

Coaching Support for Teacher- Student Relationships

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Abstract

New teachers faced with balancing learning a new school culture, managing curriculum planning and assessment expectations, forming new relationships with colleagues and supervisors struggle with establishing and maintaining positive relationships with students. In the absence of job embedded coaching on relational strategies from a trusted coach, new teachers I evaluated wrote three times as many referrals as their veteran teacher counterparts. They often wrote multiple referrals for the same student, greatly damaging their relationship with the student. This action research investigates how to coach new teachers on warm demander pedagogy to develop and maintain relationships based on care, high expectations and insistence. The coaching intervention opened with veteran teacher observations to identify what warm demander pedagogy looks like and involved a total of six coaching cycles with pre observation goal setting conferences, observations and post observation debriefs. Data included transcripts of pre and post observation conferences, reflective dialog with teachers, observation notes using the New Teacher Center's formative assessment tools and researcher reflective journal. Both teachers demonstrated shifts in practice toward greater community building and inclusivity and more inclusive classroom management, which resulted in decrease in referrals and requests for three- way conferences and growth in student voice and leadership through a more facilitative or diffuse teacher stance. This study shows that a focused coaching intervention with a collaborative coaching stance using formative assessment tools and veteran teacher observations to support goal setting toward warm demander pedagogy, as well as frequent observations, debriefing

conferences and reflective dialog supports teachers build and maintain a positive classroom culture based on strong and supportive relationships with students.

Introduction

The disproportionality in suspensions and referrals received by students of color at Edna Brewer Middle School matches the statistic across Oakland Unified School District and the rest of the United States (Skiba, Eckes and Brown, 2009). At Edna Brewer Middle School, African American male students receive the highest number of referrals, suspensions and expulsion recommendations in comparison with their Caucasian, Latino and Asian- American counterparts. While African American males comprise of twenty per cent of our school's eight hundred plus population, they receive seventy per cent of the school's traditional discipline. Although our school has decreased suspensions drastically this year as we enter our second year of the adoption of Restorative Justice, most students suspended so far this year have been students of color. The referral data supports findings of the School Quality Review (Gordon, 2013), which connected the disproportionality in discipline to inconsistency in teacher practice. Per the findings of the school quality review team, which took note of the above disproportionality in discipline, only thirty eight per cent of classrooms observed at Edna Brewer Middle School reflected warm demander pedagogy based on developing and maintaining relationships with students expressing care, high expectations and insistence. (Ross, Bondy, Galligane and Hambacher, 2008). Sixty two percent of classrooms observed by the school quality review team, were lacking the "warm" classroom culture reflecting trusting and supportive teacher- student relationships. (Gordon, 2013)

Problem of Practice

New teachers and teachers new to Brewer, who write the largest number of referrals, struggle with classroom management. New teachers at Brewer struggle with establishing positive relationships with students that can withstand a referral and re-entry into the classroom after a breach. As Restorative Justice, a student- centered student discipline system based on fostering accountability to the school community, compliments and sometimes replaces traditional discipline, new teachers continue to struggle with ensuring that relationships are restored after a referral. If relationships were effectively restored, the results would be reflected through an absence of or a lower occurrence of recidivism (Skiba, Eckes and Brown, 2009). As noted by Skiba, Eckes and Brown (2009) in urban schools across the United States, such as Edna Brewer Middle School, traditional discipline in the form of suspensions and expulsion, does not deter students of color from receiving repeat referrals, which result in further suspensions (Skiba, Eckes and Brown, 2009).

Twelve years since No Child Left Behind's promise to close the achievement gap and a year after Oakland Unified School District signed the Voluntary Resolution Plan, to reduce racial disproportionality in discipline in schools, this action research is focused on facilitating classroom management based on creating and maintaining strong and supportive teacher- student relationships. An analysis of referral data from the eight seventh grade teachers I coach and evaluate reveals that new teachers and teachers new to Brewer write three times as many referrals as their veteran teacher counterparts. New teachers also write multiple referrals for the same student, further

damaging their relationship with the said student. Faced with balancing learning a new school culture, managing curriculum planning and assessment expectations, forming new relationships with colleagues and supervisors, new teachers struggle with establishing and maintaining positive relationships with students. This action research is centered on coaching new teachers to embrace warm demander pedagogy, by developing and maintaining relationships based on care, high expectations and insistence. (Ross, Bondy, Galligane and Hambacher, 2008). The school quality review finding corroborates this problem. It states that warm demander pedagogy was only observed in thirty eight per cent of classrooms at Brewer (Gordon, 2013).

This action research project will focus on coaching two teachers who are self- identified and also identified by referral data. One of my self- identified teachers is a novice teacher and the other, an experienced teacher, who is new to Brewer. Both teachers are aware that they have written three times the referrals written by their veteran teacher counterparts and have used my relationship reset protocol several times to mend relationships with students who receive multiple referrals. Students and parents, in addition to the self- identified teachers have named their problem as a struggle to establish the pre-requisite relationships for being effective “warm demanders,” who uphold academic rigor without adversely impacting their relationships with students. As a result of the coaching, I expect my two self- identified teachers to report growth or positive change in their experience of teacher- student relationships. This positive change will be corroborated or supported by a decrease in referrals and in greater student engagement noted through my classroom observations.

Literature Review

Introduction

Research clearly shows how intentionally cultivated teacher- student relationships create a classroom culture of insistence and high expectations (Hamre & Pianta, 2001). Per Hamre and Pianta (2001), positive teacher- student relationships support the development of a positive relationship of student to subject matter and support a more positive classroom culture. Improved teacher- student relationship also leads to greater social adjustment in addition to academic success for students. Research also shows that schools don't prioritize resources toward interventions that will support teacher- student relationships (Hamre & Pianta, 2001). It is Weiner's observation (2003) that classroom management is invisible or receives very little attention from researchers, in spite of the fact that management is inseparable from instruction in urban education and rests on the teacher's ability to create trusting relationships with students (Weiner, 2003).

As Kyriacou (2001) has stated, improved teacher- student relationships would enhance classroom climate and reduce management problems leading to teacher stress so schools retain larger numbers of teachers from year to year, which would support stronger teacher- school relationship, and a stronger school community. In response to the needs of Edna Brewer Middle School and the national need for more research on teacher- student relationships in secondary education, this literature review will explore intentionally developed teacher- student relationships on student achievement, the importance of the relational trust for effective teacher coaching,

strategies and techniques for creating effective teacher- student relationships and one effective way of changing teacher practice.

Teacher and Student perceptions of teacher- student relationship

The effectiveness of the teacher- student relationship is the cornerstone of academic achievement and social emotional development for the student in the urban classroom (Hamre and Pianta 2001, Kyriacou, 2001). The teacher's ability to effectively establish and maintain strong relationships with students determines classroom climate and culture, student engagement and student learning. (Hamre and Pianta 2001, Kyriacou, 2001). Bondy and Ross (2008) define the teacher's stance of holding high expectations with love and care, as the warm demander stance, as first used by Kleinfeld (1975). Adopting the warm demander stance begins with establishing a caring relationship that convinces students that you believe in them. Warm demanders convey steadfast and unrelenting belief in their students by building relationships deliberately, learning about students' cultures and communicating an expectation of success. They espouse an insistence- demanding, through strategies that provide learning supports, strategies that support positive behavior and by maintaining clear and consistent expectations (Bondy and Ross, 2008).

In emphasizing the role of the teacher in the urban at- risk student's life, the teacher is described as an important "significant other" (Baker, 1999). The role of the teacher extends far beyond traditionally held beliefs about what teachers do or ought to do. The creation of a socially- emotionally safe environment based on caring relationships, effective student grouping and higher levels of teacher- student interaction with a low reliance on quiet seat work were found to be essential

relationship- building strategies (Baker, 1999). Researchers in the Baker study worked closely with sixty- one children in grades three through five in an urban school setting. They found that the more at risk African American children received more academic attention and one on one support from teachers when teachers assigned quiet seat- work to the whole group, however his strategy, which seems efficient to teachers, ironically, makes students feel disconnected from teachers. At- risk students received three times more attention and intervention for behavioral infractions compared to their non at- risk and non African American counterparts (Baker, 1999). The Baker study clarifies the distinction between teacher perception and student perception of a “caring relationship”. Students view a “caring relationship” with their teacher as one involving greater teacher- student engagement. When teachers assigned the whole class quiet seat- work in an effort to support the more at risk students, the students felt more alienated and distant from their teachers. The study also indicates that urban teachers working with large heterogeneous groups can benefit from in- service trainings targeted on more effective grouping and instructional practices for greater engagement so students don’t feel alienated and distant (Baker, 1999).

The Baker study (1999), which primarily focused on children in grades three through five demonstrates Decker, Dona and Christenson’s (2007) point about limited research on the importance of teacher-student relationship to the social emotional development of middle and high school students. The Decker, Dona and Christenson study (2007) is intended to understand reasons for disproportionality in special education referrals in addition to discipline referrals

for African American students. It suggests that the at risk student, uncontained by the classroom is likely to be referred to special education services and sent out for behavioral infractions. Students in this study were African American children, who were not receiving special education services. They were students who were frequently sent to behavior support rooms and considered at risk for a special education referral (Decker et al., 2007). In this study of self- perceptions of forty four African American students identified as behaviorally at risk and twenty five teachers, who were predominantly female and Caucasian from both urban and suburban school settings, Decker, Dona and Christenson (2007) found that behaviors students perceived as seeking and receiving help, which made students feel closer to their teachers were behaviors that pushed teachers away. Teacher's perception of student- teacher relationship depended on students' social skills and engagement. The teacher's perception did not necessarily take into account the fact that the behaviorally at risk student is walking into the classroom with a different understanding of what social skill and engagement in the context of school means. When the students in the Decker study showed improved social skill and engagement, their teachers' perception of their relationship with students improved. When students reported improved quality of teacher- student relationship, students grew in social, behavioral and engagement outcomes. There is a distinction between teachers' perception and students' perception in terms of asking for and receiving help and what that looks like as well as how teachers and students perceive improved teacher- student relationships. If teachers worked with awareness about this distinction, behaviors that refer at risk youth, out of class, may

be better understood. It is essential that teachers and teacher coaches work consciously with the results of the Baker study (1999) and the Decker Dona and Christenson study (2007) that clarify the distinction between intentions of teachers and their impact on students and distinct perceptions of teacher- student relationship held by teachers and students.

Building trust: teacher- student trust, teacher- teacher trust and teacher- coach trust

Bryk, Lee and Smith's (1993) study of the organization of secondary schools, presents a relational or communitarian model as against a bureaucratic model for adult relationships in schools. The communitarian model sees collegial relationships as organized around common values, teacher to teacher, teacher to administration and teacher to coach (Bryk, Lee and Smith, 1993). In the communitarian model, instruction is centered on the belief that specialization and departmentalization leads to lessons, which create greater alienation for students in the adolescent age range. Under the bureaucratic approach, departmentalization and specialization reduces inter-departmental collaboration, which creates more relevant and instructionally coherent experiences for adolescents (Bryk, Lee and Smith, 1993).

