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“Coach as Youth Worker:”  
understanding intern coaches'  
experiences in a professional  
development training for a  
TPSR-based youth development  
program

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*Boston University*

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Dissertation

**“COACH AS YOUTH WORKER:”  
UNDERSTANDING INTERN COACHES’ EXPERIENCES  
IN A PROFESSIONAL DEVELOPMENT TRAINING FOR A  
TPSR-BASED YOUTH DEVELOPMENT PROGRAM**

by

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**ABSTRACT**

Many youth sport coaches operate in a hybrid position that alternates between athletics-based learning and social-emotional learning that is common to youth work. Negotiating this dual role can be especially challenging when coaches serve youth in high needs' environments. In order to be effective, youth coaches require a unique skill-set that is neither inherent, nor a result of personal athletic accomplishment. However, these skills can and should be developed through coach education, training, and professional development (DuBois, Holloway, Valentine, & Cooper, 2002; Durlak, Weissberg, & Pachan, 2010). As such, this dual role coaches occupy should be termed, "Coach as Youth Worker" in order to provide clarity about what the job entails. Therefore, this study introduces a "Coach as Youth Worker" training framework that addresses competencies related to the hybrid nature of youth sport coaching.

This study examined the lived experiences of a group of graduate students (n = 6) who participated in an original "Coach as Youth Worker" professional development training designed specifically for their internship practicum where they worked as



strength and conditioning coaches. In doing so, the researcher sought to understand whether they perceive to have acquired "Coach as Youth Worker" competencies, and if so, how those competencies were learned. Additionally, it was important to learn participant's perceptions of the pedagogical approaches used throughout the training. As an exploratory study, it could serve as a model for developing coaches working in other similar contexts.

The research in this investigation consists of three major stages; first, the design and delivery of a professional development training curriculum. Second, the delivery of those trainings, and a third subsequent investigation of coaches' experiences who participated in the training. The study details the conception of the professional development curriculum, starting with how the researcher developed nine "Coach as Youth Worker" competencies. This is followed by a description of the lessons and facilitation procedures used to deliver seven professional development modules that taught "Coach as Youth Worker" skills and competencies. Finally, the researcher collected and analyzed qualitative data that described each participant's experiences with the training.

Data collected about participant's experiences included observations, written reflections, focus group, and individual interviews. Data from individual narratives constructed through a phenomenological perspective suggest that participants experienced change personally and professionally. Thematic analysis of data was also performed and yielded 480 codes that were organized into seven higher order themes: overall impressions of the training experience, skills–development and application,

impressions of the professional development, beyond professional development—a combination of learning mechanisms, Teaching Personal and Social Responsibility, suggestions for future professional development, and original strategies.

Based on the data from this study, 15 recommendations are presented for the Get Ready program that hosted the study participants, that may also be relevant for other sports based youth development programs, and for youth coach education and training programs. Some of the key recommendations include: promoting the importance of explicitly identifying coach development aims, development of competencies for coaches-in-training, incorporate pedagogy with practical applications and opportunities to practice skills, establish opportunities for structured reflection and feedback through formal and informal evaluation, opportunities for community outreach and development of cultural competence.

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## **CHAPTER 1: INTRODUCTION**

### **Some Realities of Coaching at a High-Needs Boston Public High School**

Meet Trevor. Trevor is a 17-year old junior at Boston's English High School. He stands at 6'5", weighs 215 pounds, is African American, and is a key player on the football team. His grades are good enough to go to college and he has plans to do so. He also has good attendance and rarely misses school.

Trevor participates in the "Get Ready" program at English. This first period class uses strength and conditioning training to teach transferable life skills. Trevor sporadically attended Get Ready's summer programs for the past two years and is acquainted with several the coaches who run the program. Yet, this is Trevor's first experience taking Get Ready as a class during in-school-time. The experienced coaches who have known Trevor and are excited to have him in the class. Since they know he is familiar with the program, they are hopeful he will quickly emerge as a leader to his peers and hope that his status on the football team will help motivate him to do so.

However, after the first couple of weeks of class, Trevor seemed withdrawn, too tired to participate, and unmotivated. He already appeared exhausted in just the fourth week of school. There were days when Trevor was simply non-compliant and refused to participate. On those days, coaches could barely get him to talk. When asked questions he would only shake his head, "no." The coaches have tried to motivate him in several ways: they tried mandating that he participate, they tried persuasion by making deals with him, and they tried threatening that his grades might suffer if he did not get moving. Nothing seemed to work. Though when one of the more experienced coaches sat and

spoke with Trevor, Trevor opened up and shared some of his interests based on his experiences over the summer. He revealed that he wants to bench press 225 pounds and that he tried doing power cleans during the summer. He commented about the exercise, "It's a force [it's difficult], but it's pretty cool!"

Trevor's life is rife with challenges. By building quality relationships, the experienced Get Ready coaches have learned the following details about Trevor that not only offer insight about his life, but that also help them coach him more effectively. At age 10, he witnessed an execution-style triple homicide in front of his mother's Mattapan apartment. A man, his girlfriend, and their baby were all shot in the street as he watched out of his window. At age 12, his mother overdosed on heroine and died. He found the body, called 911, and waited for help. He remembers touching her cold hand and that she had blood and foam coming from her nose and mouth. After his mother passed, he moved in with his aunt. Recently she asked him to leave, accusing him of being a "free loader." At age 17, just before the start of his junior year of high school, he moved in with his father, whom he had been estranged from most of his life. A couple of weeks later, there was another shooting in his neighborhood. This time a friend of his was shot. The friend survived, but there has been uncertainty regarding his recovery.

Meet Lydia, a 19-year old senior at English. This is her first year participating in the Get Ready program and she knows a few other people in the class. Lydia seems to take school seriously and has good attendance, yet she often comes late. After four weeks, she has only been on time to Get Ready twice.

Lydia played one year of basketball while at English. She seems athletic but no



longer plays sports because she works after school. Lydia avoids the coaches when they talk to her and when she can no longer avoid them, she answers them with nods or one-word responses. She appears tough and sometimes hostile. She swears a lot and does not hesitate to call her friends, like Trevor, derogatory slurs—both racial and ones that challenged his sexuality. This often gets laughs from the other students. There have been moments where she does great work and seems interested. But, most of the days she sits on a chair and keeps herself busy with her phone. On those days, similar to Trevor, Lydia ignores her coaches when they try to motivate her. If they do get her attention, she moves to another location and avoids engagement. One coach learned that Lydia is interested in boxing and encouraged her to try punching the focus mitts and heavy bag. She obliged, did some punching, and when she started to sweat, she dropped the gloves and sat down and declared, "Hell nah! I ain't gettin' sweaty."

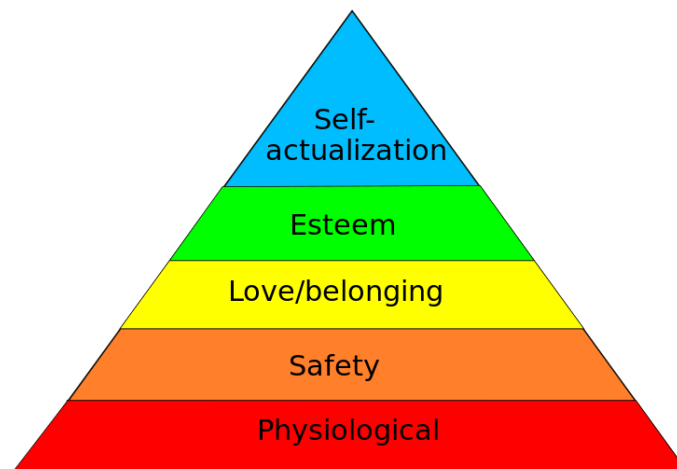
Similar to the situation with Trevor, the experienced Get Ready coaches were able to learn about some of the following challenges Lydia faces in her life outside of school. Her native language is Spanish and she came to the United States from the Dominican Republic when she was 8 years old. She works two jobs to help provide for her little brother and sister because her mother insisted she contribute to supporting the household. If she does not contribute, Lydia will be asked to leave again—she has already been kicked out once. Her mother sometimes beats her with a closed fist. Lydia does not know her father and she has not seen her grandmother since she moved to Boston. Lydia has plans to go to college and wants to be a nurse. She is not sure what options she will have when she graduates because she is an undocumented immigrant.

Think about how Trevor and Lydia's life experiences affect them during the school day. In doing so, consider Maslow's (1943) hierarchy of needs theory as it applies to the lives of Lydia and Trevor. Maslow argued that in order for humans to reach self-actualization—or the desire to accomplish their full potential—they must have other certain basic needs met in order to develop the motivation to pursue their desired accomplishments, self-actualization. These are presented as a pyramid as seen in figure 1.

**Figure 1**

*Maslow's (1943) Hierarchy of Needs Theory*

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The theory offers the following hierarchy:

- physiological needs—the most basic survival needs like water, food, and shelter.
- safety needs—physical and economic safety that stabilize survival one step beyond physiological needs
- love and belonging—these are supports associated with friendship, intimacy, and family

- esteem—self-esteem and self-respect develops strength, self-confidence, and independence.

Maslow stressed, when the lower levels of needs are not addressed, there cannot be stability in the higher echelon of needs. In many ways, the circumstances of Trevor and Lydia's lives disrupt the foundational levels of their higher needs, creating substantial challenges for them to achieve self-actualization.

Moreover, as youth who are experiencing adverse childhood experiences, Lydia and Trevor are likely to experience adverse physical and mental health conditions. According to the Centers for Disease Control these experiences are common among high needs youth and are defined by ten categories of abuse; neglect; and household dysfunction that contribute to overall health, wellbeing, and social functioning (Larkin, Felliti, & Anda, 2013). These experiences can affect cognitive development, learning, and behavior, all of which affect students' abilities to perform at school (Department of Health and Human Services, 2001).

Now, meet two Get Ready intern coaches, Stephanie and Stanley. Stephanie is a 24-year old master's student studying sport psychology at Boston University. This is her second and final year in the program. In her first year, she worked as a sport and performance psychology intern at Tufts University where she performed one-on-one counseling and workshops that promoted mental skills strategies to help increase athletic performance for three varsity sports teams. She has an accomplished athletic background as a four-year varsity field hockey player at American University. She also helped coach a high school field hockey and basketball team for one year between undergraduate and

graduate school. She went to high school in a Boston suburb where she played multiple high school sports and also participated on traveling club teams.

Working at English High is Stephanie's first experience serving in an urban context with high needs populations. At Get Ready, Stephanie is quiet and mostly hangs back to observe. She seems to work well with a few compliant students, but is reluctant to initiate instruction otherwise. Stephanie thinks the students should be held accountable for their actions and initially does not understand why they are not motivated, especially given some of their obvious talents.

Stanley is a 27-year old master's student who is also studying sport psychology at Boston University. Like Stephanie, this is his second and final year in the program. Last year he also worked as a sport and performance psychology intern at the Massachusetts Institute of Technology (MIT) where he performed one-on-one counseling and workshops that promoted mental skills strategies to help increase athletic performance for three varsity sports teams. His athletic background is also robust, competing as a four-year varsity lacrosse player at Merrimack College. Stanley is from the Pittsburg area and went to a Catholic high school where he played football and lacrosse. He also completed a post-graduate year at New Hampshire prep school. He has worked at various sports camps, spent some time working in a hotel in Miami, and spent two years selling real estate before deciding to attend graduate school.

As with Stephanie, the high-needs context of English High is new to Stanley. While there were a handful of inner city youth in his high school, the population at English is unfamiliar to him. At Get Ready, Stanley is immediately hands-on with the

students and brings a lot of energy. He tries to motivate youth by clapping loudly, giving pats on the back, and participating often in the workouts during class. He gravitates toward the football players, often giving them pep talks about working hard and what it takes to get to the next level in sport. He has found a group he is comfortable with and they seem to like him. Stanley wants to give a workshop on excellence for the football players. Stanley feels comfortable giving advice to youth and other graduate students.

As master's students, Stephanie and Stanley are steeped in coursework informing them about child trauma, cultural awareness, counseling skills, and multi-cultural issues; yet their life experiences are based in privilege and are worlds apart from those of Lydia and Trevor. Despite their high levels of sporting and educational accomplishments, it is likely that without proper guidance, it will be difficult for Stephanie and Stanley to effectively attend to the social challenges faced by the youth with whom they work.

**Why these realities matter.** The backstories of Trevor and Lydia matter because they bring the learned experiences of high needs' youth to the fore and they remind us of the vital opportunities of which many inner city youth are deprived. Put simply, poverty makes it difficult for youth to thrive and threatens their capacity to live healthy lives, to engage socially and in school, and to be active citizens in their communities. While Lydia, Trevor, Stephanie, and Stanley are all pseudonyms, they represent real people and real stories from Get Ready—and the many other programs like it across the country.

Trevor and Lydia are just two examples of between 15 and 35 students who are part of the Get Ready program every year, virtually all of whom come from poverty or low income homes and are likely to have had at least some similar experiences. Some

might label these students "at risk" or "socially vulnerable." According to Zweig (2003), "at risk" youth are defined as: "at risk of failing, as defined by poor grades, truancy, disruptive behavior, suspension, pregnancy, or other factors known to be indicators of leaving school early" (p. 11), while "social vulnerability is the progressive accumulation of negative experiences with institutions of society—such as family, school, labor market, healthcare and justice—that eventually lead to social disconnectedness" (Haudenhuyse, Theeboom, & Nols, 2012, p. 439).

Any given student that comes through Get Ready could fit either of these descriptions. Regardless of labels, these youth all come from high-need communities and have shared challenges. This makes them all a part of the national landscape of impoverished youth in the United States—a population of more than 21 million children (National Center for Children in Poverty, 2016). Beyond the implications for individual families, this is also a matter of national concern. For almost two decades, reports about impoverished youth have revealed that compared to their more affluent peers, poor youth consistently face difficulties progressing into adulthood as they are riddled with challenges related to poor health and skill deficits, in turn, hindering them from entering college and/or the workforce (Eccles & Gootman, 2002; Cauthen & Fass, 2008; Knitzer, 2007). Moreover, these negative outcomes pose an economic burden on the nation, "costing the U.S. \$500 billion a year in lost productivity in the labor force and [increased] spending on health care and the criminal justice system" (Cauthen & Fass, 2008, p. 16). In addition, the effects of child poverty also pose potential crises for our nation's national security. The United States Government Accountability Office (2012) reports that 12.5

million children between ages 2–19 are obese, a number that has tripled since 1980. This limits the military's ability to recruit and assemble a competent defense force. Klein & Rice's Independent Task Report No. 68 (2012) found that 75% of U.S. citizens between the ages of 17 and 24 do not qualify for military service because they are too overweight, have criminal records, or do not fulfill minimal education requirements. Likewise, impoverished children are also more likely to suffer from poor physical and mental health (Calbom, 2012; Klein & Rice, 2012; Knitzer, 2007), which negatively impacts their ability to learn and contributes to a persistent achievement gap (Knitzer, 2007).

These youth's backstories matter because understanding that poverty robs youth of opportunities to thrive is key to doing quality work with them. Coaches like Stephanie and Stanley, and more broadly, programs like Get Ready are well-positioned to make a direct impact with the youth they serve. Among other benefits, they can help high needs youth develop skills that promote physical and mental health, autonomous behavior, leadership, and other pro-social behaviors that can be considered transferable life skills (Danish, Forneris, & Wallace, 2005; Peck, Roeser, Zarett, & Eccles, 2009; Pettipas, 2004). According to research, keeping youth connected to parents, family, and schools greatly decreases the likelihood of them engaging in future violent behaviors, dropping from 71% to 42% for boys and from 61% to 21% for girls (Bernat & Resnick, 2006). As to how to engage, it is suggested that high needs' youth be exposed to structured activities that promote positive youth development. Participation in extra-curricular programs, school and community sports, school clubs, and volunteering increase youths' likelihood to graduate high school and attend college (Peck, et al., 2009).

With 45 million participants, youth sport is often considered an effective medium for engaging youth in positive experiences (Merkel, 2013). At its best and when properly supported, youth sport promotes valuable opportunities for movement, play, teamwork, and other life skills development (Gould & Carson, 2008; Merkel 2013). Furthermore, the Center for Disease Control reported that youth who engage in high levels of physical activity tend to have higher academic achievement, decreased risk of heart disease and diabetes, improved weight control, and better overall mental health (Merkel, 2013; Ullrich-French, McDonough, & Smith, 2012). Despite the benefits of sport, attrition rates remain high with 70–80% of youth dropping out by age 15. Considering the benefits physical activity and sport can bring to youth and the current attrition rates being so high, it is imperative that youth not only feel compelled to continue with sport but that they are also provided the adequate supports so that they have the opportunity to do so.

Making sure social engagement and positive experiences happen consistently is difficult and requires that we employ—and train—skilled professionals (Astroth, Garza & Taylor, 2004; Bernat & Resnick, 2006; Holt & Sehn, 2008; Huebner, Walker, & McFarland, 2003). Beyond teaching exercise and strength training, or merely being friendly with youth, it is clear that working as a coach in a high-needs' context requires a nuanced skillset that is developed through ongoing training and professional development (DuBois, Holloway, Valentine, & Cooper, 2002; Durlak, Weissberg, & Pachan, 2010). Being a caring adult is not enough.

In terms of priorities, Get Ready intern coaches, like Stephanie and Stanley, must learn to operate in a dual role where they perform as both youth workers and strength



coaches, where instructing physical activity and working with youth in a socio-emotional capacity are vitally if not always equally important. This is especially true given the socio-economic disconnect that is all too often present between inner city students and more affluent mentors. Many scholars agree that being an accomplished athlete at an advanced level, like Stanley and Stephanie, does not in itself translate to the skills needed for coaching youth in high-needs environments (Barcelona & Young, 2010; DuBois, Holloway, Valentine, & Cooper, 2002; Durlak, Weisberg, Dymnicki, Taylor, & Schellinger, 2011; Gould, Chung, Smith, & White, 2006; Hellison, 2011; Hubner; Walker, & McFarland, 2003; LaForge, Sullivan, & Bloom, 2012; Wiersma & Sherman, 2005). Put another way, Stephanie and Stanley's past experiences provide insufficient schema for them to be successful coaches, particularly in these sorts of settings. They must also have the knowledge, skills, and awareness to address the social and emotional challenges that learners like Trevor and Lydia exhibit. Furthermore, developing the awareness that helps Stephanie and Stanley unpack the contextual differences of their own personal experiences to those of the youth with whom they are working adds complexity to their tasks as coaches and youth workers.

The research in this investigation, then, should be viewed as both a call and a blueprint to build capacity and to nurture a new generation of youth sport coaches who operate in a hybrid position that alternates between social-emotional youth work and sport. By overtly introducing the role of "coach as youth worker", researchers and leading coach educators will be able to design effective training programs that aim to

explicitly develop competencies in coaches so they can be effective in both the role of the coach and youth worker.

### **What Is Known**

There is an abundance of scholarly writing that addresses youth development and sport coaching. Specific to this project, the domains of youth sport coaching, Positive Youth Development (PYD), Sports Based Youth Development (SBYD), and Teaching Personal and Social Responsibility (TPSR) through physical activity are particularly relevant. The literature on these topics address a wide range of information that offers empirical and philosophical insight about effective youth development programming through activities that are of interest to youth. Attention will be given to the scholarly work from these domains that focuses on life skill development specifically through sport and physical activity, as well as the effects education and training have on practitioners who work in these fields.

Most researchers in the field would agree that the quote, "Life skills are taught and not caught" holds true across domains of youth development (Gould & Carson, 2008, p. 75). Unfortunately, there are still many people that believe the cliché that declares sports teach people important life lessons. Life lessons, however, are not implicit and it is a myth that youth automatically learn them simply by playing (Gould. & Carson, 2008; McCallister, Blinde, & Weiss, 2000). In order to ensure that life lessons, or rather, life skills are taught to youth, coaches and youth workers must know how to embed those lessons into the activities that engage youth. Therefore, youth workers and coaches must also be taught how to teach and coach for these outcomes.

Education and training pathways for youth coaching, PYD, SBYD, and TPSR include a myriad of formats that range from basic two-hour workshops to graduate degrees. There are also large and small-scale programs hosted by national governing bodies (NGB), community sport, and community and club-based organizations, with some that award certification and licensure. PYD, SBYD, and TPSR, in particular, tend to be based in higher education or in youth development organizations that operate in the not-for-profit sector. Given the many pathways and frameworks that offer education and training, researchers are faced with the difficult challenge of determining the most effective methods for preparing people to do this sort of work.

Despite a growing body of research about youth coaching, empirical evidence that reveals effectiveness and quality of coach education and training is inconclusive. Large-scale trainings get mixed reviews from coaches about their value, while some researchers are critical that these programs have little long-term impact that affect change in coaching behaviors (Cushion et al., 2010, Falcão, Bloom, & Gilbert, 2014; Piggott, 2015). Nevertheless, even coaches who claim to have learned little in coach education and training programs still believe that they are necessary. Criticisms about these programs are largely oriented around their content. Attention has been called to the overemphasis on teaching sport science topics like skill instruction, physical training, and performance enhancement, when scholars have found that more attention to personal and social development are what is needed (Gould, Chung, Smith, & White, 2006). Yet, there is optimism that small-scale coach education and trainings can be effective at teaching coaches to instruct for youth development outcomes (Falcão, Bloom, & Gilbert, 2014;

Trudel, Gilbert, & Werthner, 2010)

Evaluations of PYD programs have found that providing quality training for their workers enhances the efficacy of their programming, and also positively affects youth outcomes (Astroth, Garza, & Taylor, 2004; Bowie & Bronte-Tinkew, 2006; Eccles & Gootman, 2002; Holt & Sehn, 2008; Huebner, Walker, & McFarland, 2003; Quinn, 2004). Knowing that these programs benefit from having well-trained staff, it is also important to understand how to develop effective youth workers. Therefore, PYD researchers, practitioners, and key PYD institutes and organizations have developed core competencies and professional development trainings in order to improve the effectiveness of PYD practitioners by helping them utilize the knowledge, skills, and attitudes that are necessary to generate positive youth outcomes, such as life skills development (Bowie & Bronte-Tinkew, 2006; Huebner et al., 2003; Quinn, 2004). As they gain credibility competency-oriented PYD practices and training are being adopted by sport psychology and youth coaching researchers to help drive coach trainings to not only focus more on psycho-social outcomes, but to also be practical and skills-based (Astroth et al., 2004; Demers et al., 2006; Lemyre, Trudel, & Durand-Bush, 2007). Similarly, SBYD researchers and practitioners have generated core concepts and competencies for youth participants in SBYD programs (Perkins & Noam, 2007).

As awareness for adopting competencies for practitioners has grown, many coach researchers and educators contend that competency-based frameworks for coach education are superior to traditional content or information-based models. Competency-based models have shown to help foster increased coaching confidence by focusing on

skill development, problem solving in context, and learning by "doing" (Brachlow & Sullivan, 2006; Deek, Werthner, Paquette, & Culver, 2013). As such, Canada's National Coaching Certification Program (NCCP) has adopted competency-based frameworks for coach education and training, virtually across the board. When compared to the traditional theory-based models, these trainings have yielded statistically significant results regarding effectiveness at helping coaches develop coaching confidence (Brachlow, & Sullivan, 2006; Coaching Association of Canada, 2003, 2012; Demers et al., 2006). Though, these results do not necessarily indicate sustained changes in coaching behavior or that coaches have left these programs as "better" coaches. In fact, Cushion and colleagues (2010) contend that these are arguments for better coaching rather than evidence of better coaching.

Research about TPSR suggests it is an effective model for teaching youth life skills through physical activity (Camiré, 2012; Hellison & Walsh, 2002). Additionally, much of the scholarly writing about TPSR suggests a core set of values and teaching strategies that practitioners must adopt in order to create appropriate environments—for vulnerable youth in particular—to develop transferable life skills (Gould et al., 2008). While much of this research is program-evaluation focused, there are also several case studies that examine the impact that professional development has on TPSR practitioners. This, however, focuses primarily on physical education teachers and not coaches.

### **What Is Not Known**

There is a paucity of scholarly writing that offers detailed descriptions about the curricula of effective PYD, SBYD, and coach education and training programs. Even

though there is sufficient research that argues for pedagogical strategies and theories to be used and how coach educators should design training curricula, details that reveal what those scripted or semi-scripted curricula can and should look like do not exist as far as the researcher knows.

Scholarly writing about TPSR in the context of coaching (and coach education and training) is also lacking. As Gould and colleagues (2006) suggest, TPSR is an important aspect of coach education and training that is missing. They write:

While these programs [TPSR] are an exciting and much needed development in our field, less attention has been focused on how school sport coaches can teach students similar "life skills" through participation. In fact, most coaching education programs fail to discuss personal and social development through sport to any great degree...This model includes the stages of: self-control and respect for others; effort; self-direction and goal setting; caring for others; and applying these goals outside of the gym [life skills]. Practical strategies for implementing this model have also been identified. To date, however, this information has not been infused into coaching education curriculums. This needs to be done (Gould et al., 2006, p. 29, p. 35)

As mentioned, the TPSR literature does include research about professional development for TPSR practitioners for mostly PE teachers. Unfortunately, the research typical to these fields reveal little about what PD trainings look like from a pedagogical standpoint, and specifically, what aspects or details about those trainings help coaches improve their practice.

Except for a handful of studies, other commonalities of the methodologies employed in these youth development domains include analysis of data that represent retrospective perspectives of the learning experiences of these types of practitioners (Cushion et al., 2010; Wright, Jacobs, Ressler, & Jung, 2016). This could be, in part, a result of the studies' foci being what practitioners learned and/or how confident they felt as a result of the trainings. These types of studies tend to rely on retrospective interviews, surveys, and reflections about the education or training experience. In a recent study by Wright and colleagues (2016), data were collected to capture the experiences of practitioners-in-training for a TPSR program, both during the training process and retrospectively. The study was a program evaluation that sought to understand the relevance of TPSR as training content for a Sport for Development and Peace project, whether critical pedagogy was put into practice, how compatible TPSR is with critical pedagogy, and whether the training fostered transformative learning. One of Wright and colleagues' (2016) conclusions was that, "we have worked with eight coaches who have become local experts and leaders" (p. 544), presumably experts in TPSR. This study offers a robust qualitative methodology for program evaluation. Data sources included interviews, observation, and artifacts that captured in-the-process reflections and experiences. However, this study does not reveal much about the details of the pedagogy employed to teach the practitioners TPSR-specific strategies addressed in Wright and Craig's (2011) Tool for Assessing Responsibility-based Education (TARE).

## **What Research in The Field Is Missing**

In order to play a part in filling the gaps in research, education, and training for coaches working in the youth development domain, this study aims to use a qualitative research approach, rooted in phenomenology, to link coach training, youth worker training, and TPSR training into a hybrid model that delivers knowledge, skills, and awareness to practitioners who fit the dual role of “Coach as Youth Worker.” Falcão and colleagues (2014) write:

Clearly the widespread recognition of youth sport as a key developmental context, coupled with the scarcity of evidence for the ability of large-scale coach education programs to teach coaches how to promote youth developmental outcomes, illustrates a need for additional research on the impact of interventions designed specifically to improve youth sport coaches' ability to teach developmental outcomes (p. 431).

This study attempts to respond to the need addressed by Falcão and colleagues. In organizing the study, the researcher first designed a competency guide to meet the needs of intern coaches at the Get Ready program that included competencies and teaching strategies from PYD, SBYD, coaching, and TPSR. This resulted in a nine-competency "Coach as Youth Worker" competency guide. Using this guide, the researcher then designed and organized a seven-module professional development training that delivered instruction for how to perform all nine competencies. Coaches were then given opportunities to practice them at Get Ready, the situated learning site. Second, the researcher wanted to understand the lived experiences of coaches who were part of the



eight-month training process.

Therefore, the purpose of this study is to examine how a group of graduate students studying sport psychology and athletic coaching experienced an original "Coach as Youth Worker" PD training, with a framework designed specifically for the Get Ready TPSR-based internship practicum. This study seeks to answer the following research question and subquestions:

- **Research Question-** What are the lived experiences of sport psychology and athletic coaching graduate students who participated in a “Coach as Youth Worker” professional development training, designed specifically for their TPSR-based internship practicum?

*Subquestion 1* - What was the impact of the PD modules on the coaches' learning?

*Subquestion 2* - Did coaches perceive to have acquired “Coach as Youth Worker” competencies, and if so, how were they learned?

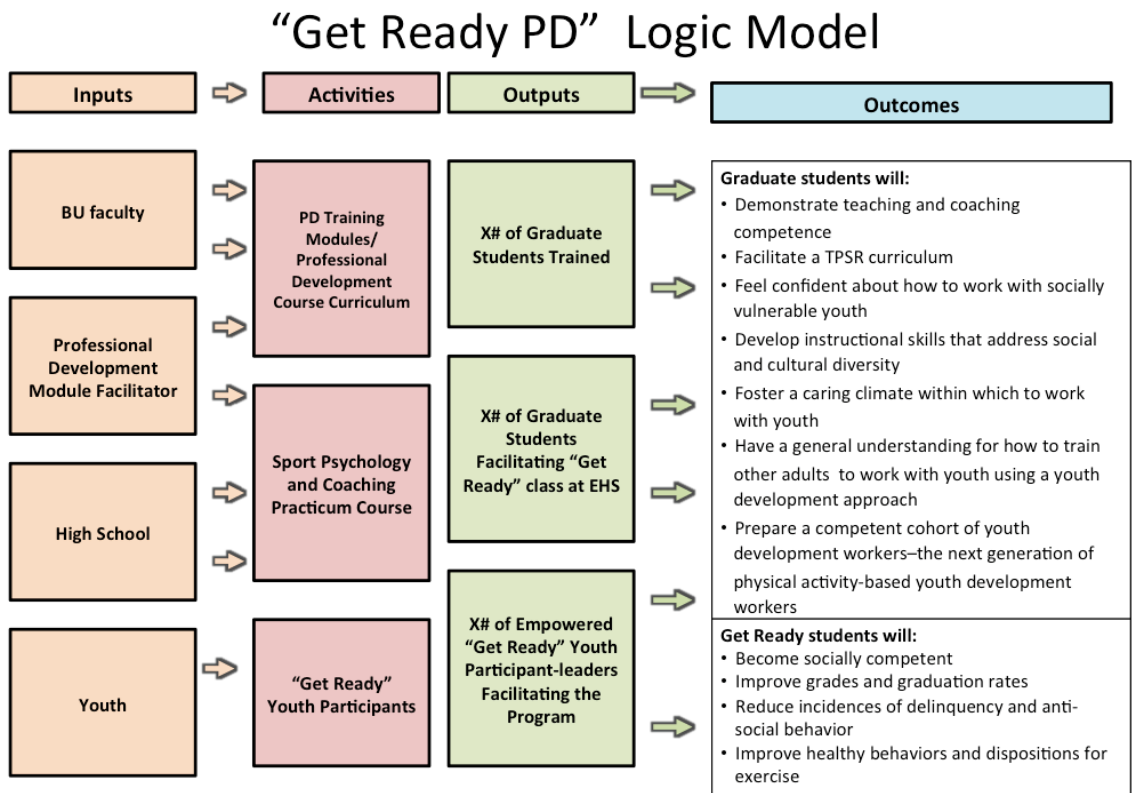
### **Potential Impact**

While the implementation of this professional development training aims to directly influence the behavior of the graduate student coach interns, the long-term success of executing this sort of intervention relies on how the high school students experience the Get Ready program. This PD curriculum has been developed to specifically serve the context of English High School, designated a “turn around” school, its student demographic, and the graduate student intern coaches facilitating the program. Even though the impact the program has on the school, as a whole, is not currently a part of the implementation plan, the ambition is that participating students will have had

meaningful experiences at Get Ready because of the coaches' ability to deliver quality programming and build meaningful and impactful relationships with the students. These aspirations include outcomes where participating youth will stay connected and engaged with influential adults at the school and in their community, will improve their skills and dispositions as socially competent young people, will continue to practice healthy behaviors that include regular exercise, and will improve their standing as high school students. The logic model in figure 2 offers a visual to help understand the process.

**Figure 2**

*Logic Model: "Get Ready Professional Development Training"*



The inputs of the program include the entities that provide both content and context—the institutions (Boston University and the High School), the BU faculty and graduate students/coaches, and the youth at the high school. The activities for the model include the seven-module professional development curriculum delivered to the graduate students, the practicum coursework delivered once a week to the graduate students by BU, and the interactions the graduate students have two times a week with the youth participants during the Get Ready programming at the high school throughout the academic year. The outputs represent the number of graduate students that participate in the PD modules, the number of graduate students who actively put the training into practice to demonstrate their ability to lead the program without help, and the number of youth who demonstrate that they can facilitate the Get Ready program as a result of being empowered by the coaches. The outcomes for both the graduate students and the youth do not differ substantially. Nevertheless, the graduate students should be able to demonstrate that they have developed a skillset that has moved them past the novice stage of youth worker/coach and into one of competence. Ideally, they would all also be comfortable training a peer group to have similar competencies. The outcomes for the youth involved should provide them the competence and confidence to live a physically active life, to be socially confident, and to engage in behaviors at school that could promote improved grades, chances of graduation, and decreased incidences of delinquency and anti-social behavior.

Another example of how this program can offer long-term impact is through replication of both the Get Ready program and the PD training. While the coaches that

graduate from the training program might not yet be considered “experts” in the field of PYD and/or coaching, they will likely have progressed beyond the induction year as novices. In this regard, it is possible that they could end up working in other similar youth development or coaching programs and will borrow the training framework learned at Get Ready to help train or mentor their future colleagues using the competencies from this program and adjusting the approach for whatever their new context may be.

Continuing the work of "coach as youth worker" is needed and the demand across contexts is high. There are around 45 million adolescents who participate in sports annually (Merkel, 2013). Unfortunately, attrition is high too. By age 15, 70–80% of youth quit playing (Merkel, 2013). This means that most youth who experience sport either do not enjoy it enough to continue past the age of 15 or have other obstacles in life, like poverty, keeping them from persisting. Increasing the amount of quality coaches, youth workers, and coaches as youth workers, can help retain more youth in sports and sport-related activity. If coaches were better prepared to keep youth interested in sport and physical activity, there would be great potential for youth sport to make a positive impact on public health (Kokko, Green, & Kannas, 2013), and the economy. Coaches coming from this program have the potential to not only continue serving youth well, but to also train future generations of coaches using a similar youth development approach.

### **Abbreviations**

PD	Professional Development
PYD	Positive Youth Development
NGB	National Governing Body of Sport

SBYD            Sports Based Youth Development

TPSR            Teaching Personal and Social Responsibility

### **Definition of Terms**

The following terms are used throughout this study and are thus defined here for clarity:

At Risk Youth – Youth who are at risk of failing, as defined by poor grades, truancy, disruptive behavior, suspension, pregnancy, or other factors known to be indicators of leaving school early (Zweig, 2003, p. 11).

Communities of Practice (CoP) – A group of people that agree to interact regularly to solve a persistent problem or improve practice in an area that is important to them. CoPs exist in many forms, some are large in scale and dealing with complex problems, others are small in scale and focused on a problem at a very specific level. CoPs are a way of working that invite the groups that have a stake in an issue to be a part of the problem solving (Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

High-Needs Students – Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top application), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners

(U.S. Department of Education website, retrieved from <http://www.ed.gov/race-top/district-competition/definitions> ).

Knowledge, Skills, and Abilities (KSAs) – The knowledge, skills, and abilities or competencies required to serve all youth (including youth with disabilities) effectively in the workforce development system. These include competencies from the youth development, workforce development, and disability fields (Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

Life Skills – Basic skills in the context of real world situations are considered life skills. These include the variety of skills that are frequently demanded in domestic, vocational and community environments. More specific to sport, are characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport that can be transferred for use in non-sport settings (Gould & Carson, 2008, Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

"Medical Model" of Instruction – This term is used throughout this study to describe a coaching technique that was taught and practiced in the professional development modules. The term got coined "the medical model" because it borrows from the medical education adage: "See One, Do One, Teach One". It also borrows from the instructional methods used by World Rugby, formerly the International Rugby Board. In the training for this study, the instructional method follows the following protocol: "First, watch me

(perform this exercise). Second, watch me (perform it again) and listen (as I speak simple coaching cues). Third, you show me (how to perform the exercise). Fourth, you show me (how to perform the exercise again), and speak the coaching cues to me. Finally, go teach someone else using this same technique."

PD – Professional Development is maintenance, improvement and broadening of knowledge skills, and abilities, and the development of personal qualities necessary for the execution of professional duties throughout working life (Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

PYD – Positive Youth Development: Proponents of positive development generally view all young people as having the potential for positive developmental change, and regard youth as a resource to be developed rather than a problem to be solved. Thus, PYD represents a strength-based conception of development rather than a deficit-reduction approach (Holt, 2008).

SBYD - Sports Based Youth Development use sports as a vehicle to teach life-skills. The curricula delivered to participating youth aim to provide opportunities for holistic youth development with an emphasis on teaching for positive character outcomes and to improve life-skills such as social responsibility, emotional intelligence, cognitive development, social interest, and physical development (Danish et al., 2005; Hellison, 2011; Papacharisis et al., 2005).

Situated Learning –Also known as “situated cognition,” situated learning posits that meaningful learning will only take place if it is embedded in the social and physical

context within which it will be used. A critical aspect of situated learning is the notion of the apprentice observing the ‘community of practice’ and that useable knowledge is best gained in learning environments that are authentic and that present authentic activities.

Socially Vulnerable Youth – A label given to describe young people whose life circumstances present personal and social challenges, which tend to coincide with poverty. Descriptions of socially vulnerable youth overlap with descriptions of youth that are “at-risk,” “socially disaffected,” and “socially disconnected.” Socially vulnerable youth are described as those who are at risk of becoming vulnerable to social exclusion and thus developing into “disconnected” young adults. As such, socially vulnerable youth face a combination of personal and social-level risks that are present in their everyday lives. Personal risks can include a history of educational failure and conduct problems, poor school motivation, and frequent and significant feelings of emotional distress. Social risks include living in poverty, having parents with low levels of education, experiencing harsh parenting, school environments stratified by ability and race, and school-alienated peers (Peck, Roeser, Zarrett, & Eccles, 2009; Sandford, Armour, & Warmington, 2004; Zweig, 2003). According to Haudenhuyse and colleagues (2012): “By its very nature, social vulnerability is about interactional processes. Central in the theory of social vulnerability is the progressive accumulation of negative experiences with institutions of society—such as family, school, labour [sic] market, healthcare, justice—that eventually amount into social disconnectedness. More importantly, the theory recognizes that our societal structures and social arrangements are the sources of exclusionary and discriminatory processes” (Haudenhuyse, Theeboom, &



Coalter, 2012, p. 439). Viewing certain youth as not being served well by the institutions created to protect them helps move attention towards the work adults need to do to ensure that young people are indeed less vulnerable.

