered by a sense of responsibility for their feelings; her acknowledgement of their frustrations helped teachers “stay open to the strategies”. Acknowledging their feelings helped her “build rapport and camaraderie.” She feared that if she overlooked teacher feelings, “they would shut down.” She explained, “I think there would be a wall there, and they would think, ‘Well, she’s not going to listen to us. We’re not going to talk to her anymore, she doesn’t get it’” (personal communication, December 2, 2015). Erin felt that she would no longer be able to help students if she broke the trust in the relationship. Self-authoring individuals respect others’ ideas and opinions but look for opportunities to invite others to help them reach their goal. In her coaching, she empathized with teacher frustrations

by “listening and validating”; however, she purposefully channeled these discussions into action steps that targeted the source of the frustration from an instructional perspective. “It’s not just listening, but saying, ‘Okay, what’s the solution to this problem?’ It’s not just listening, but ‘What can we do about it?’” Erin was sensitive to teachers’ confidence in their instruction. She believed that a lack of confidence was a barrier to instructional changes. To eliminate this factor, Erin designed a coaching cycle that placed as much importance on “working together” as it did on instructional improvements. Erin purposefully provided teachers with positive affirmation throughout the learning process so they gained confidence as they worked to make instructional improvements.

Since self-authoring individuals are identified with their goals, they tend to feel disappointed with themselves if they are asked to take on roles that conflict with their own identities. As Erin worked with her teachers, she understood that each teacher had varying levels of readiness; and although she was aware that they had instructional improvement to make, she also knew they were developing as much as they could at that point in time. This sometimes conflicted with her ultimate goal and caused her to feel frustrated.

Well, I guess carrying out the expectations while knowing the limitation of the classroom teacher and being able to fit that into, I guess the romance versus the reality maybe. You know, the romance of the idea but being able to implement it in reality of the classroom. I think that being torn between those comes from trying to make it doable.

Notice how Erin was able to identify with both sides of the situation and since the “reality” conflicts with her goal, she was unsure how to respond.

Building capacity. Erin used collaborative opportunities with teachers to build their capacity and always wanted them to develop their ability to think “outside of the box.” Erin was responsible for working with teachers in their PLCs on planning and data analysis. The amount of time she spent in PLCs limited the time she spent on other coaching activities; however, she devised a way to use the platform to reach her goal. She maximized her time in this context by presenting instructional content she knew was a weakness based on the student population. In her journal, she explained how her work with a teacher “prompted” her to focus on vocabulary during the PLC because she saw it was a “deficit” across the grade-level. She also referred to a similar situation focused on poetry.

Erin encouraged teachers to develop their own systems for improving their instruction. She believed that buy-in was important because teachers were more likely to develop if they were “vested” in the changes they were making. She worked to support and connect with teachers because she believed that a stronger relationship provided the most effective setting for building their capacity. Under these circumstances, Erin and the teacher would “talk and flesh things out.” She asked teachers questions such as “Did you try this? How did it work?” This allowed her to develop their ability to problem solve. She was able to justify the criteria she used to evaluate if she had built their capacity. She stated,

I would say getting them to understand what best practices are. Being able to think on their own and being able to think outside the box. Being able to go out and say, ‘Well I know this is the concept, how am I going to teach it? Let me go find the resources I need’ and making it . . . it’s not just standing up and

delivering a message. It's really understanding what the message is. I think that's difficult. A lot of times we can stand up and spout off what's on the page, but do you really understand it? Until you really understand, you can't relay it to anyone else. So, one big goal is building capacity and getting them to be able to know that and then deliver that.

Notice that these criteria were developed internally within Erin. Erin presented components of the literacy framework when working with teachers, but she did not limit topics to focus only on guided reading, phonics, and interactive read-aloud. She wanted teachers to have a deeper level of understanding and connection to best practices that were "not just another program." She wanted teachers to know the "how" and "why" because she believed this level of understanding built their overall ability to teach all students. To build teacher capacity, she sometimes served in a facilitator role. In these instances, she served as a sounding board for their ideas and validated their desire to try new instructional practices.

Erin's reflection on an interaction summarized the outcome of her ideal collaboration:

I think just being able to plan with her and being able to say, "What do you think about this? I think I'd like to try this." Then doing it in her classroom. I think that helped her to like it and understand it more. Especially if it was a weak area, she didn't have confidence, but at that end she really enjoyed herself.

In this statement, her self-authoring characteristics were demonstrated because she felt successful when she was able to successfully engage the teacher in a collaboration that would help improve student learning.

Erin's conceptualization of the literacy coach-teacher relationship. Erin's self-authoring perspective caused her to create her own sense of purpose in her coaching role. Erin identified with a purpose of providing students with educational opportunities that allow them to be successful adults. She advocated for students by focusing teacher attention on responsibilities for providing the best instruction possible.

Erin created and maintained strong relationships with teachers because she used these connections as vehicles for building teacher capacity. These connections provided opportunities to present information, provide feedback, and collaboratively problem solve to improve instruction. Erin described how she flexibly changed strategies for maintaining her relationships based on the situation and the teacher because of the impact it had on student achievement.

Erin also used her connections with teachers to open up new relationships. She had theories regarding sources of teacher resistance. Erin believed that resistance was caused by a "lack of trust" and fear of "evaluation." She hoped that resistant teachers would perceive the work she completed with willing teachers as evidence that she was not evaluative. She believed this would break down fears held by resistant teachers if they realized that her goal was not to evaluate their abilities; instead, it was to collaborate on instructional improvements.

Erin also conceptualized relationships as a strategy for implementing new instructional strategies that may not have been possible to implement with the entire staff. When talking about implementation of new instructional strategies, she realized that not all teachers would have buy-in. However, through her relationships, she saw this as an opportunity to create buy-in to new practices. "I think the best way is if you can find

someone who agrees with you and is open to it . . . then maybe just start there and try to build from there.”

Lastly, she used her relationships to help provide teachers with the best type of support. She engaged in formal and informal conversations with them to gain multiple pieces of information that would help her serve them best. She said,

I would approach them by saying “Have you thought about this?” I would try to feel them out a little bit about where they’re at, maybe push them a little bit to try something new. I guess kind of getting an idea where they stand on something or how much experience they have with certain things. And I guess that’s part of if you have a better rapport with one teacher than another and whether they are open minded to you or not.

Julie

Julie had 18 years of experience in education and was in her third year of coaching. While in the classroom, Julie taught first, second, and fourth grades. She also served as a Title 1 Reading Specialist and worked with struggling readers in Kindergarten through fifth grade. She had a Bachelor’s degree in Psychology and a Master’s degree in Elementary Education. She coached 17 teachers at the time of this study and did not teach at the school prior to coaching. Julie’s SOI score was 4(5). This score indicated that Julie was operating dominantly in the self-authoring stage. The (5) demonstrated a beginning awareness for further development into the self-transforming stage. Although this self-transforming stage did not impact her coaching activities, there were instances in the interviews when Julie started to demonstrate awareness that her beliefs about a specific teacher may impact her coaching. The characteristics of the self-authoring stage

that dominated Julie's interviews and journals were the articulation of her underlying purpose, theories she had regarding her coaching role, and her ability to connect and shape the needs of the teachers and the needs of the students to create a system that would ultimately serve her purpose.

Serving students. Julie's sense of identity was based on an underlying purpose of doing what was in the students' best interest instructionally. She relied on this theory when she planned and engaged in her interactions. When making coaching decisions, she focused on "outcomes for the student." Julie perceived school as "kind of like a safe haven" (personal communication, October 28, 2015) for students who had less means. She was concerned she would be too far removed from them when she started coaching. Theoretically, she was concerned that she would not be fulfilling her purpose. Although she did have her own set of students, her coaching role aligned with her sense of purpose because she had an influence in a "broader way" as she helped teachers address students' academic needs.

Serving teachers. Julie also felt a strong responsibility of advocating for teachers. Her length of experience in the educational system allowed her to take perspective on changes that have been made within the profession. She believed that there have been increased demands on teachers including expectations for mastery of complex systems of data analysis, lack of time and support to develop mastery of instructional practices, and an increase in menial tasks that cause teachers to be less "focused on instruction." She viewed herself as someone who could support teachers as they navigated the complexities of the field and help them develop their abilities to teach students. Although she did not feel responsible for teacher feelings, she knew that if she

could alleviate any barriers for teachers, they would be more likely to focus on developing their instruction.

Coaching teachers. Julie designed a framework to work with teachers that she felt would best serve teachers and students. One of her main tasks was working with teachers in PLCs. She felt as though this space was “a way to deliver information in a really non-threatening way.” Within the PLC, Julie presented instruction aligned with the district’s literacy framework and information relevant to the standards being taught. Julie extended topics discussed in PLCs into the classroom and provided teachers with individual support based on their needs and student needs. She allowed teachers to choose the areas they needed to focus on because she believed “they know their weak spots” (personal communication, June 1, 2016). To develop teacher capacity, Julie presented teachers with new strategies. To develop mastery of these strategies, she gave them opportunities to learn the new strategy, practice together, try it out in their own classrooms with their students, and reflect upon their experiences within the context of the PLC. Her goal when presenting instructional strategies was not to tell teachers how to do things. Instead, Julie focused on providing teachers with a robust set of instructional strategies and deeper understanding so they could meet the needs of all students regardless of their grade level or amount of experience. Julie devised strategies for presenting information to create teacher buy-in. Sometimes she would take an indirect approach to professional development. She believed that resistance sometimes resulted from teacher investment in certain activities or level of comfort. To prevent teacher resistance, she presented the information as instruction they were going to provide to a specific set of students. This indirect path was designed to prevent teachers

from feeling as though the professional development was about “their deficit”; it was more about “what those students need.” She also presented the information as something that would help improve their scores. Although personally she was not concerned about “scores” alone, she knew this was a motivational factor for teachers. She believed it benefited teachers because the instruction she presented was effective literacy instruction for all students. Julie engaged in many coaching activities such as modeling, planning, data-analysis, observations, PLCs, and providing feedback. Julie enjoyed doing model lessons the most because she was able to keep connections with students.

Individuals in the fourth order of consciousness have the ability to internalize and mediate two contrasting perspectives without losing their sense of identity and purpose. This characteristic influenced the way Julie interacted with teachers in her building. She referenced multiple accounts when she had differing opinions than the teachers she was coaching. Julie never interpreted their differing perspectives as a problem; instead, she devised new strategies that ultimately helped her support them and their students. In the journal entries (personal communication, January 31, 2016), Julie chronicled her work with a teacher on guided reading. Throughout the interaction, she strategically engaged in a variety of activities based on her perception of the teacher’s barriers. Activities included modeling, postconferencing, lesson planning, and preparing student activities. When a strategy or activity was not successful, she would try something new because of the students. She allowed teachers to express their feelings openly and freely. Even when teachers were “openly resistant,” she accepted and acknowledged it; but ultimately, she had to “tell them like it is.” She found ways to gain buy-in to instructional changes by referring to the ways it would benefit them. One struggle Julie experienced as a coach

was working with teachers who were “quietly resistant.” Since she used her relationships as a way to help improve student achievement, quiet resistance was difficult for her because “there’s no opening, there is no conversations going between you, they don’t even want to interact.” She made meaning of their resistance this way because their actions were in conflict with her underlying sense of purpose. She engaged them by providing model lessons and follow-up activities; however, she found it “hard to coach” teachers when there was no “opening.”

Julie’s conceptualization of the teacher-coach relationship. Julie conceptualized the relationship as a strategy for helping students. Julie’s desire to help students influenced many of her actions. The types and levels of support she provided teachers varied based on their instructional needs. In one journal entry, she described a coaching event in which she “felt particularly emotional” because she could “see how frustrated the students [were] with the disorganized centers and not having any real directions.” Her next steps with the teacher focused on creating effective and clear centers. When reflecting on the situation and her feelings, she said, “I just try to keep a good relationship with her and be persistent. It helps me to focus on the students.” When responding to what was most at risk when trying to maintain a positive relationship, Julie responded, “I think the most at risk thing in this interaction is my relationship with the teacher and the affect this might have on the students. Ultimately, if I can’t help her, the students will suffer.”

Julie also conceptualized the relationship as a foundation for improving teacher instruction and building their capacity. She felt that the relationship was a critical factor that influenced communication between teachers and coaches. When teachers

communicated with her, it was easier to “form a connection with those people.” This connection gave her information about “how they [were] going to react.” She individualized her feedback based on teacher personalities. It was important to her that the relationship was in place so she could devise a way to find the most effective path to improving their instruction and building their capacity for delivering and implementing literacy instruction.

Collective Case Theoretical Analysis

The individual cases above provide a narrative for each coach and an analysis of their conceptualizations through a constructive-developmental lens. Table 3 summarizes the conceptualizations identified within each case. It is important to note that many differences and similarities exist between each narrative. This study focused only on coaches’ conceptualizations and the impact they have on coaches’ activities; therefore, similarities and differences are explained using one specific theory.

Table 3

Conceptualizations of the Literacy Coach-Teacher Relationship

Coach	Stage	Conceptualization of the Relationship
Kara	3(4)	<ul style="list-style-type: none"> • Goal of interactions • Context to provide support • Context for developing instruction • Evaluation of abilities
Mary	4	<ul style="list-style-type: none"> • Strategy for helping students • Strategy to gain new relationships • Context for developing teachers' instruction
Leah	4	<ul style="list-style-type: none"> • Strategy for helping students • Measure of personal integrity • Context for developing teachers' instruction • Strategy to gain new relationships
Tammy	4	<ul style="list-style-type: none"> • Strategy for helping students • Context for developing teachers' instruction • Strategy to develop an understanding of teachers' needs
Erin	4(5)	<ul style="list-style-type: none"> • Strategy for helping students • Strategy to gain new relationships • Context for implementing new instructional strategies • Context for developing teachers' instruction • Strategy to develop an understanding of teachers' needs
Julie	4(5)	<ul style="list-style-type: none"> • Strategy for helping students • Context for developing teachers' instruction • Strategy to develop an understanding of teachers' needs

Socializing stage/stage 3. In the socializing stage, individuals are subject to their relationships. They are unable to take perspective on the influence others have on their

identity. These principles influenced Kara's coaching because she maintained relationships due to the impact they had on her perception of herself and her coaching abilities. Ultimately, relationships provided her with a sense of belonging, a reflection on her coaching abilities, and as a context to provide teachers with professional development. When she had relationships with teachers, she felt she could provide them with confidence and "positive feedback" so they could work on improving their instruction. Her concern for others' feelings caused her find a way to meet their needs so she never let her teachers down.

Self-authoring stage/stage 4. Leah, Erin, Mary, Julie, and Tammy all operated in the fourth order of consciousness. Although Joy and Erin's score included (5), decision making and actions within transcripts and journal entries do not provide any evidence that this stage had an impact on their actions. When operating in the self-authoring stage, individuals are able to objectify their relationships; therefore, they begin to experience interactions with others as opportunities to reach their underlying sense of purpose. Instead of being controlled by others' opinions, they have the ability to rely on themselves as a source of knowledge. This caused the coaches to use the relationship in different ways.

Self-authoring coaches' conceptualizations were influenced by a sense of purpose to maintain and build relationships on behalf of students. Although this was the dominant sense of purpose for all coaches, there were slight variations between conceptualizations. For example, Erin, Leah, and Mary used relationships in order to build or create connections with other teachers. Leah's conceptualization is a result of her belief that educators are responsible for supporting students; she was also concerned

with the relationship because she set standards for herself regarding the person she wanted to be as a coach.

Comparison. Coaches' conceptualizations were similar because participants used the relationship as a context for supporting instructional change. Collaboration regarding instruction between the teacher and the coach occurred when they were able to engage in dialogue about instructional changes and student data. Without that connection, coaches did not have an effective platform for these discussions or activities such as modeling, analyzing student data, observing, providing feedback, co-teaching, or co-planning. Conceptualizations also caused all coaches to experience their relationships in terms of quality. It is important to note that coaches did not refer to any relationship as "bad" or indicate that there was a connection between quality of instruction and quality of relationships. All coaches acknowledged that the quality of the relationship was important because critical conversations occurred in this context. Quality of the relationship was important due to the personal nature of feedback and "constructive criticism."

