THE BENEFIT OF LITERACY COACHING FOR INITIAL RESISTANCE TO IMPLEMENTATION OF A LITERACY PROGRAM FOR STRUGGLING READERS

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ABSTRACT

Elizabeth A. Cutrer: The Benefit of Literacy Coaching for Initial Resistance to Implementation of a Literacy Program for Struggling Readers
(Under the direction of Lynne Vernon-Feagans)

Literacy coaching as part of professional development models has become a successful way to enhance the instructional abilities of classroom teachers. Literacy coaching has become a key component included in state and federal literacy reform initiatives (Mraz, Kissel, Algozzine, Babb, & Foxworth, 2011) and has spread to nearly every school district in the country as a strategy for increasing early elementary classroom teacher skills in helping struggling readers who may be poor, minority, or English language learning (ELL) students (Matsumura, Garnier, Correnti, Junker, & Bickel, 2010). Inquiries on this reform topic in education are timely because of promising findings in recent studies about the effectiveness of literacy coaching for classroom teachers in helping to prevent reading failure in young children (Amendum, Vernon-Feagans, & Ginsberg, 2011; Carlisle & Berebitsky, 2011; Neuman & Cunningham, 2009; Vernon-Feagans, Kainz, Amendum, Ginsberg, Wood, & Bock, 2012).

The purpose of this embedded multi-case study was to explore and describe the interactive processes between coaches and teachers. Of particular interest was how kindergarten classroom teachers acted out initial resistance in the context of participating in a hard coaching model of literacy intervention called the TRI within rural low-wealth school settings.

Four major findings emerged from this study. TRI literacy coaches enacted coaching strategies focused within three major coaching domains (relationships-focused strategies,

processes-focused strategies, and results-focused strategies) in order to support both high-implementing and reluctant, low-implementing/initially resistant kindergarten teachers during TRI intervention. Kindergarten teacher response to strategies within the three coaching domains appeared to differ by high-implementing classroom teachers and reluctant, low-implementing teachers. The data analysis suggested further that whereas a single approach, incorporating one essential domain of coaching strategies, was sufficient for high-implementing teachers, one essential domain of coaching strategies was simply not sufficient to support reluctant, low-implementing/initially resistant teacher participants in implementing the TRI with their kindergarten students. Data analysis also revealed that in live TRI coaching sessions, literacy coaches provided a different type of support to low-implementing teachers than they provided to high-implementing teachers. Reluctant teachers who were initially resistant to the TRI also cited additional perceived barriers to literacy coaching.

This dissertation is lovingly dedicated to

Hannah Belle
Waverly Jade
Lane Gregory

and

Cadence Elizabeth

of course.

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Hast thou not known? hast thou not heard,
that the everlasting God, the LORD,
the Creator of the ends of the earth,
fainteth not, neither is weary?
There is no searching of his understanding.
He giveth power to the faint;
and to them that have no might he increaseth strength.
They that wait upon the LORD
Shall renew their strength;
they shall mount up with wings as eagles;
they shall run, and not be weary;
and they shall walk, and not faint.
For I the LORD thy God
will hold thy right hand,
saying unto thee,
Fear not; I will help thee.
Fear not: for I am with thee.

(Isaiah 40:28, 29, 31; 41:13; 43:5)

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LIST OF ABBREVIATIONS

AYP	Adequate yearly progress
CCP	Collaboration Centers Project
CFC	Content-focused coaching
DIBELS	Dynamic indicators of basic early literacy skills
EOG	End-of-grade test
GOR	Guided oral reading
IRA	International Reading Association
LC	Literacy collaborative
MSC	Multicultural school consultation
PBC	Practice-based coaching
PD	Professional development
QDA	Qualitative data analysis
RCT2	Randomized control trial, second iteration
RTI	Response to intervention
TRI	Targeted Reading Intervention

CHAPTER 1: INTRODUCTION

Literacy coaching as part of professional development models has become a successful way to enhance the instructional abilities of classroom teachers. Indeed, literacy coaching has become a key component included in state and federal literacy reform initiatives (Mraz, Kissel, Algozzine, Babb, & Foxworth, 2011) and has spread to nearly every school district in the country as a strategy for increasing early elementary classroom teacher skills in helping struggling readers who may be poor, minority, or English language learning (ELL) students (Matsumura, Garnier, Correnti, Junker, & Bickel, 2010). Inquiries centered on this reform topic in education are timely because of the promising findings in recent studies of early elementary school about the effectiveness of literacy coaching for classroom teachers in helping to prevent reading failure in children (Amendum, Vernon-Feagans, & Ginsberg, 2011; Carlisle & Berebitsky, 2011; Ippolito, 2011; Neuman & Cunningham, 2009; Vernon-Feagans, Kainz, Amendum, Ginsberg, Wood, & Bock, 2012).

The goal of the literacy coach is to deepen the classroom teacher's understanding of how students learn and to bring about improvements in classroom instruction that lead to large gains in reading for struggling readers. However, teacher change in practice is challenging (Walpole & McKenna, 2013). Following a teacher-change effort, researchers Duffy et al. (1986) bemoaned: "Getting teachers to change is difficult. They particularly resist complex, conceptual, longitudinal changes as opposed to change in management routines, or temporary changes" (p. 55).

This study sought to fill a gap in the research literature by examining how literacy coaches support classroom teachers who experience initial resistance to new ways of instructing struggling readers. By understanding the essential features of literacy coaching, and barriers to effective coaching, literacy coaches will be better able to support classroom teachers in learning effective instruction practices to help prevent reading failure in children. This chapter includes background information related to literacy coaching and initial teacher resistance. It also includes a description of the justification and significance of the study as well as a description of the study's purpose. This chapter concludes with an introduction to the primary and secondary research questions.

Literacy Coaching

Notwithstanding frequent use in the literature and gains in national attention, the term *literacy coaching* is not clearly defined (Walpole & McKenna, 2013). Deussen, Coskie, Robinson, and Autio (2007) defined literacy coaching loosely as "a more knowledgeable professional working closely with another professional to increase productivity" (p. 5). Ill-defined applications for literacy coaching can be expected given the broad definitions which allow for significant variation in implementation models both within and between schools (Poglinco & Bach, 2004; Scott, Cortina, & Carlisle, 2012; Deussen et al., 2007).

For example, some consider literacy coaching to be any type of school-based professional development delivered by reading specialists who provide the support needed to implement the specific instructional needs of classroom teachers (Neufeld & Roper, 2003; Walpole & McKenna, 2013; International Reading Association [IRA], 2004). Others describe it more narrowly, as "sustained class-based support from a qualified and knowledgeable individual who models research-based strategies and explores with teachers how to increase these practices

using the teacher's own students" (Sailors & Shanklin, 2010, p. 1). Some emphasize that it is invitational, nonevaluative, and individualized (Joyce & Showers, 2002; Knight, 2011), whereas others define literacy coaches not only as experts who work with teachers but also as those who mentor and support whole-school literacy initiatives (Walpole & Blamey, 2008).

Literacy coaches can be seasoned veteran reading specialists with advanced degrees and a wealth of coaching experiences (L'Allier, Elish-Piper, & Bean, 2010) or novice teachers who must learn the content of best literacy practices along with the job of coaching (Deussen et al., 2007; Gallucci, Van Lare, Yoon, & Boatright, 2010), work across grades or schools, (Carlisle & Berebitsky, 2011; Vernon-Feagans, Kainz, Hedrick, Ginsberg, & Amendum, 2013) or focus on one subject or grade (Garet et al., 2008). A literacy coach can be a teacher leader (Mangin, 2009; Dole, 2004) promoted from within who is influenced greatly by local school policies (Deussen et al., 2007; Matsumura, Sartoris, Bickel, & Garnier, 2009), or he or she can be assigned to the school by the state and be concerned more with district or state policies (Al Otaiba, Hosp, Smartt, & Dole, 2008). A literacy coach can be burdened with a heavy coaching load in addition to classroom teaching (Denton et al., 2003), or can have no teacher load at all (Neumerski, 2012). Not only do researchers describe the purpose of coaching differently, but coaches also vary in the ways they define themselves and their roles (Dole, 2004; Matsumura, Garnier, & Resnick, 2010).

Deussen et al. (2007) identified five types of literacy coaches: (a) data-oriented, (b) student-oriented, (c) managerial, (d) teacher-oriented group, and (e) teacher-oriented individual. Even though each type of literacy coach can have similar assignments, each has different orientations. Data-oriented coaches primarily analyze student assessment data and support teachers in making informed instructional decisions. Student-oriented coaches spend the

majority of their time providing direct reading services to students. Managerial coaches organize and plan meetings to provide resources that ensure the reading program at the school is running effectively. Teacher-oriented coaches, whether group or individual, scaffold teachers to improve instructional practices.

On the other hand, McKenna & Walpole (2013) based the definition of a literacy coach on the International Reading Association's literacy coaching standards and describe a literacy coach as a reading specialist who enacts six different roles: (a) learner, (b) grant writer, (c) curriculum expert, (d) school-level planner, (e) researcher, and (d) teacher.

Some researchers suggest literacy coaches should collaboratively interact with teachers through reflective dialogue to improve professional practices (Knight, 2007). Another group of researchers call for a prescriptive process of the coach modeling, coteaching, observing, and providing formative feedback based on clearly established coaching goals (Matsumura et al., 2009).

The above-mentioned variances in literacy coaching models and coaching components can be problematic for school districts and challenging for classroom teachers (Neumerski, 2012). For example, research suggests that struggling readers in early elementary school can be helped by specific focused intervention (Morris, Tyner, & Perney, 2000; Pressley et al., 2001; Slavin, 2004). Historically, most of these interventions have utilized specialized teachers such as literacy specialists, trained tutors, or special education teachers to implement the intervention to improve the reading of struggling readers (Mraz et al., 2011). This type of intervention delivery is described in Deussen et al. (2007) as student-oriented literacy coaching. Classroom teachers who understand a student-oriented model of literacy coaching send their struggling readers out to other specialized teachers to teach. This model of literacy coaching can result in classroom

teachers not feeling responsible for or successful with instructing children who struggle with reading (Mraz et al., 2011; Neumerski, 2012). Interventions that are delivered in the early elementary regular classroom by the classroom teacher to the struggling reader are few in number and call for a different model of literacy coaching (Amendum et al., 2011; Deussen et al., 2007; Vernon-Feagans et al., 2013). When teachers are overwhelmed by classrooms filled with students with increasingly diverse needs and feel unprepared to teach struggling readers, attempting to understand an unfamiliar coaching model can result in initial teacher resistance (Ganske, Monroe, & Strickland, 2003; Mraz et al., 2011). In other words, it may be natural for early elementary classroom teachers who are familiar with the student-oriented model of literacy coaching to feel a bit resistant about switching to a different model of literacy coaching to implement an intervention with struggling readers when their regular classroom instruction practices have already proven unsuccessful.

Resistance by the Classroom Teacher

One of the challenges in providing effective classroom teacher professional development that leads to sustained teacher-improved instruction is finding ways to help teachers develop a readiness and capacity to overcome initial resistance to new ways of instruction and make lasting improvements in their teaching of reading (Carlisle & Berebitsky, 2011). The issue of classroom teacher resistance to education change in schools and how to get teachers more involved in change efforts is often at the heart of discussions between teachers, teacher leaders, and teacher educators (Sannino, 2010). For the clarity of this dissertation study, the term *resistance* is used to define any overt or covert thought, belief, or action by the classroom teacher such that it interferes with the transference of literacy knowledge by the literacy coach to the classroom teacher or interrupts the classroom teacher in implementation of literacy coaching components

(adapted from Gorges, Elliott, and Kettler, 2004). Kindergarten classroom teacher participants in this study who experienced initial resistance will be hereafter referred to as low implementers. Kindergarten classroom teacher participants who did not experience initial resistance will be hereafter referred to as high implementers. Descriptors of low- and high-implementing kindergarten classroom teacher participants will be discussed fully in Chapter 3.

Simply providing workshops for classroom teachers with up-to-date research about reading and reading instruction has been shown to be ineffective in changing teacher practice (Desimone, 2009). When teachers are pressured to change, they often respond negatively, claiming that administrators introduce interventions without understanding individual classroom or teacher needs (Fullan, 2007). Professional development for classroom teachers that is more likely to effect changes in instruction must be guided by adult theory and include essential intervention components with demonstrated effectiveness that are job-embedded, ongoing, differentiated, and linked to teachers' daily experiences in content and context (Hill & Cohen, 2005; Kise, 2006). Literacy coaching becomes more likely to be supportive of teachers who experience initial resistance when professional development is delivered in highly engaged, small group initial training sessions and in the teacher's context where the teacher practices instruction in schools and classrooms (Neuman & Cunningham, 2010; Collet, 2012). McKenna and Walpole (2013) argue that literacy coaches have a responsibility to study a new set of skills in order to master the nuances of effectively delivering professional development to teachers as adult learners.

Current literature highlights literacy coaching as an effective professional development tool for classroom teachers that meets the criteria of being job-embedded, ongoing, differentiated, and linked to teachers' daily experiences in content and context (Bean, Draper,

Hall, Vandermolen, & Zigmond, 2010). However, given the evidence that the success of teacher change efforts that adopt a coaching model often hinge on the quality of the coach, many researchers are now asking what the most essential qualities of a literacy coach are and what the most effective components of literacy coaching are for the professional development of classroom teachers resulting in student achievement (Poglinco & Bach, 2004).

Justification and Significance of the Study

Understanding teacher resistance to literacy coaching is consequential because researchers contend that resistance is an almost unavoidable presence in professional development and that teachers particularly resist complex, collaborative, conceptual changes such as those advocated in many literacy coaching models (Musanti & Pence, 2010; Richardson, 1990). To maximize outcomes for children, professional development interventions must ensure teacher amenability and participation in implementing intervention components (Diamond & Powell, 2011). Experimental studies show clearly that effective research-based literacy interventions have no effect on child outcomes when the quality of implementation is low, such as when teachers are resisting (Downer et al., 2011).

The study of teacher resistance has not gained substantial attention from researchers, despite data that shows that teacher resistance to literacy coaching is the number one concern expressed by literacy coaches (Deussen et al., 2007; McKenna & Walpole, 2008; Toll, 2005). Literacy coaches often find themselves in awkward positions because at the same time they are working to support teachers' learning, they are also responsible for getting the teachers to implement with fidelity specific interventions that are advocated by school and district leadership (Ippolito, 2010). Understanding teacher resistance will help develop literacy coach training pedagogies that support coaches in these types of dilemmas.

Additionally, teachers who resist often experience professional isolation that may result in classroom teachers leaving their schools or profession (Achinstein & Ogawa, 2006). Teacher attrition can be particularly challenging in low-wealth rural schools that struggle with recruiting and retaining effective teachers because of fewer resources and geographic isolation (Burton & Johnson, 2010; Lee & Burkam, 2002; Provasnik et al., 2007). Thus, it is important to understand ways to support classroom teachers through initial resistance to new ways of instruction.

Statement of Purpose

The purpose of this dissertation was to explore effective ways literacy coaches support classroom teachers who experience initial resistance to implementing the Targeted Reading Intervention (TRI). The TRI was a literacy intervention that required classroom teachers in kindergarten and first grade to instruct struggling readers in daily 15-minute one-on-one sessions with weekly webcam coaching from a trained literacy coach. More specifically, the TRI was a Tier Two early literacy coaching intervention that focused on raising the capacity of teachers assigned to treatment classrooms in low-wealth rural schools to effectively instruct identified struggling readers in the regular classroom (Vernon-Feagans et al., 2013). The TRI project was initially funded when Dr. Lynne Vernon-Feagans and Dr. Tom Farmer received a combination goal-two development and goal-three efficacy grant (R305A100654) through collaboration with the National Research Center on Rural Education Support. Dr. Vernon-Feagans, with support from Dr. Marnie Ginsberg and Dr. Steve Amendum, used the funds to create the TRI. In the original TRI study, literacy coaches supported treatment teachers in working with students who were identified as struggling readers on a daily basis. TRI literacy coaches also provided classroom teachers professional development opportunities through multi-day literacy institutes, weekly coaching sessions, ongoing workshops, and team meetings. In the TRI, literacy coaches

collaboratively engaged treatment teachers in regularly using diagnostic maps and intervention checklists to help classroom teachers set reading goals for their students in the study. The focus in this study was for literacy coaches to scaffold the teachers' ability to match learned evidence-based practices to individual students' specific needs so that the struggling reader would actually catch up to nonstruggling peers (Vernon-Feagans et al., 2013). Results from the original iteration of the TRI were positive and included effect sizes ranging from .4 to .7 for struggling readers. A surprising finding from the original TRI study was that nonstruggling readers also made reading gains, with effect sizes of .3 to .4 over one year (Amendum et al., 2011). The findings from the original iteration of the TRI led to a goal-three efficacy grant that continued to support research on the TRI. This latest iteration of the TRI (hereafter referred to as TRI-RCT2) described a randomized control trial study involving rural kindergarten and first grade teachers in low-wealth schools implementing the TRI via webcam technology over the course of two years.

This dissertation study was grounded in the TRI-RCT2 study. It is important to understand that the TRI-RCT2 was heavily promoted by school district leadership staff with no option for a teacher who was assigned to the intervention condition to opt out of the program. (A more thorough description of TRI-RCT2 will be offered in Chapter 3. Although many of the teachers in the TRI-RCT2 study implemented the intervention with fidelity, there was a group of teachers who steadfastly resisted initial implementation. All of the resisting teachers taught at schools alongside teachers who were high implementers of the intervention. Understanding how literacy coaches successfully supported classroom teachers who experienced initial resistance to intervention implementation can contribute to the knowledge base to inform best practices in literacy coach preparation programs. In other words, results can provide information about

essential coach qualities as well as components of literacy coaching pedagogies that will prove useful in implementing literacy coaching effectively.

Research Questions

The primary research question was grounded in the context of low-wealth rural schools and was as follows:

- How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers?

The secondary research questions were:

- In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation?
    - How do these essential features of literacy coaching differ by high and low classroom teacher implementers?
- What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

Summary

This chapter introduced the topic of this dissertation study by including a brief description of literacy coaching as well as teacher resistance to new methods of instruction. Justification for the study was reported and the significance of this study to the field of education was described. Next, the statement of purpose of the study was described and the research questions were introduced, seeking to understand how literacy coaches support kindergarten classroom teachers who experience initial resistance to TRI implementation with their struggling readers. Chapter 2 presents a review of the current research literature, starting with a more

thorough definition of the term *literacy coaching*. The literature review also provides a connection between literacy coaching and effective professional development for adult learners. Additionally, the literature review provides information on literacy coaching in the unique context of low-wealth rural schools. Further, the literature review includes a description of barriers to literacy coaching in rural schools. Next, the literature review provides a more thorough definition of teacher resistance, including instances of overt and covert resistance, and then introduces a review of many of the known causes for teacher resistance. After causes of teacher resistance are reviewed, further information about hard and soft coaching is presented in table format (Table 1) to help the reader distinguish between characteristics of hard and soft coaching models. The literature review includes a discussion of the three major approaches to reduce teacher resistance. These approaches are illustrated in model form in Figure 1. The conclusion presents a summary of major themes and ends with a review of the dissertation research questions.

CHAPTER 2: REVIEW OF THE LITERATURE

Currently literacy coaching has been found to be an effective part of a professional development model with great capacity for providing meaningful professional development in the authentic, everyday contexts of classroom teachers (Mraz et al., 2011). Indeed, districts across the country have invested in literacy coaches in the hope of improving classroom teacher quality and student achievement. Investigating the phenomenon of coach-based professional development has become especially important given evidence that literacy coaching can be a powerful lever for improved classroom teaching leading to student reading gains in comparison to stand-alone school workshops, webinars, and other forms of classroom teacher professional development (Biancarosa, Bryk, & Dexter, 2010; Matsumura, Garnier, Correnti, et al., 2010).

This review provides background information on literacy coaching as well as literacy coaching's often misunderstood companion, teacher resistance. First a definition of literacy coaching will be offered. Then a discussion on the origins of literacy coaching and its emergence as an effective adult professional development tool will follow. Finally, an overview of how literacy coaching fits into implementation science will be presented.

Literacy Coaching

Definition of literacy coaching. Literacy coaching as a professional development model frames learning as a social interaction, coconstructed with a more *expert other* who models and assists performance in authentic activities (Poglinco & Bach, 2004). For the purposes of this study, the term *literacy coaching* will be defined as a combination of what a literacy coach *is* and

what a literacy coach ought to be able to *do* with adult learners. According to the International Reading Association, a literacy coach is a reading specialist who focuses on providing professional development for teachers by giving them the additional support needed to implement various instructional programs and practices (IRA, 2004). Koh and Neuman (2006) summarized further what a literacy coach should be able to do. They posited that a literacy coach should create opportunities for adult learners to receive support and encouragement in order to fine-tune skills or strategies through technical feedback and assistance, analyze practices and decision making at a conscious level, adapt or generalize skills or strategies by considering what is needed to facilitate particular outcomes, and reflect on what they perceive or how they make decisions.

Literacy coaching as an effective professional development model for teachers as adult learners. Literacy coaching as a professional development model emerged in the 1980s in response to federal and state pressures for school districts to bring about professional development that would transform teachers' knowledge and skill to improve student achievement (Knight, 2007; Matsumura et al., 2009; Showers & Joyce, 1996; Walpole & McKenna, 2013).

The popularity of literacy coaching has steadily increased since the 1980s. Literacy coaching has now gained national attention as a tool to provide professional development to adults that is job-embedded, ongoing, directly related to the challenges teachers face in the classroom each day, and provided by people familiar with the context of the teachers' work (Deussen et al., 2007; Matsumura et al., 2009; Neumerski, 2012). Surprisingly, while experts and professional organizations in the field of reading have offered guidelines regarding who should serve in the role of coach, including, for example, competencies needed for effective

coaching (Bean et al., 2010; IRA, 2004; Walpole & McKenna, 2013), there is very little guidance regarding the structure and core features of the professional development activities that involve literacy coaches. Documents that do offer guidance typically offer guidance at the most general level (IRA, 2004; Scott et al., 2012). The literacy coaching literature, however, suggests that coaches who incorporate adult learning methods into professional development sessions are more effective and are more likely to have optimal positive results (Collet, 2012; L'Allier et al., 2010; Poglinco & Bach, 2004; Steckel, 2009; Trivette, Dunst, Hamby, & O'Herin, 2009). Regarding literacy coaching and adult learning, McKenna and Walpole (2008) explain that professional development with adults differs markedly from educating children. These differences suggest that coaching teachers requires strategies that differ from those used with children. Literacy coaches are first and foremost adult educators (L'Allier et al., 2010).

Understanding of the needs of classroom teachers as adult learners is vital for effective literacy coaching. Literacy coaches will not be able to maximize their roles without deliberate attention to understanding how to structure the work of coaching so that classroom teachers, and ultimately students, benefit from the potential of coaching as a tool for instructional reform (Biancarosa et al., 2010; Matsumura, Garnier, & Resnick, 2010).

Being an effective classroom teacher is no guarantee that one will also be an effective literacy coach (Poglinco & Bach, 2004). The problem seems to be that most literacy coaches are excellent classroom teachers who started their literacy coaching work by building expertise in content related to the literacy intervention instead of preparing for adult learner needs (Al Otaiba et al., 2008; Deussen, et al., 2007; Gallucci et al., 2010). Even veteran coach trainers Michael McKenna and Sharon Walpole (2008) admitted:

> We began our work coaching coaches without really grounding it in adult learning theory. We planned our interactions to be coherent sage-on-the-stage shows, with

> relatively little understanding of the needs of our audience, their backgrounds, or their own potential to contribute important ideas. No wonder implementation was slow and/or off base; we simply had not met the needs of our learners. (p. 17)

Literacy coaches may have a deep understanding of effective literacy intervention practices to accelerate struggling readers, but if they do not understand how to cogently train classroom teachers in those practices, their coaching efforts could become dissuasive. "No intervention practice, no matter what its evidence base, is likely to be learned and adopted if the methods and strategies used to teach or train students, practitioners, parents, or others are not themselves effective" (Dunst & Trivette, 2009, p. 164).

Literacy coaches must be able to separate the thing being coached from the skill it takes to coach it. In other words, to be successful, literacy coaches must have specialized knowledge that goes beyond just knowing how to teach reading well; they must also understand how to work effectively with adults (L'Allier et al., 2010).

Literacy coaching as part of an implementation science model. Fixsen, Blase, Metz, and Van Dyke (2013) propose that effective interventions and effective implementation are equal contributors to students' outcomes. Within an Active Implementation framework, researchers have suggested three categories of implementation drivers that influence the successful and sustainable implementation of particular interventions and innovations (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The three implementation drivers are Competency, Organization, and Leadership. Competency drivers are mechanisms to develop, improve, and sustain one's ability to implement an intervention as intended in order to benefit students. Organization drivers are mechanisms used to intentionally develop the supports and infrastructures needed to create a hospitable environment for new interventions. Leadership drivers focus on providing the right leadership strategies for different types of leadership challenges such as making

decisions, providing guidance, and supporting organization functioning (Blasé et al., 2005; Fixsen et al., 2005). Coaching falls within the competency organizational driver (see Figure 1) and is defined as "regular, embedded professional development designed to help teachers and staff use the program or innovation as intended."

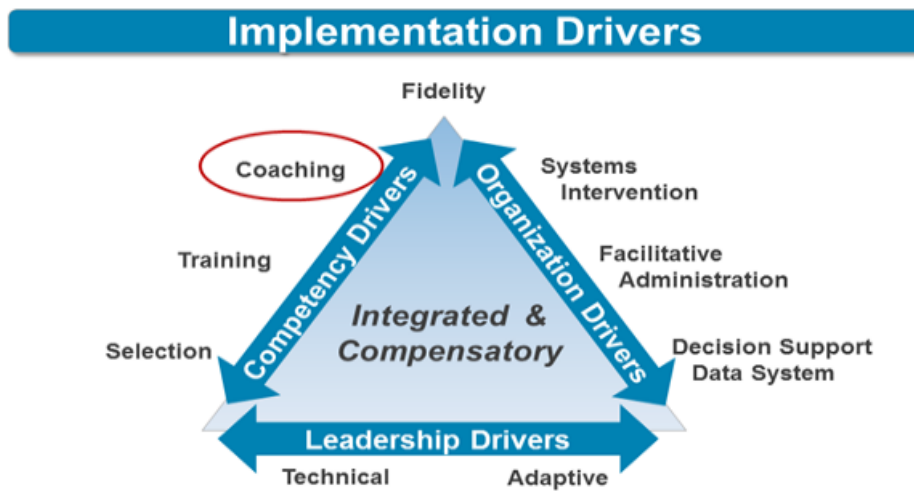

Figure 1. Implementation drivers.

Collectively, these drivers are the key components of capacity and the infrastructure supports that enable implementation and intervention success.

Literacy in the Context of Rural Low-Wealth Schools

Perhaps the context that is most needful of literacy coaches who understand how to support classroom teachers to implement effective professional development for adult learners is in the low-wealth rural school setting. The aim of literacy coaching is to help teachers help struggling readers. The context of this study was situated in rural low-wealth schools. An overview of the particular plight of struggling readers in rural school settings will be provided below. Following the discussion of the plight of struggling readers, teacher characteristics and

specific barriers to literacy coaching in low-wealth rural schools will be explored.

Plight of struggling readers in rural school settings. High percentages of children living in the United States cannot read. Alarmingly, more than one-third of students across the nation fail to achieve basic reading skills by the time they reach the fourth grade (Al Otaiba, Connor, Folsom, & Greulich, 2011). Connor et al. (2011) explain the consequences of children failing to learn to read:

> Increasingly, research demonstrates that students who are unable to read are more likely to become frustrated, overwhelmed, or disinterested, with clear consequences for their engagement in learning and their future success in schools. . . . Moreover, reading difficulties have long-term implications for children's well-being, including grade retention, referral to special education, dropping out of high school, and entering the juvenile criminal justice system. (p. 174)

Disturbingly, many children living in rural districts appear to be most at risk for reading difficulties (Snow, Burns, and Griffin, 1998; Vernon-Feagans et al., 2009). Reading failure is more prevalent for rural children from low-wealth communities who come to school with lower readiness skills than other children due in part to the disproportionately higher poverty levels in rural verses urban or other areas in the country (Lee & Burkham, 2002). In fact, upwards of 60% of minority children who live in poverty fail to learn to read (Connor et al., 2011). Vernon-Feagans et al. (2012) explain the importance of understanding the impact of poverty on children in rural schools this way:

> Poverty is the most potent predictor of school success, even greater than mother education, two-parent families, and a host of other demographic variables. . . . It is important to understand the context of schooling in these low-wealth rural communities as well as develop and evaluate school programs that may be effective for children in the context of poverty. (p. 2)

Lack of teacher knowledge and efficacy in reading in rural school settings. To mitigate the effects of poverty on student reading outcomes, it is particularly important for children in poor rural districts to be provided with powerful instruction in reading.

Unfortunately, many low-wealth rural schools are characterized by high percentages of teachers who are not well prepared to provide high-quality instruction (Darling-Hammond, 2004). Classroom teachers in poor rural areas have limited access to enhanced professional development that builds teacher capacity, resulting in less effective teaching practices (Amendum et al., 2011; Coburn, 2012).

Professional development for classroom teachers to improve teacher knowledge and beliefs about teaching can be a controversial topic. Traditionally, professional development programs that have aimed to improve classroom teacher knowledge have often failed to result in changes in practices or lead to gains in child outcomes (Garet et al., 2008; Risko et al., 2008). On the other hand, research suggests that classroom teachers who provide explicit, systematic instruction in phoneme awareness and orthographic principles are more effective in teaching struggling readers (Foorman & Moats, 2004). As a result, literacy researchers are beginning to clarify the knowledge classroom teachers need to know in order to teach reading effectively (Brady et al., 2009).

Professional development opportunities that improve teacher knowledge are a salient topic in rural settings. Rural principals report that opportunities for up-to-date professional development for their teachers are often cited as a deciding factor in teacher retention in rural schools (Haar, 2007; Malloy & Allen; 2007).

Also, teacher professional knowledge is acutely tied to teachers' views of the extent to which their instruction can make a difference for the students they teach (Ross & Bruce, 2007). Researchers have found that teacher efficacy in reading is a predictor of teacher behaviors that foster student achievement in reading (Woolfolk & Hoy, 1990). There appears to be a close relationship between teacher self-efficacy and teacher expectations of students. In other words,

teachers who believe they will not be successful in teaching students to read have low expectations for their students' progress in reading (Carlisle & Berebitsky, 2011).

Barriers to literacy coaching in the rural setting. The effects of rural school poverty on children and teachers can be particularly challenging for literacy coaches, considering that small, more insulated schools serving low-income children have a poorer tax base translating to fewer school resources, smaller numbers of teachers, lower pay for teachers, and less educated teachers (Burton & Johnson, 2010; Lee & Burkam, 2002; Vernon-Feagans et al., 2013). When student scores are low, rural principals often rush to implement interventions without well thought out implementation plans (Mangin, 2009). Teachers can get caught in the crossfire and feel overwhelmed, as the following rural teacher alludes to when interviewed for a local newspaper about her feelings toward an intervention using literacy coaching as professional development: "I'll be honest. At first, I was against it. . . . I didn't see how I was going to pack something else into the school day" (Shaw, 2013).

Other barriers to literacy coaching in high-poverty rural communities are the challenges of geographic isolation and low-population density, which can lead to less ready access to up-to-date teacher training (Amendum et al., 2011). When low-wealth rural schools with a limited tax base endeavor to provide onsite literacy coaches to their teachers, the financial barrier is many times too difficult to overcome (Powell, Diamond, & Koehler, 2010; Rock, Zigmond, Gregg, & Gable, 2011).

Teachers in rural areas having less access to up-to-date professional development training options such as literacy coaching can result in less effective instruction. Less effective teacher instruction of students results in student failure in learning. For example, researchers with the Carolina Abcedarian project found that poor children, even those with high abilities, were often

marked by teachers and placed in lower ability groups receiving less complex lessons than their higher grouped peers. Of more concern however, was the resulting sense of hopelessness felt from some of the children in the study. Vernon-Feagans (1996) wrote, “Even by the beginning of kindergarten our children were projecting failure for themselves in school. There appeared to be a hopelessness about their future school prospects, even though they wanted to do well” (p. 218). It is of little wonder that one of the older rural community boys summed up the schooling experience to a young kindergartener in the project this way: “See, Melvin, you stop likin’ to go to school when you get there” (p. 205).

Fewer resources for teachers can also result in teachers feeling overwhelmed with teaching loads without supportive assistance in the classroom (Denton, Hasbrouck, and Sekaquaptewa, 2003). With declining populations, low-wealth rural schools tend to be disproportionately affected by teacher shortages (Burton & Johnson, 2010). Fewer resources of support for rural teachers is a barrier for literacy coaches because this can cause teachers to feel conflict toward coaching initiatives and result in teacher resistance (Mraz et al., 2011).

This dissertation study was grounded in the context of low-wealth rural schools. The challenges of struggling readers, lack of teacher knowledge and efficacy, and barriers to effective professional development in rural low-wealth schools have been discussed. Resistance to literacy coaching was introduced as one of the barriers to effective professional development in rural school settings. The researcher will offer a definition of resistance and examine classroom teacher resistance to literacy coaching more fully, followed by a discussion of the causes of teacher resistance to literacy coaching. Finally, three approaches to lessen and eliminate classroom teacher resistance will be discussed.

Resistance to Literacy Coaching

The issue of resistance to education change in schools is yet another barrier to successful literacy coaching. How to get teachers more involved in change efforts is often at the heart of discussions between teachers, teacher leaders, and teacher educators (Sannino, 2010).

For the clarity of this review, the term *resistance* will be used to define any overt or covert thought, belief, or action by the classroom teacher such that it interferes with the transference of literacy knowledge by the literacy coach to the classroom teacher or interrupts the classroom teacher in implementation of literacy coaching components (adapted from Gorges et al., 2004). Resistance is manifested in two varieties: overt resistance and subtle resistance. Overt teacher resistance can be instantiated in many forms of overt antagonistic pushback consisting of statements such as "I can't" or "I won't," while subtle resistance includes passive avoidance of the coach and often consists of statements that indicate hopelessness or defeatism (Gorges, et al., 2004). Among other evidences, resistance can be manifested in the amount of time a teacher makes available to the coach (Atteberry & Bryk, 2010) or resonated by the "yes, but" attitudes voiced by teachers threatened by change (McKenna & Walpole, 2008).

The study of teacher resistance to literacy coaching is important. Even though significant financial resources have been pooled to develop coaching positions (Neuman & Cunningham, 2009; Deussen et al., 2007; Neumerski, 2012), and the concept of literacy coaching as an effective model of change for adult learners has been heralded in districts and schools (Biancarosa et al., 2010; Matsumura, Garnier, & Resnick, 2010), some classroom teachers continue to resist this form of teacher professional development (Knight, 2009).

Classroom teachers traditionally sent their struggling readers out to other specialized teachers such as literacy specialists, trained tutors, or special education teachers to teach them. This often resulted in classroom teachers not feeling responsible for, or not feeling successful

with, instructing children who struggled with reading. In a recent North Carolina study, Mraz et al. (2011) explored perceptions of principals, teachers, and coaches on effective literacy coaching. Researchers found that teachers overwhelmingly felt coaches should serve as the pull-out instructor to students, whereas principals overwhelmingly shared the opposite view (Mraz et al., 2011). One of the reasons that teaching struggling readers in the regular classroom often meets with such resistance from teachers is that it calls for an additional shift in how teachers view their roles with low-achieving students. That is, asking teachers to work with struggling readers in the regular classroom communicates to teachers the need for improving their classroom teaching for all students instead of sending underperforming students out to be "fixed" by a reading specialist (Dole, 2004; Mangin, 2009). This can be a particularly overwhelming problem for classroom teachers in rural districts who typically have fewer opportunities for professional development in how to teach underperforming students to read (Amendum et al., 2011).

Classroom teacher resistance to literacy coaching can have many causes. Seven causes of teacher resistance will be discussed in this section: (a) lack of clarity on how literacy coaches spend their time, (b) teachers' confusion over literacy coaches as evaluators, (c) teachers' past negative experiences with professional development, (d) lack of administrative support, (e) incorporating hard coaching models, (f) the challenge of cross-cultural coaching, and (g) outdated norms of teaching and practice.

The lack of clarity on how literacy coaches spend their time can lead to teacher resistance. Lack of clarity on the roles of literacy coaches, and specifically on how they spend their time, causes resistance in teachers. Current analyses denote that literacy coaches vary widely in how they spend their time, even when trained in specific roles as part of well-defined

literacy coaching models, spending as little as 4% of their time in effective coaching work with teachers (Atteberry & Bryk, 2011; Biancarosa et al., 2010). Instead, literacy coaches get bogged down in a multitude of responsibilities, organizing materials, analyzing data, and managing activities (Bean et al., 2010; Deussen et al., 2007; Walpole & Blamey, 2008). In their study, Al Otaiba et al. (2008) shared that one of the challenges they faced was resistance from teachers who resented how the literacy coach spent her time. Teachers understand that their instructional workload intensifies by the implementation of a new intervention. Such intensification perpetuates teacher resistance when teachers are unclear on how coaches spend their time (Dworkin, 1997). The impact of literacy coaches spending less time with teachers can be a particular barrier to rural teachers who often teach in schools that are chronically understaffed (Burton & Johnson, 2010).

Teachers' confusion over literacy coaches as evaluators can lead to teacher resistance. Some researchers submitted that the practices and policies as part of the accountability movement have resulted in a deficit model of professional development for teachers. They further suggested that this deficit model of professional development reinforces the idea that teachers are observed only to be evaluated and ultimately controlled (Musanti & Pence, 2010). With this deficit view of professional development in mind, it is easy to understand why teachers resist literacy coaching when they are uncertain if the literacy coach serves as an evaluator. Teachers have long been convenient scapegoats for reformers and administrators (Sarason, 1971).

For example, in a study by Mraz et al. (2011), researchers found a consistent theme that teachers feared literacy coaches functioned in an evaluative capacity and were reluctant to seek advice from the coach. Resistant teachers may begin to feel threatened. Their acceptance of a

different form of professional development such as literacy coaching could be affected by perceived threats to their expertise and proven abilities, and their belief that they lack the knowledge or skills to implement the change successfully (Zimmerman, 2006).

This finding is similar to that in the Collaboration Centers Project (CCP) study in which teachers resisted public analysis of each other's practice, perceiving it as threatening and evaluative (Musanti & Pence, 2010). Even though creators of the CCP sought to build a collaborative model of professional development where teachers felt empowered, researchers found teachers were resistant to share openly, based on the assumption that professional development was provided to make up for what teachers lacked (Musanti & Pence, 2010). These studies show there is an increasing number of reading initiatives at the local state and federal level that specifically target reading instruction (Coburn & Woulfin, 2012; Matsumara, Garnier, Correnti, et al., 2010). One of the chief strategies employed by stakeholders to accomplish their reading goals is literacy coaching. However, teachers raise an important question: What is the role of literacy coaches in the relationship between the stakeholders' reading policies and teachers' classroom practice? When teachers view this role as that of evaluator, they resist (Coburn & Woulfin, 2012).

Teachers' past negative experiences with professional development can lead to teacher resistance. How teachers view professional development in schools is directly related to how they have experienced professional development efforts in the past (Knight, 2009). According to Desimone (2009), professional development is more effective with adult learners when it is coherent and consistent with local, district, and state reform efforts, and when it is of a sufficient duration to meet the needs of teachers. Unclear and inconsistent district and state policies related to professional development such as literacy coaching, as well as lack of

understanding of implementation protocols in school reform efforts, cause interruptions in coherence and duration (Atteberry & Bryk, 2010; Deussen et al., 2007; Mangin, 2011; Fixsen et al., 2005). For example, a particularly destructive pattern that results in resistance is what Knight (2009) calls the "attempt, attack, abandon cycle of professional development." During this cycle, a new professional development practice is introduced to the school with very little support to help teachers try the new practice. Many teachers never try it. A few teachers *attempt* it but do so poorly. Because it is implemented poorly and before it has had enough time to be fully executed, individuals in the school begin to criticize or *attack* the new practice. This results in more teachers refusing to try the practice and impacts the will of those who are implementing to stick with it. Eventually, though, the new practice is never implemented well and is inevitably labeled as unsuccessful and eventually *abandoned,* only to have another new program or practice take its place to be pulled into the same cycle (Knight, 2009).

Lack of administrative support can lead to teacher resistance. Lack of administrators' support of teachers in implementing professional development such as literacy coaching has been shown to lead to teacher resistance (Matsumura, Garnier, Correnti, et al., 2010; Poglinco & Bach, 2004). Through ongoing resistance research, Kanpol (1988, 1989, 1991, 1993) found that when teachers do not trust administrators or perceive that school policies are unfair, unsubstantiated, or even a waste of time, they engage in resistant behaviors.

Lack of administrative support can take additional forms such as lack of support in time, funds, materials, and training (Vetter, 2010). Researchers at the Kansas Coaching Project found that teachers who took part in professional development activities such as stand-alone workshops with no follow-up support were unlikely to implement a new practice successfully (Knight & Cornett, 2009).

Further, researchers have found that asking teachers to implement new practices without supportive and effective professional development to do so can actually decrease implementation, creating what is called an “ironic process.” An ironic process is a process that causes an outcome that is the exact opposite of what the original practice was meant to produce (Knight, 2009). For example, a study tested the potency of different sources of self-efficacy beliefs toward implementation of a new reading practice. Teachers were assigned to one of four treatments. Treatment one teachers received the information in a stand-alone one-time workshop lecture format. Treatment two teachers received treatment one, plus they observed the presenter modeling the new learning with a group of students. Treatment three teachers received treatments one and two, plus they were allowed an additional time to practice the new learning in groups. Treatment four teachers received treatments one, two, and three, plus they were supported by follow-up coaching in the new reading practice. Results indicated that the professional development format that included follow-up coaching had the strongest effect on self-efficacy beliefs for reading instruction as well as for implementation of the new strategy. Researchers also discovered a surprising finding that the teachers who participated in treatments two (workshop plus observation of presenter modeling with students) and three (workshop plus observation of presenter modeling with students and a practice session of the new practice with no follow-up coach support) actually decreased in their self-efficacy for reading instruction (Tschannen-Moran & McMaster, 2010). In discussing this surprising finding, the authors of the study wrote, “Without coaching to assist teachers in the implementation of the new skill, a significant proportion of teachers were left feeling more inadequate than they had before” (p. 241). This finding is important to help literacy coaches understand how the lack of sufficient support deepens teacher resistance (Vetter, 2010).

Incorporating hard coaching models can lead to teacher resistance. Walpole and McKenna (2013) compared the various models of coaching iterations to a geology scale used to measure hardness in rocks (see Table 1 below). At one end is what they labeled soft models of coaching. Soft coaching is defined as coaching that is based on unobtrusive coaching practices. In soft coaching, goal setting can be limited. In soft coaching, goals are typically focused on improving classroom instruction based on what the teacher feels is needed and may not be based on proven research (Walpole and McKenna, 2013). Soft models engage teachers in nonthreatening and nonconfrontational ways wherein the literacy coach often refrains from giving feedback but facilitates the self-directed learning of teachers where teachers have the last word. Examples of soft coaching are (a) mentoring of new teachers, (b) cognitive coaching, and (c) peer coaching (McKenna & Walpole, 2008). Soft coaching models usually involve teacher choice to be involved in implementing an intervention.

On the other end of the scale are the hard models of literacy coaching. Hard coaching is defined by coaching that assumes the current practices at the school related to literacy are responsible for low achievement and must be adjusted or replaced by new practices. Hard coaching models are characterized by coaching cycles with targeted, specific learning outcomes based on implementation of evidence-based practices (Elish-Piper & L'Allier, 2010; Fox, Hemmeter, Snyder, Binder, & Clarke, 2011; Walpole & McKenna, 2013). In hard coaching, goals based on diagnostic assessment are set in advance, and teacher progress toward meeting learning goals is tracked over time (Elish-Piper & L'Allier, 2010; Fox et al., 2011; Walpole & McKenna, 2013). Hard coaching models are typically implemented at underachieving schools and mandated by the school, district, or state with little teacher input. While hard coaching models may allow teachers to help decide when or where they will implement the model, hard

coaching rarely allows classroom teachers to choose whether or not they will be part of the program (Walpole & McKenna, 2013). Research reports that hard coaching models that use up-front goal setting are more likely to result in substantive achievement gains in students and teachers (Biancarosa et al., 2010; Carlisle & Berebitsky, 2011; Fox et al., 2011; Matsumura, Garnier, & Resnick, 2010; Neuman & Cunningham, 2009; Shidler, 2009, Vernon-Feagans et al., 2013). Even so, hard up-front coaching models can be intrusive, limit teacher choice, and often result in initial teacher resistance upon implementation (McKenna & Walpole, 2008).