Where the teacher- teacher and teacher coach relationships are communitarian, and the instruction is coherent and connected across disciplines, the teacher takes on an alternative role in the teacher- student relationship (Bryk, Lee and Smith 1993). Citing Newman's (1981) work, Bryk, Lee and Smith (1993)

make a case for an alternative, extended or a more “diffuse” teacher role. The diffuse teacher develops relationships outside the academic context through informal interactions with students based on the belief that school seeks to address students’ social- emotional as well as academic needs (Bryk, Lee and Smith, 1993). The diffuse teacher is able to use knowledge of his of her students’ personalities to facilitate academic instruction. Establishing an informal setting or context for teacher- student relationships enables the teacher to make the education relevant to the students’ experience and positively influence the students’ relationship to the subject matter, which is highly dependent on the students’ relationship with the teacher, particularly in the adolescent age group. The study also clarifies the value of this relationship model as intrinsically rewarding for teachers, for the sense of satisfaction teachers feel resulting from the positive teacher- student relationship (Bryk, Lee and Smith, 1993).

Adopting a communitarian model to coach teachers to develop stronger relationships with students (Bryk, Lee and Smith, 1993) rests on relation trust between teacher and coach (Bryk and Schneider, 2003). Through a longitudinal study of four hundred Chicago elementary schools, Bryk and Schneider emphasize the importance of mutual relational trust between all stake- holders as the key to school improvement, the business of school being highly dependent on our acknowledgment of mutual vulnerability and dependencies (Bryk and Schneider, 2003). Social respect, personal regard, competence in core responsibilities and personal integrity and discernment help individuals establish relational trust (Bryk and Schneider, 2003). Relational trust depends on centrality of Principal leadership, support for teachers to reach out to families, small

school size, a stable school community and a sense of choice or voluntary association (Bryk and Schneider, 2003). Coaches and coaching can support teachers to reach out to families, offer a sense of centrality and stability of leadership and a sense of teacher empowerment through choice. An effective and trusting coaching relationship would be one based on collegiality established through commonly held values around a communitarian model (Bryk, Lee and Smith, 1993). An important common value in the context of the communitarian understanding of the needs of middle and high school students, as Bryk, Lee and Smith (1993) have pointed out, would be the perspective that adolescent students need social emotional learning to compliment academics and to make academics relevant to their lives (Bryk, Lee and Smith, 1993).

How is this trust established? In stating the importance of School Leadership as one of five factors that lead schools in the direction of positive change, Bryk (2010) specifies the importance of trusting relationships fostered by School leaders to ensure effective teaching. Improving teacher practice and cultivating engaged and dynamic school culture places strain on relationships. Relational trust is essential for growth of teachers, coaches and administrators alike (Bryk, Lee and Smith, 1993). Ways school leaders establish relational trust, respect and personal regard is by acknowledging vulnerabilities of others, cultivating active listening and eschewing arbitrary action, cultivating buy- in in stead and leading the school's vision as a commonly held focus (Bryk, Lee and Smith, 1993). This kind of leadership would rely on partnering with teachers, adopting a collaborative and supportive stance, rather than a directive one, with a view to creating a cadre of leaders, who hold a shared vision, with the leader. Relationships with leaders, mentors, coaches,

veterans and colleagues are seen as significant relationships, which in conjunction with opportunities for personal ownership and advancement, toward the creation of a cadre of leaders as Bryk (2010) has it, with due praise can bring a sense of personal accomplishment (Bobek, 2002) and can support teachers develop and maintain resilience and maintain a sense of purpose in their challenging beginning years.

Issues new teachers struggle with in their first year

In a two- year study focusing on challenges new teachers face, McCann and Johannessen (2004) identified five areas or categories of struggle for new teachers- relationships (with students, parents, colleagues, supervisors), workload/ time management and fatigue, knowledge of subject/ curriculum focus and framework, evaluation/ grading, value judgments and autonomy/ control, independence and integrity. These struggles can be experienced, both by novice teachers and teachers learning to navigate relationships, school culture and structures and systems at a new site. Repeated negative experiences with one student and one class constitute relationship struggles making the interaction with the said student or class stressful and even frightening to the new teacher. Focusing support and professional development for new teachers around managing work- load and creating and maintaining relationships with students are suggested directions for teacher satisfaction and retention (McCann and Johannessen, 2004).

When teachers experience crisis as Sara did in the Chubbuck and Zembylas (2008) research, their journey out of the crisis and growth toward a personal and professional breakthrough are entirely dependent on being able to have a trusted and

supportive coach. In this intimate two- year study of a new teacher's emotional landscape, Sara, a novice teacher placed in an urban school struggled through anxiety, self- doubt and lowered self- perception. The researchers chose to work with Sharon, who had been Sara's advisor in the teacher education program. The close observation of Sara's practice and her emotional struggle through in depth coaching and deep reflection were possible because the researchers chose to work with a coach Sara trusted intimately. Like Sara, her coach Sharon was a Caucasian woman, who had struggled with the racial and ethical complexity associated with being a person of relative privilege empowering urban youth of color with an education, which encourages questioning of existing paradigms of power. Sara's struggles (Chubbuck and Zembylas, 2008) in the light of the McCann and Johannessen (2004) study could be classified in three areas- relationships with students, evaluation/ grading and value judgments and autonomy/ control independence and integrity. Without trust, it would have been impossible to complete this study and offer coaching support to Sara, navigating through a difficult time of self- doubt on a way to a break through in her relationship with herself and her students.

Addressing the race and class mismatch between urban students and their teachers, Lowenstein encourages us to develop the opposite of deficit view (McKenzie and Scheurich 2004) thinking. Lowenstein (2009) suggests that we view teacher candidates and novice teachers as learners with resources stemming from their diverse socio- economic, linguistic and cultural backgrounds and approach multicultural urban education from a standpoint of resourced learners engaged in learning about teaching (Lowenstein, 2009). Given that the demographic of the majority of young teachers choosing urban education, like Sara in the Chubbuck and Zembylas study (2008) does not

match their students, we can use this difference to create opportunities for teaching and learning about culture, race and socio- economic inequities in teacher education programs and teacher coaching conversations (Lowenstein, 2009).

Making support around self- perception, work- load management and relationships with students the foci of support for new teachers (McCann and Johannessen, 2004 and Chubbuck and Zembylas, 2008) and mentoring new teachers to embrace warm demander pedagogy (Bondy, 2008) would depend upon creating trusting relationships with teachers. As school leaders balance their dual responsibility of coaching and evaluating new teachers, being able to adjust the stance between coaching and evaluation would require relationships to stem from trust, rather than rest on contracts, expectations and job duties. Building a coaching relationship based on common values as described in the communitarian model (Bryk, Lee and Smith, 1993) will help establish teacher- coach trust. In addition to respect and personal regard, coaches can establish trust acknowledging their own and their coachees' vulnerabilities, by cultivating active- listening and by avoiding arbitrary or assumption- based decision- making, instead, cultivating a culture of shared decision- making (Bryk, Lee and Smith, 1993).

Strategies for creating effective teacher- student relationships

Working relationally, with a vision of social justice in an urban classroom, where the teacher actively engages disenfranchisement through curriculum and instructional practice, tests teacher resilience to the core. Chubbuck and Zembylas (2008) present an intimate examination of the emotional landscape of

a committed novice teacher's first two years in an urban classroom. They name anger, bewilderment, anxiety, caring and excitement as emotions teachers experience, alternating from excitement to disillusionment and self- doubt, particularly as they stare injustice and inequity in the face as they teach their students lessons in respect, dignity, justice and hope. The teacher whose psyche is closely revealed through this study, ultimately made a breakthrough in the face of crippling anxiety and self- doubt. While her lessons were well planned and aimed at socially just teaching, her ability to be relational was only fully expressed when she opened up her classroom, in her second year to her forensics group at lunch after seeking help for anxiety, which was eating away at her health. When students met her in a more relaxed, informal setting, they felt comfortable to ask the questions they always wanted to ask her- did she see herself as a savior like the "White lady from Dangerous Minds?" Her seriousness stemming from the gravity of the social injustice explored in her social- justice themed curriculum and her vision or quest for social- justice through education, were fundamentally questioned by her students. She learned to have fun as a way to connect with the kids (Chubbuck and Zembylas, 2008).

Her breakthrough also came from seeking therapy for her anxiety as well as taking a nonviolent communications class. Her students did not want to be taught by someone who wanted to save them. They wanted to be taught by someone who wanted to spend time with them, have fun with them, someone who wanted to get to know them outside the traditional classroom setting, much like the "diffuse" teacher Lee, Bryk and Smith (1993) describe. Working relationally in this teacher's

experience required her to ascertain her own social emotional well- being to be more present for her students and be willing to meet them outside the traditional classroom setting, by welcoming their club into her space.

As in the parent- child relationship, so in the teacher- student relationship, secure attachment leads to better social emotional adjustment at school and higher academic achievement. Bergin and Bergin (2009) provide an extensive survey of attachment theory, and how secure and insecure attachment to parents present themselves in the classroom, making a case that a half to third of all children are insecurely attached to one or the other parent, which impacts their social emotional adaptation to school and academic success. Drawing a parallel between secure and insecure attachment to parents and teachers, Bergin and Bergin (2009) make twelve suggestions, six to enhance teacher- student relationships and six to improve school bonding. The suggestions for enhancing teacher- student relationships are-

- Increase sensitivity and warm and positive interactions with students
- Be well- prepared for class and hold high expectations for students
- Be responsive to students' agendas by providing choice whenever possible
- Use induction (explaining reason for rules and pointing out consequences), rather than coercive discipline
- Help students be kind, helpful and accepting of others
- Implement interventions for specific, difficult relationships, saving up positive experiences to bank on for later, when relationships in the

classroom are strained

The suggestions for improving school bonding are-

- Implement school- wide interventions (for a sense of uniformity, coherence, identity and belonging across the school)
- Provide a variety of extra- curricular activities
- Keep schools small
- Provide community of people and place (opportunities for teachers and students to remain together, ex. looping)
- Facilitate transitions to new schools and teachers and
- Decrease transitions in and out of class

Understanding the connectivity between parent- child relationship and teacher- student relationship as well as family and community bonding and school- bonding are essential to fostering a supportive and inclusive classroom environment to support strong teacher- student relationships.