Conceptualizations were different between the socializing and self-authoring stage because the overall outcome was different based on the coaches' goals. Kara constructed her relationships based on her need to create and maintain mutuality with others. When working with teachers, maintaining positive feelings in all situations was her end goal. She planned for and executed her actions so teachers had positive experiences. Coaches in the fourth order focused on improving instruction for students. Their end goal was not to maintain positivity during the interactions; their goal was to do whatever was needed to improve student achievement.

There was also a difference in the complexity of uses the relationship served between stages. From the socializing perspective, Kara was focused *on* the relationship. Although it served different purposes for her, the function of her relationship did not have any other dimensions. From the self-authoring perspective, coaches developed and reflected on other uses for the relationship so they could use it for other purposes. Initially, coaches used the relationship to serve students. They were also able to take perspective and reflect on their *purposeful* use of the relationship in multiple dimensions. Although Kara may have done similar things within the relationship, she did not articulate a purposeful use of the relationship to accomplish any other goals.

None of the coaches objectified their relationships in the same way. Their narratives demonstrated that their conceptualizations were based on how they structured themselves in their particular contexts. Each narrative demonstrated that coaches' relationships are simultaneously influenced by how they view themselves, others, and their coaching responsibilities. In further analysis, comparisons are completed between coaches in the socializing and the self-authoring stages, not between all coaches. All self-authoring coaches' conceptualizations were consistent enough to make this comparison, and differences are noted.

Literacy Coaching in Kingston

Coaches in the Kingston School District were hired to support implementation of a district-wide literacy framework. The goal of the framework was to ensure that students were reading at or above grade level and achieving or exceeding 1 year's growth. Literacy coaches' responsibilities included working with individual and groups of teachers. When working with teachers, they were responsible for planning, modeling,

observing and debriefing, mentoring, finding resources, supporting data analysis, providing professional development, facilitating grade-level meetings, and providing teachers with research-based instruction and strategies. The framework was also designed to systematically develop teachers' abilities to effectively teach the components of balanced literacy and the five components of reading. At the time of this study, coaches had implemented professional development for guided reading, interactive read-aloud, and phonics instruction. Coaches were responsible for observing those areas and providing feedback to teachers using evidence from the lesson. Table 4 below presents the activities mentioned in coaches' data. The purpose of the data within the table is to provide an idea of the activities each coach mentioned most frequently. Activities that were reported most frequently are indicated with (+). Activities that were present in the data but were less significant for the coach are indicated with (0). Differences in reported activities can be accounted for by variations in responsibilities at individual school sites.

Table 4

Coaching Activities in District Framework

	Kara	Julie	Erin	Leah	Mary	Tammy
PLCs	+	+	+	+	+	+
Observations	+	+	+	+	+	+
Postconferences	+	+	+	+	+	+
Model Lessons	+	+	0	+	0	+
Co-teaching	+	+	+	+	+	0
Lesson Planning	+	+	+	+	+	+
Data Conversations	+	+	+	+	+	+
Professional Development	+	+	+	+	+	+

Coaching Activities Reported by Participants

The first section of this chapter presented six single-case narratives. These narratives situated each participant within their school context and presented their coaching experiences and conceptualizations of the coach-teacher relationship. The second section compared coaches' conceptualizations of their relationships based on determined constructive-developmental stages. In the following tables, a (+) symbol means the activity was reported by the participant. A (0) symbol represents absence of the activity in participant data.

This section addresses the second research question investigated in this study: How do coaches' conceptualizations of their relationship impact their coaching activities? A coding process was used to determine patterns of coaching activities within each

individual case. First, all coaches' actions were identified within the data. Then, bits of data referring to coaches' actions *resulting from their conceptualizations* were grouped into categories. Collective case analysis of coaches' actions was used to determine themes consistent between all cases. Overarching themes included frameworks for working with teachers, working with teachers, and feedback. Detailed descriptions of each theme are presented to provide an explanation and understanding of the specific coaching activities as experienced by participants. Then, theoretical interpretations are presented with dialogue to provide an understanding of the qualitative differences between coaches' actions in the socializing and self-authoring stages. The dialogue does not always represent subject-object material or bits; however, it is included to provide readers with an understanding of the differences in socializing and self-authoring literacy coaches' experiences. This chapter concludes with a summary of overall findings of the research study.

Framework for Working with Teachers

The first collective-case theme pertained to coaches' frameworks they used to guide their overall work with teachers. The term framework is used to define their implementation of their coaching role. All coaches in the study discussed the sources of knowledge that informed the big-picture framework that regulated which teachers they worked with, what they worked on, and strategies to complete during interactions. Coaches detailed their frameworks by discussing their approach to working with teachers, developing teacher instruction, and procedures they used to guide and inform their coaching.

Approach. All coaches articulated their decision making regarding how they

identified teachers with whom they were going to work. Table 5 summarizes their approaches. All coaches indicated that administration was involved in decision making regarding their work with specific teachers. Coaches' approaches also overlapped because they worked with teachers who requested their support and worked in some capacity with teachers during PLCs. Erin, Mary, and Leah provided teachers with multiple mediums to request their support such as a digital sign-up sheet or a digital survey regarding specific needs. Kara identified teachers to work with using principal direction and teacher requests. Julie, Tammy, Mary, Leah, and Erin used principal direction along with their own observations and teacher feedback regarding their needs. Erin, Leah, Mary, and Julie considered their work with specific teachers as an opportunity to create collaborative interactions with other teachers. They believed that when hesitant staff members saw them working with teachers in classrooms, it would generate interest in working with the coach.

Table 5

Framework: Approach

	Administrative decision	Teacher request	Observations/ other data	Other teachers as recruiters	Self-generated
Kara	+	+	0	0	0
Mary	+	+	+	+	+
Leah	+	+	+	+	+
Erin	+	+	+	+	+
Tammy	+	+	+	0	+
Julie	+	+	+	+	+

Instruction. Each coach drew upon the five components of reading and the areas within the district's literacy framework including phonics, guided reading, and interactive

read-aloud to inform areas of development for teacher instruction. Table 6 summarizes each coach's focus on instruction. Four coaches indicated that school goals were used to frame coaching interactions. Mary indicated in an interview how she noticed, through informal observation, that teacher examination of data lacked depth. She explained how she and her principal turned this deficit into a school goal by "sitting in on the PLC and having everyone in one central location so we could help them develop a more effective way of using their data." Two self-authoring coaches generated their own ways of choosing instruction and informed their areas of focus based on their knowledge of the student population. Erin's interaction was designed around her knowledge of the school's student population. Erin chose to work with a group of teachers on vocabulary during a PLC because of the connection she knew regarding "vocabulary development and low socio-economic populations." Julie chose to present phonics, a component of the literacy framework, in a PLC centered on a struggling group of students. The grade level she was working with had implemented phonics instruction through the use of a scripted program; therefore, they had the perception that they did not need professional development in that area. To generate buy-in, she designed the presentation of professional development to focus her conversations on the needs of the students while simultaneously presenting phonics professional development.

They got the phonics training they needed anyway, but it was not based on "I need you to learn this," but "We're going to do this because this is what those students need." It was not centered on the teachers' deficit.

Table 6

Framework: Instruction

	District Framework	School Goals	Teacher Goals	Self-Generated
Kara	+	+	+	0
Mary	+	+	+	0
Leah	+	+	+	0
Tammy	+	+	+	0
Erin	+	+	+	+
Julie	+	+	+	+

Procedures. Coaches used processes to develop teacher instruction. Table 7 presents coaches' procedures. All coaches used formal, informal, and classroom data; relevant work samples; and teacher needs to identify target areas for instructional improvements. All coaches completed steps of the coaching cycle, although some used other processes. In this learning cycle for teachers, the coach and the teacher created an action plan that included timeframes, goals, and specific responsibilities they would fulfill. Then, they collaboratively implemented the plan and evaluated the effectiveness of the results.

Some coaches referred to processes they developed independently. Three self-authoring coaches discussed using the gradual release model. Leah explained that this process of "I do, we do, you do" is the method she finds most effective because "it makes [teachers] part of the process from beginning to end," "they are more invested in it," and "it builds my street cred because they see me more as a teacher." Coaches considered different indicators when evaluating teacher mastery of new instructional practices. All coaches used feedback from the teacher to evaluate success of the instruction. Four

coaches used multiple sources including data, observations, and feedback to determine when the teacher had mastered the specific skill. Kara knew when teachers “started jumping up and giving their suggestions” she could step back her level of support. Four self-authoring coaches indicated that there was no delineation between the beginning and ending of the coaching cycle. Julie said, “I don’t think you’re ever finished. You know when you are done with this little piece, but I don’t know that we’re ever completely finished because it’s constantly evolving.” Similarly, Erin perceived the process as constantly evolving because “when you sit back and talk, that conversation might spark something else.”

Table 7

Framework: Procedures

	Coaching Cycle/Action Plan	Using Data	Teacher Feedback/ Actions	Gradual Release	Continuing Cycle
Kara	+	+	+	0	0
Mary	+	+	+	+	+
Leah	+	+	+	+	0
Erin	+	+	+	+	+
Tammy	+	+	+	0	+
Julie	+	+	+	0	+

Theoretical Interpretation: Frameworks for Working with Teachers

Literacy coaches’ conceptualizations of the relationship impacted organization of the frameworks they used when working with teachers. Impacts included ways in which coaches identified teachers to work with, areas of instruction, and methods for developing teacher capacity. Tables 8 and 9 present dialogue from participants to demonstrate the ways coaches interpreted the activity based on their order of consciousness. Coaches’ dialogue demonstrates the differences.

All coaches designed a framework that included formal and informal engagements with teachers. Although many of the activities within the designs overlapped, fundamental differences exist resulting from differences in their understanding of the relationship based on their order of consciousness. These differences impacted the complexity of the coaches' overall framework and the actions they exhibited to execute their responsibilities.

Kara's third order conceptualization of the relationship compelled her to seek and maintain mutuality during interactions. Her framework's design was influenced by her need to provide teachers with positive experiences. Tammy, Erin, Leah, Mary, and Julie self-authored a sense of purpose for improving student achievement and outcomes. From their perspective, instructional improvements were most likely to occur when they were able to meet with teachers and work with them on instruction. Self-authoring coaches designed their frameworks to maximize their opportunities to meet with teachers, engage them in collaboration, and provide them support.

Approach. Literacy coaches in the Kingston district are required to work with all classroom teachers. As previously mentioned, all coaches fulfilled this requirement. Kara, the socializing coach, worked with teachers when the principal requested and worked with teachers when they asked her for help. She favored working with teachers after they realized "the kids aren't learning" rather than being directed by her principal because "a lot of times, those teachers [weren't] receptive." Self-authoring coaches also worked with all classroom teachers, got direction from their principal, and fulfilled teacher requests; however, these coaches referred to the importance of using their own observations and analysis of student data as factors that informed the decision making.

Julie also adhered to district requirements, principal direction, and teacher requests but added that she did not “do a lot of unsolicited coaching.” Differences between these approaches can be interpreted by coaches understanding of their relationship. Kara’s approach, which is embedded in mutuality, designed her framework on teacher and principal direction. When teachers came to her for support, she experienced this as a reflection on her abilities.

They are asking me for their help, they know that I am capable. I think that’s the biggest thing, they are aware that I’m capable and they are aware that I have information for them. I have the ability to instruct them and to help them with their students.

Self-authoring coaches designed their framework to consistently target a much larger system: the entire school. They used multiple points of data such as informal walkthrough data, principal input, student achievement data, and their own observations and decided who to work with based on the path that led them closest to reaching their goal. Secondly, their conceptualizations caused them to use and create school structures to maximize their work with teachers. Self-authored coaches articulated their purposeful use of PLC structures as opportunities to create further collaboration with teachers. Within this context, they “present what [they] need to present” and offer follow-up based on content of instruction discussed within the collaborative environment. Coaches also created digital contexts such as Google Forms and Sign-Up Genus to create collaborative opportunities to reach their goal of improving instruction and student achievement. Overall, their conceptualizations caused them to develop a more robust framework because they stepped outside of their immediate interactions with teachers, took

perspective on the entire school, identified possible places and opportunities to engage teachers, and used multiple strategies for meeting and working with teachers.

Table 8

Framework: Choosing Teachers

Third Order	It tends to do better when a teacher says, ‘I need help’, and most of them come to me afterwards, and they are like, “Gosh, I don’t know. [Students] messed up on this. What can I do?”
Fourth Order	Well sometimes its principal directed and sometimes it’s just me, or sometimes it’s teacher directed too. I use walkthroughs, observations. It’s a mutual thing, [my principal and I] sit down and talk, ‘This is what I see here and I think they need to be coached a little on this.’

Table 9

Framework: Recruiting Teachers

Third Order	No content provided.
Fourth Order	I put it out there. I said, ‘I put a Google Calendar up.’ I said ‘Here’s a day to start and you have from now until May first to pick a week where you would like to stick your toes in the water.’ That might get some unwilling teachers . . . to buy in.

Instruction. All coaches worked to improve teacher instruction based on the components of the district’s literacy framework. Tables 10 and 11 demonstrate how coaches in the third and fourth order made meaning of this activity. They also focused on improvements to weaknesses identified at the school level. Kara designed her interactions to address the components of instruction within the district and school goals. These actions simultaneously allowed her to implement the district’s vision and to make teachers comfortable while they develop their ability to design and provide effective

teaching. Coaches in the fourth order purposefully used their relationships as contexts for addressing instructional areas that existed inside and outside of the district framework and the school's goals and chose areas of instruction that *they* internally identified as a factor that impacted student achievement. Although they focused on the areas within the district's literacy framework like Kara, they approached this instruction with an increased ability to identify when and where to apply this support. Erin chose to work on vocabulary in a PLC because she knew that was a weakness within the student population at the school. Self-authoring coaches used their observation data to identify areas of improvement such as classroom management, student engagement, or level of rigor in student classwork.

Table 10

Framework: Instructional Focus

Third Order	That was the big push in our school and in the district. We wanted the teachers to become more aware of their data.
Fourth Order	It has been all phonics. Well, that was our primary focus. We have adopted a framework consistent with Orton Gillingham. Prior to that, it was guided reading and interactive read aloud. They had a choice between the two. Different people had different strengths and weaknesses.

Table 11

Framework: Instructional Focus Determined by Coach

Third Order	No content provided.
Fourth Order	Vocabulary was such a big part of the deficit in the classroom, so that kind of prompted me to do something in PLCs with the connection between vocabulary and schools who have a low socioeconomic population and that went over really good, especially for Kindergarten teachers.

Procedures. All coaches use processes to improve teacher instruction.

Components of these processes included their actions, teacher actions, and expectations. Coaches' conceptualizations impacted the design and execution of activities within these systems. Tables 12, 13, 14, 15, and 16 demonstrate how coaches in the third and fourth order made meaning of these procedures.