Table 1

Hard and Soft Coaching Models

Descriptors	Soft Coaching Model	Hard Coaching Model
Characteristics:	▪ Engages teachers in nonthreatening and nonconfrontational ways ▪ Coach feedback is limited ▪ Learning is self-directed by the teacher and facilitated by the coach ▪ Goal setting is shared between the teacher and the coach and is often based on teacher instructional practices rather than outcomes ▪ Coaching is invited by the teacher rather than mandated by administration ▪ Teachers have final choice	▪ Typically mandated at underachieving school's district or state policy ▪ Limited initial teacher choice ▪ Includes goals based on diagnostic assessments linked to targeted outcomes ▪ Incorporates cohesive multistep literacy cycles ▪ Incorporates evidence-based practices ▪ Incorporates formal processes for observations and coach feedback
Benefits:	▪ Allows for teacher autonomy ▪ Allows for teacher choice ▪ Encourages collegiality and teacher buy-in	▪ Linked to student and teacher achievement gains

Challenges:	▪ Limited link to student or teacher achievement gains ▪ May or may not include goal setting ▪ Goals may not be linked to evidence-based practices	▪ Can be intrusive ▪ Limits initial teacher choice ▪ Often results in initial teacher resistance ▪ May not be appropriate for every school
Examples:	▪ New teacher mentoring ▪ Cognitive coaching ▪ Peer coaching	▪ Content-focused coaching ▪ Literacy collaborative ▪ Practice-based coaching ▪ Targeted Reading Intervention

Note. Adapted from McKenna & Walpole, 2008.

Examples of hard coaching include the following: (a) content-focused coaching (CFC), (b) literacy collaborative (LC), (c) practice-based coaching (PBC), and (d) the Targeted Reading Intervention (TRI) (Biancarosa et al., 2010; Matsumura, Garnier, Correnti, et al., 2010; Snyder & Hemmeter, 2014; Vernon-Feagans et al., 2013).

One study of interest unintentionally compared hard and soft coaching. The purpose of this three-year study was to look at the correlation between the time literacy coaches spent coaching teachers and efficacy in literacy instruction and student achievement. Analysis of this study revealed that a significant correlation between literacy coach time in the classroom and student achievement was found for year one only, even though literacy coaches actually spent more time in teacher classrooms in years two and three of the study. This could be viewed as a baffling outcome. Upon closer examination, however, the researcher described that although literacy coaches spent more time in teachers' classrooms in years two and three helping teachers with whatever was asked of them, it was only in year one when the literacy coach implemented a targeted coaching model that focused on specific goals for efficacy in specific content and teaching methods (Shidler, 2009). It is becoming ever more clear that most studies involving coaching that show teacher and/or student achievement gains have implemented a hard, up-front

model of coaching. However, these models can be intrusive, and implementation of these harder models often cause initial teacher resistance (Carlisle & Berebitsky, 2011; Walpole & McKenna, 2013).

The challenge of cross-cultural coaching can lead to teacher resistance. Based on the work of Ingraham (2003), cross-cultural coaching occurs when coaching takes place across cultures. Culture was defined by Ingraham as:

> An organized set of thoughts, beliefs, and norms for interaction and communication, all of which may influence cognitions, behaviors, and culture. Culture may be influenced by a combination of race, ethnicity, language, SES, age, educational attainment, sexual orientation, spirituality, professional role, level of acculturation, and/or operational paradigm. (p. 325)

Ingraham (2000) suggested that consultants use a multicultural school consultation (MSC) framework as an overarching framework, encompassing all consultation or coaching models, to guide consultants and/or coaches in their interactions with consultees and/or teachers. The framework constructed by Ingraham (2000) is homogeneous with the recommendation of Cooper, Wilson-Stark, Peterson, O'Roark, & Pennington (2008) who found that race and culture were critical considerations during coaching, and that often issues of race, culture, gender, and ethnicity needed to be addressed directly and up front. They suggested that cross-cultural coaching may lead to teachers feeling additionally vulnerable and may require additional time for coaches to build trust and rapport (Cooper et al., 2008). These suggestions matched Hansman (2003), who argued that coach awareness of cross-cultural relationships promotes professional growth and minimizes resistance.

Outdated norms of teaching and practice can lead to teacher resistance. Professional development that calls for teachers to change their practices and beliefs in fundamental ways can be challenging (Mangin, 2009). The belief that good teachers are those who know everything or

are supposed to learn it on their own is still prevalent in many classrooms today (Zimmerman, 2006). This belief positions teachers to view literacy coaching as punitive (Musanti & Pence, 2010).

In addition, literacy coaching as professional development constitutes a fundamental change in the way teachers view reading instruction. Long-standing traditions of teacher isolation within kingdoms of individual classrooms are deeply ingrained in school culture. Mangin (2009) explained:

> Literacy coaching requires teachers to work collaboratively, to deprivatize their instruction, learn from one another, and reflect critically on their teaching. Given these demands, which contradict traditional teaching norms of autonomy and individuality, the challenge of implementing literacy coach roles should not be underestimated (p. 782).

These unfamiliar ways of being a teacher that contradict cultural norms of traditional teaching can cause educators to feel anxious, exposed, vulnerable, and stressed, resulting in resistance (Musanti & Pence, 2010; Galluci et al., 2010; Fullan, 2007).

Change elicits uncertainty. Teaching is a profession that is highly uncertain even during its most stable times (Cohen & Hill, 1998). The bottom line, however, is that when efforts to improve student achievement result in failure, reformers often disregard the uncertainties inherent in the profession, and teachers are blamed (Cohen, 1998). Knight (2009) suggested that instead of continuing to ask, "Why do teachers resist?" researchers are now encouraged to ask, "What can we do to make it easier for teachers to implement new practices?" (Knight, 2009). Accordingly, the next section will shift to a discussion of three approaches that have been shown to help lessen, and in some cases eliminate, many forms of teacher resistance.

Approaches That Reduce Teacher Resistance

In the past, teacher resistance was viewed as a negative characteristic that afflicted teacher leaders (Musanti & Pence, 2010). Many researchers today are beginning to view teacher

resistance through a more hopeful lens. Saninno (2009) wrote:

> Although resistance is most often considered a sign of disengagement, it can in fact be a form, as well as a signal, of intense involvement and learning. In the simultaneity of negation and expression, it is an active dialogue between the contested past and the unwritten future, between practice and possibility. (p. 218)

Literacy coaching experts now agree that some amount of teacher resistance should be expected and suggest that coaches recognize that teachers, because of their profession, are naturally critical of those who would teach them (McKenna & Walpole, 2008). Ironically, a small number of experts go so far as to assert that some acts of teacher resistance are just good common sense. For example, in an analysis of how teachers reacted to an education initiative, the authors found three different responses to the reform. One group immediately embraced the new initiative. A second group included teachers who waited to see how the first group implemented the reform. When the second group observed that the first group was successful, they implemented the reform. A third group presented with profound reluctance to implement the reform due to time constraints and the fear of public disapproval (Tye & Tye, 1993). In describing the reaction of the second group to the reform initiative, the authors concluded: "This group reminds us that we too easily label teachers who do not immediately accept proposed innovation as 'resistant' to change. Wanting to see how something works is not resistance, it is simply good common sense" (p. 60).

In fact, wanting to see how something works actually falls under one of the three approaches to reduce teacher resistance. The three resistance reduction approaches discussed here are: (a) results-focused coaching, (b) processes-focused coaching, and (c) relationships-focused coaching.

Results-focused coaching centers on the idea that it is only when teacher practices result in observable student outcomes that teachers' beliefs shift and lead to long-term teacher change

(Gusky, 1986). In other words, teachers need to feel that their efforts with the new professional development (PD) are paying off in the classroom in order to continue implementing new learning (Cohen & Ball, 1999).

Literacy coaching with an ordered processes focus is grounded on the idea that adhering to multiple components of PD is challenging for teachers. In order for teachers to implement an intervention at more than surface level, the components need to be viewed by teachers as uncomplicated and easy to grasp and put into practice (Coburn, 2012; Domitrovich, Gest, Gill, Jones, & DeRousie, 2009). Furthermore, in order for PD to effect lasting teacher change, teachers must view the new learning as coherent, consistent with district and state standards, and within their reach (Desimone, 2009; Diamond & Powell, 2011; Dickinson, Watson, & Farran, 2008).

Finally, relationships-focused coaching is based on the idea that PD resulting in teacher change is a dynamic process that is more likely to happen when literacy coaches form supportive, cooperative partnerships with teachers that facilitate trust, open communication, and effective problem solving (McCormick & Brennan, 2001). All three of these approaches integrate adult theory. These three approaches to teacher resistance will be discussed thoroughly in the next sections.

Results-focused coaching. Some researchers argue that resistance can be reduced through a results-oriented frame, an approach similar to the Gusky (1986) notion that changes in teachers' beliefs come about after—rather than before—changes in practice. As teachers gain mastery over new instructional strategies and see positive outcomes, teachers become increasingly willing to implement interventions (Gusky, 1986; Steckel, 2009).

Before coaching. Literacy coaches with a results-oriented frame employ teacher

resistance prevention strategies such as choosing an established coaching model and setting goals up front (Blackman, 2010; Blachowicz, et al., 2010). They understand that adults need to understand why they need to do something before commencing, so literacy coaches use data to select practices that address the most pressing needs of students and teachers (Knight, 2009; Knowles, 1989; Zimmerman, 2006). They seek active endorsement of the principal and work collaboratively to establish transparent literacy coaching roles up front (Matsumura et al., 2009).

During active literacy coaching cycles. During active coaching cycles, results-oriented coaches focus on a few critically important proven and powerful teaching practices to help ensure teacher buy-in and greater student outcomes (Stekel, 2009; Knight, 2009).

When faced with teacher resistance. When faced with resistance, results-oriented literacy coaches seek resistance-reducing strategies such as asking motivated teachers to spread the word that coaching is effective, celebrating achievement results by presenting evidence of effectiveness, and acknowledging alternative views but noting that the reform effort in the teachers' school has taken a particular course (McKenna & Walpole, 2008). Results-oriented literacy coaches also invite resistant teachers to recount successful experiences during team meetings (Knight, 2011).

After coaching. After active coaching cycles, literacy coaches support adult learners to reflect on acquisition of their new learning, evaluate practices, debrief strengths and weaknesses related to effectiveness, and then set new goals (Dunst & Trivette, 2009).

Processes-focused coaching. Some researchers argue that resistance can be reduced through an ordered processes approach to literacy coaching (L'Allier et al., 2010; Elish-Piper & L'Allier, 2010). These types of literacy coaches work to make sure there is coherence of school, district, and school reform policies when engaged in professional development activities with

teachers (Desimone, 2009).

Before coaching. Literacy coaches with an ordered processes frame employ teacher resistance prevention strategies such as starting coaching processes early in the school year to allow time for teachers to become familiar with process steps. They use adult learning theory to plan active professional development with clearly designed intervention strategies with distinct steps to follow and allow for practice time (Al Otaiba et al., 2008; Desimone, 2009; Dunst & Trivette, 2009; L'Allier et al., 2010; Steckel, 2009).

During active coaching cycles. During active coaching cycles, literacy coaches demonstrate a deep understanding of teaching practices by breaking down the new learning for teachers into manageable steps (Knight, 2009). Coaches using this frame use precise explanations when modeling for teachers and employ progressive scaffolding for teachers by using intervention checklists for teachers to help guide learning (Collet, 2012; Vernon-Feagans et al., 2013; Zimmerman, 2006).

When faced with teacher resistance. When faced with teacher resistance, literacy coaches seek appropriate use of resistance-minimizing strategies such as checking in with resistant teachers regularly at least once per week to send the message that not participating is not an option (McKenna & Walpole, 2008). Literacy coaches also use proven strategies such as modeling a particular method or strategy while the resistant teacher watches and then following up with an observation during which the teacher has committed to implement the same method, thus encouraging ownership in the process of the professional development (Bean et al., 2010; L'Allier et al., 2010).

After coaching. After coaching, literacy coaches with an processes-focused frame use diagnostic coaching when offering descriptive feedback in the form of ongoing support, which

plays a key role in teachers' attributing successes to the intervention, and in turn motivates high-quality implementation (Domitrovich et al., 2009; Vernon-Feagans et al., 2013).

Relationships-focused coaching. Some researchers argue that literacy coaching models that focus on relationship building and invitational, collaborative frameworks of coaching will minimize resistance (Collet, 2012; Gallucci et al., 2010; Knight, 2011).

Before coaching. Literacy coaches with a relationship frame employ teacher resistance prevention strategies such as increasing relational trust, treating teachers with respect, and recognizing teacher expertise. These activities reinforce adult theory that suggests that adults have accumulated experiences that can be a rich resource for their learning and that readiness for adults to learn is a social function (Knight, 2011; Knowles, 1989; Ippolitto, 2011). Further, literacy coaches offer teachers choices when possible and communicate clearly that the coach's role is nonevaluative (Collet, 2012; Knight, 2009).

During active coaching cycles. During active coaching cycles, literacy coaches demonstrate the value of teachers' expertise by remaining calm and objective and use active listening skills to signal that teachers are being heard when teachers question the intervention. Instead of becoming defensive, literacy coaches use probing questions to gather more information on teacher needs (Toll, 2005; Knight 2011).

When faced with teacher resistance. When faced with teacher resistance, literacy coaches seek appropriate use of resistance-minimizing strategies. These strategies can include arranging for the resistant teacher to coplan with or to observe a trusted colleague, inviting resistant teachers to pilot a new strategy, and seeking resistant teacher input about issues and problems (McKenna & Walpole, 2008). Literacy coaches offer help to resistant teachers, avoid becoming confrontational, and do not offer other research to counter philosophical differences

(McKenna & Walpole, 2008; Al Otaiba et al., 2008; Collet, 2012).

After coaching. After coaching, if teachers continue to enact resistance, literacy coaches employ resistance-minimizing strategies such as visiting with teachers individually and offering resistant teachers roles in grade-level meetings. Literacy coaches occasionally defer to a resisting senior teacher colleague by exchanging roles and incorporating coaching stems such as "You are so good at ______, would you mind observing while I do _____ and give me feedback?" (McKenna & Walpole, 2008; Hindman & Wasik, 2011).

A model illustrating the three resistance approaches is presented below. Even though literacy coach use of a particular resistance reduction approach may take precedence over another for certain periods of time, note that one teacher resistance approach is not privileged above another. All of the approaches are of equal importance as illustrated in Figure 2.

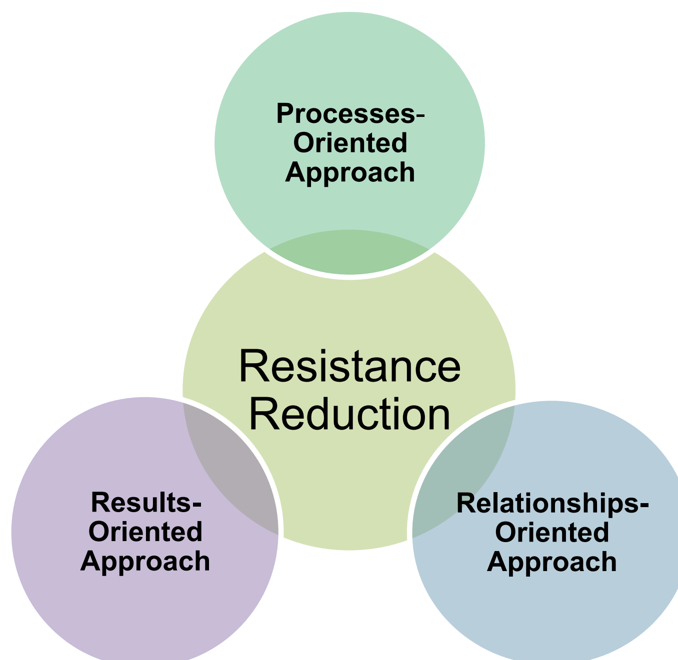

Figure 2. Resistance reduction model.

After careful consideration of each of the three resistance approaches, it is clear that each approach can be effective with a particular type of resistant teacher. However, it is difficult to conclude which of the approaches alone would be sufficient to prevent or minimize the many disparate causes of teacher resistance for sustained periods of time (Kretlow & Bartholomew, 2010; Elish-Piper & L'Allier, 2010). Instead, the researcher argues that it is the interplay of all three resistance prevention approaches working together that minimizes teacher resistance and enables literacy coach effectiveness.

Summary

This review provided background information on literacy coaching as well as teacher resistance to literacy coaching. A definition of literacy coaching was offered and a discussion on the origins of literacy coaching and its emergence as an effective adult professional development followed. Examples of how literacy coaching fits within the larger framework of adult learning were presented, and the researcher introduced ways in which successful literacy coaches effectively use components of adult learning in professional development with teachers.

Because this study was situated in the rural context, the researcher provided an overview of the particular predicament of struggling readers in rural school settings as well as teacher characteristics and specific barriers to literacy coaching in low-wealth rural schools.

Next, the researcher explored the idea of teacher resistance and discussed the causes of teacher resistance to literacy coaching. Finally, three approaches to lessen and eliminate teacher resistance were discussed and a model of resistance reduction was examined thoroughly.

The main purpose of this review was to provide background information on literacy coaching and resistance to hard coaching models of literacy intervention for struggling readers by early elementary classroom teachers. The purpose of providing background in these areas of

the literature was to inform and guide the researcher in answering the study questions. A review of the questions to be answered by this dissertation is provided below:

The primary research question was grounded in the context of low-wealth rural schools and is as follows:

- How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers?

The secondary research questions were:

- In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation?
    - How do these essential features of literacy coaching differ by high and low classroom teacher implementers?
- What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

Fullan (2001) wrote that respecting resistance can be a powerful means of reflecting on one's own practices. The ability of literacy coaches to effectively support teachers through resistance is a practice that merits research attention.

CHAPTER 3: METHODS

The purpose of this study was to explore and describe effective ways in which literacy coaches supported kindergarten teachers who experienced initial resistance to intervention implementation. The researcher sought to understand and describe the interactive processes of coaches and teachers, as kindergarten teachers experienced resistance and literacy coaches responded to teacher resistance in the context of kindergarten teachers' experiences participating in a hard coaching model of literacy intervention called the TRI within rural low-wealth school settings. Further, the purpose of this study intended to inform and improve literacy coach practices in supporting classroom teachers who experience initial resistance to intervention implementation as well as to add to the literature of effective literacy coach pedagogies.

This chapter includes a description of the research methods that were used to conduct this study. This chapter opens with a description of the specific research design that was used, as well as the particular role of the researcher in this study. Further, research methods that were used in this study, including participant selection, setting, data collection, and analysis, will be discussed. Additionally, quality indicator guidelines that were used to ensure the trustworthiness of the data such as credibility, transferability, dependability, and confirmability will be addressed and described (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005; Lincoln & Guba, 1985). Finally, the ethical procedures that were followed in this study will be discussed.

Research Design and Rationale

This dissertation study took place within the context of the (TRI). The TRI-RCT2 study

focused on raising the capacity of regular classroom teachers in low-wealth rural schools to effectively instruct identified struggling readers in the regular classroom as a Tier Two intervention (Vernon-Feagans et al., 2013). The TRI was delivered by literacy coaches to classroom teachers in real time via webcam technology (see Setting below). To date, a significant body of research from the quantitative perspective exists on the TRI to describe correlational and causal relationships between variables and to validate findings (Amendum et al., 2011; Vernon-Feagans et al., 2012; Vernon-Feagans et al., 2013). However, this type of research does not offer detailed insight into the complexities of the coach–teacher relationship. A quantitative methods approach precludes adequately addressing the perspectives of initially resistant low-implementing kindergarten teachers toward literacy coaching or the TRI in real-world settings. To explore how literacy coaches support kindergarten classroom teachers in ways that lessen initial resistance to the TRI, a naturalistic approach is needed. Creswell (2013) asserted that a qualitative research approach is appropriate when a complex, detailed understanding of an issue is needed. Furthermore, Merriam (2009) posited that qualitative research centers on meaning and understanding. For these reasons, a qualitative approach is better suited to this dissertation study than a quantitative approach.

Within the qualitative research approach, five designs were potential candidates for this study: (a) narrative, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Creswell, 2013). Each particular design offered a different way of organizing data to allow for a rigorous study grounded in the scholarly research of qualitative methods (Creswell, 2013). Each of the five designs will be briefly described below, and a rationale will be provided explaining which of the designs was best suited for this dissertation study.

Narrative. A narrative design approach is best suited to capturing the life experiences of a single person or a small group of individuals. Typically these accounts are told as stories from a first-person perspective with a beginning, middle, and end. The narrative design allows researchers to present stories about how individuals make sense of their own experiences (Creswell, 2013). The intent of this study was to explore how literacy coaches support kindergarten and first grade classroom teachers in ways that lessen initial resistance to the TRI. To do so, interactions between participants would be examined, thus making a narrative design inappropriate.

Phenomenology. The phenomenological design approach is best suited for understanding the common meaning individuals assign to lived experiences of a concept. It is based on traditional Greek philosophical foundations. Phenomenological research is a search for wisdom about a particular phenomenon that must be couched in terms of a single concept or idea such as "intervention" or "implementation" (Creswell, 2013). Even though phenomenology lends itself to a deep understanding of a singular concept, this dissertation study included multiple concepts in seeking to understand teacher perspectives toward TRI implementation. Thus, the phenomenological design was not appropriate for this study.

Grounded Theory. The grounded theory design is a qualitative approach in which the researcher develops an explanation for a process, action, or interaction framed by the views of a large number of participants. Grounded theory designs require interviews with 20 to 60 individuals in order to fully develop or saturate the data and to generate new theory (Creswell, 2013). The time and ability to conduct such large numbers of interviews as a single researcher was outside the scope of this dissertation, thus making grounded theory design inappropriate for this study.

Ethnography. The ethnographic research design centers on developing a complete description of the patterns and culture of a culture-sharing group. Ethnographic researchers draw heavily from broad theories such as Marxism, acculturation, critical theory, or technoenvironmentalism to observe how culture-group members interact and behave. Ethnography studies take place over prolonged periods of time that require extensive work in the field (Creswell, 2013). An ethnographic research design was inappropriate for this dissertation study as it focused on how the culture works in a culture-sharing group rather than developing an in-depth understanding of an issue being explored.

Case Study. The case study design is a qualitative approach that involves the study of a case within a real-life setting over a period of time. Case study researchers collect data from multiple sources of information (Creswell, 2013). When defining case study research, Yin (2012) stated:

> All case study research starts from the same compelling feature: The desire to derive an up-close or otherwise in-depth understanding of a single or small number of "cases" set in their real-world contexts. The closeness aims to produce an invaluable and deep understanding—that is, an insightful appreciation of the "case(s)"—hopefully resulting in new learning about real-world behavior and its meaning. The distinctiveness of the case study, therefore, also serves as its abbreviated definition: An empirical inquiry into a contemporary phenomenon (e.g., a "case"), set within its real-world context especially when the boundaries of phenomenon and context are not clearly evident. Thus, among other features, case study research assumes that examining the context and other complex conditions related to the case(s) being studied are integral to understanding the case(s). (p 18)

Yin (2012) went on to explain that it is appropriate to use the case study method when research addresses either a descriptive question such as "What is or has happened?" or an explanatory question such as "How or why did something happen?" Furthermore, when designing a case study, Yin suggested selecting one of four case study designs: single versus multiple cases and holistic versus embedded subcases.

The use of the case study method was appropriate for the proposed study because the study sought in-depth understanding of the phenomenon of initial kindergarten classroom teacher resistance to TRI implementation set in the real-world contexts of literacy coaches in the districts in which the TRI was practiced. Moreover, the research questions lent themselves best to this method because they sought to answer the explanatory primary research question as to how literacy coaches help kindergarten classroom teachers who are participating in a hard coaching model, the TRI, navigate through resistance.

Furthermore, an embedded multiple-case study design was chosen as the research design for this dissertation (see Figure 3). The case to be considered in the study was defined as initial kindergarten classroom teacher resistance to TRI implementation. It was a multiple-case design because the researcher explored initial kindergarten classroom teacher resistance to TRI implementation in four different schools according to two different scenarios. The two different scenarios were (a) initially resistant kindergarten classroom teachers who were coached by the same TRI literacy coach for two years in schools where they were the only initially resistant teacher on the same grade level, and (b) initially resistant kindergarten classroom teachers who were coached by a different TRI literacy coach the second year in a school where there were also high-implementing teachers on the same grade level. These different scenarios lent themselves to embedded case study work because of the embedded units of analysis within each case (initial low-implementing kindergarten teacher at a particular school with her particular coach with whom she worked for two years versus low- and high-implementing kindergarten teachers at a particular school with their two different coaches with whom they worked for one year at a time for a total of two years).

This case study design was purposeful in that it would make it possible to study the

primary question of how literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers. The embedded multiple-case design made it possible to study the secondary questions: What are the essential features of coaching, and how do these essential features of literacy coaching differ by high and low classroom teacher implementers?

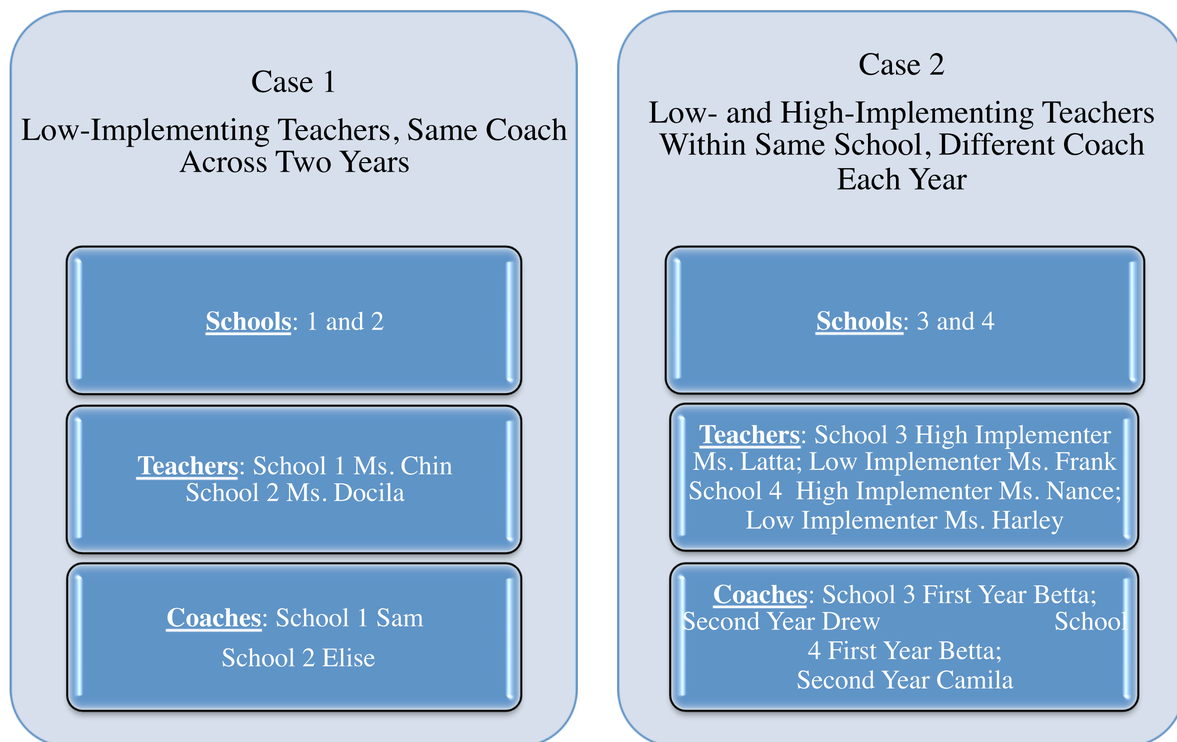

Figure 3. Embedded multiple-case study design for resistance to implementation.

Setting

This embedded multiple-case study was conducted at four schools located in three different low-wealth rural school districts in the Southeastern United States. Each of the four schools had a high percentage of poor, minority students who struggle in reading (see Table 2). All four schools failed to achieve adequate yearly progress (AYP) for multiple years before TRI implementation. Each of the four schools was purposely selected to be in the dissertation study

based on the low implementation rate of the kindergarten teachers at each school in their first year of TRI implementation.

Table 2

School Demographics

Demographic	School 1	School 2	School 3	School 4
School location	Rural	Rural	Rural	Rural
School status	Title 1	Title 1	Title 1	Title 1
Student race				
Black	48%	96%	50%	78%
White	53%	3%	43%	19%
Hispanic	7%	1%	4%	1%
Asian	2%		1%	1%
American Indian			1%	1%
Children on free and reduced lunch	65%	96%	60%	100%
Year of school construction	2000	1910	2000	2000
% of students by race who passed EOG*				
Black	23%	8%	16%	12%
White	44%		33%	29%
Hispanic	35%		16%	
Asian			51%	

Note. If the number of students in a category is fewer than five, EOG results are not provided.

School 1 was a rural low-wealth elementary school. With 65% of the school population considered socioeconomically disadvantaged, the school received Title 1 funding. This school served children from prekindergarten to the fifth grade. This school was considered a large elementary school in its district with approximately 426 students. The school was the only school in this study that had a higher population of White (53%) students than Black (48%) students. Even though the school had a low population of Hispanic (7%) students, it received

some notoriety several years ago when it won a prestigious award for Title 1 schools that closed the achievement gap within subgroups of students. This school won the Title 1 award for closing the achievement gap between White and Hispanic children. According to the state website (2013), 35% of the Hispanic children at this school passed EOGs, compared to a 44% passing rate for White children and a 23% passing rate for Black children. The kindergarten classrooms had a higher than district and state average of students per room at 24 students.

School 2 was also a rural low-wealth, struggling elementary school. This school was built in 1910 and served children from prekindergarten to the fourth grade. With 96% of the school population considered socioeconomically disadvantaged, the school received Title 1 funding. This school was the smallest elementary school in its district with approximately 186 students. The school population was made up of a high population of Black (98%) students with a very small population of White (3%) and Hispanic (1%) students. This school was the highest needs school in the study with only 8% of its Black population passing EOGs, according to the state website (2013). The kindergarten classrooms had a lower than district average of students per room at 19 students.

School 3 was a rural low-wealth elementary school that served children from prekindergarten to fifth grade. With 60% of the school population considered socioeconomically disadvantaged, the school received Title 1 funding. The school was considered a midsized elementary school in its district with approximately 619 students. The school population was made up of mainly Black (50%) and White (43%) students with a small population of Hispanic (7%), Asian (1%), and American Indian (1%) children. According to the state website (2013), even though the majority of the students were Black, only 16% of its Black population passed EOGs. The kindergarten class sizes were higher than average at 22 students. This was one of

the highest averages in the district, with the district and state averages being 20 students per kindergarten classroom.

School 4 was also a rural low-wealth elementary school. With 100% of the school population considered socioeconomically disadvantaged, the school received Title 1 funding. This school served children from prekindergarten to third grade. This school was the largest elementary school in its district with approximately 703 students. The school population was made up of mainly Black (78%) students with a smaller population of White (19%) students and a very small population of Hispanic (1%), Asian (1%), and American Indian (1%) children. According to the state website (2013), even though the majority of the students were Black, only 12% of its Black population passed EOGs. The kindergarten classrooms had a lower than district average of students per room at 19 students.

Within the context of the TRI-RCT2. Schools selected for this study were purposely selected based on low implementation rates of their kindergarten teachers in their first year of implementation. As such, it is important to introduce the content of the TRI to understand what was required of these newly trained TRI-RCT2 kindergarten teachers.

TRI-RCT2 kindergarten teachers were randomly assigned as treatment teachers in the spring of the year. Following assignment to the treatment condition, the new TRI-RCT2 kindergarten teachers were expected to attend a summer institute. The TRI-RCT2 Summer Teacher Institute was overseen by the intervention director and delivered by the intervention director and the literacy coaches. The TRI-RCT2 Summer Institute provided the setting for initial contact between kindergarten teachers and their assigned literacy coaches. The TRI-RCT2 Summer Institute also served as the kindergarten teachers' first exposure to the TRI instructional content. Teachers who attended the initial TRI-RCT2 Summer Teacher Institute stated that the

schedule was rigorous and the content challenging. The training took place over a period of three full days. To better understand the rigor and intensity of the training provided to kindergarten teachers during the Summer Teacher Institute, an example of daily instruction is presented Table 3 below.

Table 3

TRI-RCT2 Summer Teacher Institute Content

Day	Content	PowerPoint Length	Teacher Handouts	Practice
Day 1	Early Intervention TRI Evidence Blending as You Go Read Write and Say TRI Instruction Plan Guided Oral Reading Rereading for Fluency	159 slides	49 pages	Video Practice
Day 2	Segmenting Words Change 1 Sound Pocket Phrases Sorting Books for TRI Levels Live Tutoring with Students Diagnostic Maps	93 slides	27 pages	Video Practice Live Practice with students
Day 3	Diagnostic Maps Team Meetings Weekly Agendas Meet with Assigned Coach Set up Laptops TRI Framework TRI Decoding Strategies TRI Extensions Green Level Purple Level	101 slides	32 pages	Video Practice Live Practice with students Live Practice with coaches

During the Summer Teacher Institute, kindergarten teachers were presented with a considerable quantity of new information. By the end of day three of the institute, teachers had been exposed to: (a) the four levels of the TRI (see Figure 4), (b) the four components of the TRI

lesson, (c) the eight TRI word identification activities, (d) the three TRI decoding strategies, (e) the TRI Diagnostic Map at each TRI level (see Appendix A), and (f) how to set up TRI team meetings (see Appendix C). In addition, by the end of day three of the summer institute, teachers had been introduced to and met with their TRI literacy coaches. They had practiced the TRI lesson at each level via video and with a live student. By the end of day three, kindergarten teachers had also received laptop computers and practiced videotaping a TRI session with their TRI literacy coaches via webcam.

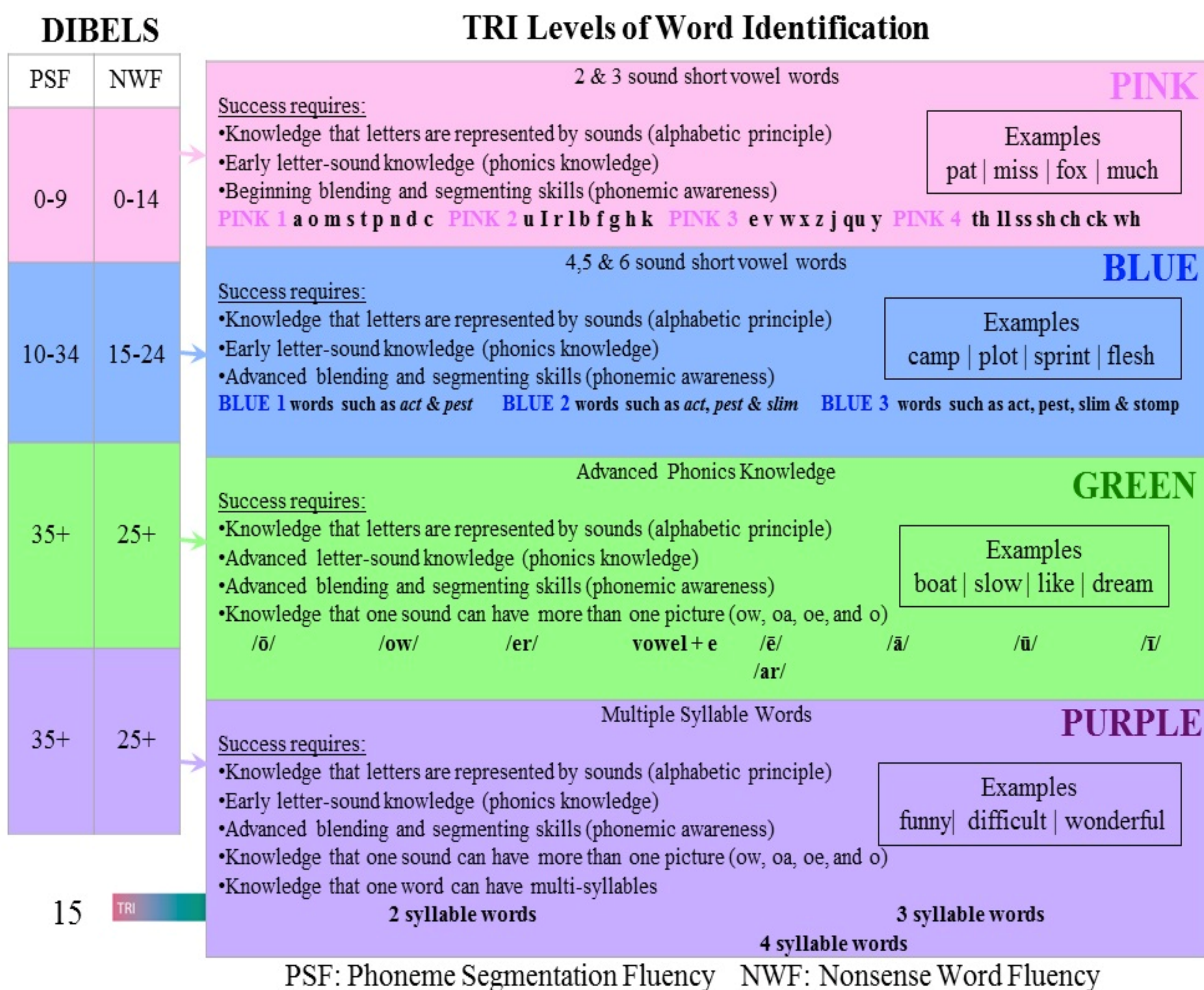

Figure 4. TRI levels of word identification.

When the kindergarten teachers returned to their schools, they were expected to implement the TRI by instructing individual students, not chosen by themselves, in one-on-one, 15-minute sessions 3–4 times each week during the school year. TRI-RCT2 kindergarten teachers were asked to work with three students who were struggling readers across the course of a school year. TRI-RCT2 literacy coaches supported the kindergarten classroom teachers by meeting with the teachers in weekly coaching sessions via webcam and watching the teachers work with struggling readers. After the lesson, before the session ended, the literacy coach provided real-time feedback to scaffold the kindergarten teacher toward improved reading instruction matched to the struggling student's most pressing need. During the feedback portion of the live session, the TRI literacy coach guided the teacher in deciding which strategies were most appropriate for the individual child using an observation checklist and the TRI-RCT2 Diagnostic Map (see Appendix A). After the live TRI-RCT2 coaching session was over, the literacy coach continued to provide progressive scaffolding to the teacher by following up with an email (see Appendix B). In the email, the literacy coach reviewed the lesson, provided specific positive feedback about what the teacher did well, noted how the student responded, and suggested TRI-RCT2 lesson progression for the following week based on the live-session conversation between literacy coach and teacher. Teacher participants were considered low-implementing teachers if they participated in fewer than five live coaching sessions during the course of the academic year (see Teacher Participants below).

In addition to coaching sessions, literacy coaches met with school teams of TRI-RCT2 kindergarten teachers weekly in TRI-RCT2 team meetings (see Appendix C). TRI-RCT2 team meetings allowed additional time for the literacy coaches to provide professional development based on the teachers' needs, as well as time for teachers to ask questions. During TRI-RCT2

team meetings, literacy coaches could ask individual teachers who were progressing well to model particular TRI-RCT2 lesson components for other TRI-RCT2 teachers implementing within the school. TRI-RCT2 team meetings provided opportunities for literacy coaches to help TRI-RCT2 teachers learn to work together collaboratively.

During follow-up interviews, all of the kindergarten teachers leaving the summer institute stated that they felt overwhelmed. In addition, kindergarten teachers newly trained in the TRI-RCT2 shared that implementing the TRI at their schools with students while supported by a TRI literacy coach could be a daunting task. The kindergarten teacher had to remember how to understand the technology of connecting via webcam remotely with a TRI-RCT2 literacy coach who may be hundreds of miles away. The teacher had to remember how to angle the camera on the computer so that the literacy coach could clearly view the live session. The teacher had to engage the student so that the student focused on the lesson and not the camera. The teacher had to choose between four different levels of the TRI-RCT2 (see Figure 4) and various strategies to match instruction to the child's most pressing need while being observed by a literacy coach live via webcam (see Appendix G).

Participants

Merriam (2009) advocated that purposeful sampling is typically used to select the case(s) and participants in qualitative research with a case study design. For this study all of the participants were purposefully selected so that the researcher could collect the richest possible data relative to the phenomenon under investigation. Therefore, there were six TRI teachers and five TRI literacy coaches invited to participate in this study. Set criteria were used to choose these potential participants.

Teacher participants. There were six teacher participants in this dissertation study. The

first teacher selection criterion was that the teachers had to be kindergarten teachers who were part of the TRI-RCT2 study for two years. The next selection criterion was based on initial classroom teacher resistance to the TRI-RCT2 as measured by low implementation numbers (five or fewer sessions) in the first year of implementation (fall 2012 to spring 2013). Implementation data was collected by the TRI teachers and stored on a secure drive for the duration of the study. Four teachers met the above criteria: Ms. Chin from School 1 (4 sessions), Ms. Docila from School 2 (4 sessions), Ms. Frank from School 3 (2 sessions), and Ms. Harley from School 4 (3 sessions).

Morrow (2005) suggested that rigorous qualitative data collection involves a search for disconfirming evidence while in the field. She further taught that qualitative researchers who compare disconfirming cases with confirming cases help to assure adequate data collection and a better possibility of understanding the complexities of the phenomenon being studied. Therefore, the next criterion for teacher participant selection was to search for discrepant cases of high-implementing kindergarten teachers who taught at the same schools as the low-implementing teachers. The status of high-implementing teacher was defined as TRI-RCT2 implementation at a rate of at least double that of the low-implementing teachers in the same grade (kindergarten) at the same school. For the purposes of this study, the term *high-implementing teacher* was further defined as a teacher who demonstrated public acceptance to peers of the TRI-RCT2. Two teachers met the criteria for discrepant cases: Ms. Latta at School 3 (9 sessions) and Ms. Nance at School 4 (19 sessions). Both Ms. Latta and Ms. Nance had double the number of sessions of the low-implementing kindergarten teachers at their schools during the first year of TRI-RCT2 implementation. Although Ms. Latta's implementation session number was lower than Ms. Nance's, she missed a considerable amount of school when her husband

suffered a sudden heart attack. Therefore Ms. Latta's opportunities to implement were lower than other teachers. However, even with Ms. Latta's weeks of missed school, her TRI-RCT2 implementation were more than double that of the low-implementing kindergarten teacher at her school during the first year. Both Ms. Nance and Ms. Latta demonstrated public acceptance of the TRI-RCT2 to their peers when they were both selected by their coaches and principals to serve as the TRI-RCT2 liaisons for their schools. To carry out the responsibilities of TRI-RCT2 liaison, Ms. Nance and Ms. Latta were asked to help disseminate and collect additional TRI-RCT2 information related to the TRI-RCT2 teachers at the school. Examples of additional TRI-RCT2 information included following up on permission forms for students, helping to organize student assessment schedules, helping to schedule TRI-RCT2 team meetings, and providing reminders to TRI-RCT2 teachers about completing forms.

All of the teachers were female. All of the teachers taught in regular kindergarten classrooms. One of the teachers was African American and five of the teachers were Caucasian. The teachers were all veteran teachers with an average of 18 years of teaching experience and a range of 8–25 years of teaching experience. The low-implementing teachers had an average of 18 years of teaching. The high-implementing teachers had an average of 19 years of teaching. Both of the high-implementing teachers were nationally board certified teachers. Four out of five of the low-implementing teachers were nationally board certified teachers. All of the teachers selected taught in four different low-wealth rural schools in three different southern rural school districts. See Table 4 for teacher demographic information.

Table 4

Teacher and Coach Information

Teacher	Ms. Chin	Ms. Docila	Ms. Frank	Ms. Latta	Ms. Harley	Ms. Nance
School	1	2	3	3	4	4
Teacher Status	Low Initial Implementer	Low Initial Implementer	Low Initial Implementer	High Initial Implementer	Low Initial Implementer	High Initial Implementer
Teacher Race	White	White	White	White	Black	White
Teacher Gender	F	F	F	F	F	F
Same or Different Coach Across Intervention	Same	Same	Different	Different	Different	Different
Coach Race	White	White	Y1: White Y2: Asian	Y1: White Y2: Asian	Y1: White Y2: White	Y1: White Y2: White
Coach Gender	M	F	F	F	F	F
Total Number of TRI Sessions	Y1: 4 Y2: 11	Y1: 4 Y2: 19	Y1: 4 Y2: 12	Y1: 9 Y2: 12	Y1: 5 Y2: 14	Y1: 19 Y2: 22
Teacher Years of Teaching	18	8	25	23	24	14
Teacher Advanced Degree	No	No	No	No	No	Yes

Note. Y1 = year 1, Y2 = year 2.

Coach participants. The main criterion used to select the literacy coaches for the study was that the coaches had to be TRI literacy coaches who participated in the TRI-RCT2 study. The second selection criterion for literacy coaches was that they had to have coached at least one of the kindergarten teacher participants for at least one whole year of TRI-RCT2 kindergarten implementation. Five coaches met the selection criteria: Elise, Sam, Betta, Camila, and Drew. The TRI-RCT2 literacy coaches had an average of 11.5 years of teaching experience with a range of 3–20 years. All of the coaches held master's degrees in education. Two of the coaches held reading specialist certification. Two of the coaches held literacy coach certification. Three of the five literacy coaches were recruited as new doctoral students with no prior literacy coaching experience. Four out of five of the coaches were doctoral students pursuing a PhD in education. Elise and Sam worked with the same kindergarten teacher during both years of kindergarten teacher implementation. Betta left the project after the first year of kindergarten teacher implementation. Therefore, Camila and Debra worked with Betta's kindergarten teachers during the second year of kindergarten implementation of the TRI-RCT2.