TPSR - Teaching Personal and Social Responsibility is a specific instructional model for youth development through sport and physical activity. It is structured to promote responsibility goals that include: respect for the rights and feelings of others, self-motivation, self-direction, and caring for others. These responsibilities are taught within the program with the goal that youth will practice them outside of the program, thus making them transferable to other contexts (Hellison, 2011; Wright et al., 2016).

Youth Development – A process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. Youth development spans five basic developmental areas in which all young people need to learn and grow: thriving, leading, connecting, learning, and working. Youth Development includes mentoring activities designed to establish strong relationships with adults through formal and informal settings, peer-to-peer mentoring opportunities; and exposure to role models in a variety of contexts. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems (Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

Youth Service Professional – Staff who work directly with youth through the workforce development system with the purpose of preparing them for work and the workplace, including intake workers, case managers, job developers, job coaches, teachers, trainers, transition coordinators, counselors (in schools, post-secondary institutions, or vocational rehabilitation offices), youth development group leaders, and independent living specialists. [Also known as Youth Service Practitioner] (Institute for Educational Leadership and the National Youth Employment Coalition for the National Collaborative on Workforce and Disability for Youth, 2007–2009).

### **People**

Dr. John McCarthy - Get Ready program director, professor at Boston University, and advisor to the researcher. Dr. McCarthy is referenced throughout the study and is mentioned by the names: Dr. McCarthy, Coach Mac, and JMc.

Fritz Ettl - The researcher as participant observer, doctoral student, experienced Get Ready coach/facilitator, and professional development facilitator. Fritz's name is mentioned in several quotes by coaches.

Val Altieri - Doctoral student and experienced Get Ready coach/facilitator. Val's name is mentioned in several quotes by coaches and in descriptions of the PD modules and vignette assessments.

## **CHAPTER 2: LITERATURE REVIEW**

This section is comprised of seven sections. First, the theoretical framework will be reviewed in detail, and the theories of concept stabilization for situated learning and self-efficacy will be clarified. Second, literature about coach education and training will be reviewed. This will cover a brief history of how coach education has developed and evolved from a global perspective, with an emphasis on coach education for youth sport coaches. Third, literature focusing on practitioner training for the Teaching Personal and Social Responsibility (TPSR) model will be presented. Fourth, an overview of scholarly writing about Positive Youth Development (PYD) will be used to connect this project to the larger picture of youth development work. Fifth, literature from Sports Based Youth Development (SBYD), a domain of youth development that connects sport with PYD, will be reviewed—SBYD programs have expanded the reach of TPSR and PYD. Sixth, and seventh, literature related to youth worker training, and teacher induction and professional development has been included to provide scholarly context for the rationale behind the curriculum that was developed for this study.

### **Theoretical Considerations**

This study examines the lived experiences of graduate students who participated in a professional development training program. This section aims to clarify a theoretical framework used to inform both the design of the professional development model and to examine the data collected that describes the coaches lived experiences within the program. This study considers aspects of Situated Learning Theory (Lave & Wenger, 1991; Young, 1993) and Self Efficacy Theory (Bandura, 1997). The concepts of both

theories are summarized below, with detailed explanations of how they apply to sport and coaching. This section will also provide an explanation of how concepts from both theories overlap and are thus integrated to form the theoretical framework for this project.

**Situated learning theory.** Situated Learning theory is at the foundation of this study, serving as a guide for the design of the PD curriculum. Situated Learning theory stems from studies in cognitive science from the early 1990's suggesting that the most effective way for people to acquire professional skills is in the context of the authentic environments in which they are applied (Lave & Wenger, 1991; Young, 1993). More simply, situated learning is learning that happens in the workplace (Lave and Wenger, 1991). The theory suggests that social interactions play an integral role in the development of new knowledge, skills, and habits, especially for entry-level workers (Cobb & Bowers, 1999; Fuller, Hodkinson, Hodkinson, and Unwin, 2005; Lave & Wenger, 1991; Young, 1993). Furthermore, situated learning is rooted in situated cognition, which offers that perception—not memory—is the critical conduit to learning (Brown, Collins, & Duguid, 1989; Gibson, 1979, 1986; Young, 1993). Situated cognition maintains that there are two components to learning, the agent and the context, and that recall is generated as a result of interactions with the environment when the emphasis is on perception (Young, 2003). Thus, it is suggested that opportunities for learning are limited, if not hindered, when they rely on more static sources of knowledge like reading or didactic only (Lave & Wenger, 1991; Young, 2003). The influences of both Dewey (1938) and Vygotsky (1978) in this construct are clear: theory meets practice when worthwhile experiences are embedded in instruction, making learning meaningful.

Moreover, Vygotsky's (1978) Zone of Proximal Development helps explain the social role learning plays in communities of practice since they rely on "knowing others", both peers and more experienced practitioners, to help push learners to acquire new skills.

After researching five apprenticeship cases, Lave and Wenger (1991) conceptualized situated learning as a way to explain the complexity of informal learning in apprenticeships (Fuller et al., 2005; Lave & Wenger, 1991). They found that central to apprentices' acquisition of functional knowledge and competence in their occupations, was having meaningful interactions with others (Kirk, 2003; Lave & Wenger, 1991). The social process of learning was fundamental. This contrasts with more traditional theories about learning, which they claim have minimal impact—like trying to pass on new knowledge by presenting abstract and decontextualized information (Kirk, 2003; Lave & Wenger, 1991; Stein, 1998). Instead, when learners are engaged in a shared phenomenon, together and with others who have more experience, Lave and Wenger liken it to a community and thus call these phenomena communities of practice (Cobb & Bowers, 1999; Lave & Wenger, 1991; Young, 1993). Fuller and colleagues (2005) offer a more detailed description:

...participation in social (communities of) practice will inevitably involve learning. For them [Lave and Wenger] the action of participating in social practice can be read as a way of belonging to a community. It is the fact of becoming a member that allows participation and therefore learning, to take place. The processes, relationships and experiences which constitute the participant's sense of belonging underpin the nature and extent of subsequent learning...(p. 51)

Lave and Wenger (1991) also suggest that part of learning within a community of practice (CoP) is to first be an observer before easing into the role as a full practitioner. Knowledge is obtained by the processes described as "way in" and "practice." "Way in" is a period of observation in which a learner watches a master and makes a first attempt at solving a problem. Practice is refining and perfecting the use of acquired knowledge. Together they call this progression, "legitimate peripheral participation," and assert that to "participate in a legitimately peripheral way entails that newcomers have broad access to arenas of mature practice" (Lave & Wenger, 1991, p. 110). They assert that induction of new members into the community of practice by more experienced ones happens gradually. New members start with basic tasks, those that might be on the periphery of participation, and progress to tasks that require more responsibility, those that are more representative of full inclusion (Cushion et al., 2010; Lave & Wenger, 1991).

Critics of situated learning argue that Lave and Wenger (1991) are too overtly dismissive of formal education and traditional teaching when it comes to workplace learning (Fuller et al., 2005). Their criticism argues that formal structures of learning are actually important to learning in the workplace and can complement CoP by preparing learners for a variety of future unpredictable tasks (Anderson, Reder, & Simon, 1996; Cushion et al., 2010; Fuller et al., 2005). Situated learning has also been criticized for neglecting the role power structures play in CoP. For example, the reflective practices in a CoP should be facilitated. When it is too informal and driven by novices and their peers, they are too often ineffective. Therefore, how group reflection is managed affects learning (Fuller et al., 2005).

*Applications to education and curriculum design.* While situated learning theory has been applied to scholarly writing in education across several domains, those related to curriculum design for teacher education and professional development are most relevant to the design of the curriculum of the professional development model for this study. When the effectiveness of traditional teacher education models began to be questioned in the 1980's and 1990's, teacher education scholars and practitioners sought to do a better job of connecting theory to teacher's practical experiences—intending to have a more functional impact on teacher behavior and learning (Korthagen & Kessels, 1999; Korthagen, 2010). For example, Korthagen and colleagues (2001) called for a "realistic approach to teacher education" with an emphasis on collaboration of peers by starting cohort groups to establish professional communities. In doing so, much philosophical writing has emerged, aiming to improve teacher preparation and professional development programs by using situated learning theory to design their curricula and pedagogy. A literature review by Avalos (2011) summarizes findings from researchers that studied teachers who experienced professional development organized around situated learning through CoP. In 16 studies related to teacher and workplace "co-learning", commonalities in findings suggest that effectiveness of learning communities is dependent upon the culture of the workplace, or in these cases, the schools in which teachers work together. For example, change in behavior or practice in these studies relied on whether or not the school leadership and culture was supportive of innovation of practice and new ideas generated through collaboration. Avalos (2011) also summarized that several of these studies found CoP or "teacher co-learning" to

promote positive outcomes related to change in teacher practice, improved student learning, change in school cultures and attitudes toward collaboration and lifelong learning (James & McCormick, 2009; Jenlink & Kinnuncan-Welsch, 2001; Jurasaitė-Harbison & Rex, 2010; LePage et al., 2001; Sato & Kleinsasser, 2004; Schnellert et al., 2008; Vescio et al., 2008).

There are several criteria to consider when designing professional development around a situated learning experience. Situated learning in the classroom integrates content, context, community, and participation (Stein, 1998). According to Herrington and Oliver (1995), this is done by designing situated learning environments to include the characteristics listed in table 1.

**Table 1**

*Characteristics of Situated Learning Environments* (Herrington & Oliver, 1995, p. 255)

- 
- Provide authentic context that reflect the way knowledge will be used in real life;
  - Provide authentic activities;
  - Provide access to expert performances and the modeling of processes;
  - Provide multiple roles and perspectives;
  - Support collaborative construction of knowledge;
  - Provide coaching and scaffolding at critical times;
  - Promote reflection to enable abstractions to be formed;
  - Promote articulation to enable tacit knowledge to be made explicit;
  - Provide for integrated assessment of learning within the tasks.
-



Within these environments, learners need to observe how instructors solve problems and develop their own solution path using discussion, reflection, evaluation, and validation of the community's perspective (Stein, 1998).

*Applications to sport.* Situated learning has been increasingly associated with physical education and studies about sports coach learning (Barker, Quennerstedt, & Annerstedt, 2013; Cushion et al., 2010; Cushion et al., 2003; Dyson et al., 2004; Kirk & Kinchin, 2003). In regards to what is “needed” in coach education, Cushion and colleagues (2003) assert that there is a “clear need to situate the trainees’ learning in the practical experience of coaching in an appropriate supportive context” (p. 225).

Some studies have examined the effects of situated learning and communities of practice in various coach education and training models in attempts to improve coach learning and behaviors (Cushion et al., 2010). For example, Culver and Trudel (2006, 2008) found that coaches who experienced CoP for the purposes of learning through group reflection found the experience to be helpful to their practice when a facilitator was present (Cushion et al., 2010). To summarize the findings, coaches situated in authentic practice situations who also experienced group reflection as part of the CoP perceived to have learned valuable coaching knowledge as result of the experience, particularly when the CoP had a moderator (Cassidy, Potrac, & McKenzie, 2006; Cushion et al., 2010). A study by Jones and colleagues (2012) examined a pedagogical framework rooted in a CoP to address the gap between theory and practice in coach education. They asked a group of coaches studying for master's degrees to implement various theories into their practice sessions over a given period of time. They were also presented with reflection

questions for a written log that asked specific questions about how the theories were implemented with their teams, along with questions about how well they embedded those theories into their practice. After each week, they engaged in group reflection in order to make sense of their experiences with the intention of improving practice. Coaches were found to have developed heightened senses of self-awareness and self-regulation regarding their own development. They reported that critical self-reflection raised their sense of responsibility about their coaching behaviors as the theoretical perspectives needed to be considered and put into action prior to group reflection. Some other benefits of participation include: raising awareness for athletes as learners, gaining coaching confidence through reflection, acquiring new coaching strategies and knowledge from group members (Bertram, Culver, & Gilbert, 2016; Cassidy et al., 2006), transferring what was learned in the CoP to other contexts like parenting and work, changes in coaching practice such as new communication strategies, implementation of mental performance techniques like visualization, and perceptions that coaches' players benefitted and improved as a result of the experience as well (Bertram et al., 2016).

For this study, in order to stabilize the concept of situated learning and communities of practice, it is important to understand that CoP is a part of a situated learning situation. In much of the literature about coaching, CoP is described as a gathering of coaches who partake in group reflection in order to discuss their coaching situations, to work out coaching challenges, and share strategies. It is implied that all of the coaches are situated in authentic sport coaching contexts. Therefore, for this study, the intern coaches satisfy the situated learning criteria in several layers. They experience

the training program as a cohort and join other more experienced coaches (doctoral students and the program director) at the Get Ready program. Therefore, the CoP emerges as the interns enter the authentic context as newcomers who will learn from the more experienced others, what Lave and Wenger (1991) call "old timers". Additionally, the CoP has a group reflection element that will be discussed in a later section, called the "coaches' circle", where the CoP has opportunities to debrief their experiences after each Get Ready class. Therefore, when CoP is discussed, this implies that CoP is a part of a situated learning experience where co-learning or group learning is being engaged through the authentic experiences at the program.

**Self-efficacy Theory.** For this study, Bandura's (1997) Self-efficacy theory is used as a basis for understanding whether coaches believed themselves to have acquired certain coach as youth worker skills, and thus, competence as coach/youth workers in the context of Get Ready. Self-efficacy is the set of beliefs that people have about their own abilities to perform something, typically skill-oriented (Bandura, 1997). Bandura (1997) writes, "Perceived self-efficacy is a judgment of one's ability to organize and execute given types of performances" (p. 21). It is often used interchangeably with confidence, but is rooted in the basic psychological need for competence (Bandura, 1977, 1997; Deci & Ryan, 2000, 2012). Perceived self-efficacy is comprised of four principle sources of information that build perceptions of efficacy: mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal (Bandura, 1997).

Self-efficacy theory has been used across a variety of research domains as it helps explain behavior change and learning for skill development. Since this study is

examining intern coaches' experiences with professional development training, scholarly work that has applied self-efficacy to occupational roles, specifically teaching and coaching, is most pertinent to this study. Bandura's (1997) has concluded that when the four principle sources of efficacy are attended to in the design and execution of occupational training, practitioners develop competence in the workplace.

*Applications to teaching.* Teaching self-efficacy is defined as: the beliefs teachers hold about their capabilities to execute professional or teaching-related tasks (Hemmings, 2015; Morris, Usher, & Chen, 2016). There is a large body of research dedicated to understanding how to help teachers foster efficacy beliefs in order to improve youth outcomes, with much of the literature suggesting that quality professional development can be effective in helping teachers improve their efficacy beliefs. For example, a qualitative study by Hemmings (2015) reported findings on how twelve early career academics strengthened their self-efficacy for teaching. By examining interviews using thematic analysis, they found that in addition to accumulating experience teaching (opportunities to practice), the following were also sources of teaching efficacy: feedback from peers and students, self-reflection through writing, mentor support, and skill mastery through workshops, seminars, and other mechanisms of professional development.

A meta-analysis by Klassen and Tze (2014) analyzed 31 studies that reported measures of teacher self-efficacy. They found that professional development models that use mentoring and collaboration models that adhere to Bandura's (1997) four efficacy sources helped teachers strengthen self-efficacy beliefs. Similarly, Morris and

colleagues' (2016) literature review examined 82 empirical studies dating from 1977–2015 that measured sources of teaching self-efficacy and how it influenced their students. Their findings suggest that understanding sources of teaching-*efficacy* is important because compared with those who doubt their own abilities, teachers with a strong sense of self-*efficacy* tend to practice effective teaching strategies, positively influence student achievement, and persist longer in the profession (Morris et al., 2016). They also found that these studies struggled to make methodologically sound generalizations about sources of teaching *efficacy*, stemming from the unreliability of measurement scales. Despite the limitations, Morris and colleagues (2016) offer the following conclusions about sources of teaching-*efficacy* based on the empirical results from the literature: 1.) effective mastery experiences are likely more related to student behaviors than to an accumulation of experience, by itself. 2.) Effective vicarious experiences often include watching mentors, but it is also important to incorporate "self-modeling" through practice in virtual settings and to use symbolic models like the internet, video, film, and articles. 3.) Social or verbal persuasions in many studies are linked to feedback from experts and students. Though, Morris and colleagues (2016) claim the correlations of these sources to teaching self-*efficacy* are weak. 4.) Emotional states that contribute to teaching self-*efficacy* are associated with teachers' abilities to manage stress. This can be as a result of their abilities to regulate their own emotions through adaptive strategies, or it can come from being skilled in a particular facet of teaching, such as classroom management. In either case, there is evidence that suggests professional development contributes to teacher improvement in these areas.

*Applications to sport and coaching.* Bandura (1997) wrote that self-efficacy theory applies to athletic functioning, from developing athletic skills to the role coaching has in building both athlete efficacy and collective team efficacy. Bandura's perspective on coaching focuses mostly on coaches who operate in traditional roles where they are leaders and managers of competitive teams, where execution of technical and tactical strategies dictate performance in competition. However, Bandura recognizes that the commonality effective coaches share is that they are efficacious as tutors and motivators—skilled at getting their players to believe in themselves, even when they are faced with difficult situations. Bandura's writing about self-efficacy and coaching has thus yielded research about self-efficacy that is specifically related to coaching, aptly named "coaching-efficacy." Coaching-efficacy was conceptualized by Feltz and colleagues (1999) in order to guide research about how coaches in traditional coaching roles—in team oriented contexts that involve competition—develop coaching confidence. These studies have been geared toward understanding how coaching efficacy feelings affect coaching behaviors, enjoyment, and athlete development (Chase, Feltz, Hayashi, & Hepler, 2005).

In order to stabilize the concept of self-efficacy for this study, it is important to clarify that this was *not* an investigation about coaching-efficacy as defined by Feltz and colleagues (1999). Coaching efficacy is a coaches' belief in his or her abilities to influence a players' learning and/or physical, emotional, and psychosocial performance through four dimensions: game strategy, motivation, teaching technique, and character building (Feltz et al., 1999). Because the context of this study is not in a traditional

model of coaching and there is neither a team nor competition for which to prepare, aligning the study with Bandura's applications of the theory to occupational training and professional development for teachers is more appropriate. Specifically, self-efficacy theory aligns well with the study design as it pertains to developing competence through occupational training and understanding the coaches' lived experiences throughout the training.

Furthermore, everyday vernacular uses "confidence" to represent the notion of self-efficacy beliefs. Bandura (1997) clarifies that there is a difference. He writes:

It should be noted that the construct of self-efficacy differs from the colloquial term confidence, which is widely used in sports psychology. Confidence is a nondescript term that refers to strength of belief but does not specify what the certainty is about. (p. 382)

Nevertheless, since this study is focused on specific skills, competencies, and tasks, the term confidence will be assumed to be less generic than Bandura's definition because it aligns with the description of self-efficacy beliefs. It should also be clarified that confidence and competence are often used interchangeably. Campbell and Sullivan (2005) offer an explanation for this: "Although competence may be discriminated from confidence, both constructs refer to cognitive processes by which individuals judge their capabilities to accomplish a particular goal within a specific context" (Campbell & Sullivan, 2005, p. 40). So, for the sake of clarity, the researcher will borrow from Marbeck and colleagues' (2005) use of "confidence" by distinguishing that confidence includes general feelings of comfort in the roles and situations that are part of the overall

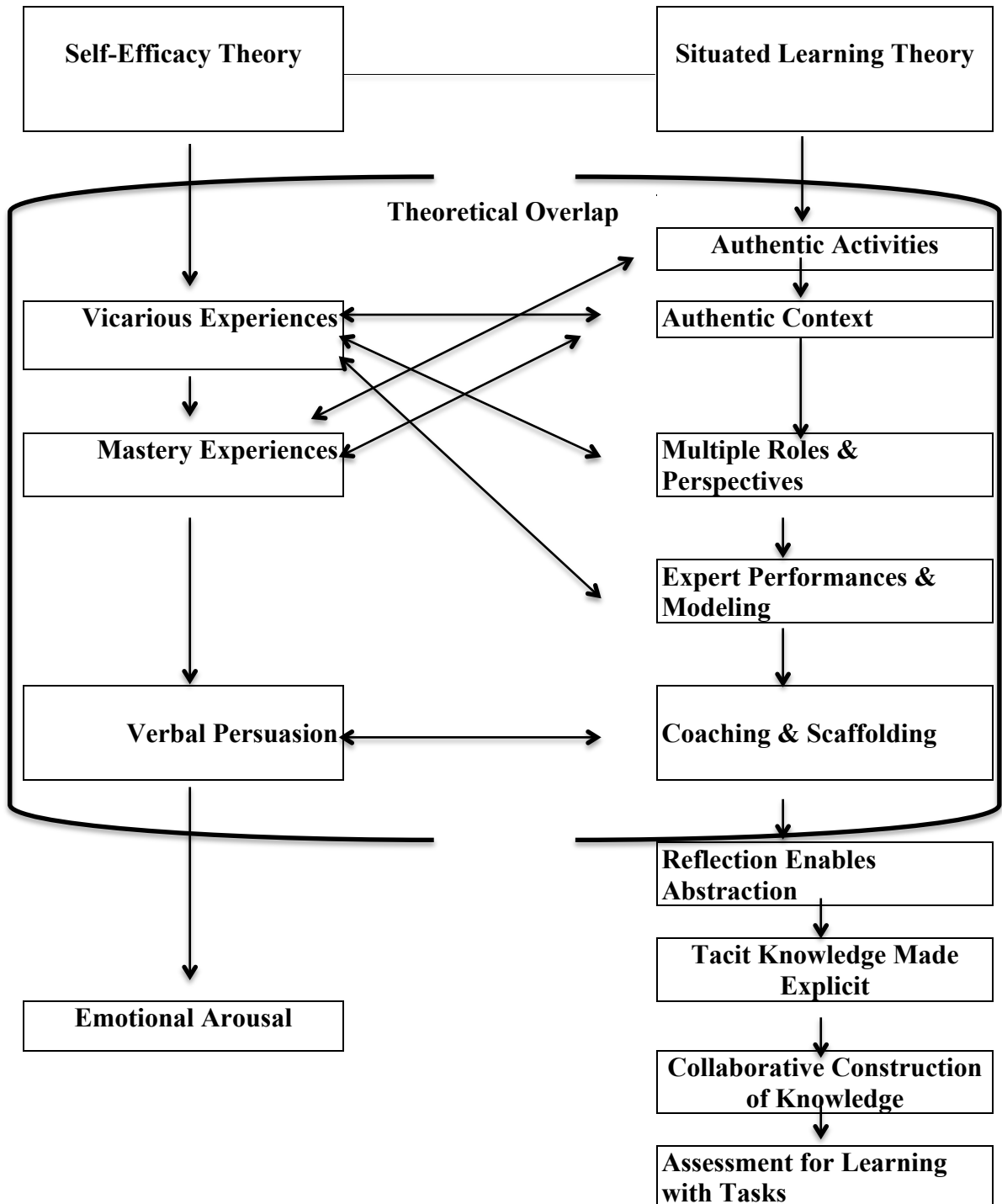
practitioner and training experience at Get Ready. Confidence is thus an overarching concept that encompasses both efficacy and competence (Marbeck, Short, & Short, 2005).

**Complementary theories.** Situated learning theory and self-efficacy theory have been drawn upon to form a theoretical framework for this study. Due to their complementary nature, they fit together nicely to help form a backdrop for understanding the design of the professional development delivered for this study. Since the context of the situated learning environment was operational prior to the design of the PD training, most of the characteristics of situated learning theory were already applicable. In structuring the PD modules and methods of data collection, attention was given to activities and pedagogy that provided opportunities for coaches to have vicarious experiences, mastery experiences, verbal persuasion, and emotional arousal, all embedded in the training modules and in practice on site. The modules act as the foundation for scaffolding the development of self-efficacy in particular aspects of youth work and coaching. The modules are where coaches learn the technical aspects of the skills and competencies they can then practice at the situated learning site.



**Figure 3**

*Theoretical Orientation: The interaction of Self Efficacy Theory and Situated Learning Theory*



As illustrated by figure 3, both theories have overlapping principles which complement each for the sake of the design of the study. The PD modules begin the process of giving coaches opportunities for mastery experiences. They are meant to support the situated learning context, being a place where new skills are introduced and practiced. The situated learning context at the high school is a place for intern coaches to continue developing those skills, with support, so that feelings of efficacy can be constructed. Coaching and mentoring are thus the authentic activities at Get Ready. At the same time, the coaches in training are able to "watch, listen, and learn," (at Get Ready) sharing experiences with experts who can help the learners make sense of and improve practice, while also trying on multiple roles (and perspectives) within the program (Bandura, 1997; Cassidy & Rossi, 2006; Lortie, 1975; Nelson et. al., 2012). These are also, at the same time, vicarious experiences. The mastery experiences then continue as skills are practiced and polished on site, in the authentic experience (Get Ready), with the youth. Opportunities for verbal persuasion, coaching, and scaffolding come in the form of working with more experienced coaches and in the form of written feedback by the researcher, which will be discussed more in detail in Chapters four, five, and seven.

### **Coach Education and Learning**

Athletic coach education programs have existed on a global scale for decades and in several different capacities. Several countries have passed legislation that mandates coaches educated, trained, and/or certified before they can work in the field. Along with legislation, coach development programs were also initiated by national governing bodies

of sport and institutions of higher education so that education and training would be available to people interested in becoming coaches. Generally, the aims of these programs have been to train coaches who serve elite athletes at national and international levels of competition. In doing so, the curricula developed have provided trainings that address content to include: coach pedagogy, sport-specific skills and drills, tactics, safety, health and nutrition, and sport science. These curricular categories represent some broad areas of content that sport educators have decided coaches need to be able to deliver in order to help their athletes achieve outcomes.

In order to understand the different training pathways for coaches, it is important to first explore the traditions through which coaches learn. These are often referred to as “formal,” “non-formal,” and “informal” learning situations (Trudel, Gilbert, & Werthner, 2010). “Formal learning” refers to supervised training programs that are curriculum-driven and hosted by an institution of his/her education or a national governing body of sport. They culminate with a degree or certification. “Non-formal learning” usually indicates shorter-term or voluntary pathways. Often these are opportunities for coaches to participate in continuing education events that allow them to maintain certification. These are frequently delivered in workshop and conference settings. “Informal learning” can happen any time coaches have opportunities to learn about coaching practice. These situations include speaking to other coaches, gathering print and electronic resources, or even by way of sport participation and observation (Trudel et al., 2010).

Trainings are delivered through certification programs (both on-site and distance learning), university undergraduate and graduate degrees, workshops, mentoring

programs, support groups known as “Communities of Practice” (CoP), and professional development through non-profit and community sport organizations. This part of the review summarizes how coach education programs developed and what types of programs are available in Canada, the United Kingdom, Australia, New Zealand, and the United States.

**Global overview of coach education, training, and certification.** Coach education initiatives in Canada, the United Kingdom, Australia, and New Zealand have all allocated government resources to provide national certification programs to coaches at all levels of functioning—from youth at the recreational level to elite adult competitors. These mandates have helped move coaching toward professionalization while also attempting to improve the sport experience for participants. In contrast, the United States has yet to commit similar funding at the federal level. Nevertheless, there are organizations working to provide opportunities for education, training, and professional development for sports coaches. The remainder of this section offers brief explorations into how coach education and training programs were developed in these countries over the past 40 years. This overview will include the theoretical and practical applications that these programs suggest can improve coaching practice and athlete outcomes.

**Canada.** In 1970, the Canadian government formed the Coaching Association of Canada (CAC), a not-for-profit amateur sport organization with a mandate to improve the effectiveness of coaching across all levels of the Canadian sport system (Misener & Danylchuk, 2009). Their mission is: “To enhance the experiences of all Canadian athletes through quality coaching.” In order to carry out this mission, the government

and CAC collaborated to develop the National Coaching Certification Program (NCCP), which launched in 1974. The aim of the NCCP was to educate coaches who were working with athletes at all levels, from community to high-performance sport. The CAC partnership included the provincial and territorial governments as well as Canada's National Sport Organizations (NSO's) (Coaching Association of Canada, 2012; Gallant, 2011; Hussain, Trudel, Patrick, & Rossi, 2012; Lemyre, Trudel, & Durand-Bush, 2007; Misener & Danylchuk, 2009). Since its launch, the NCCP has been established as the Canadian standard for coach training and certification for 65 sports, has served more than 900,000 Canadian coaches (50,000 annually), has garnered global recognition, and is also used as a model for coach training in other countries (Coaching Association of Canada, 2012; Misener & Danylchuk, 2009).

*Program models and learning pathways.* The coaches engaged in NCCP training are typically required to do so by the governing body or national sport organization of the sport they are coaching. Several studies have focused on coaches' participation in the NCCP programs in at least the first two levels of certification (Hussain et al., 2012; Lemyre et al., 2007; Misener & Danylchuk, 2009). Obtaining these qualifications usually happens in the first 3 years as a head coach and requires 15 and 19 hours of lecture on the theory of coaching and then an additional 15 hours of sport-specific, practical information (Lemyre et al., 2007; Coaching Association of Canada, 2012).

Coaches' perceptions of those experiences were influenced by their prior knowledge and experiences (Lemyre et al., 2007; Misener & Danylchuk, 2009). Some had several seasons of experience as athletes in the sport they coached, followed by time

working as an assistant coach. Others had limited to no experience as athletes and had to learn basic aspects of the sports they were coaching, including the rules of the competition. As a result, many less experienced coaches found the curriculum overwhelming while they also struggled to find the utility in the theoretical aspects of the course content. Positive perceptions of the courses were attributed to practical applications that informed coaches of what to do with a team: delivering training sessions, managing a team, and accessing a support network of other coaches (Lemyre et al., 2007).

Well-prepared athletes are the result of high quality coaching. A study by Misener and Danylchuk (2009), reported that a majority of NCCP trained coaches perceived that the courses help ensure athlete-level outcomes. Through training, coaches are more prepared to negotiate problems, conflicts, and reduce risks that are inherent to coaching. They also maintain that completing the course provides credibility and accountability to all of those involved in the sport—athletes, coaches, and the community.

Coach training at the undergraduate level is an option available at Canadian universities that has been developed both to support the professionalization of coaching and to provide a curriculum model based on applying content into practice. For example, the competency-based approach to the Baccalaureate in Sport Intervention (BIS) coach education program at Laval University provides a three-year course of study. Using a combination of course-based learning and structured internships (experiential learning), students also trained in reflective practice. This curriculum uses a competency-based approach that is practice-oriented. The rationale is summarized by Demers, Woodburn, and Savard (2006):

By shifting the curriculum from what coaches need to know to what they need to be able to do with what they know, and by contextualizing it based on the needs of the different types of sport participants with whom coaches intervene, the NCCP aims to better train coaches in the competencies required of them in their coaching practice. (p. 164)

The design of the BIS competencies provides that students are progressed through three learning pathways: teaching effectively, integrating all competencies at the internship, and managing a sport program. The reflective piece is embedded to ensure that the students can intentionally transfer the theoretical skills from their coursework to their internship [practice] (Demers, Woodburn, & Savard, 2006).

In the context of Canadian youth sport, analysis of several training programs has provided suggestions for various training strategies that have been perceived to be effective for coach learning. For example, Fraser-Thomas and Côté (2006) suggest that coaches should be formally trained using Conroy and Coatsworth's (2006) model for best practices in youth development coaching. Likewise, MacDonald, Côté, & Deakin (2010) assert that informal training can be effective as well. They claim that Sports Based Youth Development (SBYD) practices have been successfully addressed in a Canadian community sport program through structured discussion groups. Coaches in this study engaged in skill development through regular meetings where they trained each other by addressing strategies, techniques, and methods for how to incorporate appropriate personal and social skills (life-skills) within the community sport environment. Even though they do not call it a "Community of Practice," (CoP) this design fits a description

very similar to that of CoP. Canadian teacher-coaches function within what is considered the developmental level of sport. Unlike most of their coaching peers outside of school settings, they are not required to obtain any coaching certification and thus engage in informal modes of training and learning (Gallant, 2011; Winchester, Culver, & Camiré, 2011). Consistent with research regarding how coaches learn, teachers that commit to coaching engage in learning environments that can help inform and develop their coaching methods through the acquisition of “informal knowledge networks”. These are support groups of teacher-colleagues that are inherent to working in high school settings. Teacher coaches in this study also reported to have acquired coaching knowledge through practical experience, coach mentors, and support groups that resemble informal CoPs (Winchester et al., 2011; Gallant, 2011). As a result, researchers suggest that such an inconsistency in policy diminishes how sports in schools are valued while also underserving student participants (Gallant, 2011). Accordingly, it is suggested that more formalized methods of learning are made available to teachers through formalized mentoring programs or as elective courses during their studies at teachers’ college (Winchester et al., 2011).

Campbell and colleagues (2005) studied the effects Canada's NCCP Level One Theory Course coaches had on the efficacy of a sample of 213 novice coaches. The Level One Theory Course is a 16-hour weekend-long course that provides content on the principles of coaching: role of the coach, planning, sport safety, skill analysis and development, mental preparation, and leadership. Campbell et al. (2005) engaged coaches in a pre and posttest study using Feltz' and colleagues' (1999) coach efficacy



scale, finding that coaches' post-course scores of efficacy were significantly higher than their pre-course scores. According to Campbell et al., (2005) this result is encouraging because:

...like similar courses in other nations resulted in an increase in coaches' confidence in all aspects of their duties...Thus it appears that the introductory theoretical program offered by the NCCP has a real, substantive, and positive effect on the coaching confidence of its participants. (p. 43)

Brachlow and Sullivan (2005) expanded on this study by comparing novice coaches in the NCCP's theory based coach education courses to their competency based courses, which at the time were newly implemented. This study studied 74 coaches, all of whom were novice soccer coaches. Using MANOVA to analyze the results of the pre-post design, they found that the competency-based framework yielded significant increases in coaching efficacy of participants, particularly with respect to teaching technique.

In a more recent study, Sullivan and colleagues (2012) examined how coaching context and level of coach education were related to coaching efficacy and perceived leadership behaviors among a group of Canadian youth coaches. They confirmed that coach education is an important factor in developing coach confidence. Nevertheless, Cushion et al. (2010) have heaped criticisms on these types of studies for not showing evidence of behaviors that demonstrate "better coaching".

***United Kingdom.*** Since the late 1980's and early 1990's, the British government has engaged in efforts to examine and improve sports coaching at a national level

(Griffiths & Armour, 2012; Nelson et al., 2012; North, 2010; Roberts, 2010). With an estimated 1.2 million active sports coaches and 5 million sport participants in the U.K., concerns emerged among governmental groups regarding the quality of practice being delivered by coaches to sport participants—a large majority of whom were children (North, 2010; Roberts, 2010). As a result, the Department for Culture Media and Sport committed to creating a single system that would raise coaching standards through accreditation and education programs while also building the occupation of coaching into a legitimate profession (Nelson et al., 2012; North, 2010; Roberts, 2010). Their pledge was enacted through a nationwide investment of \$45 million over three years (2002–2005) to develop a “Coaching Task Force.” This was a collaboration of sports councils, National Governing Bodies, Local Authorities, equity partners, sports organizations, and Sports Coach UK (scUK) that collectively organized a plan of action to improve coaching practice calling it, “The Coaching Project” (Nelson, Cushion, & Potrac, 2012; North, 2010; Osborn, 2010; Roberts, 2010).

The “Coaching Project” created programming to accommodate 3,000 Community Sports Coaches, The United Kingdom Coaching Certificate (UKCC), 45 Coach Development Officers, as well as resources to support academic coaching research (North, 2010; Osborn, 2010). Since the project’s inception, it has grown to include over 30 different sports that have committed to educate their coaches according to national coaching standards known as The UK Coaching Framework (UKCF). According to The National Coaching Foundation’s UK Coaching Framework (2008): “All participating agencies will use The UK Coaching Framework as a key reference point in their coaching

strategies and allocation of resources, subject to their own priorities and structures” (p. 32).

*Program models and learning pathways.* Scholarly work about coach education in the U.K. promotes formalized mentoring, communities of practice (CoP), and Problem-Based Learning (PBL) as effective learning strategies for coaches (Griffiths & Armour, 2012; Nelson et al., 2012; North, 2010; Roberts, 2010). For example, North (2010) studied the UK Coaching Project’s implementation of a program developing local coaching systems consisting of 45 Coach Development Officers (CDO). It successfully provided personalized support services to practicing youth coaches who had completed various levels of certification training. The CDOs’ job was to implement coaching strategies with local partners; engage in workforce planning and assessment; train local coaching support staff regarding coach employment and training; and recruit, hire, and place new coaches. Once the infrastructure was developed, the CDO’s engaged in one-on-one coach development in a formalized mentoring role. Because the foundations of the CDO program were formed around local coaching systems, both the CDO’s and the coaches they worked with were networked into localized communities that were easily accessible to each other. Therefore, there was a comprehensive support group for everyone involved. CDO’s were supported by each other while participating coaches not only had the benefit of individual attention from their CDO, but also were able to access and observe other coaches from both within and outside their sport and in their surrounding community (North, 2010). Results showed that coaches who worked with the CDO’s perceived that those experiences enhanced their coaching aptitudes. Even

though the mentoring role was set up as an intentional, formal learning strategy, the coach-CDO relationship provided opportunities for coaches to also learn in “informal” and “non-formal” contexts. While North (2010) refers to the role of the CDO as a mentorship, it seems to have functioned as a hybrid of a formalized mentor program and a CoP.

Griffiths and Armour (2012) engaged in a similar study that examined volunteer coaches engaged in a formalized mentoring program with findings revealing that challenges regarding mutual commitments between the mentor and mentee relationship can be problematic. Finding middle ground is important and it is suggested that implementing CoPs can offer more sustainable opportunities than formalized mentoring for meaningful mentoring to occur on a social level (Gilbert, Gallimore, & Trudel, 2009; Griffiths & Armour, 2012).

Like Canada, the U.K. has recently seen an expansion of undergraduate and graduate programs offering sports coaching degrees that develop reflective practice, sport pedagogy, and coaching research (Knowles et al., 2001; Roberts, 2010). Roberts (2010) argues that coach education curricula in higher education are aptly moving away from traditional coaching science and adopting learning strategies used in teacher education programs such as Model-Based Instruction. Knowles and colleagues (2001) also borrowed developmental strategies from other professions by adapting nursing and teacher training to help train university students studying coaching science to be reflective practitioners. Those coaches perceived that learning to reflect on practice helped them apply and transfer theoretical knowledge across coaching competencies

within their program.