Kara's relationships impacted the steps she did within the coaching cycle. Within her framework, she worked with teachers when they came to her or when the principal provided direction. Kara discussed her use of data in the beginning stage. "I was honest about her data. I didn't say it was her lacking. It was just that she needed to improve student data." Then after making a specific goal for that standard, she "moved them through that, and watched them build on that during the week." She dropped the cycle when the teacher could "do their own formative assessment" or they were "jumping up and giving ideas" before they looked to her for support. She believed that all teachers did not have to go through the same process. In reference to one teacher, she said, "She didn't need a model, so we just went straight into co-teaching or side by side, that was like, one of us would say-it was just back and forth; it was a good team." In another instance, she described a situation with a teacher "who didn't really need it. She was really worried that she wasn't going to make [students] grow the amount they needed. She wanted me to help her look for resources." Within this cycle, Kara would help the teacher with "little things to help her build her resources or anything that she needed" and she decreased the level of support when "[the teacher] took her high [readers] up." Kara's actions in this process included goal setting, providing modeling and support tailored to individual teachers, and using data to make decisions. Dialogue revealed that

her relationships and her dedication to maintaining them guide the decisions she makes in different stages in her coaching cycles. When teachers came to her with “needs,” she fulfilled her role with any actions they requested in order to address them emotionally. The “little things” she did when supporting teachers were based on teacher direction. Her perception of the “team” feeling when working with a teacher highlighted her need to maintain mutuality while engaging in instructional improvements. From Kara’s perspective, each coaching interaction had a definitive beginning and end. The majority of Kara’s cycles started when teachers came to her with academic needs and finished when teachers felt comfortable with the specific areas of instruction. She wanted teachers to continue to engage in coaching cycles so she could provide them with more positive affirmation and feedback as they made instructional changes.

Coaches in the self-authoring stage designed their improvement cycles using similar stages as Kara; however, information they used to inform their actions within the cycles was not based solely on their perceptions of teacher feelings. Once they identified a target, with input from teachers, they developed steps to reach that goal with the teachers being part of the process, not the end goal. Tammy, Erin, Leah, Julie, and Mary started their cycles using student data and data from “informal and formal observations.” Once they identified one specific area, they made a plan to target the weakness. *They* chose different coaching activities such as modeling, co-teaching, and planning to improve teacher instruction. They also used teacher dialogue from postconferences to evaluate instructional improvement similar to Kara; however, they also looked for evidence that the teacher could articulate the “big picture” of the target, not just a feeling of confidence. Coaches perceived this as concrete evidence of changes teachers were

making regarding instruction. They evaluated the effectiveness of the learning cycle using data gathered from classroom observations. Leah said,

As I'm walking down the hallway and I hear a three-part drill or I hear students talk about phonics rules . . . teachers are doing it without me being in the room.

That tells me that, even if it is the result of the co-teaching, the development is there. And what is happening in that classroom is going to make a big difference in our kids' lives.

Additionally, they evaluated specific coaching activities and used them when *they* felt it was most appropriate.

Their desire to continuously improve their strategies for helping students also caused them to develop their own systems for engaging in coaching cycles. Leah and Heather adopted a system of "I do, we do, you do" because this forced teachers to be a part of the process; in contrast to Kara feeling a "good team." Self-authorship of improvement cycles demonstrated the importance self-authoring coaches placed on improving teacher instruction, not providing them with feelings of comfort. The final qualitative difference in coaches' procedures for improving teacher instruction informed coaches' perceptions of the next steps of the cycle. Coaches in the fourth order evaluated teacher development instruction based on multiple indicators such as teacher feedback, observations, and student dialogue and did not base their determination only on teacher level of comfort. They also perceived the end of one engagement as an opportunity to identify and conquer another area of instruction.

Table 12

Framework: Coaching Cycle

Third Order	We start with the data for a specific standard, move them through that and then watch them build on that during the week, we would watch it each week and then they got where they could do their own formative assessment.
Fourth Order	There were some observations from my principal and my observations and I asked to go in and do a coaching cycle in that classroom. So based on the needs that we saw from the informal and formal observations, we went and made a plan and targeted one area that we wanted to increase and then we planned the entire coaching cycle around that where I started out modeling, and then kind of weaned myself back and let the teacher come in until it was eventually, as I was completely weaned out of the classroom. It just varies based on the needs of the teacher.

Table 13

Framework: Gradual Release Model

Third Order	No specific content provided.
Fourth Order	We did the set-up where I carry the load at the beginning, kind of that “I do, we do, you do” where I’m doing a complete model instruction Monday and Tuesday of the week. Wednesday, they pick up part of the load and by Friday they carry the whole phonics. But again, we co-plan, we co-teach, and then we debrief. This makes them work with me and includes them in the whole process.

Table 14

Framework: Determining Mastery

Third Order	When they could do it on their own and started jumping in and giving suggestions, I knew I could step back a bit.
Fourth Order	And I truly feel like, as I’m walking down the hallway and I hear a three-part drill or I hear students talk about rules about why you double the f and teachers are doing it without me being in the room, that tells me that, even if it is the result of the co-teaching, that tells me that the follow through is there. And what is happening in that classroom is going to make a big difference in our kids’ lives.

Table 15

Framework: Student Performance

Third Order	No content provided.
Fourth Order	And I truly feel like, as I'm walking down the hallway and I hear a three- part drill or I hear students talk about rules about why you double the f and teachers are doing it without me being in the room. That tells me that, even if it is the result of the co-teaching-that tells me that the follow through is there. And what is happening in that classroom is going to make a big difference in our kids' lives.

Table 16

Framework: Continuing Teachers Instructional Improvements

Third Order	As we move forward, we will continue to meet and watch students grow and use the data to continue to guide our instruction.
Fourth Order	I don't think there is an end to it. You know, you sit back and talk and then that might spark something else.

Working with Teachers

Another cross-categorical pattern emerged from coaches' activities with teachers. This theme included the ways in which coaches differentiated their work with teachers. Coaches' perceptions of the quality of the relationship, responses to teacher behaviors, and their goals informed their activities. The quality of the relationships shaped coaches' dialogue and actions. It is important to note that coaches did not link relationships and teacher quality or ability; however, there was a clear distinction between strong and weak relationships and the impact these connections had on their actions. It is also important to clarify that coaches did not equate weak relationships to resistance or student achievement; however, their dialogue demonstrated that coaches were more likely to

label a teacher as resistant when there was a weaker relationship.

Differentiating in the context of strong relationships. Coaches defined strong relationships as interactions when both teacher and coach were “openly” and “willingly” able to engage in dialogue regarding instruction and the improvement of instruction. Strong relationships were important to the coaches because they felt that in this context, they could openly and honestly provide suggestions, advice, and constructive criticism. Table 17 below summarizes how each coach differentiated for teachers. In the coaches’ minds, these actions developed teacher instruction. When relationships were stronger, coaches provided feedback without hesitation or fear of offending the teacher. To further differentiate, Leah and Mary, self-authoring coaches, and Kara, a socializing coach, used feedback to help them improve their coaching. Kara used teacher feedback “to have [the teacher] help in making [her] more reflective.” Leah, the self-authoring coach said, “I wanted them to answer about the weaknesses that they saw in the co-teaching. Were there any suggestions they would give me to help when I co-teach with other people?” They indicated that not only were they able to provide constructive criticism to teachers, but teachers were able to provide them with feedback about their coaching. “Open” relationships allowed them to improve their coaching to create more effective coaching opportunities for teachers.

Four coaches alluded to the “depth” of the conversations when their relationships were strong. Depth included the quality of the discussion regarding literacy instruction and the amount of time. Mary, a self-authoring coach, viewed these types of conversations as opportunities for teachers to “develop” themselves. Tammy expressed that these conversations also provided teachers opportunities to reflect on weaknesses and

successes they had experienced in reference to instruction.

Some coaches offered multiple platforms for communication. When coaches had strong relationships, the teachers were more likely to utilize these contexts for more individualized coaching. Teachers communicated with self-authoring coaches Tammy, Mary, Leah, and Erin through text or email during and outside of school hours. In the semi-structured interview, Mary stated that when working with a teacher who she had a strong relationship with, the teacher texted her on a “whim because she wanted to move a student’s reading level” based on observation. Tammy texted a teacher as she was walking down that hall because she wanted to tell the teacher, “Just walked by your students, and you were doing a great job in your guided groups.”

Table 17

Differentiating for Teachers

	Defines as open and willing to share and collaborate	Collected feedback to improve instruction and coaching	Contact with teacher outside of school hours	Theory regarding the way the conversations helped the teacher
Kara	+	+	0	0
Mary	+	+	+	+
Leah	+	+	+	+
Erin	+	0	+	0
Tammy	+	0	+	+
Julie	+	0	0	0

Differentiating in the context of weak relationships. It is important to note that the phrase “weak relationship” does not equate to “bad” or “unprofessional”; however, there was a difference in the actions prompted by these categories. The term weak

relationship is also not used to imply anything about teachers or their instruction. As stated earlier, the Kingston School District's Literacy Framework required coaches to work with all classroom teachers on their literacy instruction. All coaches fulfilled these requirements. The difference in their actions, however, influenced the quantity of time and quality of discussion that occurred during interactions. Table 18 presents coaches' activities with teachers when a weak relationship was present. Tammy described her weaker relationships as "pretty formal." Erin stated that the conversations were "surface level," and Heather perceived these conversations as "vague." These descriptions implied that the depth and quality of conversations experienced in the presence of a strong relationship, such as depth of discussion about instruction, reflexive feedback, and teachers' willingness to share their weaknesses, frustrations, and successes are noticeably absent with the relationship is weaker. Leah stated that "They don't lean on me. They go out and scavenge for what they need and if they can't find it, then they are going to ask me." All coaches hesitantly said during the interviews that they tend to spend less time with teachers when there was a weaker relationship. Although all coaches completed their responsibilities with teachers, three coaches stated that the coaching cycles were "less likely to continue" if they had weaker relationships with teachers. Julie stated that "we do what needs to be done, I just don't go in and offer a lot of unsolicited coaching."

All coaches believed that weaker relationships impacted their collaborative engagements and the quality of the conversation; however, self-authoring coaches developed strategies to strengthen the relationship.

Table 18

Differentiating for Weak Relationships

	Formal discussions	Less likely to continue cycle	Strategy to strengthen
Kara	+	+	0
Mary	+	+	+
Leah	+	+	+
Erin	+	+	+
Tammy	+	+	+
Julie	+	+	+

Teacher resistance. Participants described resistance as situations in which teachers were not willing to engage, or were less engaged, in collaborative interactions that improved classroom instruction. Coaches acted in response to and in prevention of teacher resistance. All self-authoring coaches provided their rationalization and understanding of teacher resistance. Table 19 summarizes the way coaches differentiated their activities based on teacher resistance. Leah categorized resistant teachers into teachers who “don’t want to make a change because of the point in their career,” “don’t know how to make a change,” “don’t want to make a change because their student data is proficient,” and “are already doing it right.” Julie believed that resistance resulted from of an “increased workload” on elementary teachers. She stated, “Some are just barely keeping their heads above water and when you tell them they have to do one more thing, they are just like, ‘forget it.’” Tammy believed that some resistance existed because “teachers may not see the whole picture” and therefore they have a hard time implementing new instructional practices when they do not understand the relevance.

Coaches’ knowledge and understanding of the causes of teacher resistance

influenced the strategies they used to deal with and prevent pushback. Four coaches spent time researching to learn more about a specific instructional topic. Kara gained knowledge in order to support the teacher as she made instructional changes. She felt excited about “the challenge this represented” for her. Tammy, Julie, Kara, and Leah attempted to prevent pushback by intentionally connecting new learning to what teachers were already doing in their instruction. They believed that this would make teachers have more buy-in since it was not just “one more thing.” Tammy, Mary, Leah, Julie, and Erin, self-authoring coaches, looked for opportunities to work with resistant teachers in order to create or strengthen relationships. Julie modeled a lesson for a teacher who was resistant to learning about and implementing phonics instruction. During the postconference about the lesson, she created a mini-lesson with the teacher. To Julie, this was simultaneously a growth in their relationship and an instructional improvement. Heather, Tammy, and Erin devised action steps based on the teacher in order to combat resistance and reengage the teacher in the process. Tammy described that after working on instruction through modeling and postconferencing, the teacher was “not ready to make the next step” in terms of instructional change. To lessen the potential for teacher pushback, she developed and prepared an activity based on plans that the teacher already created. Tammy believed this showed the teacher a concrete form of the instructional change she was not ready to make and created buy-in because the teacher could implement the activity and reflect on the effectiveness.

Coaches also used language and listening as strategies when working with resistant teachers. All coaches chose words and language “wisely” when dealing with pushback. Kara, the socializing coach, used language to “build a teacher’s confidence”

when providing feedback to a resistant teacher. Tammy, Mary, and Leah, self-authoring coaches, started sessions with resistant teachers with a positive comment about instruction. Tammy did this to “relax the teacher and create an atmosphere of openness.” Erin chose her words wisely because of the fear that she “may never get that ‘in’” if she offended the teacher. Leah and Mary listened to teacher concerns to build trust and designed feedback and action steps to address the specific areas of concern for the teacher because they believed it would make teachers more willing. They also continued to redefine their coaching based on teacher feedback so teachers were less resistant.

Self-authoring coaches also had strategies for dealing with pushback when it occurred unexpectedly. Three self-authoring coaches responded to resistance by informing teachers “what was in it for them.” Julie, Erin, and Tammy told teachers that particular content was worth knowing because “they could change grade levels” or “because [they] needed the credit hours.” All participants discussed how language changed during sessions when they were dealing with resistance. Julie used her knowledge of psychology to address teacher needs. Leah dealt with resistance by assuring the teacher that she was there to provide support as she made instructional changes. She stopped a feedback session with a resistant teacher because she “felt it was necessary that [the teacher] didn’t feel alone” and told the teacher that they would “collaboratively create a great deal of change that would positively impact the lives and achievement of students.”

Coaches resolved teacher resistance in different ways. Kara, a socializing coach, and Mary, a self-authoring coach, stopped feedback sessions when they were receiving resistance from a teacher. Kara’s decision to step back from the situation occurred

because, “It wasn’t going to be helpful. They weren’t going to listen, they were done, and they didn’t want to listen to any suggestions.” In contrast, Tammy and Mary, self-authoring coaches, decided to stop “pushing” when facing resistance because of the potential impact it might have on “students and student achievement.”

Table 19

Actions to Prevent and Address Teacher Resistance

	Increased content knowledge	Made connection to classroom instruction	Strengthened relationship to prevent	Chose specific language	Stopped interaction	Addressed reason for resistance	Had a strategy for dealing
Kara	+	+	0	+	+	0	0
Mary	+	0	+	+	+	+	+
Leah	+	+	+	+	0	+	+
Tammy	0	+	+	+	+	+	+
Erin	+	0	+	+	0	+	+
Julie	0	+	+	+	0	+	+

Theoretical Interpretation: Working with Teachers

Teacher personalities and behaviors caused coaches’ actions to fluctuate based on the circumstances surrounding the teacher and the situation; differentiated coaching. Coaches perceived the quality of the relationship as both a barrier and an opening for coaching activities. Coaches’ conceptualizations of their relationships influenced the amount of time and the quality of coaching interactions. Conceptualizations of coaches in the socializing and self-authoring stages also impacted the complexity of strategies they used when working with different teachers.

Differentiating in the context of strong relationships. Strong relationships influenced coaches’ activities. Tables 20, 21, and 22 present dialogue that demonstrates differences in these activities between the third and fourth orders of consciousness. All

coaches indicated that strong relationships were favorable when working with teachers. Kara's third order conceptualization of her relationship caused her to fulfill any coaching activities whenever teachers requested. When she perceived a strong relationship was present, she took responsibility for providing the teacher whatever they needed. She used typical coaching activities to fulfill these responsibilities. She assumed different roles during these engagements such as problem solver, cheerleader, and teammate. She also used these collaborative opportunities to "ask them for help too." These interactions caused her to simultaneously gain confidence and support teacher instruction. She focused her actions on maintaining and developing mutuality regardless of the coaching activity she completed.

Coaches in the self-authoring stage also created and maintained strong relationships with teachers; however, their actions within these engagements were more complex and were designed to affirm and challenge teacher actions so they would make instructional changes. When fourth-order coaches had strong relationships, they would create a more "informal" relationship. Within these relationships, they would text and email teachers outside of school hours with ideas, suggestions, and feedback. Self-authoring coaches used personal information about teachers that would help them make predictions about "how they were going to react." They felt comfortable questioning teachers with, "Have you thought about this?" "Did that work for you?" and telling them, "You might want to try this." They knew that this type of dialogue could potentially threaten teacher development; however, stronger relationships eliminated their fears of "offending" the teacher. In addition to problem solving, they purposefully shared teacher successes.