All of the coaches were trained in the components of the TRI. The training took place during the summer before implementation and consisted of learning the TRI components from the TRI intervention director. As the coaches learned the TRI components, they practiced the components in live sessions with students as the TRI intervention director observed. After live sessions, the TRI intervention director debriefed the sessions with the coach and adjusted the training based on coach need.

Role of the Researcher Pertaining to Teacher Resistance and TRI-RCT2 Roles

The role of the researcher is substantial in qualitative work. This is especially true relative to the researcher's perspective toward the participants and the topic of study. Researcher

perspective refers to the context which influences what the researcher can see and how the researcher interprets what is seen. Scheurich (1994) explained that personal characteristics such as an individual's class, race, gender, and religion act together to limit and constrain production of knowledge. In other words, researcher perspective is constructed from the manner in which the researcher has experienced life and cannot be separated from who the researcher is at the individual level (Harding, 1987). Denzin (1986) clarified, "Interpretive research begins and ends with the biography and self of the researcher" (p. 12). Denzin also suggested that qualitative researchers situate themselves within their report and identify their point of view (Denzin, 1996).

Accordingly, the researcher situated her positionality related to the proposed study by identifying her point of view of teacher resistance to literacy coach implementation. The researcher's experiences as an educator before and after beginning graduate school full-time at the University of North Carolina at Chapel Hill to pursue her PhD in Early Childhood, Intervention, and Literacy worked together to confer both insider advantages as well as outsider difficulties.

Before the researcher began her doctoral program at UNC, she worked many years in the public school systems of Florida and North Carolina. She also taught in a private American school as well as a public high school in Taoyuan, Taiwan, Republic of China. In addition, she trained young adults in an educational institute in Utah. Thus, her experiences as an educator included many years of experiences of working with children and teachers from strikingly diverse backgrounds. For example, in Miami, Florida, she taught first grade at an extremely low-wealth urban elementary school that served low-income African American, Black Caribbean, and Haitian refugee children. In Miami, she also was responsible for teaching alternative degree English classes for Nicaraguan refugees. Conversely, she has taught

kindergarten children of extraordinarily wealthy Chinese entrepreneurs. In the roles of special education teacher and student support team chair, she had to fight to keep children from being overidentified and placed in special education services in a rural low-wealth school in North Carolina. On the other hand, she worked hard to see that an Asian child who presented with a strong reading disability would receive services.

When the researcher was hired as a literacy coach in a large school district in North Carolina, she worked with many groups of teachers with varying degrees of resistance. For example, the researcher coached various groups of elementary school teachers through cycles of Writer's Workshop, the RTI process, DIBELS, reading comprehension, guided reading, phonological and phonemic awareness, coding running records, vocabulary enhancement, oral language development and word attack skills—just to name a few. All of these cycles of coaching were considered hard coaching.

Researcher positionality on classroom teacher resistance. Some years ago, the researcher was hired as a literacy coach for a large public school district located in the southeastern United States. The researcher's first year of literacy coaching in the public school system was particularly difficult as she learned and experimented with different approaches to teacher resistance. These experiences in coaching informed the researcher with the initial idea for the current proposed study.

For example, during the researcher's first year of literacy coaching, she was assigned to coach a group of confident kindergarten teachers in a high-achieving suburban elementary school through a cycle of Writer's Workshop as mandated by the district literacy offices. The kindergarten teachers had no choice in whether or not they participated in the coaching cycle. Furthermore, these kindergarten teachers had been successful as measured by the outcomes of

their students on grade-level assessments and could not understand the need to learn new ways of teaching writing. The researcher did not take the time to understand the teachers' feelings nor to help teachers work through their concerns. Instead she pushed them through the content. The teachers appeared to comply. One morning, midway through the coaching cycle, as the researcher was privately congratulating herself on her powerful coaching skills because of how well the teachers appeared to be doing with Writer's Workshop, she entered her teaching classroom to see all of the teachers present with administration waiting for her to arrive. The cohort of teachers had planned this meeting with administration as a sort of maverick intervention for the researcher.

They proceeded to share with administration in extraordinary detail all of the mistakes they felt the coach had made and why they felt the coach was not fit to continue leading them in the coaching cycle. Their complaints included everything from unclear practices and outcomes to expressions that they just plain did not like the coach and found her to be "prissy" and "bossy." Needless to say, the coach was devastated. The assistant principal agreed with the teachers, but the principal was kind and discerning.

The principal understood that the coach had failed to build collaborative relationships of trust with the teachers, make the learning process clear, or set up-front goals or targeted outcomes for the learning. The principal supported the coach in continuing the coaching cycle. Yet the damage had been done, and the coach finished the remaining sessions of the cycle awkwardly.

However, the next year something unusual began to happen. The first grade teachers who had received the students from the coached group of kindergarten teachers began to comment on how much better these kindergarten students performed in the areas of writing. As

the kindergarten teachers began to receive and internalize the compliments of the first grade teachers on how well their former students were writing, the researcher noticed a distinct change in how she was treated by the kindergarten team. They began to greet her in the hallway. They began to share the compliments they received on their previous students. Most importantly, the researcher noticed they sustained the changes in writing they had learned in the coaching cycle. The researcher inside of the coach celebrated all that she had learned about coaching, and the idea of understanding teacher resistance in order to better support teachers through it was born.

Researcher positionality relative to the TRI. After the researcher began graduate school at UNC, she learned of the TRI during a presentation in one of her first courses at the university. Soon she was invited to work as a literacy coach on the TRI-RCT2 project. The TRI-RCT2 project had a rocky start. During the first year of the TRI-RCT2 there were many personnel changes, resulting in low support for the literacy coaches. One of the personnel changes included the replacement of the original intervention director who was responsible for the support and training of the literacy coaches. When the TRI-RCT2 intervention director left the project, the researcher was asked to act as the new intervention director to serve in a supervisory role over the other literacy coaches. This new leadership role proved to be initially challenging for two distinct reasons. First, a great amount of repair work needed to be done due to the previous lack of literacy coach support. Second, the decision to choose a new intervention director from within the TRI-RCT2 literacy coaches meant that the researcher took on a supervisor position amongst her peers, which was not ideal.

Her experiences and roles before and after joining the TRI-RCT2 project as well as her roles within the TRI-RCT2 project conferred both insider privileges and outsider difficulties. The researcher held two different roles with the participants in this dissertation study. These

roles will be discussed below.

Researcher in study as TRI coach and TRI implementation director. In the participant as observer role, the researcher was a member of the group being studied, and the group was aware of the research being conducted. In this stance, the participant role was more obvious to the group than the researcher role (Creswell, 2013). In other words, the researcher's participation was a given, because she was a member of the group already (Kawulich, 2004). All of the coaches in this dissertation study and two of the teachers from the second year of observation knew the researcher as the intervention director of the TRI.

Researcher as TRI literacy coach and TRI implementation director with the TRI coaches. One of the coaches in the study, Elise, had been previously trained as a literacy coach. In fact, Elise and the researcher had attended coach training together, and knew each other for many years in the public school system. Two months after the researcher was asked to take on the intervention director role, Elise was asked to share the role to help support and train new coaches. Elise and the researcher prepared professional development for the coaches and the teachers. Elise and the researcher also planned the coach, teacher, and principal institutes together. Elise was aware that the researcher was conducting a study, but outside of agreeing to an interview and observations of coach session videos, Elise continued to work with the researcher at business as usual, to complete tasks assigned by the project director. The other three coaches, Betta, Debra, and Sam, knew the researcher as the TRI implementation director. They were trained in their roles as TRI coaches by the researcher. They were given tasks and assignments to complete by the researcher. For example, after initial TRI coach training, Betta, Debra, and Sam were placed in real classroom settings by the researcher to practice the TRI with struggling readers in real time. The researcher formally observed Betta, Drew, and Sam and

gave feedback to each of them based on performance. Additionally, Betta, Drew, and Sam each observed the researcher and were observed by the researcher in coaching TRI teachers in real time. Later, Elisa was assigned to be Betta's mentor coach. Betta worked for one year on the TRI project, then moved on to a different project. The researcher continued to mentor Drew and Sam throughout the years these coaches worked on the TRI project.

Researcher as TRI literacy coach with two TRI teachers. The researcher was also known as the intervention director with two of the teachers in the study, Ms. Harley and Ms. Nance, whom the researcher personally coached during the second year of the study.

Researcher as nonparticipant/observer as TRI implementation director. In the nonparticipant/observer as participant role, the researcher participates in the group activities, yet the central role of the researcher is to collect data. The group being studied is aware of the researcher's data collection activities. In this stance, the researcher was a distant member of the group (Creswell, 2013; Kawulich, 2004). In other words, this role allowed the researcher to interact closely enough with the group to establish an insider's identity without participating in essential activities that establish core group membership (Merriam, 2009).

Researcher as TRI implementation director with four TRI teachers. Four of the teachers in this dissertation study, Ms. Della, Ms. Latta, Ms. Frank, and Ms. Chin, knew the researcher in a nonparticipant/observer role. The researcher had very limited interaction with these teachers in the study. The following interactions made up the whole of the researcher's contact with these teachers: Ms. Docila, Ms. Frank, and Ms. Chin attended both summer institutes for TRI teachers, which were led and copresented by the researcher. The researcher emailed several times with Ms. Chin, when Ms. Chin wrote a letter informing TRI staff that she would no longer implement the TRI. The researcher also followed up with Ms. Chin in person at

her school to ask if she needed further support. At the second summer institute, the researcher held a small impromptu meeting with Ms. Frank and another TRI teacher not in the current study to discuss Ms. Frank's concerns about having to attend the TRI Summer Institute.

Enacting the dual roles of participant and nonparticipant/observer in this dissertation presented both privileges and challenges. The privileges in the role of participant/observer included greater rapport with participants, easier access to insider views to subjective data, and greater trust from participants (Creswell, 2013). Ms. Harley's and Ms. Nance's oral responses to how they felt about participating in the dissertation study illustrated the trust and rapport built in the researcher's role as participant/observer:

Ms. Harley

Researcher:	How do you feel about participating in my dissertation study?
Ms. Harley:	Child please. It's all good. But only for you because I know you never made me look bad. Even when I didn't do good, I knew I never looked bad to you—you got me?
Researcher:	Yes, I've got you. You are such a star you glow!
Ms. Harley:	That's because the good Lord shines down upon me and I glow—that or I'm getting so fat I'm shiny.
Researcher:	(Laughs) Well I must be shiny too! And really, thank you.
Ms. Harley:	Yeah, girl—thank me by remembering how much I love chocolate—need more glow! (laughs).

Ms. Nance

Researcher:	So how do you feel about participating in my dissertation study?
Ms. Vance:	I'm happy to. Well (pause) I'm going to tell you something you may not like. When I first found out Betta would no longer be my coach and it was you, I was all kinds of mad and scared. I was mad Betta was leaving the project, even though heaven knows I tried to understand her reasons. She's got to grow, follow her heart, and blah blah blah (laughs). No, but you know what I mean. There was something else she needed to do.
Researcher:	Yes.
Ms. Vance:	But, sugar, I got to tell you, I was so scared of you.
Researcher:	Scared of me?
Ms. Vance:	Yeah I was! You better believe it. I saw you up there running all those institutes and you seemed so smart and professional, and I thought man, this is terrible—why me? I thought there's just no way you'd ever

understand a backwards country girl like me. Never been nowhere, you know?

Researcher: Stop it—I know you better than you being a backwards country girl. Look at the video you made for all the world to see now. I guess that makes you a rock star backwards country girl then (laughs).

Ms. Vance: (Laughs) No—I'm serious here and I want to tell you something.

Researcher: Okay. Okay.

Ms. Vance: I was truly scared of you at first. I thought you were too good. You know, way up out of my league and how would you relate? But now that I've worked with you this whole year I know you are smart and you are professional but you are also like a favorite old pair of socks—you don't mind my stinky and you fit me so well (laughs).

Researcher: That's a great compliment, um, I think!

Ms. Vance: It is! It is! So, yeah I'm happy to do it.

The above vignettes point out how each of the teachers developed a rapport with the researcher over time.

The role of participant/observer presented with challenges as well. Creswell (2013) argued that it is not uncommon for researchers as participants/observers to become distracted because they are thoroughly integrated within the group. Members of the group may feel uncomfortable with data collected on activities by another member integrated in the group. Enacting the role of participant/observer in doing literacy coaching alongside other TRI literacy coach peers provide d incredible insights for the researcher as an "insider." It also resulted in challenges. One of these challenges presented itself in the unease the new coaches exhibited about the researcher observing their recorded coaching sessions. Although all of the new coaches agreed to participate in the dissertation study, all of them understood the researcher had been their supervisor. All three of the new coaches approached the researcher on separate occasions with the same message: "Remember when you observe the videos of my sessions that I may not have done everything correctly with my teachers in each session. Please keep that in mind."

The privileges that presented themselves to the researcher in the role of

nonparticipant/observer included the ability to collect data from different participant viewpoints (Creswell, 2013). For example, when Ms. Frank was settling in to begin her interview with the researcher she said, "Good, I can finally tell my side of the story. And believe me, I've got a lot to tell." When the researcher conducted the next interview with Ms. Frank's colleague, Ms. Latta shared important insights about the way Ms. Frank could have been feeling, generating a more complete understanding of these teachers. However, Merriam (2009) cautioned, as a nonparticipant/observer, the members of the group control the level of information given.

Another challenge in the role of nonparticipant/observer was the lack of rapport and trust between the researcher and the teachers. Even though Ms. Chin agreed to participate in the study, she refused to respond to requests for an interview. When the researcher was finally able to set up an interview with Ms. Chin, Ms. Chin confessed that she had not liked the TRI in her first year and had been disciplined by her principal. As such, she felt anxious that the researcher was going to meet with her as part of a corrective action plan. But she said when she met the researcher face to face and heard the researcher's distinct regional dialect that matched closely to hers, she relaxed and felt the researcher would "get her."

Denzin (1986) stated, "Interpretive research begins and ends with the biography and self of the researcher" (p. 12). This researcher was responsible for data collection and data analysis, and understood the potential for researcher bias. She brought all of her experiences as an educator to this dissertation study and acknowledges that she shares her personal history, values, understandings, and background with the reader in her interpretation of the data (Creswell, 2013).

Data Collection

Rigorous case study research work depends upon data collected from multiple sources of

evidence to help develop a more thorough understanding of the case(s) (Merriam, 2009; Yin, 2009). Data for this study came primarily from teacher and coach interviews, observations of teacher- and coach-videotaped TRI-RCT2 sessions, teacher knowledge questionnaire responses, teacher fidelity tool scores, copies of the TRI-RCT2 newsletter, and field notes and analytic memos from preliminary and ongoing data analysis. Specific protocols were followed as quality indicators during data collection so that the dependability, credibility, confirmability, and transferability of this study would be enhanced (Brantlinger et al., 2005; Lincoln & Guba, 1985). These protocols used during data collection will be further explained in the Trustworthiness section below. Furthermore, data collected for this study was for the purpose of answering the following research questions in the context of low-wealth rural schools.

Primary research question:

- How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers?

Secondary research questions:

- In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation?
    - How do these essential features of literacy coaching differ by high and low classroom teacher implementers?
- What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

Given the nature of qualitative work, it was unclear at the outset how each research question would be answered with particular data. However, in the results section of this

dissertation, the researcher will report which of the data seemed most important to answer which of the particular questions.

The researcher organized and analyzed the data (see Table 5 below) in the following ways to answer the questions:

To answer the primary research question related to literacy coaches supporting classroom teachers through initial resistance to implementation, the researcher analyzed data from classroom teacher and literacy coach interviews, teacher- and coach-videotaped TRI-RCT2 session observations, and teacher tributes from the TRI-RCT2 newsletter.

To answer the secondary research questions related to essential features of coaching that helped literacy coaches support high- and low-implementing kindergarten classroom teachers who were implementing the TRI-RCT2 and understanding barriers to effective coaching of classroom teachers, the researcher analyzed data from classroom teacher and literacy coach interviews, teacher- and coach-videotaped TRI-RCT2 session observations, as well as data from the teacher knowledge questionnaire and the teacher fidelity tool.

Table 5

Sources of Data

Source	Interviews	Observations	Teacher Knowledge Questionnaire	Teacher Fidelity Tool	TRI Newsletter
Resistant Teachers (*n*=4)	X	X	X	X	X
Nonresistant teachers (*n*=2)	X	X	X	X	X
Coaches (*n*=5)	X	X	not relevant	not relevant	X

Coach and teacher interviews. Interviewing, like any other data collection technique, has its strengths and weaknesses. However, in case study research of contemporary education phenomena, much of the data was gathered through interviews (Merriam, 2009). The purpose of the interview in case study research is to obtain a specific type of information that exists in someone else's mind. Patton (1980) clarified further:

> We interview people to find out from them those things we cannot directly observe. . . . We cannot observe feelings, thoughts and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world—we have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective . . . not to put things in someone else's mind but rather to access the perspective of the person being interviewed. (Patton quoted in Merriam, 1998, p. 72)

All of the interviews conducted of all of the participants were semistructured interviews. This format of interviewing allowed the researcher to be guided by a list of questions and issues to be explored, but also allowed flexibility with the interview protocol for probes and follow-up questions to be asked in order to enable clarification and elaboration of the participants' perspectives.

To further unlock participants' perspectives, the researcher made use of four types of questions. These included hypothetical, devil's advocate, ideal position, and interpretive questions. Each of these types of questions along with examples from the teacher interview protocol are described in Table 6 below.

Table 6

Four Types of Questions With Examples From the Teacher Interview Guide

Type of Question	Definition of Type	Sample From Teacher Interview Guide
Hypothetical Question	Asks what the participant might do or what it might be like in a particular situation; it usually begins with "what if" or "suppose"	Suppose I am a teacher and I missed implementing the TRI in a weekly coaching session. What would happen next?
Devil's Advocate Question	Challenges the respondent to consider an opposing view	Some experts say teachers who resist are those who do not have a relationship of trust with their coaches. What would you say to them?
Ideal Position Question	Asks the respondent to describe an ideal situation	What do you think the ideal way for a coach to respond to lack of TRI implementation would look like?
Interpretive Question	Advances tentative interpretation of what the respondent has been saying and asks for a reaction	Would you say that implementing the TRI in coaching sessions is different from what you expected? Probe: Say more.

Note. Adapted from Strauss, Schatzman, Bucher, Ehrlich, & Sabshin (1981).

The teacher interview guide (see Appendix E) was created to elicit responses about what and how the TRI-RCT2 kindergarten teachers and TRI-RCT2 literacy coaches experienced the phenomena. Qualitative research experts suggest constructing interview guides by framing each interview question to tie directly to original research questions (Brantlinger et al., 2005; Maxwell, 2013; Merriam, 2009), so the interview questions in this study are aligned directly to the original research questions (see Table 7).

Table 7

Alignment of Interview Questions With Research Questions

Research Questions	Initial Interview Questions
How do literacy coaches support kindergarten classroom teachers of struggling readers in low-wealth rural schools who are experiencing initial resistance to TRI implementation?	Can you share with me how you became involved in the TRI? Probe: What were your feelings when you were chosen to be part of it? Can you share how you felt when you started implementing the TRI? Probe: Did you attend TRI institutes? Either? One? Please share about your experiences about them. What do you remember the most? Least? Favorite part? Least favorite part? Probe: Were there differences between the first and second year for you with implementation? Could you speak to your level of TRI implementation? Was it higher/lower the first year? What made it change? Probe: What affected implementation? Probe: What types of interactions made it easier to use TRI? Probe: What types of interactions made it more challenging? Probe: Suppose I am a teacher and I missed implementing the TRI in a weekly coaching session. What would happen next?" Suppose I am a new coach and I am worried about a teacher not implementing the TRI. What would you suggest that I do? Probe: What do you think the ideal way for a coach to respond to lack of TRI implementation would look like? What do you think causes teacher resistance?
In a hard coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers who experience initial resistance to intervention implementation?	Can you tell me a little about how you felt with reading instruction when you started TRI? Probe: Now? How well do you feel you know the TRI intervention? Probe: Please say more. Was there a difference in your knowledge level over the course of the two years? Say more? Probe: Did you see a change in your students' reading using the TRI? Say more? What was it like working with a literacy coach? Probe: How many coaches did you work with? Probe: Was there a difference working with the coaches? Probe: Best thing about working with a coach? Probe: Hardest thing about working with a coach? Could you speak to your level of TRI implementation? Was it higher/lower first year? What made it change?

	Probe: What affected implementation? Probe: What types of interactions made it easier to use TRI? Probe: What types of interactions made it more challenging? Probe: Some experts say teachers who resist are those who do not have a relationship of trust with their coaches. What would you say to them?
What are other barriers to effective coaching of classroom teachers?	What are some barriers to implementation by teachers? Could you speak to your level of TRI implementation? Was it higher/lower first year? What made it change? Probe: What affected implementation? Probe: What types of interactions made it easier to use TRI? Probe: What types of interactions made it more challenging? Would you say that implementing the TRI in coaching sessions is different from what you expected? Did you feel your principal showed support to teachers implementing the TRI? Probe: Please say more. What do you think causes teacher resistance? Probe: Some claim that teacher resistance is the number one thing coaches are worried about. What would you say to them?

All interviews with teachers and coaches were audio-recorded and transcribed. Interviews included interviewing each kindergarten classroom teacher and TRI-RCT2 literacy coach at the end of year two of TRI-RCT2 kindergarten implementation. Consistency within the interviews was maintained by following a distinct interview protocol for teachers and a slightly different interview protocol for coaches (see Appendix F). However, there was flexibility within the interview protocol to allow for probing to enable clarification and elaboration of selected questions. Teacher and coach interviews were conducted over Skype and in person, in order to honor participant preferences.

Coach session observations. The researcher observed four prerecorded video sessions of each teacher working with her literacy coach and a struggling reader. The video sessions were recorded live via remote webcam by TRI-RCT2 literacy coaches and then uploaded to a secure

drive. The recorded videos were typically 20 minutes in length, with the first 15 minutes consisting of the teacher leading the student in a TRI-RCT2 lesson plan and the last 5 minutes focused on the teacher and literacy coach discussing the lesson, talking about the child's most pressing need, and then making goals for the next coaching session. The researcher observed and transcribed the dialogue between teacher and coach before the TRI-RCT2 lesson plan was initiated, as well as the dialogue between teacher and coach when the TRI-RCT2 lesson plan was completed. The researcher chose video recordings from the beginning and ending of years one and two of implementation for a total of four video sessions of each teacher.

Teacher knowledge questionnaire. As part of the TRI-RCT2 study, the teachers took a survey entitled Teacher Knowledge Questionnaire (see Appendix H). The questions in the survey were used to assess teachers' knowledge on how to teach reading and were developed from previous research by Spear-Swerling (2009), Moats (2009), and Conner et al. (2009). The teachers in this study filled out the Teacher Knowledge Questionnaire online in the fall of 2012 and 2013 as well as in the spring of 2013 and 2014. The researcher selected knowledge questionnaires from the fall of 2012, the spring of 2013, and the spring of 2014 as part of the collection for data analysis in the study.

Teacher fidelity tool. TRI researchers developed a fidelity coding system to assess the degree to which teachers implemented the TRI-RCT2 according to intervention design (see Appendix I). The fidelity system captured teachers' adherence to the structure of TRI-RCT2 lessons (e.g., teachers did what was expected) and teachers' quality of implementation (e.g., teachers performed intervention activities well) (Nelson, Cordray, Hulleman, Darrow, & Sommer, 2012). Trained research assistants coded videos of individual teacher/struggling reader TRI-RCT2 sessions, which were observed live and video-recorded via remote webcam by TRI-

RCT2 literacy coaches, and subsequently uploaded to a secure drive. Two video sessions for each struggling reader were randomly selected to be coded for fidelity. The researcher chose two existing fidelity snapshots of each teacher to add to data collection for the study. The first fidelity snapshot was selected from the first year of the teachers' TRI-RCT2 implementation. The second snapshot was from the teachers' second year of TRI-RCT2 intervention.

TRI newsletter. The TRI intervention team produced a project newsletter that was sent out eight times over the course of two years to district superintendents, principals, and teachers. Each newsletter was comprised of written sections devoted to TRI-RCT2 lesson reminders, tributes to teachers by literacy coaches, TRI-RCT2 lesson extension ideas for teachers, technology learning links for literacy, a column from principals, and a section for TRI-RCT2 research updates by the project director. The researcher analyzed data from the teacher tribute section to compare frequency of coaching sessions after literacy coaches praised resistant teachers. Individual coaches randomly chose TRI-RCT2 teachers to highlight and praise in the TRI-RCT2 newsletter.

Data Analysis

The final product of a case study relies heavily on the analysis that accompanies data collection (Merriam, 2009).

The previous pilot study. This dissertation study was informed by a pilot study conducted by the researcher in the spring of 2013 (Cutrer and Ricks, 2013). The pilot study was not part of the TRI-RCT2 study. The pilot study was related to the smaller TRI-D study. The TRI-D study funded by the Rural Schools and Community Trust had no control group. In the TRI-D all of the children in the study received treatment. The TRI-D study involved kindergarten, first, and second grade teachers. Whereas the TRI-RCT2 study followed teachers

for two years, the TRI-D study followed students who received the intervention for two years.

One of the purposes of the pilot study based on the TRI-D was to guide the development of a TRI certification process for intervention teachers. Another purpose of the pilot study was to provide the researcher experience in creating interview protocols, to augment interviewing techniques, and to develop rigorous practices in data collection, data analysis, and coding.

The pilot study involved conducting entrance and exit interviews relative to TRI-D classroom teachers' experiences about TRI-D implementation. The interviews were conducted at an elementary school in one of the districts where the TRI-D study was implemented. Interviews were also conducted online via Skype according to the classroom teachers' individual preferences. Additional data collection included observations of each teacher implementing each of the four levels of the TRI-D (pink, blue, green, and purple), observation of teachers implementing the Guided Oral Reading (GOR) portion of the TRI-D lesson, an implementation fidelity standard checklist for each teacher, TRI-D lesson logs indicating the dates each teacher completed each TRI-D level, evidence of leadership activity related to the TRI-D, and observation of TRI-D teachers being honored at the district school board meeting.

The researcher with the help of Elise, another veteran literacy coach working on the TRI-D project, collected data for the pilot study. The researcher created the entrance and exit teacher interview guides and conducted the entrance interviews before the TRI certification process began. Elise conducted the exit interviews. The researcher served in a role in the pilot study because she had personally previously coached the TRI-D teachers. Elise served in a nonrole, as she had no contact with these TRI-D teachers outside of presenting at the TRI-D Summer Institute.

The criteria used to select teachers for the pilot study included the following: (a) the

teacher must be currently practicing the TRI-D, (b) the teacher must be a kindergarten, first, or second grade teacher, (c) the teacher must be a veteran teacher with a least five years of teaching experience, (d) the teacher must have demonstrated initial resistance to implementation of the TRI-D, and (e) the teacher must teach at one of the schools in the district that had previously attempted TRI-D implementation. The researchers included selection criterion (d) because it was posited that if initially resistant TRI-D teachers could work through TRI certification, it would add credibility to the TRI certification process.

Four teachers met the pilot study selection criteria and were invited by the researcher to participate in the study. These teachers were Katherine (kindergarten), Maryanne (first grade), Kristal (second grade), and Kendra (second grade). All of the teachers selected were veteran teachers with at least five years of teaching experience. Three of the teachers selected were African American and one of the teachers was Caucasian. All four teachers taught in a very low-wealth rural school that failed to meet adequate yearly progress (AYP) every year and had a high population of struggling readers. With 90% of its school population considered socioeconomically disadvantaged, this elementary school received Title 1 funding. This school served children from prekindergarten to fifth grade. This school was the largest elementary school in its district with approximately 381 students. The school population was made up of mainly Black (75%) students with a smaller population of White (17%) students and a small population of Hispanic (6%) children. According to the state website (2013), only 6.9% of its student population passed EOGs.

Elise, the other literacy coach who worked on the TRI-D project, and the researcher recorded and transcribed all of the interviews. Transcriptions and observations notes were analyzed using the constant comparative method in a two-level process (Merriam, 2009). The

first level of data analysis consisted of line-by-line coding as described by Saldana (2013). Next the codes were clustered thematically. Participants were then asked individually to verify the initial findings from the data analysis to determine their tenability. The pilot study provided valuable practice with data analysis and coding and helped to refine the data collection instruments for this dissertation. However, one of the most useful outcomes in terms of preparing for this dissertation study was the opportunity to analyze themes that began to emerge from the data that suggested a new theory generating ideas of how literacy coaches could help teachers navigate through initial resistance to TRI-D implementation. This new theory from the pilot study suggested that it could be the interplay of three resistance reduction approaches working together that helped TRI-D coaches support teachers through initial resistance. The three resistance reduction approaches found in the pilot study were: (a) results-focused coaching, (b) processes-focused coaching, and (c) relationships-focused coaching.

Results-focused coaching is based on the concept that it is only when teacher practices result in observable student outcomes that teachers' beliefs shift and lead to long-term teacher change (Gusky, 1986).

Processes-focused coaching is centered on the concept that literacy coaches must present professional development for classroom teachers in clear, uncomplicated steps that teachers find doable in real classroom contexts (L'Allier et al., 2010; Elish-Piper & L'Allier, 2010).

Relationships-focused coaching is grounded on the concept that professional development resulting in classroom teacher change is more likely to happen when literacy coaches form supportive, cooperative partnerships with teachers that facilitate trust, open communication, and effective problem solving (McCormick & Brennan, 2001).

The interview protocols from the pilot study served as prototypes for the interview guides

used in this dissertation study. The themes that were found in the pilot study data served as a priori codes in the first cycle of coding during data analysis of the dissertation study.

Data analysis for the current study in first-cycle coding. To define the idea of code, Saldana (2013) said, "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). The purpose of first-cycle coding is to lay the foundation for further data analysis and drawing conclusions (Miles, Huberman, & Saldana, 2014). Provisional coding is used during first-cycle coding. Provisional coding allows for establishing a start list of predetermined a priori codes before fieldwork begins. The start list is generated from preparatory investigative work such as related literature reviews, the researchers' previous practical experiences, as well as pilot study field work (Saldana, 2013). Qualitative researchers recommend a start list of five to six codes expanding to no more than 25 to 30 categories (Creswell, 2013). Based on previous data analysis from the pilot study, the researcher determined a starting list of a priori codes described in Table 8.

Table 8

Beginning A Priori Codes for First-Cycle Provisional Coding

Relationships	Teacher leadership	Teacher efficacy
Collaboration	Principal support	Intervention Process
Trust	Results	Coach Cycles
Teacher-initiated conversation	Student changes	Feedback
Perceived coach confidence in teacher	Teacher changes	Observation
Modeling	Goals	Intervention knowledge
Diagnostic teaching	Resistance	Reflection

Data analysis for the current study in second-cycle coding. The purpose of second-cycle coding is to create a critical link between data collection and explanation of meaning (Saldana, 2013). Elaborative coding is used during second-cycle coding. Elaborative coding is a process of analyzing textual data in order to further develop theory. Saldana (2013) quoted Auerbach's and Silverstein's work in order to further explain elaborative coding:

> One begins coding with the theoretical constructs from a previous study in mind. This contrasts with the coding one does in an initial study (bottom-up), where relevant text is studied without preconceived ideas in mind (to develop grounded theory). In elaborative coding where the goal is to refine theoretical constructs from a precious study, relevant text is selected with those constructs in mind. (p. 104)

In other words, in order to use elaborative coding as a qualitative analysis tool, there must be two different but related studies. The idea is that the second study in progress elaborates on the major theoretical findings of the first, even if there are slight differences in the research foci, participants, and settings of the studies (Miles et al., 2014). Furthermore, this approach to data analysis can support, strengthen, modify, or even disconfirm the findings from the pilot study (Saldana, 2013).

Once the researcher developed an informed understanding of the themes resulting from the data analysis from the multiple measures in this dissertation study, she considered the current research on literacy coaching and resistance theories to inform and expand her understanding of this complex phenomenon. It is the researcher's hope that the results of this study can inform literacy coach preparation programs of effective ways to support elementary classroom teachers through initial resistance and can add to the literature of effective literacy coach pedagogies.

Trustworthiness

Brantlinger et al. (2005) advocated that qualitative researchers ensure that the data collected is credible and trustworthy. Lincoln and Guba (1985) argued that trustworthiness is

imperative in establishing a qualitative study's worth. Trustworthy results are predicated upon the ethical decisions and study protocols enacted by the researcher during data collection, analysis, and presentation of data results. Lincoln and Guba (1985) suggested four criteria that help establish trustworthiness in qualitative research from research design to the interpretation and presentation of results: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability.

Credibility. Credibility is confidence in the "truth" of the findings. In other words, to be credible the researcher must strive to accurately present the thoughts, feelings, and actions of the study participants (Bloomberg & Volpe, 2012). In designing a credible study, qualitative experts agree evidence in support of credibility can take several forms, such as: (a) clarifying up front the bias the researcher brings to the study, (b) prolonged engagement in the field, (c) triangulation, (d) member checking, and (e) presenting discrepant cases (Bloomberg & Volpe, 2012; Brantlinger et al., 2005; Lincoln & Guba, 1985; Merriam, 2009).

Clarifying up-front biases. Clarifying up-front biases includes the researcher taking on a stance of an honest, up-front attitude by continually monitoring subjective perspectives and biases (Bloomberg & Volpe, 2012). In this study the researcher kept a reflective journal throughout the process to continually monitor and reflect upon inherent biases regarding the fundamental assumptions of this study as well as possible alternative suppositions that could arise from analysis of the data.

Prolonged engagement. Prolonged engagement is determined by being in the field long enough to understand the context and conditions of the phenomena and by building trust and rapport with participants to support coconstruction of meaning between researcher and participants (Lincoln & Guba, 1985; Merriam, 2009). With the initiation of this study, the

researcher engaged in two years of repeated and considerable time in the field. Trust and rapport with participants commenced. This prolonged engagement in the field allowed the researcher to convey details about the setting and the participants to lend credibility to the study.

Triangulation. The technique of triangulation allows the researcher to check on the interpretation of the data by using different data sources to produce understanding (Brantlinger et al., 2005). The two types of triangulation that the researcher used in this dissertation study are methods triangulation and triangulation of sources. The researcher used the technique of methods triangulation by following the consistency of the findings from different methods of data collecting such as interviews, observations, data from teacher knowledge questionnaires, fidelity resources, and the TRI newsletter. The researcher used the triangulation of sources technique by comparing different participants' responses to similar questions.

Member checking. Lincoln and Guba (1985) suggested that member checking is the most crucial technique in establishing credibility. Member checking happens when the data from a study is tested with participants and can be done formally and informally (Merriam, 2009). The researcher used the technique of member checking to enhance credibility by inviting participants to review transcripts and tentative findings of the study to determine the plausibility of the findings.

Discrepant findings. Researchers must deliberately seek negative instances or variations in the understanding of the data (Morrow, 2004). Searching discrepant data and rival explanations increases credibility because real life is composed of varying perspectives that do not always match up (Bloomberg & Volpe, 2012). The researcher ensured a rigorous examination of discrepant data by examining possible negative cases from the outset of data collection. In this study, two of the participants were deliberately chosen because they

represented discrepant cases: Ms. Latta and Ms. Nance were high-implementing kindergarten teachers who taught at the same schools as low-implementing teacher participants. Including the high-implementing kindergarten teachers set the stage for a thorough examination of discrepant findings.

Transferability. Transferability is defined as the extent to which the findings of one study can be applied to different situations (Merriam, 2009). One of the techniques for transferability used in this dissertation is the technique of thick descriptions (Lincoln & Guba, 1985). Thick or rich descriptions of the participants, setting, data collection, and data analysis in the dissertation allow readers to determine the extent to which the conclusions can be applied to their own situations (Lincoln & Guba, 1985; Merriam, 2009).

Dependability. Dependability refers to the consistency or replicability of the processes and procedures used to collect and interpret the data (Lincoln & Guba, 1985). In order to enhance the dependability of this study the researcher provided an audit trail. That is, the researcher provided detailed and thorough explanations of how the data were collected and analyzed (Bloomberg & Volpe, 2012).

Confirmability. Confirmability refers to the degree in which the results found in a study are generated by the participants rather than researcher biases or interests (Lincoln & Guba, 1985; Merriam, 2009). To help reduce the potential bias of the researcher in this dissertation study, another PhD candidate familiar with the TRI project listened to 20% of the original interview audio recordings and then compared the audio recordings to original raw data transcripts. This step helped ensure that as closely as possible the intent of the participating interviewee was represented in the interview transcripts. In addition to the researcher, the above

mentioned PhD candidate coded 20% of the interview and observation data to further help reduce any potential bias of the researcher (Bloomberg & Volpe, 2012).

Summary

It is hoped that the findings in this dissertation study will yield improved literacy coach practices in the field. Even so, trustworthy results are based upon the ethical practices of the researcher (Brantlinger et al., 2005). To that end, significant attention was given to research techniques that enhance the credibility, transferability, dependability, and confirmability of this qualitative dissertation study.

CHAPTER 4: FINDINGS

The purpose of this embedded multi-case study was to explore and describe the interactive processes between coaches and teachers. Of particular interest was how kindergarten classroom teachers acted out initial reluctance to how literacy coaches responded in the context of participating in a hard coaching model of literacy intervention called the TRI within rural low-wealth school settings.

This chapter presents the key findings obtained from 11 in-depth interviews and 24 videotaped observations (see Table 9). Four major findings emerged from this study. These findings are based upon the analysis of data collected relative to the research questions that focused this qualitative study and were obtained using the methodology detailed in Chapter 3. It should be noted that the original order of the questions has been adjusted to provide a more organized format and coherent flow for the reader. The adjusted ordering of research questions is as follows:

1. In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation?
2. How do these essential features of literacy coaching differ by high implementers and initially reluctant classroom teacher implementers?

3. How do literacy coaches support kindergarten classroom teachers who are experiencing initial reluctance to TRI implementation with their struggling readers?

4. What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

Following is a discussion of the findings with details that support and explain each finding. By way of "thick description" (Tracy, 2013), the researcher set out to chronicle a wide array of experiences and thereby provide an opportunity for the reader to enter into this study and better understand the reality of the kindergarten teachers and TRI literacy coaches who served as participants. The emphasis throughout this chapter is on allowing the participants to speak for themselves. Explanatory quotations taken from interview transcripts from high-implementing and initially resistant/low-implementing teachers, as well as TRI literacy coaches, will portray multiple participant perspectives and describe some of the richness and complexity of the subject matter. Where appropriate, observation data are woven in with interview data to expand and reinforce the findings discussion.

As was discussed in Chapter 3, data analysis began in April 2015 and concluded in September 2015. Initial preparation of the data for analysis included transcribing the interviews and the audio recordings from the videotaped coaching sessions. Initial preparation of the data also included organizing the types of feedback from the coaches to the high- and low-implementing/initially resistant teachers into feedback documents that are easier to read. Altogether the researcher prepared 10 interview transcripts, 24 observation transcripts from the videotaped coaching sessions, and nine feedback documents (see Table 9).

Table 9

Preparation for Data Analysis Participants and Types of Data Collected

Participant	Description	Interview	Observations	Feedback Documents
Betta	Coach	Transcript 1	Transcripts 13, 14, 18, 19, 21, 24, 27, and 28	Documents 41-47 and 50
Drew	Coach	Transcript 30	Transcripts 15, 16, 17, and 20	Documents 41, 42, 47, and 50
Elise	Coach	Transcript 3	Transcripts 9, 10, 11, and 12	Documents 42, 47, and 50
Sam	Coach	Transcript 31	Transcripts 4, 5, 6, 7, and 8	Documents 42, 47, and 50
Docila	Low-implementing/ initially resistant teacher	Transcript 32	Transcripts 9, 10, 11, and 12	Documents 42, 48, and 50
Frank	Low-implementing/ initially resistant teacher	Transcript 36	Transcripts 13, 14, 15, and 16	Documents 42, 48, and 50
Harley	Low-implementing/ initially resistant teacher	Transcript 39	Transcripts 21, 22, 23, and 24	Documents 42, 48, and 50
Latta	High-implementing teacher	Transcript 37	Transcripts 17, 18, 19, and 20	Documents 41, 48, and 50
Nance	High-implementing teacher	Transcript 33	Transcripts 26, 27, 28, and 29	Documents 41, 48, and 50
Chin	Low-implementing/ initially resistant teacher	Transcript 38	Transcripts 4, 5, 6, 7, and 8	Documents 42, 48, and 50

In addition, the study took place over two years. The researcher spent nearly 110 hours in the field collecting and transcribing data. The data represent approximately 1,200 typed pages of transcripts, documents, networks, and organizational matrices (see Table 10).

Table 10

Summary of the Data Gathered

Type of data	Length of the Study	Hours Collecting and Transcribing Data		Typed pages	
		Coach	Teacher	Coach	Teacher
Formal interviews	Interviews took place over 3 months at the end of year 2 of the study	4 interviews/ 6 hours	6 interviews/ 9 hours	56	84
Recorded live coach session observations	4 coaching observations of each teacher over 2 years		12 hours		300
Matrices of Codes from all Coding Iterations					700
Visuals of Themes					50
Transcribing		81 hours			
Total	2 years	108 hours		1,190 pages	

This chapter will be organized such that the four key findings will be presented, structured around the four research questions. For the first question, the researcher identifies the essential features of coaching suggested from the data analysis and then links the essential features of coaching with subthemes that the coach participants used with both high-implementing and low-implementing/initially resistant teachers alike. For the second question, the researcher details data from the analysis that suggests high-implementing and low-implementing/initially resistant teachers respond differently relative to the essential features of coaching explored in question one. For the third question, the researcher describes data that

suggests that real-time, live-session coach support seems to differ relative to the coach working with a high-implementing versus a low-implementing/initially resistant teacher. For the final question, the researcher indicates additional barriers to literacy coaching recounted by low-implementing/initially resistant teachers found in the data analysis.

Before exploring the questions, the methodology and analytical approach is reviewed in order to demonstrate how the findings were obtained. Finally, a brief summary is provided to highlight the most important elements of the research findings.

Review of Data Analysis

Provisional coding was used during first-level coding. Provisional coding allowed for establishing a start list of predetermined a priori codes before the fieldwork began. The start list was generated from preparatory investigative work that included related literature reviews, the researchers' previous practical experiences, and pilot study field work (Saldana, 2013). Based on previous data analysis from the pilot study, the researcher determined a starting list of a priori codes described in Chapter 3. Table 11 below is a codebook sample that explains further how the original codes were defined as well as examples of the codes.