Students' self evaluations as they are formed through teacher- student interactions is the focus of Marshall and Weinstein's (1984) examination of research, similar to the Decker's (2007) student- centered focus in attention to student self perception. Students' self- evaluations depend on the teacher's ability to create a classroom environment where all students can view their abilities positively but realistically. Techniques or strategies to create such an environment include the following-

- Maintaining a non- competitive learning environment, with the exception that each student competes against his or her previous performance toward a mastery goal
- Flexible grouping, where students lacking certain skills can be brought together on a short- term basis
- Providing students with opportunities to achieve in a variety of areas
- Mastery- oriented learning and evaluation
- Comparison with student's prior achievement in which, individual profiles of strengths and weaknesses are used

This study emphasizes making mastery the goal, where students work in flexible groups toward collectively bringing everyone to a mastery level and fostering a mindset among students of measuring success against one's own previous performance, as against another student's performance. The teacher, using this approach would be engaged in facilitating a community of learners collectively engaged in achieving mastery and individually focused on continual self-improvement.

At an urban public school, such as Brewer, which serves a population diverse in race and ethnicity, socio- economics and ability, how does a teacher coach support the novice teacher, who may or may not match his or her students ethnically or socio- economically to grow in sensitivity? In their discussion of racism and perceptions of equity in education McKenzie and Scheurich (2004) offer a variety of teacher coaching ideas. To enhance cultural literacy and sensitivity among teachers, coaches and administrators can create and support teacher professional development opportunities by-

- Encouraging home visits
- Supporting oral history projects, which celebrate students' home culture
- Holding three- way conferences where a teacher meets a student and the student's parent
- Introducing book study groups, where the whole staff takes on the reading and analysis of books on racial erasure and other- ing
- Holding equity audits which analyze achievement data and teacher distribution
- Creating peer- coaching and collaboration opportunities
- Giving voice and leadership opportunities to equity advocates
- Supporting ongoing teacher- coaching and mentoring and prioritizing veteran teacher observations

Honoring students' differences and home cultures in the classroom, requires teachers to always maintain the lens of culturally responsive teaching practice to honor diversity in the urban classroom. In respecting cultural differences, all teachers hold the belief that all students are capable of learning and find ways to incorporate students' cultures into the classroom (Irvine 2003).

In addition to the belief that all students can learn, teachers in urban classrooms need to see themselves as agents of equity and be fearless and fluent in the conversation about race, equity and privilege whether or not they match their students ethnically. Ladson- Billings (1992) suggests teachers create lessons constructed around making students aware of inequities, the history of education and offering students the opportunity to critique cultural norms, values and institutions that produce and maintain them. Sara, inspired by socially just teaching in the Chubbuck and Zembylas study

(2008) constructed lessons Ladson- Billings (1992) is suggesting above, around the theme “Cycle of Violence” connecting “Romeo and Juliet”, *The Outsiders*, Stanley “Tookie” Williams’s website, the students’ own experiences with urban violence and Gandhi’s non violent resistance.

Adopting positive talk as well as positive non- verbal gestures engenders the belief that all students can learn in the teacher’s manner. Increased positive talk as a goal for novice teachers can support teacher- student relationships and transform classroom climate (Woolfolk and Woolfolk, 1974). In the Woolfolk (1974) study groups of 20 fourth graders 10 of who were categorized as exhibiting high self- esteem and 10 low self esteem, were brought into a classroom with an unknown teacher. This teacher taught them a vocabulary lesson using eight different instances or conditions of positive talk and positive non -verbal gestures such as tone, affect and body language, positive talk and negative non verbal gestures, negative talk and positive non verbal gestures and negative talk and negative non verbal gestures. Each group of 20 responded favorably to the condition positive talk and positive non -verbal gestures. This study conclusively points to the fact that positive talk and positive non- verbal gestures are essential factors that attract students to teachers and enhance student engagement.

Best practices for teacher coaching

Enid Lee’s 4 A’s Coaching Guide adapted from Enid Lee/ New Teacher Center succinctly presents the coaching cycle as moving from Awareness stage to Action stage to Analysis stage to Attitude change, much like the Plan- Teach- Assess- Reflect

teaching cycle. Moving a new teacher from Awareness stage to Attitude change involves the coach and mentee making an inventory of mentee's beliefs, strengths and challenges, adopting a teaching strategy, collecting observation data, recognizing patterns in observation data, and using the analysis to inform new practice and thought process, or attitude change.

Achinstein & Athanases (2005) suggest mentors and coaches take a more collaborative stance with newer teachers offering to co-create lessons, or assess student work or analyze observation data together to start more meaningful conversation about teaching and learning. A collaborative stance may support new teachers feel less overwhelmed as they navigate new relationships, manage workload, work on their curriculum and subject matter knowledge and struggle through establishing autonomy and independence (McCann and Johannessen 2004). Also per Enid Lee, coaches and mentees can observe and comment on more good teaching across the school. This kind of observation and commenting together can also enhance a collaborative approach (Achinstein & Athanases, 2005).

To further elaborate on the practice of coach and mentee observing good practice together (Enid Lee) Richardson (2003) stresses the importance of creating greater collegiality by embracing an inquiry approach to examine and celebrate what is already going on in a particular classroom, school or school district, to acknowledge existing beliefs and practices. This kind of collegial practice of observing best practice and celebrating existing excellence together will further

support non deficit view thinking as Lowenstein suggests, when he asks that we learn to view novice teachers as learners with resources (Lowenstein, 2009).

Coaching novice teacher from the awareness stage to attitude change (Enid Lee) would require that the coach and mentee share relational trust (Bryk and Schneider, 2003) and share a strong bond based on psychological safety to take on transformational learning (Schein, 2004). Per Schein (2004), Organizational change based on transformational learning requires that the leader take eight steps toward transformation simultaneously. These eight steps are-

- A compelling positive vision
- Opportunities for Formal training
- Professional development requiring involvement of the learner
- Informal training of relevant "family" groups and teams
- Practice fields, coaches, and feedback
- Positive role models
- Support groups in which learning problems can be aired and discussed
- A reward and discipline system and organizational structures that are consistent with the new way of thinking and working

Of Schein's eight steps (2004) no less than six pertain to the realm of coaching. Coaches can support a compelling positive vision because targets of change, in this case novice teachers, must believe that the organization will be better off if they learn the new way of thinking and working. Coaches can support learner involved PD, formal and informal training opportunities based on needs of mentees from observations

and as expressed by mentees in self diagnosis, offer role models through peer and veteran teacher observation opportunities, a sense of a safe support group where frustrations can be expressed and a rewards system, which acknowledges growth. A psychologically safe (Schein, 2004) coaching relationship grounded in relational trust (Bryk and Schneider, 2003) provides a practice field where timely and supportive feedback from Coaches can continually build on mentee's practice through pre and post observation cycles which can drive teacher practice from awareness to attitude change (Enid Lee).

Conclusion of Literature Review

The teacher- student relationship is the bedrock of the educational experience in the urban classroom (Hamre and Pianta 2001, Kyriacou, 2001). All classroom experiences are the container for all academic and social- emotional experiences students have in a school year (Hamre and Pianta 2001, Kyriacou, 2001). The student's relationship with his or her teacher can determine the student's relationship to self, relationship to community, relationship to the subject matter, relationship to school and to his or her education (Bryk, Lee and Smith, 1993). In the urban classroom, teachers maintain upwards of 30 relationships per class, while maintaining the district's or school's direction or directive in terms of curriculum and academic gains.

New teachers and teachers new to a site, struggle to establish enduring relationships with students. Strong teacher- student relationships need to be fostered to withstand hard days and breaches in agreements. While there are many studies around the importance and impact of teacher -student relationship in

the lives of elementary school- age children, the literature does not cover the lives of middle school and high school age youth to the extent of the importance of these relationships. Classroom management, crucial as it is to novice educators striving to create a strong classroom container, gets insufficient attention from researchers. When new teachers compromise relationships for rigor, they lose both relationships and rigor. The result is poorly managed classrooms, damaged teacher- student relationships, low teacher morale and low student engagement, leading to low academic and social- emotional gains for students.

Theory of Action

Problem of Practice	Literature Review	Intervention	Expected Change
<p>New teachers and teachers new the Brewer struggle with maintaining positive relationships with students of color.</p> <p>>New teachers and teachers new to Brewer struggle with classroom management focused on an embracing and restorative classroom environment.</p> <p>>Number of referrals written by new teachers and teachers new to Brewer are three times those of veteran teachers and teachers who have been at Brewer 2-8 years.</p> <p>>When the loop is not closed and relationships not restored after referrals that send students to On Campus Restoration, the same student continues to collect referrals from the same teacher and believes that the teacher does not care about him/her.</p> <p>>Teachers have self-reported struggles in their relationships with students, most of whom are of color.</p>	<p>>Teacher and Student perceptions of teacher-student relationship</p> <p>>Building trust: teacher-student trust, teacher-teacher trust and teacher-coach trust</p> <p>>Issues new teachers struggle with</p> <p>>Strategies for creating effective teacher- student relationships</p> <p>>Best practices for teacher coaching</p>	<p>>A six -week coaching cycle where I will coach two teachers who are self identified and identified, identified by me and by referral data.</p> <p>>The six -week coaching cycle will involve six rounds of observation using the format - pre observation, observation and post observation to collect and closely monitor data focused on classroom management and maintaining positive teacher- student relationships.</p> <p>>The coaching will also involve taking a close look at veteran teacher practice, student and parent feedback, and referral data from their two classrooms, before and during the intervention as we work intensively to shift teacher practice.</p> <p>>My six- week coaching cycle will focus on good classroom management. I will support veteran teacher observations, model and discuss classroom management techniques and how to establish and maintain positive relationships with all students.</p>	<p>>Teachers I coach will report improved relationships with their students.</p> <p>>There will be decrease in referrals, increase in student time on task and increase in teacher satisfaction.</p> <p>>The focal teachers will choose to lead initiatives in their family groups or for the whole staff, through a teacher showcase in the future.</p> <p>>Students will show greater engagement and interest in learning based on improved classroom culture.</p>

The necessity of job embedded coaching for new teachers as they learn to develop and maintain strong relationships with their students inspired this research. New teachers trained by different teacher credentialing programs, entering the Edna Brewer school community need job embedded coaching to adopt best practices and the standard

of care existing at Brewer. My action research was propelled by the School Quality Review team’s finding (Gordon, 2013), that only thirty eight per cent of Brewer teachers embody warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008).

Changes to the original intervention action plan

As I began the intervention, I realized that my coaching and modeling alone would not sufficiently convey all aspects of warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008) or help my focal teachers learn to use the New Teacher Center’s formative assessment tools- Effective Environment, Conditions for Equity and Selective Scripting (Appendix A). I proposed that my focal teachers and I observe a veteran teacher together to identify look fors to know what the preventions and interventions actually look like in teacher practice, and set goals with the tool in mind. In the coaching conversation, I referenced expert literature, which points out, that opportunities for veteran teacher observation are instrumental in teacher growth (McKenzie and Scheurich, 2004 and Schein, 2004).