*Australia.* As early as the early 1950's, Australia began its first coach education programs. Like the Canadians, the Australian government committed public funds to improve the sporting experiences of their athletes by educating their coaches. Soon after, the Sport and Recreation Minister's Council declared a commitment to a national approach to growing the field of coaching. The council articulated a series of programming objectives to include: increasing the number of qualified sports coaches, developing coaching competency across levels of participation, establishing a national system of accreditation, growing opportunities for practice, and improving athlete performance outcomes (Australian Sports Commission, 2012). A short time after, in 1979, the Australian Coaching Council (ACC) was established with a sport development budget of \$652,000. In 1981, the Australian Institute of Sport (AIS) opened under the ACC and has grown into a comprehensive developmental center for coaches and athletes (Australian Sports Commission, 2012; Woodman, 1989).

The AIS manages an all-encompassing approach to program initiatives that provide coach education to 70 different sports. The coaching accreditation system at AIS is called the National Coaching Accreditation Scheme (NCAS). AIS uses the NCAS to deliver sport and recreation programs created by the government across all levels of participation. These levels include youth beginners, after-school sport programs, adaptive coaching (National Committee for Sport and Recreation for the Disabled), and elite instruction (Australian Sports Commission, 2012; Woodman, 1989). All NCAS programming focus on general principles of coaching, athletic performance, and sport-

specific skills and drills. Furthermore, in order to remain certified, coaches must stay current with changing coaching methods, trends, and best practices by engaging in required continuing education and professional development (Australian Sports Commission, 2012).

***New Zealand.*** In 2002, the Sport and Recreation Act provided governmental organization of sport and recreation for athletes of all ages and levels of participation through a program called Sport New Zealand (Sport New Zealand, 2012). Sport NZ's mission is to provide opportunities for more kids to participate and enjoy sport and for more adults to participate and get involved in sport. They have also established "High Performance Sport in New Zealand" with the aim of developing an emergence of New Zealand winners on the world stage (Sport NZ, 2012). Furthermore, in 2005 a coach education initiative through the New Zealand Coaching Strategy was established called the NZ Coaching Strategy. Much like the UK Coaching Framework, the NZ Coaching Strategy defined its objectives to include the following strategies: 1. *More time* –increase the quality and quantity of time coaches have for coaching activities and coach education. 2. *More recognition and status*–use recognition and status to ensure coaches are valued and coaching is seen as a rewarding experience. 3. *Better quality*–implement continual improvement in the quality of coach education and to ensure ongoing pathways for development (Sport NZ, 2012).

The framework has been designed to educate coaches that serve a broad range of participants—from early childhood novice athletes (ages 0–5) to adults in elite and high performance environments. The NZ Coaching Strategy is divided into three initiatives to

meet these standards. 1. *CoachForce* informs and educates coaches at the community level. 2. *CoachCorp* facilitates business partnerships to promote sport participation and coach education. 3. *NZ Coach Approach* is the philosophy that drives how the NZ Coaching Strategy fosters coach and athlete learning (Sport NZ, 2012).

*Program models and learning pathways.* Scant literature is available to provide an overview of what sort of programming and education is available in both Australia and New Zealand. In Australia, Mallet and Dickens' (2009) evaluation of a university based coach education program claims that "Formal coach education can and does positively contribute to understanding and developing coaching practice if integrated appropriately with coaching work" (p. 79). Specifically, the authors provide insight to program evaluations conducted to examine the effectiveness of a web-based postgraduate degree in sports coaching. Course alumni reported to high levels of satisfaction with the programs, which the authors have attributed to program effectiveness. The data was survey-based and the authors did not report on coaching behaviors, changes in coaching practice, or increases in coaching knowledge. Another study by Vella et al. (2011) examined a small sample of Australian youth coaches whose coaching philosophies were oriented toward life-skills development. They conducted this study because many youth coaches' needs were not being met by the current NCAS system, which focuses primarily on coaching pedagogy for performance enhancement. Consequently, they found that the lack of youth development training in Australia's coach education programming leaves coaches underprepared to holistically serve youth athletes.

While evaluations of New Zealand Coaching Strategy programs are sparse,

Cassidy and colleagues (2006) studied New Zealand's CoDe1 rugby program. CoDe1 uses CoP to deliver free coach education to volunteer rugby coaches through 28 hours of classroom-based education over a span of six months. Participating coaches engage in a facilitator-led, community-oriented setting of formalized meetings where they share ideas about their coaching experiences in context. The program does not attempt to integrate theory or technical content delivered by a coach educator (Cassidy et al., 2006).

Participating coaches report that having the opportunity to discuss with a small peer group how their athletes learn, how to negotiate common problems, and how to teach tactics, helped them retain tangible strategies for improving their instructional methods and overall coaching knowledge (Cassidy et al., 2006; Cassidy & Rossi, 2006; Trudel et al., 2010).

*U.S.A.* Unlike the other countries highlighted, the United States has no government legislation to comprehensively fund or mandate coach education, but, there are several organizations working to help professionalize youth sport coaching and train youth coaches. Efforts have been made by organizations such as The American Youth Soccer Organization (AYSO) to make coaching certification obligatory for volunteer coaches. However, results of the effectiveness of those sorts of policies were difficult to evaluate since other programs failed to make coach attendance mandatory.

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) has been working to improve the quality of coach education in the U.S. since the 1960's. AAHPERD is an alliance of five national associations, six district associations, and a research consortium that supports professionals involved in physical



education, recreation, fitness, sport and coaching, dance, health education and promotion, and all specialties related to achieving a healthy and active lifestyle (American Alliance for Health, Physical Education, Recreation, and Dance, 2012). The National Alliance for Sport and Physical Education (NASPE) is the AAPHERD not-for-profit association that sets the standard for best practices in quality physical education and sport. NASPE has thus made an effort to be responsible for developing coach education programming and has developed national coaching standards (which can be seen in table 2) and accreditation programming for coaches throughout the United States. However, it is important to note that there are no mandates linked to coaching practice and NASPE certification.

## **Table 2**

### *NASPE National Standards for Sport Coaches*

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**Domain 1 — Philosophy and Ethics** - This domain features four standards (1–4) and 23 subsequent benchmarks that represent what coaches should know and be able to do in regards to philosophy and ethics in sport. Coaches must:

- establish a coaching philosophy that focuses on the safety, development, and well-being of the athlete.
- model and teach appropriate behavior in all aspects of coaching and maintain ethical conduct during practices and competitions.

**Domain 2 — Safety and Injury Prevention** - This domain features seven standards (5–11) and 29 subsequent benchmarks that represent what coaches should know and be able to do in regards to sport safety and injury prevention.

The coach is often the first responder in the event of an accident or injury and should:

- be properly trained in injury prevention and first responder emergency care.
  - recognize high-risk situations, as well as unsafe equipment, facilities, and environmental conditions in order to ensure the safety of the athletes and make necessary modifications to the playing environment should unsafe conditions exist.
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**Domain 3 — Physical Conditioning** - This domain features four standards (12–15) and 22 subsequent benchmarks that represent what coaches should know and be able to do as it relates to the physical conditioning of their athletes. Sport requires proper physical preparation in order to perform safely and effectively. The coach is responsible for:

- implementing research-based, developmentally appropriate drills and teaching techniques that support athlete development while maintaining safety.
- encouraging healthful decisions by the athlete to promote healthy lifestyles and low-risk training practices.

**Domain 4 — Growth and Development** - This domain features three standards (16–18) and 18 subsequent benchmarks that represent what coaches should know and be able to do in regards to their athletes' growth and development. The coach should:

- be knowledgeable about the age and skills levels of their athletes. by recognizing the patterns of cognitive, motor, emotional and social development, the coach can create effective learning environments that allow athletes to progress and improve at different rates
- be properly trained to recognize the need to modify practice and competitive strategies to accommodate the athlete's readiness for competition

**Domain 5 — Teaching and Communication** - This domain features eight standards (19–26) and 47 subsequent benchmarks that represent what coaches should know and be able to do in terms of teaching and communicating with their athletes. The coach must:

- plan and implement organized practices so that athletes have a positive learning experience
- use a variety of systematic instructional techniques to provide a positive learning environment and maximize the potential of each athlete
- be aware of his or her own expectations of an athlete's potential and how it impacts athlete performance

**Domain 6 — Sport Skills and Tactics** - This domain features three standards (27–29) and 13 subsequent benchmarks that represent what coaches should know and be able to do in regards to teaching sport skills and tactics. The art and science of coaching includes:

- developing skills of all team members into an efficient and successful group
- knowing how to utilize athletes' abilities to maximize meaningful participation
- team success relies on up-to-date understanding of specific sport skills and game tactics

**Domain 7 — Organization and Administration** - This domain features seven standards (30–36) and 38 subsequent benchmarks that represent what coaches should know and be able to do as it relates to the organization and administration of the sport program. The coach is an integral resource in the overall administration of the sport program. The coach provides:

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- 
- information regarding the needs of the athlete, serves as a key communicator of program goals and policies, and facilitates compliance with established program policies
  - program accountability and public trust depend a great deal on the coach's administrative skills

**Domain 8 — Evaluation** - This domain features four standards (37–40) and 20 subsequent benchmarks that represent what coaches should know and be able to do as it relates to the comprehensive evaluation of the sport. Systematic evaluation ensures that the sport program runs smoothly and efficiently and that the goals and objectives of the program are the focus for the coach, athlete and team. The coach needs to be able to:

- make accurate and timely decisions regarding aspects of the sport program
  - plan program goals, starting with a careful analysis of player ability and program needs
  - evaluate player and staff recruitment and retention as well as of maintaining program accountability
- 

(SHAPE America, 2006, retrieved from <http://www.shapeamerica.org/standards/coaching/coachingstandards.cfm>)

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*Program models and learning pathways.* According to the NASPE National Coaching Report (2008), even though there are no legal mandates for youth coaches to get certified, there are several online training and seminar opportunities available to coaches. These include the National Federation of State High School Associations Coaches Education Program, the American Sport Education Program Coach Effectiveness Training, and the National Youth Sports Coaches Association Program. There were also twelve coaching education programs for both youth sport agencies and institutions of higher education that have been accredited by the National Council for Athletic Coaches (AAHPERD, 2012).

The American Sport Education Program (ASEP) is a private for-profit agency that provides coach education for volunteer and professional level coaches, officials and

referees, and continuing education courses (CEU's). ASEP was started in 1981 as a subsidiary of the publishing company, Human Kinetics. ASEP's CEU programs are affiliated with several colleges and universities to provide supplementary accreditation and online coaching degrees. Some of the universities they work with include: Michigan State University, Carl Sandberg College, Concordia University, Fresno Pacific University, James Madison University, Notre Dame College, and the University of Wisconsin-Platteville (ASEP, 2012). Other universities that offer coach education programs include: Boston University, Georgia Southern University, Michigan State University, Carl Sandberg College, Concordia University, Fresno Pacific University, James Madison University, Notre Dame College, Smith College, and the University of Wisconsin-Platteville. However, there is no research that evaluates the effectiveness of their programming (Danish, Forneris, & Wallace, 2005; Gould, Chung, Smith, & White, 2006; Hubner, Walker, & McFarland, 2003; Papacharisis, Goudas, Danish, & Theodorakis, 2005; Trudel et al., 2010 Wiersma & Sherman, 2005; Walsh, 2007). Nevertheless, efforts have been made by organizations such as The American Youth Soccer Organization (AYSO) to make coaching certification obligatory for its participating volunteer coaches. Results of effectiveness of those policies were difficult to evaluate since many programs did not make coach attendance mandatory.

### **Youth Sport Coach Education and Training**

The movement for coach education and training gained traction with Smith and Smoll's (1979, 1993, 1997, 2007) research and subsequent coach education curricula, Coach Effectiveness Training (CET) and Mastery Approach to Coaching (MAC).

Studies about these interventions indicate that coaches trained in “positive coaching” techniques provide increased psychosocial outcomes (self-esteem and enjoyment), decreased sport anxiety, and decreased attrition rates among youth participants (Conroy & Coatsworth, 2004; Hedstrom & Gould, 2004; Smoll, Smith, Barnett & Everett, 1993; Smith & Smoll, 1979, 1997). These types of trainings were typically lectures and workshops focused on content and theory. Similar to the teaching profession, “one and done” approaches to professional development without ongoing engagement and support tend have limited success in promoting skill development (Anderson & Bruckner, 2013; Yadav, Hambrusch, Korb, & Gretter, 2013). Even though studies show promise for "positive coaching" training programs, coach education has not been fully accepted on a macro scale. Several studies report that coaches perceive that these one-time lecture and workshop formats of coach education focus too much on content and theory with too little attention to their practical needs (Hedstrom & Gould, 2004). Similar to the teaching profession, “one and done” approaches to professional development without ongoing engagement and support tend to have limited success in promoting skill development for the long term (Anderson & Bruckner, 2013; Yadav, Hambrusch, Korb, & Gretter, 2013).

As such, the utility of these types of programs have come into question.

Hedstrom and Gould (2004) write that several studies in the 1990’s found that coach education programs were not perceived as beneficial by most coaches. More recent studies addressing coaches' perceptions of training programs suggest similar findings of ineffectiveness, suggesting that coach education has little to no significant long-term impact on actual coaching practice or behavior. This is mostly due to the lack of

contextualized curricula that would more appropriately serve the wide-ranging needs of youth coaches as learners (Hedstrom & Gould, 2010, Nelson et al., 2012; Roberts, 2010). Despite the ineffectiveness, coaches collectively agree that there is a need for coach education programming (Griffiths & Armour, 2012; Hussain, et al., 2012; Bowes & Jones, 2006).

In the not-for-profit sector, sports based youth development programs (SBYD) use sports as a vehicle to teach life-skills. The curricula delivered to participating youth, aim to provide opportunities for holistic youth development with an emphasis on teaching for positive character outcomes. A growing number of SBYD programs such as the Snowsports Outreach Society (SOS), Play Rugby USA, and Hoops and Leaders Basketball Camp are reportedly flourishing and have internal, on-going professional development and trainings that are designed and delivered in-house. However, evaluations of their internal trainings are not yet available.

Several studies have evaluated trainings for coaches involved in out-of-school and community sports programs. The trainings have a range of foci including strategies for the volunteer coach dealing with parent behavior, instruction for life-skills development, and peer-leadership. For example, Wiersma and Sherman (2005) studied how organizations implement “best-training” policies aimed at educating volunteer coaches about how to positively influence parent behavior. They found that organizations that attempted to engage parents by giving them the option to attend an informative talk, a presentation addressing parental behavior expectations, or to sign codes of conduct, struggled to enforce attendance. Therefore, they suggest that leagues mandate coach

training for all volunteer coaches in order to better prepare them to deal with parent and spectator misconduct. The coaches in this study perceived that their training for these skills should include access to formalized mentoring, roundtable discussions, workshops, and how to negotiate the enforcement of formalized parental codes of conduct (Wiersma & Sherman, 2005).

GOAL (Going for the Goal) and SUPER (Sports United to Promote Education and Recreation) are examples of SBYD programs that have been found to help increase youth participants' abilities to effectively and appropriately apply life skills addressed in their programming. Danish and colleagues (2005) contend that improvement of life-skills (in the context of these programs), such as social responsibility, emotional intelligence, cognitive development, social interest, and physical development (Danish et al., 2005; Hellison, 2011; Papacharisis et al., 2005), help youth increase athletic performance. Both programs offer training to the program facilitators made up of college and high school student-athletes, referred to as "student-athlete-leaders." The groups they coach are a younger peer group—e.g. the college students who coach high school students and the high school students who coach middle school students. These student-athlete-leaders attend 10 and 15-hour courses of service-learning training where they are taught how to be positive peer-leaders and role models. The method used is called the Sport Observations System and focuses on how youth athletes participate rather than how well they perform. This structure is based on peer teaching practices and is designed to create positive learning experiences for youth who are close in age (Danish et al., 2005; Papacharisis et al., 2005).

In the realm of large-scale youth coach training, Up2Us Sports has been working to support life-skills-oriented SBYD programs in underserved communities since 2008. As a coalition of over 300 grass roots SBYD programs throughout the U.S., Up2Us Sports launched an Americorps sponsored program called Coach Across America (CAA)—the first federally funded national sport initiative in the U.S. The intent is to provide support and training to the member programs. CAA is a government-subsidized program that offers selective membership with specific eligibility criteria and an application process. If selected, coaches must commit to fulfill a certain amount of hours within one year. Coaches are able to work as full-time, part-time, half-time, quarter-time, or minimum-time coaches. Full-time coaches must complete 1700 hours of coaching service within 12 months (about 32 hours a week). In return, they are provided with an Americorps education award of \$5550, a living stipend of \$14,000, health insurance, and professional development training (Up2Us, 2012). This option of working in a full-time position also suggests a push toward creating an entry-level professional pathway for youth sport coaches. As the parent organization of CAA, Up2Us Sports has partnered with Boston University's Institute for Athletic Coach Education. Together they offer their members an annual three-day residential training program that focuses on the fundamentals of sports coaching and Positive Youth Development. They have also assembled a national training team (The Coach Mentor Program) to provide SBYD-specific coach trainings with content that includes, but is not limited to: positive and educational coaching relationships with their athletes, promoting a reflective practitioner model, Teaching Personal and Social Responsibility (TPSR), promoting moderate to



vigorous physical activity (MVPA), trauma sensitive coaching, and service learning with sports teams (Up2Us, 2012; Wycoff, 2011). The initial three-day institute is followed by on-going support throughout the service year where coaches receive mentoring and on-going training via webinar.

An unpublished dissertation by Vanessa Akhtar (2014) evaluated the impact of the Up2Us on-going training program for SBYD coaches participating in a CAA service year. This study is the first to look at coach efficacy from the perspective of coaches' long-term development who are part of the Up2Us Sports training program. Her findings suggest that:

...a long-term approach to coach training can have a positive impact on coaches' experiences, development and perceptions of coaching efficacy. In particular, coaches benefitted from training content focused on holistic youth development, as well as opportunities for interactions with mentors and peers. (p. 223)

Though, it is difficult to say, for sure, whether the increase in coaches' confidence was a product of the support they received from CAA or from the personal growth that naturally occurs with experience in the field (Akhtar, 2014).

### **Teaching Personal and Social Responsibility (TPSR)**

Don Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) model applies a holistic approach to teaching life skills through physical activity. The TPSR model aims to help youth learn to take responsibility for their own actions while also developing the skills and dispositions to help others. Specifically, TPSR focuses on helping participants practice giving effort, respect, self-direction, helping others, and then

transferring those skills to other domains of their lives. TPSR programs also engage youth in personal and group reflection. The sum of these parts, according to Hellison, is youth empowerment. When a TPSR facilitator can turn the program over to the youth who have developed the skills and are empowered to make decisions and lead each other, then the programming is deemed successful.

Learning to implement Hellison's TPSR model as a practitioner is typically associated with Physical Education (PE) and teacher education programs at institutions of higher education at both the undergraduate and graduate levels (Beaudoin, 2012; Hemphill, Templin, & Wright, 2013; Walsh, 2008). Even though most TPSR programs are implemented as out-of-school time or community-based endeavors, small-scale TPSR-specific training for coaches does not yet formally exist outside of degree-focused learning pathways. While Up2Us Sports teaches some TPSR-based strategies at their National Training Institute, it does not offer TPSR-specific training. Nevertheless, TPSR trainings for PE teachers are relevant to coach education and training.

Because PE teachers trained in the TPSR model are equipped with specific and systematic competencies that are intentional about addressing personal and social growth (Walsh, 2008), there is promise that youth coaches trained in the TPSR model can also learn to provide the youth development outcomes coaching researchers claim is needed in youth sport. As this literature review has echoed, researchers agree that sports can help influence personal growth in youth participants, but there must also be intentional facilitation of those lessons since psycho-social skills and values are not acquired through participation only (Berlin, Dworkin, Eames, Menconi, & Perkins, 2007; Danish et al.,

2005; Gould et al., 2006; Hellison, 2011; Hubner et al., 2003; Papacharisis et al., 2005; Walsh, 2007).

A study by Beaudoin, (2012) described the use of responsibility-based teaching strategies to educate teaching professionals to implement TPSR programming. The professional development was self-directed by the inservice teachers over the span of an academic year, without an intervention that directly and explicitly teaches the model. The development of TPSR facilitation relied on mentoring from a supervisor's (TPSR researcher) observations and through self-reflection. Among Beaudoin's findings was that on-site training provided an effective context for learning the model. Opportunities to practice delivering TPSR in real time are essential for effective implementation.

An article by Dave Walsh (2008) offers a detailed description about how to train pre-service teachers to use a TPSR framework in their PE classes. In doing so, he offers a "Systematic Progression for TPSR Implementation," similar to a competency-based approach even though he does not call it such. Walsh's rationale for this approach is that often novice teachers and teachers in training struggle to let their students take over the class and lead their peers. Like Beaudoin (2012), Walsh (2008) argues that on-site learning is essential to learning the model. The progression he offers presents opportunities for those being trained to practice in real time rather than only reading and writing about it in the context of a university course. He writes: "Preservice teachers need in-depth experiences with such models in order to develop the ability to implement them in their physical education classes" (p. 41).

A study by Hemphill, Templin, and Wright, (2013) evaluated a TPSR training as

“Continuing Professional Development” for inservice PE teachers. Using a constructivist approach to learning, the protocol for the professional development was determined by the participating teachers and supported by a researcher who provided “expert feedback.” Therefore, there was no formalized intervention that delivered structured skills training for participating teachers. Instead, the researcher taught teachers how to use a TPSR-specific observation instrument called the Tool for Assessing Responsibility-based Education (also known as the TARE) to facilitate peer observations (Walsh & Craig, 2011). The researcher met with each teacher twice to ensure that, “the teacher understood the responsibility-based teaching strategies and he/she could observe them in practice” (p. 7). After observations were made, the teachers engaged in group reflections to give each other feedback to improve teaching and collegiality. This study found that this type of PD helped teachers not only implement responsibility-based teaching strategies but that they also perceived that the strategies they learned positively impacted their students.

As mentioned in Chapter 1, a new study by Wright and colleagues (2016), data were collected to evaluate a TPSR program in Belize by capturing the experiences of practitioners-in-training. The study sought to understand the relevance of TPSR as training content for a Sport for Development and Peace project, whether critical pedagogy was put into practice, how compatible TPSR is with critical pedagogy, and whether the training fostered transformative learning. The authors concluded that coaches who were trained in the program emerged as experts in TPSR, that the training approach was effective for dialogic, technical, and critical learning. They also found that

TPSR is compatible with critical pedagogy and that the curriculum fits well with Sport for Development and Peace programming.

Because coaches in the U.S. do not follow a similar developmental path to teachers—obtaining training prior to engaging in practice—looking at training for preservice and inservice teachers is relevant to coach education. Like preservice and inservice teachers, coaches seeking education, training, and certification are typically active in coaching practice and thus have access to on-site experiential learning, which is essential to learning how to implement a values-based curriculum like TPSR (Beaudoin, 2012; Hemphill, Templin, & Wright, 2013; Walsh, 2008).

### **Positive Youth Development**

Positive Youth Development (PYD) has emerged in research about adolescent development as a strengths-based approach to working with youth. More specifically, PYD theory argues that when young people are positively engaged with others that contribute to their well-being—at home, at school, socially, and in other activities—they can learn personal and pro-social competencies that help them to be contributing citizens, to be aware of what their future can entail, and to live fulfilling lives (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Lerner, Almerigi, & Theokis, 2005).

Catalano and colleagues (2004) offer 15 potential learning objectives and competencies that they claim contribute to an “operational definition” of PYD. A few of these include:

- A. *promotes bonding*
- B. *fosters resilience*

- C. *promotes social and emotional competence*
- D. *fosters self-efficacy, fosters belief in the future*
- E. *fosters pro-social norms*

Lerner (2005) adds that researchers and practitioners conceptualize PYD outcomes through the “Five Cs Hypothesis.” The five Cs include: *competence, confidence, connection, character, and caring*. These characteristics are ones that describe “thriving youth” who have been a part of effective youth development programs. Furthermore, when youth demonstrate these characteristics across time and then into adulthood, it is said that the 5cs have become integrated contributions to self and others. Lerner writes:

Theoretically, an ideal adult life is marked by integrated and mutually reinforcing contributions to self (e.g., maintaining one’s health and one’s ability therefore to remain an active agent in one’s own development) and to family, community, and the institutions of civil society. An adult engaging in such integrated contributions is a person manifesting adaptive developmental regulation. (p. 32)

Therefore, this concept or disposition for integrated “contribution” is the sixth C, which Lerner refers to as a “hypothesis subsidiary,” added on to the five Cs.

Effective PYD programming has been found to show positive behavior outcomes and prevention of youth problem behaviors for participating youth (Catalano et. al., 2004). What is more is that the PYD approach has been successfully applied to diverse youth populations across demographics (Lerner et. al., 2005).

### **Sports Based Youth Development (SBYD)**

In youth sport, coaches have the responsibility to create learning environments

that are conducive to life-skill development. However, successfully doing so requires a nuanced skillset. Sports and PYD have begun to merge through a movement referred to as Sports Based Youth Development [SBYD] (Perkins & Noam, 2007). As a result of this overlap of youth development domains, coaches—who are an integral part of the youth worker landscape—are required to be both thoughtful and skillful about how they embed psychosocial learning outcomes within their instruction of sports related skills.

In an effort to combine the fields of PYD and traditional youth sport programs, a group of researchers and youth sports social entrepreneurs collaborated to create a national agenda for sports programs in “out-of-school-time” (Perkins & Noam, 2007). This hybrid of youth sports coaching and youth development was given the term, “sports-based-youth-development” (SBYD). This same group has identified core concepts and competencies for SBYD programs and workers. Many of them are derived from a community youth development framework and PYD competencies displayed in table 3.

**Table 3**

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*Sports Based Youth Development Competencies* (Perkins & Noam, pp. 78–82)

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- *Physical and psychological safety*
  - *Appropriate structure and facilitation*
  - *Development of positive group culture*
  - *Opportunities for skill building*
  - *Progressions of active learning*
  - *Opportunities for recognition and strength-based*
  - *Integration of family, School, and Community efforts*
-

## **Youth Worker Training and Core Competencies**

Like youth sport coaching, there is not yet official standardization for the training of youth development workers and volunteers (Astroth et al., 2004). In order for coaches and PYD workers to be successful, program leaders must be able to clarify a core set of competencies and skills that are applicable to the context of the programming (Quinn, 2004; Vance, 2010; Perkins, & Noam, 2007). Since this study aims to better understand what coaches need, in particular those coaches that also function as youth workers, literature about youth worker training frameworks was reviewed in order to aid in the design of a PD that integrates youth worker competencies and coaching competencies.

Several recent studies have examined how various organizations are pushing for the professionalization of youth work by corroborating requisite competencies and the accompanying standards-based trainings that can deliver them. For example, The Youth Development Institute brought together experienced youth workers over a multi-year period to develop core competencies of effective youth work practice (Quinn, 2004). Not only has this been an important step toward professionalization of the field, but it has also helped clarify how programs can focus their training and professional development of their workers. The Institute thus generated generalized youth worker competencies as seen in table 4.



**Table 4**

*Youth Worker Competencies: The Youth Development Institute (Quinn, 2004, p. 18)*

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- Program development
  - Communication
  - Program implementation (facilitation)
  - Advocacy
  - Assessment
  - Community & family engagement
  - Intervention
- 

A comparative analysis by Vance (2010) examined a sample of competency frameworks for Out of School Time (OST) youth programs. Much like Quinn (2004), Vance (2010) aimed to identify a common set of youth worker competencies among 11 OST training frameworks. This exploratory analysis found that 14 core competencies in three classifications of “agreement” were identified across training paradigms. These classifications of “agreement” include: **universal competencies**—those that are fundamental to the field and were a part of every framework analyzed; **substantial agreement**—when at least 80% of the considered frameworks included a particular competency area; and **agreement**—when 60–79% of the considered frameworks included a particular competency area (p. 431). The classifications and competencies are organized in Table 5 below.

**Table 5**

*Out of School Time Competencies* (Vance, 2010, p. 434)

<b>Universal Agreement</b>	<b>Substantial Agreement</b>	<b>Agreement</b>
<i>Understanding Child and Youth Development</i> —understands the principles of child and youth development and applies them to the implementation of the program	<i>Child/Youth Development</i> —understands the principles of child and youth development and applies them to the implementation of the program	<i>Safety</i> —maintains a program environment that minimizes the risk of injury to youth and teaches youth to develop habits that help ensure their safety
<i>Building Relationships with Families and Communities</i> — builds relationships with families and other organizations in the community that encourage support of and involvement in the program	<i>Positive Guidance</i> —uses positive guidance techniques to manage the behavior of youth  <i>Families and Communities</i> —builds relationships with families and other organizations in the community that encourage support of and involvement in the program	<i>Health</i> —instructs youth in and encourages behaviors that promote wellness  <i>Physical</i> —manages the program environment to meet the physical needs of youth while providing opportunities that foster physical development
	<i>Program Management</i> —demonstrates management skills that are necessary for program implementation such as resourcefulness and time management	<i>Cognitive</i> —provides learning opportunities and interacts with youth in ways that support cognitive development in youth
	<i>Professionalism</i> —acts in a professional manner by following program policies and shows commitment to professional growth by pursuing opportunities to enhance skills	<i>Self</i> —helps youth explore their interests and abilities while nurturing good self esteem
	<i>Communication</i> —interacts with youth in ways that build upon and encourages development of strong communication skills	<i>Social</i> —helps youth develop peer relationships, practice appropriate group behaviors, and encourages respect for others  <i>Diversity</i> —creates a bias free environment that reflects the diversity (cultures, religions, race, sexual orientation etc.) of

		<p>participants and provides activities that explore differences between individuals</p> <p><i>Curriculum</i>—designs program activities that meet the needs of youth and encourage youth to grow in key developmental areas</p>
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These competencies serve as important indicators for design of trainings for anyone who works with youth and overlaps with coaching competencies and TPSR instructional strategies. These concepts will be explored in Chapter 3.

**PYD training.** Training PYD practitioners in these competencies should help them do better work with the youth they serve. Several studies have examined the effectiveness of these types of trainings and what the effects are on youth. A meta-analysis by Durlak, Weissberg, and Pachan (2010) evaluated 75 reports from 69 different After School Programs (ASP) that seek to enhance personal and social skills of participating youth. Durlak and colleagues (2010), conclude that participation in ASPs is associated with multiple benefits that pertain to youths’ personal, social, and academic lives. Youth in these programs experience significant increases in self-perceptions, bonding to school, positive social behaviors, school grades, levels of academic achievement, and significant reductions in problem behaviors. These outcomes result when ASP programming and organizational structures offer skill training to youth that are sequenced, active, focused, and explicit (SAFE). The authors also note the importance for future research to explore how skills training for youth workers contribute to the effectiveness of programs. While the reviewed studies do not measure specifically for effectiveness of skills training for workers, they do call attention to the importance of

having youth workers who have strong interpersonal skills, are sensitive to the learner's developmental abilities and cultural backgrounds, and can help transfer the skills youth learn to other domains in their lives. It is worth noting that Smith, Smoll, and Curtis (1979) and Smoll, Smith, Barnett, & Everett (1993) Coach Effectiveness Training (CET) studies were among the SAFE programs examined in the analysis by Durlak and colleagues (2010). This line of youth sport coaching research started by Smith and Smoll in the late 1970's was some of the first of its kind, measuring how youth sport coach training positively affects coaching behavior and promotes positive experiences for participating youth. It also gives insight to the overlap of PYD and youth coaching.

Another meta-analysis by Dubois and colleagues (2002) examined the effectiveness of mentoring programs for at-risk youth. The criteria for the 59 studies in this analysis incorporated either a control group or pre and post-test comparison data sets. The overall findings of the analysis provide support for the effectiveness of youth mentoring programs. However, the relevance to curriculum design for the Get Ready coach training is emphasized by the findings that indicate that ongoing training and structured activities for youth mentors, as well as connections to parent support and involvement all showed to be statistically significant moderators that contribute to effective programming, compared to programs that did not offer ongoing support (DuBois, Holloway, Valentine, & Cooper, 2002, p. 178).

Implementing a Training-of-Trainers (ToT) approach was studied by Ray, Wilson, Wandersman, Meyers, and Katz (2012) in order to better understand how to scale evidenced-based interventions for youth programs. They define the ToT model as,

...a specific form of training that has been found effective in providing would-be trainers with the necessary knowledge and skills to become trainers themselves in a variety of contexts. As such, ToT participants need to achieve an adequate level of expertise in the concepts and techniques contained in the training in order to have the ability and confidence to effectively train others...While models for ToT most often use a “learn by doing” approach and rely on adult learning theories, they may vary in length, and there is no prescribed method for their implementation. (p. 416)

Because this type of training model relies on experiential learning, this study found that, “training content needs to be reviewed, learned, and practiced” (p. 425). The authors also call for more research about how to deliver high quality ToT models, posing the question, “Is there consistency across communities so that a “core set of competencies” can be established?” (p. 427).

### **Induction and Professional Development**

Studies about teacher induction and professional development are important to this project because the coach internship in this study is similar to both an inservice teacher training and a teachers' induction year. Studies have shown that induction programs that support first year teachers often positively influence their efficacy and retention (Howe, 2006; Ingersoll & Strong, 2011; Manuel, 2003; Schuck, 2003). The many challenges that first year teachers experience can and often do cause premature exits from teaching, giving the profession high attrition rates (Ingersoll & Strong, 2011; Jones, 2002). Many researchers agree that new teachers must be supported as they are

integrated into their new profession and school community in order to help preserve their self-esteem and confidence (Jones, 2002). Therefore, as it relates to training youth sport coaches, understanding how first year teachers are effectively supported can provide valuable insight into how to support novice youth coaches—particularly those working with high needs youth.

In a critical review of 15 empirical studies about induction programs for beginning teachers, Ingersoll and Strong (2011) found that nearly all of the programs studied were effective at helping teachers improve their classroom performance across teaching categories. They also found that participants reported high levels of satisfaction with their experiences in the induction programs and were retained beyond their first year. The authors maintain that context must also be considered and that the efficacy of induction programs likely depends on the school setting. It is important to note that the studies examined also focused on large urban school districts where the majority of students come from low-income families, comprised of high-needs youth. Furthermore, it is clarified that participating districts had few induction programs already in place. To conclude, the authors clarify that good induction programs help first year teachers in several capacities. However, they do not analyze how, why, or what makes a good induction intervention.

Results of Howe's (2006) review of teacher induction literature corroborate common attributes and features of successful induction programs from nine different countries. Specifically, Howe (2006) reports that the most successful programs share common characteristics as seen in table 6.

**Table 6**

*Attributes of Successful Teacher Induction Programs* (Howe, 2006, p. 295)

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- Opportunities for collaborative learning between neophytes and experts
  - Gradual acculturation
  - Comprehensive inservice training
  - Extended internships
  - Access to mentors
  - Reduced teaching assignments in year one
  - Time for reflection
- 

Manuel (2003) examined case studies to learn about how the induction process affected the retention of six first year teachers in a sample of Australian schools labeled as “hard-to-staff.” In doing so, the author found that among the six teachers studied, their challenges had mostly to do with school culture and workplace conditions. The result was that after five years only one teacher remained committed to teaching while the others had either left the profession or were on the verge of leaving. The teachers concluded that their experiences could have been different and offered several strategies for professional support and development that they perceive would have not only helped nurture them to more successful practices in their first year of teaching, but also would have helped solidify more permanence for them in the profession. These include: a reduced teaching load in year one, access to mentors, ongoing teacher-centered and context-relevant professional development, pastoral care for new teachers, continuing professional development for school leadership, and improved workplace conditions

within the schools.

While these induction programs focus on first year teachers, they are also part of the larger professional development domain. In determining what is effective in professional development for teachers, there is a tension among education professionals that there are not enough “high quality” interventions (Borko, 2013). Borko (2013) asserts that in general, PD for teachers is “woefully inadequate and fragmented” (p. 3). Nevertheless, there is consistency in research about PD that argues effective PD addresses the needs of the students that the teachers are currently serving and helps teachers put the skills promoted by the PD into practice in the classroom (Buczynski & Hansen, 2009; Little & Houston, 2003). Furthermore, PD should involve the following: a “situative perspective” that is supported by a curriculum that allows for the participants to interact with each other as peer leaders, consideration for teachers’ unique experiences and contexts, and modeling of practical skills (Borko, 2013; Little & Houston, 2003; Margolis & Doring, 2012).

Guskey (2002) presents a research-based model for how to evaluate professional development programs for teachers. While the model provides a method to examine how participating teachers experience the trainings, he emphasizes the importance of the effects trainings have on student learning. The model outlines five levels of evaluation: participant reactions, participants’ learning, organization support and change, participants’ use of new knowledge and skills, and student learning outcomes. Guskey (2002) argues that program evaluators ought to focus on gathering evidence about how PD has influenced student learning rather than trying to “prove” that the PD was effective.



Bland & de las Alas (2010) performed a meta-analysis that examined research studies about the effectiveness of teacher professional development interventions for K–12 teachers of math and science. The analysis identified common characteristics of these professional development program designs to include: subject content, pedagogical content, assisted implementation, follow-up/reinforcement of learning, ongoing support from other teachers and mentors, and trainings that spanned six months or more.

Even though much literature suggest that PD should align with Lave and Wenger's (1991) situated learning characteristics, a study by Margolis and Doring (2012) warns that PD can become too practically oriented and thus mandate teaching practices rather than help teachers become better professionals. This study examined PD that addressed teacher leadership over the course of two years and across four school districts. In doing so, they interpreted that this PD curriculum emphasized overly prescriptive teaching methods to participating teachers, rather than focusing on teacher learning and reflection. They called this practice “replication of teaching” and suggest that PD should avoid being platforms for district reform efforts and instead focus on professional learning.

## **CHAPTER 3: DESIGNING A PROFESSIONAL DEVELOPMENT CURRICULUM**

The rationale for engaging this group in training and then studying their experiences addresses the need to have formalized, program-specific training for coach interns at the Get Ready program. This section will give a rationale for the training by first providing an overview of competency-based training and how it applies to sport coaching. Second is a description of the Boston University sport psychology and coaching programs as it relates to the graduate students that participated in this training. Third, the context of the Get Ready program and coaching internship will be described. Fourth, the everyday functioning of the Get Ready program is detailed in order to understand what the intern coaches do on a daily basis. Fifth the PD design and training procedures are summarized for an idea of what the PD modules look like.