Table 11

Sample Codebook for A Priori Codes and First-Level Descriptive Codes

Code	Definition/Explanation A Priori and First-Level (Descriptive) Codes	Examples
Collaboration	Statements that include the word collaboration or that suggest teachers worked together with other teachers in connection with implementation of the TRI.	I think one of the things that is really great about what the TRI does is the fact that there is a team in most schools. The teachers were not alone. I helped them collaborate and I felt that for better or for worse— whether it was they could all get together and vent or that they had each other to lean on—I just feel that for any intervention that group collaboration is essential. I think that that can really improve will or belief or whatever you want to call it, that seeing someone you respect or

		you like or who you work with giving it a shot and being there sort of with you can really help.
Feedback	Statements that include the word "feedback" or that suggest the teacher has received or coach has given feedback and/or that teacher or coach is aware of feedback from coaches during TRI implementation.	[The coach] was good with the feedback; you know [the coach] would email me back with feedback too. And I would give her feedback, but she was more open to asking for feedback [the second year] too.
Goals	Statements that include the word "goal" or that suggest teachers or coaches were aware of or made goals connected with implementation of the TRI.	I like the goals that I can set with my students with the TRI, and they are realistic goals. They are not something that the children know they can't attain. They enjoy those small steps.
Intervention knowledge	Statements that suggest teachers had or coaches were aware of teacher intervention knowledge of the TRI.	Well I guess in my first year—doing like a trial and error, uh huh, you have to do trial and error and you have to get the kinks out. Like any program that you do. And I felt more comfortable like how to do the reading and the writing. What it consisted of and also what with like Pocket Phrases—I understood that as well. I don't know, I was just a whole lot more valiant in the second go round, in the second year than in the first year.
Intervention Processes	Statements that suggest teachers had or coaches acknowledged teacher awareness of TRI processes.	R: What was your knowledge difference between the first two years, year one and year two—what would you say? T: I guess I don't want to say like implementing. I guess just the processes really. Knowing, you know, how to start, you know, with the reread and then which strategy I was going to use.
Modeling	Statements that include the words "model" or "modeling" or that suggest teachers' awareness of coaches modeling any portion of TRI lesson components or processes.	I would say, I'm here to support you so I would be happy to model a lesson. My coach even came out a couple of times to the school to model lessons for another teacher and I who were both doing it.
Observation	Statements that include the word "observation" or that suggest teachers' awareness of coaches observing any portion of TRI components or processes.	I could *see* that she was more putting things into practice that we discussed. I felt unsure and I wasn't confident that I was doing it correctly and even though I know my coach was not, you know, judging me, you know, whenever [the coach] would look in through Skype and watch me do the lessons
Principal support	Statements that include the word "support" related to principals or that suggest teacher or coach awareness of principal support of teachers during TRI implementation.	The principal was extremely supportive of the teachers. She is a model I continue to hold up as a model of principal support.
Reflection	Statements that include the word	But I look back now and I think the reflection helped

	“reflection” or that suggest teacher reflection or coach awareness or scaffolding of teacher reflection during TRI implementation.	me to realize it was for my benefit. So I really think I have grown.
Relationships	Statements that include the word “relationship” or that suggest ways in which coaches actively sought to build relationships with teachers before or during TRI implementation.	Doing anything you can to build relationships first and get to know each other as people and then go from there, because you can show people PowerPoints and tell them how to do something all day and they won’t do it if they don’t want to. I can beat them over the head with it but if teachers don’t want to do it they won’t do it.
Resistance	Statements that include the words “resist” or “resistance” or that suggest teacher attempts to avoid or prevent (overtly or covertly) TRI implementation or coach awareness of such.	Yes, something I learned that I always try to keep in mind—if people resist you many times, our first inclination is to then change your message so they won’t resist. But if you change your method that can break through resistance. That for me has made a big difference.
Student changes	Statements that include the words “student changes” or that suggest teacher awareness of changes in students with whom the teacher has implemented the TRI.	It builds confidence in the students—their ability. They feel really special with that one-on-one time.
Teacher changes	Statements that include the words “teacher changes” or that suggest coach and/or teacher awareness of changes in teachers who have implemented the TRI.	I saw such a different purpose in her in doing the TRI between the two years. The second year she put things into practice.
Teacher efficacy	Statements that include the word “efficacy” or that suggest that the TRI teacher believes in her ability to organize and/or execute a course of action necessary to implement the TRI.	The second year she was the one suggesting alternative ways to make it happen because she saw the TRI worked.
Teacher leadership	Statements that include the word “leadership” or that suggest that the TRI teacher inspires others to implement the TRI and/or acts to solve a problem without being compelled by coach or administration.	She really took a leadership role. She was the one, before I could even email her, a lot of times she would say, “Okay we have an assembly this afternoon and I can’t meet with you at our time, but how about if I do it tomorrow or the next day and does that work for you?”
Trust	Statements that include the word “trust” or that suggest that the TRI teacher and coach are working toward a relationship that includes a firm belief by the teacher in the reliability, truth, ability, and/or strength of the coach.	I wanted her to know: You can trust me when I say I am going to do this. You can trust me when I say I am going to come out and visit and bring you materials. It let me know, probably more than the first year, that this was not like something that I was going to be graded on or, you know, taken to task if I didn’t do it—by doing it the way y’all did it. . . . It is that kind of atmosphere that that told me I could pick up the phone and call you.

Note. R = researcher, T = teacher.

Audio- and videotaped interviews and videotaped coaching sessions were transcribed verbatim by the researcher. The transcripts were saved as text documents and then uploaded into the qualitative data analysis (QDA) program ATLAS.ti. Once the transcripts were transcribed and uploaded into ATLAS.ti, the data was initially read through in order to get a sense of meaning (Miles et al., 2014). The transcripts were read again in order to find significant statements about the kindergarten classroom teachers' perceptions about literacy coaching and the literacy coaches' perceptions about strategies used with the teachers. Furthermore, the researcher also read the data a third time in order to identify all of the voices contributing to the data (Hatch, 2002). The fourth and subsequent readings involved first, second, and third levels of coding.

Specifically, ATLAS.ti was used for assigning the a priori codes taken from the researcher's pilot study (see Table 11 above) during level-one or primary-cycle coding. In addition, after the first round of coding, the researcher used ATLAS.ti for assigning further first-level open codes and in vivo codes. First-level open codes are types of codes that are descriptive and require little interpretation (Tracy, 2013). In vivo codes are codes that employ the natural language the participants use themselves (Tracy, 2013). (For example, see the code "reflection" in Table 11 above. Note that the example demonstrates how the participant used the term *reflection* naturally.)

ATLAS.ti was also used to create analytic memos while coding. Analytic memos are a type of note to oneself wherein the researcher can do a sort of "brain dump" and conduct a conversation with self about the data to notice what may be happening during the ongoing investigation of the study (Clarke, 2005; Saldana, 2009; Tracy, 2013).

Next, the editing options in ATLAS.ti were used to pull together second-level hierarchical codes. Hierarchical codes provide a type of "analytic bin" into which smaller codes are conceptually connected (Tracy, 2013). These codes also served as elaborative codes as they elaborated upon what was found in the pilot study (Saldana, 2013).

Finally, ATLAS.ti was used to connect and consolidate second-level hierarchical elaborate codes from the evidence that represented concepts in the data that had features in common to create selective subthemes. Once these subthemes were identified, the researcher created a matrix of subthemes with all possible codes belonging to emerging themes in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes. The researcher then sought to organize the subthemes into themes (Miles et al., 2014). A more extensive explanation of the codes, themes, and subthemes used to answer specific questions, along with visual examples of coding in ATLAS.ti and/or visual examples of coding matrices, will be shown within the question subsections below.

Question One

In this section, the researcher addresses the first research question: In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation? The primary and overriding finding of this study is that TRI literacy coaches enacted coaching strategies focused within three major domains (relationships-focused strategies, processes-focused strategies, and results-focused strategies) in order to support both high-implementing and reluctant, low-implementing/initially resistant kindergarten teachers during TRI intervention.

Further, data analysis revealed subthemes of strategies related to each coaching domain that the coaches used during TRI intervention (see Figure 5).

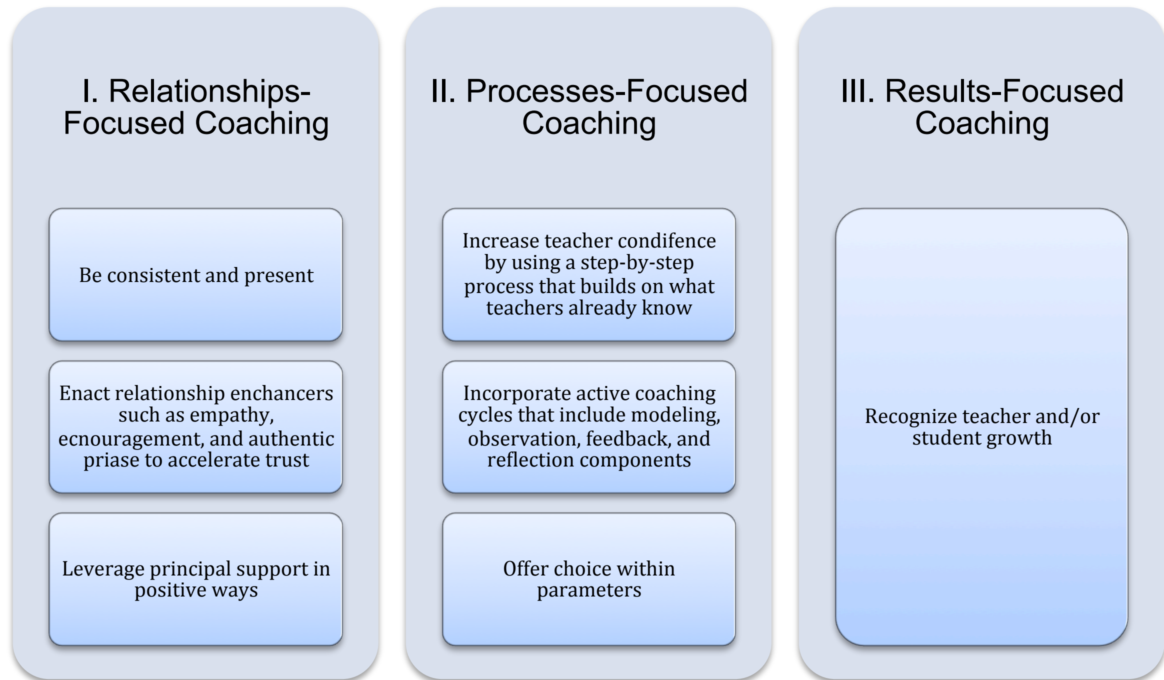

Figure 5. Three coaching domains with subthemes.

Following is a discussion of the three domains (relationships-focused strategies, processes-focused strategies, and results-focused strategies) as well as their subthemes. First, the coding processes that took place during data analysis that resulted in the themes and subthemes related to the above findings will be described. Next, evidence from the coach, high-implementing, and low-implementing/initially resistant teacher participants will be annotated and described.

Data analysis for question one. In addition to the broad descriptions of data analysis already discussed, specific data analysis relative to question one will now be addressed. During data analysis, the researcher used ATLAS.ti for assigning a priori codes, open codes, and in vivo

codes. For question one, after the level one coding described above, the data was assigned 85 codes.

Using ATLAS.ti, the researcher was able to pull together second-level hierarchical codes that represented concepts in the data that had features in common. For example, from first-level coding, the researcher began to notice a group of codes that seemed to be pointing toward the idea of a processes-focused domain of coaching. All of the codes related to processes focus coaching were pulled together to form subthemes using ATLAS.ti (see Figure 6).

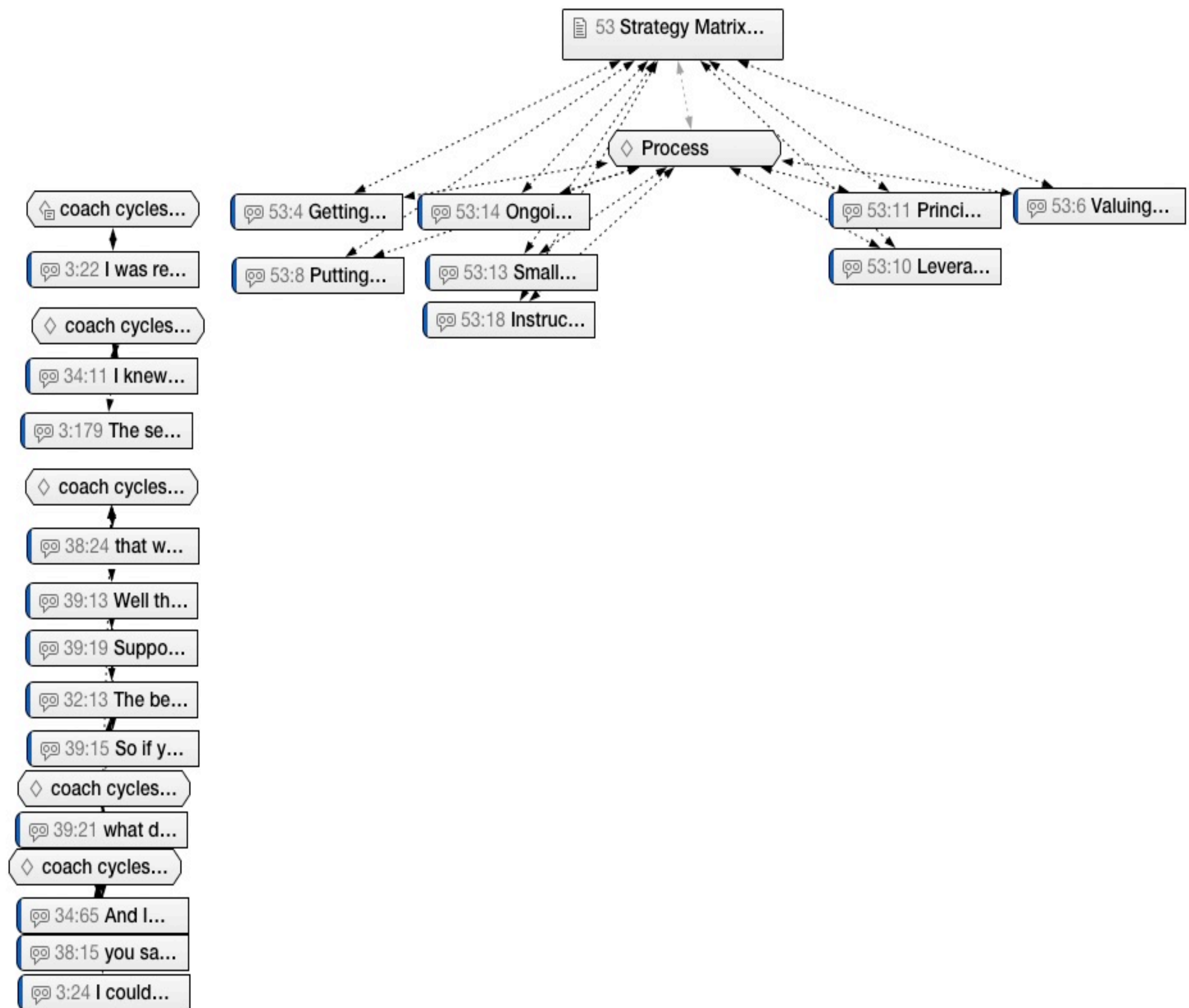

Figure 6. Processes-focused coaching domain in ATLAS.ti.

Once the subthemes were identified, the researcher created matrices of the subthemes with accompanying codes in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes. Because of the amount of data, four separate matrices were created at this point in the data analysis. The four matrices were: (a) results domain, (b) processes domain, (c) relationships domain, and (d) multi-domain coaching. See Table 12 for a sample of the processes domain matrix.

Table 12

Processes Domain Q1

Coach Cycles			
Modeling:	Observation:	Feedback:	Reflection:
39:13 Well the best thing is, like if you have a question, they will coach you along and they will show you like okay, if you are not doing something right they will show you and they will give you an example of what to do. 39:8 Okay – My first year I just wanted the coach, just like SHOW me how to do it. 38:6 My coach was extremely helpful. My coach even came out a couple of times to the school to model lessons for another teacher and I who were both doing it. 38:24 My coach was always willing to come	38:15 I felt unsure and I wasn't confident that I was doing it correctly and even though I know my coach was not, you know, judging me, you know, whenever he would look in through Skype and watch me do the lessons. I know that he was not like that at all but even still anytime somebody observes me I feel like they are watching. And I know they are—in my head I know they are not but I think a lot of people feel that way during any kind of observation. Like when a principal comes in or whoever. That you know they are looking. That they are scrutinizing, but um he was never like that.	32:16 So I know like after every session Denise—instantly I had an email from her and her emails would say, she always had the positive, how well I did in implementing something and then she always gave me some type of positive criticism. It was you know, how about we try it this way and maybe you know next week we can—he might be ready to go to this level but—and she never told me what to do—it was, she always gave great suggestions and we would try it out together and if it didn't work we would come back. But she always, after every meeting she always had some type of feedback	3:25 And a lot of what they wanted was just to say they didn't like it or they did not like their experience. 3:181 They wanted to be able to say, I did not get into specific conversations about the previous coach—I tried to keep it in a professional way. But some of them needed the chance to say I didn't like the coach. I didn't like what she said to me when she did this to me. 34:116 So I really think I have grown in reflecting on myself. 34:136 But I look back now and I realize it was for my benefit. So I

and model. 39:15. My coach—she was there and she was very helpful, if I had any questions, you know she just walked me through it and gave me some examples and I felt a whole lot more comfortable my second year than I did my first year.	3:24 I could see that she was more putting things into practice that we discussed.	for me, and always giving suggestions for what could be done next. 34:7 (2nd year) I knew more about it. It was easier for me to come to my coach and tell my coach, get feedback, and then go back to my team and say okay we've got to do this and this is what it takes—make sure you are doing it.	really think I have grown in reflecting on myself. 34:138 The videos help me reflect upon myself as, okay, what am I doing?

Note. Q1 = question one.

Intercoder reliability processes. With the understanding that the data collected to answer question one would impact not only question one but would be used in part as foundational for coding throughout the data analysis processes, the researcher sought to establish intercoder reliability. The researcher created a form with all of the codes and quotes represented in each matrix. The researcher operated as the lead coder and assembled each form with a draft of codes together with a subset of uncoded, segmented text data. The researcher then sent the form to the second coder. The second coder independently used the draft codes to code the segmented text. See Table 13 for a sample of how the form was prepared for reliability coding. Keep in mind that Table 13 represents only a sample, as the prepared matrix for reliability coding for the processes-focused domain of coaching alone was 17 pages long.

Table 13

Sample Form for Reliability Coding Processes Q1 – Final Coding for Reliability

Codes
1. Modeling 2. Principal role in processes 3. Growth in TRI knowledge 4. Observation 5. Feedback 6. Processes build confidence 7. Reflection 8. Students learn processes 9. Step-by-step processes 10. TRI institute training
Sample Interview Data
39:13 Well the best thing is, like if you have a question, they will coach you along and they will show you, like okay, if you are not doing something right they will show you and they will give you an example of what to do. 36:28 I think if you asked me word for word—no. But I mean I know what to do, and I still use some of that stuff, like I still use the materials you gave me with my kids and sort of that sequence that we use, but so—yeah. I mean I know what we are supposed to do. 36:13 I think that they get a lot of information and I liked getting the supplies that they passed out. 38:4 Okay. We were trained at UNC over a 3-day period in Chapel Hill. And we got to meet the coaches. And the lady who actually—she began the program. And that was all very positive. The overall, um, impression that I got was that everybody was there to help and that there were no right or wrong answers, that and we were given a very thorough training, I remember, because they even had set up different centers in another part of the building where we got to tour through, and then at the end of the training then you actually worked with students.

Note. Q1 = question one.

After initial coding of the form, the researcher as lead coder and the second coder discussed and clarified the codes. The researcher as lead coder then revised the codes and the processes was repeated. After two rounds of coding the intercoder reliability was at or above .90.

Creation of subthemes. After reliability coding, the researcher then sought to organize the four matrices of subthemes into themes in an iterative process. For example, the researcher went through iterations of rereading the data, reviewing relevant literature, and speaking with experts in the field. During this iterative processes, the researcher also reviewed the analytic memos to further understand the data. These analytic memos served as a type of check to ensure the emerging subthemes were grounded in the context of the evidence that participants were providing.

An example of an analytic memo captured in ATLAS.ti during analysis and related to question one is illustrated below:

May 14, 2015: Memo on Ms. Nance's comments.

Ms. Nance said:
"We also had great communication and she [the coach] also built my confidence and praised me to the level to where I felt like I could do it actually on my own whether she was watching me or not" (p. 7).

To think about: Does this quote point to more than just results? Thought: Could it be the communication was part of the processes—the processes added to the relationship enhancer of praise allowed the teacher to gain the confidence for the result (that she could do it on her own whether or not the coach was watching?) At the same time, this teacher implemented well from the beginning. Does this process apply to low implementers? NOTE: Check if any of the low implementers talk about implementing using only one coaching strategy as it appears H.I. teachers did.

In this memo, the researcher is actively striving to understand developing patterns that are emerging from the data. This memo allowed added insight when organizing data into subthemes concerning essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation.

The themes and subthemes for question one included:

I. Relationships-Focused Coaching Domain

a) be consistent and present

b) enact relationship enhancers such as empathy, encouragement, and authentic praise to accelerate trust

c) leverage principal support in positive ways

II. Processes-Focused Coaching Domain

a) increase teacher confidence by using a step-by-step process that builds on what teachers already know

b) incorporate active coaching cycles that include modeling, observation, feedback, and reflection components

c) offer choice within parameters

III. Results-Focused Coaching Domain

a) recognize teacher and/or student growth

Table 14 below is an example of the subtheme matrix specific to coaches being consistent and present that was created to answer question one.

Table 14

Sample Subtheme Evidence Matrix for Q1

Strategy	Be Consistent and Present
Evidence from high implementers	37:46 There was all kinds of communication there. They were always there. But I feel like you had to have that too. R: Why do you say that? T: Well if you didn't then you kept missing. Then you would eventually get out of it. That's not meaning to be ugly. Though you know, that's what happens.
	34: 77 They were steady. Our second-year coach offered daily emails, texts, and even called to voice-record our coaching sessions rather than just cancel it. I admit, the first year, when technology failed, I was relieved because that meant no coaching sessions today. . . haha. Our second-year coach didn't give us that "break." But it was for the best. I needed that push to continue. The second-year coach made more personal visits to our school. I loved seeing her face-to-face and so did the students who saw her on the computer.
Evidence from initially resistant teachers	38:24 My coach would come and visit and read to my kids if I wanted something like that. My coach went and did above and beyond, like I'm sure they don't tell y'all that you have to come and like read to kids, or I'm sure if I had asked my coach to, like, can you go with us on a field

trip or something, my coach probably would have done it. But if you have somebody that is just strictly, you know um, I don't really know how to word it. But someone who is willing to go that extra mile if you need help. They are not just doing it by the book.

39:17 Staff development was in an ongoing way. Instead of just going to a workshop or something. We need more practice than just two or three times. We need it to be consistent. Okay, like, get training then come back and practice another couple of weeks. Like we tell the kids, the more practice the more perfect you can become. That's the way I look at it. The more you do something the better you become. You need more than one time or two times of meeting. It needs to meet on a regular basis.

Evidence from coach

31:34 And like I said I was consistent throughout.

3:148 The coach has to be consistent. Overboard consistent on what you say. You cannot ever blow it off and say "Oh I'm sorry I didn't get around to you today—I'll get to you tomorrow." They really care about consistency.

3:163 I think a lot of times teachers think if I just ignore this new initiative or this new problem or this new coach that eventually she will go away just like everybody else does and the only thing that breaks through that is being there over a period of time.

3:159 Ideally you have time with them. Like a span of time. That coaching will be ongoing for a period of time. I don't think you are going to see good coaching results if, you know, it is a short time and everyone knows it's a short time—everyone is going to say let's just tough it out until this is over.

3:204 There are teachers I work with who want to do it their own way and it takes time for them to see, number one, I'm not just going to go away. You know you are not going to get rid of me.

3:146 Coaches have to be consistent over time because if there is a barrier there the teacher is going to look for any opportunity to say "See there she didn't do it. I knew she wouldn't." See that's not going to work.

1:33 I just tried to be really available. So I showed up to her school. And I baked cookies when I came and I gave her my phone number and I said if you have any questions. And I was, really early on when she was super confused about the intervention, I offered to essentially do the coaching from my remote location. I just tried to be very present in her life.

31:16 I mean throughout the first year I kind of kept that neutral stance even though all that other stuff was going on. I still kept showing up regardless and I kept saying "Hey I am here for you" kind of thing. And I didn't go away. It was kind of like we were in it together. And like I said I was consistent throughout.

31:39 And that was part of being a new coach too. It was kind of whatever excuse she gave me just kind of accept it and so oh okay. You don't have an assistant or you forgot or you have a—I mean she would come up with field trips or assemblies or whatever it was. But that first year I just kind of let it go. Whether it was because I was a new coach or just giving her space initially.

3:125 If I say I want you to do coaching but I never show up to anything that has anything to do with coaching and if I say I want you to participate in this new thing but I never show up to any of it, then teachers perceive that as, well this is going to be a short-lived thing.

Note. Q1 = question one, R = researcher, T = teacher.

These subthemes were then developed into a narrative report that addressed the findings of research question one. Further discussion of the subthemes of finding one will be described below with annotated evidence from the coach, high-implementing, and low-implementing/initially resistant teacher participants.

I. Relationships-focused coaching. The first strategy domain of relationships-focused coaching is grounded on the idea that professional development resulting in classroom teacher change is more likely to happen when coaches form supportive, cooperative partnerships with teachers that facilitate trust, open communication, and effective problem solving (Collet, 2012; Gallucci et al., 2010; Knight, 2011; McCormick & Brennan, 2001). During data analysis, three subthemes emerged that indicated further specific strategies the coaches were enacting within the domain of relationships-focused coaching. These subthemes were: (a) be consistent and present; (b) enact relationship enhancers including empathy, encouragement, and authentic praise to accelerate trust; and (c) leverage principal support in positive ways.

(a) Relationships-focused coaching: Be consistent and present. One hundred percent of all the participants described the importance of the coaches being consistent and present in the lives of the kindergarten teachers during the TRI intervention. Veteran coach Elise described how she was consistent and "continued to show up" no matter how the teachers reacted in the following vignette:

> I had to be consistent. Overboard consistent on what I said. You cannot ever blow it off and say [coach quotes in high voice] "Oh I'm sorry I didn't get around to you today—I'll get to you tomorrow." They [the teachers] really care about consistency. . . . I think a lot of times teachers think if I just ignore this new initiative or this new problem or this new coach, that eventually she will go away just like everybody else does and the only thing that breaks through that is being there over a period of time. There are teachers I work with who want to do it their own way and it takes time for them to see, number one, I'm not just going to go away. You know you are not going to get rid of me! So, if I say [to the teacher] I want you to do coaching but I never show up to anything that has anything to do with coaching, and if I say I want you to participate in this new thing but I never

> show up to any of it, then teachers perceive that as *well, this is going to be a short-lived thing!* (Elise)

TRI coach Betta also talked about "presentness" as she described how she would frequently show up at the teacher's school, provide availability to the teacher, and provide multiple ways to communicate:

> I just tried to be really available. So I showed up to her [kindergarten teacher's] school. And I baked cookies when I came and I gave her my phone number and I said if you have any questions. And, really early on when she was super confused about the intervention, I offered to essentially do the coaching from any remote location. I just tried to be very present in her life. (Betta)

Literacy coach Sam shared how he enacted the strategy of being consistent and present, even when the teacher was enacting overt resistance:

> I mean throughout the first year I kind of kept that neutral stance, even though all that other stuff was going on [teacher overt resistance to the TRI], I still kept showing up regardless and I kept saying "Hey I am here for you" kind of thing. And I didn't go away. It was kind of like we were in it together. And like I said I was consistent throughout. (Sam)

High-implementing kindergarten teachers also cited evidence of coach consistency and presentness. High-implementing teacher Ms. Latta even went so far as to indicate that without the consistency of the coaches, it was easy to miss TRI sessions:

> There was all kinds of communication there. They were always there. But I feel like you had to have that too. If you didn't, then you kept missing. Then you would eventually get out of it. That's not meaning to be ugly. Though you know, that's what happens. (Ms. Latta)

Similar to Ms. Latta, high-implementing teacher Ms. Nance commented about how the consistency and presentness of the coaches helped her to continue implementing the TRI:

> They were steady. Our second-year coach offered daily emails, texts, and even called to voice-record our coaching sessions rather than just cancel it [when the video did not work]. I admit, the first year, when technology failed, I was relieved because that meant no coaching sessions today . . . haha. [Teacher laughs.] Our second-year coach didn't give us that "break." But it was for the best. I needed that push to continue. (Ms. Nance)

Low-implementing/initially resistant teachers also described examples of how their coaches enacted the strategies of being consistent and present. Ms. Docila spoke of how her coach would often visit at her school and volunteer to help in her classroom. Ms. Docila described further how her coach would go the "extra mile" and read to her students. Ms. Docila indicated that without her coach enacting this strategy it would have been much harder for her to implement the TRI:

> My coach would come and visit and read to my kids. My coach went and did above and beyond like that. Like, I'm sure they don't tell y'all [TRI coaches] that you have to come to visit and like read to kids. I'm even sure if I had asked my coach to go with us on a field trip or something, my coach probably would have done it. . . . But if you have somebody that is just strictly, you know, like [teacher bangs hand on the table emphasizing each word and speaks in a deep authoritative voice] "I just have to get it," then that, *that* would have been hard. . . . But [my coach] was willing to go that extra mile and . . . that's what helped. (Ms. Docila)

Low-implementing/initially resistant teacher Ms. Harley described her second-year coach being consistent and present by sharing how her coach kept coming back to work with her in a consistent, ongoing way:

> [My second-year coach] worked with us [the teachers] in an ongoing way. Instead of just having us go to a workshop or something. You know, we need more practice than just two or three times. We need it to be consistent. My first-year coach was like, "Okay – let's do the training!" and that was it. My second-year coach was also like*,* "Okay – let's do the training!" but then she came back and we would practice. She was, like, we tell the kids, the more practice the more perfect you can become. That's the way I looked at it. I needed more than one time or two times of meeting and she [second-year coach] did it on a regular basis. (Ms. Harley)

In this section, evidence from the participants commenting about the coaching strategy subtheme of being consistent and present was cited. Next, a discussion of the subtheme of coaches enacting relationship enhancers such as empathy, encouragement, and authentic praise to accelerate trust will follow.

(b) Relationships-focused coaching: Enact relationship enhancers such as empathy, encouragement, and authentic praise to accelerate trust. The data reflected that 100% of the participants spoke about the importance of enacting relationship enhancers to accelerate trust. TRI literacy coach Elise commented about the importance of leveraging empathy to accelerate trust, particularly with teachers who had encountered a negative experience with coaching in the past. She said:

> I worked with teachers who had a very negative experience with a coach in the past. I already knew they did not trust my role as coach so I tried to just to be very low key and just be very real. I wanted my teachers to know *You can trust me.* Also, I was really mindful to ask them about things. I knew one of my teachers' mother-in-law passed away. So of course I was not going to expect her to do a coaching session that day and I was not even really going to expect her to do anything else that week. But me sending one email that was nothing but *I am so sorry that you are dealing with this,* that was all it was and I was not asking for anything. I know we all say relationships are important to coaching but we really do need to treat teachers like real human beings. We have to see the teacher as a whole person and make allowances for that. I have to force myself to remember "I am looking at a teacher right now on the screen; she has a classroom full of kids; she has more to worry about than my coaching session and me getting my numbers in." (Elise)

In a similar way, literacy coach Sam related the following example that explained how he used his own experience as a classroom teacher to develop empathy and understanding for the teacher. In this process of building empathy for the teacher, Sam began to show support and encouragement to the teacher, which resulted in a trusting relationship. Sam said:

> The most important and relevant thing that helped build a relationship with my teacher was that I was a former teacher and could relate to her struggles within the classroom. I was familiar with the constant sense of "emergency" that is teaching in a public school, especially a Title I or failing school. I know how frustrating and stressful it is to work under those conditions and how little time you have day-to-day. . . . I feel this helped break down several of the barriers [the teacher] had initially created and [the teacher] began to realize I was working with her and available for support and encouragement, not as another district person coming to evaluate her. Over time, this shift led to this teacher being more receptive and willing to make the time to meet. In my opinion, in the teaching profession time is your most valuable asset, so the fact that this teacher began to share her time with me meant a lot in building our professional relationship. (Sam)

High-implementing teacher Ms. Latta spoke of the empathy, encouragement, and support she felt from her coaches. Notice how Ms. Latta spoke about how the coaches built a trusting relationship with her much the same way she built a trusting relationship with her students' parents:

> My coaches were very nice. They were very positive. They gave me encouragement. They both gave me good ideas. . . . I felt like if I had a problem—it's like how I have a rapport with my parents. I don't talk at them, I talk with them—and that's how my coaches were like to me—they talked with me. (Ms. Latta)

Low-Implementing/initially resistant teacher Ms. Docila portrayed an example of her coach showing her empathy when she was expecting a baby. She went on to explain how her coach being empathetic and understanding helped to build a relationship of trust between her and her coach:

> During the first year of the program I was pregnant, and my coach always asked about things and checked on me and the baby. She wasn't all business all the time. Her doing this made me feel like she really cared about me as a person, not just me as a TRI instructor. . . . This helped to break down barriers and made it easier for me communicate with her. I am a very shy person, but my coach made it feel more like friends talking. By the second year, it was like talking to an old friend through email and Skype. (Ms. Docila)

Additionally, low-implementing/initially resistant teacher Ms. Chin commented on how the encouragement and authentic praise of her coach led to trust:

> My coach was super encouraging from the beginning and stayed that way throughout. My coach always found something positive to say. Even if I felt like, after a lesson, if I felt like it didn't really go that well, my coach always focused on something I did well and said something positive about it. In this way [I] felt like [my coach] was cheering me on to do a good job and I learned to trust [my coach]. (Ms. Chin)

On the other hand, to further demonstrate the importance of the coaches leveraging empathy, encouragement, and authentic praise to accelerate trust, three vignettes will be shared below. In

the first two vignettes, TRI coaches Betta and Elise described how they learned the importance of using authentic praise with their teachers to enhance relationships:

> So with [initially resistant teacher] at first I was a sort of loud cheerleader with her, sort of loudly cheering her on for every little thing. And that DID NOT work. In fact, it actually annoyed her greatly. I learned to only praise her for the things she did well (Betta).

> Teachers really care about authenticity. I've got to be authentic with them and just say straight "I know you are not going to like this part but we have to do it." I don't have to pretend with them. I knew they would be looking for any mixed messages. I couldn't say "Oh that was great" and then go to the principal and say "Oh that was not great." I had to be real. I remember one teacher saying, "Well my former coach said I didn't do this right or this right or this right but then I got copied on an email to the principal that was saying things were sooo great but in my coaching session she told me things were not great." In other words, the teacher was saying: "My coach tells me things were bad but then emails the principal and says our team is doing a great job, so we don't believe anything the coach says when she praises us—she only wanted to look good for the principal." From this I learned to be super authentic. Teachers can see when you are pretending. (Elise)

Finally, in the third vignette, low-implementing/initially resistant teacher Ms. Frank poignantly stated how her literacy coach could have better demonstrated empathy for her:

> You know, I wish, I think maybe I wish my first coach would have come in and instead of just telling me what to do, I wish I could have said "Okay now you sit down and you do it with a child in my class." I really do. I wanted to sit back and not tell the kids to stop talking. I wanted that coach in the camera over there to come over here and deal with all of the kids coming up to them. Just let them see how that feels because I think it was just hard. You know because my first coach didn't know the kind of kids I had. She would say "Oh I know I know you are busy but it is only 15 minutes!" and I would say "No, no you don't know. You really don't." In 15 minutes my class can become a real big mess, you know? (Ms. Frank)

In this section, explanatory text from the participants citing examples relative to the coach subtheme of enacting relationship enhancers such as empathy, encouragement, and authentic praise to accelerate trust was described. Further, three vignettes of nonconfirming examples were shared, further expounding the legitimacy of this particular subtheme within the domain of relationships-focused coaching. A discussion of the final subtheme within the strategy domain of relationships-focused coaching, leveraging principal support in positive ways, will be presented below.

(c) Relationships-focused coaching: Leverage principal support in positive ways. Data analysis revealed that 100% of the participants described ways in which effective coaches leveraged principal support in positive ways.

TRI literacy coach Elise commented on how she was able to leverage positive principal support of her teacher, Ms. Docila. Elise explained that she would keep the principal updated via email on how Ms. Docila was doing. When writing these principal emails, Elise was always careful to use authentic praise for Ms. Docila. Elise also explained that her teacher, Ms. Docila, was copied on every email to the principal. In response, the principal typically replied with acknowledgment and praise for Ms. Docila's efforts and implementation of the TRI. Elise helped Ms. Docila to look good in front of her principal, because the teacher was copied on each email. In this way, Elise leveraged positive principal support for Ms. Docila. In turn, Ms. Docila's ability to look good in front of her principal reinforced Ms. Docila's implementation of the TRI:

> The principal was as involved as she wanted to be day to day with Ms. Docila and the TRI because we set it up in the beginning that everyone is going to know what all these conversations are and as long as everything is going well these are all going to be nice conversations. Then Ms. Docila rose to the challenge. It ended up very positive because I would always end up emailing the principal after a visit and saying "Hey [Ms. Principal], I came—it was so great to work with Ms. Docila this week, we worked on blah blah blah. Thank you for letting me come to your school!" Ms. Docila was copied on them [the emails] so she would know what was being shared. And the principal's responses were always responses like "Great. Ms. Docila is so great. Glad to hear things are going well." It was very positive. (Elise)

The decision by TRI literacy coaches to develop and send to principals a quarterly TRI newsletter wherein individual teachers and schools were praised by name was another evidence of leveraging positive principal support for teachers:

> The TRI newsletter was sent to my principal first. Our principal was so positive about it. She was so happy that we were being spotlighted for something we had been insecure

> about. I was so impressed and elated when I saw my name in the TRI newsletter. I smiled and I felt so proud. (Ms. Nance)

A different way of leveraging principal support in positive ways was described by low-implementing/initially resistant teacher Ms. Frank: "When we would tell our coach we had conflicts with doing stuff, she would call the principal and advocate for us. That meant a lot to us."

On the other hand, TRI literacy coach Drew shared exactly what *not* to do when leveraging principal support when she said, "I think sometimes going straight to the principal [about your teachers in negative ways] is a good way to lose that shot of building any relationship with them."

It is noteworthy to point out, however, that even though both high- and low-implementing/initially resistant teachers spoke of the importance of TRI coaches leveraging principal support in positive ways, only high-implementing teachers *perceived* their relationships with their principals as supportive. The differences in the perceived principal support by high-implementing and low-implementing/initially resistant teachers will be discussed more fully in the question two section presented later in this chapter.

In this section, the researcher reviewed examples from the data analysis that unpacked evidence suggesting that TRI literacy coaches incorporated the strategy of leveraging principal support in positive ways in order to continue to build relationships with teacher participants. Next, a review of the second coach strategy domain of processes-focused coaching will be presented.

II. Processes-focused coaching. The second strategy domain of processes-focused coaching is centered on the idea that literacy coaches must present professional development for

classroom teachers in clear, uncomplicated steps that teachers find doable in real classroom contexts (L'Allier et al., 2010; Elish-Piper & L'Allier, 2010).

During data analysis, three subthemes emerged that indicated further specific strategies the coaches were enacting within the domain of processes-focused coaching. These subthemes were: (a) increase teacher confidence by using a step-by-step process that builds on what teachers already know; (b) incorporate active coaching cycles that include modeling, observation, feedback, and reflection components; and (c) offer choice within parameters.

(a) Processes-focused coaching: Increase teacher confidence by using a step-by-step process that builds on what teachers already know. All of the TRI coach participants, all of the high-implementing teachers, and nearly all (75%) of the low-implementing/initially resistant teachers commented on how learning the TRI in a step-by-step process built teacher confidence over time. TRI literacy coach Drew articulated the process of coaching teachers in a step-by-step manner in this way: "You start with one thing and then add little by little. When the teacher can put together the little pieces well, they start to gain confidence from there." TRI literacy coach Elise describes the process of helping teachers gain confidence by building step-by-step on what the teacher already knows. Notice how Elise scaffolded the teacher to gain confidence in the TRI by incorporating foundational literacy knowledge the teacher already knew and then helping the teacher make the connection in a step-by-step process:

> With Ms. Docila, in her second year, I treated her like she already knew it and she responded. I would say: "You are such a great teacher; you already do all these great things. I'm sure you do teach your students words right? You teach them words? Yes! I knew you did because great teachers teach their kids words! Now this is how we teach students words in the TRI." That's what I mean by bringing the teacher into it piece by piece. So it's not, "I'm telling you what to do!" This is really important with teachers who feel like "I already know this." I am able to say "Yes! You do already know these [literacy] skills, so TRI is going to be easy for you! Just imagine the teachers who don't know it!" So in order for me to say the TRI is right, I don't have to say "Teacher you are

> wrong!" And this process really builds their confidence! It's not like I am the queen of the TRI here to impart all knowledge! (Elise)

TRI literacy coach Sam demonstrated how he focused on a step-by-step process with his teacher, Ms. Chin: "It was one step at a time. It was baby steps. I would pick my battles and just choose one thing each time for my teacher to focus on." Over time, this step-by-step process appeared to build the confidence of Sam's low-implementing/initially resistant teacher, Ms. Chin. Notice how Ms. Chin described how she became more confident as she understood the different components of the intervention:

> The first year of [the TRI] it was brand new and I was unfamiliar with the activities and how the program should be implemented. The second year after I had had opportunities to work with the different kids and my coach coached me with all of that, I, it wasn't like I felt like an expert at it but I definitely felt familiar with it enough that I could answer questions or maybe show someone else, you know, how it was done. Like I said, definitely not expert level but enough that I felt that I knew a little bit more than I did that first year. I was more confident. (Ms. Chin)

In this same vein, low-implementing/initially resistant teacher Ms. Harley described how important the step-by-step process was for her in finally understanding the TRI processes during her second year of implementation:

> Well the first coach, I just never, just never felt, I just wasn't real comfortable. I did not find her to be helpful as much. I felt like when she contacted me she was like, "Okay - you should know this!" Or "Why don't you know it because you should!" But the second coach, she was step-by-step. Very patient. Very positive. And I finally got it! (Ms. Harley)

High-implementing teachers also cited how they became more confident as they came to understand the steps of the TRI. High-implementing teacher Ms. Latta described how she came to feel more confident her second year of implementation when she understood the steps of the TRI better:

> I was a lot more comfortable with it (second year). I was able to really actually gain a better understanding. Well you know, the first time you learn. The second time you do.

> Just like how you do with your children, you know, you learn with your first, you do with your second. The more you do it the better you get. (Ms. Latta)

In this section, the researcher explored instances from the data analysis that suggested TRI literacy coaches incorporated the strategy of increasing teacher confidence in the TRI by using a step-by-step process that built on what the teachers already knew. Next a discussion of the second processes-focused subtheme of incorporating active coaching cycles that include modeling, observation, feedback, and reflection components will be taken up and discussed.

(b) Processes-focused coaching: Incorporate active coaching cycles that include modeling, observation, feedback, and reflection components. All of the study participants, including the TRI coaches, high-implementing teachers, and low-implementing/initially resistant teachers described evidences of active coaching cycles that included modeling, observation, feedback, and reflection.

Low-implementing/initially resistant teacher Ms. Chin explained how her coach modeled for her:

> In the beginning with the activities like making the words and the Read Write and Say, I know a couple of times my coach would be like, "Ms. Chin, you are going to actually do this." Then he would model for me. In a way that was hard for me because I was like [teacher whispers in low voice] I made a mistake! (laughs) But I will admit, it was extremely helpful. (Ms. Chin)

In terms of coach modeling, another low-implementing/initially resistance teacher, Ms. Harley, added:

> The best thing is like if you have a question, she [the literacy coach] would coach you along and she would show you, like, directly how to do it. What I mean is, if you are not doing something right she [the literacy coach] would show you directly and she would give you an example of what to do. (Ms. Harley)

High-implementing teachers also commented on coach modeling. High-implementing teacher Ms. Nance explained: "Both years, my coaches showed us videos and modeled for me."

High- and low-implementing/initially resistant teacher participants also reported examples of the coach cycle components observation and feedback. Low-implementing teacher Ms. Docila described her experiences with the coaching cycle components of observation and feedback in the following scenario:

> After [my coach] observed me, she always had some type of feedback for me. She always gave suggestions for what could be done next. . . . She always had the positive on how well I did in implementing something and then she always gave me some type of positive criticism. (Ms. Docila)

Ms. Docila's TRI coach, Elise, corroborated the teacher's comments about observations and feedback when she added:

> I would observe and could see that [Ms. Docila] was more putting more things into practice that we had discussed and then I would give her feedback and I noticed she was more open to asking for feedback too. (Elise)

High-implementing teacher Ms. Nance described her experiences with observations receiving TRI feedback from her coaches in this way:

> I don't think I mentioned this before. After being observed in the coaching sessions, my TRI coach would email me my feedback. So I not only received verbal feedback after the observation, but I received my feedback in writing too. I have saved every one of them to go back and look because TRI is over and hopefully it will continue to be a program, but forever more I will have my feedback whether I can ever get up with my coaches again or not. I will always have that feedback with me. (Ms. Nance)

High-implementing and low-implementing/initially resistant teachers also cited examples of the coach cycle component of reflection. At times this reflection seemed to happen actively with a coach as evidenced by TRI coach Elise in the following example. Notice how the teachers needed to reflect with Elise about their negative past experiences. As Elise gave them this opportunity to reflect, the teachers were able to move forward:

> They [initially resistant/low-implementing teachers] wanted to be able to be validated on their past negative experiences. It was awkward for me because I did not want to get into specific conversations about the previous coach, so I tried to keep it in a professional way. But some of them just needed the chance to reflect and say "I didn't like the coach.

> I didn't like what she said to me, when she did this to me." When I slowed down enough to let them reflect and then just say, "I'm sorry that happened to you," they moved on. (Elise)

At other times, the reflection happened after the coach observed teachers and offered them feedback. Reflection seemed to be a coaching component that allowed teachers to think deeply about and consider frustrating or undesirable components of coaching in alternate ways. Notice that in the two following scenarios, as the teachers reflected, they both began to question their initial negative reactions and view coaching in a more favorable light. In the first scenario, low-implementing/initially resistant teacher Ms. Frank shared how she learned through reflection to notice positive qualities about her coach. This reflection helped Ms. Frank to acknowledge the efforts of her coach:

> My coach was very young, and that was hard for me. Sometimes it just burned me up. One day after a session, I was very frustrated because I had tried to connect with my coach and it took almost 30 minutes of class time to finally connect. I mean I was literally running up and down the hallway, you know? My coach apologized all over herself, but I was still frustrated. After my coach observed me and gave my feedback, we started talking about my daughter and she [the literacy coach] helped me with some questions I had about college. But I got off of the session still frustrated. I mean I was really put out, you know, wasting all that time. After I got off, I started reflecting on what happened. I started realizing how helpful the coach was in answering my questions about my daughter. When I calmed down, I realized that although it took 30 minutes to connect, my coach was trying in every way possible to connect with me. I mean, seriously—bless her heart—the poor girl tried everything. She tried Skype, Facetime, and Google Chat. She even offered to audio-record me. When I thought about it, though I was still annoyed about the time it took, no teacher has THAT much time, but it actually made me appreciate my coach more. Even though she was still very young, I could see how hard my coach was trying with me. (Ms. Frank)

In the second scenario, high-implementing teacher Ms. Nance shared how the reflection process helped her to accept being videotaped, which was an undesirable component for her:

> I can't lie to you. I hated, I mean hated [teacher draws this word out slowly and loudly] being videoed. First of all it made me want to run for the hills and second of all—well tell me—do you really know anyone who actually likes being videoed? And to tell you the truth I had never done it before. I was insecure not only about how I looked but just really how to do it, like the technology piece. Anyway, my coach asked me to really

> contemplate how it could help me as a teacher . . . like really think about it. And you know what? I realized it was making me better. I mean we teachers are used to doing hard things, right? So in my reflecting I realized I can do this hard thing and be an example to my team [teachers on the same grade level] and to myself. I *can* do hard things. And most of the time, hard things are good for us, aren't they? Then I embraced it—the videoing—and now I am really good at it! Ha! I even do it with my kids who think I'm UH-mazing, and I've taught my other family how to do it. Have mercy—even my mama videos me now! (Ms. Nance)

In this section, discussion of the second processes focused subtheme, incorporating active coaching cycles that include modeling, observation, feedback, and reflection components, was presented and examples from the data analysis were discussed. Next the researcher will present and discuss the final processes-focused subtheme of offering choice within parameters.