Sequence of the six- week coaching intervention

Observation and Coaching Cycle	Pre observation	Observation	Post observation	Researcher reflective journal and Reflective dialog with focal teachers
Observation and Coaching Cycle 1: Veteran teacher observation using Effective Environment tool	Coach and focal teacher observe veteran teacher using Effective Environment tool	Coach and focal teacher debrief observation notes and discuss what various categories under preventions and interventions look like in practice. ex. Specific praise and narration or Clear directions	Coach and focal teacher apply categories on the Effective Environment, and Conditions for Equity tool to understand warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008)	Coach maintains Researcher Journal
Observation and Coaching Cycle 2: Focal teacher observation using	Coach and focal teacher practice use the Effective Environment tool to	Coach observes focal teacher using the Effective Environment tool	Coach and focal teacher debrief the observation notes using the Effective	Coach maintains Researcher Journal

Effective Environment tool	set two goals based on the observation of veteran teacher's practice	with a focus on the two goals	Environment tool with a focus on the two goals set by focal teacher	
Observation and Coaching Cycle 3: Focal teacher observation using Effective Environment tool	Coach and focal teacher practice use the Effective Environment tool to review the two goals based on the observation of veteran teacher's practice	Coach observes focal teacher using the Effective Environment tool with a focus on the two goals	Coach and focal teacher debrief the observation notes using the Effective Environment tool with a focus on the two goals set by focal teacher	Coach maintains Researcher Journal
Observation and Coaching Cycle 4: Focal teacher observation using Effective Environment tool	Coach and focal teacher practice use the Effective Environment tool to review the two goals based on the observation of veteran teacher's practice	Coach observes focal teacher using the Effective Environment tool with a focus on the two goals	Coach and focal teacher debrief the observation notes using the Effective Environment tool with a focus on the two goals set by focal teacher	Coach maintains Researcher Journal Coach and focal teacher have a reflective conversation analyzing changes teacher made and student response to those changes
Observation and Coaching Cycle 5: Focal teacher observation using the Conditions for Equity tool	Coach and focal teacher practice use the Conditions for Equity tool to identify look fors and revisit the two goals based on the observation of veteran teacher's practice of warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008)	Coach observes focal teacher using the Conditions for Equity tool with a focus on the two goals	Coach and focal teacher debrief the observation notes using the Conditions for Equity tool with a focus on the two goals set by focal teacher	Coach maintains Researcher Journal
Observation and Coaching Cycle 6: Focal teacher observation using Selective Scripting tool	Coach and focal teacher practice use the Selective Scripting tool to identify look fors and revisit the two goals based on the observation of veteran teacher's practice of warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008)	Coach observes focal teacher using the Selective Scripting tool with a focus on the two goals	Coach and focal teacher debrief the observation notes using the Selective Scripting tool with a focus on the two goals set by focal teacher	Coach maintains Researcher Journal Coach and focal teacher have a reflective conversation analyzing changes teacher made and student response to those changes and implications for teacher's practice long term

Description of coaching cycles one through six

The first coaching cycle began with my focal teachers and I observing veteran teachers using the Effective Environment tool. My focal teachers and I took observation notes using the tool to establish common understanding about what each one of the preventions and

interventions looked like in teacher practice. When we debriefed them together, there emerged rich dialog about what preventions are and why teachers who use preventions alone or mostly preventions are able to maintain a warm and positive classroom culture. Then my focal teachers set goals to emulate practices they had observed. While Stella chose the prevention “community building” (warm) and the intervention “clear directions” (demander), Bob chose the prevention “community building” (warm) and the intervention “verbal limit setting” (demander) as their goals. In the use of the intervention of “verbal limit setting”, Bob wanted to emulate the veteran teacher Beth’s use of a respectful address for her students as she set a limit with them (warm demander)- “Shh...Leaders...I am going to wait...” Stella wanted to emulate a culture of collaboration, she observed in her veteran teacher’s classroom, where we observed Hannah and her students, make a presentation to the class together. During this presentation, Hannah interviewed her student to support her audience’s understanding of the presentation (warm demander). Stella chose to focus on teacher- student collaboration as evidence of her goal prevention, “community building”. Both teachers reflected on the need to establish a warm and inclusive classroom culture by which both teachers could hold high expectations with clear directions and limit setting to be effective warm demanders (Ross, Bondy, Galligane and Hambacher, 2008). Both my focal teachers participated in conversations about analyzing data and my data coding choices throughout the intervention, to support my goal of taking a more collaborative and supportive coaching stance with my focal teachers (Bryk, Lee and Smith, 1993 and Achinstein & Athanases, 2005). This collaborative coaching stance matched or served as a model for my push for them to take on a more diffuse teacher stance in their relationships with their students (Bryk, Lee and Smith, 1993).

The second, third and fourth coaching cycles followed a pre observation (Appendix B), observation and post observation conference (Appendix B) sequence focused

on the two goals set by Bob and Stella. I used the Effective Environment tool to collect data and debrief it with Bob and Stella. I supported debrief with reflective dialog prompts in addition to my observation notes (Appendix C). The fifth coaching cycle involved the use of the Condition for Equity tool. The sixth coaching cycle utilized the Selective Scripting tool to bring attention to timing, student engagement and lesson pacing with respect to teacher actions, and student actions in response. The pre observation conference involved discussion of the attributes of the tool, the teacher’s goals and the value of a timed script with attention to student response to the teacher’s use of preventions and interventions. To encourage reflective thinking, I engaged both teachers in dialog mid way through the intervention and toward the end of the intervention, using reflective prompts (Appendix C). Throughout the intervention, I maintained a researcher reflective journal to map my process (Appendix D).

Intervention Action Plan

	Component	Activities	Purpose
1	Coaching session to plan veteran teacher observation to identify look fors- what warm demander pedagogy looks like (Ross, Bondy, Galligane and Hambacher, 2008)	<ul style="list-style-type: none"> • Discuss preventions and interventions on the Effective Environment tool • Discuss SQR finding (Gordon, 2013), around warm demander pedagogy at Brewer- only thirty eight per cent of Brewer teachers observed exhibited warm demander pedagogy • Discuss attributes of warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008) 	<ul style="list-style-type: none"> • Identify focal teachers’ prior knowledge of preventions and interventions, SQR findings (Gordon, 2013) and warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008) • Familiarize focal teacher with formative assessment tools developed by the New Teacher Center
2	Veteran teacher observation (Observation #1) using Effective Environment tool	<ul style="list-style-type: none"> • Coach and focal teachers observe veteran teachers to identify preventions and interventions used • Coach and focal teachers observe veteran teachers who are known warm demanders (Ross, Bondy, Galligane and Hambacher, 2008) with a positive classroom culture based on strong teacher- student relationships 	<ul style="list-style-type: none"> • Focal teachers observe veteran teachers who are known warm demanders (Ross, Bondy, Galligane and Hambacher, 2008) • Focal teachers become familiar with categories on observation tools
3	Coach and focal teacher debrief veteran teacher observation (Observation # 1) and choose two strategies used by the veteran teacher as goals for focal	<ul style="list-style-type: none"> • Coach and focal teacher share their observation notes to come to a common understanding of preventions and interventions used to establish a positive classroom culture • Focal teacher sets goals based on best practices observed in veteran’s classroom for the observation and coaching intervention embracing a 	<ul style="list-style-type: none"> • Coach and focal teachers agree on qualities of warm demanders in relation to the Effective Environment tool • Coach and focal teachers identify strategies for application to focal teacher’s practice

	teacher's practice	warm demander stance (Ross, Bondy, Gallingane and Hambacher, 2008)	
4	Pre observation (Appendix B), observation and post observation conference (Appendix B) #2, #3 and #4 using the Effective Environment tool	<ul style="list-style-type: none"> Pre observation goal setting, observation and post observation debrief with a focus on warm demander pedagogy (Ross, Bondy, Gallingane and Hambacher, 2008) using the Effective Environment tool Coaching conversations around the warm demander's gentle firmness and how it translates to Stella (Community Building or warm and clear Directions or demander) and Bob's (Community Building or warm and verbal limit setting or demander) goals. 	<ul style="list-style-type: none"> Identify practices that build community, positive classroom culture and strong student-teacher relationships Provide consistent feedback and coaching on focal teacher's integration of practices that meet their goals of community building, clear directions and verbal limit setting.
5	Mid- intervention reflective dialog (Appendix C)	<ul style="list-style-type: none"> Focal teacher is interviewed with teacher reflection prompts for reflective dialog midway through the coaching intervention (Appendix C) 	Mid point check in about changes made by teacher to his or her practice and its impact on student engagement, classroom management and teacher's sense of satisfaction and teacher- student relationship
6	Pre observation (Appendix B), observation and post observation conference (Appendix B) #5, using the Conditions for Equity tool (Appendix B)	<ul style="list-style-type: none"> Coach and focal teacher practice use the Conditions for Equity tool to identify look fors and revisit the two goals based on the observation of veteran teacher's practice of warm demander pedagogy (Ross, Bondy, Gallingane and Hambacher, 2008) Coach and focal teacher discuss how categories on the Effective Environment tool translate to categories on the Conditions for Equity tool and support warm demander pedagogy Coach observes focal teacher using the Conditions for Equity tool with a focus on the two goals Coach and focal teacher debrief the observation notes using the Conditions for Equity tool with a focus on the two goals set by focal teacher 	Provide focal teachers with feedback with support using the Conditions for Equity tool with a focus on data around student participation, teacher attention, teacher tone and expectations and clear directions to support focal teachers' understanding of inter-relation between teacher attention and expectation, teacher tone, teacher clarity and student participation

7	Pre observation (Appendix B), observation and post observation conference (Appendix B) #6, using the Selective Scripting tool	<ul style="list-style-type: none"> • Coach and focal teacher practice use the Selective Scripting tool to discuss pacing, and how teacher action and resulting student action highlight student engagement • Coach and focal teacher discuss how the selective Scripting tool supports data for student engagement based on interaction between teacher and student actions to support warm demander pedagogy • Coach observes focal teacher using the Selective Scripting tool with a focus on the teacher's two goals and engagement data • Coach and focal teacher debrief observation notes using the Selective Scripting tool with a focus on the two goals set by focal teacher and student engagement 	Provide focal teachers with feedback using the Selective Scripting tool with a focus on data around time, pacing, teacher action and resulting student action to highlight student engagement
8	End of intervention reflective dialog (Appendix C)	<ul style="list-style-type: none"> • Focal teacher is interviewed with teacher reflection prompts for reflective dialog toward the end of the coaching intervention (Appendix C) 	End of intervention reflection about changes made by teacher to his or her practice and its impact on student engagement, classroom management and teacher's sense of satisfaction and teacher-student relationship
9	Researcher reflective journal maintained throughout the six-week the intervention	Coach maintains a daily journal summarizing observations, coaching conversations, student, staff and parent feedback and all adjustments to implementation of the intervention	Data triangulation to supplement teacher reflection and observation notes

Research Methods

Focal teachers for this coaching intervention were identified based on observation data, referral data and the number of three- way conference requests (McKenzie and Scheurich 2004) from the teachers, their students and parents reaching out to mend damaged relationships. In addition the two teachers self- identified as struggling with relationships and sought coaching in my evaluation conferences with them, prior to the beginning of this coaching intervention. Both Bob and Stella were new to Edna Brewer this year. While Bob had taught on an intern credential for a couple of years at

another site and was completing a credential program, Stella was entering Brewer, a first year teacher, through Teach for America.