### **Competency Based Training**

Competency-based learning is grounded in the idea that learners must develop knowledge-based skills before they can be allowed to work in certain trades and professions. Competencies to be acquired when using this approach are described as integrated practical knowledge, skills, and attitudes (behaviors) that are associated with one's ability to perform the tasks required of a job, trade, or profession (Fletcher & Maher, 2013; Kenkel & Peterson, 2010). Competency-based training typically requires that learners pass assessments where they must demonstrate that they can successfully apply these knowledge, skills, and attitudes in a practical context (Bawane & Spector, 2009; Diez, 1988; Kenkel & Peterson, 2010; McInerney & Buckeridge, 2011; Vorhees,

2001). Though this approach to training began with the trades, in the 1970's and 1980's, many professional fields such as healthcare, business, and education, began adopting competency-based approaches to training in an attempt to make new hires in these fields "job-ready" and thus more effective workers upon arrival (Bawane & Spector, 2009; Diez, 1988).

Using a competency-based approach to learning essential skills relies on giving learners opportunities to practice them in action or as repetitions of simulated events. Bers (2001) writes that a competency-based approach to learning is based on applied knowledge:

In brief, measuring competencies to assess learning and the extent to which students can *do* something is a process that takes place in settings that simulate the real world in which the task or set of tasks would be performed. Even if the physical setting is a classroom, the problem that students are asked to solve or the exercise that they are asked to perform is derived more or less from real situations.

(Bers, 2001, p. 33)

In simpler terms, competencies are often described as, "what one can do with what one knows" (Demers et al., 2006). Competencies are also, "the building blocks for more complex professional roles and for the vision of training for multiple roles" (Kenkel & Peterson, 2010, p. 25)

Designing a competency-based training program starts with identifying competencies that are discipline appropriate. Because competency-based training has such a broad scope of application, the context of the occupation or performance domain

will determine the most realistic method for identifying competencies. Blank (1982) offers three options for how to do this:

...(1) go out and observe workers on the job for a length of time and record the tasks they actually perform. We could (2) meet with a group of workers from the occupation and, together, identify tasks performed. Or we could (3) compile a tentative listing of tasks from our own knowledge of the occupation and other sources and have workers from the occupation verify them. (p. 69)

The professional accreditors, associations, and institutions of higher education that have embraced this sort of undertaking, maintain that the most thorough or rigorous way to develop competencies includes using expert teams that include practitioners, scholars, and empirical analysis (Bers, 2001; Diez, 1988; Fletcher & Maher, 2013; Kenkel & Peterson, 2010). Though, this process is arduous and can take years to develop. At the same time, it is not always realistic or necessary. For example, in the 1970's, the faculty at Alverno College embarked on a curriculum overhaul to adopt competency-based and ability-based approaches to teacher education for their undergraduates. What was intended to be a two-year project ended up lasting over a decade. In changing their teacher education programs, Alverno assembled an interdisciplinary team of faculty, including scholars and practitioners from the fields of nursing, psychology, management, and teaching to conduct empirical studies to evaluate what models were effective. At the same time, they were also undergoing a thorough analysis of the existing literature that helped them develop competencies appropriate for teacher education (Diez, 1988). After years of preparation and program evaluation, Diez (1988) asserts: "faculty were now

ready to move to professional programs in teacher education, that is, to develop a clear sense of what the beginning teacher should know and be able to do, and to teach and assess for those abilities" (p. 7).

Similar to the efforts of Alverno College, professional psychology's NCSPP (National Council of Schools and Programs of Professional Psychology) spent two decades developing their competency-based education model to match the American Psychological Association's (APA) Commission on Accreditation and licensing standards. Kenkel and Peterson (2010) write:

The educational model developed by NCSPP uses a competency-based core curriculum, including seven competencies seen as essential for psychological practice. Each competency has major domains and consists of a set of KSAs [knowledge, skills, and awareness] that should be covered in the training program...the model stresses preparation for actual roles as practitioners in a variety of service delivery settings...(p. 7)

When working as a practitioner, technical skills are vital. Kenkel and Peterson (2010) argue for the potential value competency models have for preparing practitioners to be successful. They argue that explicit practitioner-based education is the preparation that is needed to enter the workforce, which will also help graduates be "educated as clearly as the realities can be known or the future unseen" (Diez, 1988, p. 35).

While the examples of Alverno and NCSPP involve competency based design at the institutional level, less sophisticated program design is possible. For example, table 7 shows Blank's (1982) criteria to consider when designing a small-scale training program.

Blank (1982) also suggests instructors should be trained in a similar way that they are giving the training—under a competency-based system that looks very similar to the one he/she will deliver (p. 326).

**Table 7**

*Criteria for Designing a Competency-Based Training Program* (Blank, 1982, p. 320–321)

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- What will students learn?
  - Which students will be enrolled?
  - When will students learn each task?
  - How will students learn?
  - If students have mastered tasks?
  - Who will provide the instructor with the training, curriculum, administrative, and technical support needed?
- 

Once competencies are decided upon, they need descriptive criteria to make it clear what needs to be performed. As it applies to sports coaching, McInerney and Burckeridge (2011) suggest that:

units of competency are made up of a number of elements of competency, each with specific performance criteria that are the standards by which coaches are measured. The training provided to coaches is structured to build the knowledge and skills of coaches to meet these standards. (p. 22)

**Coach education, moving towards competency-based frameworks.** There is a growing contingent of coaching researchers who agree that competency-based

frameworks for coach education are superior to traditional content or information-based models, like the CET frameworks of the past. Competency-based models have shown to help foster increased coaching confidence by focusing on skill development, problem solving in context, and learning by "doing" (Brachlow & Sullivan, 2006; Deek, Werthner, Paquette, & Culver, 2013). As such, Canada's National Coaching Certification Program (NCCP) has adopted competency-based frameworks for training their coaches. When compared to the traditional theory-based models, these trainings have yielded statistically significant results regarding effectiveness at helping coaches develop coaching confidence (Brachlow, & Sullivan, 2006; Coaching Association of Canada, 2003, 2012; Demers et al., 2006). Higher education has followed suit as Canada's Laval University has established a competency-based approach to the Baccalaureate in Sport Intervention (BIS) coach education program. This includes a 3-year course of study that blends course-based learning and structured internships (experiential learning) while also training students how to become reflective practitioners. The design of the BIS competencies provides that students are expected to progress through three learning pathways: teaching effectively, integrating all competencies (the internship), and managing a sport program. The reflective piece is then integrated to ensure that the students can intentionally transfer the theoretical skills from their coursework to their internship (Demers et. al., 2006).

In the United States, the National Standards for Sport Coaches (NCACE) has followed a similar path by developing coaching standards for youth coaches in the form of the *National Standards for Sport Coaches* (2006). This consists of eight competency

domains made up of 38 standards with corresponding benchmarks. Notably, standard three in Domain 1—Philosophy and Ethics—addresses competencies associated with teaching personal and social responsibility (NCACE, 2006). Standard three states: "Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program." (p. 8). While these have been influenced by Hellison's (2011) TPSR framework, unlike the Canadian's competency-based models, the NCACE handbook does not offer a training framework that teaches coaches how to embed these competencies into their practice. Rather, according to NCACE (2006), these standards act as a guide for coaching education program directors. They suggest: "Coaching education program directors should use these standards to construct curriculum for training previously underrepresented populations in the coaching industry..." (p. 3). Furthermore, unlike Canada, in the U.S., there are no laws requiring that youth coaches get training of any kind.

National governing bodies of sport are also adopting competency-based trainings. For example, World Rugby, formerly the International Rugby Board (IRB), has used a competency-based training model for all of their coaches. As such, their youth coaches must be able to demonstrate competencies with similar intentions to those of the youth development approach. Likewise, competency-based training was developed to provide clear and deliberate pathways toward accreditation as the sport works toward furthering the professionalization of its youth coaches. Even though the training program has not yet been evaluated, researchers used other empirically based frameworks to design the model. As an example, table 8 shows The IRB core competencies for a level three coach



and some of the 42 performance criteria that describe those competencies. This table serves as an example of what a competency rubric can look like that considers the criteria Blank (1982) suggests to create competencies as well as the descriptors of performance criteria that McNerny and Burckeridge's (2011) argue are necessary to help make it clear how competencies should be demonstrated.

**Table 8**

*International Rugby Board - transcripts for accreditation* (International Rugby Board, 2013)

<b>Core Competencies</b>	<b>Criteria:</b> The coach is able to:
A. Planning	2. Produce a season plan with defined outcomes integrating psychological, physical, tactical and technical aspects of performance 5. Involve players and other staff in the season planning process 8. Maintain a coaching diary
B. Management & Organization	10. Prepare detailed practice plans with the input of the coaching team where necessary 12. Ensure the coaching environment is safe 16. Monitor and review the performance of the coaching team
C. Observation & Analysis	19. Apply functional roles to analyze player performance 21. Identify critical incident within an episode of play and analyzes root cause
D. Technical & Tactical Application	25. Provide the players and team with practices and appropriate progressions to address weaknesses and reinforce strengths 32. Modify practice activities to achieve the game plan
E. Communication & Interaction	34. Provide feedback which helps players improve performance 37. Seek feedback from players 39. Demonstrate effective questioning skills 40. Demonstrate effective listening skills 42. Self-reflect honestly and accurately

## **Boston University Sport Psychology and Coaching**

Get Ready operates within a TPSR framework, at Boston University, there is no coursework available to sport psychology, coaching, and counseling students that offers training in TPSR-specific teaching strategies. More generally, while the coaching master's students are offered a course on coaching methods, sport psychology and counseling students lack a requirement for any generalized training in pedagogy. For example, the degree requirements for the sport psychology track do not mandate classes about working in schools, teaching and learning methods, athletic coaching pedagogy, or physical education. Rather, sport psychology degree requirements include classes that focus on counseling theory and techniques, ethics, psychology assessment, sociology of sport, issues in sport psychology, and performance theory—to name a few. One relevant elective available is called “Teaching Human Movement” but is often overlooked by masters’ students because it does not count toward certification for the Association of Applied Sport Psychology (AASP)—the only board certification available for sport psychology professionals. This is relevant because the sport psychology students are placed in a working environment for which they receive limited training for teaching, learning, coaching, or pedagogy that they need at Get Ready, and elsewhere: especially if they plan to pursue a professional pathway in either youth development or coaching. Therefore, this project aims to fill this small, but potentially influential gap in these graduate students' professional training. In past iterations of the Get Ready program, no formal training has been offered.

## **Context of PD**

The context of this study is comprised of a combination of four settings: The Get Ready program, Boston's English High School (an urban Title 1 school) where Get Ready takes place, a practicum supervision course, and seven professional development modules. Together, these four settings make up the Get Ready coaching internship and training mechanism for the participating graduate students. This internship was assigned to all six graduate students as a degree-fulfilling practicum requirement with this placement based on several factors that included matching the site to their professional interests. Graduate students will be referred to as coaching interns or "coaches" throughout the rest of the study.

The first two settings—Get Ready and English High—make up the situated learning aspect of the context. Get Ready is a TPSR-based strength and conditioning program delivered twice a week as a first period class to students in grades 9–12. The population of the school represents a diverse demographic of students from several different countries and ethnicities. Get Ready serves those that identify as African, African American, Latin American, and Caribbean. Several of the youth served have spoken Spanish, Haitian Creole, and Cape Verdean Creole as a first language. The aim of Get Ready is to be able to teach transferable life skills to participating youth through the physical activity of strength and conditioning training. The six coaching interns at the program help facilitate psychomotor and psychosocial development for the enrolled youth. Moreover, for several of these intern coaches, this was their first experience working with urban youth of diverse cultures, ethnicities, and language.

The third and fourth settings represent the off-site internship supervision and training mechanisms at Boston University. These include a practicum course and professional development training developed specifically for this program and for this study. The practicum course fulfilled the university's supervision requirement, supported the situated learning experience, and met once every week. The PD includes seven professional development modules that were delivered as supplemental trainings designed specifically for this program and met roughly once a month over the course of the eight-month academic year. These PD modules were not degree requirements, were voluntary, and were both designed and facilitated by the researcher.

### **Get Ready, A TPSR-Based Youth Development Program**

Get Ready provides youth with opportunities to experience and learn strength and conditioning training. However, the deeper objective of the program is to deliver a values-based curriculum that teaches youth transferable life skills. Life skills are defined by Danish (2002) as those that are physical, behavioral, or cognitive and that help people survive in the environments in which they live. They may be transferable to other life domains that are required by the demands and challenges of everyday life (Danish, 2002; Papacharisis, Goudas, & Theodorakis, 2005).

Get Ready utilizes TPSR as a framework to work with youth. Don Hellison's (2011) model for Teaching Personal and Social Responsibility Through Physical Activity (TPSR). TPSR was developed specifically for working with underserved youth and is also considered an effective model. The Hellison (2011) framework offers youth opportunities to make choices, to positively engage with adults, to lead and help each

other, and to express their opinions. This values-based curriculum emphasizes self-reflection and caring for others, which is fundamental to building social competency.

The socially based interventions of TPSR have “Vygotskian” foundations. Because Hellison’s design is based on reciprocation of a helping group dynamic, both from adults and among peers, the concept of engaging the *Zone of Proximal Development* (ZPD) is continually accessed. The curriculum promotes positive social interactions and relationship building with both peers and adults. Participation in the physical activity requires attention to communication, empathy, and caring for others. Furthermore, every session ends with a reflection talk that aims to give each participant the opportunity to develop his or her voice within the group while also supporting her or his peers.

Hellison (2011) maintains that practicing these kinds of dispositions can promote a sense of autonomy that often helps youth deal with stressful social interactions. This is relevant to a broad range of youth, and can be particularly salient for those from high-needs backgrounds who often cope with turbulent changes associated with having limited resources. These include: poverty, witnessing neighborhood violence, unstable home lives, moving often, homelessness, changing schools, and for many immigrant groups learning a new language. As such, there exists tremendous potential for these talks to offer youth support, affirmation, understanding, and validation that is deeply meaningful.

The Hellison (2011) approach focuses on having students practice and reflect on how they engage in five “responsibilities.” These include: respect, effort, self-direction (referred to as “self-coaching” at Get Ready), helping others (referred to as “coaching” at Get Ready), and transfer—using these skills in other domains of life. TPSR programs aim

to eventually pass off the leadership of the activities, allowing the participating youth to facilitate them. One way the program is perceived to be a success is when the adult leadership and coaches are no longer needed, and the adolescents choose to run the program autonomously. Get Ready attempts to do this by fostering connectedness and a caring climate through various forms of mentoring and leadership opportunities (Bernat & Resnick, 2006).

**The activity.** The format of the Get Ready program includes 50 minutes of physical activity, concluding with 10 minutes of reflection time that includes both reflective writing and reflective talking. The program begins with a dynamic warm-up at 7:25 am. This lasts 13 minutes and includes “relational” time where the coaches engage the students in informal discussions to build rapport. Coaches also use relational time to ask students how they have practiced the life skills they have learned at Get Ready since their last session.

After the warm-up, students collect binders with their workout cards (which can be seen in Appendix A) to complete a checklist of program-oriented skills they engaged in since the last class. This is called the “skillz bank.” Then they listen to a quick mini-lesson called the “skills awareness talk.” The skills awareness talk (mini-lesson) is typically very short, no more than two minutes, and coaches address a choice of skills that the students can practice for the rest of the class. These skills represent personal responsibility and behavior that demonstrates caring for others. Students are asked what of these skills had they practiced since the last class and how they might go about practicing any of the skills presented for the rest of class.

These skills are thematic in nature and include descriptive values and dispositions, which can be seen in table 9.

**Table 9**

*Get Ready Language: Adapted from Hellison's (2011) TPSR language*

<b><i>Respect</i></b>	speak your mind but watch your mouth zoom out everyone matters
<b><i>Effort</i></b>	get moving reach out reach down
<b><i>Self Coaching</i></b>	do your job and understand others check and adjust (good-better-how) follow <i>your</i> plan
<b><i>Coaching</i></b>	catch them being good know your players' strengths lead now

Note that the Hellison language has been slightly adapted to fit the context of the strength and conditioning activity. One of the mottos of the program is that everybody is a coach. Therefore, “self-direction” and “caring for others” are referred to as “coaching” and “self coaching” at Get Ready.

At the end of the awareness talk, youth collaborate with a coach to write the daily exercise plan, choosing exercises from a workout menu. From 7:43 until 8:08, youth engage in a strength training circuit where they practice weight-bearing and body-weight

exercises. In this time, coaches help the youth follow their plan; instruct exercise techniques; make sure youth are recording their activities on their workout cards; and remind youth between exercises, of the TPSR skills (from the skillz' bank) they are meant to be practicing.

At 8:08, everyone stops exercising and sits in one of several small circles. For five minutes, with the help of the coaches, youth write a short reflection about what they learned that day and how they want to use it outside of Get Ready—this is to encourage them to transfer these skills outside of the gym. Coaches sit with the youth and talk to them about their reflections, assisting them by verbally exploring and expanding on an idea—more than just physical activity—that came from the day's session before they write. Then, having had the chance to refine their ideas, students can write their reflection on their workout card before verbally presenting it to their group. This prompting for the take-away reflection is purposely worded in an open-ended way to allow flexibility and freedom to share what youth please. Youth can reflect upon and construct meaning from their daily experience that day with the hope that they can then carry those meaningful experiences forward with them. If they get stuck, which they often do, they are helped along the way through a series of prompts that ask what they may have learned that day, why it could be important to them, and how could they use it when they leave us—giving students another opportunity to communicate how they want to transfer what they are learning outside the gym. Youth also rate themselves on the Beedy's Leadership Scale (Wicks, Beedy, Spangler, & Perkins, 2007), based off of a Likert scale, by circling a number between 1 and 5 on a scale printed on the bottom of their workout card that



represents how they perceive their own engagement in the class for the day. A self-rating of “1” indicates that the student is a detractor and pulls others away from participating in the activities; “2” indicates that the student was an observer; “3” offers that the student was a participant; “4” provides that the student was a contributor to the program; and “5” designates that the student was a “leader” throughout the class period. At 8:15, everyone stops writing and is then encouraged to share his or her reflection verbally. Everyone has the option to pass but are encouraged to speak and explain their thoughts. It is acceptable to speak or write in any language during the reflective time. Though, other than English, Spanish is the only other language that has been shared so far.

The entire activity is recorded in small sections on their workout card in order to have a written history of their activity and improvement. Thus, the entire hour is structured so that students are able to explore, explain, extend and evaluate their progress (Bransford et al., 2003, p. 139).

Get Ready ends at 8:25 and the students then depart for class. Normally they are provided with a granola bar and a chocolate milk at the end of the session.

### **Coach Training Design and Procedures**

In order to effectively facilitate the Get Ready program as described above, coaches who work at the program must be competent as strength coaches and youth workers, and in TPSR-based teaching strategies. While past experience working in sport and/or with youth is certainly helpful for being successful in this context, it is the rare person who can walk into this program and do it all. In order to make sure all coaches who work at Get Ready leave the experience with competence in these domains, a seven-

module professional development (PD) program was designed to offer them opportunities to learn and practice program-specific skills that support competence in this dual role of, "Coach as Youth Worker".

The seven PD modules delivered a modified competency-based training program. They taught a set of competencies that were chosen by the researcher through a process that included reviewing literature about training for youth development, sports coaching, and TPSR. Dr. John McCarthy, a professor at Boston University and the Get Ready program director, after several meetings with the researcher, approved the competencies as appropriate for what his interns needed to be able to perform in order to run effective programming. These have been named "Coach as Youth Worker" competencies in order to describe the dual role intern coaches occupy while at Get Ready. After the competencies were established and approved, they were then organized into training modules and delivered as skills-focused lessons. The competencies can be seen in Table 10:

**Table 10**

*"Coach as Youth Worker" Competencies*

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- Scaffolding the Reflective Process.
  - Safety
  - Integrating Surrounding Community.
  - Communication, and Common Language.
  - Developing, Modeling, and Sustaining Positive Group Culture.
  - Management, Delegation, and Participant Learning
  - Planning and Design of Learning Objectives and Activities.
  - Giving Appropriate Feedback.
  - Creating Opportunities for Participant Success and Leadership.
- 

These "Coach as Youth Worker" competencies are on display in the second column and align with those of government agencies, non-profit groups, expert practitioners, and university-based researchers as showcased by the other columns in Table 11 (Coaching Association of Canada, 2005; Huebner et al., 2003; Quinn, 2004; Vance, 2010; Wright & Craig, 2011).

**Table 11**

*Comparison Table for Competencies in Youth Work, Coaching, and TPSR*

	<b>“Coach as Youth Worker”</b> - Competencies (Ettl, 2016)	<b>TARE</b> Teacher Observation Categories for TPSR practitioners (2012)	<b>National Collaboration for Youth:</b> Youth Development Worker Competencies (2004)	<b>National Collaboration for Youth Professional Development Competencies</b> (2004)	<b>NCCP Level 2 Coach Competencies</b> (2005)	<b>NASPE</b> National Standards for Sport Coaches (2006)
Safety	•	•	•	•	•	•
Management & Learning	•	•	•	•	•	•
Planning	•	•	•	•	•	•
Feedback	•	•	•	•	•	•
Develops Positive Culture	•	•	•	•	•	•
Opportunities for leadership	•	•	•	•	•	•
Integration of Surrounding Community	•	•	•			
Communication & Common Language	•	•	•		•	•
Scaffolds Reflection	•					
Physical Conditioning						•
Works as part of a team and shows professionalism			•			
Demonstrates the attributes and qualities of a positive role model			•			

Each PD lasted between 60 and 100 minutes and focused on practicing the above, "Coach as Youth Worker" competencies using case studies and role-plays giving intern coaches opportunities to practice program-specific skills. While formal observations and evaluations typically conclude competency-based trainings, the researcher did not perform any formal evaluations for this study due to its exploratory nature and because the researcher was in a collegial role with the participants as opposed to a supervisory one. Instead, coaches were asked to self-evaluate at the conclusion of their required commitment at Get Ready using the Self-Reported Competency Scale (SRCS) for youth workers (Hartje, Evans, Killian, & Brown, 2008). This will be discussed further in the methods section.

This first iteration of the PD model was an experimental design based on recommendations by coaching (Demers, et. al., 2006; Santos, Mequita et. al., 2010) and youth development scholars (Bowie & Bronte-Tinkew, 2006; Quinn, 2004), and tested as a pilot study by the researcher. In its initial design stages, the researcher followed suggestions about how to support coach learning through a balance of opportunities that link theory to practice.

- Guided or mediated learning can accelerate coaching knowledge (re)production and subsequent coach development. However, formal learning situations cannot deliver all key learning principles
- Formal educational situations cannot encompass all of the experiential learning required to "embed" learning
- The potential disadvantages of informal educational situations can be

ameliorated by elements of structured mentoring and learning contracts

- The experiential element of learning can be moved from work experience to apprenticeship by adding a degree of structure, reflection, and evaluation;
- Formal education needs extensive and variable experiences to convert situated learning to understanding (Mallete et. al., 2009, p. 329)

With these five points in mind, the researcher intended to design the PD modules as a bridge to clearly convert, as bullet five states, content and contextual understandings into applicable skills at Get Ready and beyond. Since the university's curricula for sport psychology and coaching students do not offer practicum-site-specific training, this intervention was supplemental with an effort to enhance on-site practice by coaching interns and to also improve youth outcomes. However, testing for youth outcomes is beyond the scope of this study.

The pedagogy implemented at the PD modules was most influenced by the Canadian competency-based models for coach development (Demers, et. al., 2006; Santos et. al., 2010) and from the recommendations of the United Kingdom coaching practitioners (Nelson, Cushion, & Potrac, 2012). In particular, Brachlow and Sullivan's (2006) evaluation of Canada's National Certification Coaching Program provides evidence that competency-based approaches can help improve instructional techniques of coaches. Similarly, Nelson and colleagues (2012) studied 22 coaches from eight different sports, all of whom favored pragmatic pedagogy. Ascribing to activity-based lessons is key to supporting coach learning. They write: "These practitioners desired personally relevant and practically usable content delivered through pedagogical approaches that

encourage learners to actively participate in the course" (p. 13).

For this study, the researcher attempted to implement this type of pedagogy by using activity-based pedagogy including: problem based learning, case study, and role-play. The rationale for doing this was that these teaching methods could provide participants with opportunities to practice coaching and youth development skills off-site at the university, in a low-stakes environment and with guidance (Cassidy, Jones, & Potrac, 2008; Nelson, Cushion, & Potrac, 2012). Furthermore, a case study approach has been found to be useful when training preservice teachers. It is said to encourage them to actively generate solutions to real-life challenges instead of passively receiving theoretical content through lectures (Silverman, Welty, & Lyon, 1992).

**The professional development training.** The Get Ready competency-based training is comprised of seven professional development meetings, each lasting between 60 and 120 minutes. This section will provide a summary of the modules with references to the Appendices where the full lesson plans and activities can be seen.

***Module 1, competency 1: Program overview and scaffolding the reflective process.*** In this session, the program mission, goals, and curriculum are discussed in order to provide theoretical and philosophical foundations of the program. A broad overview of the requisite competencies is introduced, and the competency guide is distributed, which can be seen in Appendix B. There is also a tutorial with explicit instructions for how to begin the competency, *Scaffolding the Reflective Process*. This competency refers to how coaches talk to youth to prepare them to engage in reflective writing and discourse throughout the class. This is essential to the first session because

the youth at Get Ready begin learning how to reflect both orally and in writing from the first day. Therefore, the coaches must have immediate training in helping develop the reflective process. The full lesson plan can be seen in Appendix C.

***Module 2, competency 2: Safety.*** This lesson practices building awareness for how to identify safety concerns to ensure both physical and emotional safety for all program participants. The lesson provides opportunities to practice taking preventative measures to avoid dangerous and threatening situations. Coaches also practice coaching cues and pedagogical strategies that address proper techniques to be used during the physical activity, as well as strategies that ensure cognitive and emotional safety. The full lesson can be seen in Appendix D

***Module 3, competency 3: Integration of surrounding community.*** In this module, coaches learn to strategize ways to deepen their relationships with the students. These can include plans to identify other adults that are close to the students, such as teachers, team-sports coaches, parents, siblings, aunts or uncles, and school counselors who can help the coaches know more about the students, their interests, and how they are engaged outside of Get Ready. Coaches are presented with ideas about how to deepen their engagement by doing things like spending time in the school during school hours such as eating lunch with the students or studying with them during study hall. This session is a time to brainstorm, plan, and then practice how coaches would like to execute how they will integrate themselves. For example, if the coaches decide they want to call students' parents and guardians at their homes, they can put together a script and then practice in a role-play situation. The full lesson can be seen in Appendix E



***Module 4, competencies 4 & 5: Communication and developing a common language; Developing and sustaining a positive group culture.*** Scenario-based case studies are created by Get Ready coaches in order to practice using common RECS (Respect, Effort, Coaching, & Self Coaching) language and to develop a positive group culture. Coaches practice using prompting phrases and questioning techniques that can help adolescents develop reflective skills and dispositions. This session also revisits the competency for, *Scaffolding the Reflective Process*, since there is some overlap and can be seen in Appendix F.

***Module 5, competency 6: Physical activity coaching & feedback.*** The competencies for giving feedback give attention to both written and oral feedback from coaches to students. Coaches practice prompting students verbally through questioning in order to help develop the writing and speaking processes of reflection. Again, this process is rehearsed through role-play.

Attention is given to the practice of written feedback as well. Since each student's workout card has a space for coaches to provide feedback for each written reflection, coaches are given the opportunity to collaborate to identify how to comment on student writing using program language and values. In commenting on student writing, this session also explores how coaches can identify and comment on student strengths, encouraging ongoing dialogues with students.

Feedback is also addressed in the context of giving instructions and coaching during the physical activity and exercise part of the program. This addresses the content aspect of the program, strength training. This involves progressions for learning how to

safely perform strength and conditioning movements. Coaches practice strategies for coaching these techniques individually and in groups. Again, the strategies and skills that inform this type of instruction are based on questioning the student (or athlete) for formative assessment and to encourage him/her to construct the meaning and/or skill being performed autonomously (Bransford et al., 2003; Cassidy, Jones & Potrac, 2004; IRB transcript, 2013, Mike Luke in course lecture). The full lesson can be seen in Appendix G.

***Module 6, competency 7: Planning and design of learning objectives and activities.*** Coaches work in small groups to design and deliver a full Get Ready session with relevant activities and exercises that are appropriately scaffolded to include specific learning objectives that match the TPSR curriculum, values, and skills. The concept of backward planning is introduced and a backward planning lesson template is provided and can be seen in Appendix H. Each small group has the chance to look through the template and discuss what it means and how they might use it. After a larger group discussion clarifies whatever planning misconceptions arise, the small groups plan their lesson and then present their design to the larger group. If necessary, they defend the rationale behind the progressions they choose. Coaches demonstrate that they can lead an entire session, using relevant pedagogy, including coaching cues for exercises as well as prompts for reflection. The full lesson can be seen in Appendix I.

***Module 7, Competencies 8 & 9: Creating opportunities for student leadership; Management and delegation.*** Before coaches turn the program over to the students, they must be sure that they can first facilitate it without help. This means they need to manage

the environment and the people in it, including students and sometimes other coaches. Coaches practice delegating responsibilities to the students (and perhaps their peers as well) by brainstorming a list of all the things that need to be done to prepare for turning over leadership of the lesson. This is completed in small teams. Then, once delegation has happened, coaches must make sure each person knows how to do his/her assigned task.

As coaches analyze each youth's potential to lead the program, coaches strategize ways to prepare them to facilitate it. The progression for this includes identifying opportunities for youth to practice leading and/or instructing their peers on a small scale, asking individual students what they feel comfortable leading, and then helping them prepare and practice leading their part before they do it in front of their peers. Once youth have been successful on a small scale, coaches present them with more opportunities to lead the group, but in bigger numbers and for longer periods of time, hopefully allowing for the coaches to fully withdraw from program facilitation. The full lesson can be seen in Appendix J.

## CHAPTER 4: METHODOLOGY

The purpose of this study was to examine the lived experiences of graduate students studying sport psychology and athletic coaching who participated in an original "Coach as Youth Worker" PD training, designed specifically for the Get Ready TPSR-based internship practicum. In doing so, the researcher sought to understand the impact the PD modules had on participants' learning, by understanding whether they perceive to have acquired "Coach as Youth Worker" competencies and if so, how those competencies were developed. Additionally, it was important to learn participant's perceptions of the pedagogy used in the training. Therefore, this study is not testing hypotheses, developing theory, or attempting to evoke "truths" (Henriksson, 2012), but instead it is a response to what is missing in past research regarding how coaches learn to coach for youth development outcomes (Danish, 2002; Gould et al., 2006; Lemyre et al., 2007). As such, it will serve as an exploration of how to improve trainings for SBYD coaching practice.

In order to satisfy the dual purpose of this study—to learn about coaches' lived experiences in the PD and to also inform future iterations of the training by improving its pedagogy—a multifaceted methodology will be described. First, since this study focuses on the lived experiences of coaches in training, the researcher will describe a research approach rooted in phenomenology with a hermeneutically interpreted perspective (Kafle, 2011). Attention will be given to how borrowing from a phenomenological perspective helped the researcher capture the essence of coaches' lived experiences (Creswell, 2007; Kafle, 2011). Second, an overview is provided of the multiple data sources that were used to gather evidence of "what" coaches experienced and "how" they experienced it

(Creswell, 2007; Kafle, 2011, Moustakas, 1994), helping the researcher reconstruct the coaches' stories throughout their year of professional development. The data sources to reconstruct these individual stories included: coach reflections, focus group, individual interviews, and researcher's observations and field notes. Third, Braun and Clarke's (2006) six-step process for thematic analysis will be discussed. This pragmatic, applied approach to data analysis is known for being amenable to phenomenology because of its flexibility and its interpretive emphasis (Braun & Clarke, 2006; Campelo et al., 2014; Rennie, 2012; Taylor & Ussher, 2001). It also accommodates, "participatory research paradigms, with participants as collaborators" which supported the researcher as a participant researcher.

### **Phenomenology**

The research approach for this study is based in hermeneutic phenomenology in order to understand a combination of the lived experiences of graduate students training to be professionals. In order to understand how this methodological framework was constructed, first, a rationale for rooting the methodological approach in phenomenology is explained by matching elements of this study with the basic criteria and defining features of phenomenology. Second, a brief description of hermeneutic phenomenology is provided. Third, the researcher explains how hermeneutic phenomenology, in particular, is appropriate for exploring the pedagogy associated with this study.

Calling on Creswell's (2007) defining features of phenomenology, it was first determined that the emphasis on the phenomenon being explored can be phrased as a single concept or idea. Creswell's (2007) example was, "the educational idea of

perceived professional growth" (p. 78). For this study, several educational experiences—coursework, coaching internship, and PD modules—acted collectively as training mechanisms for six coaching interns. Like Creswell's example, these mechanisms being examined have been simplified or phrased as a single concept, professional development, and thus fulfill this initial criterion.

Second, Creswell (2007) maintains that exploration of the phenomenon should include a heterogeneous group of participants consisting of between 3 and 15 individuals who have all experienced the phenomenon. Accordingly matching the second criterion, this study included 6 participants who shared an academic year's worth of educational experiences (as mentioned above) that shaped one academic year of their professional training at Boston University.

Hermeneutics in phenomenology, more specifically, is an approach to interpretation. While phenomenology describes the essence and meaning of people's lived experiences (Groenewald, 2004), hermeneutics is generally described as the interpretation of "the texts of life" (Creswell, 2007, p. 79). Together, hermeneutic phenomenology emphasizes that the researcher will engage in an interpretive approach in order to gain understanding. Accordingly understanding a phenomenon happens through stories told of the experience, through deep reflection that illuminates details about those experiences, and by uncovering happenings through honoring and recreating perspectives rather than searching for accuracies (Kafle, 2011). Therefore, the crux of hermeneutic phenomenology is the lived experience of the study participants and the researcher's goal is to develop a fused description of these experiences. To do so, the researcher must

capture the subjective insights of the study participants with descriptions that consist of "what" they experienced and "how" they experienced it (Creswell, 2007; Kafle, 2011, Moustakas, 1994).

Because the training experiences for this study were much more than a few isolated interventions, using a hermeneutic phenomenological approach of inquiry helped the researcher access moments and interactions that were meaningful to the participants, both individually and collectively. Smith (2004) maintains that this process is layered: "The participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world" (p. 40). By constructing these moments into descriptions that link the participants, the researcher, and the reader—deep understandings can be formed about how they all combine to explain the experiences as a whole. This is the ultimate goal of hermeneutic phenomenology—revealing the "essential, variant structure or essence" of the phenomenon being examined (Creswell, 2007, p. 82).

For this study, the comprehensive training experiences being examined involve several components—coursework, coaching internship, and PD modules—that are all interconnected and combine to make a whole. Even though the research questions focus primarily on competencies and skills that were the emphasis of the PD modules, all the components contribute to understanding how coaches might acquire the competencies and skills addressed in the PD modules and supported in practice at the internship. For this reason, it was determined that trying to study the PD modules as isolated interventions would not provide sufficient opportunities to comprehensively understand

what was experienced and how it was experienced from a training standpoint.

Furthermore, connecting these experiences through hermeneutic phenomenology can also help coach educators better understand what pedagogical methods resonate with coaches in training (Henriksson, 2012; van Manen, 1997). Henriksson (2012) promotes the importance hermeneutic phenomenology has in the study of pedagogy and understanding how theory becomes practice:

Hermeneutic phenomenology is interested in lived experiences; it takes human experiences seriously; it takes a bottom-up perspective on pedagogical issues and as such is a democratic way of doing research...Hermeneutic phenomenology can also be described as the "missing link" between theory and practice...Hermeneutic phenomenology lets researchers and teachers alike see the unique person as a living, breathing subject. (Henriksson, 2012, p. 18)

Moreover, van Manen (1997) asserts that the comprehensive nature of hermeneutic phenomenology can also help serve pedagogy by highlighting matters that need attention that might not otherwise get it: "By looking at multiple perspectives of the same situation, a researcher can start to make some generalizations of what something is like as an experience from the 'insider's' perspective" (Leedy & Ormrod, 2001, p. 153). This is not to say it is a method to evoke "truths," but rather one that includes subjective accounts of events, making for robust perspectives that can help make improvements on practice (Henriksson, 2012). Frieson and colleagues (2012) suggest that hermeneutic phenomenology helps link theory to practice: "It has the power to create a pedagogical attunement, bringing pedagogical research into harmony with everyday pedagogical



practice. If well written, or well conducted, hermeneutic phenomenology and reflection can awaken a forgotten attunement to teaching and to life itself" (p. 123).

Finally, coaching and sport psychology scholars argue that phenomenology is a valuable research method for sport contexts and that there are too few phenomenological examinations with sport foci (Allen-Collinson, 2009; Gearity, 2012; Kerry & Armour, 2000). Allen-Collinson (2009) argues that the descriptive nature of phenomenology should be embraced more in sport, maintaining:

...phenomenology in particular might offer fresh descriptive and analytic insights into the study of sporting embodiment, it is clear that there are sound reasons for incorporating phenomenological perspectives into the theoretical and methodological pantheon of approaches to investigating sporting experience. (p. 292)

Kerry and Armour (2000) also give value to the personalized aspect of examining experiences. They maintain: "It can be argued, therefore, that subjective knowledge, recognized or not, is at the core of sport-related inquiry" (p. 2). Allen-Collinson (2009) expounds on this sentiment:

With its focus upon the essential (but always context-dependent) meanings of phenomena, it [phenomenology] can portray sporting embodiment vividly and evocatively. Phenomenology seeks to remain 'true' to the expert accounts of those who experience it directly, rather than creating abstract theories without due attention to, and analytic grounding in those accounts. (p. 293)

More apt to this study, in youth sport, Gearity (2012) used phenomenology to

understand how young athletes experienced poor coaching. In doing so, the phenomenological method helped generate recommendations for how coaches can better serve athletes as learners. Gearity writes, "Therefore, it is recommended that coaches be knowledgeable of the technical, tactical, and mental skills of their sport, and also how to facilitate athletes' learning." Gearity follows this with specific recommendations and basic strategies that coaches can practice to improve pedagogy. Gearity's study, with subjective accounts of how a group of learners' experience instruction (albeit specified as poor), adds to the rationale that a phenomenological approach to examining sport coaches as youth workers can help make improvements on practice (Gearity, 2012; Henriksson, 2012).