(c) Processes-focused coaching: Offer choice within parameters. Hard coaching models are characterized by coaching cycles with targeted, specific learning outcomes based on implementation of evidence-based practices (Elish-Piper & L'Allier, 2012; Fox et al., 2011; Walpole & McKenna, 2013). Research reports that hard coaching models that use up-front goal setting are more likely to result in substantive achievement gains in students and teachers (Biancarosa et al., 2010; Carlisle & Berebitsky, 2011; Matsumura, Garnier, & Resnick, 2010; Neuman & Cunningham, 2009). However, hard coaching models can be intrusive, limit teacher choice, and often result in initial teacher resistance upon implementation (McKenna & Walpole, 2008). Although this model allows for little teacher choice, there was evidence from the data analysis that TRI coaches learned to offer choice within the parameters of this hard coaching model such as when or where the teacher would implement the TRI.

Literacy coach Drew explained, "It didn't matter to me when or where we coached. If I could get her to agree to do it, I would do it anyplace or at any time—just to help her feel comfortable." In a similar way, literacy coach Sam described how he offered choice to his low-implementing/initially resistant teacher Ms. Chin:

> If Ms. Docila missed three or four sessions and I hadn't heard from her, I would say, "Okay I am coming to visit now. I will model whatever you want." And I would say, "We are going to make this happen. I'm here to support you so I would be happy to model a lesson. We are missing all these sessions so we have to sit and do a lesson. But if you want me to do it, I will do it. You just sit and watch." And so that is what we did. (Sam)

Literacy coach Elise explained in detail her method of offering her low-implementing/initially resistant teachers choice within parameters. Elise shared how she learned not to change her message of coaching [implementing the TRI]. Rather, she learned to change her method of coaching [offering teachers choices]. Elise said:

> Something I learned that I always try to keep in mind: If people resist you, many times our first inclination is to then change your *message* so they won't resist. But if you change your *method,* that can break through resistance. That for me has made a big difference. So it's not "Oh you don't want to do TRI? Okay I won't ask you to do TRI." I mean that is what I would want to say. I mean I don't want teachers to resist me. But it's not watering down your message, it's more about my *method* of saying it. How can I get to the same result even if we have to take a different path? If the key principles are there, you have to be open in the processes. Make allowances in the processes. . . . For those teachers who were so resistant, I let them choose. I gave them parameters that we have to do and I said "Let's all figure it out within that." I think that the previous coach had tried to go at it like "Let's have team meetings. They are a great thing. You guys will really want to do this," and she really glossed over you don't have a choice about it. And she tried to make it seem like it was a choice, but then she was going to get you and report you when you don't do it. That made me really, really clear with them: "We have to have team meetings, we have to have email correspondence, we have to have individual sessions about TRI. Now anything other than that I am really open to whatever makes it work with you guys." Being flexible within the boundaries or parameters gives them room to move. I think when you do that they see there is a lot of freedom inside the intervention if you set the parameters. That works even better than most other things and definitely better than trying to pretend they have choices they don't really have. (Elise)

In addition, low-implementing/initially resistant teachers cited examples of how the TRI coaches offered choice. Ms. Chin explained: "Well, you know, my coach really worked with me in finding the right time that worked for me for us to meet." Low-implementing/initially resistant teacher Ms. Frank added her experience:

> My coach did work with me because my technology never worked. I mean I would be down here and every time [my coach] would work trying to get me logged on. She went

> above and beyond. She tried many different ways to see what would work for me. She was very flexible about that. (Ms. Frank)

High-implementing teachers also commented on ways in which the TRI coaches offered choice. For example, in her interview, high-implementing teacher Ms. Latta bemoaned how often her class schedule was changed by the administration. Ms. Latta shared that when her schedule was changed at the last minute, it was extraordinarily difficult for her to keep her TRI sessions with her coach. Notice how this teacher described how helpful it was when her coach gave her choice in her meeting times:

> Then see sometimes they [school administration] would revamp my schedule. I would feel so bad about that because it made a big mess. And, you know my coach, she would already have everything planned out. And I'd feel so bad and go to her and I'd say, "Is there any way we could do such and such?" and this would change everything all around. But my coach, bless her heart, she would give us the opportunity to choose a time that was good for us too. She didn't just want to do it *her* way, you know *her* schedule. It was very flexible with her. (Ms. Latta)

In this section, evidence of TRI coaches offering choice within the parameters of this hard coaching model was examined. TRI coaches and both high- and low-implementing/initially resistant teacher participants cited examples of either offering (as in the coaches) or being offered (as in the teachers) choice. Next, a review of the third coaching strategy domain of results-focused coaching will be presented.

III. Results-focused coaching. The third strategy domain of results-focused coaching is based on the idea that it is only when teacher practices result in observable outcomes that teachers' beliefs shift and lead to long-term teacher change (Gusky,1986). During data analysis, one consistent subtheme emerged that indicated a specific strategy the coaches were enacting within the domain of results-focused coaching. This subtheme was recognizing teacher and/or student growth.

(a) Results-focused coaching: Recognize teacher and/or student growth. Data analysis indicated that 100% of the TRI literacy coaches recognized growth in two areas: teacher change and student growth.

Teacher change. The data analysis pointed to teacher change in two areas: teacher ownership of the TRI, and sustaining the TRI in classrooms after the study. The first area describes ways in which teachers changed in taking ownership of the TRI. Literacy coach Sam explained how he noticed the change in how his teacher took ownership of the TRI in this way:

> The first year when [Ms. Chin] missed, I would always say we can reschedule and then she would never do it. But the second year she was very good at that. If she missed she would be the one to want to make it up the next day or two. In fact, the second year she was all about it and was one of my most, well the highest implementer. (Sam)

Literacy coach Elise explained the change in how her teacher took ownership of the TRI by recognizing the ways in which her teacher became more diagnostic in TRI sessions:

> I saw such a different purpose in her in doing the TRI between the two years. The second year she put things into practice. The second year, it would be more like Ms. Docila saying, "I know she needs help with middle sounds. I've been trying to help her with the short vowel sound in the middle and I did all of these things and she is not getting it. What do you think?" and then the next week she could say, "I did that this week and she is better, so now I have a question about this part. What do you think about this?" It wasn't just me saying, "So how did that go?" She would make suggestions and then say, "Now help me with the next part." (Elise)

Low-implementing/initially resistant teacher Ms. Docila corroborated Elise's story when Ms. Docila described her own view of how she changed:

> The very first year I was a little nervous just making sure that I knew what to do with my kids and when to be able to move my students from the pink level to the blue level and when to switch my kids over. I kind of wanted to make sure they mastered the one before I moved on, but by the second year it was like I just kind of knew. I was on it better. I knew when my kids were ready to move on. (Ms. Docila)

High-implementing teacher Ms. Nance shared how she took more ownership of the TRI in the way in which she learned to modify the TRI to fit her classroom needs better:

> I thought I had to do every single thing with every student. And I didn't know how to modify my lessons during the lesson. So if I didn't have time to do the whole thing I did it anyway. But during the second year, through professional development, maybe the summer training also and talking with my coach, I think I realized I can modify! Through practice and using the diagnostic maps, I learned how to adjust while we were in the middle of the lesson. I just wanted to add that I have grown more as a teacher in these last two years with TRI than I have in all the years before. (Ms. Nance)

Sustaining the TRI in classrooms after the study. Another way in which the data suggested teacher change is that 100% of all of the teachers, including both high- and low-implementing teachers, cited examples of how the TRI was continuing to be practiced in each of their classrooms even after the study was over. Low-implementing/initially resistant teachers shared how they continued practice of the TRI after the study in different ways. Ms. Chin reported that she continues to use portions of the TRI with her whole class: "And like I said, I still use a lot of the practice. It doesn't stop just because you are not actually doing TRI. The things I learned from TRI I have implemented with the whole class." Ms. Harley continues implementation of the TRI in her small group work: "I just learned to enjoy the program my second year. And now I thank God I was chosen to be in it because I've learned a lot. And I still use it with my students in small groups because I know it works." Ms. Docila now teaches second grade, but she described how she incorporates the TRI with her second graders: "This year I moved from kindergarten to second grade. But I'm actually still using the TRI with some of my second graders right now who are not quite on grade level." Ms. Frank shared which parts of the TRI that she continues to use as well:

> If you were to ask me if I could repeat back to you word for word how to do each part of the TRI, I mean I think if you asked me word for word, I would say no. But I mean I know what to do and I still use some of the TRI. Like I still use the TRI materials with my kids and I also continue to use the TRI sequence. (Ms. Frank)

High-implementing teachers also indicated how they were continuing to sustain use of the TRI in their classrooms after the study concluded. For example, high-implementing teacher

Ms. Nance, who serves as the kindergarten team's lead teacher, has persuaded the entire team to use the TRI for required small group instruction time: "I really liked TRI and now we [the kindergarten team] are using it as a grade level for our small groups. I have even pretty much sold it to the rest of the grade level who were the control teachers to use as well."

During her interview, high-implementing teacher Ms. Latta shared how she tweaked the TRI in order to continue to use it in her classroom:

> It's really hard right now because our assistants are out of the room now and so it's really hard to be able to pull the children to the back and work with them one on one. So here's what I did. Look! [Teacher and interviewer are in the back of the room. Teacher points to the Smart Board at the front of the classroom.] I've got a flip chart up here on the [Smart] Board that we do and we spend about 20–25 minutes on that. We are able to, you know, segment. You know, we get into the words. We make the words like /r/ /a/ /t/ and then from there we do Change One Sound. We just spend a whole lesson on that and do that about 2–3 times per week. (Ms. Latta)

At the end of the interview Ms. Latta demonstrated to the researcher how the flip chart on the Smart Board worked when working on the TRI with her class. It seemed clear that this teacher was indeed sustaining use of the TRI in the classroom because she had a lesson loaded on the Smart Board that she had used with her students in her classroom that week.

Student growth. It is noteworthy that according to the data analysis, all of the high- and low-implementing/initially resistant teacher participants identified ways in which their students grew as a result of implementing the TRI with them. Indeed, recognizing student growth was a strong motivator for TRI implementation. Literacy coach Sam described how his low-implementing/initially resistant teacher Ms. Chin began to recognize her students' growth. According to Sam, Ms. Chin began to articulate the growth she was seeing as she worked with her child during TRI sessions. However, it seems that when Ms. Chin noticed the difference in the student's reading scores, she become the most motivated to continue:

> I mean [Ms. Chin] saw differences when she was working one on one with the kid. She would say, "I am seeing a lot of gains. I am seeing a lot of changes." She would say it in those feedback emails, too: "They've come a long way!" But the thing that made the most difference for her was when she saw it in the scores, I think. (Sam)

Notice how Ms. Chin described the difference it made for her practice as she began recognizing her students' gains when she finally made the decision to start implementing the TRI:

> But once I got over that [initial resistance] and said, "Okay I am just going to do it. This is my job and I'm going to help these students" and then once I started seeing, *especially* seeing positive results with those kids, that made a big difference too. I really feel like doing the TRI helped increase their reading levels. They [the students] also loved the interaction of it with their teacher and with the coach. I mean it really works. (Ms. Chin)

In addition to being motivated to implement the TRI when she began to recognize student growth, Ms. Chin also described above how much her students enjoyed working interactively with the teacher and the coach. Along this same vein, low-implementing/initially resistant teacher Ms. Frank spoke about how powerful the one-on-one TRI time was for her students. Notice how Ms. Frank described the growth in confidence her students experienced:

> For those students who really needed it, it did them really good. And for them, doing it one-on-one with me as their teacher, it gave them the confidence they needed. I think that it did work. (Ms. Frank)

High-implementing teacher participant Ms. Nance seemed to agree: "TRI builds confidence in the students, in their ability. They feel really special with that one-on-one time." Ms. Nance further described the growth she saw in her students:

> I would say my second year I really made sure I got it in. It was important. I saw the growth in the first year. And I really, really understood why it was a necessity for me to make time. I mean, you have to do your tracking, but it proves itself. If you keep up with the data, it definitely works and you will see growth. (Ms. Nance)

Ironically, it should be noted that the data analysis revealed differences between high- and low-implementing /initially resistant teachers relative to recognizing student growth. Most often, low-implementing/initially resistant teachers needed coach support to recognize student

growth, whereas high-implementing teachers seemed to recognize student growth naturally. This difference, as well as other differences the data analysis revealed between high- and low-implementing/initially resistant teacher participants, will be presented and discussed in question two below.

Summary of question one. In this section, the researcher addressed the first research question along with the primary finding: TRI literacy coaches enacted coaching strategies focused within three major domains (relationships-focused strategies, processes-focused strategies, and results-focused strategies) in order to support both high-implementing and reluctant, low-implementing/initially resistant kindergarten teachers during TRI intervention. This section also presented further data analysis that revealed subthemes of strategies related to each coaching domain that the coaches used during TRI intervention. The subthemes were: (a) be consistent and present; (b) enact relationship enhancers such as empathy, encouragement, and authentic praise to accelerate trust; (c) leverage principal support in positive ways; (d) increase teacher confidence by using a step-by-step process that builds on what teachers already know; (e) incorporate active coaching cycles that include modeling, observation, feedback, and reflection components; (f) offer choice within parameters; and (g) recognize teacher and/or student growth.

The coding processes that took place during data analysis that resulted in the themes and subthemes related to question one findings were recounted. Finally, evidence from the coach, high-implementing, and low-implementing/initially resistant teacher participants pertaining to the main themes and subthemes was annotated and described. In the next section, dominant findings from research question two will be discussed.

Question Two

In this section, the researcher addresses the second research question: How do the essential features of literacy coaching differ by high-implementing and low-implementing classroom teachers? There were two findings related to question two. According to the data analysis, the first finding revealed that teacher response to strategies within the three coaching domains (relationships-focused strategies, processes-focused strategies, and results-focused strategies) appeared to differ by high- and low-classroom teacher implementers. The second finding revealed during data analysis suggested that for reluctant, low-implementing/initially resistant teachers, one essential domain of coaching strategies was simply not sufficient to support these teachers to implement the TRI with their kindergarten students. Reluctant, low-implementing/initially resistant teacher participants needed a multi-domain approach between the three coaching strategies foci in order to sustain implementation of the TRI.

Following is a discussion of both of the findings for question two. First, the coding processes that took place during data analysis that resulted in the findings specific to question two will be recounted. Next, evidence from the coach, high-implementing and reluctant, low-implementing/initially resistant teacher participants relative to how teacher response to strategies within the three coaching domains (relationships-focused strategies, processes-focused strategies, and results-focused strategies) appeared to differ by high and low classroom teacher implementers will be presented, annotated, and described.

Data analysis for question two. In addition to the broad descriptions of data analysis already discussed, specific data analysis relative to question two will now be addressed. There were two findings that answered question two. Finding one: teacher response to strategies within the three coaching domains appeared to differ by high and low classroom teacher implementers.

Finding two: one essential domain of coaching strategies was not sufficient to support low-implementing/initially resistant teacher participants to implement the TRI with their kindergarten students.

The researcher will present the data analysis and evidence for finding one of question two first. Next the data analysis and evidence for finding two will be presented.

Finding one. For the first finding under question two that teacher response to strategies within the three coaching domains appeared to differ by high and low classroom teacher implementers, the researcher started with 45 codes. These codes were collapsed into 11 subthemes. The subthemes emerged into six subthemes that supported the main theme and became first overall finding for question two.

Using ATLAS.ti, the researcher was able to pull together second-level hierarchical codes that represented concepts in the data that had features in common. For example, from first-level coding, the researcher began to notice a group of codes that seemed to be pointing toward the idea that high-implementing and reluctant, low-implementing teachers seemed to respond differently to cultural mismatch between themselves and their coaches. All of the codes related to cultural mismatch were pulled together to form subthemes using ATLAS.ti (see Figure 7).

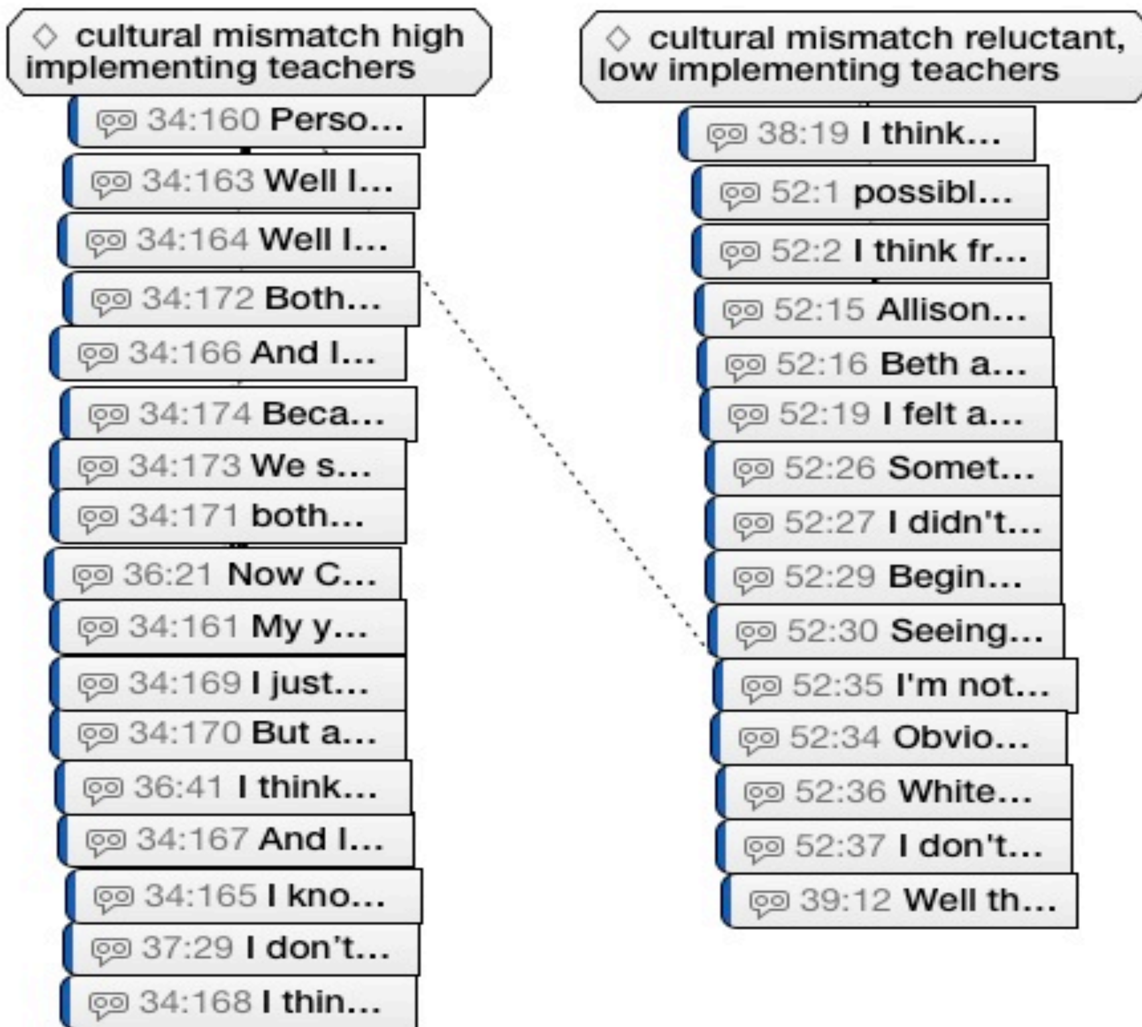

Figure 7. High-implementing teacher and low-implementing teacher response to cultural mismatch.

Creating subthemes for finding one in question two. After rereading the data, the researcher sought to organize the subthemes into themes in an iterative process for this part of question two (see Figure 8).

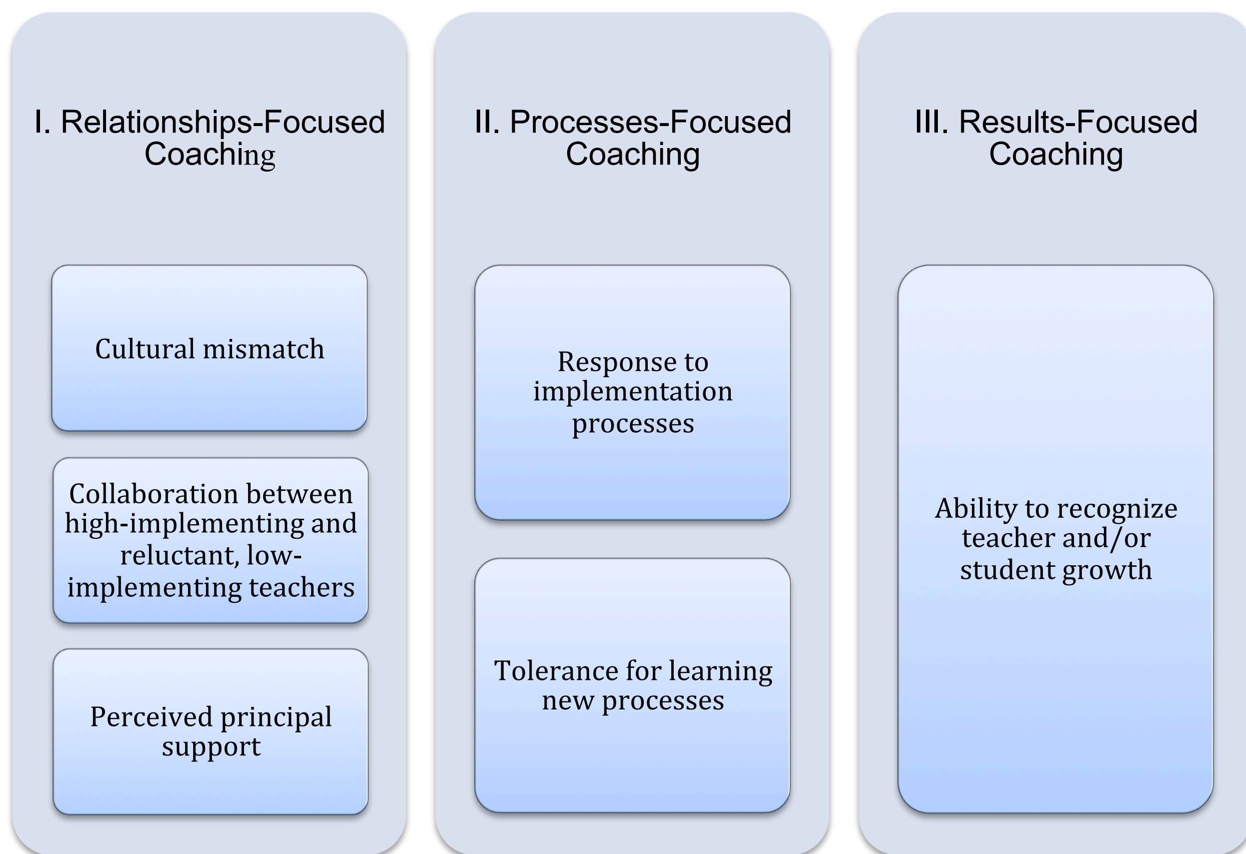

Figure 8. Three coaching domains with differences between high-implementing and reluctant, low-implementing teachers.

Once the subthemes were identified, the researcher created matrices with all possible codes belonging to emerging themes in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes.

See Table 15 below for a sample of the matrix of the high-implementing and reluctant, low-implementing/initially resistant teacher responses to cultural mismatch in coaching.

Table 15

Sample of Coding Matrix Subthemes, High- and Low-Implementer Responses to Coaching Q2

High Implementers	Reluctant, Low Implementers/Initially Resistant
Relationships: Cultural Mismatch – Does Not Matter to HI: Matters to Initial Resistors	
37:30 R: Did you feel like there was a difference in the way that your personality fit with one coach or the other? Was that important to you or not important to you? T: It probably should have been important but I get along with everybody.	36: 21 But she was still, I think, very timid. And that's not her fault. That's just that she is talking to veteran teachers and so it makes it very hard when we are all going, oh my gosh, you know. And then there was somebody that said their only experience was doing their student teaching and they were getting their doctorate or something and so it was really—that put a BIG, whew, what are you doing here?
37:20 It's clear that these coaches are not from this area of the country and they are much, much younger. T: MMM hmmm. R: So - was that an issue for you? T: No that did not bother me. I know some people it would because they are thinking oh well, they are just babies! And they are over here trying to tell us what to do and how to teach (said in a high voice as if quoting someone). No I didn't see it like that. They were very positive, but I thought they were very nice. They gave you encouragement. They were wonderful with the children.	39: My first-year coach and I had a big age difference. I think that's why we didn't connect. My first-year coach made me feel like I should already know what to do. I was uncomfortable with her. She made me not want to do TRI.
37:59 R: So how do you break through that (cultural differences)? T: You know. I don't know. I can't speak for that because I don't know because I just know the coaches that we had were absolutely wonderful. I couldn't say enough about those little girls. They tried. They even gave– even though they were young and other teachers would say "how old are they?" you know they would still give good insight. They would give good ideas things on the side that you could probably do.	38:17 The first grade teacher just went on and on how great that female coach was and how patient and how all about how she never felt she was scrutinized or anything and so the other teacher and I were really hoping, you know, that we would get her and then we found out during the training that she was not going to be doing for, I guess, our area or our school. And that a male coach was going to be our coach, and like I said he is very nice. I guess it was just that we had our hopes up and we had already put her in a little, you know, we already had things in little cubby holes and had mapped out how things were going to go and then, yeah, like with the gender thing and all that it was just all different. . . maybe it is even a psychological thing with me going way back. Like I always had male principals. And I guess when I think of a male in education a lot of times, you know, I forget that there are male teachers out there. . . . But I guess with just the fact that the gender, I almost felt like he was a principal. Maybe. Or an authoritative figure here watching me.

Processes: Pacing of Lesson

34:13 The first year I thought, okay, well if I couldn't get my whole lesson in, I didn't do it. Well after the first year into the second year of TRI I realized, okay, well if the schedule changes and you can only get 5 minutes in, still—Get it in! Choose the most pressing need and do that activity even if you can't get the sequence of all the events in.	38:7 But I think it went, it went pretty good other than I just felt like I, at first I felt like I could not fit all of it in. With teaching in the regular, with teaching, you know, the other students, and then pulling another extra, even though it was one student it was considered, you know, like a group because it was still 20–30 minutes.

Processes: Uses TRI Tools to Mitigate Fear and Stay on Track

34:125 My first year I was scared to death and I was so lost. I didn't know what to do first or where to start. But see, I also like the diagnostic map. That helps me to stay on track.	39:5 (My first year) I was nervous. I was scared. I didn't know what I was doing. I was thinking what in the world is this about?! I wanted to ignore it. And I was thinking oh my gosh! Here we go with something else!

Note. Q2 = question two, R = researcher, T = teacher.

During this part of the data analysis, the researcher also reviewed analytic memos to further understand the data. An example of an analytic memo captured in ATLAS.ti during analysis and related to question two is illustrated below:

> *May 20, 2015: Memo on Ms. Latta. In talking to the teacher after the interview she mentioned in small talk issues with not having the right books from the TRI when she began teaching. The conversation went like this:*
>
> R: There were no /ow/ [as in snow] books in your basket?
>
> T: No. I went to first grade and they didn't have any either. I got the one online from the Society for Quality Education. I just went to that site and pulled a text off of there and used it. It also gave some words I could use for word work. And then I made the other teachers copies so they would have it.
> *(Could this be a characteristic of a high-implementing teacher? She needs a book. She doesn't have one for her lesson. She makes no excuses. She finds a website that has the type of book she needs. Even more, she copies it for team mates, some of whom are very resistant. Is this teacher leadership? Or maybe response to implementation setbacks? Or just "get 'er done"?)*

Through this memo, the researcher was actively striving to understand developing patterns that were emerging from the data. This memo allowed added insight when organizing

data into subthemes specific to teachers' response to strategies within the three coaching domains appearing to differ by high and low classroom teacher implementers.

Once the subthemes were identified, the researcher created a final matrix of the subthemes with all possible codes belonging to these subthemes in a Word document. Table 16 below is a sample of the subtheme evidence matrix that was created to explain the first finding related to question two.

Table 16

Subtheme Evidence Matrix for Finding 1 Q2

Response Differences	Tolerance for Learning New Processes
Evidence from high-implementing teachers	37: 60 I mean yeah! It's really good. Because, you know, because it doesn't matter if you've been teaching one year or if you've been teaching 10 or 50 years—teaching is a never-ending learning experience. There's not a year that doesn't go by that you yourself don't learn a different way of doing something, something better, and we can learn from everybody. We can learn from these children in here. R: But you know you said something really interesting in the beginning. You said "I don't really like change, but . . ." T: I don't! Especially at my age. I rolled with it because it was good. It was good for the children. 37 – I was okay with that. I was fine with that because, like I said, I was already kind of ahead of the game over here because we had already been given instructions and training on what to do and trying to build our children up already. But you know when you have to rise to the occasion, you know you still can't work with the things of yesteryear; you have to go with newer ideas. Even though I am older and I'm not really fond over change, stuff like that I was able to adjust to, and I did like it. 34:96 And like I said, I have never really thought of myself as a leader except for in my classroom, so you know I was open to something new. I was open to a new program. 37:66 Some veteran teachers are just very stuck in their ways and very, very comfortable with how they have been teaching for years and do not want to change and do not want to learn new things. They can be very closed off and don't want to learn anything else 34: 95 And in education programs are ever changing. Nothing ever stays the same. If you continue to do what you've always done, you will continue to get what you have always gotten. So in education I think that teachers are pretty apt

	to the bandwagon. So I am used to it. It didn't bother me. 34: 98 I'm willing to change and you've got to be willing to change if you are in education.
Evidence from low-implementing/initially resistant teachers	36:18 I've been teaching for 25 years. I'm not the best teacher, but I do have my national boards and I did go to Carolina. So I felt like sitting in that first meeting for those three days and hearing people talk who had been in the classroom with no years or 3 years and then telling me what to do. I've been doing the same thing. This is nothing new. 36:11 I felt like we had already done this for a whole year and then to go back it was almost like repetitive. I did not pick up anything new at the time, but I felt like I think those institutes are really good for teachers who have never taught. 36:50 I mean, you know, I think that we were all very resistant in the sense that when they stood up there and said "Yeah, I've taught one year or I've taught for 3 years." And we were like, Really?! That's when one of the first grade teachers, she said I am ready to leave now. I mean you are going to tell me what to do? It's not that we are better, you know, I mean I've taught kids that are so low and I've gotten them reading and it's not anything different. It was using these same types of things but different words. But when we heard that, there were some teachers who were ready to walk out. And it was really hard to sit through those first 3 days thinking you are standing up here telling me do this do this and do this and you haven't even done it in the classroom. Or you've done it just experimenting? I thought we are in a different world. I mean we are not Chapel Hill here. We are not the same. I did my student teaching in Chapel Hill and Raleigh and then I was at a Magnet school. 39:5 I was nervous. I was scared. I didn't know what I was doing. I was thinking what in the world is this about?!. I wanted to ignore it. And I was thinking Oh my gosh! Here we go with something else!

Note. Q2 = question two, R = researcher, T = teacher.

As mentioned above, there were three themes and six subthemes for finding one in question two. These included:

I. Relationships-Focused Coaching Domain

(a) cultural mismatch

(b) collaboration between high-implementing and reluctant, low-implementing teachers

(c) perceived principal support

II. Processes-Focused Coaching Domain

(a) response to implementation processes

(b) tolerance for learning new processes

III. Results-Focused Coaching Domain

(a) ability to recognize teacher and/or student growth.

I. Relationships-focused coaching. Within the domain of relationships-focused coaching, high-implementing and initially resistant/low-implementing teacher responses to coaching strategies differed in the areas of: (a) cultural mismatch, (b) collaboration between high- and initially resistant/low-implementing teachers, and (c) perceived principal support.

(a) Cultural mismatch. One hundred percent of the high- and low-implementing/initially resistant teacher participants noticed cultural differences with their literacy coaches. Cultural mismatches noted by the teachers were years of teaching experience, as well as regional, age, gender, and race differences. However, these differences appeared to represent barriers to building relationships with the low-implementing/initially resistant teachers only. High-implementing teachers acknowledged cultural difference, yet were quick to point out how these differences did not impact their work, as is evidenced by this interview interchange between the researcher and high-implementing teacher Ms. Latta:

> R: Did you feel like there was a difference in the way that your personality fit with one coach or the other?
>
> Ms. Latta: It probably should have been important, but I get along with everybody.
>
> R: [Pushing] It's clear that these coaches are not from this area of the country and they are much younger.
>
> Ms. Latta: [Teacher nods and smiles] MMM hmmm!
>
> R: So, was that an issue for you?

Ms. Latta: No that did not bother me. I know for some people it would because they are thinking "Oh well, they [the coaches] are just babies! And they are over here trying to tell us what to do and how to teach." [Teacher speaks in a sing-song, high voice as if imitating someone] No I didn't see it like that. They [the coaches] were very positive. They were very nice. They gave you encouragement. They were wonderful with the children. . . . The problem is some veteran teachers are just very stuck in their ways and very, very comfortable with how they have been teaching for years and do not want to change and do not want to learn new things. They can be very closed off and don't want to learn anything else.

R: So how do you break through that? [the cultural differences]

Ms. Latta: [Shrugs shoulders] I don't know. I can't speak for that. I just know the coaches that we had were absolutely wonderful. I couldn't say enough about those little girls. They tried. Even though they were young and other teachers would say "how old are they?!" [laughs] You know they would still give good, good insight. They would give good ideas things on the side that you could do.

On the other hand, cultural differences becoming barriers that interfered with coaches building relationships with initially resistant teachers is illustrated by the following participant comments:

My coach was very timid. That's not her fault. That's just that she was talking to veteran teachers and so it makes it very hard when we are all going "Oh my gosh!" [teacher rolls eyes] You know?! And then she said her only experience was doing student teaching and was getting her doctorate or something and so it was really—that put a BIG—whew! [teacher blows out breath] What are you doing here? And we were like Really?! That's when one of the teachers, she said "I am ready to leave now. You are standing up here telling me do this, do this, and do this, and you haven't even done it in the classroom? Or you've done it just experimenting?!" I thought we are in a different world! That was my biggest problem. (Ms. Frank)

My first-year coach and I had a big age difference. I think that's why we didn't connect. My first-year coach made me feel like I should already know what to do. I was uncomfortable with her. She made me not want to do the TRI. (Ms. Harley)

The teacher who did TRI the year before us just went on and on about how great and patient that [female] coach was. So I was really hoping, you know, that we would get her. Then we found out that she [female coach] was not going to be doing it for our school, and that a male coach was going to be our coach. And like I said, he, he was very nice. I guess we just had our hopes up. We already had things in little cubby holes and had mapped out how things were going to go. Then, yeah, like with the gender thing, it was just all, just all different. . . . Maybe it is even a psychological thing with me going way back. Like I always had male principals. . . . I guess with just the fact with the

> gender, I almost felt like he [the coach] was a principal or an authoritative figure here watching me. (Ms. Docila)

Several of the TRI coaches picked up on the barriers caused by the cultural mismatches with their low-implementing/initially resistant teachers:

> I was an outsider and they knew I was a graduate student at [the university] and they saw me essentially as like wearing a badge. I think I was probably rightly concerned that those teachers were a little bit resistant because they saw me as a new young outsider who didn't know anything. (Betta)

> Sometimes, I did feel like there was a Southern culture, which I'm not sure if it just meant that teachers would be polite, and then not always express how they felt even when I would ask. But, I don't think that I ever felt an overt cultural difference— then again, I might not have known, if a part of Southern culture is to just be polite and smile, even if something is bothering them. (Drew)

> I was a young male, she was an older (by 10–15 years) female. Based on her manner of dress and some of the few personal conversations we had, we held different beliefs and had varied interests. For example, based on some of her mannerisms and dialect, the teacher I worked with is what I would consider "Southern." I was born in Connecticut and although have lived in the south for over 5 years, am still a New Englander at heart. Thus, some of our interactions or pleasantries differed greatly and may have been misunderstood at times. (Sam)

(b) Collaboration between high- and low-implementing/initially resistant teachers. Within the domain of relationships, high- and low-implementing/initially resistant teachers seemed to differ in the way in which they collaborated together. Collaboration between high implementers and initially resistant low implementers appeared to be represented by high-implementing teachers supporting initially resistant/low-implementing teachers. High-implementing teacher Ms. Nance described a few of the ways she supported the initially resistant/low-implementing teacher at her school:

> As the team leader, I gave lots of reminders. I stepped up more as far as my job as a leader. Whether my coach asked me to or not, I was pushing them on my own. I really took it upon myself to make sure they were doing their part. . . . And when they wanted to know [about parts of the TRI], I knew or I felt like I could kind of coach them. My coach had taught me so well I felt like I could kind of coach them when they had questions. (Ms. Nance)

The initially resistant/low-implementing teacher at Ms. Nance's school corroborated Ms. Nance's experiences by adding:

> And Ms. Nance was wonderful because I would ask her to show me what I needed to do. And she would demonstrate what I needed to do. That was very helpful to me. I could ask [Ms. Nance] anything and she don't [*sic*] mind and she gave me good feedback and showed me how to do it. (Ms. Harley)

In preparing to interview another high-implementing teacher, Ms. Latta, the researcher reviewed the live TRI coaching sessions between Ms. Latta and her coach, Drew. During one of the coaching sessions, the researcher noticed that Ms. Latta spoke to Drew about preparing coaching materials for Ms. Frank, the initially resistant/low-implementing teacher at the school. When Drew complimented Ms. Latta about preparing TRI materials for Ms. Frank, Ms. Latta simply replied, "Oh I don't mind. I am glad to help." Determined to understand how Ms. Latta supported Ms. Frank, the researcher broached the topic during the interview with Ms. Latta by asking, "Were there ever instances when you felt like you helped or supported colleagues who appeared or seemed to be resistant?" Ms. Latta paused and looked confused. The researcher prompted, "Did you ever help or talk to any teachers or give them feedback about the TRI?" Ms. Latta smiled, "Oh Sure!" When Ms. Latta did not continue, the researcher prompted again, "How did you approach that?" Ms. Latta said simply, "We all worked together."

Feeling there was more to learn about the way that Ms. Latta collaborated with and supported Ms. Frank, the researcher referred back to the interview with Ms. Latta's coach, Drew. Drew shared:

> It was Ms. Latta and Ms. Frank at the school at the time. Looking back, I wonder if Ms. Latta rubbed off on Ms. Frank to kind of help Ms. Frank want to do the TRI because Ms. Latta was so positive and very gung ho about the TRI. Toward the end of the year, Ms. Latta's husband had a heart attack and was in the hospital so she wasn't around. I think not having Ms. Latta there when Ms. Latta had been the only one that was really implementing had an impact on Ms. Frank too. I think Ms. Latta was a big reason why

> Ms. Frank implemented the way she did—like at all. Without Ms. Latta there, Ms. Frank really struggled. (Drew)

(c) Perceived principal support. High-implementing teachers seemed to perceive principals as more supportive than initially resistant, low-implementing teachers. Across the board, 100% of high-implementing teachers spoke of their principal as being very supportive of them. However, only 25% of the initially resistant/low-implementing teachers described their principal as supportive. It is curious to note that the low-implementing teachers did not always perceive principal support the same way as the high-implementing teachers. For example, high-implementing teacher Ms. Latta described her principal as being highly supportive. However, Ms. Frank described the same principal as not supportive. Additionally, Betta, the first-year coach for Ms. Latta and Ms. Frank, also described the principal as not supportive. In striving to understand these differing perceptions of principal support within the same school, the researcher found the comments of Latta's and Frank's second-year coach to be enlightening:

> On several occasions, I would see that [the principal] would be in the room with Ms. Latta while she was preparing to do the TRI lesson. I would see the principal in the room and Ms. Latta would say to the principal, "Oh it's time to do the TRI" and then the principal would step out. I mean it happened on several different occasions on camera with Ms. Latta. That never happened with Ms. Frank. I think it is true that Ms. Latta felt more motivation because the principal is there, they are talking, the principal is aware of the TRI in Ms. Latta's classroom. But I never saw that interaction with Ms. Frank. The principal would never be chatting with Ms. Frank about TRI and what was going on. It would only happen in Ms. Latta's class. With Ms. Frank it's not really happening or going on, so maybe Ms. Frank did not feel administrative support for doing the TRI. That could be why they had different perspectives on the way they implemented. (Drew)

II. Processes-focused coaching. Within the domain of processes-focused coaching, high-implementing and initially resistant/low-implementing teacher responses to coaching strategies differed in the areas of response to implementation processes and tolerance for learning new processes.

(a) Response to implementation processes. During the processes of TRI implementation, high implementers seemed to use individual agency to act creatively in order to devise environments where change could occur, whereas initial resisters seemed to perceive the TRI as being acted upon them, resulting in feelings of being overwhelmed and paralyzed. For example, all of the teachers faced similar pressures when implementing the TRI, such as time management, having to accept coach feedback, and perceived lack of choice. Notice high-implementing teacher Ms. Latta's creativity in acting to work through the pressure of time management while implementing the TRI:

> [Interviewer asks:] But how did you overcome it [time constraints]? I mean clearly you did. So what did you do to work through it?
> [Teacher lowers voice and answers in a conspiratorial tone:] I asked for a foster grandma and I had volunteers that would come in. I had parents that would come in too. Well you had to do what you had to do. (Ms. Latta)

In the next example, high-implementing teacher Ms. Nance explained how she began using the TRI diagnostic map when she started feeling overwhelmed with time management in order to help herself stay on track:

> The first year I thought, okay, well if I couldn't get my whole lesson in, I didn't do it. At times I felt scared and so lost, I didn't know what to do first or where to start. Well after the first year into the second year of TRI I realized, okay, well if the schedule changes and you can only get 5 minutes in, still—Get it in! Choose the most pressing need and do that activity, even if you can't get the sequence of all the events in. And then I began using the diagnostic map. It helped me to stay on track. (Ms. Nance)

Compare the above reactions to the ways the low-implementing/initially resistant teacher participants expressed their frustrations with the same pressures:

> It's just the time restraint. You know teachers—they hear something new and they just, they automatically stress out, like "When am I going to be able to implement this? When am I going to have time for that?" Because we already feel like we already have so much on our plate that has to be done. . . . It was a little overwhelming at first to try to fit something extra in to the already busy day, you know. (Ms. Docila)

> I was nervous. I was scared. I didn't know what I was doing. I was thinking "What in

> the world is this about?! I wanted to ignore it. And I was thinking "Oh my gosh! Here we go with something else!" (Ms. Harley)

Another way high implementers seemed to use individual agency to act to create environments where change could occur within the processes of TRI implementation was when high implementers received coach feedback. High implementers used agency to perceive coach feedback as an opportunity for growth. This seemed to result in high-implementing teachers appearing more at ease in accepting feedback from coaches. In this regard, high-implementing teacher Ms. Latta would often tell her coach, "You just step in if I do anything wrong, you just do that." In this same vein, high-implementing teacher Ms. Nance shared, "It was easy for me to come to my coach, tell my coach, and get feedback." On the other hand, low-implementing teachers often seemed threatened or dismissive of coach feedback. Below is an example of how veteran teacher Ms. Frank seemed dismissive of the feedback from her coach:

> I think it [the TRI] went a little bit too fast for some of them [students] because when they [my coach] would give me feedback like: "Oh you need to be moving to the next level," I was like "Well you know what? Even my whole class isn't at that level!" (Ms. Frank)

Drew, Ms. Frank's second-year coach, commented about the struggle to share targeted feedback with Ms. Frank:

> Ms. Frank used to do too much of the work for her students in her TRI sessions. That was always like a struggle to mention to her because of the way she would take feedback. I don't think she always took feedback the best, so you kind of have to soften up what you want to say. (Drew)

Still another way high implementers seemed to act to create environments where change could occur within the processes of TRI implementation was the way in which high implementers perceived the particulars of a hard coaching model, specifically lack of choice. High-implementing teachers appeared to view lack of choice as an opportunity, whereas initial resisters seemed to perceive lack of choice as an obstacle resulting in feelings of overwhelming

stress. In this regard, one high implementer shared how she viewed the TRI as an answer to a problem at her school:

> R: What were your feelings when you were selected to participate in it [the TRI]?
>
> T: Oh I liked it because I like learning different things for the children.
>
> R: So you saw it as a positive?
>
> T: Yes! Especially with reading because, you know, since the state has, they are trying to get the children up to higher levels, so we need any help we can get in that area. But like with that change I was really gung ho for the TRI because I knew our children were going to be expected to be in the D level . . . so when you guys come over here I was like, yeah that is great. (Ms. Latta)

In contrast, Ms. Chin and Ms. Frank reacted to the lack of choice and resulting feelings of stress in a very different way:

> Ms. Latta was more invested in the TRI and really wanted to make it work, and Ms. Frank just kind of saw it as a thing she needed to do. . . . She just felt like it was something she had to do. . . . Maybe Ms. Frank felt overwhelmed with [the TRI] because there is not an underlying motivation there and maybe it was just sort of like an extra task and she was just like, this is just another thing I have to do that adds stress. (Drew)
>
> After a while I just felt like it was to the point where I couldn't do it [the TRI] and so I said that I didn't feel like I could implement the program the way it was supposed to be. I said I was choosing not to be a part of the program anymore. At that point my principal, the principal at the time, got involved and she actually wrote me up and said that that was not my decision to make. She also got the assistant superintendent involved and we had a meeting. . . . He told me that he would agree to not put the discipline form in my employment file if I agreed to try and do the TRI again. And of course I agreed to try again because, I mean, I don't mind trying, you know. I mean it wasn't like I was completely giving up. I was just feeling overwhelmed with how to get everything into a day's schedule. (Ms. Chin)

(b) Tolerance for learning new processes. When presented with the unique procedural tasks of the TRI, which included learning how to use unfamiliar literacy strategies and incorporating webcam technology in coaching sessions, high-implementing teachers seemed to have a higher tolerance for and acceptance of feeling uncomfortable in the processes of the new

learning. For example, high implementer Ms. Latta described her new learning experience as follows:

> R: You said something really interesting. You said, "I don't really like change" but –
>
> T: [Teacher interrupts] I don't! Especially at my age! I rolled with it because it was good for the children. You know when you have to rise to the occasion, you still can't work with the things of yesteryear, you have to go with newer ideas—even though I am older and I'm not really fond over change—I was able to adjust to it, and it ended that I did like it.