My coaching intervention involved a sequence of six observation cycles consisting of pre observation, observation and post observation conferences, supported by the formative assessment tools- Effective Environment, Conditions for Equity and Selective Scripting (Appendix A). I collected data to assess the effectiveness of my coaching intervention intended to improve teacher- student relationships, establish positive classroom climate and support my focal teachers to fully embrace classroom management techniques and relational strategies used by veteran teachers at Brewer, who are known warm demanders (Ross, Bondy, Gallingane and Hambacher, 2008). My data collection methods included observations, goal setting and debrief conference notes, reflective dialog with focal teachers and my researcher reflective journal.

Impact Data

Impact data for my research was collected in two ways: pre observation goal setting conferences (Appendix B), observation data and post observation debrief and coaching conferences (Appendix B). I collected data using the New Teacher Center's formative assessment tools- Effective Environment, Conditions for Equity and Selective Scripting (Appendix A), reflective dialog with my focal teachers (Appendix C) and my researcher reflective journal (Appendix D). Adopting a more collaborative stance (Bryk, Lee and Smith, 1993 and Achinstein & Athanases, 2005) with my focal teachers, I separated my evaluator role and coach role by scheduling the intervention after the district mandated evaluation process. I was able to make data coding decisions with focal teacher input through a collaborative relationship established with trust. We opened the intervention by observing a

veteran teacher, so the focal teachers could observe a teacher using warm demander pedagogy (Ross, Bondy, Gallingane and Hambacher, 2008) and understand the observation tool. Bob and Stella based their goals on our veteran teacher observations. Stella chose the prevention community building (warm) and the intervention clear directions (demander) and Bob chose the prevention community building (warm) and the intervention verbal limit setting (demander). In the use of the intervention of verbal limit setting, Bob wanted to emulate veteran teacher Beth’s use of a respectful and elevating title for her students as she set limits with them.

My intervention was intended to achieve shifts in the areas of classroom management, teacher- student relationships and student engagement. My researcher reflective journal offered insights into conversations with focal teachers and reflection on details such as the inter-relation between the number of times the teacher thanked students for expected behavior and student engagement in response to teacher’s praise and acknowledgement as well as the impact of missed opportunity for thank yous on student morale, engagement and body language.

Data sources for impact data

Expected Change	Data Source #1	Data Source #2
<p>Area- Classroom management There will be a decrease in referrals from the classrooms of my focal teachers</p> <p>Teachers will use relational strategies and embrace warm demander pedagogy</p>	<p>>Pre Observation Conference-goals >Observation data >Post Observation Conference-review of data and reflection</p>	<p>Researcher reflective journal</p>
<p>Area- Teacher- student relationship Teachers will report a shift in their relationships. The number of complaints from students and parents and requests for three- way conferences will subside.</p>	<p>>Pre Observation Conference-goals >Post Observation Conference-review of data and reflection</p>	<p>Researcher reflective journal</p>
<p>Area- Student engagement There will be a positive shift in the number of students on task and</p>	<p>Observation data- time on task</p>	<p>>Post Observation Conference-</p>

participating more fully. The number of complaints from students and parents will subside.	data and selective scripting	review of data and reflection >Researcher reflective journal
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Implementation Data

In addition to data related to the impact of my coaching intervention, I also collected and analyzed data related to the implementation of the intervention. The bulk of implementation data came from pre observation goal setting conferences, observation data, post observation debrief and reflection, researcher reflective journal and reflective dialog with focal teachers midway through the intervention and toward the end of the intervention.

Data sources for implementation data

Design Element	Data Source	What will this data tell me that will help me improve my design
Teacher coaching for improved classroom management	>Pre Observation Conference- goals (Veteran teacher observation and debrief for goal setting) (McKenzie and Scheurich, 2004 and Schein, 2004) >Observation data >Post Observation conference- review of data and reflection >Researcher reflective journal	During implementation how do teacher training or teacher education and years of experience influence teacher's ability to manage classrooms and create a culture based on relationships/ warm demander pedagogy?
Teacher coaching for improved student engagement	>Observation data- time on task data and selective scripting >Coaching conversation transcripts	How does setting a goal for improved time on task and the use of selective scripting tool to establish baseline for data, support teachers to improve student engagement?
Teacher coaching for improved teacher- student relationship	>Pre Observation Conference- goals >Veteran teacher observation and debrief for goal setting (McKenzie and Scheurich, 2004 and Schein, 2004) >Post Observation Conference- review of data and reflection	How does explicitly making creating strong relationships the focus in pre observation conferences shift observation data and post observation conversation and reflection?

I maintained a researcher reflective journal (Appendix D) to capture impressions about observations and my reflections on coaching conversations as well as summaries of my

observations to supplement observation notes made using the observation tools (Appendix A). After observations I reflected on my impressions of student response to shifts in teacher practice, my overall experience of classroom climate and the number of referrals, parent calls or requests for three- way conferences (McKenzie and Scheurich 2004) to mend damaged relationships. I also reflected on the number of times a strategy was used or not used and its impact on student engagement and the extent to which I felt a goal was met or not met and how my coaching may support my focal teachers to meet the goal and feel good about their relationships with their students.

Data Analysis Methods

At the end of my intervention, I transcribed both my mid way and end of the intervention reflective dialogs (Appendix C) with my focal teachers. I entered my observation notes (Appendix A and Appendix B), transcripts of reflective dialogs (Appendix C) and my researcher reflective journal (Appendix D) into a data sheet organized by data source, date and teacher. Each entry was coded based on elements of the Effective Environment tool as well as related elements of the Conditions for Equity tool based on coding related discussion with my focal teachers. Codes included preventions such as “community building and inclusivity” and “specific praise and narration” and interventions such as “proximity” and “verbal limit setting.” My focal teachers and I had collaboratively established how codes derived from the categories on the Effective Environment tool integrated attributes of warm demander pedagogy. The preventions and interventions on the tool became data codes. Statements were coded multiple times if they related to multiple themes and codes. Additionally, based on other themes emerging in the coaching sessions, reflective dialog with focal teachers and elements of my researcher reflective journal, I created other codes such as- goals, summary, reflection,

researcher's reflection, warm demander and PBIS- Positive Behavior Intervention and Supports.

Data Analysis and Findings

The analysis of data collected through this action research process leads to findings in two areas: impact, which assesses the shift in teacher practice as a result of the coaching intervention and implementation, based on data collected through the implementation of this action research, which analyzes the effectiveness of the components of the project. These two sets of findings are elaborated below:

Impact of the Action Research Project

This action research was intended to coach new teachers who struggled with maintaining positive classroom culture embrace warm demander pedagogy. The expected change brought about by this coaching intervention would be shifts in classroom management, student engagement and teacher- student relationships.

Classroom management

Data reflects a significant decrease in referrals and requests for three- way conferences in Bob and Stella's classrooms. Both teachers achieved this decrease by holding students accountable to themselves and the classroom community through more inclusive classroom management.

Inclusive classroom management

Stella's second goal "clear directions" helped her build a strong classroom community. Early in her intervention I saw Stella begin a countdown for attention, "Everyone should be looking at me in 3-2-1." Then Stella rang her bell to indicate she was about to give

instructions or directions. Later in the intervention, Stella followed the eyes and ears and bell ringing routine with “We are all going to respect the speaker,” appealing to the class to hold themselves accountable to mutual respect. By the fifth observation the clear directions incorporated a greater level of student agency, “I need one person from each group to collect chrome books from me.” Each group of students selected a representative and students lined up and waited patiently. Stella used the conversation at the door technique to clarify expectations for off task students. She asked Evan to step outside for a conversation- “The loud noises need to stop during the presentations. Can we agree? You can come back in without the noises.” Over the six weeks, Stella’s students became a lot more supportive of each other as she maintained her gentle firmness, shushing, gestures, protocol words- “In 3-2-1...respect the speaker...eyes and ears on me...snaps...questions” etc. to re-focus off task students. I saw a growing clarity in her lesson planning and handling of resources. The reading and questions, lab instructions, video component and day’s tasks were clearly conveyed verbally and through overhead slides throughout the lesson. The result of her more inclusive classroom management was a lower incidence of referrals or students walking out and a greater incidence of cooperative learning which looked like students carrying each other’s presentation boards to the front of the room to support each other’s presentations. While Stella missed significant opportunities for specific praise and narration and appreciating students in the first three observations, when she incorporated thank yous and commendations for students such as, “I see eighty percent of students working on similes.... I appreciate everyone waiting patiently for their chrome books,” her students came closer together and urged each other to comply to earn Stella’s respect and approval. In her midway reflection Stella noted, “I think most of my tough relationships have improved. I have moved students out of the conflict, into the goal of seeing the big picture- where we are headed.

I am still working on systems that hold all students accountable so students don't feel singled out."

Bob chose the intervention "verbal limit setting" integrated with a respectful address, "Math scholars", to create a strong classroom community. Bob wrote "Math scholars" in the middle of his dry erase board as a reminder to himself and his students of his belief in them. Bob's verbal limit setting with respect sounded like, "I'll wait...Math scholars." I noticed students shush each other and lean forward every time he addressed them as "Math scholars." In my third of six observations, Bob changed his respectful address for his students. He referred to his students as students ready for the next grade, "Eighth graders...let's go..." On the day before this observation, Bob and I spoke about looping in a coaching meeting. Bob and I spoke about his relationship struggles this year and the gains we make in seventh grade year as money in the bank for eighth grade year. "Now that you have learned the kids and the kids have learned you, we can push the curriculum harder." Reminding students that they were almost eighth graders and that his relationship with them was going to extend to eighth grade helped give the students perspective on the lesson and the direction of their relationship with Bob. I noticed Bob's student's sit up a little straighter and settle each other down with gestures." In observation five, I saw Bob set this limit by urging students to "allow people to find it (the answer)...give people the opportunity...shhhh," as they attempted to shout out answers. In the sixth observation he redirected them by referring to the deck of card values associated with their groups, "Threes...shhh...let me know when you are ready aces." Bob no longer needed to call out his students for off task behavior. Bob's students had struggled all year with the relational damage around being called out in class. I saw all groups engaged and holding each other accountable, and students correct themselves or rein themselves in. Peter, who had the toughest time in Bob's class all year took

responsibility and apologized for disrupting his neighbors. In his reflection, Bob noted, “Peter is not the same person. They are all maturing more. I am adjusting more. I am more positive. I am...finding other ways to redirect students.”