### **The Researcher**

The researcher has over twenty years of experience working with youth in a range of contexts. These include working as a camp counselor in both domestic and international contexts, participating in the New York City teaching fellowship and teaching in a New York City public school, and five years of experience teaching at the university level. More specific to this study, the researcher spent five consecutive years working as a graduate student intern and helped develop the Get Ready curriculum. The researcher's first year was as a master's student intern coach, with the following years as a doctoral level intern and research assistant. In that time, the researcher not only learned how to facilitate the program, but also helped design its current format. Prior to the researcher's fourth year, the researcher's advisor, Dr. John McCarthy, who is also the program director, agreed to let the researcher design and pilot a professional development

training program for future interns, as described in the previous chapter. In running the pilot, the researcher continued to work alongside the other coaching interns while also facilitating the professional development training. This particular study began the following year after the researcher used data from the pilot to make improvements to the training model.

As a result, the researcher acted as a participant-observer throughout the course of this study. Being a participant-observer can help researchers build rapport, trust, and credibility with research participants, giving them access and perspective as program “insiders” and as competent practitioners (Holt & Tink, 2008; Merriam, 2008). This can also help the researcher to have similar firsthand experiences to those of the study participants while allowing the researcher to call on his own professional judgment regarding what was observed rather than relying only on personal accounts from retrospective interviews (Bonner & Tolhurst, 2002; Holt & Tink, 2008; Merriam, 2008). This type of observation can make it possible to record behavior as it happened, to understand the context and culture of what is being studied, and to provide specific incidents and/or behaviors that can be used as prompts or talking points in subsequent interviews (Bonner & Tolhurst, 2002; Merriam, 2008).

Of course there are challenges and potential pitfalls associated with the participant-observer approach. These include the potential for loss of objectivity, ethical concerns regarding anonymity of study participants, role duality (instructor/researcher), and personal bias that can hinder data collection and analysis, to name a few (Unluer, 2012). Considering the complexity of this layered project, the researcher had to manage

several roles at Get Ready, to include:

- Program facilitator - the researcher worked alongside intern coaches as a fellow coach at the program.
- Professional development curriculum designer - the researcher designed the entire professional development curriculum, lesson plans, and formative assessments.
- Professional development facilitator - the researcher taught the PD modules and also offered written feedback to each participant's journal reflections.
- Researcher - study design, data collection and analysis.

While it is often argued that this type of approach puts researchers "too close" to the situation and data, it is not uncommon in educational research and can even be considered valuable since educational research relies on "humaneness" and the perspective of those involved, including the researcher (Unluer, 2012). The following quote by Osborne served as a reminder of the value participant observers: "Developing a description of a phenomenon that leads to an understanding of the meaning of the experience is the purpose of both phenomenological research and participant observation" (Osborne, 1994 p. 177).

### **Participants (n = 6)**

Study participants included six graduate students (two women and four men) from Boston University. Four participants were master's students fulfilling degree requirements in applied sport psychology, one was studying for a master's degree in athletic coaching, and one was a first year doctoral student studying counseling psychology with an emphasis in sport psychology. Five participants were serving as

intern coaches at the Get Ready program as a degree requirement for their supervised practicum and situated learning experience and the one coaching student participated for the first semester as part of a supervised coaching practicum, but completed the second semester as a volunteer. They were chosen to serve as intern coaches by faculty members based on both their degree requirements and professional interests in sports based youth development. It was from this preselected group that the researcher recruited the six participants, who all had the option to opt out and not participate in the study. To maintain anonymity, each participant was assigned a participant identification number and will be referred to as "Coach 1," "Coach 2," etc. throughout the study.

Biographical information related to the study was gathered about each participant (Table 12). Two of the six participants were female and four were male, with a mean age of 24.33 years old. Two identify as Caucasian, two as multiethnic (Hispanic/Jewish and Hispanic/Caucasian), one as Hispanic/Latino, and one as African American. All participants reported to have had previous coaching and experience playing sports at various levels of competition. All six played high school sports and four participated at the collegiate/elite level. Three had prior experience supervising teams they coached during strength training sessions, but did not have official titles as strength or fitness coaches. All six participants had experience in youth work including community service volunteer, sports and summer camp counselor, and sport for development worker. None of the participants had any knowledge of the TPSR model prior to this experience.

**Table 12***Study participants' Past Experiences: Athletics & Youth Work*

<b>Participant ID #</b>	<b>Coaching</b>	<b>Youth Worker</b>	<b>Strength &amp; Conditioning</b>	<b>Varsity Sports: High School and College/elite</b>	<b>Group Management/ Leadership</b>	<b>TPSR Knowledge</b>
Coach 1	✓	✓	none	✓ ✓	✓	none
Coach 2	✓	✓	✓ coach (informal) & participant	✓ ✓	✓	none
Coach 3	✓	✓	✓ coach (informal) & participant	✓ ✓	none	none
Coach 4	✓	✓	✓ participant	✓	✓	none
Coach 5	✓	✓	none	✓	✓	none
Coach 6	✓	✓	✓ coach (informal) & participant	✓ ✓	✓	none

**Data Sources**

Because hermeneutic phenomenology seeks to understand participants' lived experiences, multiple sources of data are used to generate participants' stories—including, but not limited to—interviews, observations, and protocols (Kafle, 2011). This section will focus on the following tools used for data collection for this project:

- The Get Ready Coach Background Information Sheet as seen in Appendix K
- Coaches' written reflections
- Focus group guide as seen in Appendix L
- Individual interviews and interview guide as seen in Appendix M
- Field notes of observations taken by the researcher as a participant-observer (Holt & Tink, 2008; Holt & Sparks, 2001).

These multiple sources of data were used along with a heterogeneous sample of study participants in order to provide triangulation and trustworthiness of data (Higgs & McCallister, 2007)

**The Get Ready Coach Background Information worksheet.** The Get Ready Coach Background Information worksheet was used to gather information about each participant's relevant past experiences and expectations about working in the Get Ready program (Tellis, 1997). Specifically, this worksheet included ten open-ended questions about participant's experience as coaches, youth workers, managers, and as athletes/performers. It also asked participants to explain their understandings, expectations, and goals for working at Get Ready.

**Coaches' Reflections.** Coaches were provided three mechanisms to help them reflect deeply about their professional development and to help the researcher understand how they perceived their own development. These included the Self Reported Competency Scale (Hartje, Evans, Killian, & Brown, 2008), The Get Ready Competency Guide (v.2), and Coach Reflection Journals. The SRCS and the Get Ready Competency Guide (v.2) were not used to collect quantitative data to be analyzed, but rather as exercises of self-reflection that would prepare participants to generate qualitative data prior to journal writing and interviews.

**The Self Reported Competency Scale.** The SRCS for youth workers (Hartje, et al., 2008) was used as an instrument of reflection for the coaches and also as part of the researcher's interview guide and can be seen in Appendix N. Typically, the SRCS is used as a quantitative data source that utilizes 8 subscales to assess youth workers' self-

perceptions of competence to perform key skills and features associated with positive youth development work as outlined in the National Academy of Youth Development Report (Eccles & Gootman, 2002; Evans, Sicafuse, Killian, Davidson, & Loesch-Griffin, 2009). When used as a data collection tool the SRCS implements a 10-point Likert scale where a 1 indicates, “I am not good at this” and a 10 indicates, “I am extremely good at this. While past studies have used this scale in pre and post test procedures to examine changes in youth development workers' self-perceptions of competence for work-related skills (Davidson, Evans, & Sicafuse, 2011; Eccles & Gootman, 2002), this study did not use it for statistical analysis, but instead as a reflection tool for coaches and as part of the interview guide for the researcher. Accordingly, the SRCS was chosen because it highlights skills consistent to the standards of the National Academy of Youth Development and with those taught in the PD modules. For this study, participants used this tool to self-assess twice—once during their orientation meeting and once at the completion of their training.

**The Get Ready Competency Guide (v.2) and Coach Self Ratings.** The Get Ready Competency Guide was used as a mechanism to help the self-reflection process. As described in the earlier section, "Curriculum Development", the Get Ready Competency Guide is a training rubric developed by the researcher that outlines the competencies that Get Ready intern coaches should be able to perform by the end of their training year. While this rubric was designed to specify coaching and teaching competencies and criteria that promote youth development outcomes that are specific to the Get Ready program, for this study it is not being used to collect evaluation data, nor



has not been made valid or reliable. Nevertheless, the guide was used to help coaches self-reflect as they prepared to write in their reflection journals. Coaches were asked to complete eight self-ratings using the competency guide—once at the conclusion of the trainings prior to the focus group and seven times throughout the training cycle.

The purpose of these self-ratings was to support the reflection journal prompts. Therefore, every time a prompt was sent, so was a request for the competency guide to be completed. The goal was to have each coach engage with the competency guide in conjunction with every reflection journal so that the process of completing a self-rating would help remind coaches of the criteria for each competence, which could help prepare them to write reflections that addressed the skills from both the prompts and the last PD. Completion of the self-ratings along with the journal reflections can help strengthen the qualitative data by collecting coaches' self-perceptions of their skill levels while also giving them opportunities to practice self-analysis of their professional performances.

Nevertheless, self-assessment in competency-based trainings for professionals in clinical contexts is also said to help professionals develop the disposition for self-maintenance of competence that is necessary for a career that utilizes best practices (Falender & Shafranske, 2007). For example:

Whereas during graduate school, competence can be identified within an articulated, sequential program of competency-based training in which built-in procedures of external evaluation complement self-assessment, professional development relies primarily on self-assessment and self-motivation and concerns the incorporation of new knowledge into existing competencies through

individualized and often self-directed learning. (Falender & Shafranski, 2007; p. 232)

In order to prepare coaches for professional life post-graduation, this exercise offered them opportunities to practice self-reflection using the competency guide. It also provided coaches the opportunity to share how they perceived their abilities to perform competencies.

**Coach reflection journals.** Each coach was given a total of seven post-module reflection prompts to which they responded with written reflections about their practice at Get Ready. Journals are personal documents that can reveal the coaches' accounts and reactions to the trainings, helping to uncover their beliefs, attitudes, and perspectives about the experience (Merriam, 1998). Previous research has mostly relied on participants reflecting back on their experiences over several months or years, allowing people to perhaps re-story their accounts to fit with their current values and beliefs (Creswell, 2009). This study collected data as participants were engaged in the learning process, which contributed to an in-depth picture of participants' "dynamic lived experiences" (Owton, Bond, & Tod, 2014, p. 250). Furthermore, Merriam (1998) asserts that the high subjectivity of these data that represent the participant's perspective is the essence of qualitative research.

These reflection journals were assigned as part of their practicum class to capture the coaches' responses to the PD modules and their perceptions of their own progress and professional development at Get Ready as it happened. Journals offered opportunities for insight about coaches' learning progressions and whether or not they intentionally

practiced the skills presented to them at the PD modules when they instructed during the Get Ready sessions that followed. These data were collected to help the researcher understand how the coaches experienced the trainings from a more immediate perspective, one that is not retrospective like the interviews.

In order to help reinforce the coaches' development of competencies and skills practiced in the PD modules, coaches were asked to provide guided reflections a week after each training module. The reflection prompts were developed by the researcher to address, specifically, how coaches were using the competencies and skills that were delivered in the PD modules, during their practice at Get Ready. These can be seen in Appendix O.

**Researcher observations and field notes.** Observations of the coaches during the PD trainings and at Get Ready were collected using field notes recorded by the researcher. Field notes help researchers, especially participant observers, remain aware of his/her own impressions of the experience of the study, as well as continually exploring and confronting potential biases that arise, rather than being solely fixated on collecting data (Groenwald, 2004; Holt & Tink, 2008; Unluer, 2012). Accounts were dated and written to be descriptive and reflective in order to capture the researchers physical and emotional experiences such as hunches and impressions, while also paying attention to physical and sensory occurrences like sights and sounds (Bogdon & Biklin, 2003; Groenwald, 2004; Miles, Huberman, & Saldaña 2013). Recorded descriptions focused on the participants' practice as youth workers with general insights and reflections about the coaches' behaviors, how they interacted with youth, and how they

prepared and planned their duties as program facilitators.

**Focus group.** A focus group was used to gather data about the six participant's shared experiences after eight months of training and interning at Get Ready. In hermeneutic phenomenology, focus groups are valuable when working with groups or teams for several reasons (Creswell, 2007; Palmer, Larkin, de Visser & Fadden, 2010; Smith, 2004). First, they can establish the themes or discourses present in the group, while also helping to uncover the possibility of assumed consensus (Smith, 2004). Second, they can allow for perspective taking that might not materialize in individual interviews, a result which Palmer and colleagues (2010) call, "co-constituted narratives and multiperspective accounts" (p. 117).

A semi-structured guide for the focus group was designed specifically for this study and consisted of five questions with two goals. The first was goal was to capture how the group perceived training and learning in a group setting. The second was to probe for whether there was consensus regarding if participants valued certain aspects of the pedagogy employed in the trainings, and if so what were they. The first question asked if and how the shared experiences of working and training together influenced skill development, citing specific examples. Questions about participant's contributions to the group learning process followed. Finally, the guide asked both what coaches valued and what they found most helpful to their learning throughout the training process. Focus group questions were the following:

1. How did the work we did as a group in the PD modules and at English impact your ability to use the skills in the competency guide as a youth worker/coach?

2. Did being a part of the group help you learn/cultivate skills? If so, how?
3. How did you contribute to the group's learning to use the skills in the competency guide? Can you offer examples?
4. Any skills that are particularly valuable for you?
5. From a skills perspective and within the group environment, what was most/least helpful for your development?

**Individual interviews.** Individual interviews were conducted to build each participant's narrative after eight months of training and interning at Get Ready. Each interview happened in two parts. The first was semi structured. Semi structured interviews provided research participants the opportunity to describe his or her understandings and/or experiences in regards to the phenomenon being studied, in this case the coach internship, training process, and PDs (Drummond & Jones, 2010; Merriam, 1998; Patton, 2002). As noted earlier, storytelling and reflection are key to hermeneutic phenomenology (Kafle, 2011), so interviews help to construct these stories, to incite any meaning behind them, and to ultimately reveal the essence behind those experiences. Dale (1996) writes, "Not only does dialogue allow the person being interviewed the opportunity to describe experience, it also requires him or her to clarify its meaning, and perhaps, even realize it for the first time" (p. 310).

For the semi structured part of the interview, a four-part interview guide was developed for this study and included the following sections:

1. A general prompt about the participant's overall experience as a practitioner receiving training.

2. Performance and behavior questions.
3. Questions about learning.
4. Questions about pedagogy.

The first general question used a data-prompted interview (DPI) approach in order to stimulate the participant's narratives so that their stories could be accurately constructed (Kwasnicka, Dumbrowski, White, & Sniehotta, 2015). Kwasnsicka and colleagues define DPI as the following:

DPIs use personal ecological data gathered prior to the interview to stimulate discussion during the interview. Various forms of data can be used including photographs, videos, audio recordings, graphs, and text...Using individual data in DPIs can stimulate visual and auditory senses, enhance memory, and prompt rich narratives anchored in personal experiences. (p. 1191)

For this study, the researcher gathered several forms of prompting data generated by the participants throughout the eight-month training internship in order to stimulate memories about their professional development. These included all of the Get Ready Competency Guide self-ratings they completed, all of the written journal reflections they completed, and the two SRCS for youth worker scales they completed. Together in a packet, these data were presented to each participant to help them answer the general prompt: "Tell me your story of how this year went for you and your progression as a youth development worker and as a coach."

To better understand participant's stories as they related to their development, questions were asked to clarify whether there are any behaviors and/or skills that they can

perform after their training concluded compared to when they started. Participants were prompted for specific examples when it was appropriate. Also, probing questions were asked to participants to clarify their learning processes and what pedagogy they perceived to be effective in helping them learn to perform in this professional context (Patton, 2002).

**Vignettes.** The second part of the interview required that the interviewees react to three descriptive clinical vignettes. This was done to provide the researcher with a basic qualifying measure, from which to judge whether each coach had acquired overall competence (Ellis & Lombart, 2010; Norcini, 2004) rather than relying on the researcher's observations and each participant's self-evaluations. Clinical vignettes have proven to be a useful method of assessment for practitioner competence, protocol adherence, and overall quality of clinical practice in pre-service teacher education (Ayvazo, Ward, & Stuhr, 2010; Wilson, 2000), medical education and other health care professions (Ellis & Lombart, 2010; Norcini, 2004; Peabody, Luck, Glassman, Jain, Hansen, Spell, & Lee, 2004). In teacher education, these are also called "dilemma-based cases" (Levin, 2002; Heitzmann, 2008) and are defined as: "a scenario delineating a problem that requires an interactive response by the learner" (Heitzmann, 2008, p. 523). They are typically used as a pedagogical mechanism to prepare teachers for the field. For this study, the scenarios were used to assess to what extent the coaches could describe decision making and adherence to program protocol, rather than as a teaching tool. Therefore, these scenarios will be referred to as vignettes since they were not used for pedagogical reasons. Each vignette portrayed real situations representing three, one-hour

Get Ready classes. Coaches were read the three vignettes and asked how they would react to the various situations presented to them.

The three vignettes represented three different stages of the school year—the beginning, middle, and end—in order to give a realistic representation of the changes in class climate and culture that are typical of a year working with youths in a school setting. Vignettes were followed with prompts such as "describe some potential challenges" and "describe the actions you would take in this situation" in order to understand the actions and decisions coaches would take if he/she was the head program facilitator.

### **Data Collection Procedure**

This section will outline the steps the researcher took to collect all qualitative data for this study. Following approval by the Internal Review Board (IRB) of Boston University's Charles River Campus, the researcher proceeded with the following procedures: recruitment of participants, collection of coaches' reflections, focus group interview, and individual interviews.

**Recruiting participants.** Prior to the start of the academic year (and study), a total of eight coaches were invited and selected to work at the Get Ready program. Four of those coaches were second year master's students of sport psychology and were assigned to the Get Ready internship for their supervised practicum requirement based on their professional interests, schedules, and internship preferences. For the four remaining coaches, one was a first year doctoral student of counseling with an emphasis on sport psychology. Two were second year master's students of coaching. One of whom served the first half of the year as an intern for a coaching practicum requirement and after that



obligation had been fulfilled and stayed on for the second half of the year as a volunteer. The other coaching master's student was strictly a volunteer, but withdrew from the study toward the end. The one undergraduate student was studying business administration and served as volunteer without a practicum requirement. The undergraduate student withdrew from the study after the conclusion of the first semester.

Prior to the start of the academic year, an orientation was held at the school for all eight volunteers. There, the researcher invited all eight interns to participate in the study, explaining that it was completely voluntary and that they could withdraw at any point during the year and that at the first professional development module they would be given an informed consent that explains the study and their rights to withdraw. While all eight agreed to participate after this orientation, as explained earlier, only data from six graduate students was included. The data provided by these students were included because they opted to complete what were considered to be the critical criteria of the training and research processes. These criteria included:

- Submission of all written journal reflections
- Focus group participation
- Individual interview participation
- Attendance at PD training modules (though, one of the six had schedule conflicts and only made it to the last two modules)

**Coaches' reflections.** Coaches' reflections were made up of several different documents and self-assessments. These included: the Get Ready background information worksheet, the Self Reported Competency Scale, the Get Ready Competency Guide, and

coach reflection journals.

***Get ready background information worksheet.*** The first PD training served as an orientation where data was collected about participant's prior experiences, prior knowledge, and expectations about the program. Prior to the researcher collecting the Get Ready Coach Background Information worksheet, coaches used it as a guide for the first activity of the first lesson, which was to share with the group expectations for the program, personal goals for going into the program, and initial reactions to the program and its context. This served as a way for group members and the researcher to understand each other's prior knowledge and pre-conceptions about the program and context within which they were about to work (Buczynski & Hansen, 2010).

***The self reported competency scale.*** The SRCS was distributed to participants and completed on two occasions—once at the first PD module and once prior to the focus group that concluded the year. As mentioned in the previous section, this tool was used for reflection purposes. During the first PD, completion of the scale was used to help stimulate the first activity of the training in order to gain prior knowledge of the coaches in the group. It was distributed and completed a second time prior to the focus group at the conclusion of the training cycle and used once again to help participants reflect on how they developed professionally over the past eight months.

***The get ready competency guide (v.2).*** The Get Ready Competency Guide (v.2) was distributed eight times from the first PD until the end of the training cycle. Following each PD, the guide was distributed via email seven times to each coach one week after each PD module. Coaches were instructed to read through the guide and to

rate themselves next to each standard as: “Excellent,” “Competent,” or “Not yet competent.” They were then instructed to attach the self-rated guide to their post-PD reflection journal and to email them both to the researcher. An eighth, and final, Get Ready Competency Guide (v.2) was distributed to each coach and completed before the focus group at the conclusion of the year. While a total of eight Get Ready Competency Guides (v.2) were distributed to each participant, the researcher only received an average of three back from each coach, with four being the most returned by a coach and one being the fewest.

*Coach reflection journals.* One week after each PD module, each participant was emailed a journal prompt that asked them to respond to a question or series of questions that focused on how they implemented the ideas and skills presented to them at the last PD at the practicum sight over the past week. While the prompts changed after each module, each participant was sent the same standardized prompt from the journal prompting guide. They were also instructed to respond to the prompts in a word document and return it to the researcher via email. Participants were also told that each reflection would be an acceptable journal reflection assignment for their practicum class.

By the end of the eight-month training cycle, the researcher successfully collected seven journal reflections from all six participants. However, collecting all seven reflections from all six participants was challenging. Often, reflection journals arrived several weeks and sometimes months after the PD module had been delivered. The researcher often reminded participants in person and via email to submit their reflections.

Upon receiving written reflections, the researcher read each entry once before re-

reading and providing written feedback. Prior to returning written reflections, the researcher highlighted and commented on excerpts related to skill acquisition and practice using Microsoft Word's "track changes" function. An example can be seen in Appendix P. These comments and feedback aimed to model how to provide feedback using a TPSR-based approach by offering encouragement by highlighting participants' strengths. The researcher also posed questions and reminders to the participants to focus on practicing skills presented in the Get Ready Competency Guide (v.2) and PD modules.

**Researcher observations and field notes.** The researcher's work alongside the coaches at the program served as a way to informally observe each participant on a daily basis. Observations were recorded using field notes and were both hand written into a notebook and typed into a series of word documents on a weekly basis so that the researcher would remember happenings at the program such as coaches' behaviors, coaches' interactions with youth, coaches' preparation for class, as well as the researcher's own coaching practice both with youth and as a teammate to the study participants. The researcher's field notes included descriptive, analytical, and reflective aspects of the program in order to maintain a holistic perspective about the context of the program (Standal, 2009). The observations and field notes also helped the researcher corroborate and interpret many of the accounts that participants highlighted in their reflection journals (Campelo, Aitken, Thyne, & Gnoth, 2014).

Every few weeks, field notes were then distilled and organized into nine total written memos (Miles & Huberman, 1984) organized into the following sections:

- Program - this section captured the happenings and climate of the program as a whole, including what was happening with the youth being served
- PD - this section focused on the researcher's impressions of the most recent PD module delivered. It was largely self-reflective, with the intention on always improving the pedagogy, but it also attempted to help the researcher understand the study participants, and how they were responding to the PDs in order to better serve them as learners
- Challenges - this section highlighted any challenges the researcher experienced along the way, primarily focusing on how the study was being conducted, with very little about youth programming.
- Implications - this section was the researcher's attempt to problem solve and make subtle changes that would help improve the experience of the PDs so that programming at the school could also be enhanced for the youth being served.

**Focus group.** The researcher conducted one semi-structured focus group with all six participants at the conclusion of the eight-month internship. The focus group was in-person and lasted one hour. To begin the session, the researcher first asked each participant to complete two self-evaluations. These included the SRCS, for a second time; and for the last time, the Get Ready Competency Guide (v2) in order to incite a reflective frame of mind before engaging in the group discussion. When the participants were finished with the self-evaluations, the researcher reminded them about their rights as participants to withhold comment from any question and/or to withdraw from the discussion at any time. The focus group was recorded using Apple's GarageBand and

transcribed verbatim by the researcher.

**Individual interviews.** Each participant participated in a semi-structured individual in-person interview with the researcher to provide them with the opportunity to describe his or her experience with the phenomena being studied, in this case the PD modules, coaching internship, and training process (Drummond & Jones, 2010; Patton, 2002). Interview lengths varied per person, with the shortest lasting one hour and six minutes and the longest, two hours and thirty-four minutes. Prior to starting the interview, each participant was reminded of their rights to not answer questions and/or withdraw from the interview altogether at any time.

Next, the researcher presented each participant with a manila folder that contained all the documents he/she had completed and submitted to the researcher since the first PD module. These documents were organized in chronological order the researcher received them. They included: the Get Ready Background Information worksheet, the two Self Reported Competency Scales (one from each the beginning and end of the year), all Get Ready Competency Guides (v2) submitted (number varied between participants), and all Coach Reflection Journals with the researcher's comments and feedback included. Each participant was then asked to look through the documents, using them to help recall his/her professional development experiences as coaching interns (Kwasnicka, Dumbrowski, White, & Sniehotta, 2015). As mentioned in the previous section, as the interview progressed, the researcher asked participants to elaborate on different aspects of their experiences that explained the professional development experience such as: performance and behavior as a coach, learning of skills and development of competence,

and pedagogy they experienced that helped or hindered their development.

Each interview was recorded using Apple's GarageBand software and transcribed verbatim by the researcher.

### **Data Analysis Procedures**

Question 1 was investigated by creating coach narratives for each coach and the researcher as participant. The main research question asked:

What are the lived experiences of sport psychology and athletic coaching graduate students who participated in a “Coach as Youth Worker” professional development training, designed specifically for their TPSR-based internship practicum?

**Coach narratives: A summary of participants' and researcher's stories.** The researcher created an analytic summary for each coach that told each coach's story (McCarthy, 2004) after collecting and reading through all the data. In phenomenology, this process is often referred to as "deriving narrative from transcripts", and to create narratives for each coach, the researcher followed a protocol similar to those of Caelli, (2001) and Giles (2008). First, narratives were constructed by reviewing all the data chronologically in order to piece together a general story from start to finish for each coach. This process was comprehensive. It included reading and re-reading every piece of data starting from the beginning, to include: the Background Information Worksheet, the SRCS self-ratings, the self-evaluations using the Get Ready Competency Rubric (v.2), coach reflection journals, the researcher's observations and field notes, the focus group transcriptions, and the individual interviews. Note, when reviewing the focus group transcript, the researcher identified each individual coach within the transcription and

then used those individual contributions as part of their individual narratives.

Second, the researcher wrote a running list of what happened, how it happened, and any insights gathered (McCarthy, 2004) by comparing coaches' Background Information Worksheet, the SRCS self-ratings, the self-evaluations using the Get Ready Competency Rubric (v.2), coach reflection journals, the researcher's observations and field notes, the focus group transcriptions, and the individual interviews written reflections, with the researcher's field notes of his recollections and perceptions of events including reflections that could help recreate each coach's narrative. Special attention was paid to perceptions of events, performance, and learning.

Next, the researcher reviewed the running list generated in the previous step to find connections that helped explain the data and to formulate an outline of what happened, how it happened, and why it was important. The researcher then wrote a narrative for each coach that summarized the essence of his/her eight-month professional development training experience. As a participant-observer, the researcher also included a summary of his experiences throughout the eight-month process.

Finally, the researcher used his field notes, written as observations and personal reflections, to reconstruct his own narrative of how he experienced working alongside the research participants and as the PD facilitator.

**Thematic analysis.** Subquestion One was investigated through analysis of several data sources. Subquestion One asked: What was the impact of the PD modules on the coaches' learning?

Thematic analysis (Bogdan & Biklen, 2003; Braun & Clarke, 2006; Fereday &



Muir-Cochrane, 2006) was used to code participants' written journal reflections, the focus group, transcribed interviews, and the researcher's written observations and field notes. Thematic analysis is used to identify, analyze, and report patterns from data sets into themes (Braun & Clarke, 2006, p. 79). This involves "searching across a data set...to find repeated patterns of meaning" (Braun & Clarke, 2006, p. 85).

Thematic analysis has been used with phenomenology because of its flexibility and its interpretive emphasis (Braun & Clarke, 2006; Campelo et al., 2014; Rennie, 2012; Taylor & Ussher, 2001). It is also critical that thematic analysis aligns with the hermeneutic circle method; this means: "the meaning of a whole text informs the meaning of its parts, and the meanings of the parts illuminate the meaning of the whole" (Rennie, 2012, p. 388). Thematic analysis was also a practical choice since the researcher acted as a participant observer. Braun & Clarke (2006) suggest that thematic analysis is an appropriate approach for "participatory research paradigms, with participants as collaborators" (p. 37). The interpretive emphasis of thematic analysis also allows for "social as well as psychological interpretations of data" (Braun & Clarke, 2006, p. 37), both are key to phenomenology as they helped the researcher understand study participants' experiences during the training cycle.

Specifically, the researcher used a theoretical thematic analysis, as opposed to inductive analysis, in order to make sense of and identify common patterns throughout the data (Braun & Clarke, 2006; Fereday & Muir-Cochrane, 2006; Miles, Huberman, & Saldaña 2013; Patton, 2002). This allowed the researcher to analyze the data from two different lenses. First, the researcher was able to analyze each coach's story as individual

narratives that described their experiences throughout the training cycle. Second, it allowed the researcher to also code data that was specific to the questions asked in the reflection journals and focus group, which were more analyst-driven (Braun & Clarke, 2006). Braun and Clarke (2006) maintain that unlike Interpretive Phenomenological Analysis (IPA) and Grounded Theory, the flexibility of using thematic analysis does not totally bind researchers to strict theoretical and epistemological constraints. Using the more traditional IPA, for example, would have limited the researcher's ability to have theoretical preconceptions and to consider other research findings, theories and models prior to formulation of research questions, focus group and interview questions (Allen-Collinson, 2009).

As for the hermeneutic circle method, Rennie (2012) explains that: "the meaning of the whole text informs the meaning of its parts, and the meanings of the parts illuminate the meaning of the whole" (Rennie, 2012, p. 388). Therefore, the themes derived from the analyses of the journal reflections, focus group, interviews, and the researcher's written observations and field notes helped the researcher understand the coaches' experiences, insights, understandings, misunderstandings, and what they learned regarding their experiences within the training experience.

Using Braun and Clarke's (2006) six-step process, the researcher organized all codes into higher order themes, lower order themes, and sub themes. In step one, the researcher became familiar with the transcribed data. The researcher read and re-read the texts and wrote down initial ideas. Next (step two), initial codes were generated and organized using a "thematic map" (Braun & Wilkinson, 2003) and coding was

undertaken as a reflexive, iterative process (Fereday & Muir-Cochrane, 2006). Then (step three), a search for themes was performed to collate codes into potential themes. During steps four and five—“*Reviewing themes*” and “*Defining and naming themes*” a table of higher order, lower order, and sub themes was created from the thematic map in order to help organize themes according to frequency of occurrence and consensus among coaches. Typical to this sort of analysis, several of the original codes fit under multiple themes and were thus included in the frequency count of each theme where they occurred. Finally, (step six), a report was written as a final opportunity for analysis and selection of vivid descriptions to explain the research questions and literature (Braun & Clark, 2006, p. 87). The goal was to understand participants’ perspectives and perceptions of the experience of the trainings with the aim of making it more amenable to the realities of what coaches need in the context of this TPSR-based program, situated in a Title 1 urban public high school (Braun & Clarke, 2006).

**Vignette analysis.** Subquestion Two asked: Did coaches perceive to have acquired "Coach as Youth Worker" competencies, and if so, how were they learned?

In order to determine whether each coach could describe decisions that represented program-related competence, experts were used to evaluate coaches' descriptions of how they would address situations presented in a series of vignettes that represented program-specific decisions related to protocol and problem-solving. The evaluation process included that the researcher first designed a basic rubric-based assessment that was completed by each expert rater. This design is loosely based on a field-tested rubric used to train undergraduate physical education teachers-in-training

(Wilson, 2000). While Wilson's rubric uses five levels to score the teachers-in-training, the rubric used for this study has three levels. Level 3 represents "excellent," level 2 indicates "competent," and level 1 reveals that a coach is "not yet competent". The scoring criteria within the rubric accounts for Taylor and Whitaker's (2003) "Decision Making Scaffold" as cited by Heitzmann (2008). These criteria for scoring cases as assessments include:

1. Recognize the problem
2. Frame the problem
3. Search for alternatives
4. Develop and implement a plan of action
5. Evaluate progress

In the researcher's rubric, the criteria for the ratings, can be seen in table 13.

**Table 13**

*Scoring Rubric Coach Vignettes*

<b>Assessor Name:</b>	<b>Coach: 1</b>
<input type="checkbox"/> <b>Level 3 = Coach described ALL of the following behaviors and skills:</b> <ol style="list-style-type: none"> <li>1. Described solutions to the problem(s) in each scenario.</li> <li>2. Described a basic (lesson) plan, when appropriate.</li> <li>3. Decisions accounted for safety measures - physically and emotionally.</li> <li>4. Followed the norms of the schedule.</li> <li>5. Offered at least 1 specific example of how to engage with each scenario, using strategies from <i>the competency guide</i> such as: <ul style="list-style-type: none"> <li>- <i>Role delegation</i></li> <li>- <i>Asking questions</i></li> <li>- <i>Appropriate progression of physical activity</i></li> </ul> </li> <li>6. Gave specific example(s) of how to give students: <ul style="list-style-type: none"> <li>- <i>Voice and choice</i></li> <li>- <i>Opportunities to lead.</i></li> </ul> </li> </ol>	
<input type="checkbox"/> <b>Level 2 = Coach described the FIRST 2 behaviors and skills and at least 2 OF THE LAST 4 for each situation:</b> <ol style="list-style-type: none"> <li>1. Described solutions the problem(s) in the scenario.</li> <li>2. Decisions accounted for safety measures - physically and emotionally.</li> </ol> <p><b>AND at least two of the following:</b> (highlight those which apply)</p> <ol style="list-style-type: none"> <li>3. Followed the norms of the schedule.</li> <li>4. Described a basic (lesson) plan, when appropriate.</li> <li>5. Offered at least 1 specific example of how to engage with each scenario, using strategies from <i>the competency guide</i> such as: <ul style="list-style-type: none"> <li>- <i>Role delegation</i></li> <li>- <i>Asking questions</i></li> <li>- <i>Appropriate progression of physical activity</i></li> </ul> </li> <li>6. Gave specific example(s) of how to give students: <ul style="list-style-type: none"> <li>- <i>Voice and choice</i></li> <li>- <i>Opportunities to lead.</i></li> </ul> </li> </ol>	
<input type="checkbox"/> <b>Level 1 = Coach described UP TO 3 of the following for each situation:</b> <b>(Highlight those which apply)</b> <ol style="list-style-type: none"> <li>1. Described solutions the problem(s) in the scenario.</li> <li>2. Described a basic lesson plan, when relevant.</li> <li>3. Decisions accounted for safety measures - physically and emotionally.</li> <li>4. Followed the norms of the schedule.</li> <li>5. Offered at least 1 specific example of how to engage with each scenario, using strategies from <i>the competency guide</i> such as: <ul style="list-style-type: none"> <li>- <i>Role delegation;</i></li> <li>- <i>Asking questions;</i></li> <li>- <i>Appropriate progression of physical activity</i></li> </ul> </li> <li>6. Gave specific example(s) of how to give students: <ul style="list-style-type: none"> <li>- <i>Voice and choice</i></li> <li>- <i>Opportunities to lead.</i></li> </ul> </li> </ol>	
<b>Final Score:</b>	<b>Breakdown: V1 = V2 = V3 =</b>
<b>Comments:</b>	

Next, the researcher chose two expert raters—the program director and another experienced doctoral student who is an expert practitioner within the Get Ready program—and then trained them how to use the rubric to rate each coach. After it was clear the raters understood how to use the rubric, each rater was given de-identified transcripts of each coach's response to each vignette. The raters then analyzed and rated all the vignettes by all the coaches and assigned each coach an overall score of "3", "2", or "1" with the option of including comments about how or why they rated the way they did.

## CHAPTER 5: COACH NARRATIVES

In this section, the researcher isolated each coach's lived experiences during the eight-month training cycle in order to construct their individual narratives. This served to answer the main research question:

- What are the lived experiences of sport psychology and athletic coaching graduate students who participated in a “Coach as Youth Worker” professional development training, designed specifically for their TPSR-based internship practicum?

By looking at the data from the perspective of the individual coaches, the researcher was able to reconstruct their experiences as stories that ultimately highlight the essence of each coach's experience. In doing so, each story is told as two parts. The first is what the researcher is calling the "real time story." Each real time story is the story told through the coaches' written reflections. Because the written reflections were supposed to be submitted to the researcher throughout the year, they were intended to capture the coaches' development of skills and perceptions about learning as it was being experienced. While some coaches submitted some of these reflections promptly, unfortunately and collectively, all coaches submitted the majority of their reflections weeks late. This means that many of their written reflections did not accurately represent the story as it happened. This is acknowledged in the narratives that follow.

The researcher is calling the second part of each story, the “retrospective story.” Each retrospective story is told through the interviews and focus group and captures the coaches' experiences after they ended and the coaches had some time to reflect on them,

adding interpretive and conclusive perspectives. Once the two parts were put together, the researcher titled each narrative to represent the essence of each coaches' experience.

Collectively, the overall essence of the coaches' narratives captured change. For the six coaches, this change took on various meanings both personally and professionally, with each coach articulating specific ways in which they were different from when they started. These narratives also provide insight for each coach's capacity to engage in reflective practice over the course of the eight-month internship. Summaries of these narratives are below, followed by the narratives in their entirety.

Note, the quotes used have been copied verbatim from participants' written reflections and interview transcripts. In the cases that participants used names of youths from the Get Ready program, their names have been changed to pseudonyms. In some cases, participants used pseudonyms on their own volition or they used initials instead of names. In all cases, all youths' identities have been anonymized.

### **Coach 1 Narrative Summary**

The essence of Coach 1's experience involves building relationships with youth and overcoming a lack of practitioner confidence by engaging in group reflection. Coach 1 struggled to be a confident practitioner in the context of learning to be a strength coach at the Get Ready program. Nevertheless, Coach 1 perceived to have built strong bonds with youth and felt that group support helped Coach 1 negotiate various periods of difficulty during the experience.

### **Coach 2 Narrative Summary**

The essence of Coach 2's experience was rooted in the idea of developing a sense



of intentionality to build confidence and competence in order to improve as a teacher (practitioner). Coach 2 started the program with confidence and ended with a perspective that acknowledged professional and personal change. Yet, this change did not come without some challenging realizations about Coach 2's self-perceptions regarding skill development. Furthermore, Coach 2's perception of what it means to teach youth in the TPSR model triggered efforts to adopt TPSR values as a way of life.