In contrast, veteran teacher Ms. Frank seemed to lack awareness of her unwillingness to receive new learning as evidenced in her remarks below:

> 36:18 I've been teaching for 25 years. I'm not the best teacher, but I do have my national boards. . . . I've already been doing the same thing. This is nothing new. . . . I did not pick up anything from [the TRI], but I felt like [the TRI] is really good for teachers who have never taught. (Ms. Frank)

In reference to the processes of engaging in the TRI through live webcam coaching sessions, high-implementing veteran teacher Ms. Nance stated the following:

> Before the TRI, I never really used technology much. . . . Getting the Mac with TRI, I had no clue how to use it so that was uncomfortable for me. . . . I had never done a video chat or Facetime or any of that before I did TRI, I am going to be honest with you. But now it's fun, you know, it's pretty cool. (Ms. Nance)

In contrast, notice the difference in how another veteran teacher, Ms. Harley, experienced coaching sessions via webcam technology:

> I was just scared. And like I said, when you know you are being taped you want to do your best. You want to put your best foot forward, but then when you are not comfortable about something, you are like, you shy away from it. And you think "Oh gosh. I don't know what I'm doing. And you are thinking "And here they are going to record me. They are going to make that tape and everybody is going to look at me," and then you just get that stuck in your mind: why me, why me?!" (Ms. Harley)

III. Results-focused coaching. Within the domain of results-focused coaching, high-implementing and initially resistant/low-implementing teacher responses to coaching strategies differed in that it appeared that high implementers had more of an ability to notice teacher and

student growth, whereas initially resistant/low implementers needed scaffolding to spot changes. For instance, in the following example, high implementer Ms. Nance, demonstrated how she supported another low-implementing/initially resistant team member to recognize student gains. The statement below provides evidence that Ms. Nance did not require coach scaffolding to understand her own student's growth. Further, it also demonstrates that Ms. Nance was able to help a low-implementing/initially resistant teacher team member to recognize student growth as well:

> I think that when [low implementing team teacher] starting using it enough and working with the coach enough, I was able to help her see what I had been seeing——the results of the data. I believe from there we just knew that we had to do what we had to do if we wanted all of our kids to make the kind of improvements we were seeing with our TRI kids. We had to do what we needed to do to get them there. And she [low implementing team teacher] came to see that TRI was a part of that. (Ms. Nance)

In comparison, four out of four low-implementing/initially resistant teachers appeared to need scaffolding to recognize teacher or student growth. Literacy coach Elise shared how it took well into the second year before her teacher started noticing student changes:

> In Ms. Docila's case it took time for her to see that this can work. I don't think the first year that she was able to notice any differences in her students. Finally, as we worked together in the second year, she started to see. (Elise)

Another TRI literacy coach, Betta, described how when she pushed her teacher, Ms. Harley, to allow her student to read at a higher level (something the teacher was uncomfortable doing), and the student was successful, this is when Ms. Harley finally began to see what the TRI had to offer for her:

> When I would tell Ms. Harley how proud I was to be seeing the progress in her students, I felt like she was impressed in a couple of instances when she saw, like I had said earlier, that students she thought certainly were not ready to be reading on their own could actually do more with the kind of scaffolding that TRI provides. I felt like that sort of decreased her resistance and made her more willing to try. (Betta)

Literacy coach Drew reported the difficulty her teacher, Ms. Frank, had in recognizing student growth. Drew went on to wistfully explain her desire to go back in time to help the teacher see what she could not:

> I think for Ms. Frank she didn't always focus on the positive, that this one student is making this gain. Instead she felt overwhelmed that there were other students who needed the same thing but she couldn't give it to them. When I would ask her, at times she would say things like, "Well now he is reading this and I can see he is making progress," or, "She is reading this now." But it was hard for her to link that she was gaining skills through the TRI that she could apply to work with her other students. If I could go back in time I would have helped her see what she could not see. (Drew)

Notice how literacy coach Sam shared the same sentiment as Drew in his comments below. In reflecting back, Sam described what he perhaps could have reinforced to help the teacher recognize growth:

> She is a great teacher. She just didn't realize it. I probably should have or could have reinforced that and made her realize: "Look! They [the students] are using these strategies now and you are the one who taught them how to do it!" (Sam)

Thus far in this section, the researcher has addressed the first finding of how the essential features of literacy coaching differ by high and low classroom teacher implementers. Next, the researcher will discuss another dimension of how high and low classroom teacher implementers differed found in the data analysis which points to the second finding of question two. That is, whereas a single approach incorporating one essential domain of coaching strategies was sufficient for high-implementing teachers, one essential domain of coaching strategies was simply not sufficient to support low-implementing/initially resistant teacher participants to implement the TRI with their kindergarten students.

Finding two. For the second finding under question two (one essential domain of coaching strategies was not sufficient to support low-implementing/initially resistant teacher

participants to implement the TRI with their kindergarten students), the researcher started with 10 subthemes. After rereading the data, common subthemes were collapsed into four subthemes.

Once the subthemes were identified, the researcher created a matrix of all possible codes belonging to the emerging theme in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes (see a sample in Table 17 below). These subthemes provided support to form the main theme, and that become the second finding for question two.

Table 17

Coding Matrix Subthemes Single Approach Seems Not To Work With Low Implementers

Relationship helps with processes	Results not enough need processes	Relationships alone not enough to sustain implementation need processes	Need all three parts
32:– Well I just kind of approached her in a, you know, it was kind of friend to friend, you know, just teacher to teacher and we just talked about it. R: Through a relationship, so you really leveraged your relationship with her and then you talked to her about the processes of it is what you did, right? T: Yeah, yeah. 31:54 R: So you were consistent. You built the relationship, and then what did you do next after that? C: I offered to model. R: So then you started taking her through the steps of the TRI. C: Yes, it was one step at a time. 30:74 But even while privileging relationships I did notice there was a difference in processes because I remember toward	3:89 Okay so correct me if I am wrong—it sounds like you are saying you go into this situation where the teachers were so resistant that they were not implementing, so even though they had seen outcomes—how did you navigate it with the teachers themselves who were like, “We don’t care if we saw results. We are not doing it,” because you said they said the process was just too hard, so what did you do? 3:175 She saw the TRI worked or had the potential to work. And she knew that her students had needs in those areas, but the previous year the processes (Processes) of making everything happen was so hard, (Difficulty of the processes) the question was, were the outcomes worth the hard processes? (Results vs processes) And after the first year, the answer was no—it was not worth it! (Difficulty of processes). 1539:21 I think it is a	31:25 C: Yes, but once she became more familiar with the TRI strategies, especially blending as you go . . . R: mmm hmmm C: And using the little note card. 39:16 I knew I could do it a whole lot better than I did the first year. Like I said, that first year I was scared. I didn’t know what to do. When you don’t know what to do, you know, it just makes you nervous, and if you don’t have a full understanding of what you are doing, then you feel like—well how can I do my best if I don’t have an idea of what I am doing? But the second year was different. I felt like I *did* know what I was doing and so I put my heart into it. 34:126 It’s not a hard	30:75 It is a very transactional process, so you have all of these pieces and approaches and you might put them together in different ways. But I cannot imagine privileging processes or results over relationships at first. Or really ever, because you are working with another person. So you automatically privilege relationship because you are working in a relationship from the get go. If I wanted to focus on a different approach, I would just do it myself. But actually you are exactly right, you have to privilege one [an approach] and then add the others and then capitalize on all the little things you can, and that will hopefully change the way the teacher thinks about things, like maybe now I know there is a match between the book I chose and the activities I did. And they learn from there. 39:15 Well, like I said, part of it was just working out the

one of the middle sessions that occurred during the year she did not know which book to use and she had the word work activities planned out, but for GOR she had like 50 books and she was like “Cheryl what book do you think I should use?” And I don’t think she would have felt comfortable to ask me that and she probably would have picked any book she thought, and I was like, well let’s think about it, and just capitalizing on those moments. Well I’m here and this is what I am here for and let’s think about this—you used a blue activity and what sounds are you focusing on, and let’s look at this list in the TRI manual and then we will go from there, and that is a part of processes I think in getting her to make those connections. So if we didn’t have a relationship she wouldn’t have done that – she would have just picked a purple book and had the kid read that instead of asking me for advice. 3:62 So I think that in the first year what I lost in terms of implementation, I gained in her being able to trust me, that if I say I am going to do something or report something in a certain way then you know that is the way it is going to happen.	combination of all ways of supporting them, and like I said, when you have a great coach, that is the number one thing. You know when you have someone you can talk to, someone that can correct you, and if you don’t understand something or if you are not for sure, you have somebody there to be like your mentor to monitor you on what is needed. Because once you know what you are doing the progress is going to show with your students. R: MMM Hmmm. T: Then you can see the outcomes. You can see the data. You can see the growth. 3:94 So the second year I went to her and said we want these outcomes. I am getting to know these teachers. Tell me what I need to know about them.	program to implement. (Processes) It’s not hard to figure out. (Processes) It takes a few times of practice and you’ve got it. (Processes) That’s what has helped me to become an advocate for it. (Teacher leader – reasons) It’s easy to do. It’s not hard to figure out. It’s not hard to understand. If you learn these few steps, there you go.	kinks to the program and it was more understandable. The fact that I just understood it more. And I knew—well the first year I was just working and trying to figure it out was the hardest part—but once my second year came and knowing that I knew what I was doing, and I felt like the more I did it, I got better with it, and that was just so much better for me because I felt more comfortable. And my coach, she was there and she was very helpful if I had any questions, you know, she just walked me through it and gave me some examples, and I felt a whole lot more comfortable my second year than I did my first year. 39:5 I was nervous. I was scared. I didn’t know what I was doing. I was thinking what in the world is this about?!. I wanted to ignore it. And I was thinking oh my gosh! Here we go with something else! But once I learned about it, oh I enjoyed it! Now it’s a program that I just love. And I *know* it works. I have all of my documentation. I’ve seen it work with my children—their progress. And also I am using it this year with my small groups. So I know it works.

Note. C = coach, R = researcher, T = teacher.

One domain of coaching focus strategies was not sufficient to support reluctant teachers who were initial resisters to implementing the TRI. The data analysis revealed that using strategies from one essential domain of coaching seemed to be sufficient to support high-implementing teachers to implement the TRI. Notice in the two examples below that strategies from the results-focused domain seemed to be sufficient for both high-implementing teachers,

Ms. Latta and Ms. Nance, to implement the TRI. It seems that once these high-implementing teachers recognized student growth, they both were able to sustain TRI implementation. In the first example, Ms. Latta explained that when she implemented the TRI and was able to see growth, she bought in. She then went on to explain why she was "gung ho" for the TRI. She shared that all but three of her students were on grade level. And for the remaining three not on grade level, they had progressed from the basic level in the TRI [pink] to a higher level [blue]. Or in other words, because of TRI implementation, she noticed progress in all of her students.

> But like, once I saw the change with the TRI I was really gung ho for it. I knew our children were going to be expected to be in the D level. Two years ago I implemented the TRI in my classroom, and I didn't have but maybe three children who were not on the D level. And the rest of them were in blues. (Ms. Latta)

In the second example below, high-implementing teacher Ms. Nance shared a similar experience. Notice how Ms. Nance mentioned that it is when she started seeing growth that she began making sure to implement the TRI:

> I would say my second year I really made sure I got it in. It was important. I saw the growth in the first year. And I really, really understood why it was a necessity for me to make time. I mean you have to do your tracking, but it proves itself. If you keep up with the data, it definitely works! You will see growth. (Ms. Nance)

Single-domain coaching approach ineffective with low-implementing/initially resistant teachers. However, unlike the high-implementing teacher examples above, a single-domain approach to coaching was simply not enough to support initially resistant/low-implementing teachers to implement the TRI. TRI coaches needed to use a multi-domain approach that included a combination of the coaching strategy foci in order to support initial resisters to implement the TRI.

Drew, one of the literacy coaches of low -implementing/initially resistant teacher participant Ms. Frank, summed up how successful coaching incorporates all three essential strategy domains:

> It is a very transactional processes [coaching]. You have all of these pieces and approaches and you might put them together in different ways . . . but you have to privilege one [domain] and then add the others [domains] and then capitalize on all the little things . . . and they [the teacher] learn from there. (Drew)

What literacy coach Drew was saying was that a single-domain approach to coaching was not sufficient to support her low-implementing/initially resistant teachers to implement the TRI. Following are three illustrations of participants' comments found in the data that demonstrate that using any of the three coaching domains alone was insufficient to support low implementing/initially resistant teachers to enact the TRI. The first example is taken from a coach using relationships-focused coaching as a single-domain approach. Notice how low-implementing/initially resistant teacher coach Sam privileged relationships-focused coaching with Ms. Chin. Ms. Chin went so far as to recognize that her coach was "helpful, supportive, and encouraging." For Ms. Chin, however, relationship-focused strategies alone were not enough to support her to actually implement the TRI. Notice how Ms. Chin shared that although the coach used relationships-oriented coaching, she was still overwhelmed and felt she could not implement the TRI:

> Although Sam was extremely helpful, supportive, and encouraging, I just felt like for me it was like a time management issue. And it just seemed a little bit too overwhelming at that point. After a while I just felt like it was to the point where I couldn't do it. (Ms. Chin)

The second example is taken from a coach using processes-focused coaching as a single-domain approach. In this example, literacy coach Betta described how she privileged a processes-oriented approach as she taught her low-implementing/initially resistant teacher how to "do" the

TRI. However, even though her teacher understood the processes of doing the TRI, it was not enough. In the example below, Betta explained that even though the teacher understood how to do the TRI, something was still missing:

> In general, it was sort of like she [the teacher] just showed up. She did all the [TRI lesson] parts during the coaching session. She learned pretty much how TRI worked. Then she would say thank you and then we would hang up. And that was it. It would be very difficult to reconnect with her. It was like there was something happening that always felt kind of uncomfortable. (Betta)

Finally, the third example is taken from a coach using results-focused coaching as a single-domain approach. Unlike the high -implementing teacher responses above, literacy coach Elise explained how the domain of results-oriented coaching alone was not sufficient for one of her low-implementing/initially resistant teachers to implement the TRI. Elise noted that even though the teacher could see the results, the process was too overwhelming, and the teacher resisted implementing the TRI:

> She saw that the TRI worked. And she knew that her students had needs in those areas, but the previous year the process of making everything happen was so hard, the question was, were the outcomes worth the hard processes? And after the first year the answer for her was no, it was not worth it! (Elise)

Multi-domain coaching approach effective with low-implementing/initially resistant teachers. A multi-domain approach to coaching does not rely exclusively on one coaching strategy approach alone. Instead, multi-domain coaching relies on a combination of the three coaching strategy domains to provide successful support for individual teachers. A multi-domain approach (combinations of coaching strategies) may be different for each teacher. The data analysis revealed that for three of the four low -implementing/initially resistant teacher participants, combining the domains of relationship-focused coaching with processes-focused coaching seemed to work.

Literacy coach Sam shared how he privileged relationship coaching first and then added the domain of processes-focused coaching to support Ms. Chin in implementing the TRI: "I was consistent and built the relationship. Then I offered to model and then started taking her through the steps of the TRI one step at a time."

Another literacy coach, Drew, used this same combination for her teacher, Ms. Frank. Drew shared how building a relationship with the teacher scaffolded her efforts in processes coaching:

> Even while privileging relationships, I did notice there started being a difference in processes. I remember one of our sessions toward the middle of the year, she was like, "Drew what book do you think I should use?" . . . If we didn't have a relationship she wouldn't have done that. She would have just picked a purple book and had the kid read anything instead of asking me for advice in the process. (Drew)

Literacy coach Elise agreed that starting with relationship-focused coaching led to processes coaching:

> I think that in the first year what I lost in terms of implementation, I gained in building a relationship with her being able to trust me, that if I say I am going to do something or report something in a certain way, then you know that is the way it is going to happen. Then the process began to happen. Once she started understanding the processes of the TRI and started implementing well, she could finally see the results in her students. (Elise)

It is interesting to examine Elise's teacher's perception of the same processes. Notice how Ms. Docila seemed to reiterate Elise's words:

> At first it was really nerve wracking. I did not know what I was doing. I was new to kindergarten too. I was pretty nervous to do it. But Elise was never ugly to me about it. It was almost like Elise became my friend. We would talk through the camera like two old friends instead of, like you know, a coach or a boss or something. I mean she would call me sometimes on camera to talk and we wouldn't even do anything with the TRI. That's when I knew Elise really cared about me as a person. When I knew that, I thought maybe I can do some of this TRI. Elise would take me through some of the parts like Segmenting Words or Change One Sound. When I could see I could actually really do the parts myself, I would, I told Elise that I actually started using TRI in my small groups. And Elise said that's fine. [Teacher laughs] And then I got to see them [students] grow. (Ms. Docila)

On the other hand, low-implementing/initially resistant teacher Ms. Harley needed a combination of all three of the coaching strategy domains in order to implement the TRI successfully. Ms. Harley summed up her experience in the following way:

> The first year I was just working and trying to figure it out. That was the hardest part. I knew I could do it a whole lot better than I did the first year. Like I said, that first year I was scared—I didn't know what to do. When you don't know what to do, you know, it just makes you nervous, and if you don't have a full understanding of what you are doing and then you feel like, well, how can I do my best if I don't have an idea of what I am doing? But the second year was just so much better for me. I felt like a whole lot more comfortable with my coach. You know, she was someone I could talk to [relationship]. She was there and she was very helpful if I had any questions. You know she just walked me through it, and when I wasn't sure, I had somebody there like my mentor who could model what was needed [processes]. And then I felt like I did know what I was doing and so I put my heart into it. I got better with it. And once I learned how to do it, oh I enjoyed it! Now it's a program that I just love. And I know it works. I have all of my documentation. I've seen it work with my children—their progress. (Ms. Harley)

Ms. Harley's explanation thoroughly demonstrates the effectiveness of using a multi-domain coaching approach with teachers who were initially resistant to implementing the TRI. With this approach, the coach used a combination of strategies from the three domains of coaching to reinforce and support the teacher to build a trusting relationship, help the teacher understand the processes of the intervention, then scaffold the teacher to recognize teacher and student growth.

Summary of question two. In this section, the researcher addressed the second research question: How do the essential features of literacy coaching differ by high and low classroom teacher implementers? A discussion was presented addressing the findings for question two. The coding processes that took place during data analysis that resulted in the findings specific to question two were recounted. Then, evidence from the coach, high-implementing, and reluctant, low-implementing/initially resistant teacher participants relative to how teacher response to strategies within the three coaching domains (relationship-focused strategies, processes-focused

strategies, and results-focused strategies) appeared to differ by high and low classroom teacher implementers were presented, annotated, and described. These differences included cultural mismatch, perceived principal support, collaboration between high-implementing and low-implementing teachers, response to implementation processes, tolerance for learning new processes, and ability to recognize teacher and/or student outcomes. Another difference noted between high-implementing and reluctant, low-implementing/initially resistant teachers was that one domain of coaching focus strategies was not sufficient to support reluctant teachers who were initial resisters to implementing the TRI. In the next section, dominant findings from research question three will be presented and addressed.

Question Three

In this section, the researcher addresses the third research question: How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers?

Data analysis revealed that in live TRI coaching sessions, literacy coaches provided a different type of support to low-implementing/initially resistant teachers than they provided to high-implementing teachers.

Following is a discussion of the findings for question three. First, the coding processes that took place during data analysis that resulted in the findings specific to question three will be recounted. Next, evidence from the coach, high-implementing teachers, and low-implementing/initially resistant teacher participants relative to how TRI literacy coaches supported kindergarten classroom teachers who were experiencing initial resistance to TRI implementation with their struggling readers will be presented and then addressed.

Data analysis for question three. In addition to the broad descriptions of data analysis already discussed, specific data analysis relative to question three will now be addressed. The 24 videotaped observations of live TRI coaching sessions described in Chapter 3 as well as in the introductory section of this chapter were used as the basis for the data to answer question number three. The 24 videotaped observations consisted of four observations of each teacher and coach. These videotaped sessions represented each teacher's first and last coaching sessions during the first year of the TRI, as well as each teacher's first and last coaching sessions during the second year of the TRI. All videotaped observations were transcribed and uploaded into the Atlas.ti software by the researcher. Analysis consisted of applying a priori codes that described types of emotional and instructional coach support given to each teacher during the coaching sessions. These emotional and instructional coach support codes were developed by the researcher in collaboration with other researchers in a previous study related to coach support behaviors during live coaching sessions (Ginsberg, Ohle, Cutrer, Peters, Diamond, & Ricks, 2012). There were seven codes that represented emotional coach supports during live coaching sessions. These codes were:

- coach *acknowledges* teacher;
- coach *affirms* teacher instructional decisions or teacher description of student progress;
- coach *builds rapport* with teacher or student;
- coach offers teacher *gratitude;*
- coach *praises* teacher or student;
- coach gives teacher *specific positive feedback*; and
- coach *shares* personal information with the teacher.

In addition, there were also seven codes that represented instructional coach supports during live coaching sessions. These codes were:

- coach *answers, asks, or relays* information about the intervention;
- coach *asks questions* about instruction;
- coach *explains or models* a TRI strategy;
- coach *guides and supports* problem solving;
- coach guides teacher in diagnosing student's *most pressing need*;
- coach gives instructional advice and/or *positive feedback*; and
- coach *inspires* teacher to implement TRI.

After the applying the codes via the ATLAS.ti software, the researcher prepared visuals organizing the a priori codes into understandable themes of information (see Figures 9–12). Figure 9 depicts the ATLAS.ti visual representation of TRI coach Betta's first coaching session with low-implementing/initially resistant teacher Ms. Frank according to the emotional and instructional coach support codes. Notice in Figure 9, there are more than double the number of instructional support codes (46) for low-implementing/initially resistant teacher Ms. Frank as there are for emotional support codes (20).

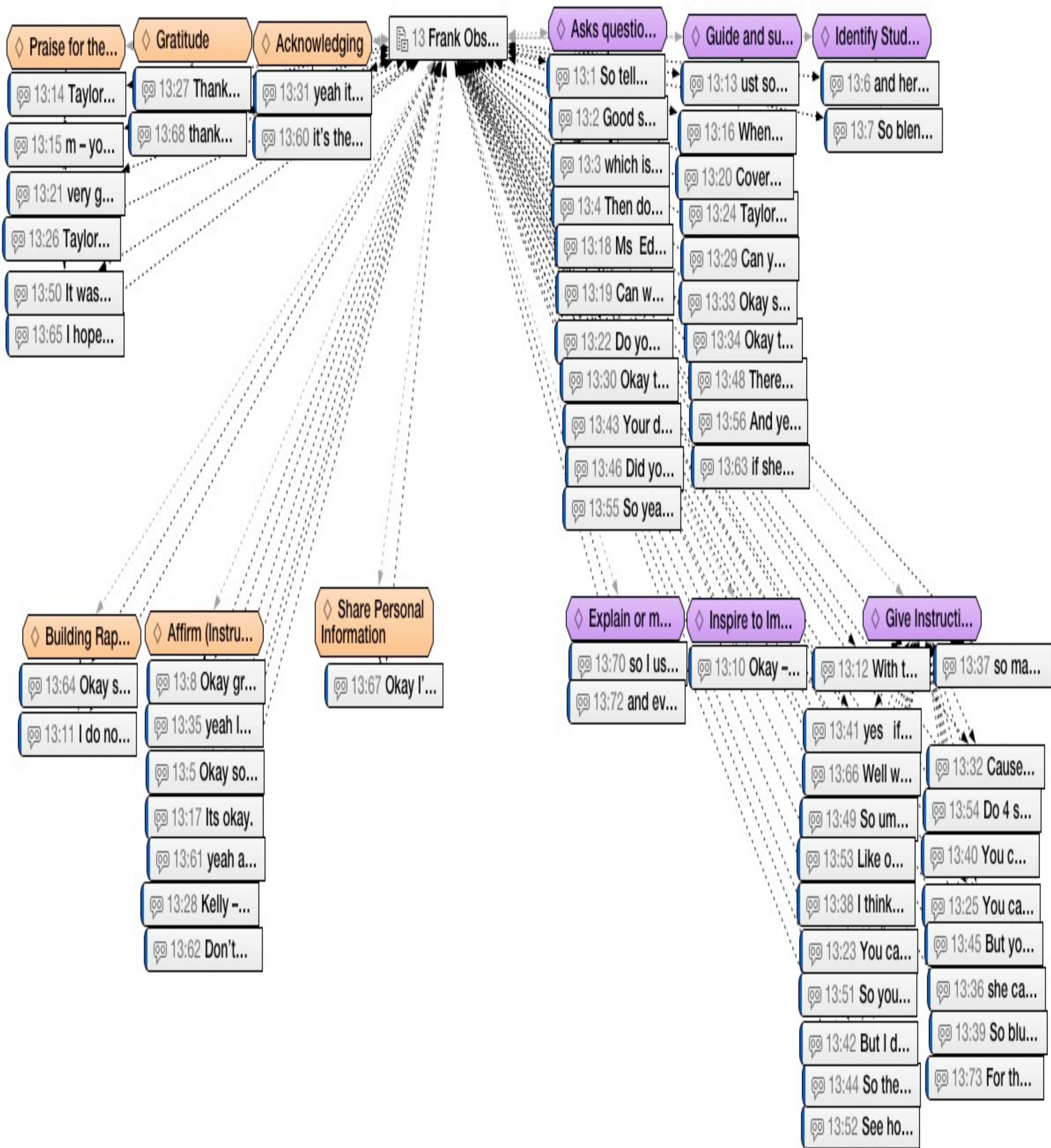

Figure 9. Betta first session with Ms. Frank.

Figure 10 depicts the Atlas.ti visual representation of Betta's first coaching session with low-implementing/initially resistant teacher Ms. Harley according to the emotional and instructional coach support codes.

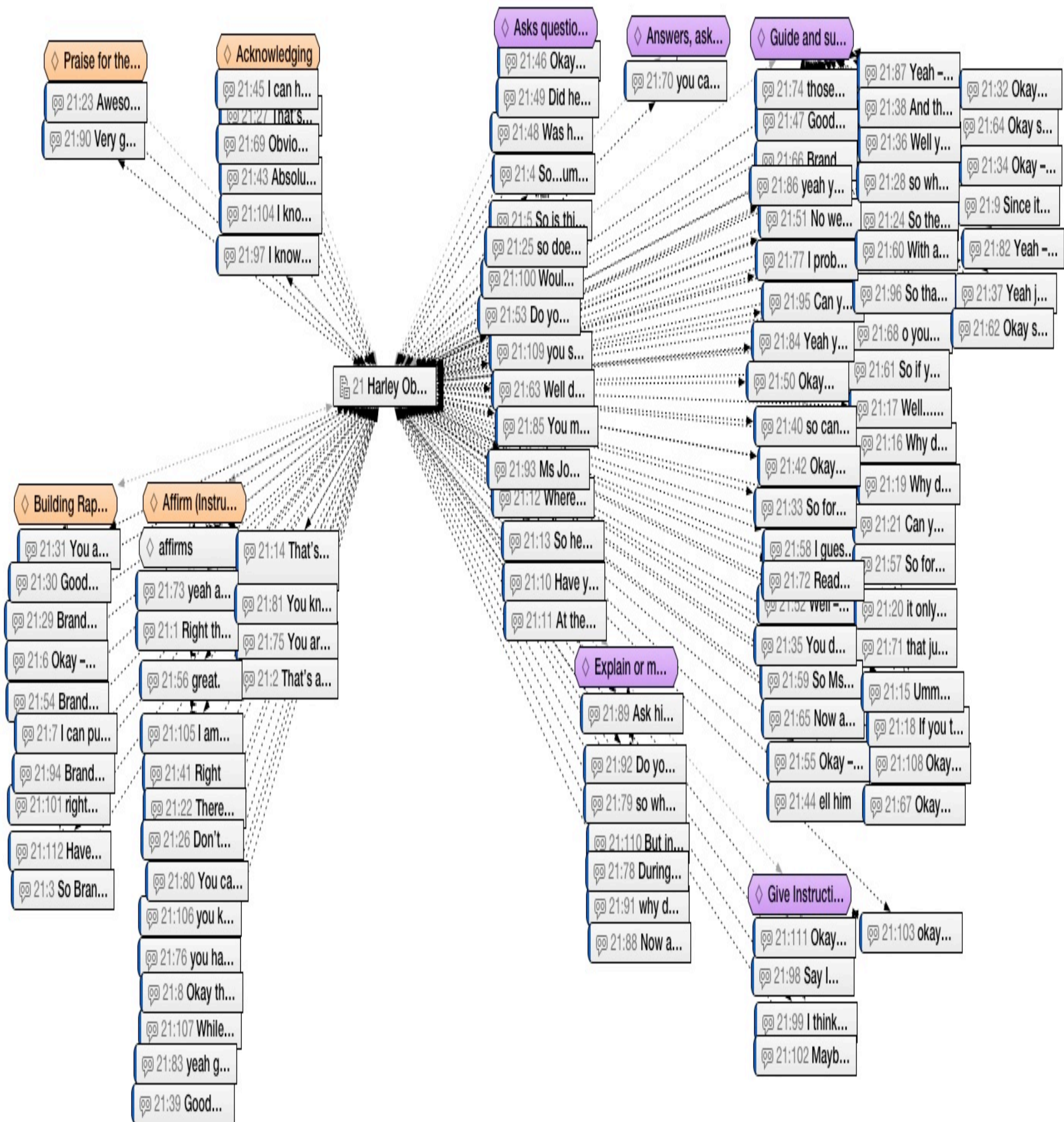

Figure 10. Betta first session with Ms. Harley.

Similar to Figure 9, in Figure 10 there are more than double the number of instructional support codes (76) for low-implementing/initially resistant teacher Ms. Harley as there are for emotional support codes (37).

However, Figures 11 and 12, which depict the ATLAS.ti visual representations of Betta's first coaching sessions with high-implementing teachers Ms. Nance and Ms. Latta according to the emotional and instructional coach support codes, evidence a different story. In Figure 11, the codes indicate that in Betta's first coaching session with Ms. Nance, she gave 38 Emotional Supports and 36 Instructional Supports, resulting in more even support overall. Betta gave more even support overall to high-implementing teacher Ms. Nance with Emotional Supports a bit higher by two.

This same pattern seems to follow with high-implementing teacher, Ms. Latta. In Figure 12, the codes indicate that in Betta's first coaching session with Ms. Latta, she gave 27 Emotional Supports and 26 Instructional Supports, resulting in more even support overall for Ms. Latta, the high-implementing teacher. Betta gave more even support overall to high-implementing teacher Ms. Latta, with Emotional Supports a bit higher by one.

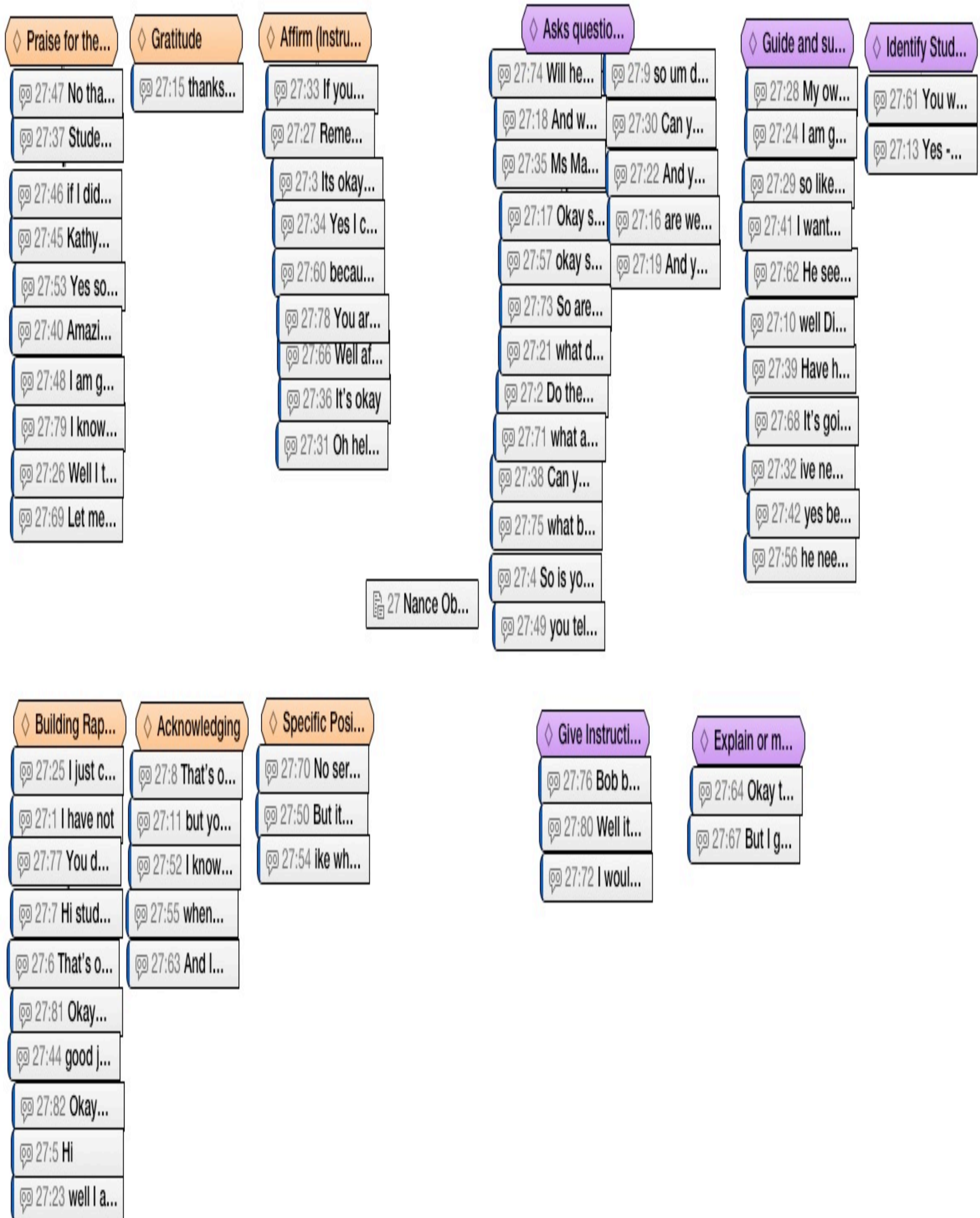

Figure 11. Betta first session with Ms. Nance.

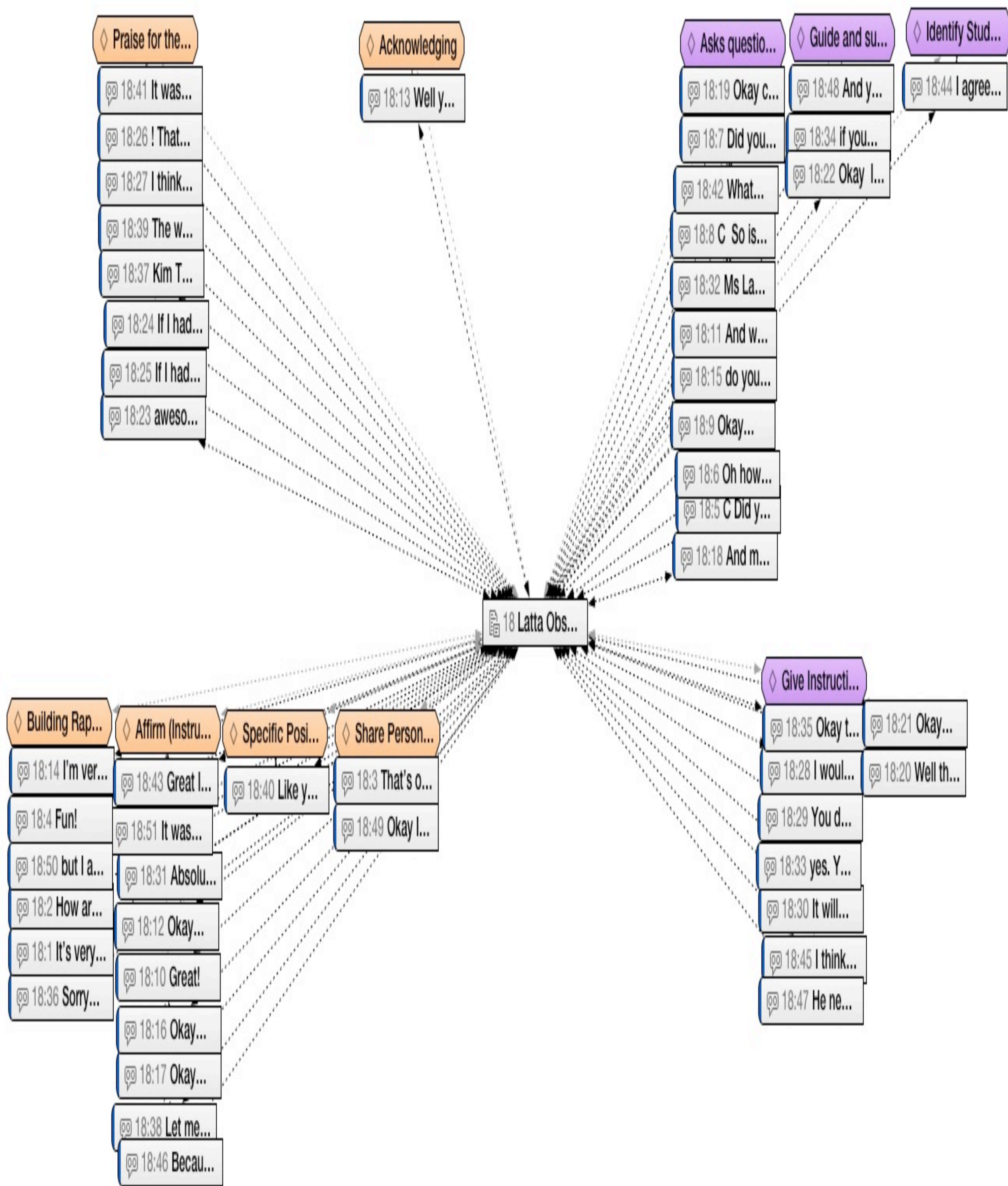

Figure 12. Betta first session with Ms. Latta.

In summary, according to the data analysis, literacy coach Betta gave her low-implementing/initially resistant teachers more than double the amount of instructional support compared to emotional support. In contrast, Betta gave high-implementing teachers more even support overall, with emotional support coming out slightly higher. When first coaching sessions were compared across all coaches and teachers, this pattern remained the same with four out of five of the coaches (see Table 18). Four out of five of the coaches gave their low-implementing/initially resistant teachers at least twice as much instructional support as emotional support.

Table 18

Type of Coach Support During First Live Coaching Session With Teachers

Coach	Teacher	Type of Support Totals		Type of Implementing Teacher	
		Emotional Support Responses	Instructional Support Responses	High	Low
Betta	Ms. Frank	20	46		*x*
Betta	Ms. Harley	37	76		*x*
Betta	Ms. Nance	38	36	*x*	
Betta	Ms. Latta	27	26	*x*	
Camila	Ms. Harley	68	24		*x*
Camila	Ms. Nance	34	26	*x*	
Drew	Ms. Frank	18	36		*x*
Drew	Ms. Latta	36	24	*x*	
Elise	Ms. Docila	23	50		*x*
Sam	Ms. Chin	2	12		*x*

The data analysis led to the finding that during first live TRI coaching sessions, literacy coaches provided a different type of support to low-implementing/initially resistant teachers than they provided to high-implementing teachers. During first live TRI coaching sessions with low-

implementing/initially resistant teacher participants, four out of five of the literacy coaches provided at least twice as much instructional support as emotional support. In contrast, during first live TRI coaching sessions with high-implementing teacher participants, five out of five of the literacy coaches provided more emotional than instructional support.

However, it is interesting to note that during the last year, last live TRI coaching sessions, literacy coaches provided both high-implementing and low-implementing teachers either more emotional than instructional support or much more balanced support (see Table 19).

Table 19

Type of Coach Support During Last Year, Last Live Coaching Sessions With Teachers

	Teacher	Type of Support Totals		Type of Implementing Teacher	
		Emotional Support Responses	Instructional Support Responses	High	Low
Camila	Ms. Harley	11	3		*x*
Camila	Ms. Nance	19	19	*x*	
Drew	Ms. Frank	20	12		*x*
Drew	Ms. Latta	29	21	*x*	
Elise	Ms. Docila	10	4		*x*
Sam	Ms. Chin	10	13		*x*

Summary of question three. In this section, the researcher addressed the third research question: How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers? A discussion was presented addressing the findings for question three. The coding processes that took place during data analysis that resulted in the findings specific to question three were recounted. Then evidence from the coach, high-implementing teachers, and low-implementing/initially resistant

teacher participants relative to how literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers was described. The findings suggest that in first coaching sessions, TRI coaches gave at least double the instructional support as they gave emotional support to reluctant, low-implementing/initially resistant teachers. Further, the data suggested in first TRI coaching sessions, the TRI coaches gave more equal emotional and instructional support, with emotional support being slightly higher. In the next section, dominant findings from research question four will be presented and addressed.

Question Four

In this section, the researcher addresses the fourth research question: What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

Following is a discussion of the findings for question four. First, the coding processes that took place during data analysis that resulted in the findings specific to question four will be described. Next, evidence from the coach and reluctant, low-implementing/initially resistant teacher participants relative to additional perceived barriers to literacy coaching will be presented and then addressed.

Data analysis for question four. During data analysis, the researcher used ATLAS.ti for assigning a priori codes, open codes, and in vivo codes. For question four, the researcher started with 49 codes from first-level coding as described in question one. These codes were collapsed into four subthemes that supported the main theme and became the overall finding for question four.

Using ATLAS.ti, the researcher was able to pull together second-level hierarchical codes that represented concepts in the data that had features in common. For example, from first level

coding, the researcher began to notice a group of codes that seemed to be pointing toward the idea of choice in hard coaching models. All of the codes related to choice were pulled together to form subthemes using ATLAS.ti. Once the subthemes were identified, the researcher created matrices of subthemes with all possible codes belonging to emerging themes in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes.

See Table 20 below for a sample of the matrix for the subtheme lack of choice in hard coaching models.