Significant decrease in referrals and three- way conference requests

Through inclusive classroom management Bob and Stella achieved a significant decrease in referrals and requests for three- way conferences (McKenzie and Scheurich, 2004). I paid special attention to relationships between our student Evan and Stella and our student Peter and Bob during the intervention. Parents of both students had sought an SST with a focus on relationships with teachers, three- way conferences to mend damaged relationships and additional conferences with the Principal with their concerns around damaged relationships.

During the intervention I saw Stella make strides with inclusive discipline by incorporating my coaching suggestions. Stella adopted quiet redirections with off task students at their seats, signals and gestures to refocus students as well as conversations at the door after three warnings to redirect students and invite them back into the learning environment. These strategies were intended to offer Stella tools before she referred them to OCR (On Campus Restoration). I saw Bob make great efforts to respectfully redirect students and play music in his classroom so his redirections, when aimed at off task students, were not heard by all students. Music served as pleasant white noise. Additionally by addressing his students as “Math scholars” and by referring to their groups identified by values in a deck of cards such as aces, Bob was able to create positive relationships, decrease referrals and number of complaints from students and parents during the intervention.

As a result of the coaching, Stella’s referrals went down from twelve to four per month, lower by sixty six percent and requests for three- way conferences went down from three to one per month, lower by sixty seven per cent. Bob’s referrals during the intervention went down from seven to two per month, lower by seventy per cent and requests for three- way conferences went down from three to one per month, lower by sixty seven per cent.

Referral and three- way conference data before and during intervention

Name of teacher	Number of referrals per month before intervention	Number of referrals per month during intervention	Percent lower by	Number of three- way conference requests per month before intervention	Number of three- way conference requests per month during intervention	Percent lower by
Stella	12	4	66.66%	3	1	66.66%
Bob	7	2	71.42%	3	1	66.66%

In midway reflective dialog, both Bob and Stella spoke about changes they made during the intervention toward more inclusive classroom management with a view to holding students accountable to themselves and the classroom community. As the teachers built relationships with students, finding ways to redirect them, without resorting to sending them out of class, students responded by holding themselves accountable to each other and the classroom community. Stella saw the conversation at the door as a reset and a big time saver as students began to hold each other accountable to a more inclusive classroom culture- “Its funny how their response to a discussion changes when they are pulled to the door. It is more of an individual conversation than a show or being called out. The conversation is a reset. And it saves time. I only have to do one or two per class. Students clarify to each

other that I am fair by saying- No, she gave me a redirect too. I have stopped reacting to what they do.” As she reflected deeply on reacting versus responding, and being a gentle and firm warm demander (Ross, Bondy, Galligane and Hambacher, 2008) Stella said, “I am responding. I get quieter rather than louder. I get loud and then bring down my volume...we are really quiet right now- say the students. You are right, I say. I expect you to do even better.” In reflecting on veteran teacher observations to find ways to gently set limits with her students, Stella said, “I have done Mr. Mason’s Thank you for agreeing with me that you were talking- at least five times very effectively. My students look at me like, no you didn’t. Then they check each other and we all laugh.” Similarly, Bob saw himself as “being warmer (Ross, Bondy, Galligane and Hambacher, 2008).... I still have the same high expectations. Still have some issues with some kids because that pertains to their behavior. I do pay some attention to how students are reacting. I see students holding each other accountable. I let them talk to each other as long as they are respecting each other.” Similar to Stella’s reflection on letting the inclusive classroom community manage itself, Bob said, “I just get quiet and students redirect each other a lot.”

Student engagement

Evidence of student engagement pertains to both Bob and Stella’s goals for greater community building and inclusivity to create a warm demander classroom culture. Data collected suggests Stella met her goal in five of six observations, while Bob met his goal in all six observations. Observation data from both classrooms reflects increased student engagement as students began to participate in a culture of collaboration held jointly with their teacher based on a culture of respect.

Culture of collaboration

Stella wanted to create a culture of collaboration, she observed in veteran teacher Hannah's classroom, where the teacher respectfully interviewed student presenters to collaboratively present student projects to the class as evidence of the prevention "community building and inclusivity". Bob's goal was to offer choice to create ownership among his students. Beth, the veteran teacher Bob and I observed built community by letting her students make decisions and then incorporated student suggestions into her lesson plan- "Shhh Leaders...I am going to give you some choices...give me a thumbs up if you want to skip the news today... Toure, you wanted a lawyer to come talk to us...we have a lawyer..." Both Bob and Stella observed veteran teachers to set goals to build community to create warmth.

Culture of respect

Early in the intervention I observed Bob's students respond to Bob's efforts to create a strong culture of collaboration and build community. I observed students process check each other, manage and support each other and coach each other- "Who is the resource manager?" ... "... Jason stop..." ... "Read it. It will be easier than asking me..." As students felt greater respect from Bob with his adoption of a respectful address for his students- "Math scholars", Bob found himself minimally managing student behavior. During the second of six observations Bob redirected Don by whispering "Don, think time...Don think time" over the classical music he was playing to support think time. By the sixth of six observations Bob's students managed each other and redirected each other as Bob waited for all to comply after making his request. Bob's students divided responsibility for presentations among themselves when given time to plan presentations, with little prompting from the teacher. They even corrected themselves voluntarily. Ex. Peter, who had had two three- way conferences with Bob to reset their relationship, accidentally brought his book down hard against the desk

startling students around him and immediately took responsibility- “My bad.” To which Bob responded “Thank you Peter.” By prioritizing “community building and inclusivity”, being respectful and holding the highest expectations, Bob was able to create a culture of responsibility and accountability to the community within his classroom.

Stella met her goal- “community building and inclusivity” in five of the six observations. In the second observation, Stella integrated the interview technique she and I observed in Veteran teacher Hannah’s classroom. In a skeleton and bone dissection lab Stella held a bone, handed her student Camy a laser pointer and proceeded to interview Camy as Camy identified parts of the bone with the laser pointer for the rest of the class to follow along. Stella prompted Camy with questions- “Where is the spongy part? Where is the compact bone? Where is the marrow?” By the fourth observation, collaborative work with students looked like students enthusiastically sharing answers when Stella asked the class, “Can anyone make a prediction about my simile for the heart?” Stella’s student Sammy shouted answers enthusiastically, “Like the Bart.” “Blood pumps through the body in veins like tracks,” said Fay. Stella responded positively, “Exactly...great...” By the fifth observation, “community building and inclusivity” looked like more inclusive classroom management. Stella replaced the process of referring students out of class with conversations at the door after several redirections within the classroom. Stella spoke to her students privately at the door, making sure they committed to learning without disruption and then allowed them back in. By the end of the intervention, Stella’s students were making presentations to the class with Stella facilitating the process by encouraging respect for the presenter, “Didi will start when everyone is quiet...Bernice we are waiting for you.” She clarified protocol with reminders- “Snaps for the presenters...questions are next.” By forming

an alliance with her students in the interest of respect for all students, Stella was able to create a committed, inclusive and supportive classroom community.

Teacher- student relationships

Evidence of strengthened teacher- student relationship was observed through teachers adopting a diffuse teacher stance to form warmer coaching relationships with students based on expressing care and taking an interest in students' well being. In Bob and Stella's classrooms students responded to their diffuse teacher stance by exhibiting greater student voice and leadership.

Teacher's facility with a diffuse teacher stance

Early in the intervention I discussed the diffuse teacher stance and Bryk, Lee and Smith's (1993) suggestions to develop the diffuse role outside the learning environment with my focal teachers. We spoke at length about how small schools are able to go on whole school retreats to start the school year to support the diffuse relationship. Teachers and students bond outside the school environment to open the school year. In larger schools such as ours, teachers have fewer opportunities to bond with students outside the classroom environment to open the school year. We spoke about Bob's basketball coaching and Stella's preferred activity time (students earn reading, play and game time by successfully completing the week's curriculum) as opportunities to bond with students in non- academic ways. We also thought about the end of school year projects and presentations and the more loosely structured time to prepare for these events as opportunities to bond more informally with students. I related this discussion to our discussion of the collaborative coaching stance (Achinstein & Athanases 2005 and McCann and Johannessen, 2004) I had adopted for our coaching

intervention. We discussed both the collaborative coaching relationship and the diffuse teacher stance as supporting a more communitarian model of education per Bryk, Lee and Smith (1993).

Stella chose to spend time with her students after school as science fair projects gathered momentum. She saw this after-school time as facilitative, where she saw herself as a diffuse teacher, a mentor and a support to her students. In reflection Stella said, “In the afterschool time I spent with students, I clarified that I was an ear and an eye and a support. Afterschool, I was listening to their projects differently. I was more of a support, getting them to think as scientists. That is what I care relationship-wise. I needed to take a step back in my teacher mode and acknowledge where they were and help them from where they were in my work with my students after school.” I saw Stella spend time with students both in her classroom and her partner teacher’s classroom. Students approached her freely during this time. Evan, who had had a particularly hard time in Stella’s class, and had previously received a three-way conference and other supports and interventions, approached her in her partner teacher’s classroom to report on his project and get help. Stella and Evan worked cooperatively with more thank yous and smiles than I had ever noted before.

By observation two I saw Bob playing music in his classroom and allowing his student leaders to check each other. When Bob said, “Math scholars...I will wait” after his veteran teacher, Beth, his students became attentive. Around observation five, when I asked Bob if he was conscious about meeting his goals through this intervention, and how he saw his growth toward a more “diffuse” teacher stance (Bryk, Lee and Smith, 1993), his response was, “I think its more natural...more related to common core.” He saw himself as “being warmer” while “holding the same high expectations” (Ross, Bondy, Galligane and

Hambacher, 2008). He saw his students holding each other accountable. As for the impact of the presentation framework on his pedagogy, he saw the change in his style from pedagogue to facilitator as more common core driven. He did see himself as more of a “support and ally” as he gradually shifted responsibility to students in creating a student led, community driven classroom environment.

Having grown relationships intentionally, both within and without the walls of their classrooms, on the last day of school, Bob and Stella did something for their students no other teachers in their family of teachers or their departments thought to do. Bob had a pot -luck party all six periods. Parents and students brought food to enjoy together. Bob hosted the party, playing music and handing out plates and then lovingly filling his students’ plates. Stella took class pictures with all her six classes. Parents came to the main office and to my office to request copies of these pictures. Both teachers closed the year thoughtfully and with parent and student participation through food and photos to create memorable experiences. There were lots of hugs and tears in both classrooms, the atmosphere more family- like than anywhere else in the school.

Greater student voice and leadership

In her veteran teacher observation, Stella observed our student Leila complete her teacher, Hannah’s sentences and holding the class and the teacher accountable to the lesson plan and expectations. Hannah acknowledged and thanked the Leila for her contribution, honoring student voice and leadership-

“Leila: We were going to have presentations. We did not finish...