### **Coach 3 Narrative Summary**

The essence of Coach 3's experience is explained through Coach 3's development into a reflective coach. Coach 3 entered the program with a strong identity as a coach and aimed to improve as a coach throughout the program. Nevertheless, Coach 3 underwent vast change as the year progressed with an explicit focus on improving as a reflective practitioner by being open to feedback and mentoring by more experienced facilitators.

### **Coach 4 Narrative Summary**

The essence of Coach 4's experience was centered in understanding program protocol and knowing what to do. In the beginning of the year, Coach 4 abstained from attending the trainings, but by the end of the program Coach 4 acknowledged having felt lost at times at the beginning of the year. As a result, it was acknowledged that Coach 4 sought to be included in the professional development modules in order to improve as a practitioner. As a result of getting involved late, a sense of humility was experienced as program protocols were learned and program values began to be adopted into Coach 4's personal life.

### **Coach 5 Narrative Summary**

The essence of Coach 5's experience is rooted in becoming a person who offers help. Developing this disposition is explained through the ways Coach 5 learned to perform skills that help youth. Though, what was most salient in this story was Coach 5's realization that the coaching skills and TPSR model also influenced the way Coach 5 wanted to be as a person. The subtleties of learning to ask permission to coach or preparing youth to lead were skills that contributed to being a more helpful person, particularly in the professional context.

### **Coach 6 Narrative Summary**

The essence of Coach 6's experience is represented by knowing “how” to perform coaching behaviors in the Get Ready context. From the beginning, Coach 6 wanted to improve practice beyond knowing protocol and used reflection to help develop coaching skills like teaching student leadership by relinquishing control and using the "medical model" to give instruction. Coach 6's enthusiasm and openness to learning from written reflections and from peers in the coaching circle was advantageous and helped Coach 6 develop strong coaching aptitude.

### **Coach Narratives**

**Coach 1's story—working through the challenges and the value of building relationships.** Working through challenges at the Get Ready program defined Coach 1's experience. In doing so, Coach 1 struggled to maintain a deep connection to the program and thus did not feel confidence as a strength coach. Despite the lack of confidence, Coach 1 described the experience as a process of nurturing deep relationships with youth

and developing certain coaching skills. Additionally, throughout the eight months at Get Ready, Coach 1 valued the process of group reflection in the coaches' circle. Coach 1 was able to use those insights to develop self-awareness about personal strengths that helped Coach 1 connect to the youth being served.

Coach 1's background contains experience as a coach in youth development settings, including sports camps and traditional summer camps. However, Coach 1 had no experience with strength and conditioning coaching and limited personal experience with strength and conditioning training. As a performer, Coach 1 did have experience as a musician and at the club sport level in college.

Coach 1's preconceptions of the Get Ready program and its goals were fairly accurate. Coach 1 understood the program as follows: "First period physical education program to teach kids leadership skills they can take with them outside the classroom to better develop as emerging adults." Likewise, Coach 1's interests aligned with basic youth development principles. Coach 1 wrote: "I enjoy working with kids and helping to make a difference in their lives, even only twice a week, sounded like an enjoyable and rewarding experience." Coach 1's goals were also youth focused: "My goal is to help these kids get through high school in one piece—it's not an easy four years but my teachers were a huge part in helping through high school." Though, in regards to identifying what Coach 1 wanted to learn from the program, questions were posed that seemed program evaluation focused. Coach 1 wrote: "Is there a goal for the program and if so, is the program on track?" Therefore, at the beginning, Coach 1 did not seem to

have goals oriented toward developing skills as a coach or youth development practitioner.

*Real time story.* In general, Coach 1's reflections were submitted late. Reflections for PD 1 and 2 were a month late. Reflection 4 came in December and reflection 3 arrived in February—several months late. Next, reflection for PD 6 came promptly in March. It was received a week after Coach 1 completed the assignment to lead a Get Ready session. Reflections 5 and 7 came at the beginning of April, also several months late. Note that for the reflections that came in weeks or months late, the delay means a real-time perspective is not entirely accurate.

The real-time story revealed a strong commitment to relationship building that helped Coach 1 augment a general lack of confidence as a coach in the context of this program. As the year progressed, focusing on relationships helped Coach 1 address three meaningful issues: first, it helped address concerns involved with students' safety. Second, being relationship-oriented helped Coach 1 guide students to lead each other in various class activities. Third, gaining insight into the lives of the students at English High helped Coach 1 better understand the population Coach 1 was working with at another clinical internship placement.

From the beginning, Coach 1 expressed concerns about working in a strength and conditioning program that were never fully resolved. "I know I'm still working on getting comfortable in the weight room with the equipment, especially because a lot of the equipment is new to me." This discomfort affected Coach 1's confidence in keeping students safe. Coach 1 wrote:

One big issue that I get concerned about is when the boys say to each other that they aren't carrying enough weight. I'm just always concerned that this will pressure boys to put on more weight than they're ready for, leading to injuries. Even though there was a lack of confidence regarding strength training, Coach 1 was comfortable building relationships. For example:

...it was J telling student K that K was not that strong. I turned it around, knowing that K is strong at planks, and asked J if he wanted to join us for the plank challenge. J said yes, bragging about how he would win, only to drop out about one minute before K did. Obviously, J made excuses saying he could win the next time but I know this made K feel better about getting bullied by J earlier. I think it was a matter of showing them that each of them will be strong at some exercises and not as strong at others.

Because Coach 1 had spent some time getting to know these two students, Coach 1 was able to challenge their behavior by encouraging them to do a better job of keeping each other both physically and emotionally safe. Prioritizing relationships was also a strategy that Coach 1 used to feel more comfortable in the weight room. Coach 1 wrote about committing to this process:

For the next class, I want to keep talking to the students about their plans for the future and just keep getting to know them better. I think this is a great way to build a relationship with each of them and I want them to be comfortable talking to me and working with me.

It seems that Coach 1 perceived to have had success using a relational approach and thus

offered a plan for how to continue to do so for future interactions.

Overall, Coach 1 felt disconnected from the Get Ready program when the experience was somewhat fractured at the start of the spring semester by uncontrollable circumstances. This feeling was mentioned both in the *real time* and *retrospective stories* and therefore seemed particularly meaningful. First, to begin the spring semester, there were four weeks in a row where the public schools were closed due to snowstorms, so there was a stretch of several weeks where Coach 1's access to the students at Get Ready was interrupted. Furthermore, at the start of the spring semester, there was also a change to Coach 1's schedule at another internship. This meant Coach 1 was only at Get Ready one day a week. Despite feelings of disconnection, Coach 1 wrote about how to compensate for it:

Not being there on Tuesdays, I know I miss a lot but I know the other coaches are there to pick up the students. I just hope that I can continue to check in with Jonathan each time I see him and help him create strategies to get through a workout within the class period. I think that would be my big goal to work on with Jonathan.

This passage reveals that the relationship Coach 1 had established with Jonathan helped Coach 1 remain youth-focused. This seemed to be a useful strategy that kept Coach 1 from being discouraged and helped Coach 1 to remain engaged with the program and students.

Being relationship-oriented helped Coach 1 strategize how to encourage students to take on leadership roles during class. For example, Coach 1 wrote about the process

and strategies taken to get one student to lead more. This student had showed a lot of potential as a leader, but also a lot of inconsistency with his willingness to take initiative to practice leading without help. Because Coach 1 had worked hard to develop a good relationship with this student, Coach 1 knew that pushing too hard could cause him to withdraw and do less. Coach 1 wrote:

I would prefer to see more consistency with him. I know we all have bad days and only being there Thursdays, I might just show up on his bad day but as far as I know, he isn't consistently putting himself in a leadership role. I would like to know that he is doing this regularly, whether it be the three-point line, two-minute warning or circle at the end. We all know he is more than capable of performing any leader role we throw at him but I want to know that he can do it regularly without must [sic] push from us or rejection from him.

Coach 1 does well to acknowledge that the situation for this student might be complex and that putting too much pressure on him to lead could lead him to disengage. The relationship-building that had been done leading up to this moment helped Coach 1 strategize an appropriate expectation for this student. Nevertheless, Coach 1 falls short of setting a clear goal for what can be done next time to help this student. It seems that committing to action is another indication of Coach 1's lack of confidence in this context.

Gaining insight into the lives of the students at English High helped Coach 1's professional practice at another clinical internship placement. The circumstances and challenges the EHS students face on a daily basis were similar to those of the population Coach 1 was working with at the other internship site. Coach 1 wrote:

What has been important for me is that this internship is filling in the blanks for what I experience at my other internship. Many of my clients grew up in a similar environment to the students at English and seeing how they started has helped me understand my other clients better than before.

Despite the feelings of disconnect at EHS, Coach 1 acknowledges that the awareness and skills gained at Get Ready are transferable to other professional contexts. Moreover, while tacit, gaining insights to these personal experiences was the result of the work Coach 1 put into intentionally building relationships and trust with the students at EHS.

***Retrospective story.*** While this retrospective story reiterates Coach 1's lack of confidence at the Get Ready program, it also highlights some key insights into Coach 1's development as a practitioner. The most salient theme was Coach 1's appreciation for group reflection to improve practice. Moreover, practicing active listening, giving feedback, and use of questioning were also skills that were deemed meaningful to Coach 1's development and ability to work with youth effectively.

Coach 1 spoke extensively about lacking confidence as a strength coach and having feelings of discomfort and disconnectedness from the program. Similar to Coach 1's beliefs in the *real time* story, the *retrospective story*, also demonstrated an aversion to strength and conditioning training. Coach 1 said, "It was really hard for me to like work there, cause like, I like hated strength training when I was in college." In addition to not liking strength training, Coach 1 lacked knowledge about it. This affected Coach 1's confidence to perform even simple tasks like acting as a spotter for students who were lifting weights. Coach 1 explained:



I knew basic things, but I just...I didn't know a lot past that. There's also the fact that a lot of the students came in stronger than I am. And, so, that kind of limited me on being able to help them...Like, I don't know if you've ever noticed, but I've never spotted anyone before, because I've never felt comfortable doing it.

Congruent with the real-time story, during the spring semester, Coach 1 felt disconnected from the program:

...my schedule changed second semester so I was only over there once a week.

And, with the snow days, I really lost a lot of contact with the students that I, I mean, rarely saw them...I just didn't feel like I could do, I could be relational in the same way because I was missing, some, like, I was missing a day.

This caused Coach 1 to sense that momentum had been lost in the relationships that had been developed during the fall semester. Coach 1 explained: "This person, you know, people, have like, pre-paired off in a sense, and I think that made it really difficult for me to feel like I could create a relationship with students anymore." Coach 1 felt as if the relationships with a select few students that were developed in the previous semester had lost momentum. This sense that continuity and connection were lost affected Coach 1's confidence as a coach.

Since Coach 1 was challenged by the context of the program throughout the year, having opportunities that were intentionally organized for coaches to talk about the students and how to negotiate various challenges at the program helped Coach 1 overcome some discomfort and lack of confidence. Group reflection augmented Coach 1's understandings of the program as a "whole" by providing a scheduled platform where

the perspectives of all coaches could be shared about all the students at Get Ready.

Coach 1 said:

When we like, did the coaches circle, really, it was the only time when we ever were ALL together to be able to talk about each and every kid. And I thought that was always good to see, because obviously we don't see everything that happens with everyone despite the fact we're in that class [Get Ready program]...I always really appreciated that.

The PD modules were another group-oriented platform that Coach 1 deemed as useful for making decisions about how and when students should be pushed to lead various aspects of Get Ready. Coach 1 shared:

I think that over time I started to see, I think, again, it was really, talking in the PDs...You know, just being able to talk to each other and reflect on how each student is doing. Um, I think it allowed me to kind of see like, "Okay, like, you know, Jonathan really needs to push himself and like, lead the 3point line." Or like, "Denny, is like set to like, you know, lead the circle up at the end, you know?"

This is an example of how group reflection helped Coach 1 make decisions about practice and how to approach various situations with youth. It served as a mechanism to acquire guidance and perspective from other coaches when trying to decide which students to push to the next step that was appropriate to their level of readiness and willingness to lead.

Coach 1 commented that practicing active listening helped to build trust with

students. Describing the performance of this skill was one of the few aspects of the program that Coach 1 spoke about with confidence. Coach 1 explained:

I think that's a huge part, just listening to them, because, we always say like, "how much do they [students] have people actually listening to what they say?" Or, just like yelling at them more than anything else? Because there are students that come to our class and like do fine and then you hear about like, what's going on in like the other classrooms. And it's like, they don't get along with other teachers...I think the active listening definitely just helped to, like give them that space to like, [say] "You can talk and I will listen to what you say. I'm not going to listen to you, I'm not going to give you detention, not going to suspend you or anything like that, just going to sit here and I'll listen and you speak." I think that definitely helps build a lot of trust.

Key to this quote is that Coach 1's confidence as an active listener stems from the perception that being a good listener is generating positive outcomes for the students. Therefore, not only is Coach 1 comfortable performing this skill, but Coach 1 also perceives to be effective doing so.

Coach 1 valued the process of giving feedback to youth, both written and verbally. In the following even though Coach 1 lacks confidence giving feedback there is a sense that Coach 1 improved with this skill over time. Coach 1 described the process:

I don't know, I guess I want to say that I'm good at giving feedback. I don't necessarily think I'm actually that good at it. I think I'm just, again, still really working on that one. I think it's important. I think that's what it is.

I think it's really important that, especially with the students at English, I think it's really important that they receive feedback, um, in general...I'm thinking more of the written feedback in their binders. Uh, but in general I guess, like even verbal feedback that they can get in class, which I'm not always good at giving in the moment. I really need time to think it through and sometimes I don't have that time. I think one of the big ways I was just better with the written feedback, it was just, if I like worked with that student and if there was something different about that day in comparison to other days, if they had a particularly good day or a particularly bad, bad day, it was a little bit easier to give the feedback because I guess I had something new to work with.

Even though Coach does not yet perceive him/herself confident and competent in the skill of providing feedback, it is clear that it is an aspect that has become central to Coach 1's practice, particularly considering Coach 1 is committed to continue working on this even though the program commitment has finished.

By the end of the experience, Coach 1 developed an appreciation for the use of questioning as a coaching tool for reflection and learning. Coach 1 explained:

I know you've, you've very much like pushed people to like ask those questions. I take from that and I know JMc [Dr. McCarthy] does it too. And so like, you two model it more than anyone else, so like...I always think it's important because I started realizing that, yeah these kids are like answering these questions and that's great, but they're doing it at such just like a basic level and there's so much depth that the can really get to that's there. Everyone can get there; it just takes an extra

push. And I think I'm still, again, I think I'm still working on it, but I can see it a lot more than I could before.

While Coach 1 does not express the confidence to effectively perform this skill, it is one that Coach 1 values and deems important for helping youth learn through deep reflection. Similar to giving feedback, Coach 1 is committed to continue working on this even though the program commitment has finished

Overall, these stories combined to portray Coach 1's experiences working through perceptions of disconnectedness and a lack of confidence. While shortcomings as a coach were the primary focus of Coach 1's reflections, Coach 1 also shared several developmental takeaways that were meaningful. In the real-time story, Coach 1 acknowledged and wrote about nearly all the issues from the reflection prompts. However, regardless of the prompts, relationship building was the most prominent theme in nearly all the reflections. In the retrospective story, the most meaningful aspect of Coach 1's experience involved participating in group-reflection, mostly through the coach's circle but also during the professional development modules. Group reflection provided the support needed when Coach 1 was consistently challenged by various circumstances that were disruptive to Coach 1's overall experience.

**Coach 2's story—confidence and competence and improved teaching.** Coach 2 entered the internship year with confidence about her/his abilities as a coaching and youth development practitioner. However, by the conclusion of the internship, Coach 2 revealed a more balanced perspective of the overall experience—including skills that were acquired, how they were acquired, challenges faced during the experience, and

perceptions of accomplishment. To frame these experiences as one story, it was one that emphasized improvements made to teaching and instruction, specifically by focusing on having an intentional approach to practice.

Background information indicates that Coach 2 came to Get Ready with some assets as not only an experienced athlete, but also having coached several different sports at the youth and college levels. While never holding a formal title of strength and conditioning coach, Coach 2 had helped train athletes and reported to have felt comfortable in this coaching role based on experience in the weight room as an athlete.

Even though Coach 2 had experience working with youth in diverse sport and counseling contexts, Coach 2 did not have experience working in a TPSR framework. On the Background Information Worksheet, Coach 2's insights about preconceptions and understandings of Get Ready communicated confidence about program knowledge, but were at the same time vague: "I have a relatively firm grasp on the goals/purpose and history of the program. I also have a decent understanding of the best ways to execute the program." Coach 2 emitted a perception of comfort from the outset.

Coach 2's goals and expectations were more certain and included "creating positive experiences and interventions" for youth through sport and promoting that youth transfer what is learned at Get Ready to other aspects of their lives. Coach 2 also expressed a desire to learn best practices for building rapport with kids. These goals and expectations emphasize the ecological aspects of programming. Creating safe environments, positive experiences, and transferable skills are all practitioner skills that align well with the teaching and learning training goals of the Get Ready coach internship.

As it unfolded, Coach 2's story emphasized improvements made on teaching and instruction as a result of learning to have an intentional approach to practice. As the story was told in both real time (the journal) and retrospectively (the focus group and interview), Coach 2's growth of program understanding of self-development highlighted a variety of skills that Coach 2 reported to have practiced along with reflective realizations and perceptions of what it takes to facilitate, teach, and instruct effectively.

***Real-time story.*** This real-time story needs to be told with the caveat that Coach 2 returned the journal reflections out of order and with three of the seven submitted at about the same time that the training cycle concluded. This means the real-time aspect to this story is only applicable to four of the seven journal entries. Furthermore, three of the final four entries—3, 5, & 7—were submitted all at once, in one document at the end of the term. Because these last three were received at the end of the training cycle, there was little time for Coach 2 to adjust to the feedback from the researcher addressing those skills.

To summarize Coach 2's real-time story, it emphasized what types of skills were practiced and whether or not they worked. Coach 2 wrote short reflections that communicated confidence and assuredness about practice that involved rapport building and safety. In reference to safety and encouraging student leadership, Coach 2's writing also suggested early competence and a willingness to address the reflection prompts. For example, the following reflection shows Coach 2 tried to practice questioning while also providing opportunities to lead:

The biggest strategy I used was to pull the kids into action by asking them questions and for help demonstrating what exercises we were talking about at the time. I specifically let them lead me as opposed to "dragging them through" the workout. This strategy was moderately effective, as it empowered the students and put them in a position of leadership.

The intention to practice giving youth opportunities to try leading is an example of how Coach 2 adhered to criteria, skills, and protocols presented in the competency rubric and the trainings. Coach 2's assessment that the outcome was empowerment of a youth shows that Coach 2 was confident. Nevertheless, this favorable and perhaps premature assessment of effectiveness also highlights that Coach 2 was in the early stages of development and maybe not yet prepared to accurately pass this sort of judgment. An awareness of this is acknowledged in the retrospective story that follows.

To conclude the first two journal reflections, Coach 2 wrote that at this stage, these interactions were spontaneous and no planning about what skills to try or practice on any given day took place prior to the class. At the same time, "now what" statements saying what Coach 2's plan will be for next time also concluded these early written reflections. For example, Coach 2 wrote about a potentially dangerous situation when a student almost dropped a loaded barbell on himself because he was lifting without a spotter: "Next Time: After taking action and securing the situation. Asking him [student] to lift again with a spotter and spotting someone, allowing him to practice the skill." This showed a willingness to follow reflection protocol, but perhaps a lack of awareness to put the "now what" into real action by revisiting the stated intention prior to



any subsequent class in the pre-class coach circle.

By November, awareness for being intentional about practice became evident in Coach 2's writing and from the researcher's observations. For example, Coach 2 started using program language in order to support the students while they exercised. Coach 2 wrote about using "program skills" language with two boys:

The first [time] is when I prompted them both to 'get moving' at the beginning of the workout...I also asked both boys to 'Reach down' when we were doing abs after they voiced how they did not want to do their final set.

While this is sort of a top down approach, it also shows that Coach 2 was encouraging and communicating high expectations for the students. This reflection continued to reveal that Coach 2 seemed to identify as a therapist. When reflecting on a student having an embarrassing moment, Coach 2 wrote, "This sort of felt like a session of irrational emotive therapy or systematic desensitization gone horribly wrong. I was unsure what to say or how to possibly use the group culture or common language to re-route this interaction." This self-identification is relevant because as the story unwinds, Coach 2 became interested in improving as a teacher, perhaps indicating a slight shift in professional identity in the context of the program.

The next written reflection was not submitted until the back half of the training cycle, toward the end of March and after Coach 2 led a Get Ready session with another coach. Coach 2's reflection for PD6, "Planning", expressed appreciation for experiencing the planning process and then running class. Coach 2 also wrote about having more confidence with the students: "Having the opportunity to plan and help run an entire class

was both an empowering and sobering experience." Having a firm grasp of the protocols needed to run the class while also recognizing the challenges of leading peers seemed to provide satisfaction and meaningful learning for Coach 2. In addition to identifying challenges, Coach 2 also wrote about what can be improved next time. Coach 2 wrote:

In the future I believe I will just be a bit more 'top-down' meaning that I will suggest specific roles to the other coaches while letting them know there is flexibility if the role I suggest is absolutely out of their comfort zone.

Again, Coach 2 followed the reflection protocol in a way that addressed skill development as it pertains to planning and assigning roles while also acknowledging the need to assign tasks to other coaches.

The last three written reflections were submitted with only two weeks left in the training cycle and included PD modules 3, 5, and 7. As such, associating PD modules 3 and 5, as real-time reflections of this story might not accurately represent real time in the same way as the first four. They are somewhere in between real time and retrospective. Nevertheless, they reveal meaningful insights about the year in training such as the positive impact of being connected to the school community and scaffolding the protocols that help youth move into leadership positions.

In response to PD3, "Outreach", attending football games and other out of school time activities helped Coach 2 feel more a part of the English High community. Being present at after school events helped Coach 2 feel connected to the school. For example:

This was the most meaningful experience because it provided me an opportunity to show the kids we work with that we care about them and how they perform

outside of just in our class. Seeing the students who played football or the students in the stands seemed to help humanize each other and make the relationship more genuine...Being willing to visit English outside of school hours has also seemed to build a better rapport and respect level with a few of the other teachers who are familiar with Get Ready.

This reflection for PD3 was delayed by several months, which likely explains why there was no mention of the phone call to a student's mother that happened months earlier. Though, the phone call is important to Coach 2's story as it not only gave Coach 2 the experience of speaking at length with this student's mother, but it also helped provide insight about this student such as his learning preferences along with some challenges he was facing at school. This part of the story was pulled from the researcher's field notes, noting that Coach 2 spoke at length about this phone call home in meetings and in the coaches' circle, and at the time it was inferred to be meaningful to Coach 2. Nevertheless, the football games were perhaps more meaningful in the end.

For the reflection on PD5, Coach 2 revisited the value of program language as a tool for instruction. At this point, being intentional with language helped Coach 2 to have grown beyond relying on having good rapport with the students as the only indicator for being an effective practitioner. At the same time, at this advanced point in the year, Coach 2 rejected using the "medical model" for instruction, reflecting that the method was "too slow" and thus "ineffective."

This last reflection on student leadership and empowerment summarized how Coach 2 helped one student progress through several leadership roles. Coach 2 focused

on the scaffolding of the protocols that eased the student through the process. Coach 2 wrote:

I have slowly eased one particular student into a very comprehensive teaching role. I have done this by challenging him in very small ways every day. This started by me asking him to lead the warm-up, then the three-point, then the workout, and finally the cool down circle. In a matter of four weeks [this student] was leading in every aspect of the program.

Once again, this reflection reflects assuredness about following protocol and self-confidence that Coach 2's methods were effective.

***Retrospective story.*** The main theme of this retrospective story is that Coach 2 perceives to have developed into a competent Get Ready and TPSR facilitator. In Coach 2's words:

I think that at the beginning of this experience I would not have felt comfortable starting or running a TPSR-based sport for development program. At the end, I felt competent that I could plan and help facilitate from the start, a TPSR based program...A lot of things need sharpened, but I feel like I understand a framework of what an effective TPSR-based sport for development program looks like.

The process Coach 2 undertook to achieve competence required adaptation to a new way of working with youth. This came through personal and professional change. Coach 2 reflected, "By doing it...not trying to fit, make the program fit me, but make, changing myself to fit the program..." Nevertheless, this change process was manifest in several varieties as the year progressed and it seemed that Coach 2 was not fully aware of these

changes until the conclusion of the experience.

Coach 2's story of change and progression toward competence is rooted in the idea of intentionality. This word emerged throughout the retrospective story, helping to explain Coach 2's self-understanding as a learner, understandings of the program, and understanding the trainings. As the training year progressed Coach 2 learned ways to be more intentional about preparing for professional practice as a youth worker, coach, and competent TPSR facilitator.

Understanding the intentions of the program was the first step toward feelings of professional competence. Coach 2 reflected, "Getting my mindset right about what our true intentions are here. We're not just here to work out...It's very helpful, but we're here for other reasons as well." The next step was developing awareness about how to address those intentions in practice. Coach 2 realized that relying on previously developed skills or habits did not necessarily fit the context at Get Ready. For example:

I think for the first, I would say like, two, two months, but the better part of the first semester, I feel that I was resting on my laurels a little bit and kind of relying on, um, previously learned skills or a way of working with youth, and, um, a sport environment or in a teaching environment. I think that my default setting is often, "top down" or being a little bit more authoritative, um, with kids.

After this, small steps toward change started to be considered. Coach 2 reflected:

But then as I learned more about the TPSR model and I was able to watch, um, Dr. McCarthy, and some of the other experienced doctoral students and the way that they, some of the, some of the nuances of how they work with the kids, I think

that I was, I, was able to take a step back, at around November or December and then...I wouldn't, I'd say drastically change the way that I was going about what I was doing, there was more method to the madness, so to speak. There was a lot more intentionality and there was a lot of things that were...they were against my instincts that I was doing.

These observations of more experienced practitioners helped activate subtle changes to the way Coach 2 worked with youth at the program. At the very least awareness developed about trying a new approach to coaching.

While this initial adjustment seemed counterintuitive, Coach 2 began to try some of the skills that were being promoted in the PD modules. Like the written reflections highlighted in the real-time story, Coach 2 practiced “using program language” early on in the experience. Coach 2 recalled:

I would make sure every morning that I would make one thing that I was going to do and for example, I would say I'm going to use, the language of "zoom out" or "reach out" or "reach down." I'm going to use that today. I'm going to use, like, that, like I'm going to use one of those phrases today, and I'm going to use it with this kid...I would just try to be intent, real intentional with like one thing, that, that I knew, every time.

These initial attempts at being intentional helped Coach 2 realize the important role preparation plays in delivering quality instruction and programming.

During the second semester, Coach 2 became more open to practicing skills learned in the PD modules. After a few months of relative improvisation, Coach 2

explained a shift in appreciation for intentional practice:

And the professional development allowed me to do that, which I think was key because if you practice a skill, just like any skill, then you'll actually start to use it, because we often relax and go back to what we're comfortable with when we're actually in the situation and the pressure is on. So then I gained a whole new appreciation for being intentional and practicing and not just flying by the seat of your pants so to speak. Or, the, or, hoping that you'll figure it out, on the fly.

By the second semester, it seems that Coach 2 had transitioned from awareness building, to subtle efforts to try new things, and finally to being committed to intentionally practicing skills specific to the program and PD modules. For example:

It was because I'd seen them work with success, and I'd been taught them, and I'd been able to practice them, uh, in controlled settings during professional development sessions...as the second semester developed, I was able to practice skillsets, with the first group of kids, and then I was able to use them effectively with the second group of kids which was all of the freshman...But practicing it the week before it allowed me, it created a level of structured intentionality to the execution of specific skills that I found very valuable. Whatever we were doing in the PD that week, I found very valuable to practice that week with the kids.

This quote highlights the opportunities utilized to improve Coach 2's developmental process. Additionally, this retrospective account reveals that by the end, Coach 2 had grown to appreciate the value of practice and role-play. The following reaction to how Coach 2 experienced role-playing during trainings reveals the perception that it was

effective:

...you had to stand up in front of everybody and do it...Even though you think you might know it...it's like you need to practice it. And sometimes you don't realize you need to work on something until you're asked to do it in front of other people.

Even with self-confidence and self-perceptions of competence prior to training, Coach 2 realized that having to perform skills through role-play can reveal misconceptions about one's own abilities.

The retrospective story reveals a less confident Coach 2 than the real-time story. For example, on the Background Information worksheet, Coach 2 assuredly wrote, "I have a relatively firm grasp on the goals/purpose and history of the program. I also have a decent understanding of the best ways to execute the program." Moreover, the real-time story also claimed that Coach 2's interactions were spontaneous and no daily skills or practice planning took place prior to each class. Conversely, in the retrospective story, Coach 2's shared a more uncertain version of prior knowledge and abilities to deliver quality programming: "I feel like I had no clue going in. I mean, I had an idea, but not a clue of the ins, of the ins and outs." By the end of the training cycle, it seems that Coach 2 had a more realistic understanding of what it means to effectively deliver quality programming. For example:

You miss opportunities to, to either whether it's teach something, to a, to a kid during a workout, to reinforce the language, to, really cement a concept to a kid. Those opportunities are everywhere. And, at the beginning, I felt like I missed a lot of them and then in the middle I was able to see them more and then at the end



I believe I was better, I was better equipped to actually take advantage of them. And, help the kids, um, actually remember and learn some of the things, the purposes of the program.

This quote summarizes a progression of improvement and reveals a humbler or realistic perspective about Coach 2's abilities from beginning to end.

In addition to professional competence, Coach 2's retrospective story was also one of personal change. Coach 2 spoke at length about how learning the TPSR model and working at Get Ready had become a way of life. Coach 2 shared:

I had to grow and change and continue to grow and change as far as the way that I work with them, the way that I live, and um, in that way, this, these concepts, this way of working with people, young men and women is just who I was, not just something I was doing.

This change represents a necessary integration of program and TPSR values that served as a conduit to doing impactful work. Coach 2 said, "I do not think that one can effectively, most effectively, be a helper within this environment if who you are is separate from what you're teaching." Coach 2 continued, "...zoom out and reach out and reach down, and get moving, are all these things, I think, actively, integrating the concepts into my life, into who I am..." It can be inferred here that Coach 2 recognizes that the process of learning to teach these values while also learning to practice them as a person is not easy.

It seems that this change felt drastic and perhaps unavoidable even though Coach 2 struggled to embrace it. Several times it was mentioned that the teaching approach

required by the model was counterintuitive to Coach 2's pre-existing "top down" method.

The TPSR model was referred to as being "too slow", which was frustrating to Coach 2.

For example:

It just seemed a little too soft for me. But, it's good, because I can be, I was too hard going in and it's that softer side of things has been really good, but sometimes I'm just like, dude, we are not getting anywhere, with a kid, or you know, with something.

Despite the notion that the methods demanded of TPSR and Get Ready may have seemed unnatural and sluggish, learning the TPSR model prompted change by permeating several aspects of Coach 2's life. Coach 2 recalled: "As I made it my own and made it, those things my own, and I just started changing, and you know, it just sort of spreads out throughout your life."

While it is unclear if change in professional identity was a part of Coach 2's awareness, there were some shifts in language regarding Coach 2's professional role in this context that emerged in both the written data and in the interview. When reflecting on how being involved in community events—like attending football games—helped deepen relationships with students and school faculty and staff, Coach 2's language implies identifying as a teacher. For example:

And it just makes the relationship more fluid. They're comfortable coming up and talking to you in front of their friends. You're comfortable talking to them in front of their friends and family. It gets weird sometimes in the real world, it's just weird for them, you know, a lot of times. And you normalize that, you

humanize yourself. You're just a person. You're not, you're not just a teacher, or that, or that guy that's in the weight room every morning.

This language contrasts that used in a written reflection in the retrospective story where it is made clear that Coach 2 identified as a counselor while at Get Ready. Coach 2 wrote about a student's falling out of his chair and having an embarrassing moment. Coach 2 likened the moment to therapy gone wrong, viewing the situation through the professional lens of a therapist. In the quote above, Coach 2's role perception is expressed as that of a teacher.

Overall, these stories combined to indicate that Coach 2 feels to have not only improved as a practitioner but has also acquired confidence and competence in facilitating a TPSR-based physical activity program. Central to these stories was the theme of overall intentionality, with an emphasis on intentional practice as a teacher. Furthermore, this awareness for intentionality with an effort to abide by the TPSR model also inspired personal change as TPSR values became pervasive in several aspects of Coach 2's life.

**Coach 3's story—developing into a reflective coach.** Improving as a professional through reflection and intentional practice was important to Coach 3. This coach's story throughout the eight-month training experience demonstrated a commitment to being a reflective practitioner, which in turn helped with skill development. As part of this journey, Coach 3 was authentically open to and craved feedback. As a result, as Coach 3's reflective writing changed and improved, so did Coach 3's professional practice. Furthermore, having a preconceived identity as a coach seemed to help Coach 3 develop

a deep skillset to improve as a coach.

Coach 3's background information is rich with experience as an athlete and as a coach. While never holding a formal title of strength and conditioning coach, prior to this placement Coach 3 had trained athletes and reported to have felt comfortable in this coaching role based on experience in the weight room as an athlete and as a coach. Coach 3 also had experience working with youth in a variety of other sport and youth worker contexts.

Coach 3's preconceptions and understandings of the program included activity-oriented associations focused around what the English High students actually do rather than what they might learn. Coach 3 wrote: "Kids come in, chill, warm up with med balls, sit and write, think about what they want to do today, hopefully do it, sit write and reflect then actually start their day, the right way, well, a better way." This is a task-oriented answer, which in some ways precludes a general overview of Coach 3's story—one that is focused on improving as a coach through a mostly task-oriented lens.

The goals and expectations of Coach 3 were specifically coaching oriented. Having heard that past program interns had positive experiences at Get Ready, the program seemed to fit Coach 3's interests. Furthermore, Coach 3 expressed a desire to work with a population at English High that was opposite to the population of elite division one athletes at Coach 3's other volunteer coaching position. Coach 3 thought it would be beneficial to contrast the experiences and that being at English high would have beneficial applications to coaching in the collegiate context.

*Real-time story.* In general, Coach 3's journals were submitted out of order, with three of the seven received in the middle of April. Prompt 1 was received at the end of October, prompt 4 at the beginning of November, prompt 2 at the end of January, prompts 3 and 6 in March, and prompts 7 and 5 at the end of April. Change in reflection became evident with prompt 2 in January and similar to other coaches, because reflections 7 and 5 were not received until the end of April, it is difficult to imagine that many adjustments to Coach 3's professional practice at Get Ready could be made from the researcher's written feedback included in those journals.

Coach 3's real-time story revealed a strong commitment to reflection and an interest for improving as a coach. As the year progressed, Coach 3 increasingly revealed a sense of humility while also demonstrating improved reflective writing. Coach 3 evolved into a focused, reflective practitioner as a result of not only being open to feedback, but also from being willing to make changes both in practice and in reporting on how that practice went. Coach 3's story also revealed a willingness to try coaching and youth development strategies presented in the PD modules.

Coach 3 was one of only two people to submit the first written reflection within six weeks of when the researcher asked for it. In it, Coach 3 conveyed the desire to be a good coach with a willingness to be reflective, sharing thoughts and feelings about on-site coaching practice. Unlike most of the other coaches, Coach 3 was careful to respond to the reflection questions included in the prompt and adhered to the "what" "so what" "now what" format for reflective writing that was asked for by the researcher. Coach 3 conveyed self-confidence as a coach in the context of Get Ready while also contributing

a sense of intentional practice. Nevertheless, there was complexity to how Coach 3 understood these interactions and how they impacted the students being coached. For example, Coach 3 wrote,

My main consideration going into class, is what can I teach/give these kids today that will have the potential to impact their lives beyond the moment that I impart my information. An example of this is, today I tried to explain to Gordon the relationship between muscle fibers and nerve fibers, and know muscle recruitment only occurs when one lifts slowly with control, instead of quickly, which superficially appears to be more rewarding. I think this conversation with Gerard went well because it helped increase his understanding of his own body, opened the door to further discussion about the mind-to-body relationship, and increased his respect for me. I say with confidence the third statement because he said to me, "what are you going to be a doctor or something", and when I confidently responded, "yes", I saw his eyes glass over, which to me signifies I reached the little boy inside and he heard me on a very deep level.

While Coach 3 perceived this to be an effective intervention with a student, this reflection reveals premature presumptions about this youth's understanding of the interaction and of Coach 3's abilities to deliver effective practice. At this early stage of development, a contrast in perception is evident compared to where Coach 3 finished at the end of the training cycle. For the sake of encouraging growth, these assertions were challenged by the researcher in his feedback to Coach 3, with questions like, "How do you know? Was there a way that he demonstrated that understanding to you? If so, how?" Coach 3 ended

the reflection with short-term goals for how to continue to improve:

I think I have been doing a good job up to now, so I just want to continue to express my true form of self, and continue to study the information you have provided us through the PD's, so I can be a more affective [sic] teacher and continue to strive towards achieving my maximum potential as an individual...Although I am not sure how to describe this change, I am very thankful that I have put myself in such a great position, where I am surrounded by such great minds and caring individuals, who will help me develop and grow as a man and human being.

This exemplifies that Coach 3 was committed to using the PD modules for self-improvement from the beginning and Coach 3 seemed open to working with experienced mentors in order to improve practice. As the year went on, it became evident that Coach 3 was paying attention to the written feedback as improvement to reflective writing and practice was noticeable. Finally, it is also worth noting that Coach 3 identified as a teacher from the beginning of the training cycle. This is different from most of the other coaches in training who identified more as counseling professionals.

By the beginning of November, even though five PD modules had been delivered, Coach 3 had only submitted two written reflections. During training, Coach 3 had been part of a group for PD module 5 that challenged what the researcher (who was facilitating the training) was asking them to do during the module. Coach 3 challenged the researcher by suggesting that the way the activity was presented that it would be easy to replicate the sample activity rather than coming up with something new within Coach 3's

group, like the researcher had asked. It seemed as if Coach 3 and Coach 2, on this day, were not enthusiastic about participating in the module. This is relevant because by the end of this story, Coach 3 revealed some changes in perspective that helped evolve Coach 3's approach to training and self-improvement. As will be described in the "retrospective story", Coach 3 explains having experienced a revelation toward the end of the first semester that helped Coach 3 embrace the mentoring and training methods being presented by the more experienced practitioners. At this stage, Coach 3 acknowledged some challenges. For example, Coach 3 prioritized working to overcome performance anxiety regarding discourse with the students:

During the PD, and the moc [sic] phone calls, I realized that when I get stressed I tend to explain exactly what I am trying to say with as much detail as possible because I think that would help the other understand my point, but in actuality all those descriptive words, and the speed that I deliver them, makes it very very difficult for the other to understand my point, it almost induces a state of confusion within our interaction. So when I was talking with Jesse this morning I was asking questions that were no more than like 5 or 7 words, and purposefully stating them in a general and open way, to elicit a more detailed response.