Table 20

Sample of Coding Matrix Subtheme Lack of Choice in Hard Coaching Models Q4

Resistant teachers view lack of choice as obstacle	Hard coaching model high implementers see lack of choice as opportunity (as a means to solve a problem)	Choice as effective coach strategy (effective coaches present choice as opportunity; what coach does with lack of choice enhances or inhibits implementation)	Teacher attitude toward lack of choice
1.5 well I guess in theory she had a choice. But she was resistant. I got the sense that she felt she didn't have a choice because her principal very strongly wanted this to happen in these classrooms. 1:18 There was certainly some level of choice, but certain classrooms were selected to be essentially the intervention classrooms and others to be the control, and she was intervention. 1:59 I got the sense that she also felt like she didn't have a lot of choice in the matter. 38: 1 Um, I can see their faces. And they spoke to myself and 2 other, it was only two other kindergarten teachers at the time. And they just gave us a brief explanation and they told us that they, that we could think	34:21 I'd say [to the team] okay you don't have a choice (Teacher choice). It's not going anywhere. Let's do it and let's do it right (Coach strategy). You know, as my coach would say. 37: 1 R: And so what were your feelings when you were "selected" to participate in it? T: Oh I liked it, because I like learning different things for the children. R: So you saw it as a positive? T: Yes. Especially with reading because you know since the state has—we're climbing the ladder to success and they've rose—they are trying to get the children up to higher levels, so we need any help we can get in that area, especially the	3:188 They really care about having a voice in this process this year, so those are the things I really tried to take seriously when I worked with them. 3:189 . . . would say I need to see a session. That has to happen. You tell me the best way to make that happen. (Resistance, Coach strategy, Teacher choice within parameters). And they were able to say, how about if we do blah blah blah, and as much as I could I would say that works for me, let's just do it that way. (Teacher choice within parameters) 3:190 Let me see if I understand what you are saying. You are saying that the teachers did not have a choice in implementing, but you tried to give them as much choice as you could in the	34:145 My first year I tried to do it every day because it was something I was supposed to do, and I like to do things that I am supposed to do. 36:39 Well I felt like if we didn't, it was going to be a reflection that we didn't care. 36:48 Those people, they came in and they were—ugh!— but you know last year I had a diabetic child and I was giving shots. Now my oldest one is diabetic so I know, and I get all of the diabetic kids, but I am over here trying to check on that child and there was lots of times during my sessions I couldn't do it, and the kids knew not to disturb me, and he would walk out and I was like, did he get his insulin or not? So it was

about it and they would come back later with permission forms and they said that it was strictly voluntary that the principal could not say that you had to do it. And so they left and then they came back. I don't even remember exactly when they came back, and we um signed that we would agree to do the program. So.

3:29 I would say she didn't have a choice to be a part of it.
31:13 Well with the random assignment she had no choice in it, I mean they just assigned her.

31:14 In both those schools (in that county) there were only two teachers on that grade level, so for some reason both teachers got selected for her school and the other.

R: They weren't happy about that?

C: No.

32:1 Um, from my understanding they were already doing it at my school in first grade and then they wanted to start the kindergarten, and so I happened to be the teacher in that position to start it.

R: So you got selected. Did you have a choice in it?

T: No because we only, 'cause we only have two teachers per grade level, so it was kind of like, you know, one had to be study group and then the other, and so I guess I did kind of, I kind of chose out the two teachers who would do it, so yeah, I did choose.

39:3 Well you could have said no, because we really had a form to sign, and you could've said no. But let's just put it this way—our kindergarten because you know kindergarten used to be a social grade. That's where children learned to socialize and tie their shoe, and it's not like that anymore. We were doing two and three letters a week and we were through with introducing the alphabet by November and December, whereas they were still doing the alphabet right on up to April here. So we learned a lot in that area through DPI and then, you know, so when you guys come over here I was like, yeah that is great.

34:143 No choice: I think I was randomly chosen.

37:69 If I remember correctly, we signed a paper stating we would participate in the study; therefore, every teacher should implement TRI.

30: 60 She was more invested in the TRI and really wanted to make it work and she just kind of saw it as a thing she needed to do.

sphere that they had of how that happened or what the process of that was, and you tried to honor their voice?

3:191 I think the previous coach tried to say they had choices, but they found that really they didn't, (for example ichat, facetime, or skype). (Resistance barrier—faking teacher choice) So I was able to say with the things we really did not have a choice with, "You guys, we don't have a choice with this. We have to have team meetings, we have to have weekly individual sessions, and we have to have team meetings.

3:192 But I think that the previous coach had tried to go at it like "Let's have team meetings. They are a great thing. You guys will really want to do this" and she really glossed over you don't have a choice about it. And she tried to make it seem like it was a choice, but then she was going to get you and report you when you don't do it. (Faking teacher choice leads to resistance)

That made me really, really clear on—we have to have team meetings, we have to have email correspondence, we have to have individual sessions about TRI. Now anything other than that, I am really open to whatever makes it work with you guys.

3:193 For those teachers who were so resistant I let them choose. (Teacher choice—tights and looses) I gave them parameters that we have to do and I said let's all figure it out within that.

3:194 Being flexible within the boundaries or parameters gives them room to move.
R: Inside the parameters?
C: Exactly, and I think when you do that they see there is a lot of freedom inside the intervention if you set the like, whew (teacher blows out a breath), you know.

36:49 Yeah—again that first year, I mean we were in transition. I mean we were just thrown in and trying to make it work. you know. And the second year I think we were told we've *got* to *do* this. Then it was almost like, what did we get ourselves into? And all of the other teachers who didn't have to do it were like, "I'm glad we don't have to do it." I mean really—they watched it and they heard so much, they were like, we don't want to do it. You know, and I hate that, but yeah. And we were like, oh we've got coaching today and we've got this today and they were like, ugh.

principal wanted us to say yes, so we said yes.		parameters. 3:196 R: So even in a hard coaching model you are saying there is freedom inside there, and that's how you help teachers through resistance is let them see the choices they do have (Teacher choice—tights and looses) C: Exactly, and that works even better than most other things, and definitely better than trying to pretend they have choices they don't really have.	

Note. C = coach, Q4 = question four, R = researcher, T = teacher.

After rereading the data, the researcher then sought to organize the subthemes in an iterative process. During this iterative process, the researcher also reviewed analytic memos to further understand the data. These analytic memos served as a type of check to ensure the emerging subthemes were grounded in the context of the evidence that participants were providing.

An example of an analytic memo captured in ATLAS.ti during analysis and related to question four is illustrated below:

> *May 15, 2015: Memo on Ms. Frank. Thoughts – Could she be talking about lack of time or classroom economics or coach lack of understanding or lack of empathy for teacher's lack of time or classroom duties or economics?*
>
> *I feel Frank really wants intervention team including coach to have more of an integrated approach. She wants more understanding of her as a teacher and of her kids. [could be lack of a coach relationship here] Frank feels coach is unaware of what the demands were in her classroom. She wants the coaches to understand what they were asking when they were asking for time in the context of her teaching and classroom life. . . . Could lack of this or absence of this have created a barrier? I will think about this. She said:*
>
> T: Yeah and they would say "I know you don't have a lot of time and I know." But I was like, "No you don't know—you really don't." Maybe they should have come in at first and sat for the first week and taken the time to observe and see what is really going on.
>
> R: If they had come and observed more and known more about the context in which you

were teaching first.

T: Yeah and see. Come and see how our schedule goes for the day and what we have to do.

In this memo, the researcher was actively striving to understand developing patterns that are emerging from the data. This memo allowed added insight when organizing data into subthemes concerning additional barriers that the low-implementing/initially resistant teacher cited that interfered with literacy coaching.

Once the subthemes were identified, the researcher created a final matrix of the subthemes with all possible codes belonging to these subthemes in a Word document. Corresponding quotes were then partially annotated to provide a more complete textural vision of the subthemes. There were four final subthemes related to question four. These subthemes included: (a) disruptions in technology, (b) demands on classroom teachers, (c) lack of choice, and (d) negative past experiences. Table 21 below is an example of part of the subtheme matrix that was created to answer question four.

Table 21

Subtheme Evidence Matrix for Q4

Barriers to Coaching	Technology
Evidence from initially resistant teachers	36:38 Sometimes we couldn't do it, and I was like, I don't know what we want to do. And I felt like I spend *so* much time bending over backwards to get this computer going, and then on top of that we had to do the lesson, so I spent 20–25 minutes with her, but I also spent 10–15 mins running up and down the hall trying to find somebody to fix the computer. 32:0 The technology piece was difficult the first year. It never worked, and when it did it would keep dropping. 39:0 The worst thing—I guess just being nervous—knowing that you are being taped. That was the hardest! I don't like being taped. I don't like being in the spotlight. I'm the type of person I like working behind the curtain. And when you find out you've got to be videotaped—that just makes me nervous! 38:29 T: trying to implement in everyday life, especially with not knowing how to do it. R: And you mentioned the first time that you were very skeptical and did not want to be videotaped too, right? That was a big deal? T: And I don't know a lot of people that do like to be videotaped do you? R: I don't. T: But I think that is why a lot of us don't like to speak in front of adults. That's why we are teachers, because they are not judgmental like adults are, but um yeah, I didn't like that aspect of it, even the once a week, that was just still too much for me (laughs). 38:6 And the only problem that first year was connectivity. When we would try to Skype it would drop the signal. And the school district said they were working on that. But that continued to be a problem for a while. The second year it was not a problem. They had resolved it. 34:65 And I know I've said this a lot, but videoing—a lot of teachers are not comfortable looking at themselves and immediately having someone criticizing everything that they say. That's how she felt. (Note: This is from high implementer about a low implementer—what the barrier was.) 39:9 Yes, the first year it was, like very hard. And then for me to get on the Internet for my session with my coach—that was very difficult.
Evidence from coach	30:28 She tried, I think. And I say that because I remember one instance where technology was not working, and that was a reason teachers would say they

were not able to implement, because technology was not working, and that was a huge thing at Tommy's Road at least for a section of that time.

1:14 But she was really overwhelmed by the technology. And that proved to be very difficult.

30:39 I think technology was a huge issue. My teacher was a lot older, and she had no idea what she was doing on a computer and a mac book, nonetheless, which is not that user friendly. So I think technology was a huge thing.

3:116 We also had a lot of technology issues. We ended up doing a lot of ichat back and forth. I would say, "Okay it is not connecting." And I could see she was online and she would chat me and say this is what my screen shows, but we would not be able to actually connect. For several weeks that happened. Between the technology and getting such a late start it just never really took hold the first year. I would send her a message like, "Sorry I couldn't see you today. The technology wouldn't work."

1:53 Technology can be a pain, and sometimes it would be raining or something, and then there just was no connection, and that was frustrating.

1:17 She was an older teacher that was really baffled by the technology. And that proved to be very difficult for us. She started much later than the rest of her colleagues because of the lateness of the training, and then it was very difficult to get her on the computer because she didn't understand how it worked.

Note. R = researcher, T = teacher.

These subthemes were then developed into a narrative report that addressed the findings of research question four. In addition to high-implementing and reluctant, low-implementing/initially resistant teachers' disparate responses to coaching strategies, low-implementing teachers cited additional perceived barriers to literacy coaching. These barriers included: (a) disruptions in technology, (b) demands on classroom teachers, (c) lack of choice, and (d) negative past experiences.

Disruptions in technology. All of the initially resistant/low-implementing teacher participants framed disruptions in technology with the TRI as a barrier. Ms. Frank expressed her frustration with the technology in the following way:

> Sometimes we couldn't do it, and I was like, I don't know what we want to do and I felt like I spent so much time bending over backwards to get this computer going, and then

> on top of that we had to do the lesson, so I spent 20–25 minutes with her, but I also spent an additional 10–15 minutes running up and down the hall trying to find somebody to fix the computer. (Ms. Frank)

Ms. Harley also expressed her frustration with technology in two different ways. First she spoke about her anxiety caused by being videotaped:

> The worst thing—I guess just being nervous—knowing that you are being taped. That was the hardest! I don't like being taped. I don't like being in the spotlight. I'm the type of person I like working behind the curtain. And when you find out you've got to be videotaped, that just made me nervous! (Ms. Harley)

Ms. Harley went on to describe the difficulty of just learning to get on the Internet to do a coaching session: "Yes the first year it was like, very hard. And then for me to get on the Internet for my session with my coach, that was very difficult." High-implementing teacher Ms. Nance added more insight to what Ms. Harley meant when she said getting on the Internet with her coach was very "difficult." In speaking of Ms. Harley, Ms. Nance said:

> And I know I've said this a lot, but videoing—a lot of teachers are not comfortable looking at themselves and immediately having someone criticizing everything that they say. That's how [Ms. Harley] felt. (Ms. Nance)

Ms. Chin's comments about being videotaped seemed to echo Ms. Harley's feelings very closely. Notice that when the interviewer probed, Ms. Chin expounded upon her dislike of being videotaped by suggesting that the adults who watch the video may be judgmental:

> R: And you mentioned the first time that you were very skeptical and did not want to be videotaped too, right? That was a big deal?
>
> T: I don't know a lot of people that *do* like to be videotaped, do you?
>
> R: I don't.
>
> T: But I think that is why a lot of us don't like to speak in front of adults. That's why we are teachers, because they [children] are not judgmental like adults are. But, um yeah, I didn't like that aspect of it even the once a week, that was just still too much for me (laughs).

Ms. Chin also added that she experienced disruptions in that the technology did not work the first year: "And the only problem that first year was connectivity. When we would try to Skype, it would drop the signal. And the school district said they were working on that. But that continued to be a problem for a while." The idea of technology disruptions rang true for Ms. Docila as well, as she noted in the following comment: "The technology piece was difficult the first year. It never worked, and when it did it would keep dropping."

Related to the frustration initial resisters felt when they experienced disruptions in technology, TRI literacy coaches also recognized disruptions in technology as a barrier in the following comments:

> Technology could be a pain. Sometimes it would be raining or something and then there just was no connection, and that was frustrating. Ms. Harley was an older teacher that was really baffled by the technology. And that proved to be very difficult for us. (Betta)

> We also had a lot of technology issues. We ended up doing a lot of Ichat back and forth. I would say, "Okay it is not connecting." And I could see she was online, and she would chat me and say this is what my screen shows, but we would not be able to actually connect. For several weeks that happened. Between the technology and getting such a late start it just never really took hold the first year. (Elise)

Demands on classroom teachers. In addition to disruptions in technology, all of the initially resistant/low-implementing teachers described classroom demands as a barrier to literacy coaching as well. This notion can be seen specifically in the finding that all of the initially resistant/low-implementing teacher participants, as well as the majority of literacy coaches, spoke specifically about how classroom demands impacted implementation of the TRI. This idea is best illustrated by the comment of the following low-implementing teacher participants, who said:

> I think I was a little anxious. Just because it was another thing we had to do. And at the time we had, you know, a new principal, and it was like one new thing after another. And um there was not a lot of—our grade level was in an uproar. We had teachers being

shifted around. And we had no idea if we were going to be in kindergarten any longer. The new principal and just people, you know, coming in, and so I think it was just a worry that it was just another thing we had to do. And again it was taking the time out of our schedule. It was hard, but they [the coaches] were like, "It's okay. It's just 15 minutes." And I'm like, well 15 minutes, my class can go to—I mean wild—you know? (Ms. Frank)

I would say because nowadays teachers have so much on their plates from every direction. . . . And I think it's just overwhelming for a lot of people. And when you tell them "Okay, well you are going to be doing this new program or you are going to be implementing TRI," it's kind of like, ugh! I can't do one more thing. I can't add anything else on. And I think that's probably, maybe why some people have a negative attitude about it in the beginning. Just. Because. It's. Like. One. More. Thing. I. Can't. Do. One. More. Thing! (Ms. Docila)

TRI coaches recognized how the multiple demands on classroom teachers created a barrier to TRI implementation. TRI coaches expressed this recognition as follows:

She would say, "I have four other kids in here that can't read, and I am spending all this time with one when I have four who are like this." She felt overwhelmed that there were these other students who needed the same thing but she couldn't give it to them. And I think that is what she would probably say may have been the hardest thing to her. (Drew)

She was new to kindergarten "What's my priority right now? My priority is that I have got to plan lessons for my whole class." So planning a TRI lesson for her one kid was lower down on her list. TRI was lower down on her list from a teacher who is not at school every day and who doesn't know the curriculum, so that is why her implementation was not as good the first year. I think she just didn't have the bandwidth to focus on learning TRI when she was trying to learn the kindergarten curriculum. (Elise)

Lack of choice. All of the low-implementing/initially resistant teacher participants spoke poignantly about how perceived lack of choices related to elements of the TRI created barriers to literacy coaching. Ms. Frank reflected about her experiences with lack of choice in the following way:

Well, one of the things that was not good was when the coach would call and say we have to come. And we would be like, well we are in the middle of our assessments. And they would say, well we've got to come. One of them even called [the principal] because [the principal] came down on us and she got on us and she said, "You know when [the coach] says they are coming, they've got to come." And you know, we were like, "Well we are over here doing progress monitoring, and we are on a timeline." And [the

principal] had us stop. (Ms. Frank)

Ms. Harvey described her lack of choice in participating in the TRI by explaining that even though she technically could have refused to sign consent to participate, her principal made it clear it was an expectation, resulting in a perceived lack of choice for her: "Well you could have said no because we really had a form to sign, and you could've said no. But let's just put it this way: Our principal wanted us to say yes, so we said yes!"

Both Ms. Docila and Ms. Chin had similar experiences. Ms. Chin describes the confusion she felt when she thought she had choice in implementing the TRI but then found out in a punitive way that she did not have choice:

> I didn't feel like I could implement the program the way it was supposed to be. And I informed them that I was voluntarily choosing not to be a part of the program anymore. And then at that point my principal got involved and she actually wrote me up and said that that was not my decision to make, that it was *not* voluntary. She also got the assistant superintendent involved, and we had a meeting, and basically what happened was he also said that it was not voluntary, that whenever someone comes into the school and they are speaking on behalf of a program that the county wants to implement, that it is really not voluntary. That it is actually part of your job. But I know the paper that we signed and the way it was explained to us was that *was* voluntary. (Ms. Chin)

Literacy coach Betta offered some insights into the complexities involved with lack of choice with the TRI:

> Lack of choice was one of the biggest barriers to TRI. It is a hard coaching model. It is also an experiment essentially. It's not a naturally occurring intervention. And that's hard. That's hard because there are some sort of unnatural elements to it involving a lack of choice, which can be a huge barrier. (Betta)

Negative past experiences. Only one out of the four low-implementing/initially resistant teachers spoke of negative past experiences as a barrier to literacy coaching. However, this teacher, Ms. Frank, spoke of it at great length. Also, even though the other teachers did not share experiences of negative past experiences with the researcher that caused barriers to literacy coaching, they did share experiences on this topic with their coach. Therefore, the researcher has

included evidence from Ms. Frank as well as evidence gleaned from two of the literacy coaches about this topic in this section. All of the participants who spoke of this topic framed past negative experiences that led to barriers to literacy coaching as former coaches leveraging principal support in negative ways. Invariably, former coaches who leveraged principal support in negative ways created barriers for the teachers against literacy coaching. This idea was captured by Ms. Frank in the following example:

> But she [the coach] was also "You got to get it done! [teacher knocks on desk with palm of her hand as she says each word] You know it was almost like if we couldn't, she'd go to [the principal] and tell her "These people are not getting this done." Because she [the coach] said that y'all had stuff on your end that needed to be done. And I know she needed it. And I am sure she had to cover herself, but then, then it was like she told the principal "These teachers are not doing it." And the principal was like, "Hey, y'all need to do this." You know, and it's like Wow. And you know I don't really know that it was about me, but I do know it was about certain ones. So that was sort of, it was almost like I don't think [the coach] respected the fact that, hey, we've got a lot on us. (Ms. Frank)

The idea that coaches who leverage principal support in negative ways create barriers to literacy coaching is also illustrated by the comment of one coach participant who said:

> One teacher said my coach said she had to meet with me. I told her I did not have time, that I had an assembly that day, and she told me she did not care and she emailed my principal and told her I didn't bother to show up. (Elise)

Literacy coach Elise also shared an example from the principal's point of view of when a former coach would repeatedly go to her [the principal] for support instead of working things out with the teachers directly. The principal explained how the coach created a negative impression with the teachers. No matter what the coach said, because of her actions, the teachers came to believe the coach was actually saying, "Yeah it's me and you, unless you don't do what I want you to do, and then I have to go to the principal." Also, the principal explained the ineffectiveness of this strategy to Elise in this way:

> The principal did not want to always be brought in as the big guns unless she had to. She was willing to do that, but she wanted to be a part of the team, not just "Oh the principal

> is here and that means we are in trouble again because of the coach." So I got the input from the principal on how she wanted me as the new coach to interact with her, and her bottom line to me was: "I don't want to just be the bad guy, so keep me informed of good things as well."

Literacy coach Drew summed up the ineffectiveness of leveraging principal support in negative ways by saying: "I think sometimes going straight to the principal is a good way to lose that shot of building any relationship with the teachers."

Summary of question four. In this section, the researcher addressed the fourth research question: What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis? To answer this question, data was presented and the findings for question four were examined. Then, the coding processes that took place during data analysis that resulted in the findings specific to question four were recounted. Finally, evidence from the coach and low-implementing/initially resistant teacher participants pertaining to specific barriers to effective literacy coaching of classroom teachers was discussed. Reluctant, low-implementing/initially resistant teacher participants perceived additional barriers to literacy coaching. These barriers included: (a) disruptions in technology, (b) demands on classroom teachers, (c) lack of choice, and (d) negative past experiences. As is characteristic of qualitative research, large samples of quotations from the participants were included in this chapter. By using the participants' own words, the researcher endeavored to build the confidence of readers by representing the reality of the persons within the contexts studied as closely as possible.

CHAPTER 5: DISCUSSION

The purpose of this embedded multi-case study was to explore and describe the interactive processes between coaches and teachers. Of particular interest was how kindergarten classroom teachers experienced initial reluctance to participating in a hard coaching model of literacy intervention called the TRI within rural low-wealth school settings and how literacy coaches responded.

The researcher used a qualitative inquiry approach with participants who were closest to the real-life contexts of this study to collect naturalistic data by conducting 11 in-depth interviews and assembling supportive data by use of 24 videotaped observations. Participants in the study included four reluctant kindergarten teachers who were initially resistant to implementing the TRI; two high-implementing TRI kindergarten teachers, and five TRI literacy coaches. The data were coded, analyzed, and organized first by research questions, then by categories, next by subthemes, and then into themes, as was depicted in Chapter 4. This study was based on the following four research questions:

1. In a literacy coaching model, what are essential features of coaching (e.g., results-focused coaching, processes-focused coaching, relationships-focused coaching) that help literacy coaches support kindergarten teachers during TRI intervention implementation?
2. How do these essential features of literacy coaching differ by high and low classroom teacher implementers?

3. How do literacy coaches support kindergarten classroom teachers who are experiencing initial resistance to TRI implementation with their struggling readers?
4. What are some other barriers to effective literacy coaching of classroom teachers found in further data analysis?

The previous chapter presented in detail the findings of this study by organizing participant data into categories to produce a readable narrative. The purpose of this chapter, however, is to provide explanative insights into these findings. Whereas the findings chapter searched for connections and themes that emerged among the data mentioned above in order to tell the story of the research, this chapter is an attempt to reconstruct a more integrated understanding. In this chapter the purpose is to tie in relevant theory and research as the themes are compared and contrasted to provide a layered synthesis.

Upon careful analysis of the concentrated responses of the participants in the data matrix tables (described in Chapter 4), both within individuals and across individuals, patterns emerged that resulted in four thematic findings. The four thematic findings describe the perceptions and responses of both low- and high-implementing kindergarten teachers to their TRI coaches as the coaches worked to support the teachers in implementing the TRI with their struggling readers.

Findings

Finding one. The primary and overriding finding of this study is that TRI literacy coaches enacted strategies focused within three major coaching approaches (relationships-focused strategies, processes-focused strategies, and results-focused strategies) in order to support both low- and high-implementing kindergarten teachers during TRI intervention.

Finding two. Teacher response to strategies within the three coaching approaches (relationships-focused strategies, processes-focused strategies, and results-focused strategies)

appeared to differ by low- and high-implementing classroom teachers. The data analysis suggested further that whereas incorporating strategies from within a single coaching approach was sufficient for high-implementing teachers, using strategies from only one coaching approach was simply not sufficient to support low-implementing teacher participants to implement the TRI with their kindergarten students.

Finding three. Data analysis revealed that in live TRI coaching sessions, literacy coaches provided a different type of support to low-implementing than they provided to high-implementing teachers.

Finding four. Reluctant teachers who were initially resistant to the TRI cited additional perceived barriers to literacy coaching.

Each of the findings described above were comprised of a series of subfindings. These subfindings represented how low- and high-implementing kindergarten teachers perceived and responded to TRI coaching.

However, because of the quantity of the findings, I will not discuss each at length in this chapter. Instead, I will focus primarily on the findings two and three introduced in Chapter 4. These findings and subfindings represent and seek to explain the differences between low- and high-implementing teacher responses to TRI coaching.

It should be noted that in the second year of implementation, all of the low implementing teachers became high implementers. Implementation data was reported by the TRI coaches and collected in a secure server. For the larger TRI study, teacher implementation data was self – report. However, for this dissertation study, the teacher implementation data consisted of number of live sessions that were actually collected on the secure server. In the second year, all of the low implementing teachers participated in more than triple the live coaching sessions than

they did the first year. For example, Ms. Chin went from 4 sessions the first year to 12 sessions the second year. Ms. Frank went from 2 sessions the first year to 12 sessions the second year. Ms. Harley went from 3 sessions the first year to 14 sessions the second year. And Ms. Docila went from 4 sessions the first year to 19 sessions the second year.

The discussion in this chapter also takes into consideration the higher implementation numbers the second year, and examines the literature on literacy coaching, implementation science, and adult learning theory. The implications of this discussion are intended to augment the understanding of the perceptions of four low-implementing kindergarten teachers who were initially resistant to TRI implementation and ways in which their TRI coaches supported them as they worked through this initial resistance.

The discussion will begin with a section titled "Low-implementing teachers needed to build relationships before they understood processes." In this section, I will begin the discussion by reviewing the patterns that emerged in cross analysis and synthesis of the data that indicated the low-implementing teachers needed a platform of support initiated with relationship-focused coaching. The next section is titled "Low-implementing teachers needed more relationship support than process support in the beginning." This section discusses data that seems to indicate that during live coaching sessions, low-implementing teachers in particular may require a greater ratio of relationship support than process support when attempting new methods of teaching. Then I will present a discussion in the next section, titled "Low-implementing teachers needed to build confidence with processes before they could recognize results." This section explores patterns describing how initially low-implementing teachers move from forming relationships of trust with their coaches to learning the processes of the TRI. Finally, the reader will be presented with a section titled "Low-implementing teacher awareness of results." This

section will discuss literature indicating possible reasons low-implementing teachers had difficulty recognizing student and/or teacher growth. Afterward, the reader will be introduced to limitations and provided with suggestions for future literacy coaching studies based on the results from the present investigation.

Discussion

Low-implementing teachers needed to build relationships before they understood processes. Some experts suggest that in order for teachers to become receptive to literacy coaching as professional development, they must form a relationship of trust with their coach (Gunther, 2012). This pattern seemed evident for low-implementing teachers. To be more clear, even though each of the low-implementing teachers required a combination of coaching approaches to sustain implementation, there seemed to be evidence that it was important for the TRI coaches to start with a relationships-focused approach before moving to a process-focused approach. This pattern of the need for TRI coaches to start with a relationships-focused approach with low-implementing teachers was repeated many times in the data, and seemed to diminish the effects of cultural mismatch and negative past experiences when former coaches leveraged principals' support in negative ways. A relationship-focused approach also appeared when TRI coaches leveraged collaboration between high- and low-implementing teachers.

Cultural mismatch. Ingraham (2003) defined culture:

> An organized set of thoughts, beliefs, and norms for interaction and communication, all of which may influence cognitions, behaviors, and culture, may be influenced by a combination of race, ethnicity, language, SES, age, educational attainment, gender, sexual orientation, spirituality, professional role, level of acculturation, and/or operational paradigm. (p. 325)

Cooper (2008) et al. found that race and culture were critical considerations during coaching, and that often issues of race, culture, gender, and ethnicity could lead to

misunderstandings and resistance. Experts suggest that cultural mismatch may require additional time for coaches to build trust and rapport (Cooper et al., 2008; Hansman, 2003). Jones and Rainville (2014) argue that cultural mismatch can lead to the wielding of oppositional power that can stall progress. They suggest that coaches learn to meet the needs of teachers through getting to know teachers well and by building long-term collegial relationships with them.

Based on the work of Ingraham (2003), there was evidence of cross-cultural coaching or cultural mismatch between the TRI coaches and both the high-implementing and low-implementing kindergarten teachers. However, this cultural mismatch only seemed to impact the low-implementing teachers. Low-implementing teacher Ms. Harley related her experience of cultural mismatch with her first coach in this way:

> [My first coach] and I had a big age difference. I think that's why we didn't connect. [My first coach] made me feel like I should already know what to do. I was uncomfortable with her. She made me not want to do TRI. (Ms. Harley)

Although Ms. Harley only alluded to a cultural mismatch of age, upon closer examination, Ms. Harley and her first coach actually were culturally mismatched in the areas of age, ethnicity, race, spirituality, socioeconomic status (SES), origin of birth, educational attainment, and professional role, as was true of all of the coach/low-implementing teacher dyads.

Another example of cultural mismatch that could have led to initial resistance included a cultural mismatch between low-implementing teacher Ms. Frank and her coach Drew in terms of professional roles, age, and experience. Ms. Frank shared:

> When I first met [my coach] at the first meeting, she made some comment and it was completely wrong, and the teachers, they got her! And I thought if she had more experience teaching and had something to stand on, you know, she could have come back and got them. That’s what I would have done, you know. I would have been like, whoa, now let me tell you, you know? So then when we found out that she was our coach, we were like, you know that was sort of bad, you know. I’m not the best teacher, but I have been teaching for 25 years and I do have my national boards. So I felt like when I was

> sitting in that first meeting and hearing her talk with limited experience, that bugged me. (Ms. Frank)

This example of cultural mismatch between Ms. Frank and her coach, Drew, is similar to what Jones and Rainville (2014) found:

> On my (Kristin) first day as a new literacy coach, I approached my job with a big smile on my face, dressed in a fresh new suit, ready to work alongside teachers to strengthen the practices in their literacy classrooms. I faced my first of many challenges immediately: The classroom teacher stepped back, looked me up and down, and in a sarcastic tone said, "I could have birthed you; what could you possibly teach me?"

Keeping in mind that the low-implementing kindergarten teachers became high implementers in their second year of the study, TRI coaches appeared to diminish the effects of cultural mismatch with their teachers by building relationships of trust. One of the ways the coaches built relationships of trust was by showing empathy for classroom teachers by relating classroom teaching experiences, as the following examples demonstrate:

> Beginning with the most obvious, I was a young male; she was an older (10–15 years) female. We held different beliefs and had varied interests. Based on some of her mannerisms and dialect, the teacher I worked with is what I would consider "Southern." I was born in Connecticut, and although have lived in the south for over 5 years, am still a New Englander at heart. Thus, some of our interactions or pleasantries differed greatly and may have been misunderstood at times. But the most important and relevant thing I did was relate to her struggles within the classroom. I was familiar with the constant sense of "emergency" that is teaching in a public school, especially a Title I or failing school. I know how frustrating and stressful it is to work under those conditions and how little time you have day-to-day. Thus I was familiar with the "norms" of the school system and could relate by sharing my own experiences and frustrations with her. (Sam)

> Obviously because I am White, I had race differences with some of the teachers who were Black. There were also some guessed age differences between me and some of the teachers, as one retired and one mentioned retirement the following year. I'm not naive enough to think that race didn't play some part in my coaching of Black and White teachers, but if it was there, it was subconscious. For the age differences, I noticed it only in that I tried to appeal to the teachers' experience and expertise. I guess I really don't know how these differences impacted my coaching. I just tried to reach out and share more of my teaching background and struggles with these teachers because I spent a lot of my time teaching in public schools and I understood how it feels. (Elise)

In each case in this dissertation study, the coaches appeared to attempt to diminish the effects of the initial resistance caused by cultural mismatch with the low-implementing teachers by focusing on building relationships with them. The TRI coaches accomplished this by purposefully showing empathy and personally relating to the struggles the classroom teachers were experiencing. Although the data revealed that the low-implementing teachers needed a mix of coaching approaches to sustain implementation, it seems unlikely these teachers in this study would have gone on to become high implementers without the TRI coaches addressing cultural mismatch as noted above.

Principal support. The concept of principal support is woven throughout this study. Recall that data analysis revealed that TRI coaches leveraging principal support in positive ways was an essential component of the relationship-focused coaching approach for both high-implementing and low-implementing kindergarten teachers. TRI coaches who effectively leveraged principal support in positive ways supported their teachers to implement the TRI.

In fact, in the literacy coaching literature, there is growing realization that literacy coaches work as part of a complex school leadership team (Mangin, 2009). Administrators, particularly principals, matter to the work of coaching (Walpole & McKenna, 2013). The level of principal support of the coaching intervention has been described by some to be the most influential characteristic of teacher implementation (Walpole et al., 2010; Carlisle & Berebitsky, 2011; Vanderburg & Stephens, 2010; Atteberry & Bryk, 2011). Further, analyses from the Scott et al. (2012) study provided some evidence that teacher satisfaction with the coach was contingent upon a positive attitude of the principal. In the Carlisle & Berebitsky (2011) study, researchers found that principal support contributed to the outcomes of improved student

achievement in reading. The authors discussed that as the principal supported the coaching reform, the literacy coach was better able to help the teacher enact the intervention that led to the change in child outcomes (Carlisle & Berebitsky, 2011). Principal support strategies that seem to be the most essential in leading to teacher and student outcomes include seeking active endorsement by the principal (Matsumura et al., 2009), active participation of the principal in the coaching intervention (Matsumura et al., 2009; Matsumura, Garnier, Correnti, et al., 2010; Ippolito, 2011), and the principal demonstrating knowledge of the coaching intervention and awareness of coaching roles in the school (Matsumura et al., 2009; Matsumura, Garnier, Correnti, et al., 2010; Ippolito, 2011; Scott et al., 2012).

Of interest in this study are the differences in the way principal support was perceived between high-implementing and low-implementing kindergarten teachers. Within an Active Implementation framework, principal support falls within the Leadership driver. The aim within the Leadership driver is to focus on providing the right leadership strategies for different types of leadership challenges (Blasé et al., 2005; Fixsen et al., 2005). As mentioned in Chapter 4, all of the high-implementing teachers described their principals as being strongly supportive. However, the low-implementing teachers who taught at the same schools as the high-implementing teachers described their principals as not supportive. The data from this study suggest that the principals may not have developed as strong relationships with the low-implementing teachers. Perhaps under the Leadership driver within an Active Implementation framework, the principals were challenged to provide leadership strategies that matched what the low-implementing teachers needed to feel supported.

According to the data, low-implementing teachers most often remembered negative past experiences with professional development as instances in which coaches leveraged principal

support in negative ways. This almost always led to further resistance. Low-implementing teacher Ms. Frank described her experience this way:

> When I started the TRI, I was a little anxious. Just because it was another thing we had to do. And at the time we had a new principal and it was like one new thing after another. Our grade level was in an uproar. We had teachers being shifted around. And we had no idea if we were going to be in kindergarten any longer with the new principal. It became a worry that it was just another thing we had to do. And in the midst of that, my coach was on us and she went to the principal about us not doing it (the TRI). She even told us: "Well I went to [the principal] and I told her you need to have this done." You know, and it's like Wow! I don't think they respected the fact that, hey, we've got a lot on us. (Ms. Frank)

TRI literacy coach Elise also related a similar incident in which a former coach leveraged principal support in negative ways:

> One of my teachers said to me: "My coach said she had to meet with me for a coaching session. I told her I did not have time that I had an assembly that day and she told me she did not care and she emailed my principal and told her I didn't bother to show up. That was a real mess." (Elise)

When literacy coaches leverage principal support in negative ways, teachers begin to associate coaches as a means of surveillance and punishment (Jones & Rainville, 2014). When teachers view the role of a literacy coach as an evaluator, they typically resist (Coburn & Woulfin, 2012; Hargreaves & Dawe, 1990).

On the other hand, recall from Chapter 4 that data analysis revealed that 100% of the participants described ways in which effective coaches leveraged principal support in positive ways. However, even though both high-implementing and low-implementing teachers spoke of the importance of TRI coaches leveraging principal support in positive ways, only high-implementing teachers *perceived* their relationships with their principals as supportive. This could be because it appeared that only the high-implementing teachers experienced the active participation of the principal in their rooms with the TRI (Matsumura et al., 2009; Matsumura, Garnier, Correnti, et al., 2010; Ippolito, 2011), possibly resulting in principals providing the right

type of leadership strategies that matched high-implementer teacher needs (Blasé et al., 2005; Fixsen et al., 2005).

However, when the literacy coach actively leveraged principal support in positive ways for low-implementing teachers (combining the Leadership driver together with the competency driver within an Active Implementation framework), this seemed to provide support for low-implementers to carry out the TRI. Call to mind the way in which TRI coach Elise leveraged positive principal support for her low-implementing teacher Ms. Docila. Elise kept the principal updated via email on how Ms. Docila was doing. Elise copied Ms. Docila on every email and was always careful to use authentic praise for Ms. Docila to the principal. In response, the principal typically replied with acknowledgment and praise for Ms. Docila's efforts and implementation of the TRI. This form of communication supported the relationship between the coach, the teacher, and the principal. Also, in this way Elise leveraged positive principal support for low-implementing teacher Ms. Docila. In turn, Ms. Docila's ability to look good in front of her principal reinforced Ms. Docila's implementation of the TRI.

Collaboration between high- and low-implementing/initially resistant teachers. The reader may recall from Chapter 4 that high- and low-implementing teachers seemed to differ in the way in which they collaborated together. The data suggested that most often collaboration between high implementers and low implementers appeared to be represented by high-implementing teachers supporting low-implementing teachers. TRI coaches leveraging the collaborative relationship between high-implementing teachers and low-implementing teachers seemed to be an effective relationships-focused strategy to support low implementers. High-implementing teacher Ms. Nance shared that she worked with her TRI coach to support reluctant teachers at her school:

> The coaches worked with me as the team leader to get through to some of the teachers who were not doing it at first. At times my second-year coach encouraged me to “join” a couple of the coaching sessions with the teachers who were a little resistant so that they would feel more comfortable with me there. (Ms. Nance)

As was discussed in Chapter 4, low-implementing teacher Ms. Harley suggested she was indeed more comfortable working with her teammate, Ms. Nance, as she described how Ms. Nance helped her:

> And Ms. Nance was wonderful because I would ask her to show me what I needed to do. And she would demonstrate what I needed to do. That was very helpful to me. . . . I could ask [Ms. Nance] anything and she don’t [*sic*] mind, and she gave me good feedback and showed me how to do it. (Ms. Harley)

TRI coach Drew explained that because she knew high-implementing teacher Ms. Latta had a good collaborative relationship with low-implementing teacher Ms. Frank, she (Drew) would work through Ms. Latta to set up sessions with Ms. Frank. The practice of positioning high implementers to support low implementers to enact new literacy practices through collaborative relationships is found in the literature. Jones and Rainville (2014) described this approach with a literacy coach named Julie and a high-implementing fourth grade teacher named Mr. Grady. Julie had worked tirelessly for weeks to try to get the fourth grade teachers to sign up for coaching sessions to learn how to use reciprocal teaching in classrooms. Only fourth grade teacher Mr. Grady agreed to work with the coaches and started integrating reciprocal teaching into his classroom routine as a teaching practice. Over the course of some weeks, literacy coach Julie finally realized that in order to reach the other teachers, she would need to take a backseat to Mr. Grady. Mr. Grady had a strong collaborative relationship with his team. He was trusted and highly regarded by colleagues on his grade team. As Julie learned to work through Mr. Grady, the teachers on the team began to form clear understandings of the positive experiences Mr. Grady had with coaching and reciprocal teaching. Once the teachers understood

Mr. Grady's positive experiences, they desired to understand and practice the new learning. And then Julie was able to set up the logistics to make the coaching happen for the other teachers in the group, still collaborating with Mr. Grady. This is very similar to the way effective TRI coaches in this study positioned the collaborative relationships between high-implementing teachers and low-implementing teachers. TRI coaches encouraged high-implementing teachers to leverage their collaborative relationships with low-implementing teachers to support reluctant, low-implementing teachers to enact TRI sessions.

Low-implementing teachers needed more relationship support than process support in the beginning. Another area of difference between high-implementing and low-implementing teachers was that in live TRI coaching sessions, literacy coaches provided a different type of support to low-implementing teachers than they provided to high-implementing teachers. The data analysis (discussed at length in Chapter 4) suggested that TRI coaches gave both relationship and process support during live coach sessions. Relationship support included the coach doing the following: acknowledging, affirming, building rapport with, offering gratitude to, praising, giving specific positive feedback to, and/or sharing personal information with the teacher and, when appropriate, the student. Process support included the coach doing the following: answering, asking, or relaying information about the intervention; explaining or modeling a TRI strategy; guiding or supporting the teacher in problem solving; guiding the teacher in diagnosing the student's most pressing need; offering specific positive feedback about elements of the TRI lesson; giving instructional advice; and/or inspiring the teacher to implement the TRI.

As discussed in Chapter 4, during first live TRI coaching sessions with low-implementing teacher participants, four out of five of the literacy coaches provided at least twice

the amount of process support compared to the amount of relationship support they provided. In contrast, during first live TRI coaching sessions with high-implementing teacher participants, five out of five of the literacy coaches provided more relationship than process support. On the other hand, during the last year, last live TRI coaching sessions (as the low-implementing teachers transitioned to high-implementing teachers) literacy coaches provided both high-implementing and low-implementing teachers either more relationship than process support or much more balanced support.

The finding that TRI literacy coaches gave twice the amount of process support as they did relationship support to teachers whom they considered to be resistant is curious. This finding is more curious when the reader considers that when the TRI coaches were asked about why they provided more process support than relationship support to teachers whom they viewed as resistant, the TRI coaches responded that they were unaware that they had done so. As a group, the TRI coaches perceived that they had given equal amounts of relationship support and process support to all of their teachers during coaching. Even so, it remains that the TRI coaches did provide twice the amount of process support to their low-implementing teachers. It could be that providing low-implementing teachers with higher ratios of process support in the beginning actually influenced low-implementing teachers to implement less. Coaching literature that discusses how teachers may require more relationship support than process support initially, while learning new teaching methods, will be reviewed below.

In their qualitative study, Swafford, Maltsberger, Button, & Furgerson (1997) identified three dimensions of teacher support: affective, procedural, and reflective. (See Chapter 2 for a more in-depth discussion of this study). The researchers explained that affective support included the coaches supporting and encouraging the teachers to gain confidence as they

implemented new methods. Affective support also included the coaches building a relationship with teachers that was supportive, collegial, trusting, and nonevaluative. *Affective support* as defined by Swafford et al. is very similar to the term *relationship support* in this dissertation study. Swafford et al. found that teachers needed more affective (relationship) support at first to try new methods. Similarly, researchers who developed practice-based coaching (PBC) describe that in the PBC framework, the first coaching sessions are designed primarily to establish a rapport with teachers. Before introducing intervention processes, PBC coaches are encouraged to share professional experiences and other background information to help form a collaborative partnership with teachers (Snyder, Hemmeter, & Fox, 2015). PBC researchers Shannon et al. (2015) found that teachers identified emotional (relationship) support as a central feature that was necessary in helping them (the teachers) form a collaborative partnership with a coach.

Related to the importance of relationship support, Rainville (2007) explored how coaches use language to support their teachers. This study found that coach language was a powerful tool that could contribute to fostering relationship support to teachers. Rainville explained how the language the coach used either encouraged or discouraged teachers' active participation in learning new methods of teaching.

When working with low-implementing teachers, it appears the type of support offered determines whether or not teachers are encouraged or discouraged to actively participate in coaching sessions. To this end, in defining types of support, Wood, Bruner, and Ross (1976) argued that more help does not always help more. Instead, the kind of help is the crucial factor in scaffolding (Rodgers, 2014). It appears by providing higher ratios of process to relationship support to low-implementing teachers in initial live coaching sessions, the TRI coaches actually unwittingly discouraged teachers' active participation in implementing the TRI (Rainville, 2007).

Low-implementing teachers needed to build confidence with processes before they could recognize results. In reviewing the data in an attempt to understand how the low-implementing kindergarten teacher participants transitioned into high implementers in the second year, it became compelling to consider that all of the low-implementing teachers described the importance of moving from forming relationships of trust with their coaches to learning the processes of the TRI. To be sure, one of the ways high-implementing and low-implementing teachers differed was in their responses to implementation processes and tolerance for learning new processes. In synthesizing this data, a reexamination of the literature relative to adult learning theory seemed to help in understanding these differences.

Adult Learners. Literacy coaches are first and foremost adult educators (L'Allier et al., 2010). Understanding adult learning and its salience for literacy coaching is imperative (Gallucci et al., 2010; Walpole and McKenna, 2013). Adult learning theory may lend insight into why the low-implementing teachers seemed to need a coaching approach pathway that started with building a strong relationship with their coaches and then moved to learning TRI processes before being able to recognize teacher and/or student outcomes.

The following key adult learning features help to demonstrate how the processes-focused coaching approach seemed to be effective with the low-implementing teachers: (a) adults need to know why they should learn something before commencing their learning; (b) adults have accumulated experiences that can be a rich resource for learning; (c) adult learners must be ready to receive the new learning; and (d) adults have a psychological need to be treated by others as capable of self-direction.