Table 20

Working with Teachers: Strong Relationships

Third Order	They come to me daily, you know, and they always want my opinion on something, even outside of stuff, but they also know that they can come to me and I will go to them.
Fourth Order	An open communication looking at black and white, working together, I trust you, you trust me, and I'm doing this for the kids.

Table 21

Working with Teachers: Strong Relationships-Actions

Third Order	We talked about standards, we talked about deconstructing the questions and we talked about me being in there with her to do, not necessarily for me to do it, but for more like the tips, I guess that's co-teaching. She wanted me to jump in right after she did it, so observation and giving her the opportunity to lead the way.
Fourth Order	The ones I have a strong relationship are more in depth, we can talk and flesh things out. They don't feel offended if I say, "Maybe you can try this" or "Let's look at this. Did it work well?" as opposed to the ones I don't have a strong relationship with.

Table 22

Working with Teachers: Strong Relationships-Outcomes

Third Order	I guess knowing that they want [the] opportunity lets me know that, okay, they are asking me for their help, they know that I am capable. I think that's the biggest thing. They are aware I have information for them and the ability to help them.
Fourth Order	When they had success, I did feel validity when she saw success, but our relationship also became more informal. She got to a place where she would be walking down the hall and she would say things like, "You'll never guess what happened-this just happened. Today I decided to move this kid up a group on a whim because I saw him do this."

Weak relationships. Weak relationships impacted the quality and quantity of

coaches' interactions with teachers. Tables 23, 24, and 25 present dialogue that demonstrates differences in coaching activities based on coaches' activities with teachers. Kara conceptualized the relationship as a reflection of her abilities. As is consistent with individual operating in the socializing stage, she perceived weak relationships as an indication that she "has not convinced [those teachers] that she [was] capable and someone they can learn from." As a result, she spent less time discussing instruction when she had weaker relationships. Kara engaged in "cordial" conversation with these colleagues. She described the focus of these conversations as, "school centered, it's not focused. It's not focused on what we're doing at school, it's just what's happening at school. It's not a deep conversation." Kara's internalization of others' opinions for acceptance and belonging caused her to question her own knowledge when the relationship was not reciprocated. She was more likely to avoid situations that would result in her feeling unqualified. "I don't like to not be knowledgeable. It's . . . and I don't want people to think that I'm not knowledgeable."

Coaches in the self-authoring stage differentiated the "personal" and "professional" side of weak relationships. They could distinguish the difference between having a strong personal relationship and a weak professional relationship. Coaches perceived weak professional relationships as a barrier. From their perspective, weaker relationships caused the dialogue to lack depth in reference to instruction and the quantity of time spent on instructional improvements to be shorter. Coaches were less likely to spend extra time working with teachers with a weaker connection because a lack of collaboration was perceived as a barrier to improving student achievement. Although self-authoring coaches may have spent less time working with those teachers, they

developed strategies to reengage teachers in the collaborative process. They used interactions as opportunities to strengthen the relationship and looked to strengthen the relationship by providing teachers with multiple opportunities to seek their support.

Table 23

Working with Teachers: Weak Relationships

Third Order	No content provided.
Fourth Order	I think a weak relationship is just not letting your guard down, always holding something in your back pocket. I'm thinking about this one person, she is really hard for me to coach. It's hard for me to coach her because that is her outlook on life, that is her outlook on the world, so it's just part of her personality.

Table 24

Working with Teachers: Weak Relationships-Conversations

Third Order	I would say it's school centered, but it's not focused, it's not focused on what we're doing at the school. It's just what's happening at school. It's not a deep conversation. It's not working into it with each other.
Fourth Order	They seem more unwilling to share out, more unwilling to have an open discussion in PLC. If we say, "Your kids did really well on this assessment, tell us what you're doing." They are more likely to say, "Well, just guided reading." Just vague, not specific answers; vague sharing.

Table 25

Working with Teachers: Weak Relationships-Actions

Third Order	Both the coach and teacher may not be willing to give.
Fourth Order	If I have an extra 30 minutes or something really out of the box I want to try, I'm not going to go to those that are unwilling. I think those hard to reach teachers are not going to buy in from me until they see it working in a classroom.

Resistance. Coaches' conceptualizations of their relationships influenced the actions they used to plan for and deal with teacher resistance. Tables 26, 27, 28, and 29 present dialogue that demonstrates differences in the ways coaches in the third and fourth order of consciousness experience different aspects of resistance while working with teachers. When facing resistance with a grade level, Kara removed herself from the situation and the engagement. The "negative feelings" created from teacher resistance caused her to stay away because she could not "find another way back in." Kara also responded to resistance by researching material on her own so she could provide teachers with the type of support they needed. Socializing individuals feel responsible for others' feelings so it "bothers" her when she "can't give them an answer." She compensated by spending time figuring out how to "work it out."

Self-authoring coaches had a diverse set of strategies for dealing with and planning for resistance. One factor that caused the coaches to react in different ways was based on their understanding of resistance. Kara believed that her abilities or teacher beliefs about her abilities caused resistance. Self-authoring coaches were able to articulate a variety of reasons and causes for pushback; therefore, they had strategies to circumvent the resistance and reengage teachers back into the improvement process.

When planning for engagements with teachers who were consistently resistant, they would prepare the language they had to use prior to the meeting. Self-authoring coaches would purposefully “begin the meetings with a positive,” choose words to make it more objective, and focus conversations on the students using data. Self-authoring coaches also developed skills to get “buy-in” from resistant teachers. They would offer support through differentiated platforms. They would also use seemingly mundane interactions as an opportunity to create future engagements. When dealing with resistance in the moment, self-authoring coaches would look for ways to connect what teachers were already doing to changes they were trying to make. They also acknowledged that sometimes they needed to attend to teacher emotional needs. Their understanding of teacher points of view helped them design their next steps for improving instruction.

It is important to note that this category highlighted the only demonstration of the transformational stage abilities. When Erin and Julie were discussing teacher resistance, they both started to take notice that their sense of purpose was causing them to perceive teachers in a certain way. Within their theory, teacher resistance presented a barrier. When discussing resistance, both seemed to consider “putting away [their] bias” and removing their perception of resistance as an obstacle to collaboration. Development into the transformational stage appeared as though it would involve coaches removing the barriers they experienced with resistant teachers. This would begin by them being able to question their purpose.

Table 26

Working with Teachers: Responding to Resistance

Third Order	I felt like the pushback was so negative, but it wasn't going to help me to be in there. It wasn't going to help them because they were pushing against everything I said. I feel bad, but when I got pushback, I pushed back too and I just closed off. I didn't know how to get back in there. That was the hard part, no way to get back in there.
Fourth Order	<p>If I can tell the teacher is getting antsy, I will postpone our discussion. I want teachers to be comfortable and I want them to feel that what we're doing is for the students, we're looking at the big picture and it's not just about my 20 minute observation with you today, it's not just the walk-through, it's looking in the long run, looking at the long term picture. Student success; students.</p> <p>Sometimes I see in a PLC, they are not receptive, and one-on-one, but when I let them have the opportunity to express what they want in private, on a Google Doc., then I am seeing what they really need.</p> <p>Although frustrating, the interactions that I have with this teacher have helped me to practice more patience and to be more aware of my thoughts before I speak them. This will continue to serve me well as I work with her and other teachers.</p> <p>It took a little bit of weaseling my way in and teaching some small groups and going in there and actually doing some co-teaching with math, which is not my strong suit and doing some model writing lessons with that teacher.</p>
Fifth Order	It makes me reevaluate. Sometimes, it makes me angry. I think you know, we're adults we should be able to work together than they step back and say, I am thinking of this one teacher who is very good with kids and not at all with adults. And so, like I mean you can walk past her one day, she might smile and say good morning and the next five days you get nothing. I would like to put away the bias I guess I get from that behind me so that I can move forward with that person.

Table 27

Working with Teachers: Preventing Resistance-Language

Third Order	I'll be honest, I skirt around it, but I try to skirt around, I want them to continue to come to me.
Fourth Order	<p>I think when they're not open, that makes it harder. So I always try to start my feedback sessions with something positive, and I always try to find one area that we work on.</p> <p>You really have to be mindful of your words and you don't want to make them feel like they're being attacked or like you're criticizing them.</p> <p>It's all about the language that I use. If I come across as saying, 'You didn't close your lesson by tying it back into your strategy', they take that more as an evaluative comment than as me saying, 'Well remember good readers do X, Y, Z. Remember to tell the kids that when you close out the lesson so they remember to do that when you're not there.' So it's all about the language I use with that particular teacher.</p>

Table 28

Working with Teachers: Preventing Resistance-Actions

Third Order	And some days I go and bury my head in the sand until I figure out how I'm going to work that out because I don't want to not help them so I say, "Let me go figure that out."
Fourth Order	<p>Well, we, I did some model lessons and showed her that it wasn't much different than what she was doing, but she just had to add a little piece here and a little piece here. You had to purposefully put things there. She would say, "Well, I do that, but it's just natural part of what I do". I said, "That's great, and I want you to continue, but sometimes you have purposefully choose your words for that activity."</p> <p>[In conversations] You want to point things that maybe they can do differently or maybe suggest something you can collaborate with them on so that you can get in a little bit.</p> <p>There is a teacher who hates phonics and every time I see her she said, 'Are you here to talk to me about something I need to know?' I am usually just like 'We have got to do this, so we just have to do it'. I tell it like it is. I say, 'I know you don't like this, but we are mandated to do a certain amount of this and I will try to make it as painless as possible'. She is a very good teacher; she has the highest science grades in the county. She has awesome scores. 'I know you don't want to do phonics, but you have to do phonics and you want to get your license renewed, that's the long-term vision for you. This is what's in it for you. You need some hours.'</p>

Table 29

Working with Teachers: Understanding Resistance

Third Order	I think that they would come to you more too if you are willing to ask them for help. They must be willing to ask you for help eventually.
Fourth Order	She’s at a point in her career where I don’t know that she, I don’t know she wants to see it; I’ll be honest. She’s a good teacher, she’s a really good teacher, but she’s done it the same way for so long and there’s not a lot of leeway in how she delivers instruction, but I’m not giving up!

We are so used to being in a silo. The veterans have been here for so long, so that’s what they have to overcome. It’s hard to get over that. And the pushback is: “I’ve always done it this way and it has worked.” I feel like it’s more because they just don’t want the critique of what they’re . . . they are comfortable. They are resistant to change, that’s what I feel like it is more.

When they are directly in your face pushback, it’s actually easier for me to take that, they’re not really mad at me, you know? I’m like, “We’re just going to do this, it will be alright, were going to get through this.” But you know there some people who are so quietly resistant and they won’t do anything you ask, those people to me are much more difficult to deal with than the people who are just like, “I hate this!”

Feedback

Feedback emerged as a collective case theme within coaches’ narratives. This theme encompassed coaches’ decision making regarding strategies they used to design and implement their feedback sessions. Two coaches also referred to the different purposes feedback served.

Content. All coaches designed feedback to focus on one area or topic of literacy instruction; the specific instructional area generally depended upon the context, coach, and situation. Table 30 presents differences in the ways coaches engaged in this aspect of

feedback. Tammy stated, “I always try to find one area that we can work on. Now there might be ten there, but I try to work on just one. To really discuss it and develop it.”

Three coaches extended their definition of feedback to include clear, direct, and focused instruction. These coaches purposefully designed their feedback sessions to meet these criteria. They felt these characteristics attributed to the successfulness of the feedback session. Mary, a self-authoring coach, explained in her interview that by “looking at conversations through data, looking at concrete and not saying things such as, well you didn’t do this for students”, the discussion became less about the teacher’s deficits and highlights students and instruction.

Table 30

Feedback: Content

	One focus	Clear	Not Personal	Based on literacy instruction and data
Kara	+	0	+	+
Mary	+	0	+	+
Leah	+	+	+	+
Erin	+	+	+	+
Tammy	+	0	+	+
Julie	+	+	+	+

Presenting feedback. All coaches expressed the importance of tailoring feedback sessions to individual teachers. Table 31 summarizes how coaches engaged in providing feedback. Coaches designed individualized feedback based on their determination of teacher needs, personalities, and reactions. All coaches used different language within each feedback session depending on the teachers. Coaches presented feedback in a way that prevented teachers from experiencing it as criticism. Coaches

feared that teacher feelings of criticism would limit the amount of dialogue and interactions during the session. Coaches also designed feedback based on teacher personalities. Kara, in the socializing stage, described a feedback session with a teacher who started to question her own teaching abilities based on student reading scores. During this session, she tailored her feedback to counteract these feelings and provided feedback that was intended to build the teacher's self-confidence. In contrast, Erin, a self-authoring coach, designed a feedback session based on a teacher's instructional weakness while using knowledge of the teacher's personality to inform the depth and timing of the feedback. In this interaction, the teacher referred to vocabulary words as spelling words. Erin provided feedback to the teacher by saying, "You know, this is not really spelling. These vocabulary words are not teaching a spelling pattern. You are just having them memorize words." She described how the teacher immediately became upset and rationalized her actions by the need to have a spelling grade. After the teacher resisted this feedback, Erin did not pursue any further conversation during this discussion with the teacher regarding this instruction. Erin said,

The one thing I did know about this person is that she is quick to defend and then she will come around and that's what happened a few days later. She came back and said, "You know what you said about those words? You were right. These aren't really spelling words."

Erin's knowledge of the teacher's personality informed the timing and presentation of the feedback she provided. All coaches expressed their belief that they must choose phrases and words that do not accuse, criticize, or undermine teacher efforts. Factors that influenced wording and language included teacher feelings and behaviors, their own

goals, and preconceptions they have about each teacher.

Four self-authoring coaches used feedback sessions as opportunities to get to know teachers and help to develop relationships. During these sessions, they would listen to their concerns or questions about the instruction that was observed. Once they were familiar with teacher barriers or level of knowledge of the content, coaches were able to “open” up more opportunities for partnerships.

Lastly, five self-authoring coaches used feedback sessions to offer extended opportunities for collaboration. During these meetings, coaches identified one instructional area to target. With this target in mind, they would make suggestions about future collaborative engagements to focus on the area of instruction. Erin used one of these meetings to schedule a demonstration lesson so she could model the target area using correct instructional methods.

Table 31

Presenting Feedback

	Language/ Word Choice	Word Choice based on teacher’s feelings and behaviors	Create an “in” with teachers	Engaged Teachers in Collaboration
Kara	+	+	0	0
Mary	+	+	+	+
Leah	+	+	+	+
Erin	+	+	+	+
Tammy	+	+	+	+
Julie	+	+	0	+

Theoretical Interpretation: Feedback

Relationships impacted the ways coaches provided feedback. Impacts included

focusing on one area of instruction, using data, using specific language, creating an “in” with teachers, and engaging teachers in collaboration. Kara’s actions were heavily influenced by feedback sessions because of the socializing principle that caused her to internalize teacher feelings. The personal nature of feedback sessions caused her to respond in ways that provided teachers with affirmation and positive feelings. Self-authoring coaches used feedback sessions as opportunities to develop teacher instruction and to create and engage them in other collaborative learning cycles.

Focus on one area. All coaches chose to address one topic or area of literacy instruction while providing feedback so teachers could focus on, develop, and master one skill at a time. Table 32 provides dialogue that demonstrates differences in how coaches made meaning of these coaching activities. Kara’s conceptualization of the relationship impacted this activity because her goal was to use her relationships in order to implement the district’s literacy framework and to maintain mutuality with teachers. When teachers mastered specific areas of their literacy instruction, she felt as though she had reached her goal. Her reasoning to focus on one area was because she did not want the teacher to feel “overwhelmed.” This helped her maintain the relationship throughout the interaction. Coaches in the fourth order of consciousness used the relationship based on their purpose of helping students and developing instruction. They chose to focus on one area of teacher instruction because they believed that isolating one area provided teachers the opportunity to “master” and “target” one component of their instruction. The outcome of this action simultaneously improved student achievement and supported teacher abilities to design effective instruction.