Coach 3 acknowledged some struggles that highlight a different self-perception than the confident one portrayed just a couple of weeks earlier. Nevertheless, the intent to improve by focusing on skill development remained central to Coach 3's story. The complexity of using counseling theories and skills as part of Coach 3's coaching repertoire was shared:



I am really happy with how my new form of practice has been going. I have surprised myself with how seamlessly the counseling theories and skills come to mind without having to actively search for them. It is relieving, and encouraging that I am able to zoom out, while engaged in a counseling scenario, and realize that I have put myself in a situation to help this individual that I would not have thought possible only a few months earlier.

Here Coach 3 wrote about identifying as a counselor, where before Coach 3 identified as a teacher. Even though Coach 3 concluded with a strong identity as a coach/teacher, this shows a willingness to embrace the notion that practicing counseling skills will help improve coaching practice. Coach 3 was also open to receiving feedback and making adjustments to practice. Coach 3 wrote:

Thanks for the help Fritz, I really shocked myself a few times, regarding my own behavior and its effectiveness, and I can say confidently that your PD's and my experience at English has been on [sic] of the most, if not thee [sic] most, defining experiences I have engaged in while here in Boston.

Again, another perception of effective practice is shared here, perhaps without a basis from which to measure that valuation. Similar to feedback in the first reflection, the researcher offered a challenge to Coach 3 through written feedback: "How do you know you're being effective? This is not a challenge to your perception. I just want you to practice identifying what tells you this. It's different for everybody."

It was noticed by the researcher that Coach 3 had been intentionally practicing some skills from the PD modules. In particular, Coach 3 and a few other coaches had

been practicing the “medical model” approach to teaching lifts with the kids. Again, during the training, Coach 3 posed a small challenge to the PD exercise, perhaps before fully understanding it, showing that maybe Coach 3 did not yet fully trust the training process. Nevertheless, Coach 3's written reflection style started to show improvement. The reflections began to relate more to actions taken in practice and the rationale behind those actions instead of focusing on outcome-oriented and/or self-congratulatory judgments. For example, Coach 3 reflected on an interaction where one student, Timothy, was being disruptive during the circle up. Coach 3 wrote:

I noticed Timothy became distracted and tried to turn to engage again, so [I] nudged him and made a gesture to listen and respect the person talking at that moment in the circle. Although I think this strategy worked and he demonstrated the respect we are looking for, I do not think it was the best strategy to induce long-term change. It was a bit authoritative and inhibited an opportunity for him to make pro-social decisions autonomously.

Coach 3 completed the reflection by including a "now what" that was specific about what could be done better next time: "Moving forward I think during that transition when everyone settles into his or her seat, I need to pull Timothy aside and deliver my specific expectation of how he is to act during the circle-up. This instruction would be..." Coach 3 continued with a detailed paragraph of what this discourse would sound like. It was very specific and intentional.

The nature of the reflection for PD 3 shifted more towards exploration of self-understanding and learning and away from placing value judgments on the quality of

interactions. Nevertheless, it was submitted months after PD 3 and a few weeks after PD 7 was delivered. Perhaps because of the delay, it shows more growth from Coach 3 and a vast improvement from the first reflection. Coach 3 commented that attending football games and other out-of-school-time activities helped Coach 3 feel more a part of the English High community. Making a phone call home to a student's mother was also particularly salient. Coach 3 described in detail the phone call home, including a voicemail left on the first try. Coach 3 also identified as a "teacher" for this call. Coach 3 offered that it would be beneficial to call again for a "now what," in order to keep Jerry's mom connected to the program, his progress, and to help serve him better:

To move to the "now what" piece of reflection, I think reaching out to Ms. Smith again would be a good move. During this conversation, I would like to ask about how, if at all, she has seen Jerry develop over the course of his senior year...I would share a little bit about what we are trying to achieve through emphasizing leadership roles, and ask her if she saw any opportunities for Jerry to continue to work on those skills outside of school.

Coach 3 revealed that it was valuable to make efforts to connect to other teachers outside of Get Ready. Coach 3 wrote details about conversations and efforts made to connect to the cooperating teachers in order to get deeper insights about the students when they were not at Get Ready. Coach 3 wrote,

...communicating further with Pedro and Mary, the ninth grade teachers, might help me build a better idea of what the culture of English is like outside of our classroom. To build off this, I think I now need to transition to asking Ms. Smith

about opportunities she see's [sic] to positively affect the students through focusing on strengths and implementing opportunities to lead others.

Coach 3 ended this entry with some awareness of personal growth and maturity:

Finally, over the year I have become more comfortable being in a leadership position myself, when around these students. At first I was nervous about communicating, unsure of what to say and how to draw info out of them. But now, especially after working with the freshman, I am more confident that students are thirsty for attention and guidance, even if they have a thick shell and push you away. This helps me feel confident with sharing my knowledge and really trying to have a meaningful affect [sic] on the students.

The writing in this passage conveys a more mature self-perception of how Coach 3 feels about interacting with the English high students.

By the time the reflection on the planning session was submitted, Coach 3's reflective writing had improved and evolved to self-evaluate on task-specific aspects of practice. While this reflection on the planning session came several months after the PD was delivered, at this point, changes in Coach 3's approach were evident. For example, after leading a class with Coach 6, Coach 3 wrote about the performance:

Although I thought I was loud enough and gave a 5-minute warm up to all the subgroups, apparently I was not. Next time, if I asked students to help me with this announcement I think I would be able to reach more people, and utilize a leadership opportunity for the students. I think what this means, is that I did not prepare enough for my role and was not able to plan how to provide

empowerment and leadership opportunities for the students.

Coach 3 offered a plan for next time: "Moving forward, the next step is just to be more prepared. I don't know why I still struggle with the time line [sic], but I need to take more initiative to memorize it." Coach 3 consistently followed the reflection protocol and continued to strive for improvement through intentional practice. Coach 3 concluded by offering some steps to assume more responsibility:

I need to transition from being a group facilitator to being a group leader.

Reviewing the TPSR model, the binder of information you have provided to us, and especially the timeline is what I need to do to become a better group leader in this setting.

As the end of the semester approached, the quality of the change displayed in Coach 3's writing was consistent with what the researcher observed during training sessions and on site. During one of the PD modules, it was stated that practicing with intention to develop one or two specific skills on a daily basis would be the goal of Coach 3. This meant Coach 3 would emphasize practicing certain coaching strategies with the youth at Get Ready. These included: adhering to TPSR themes such as "caring for others", using questioning to have youth talk Coach 3 how they are exercising, and using the prompting guides to help Coach 3 be more familiar with how to talk with youth when prompting them to reflect. The prompting guides are scripts that were introduced during the training modules that serve as examples of how to coach youth through the reflective writing process. Examples of these coaching strategies used by Coach 3 include: "Is that what you're trying to say?" and "What would that look like?" It was also observed that

Coach 3 began practicing the medical model of instruction when coaching lifts. Still, during the PD modules, Coach 3 continued to struggle with overly-explaining when giving instruction during role-plays.

At the end of April, Coach 3 handed in the last submission of written reflections for PD modules 7 and 5. In this series of written reflections, Coach 3 named specific coaching "moves" that were implemented during interactions with youth. For example: "...they usually stick together and distract one another, so I approached them using Jmac's [Dr. McCarthy's] kneeling ninja move to see what was going on." Another interaction was described with a student who Coach 3 was trying to prepare to lead the 3-point line. Coach 3 wrote about how the training helped this interaction:

I jumped right into getting him to practice saying the prompts with me, just like we did during the PD, to get him comfortable saying them. From here, I took him through saying the skill of the day and asking for examples.

In reflecting on what happened after the student actually led, Coach 3 continued to follow protocol practiced in the trainings by following up with the student. Coach 3 wrote:

As for your question, 'what's next?', as soon as I had a chance I went over to Adam and praised him for his presentation, but I think I could have better leveraged the moment I could have talked to other students about Adam's presentation and asked what they liked or would have done differently if in his position.

This shows awareness for how it could have been done better, especially if comparing

this to how Coach 3 was reflecting and valuing interactions—perhaps in an inflated capacity—at the beginning of the training cycle.

Again, intentions, skills, and task-orientation were the focus of reflection for Coach 3. Coach 3 wrote: "I think the strength of my approach was I tried to use the backwards-planning approach. I wanted them to recognize the big picture, and try to place themselves centrally within it, before diving into the details of the situation."

In the last journal, Coach 3 was reflective about self-improvement. Again, coach 3 wrote about approaching practice through task-orientation. Being specific, Coach 3 conveyed a process of moves and strategies to try when coaching:

I feel like when I provide feedback the #1 thing I try to implement is getting them to zoom out and see how their behavior fits within the TPSR model. I try to do this by using the skilz [sic] language as frequently as possible when providing feedback. For example, when working with the 9th graders often they just kind of give up for one reason or another. When I see this I try to say, "check and adjust!" Sometimes they give a half grunt, half sigh and do something else, normally curls. And other times they just say, "yeah no", drop the weights and stand there. All in all, it is a pretty good strategy that I think has been working.

While this exemplifies a directive approach, it also shows that Coach 3 identified the need to practice using program language and followed through doing so.

Coach 3 also shared an example of how to be intentional about giving students opportunities to practice leadership skills like "reaching out" to other students to offer help. Coach 3 described this process:

I feel like my biggest shift since September is having a deeper understanding of the student's strengths and weaknesses, and then trying to use their strengths to become more aware of opportunities for growth. For example, Abdul and I were doing some core and I asked him if he would reach out to the new girl, Katie I think, to see if she would join. She declined, but then Abdul and I talked briefly about how easy that was and how our classroom would look different if he did that more frequently. I knew Abdul has some confidence and can speak well to others, so I tried to leverage that into talking about making consistent, positive change in the weight room.

This reflection highlights Coach 3's intentions without claims that the intervention was effective. This represents a change in reflective skills and self-perceptions compared to how Coach 3 wrote in October.

These written reflections provide a real-time story that highlight a commitment to intentional practice and task-orientation. It seems like even though Coach 3 started off a little over-confident, that a willingness to follow reflection protocol and openness to feedback helped Coach 3 steadily progress over the eight-month cycle.

***Retrospective story.*** This retrospective story highlights how Coach 3 harnessed reflection to develop new coaching skills and an intentional approach to practice. In doing so Coach 3's reflective process included being open to feedback and mentoring from more experienced practitioners. This led to a commitment to being intentional about how to practice coaching skills to improve as a practitioner.



Above all, Coach 3 embraced reflection as a learning tool—both independently and as part of a group. While the "real time story" displays Coach 3's steady improvement as a reflective writer, it was in the focus group and interview where Coach 3 spoke about the value of learning to reflect in action. For example:

I think over the course of the entire year, some of the most valuable things that I, I've taken away are the reflection in action piece, and really finely tuning that skill. And, being able to have an interaction and then reflect on the interaction while still practicing active listening and then being able to like modify my response, right then and there.

While practicing reflection individually helped Coach 3 develop the ability to adjust on the fly, group reflection was also influential. Coach 3 explained that the coaches' circle provided different perspectives from the other coaches for how to coach and work with youth by offering, "more options to think about when reflecting on my own performance." Notwithstanding that it was a new process, here Coach 3 gives credit to how the coaches' circle was important for making key behavior changes to improve as a coach:

...reflecting with other people is something that I practiced, but I hadn't been exposed to before. I think that the reflecting in the moment, the behavior to create a behavior change while still engaged in the activity is what I, uh, is what was lacking...

This quote suggests that the concept of group reflection was key to helping Coach 3 achieve a crucial aspect of development.

The group reflection that occurred during the coaches' circle also provided a venue for meaningful mentoring and feedback, a process that Coach 3 valued and embraced. Coach 3 recalled:

...like, during the coaches' circle, I would, this happened a few times, where I kind of went through a dialogue that I had with a particular student and then, whether it was JMc or you, or you said, "well right there, if you maybe said this, then maybe you could have taken it in another direction." And I was like, "Oh you're right." And then I thought about that for a little while and then it kind of sank in.

This openness to not only receive feedback but also to intentionally respond to it in action was significant to Coach 3's improvement. This is important because Coach 3 was able to articulate *how* that happened. The following quote clearly articulates that Coach 3 felt cared for by the program director and other experienced facilitators:

I definitely would not have developed if it was, developed in the same way, if the leaders were not very invested in, or at least it seemed like you guys were very invested in increasing my potential, or in increasing my skills. And, I know that's not the case, like I didn't get that really at BU. I didn't get that with the [unnamed varsity] team. They weren't, they were just, uh, doing their thing and I was there to pick their brain. They weren't actively interested in increasing my skills. Uh, but, with Get Ready, it seemed like the whole program was focused around youth development and I think a big piece of that was the coaches' development as well

as the student development. Um, as set forth by the leaders of the program, the people that have been doing it the longest.

This feeling of mattering seemed to help Coach 3 trust the facilitators. It also incited openness to feedback that helped Coach 3 adhere to suggestions made to adjust practice and behavior for skill development.

At the same time, the process of learning to follow the training systems in place and the mentoring of the more experienced facilitators was not always smooth. Coach 3 reflected on the challenges faced early in the semester as a person who wanted to show initiative. Coach 3 realized that trying to do too much can get in the way of quality practice. For example:

I guess got wrapped up in trying to, like almost trying too hard for this one particular case, for this one particular individual. And, almost overstepping my bound, my boundary of what would be appropriate and what um, what is necessary in order to create change. So, I think that was an, a huge learning experience. And something that, uh, definitely shaped my practice moving forward. Um, of just trying to, I mean like you said, I remember you telling me one time, like when you first got into teaching, you were like, "I'm going to just, do it my way, and like try, tried to like do it how I think it works." And then something shifted and you were like, "All these strategies that they're teaching me, work, and therefore, I'm like, now I really need to use them." And I think that I kind of went through that same experience where, I was like, "Oh, I've got this great idea to like help this individual." And then it turned out that, that wasn't the

best practice, and I really needed to, you know, take the direction that others were giving me more seriously and practice using the strategies and skills that were being taught to me. Um, instead of kind of trying to do it on my own. Just kind of being a cowboy.

It seems as if this was a deeply meaningful moment of learning that helped Coach 3, in a sense, surrender to the training and totally trust those that were in positions to help with Coach 3's development.

A focus on intentional practice reportedly was a result of Coach 3's openness to feedback. Again, *how* this progression happened is central to Coach 3's story. During the second semester Coach 3 was not enrolled in a practicum so there was no requirement to submit written reflections to a supervising professor. Nevertheless, Coach 3 continued to submit written reflections to the researcher:

I wasn't in a practicum class. They [written reflections] didn't count for anything. They were just an opportunity for me to explain my experiences and to get feedback from you. Um, I think they're extremely positive...I know I handed some of them in very, very late. Um, but, once I handed them in and got the feedback, uh, I think that it was extremely helpful for my development.

As Coach 3 continued to take the development and feedback processes seriously by using the journals to adjust practice, Coach 3 became more effective at skill development by focusing on improving one skill at a time:

...that was something that was reinforced in the journals. Um, I, was just reviewing them and in the first one, it said, like, I forget exactly what you said,

but you alluded to, "like you need to be a little bit more, uh, intentional. You need to be a little." Let me just find it real quick. Um, I mean, you constantly, you constantly ask me to be more specific. You constantly ask me to, um, focus on the skills, focus on reviewing the competency guide and pinpointing one skill that you can use, creating short-term goals to help increase that skill repertoire to increase, comfortability [sic] with the skills. I feel like that was something that was stressed in the program. And it just took me a while to get there. Right here it says, "I also hope that looking at the competency guide can help you simplify your daily goals and skill development at Get Ready. When behavior and skills are practiced one at a time and with repetition, they become habitual and that's how your practice is developed. It doesn't happen quickly, like anything else, but what you've brought to my attention with this reflection, is that you're also now being intentional about how you reflect, your intent to change, how you intend to change, and also how, whether or not you're following through with that, with what you say you'll do." Just, being more focused, I guess and I think that focus in general is something I struggle with. And, so, relating, relating that weakness to the teaching practice was something that I think we worked on a long time. Over and over and over again this year. It's something that I still feel like I can get better at.

Consequently, Coach 3 got better at practicing one or two skills at a time in order to be intentional with coaching behaviors on site. Furthermore, despite the realization that there was still work to be done to improve, Coach 3 recognized that specifying one or

two things to try on any given day is an effective way to improve as a coach and that it also helped the kids. For example:

I think using follow-on questions like "tell me more" or "how so" or, "can you like expand, relate this to something else?" I definitely got that as working as a group and kind of observing other people and then getting feedback from others on how exactly the right follow-on question would work in that situation.

Coach 3's descriptions of this process allude to an involved progression. It took some time to develop and understand how to effectively engage in the process of developing new coaching skills. However, Coach 3 describes that having clear intentions about one skill, like "follow-on" questioning, calls for knowing what to say by watching others say it, then trying it out, and finally seeking feedback about that performance and then trying it again.

The big picture result of this process was that Coach 3's coaching style and perspective about coaching changed. First, Coach 3 acknowledged that working in the context of a high needs public school with an unfamiliar cultural demographic was meaningful:

I've got Division 1 and I've, I've got nurturing parent program, which was kind of working with troubled kids, uh, on one basis, not in the physical activity. And then here at Get Ready, um, working in a difficult high school with Black and Hispanic kids. That's something I've never been exposed to before and it challenged me in a really unique, well, and uh, I think that the skills that we

learned worked really well for that population but I think that they'll transfer into a performance setting as well...

This youth development experience provided exposure to new cultures and perspectives, which seemed to deeply influence Coach 3's approach to coaching.

Second, not only did Coach 3 identify subtle skills that improved, such as communication and questioning, but Coach 3's coaching philosophy also evolved. From a technical perspective, overall, Coach 3 perceived improvement: "I feel like I've learned like, my bag of tricks expanded quite a bit...and I think in your PDs and working with Get Ready program, I have gotten tangible strategies that have made me a better coach and teacher." Coach 3 added that improving communication skills was also meaningful:

I mean I really feel like the biggest shift over the course of the year, through working at Get Ready is just being a more effective communicator as a coach and being able to get my message across, um, in a more, uh, in an easier way for the student to relate and the student to use it. Like I said before, I think I talked a little bit too much and tried to get across a very specific point instead of, kind of providing the space for them to discover the moral, or the lesson within. Um, I really feel like that's been the, the greatest take-away for me. That, that's changed in my own practice as a coach, and teacher.

More specifically, Coach 3 perceived that big improvements on questioning were achieved. "I think that my style of questioning has changed." Diligent practice was put into adjusting from asking very specific closed-ended questions to open-ended ones that gave athletes and students opportunities to give authentic answers. Practicing written

feedback also added an additional layer that helped Coach 3 practice these questioning techniques, particularly with the students at English High. For example:

I had never provided written feedback to students. And so writing in the binders...gave me an opportunity to develop, just, what words do I want to use in this small little box, in order to create the best effect and, I think that relates to, to, leading questions. I think that relates to follow-on questions. Um, trying to catch them being good. Trying to use their own words in order to help them change a perspective and to help them, like, think about the same situation in a different way. Um, that was really valuable, actually. Just being exposed to written feedback.

As Coach 3's coaching practice changed, so did Coach 3's coaching philosophy. Coach 3 adopted the philosophy that coaching is about helping young people develop beyond the realm of their performance domain. Coach 3 explained:

...so, just trying to transfer this model, the TPSR model, to other coaches in the elite setting. And, just trying to understand, well, what product are we trying to get? Are we trying to get them to be the best [varsity athlete] possible? Yes, but, we have to look a little bit more globally, we have to take a bigger picture, we have to zoom out. And, we have to understand what our role is here, really. We're trying to create better people. We're trying to get them skills and tools to take out of, out into the world with them, that, that we teach them through [varsity sport]...And, I don't think that I'd have that level of insight without the Get Ready



program and the PDs. And being exposed to the TPSR model, the way I have been. So that was really, really cool.

Coach 3 clearly believes that TPSR-for-coaching skills can and probably should be transferred to the elite context.

Overall, these stories combined to portray how Coach 3 learned to be a skilled reflective practitioner. Even though Coach 3 was committed to self-improvement from the beginning, it took some time for Coach 3 to learn how to embrace an effective learning process to help access the resources that were made available by the internship and training procedures. While the reflective skills took a few months to develop, Coach 3 was managing new experiences, which challenged some old understandings and philosophies about what it means to be a coach and what a coach's responsibilities are to student-athletes. Nevertheless, Coach 3's stories combine to highlight the importance of using various forms of individual and group reflection for skill development. It also emphasizes the gravity of caring and trust. For Coach 3, the mentors and coach educators in this experience built a caring climate that was vital for inspiring a commitment to learning and change.

**Coach 4's story—knowing what to do.** The most unique story of all coaches is that of Coach 4. This coach had a very busy schedule during the first semester and only attended the last two PD modules. Therefore, this coach missed PD1, and so none of the paperwork from the orientation was collected. This included the Get Ready Background Information Worksheet, the baseline Self-Reported Competency Scale, and the Get Ready Competency Guide (v.2). These three documents were supposed to provide

background information and baseline perceptions of competence from Coach 4. Since Coach four was not a part of the first few modules, this information was not collected until Coach 4's individual interview at the conclusion of the experience. Nevertheless, most of the Background Information worksheet was completed in retrospect and indicates that Coach 4 came to Get Ready with some assets as somebody who had experience working with youth in sports-camp settings. Coach 4 did choose to submit written reflections to all of the journal questions, which had prompts that focused on the skills delivered in the PD modules. This means that for the first several months, Coach 4 submitted responses to PD-focused journal prompts having not attended the PD modules. This process of moving from a somewhat disconnected first 3 months of the training experience to being fully connected for the last 5 months is explained in Coach 4's story.

Coach 4's story emphasized the idea of personal change and understanding. As the story was told in both real time (the journal) and retrospectively (the focus group and interview), Coach 4's growth and understanding focused on relationships and personal and professional change through perspective-taking.

***Real-time story.*** This real-time story needs to be told with the caveat that Coach 4 returned the journal reflections out of order and with three of the seven submitted at about the same time that the training cycle concluded. This means the real-time aspect to this story is only applicable to four of the seven journal entries. Furthermore, the final 3 entries—4,5, & 7—were submitted all at once and in one document. The way these last three were received essentially eliminated the chance that the feedback from them could

have been used to make improvements on practice since they all came as one document and at the end of the training cycle.

To generalize Coach 4's real-time story, it was a progression of improving upon knowing what to do. These journals revealed that Coach 4 started off with some apprehensions about being able to practice responsible coaching. Because Coach 4 did not feel competent neither performing nor coaching strength training, there was some anxiety about not having proper certification and thus some reticence to coach or teach that content for fear of being unsafe. While this shows responsible instincts to practice within one's skillset, it also reveals that Coach 4 did not know what to do. Had Coach 4 attended PD2, where safety protocol about how to help kids strength train safely was addressed, this initial doubt might have been reduced.

When Coach 4 did not know what to do, Coach 4 was able to use skills that were already developed, like relationship building. In general, coach 4 demonstrated good instincts about working with youth and exhibited some ideas that match the TPSR curriculum and desired outcomes, like giving youth choices and engaging them in conversations. Coach 4 built trust by practicing things like saying good morning and goodbye to every student, every day, in order to learn their names as quickly as possible. Coach 4 also wrote about connecting with teachers at the high school at volleyball and football games. These relationship building behaviors were skills that Coach 4 seemed to have already developed from past work with youth and perhaps also picked up from the coaches' circle and practicum class. Nevertheless, these were things that Coach 4 knew what to do, independent of the PD modules.

At the beginning of the last quarter of the year, the journals begin to tell a slightly different story, as Coach 4 seems to have a better idea of what to do, both with the journal and in practice. Coach 4's writing became more aligned with the PD modules after finally attending the penultimate PD. For example, Coach 4 reflected on trying to find common language with students and with planning and executing a full Get Ready session. This progression began with Coach 4 trying to use common language with youth:

For me, I try my best to find some common language with our students. This has been the best approach, in my opinion, because we find similar goals in the weight room, but they also inform me of what they wish to work toward in class and outside as well.

Whether or not this comes as a result of attending the PD, Coach 4 seems to have built at least a basic understanding of a protocol of what to do and how to do it—being more intentional about how to practice skills that align with the training rather than offering more generalized ways of building relationships.

After leading a Get Ready session with another coach, Coach 4 was appreciative that PD6, "Planning", provided clear protocol for what to do. After experiencing what it was like to run a class, Coach 4's confidence grew as a leader and as a coach who was willing to ask more of the students. Coach 4 had quickly become comfortable challenging the students at Get Ready and assigning roles to peers while in charge.

***Retrospective story.*** This retrospective emphasizes perceived changes in professional ability as a result of deep perspective taking, and learning what to do as a

result of committing to the PD modules. Along with increased confidence as a practitioner, Coach 4 also expressed feelings of personal growth, pride, and satisfaction about the experience upon its conclusion. It is also important to understand that Coach 4's retrospective story is the coming together of two stories. The first is the experience Coach 4 had prior to attending any PD trainings, with the second being the experience after having integrated into the PD trainings. Together, they begin with the three final journal entries, the focus group, and interview.

Retrospective story 1 reveals the tensions that Coach 4 felt about prioritizing personal commitments as they conflicted with the PD trainings. Because Coach 4 was in the process of applying to doctoral programs for the next academic year, PD modules were skipped until all the applications had been submitted. Furthermore, since the PD trainings were part of a research study, attendance was not mandatory for the coaching interns and so Coach 4 opted out of the first five.

I didn't want to miss any PDs, it just kind of felt overwhelming between like taking all my classes and then choosing to do, like all my free time really was filled with writing essays, emailing professors who were writing me letters of recs, finding the money to, to, to pay for all the applications...I wanted to go to the PDs, but then it was like, that, that was just one thing that if it weren't mandatory, then I would...

In retrospect, Coach 4 reported feelings of missing out and misunderstanding some key aspects about the program, such as expectations of the interns and developing competency.

...it was hard because I wanted to be there, um, and, they just, all the kids or not kids, all my classmates kept saying, "Oh man, it's so helpful man." So I would get the knowledge second hand...But I knew I wasn't getting the information that I wanted. I don't think I understood the program as well to begin with. Like, um, I'm looking at this like, this self-rating, um, you know, we're looking at like competency from all the different PDs and like, and, just like the different, um, expectations, the different definitions, and I just don't think I necessarily understood it as well until the end of the program because I would, I would talk about things I wanted to focus on. But I don't think I had as broad of a spectrum as my classmates did because they attended all the PDs and got that.

Interestingly, the real-time story of the journal did not give mention to the type of regrets or areas of confusion mentioned in the above quote. However, upon further reflection it was revealed that after hearing the other coaches talk about the PD modules, Coach 4 became intrigued about what was missed by not attending:

It's like, I mean, it was like, "What happened? And then they [other coaches] would say, "We did this example." You know we would do like, um, examples in class and like how you would work through certain situations, or, and so it was, it's like when you ask like, "How was, how was the movie? And it was, it was helpful, but I don't think it was anything that ever stuck with me that I didn't at least experience or um, like, I, I think I'm um...I'll remember it much more obviously if I'm like there...But, it was, it was good to know that they were

gaining stuff from it, so it did, it did actually help me motivate myself to, to go.

And it was like, all right, let's get these doc apps done so I can make some time.

Despite Coach 4's mention that experiential learning might be just as useful, this lip-service the other coaches were giving the PD modules helped Coach 4 become motivated to find the time for it.

While being accepted into a doctoral program for the following year was a priority, Coach 4 also had to be reminded to continue to engage in the internship, in the moment. Coach 4 remembered: "And, I think also, um, throughout the, the doctoral application process, um, Dr. McCarthy was constantly reminding me to not forget to be present now." With the help of the internship and practicum supervisor, Coach 4 was aware of getting too caught up in looking toward the future and giving proper attention to the present and doing good work at Get Ready.

This second story of the retrospective explains Coach 4's experience after integrating into the PD trainings. Confirming the stories the journal told, the focus group and interview reiterated that Coach 4 developed a type of confidence as a practitioner in this setting as told through recollections of protocols that were performed in certain situations. At first Coach 4 lacked confidence about working in strength and conditioning and had anxiety about being unsafe with the students. Nevertheless, as time at the program passed Coach 4 began learning what to do. This happened as a result of picking up skills from others—experienced program facilitators and peers—through observation, through the coach circle, and then also finally from attending the last couple of PD modules. All of these things seemed to help Coach 4 become fluent with the

program's coaching protocols and to foster an approach to working with youth that Coach 4 found reliable. For example, Coach 4 started the year having anxieties about coaching without certification as a strength and conditioning coach and as an athlete lacking self-confidence in the weight room: "I didn't want to lead them down the same path of poor, poor habits, um injuries, um, so I wanted them to be safe...what if I hurt these kids?" Though, by the end, Coach 4 seemed to have a much better idea of what to do: "I'm much more comfortable with my lifting knowledge. And I think that came from, from working out with, Dr. McCarthy and, and you and Val and like, you know, knowing like little tips...This is the coaching part." Here, Coach 4 gives credit to the observation and mentoring aspect to self-development.

In addition to gaining some confidence coaching for strength training, after attending PD modules, Coach 4 seemed more confident promoting student leadership outcomes as well. For example, the following quote exemplifies how Coach 4 followed protocol to ease a student into an opportunity to practice leadership:

...allowing Jamal, the opportunity to at least say to him, um, "Hey, I know you have led the 3-point line, but it's been a while. What do you think of leading again? "And then he had the ability to say, "Well I'm not, I don't want to do it today, can I do it Thursday?" And then, it was, there he was. I was suggesting that he do something and he was able to speak back to me, and then allow him that extra time to prepare himself. Instead of just, again, like [Coach 2 said] the top down, like, "C'mon man, you're doing it, let's go." And then, he felt safe because he had that time to just, like, prep himself, you know...And, and, if he



would have said, "No!" then, it would have been, "Okay, that's fine, then I'll find, like, we'll find someone else. And if not, one of us, like the coaches will do it.

Um, but I want to extend that to you and if you want to do it, it's up to you, I think you'd be great at it." And he did.

This reflects the protocol practiced in the PD for how to prepare students to lead different parts of the program. First, Coach 4 gave the student the choice to lead. Second, Coach 4 helped the student know what to say, "I was suggesting that he do something and he was able to speak back to me." Finally, Coach 4 supported this example by reiterating the importance of starting the feedback process and following up after a student leads:

The work that I will forever take away from the PDs and our work at English, was something that I actually learned from Fritz, and following up, and [Coach 2], you kind of touched on it, that like, structured intentionality. Asking the students how they feel about when they try something new, leading. It's been so profound in my ability to communicate with the students...and, "What could you have done better next time?"

This is more protocol directly from the PD modules. This shows that Coach 4 now knows how to be intentional about completing the entire process of helping a student lead from preparation to follow up and feedback. This helped Coach 4 become a more confident practitioner.

These recollections exemplify change. Moreover, these focus group and interview reflections are much different than Coach 4's first two journal entries. When the journal prompts asked about skill development, Coach 4's recall seemed to grasp at

"doing" something skill oriented, but Coach 4 could only really reflect on safety anxieties and generalized actions taken that help build relationships. Saying "good morning" and "good by" are certainly ways to model one of the Get Ready skills that "everyone matters" and "modeling respect" but they are probably ubiquitous enough to consider these skills as pre-existing knowledge or disposition. Perhaps because Coach 4 had not gone to any of the PD modules yet, there was a limited frame of reference about what was appropriate to reflect on, so, the result was a focus on relationship-building because that was what Coach 4 knew how to do at the time based on experiences that preceded Get Ready. Furthermore, Coach 4 acknowledges the value of how the PD helped give guidance for exactly what to do as a program facilitator:

I found extremely helpful, as far as bringing it back on to us and saying, "Okay you guys are going to run the class, what are you going to be responsible for?" And noting what all the elements that we may overlook due to the teamwork environment that leads to like certain people fill these roles, like we know that JMc [Dr. McCarthy] will sweep but if he's not there, who is going to pick up the slack? And so it was just something that we had to know, like what do we always have to do to make sure that we run the program efficiently? So, it was helpful in a smaller PD for that.

This protocol Coach 4 described comes directly from the PD on planning which emphasized having a lesson plan and assigning roles to coworkers and students so that the class runs successfully.

Personal growth occupied the majority of Coach 4's story. This change happened

primarily as a result of learning to perspective-take on a deep level. This triggered a multitude of realizations, about self and others, which Coach 4 professed to have helped become not only a better professional but also a better person. In particular, Coach 4 repeated the notion of how the experience invoked a deep sense of humility and understanding about the personal situations the students had to deal with out of school.

This part of the story begins with Coach 4 entering the Get Ready experience somewhat tepidly. After previously having negative experiences working with teenagers, Coach 4 was apprehensive about interning in the English High setting. Nevertheless, Coach 4 was adamant about the positive changes the experience invoked personally and professionally. For example,

I really reflect back on this experience as one that really shaped my life, and for the better. So, it makes me happy reading all these [journal reflections] and thinking back on all the things I had to think about, in order to make myself better, but allow myself to reciprocate that and give that to the students so that they can be better.

Furthermore, Coach 4 seemed to come to this conclusion through a process of realizations that brought upon intense humility.

So, really Get Ready taught me to be humble, more humble than I thought I could be... Like, Julio didn't get enough sleep last night because [he] had to work to pay the bills for mom and dad. Or like mom or grandma. Or, they didn't get dinner last night, so they needed an extra nature valley bar and milk before we started lifting. It was interesting to see. Again, it brought a lot of humility to me.

Bearing witness to these challenges and profound responsibilities that the Get Ready students carried with them was deeply meaningful to Coach 4. Moreover, it was revealed that Coach 4's worries about pursuing doctoral studies seemed trivial in comparison.

Coach 4 reflected:

Like, you know I think about those kids and I'm just sitting there going, "Well, I'm just complaining about, like, wanting to better myself, like who cares if I'm, you know, in debt, like, for a few years or whatever." Like, it, it just, it really put a lot of things in perspective for me.

As Coach 4 learned humility and perspective-taking, this awareness helped change both a way of thinking as well as practice. For example, Coach 4 reflected:

I think I would have been more, um, leaning toward, "Oh they're not here, they're loss. Oh well. You know, hopefully they can come next time. I, I do hope that they're okay, but they're loss for not showing up." And I think that it, it just opened my, my mind, or, and my, my eyes to like, "Oh man, they're not here. I hope everything's okay. I wonder if I can do anything to help. Maybe make it easier." I also saw a little extra effort, um, from staff, and, you especially, like, I, I know at one point I think you were calling like three or four kids to wake them up in the morning. And I also offered to some of the kids as well and they never took me up on it, but, um, yeah, that was, that was some stuff that I saw that I was like, "Oh, I can do that." It's like, if I were to like, take an old, an old point of view, and say like, "They're not coming to school. They need to take responsibility, or their parents need to take responsibility." And then you know,

you noticed that when we called home, it's like, I had to call a student and I said, "Who am I going to talk to when I call home?" And he said, "You're going to talk to my aunt." And I was like, "Okay." Like, you know, it's not too A-typical. But, I said, "When's a good time to call?" He said, "Well, she works all day and all night. She works, " I think he said something like two or three jobs, so she only gets like two hours in the morning to talk on the phone." Right? So, either, either she works a couple of jobs or she has like a nurse jobs and she like took a lot of extra shifts. So, he's like, I leave at 7 a.m. to get to school, or you know, like 6 a.m. and she's up with me and then she has until 9 a.m. to get to work or whatever and so it was like, not only do you not live with your parents, your aunt works all day and so it was like some of the situation that it was like, it, it could have been easy to just fall back on old habits, I really had to look to their individual situation and know what would be an appropriate thing to focus on. So like, if he didn't get a permission slip signed, I mean, I don't know if he did or not, if that ever came up for him, but, like, what I could do to just make that situation easier or, what have you...And you know, the idea of, like, Maslow's hierarchy of needs, you know, like, some of these basic needs aren't being met, so how that's going to affect my work with them.

This anecdote adds layers to the realizations that Coach 4 had about the complexity of the students' home lives. It also reflects how Coach 4 utilized an empathetic approach in order to be intentional about what would be effective practice based on understanding each individual student's situation.

Transferring the skills and perspectives learned at Get Ready to other working and personal contexts was important to Coach 4. For example, Coach 4 inferred that asking permission to give instruction, coaching, or advice helps to disarm interactions that might otherwise be unwelcomed.

It allowed me an opportunity to use some Get Ready stuff with the kids who would probably be similar to um, our kids at Get Ready. I would use some of the skillsets, like, "Hey, do you mind if I show you, like, how to..." Like, I would um, some of them like use a medicine ball, like they'll do little warm-up stations...And I'll say, "do you mind if I show you another way to use this?" And they'll say, "yeah sure"...I'll ask like my little five-year olds, like, "Hey do you mind if I give you some coaching?" And they'll be like, "Uh, yeah." And so like they look surprised that I'm asking them that...Like, outside of life, like, I, my girlfriend, like, I was like, "Hey do you mind if I show you how to do this?"

This willingness to use the skills learned at Get Ready and at the PD modules in other contexts indicates that Coach 4 perceived that they were effective methods practice and worthy of adopting into Coach 4's personal life as well. Again, this is change.

Overall, Coach 4's stories combined to conclude with a feeling of overall improved confidence as a coach/youth worker. Coach 4 expressed pride and appreciation for being a part of the program and for being able to integrate into the PD modules in the second half of the year. Prior to being on the same page as the rest of the group, Coach 4 had the good sense to harness the relationship-building skills that had been developed in previous experiences and worked to improve on those. Nevertheless, the retrospective

story provides many examples of how meaningful the experience was for Coach 4 and the impact it had to help Coach 4 change personally and professionally. Coach 4's story reveals that when people know what to do and what protocols to follow in any given situation, it can help them take action with confidence. It also suggests that abiding by protocol can relieve anxieties and free us up to engage deeply with the youth we are serving. When everyone knows what to do, the focus of action switches from an internal, "what do I do" mentality, to an external, "how can I help this person in front of me" mentality.

**Coach 5's story—becoming a person who offers help.** Coach 5's story emphasizes that making interpersonal connections is not only important but is also the foundation with which Coach 5 approaches youth work. This story stresses the value of being authentic with youth and working closely with peers to develop and improve skills. It was also shared, that by the end of the year, the Get Ready experience influenced personal and profession change that helped Coach 5 learn new ways of leading and instruction.