Adults need to know why they should learn something before commencing their learning. Knowles (1989) explained that adults need to know why they should learn something

before commencing their learning. This adult learning feature may help answer why the processes-focused strategy of incorporating cycles that include modeling, observation, feedback, and reflection components seemed to be successful in supporting the low-implementing teachers. Through the processes of modeling, observation, feedback, and reflection, the low-implementing teachers came to understand why TRI components were necessary. For example, low-implementing teacher Ms. Docila described how participating in the coaching cycle helped her to understand better why and how she needed to incorporate TRI components:

> So after every session with [my coach] I instantly had a feedback email from her. She always had the positive on how well I did in implementing something and then she always gave me some type of positive criticism explaining why or how we needed to add things to the lesson. She would say something like "He [the student] is doing such and such, so how about we try it [TRI component] this way and maybe, you know, next week we can add to it" or "Did you notice how he is doing such and such, so he might be ready to go to this level, so what do you think?" But she never *told* me what to do. It was, she always just gave great insights and suggestions and we would try it out together, and if it didn't work we would come back and discuss why it worked or why it did not. But she always, after every meeting she always had some type of feedback for me giving suggestions and explaining what could be done next. (Ms. Docila)

Adults have accumulated experiences that can be a rich resource for learning.

Another key adult learning feature Knowles (1989) described is that adults have accumulated experiences that can be a rich resource for learning. This may help to explain the finding that coaches who used a step-by-step process, building on what teachers already knew, seemed to help reluctant, low-implementing teachers increase confidence and move toward higher implementation. Below is an analytic memo written to describe the step-by-step changes that seemed to be happening as the researcher observed recorded videos of live coaching sessions between TRI literacy coach Sam and reluctant, low-implementing teacher Ms. Chin:

> Video of Coaching Session One, Year One: Coaching session opens with Ms. Chin's back turned, facing the camera so that she cannot see or hear coach Sam. Sam's view of Ms. Chin is only of her back. Sam is taking notes. When Sam attempts to give Ms. Chin feedback, she frowns at Sam and then completely ignores him and continues with the

student. The awkwardness in the coaching session seems palpable. Even as an outside observer of this video recorded months earlier, I feel uncomfortable watching the session because of the tension in the air. The TRI lesson is completely incorrect. At the end of the session, Sam thanks Ms. Chin. Sam asks Ms. Chin to work on one thing: asking the child to say the sound instead of the letter name.

Video of Coaching Session Two, Year One: Video opens with Ms. Chin's back facing the camera again, but this time at more of an angle where the side of Ms. Chin's face is noticeable. TRI lesson still incorrect. However, Ms. Chin is directing student to say letter sound instead of letter name each time. When Sam gives instruction, Ms. Chin does not respond; however, she does listen and nods her head as opposed to completely ignoring Sam as in previous coaching session.

Video, Final coaching session, Year One: Coaching session opens with Ms. Chin smiling into camera. Ms. Chin thanks Sam for sending some sort of card to her—sounded like a get-well card. Still inaccuracies of implementing TRI (confusion between segmenting words, change one sound, and read write and say); however, teacher attempting full lesson. Sam corrects Ms. Chin. Ms. Chin smiles and accepts correction. Can't help noticing the change in Ms. Chin's demeanor. Even though there are mistakes in implementation, Ms. Chin seems calm and confident, seems much more confident. (Analytic Memo June, 2015)

Going back to the interview transcripts with Ms. Chin, the following response was discovered. Notice that Ms. Chin did not seem to notice the small changes that took place over a period of time. Nor did Ms. Chin notice any differences in the way she was coached. Instead she seemed to notice her own progress and growth in confidence:

Well, I didn't see any differences with [my coach]. I think that a lot of the difference was the fact that I probably had more of a positive attitude because I felt more confident. And if I feel like I'm really good at something, then I feel like I am going to show that. (Ms. Chin)

Low-implementing teacher Ms. Harley also described her step-by-step process in gaining confidence in her ability to implement the TRI. Notice that Ms. Harley referred to her step-by-step process the first year as "trial and error" and "getting the kinks out." She went on to demonstrate her confidence in implementing the TRI by emphasizing that she "did" know what she was doing, so she was able to put her heart into it:

> T: Well I guess in my first year, doing like a trial and error, uh huh, you have to do trial and error and you have to get the kinks out, like any program that you do. And I felt more comfortable like how to do the reading and the writing. What it consisted of and also what with, like, Pocket Phrases, I understood that as well. I don't know, I was just a whole lot more valiant in the second go round, in the second year than in the first year.
>
> R: It sounds like what you are saying is that you have built your confidence in it because now you know you can do it.
>
> T: Yes, that is it. I knew I could do it a whole lot better than I did the first year. Like I said, that first year I was scared; I didn't know what to do. When you don't know what to do, you know, it just makes you nervous, and if you don't have a full understanding of what you are doing and then you feel like, well how can I do my best if I don't have an idea of what I am doing. But the second year was different. I felt like I *did* know what I was doing and so I put my heart into it. (Ms. Harvey)

TRI literacy coach Drew described how she built upon and valued anything her teacher brought to her TRI lesson:

> I wanted to show Ms. Frank that I valued her work as a teacher, so I tried taking it from the outside and saying: "Hey could you just try one part of the TRI. You don't even have to do the whole thing, but if you could just try and have the child read one page of a guided oral reading text." Then when she did that, I would build the teacher from there. So like not really expecting her to do everything but then building upon whatever she brought to the lesson and then really praising her for any effort. (Drew)

Adult learners must be ready to receive the new learning. Still another key adult learning feature that may help to explain particular findings in this dissertation study is what Knowles (1984) described as a "perspective of immediacy of application" toward most learning. Knowles explained that adults willingly engage in learning largely in response to pressures they feel in their current life situation. According to Knowles, adults seek learning to improve abilities to cope with current life problems. They tend, therefore, to enter an educational activity in a problem-centered or performance-centered frame of mind. According to Blase, Fixsen, Sims, and Ward (2014), adults need to have a readiness to implement new learning before they commit fully to the new learning. This could well be the frame of mind of the high-

implementing teacher participants in this study, who were focused on how the TRI could help solve current problems they were facing with their students. The reader may recall that one of the differences between the high-implementing and low-implementing teachers included that the high-implementing teachers seemed to have a tolerance for learning new processes, even though they faced the same pressures the low-implementing teachers faced. This could be explained by the fact that both of the high-implementing teachers made statements indicating they felt the TRI could help their struggling readers learn how to read. That is to say, the high implementers viewed the TRI as a vehicle to improve their ability to cope with life problems they face now (to teach their struggling readers how to read). Notice how high-implementing teacher Ms. Latta explained how she "liked" being chosen to participate in the TRI because she felt it would be good for her students:

> R: What were your feelings when you were selected to be participate in it?
>
> T: Oh I liked it, because I like learning different things for the children. I mean yeah! It's really good. Because, you know, because it doesn't matter if you've been teaching one year if you've been teaching 10 or 50 years, teaching is a neverending learning experience. There's not a year that doesn't go by that you yourself don't learn a different way of doing something. something better.
>
> R: But you know you said something really interesting in the beginning. You said "I don't really like change, but. . ."
>
> T: I don't! Especially at my age. I rolled with it because it was good. It was good for the children. I was okay with that. I was fine with that because like I said we had already been given instructions and training on what we needed to be doing to be trying to build our children up. But you know when you have to rise to the occasion, you know you still can't work with the things of yesteryear, you have to go with newer ideas, even though I am older and I'm not really fond over change, stuff like that I was able to adjust to and I did like it because it helped the children.

Along the same vein, consider that another difference between high-implementing and low-implementing teachers was that the high-implementing teachers seemed to have a readiness for new learning processes. High-implementing teachers experienced the same new learning

processes as low-implementing teachers, such as new technology and added classroom demands. However, it is curious to consider that these new learning processes became barriers for low-implementing teachers, whereas the high-implementing teachers seemed to have a readiness for these new processes. It is possible that this idea of readiness for new learning processes may be understood in light of what Knowles (1984) explains as having a "readiness to learn" which is associated with "timing of learning." Knowles claims that adult learners must be ready to receive the new learning. Knowles characterizes this "readiness" as a teachable moment that is timed or in step with a particular stage of readiness or development of the adult learner. It would appear that both of the high-implementing teachers were in a stage of readiness to learn. Both of the high-implementing teachers had positive relationships with their principals, were comfortable in their particular grades, and understood the reading needs of their students. In contrast, it appears that not one of the reluctant, low-implementing teachers demonstrated this stage of readiness. Upon closer examination, this could be because each of the low-implementing/initially resistant kindergarten teacher participants described chaotic events that distracted them from recognizing what the TRI offered to their students in year one of implementation. For example, Ms. Docila was teaching kindergarten for the first time, expecting a new baby, and preparing for maternity leave. Ms. Frank was dealing with preparing her oldest daughter who had a serious health impairment to leave home for college. Ms. Frank was also adjusting to a new principal and described her grade level as being in "an uproar." Ms. Harvey, a single mom, was not able to attend any of the TRI summer institute trainings because she had a sick child who was hospitalized at the time. And Ms. Chin recently moved from out of state into a new school and was having considerable difficulty adjusting to her new principal and grade level peers.

Adults have a psychological need to be treated by others as capable of self-direction. The final key adult learning feature that may help to explain particular findings in this dissertation study is that adults have a psychological need to be treated by others as capable of self-direction (Knowles, 1989). In other words, adults prefer to plan and direct their own learning. This adult learning feature may help answer why low-implementing teachers reacted with initial resistance when they discovered that the TRI would be a mandatory requirement for them. Knowing that the TRI would be mandatory for teachers could be seen as nullifying teachers' ability to be viewed as capable of self-direction.

This concept is supported by Dozier (2014):

> Mandated [coaching] bring(s) another layer of complexity to professional development initiatives. Some teachers resist leaving their classrooms, and others do not participate willingly. Yet in order for systemic change initiatives to take hold, some professional development will necessarily be mandatory to bring together all teachers to engage in the construction of a school- or district-wide vision of literacy and literacy teaching. Rethinking practices takes a willingness to engage in uncertainty and a willingness to move beyond resistance. (p. 235)

For example, all of the low-implementing teacher participants in this study spoke poignantly about how perceived lack of choices related to elements of the TRI created initial resistance to TRI implementation. The reaction of the low-implementing TRI teachers is similar to the reactions of the teachers who were mandated to participate in Skinner, Hagood, and Provost's (2014) study of coaching. Skinner et. al (2014) analyzed teachers' enacted identities relative to being coached to implement new literacies strategies in their classrooms across two case studies: one of mandated participation and the other of voluntary participation. At Westview Middle School, where the teachers were mandated to attend coaching sessions, the teachers initially resisted and held tightly to their previous literacy practices. In comparison, the teachers at Laura Bailey Middle School, who were invited to participate in the coaching

voluntarily, willingly explored and engaged with new literacies texts and tools, and discussed new literacies strategies.

Dozier (2014) goes on to suggest ways to support teachers when coaching as professional development becomes mandatory:

> As literacy coaches, we must then be mindful of how we shape and craft mandatory professional development. Even when a session is mandatory, we want to engage teachers to question their practices, problem solve, and develop agency. . . . When I develop and design mandatory workshops, institutes, sessions, or meetings, I ask myself the following: Am I open to learning from each teacher's expertise, understandings, and questions? . . . Do teachers have an opportunity to problem solve, discuss, and brainstorm what is working, as well as difficulties they encounter? Am I explicitly addressing transfer to classroom contexts? . . . This inquiry can lead to pedagogies that are relevant and meaningful for teachers and learners. (p. 234)

Dozier suggests one way coaches support teachers through resistance is helping teachers envision multiple instructional possibilities, addressing practicalities, and problem solving as teachers try out new pedagogies, even when professional development is mandatory.

Although Dozier does not address relationships or results clearly, the suggestions that are provided for working with resistant teachers who receive mandated professional development map on well to the processes-focused approach found in this study. In other words, the finding in this dissertation study to offer choices within the parameters of a hard coaching model extends Dozier's work further.

For example, there is evidence from the data analysis that TRI coaches learned to offer choice within the parameters of this hard coaching model similar to ways in which Dozier (2014) described offering choices within mandated coaching sessions. For example, TRI literacy coach Elise explained how she offered choice within the parameters of a hard coaching model:

> T: I would say to the teachers, "I need to see a session. That has to happen." And I would give [the teachers] a choice and say: "You tell me the best way to make that happen." And [the teachers] were able to say: "How about if we do this or this or this." And as much as I could, I would say: "That works for me. Let's just do it that way."

> R: Let me see if I understand what you are saying. You are saying that the teachers did not have a choice in implementing, but you tried to give them as much choice as you could in the sphere that they had of how that happened or what the process of that was and you tried to honor their voices?
>
> T: Exactly. So even in a hard coaching model there is freedom inside there and that's how you help teachers through resistance, is let them see the choices they do have. (Elise)

Allowing choice within parameters also supports the claim that successful professional development models will always need to be flexible so that they may accommodate particular factors relative to the context of each professional development setting and situation (Askew et al. 2002).

Low-implementing teacher awareness of results. Within the domain of results-focused coaching, high-implementing and low-implementing teacher responses to coaching strategies differed in that it appeared that high implementers had more of an ability to identify teacher and student growth, whereas low-implementers needed scaffolding to notice changes. The idea that teachers need scaffolding by coaches to recognize teacher and student growth may be related to teacher beliefs. Results-focused coaching is based on the idea that it is only when teacher practices result in observable outcomes that teachers' beliefs shift and lead to long-term teacher change (Gusky,1986). Gusky's model portrays a change in student outcomes prior to a change of teacher beliefs. However, changing beliefs can be a perplexing process. This dissertation study demonstrates that sometimes student outcomes will trigger a change of teacher beliefs, but sometimes it will not. For example, recall that TRI literacy coach Elise described how even though her teacher could see the results from the TRI, this still did not trigger a change in teacher beliefs, and the teacher continued to initially resist implementing the TRI:

> She saw that the TRI worked. And she knew that her students had needs in those areas but the previous year the process of making everything happen was so hard, the question was were the student outcomes worth the hard processes? And after the first year the

answer for her was No—it was not worth it! (Elise)

One reason for coaching is to provide support so that uncomfortable new skills are actually tried in practice. Researchers conclude that as teachers become efficacious with new learning, they become more confident (Fixsen et al., 2005). With the low-implementing teachers, it may be that a change in teacher efficacy in implementing the processes of the TRI intervention preceded the teachers' ability to recognize teacher and student outcomes. As low-implementing teachers became more confident in their ability to implement TRI processes, they became more open to reflecting with TRI coaches in order to recognize outcomes.

Peterson, Taylor, Burnham, and Schock (2009) examined the outcomes of reflective support during coaching interactions with teachers. Based on their data analysis, these researchers identified four patterns of how coaches provided reflective support during coaching conversations with teachers. Two of the patterns suggested ways in which the coaches scaffolded the teachers to recognize teacher and student growth. For example, one of the patterns described how the coaches utilized conversation protocols such as "What were the children able to do in this reading lesson?" and "What did you do as the teacher to help the students succeed?" By asking these questions the coaches helped the teachers recognize student growth. Another pattern identified by Peterson et al. (2009) included the coaches utilizing teacher observation data to support the teacher in recognizing individual progress toward personal, school, and district goals in their teaching. In this way, the coaches scaffolded the teachers to recognize teacher growth.

In a similar way, TRI coaches used reflective support in live coaching sessions to scaffold low-implementing teachers' ability to recognize student growth. For example, toward the end of each live coaching session, TRI coaches asked teachers to reflect on student growth.

However, TRI coach support differed from the work of Peterson et al. in that TRI coaches only asked teachers to reflect on student growth, not on teacher growth. Still, low-implementing teachers indicated in interviews that it was after they were confident in TRI processes that they were able to notice growth, as illustrated in Ms. Harley's vignette:

> My first year I was nervous. I was scared. I didn't know what I was doing. I was thinking what in the world is this about?! I wanted to ignore it. And I was thinking oh my gosh! Here we go with something else! But once I learned it, oh I enjoyed it! And I knew that I knew what I was doing and I felt like the more I did it, I got better with it. Now it's a program that I just love. And I KNOW it works. I have all of my documentation. I've seen it work with my children—their progress. And also I am using it this year with my small groups. So I know it works. (Ms. Harley)

Limitations of the Study and Suggestions for Future Research

In this study, I explored and described the interactive processes between coaches and teachers. Of particular interest was how some kindergarten classroom teachers experienced initial resistance and how literacy coaches responded in the context of participating in a hard coaching model of literacy intervention called the TRI. I chose an embedded, case study approach with participants who were closest to the real-life contexts of this study to collect naturalistic data. However, the qualitative inquiry approach of this study had inherent limitations. I will discuss these limitations in two areas: procedural and participants. In addition, along with the limitations, I will make suggestions for future research.

Procedural limitations. First, my observations were limited to video recordings of live coaching sessions. I observed the first and last video-recorded coaching sessions of year one and the first and last coaching sessions of year two. I did not observe onsite coaching sessions. A study that includes observations of coaching sessions onsite may better inform which components of active coaching cycles (e.g., modeling, observation, feedback, and reflection) seem to be the most important for teacher and student outcomes. Along this same vein, a study

that includes all of the participants' recorded coaching sessions (instead of the first and last videos from each implementation year) could expand upon not only which components of active coaching cycles are the most important for teacher and student outcomes, but how these components are operationalized as well.

Second, I documented specific coaching approach strategy recommendations (e.g., relationships-focused coaching, processes-focused coaching, and results-focused coaching) for low-implementing teachers based on select video recordings of live coaching sessions, artifact review (the TRI newsletter), and one round of participant interviews at the end of the study. These recommendations elaborated upon previous pilot study data, and were triangulated by three different types of participant views (TRI coach views, high-implementing teacher views, and low-implementing teacher views). Still, a study that included more rounds of interviews per participant taken at different time points during the intervention would likely better inform which coaching approach strategies are most important for low-implementing teachers. In addition, more interviews at different time points of the intervention might inform whether (and which) specific coaching approach strategies are more effective during the beginning, middle, or toward the end of the intervention. Furthermore, this data may also inform if there is a difference in the amount of domain-specific coaching strategies needed to support reluctant, low-implementing teachers.

Also, the scope of my study relative to types of coach support for low-implementing teachers (emotional support or instructional support) was limited to the coaching and teacher interactions during live coaching sessions. Based on previous research, it appears that privileging emotional support initially is more effective for reluctant, low-implementing teachers attempting to implement new practices. However, future studies may need to examine not only

live coaching session data but also rounds of interview data to better understand which types and how much support is needed to support reluctant, low-implementing teachers to transition to high-implementing teacher status.

Another limitation is that this study did not look at nor attempt to link teacher fidelity data, such as how exactly the teachers actually delivered TRI reading instruction with student gains. More research in this area is needed. Mixed methodological approaches could be used to inform whether specific types of teacher support result in teacher and student outcomes.

Another area to be explored in future studies is how coaches may be better trained. From the findings in this study, it seems clear that coaches seem to be more effective when they understand coaching pedagogy in addition to intervention content knowledge. Study designs centered on combining content knowledge with coaching skills such as building relationships with teachers, supporting teachers through specific processes to understand the intervention and scaffolding teachers to recognize teacher and student growth would add to needed knowledge as to how to coach teachers effectively.

Participant limitations. This study provides an exploration of the perceived, lived realities of five TRI literacy coaches, two high-implementing kindergarten teachers and four reluctant, low-implementing kindergarten teachers in their naturalistic settings in four different schools situated within three different rural school districts. As mentioned in previous sections, all of the low-implementing teachers experienced personal challenges the first year of implementation. One of the high-implementing teachers also experienced personal challenges during the first year of implementation. During the second year of implementation, two of the four low-implementing teachers were no longer experiencing personal challenges. However, for two of the low-implementing teachers, their personal challenges continued into the second year

and became more severe. The high-implementing teacher continued to have personal challenges the second year. A study that explored how or if these personal challenges impacted teacher implementation would be relevant.

Other differences between the high- and low-implementing teachers that were not measured in depth in this study could be explored in future studies. For example, this study found that high-implementing teachers felt supported by their principals, whereas low-implementing teachers did not. This topic could be explored in a mixed methods study on teacher and principal perceptions of teacher support during intervention implementation. Research connecting type of principal support to teachers during intervention implementation with student outcomes would inform the field of literacy coaching.

However, the size of the sample in this study was small and limited to participants who met the sampling criteria. As with case study research, the intention was to richly describe and analyze a "bounded system" in order to understand the interactions in the situation (Merriam, 1998). Larger scale studies that examine multiple coach interactions with low-implementing teachers at different grade levels at multiple sites (both rural and urban) implementing the Targeted Reading Intervention or other literacy or school reform programs would help the results become more generalizable.

Summary

This study has shown that TRI literacy coaches enacted coaching strategies focused within three major approaches (relationships-focused strategies, processes-focused strategies, and results-focused strategies) in order to support both high-implementing and low-implementing kindergarten teachers during TRI intervention. This study has also shown that kindergarten teacher response to strategies within the three coaching approaches appeared to

differ by high-implementing and low-implementing classroom teachers. The data analysis suggests further that whereas a single coaching approach may be sufficient for high-implementing teachers, one essential approach of coaching strategies is simply not sufficient to support low-implementing teacher participants to implement the TRI with their kindergarten students.

Data analysis also reveals that in live TRI coaching sessions, literacy coaches provided more process support to low-implementing teachers, and they provided more relationship support to high-implementing teachers.

The implications of this study are intended to augment the understanding of the perceptions of four reluctant, low-implementing kindergarten teachers who were initially resistant to TRI implementation and ways in which their TRI coaches supported them as they worked through this initial resistance. Resistance is complex, multilayered, socially negotiated, and deeply connected to power relationships (Jones & Rainville, 2014). TRI literacy coach Elise affirms this in the following way:

> It is true that resistance is what coaches worry about. Nobody wants to be disliked. But it's not necessarily the type of resistance of "Oh, that teacher gave me the stink eye in the hallway and now I feel bad and I can't coach her." Instead, I think that when a coach encounters resistance, most coaches take that as "You are getting my way! I'm just trying to collect my data or I'm just trying to get you to like me and you are making it hard on me." But if I am running into resistance I can't just move the teacher aside and get straight to the kid, even though that would be easier. I've got to back up and come at it a different way. I've got to realize that the way I would approach it if I could just move the teacher out of the way is just simply not good coaching. I've got to be flexible. I cannot be rigid. [Working with teachers who experience resistance] is a different way of thinking. (Elise)

Elise's explanation of how to approach resistance is similar to how Reilly (2014) reframes resistance. Reilly argues that coaching work requires flexibility and fluidity to understand teacher resistance.

The purpose of this dissertation was to explore effective ways literacy coaches support classroom teachers who experience initial resistance to implementing the Targeted Reading Intervention (TRI). This study has shown that if literacy coaching is to succeed in making a difference for teachers and students, it is not enough to coach more and more (Rodgers, 2014). Rather, it appears that coaches need to apply themselves to engage teachers in a multistrategy approach to coaching that can reframe teacher resistance. In this way, low-implementing teachers who may have traditionally been perceived as resistant can be repositioned as adult learners who are working interactively with coaches in repeated and intense coaching experiences matched to each teacher's needs. This study suggests that when this happens, there is a possibility for the coach and teacher to understand each other better and move forward together to make classrooms better places for children to learn and grow.

APPENDIX A
TRI Diagnostic Map

Student: ________________________________ **Date:** _______________
Most Pressing Need:____

Today's Plan		**Assessment of Work**	**Notes for Next Time**	
Vocabulary		**Strategy**		
Re-Reading for Fluency				
Text Read:	Fluency Needs: Accuracy Rate/speed Prosody/Intonation/Phrasing	Re-read same text Move to next text	Do not assess in Rereading for Fluency	Rereading Modeled Echo Reading Fluency Pyramids
Segmenting Words				
PINK Words:	Able to Segment 3-Sound Words: Yes No Types of Phonics Errors:	Repeat segmenting with 3-sound words Begin segmenting with 4-sound words Repeat sound ______ Move to new sound ______ Move to another activity	Teacher/student defines word Teacher/student uses word in sentence Word explained through Google Images, action, or picture dictionary Reinforce vocabulary throughout lesson and day	Blend as You Go
Change One Sound				
PINK Words:	Able to Manipulate Sounds in 3-Sound Words: Yes No Frequent Phonics Errors:	Repeat changing with 3-sound words Begin changing with 4-sound words Repeat sounds ______ Move to another activity	Teacher/student defines word Teacher/student uses word in sentence Word explained through Google Images, action, or picture dictionary	Blend as You Go

Read Write & Say

PINK Words:	Able to Blend 3-Sound Words: Yes No Frequent Phonics Errors:	Repeat blending with 3 sound words Begin blending with 4 sound words Repeat sounds ________ Move to new sounds ________ Move to another activity	Teacher/student defines word Teacher/student uses word in sentence Word explained through Google Images, action, or picture dictionary	Blend as You Go

Guided Oral Reading

Text Read:	Record Words Misread:	Select an easier text Choose another text at same level Choose a higher-level text	Teacher/student defines word Teacher/student uses word in sentence Word explained through Google Images, action, or picture dictionary	Blend as You Go Summarizing major events (beginning, middle, end) Making connections Visualizing

Pocket Phrases

Review Phrases: New Phrases:	Is Reading Automatic: Yes No	Repeat phrase New phrase Target words:		Blend as You Go

APPENDIX B

Sample TRI Email Feedback Form

12/4/13

Hi ________,

Congratulations on your first lesson with R.! You did a great job with him! Thanks also for hanging in there with the technology. I appreciate you calling in on Skype.

Your Lesson:

ReReading for Fluency: R. reread Zac the Rat.
Segmenting with words: R. did not bed and get.
Change One Sound: R did get got not belt and melt.
Read Write and Say: R. did mist and lost.
Guided Oral Reading: R read The Big Hit.
TRI Extension: R. will reread The Big Hit and Search for the Sound /i/ with wikki stix.
TRI Implementation this week: 2x

Feedback:

- Very nice job with your pacing of the lesson today. You quickly moved from one activity to the next.
- Excellent job of being willing to move him into the Blue word lists for **Change One Sound** and **Read Write and Say** when you saw he needed to move up.
- I agree with what we talked about via video to have him do **Pocket Phrases** to help him with his confidence and motivation.
- Very nice vocabulary support throughout the lesson.
- Your comprehension work after the reading was very good!

For Next Time:

The next time I watch you with R. I will be looking specifically to see R. working with Read Write and Say and Change One Sound in Blue and well as incorporating Pocket Phrases.

See you on Thursday,

APPENDIX C

TRI-RCT2 Team Meeting

Date/Time: _________

School: ___________

Teachers Present:

Agenda:

- General Announcements:
  1. No coaching next week! Starting back up week of January 6
  2. Questions/comments on PD? Differences for next semester…
  3. Connection issues and using Skype for coaching sessions

- Success stories!
- Identify two areas of TRI where you could benefit from specific training or support.

Materials Needed: none

Discussion:

1. PD for next semester—possibly embedding into team meetings, 30 min each, held over 2-3 sessions; suggestions welcome!
2. Tutoring next semester—some teachers have signed up for this and is held after school, so will keep same schedule for team meetings for now and will send out another schedule if something changes asap.
3. We will be using Skype for a little while until (tech person) can come around and update all your iPads, so don't forget to email me your Skype name or request me as a contact at __________.
4. Will email teachers about giving their 2 areas of TRI that could benefit from training/support—please send this back asap.

For Next Time: TBD

APPENDIX D

PINK Discussion Checklist

Teacher ____________________ Principal ____________________
Student ____________________ Date ____________________

Rereading for Fluency

Text Read ______________________________
__ Re-reading of book read recently
__ T offers specific positive feedback
__ Book at child's **independent** reading level
__ T models good rate and phrasing, if necessary

Word Work

Segmenting Words – PINK Words
__ Target sounds laid out on board
__ T stretches sounds while running finger under lines on board)
__ C says sounds as she moves tiles down (Pull down, say sound)
__ C segments each sound
__ T asks C to blend sounds at end
__ T or C elaborates on word's meaning
__ T stretches out words; not segmenting
__ T offers specific positive feedback
__ T "responds to the response"
__ T moves quickly between words
__ C checks sounds at the end, if needed

Read, Write & Say – PINK Words
__ Target word written on board/paper
__ T: "Will you read this word? I'll help."
__ T guides the child to blend as she goes
__ T models BAYG, if needed
__ T encourages child to copy her, if needed
__ T or C elaborates on word's meaning
__ C writes word and says sounds as she writes it
__ C reads word after writing it
__ T offers specific positive feedback
__ T "responds to the response"
__ T moves quickly between words

Change One Sound – PINK Words
__ Target sounds laid out on board
__ T stretches sounds while running finger under lines on board
__ T: "Change __ to __."
__ C says sounds as she moves tiles down (Pull down, say sound)
__ T or C elaborates on word's meaning
__ C checks and blends sounds at the end
__ T offers specific positive feedback
__ T "responds to the response"
__ T moves quickly between words

Pocket Phrases (after GOR)
__ Reviews past phrases
__ T reads new phrase aloud as she points
__ C reads aloud
__ C re-reads phrase
__ T or C elaborates on word's meaning
__ T flashes phrases cards
__ T asks child to keep in pocket and review
__ T offers specific positive feedback
__ T "responds to the response"

Guided Oral Reading

Text Read ______________________________
__ **T Introduces book/sets purpose**
__ Book at child's **instructional** reading level
__ C reads aloud
__ C engaged with text
__ T offers word-level feedback where appropriate
  __ Phonemic manipulation feedback, if needed
  __ Phonics knowledge feedback, if needed
  __ Uses context feedback, if needed
__ T offers specific positive feedback
__ T elaborates on word's meaning
__ T scaffolds comprehension
__ **T Coaches comprehension strategies**
  __ Making predictions
  __ Summarizing
  __ Making connections
  __ Making inferences
__ **T Asks C to respond at the end**
  __ **Child summarizes**
  __ Child's personal response
  __ Why/How questions

iii TRI

APPENDIX E

Teacher Interview Guide

Time of interview

Date:

Place:
Position of interviewee:

Thank you for agreeing to speak with me. It should take approximately 1 hour. The primary goal of this interview is to learn about your feelings about the intervention. This interview is completely voluntary and you may refrain from answering any questions you do not feel comfortable responding to. Your answers will not be shared with the other participants and your name will be changed to protect your privacy. There are no right answers so please answer with candor and honesty. Do you have any questions? Do I have your permission to record?

Before we get started, may I please get some demographic information from you?
Years teaching? _____
Which subjects? _____
Years teaching at this school? __________
Where did you receive teaching certificate?______

The purpose of this interview is to gain insights into the TRI.

1. Can you share with me how you become involved in the TRI?

   Probe: What were your feelings when you were chosen to be part of it?

2. Can you share how you felt when you started implementing the TRI?

   Probe: Did you attend TRI institutes? Either? One? Please share about your experiences about them. What do you remember the most? Least? Favorite part? Least favorite part?
   Probe: Were there differences between the first and second year for you with implementation?
   Probe: Can you tell me more about that?

3. Can you tell me a little about how you felt with reading instruction when you started Tri? Now?

4. How well do you feel you know the TRI intervention?

Probe: Please say more? Was there a difference in your knowledge level over the course of the two years? Say more?
Probe: Did you see a change in your students reading using the tri? Say more?

5. What was it like working with a literacy coach?

   Probe: How many coaches did you work with?
   Probe: Was there a difference working with the coaches?
   Probe: Best thing about working with a coach?
   Probe: Hardest thing about working with a coach?

6. Could you speak your level of TRI implementation? Was it higher lower first year? What made it change?

   Probe: What affected implementation?
   Probe: What types of interactions made it easier to use TRI
   Probe: What types of interactions made it more challenging?
   Probe: Suppose I am a teacher and I missed implementing the TRI in a weekly coaching session. What would happen next?"
   Probe: What are some barriers to implementation by teachers?
   Probe: Suppose I am a new coach and I am worried about a teacher not implementing the TRI – what would you suggest that I do?
   Probe: What do you think the ideal way for a coach to respond to lack of TRI implementation would look like?
   Probe: Would you say that implementing the TRI in coaching sessions is different from what you expected?

7. Did you feel your principal showed support to teachers implementing the TRI? Please say more.

8. What do you think causes teacher resistance?

   Probe: Some experts say teachers who resist are those who do not have a relationship of trust with their coaches. What would you say to them?
   Probe: Some claim that teacher resistance is the number one thing coaches are worried about. What would you say to them?

APPENDIX F

Coach Interview Guide

Time of interview:
Date:
Place:
Position of interviewee:

Thank you for agreeing to speak with me. It should take approximately 45 minutes to one hour. The primary goal of this interview is to learn about your feelings about coaching in the intervention. This interview is completely voluntary and you may refrain from answering any questions you do not feel comfortable responding to. Your answers will not be shared with the other participants and your name will be changed to protect your privacy. There are no right answers so please answer with candor and honesty.

Do you have any questions?
Do I have your permission to record?

Before we get started, may I please get some demographic information from you?
Years teaching?
Which subjects?
Years coaching?
Years coaching in this project?
Please share your coaching training?
Other professional experiences ?

Again - the purpose of this interview is to gain insights into coaching at the TRI.

1. You coached _____in the project?

   Probe: Please tell me a little about what that looked like?
   Probe: Can you tell me about how _____ was chosen for the TRI and what her reaction was?
   Probe: Were there differences between the first and second year?
   Probe: Can you tell me more about that?
   Probe: Could you speak about _____'s level of TRI implementation?

2. Can you tell me a little about _____'s level of expertise with reading instruction?

3. How well do you feel that _____knew the intervention?

   Probe: Did you see a change in _____'s level of knowledge? Please say more

4. ***IF THEY BRING UP RESISTANCE THEN ASK: WHAT SETS OF BEHAVIORS OR INTERACTIONS LED YOU TO BELIEVE THAT THE TEACHER WAS RESISTANT?

   Probe: Suppose I am a very resistant teacher refusing to implement the TRI can you take me through what you would do to help me?

   Probe: What do you think causes teacher resistance?
   Probe: What do you think the ideal way to support teachers through resistance would be?
   Probe: Some claim that teacher resistance is the number one thing coaches are worried about. What would you say to them?

   Probe: WHAT TYPES OF INTERACTIONS DID YOU ENGAGE IN THAT SEEMED TO DECREASE RESISTANCE?

   Probe: What do you think affected implementation?
   Probe: What types of interactions made it easier to use TRI
   Probe: What types of interactions made it more challengeing?

5. What approach did you take when _____ did not implement? (How did you feel when _____ did not implement? WHAT TYPES OF INTERACTIONS DID YOU ENGAGE IN THAT SEEMED TO DECREASE RESISTANCE?

   Probe: Were there any other approaches that you took?
   Probe: What seemed to work best for _____?

6. What are some barriers to implementation by teachers?
   Probe: How can they be lessened or eliminated?

7. How did principals show support to teachers? (If they did.)
   Probe: What did you notice about principal support related to _____and if she did or did not implement?

APPENDIX G

Video Observation Guide
Date:
Teacher:
Coach:

Transcript	Observation Emotional and Instructional Supports	Observation Body Language
	Use of Humor emotional support	Posture
	Release tension	Head Motion
		Facial Expression
		Eye Contact
		Gestures (laughing)
		Speech: Tone, speed

Notes:

APPENDIX H

Teacher Knowledge Questionnaire

Citation: Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child × instruction interactions on first graders' literacy development. *Child Development*, *80*, 77–100.

Description: The Teacher Literacy Knowledge Questionnaire measures a teacher's current level of knowledge related to reading pedagogy, measured before and after implementation of the intervention.

Scoring: The proportion of items scored 1 (*Correct*).

Internal Consistency Estimates (Sample): α = .83 (176 TRI teachers)

TKQ Items
1. A schwa sound is found in the word (a) resume (b) bread (c) look (d) about (e) flirt
2. Which word contains a short vowel sound? (a) treat (b) start (c) slip (d) paw (e) father
3. A diphthong is found in the word (a) coat (b) boy (c) battle (d) sing (e) been
4. A voiced consonant digraph is in the word (a) think (b) ship (c) whip (d) the (e) photo
5. What type of task would this be? "I am going to say a word and then I want you to break the word apart. Tell me each of the sounds in the word *dog*." (a) blending (b) rhyming (b) segmentation (d) deletion
6. What type of task would this be? "I am going to say some sounds that will make one word when you put them together. What does /sh/ /oe/ say?" (a) blending (b) rhyming (c) segmentation (d) manipulation
7. Count the number of syllables for the word *unbelievable*. (a) four (b) five (c) six (d) seven
8. For skilled readers, listening and reading comprehension are usually about equal. For developing readers in K-3, it is true that (a) Reading comprehension is better than listening comprehension. (b) Listening comprehension is better than reading comprehension. (c) Reading and listening comprehension are comparable, about the same. (d) There is no systematic relationship between reading comprehension and listening comprehension.
9. How many morphemes are in the word *unbelievable*? (a) one (b) two (c) three (d) four
10. How many morphemes are in the word *pies*? (a) one (b) two (c) three (d) four
11. Mr. Drake recently read two nonfiction books to his class. One of the books was about ants and the other about spiders. Which of the following tools would be most useful in allowing his students to compare and contrast the characteristics presented in the two books? (a) semantic map (b) story map (c) KWL chart (d) Venn diagram
12. According to research, the <u>least</u> effective way to teach vocabulary to students is through the use of: (a) ask students to write definitions of new vocabulary words (b) teach new terms in context of subject-matter lesson

(c) identify examples related to the word's meaning
(d) discuss synonyms for new vocabulary words

13. Mrs. Pink has assigned her students a short story to read independently. She wants to practice a strategy with her students in order to enhance their comprehension during reading. Mrs. Pink should instruct her students to:
    (a) ask her a question when they do not understand
    (b) when they come across a word that do not know, stop reading and look it up in the dictionary
    (c) scan the text and prewrite questions that they want to have answered as they read
    (d) write a reflection in their literacy journals immediately after reading the text

14. You plan time during your literacy block for students to engage in a reading activity that will improve fluency. Which of the following activities would be most effective in achieving this goal?
    (a) Students independently read a text and then answer a series of literal and inferential comprehension questions.
    (b) As a whole class, each student will take a turn reading a paragraph from a text related to your current curriculum. While one student in reading, the other students listen and read along silently in their own text. (Round-robin reading)
    (c) The teacher reads a passage aloud to model fluent reading and then students reread the text independently. (Guided oral reading)
    (d) In pairs, students are assigned a list of words for which they are asked to write definitions and sample sentences.

15. Ms. Jones' students say they understand the text that they are reading in their science textbooks, but they are unable to correctly answer questions about the content. What comprehension strategy would best help her students to realize they may not understand the content as they read?
    (a) self-monitoring and fix-up strategies
    (b) making mental pictures of the text
    (c) activating their background knowledge
    (d) answering questions at the end of the chapter

16. You observe your student teacher asking students to think about things that happened to them that are similar to what happened to the character in the story. This is an example of:
    (a) predicting (b) summarizing (c) activating prior knowledge (d) building background knowledge

17. After you read a story to your students, you ask your students to recall important details from the story. This is an example of:
    (a) Highlighting (b) monitoring (c) generating questions (d) inferencing

18. You plan to read a story to your students about a rainbow. You want to be sure that your students will understand the story so you first provide them with a brief explanation of how a rainbow forms before you read the story. This is an example of:
    (a) building story structure (b) predicting (c) building background knowledge (d) making connections

19. One example of an activity that teachers can use to assist with multi-strategy instruction is:
    (a) explicit instruction (b) reciprocal teaching (c) sustained silent reading (d) journal writing

20. As you read a passage from a book about ants, you are telling the students what you are doing and why, as you do it. This is an example of:
    (a) monitoring comprehension (b) using a think aloud strategy (c) inferencing (d) highlighting

21. Kyle, one of Mrs. Valcourt's first-grade students, reads the sentence, "The hot dog tasted great!" However, Greg pronounced the word *great* as *greet*. What should Mrs. Valcourt say?
    (a) Tell me the sound of each letter, then tell me the whole word.
    (b) Think, what do the first part and the last part of the word say? Now put them together.
    (c) Think what sound the *ea* spelling pattern makes. Now say the whole word.
    (d) This word doesn't follow the rules. This is the word 'great.'

22. Mrs. Frank is teaching her students to identify multi-syllable words. Which is an appropriate first step for her to do? (a) model analyzing words for familiar prefixes and suffixes (b) show students how to blend individual letter-sounds, left-to-right (c) model how to look for little words in big words (d) demonstrate sequentially blending onsets and rimes
23. Circle the word that is a real word when you sound it out: (a) churbit (b) wolide (c) candadett (d) rigfap
24. Circle the word that is a real word when you sound it out: (a) Vareaunt (b) reatloid (c) lofam (d) foutray
25. Circle the word that is a real word when you sound it out: (a) napsate (b) pagbo (c) plizzle (d) beekahz
26. Circle the word that is a real word when you sound it out: (a) zipanewnew (b) agritolnal (c) bewtiphul (d) isengraneal

APPENDIX I

Teacher Fidelity Tool

Description: The TRI developed a fidelity coding system to assess the degree to which teachers implemented the TRI according to intervention design. The fidelity system captured teachers' adherence to the structure of TRI lessons (e.g., teachers did what was expected) and teachers' quality of implementation (e.g., teachers performed intervention activities well). Trained research assistants coded 15-minute videos of individual teacher-struggling reader TRI sessions, which were observed live and video-recorded via remote webcam by TRI literacy coaches, and subsequently uploaded to a secure drive. Every TRI teacher worked individually with three struggling readers over the course of the school year. Once the first student accelerated in their ability to read, the teacher moved to the second student, and then the third. Struggling readers received approximately six weeks of one-on-one 15-minute TRI sessions. Two video sessions for each struggling reader were randomly selected to be coded for fidelity. In order to allow for variation in student and teacher familiarity with the TRI, the first video was randomly selected from one of the student's first three TRI sessions and the second video was randomly selected from one of the student's last three TRI sessions. Thus, in each study year, teachers could have up to six coded fidelity files. TRI research assistants coded each of the six teacher videos for adherence and quality fidelity using the items listed below. A minimum of 15% of videos were double-coded for reliability purposes.

In addition, for exposure (dosage) fidelity, at each weekly team meeting, TRI teachers reported how many sessions they completed with a struggling reader and coaches recorded the number of coaching sessions they completed.

Scoring: TRI scored teacher fidelity to the intervention in the following ways:

1. Student Exposure: The average number of TRI sessions/week
2. Teacher Exposure: The average number of TRI coaching sessions/week
3. Adherence: Proportion of items scored 1 (*Yes*) averaged across two videos per child
4. Quality of Individual TRI Activities: Proportion of items scored 1 (*Yes*) averaged across two videos per child
5. Quality of Comprehension: Average across two videos per child (scored as 1 - *Low*, 2 - *Medium*, or 3 - *High*)
6. Quality of Teacher-Child Relationship: Average across two videos per child (scored as 1 - *Low*, 2 - *Medium*, or 3 - *High*)
7. Unwanted Teacher Behaviors: Proportion of items scored 1 (*Yes*) averaged across two videos per child

Reliability:

- Adherence and quality of individual TRI activities: 0.81
- Quality of comprehension and quality of teacher-child relationship: 0.79
- Unwanted teacher behaviors: 0.77

Intervention Exposure	
Student-Teacher Sessions	Teacher reported total number of TRI sessions the teacher did with a child in a week
Coach-Teacher Sessions	Coach reported number on opportunities for teacher and coach to meet that week
Weeks in TRI	Coach reported total number of weeks teacher had the opportunity to implement TRI with the child

Teacher Adherence and Quality	
Re-Reading for Fluency	
Adherence	Child re-reads a book read recently? No Yes
Quality	Book matches child's independent reading level (i.e., child requires two or fewer prompts that target decoding)? No Yes

Teacher Adherence and Quality	
Examples of Word Work Activity: Change One Sound (Pink Level)	
Adherence	Teacher places all tiles necessary for activity on board? No Yes
	Teacher directs child to change only one sound at a time? No Yes
Quality	Teacher provides appropriate scaffolding using TRI strategies (e.g., encourages blending to help child be successful)? No Yes
	Teacher situated words within context (e.g., provides definition of unknown words)? No Yes

Teacher Adherence and Quality	
Guided Oral Reading	
Adherence	Teacher introduces new text? No Yes
	Text reinforces phonemic skills matched to child based on Word Work activities?

	No Yes
	Teacher has child isolate sounds during reading? No Yes
	Teacher asks child to summarize book at end? No Yes
Quality	Teacher provides appropriate scaffolding using TRI strategies (e.g., teacher provides information about text prior to reading, teacher allows child to make mistakes, teacher does not have child do a picture walk)? No Yes
	Teacher situates words and text within context (e.g., as child reads, teacher checks for story comprehension)? No Yes

Global Quality	
Overall Quality of TRI Lesson	**Comprehension** Teacher checks for child's comprehension of vocabulary words and texts? Low Medium High
	Relationship & Engagement Teacher connects with child on personal level, engages child in lesson, and complements child? Low Medium High

Unwanted Teacher Behaviors	
Unwanted Teacher Behaviors	Fails to place letter-sounds in context? No Yes
	Fails to respond to child's response using TRI? No Yes
	Does a picture walk? No Yes
	Does most of the work? No

	Yes
	Does a non-TRI activity during the lesson? No Yes

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