Table 32

Feedback: Focus

Third Order I didn't want her to feel overwhelmed.

Fourth Order I try to work on just one. To really discuss it and develop it.

Using data to present feedback. Coaches' conceptualizations of their relationships caused them to use student data as a springboard for providing feedback. Table 33 provides dialogue that demonstrates differences in the ways coaches in the third and fourth order of consciousness used data when providing feedback. Coaches placed an importance on designing feedback sessions that were clear and situated within student data. Kara used data to help teachers find an entry point to instructional improvements. She used it as concrete evidence teachers could use as they started planning instruction. Self-authoring coaches used data while presenting feedback; however, their reasoning for using data was different. These coaches used feedback to eliminate teacher tendency to perceive feedback as personal criticism. Coaches believed that teachers needed to “stay open” to constructive criticism when making instructional changes. Self-authoring coaches had underlying goals embedded in student achievement; therefore, they used “concrete” data to neutralize the personal nature of feedback. When teachers were focused on the data, not what they perceived as their own flaws, coaches felt they could continue the conversation regarding next steps in instruction. Data were used to prevent teacher resistance.

Table 33

Feedback: Using Data

Third Order	When I started my coaching cycle, I encouraged them to use the formative assessment data so we kind of started with the pretest and kind of worked through.
Fourth Order	It's easier looking at conversations through data, looking at concrete and not saying things such as, "Well you didn't do this for this students," but saying, "Well this student seems to have missed this concept or this concept" or "Maybe the students will need to have an intervention group." I try to word it that way so it is more on student accountability and not so much, "Well you need to do this!"

Individualized. All coaches individualized their feedback based on the personalities and needs of the teachers. Table 34, 35, 36, and 37 present dialogue that demonstrates the differences in how coaches in the third and fourth order of consciousness individualized feedback. From the socializing perspective, Kara's goal during interactions was providing them with positive feelings and support; therefore, her feedback served the purpose of providing teachers with feelings of confidence and comfort. She provided comfort by helping them make a plan or providing them with strategies to improve the identified area. Her feedback focused on instruction; however, discussions regarding instruction were subordinated to her attention to teacher emotional needs. When explaining how she provided feedback, Kara said that sometimes she would "take [the teacher] around the back"; in other words, she would provide indirect feedback. She said, "This person needed me to build her up. She was already knocking herself down." Kara's language when providing feedback was also used to maintain a positive feeling with teachers. "I want them to know it's a positive process. I'm here to

give them that good follow-up and strong feedback and I think they should know that it’s a good thing and not a bad thing to have you there.”

Self-authoring coaches also individualized their feedback by choosing wording and language based on teacher personalities and behaviors. The qualitative difference is that self-authoring coaches had a deeper purpose for feedback during these sessions. They used their feedback sessions to “feel teachers out” to determine their “readiness and experience.” Coaches then used this informal data gathered during the session to inform the working, timing, and content to develop next steps for instruction. Although they used feedback sessions for discussing what they had observed and offering suggestions, they also used them as an opportunity to build relationships by creating an “in” with teachers and engaging them in collaborative instructional improvements.

Table 34

Individualized Feedback: Language Based on Teachers

Third Order	I try to be honest with them, but sometimes I can’t be honest and positive at the same time.
Fourth Order	I know which teachers I have to push a little harder and which teachers I need to support with more positives and lightheartedness with improvements, taking really small baby steps.

Table 35

Individualized Feedback: Language Based on Self-Authored Goals

Third Order	No content provided.
Fourth Order	I reminded her that I understand how overwhelmed she is, but that lesson planning is a requirement.

Table 36

Individualized Feedback: Developing Relationships

Third Order	No content provided.
Fourth Order	I plan to go back in next week to plan another lesson and reflect on the lesson we planned because I am seeing some success with this teacher. She is opening up and accepting my help.

Table 37

Individualized Feedback: Engaged Teachers in Collaboration

Third Order	No content provided.
Fourth Order	Sometimes you can suggest something you can collaborate on them with so that you know you can model the right way.

Summary of Findings

Six coaches conceptualized their relationships with teachers in different ways. These conceptualizations impacted the way they designed, engaged in, and executed their coaching activities. Each case presented a unique and individual experience of the teacher-coach relationship based on the constructive-developmental perspective. After excavation and interpretation of coaches' activities in relation to their conceptualizations, qualitative differences were identified in the way relationships impacted coaches' actions.

Kara's subject-object score of 3(4) was used to determine that she experienced her relationships as an indicator of coaching abilities, a way to implement the district's literacy framework, and the ultimate goal during her engagements with teachers. The beginning development of the self-authoring stage did not impact or inform her relationships or actions reported in her journals and interviews.

Tammy, Leah, and Mary scored a 4 on their SOI. This score helped identify the underlying goals and purposes that informed their conceptualizations of their relationships. Although the details of their goals were different, they all identified with an underlying purpose of improving student achievement and outcomes for students. Leah's conceptualization differed slightly because she had an additional sense of purpose for the type of person she wanted to be as a coach as a matter of self-integrity. Variations in self-authoring conceptualizations included the use of the relationships to gain connections with other teachers, a focus on developing teacher capacity, and a context for developing an understanding of teacher strengths, weaknesses, and personal characteristics so feedback and interactions could be individualized to best meet their needs.

Erin and Julie had subject-object scores of 4(5). Data collected from these coaches showed that their conceptualizations were similar to other coaches operating in the self-authoring stage; however, both coaches' scores indicated a slight emergence into the fifth order of consciousness. Although it was absent from their narrations or reports regarding their coaching actions, during the final interview, they both demonstrated an emerging realization that they may be overly identified with their theories regarding student achievement. Erin reflected upon the possibility of "putting away [her] bias" when she worked with resistant teachers. Julie demonstrated emergence into the fifth order based on the same factor. When she discussed working with a resistant teacher, she commented on the difference in the way the teacher treated adults and students. She was puzzled that the teacher was so nice to her students and less friendly to adults. Julie considered "giving her the benefit of the doubt" before going into her classroom. This

“stuck” feeling both coaches demonstrated provided evidence that they were developing the ability to take perspective on their underlying sense of purpose.

All coaches perceived their relationships as a context for providing teachers with professional development based on the district’s literacy framework. Relationships with teachers provided coaches the platform they needed to begin discussions regarding literacy instruction. All coaches indicated that relationships were a critical component of coaching. Conceptualizations were different because of the intended outcomes coaches in both orders had for their relationships. The coach in the socializing stage approached every interaction with the goal of helping and supporting.

Relationships impacted the way coaches designed frameworks for working with teachers, engaged in work with teachers, and provided feedback. Kara’s framework for working with teachers was built around teacher needs and allowed them to have involvement in the topic, planning, and type of support they needed throughout the interaction. Within her interactions, Kara used language that provided teachers with affirmation and “positive” feelings as they developed their ability in instructional areas. She chose wording based on teacher reactions and needs and a responsibility she felt to provide them with positive feedback. When collaborating with teachers, she looked to create a “back and forth” interaction to ensure that they felt comfortable and confident with the areas of instruction they worked to improve. She spent more time with teachers when a relationship was present because of the way these interactions impacted her sense of self and her feelings that she could help them improve. She experienced teacher resistance as doubt in her abilities. She also believed that it had “negative” outcomes for the teachers and had a difficult time finding another “in” when it occurred.

The impact of the relationships on the activities of self-authored coaches was qualitatively different. Their dedication to helping students influenced them to create more robust and complex systems to continuously engage and support teachers in collaborative opportunities that improved instruction and student achievement. They designed a framework that created and looked for opportunities to work with teachers. They used relationships to generate buy-in with resistant teachers. Areas of instructional focus included items in the district's literacy framework; however, they also addressed instructional needs they personally identified within grade levels, at the student level, and at the school level. When planning for interactions and working with teachers, they purposefully chose language and activities that best matched teacher needs and the situation so that collaborative opportunities were not threatened. When they had strong relationships with teachers, they engaged in more informal interactions that resulted in a deeper discussion about instruction and helped them collaboratively problem solve. When self-authoring coaches had weak relationships and faced resistance, they developed a set of strategies to counteract these barriers.

Each individual case explored how coaches conceptualized their relationships and the influence they had on literacy coaches' actions. Literacy coaches' activities, including how they plan for, engage in, and execute their responsibilities, were entwined in their perceptions of the teacher-coach relationship. To help them navigate the challenges of creating instructional change, it is important to understand the depth and extent of the influence relationships have on literacy coaches' activities. Chapter 5 concludes the study with interpretations of the findings, implications for the field of literacy coaching, a discussion of limitations, and suggestions for future literacy coach

studies.

Chapter 5: Discussion

Summary of Results

Relationships are the foundation for literacy coaches' work because they provide opportunities for instructional improvements. Atteberry and Bryk (2001) recommended that the first steps of a literacy coach should be to "establish relationships" with the teachers. The purpose of this study was to examine coaches' conceptualizations of their relationships and how they impacted coaches' activities. This study was significant because it clarified and objectified how coaches understand the teacher-coach relationship, and it connected this understanding to the influence the relationship had on their coaching activities. The findings reveal that the relationship has less of an impact on *what* coaches do; instead, the conceptualizations have a great impact on *how* coaches engage their activities.

The constructive-developmental lens was chosen to examine the nature of the teacher-coach relationship because it helps to understand how each individual coach made meaning of their relationship and how this meaning influenced their coaching activities. Within the definitions of Kegan's (1982) theory, each coach created an understanding of their relationships based on their perceptions of the "self" and the "other." The subject-object balance informs the stages of psychological development. Individuals can reflect upon, take responsibility for, and discuss something when it is object. When something is subject, it influences decision making and perceptions and is not included in reflections or understandings of an experience. Development through six stages, or orders of consciousness, involves an increased ability to take perspective on things that were once subject. In this study one literacy coach, Kara, operated in the

socializing stage, or third order of consciousness, with a beginning emergence into the self-authoring stage. Five literacy coaches (Tammy, Leah, Mary, Julie, and Erin) operated in the self-authoring stage or fourth order of consciousness. Two of those self-authoring coaches, Julie and Erin, were emerging on the ability to operate in the self-transforming stage, or fifth order of consciousness.

In the socializing stage, needs and wants are objectified, but relationships are subject. Individuals seek and maintain relationships with others because of the impact their opinions and beliefs have on self-identity. They experience their identity through the lens of the people around them (Kegan, 1982, 1994). In the self-authoring stage, fourth order of consciousness, relationships become object and self-identity is no longer defined by others' opinions. Instead, self-authoring individuals create and rely on a sense of identity based on a self-generated purpose. Actions align with their purpose as they work to achieve goals they have created internally. Interactions with others are experienced as opportunities to improve the strategies they use to reach their goals and no longer evaluations of the self (Kegan, 1982, 1994). In the transformational stage, individuals are able to take perspective on their own self-generated theories and purposes. This allows them to reflect upon and take responsibility for biases they may bring to their experiences. They use the self as a context for creation and recreation of identity and include others' theories to help them in the continuous recreation of these formations so they are no longer identified with just one form or purpose (Kegan, 1982, 1994). Two self-authoring coaches, Erin and Julie, demonstrated an emergence into the transformational stage. Although this stage was not complete or dominant, the emergence was piqued by their desire to "put away" their bias regarding teacher

resistance. These organizational components of the theory provided the type of information needed to examine the coaches' understanding of the relationship and the influence it had on coaching activities.

The purpose of this collective case study was to explore how literacy coaches experienced their relationships with teachers and the impact those conceptualizations had on their coaching activities. Data, collected through interviews and journal narratives, were used to develop an understanding of their conceptualizations and actions based on Kegan's (1982) CDT. Research questions that guided this study were

1. How do literacy coaches conceptualize their relationships with teachers according to CDT?
 - a. How are coaches' descriptions of their relationships similar?
 - b. How are coaches' descriptions of their relationships different?
2. How do coaches' conceptualizations of their relationships impact their coaching activities?

Data were collected through one SOI, four journal narratives, and one semi-structured interview. In the first stage of data collection, the SOI was conducted, transcribed, and scored to determine participant orders of consciousness. Once the constructive-developmental stage of each participant was identified, the researcher analyzed the data through the lens of the organizational principles of participants' corresponding orders of consciousness. The researcher found evidences of their conceptualizations of their relationships in the journal entries and, when appropriate, the SOI. The researcher looked for dialogue that revealed how participants used their relationships in relation to their coaching. This evidence allowed the researcher to

synthesize these perceptions and the order of consciousness to create a conceptualization. After determining an initial hypothesis of participant conceptualizations, the researcher designed the semi-structured interview questions to further validate initial findings, to gather data that would be used to create each case, and to gain a deeper understanding of how literacy coaches' conceptualizations impacted their coaching activities. After the semi-structured interviews were transcribed, the researcher coded interviews and the journal entries of each participant. Patterns of coaching activities were identified within each case. Then, the researcher looked for coaching activities that resulted or were explained by their conceptualizations. After the patterns were identified within each case, the researcher used collective case (Glesne, 2011, p. 22) analysis to determine themes that showed how conceptualizations impacted coaching activities within and across each case. Themes included coaches' framework for working with teachers, working with teachers, and feedback. Six individual cases were written to provide a picture of the unique coaching qualities of each participant.

Results of the study showed that, as assumed by theoretical principles, conceptualizations of the teacher-coach relationship differed between coaches in the socializing and the self-authoring stages. The coach in the socializing order, or third order of consciousness, experienced the relationship as a reflection on her coaching abilities and a context for providing teachers with professional development and positive reinforcement. She also had a goal of maintaining her relationships during coaching interactions. In the self-authoring stage, coaches primarily used their relationships to serve their self-authored purpose of helping students. All also viewed the relationship as a context for developing teacher instruction. Variations of conceptualizations included

three self-authoring coaches saw their relationships as opportunities to develop connections with other teachers; three coaches used the relationship as a strategy for understanding teacher personalities in order to design interactions tailored to teacher strengths, weaknesses, and needs; one coach used her relationships as a measure of her own personal integrity; and one used the relationship as a context for implementing new instructional strategies.

Analysis revealed that literacy coaches' conceptualizations impacted their coaching activities. Although there were six literacy coaches, comparisons were only made between coaches in the socializing and self-authoring stages. This reporting method is not intended to devalue the unique experiences of each self-authoring coach; however, this comparison is done to note the qualitative differences in themes across the socializing and self-authoring orders of consciousness within the theoretical framework and because it answers the researcher questions of this study. All coaches' activities that resulted from conceptualizations were reported, but theoretical analysis reported how differences in conceptualizations impacted coaching activities. Three cross-case themes emerged from the data and show how conceptualizations impacted coaching activities: frameworks for working with teachers, working with teachers, and providing feedback.

The coach in the socializing stage developed a framework for working with teachers based on her need to provide teachers with positive feedback and to maintain mutuality. She worked with teachers when they came to her, helped them improve areas of instruction they identified, completed any actions they requested, and finished the cycle when they appeared to demonstrate confidence and comfort of new instructional practices. In the socializing stage, coaches' frameworks were designed based on their

goals of helping students. This student centered focus caused them to create and seek opportunities for working with teachers, develop their own systems and cycles for improving teacher instruction and evaluating instructional mastery, and continuously look for ways to improve those systems.