Hannah: Thank you Leila for reminding me.

Hannah: Eyes on me, mouths closed...

Leila: Hands free.

Hannah: Thank you Leila.”

In Hannah’s classroom, teacher and students held the space collaboratively during student presentations. Hannah respectfully interviewed each student presenter with clarifying questions and then connected the presentation and the process to our school values- positivity, respect, independence, determination and empathy. Hannah consistently connected academics and social emotional learning. When we met to debrief our observation of Hannah’s practice to set goals for Stella, Stella chose to work on collaborative classroom culture.

By observation three, I observed Stella beginning to ask students to vote with thumbs up and thumbs down to make decisions about transitions in the lesson, “Give me a thumbs up if you are ready to move on.” Stella also took my feedback about missing thank yous to heart and started acknowledging students for their positive participation. By observation four, Stella began to use selective listening to ignore side talk and calling out by her off task students. As Stella began to use conversations at the seat and at the door to manage disruption within the classroom, her students stepped up and began owning their learning more. Students raised their hands, helped each other and started holding the space. The teacher responded by thanking students, “Thank you Deb for your quietly raised hand...thank you Jack for raising your hand...thank you all for safe handling and appropriate use of chrome books...I appreciate people being quiet as we collect chrome books.” With each acknowledgement, the students who were acknowledged stepped up to help lead the lesson and led each other back on task. Midway through the intervention, our student Deb checked in with me in the hallway to report on how she was no longer giving Stella a hard time- “I don’t do that no more...Ms. Stella is a good teacher. We get along.” This check in was volunteered by Deb who on many occasions had stormed out of Stella’s class and into my

office, full of complaints. A natural leader, Deb had found her place and her voice in Stella's class.

Toward the end of the intervention, Stella's students supported each other's science fair project presentations by carrying presentation boards for peers, clarifying expectations to each other and by embracing and supporting Stella as a facilitator. In reflective dialog after science fair project presentations she saw her students as comrades with whom she had "gone through another thing together" Stella saw her self "acknowledging their work...feeling their pride and feeling pride in their work..." As student voice and leadership grew, Stella saw herself having honest conversations like "Hey I saw you not rise to the occasion so we have to do things differently...What is Alice struggling with? Can you help her? Thank you." She saw herself partnering with her student leaders in "teaching interpersonal relationships" to students who struggled with taking responsibility for group- work and presentations.

In his veteran teacher observation, Bob observed veteran teacher Beth folding our student Toure's request from the previous week, into introducing next week's guest speaker. Beth then framed the presentation by the guest speaker in the context of college fair project preparations-

"Beth: Toure, you wanted a lawyer to come talk to us...we have a lawyer.

Toure: Yes! (Toure pulls both his fists in to express victory)

Beth: Who has picked Howard as a school of choice to research for college fair?

Macy: Me, me...

Karima: Me too Ms. Beth (Macy and Karima say this with raised hands)

Beth: Excellent! You can ask our lawyer questions about Howard. He is a Howard grad."

When Bob and I debriefed our observation of Beth's class to set goals for Bob, he chose to work on mutual acknowledgement, listening and respect fostered by Beth. It was clear that Beth's students had choice, agency and voice in her classroom.

Bob focused on two goals, "community building and inclusivity" and "verbal limit setting" for the intervention. He also used of the respectful title, "Math scholars" to address his students. By the second observation, I saw Bob's students shush, mentor and redirect each other- "Jason stop" said our student May repeatedly, till Jason started redirecting himself. Mari said to Sam- "Read it yourself. It will be easier than asking me." By observation three Bob was presenting himself as an ally or partner to his students, who were beginning to own their learning. Students read instructions and directions out loud and picked the next reader. When our student Peter began to read, Bob said, "Hold on...because the threes don't have your attention..." Not only did the threes settle down but Peter, who had struggled all year with his relationship with Bob, felt seen, heard and respected. In observations four through six, I saw Peter take responsibility for his actions, his learning and his group's learning.

During observation five I saw Bob co- teaching with our student Don, at the board. As Don solved the problem at the board for the class, Bob asked Don clarifying questions, which helped him calculate his answer accurately. During observation six, I saw Bob's students manage their groups in the time assigned by the teacher and collaboratively create an order and a plan for their group presentations. As students came up in groups to make presentations, Bob spoke in a warm and encouraging tone- "It's okay to be nervous. We are practicing for your senior projects in high school, for your presentations in college and at your jobs...this is all practice..." During presentations, Bob reminded students in the audience

to respect the presenters from time to time and always thanked each group. As students grew in voice and leadership, Bob's role became one of a gentle supporter.

Implementation of the Project Design

In addition to data related to the impact of my coaching intervention, I also collected and analyzed data related to the implementation of the intervention. Implementation data informed adjustments made to the original project. This implementation data is a valuable guide for leaders who might want to use this or a similar intervention.

Implementation data can be divided into the following five areas which represent components of my intervention: 1 Job embedded coaching for new teachers, 2 Veteran teacher observation, 3 Trust in coaching, 4 Multiple coaching cycles and 5 Teacher and coach reflections.

Job embedded coaching for new teachers

In my literature review, I discuss challenges new teachers face in the areas of relationships, workload, knowledge of subject matter, evaluation and grading, value judgments and autonomy, independence and integrity (Mc Cann and Johansson, 2004), which shaped the direction of my intervention.

In reflection, Stella's take away has been more instructional while Bob is taking a more inter personal and intra personal approach. Stella is thinking about "tiered support" for her students to make them scientific thinkers as she loops with them into eighth grade. "I want to incorporate mini lessons to support science project work throughout the year next year. I want to build tiers one, two and three of support for scientific thinking throughout the year. It will give structure to the work- days." Bob is taking is looking at stressors in his life, changes he has made and the evolution of his students' relationships with him. Bob's attention has been on managing his stress, being positive

and acknowledging students to build relationships. “I am adjusting more. I am more positive...Changes in my life make me a lot more relaxed. I thank my students...more than I used to... Students are working more for praise.”

Given the two directions, the coaching took in implementation, relational and instructional, in implementing a coaching intervention such as this, leaders can direct coaching conversations with these and other possible outcomes in mind and be open to their focal teachers applying the coaching to relevant areas of growth in their practice.

Veteran teacher observation

McKenzie and Scheurich (2004) and Schein’s (2004) studies call for schools making more opportunities for veteran teacher observation. At the beginning of my intervention, I made a significant change to the implementation of my original intervention action plan. I decided to open the intervention with my focal teachers and I observing veteran teachers together to establish a collaborative coaching relationship as the Bryk, Lee and Smith (1993), Achinstein & Athanases (2005) and McCann and Johannessen, (2004) studies suggest.

Observing veteran teacher practice with the effective environment tool (Appendix A) made it clear that we needed a coaching conversation about preventions and how they create much of the warmth in warm demander pedagogy, while interventions translate to holding high expectations for our students. Leaders choosing a similar coaching intervention with new or novice teachers might therefore want to open with a veteran teacher observation completed collaboratively by coach and coachee.

Trust in coaching

In my literature review I discuss Bryk, Lee and Smith's (1993) communitarian model for schools based on trusting and collaborative coaching relationships between teachers and their evaluators or coaches. I also discuss Chubbuck and Zembylas's (2008) research chronicling a novice teacher, Sara's journey out of the crisis. In addition to adopting a diffuse teacher stance through a club Sara hosted in her classroom, her growth toward a personal and professional breakthrough would not have been possible without her trusted and supportive coach.

As a new administrator, it was extremely important for me to establish trust and create community among the eight seventh grade teachers I managed, half of whom were new this year. I created a classroom culture conversation at the seventh grade level, by sharing the Chubbuck and Zembylas study (2008) and the Bryk, Lee and Smith study (1993) and inviting "Facing History and ourselves" to hold a day-long in service for all seventh grade teachers. I also led a mid-year professional development session for all teachers on instructional and relational strategies to create a school-wide lesson plan sharing protocol on google drive. To further establish trust with my focal teachers I chose to begin my intervention after the district mandated evaluation process was complete.

Trust in coaching made it possible for Bob to push back midway through the intervention when I suggested that he was missing opportunities for thank yous. This led to conversation about PBIS- Positive Behavior Intervention and Supports, which have been an integral part of Brewer culture. Not adopting strategies veteran teachers use such as positive talk and specific praise and narration, opened him up to critique from parents and anger from students who perceived him as less warm and loving.

I also had some uncomfortable coaching conversations with Stella after we established trust. Stella reported feeling undermined by my effort to protect her and manage her damaged relationship with our student Brice. My efforts to keep him from being sent out were perceived as interfering by Stella. On another occasion, I was able to discuss with Stella and her family of teachers an extremely difficult three- way conference we had with our student Evan and his mother in order to create an early intervention plan for Evan next year. I was also able to coach Stella on her tone and volume, which can be difficult for students who are sensitive to sound and stimulus and have a history of PTSD- post- traumatic stress disorder. To leaders choosing an intervention such as mine, I strongly emphasize the value of establishing trust and being able to separate the coach and evaluator roles effectively, in order to have honest conversations.

Multiple coaching cycles

Having begun my coaching intervention at the end of the district mandated evaluation process, placed my intervention closer to state testing and end of the year assessment and project season. My choice of five cycles of observation after the veteran teacher observation cycle was prompted by the fact that I would be able to observe a variety of lessons being taught- short low stakes lessons during testing, focused review lessons geared toward assessments and more involved lessons that were taught with hands on workshops over several days to prepare students for end of school year projects and presentations. I was also curious about the impact of multiple short observations and immediate feedback on teacher practice.

The multiple observations and coaching conversations gave me opportunity to acknowledge Bob and Stella's efforts in the areas of ignoring bad

behavior and rewarding expected behavior to create a positive classroom culture, speaking to students at their seats and at the door in a quiet voice to privately redirect them and acknowledging every effort students made to support the classroom community by helping each other, coaching each other, handling technology appropriately and speaking appropriately in the classroom. I encourage leaders who coach new teachers to collect a variety of evidence by observing various styles of lessons taught by the same teacher to be able to speak knowledgably about the teacher's practice, using observation data to acknowledge teachers and offer specific and pointed advice.

Teacher and coach reflections

This coaching intervention utilized two types of reflections- my researcher reflective journal (Appendix D) and two sets of reflective dialog with my focal teachers (Appendix C), one midway through the intervention and one closer to the end of my intervention. The intention of the researcher reflective journal (Appendix D) was to capture my impressions, thoughts and feelings after each observation and after reflective dialog with teachers. The intention of the reflective dialog (Appendix C) midway through the intervention and toward the end of the intervention was to provide a mid point check in and summative evaluation of changes made by the teacher to his or her practice and its impact on student engagement, classroom management, teacher's sense of satisfaction and teacher-student relationship.