Coaches' activities were also influenced by the teacher personalities and behaviors. The socializing coach's need to maintain mutuality caused her to work more closely with teachers under the presence of a strong relationship. While working with these teachers, she looked for opportunities to provide positive feedback and help them determine next steps to improve any areas of weakness they identified. She engaged in a collaborative partnership with teachers, supporting them in ways they identified as they worked to improve instruction. She was also committed to improving her coaching abilities by researching and collaborating because of the responsibility she felt to provide her teachers experiences that would improve their instruction. Weaker relationships and teacher resistance were problematic for the coach because she believed that she did not serve a purpose in these contexts due to the "negative" atmosphere. She was less likely to engage in these interactions and she felt like she did not have an "in" to work with them. These interactions also had an impact on her perception of her coaching abilities. When teachers sought her help, she felt confident and competent that she could provide them with the appropriate amount of support. In contrast, when she received resistance, she believed it was her shortcomings that were responsible for the lack of collaboration. The self-authoring coaches' activities were also impacted by the behaviors and personalities of teachers. Although they planned to execute their activities the same way, their strong focus on their goal influenced the time and quality of dialogue discussed

during the interaction. When working with teachers they had strong relationships with, they were more likely to have “deep” conversations about student data, freedom to pose questions that made teachers reflect on their practice, and opportunities for teachers to celebrate success and ask questions. When working with resistant teachers, coaches were less likely to continue coaching cycles based on the level of interest and “willingness” of the teacher. In turn, this caused coaches to develop a system for reengaging hesitant or resistant teachers into collaborative opportunities.

Lastly, conceptualizations also influenced how coaches provided teachers with feedback. The socializing coach provided feedback that was positive and focused on teacher needs. While highlighting the positive components of instruction evidenced in an observation, it was sometimes difficult to provide the teachers with “honest” feedback based on her responsibility to preserve teacher feelings. This should not imply that the coach was dishonest, but she had to bring the teacher to the area of improvement through dialogue that continued to make the engagement feel hopeful and attainable. Self-authoring coaches used feedback sessions to provide teachers with next steps for instructional improvements; however, they also developed a multi-dimensional use for feedback sessions. They purposefully used them to create further collaborative events, a sense of teacher strengths and weaknesses, a strategy for strengthening the connection they had with teachers, and a way to refocus teacher attention on student academic achievement. Although coaches’ activities were consistent, conceptualizations of the relationships impacted them differently.

Implications

Conceptualizations of the relationship. Literacy coach-teacher relationships are

a critical factor in making instructional improvements (Heineke, 2009; Horbor, 2014; Stephens et al., 2011). The findings of this study are consistent with research that suggests the relationship is a context in which the teacher and coach collaborate to create instructional changes in literacy instruction; “knowledge is constructed within the context of relationships” (Vygotsky, 1978; Woodcock & Hakeem, 2015). This important connection has made the relationship a topic of investigation within the literacy coach research. In this study, CDT revealed that coaches do, in fact, conceptualize their relationships differently. The socializing coach experienced the relationship primarily as a way to evaluate her abilities and sought to maintain the relationship during all interactions. Theoretically from a socializing perspective, relationships were important because of the impact they had on the sense of the coach’s identity. Self-authoring coaches, in contrast, used the relationship to engage and support teachers as they worked to improve instruction for students. These developmental differences reveal a foundational dimension of the relationship that makes it even more critical to understand *for the sake of literacy coaches*.

Literacy coaching leaders suggest, “coaches should be highly skilled at building relationships” (Knight, 2006, para. 32). Experts have provided coaches with strategies to build, navigate, and manage relationships. Research also suggests that coaches’ understanding of adult learning principles can help them can manage complex relationships (Knight, 2016). There is no question that the research and content is valuable to improving coaches’ effectiveness; however, findings from this study have implications for further development of different dimensions of support that coaches receive regarding relationships. The theoretical framework illuminated the reality that

the way a coach makes meaning of the relationship matters just as much as the content that informs development and management of teacher-coach connections. This study suggests that professional development for literacy coaches should simultaneously develop coaching pedagogy and attend to literacy coaches' developmental capacity. Drago-Severson (2009) defined developmental capacity as "the cognitive, affective, interpersonal, and interpersonal capacities that enable us to manage better the demands of leadership, teaching, and life" (p. 8).

Findings of a study on literacy coaches by Hunt and Handsfield (2014) spoke directly to the implications that literacy coaching is not just a "series of roles and tasks," and the field needs to "recognize the complexities of literacy coaching and to offer more meaningful professional development for literacy coaches" (p. 47). In that study, they used Hargreaves (2000) term "emotional landscapes" to describe the internal conflict coaches experienced as they tried to position themselves within their context based on their own feelings and their relationships. Attention to developmental capacity will provide coaches like Kara opportunities to develop more complex meanings for the relationship that does not impact self-perception and is more focused on improving student achievement. Regardless of whether she was familiar with adult learning theory or ways to build and maintain relationships, she is likely to continue to experience her relationships as a reflection of her identity if she does not receive support in increasing her developmental capacity.

All of the self-authoring coaches in this study constructed their relationships as a means of improving instruction for students; however, not all literacy coaches will have this sense of purpose. Hypothetically, some self-authoring coaches could use the

relationships for purposes that do not position them as an advocate for students. This could potentially result in a lack of instructional improvement and increases in student achievement. Attending to self-authoring coaches' developmental capacities is also important because of the blinders their self-generated purpose sometimes puts on their perspective. Alignment to their purpose may cause self-authoring coaches to overlook teacher needs. The coaches in this study perceived their interactions with teachers as opportunities for collaboration and partnership; however, research has also identified circumstances in which coaches dominated interactions and conversations with teachers (Heineke, 2013; Nowak, 2003). The theoretical findings of this study could be used to explain coaches' dominant behaviors. Attending to the developmental capacity of the self-authoring coaches could help eliminate some of the bias they bring to teacher resistance, as Julie and Erin referred to within their interviews. Ultimately, the use of Kegan's CDT to examine the conceptual framework of the teacher-coach relationship points to an area in the field of literacy coaching that is currently underdeveloped. Ultimately, this study's findings are critical for literacy coaching because results showed that coaches had different conceptualizations of their relationships. Although each individual conceptualization should not be evaluated as "good" or "bad," this knowledge is significant because it can help to understand coaches' actions and help identify ways to support them. Supporting coaches' abilities to conceptualize their relationships in more complex ways, regardless of the stage of development, can have positive impacts on the connection between the teacher and the coach. Coaches' increased ability to reflect on and make meaning of their relationships could potentially positively impact student achievement.

Coaching activities. This study found that literacy coaches' conceptualizations of the teacher-coach relationship had an impact on coaching activities. Specifically, it impacted the frameworks they used to engage in their coaching, their actions with different teachers, and the feedback they provided. Even though all coaches completed a range of typical coaching activities, self-authoring coaches developed more complex structures and uses for their actions based on their interpretations of their relationships. Self-authoring coaches had more developed systems for dialogue and engaging and recruiting teachers in collaborative opportunities. Self-authoring coaches always provided a reason or rationalization for their actions that was aligned to student achievement which ultimately made them coach in a more purposeful way. The socializing coach supported teachers using many of the same activities as the self-authoring coaches; however, her behaviors and actions within these activities were informed by teacher needs and feelings and her sense of identity. Although she provided and maintained positive support for teacher instruction, her subjectivity to her relationships caused her actions to be less purposeful, consistent, and developed. These qualitative differences help to provide insight on past and current literature regarding coaches' roles and responsibilities, and it also holds promise for the future of literacy coaching. These implications and conclusions are discussed below.

Coaching frameworks. The findings of this study revealed that all coaches utilized some process or cycle for improving teacher instruction in a way that is consistent with the research. Data showed that coaches started the process by collaborating with the teacher to identify an area of focus based on teacher need and data. They collaboratively developed a plan and supported the teachers as they worked to

improve by modeling co-teaching or planning. When considering teacher mastery of the instructional area, coaches debriefed about instruction and data. These stages are consistent with literacy coach best practices. Literacy coach experts have developed an improvement cycle for coaches to use when working with teachers. The coaching cycle presented by Knight et al. (2015) included three major steps for “great coaching”: identify, learn, and improve. In the identify stage, the teacher and coach collaboratively choose a “goal and select a teaching strategy to try to meet the goal” (Knight et al., 2015, p. 12); in the learn stage, the coach uses strategies to develop the teacher’s ability to implement the effective literacy practice (Knight et al., 2015, p. 14). The improve stage allows the coach to “monitor” implementation of the new instruction and use student data to evaluate effectiveness (Knight et al., 2015, p. 18). Although there were slight differences such as the use of videotaping to support teacher reflection, the frameworks coaches used were consistent with the literature.

Even with these same steps, self-authoring and socializing coaches executed each of these stages in qualitatively different ways. These differences can be more clearly understood using constructive-developmental principles. In the socializing stage, individuals rely on external rules and frameworks to determine how things should be completed. They are not able to question ideas because they are “right,” and they rely heavily on theories to determine their next steps. The coach in the socializing stage described her cycles similarly to the descriptions above. Self-authoring cognitive abilities differ in that they internally generate their ideas of right and wrong. When they recognize they are not meeting their own goals, they develop strategies to create another avenue of attaining them. Self-authoring coaches were able to use the stages outlined in

the literature; however, they varied from the basic outline and enhanced components of each stage so their coaching cycles were more effective. One way to simplify the differences is that self-authoring coaches added the phrase, “it’s just based on the needs of the teacher,” when explaining their actions during each stage. Although this statement seems basic, it encompasses the different levels of attention they paid to teacher needs; most importantly, how they responded to these needs during the teacher learning process. Knight (2016) spoke to this very difference when he described how coaches “must be deeply respectful and responsive to teachers with whom they collaborate, adjusting their approach depending on the personality and needs of each teacher and his/her students” *and* “they must be assertive and disciplined, leading change in an organized, ambitious, forceful manner in student learning” (p. 31). Similarly, Ermeling (2015) saw the need for coaches to “judiciously apply pressure” (p. 32) so they can “expand their vision of instructional possibilities” (p. 32).

Self-authoring coaches are more likely to be forceful when they engage in dialogue with teachers by asking questions, providing opportunities for reflections, being honest, and challenging teachers to rethink their ideas; because from a theoretical standpoint, these actions will allow them to fulfill their purpose of helping students. This kind of activity causes teachers to consider their learning more reflectively. Two of the self-authoring coaches discussed use of the gradual release model (Pearson & Gallagher, 1983) in their coaching cycles. In a traditional model, the learner gains responsibility as they gain learning. Sandvold and Baxter (2008) presented an enhanced model for literacy coaches designed to provide the learner with support throughout the learning process. Supports included monitoring, reflection, independent practice, guided practice,

scaffolding, and peer coaching (Sandvold & Baxter, 2008, p. 49). This model is consistent with self-authoring coaches' cycles. In comparison, the socializing coach did not want her teachers to think she was not knowledgeable; therefore, she was less likely to put herself in situations where she could be questioned. Socializing coaches are also less likely to question someone because of the possible consequences of ruining the relationship. Although teachers were receiving her support, because they were not challenged or questioned, their growth may not be permanent or developed because the focus was on the task.

Self-authoring coaches' awareness and responsiveness to teacher needs is supported by Vygotsky's (1978) ZPD. Their sense of awareness of "what teachers could do with help and what teachers could do independently" (Sandvold & Baxter, 2008, p. 50) during each stage of the learning cycle allowed them to respond in a manner that would best help the teacher understand the learning involved in the task. Rogers and Horrocks (2010) explained that in this collaborative experience, "the learner gains consciousness and perspective. Thus . . . the learner gains consciousness of the learning" (p. 143).

Working with teachers. CDT provides a lens to understand the impact relationships have on their work with different teachers. In this study, coaches could all qualitatively measure and discuss the strengths of their relationships with teachers. These impacted their actions and created two distinct positions between coaches in the socializing and self-authoring stages.

From the socializing coach's perspective, she worked alongside teachers to support them and provide them with positive learning experiences and feedback. This

made her feel good about herself and also made her feel good that she was helping others. This created her sense of identity at her school. When teachers came to her, she felt knowledgeable and capable. When she received resistance, she felt unqualified and questioned her abilities. When working with teachers, she was careful not to hurt their feelings or criticize them because she felt as though it was her responsibility to help them. She enjoyed challenges and working with skilled teachers because they helped her learn. She waited for teachers to ask for her support; and when they did, she would give them whatever they needed in the most positive way she could. She was subject to those relationships though and did not realize that teacher happiness provided her with validation and their resistance made her question herself. Her subjectivity to her relationships also caused her to say things to teachers that made them feel good. Although she was honest with teachers, preserving their integrity was her first priority. In contrast, self-authoring coaches had an underlying goal of helping students; therefore, their main objective was to engage teachers so they could fulfill that purpose. They shaped their dialogue and actions, but they did so in order to ensure further engagement with the teacher or to reengage with the teacher. They listened to teachers, but they always had a reason or purpose for what they did or said that aligned with their purpose. Their sense of identity was not threatened when facing resistance; instead, they used these moments as opportunities to determine the cause of the pushback.

These descriptions present contrasting coaching personas. For the purposes of this interpretation, the differences will be referred to as positions. Two primary coaching positions that exist in coaching literature can be connected to behaviors of the socializing and self-authoring coaches. Although the two positions discussed here are not extensive,

they help to situate and connect coaches' actions based on prior research. Killion (2010) proposed the distinction between heavy and light coaching; these are similar and sometimes referred to as responsive and directive coaching. In light coaching, coaches have a "primary focus on building relationships, gaining acceptance from teachers, and seeking appreciation" (Wilder, 2014, p. 161). In these coaching engagements, coaches perform typical activities such as modeling, planning, co-teaching, and gathering resources; but the engagements lack depth and substance because the interaction focuses on the task and not on teacher understanding of student learning and pedagogy. These interactions often lack dialogue that engages the teachers in questioning; therefore, the teacher is not forced to reflect on instruction. Teacher reflection has been shown to incite instructional change. From the heavy coaching position, coach and teacher engagements are "driven by a deep commitment to improve teaching and learning, coaching heavy analyzes the relationship between instructional practices and student engagement and learning while pushing teachers outside their comfort zones" (Wilder, 2014, p. 161) through questioning and dialogue. It should be noted that these two positions are not stage related. The two differing positions should not imply that coaches either take on one position or the other. These positions help to understand the differences between the actions of the socializing and self-authoring coaches. In addition to this connection, this finding also helps to answer another question found in the literature. Wilder (2014) suggested that while studies have explored *how* coaches adopt certain principles, there is not enough research on "*why* coaches adopt coaching stances and practices" (p. 162). Kegan's developmental stages highlight the reasons why coaches take on these different positions. The socializing coach takes on the position of light coaching because it does

not threaten her sense of identity and it fulfills her desire to help her teachers. Since the socializing coaches take more of a responsive role, it is possible to assume that they are more likely to impact teacher efficacy since this stance has been linked to improvements in that area (Edwards & Newton, 1995). Also, socializing coaches may work best with new teachers who may tend to need their help as they begin their career. The socializing coach takes on light coaching roles consistently. Self-authoring coaches take light *and* heavy coaching positions. In their journals and interviews, they discussed individualizing their activities to meet teacher needs and a flexible use of their coaching activities based on teacher readiness. In order to gain trust and build relationships, they take on light roles. After those relationships are built, they begin to take on the heavy coaching stand.

Resistance. One pattern in coaches' work with teachers was their experience with teacher resistance. This study has implications for different ways coaches experience and handle resistance. The socializing coach experienced resistance as a personal criticism. She assumed that she had not made teachers believe she was a competent coach. Her experience of this resistance as "negative" repelled her from these interactions. She expressed her inability to get back "in" when facing resistance. Based on her socializing principles, she held teachers who gave her pushback responsible for her feelings because she was unable to take perspective on this professional relationship. In contrast, self-authoring coaches experienced resistance as an obstacle for reaching their goal; however, they created strategies to prevent and eliminate resistance. Self-authoring coaches all discussed the difference between their "personal" and "professional" relationships; and the resistance threatened their professional goals. Although they experienced resistance, self-authoring coaches developed strategies for

reengaging teachers in collaboration such as dialogue, classroom teaching opportunities, and using meetings to create and build stronger relationships or trying to eliminate the resistance. Self-authoring individuals respect others' opinions and beliefs and acknowledge that all individuals have their own goals and desires; however, dedication to their goal forces them to over identify with their purpose. They generated their own conclusions about the causes of teacher resistance, because their goals differed from resistant teacher goals. They approached coaching interactions with biases that informed their beliefs about what to expect during interactions with resistant teachers.

Educational research reflects teacher resistance to literacy coaching and coaches' perceptions of resistance. Some studies have positioned resistance to literacy coaching as a result of power and authority dynamics between the teacher and the coach (Rainville & Jones, 2008) and teacher resistance to change (Dole & Donaldson, 2006; Lyons & Pinnell, 2001). This study found that coaches experience resistance differently. Rainville and Jones (2008) suggested "that preparation and ongoing support for coaches might include work specifically around issues of power and positioning and critically 'reading' situations to help them decide how to position themselves" (p. 447). Although findings support this, this study adds depth because it showed that professional development would have to be structured differently based on the developmental differences between coaches. Socializing coaches would need to be able to develop the ability to take perspective on the relationships, where socializing coaches would have to develop the capacity to understand teachers. The theoretical underpinnings of the study add to the body of research because they also revealed the nature of *why* coaches internally construct feelings of resistance.

Dialogue and feedback. Strong relationships are the foundation for engaging in dialogue. Dialogue is a critical component of coaching because of the function it serves in creating instructional change. Collaborative conversations between teachers and coaches allow them to engage in reflection; however, not all conversations yield the same results. Knight (2007) painted a picture of authentic dialogue as

a lively conversation between a coach and teacher where ideas can bounce around like balls in a pinball machine, and people can start to communicate so well that it becomes difficult to see where one person's thoughts end and another's begin. (p. 46)

The self-authoring coaches demonstrated this type of description for conversations with teachers. When this occurred, coaches took on a more “informal” role. The informal nature of the relationship allowed the depth of the conversation to continue as a collaborative problem-solving event. Within these extended conversations, one thing the self-authoring coaches did was share celebrations, a phrase Dozier (2006) used to describe coaches' recognition of a teacher's instructional strengths. This reflective dialogue focuses the teacher on specific changes to instructional practice and the impact they have on student achievement. As noted in the section on coaching frameworks, self-authoring coaches used their conversations and feedback sessions to gather information about teacher needs. To design the most effective dialogue, coaches must first understand the teacher as a learner (Dozier, 2006). This action again points to the importance of identifying teacher ZPD (Vygotsky, 1978) so coaches can apply the appropriate amount of support to ensure teachers make instructional changes.

Coaches in this study used dialogue and feedback in a variety of contexts and for

a variety of purposes. All coaches discussed the importance of dialogue in their coaching in terms of the relationship. In preparation for conversations, they would choose their words wisely. They were all purposeful about word choice because of the impact it had on the level of trust in the relationship. One major difference was that self-authoring coaches used dialogue to extend teacher learning, engage resistant teachers, and prevent resistance. The socializing coach used dialogue to provide teachers with positive feedback and feelings regarding coaching interactions as a means of preserving the relationship. The main difference in their use of dialogue was based on the organizational principles of the socializing or self-authoring stages. The socializing coach's desire to maintain the relationship influenced her to question teachers less about their practices and provide more directives and affirmation. Ultimately, this could limit the amount of reflection the teacher did and in turn could lessen the effectiveness of the interaction.

These findings are important to acknowledge because the theoretical underpinnings are not as connected as they need to be within the coaching conversations literature. Most of the research suggests that coaches should perform different functions within coaching conversations to elicit certain results or learning outcomes from teachers. Mainly, the body of research provides strategies for engaging in dialogue, dialogical moves to make in certain conversations, and reasons why conversations are important for the teacher change; however, there are not many links between the *coaches' goals* and their dialogue. When coaches in this study rationalized the content and purpose of their dialogue, their main reason could be interpreted most clearly through their constructive-developmental level. This study's use of the theoretical framework uncovered that the

outcomes of the conversations that resulted in reflection and teacher affirmation were not caused only by the coaches' skill in designing conversations. Instead, the ways they engaged in dialogue were influenced by how they made meaning of the situation and conceptualized their relationship.

Instructional capacity versus school capacity. The theoretical perspectives within this case study can also be useful in understanding the levels of impact that literacy coaches potentially have in their buildings. The findings from this study did not identify connections between coaches' orders of consciousness and specific types of activities they completed. All coaches completed similar activities such as providing feedback, using data, modeling, co-teaching, engaging in coaching cycles, and identifying instructional areas to improve. Their actions align with studies that suggest, "when coaching is embedded to facilitate teacher learning, teachers are more likely to implement new classroom practices" (Heineke, 2009, p. 410). Ultimately, a coach's primary purpose is to build instructional capacity or teacher ability to provide effective instruction (Drago-Severson, 2009, p. 8).

Studies have also examined coaches' actions in terms of school-wide versus instructional change (Smith, 2009). In an article on building effective coaching programs, Knight (2007) suggested that literacy coaches' purpose could extend to addressing school capacity if programs are designed effectively. Organizational capacity is a more complex level of development because it refers to "the school's collective ability as a functional, working whole to increase achievement" (Drago-Severson, 2009, p. 8). Knight made parallels between the "paradoxical mixture" (p. 29) of an effective instructional coach to Collins' (2001) Level 5 leader. Knight repositioned Collins'

definition of Level 5 leaders to describe the most effective literacy coaches as “incredibly ambitious-but their ambition is for the institution, not themselves” (p. 21). Results of this study can further that parallel to the effectiveness of the actions and behaviors of self-authoring coaches. Self-authoring coaches demonstrated this ambition not only within their conceptualizations of the relationships, but they also demonstrated this within each of the coaching activities that resulted from those conceptualizations. Although data demonstrated that both self-authoring and socializing coaches did many similar activities, self-authoring coaches developed more complex robust structures in each category, all under the desire to help the “institution.” This has implications for the levels of effectiveness of literacy coaches’ activities in different orders of consciousness and the amount of impact these activities have on instructional capacity and organizational capacity. Socializing coaches may be performing the same activities; but because they are identified with goals regarding their relationships, they may be less likely to build school capacity. Based on this research and findings from this study, it could be theorized that self-authoring coaches are more likely to impact organizational capacity than socializing coaches based on the theoretical interpretations of their relationships. Killion (2015) stated, “dialogue focusing on both data and instruction is a stronger mediator of changes in instructional practice than dialogue about data alone” (p. 58). These implications help understand the types of “qualifications” coaches need in order to create school change.

Suggestions for Coaching Preparation and Development

This study draws attention to the importance of professional development for literacy coaches. Each of the previous interpretations presented a finding of this study

along with existing research that either explains or demonstrates the importance of attending to literacy coaches' cognitive abilities. This type of understanding, as intended by the researcher in Chapter 1 of this study, can help develop models and best practices for supporting and developing literacy coaches as they work with teachers.

Appropriate professional development is critical for coaches based on the multidimensional landscapes they navigate in their position (Matsumura, Garnier, & Spybrook, 2012). Knight (2006) said coaches should have professional development on their coaching activities and on teaching strategies they share with teachers.

Recommendations for literacy coaches' professional development include time for collaboration with other coaches, self-reflection, and training with regard to best practices (Mraz et al., 2008; Walpole & Blamey, 2008). Coaches should also receive "support to become skillful at providing authentic feedback and reflective questioning" (Taylor & Moxley, 2008, p. 6). "Professional development [should be] aligned with the responsibilities they are to perform: literacy learning, data-based decision making, adult learning, and collegial coaching" (Taylor & Moxley, 2008, p. 6).

Although no coaching literature suggests the use of developmental frameworks for literacy coaching, some researchers have made recommendations for using them for teacher professional development opportunities (Cranton & King, 2003; Drago-Severson, 2009). Kegan's (1982) CDT was specifically chosen as the theoretical framework to examine the literacy coach-teacher relationship because of the aspects it examines and the amount of potential it holds for coaching development through the use of professional development models. "Kegan's theory attends to the interplay between a person's way of knowing and his or her psychosocial context to illuminate the robust interactions between

the two” (Drago-Severson, 2009, p. 36). The developmental stages of the theory also suggest that orders of consciousness can be developed if individuals are provided with the appropriate supports and challenges. Kegan (1982) referred to contexts in which individuals grow from one order of consciousness to the next as holding environments. Drago-Severson (2009) likened the school context to a holding environment and designed a framework for supporting teachers. The framework provides examples of professional development activities paired with best practices that can be used with teachers to provide appropriate supports and challenges based on the specific stages in Kegan’s theory. Drago-Severson’s text is directed toward building teacher capacity; however, a similar framework can be designed and applied to literacy coaching development. Using this framework, Drago-Severson stressed that educational holding environments “need to offer a healthy balance of both high support and high challenge” and there must be a “fit, or match, between the holding environment and an adult’s way of knowing” (p. 57) in order for the development to be effective. Tables 38 and 39 below are examples of basic supports and challenges Drago-Severson presented that educational leaders can provide for socializing and self-authoring educators.

Table 38

Socializing Knowers: Supports and Challenges for Growth

Supports	Challenges (Growing Edge)
Ensure that learner feels known and accepted	Provide opportunities to develop own beliefs, becoming less dependent on others' approval.
Beliefs are confirmed by authorities.	Encourage this knower to construct own values and standards, not coconstruct them.
Supervisors and valued colleagues and/or loved ones show acceptance.	Support the acceptance of conflicting points of view without feeling threatened.
Provide opportunities to share perspective in pairs or smaller groups before sharing with larger groups.	Support this knower in separating own feelings and responsibilities from another person's.
Ensure that interpersonal relationships are not jeopardized when differences of opinions arise.	Support this knower in distinguishing own perspective from need to be accepted.
Drago-Severson (2009, p. 46).	

Table 39

Self-Authoring Knowers: Supports and Challenges for Growth

Supports	Challenges (Growing Edge)
Provide opportunities to learn about diverse points of view.	Challenge knower to let go of own perspective and embrace diametrically opposing alternatives.
Provide opportunities to analyze and critique ideas and explore own goals.	Support this knower's acceptance of diverse problem-solving approaches that differ from own.
Ensure that learning from the process takes place.	Challenge knower to set aside own standards for practice and open up to other values.
Support learning about and demonstrating own competencies.	Support critique of own practices and vision.
Emphasize competency.	Encourage acceptance of diverse ways to explore problems.
Invite demonstration of competencies and dialogue.	
Drago-Severson (2009, p. 48).	

This study was not designed to link coaching effectiveness to a specific order of

consciousness; however, results do suggest that self-authoring coaches are able to create more opportunities to support and challenge teachers to improve instructional practices in a more consistent and holistic manner. In response to the themes identified in this study, a framework, similar to Drago-Severson's (2009), can be designed to provide literacy coaches with appropriate supports and challenges so they are able to develop a robust framework for their coaching activities, develop strategies for working with all teachers, and provide effective feedback. Transformation between stages or development of complexity of orders of consciousness "always takes place in some context" (Drago-Severson, 2009, p. 57). In this situation, literacy coach preparation programs and literacy coach leaders can provide that context. Supports and challenges can be designed around the subject-object balance for each stage of development.

Delimitations and Limitations

Delimitations of the study exist because of the researcher's use of a specific theoretical perspective. This study analyzed the teacher-coach relationship using one theoretical lens. Although this perspective served the purpose of this study, it does not explain the teacher-coach relationship and the impact it had on coaches' activities from every angle. The theoretical perspective informed the way activities were identified and, therefore, applicability of this data to other contexts is limited. There are opportunities to examine the teacher-coach relationship outside of the theoretical perspective used in this study.

Conditions of the study also limit the generalizability of findings to all literacy coaches. Similar to most case studies, the generalizability of the conclusions of this study is limited to this particular set of literacy coaches (Gall et al., 2007, p. 478). All

participants worked in the same western North Carolina school district and adhered to the same literacy framework. Limitations to generalizability are also caused by the constructive-developmental stages of the participants. Only one participant was operating in the socializing stage. Although dialogue was included to demonstrate the differences in the complexity of coaches' reasoning between the socializing and self-authoring stage, there was still only data from one coach in this stage used to draw conclusions. Even with the limitations caused by the case-study design, the researcher attempted to take measures such as providing a "thick description" within each case. Even though generalizability may be limited, "applicability" of situations within each case can help readers "determine the generalizability of findings to their particular situation or to other situations" (Gall et al., 2007, p. 478). The researcher also used a collective case analysis to "determine generalizability across the cases that were studied" (Gall et al., 2007, p. 478).

Suggestions for Future Research

This study was designed to examine literacy-coach teacher relationships from the perspective of the coaches; however, the ultimate goal of effective coaching is improvement in student achievement. This study found that coaches in different orders of consciousness conceptualized the relationship differently and, therefore, their coaching activities were different. A longitudinal study could further investigate to determine if these developmental differences had an impact on student achievement. This study was not intended to determine or imply that coaches operating in certain stages were more or less effective than the others; however, now that differences have been identified based on developmental differences, it is important to understand if and how these differences

impact student achievement. This knowledge would help inform best practices in the field of coaching.

It would also be valuable to the field of coaching to investigate teacher perspectives of the relationship and coaching activities using the theoretical framework. It is likely that the coaches' activities are meeting the needs of some teachers while not meeting the needs of others based on *their* developmental differences. Collecting teacher opinions of *how* and *why* these coaching activities supported or did not support them can inform the development or revision of coaching models. Understanding teacher beliefs about coaches' activities could also help explain some of the "resistance" and high level of teacher engagement reported by the participants of this study. Ultimately, this knowledge could help design better preparation that allows coaches to have a deeper understanding of ways to deal with, prevent, and address teacher resistance or reluctance.

This study highlighted the need to address and support coaches' developmental capacities. Future studies should focus on the way literacy coaches' professional development meets their developmental needs. Studies should also examine effective strategies for developing coaches' developmental capacities.

Lastly, this study was designed to be a foundational study for future research. The phrase "coaching activities" referred to the broad framework of responsibilities coaches fulfilled. This study found certain activities and patterns of activities emerged from the data; however, it did not closely investigate each activity. Future studies could use the theoretical framework to investigate specific aspects of coaching such as modeling, planning, dialogue, or teacher resistance to determine an even deeper understanding of the impact of developmental abilities on coaching activities. This

information could be used to cognitively develop targeted coaching abilities.

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Appendix A

Subject-Object Interview Protocol

Materials: Ten index cards (3" X 7) pencil; tape recorder and ninety (90) minute tape

Prepping the Subject: Subject needs to know he/she:

- (a) Is participating in a 90 minute interview
- (b) The goal of which is to learn "how you think about things," "how you make sense of your own experience," ect.
- (c) Doesn't have to talk about anything he/she doesn't want to.

Part 1: Generating Content: the Inventory

The subject is handed ten index cards.

Each card has a title printed on it, to wit:

- 1. ANGRY
- 2. ANXIOUS, NERVOUS
- 3. SUCCESS
- 4. STRONG STAND, CONVICTION
- 5. SAD
- 6. TORN
- 7. MOVED, TOUCHED
- 8. LOST SOMETHING
- 9. CHANGE
- 10. IMPORTANT TO ME

The subject is told that the cards are for his/her use only, that you won't see them, and that he/she can take them with him/her or throw them away after the interview. The cards are just to help the subject jot down things we might want to talk about in the interview.

The subject is told, "We will spend the first 15-20 minutes with the cards and then talk together for an hour or so about those things you jotted down on the cards which you choose to talk about. We do not have to talk about anything you don't want to talk about."

Part II

"Now we have an hour or so to talk about some of these things you've recalled or jotted down. You can decide where we start. Is there one card you feel more strongly about than the others? (or a few cards, ect.)..."