To leaders planning a similar coaching intervention, I would strongly recommend the use of coach and teacher reflection. Reflective practice effectively documents

what Enid Lee describes as moving a teacher through the 4 A's (Enid Lee/ New Teacher Center)- from Awareness to Action to Analysis to Attitude change. Teacher and coach reflections maintain documentary evidence of the process of this growth and the inter- relation between the coach's reflection and the teacher's reflection on the effectiveness of the intervention. Additionally, the habit of reflection makes teachers and coaches thoughtful educators and lifelong learners, who reflect deeply on their choices, successes and failures to gain insight into their own process and plan next steps based on their assessment of themselves.

Implications and Conclusions

The results of my action research suggest ways of improving teacher- student relationship through a focused coaching intervention for new teachers. My study suggests several ways to ensure that new teachers are supported and coached on relationship- based classroom management so they create and maintain positive relationships with students. My intervention was designed in response to a need expressed by referral data, parent and student concerns and concerns expressed by teachers who became the foci of the coaching support. For a coaching intervention such as this to be successful, it is important that schools acknowledge the value of interventions in support of classroom management based on positive teacher- student relationships. Research points to the fact that schools don't prioritize resources toward interventions that support teacher- student relationships (Hamre & Pianta, 2001). Furthermore, relationship- based classroom management, which is inseparable from instruction in urban schools, is invisible to researchers (Weiner, 2003). It would greatly benefit instructional leaders to prioritize goal- oriented, relationship- based classroom management coaching for new teachers through a trusting teacher coach relationship.

One implication of my study is that new teachers can greatly benefit from a focused coaching intervention involving frequent observations and coaching conferences. I decided on six instead of three coaching cycles over a six- week period. This change was made necessary by the following- 1 The need to establish trust and a collaborative coaching framework with my focal teachers through multiple observations and frequent feedback, 2 The need to familiarize the teachers who had not been through BTSA with the New Teacher Center's formative assessment tools, 3 The need to incorporate veteran teacher observation into my intervention and 4 The need to collaboratively establish look fors for warm demander pedagogy (Ross, Bondy, Gallingane and Hambacher, 2008) by using terminology on formative assessment tools- preventions and interventions through coaching and through veteran teacher observations and debriefs. The six cycles over six weeks, averaging one observation cycle per week also made it possible for me to observe a variety of instruction and student work on projects and give quick feedback so the teachers could make adjustments and try the various of suggestions I made. The six cycles also gave me more opportunities to commend my teachers, acknowledge their efforts, to build their repertoire of instructional and relational strategies and their self- confidence.

Another implication of this study is that coaching with deep trust is possible when instructional coaches are able to coach teachers outside the constraints of district mandated evaluation processes, which determine whether or not teachers are eligible for continued employment. I began my intervention after I asserted to both teachers that my recommendation to the district was continued employment for both. Once I separated my coaching work from my evaluation work and separated myself from the use of evaluation forms, I was able to seek tools that would most effectively support my teachers. Our coaching conversations became focused on sustaining relationships and strengthening them for the

following year. We also spoke at length about looping. Stella referred to the relational struggles and lessons of this year as, “having gone through another thing together.” Having gone through the struggle and having adopted specific strategies through coaching, gave my focal teachers an edge or an advantage, which will enable them to push their students harder instructionally next year. This study also makes a case for looping and for instructional coaches holding the distinction between coaching and evaluation in the interest of authentic coaching conversations and effective teacher growth.

New teachers are most effectively coached when they recognize preventions and interventions veteran teachers use. When coached using formative assessment tools (Appendix A) teachers set goals focused on strategies that build positive classroom culture as observed in veteran teacher practice. An important coaching conversation translating formative assessment tools (Appendix A) to aspects of warm demander pedagogy (Ross, Bondy, Galligane and Hambacher, 2008). When teachers recognize preventions that create the warm and interventions that create the demander aspects of teacher practice, they set goals that help them create and maintain positive relationships with their students. In addition to veteran teacher observations school leaders can support new teachers through grade level and whole staff professional development on classroom management and relational strategies. Veteran teachers and others willing to take new teachers under their wing create a culture of supportive communitarian coaching (Bryk, Lee and Smith, 1993) to supplement the coaching offered by the instructional leader.

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Appendix A: Observation and coaching tools

FORMATIVE ASSESSMENT TOOL



Effective Environment *Preventions and Interventions*

Name: _____ Mentor: _____ Date: _____

Grade Level/Subject Area: _____ Lesson Topic: _____ Content Standard: _____

California Induction Program Standards Check all that apply; <input type="checkbox"/> Standard 5: Pedagogy <input type="checkbox"/> Standard 6: Universal Access Equity for all Students <input type="checkbox"/> Teaching English Learners <input type="checkbox"/> Teaching Special Populations
--

Creating an Effective Classroom Environment		Evidence/Observations
Preventions	<ul style="list-style-type: none"> • Community Building/Inclusivity • Non-Contingent Reinforcement • Specific Praise/Narration • Rules and Procedures • Equitable Participation • Room Design • Transitions • Clear Directions 	
Interventions	<ul style="list-style-type: none"> • Proximity • Wait Time • Selective Listening • Verbal Limit Setting • Broken Record • Altering Setting 	



Conditions for Equity Observation Tool

Teacher: _____ Mentor: _____ Date: _____
 Grade Level/Subject Area: _____ Lesson Topic: _____ Content Standard: _____

Conditions for Equity	Evidence of Teaching and Learning
<p>Student Participation</p> <ul style="list-style-type: none"> • In what ways are students participating? • Which students or groups of students are/are not participating? • In what ways are English learners able to practice language? • How is the teacher ensuring many voices are heard? • How is wait time used? • How are mistakes and partially correct answers handled? • What is the ratio of teacher talk to student talk? • In what ways are students encouraged and supported to lead? 	
<p>Teacher Attention</p> <ul style="list-style-type: none"> • Where does the T direct his/her questions? • Which students respond/don't respond to T's questions? • Which students are asked critical questions vs. fact level questions? • What is the T's proximity to students who are/are not engaged? • In what ways does the T make contact with students? • With whom does the teacher make contact? 	
<p>Teacher Tone and Expectations</p> <ul style="list-style-type: none"> • What words and tone of voice does T use to express expectations? • In what ways are positive intrinsic outcomes fostered? • In what ways does T communicate belief in students? • In what ways does the T redirect students to task? • How does T convey consequences of non-compliance? 	
<p>Directions</p> <ul style="list-style-type: none"> • Which students are/are not following directions? • What strategies are used to give directions? • In what ways does T check for understanding and clarification? • In what ways do students help one another? • What are students doing when they are not following directions? 	

Adapted from the work of Enid Lee.



Selective Scripting

California Induction Program Standards
Check all that apply:
 Standard 5: Pedagogy
 Standard 6: Universal Access
Equity for All Students
 Teaching English Learners
 Teaching Special Populations

Name: _____

Mentor: _____

Grade Level/Subject Area: _____ Date: _____

School: _____ Lesson Topic: _____

Content Standard: _____ Observation Focus: _____ Case Study Student(s): _____

Time	Teacher	Students

Code:

Appendix B: Pre and post observation conference questions and prompts

Pre observation conference questions and prompts

1 Using the strategies under preventions and interventions on the effective environment tool (Appendix A), how would you define your veteran teacher's practice of warm demander pedagogy? What preventions match the warm aspect of his/ her practice? What preventions or interventions match the demander aspect of his/ her practice?

2 Please choose one prevention and one intervention for your goal for this observation cycle. What would I be looking for as examples of your use of the prevention or intervention? Lets identify some look fors.

3 How can we translate your goal prevention and intervention into the strategies on the conditions for equity tool (Appendix A)? How does teacher tone and expectation for example, work as an effective prevention and convey warmth and belief in students?

4 How can we use the selective scripting tool (Appendix A) to identify your use of preventions and interventions? How would you like me to tag and code this data? How can we use the timed script with teacher and student actions to identify student engagement?

5 How are you feeling about your relationships with your students? Are the students or parents reporting anything specific in plusses and deltas that you would like to fold into your goals?

Post observation conference questions and prompts

1 How did you meet your goals today? Lets highlight my observation script together. Did I miss anything?

2 What goal did you not meet or met partially today?

3 What strategies, besides your goal prevention and intervention do you think you used today?

4 What was your sense of student response to your strategies? What did you notice about student engagement, interest and response?

5 How would this observation data collected using this tool translate to categories on another tool? Example equitable participation on the effective environment tool may look like attention to ELLs on the conditions for equity tool to timed script on student actions on the selective scripting tool (Appendix A).

Appendix C: Teacher reflection prompts for reflective dialog midway through the coaching intervention and toward the end of the coaching intervention:

1 What is different about your relationships with students? Compare your Pre intervention relationships with students with your relationships with students now.

2 How are your students adapting to the changes you have made? Do they notice anything different and comment on the difference?

3 Are you conscious about meeting your goals for this intervention or your goals as we discuss them between observations or are they more subconsciously occurring?

4 What are you doing differently with the coaching support?

5 Is the presentation framework for the assessment shifting anything in your pedagogy? How is your role changing? Is this a change resulting from the intervention or the end of year project and presentation emphasis in your classes?

Appendix D: Researcher Reflective Journal

The purpose of the Researcher Reflective Journal is to capture my impressions after each observation using the New Teacher Center's formative assessment tools (Appendix A), after pre and post observation conferences (Appendix B) and after reflective dialog with focal teachers (Appendix C). After observations, the journal will help me reflect on how effectively my focal teachers met their goals, after pre and post observation conferences, the journal will help me reflect on adjusting goals and think deeply about teacher perception of student engagement and after reflective dialog, it will help me reflect on teachers' growth in practice and in ability to reflect on practice. The following are the guiding prompts and questions for the Researcher Reflective Journal. The guiding questions will help me reflect on the impact and process aspects of my intervention. However, my Researcher Reflective Journal is not limited to reflections using these prompts and questions:

After pre observation conference

- 1 Do my focal teacher and I have a common understanding of warm demander pedagogy? What does it look like? How can I expose my focal teacher to other examples/ strategies of warm demanders?
- 2 What prompted my focal teacher's goal? What prevention or intervention is my focal teacher adopting as a goal and why?

After observation

- 1 What did my focal teacher do differently today?
- 2 How am I going to give my focal teacher warm and cool feedback?
- 3 How can I maintain a facilitative and supportive stance in my coaching?

After post observation conference

- 1 What is similar or dissimilar in my scripting and what the teacher intended or perceived as happening in his/ her class?
- 2 What feedback is my focal teacher embracing and what is he/ she pushing back on? Why?
- 3 What changes can I make to my coaching intervention based on this discussion of observation data?

After reflective dialog

- 1 How is my focal teacher growing in self- perception as a warm demander?
- 2 Am I effectively coaching my focal teacher to adopt a plan-teach- assess-reflect cycle?