(Now the probing-for-structure part of the interview begins...) (Subject keeps selecting the cards.)

(Lahey et al., 2011, Appendix D)

Appendix B

District Participation Consent Letter

[Date]

Dear [Name of Contact]:

I am currently a literacy coach at [Name of School] and working to obtain my doctorate from Gardner-Webb University. I have recently proposed to conduct a study in [Name of school district]. My study is designed to add a dimension to the field of coaching by examining the nature of the literacy coach-teacher relationship. Gardner-Webb's Review Board approved the proposal for this study. I am seeking your permission to work with twelve elementary coaches within [Name of School District]. The research methodology requires me to meet with each participant to conduct the following: an initial consent session, one in-depth interview, and one follow-up interview. Coaches will also be asked to write four separate journal entries outlined by specific guidelines regarding coaching interactions with teachers. The initial and follow-up interview sessions require transcription. I expect data collection to last from September through November depending on when coaches are available. Participation will require around 4 to 5 hours of their time. There is no cost to the participants or school district for the study. Prior to beginning the study, I will seek permission from elementary principals. I will provide all materials and conduct interviews outside of school hours. The district and coaches will be provided pseudonyms to ensure participant confidentiality. Any names used during coach interviews will also be coded to ensure anonymity.

The Principal Consent Form, Coach Recruitment Form, Coach Demographic Survey, Coach Consent Form, journal guidelines, and the interview protocols are included in this packet for your review. Twelve coaches will be purposefully chosen using demographic data to participate in the study. Please return this form in the stamped envelope. Coaches' participation in the study is completely voluntary. Your consent for conducting the study would be greatly appreciated. Thank you for your time.

Sincerely,

Nicole Fensel

I hereby grant Nicole L. Fensel permission to conduct the study titled Constructive Developmental Theory as a Framework for Understanding Coaches' Conceptualizations of the Literacy Coach-Teacher Relationship in [Name of School District].

 Please print your name

 Signature

 Date

Appendix C

Principal Consent Form

[Date]

Dear [Name of Administrator]:

I am currently a literacy coach at [Name of School] and working to obtain my doctorate from Gardner-Webb University. I have recently proposed to conduct a study in [Name of School District]. My study is designed to add a dimension to the field of literacy coaching by examining the nature of the literacy coach-teacher relationship. Gardner-Webb's review board approved the proposal for this study. I have also received permission from [Name of School District] to conduct my research. I am seeking your permission to invite [Name of Coach] to be a potential participant. The research methodology requires that I meet with each participant to conduct the following: an initial consent session, one in-depth interview, and a follow-up interview. Coaches will also be asked to write four separate journal entries outlined by specific guidelines regarding their coaching interactions with teachers. The initial and follow-up interview sessions require transcription. I expect data collection to last from September through November depending on when coaches are available. Participation will require around 4 to 5 hours of their time. There is no cost to the participant or school district for the study. I will conduct interviews outside of school hours. The district and coaches will be provided pseudonyms to ensure confidentiality. Any names used during coach interviews will also be coded to ensure anonymity.

The Coach Recruitment Form, Coach Demographic Survey, Coach Consent Form, journal guidelines, and the interview protocols are included in this packet for your review. Twelve coaches will be purposefully chosen using demographic data to participate in the study. You can return this form in the stamped envelope. Coaches' participation in this study is completely voluntary; however, consent for your coach's participation will be greatly appreciated. Thank you for your time.

Sincerely,

Nicole Fensel

I hereby grant Nicole L. Fensel permission to conduct the study titled Constructive Developmental Theory as a Framework for Understanding Coaches' Conceptualizations of the Literacy Coach-Teacher Relationship with the coach at [Name of Elementary School].

 Please print your name

 Signature

 Date

Appendix D

Coach Recruitment Form

[Date]

Dear [Name of Coach]:

I am currently working to obtain my doctorate from Gardner-Webb University. I have recently proposed to conduct a study in [Name of School District]. My study is designed to add a dimension to the field of coaching by examining the nature of the literacy coach-teacher relationship. Gardner-Webb's Review Board approved the proposal for this study and [School District] has granted me permission to conduct the study. The purpose of this letter is to inform you that I am recruiting coaches who would be interested in participating in my study. The research methodology requires that I meet with you to conduct the following: an initial consent session, one in-depth interview, and a follow-up interview. You will also be asked to write four separate journal entries using specific guidelines over a two-week period regarding your coaching interactions with teachers. The initial and follow-up interview sessions require transcription. Your participation in the study will not cost you anything. I will provide all materials and I will conduct interviews at your desired location. You and the district will be provided a pseudonym to ensure confidentiality. Any names you use during interviews or journaling will also be coded to ensure anonymity. I expect data collection to last from September through November depending on when coaches are available. Participation will require between 4 and 5 hours of your time outside of school.

Please return this form and the demographic survey in the stamped envelope. Twelve elementary coaches will be purposefully chosen using the demographic information to participate in the study. After receiving all recruitment forms, I will contact you to inform you if you have or have not been chosen to participate in the study. I will provide you with more information regarding participation requirements if you are chosen. Participation in this study is completely voluntary. If you choose to participate, you may stop participation at any time. Your participation in the study will be greatly appreciated.

Thank you,
Nicole Fensel

Please complete and return:

(Name of Literacy Coach / Name of School)

___ Yes, I would like to be considered as a participant. Please list preferred contact information.

___ I am unsure if I would like to participate; however, I would like to find out more before I decide. Please list preferred contact information.

___ No, I do not wish to be considered as a participant.

Appendix E

Coach Demographic Survey

Dear [Name of Coach]:

As stated in the recruitment form, you are receiving this demographic survey because you are a potential candidate for my literacy coach study. In order to conduct my research, I need to gather background information so that participants represent a variety of characteristics and perspectives. The questions below are designed to collect information that will ensure a diverse representation of coaches. Please only provide information you feel comfortable sharing. This information will not be shared with anyone. Based on all responses I receive, twelve participants will be chosen. I will contact you by phone and email to inform you if you have or have not been chosen to participate in the study.

1. Are you interested in being considered as a participant in the study? YES or NO
 - If you answered NO, there is no need to complete the rest of the survey. Please return the survey in the stamped envelope provided. Thank you for your time.
 - If you circled YES, please fill out the rest of the survey and return in the stamped envelope provided.

2. Name and age:

3. Please list the educational degree(s) you hold:

4. Years of experience in education:

5. Years of coaching experience (including all coaching positions):

6. How many teachers do you currently support in your coaching position?

7. Which coaching responsibilities or activities do you spend most time completing?

Appendix F

Coach Consent Form

You have been selected to participate in my study. I would like to provide you with information regarding participation requirements and other details of the study.

What is the purpose of the study?

- The purpose of the study is to understand the nature of the literacy coach-teacher relationship. I will use your interviews and journal entries to create narratives that describe the coach-teacher relationship. The title of the study is Constructive Developmental Theory as a Framework for Understanding Coaches' Conceptualizations of the Literacy Coach-Teacher Relationship.

What do I have to do if I agree to participate?

- Participate in one initial interview with the researcher
- Complete four journal entries using journal guidelines over a two-week period
- Participate in one follow-up interview

What will occur during the interviews?

- In the initial interview, you will discuss events that you choose to share. An interview protocol has been included for your review.
- In the follow-up interview, I will ask questions about your journal entries or other questions related to your relationships with teachers.
- A digital recorder will be used to record interviews unless you request I turn it off.

What do I have to write about in the journal?

- You will write a detailed description of four separate interactions you have with the teachers you coach. A set of guidelines has been included for your review. As noted in the guidelines, you are not required to write your descriptions to match each of the guidelines. The purpose of the journal is for you to provide a detailed account of the nature of the interaction so that I can create a narrative describing teacher-coach relationships.
- I will provide you with a journal or you are welcome to choose a platform of your choice.
- If you use names in the journal, they will be changed during my analysis.

How much time wills this take?

- The study will require a total of about 4-5 hours of your time.
- The first interview will require about 60-70 minutes.
- The four journal entries may take about 80-120 minutes.
- The follow-up interview should last about 60 minutes.
- You may also spend time reviewing my summaries and transcriptions of our meetings.
- I expect data collection to last from September through November depending on when coaches are available.

What are my potential risks if I participate?

- There is little risk for participants. One possible risk is an emotional response to the initial interview. The interview itself is not designed to illicit negative responses; however, I am not able to predict your response to situations you choose to discuss. During the interview, you will be asked to share information of your choice. You are not required to share any information that affects you negatively or emotionally. The interview protocol is attached.

Will my journal entries and dialogue remain confidential?

- I will conduct and record the interviews, collect the journals, and analyze the collected information. A second scorer will view my interpretations based on transcripts and journal entries, but they will not be able to link your response to you.
- The interviews will be collected with a voice recording. This information will be kept on my personal flash drive. I am the only person who will be able to link your name to your journal entries and interview transcripts.
- I will collect journals entries and keep them in a secure location.
- Although my intention is to keep all information confidential, if something unforeseen occurs, there is a chance that the information you share could be compromised. Although this is not likely, I feel it is my responsibility to inform you of the slight possibility.
- You will be assigned a pseudonym to minimize the possibility of a confidentiality breach. Only I will be able to link your name to this pseudonym. Your name will not be used in any report. The district will also be provided a pseudonym. Readers will not be able to identify you or the county where the study was completed. Also, if you use any names during interviews or inside journals, they will be coded for anonymity.

Can I see what you wrote during our meetings?

- After each meeting, I will provide you with a summary of the events that occurred. You will also be sent a copy of any transcribed material (electronic or paper). You will have the opportunity to validate the authenticity of my notes. I will only include information with your permission.

Do I have to participate? What if I change my mind?

- Your participation in the study is completely voluntary; however, it will be greatly appreciated. If you agree to participate and find that you are not able to complete your responsibilities, you are able to stop participation any time throughout the study.

Will you share results of the study?

- After the data has been collected and analyzed, I will share my results with you in a debriefing statement. This statement will provide you with a summary of my findings. (electronic or paper methods).

Please sign to acknowledge your understanding of participation responsibilities and to provide your consent. _____

Appendix G

Interview Agreement Form

I agree to (or, I give permission for my child to) participate in a tape-recorded interview for a study about ways people make meaning of their own personal experience. I understand I (or my child) will be asked about ordinary experiences (like feeling moved, or being angry or conflicted about some decision, etc.) I understand that I (or my child) do not have to answer any questions I (or my child) choose not to answer. I understand that any excerpts taken from this interview, written or spoken, will disguise all names of persons and places so as to preserve my (or my child's) anonymity and privacy. I understand that I will not receive feedback on my (or my child's) interview. I understand that although most people find these interviews engaging and interesting, should I (or my child) feel like discontinuing the interview for any reason we may do so at any time. We thank you for your generosity in making time available for our learning.

Date

Signature of Interviewee (or Guardian)

(Lahey et al., 2011, Appendix F)

Appendix H

Journal Guidelines

Dear [Name of coach]:

As part of this study, you will complete four journal entries. You are welcome to respond in the journal provided or a platform of your choice. Guidelines for your entries are presented below. Although you are not required to answer every question, you are encouraged to describe the interaction with as many details as possible. You also do not need to create your response to match the order of each of the prompts; however, you will notice the guidelines are designed to capture many details of the interaction. The prompts are there to help you provide a thorough description of the interaction. You will also notice that some of the prompts do not apply to your interactions. Do not feel like you have to address prompts that do not apply. You are encouraged to complete the entry as close to the interaction as possible.

1. Describe the nature of the interaction with the teacher.
 - Which coaching responsibility were you fulfilling?
 - What time did the interaction occur?
 - Where did the interaction occur?
 - Why were you working with the teacher? Who initiated the interaction?
 - How many people were involved?
2. Choose a feeling to describe how you feel as a result of the interaction.
 - angry
 - anxious
 - success
 - conviction
 - sad
 - torn
 - moved/touched
 - loss
 - change
 - important

3. Explain how/why the interaction prompted this feeling.
 - What do you think the teacher was thinking during the interaction? Why?
 - What did the teacher do that prompted the feeling?
 - What did you do that prompted this feeling?
 - How did your personal beliefs contribute to the feeling?
 - What went well/didn't go well during this interaction?
 - What was the best/worst thing that happened during this interaction?
4. How did the interaction conclude?
 - What did you or the teacher say?
 - Did you make future arrangements to work together in response to this interaction?
 - Why do you think the conversation ended this way?
 - What do you think the teacher was thinking after the interaction was over? Why?
 - What were you thinking when the interaction was over? Why?
5. What are your next steps?
 - Are you planning a coaching activity based on this interaction? Why?
 - Are you planning to follow up with an email or meeting? Why?
 - Does this interaction require a follow-up? Why?
 - How will this interaction impact your relationship with the teacher or other teachers? Why?
 - How do you wish things had gone differently?
 - What is the best/worst thing about this interaction?

Appendix I

Semi-Structured Interview Protocol

I would like to have a conversation with you today about your coaching activities. Throughout the conversation, I am going to ask questions so that I can better understand your relationships with teachers and how they impact the way you engage in your coaching. We will cover three topics in the interview. First, I will be asking you to tell me about a typical coaching cycle or events with teachers. Then, we will talk about how your perceptions of teachers' beliefs or actions impact your actions. Last, we will talk about how your self-perceptions impact your coaching activities.

1. Describe a typical coaching cycle that you engage in with teachers. Include details that provide a description of the coaching activity, your actions and the teacher's actions, duration, and frequency.

- Purpose-explore which activities coaches are engaging in and to determine why they engage in them-eventually may link levels to specific coaching activities
 - Which activities do you favor and why?
 - Ask about which activities might be their least favorite and why?
 - How does it align with Districts' Literacy Framework?
 - Level 4-How much does "self-authorship" attribute to actions?
 - Level 3- How much does "socializing" contribute to actions?

2. Think about a recent coaching cycle or event you had with a teacher. Talk to me about the decision-making processes or factors you used to determine how to execute your coaching.

- Purpose-to explore from another angle coaching activities-May include coaches' perceptions of teacher or self perceptions
- Probe to understand how their CDL impacts what they "know" about coaching activities-Are they guided more by the district's framework or their experience of the coaching cycle? Or are they guided by teacher's actions/reactions?
- *How do you know where to begin and end?*
- What guides their decisions when they are in a coaching moment?

3. Tell me about the coaching strategies you use the most and why you choose them.

- Purpose-to solidify my understanding of coaching activity choice
- Probe to see the connection between coaching activities and participants' CDL. Probe to clarify if there is a difference between level 3 and 4 coaching activities. If it's based on the teacher, try to figure out what behaviors make coaches choose specific activities

4. Now I am going to be asking you to talk with me about the behaviors of the teachers you work with.

Purpose: To determine how teachers' actions/feelings/needs impact coaching activities

- *Think about a time that you received pushback from a teacher. How did the pushback impact your coaching cycle/activities? (probe for how others' perceptions impact their coaching decisions)*
- *Think about a time that you worked with a teacher who experienced success. How did their feelings of success impact your coaching cycle/activities? (probe for how others' perceptions impact their coaching decisions)*

5. I would like to talk with you about your perception of successful and unsuccessful coaching events or cycles you have had with teachers.

- *First, talk to me about a time in which you felt as if you were successful in coaching a teacher. How did you know you were successful?*
- *(probe to understand how self-perception impacts their coaching activities- how did their perception of their self (level 3) or purpose (level 4) impact their actions?)*
- *Talk to me about a time in which you felt as if you were unsuccessful in coaching a teacher. How did you know you were not successful? How did you respond?*
- *(probe to understand how self-perception impacts their coaching activities- how did their perception of their self (level 3) or purpose (level 4) impact their actions?)*
- *What criteria do you use to evaluate whether your coaching activities are effective?*
- *What is most at risk when you are working with a teacher? Why?*