Prior to starting the program, Coach 5 came in with assets and skills developed in former experiences. These included being a multi-sport athlete in high school, participating in strength and conditioning training at the high school level, having informal experiences coaching at the intramural level, and with formal experiences working with youth in mentoring and summer camp contexts. Coach 5's preconceptions of Get Ready and the program goals were basic and vague: "The Get Ready program is an optional class for kids at English High School to help them become more fit and

healthy." Coach 5 also associated the internship as one that was counseling and performance-oriented. Coach 5 wrote: "As part of my graduate course load, I was given this internship opportunity to give me more experience as a sport psych clinician in training." Coach 5's expectation was to build counseling-based skills as a sport psychology practitioner: "I expect to be able to interact and provide sport psych interventions as well as build rapport with teens who are dealing with issues on and off the field." These preconceptions are important because, as the story unfolds, it becomes clear that this internship is youth development focused and not performance oriented in the way other sport psychology internships are. In the real-time story, Coach 5 does not engage deeply in the written reflections that at first conveyed disinterest in the internship. It gave the impression that because the internship was not performance oriented, that skill development in this context was not a priority for Coach 5 and was therefore somewhat ignored. Nevertheless, in the retrospective story, deeper, spoken reflections helped clarify the processes Coach 5 used to improve practice.

***Real-time story.*** To summarize Coach 5's real-time story, the journal submissions were often received out of order and several months after PD modules were delivered. This is relevant since the reflections received towards the end of the year were written so many weeks after the PD modules that the experiences mentioned in the reflections can only loosely be looked at as representative of a "real time" perspective. The order in which these reflections were received is as follows: reflections from PD 1 and 2 were submitted together more than a month after the first PD. Next came a reflection that actually did represent real-time reflection, from PD 4, within two weeks of the module.



This was followed by the reflection for PD 3, which came almost four months later. Finally, reflections for PD modules 5, 6, and 7 were all submitted at the end of the training cycle five and six months after the modules were delivered—at the end of April, May, and June respectively.

As such, Coach 5's real-time story really only consists of three reflections from PD 1, 2, and 4 since these were the only reflections that were received within a few weeks of when the PD modules were delivered. As a general rule, the written reflections lacked depth and so mining for the essence of Coach 5's real-time story was difficult. The first several reflections did not exceed two paragraphs and focused exclusively on what happened, ignoring the requested reflection protocol asking "what?", "so what?", and "now what?" Coach 5 did not offer insight as to what was meaningful about these interactions, nor were next steps examined. However, as the story moves toward the retrospective, Coach 5 became responsive to the written feedback provided by the researcher and made an effort to provide some depth and meaning about the development process.

The first three reflections highlight the common theme that being relational with youth is important. Coach 5 believed to have brought some background knowledge that was helpful for building rapport and having successful interactions. For example, Coach 5 wrote, "One of the skills is my knowledge of their culture and language. I am able to connect through discussions of sport, hip-hop, African American culture, etc." At the same time, despite some commonalities, Coach 5 acknowledged challenges that accompanied certain students:

The only challenges that I face come from students that prefer to be closed off from the rest of the group and interns. For example, I often try to interact with Jocelyn, however she never shows a desire to interact with anyone in the class. She often is reclusive and will not initiate conversation with anyone in the class. While this reflection offers an honest and important challenge for Coach 5 it does not extend beyond what happened, thus leaving open an important part of the reflection which would ask Coach 5, "So what?" and "Now what?" In other words, Coach 5 should have answered the questions: "Why does this matter?" And, "What can be done better next time?"

In the reflection about PD 4, Coach 5 wrote about how attending an English High football game impacted Coach 5's relationships with the students. In this reflection, Coach 5 attended to the "so what" aspect of the reflection protocol and gave attention to the meaning within the interaction and how it helped Coach 5's ability to be relational with the students:

I believe that seeing me at the game built our rapport and allowed them to give me more credit. In our subsequent interactions I was able to talk to them about the football game and ways that they can improve their game.

This effort to connect with students outside of school hours seemed to deepen Coach 5's relationships with students. It is also worth noting that perhaps this experience got a different type of attention because Coach 5 saw an opportunity to attend to matters of performance with some of the students, a task that was closer to Coach 5's identity as an aspiring performance psychology professional.

Nevertheless, in this same reflection, it was also acknowledged that Coach 5's approach to programming, at this point in time (October), did not include planning or preparation for the Get Ready sessions. Coach 5 wrote:

I do not plan my interactions with any of the students prior to arriving to class, however this is a factor that I can improve upon. If I plan my interactions with them, I can structure time to talk to different students and give them encouragement or a challenge.

Even though drastic changes to practice were not part of the real-time story, in this entry Coach 5 had the self-awareness to acknowledge that practice as a practitioner could be improved with some planning. While subtle, this exemplifies an important piece of the story as Coach 5 took a key step toward using reflection as a tool for skill development.

Coach 5's experience calling home and speaking to one student's mother provided another meaningful moment that helped Coach 5 better understand a student and his challenges at school. Coach 5 wrote:

Another opportunity was calling Tom's mother on the phone. We did not talk for very long but she gave me some helpful tips. She wants Tom to focus more on his respect for other people and to have more focus while he is at school. Calling home was helpful for the program overall because it allows an interface between two crucial systems in an adolescent's life. Both are trying to bring about the best outcome for the individual and need one another to improve on their tasks. The mother also is able to trust the program more knowing that they are calling her and keeping her informed on what is going on with her son.

Contacting this parent seemed to help Coach 5 gain appreciation for making parental connections in order to see a more complete perspective of the student's life. It seems as if the idea of gaining trust from the parent resonated with Coach 5, not only by fostering deeper understanding of how to help that student but also by offering another mode for rapport-building with that student.

The last three written reflections start to overlap with the retrospective frame of reference based on the fact that they were submitted so late. Nonetheless, reflections remained basic, consisting mostly of single paragraphs focused on what happened. Coach 5's reflection about what it was like to plan and lead a Get Ready class provided some reflective insight by including what went well and what did not, with some attention given to what improvements could be made to practice. Coach 5 wrote:

This also alludes to how I could improve on my time management skills. I was not completely aware of the time during class or when one section should start and the next one ends. By the end of class, I felt accomplished in leading a successful class but also seeing the necessary work that needs to be put in to allow Get Ready to be as effective as possible—effective in giving the students life skills to buffer their negative environment.

This indicates that when engaging in written reflection at the end of the year, Coach 5's reflective writing had not progressed past what happened. Ideally, at this point, Coach 5's reflections would include more self-evaluation and refining of practice.

The last two reflections were the most complete because they both offered basic plans for a next step in practice, the "now what", even though Coach 5's commitment was

already finished at Get Ready. Coach 5 wrote about how to provide opportunities for students to lead, assuming there would be a next time:

The next step is to have them start to lead every aspect of the class. From the dynamic warm-up to even passing out the snacks. In order to do that, they need to be instilled with the confidence that they can do it, and that it is not such a large jump from the micro leadership that they display to the macro (anybody can be Coach Mac, essentially).

Note that Coach 5's commitment at Get Ready, by this time, had finished and there would have been no penalty if Coach 5 had not turned in this reflection. This reveals that Coach 5 cared about self-improvement and that writing was not a preferred method of reflection.

While Coach 5's written reflections were basic, the researcher's field notes and observations provided some real-time insights that Coach 5 was, in fact, improving practice, particularly by using program language and coaching instruction—the "medical model." The "medical model" is a term that the coaches started using to describe a coaching technique that was taught and practiced in the professional development modules. The term got coined "the medical model" because it borrows from the medical education adage: "See One, Do One, Teach One". It also borrows from the instructional methods that have been used by World Rugby, formerly the International Rugby Board. This instructional method follows the following protocol: "First, watch me (perform this exercise). Second, watch me (perform it again) and listen (to me give simple coaching cues). Third, you show me (how to perform the exercise). Fourth, you show me, and

speaking the coaching cues to me. Finally, go teach someone else using this same technique". The researcher noticed this and wrote about it in his field notes:

I have noticed that Coach 5 is using the program language a lot. I've also noticed that Coach 5 has used the medical model to coach certain exercises. Coach 5 doesn't do it every time, but it's become a part of Coach 5's lexicon and Coach 5 has tried it at least a few times.

Coach 5 was observed demonstrating other skills as well. The researcher wrote:

Coach 5 showed me growth by performing several skills. 1. Took a knee. 2. Modeled the task he asked David to perform. 3. Gave reassurance to David in two different ways - 1. "You have control." And 2. "I think you're going to do great."

In addition to these observations in the field, the researcher also noted that Coach 5 was easy to work with in the PD modules and seemed open to practicing the skills and competencies that were presented.

***Retrospective story.*** Compared to the real time story, the retrospective story offered a more complete and professional depiction of development as Coach 5 described it in the focus group and interview. In particular, Coach 5's narrative highlights a process where competence and confidence were developed by learning to be reflective, learning to lead programming, learning to plan, and learning to give instruction. Coach 5 described learning to do these things as a combination of practicing student interactions during role-plays in training and through real experiences over time at the program.

Learning to be reflective about practice was a skill that Coach 5 seemed to appreciate as a group sharing process. In an interview, Coach 5 spoke favorably about

sharing with the other interns in the coach's huddle prior to Get Ready sessions and in the coach's circle that concluded the program. Coach 5 said:

I think at different points in time, you know, we, we would make goals, um, and uh, a goal would be, you know, "Oh I'm going to get John to not be on the bench today." You know, uh, we'd make goals in the morning and then, um, when, whenever I would follow up with that, um, or, when I would debrief, or, being the closing circle, the coaches circle, about it, just really thinking about what, what I could have done better. What I did do well. How it went. How it worked, and um, I think that there are just other instances that reinforced it. Um, that was important for me.

This acknowledgement that Coach 5 valued the time spent processing practice and coaching behaviors with a group provides a different perspective from what Coach 5's written reflections exemplified. Given the scarcity of text and lack of depth in the written reflections, Coach 5 did not seem to value writing as a mode of skill development. Instead, Coach 5 preferred to process orally, through talk or conferencing, about any challenges and improvements that could be made working as a practitioner.

Having opportunities to plan and lead were meaningful. Learning to write a lesson plan was described as something that would help Coach 5 beyond the Get Ready experience:

...like from this, [pointing to the lesson plan work sheet] um, I can create anything, you know. Well not anything, but I can create a lot. Um, I can look to this as a guide for allowing, um, my ideas to become, uh, more solid and more reachable

and obtainable. Um, all the way down to the micro level, like, "Hey, what is this lit, little interaction going to do?"...And so, um, to be that detailed and that organized and that cognizant of, of how, um, a program is, is supposed to run. I, I feel like I'm more capable of being able to do that.

In addition to planning for programming, learning a new way of leading, giving instruction, and offering feedback were also valued by Coach 5. Coach 5 explained that leading has more to do with delegation and helping others take control as opposed to trying to control everything:

Leading was a big one for me. Um, another big one, I think, uh, when interacting with some of the students, and like, well, I, I see, when it came to leading it wasn't as much as you, like taking the ball and doing everything, as much as you delegating and everybody being a part of leadership in a way...Being able to, um, ask him what he's [a student], what he's going to do and what he plans on doing, and then correcting whatever needs to be corrected.

Coach 5 explains that it is not enough to simply delegate and provide opportunities for students to lead, but that coaches must also spend some time preparing the students to take over the responsibility of leadership. Coach 5 shared that this process concludes with checking in with students after they finish leading in order to provide feedback. Coach 5 continued: "...and then following up afterwards and then seeing how that experience was for him and what could he have done or she have done to make it better. Um, and improve for the next time." After the conclusion of the experience, Coach 5 seemed to buy in to the idea that when leadership is passed on incrementally, and when



students are given opportunities to improve by giving and receiving feedback, then they are likely to try leading again.

As part of the feedback process, Coach 5 appreciated the practice of asking permission to coach before using the "medical model" to give instruction. This was a multi-step process. On asking permission to coach, Coach 5 offered the following insight:

...approaching, not only just how to teach somebody to do something, but, asking permission to coach. Or to offer advice, or, change things up...I think it is important to consider, perhaps people don't want help. People, the, the kids don't necessarily need to, to teach them the correct way to do whatever it is that they're doing. Um, you got to ask you know? Um, and if they say "no" that's all right.

Coach 5 explained how to transition from asking if they want help, to giving instruction during the feedback process. During training, this was referred to as the "medical model" of instruction. This pedagogical method was introduced and rehearsed during the PD modules and practiced on site at Get Ready. In describing how this works, Coach 5 again began with asking permission before prompting for instruction:

I think the biggest thing I learned is probably, coming from the medical model of asking like, "Hey, do you mind if I give you some coaching on this?"...Talk them through it and then have them do it and talk you through it, and really trying to help for growth in that way...And that, that's something that I learned through experience and also through the PD.

Coach 5 seemed to have gained an appreciation for transferring the responsibility of instruction and learning onto the students. This is exemplified by not only having the student perform the exercise, but also by having the student explain it while performing.

Coach 5 explained the influence role-play in the training modules had on learning protocols and how to plan for them. Coach 5 recalled one of the PD modules about connecting to the community by planning and practicing a phone call home to a student's parent or guardian:

And I think um, like the one where we did outside, where we were practicing calling the parents. That was cool. Um, how to get out, like what you're going to say, what you're going to do, especially when we have to role-play for some of the kids, and consider, "Oh hey, it might be difficult talking with them."

Coach 5 believed that the role-plays helped "normalize" some of the students at Get Ready:

One thing that was really helpful was that when we would role-play and we had to pick one of the kids, one of the kids that we interact with. And we would choose some of the hardest ones. And I thought that was, that was very cool, because for me it's like, okay, first off, like for some kids that I never really approached, it's like, "Okay, so, how would I go about approaching this?" And then secondly, it promotes, that, that, you know, approaching like, "Oh, now I'm going to go talk to David, because I, I can, because I've seen it happen. I see, you know, what's effective, and what might be helpful in this situation." It kind of normalizes it, so, it's not as intimidating or as new or as taboo as it could seem. You know...and so,

it's like, "How do you go about doing it?" Shawn, who, you know, is going to be saying he doesn't want to or he is going to be turning away your advice, he is going to be doing this and doing that. You know. Not only does it help us with Shawn, you know, that situation, but also normalizes, I guess, who Shawn is. And now, we can go about interacting with him outside of coaching him up on lifting weights, you know?

Coach 5 came in with experience and confidence and was comfortable building rapport with youth, nevertheless, the repetitions gained in the role-plays during training added additional support to Coach 5's story, which helped improve practice.

Ultimately, the experience at Get Ready helped Coach 5 gain confidence and competence as a practitioner prepared to deal with a variety of challenging issues that arise when working with youth. For example:

I think that's what a lot of it comes down to and why I feel competent is me being able to have control over a situation, and address it. Um, but, it's something like, "Keep youth from hurting each other's feelings"...I think what I recognize is that I can't stop, um, I can't stop the kids from hurting each other from, you know, I can tell them, like, I can initiate and say, "Hey don't do that!" or whatever. But, they often choose not to listen to me. And if they, they want to hurt each other's feelings, they're going to hurt each other's feelings and they're going to say things and do things. And I think a lot of it is that locus of control being, not, it, it depends on where, I, I guess I perceive or, what the locus of control to be. Um, so I think a lot of the times when it, when it come, when it comes to, if I'm in control

of it, I feel very competent doing it. But, in other cases, I, I just don't think, um I think I can influence it, but I don't think I'm in complete control.

Additionally, that competence and confidence can carry over to other contexts. Coach 5 shared that in retrospect the experience of Get Ready, the training, and the confidence and competence developed as a result will help in future endeavors as a professional:

But, I emphasize the PD because it helped me to understand Get Ready as a whole, as a macro-system. Um, as a, a larger entity and what it's trying to do, how to organize, and not, and take this shell, of, of, Get Ready and apply it to something else. That's really important as well. That's, it's not, this isn't the only program that does this, but that whatever I want to do, perhaps, if I want a psycho-educational sport program, I'm going to be able to do that elsewhere. Um, and take the shell of that. That's why the PD was very important to me...I don't know if I could, if you tell me right now to create a program I could do that, but I feel much more comfortable, um, creating a, a structure and an area for my ideas to breath. Um, to live, like if I wanted to create a, a program for athletes to become more culturally competent or to become more, um, and this is like something that I think about, like, creating um, you know for, for collegiate athletes, you know, a program that's going to help them transition into the professional working world. Whether it be sport or anything else and creating that program for them specifically through sport or through exercise. And um, for that to breath, you know to create that and to allow that to, to, yeah I guess put some flesh on, on the bones of that. I, I feel more capable of doing that now.

Finally, Coach 5's story concluded with the realization that the experience influenced how Coach 5 lives. Coach 5 referred to this as a preferred way of being:

And, it's like, "Okay, like, this is a way of being, this isn't just Get Ready, you know. This is everywhere. This is how I need to approach life."...So, I found it to be very consistent to how we should live as, as people. And so when, you know, when it's being, when it happens, um, at Get Ready, it's not so much of, "Oh this is the Get Ready way," as much as, "Oh this is a person offering to help somebody." You know, they would do the same thing in any other situation, they wouldn't just barge in and try to help somebody if they didn't ask for it and need it, so...

Overall, Coach 5's stories combined to conclude with a feeling of improved confidence and competence with certain aspects of working as a sport psychology practitioner and coach in a youth development context. In particular, Coach 5 learned to be more deliberate in Coach 5's approach to working in this context. Even though the fundamentals of this story were not evident until Coach 5 had the opportunity to reflect retrospectively in the focus group and interview, in the end it is clear that the experience had a profound influence on Coach 5's approach to youth development work. While on the one hand, Coach 5 attributed experience and learning-by-doing to improved practice, on the other hand, Coach 5 also credits the training modules and role-plays with helping to solidify new approaches to working with youth.

**Coach 6's story—from knowing, to understanding "how".** The "how" of professional practice is important to Coach 6. This coach's story throughout the eight-

month training experience frequently expressed the intention to continually learn how to become a better professional as it relates to performing skills and to understanding key issues and happenings embedded in the context of the Get Ready program. This story is told both in real time—through reflection journals, self-ratings, and the researcher's observations and field notes—and in retrospect—Coach 6's focus group and interview narratives.

Prior to starting the program, Coach 6 expressed expectations that were aligned with the values of the Get Ready program. For example:

From my understanding, the Get Ready program is designed to teach high school kids from the Boston English School life lessons through fitness and exercise and to help kids identify skills and lessons to transfer to other contexts and to create the best possible environment for the students.

From a skills-perspective, Coach 6 wrote about improving upon counseling skills that were learned in the previous academic year, such as, "sitting with silence".

***Real-time story.*** Coach 6's real-time story was concise, but revealed honest, realistic, and contemplative self-assessments of Coach 6's own development as a professional. These journals revealed humility by sharing challenges and perceived micro-failures, a commitment to engaging in reflection, and a willingness to try coaching and youth development strategies presented in the PD modules.

One example of a challenge that emerged is when Coach 6 faced one student's inability to help coach another. When the student passed on the opportunity to coach, he said it was because he did not know how. Coach 6 saw this as a missed opportunity and

attributed the student's unwillingness to try coaching to Coach 6's own lack of skill in preparing that student do so. Coach 6 wrote about this interaction:

I really wish that I got back to this conversation after, I feel like I failed him a little since I feel like I wasted a golden opportunity by not having as much of a conversation as I could have.

This not only indicates Coach 6's ability to recognize professional limitations, but also Coach 6's commitment to development of professional skills as it pertains to helping students demonstrate outcomes.

The journal also highlighted Coach 6's commitment to reflection for the sake of skill development. For example, Coach 6 regularly wrote about practice performance goals for the next session:

My goals are to help the students seek, discover and expect more positive things about themselves. As I've mentioned before, I think that the kids do things that are good already, but do not realize it—their focus can sometimes be more negative. My hope is that I can help the students to hold both what they are doing well and what they wish to improve on.

This commitment to improve was also demonstrated in action as Coach 6 always was enthusiastic and energetic at the PD modules and often asked to slow down certain aspects of the instruction in order to fully understand how to proceed with a new skill. Furthermore, when the researcher emailed Coach 6 asking permission to provide written feedback to the reflection journals, Coach 6 wrote back, "'Of course not! I want to get better! Keep 'em [sic] coming."

Coach 6 tried coaching and youth development strategies presented in the PD modules such as fostering student empowerment by easing students into leadership roles and using the "medical model" for instruction. Coach 6 reflected that before putting a student into a leadership situation, the first step is to pull them aside to practice what they will say and do. Therefore, they actually know how to successfully perform the leadership tasks before they try it in front of their peers. Coach 6 also wrote that starting small with certain students helped them build the confidence they needed to perform. For example, before putting a student in front of the whole class, Coach 6 first had them prepare for and perform a task with a smaller group, easing them into larger group leadership as they became more comfortable with it. Coach 6 offered several specific examples of how to do this, all of which mirrored what was practiced in the PD. Coach 6 wrote,

One of the ways that I have helped ease these students is to practice with them what they might say, and even offer to be there with them ("I can stand up there with you" or "give me a nod if you need some help").

Using the "medical model" for instruction was a strategy Coach 6 used that reflected changes made in teaching, giving credit to having the opportunity to practice it in PD 5. Coach 6 wrote, "I think them [students] repeating the instruction back is the most useful part."

***Retrospective story.*** Coach 6's retrospective story is where the idea of "how" was most prominent. In Coach 6's words, "I've had coaching experience and leadership experience and so...I had an idea of what the kids needed to learn. And, what I had to



teach them, but, I didn't really initially know how to teach it." The "how" stories then unfolded as a progression from knowing *what* to coach and teach to understanding *how* to coach and teach and also expounded further upon some of the ideas Coach 6 wrote about in the journal entries. Emphasis was placed on how to do the following:

- relinquish control and promote leadership opportunities for students
- teach using the "medical model"
- follow up with feedback to students
- help students transfer skills to other domains
- to become a better learner (personally)

Key to this growth experience was also coach 6's commitment to developing understandings that run deeper than simply knowing protocol.

From the outset of the focus group, Coach 6 spoke about the value of learning how the other coaches and more experienced program facilitators were working with the students. This information came largely from the coach circle that followed each Get Ready session and provided Coach 6 with options for trying new strategies for working with the youth. For example:

I think it was most beneficial when we talked about "how" we did something.

Like, I remember a few instances like, Coach 5 got someone to do something and he'd walk us exactly through like, "he said this and then I said this" and he goes, "well..." and he tells us this whole story and THAT is when I learn the most skills is when we don't just get the information, but we know how the other coach did it.

This group processing in the coaches' circle helped Coach 6 become aware of new ways

of doing things. It was a way to also differentiate what was learned in the PD modules. Everyone learns the same techniques, yet they all have their own unique way of delivering it and this was meaningful to Coach 6.

Knowing how to relinquish control and promote leadership opportunities for students are indicators that Coach 6 understood the TPSR model by the end of the trainings. Coach 6 spoke in depth about, "Learning the value of relinquishing control, and allowing the kids to gain experience teaching others." As mentioned in the previous section, Coach 6 wrote in the reflection journal about preparing students for this process:

One of the ways that I have helped ease these students is to practice with them what they might say, and even offer to be there with them ("I can stand up there with you" or "give me a nod if you need some help").

Coach 6 revisited that story during the interview and elaborated:

The most valuable points were when they were teaching each other in smaller groups. Like when Sara was teaching another student how to box, because it's peer to peer, one on one kind of stuff. And then the small groups at the end, because it's smaller. It's much more, it's intimate. And then 3-point, you're speaking in front of your peers, but it's more general language, it's not as personal, it doesn't get to the same level. Um, so, giving them control in those three, you know where it's like big group, medium sized group, one on one.

By combining Coach 6's final journal entry with the above quote, a complete process is created and it is clear to see that Coach 6 has developed an understanding of how to

engage in the student empowerment process. This aspect of knowing "how" reveals competence for fostering youth empowerment.

Improving on how to teach using the "medical model" was important to Coach 6. Additionally, developing the habit to practice using the medical model was how Coach 6 adopted it as a regular part of coaching practice. For example,

I think that the most important part was when they [students] repeat it back. It helps them, um, remember what they're doing, which I think is really important for safety, so that they don't like hurt their backs or something like that...at the PD, that was the first time I learned it, and so, I'd practice it, but, it's pretty straight forward.

Coach 6's commitment to practicing using this technique is key to the story of Coach 6 moving from knowing "what" to understanding "how". Furthermore, Coach 6 spoke about transferring the medical model and using it in another clinical context where coaching is involved. Coach 6 said,

I used a lot of, "Watch me do it and then you do it."...so I'm teaching them rowing at one of the sites that we're at...I'll just demonstrate. Like, "Arms away, bodies over"...I think I've also used it a lot with teaching them how to throw a football properly. Um, like I'll do it, and then, like, "Elbow, flick, shake." And then, helping them, "Elbow, flick, shake."

By the end of the training, Coach 6 obviously valued this technique and felt comfortable using it beyond the Get Ready experience.

Learning how to provide students with feedback by following up with them after

performance or interactions helped Coach 6 in other contexts as well. Coach 6 emphasized that follow up can take many forms, but really maintaining contact, acknowledging effort, giving praise, and asking questions about how it went were meaningful concepts. For example:

Trying something new that they might not be good at, so they take the risk and letting them know like, "You did a good job!" Or, um, just letting them know that whatever happened, they didn't fail and it was a good thing that they tried it.

Again, this is something that Coach 6 was able to use at another work context: "Another thing that I've used, just, is always the follow up with the kids is REALLY important at [unnamed organization]."

The idea of follow up relates to Coach 6's emphasis on the importance of how to help students transfer skills to other domains. Sometimes this meant simply asking the right questions, "how" questions in particular. For example,

Remember to translate it to life skills, or transfer to life skills. Or how to do it, just kind of giving examples. Or, asking, like, "how" questions. "How can this help you? In the future, how can this help you at home? Or at school?"

Coach 6 recognizes that promoting transfer is a part of the follow up process. This means asking the students about their thoughts rather than simply giving them praise or telling them where and when they should try it.

Finally, growing awareness for how to be a better learner, personally, was a large part of Coach 6's experience. When referring to the formal aspect of learning, Coach 6 spoke a lot about the pros and cons of big group versus small group PD, and being aware

of a preference for being part of smaller PD groups in order to be more engaged in the activities. Though, Coach 6 also greatly appreciated the perspectives gained in the bigger, non-formal learning context of the coaches' circle. Coach 6 spoke about the balance of the two and, once again the value of learning how to perform new things:

When we practiced with each other, that helped me learn a lot. I remember, um, I'd say that's like number 1 for skill development...but also the coaches' circle at the end...because learning how other people were successful with certain kids, or just in general was really helpful for me.

Nevertheless, in the context of experiential learning, Coach 6 struggled at times to unlearn habits learned as an athlete. The culture of Coach 6's sport is one that is defined by extreme effort and intense attitudes. So, the idea of honoring a person's seemingly low energy level was difficult to for Coach 6 to understand. Coach 6 reflected, "My background is just, you don't stop, you don't stop because you have all these other people and you just can't." Learning how to approach youth in a different way was a salient aspect to this story, and was never quite resolved. Coach 6 continued: "And, I still struggle with it...the line between pushing the students and teaching them perseverance and being understanding or meeting them where they're at...Like, I know he's tired, but how do I know, is it like a different tired?"

Overall, Coach 6's stories combined to conclude with a feeling of improved confidence as a coach/youth worker. One way that made this evident was that Coach 6 was integrating humor and play into practice, which is not necessarily part of the formal training. For example, Coach 6 had ways of coaxing youth into certain activities by

asking them to help with a “problem”. This meant Coach 6 needed a partner in order to perform the activity. Or, when a student was refusing to write, Coach 6 would reply, “Okay, fine, you don't want to write, just tell me and I will write it for you...Look at what service you have here!” These actions represent Coach 6's confidence and competence with an ability to create authentic strategies that encourage engagement and learning. Moreover, Coach 6's story emphasizes that the idea of “how” to perform in the dual role of coach as youth worker is key to building deep understandings as a practitioner.

### **The Researcher's Story**

Similar to the last one, in this section the researcher isolated his own lived experiences during the eight-month training cycle in order to construct a narrative about how he perceived working as a participant observer to improve his practice as a coach educator. The researcher's narrative also serves to illuminate the steps the researcher took to address biases and challenges along the way.

**Researcher's narrative summary.** The researcher's experience can be summarized as a constant adjustment through regular reflection and self-analysis. In an attempt to meet the learning needs of the coaches, the researcher was constantly writing about his impressions of them, himself, and the collective experience. These impressions acted as informal, formative assessments that recognized their advances as learners, while also acknowledging certain deficits or perceived lapses in effort. The researcher used this information to control biases and negative judgments that arose throughout the year. Furthermore, the researcher also used this information to record implications for future lessons and improved instruction as a coach educator.

**Researcher as participant observer—always adjusting and the role of self-reflection while aiding coach development.** The story that emerged from my field notes (FN), which included personal reflections (PR), involves my ongoing analysis and perceptions of how to improve programming at Get Ready, how to refine the professional development (PD) modules, and how to enhance my preparation process as a training facilitator. My reflections included descriptions of situations and interactions as I tried to understand the coaches in training and their development, the youth with whom we were all working, and my own development as a practitioner. Writing about the PD modules illuminated challenges I faced including emerging biases and group dynamics. Finally, my personal reflections and field notes highlight the process I took to prepare as a facilitator during the PD modules and how I was trying to model coaching practices and behaviors that were featured at the program site that were included in the training experience.

I approached my note taking and reflections similarly to how I asked the coaches to write their reflections—by tacitly including a “what?”; “so what?”; “now what?” approach. I also assigned various themes to my notes as I wrote them. For example, in almost all of my entries, I organized my thoughts and experiences into either three or four categories. These included: (1) *Program* (2) *PD* (3) *Implications* (4) *Challenges*. The fourth category, challenges, emerged about half way through the program after the newness of the experience and the enthusiasm of the coaches had subsided, coaches became busy with other responsibilities, and the imperfections of the logistics of the trainings became apparent. For *program*, I wrote about my impressions of what was

happening at Get Ready. These included insights about the youth we were working with, the coaches, and my own practice as a youth coach and as an educator of youth coaches modeling best practices. In *PD*, I reflected about my impressions of the PD modules and used those reflections as self-assessments of my pedagogy and organization and as formative assessments for the coaches in training as I was trying to figure out how they learned best. I used the *implications* category to outline the "now what" aspect of my reflections. It was the space where I set goals for how I wanted to improve my practice. Finally, for *challenges*, I wrote about my struggles and obstacles that emerged throughout the year. These included anything from inclement weather to personality clashes among coaches.

My notes also included sub-categories that varied across entries since they addressed topics that were relevant to the evolution of the program over the course of the year. Often, these sub-categories reflected how I perceived the coaches were developing their skills, particularly as they pertained to the competency guide. In this way, the lens for these categories was mostly *a priori*. I realized that during my observations, I was looking for coaching behaviors and skills that matched the competency descriptions from the training rubric. I therefore categorized these behaviors in my field notes and personal reflections to match the competencies. For example, early in the semester I wrote about how I saw coaches practicing behaviors that were aligned with the competency for *community outreach* before the module had been facilitated. I wrote:

*Community Outreach* – Prior to the PD on *Community Outreach*, study participants got involved with the school community. Part of this was from Dr.



McCarthy suggesting they show support but this was by no means mandatory. This year's program continues to run smoother than in the past. The master's students continue to be engaged and enthusiastic and at the last EHS football game, at least 3 master's students came to watch. A couple of them also went to the girls' volleyball game preceding the football game and both Coach 5 and Coach 2 caught up with some teachers at the bar between the games. This move towards connecting with the teachers could be very valuable and could help support the *Connecting with the Community* competency.

This reflection helped me understand that the coaches had come with relevant prior knowledge, dispositions, and skills that were being reinforced in the PD and Get Ready experience. I thought it was important to acknowledge which skills and dispositions the coaches demonstrated prior to the trainings. Doing so helped me think about the approach I would use in the lesson plans for the upcoming modules as well as how to adjust reflective questions I was to ask coaches to write about in their reflection journals.

These notes documenting my observations, analysis, judgments, adjustments, and goal setting ultimately tell my story. Using this reflective loop helped me manage my expectations, judgments, and biases that arose throughout the process. The story told below represents my rewritten lived experience categorized by headings that match the language I used in my field notes. I then reorganized them so the progression of my development is read categorically and chronologically.

***Preconceptions and initial impressions.*** At the start of the year, I felt prepared. Having completed a pilot of the professional development training the previous academic

year, I was excited about having another opportunity to facilitate an improved PD framework after making adjustments. The interview and focus group data I collected after completing the training provided valuable insights that helped shape adjustments to the training model that included a reorganization of the progression of the lessons, rewritten lesson plans, and improvements to the support resources giving coaches in training access to useful content and instructional strategies.

The adjustments I made gave me confidence and I felt optimistic about the new group and the training framework. The data from the pilot study clarified the importance of starting the year with a strong orientation to introduce the program and to clarify expectations. It also gave the coaches a chance to communicate their expectations, initial impressions, and/or concerns about the program. I wrote about my optimism for the training and for the program in general:

**Preconceptions** - My first impression is that they [coaches] want to be there and that they have all, except for maybe the coaching students, worked with similar populations of kids in the past. I say this, because, in comparison to last year in particular, this group seems more immediately comfortable with the EHS kids. The next week, we had our first PD training where they were given a training handbook and orientation which attempted to give them a clear picture of what to expect at EHS, to acknowledge their expectations and prior knowledge, and to provide a clear set of expectations, and to introduce an opportunity to practice a very basic skill in reflection—providing written feedback to the EHS students on their workout cards.

The EHS student changes, compared to last year, could affect the perceptions of the skill set of the master's students compared to last year, because this year's students are more compliant and "easier" to work with.

I also made an optimistic prediction that the written reflections were going to resonate with the coaches and help them with their skill development.

**Guided Reflection** – I think is going to be the most valuable part of the "trainings." This will be more structured compared to last year. I know that the CoP was most salient to last years' group. And, that group did not have guided written reflection, nor written feedback that was specifically targeting their skill development as it aligned to their training.

I felt well prepared. I also felt that the coaches' enthusiasm was an indication that the training would run smoothly throughout the year.

**Challenges.** The informal nature of the training as a research study was challenging. Because the training was part of a research project, participation by the coaches was voluntary. They were free to attend or miss modules as they pleased even with Dr. McCarthy's encouragement to attend. Furthermore, the written reflections they were asked to complete after each module were not mandatory and therefore there were no consequences if they were never completed, were completed but submitted late, or were completed with minimum effort.

**PD.** Scheduling PD modules was difficult. Participating coaches all had different and full schedules. As a result, scheduling everyone to meet together for training on the same day quickly became impossible. Over the course of the year there was not one

module with every single coach there at the same time. There were also several modules that I facilitated as many as three different times in order to accommodate all the coaches.

I wrote:

Though, scheduling everybody on one day and one time has been next to impossible, so I make it work as best as I can. Like I mentioned in the last reflection also, perhaps the PDs need to be a mandatory part of practicum. I think that one practicum every two weeks should be used for the PDs during the first semester could help this process along. This could solve several problems for everyone.

As it became apparent that this challenge was not going to change, I wrote about how I would improve the logistics for future iterations of the training, with the intention of leaving Dr. McCarthy with a sustainable model that he could integrate into his practicum.

*Reflection journals.* Collecting written reflections was problematic. They were rarely turned in on time, and often coaches did not follow the reflection protocol of "what?", "so what?", and "now what?" I struggled to make sense of why the coaches were not able to get these to me on time, particularly because of how intentionally I set up the tasks. They were planned to coincide with coaches' reflective writing assignments for their supervised practicum class so that coaches would not have to do extra writing. The writing was also structured to focused on skill-development. Nevertheless, I got the impression that even after communicating the intentionality of the set-up, the coaches still submitted their reflections several weeks late. This was an issue right from the start:

After almost 6 weeks, I've only received two journals from PD1. I was hoping that the reflections would come a week after the PDs. The ideal situation would be that I give a PD, the masters students go to Get Ready for a week and practice the skills from the PD, and then they address the journal questions promptly after. The formula I presented to JMc is this: training + practice for one week + reflection on intentional practice (all within about a weeks' time).

I could not understand how the guided reflections could be perceived as extra work. The coaches were allowed to use these PD oriented reflections to count for the weekly written reflection assignments that were assigned to them for their practicum class. Therefore, technically, these assignments were not an added responsibility because they had to turn in a reflection every week anyway. I also got the impression that most of the reflections were attended to with minimum effort. This was the part I really did not understand. I figured that the coaches at Get Ready would be more interested in improving their coaching and they would see this as a unique opportunity to get personal attention and feedback. Early in the semester I noted the lack of reflection:

*Reflection Journals* – I'm struggling to get people to complete and return their reflections to me in a timely manner. I'm constantly chasing them down. I'm also struggling to get them to reflect deeply about their experiences and skill development. I think I need more help from the practicum advisors regarding how to teach practitioners to be reflective in a way that builds skills. This indicates to me that there needs to be a bit more collaboration and unification

among practicum advisors. I think there should be departmental protocol for how to teach, support, and give feedback to the development of reflective practitioners. This was a negative judgment that I struggled with throughout the year and had to continually reframe this perception from being judgmental to understanding how to problem-solve the situation. I also became more aware of how the journals reflected my abilities as a coach educator and how I had to adjust my practice to better meet the coaches' needs as learners.

*My adjustments* – It looks like some of the pedagogy will have to focus more on how to be reflective. I need to figure out how to sell the role the journal prompts play in their [coaches'] skill development and their future selves as program managers and trainers of other practitioners. I also need to sell that their responses for the prompts I provide for them can be copied and pasted into their journals for practicum.

Even though I became frustrated that my expectations about the quality of the reflections did not match what I received, I used TPSR-based feedback strategies to try to encourage more robust written reflections while also modeling the pedagogy I was trying to facilitate. For example, my feedback was positive and encouraging, finding strengths in coaches' practice that I observed or that were highlighted in the coach's writing. I also wrote questions engaging each coach in an ongoing written conversation about practice. Nevertheless, those questions were largely ignored. I reflected, "Nobody ever answered my questions that asked for deeper insight to a particular reflection." While I did not write about this extensively, I concluded that since these exercises were not mandatory

and the coaches were not being assigned grades for this work, that they were committing a bare minimum amount of time to work on them. I also hoped that just because they were not responding to the questions did not mean they were not thinking about them and using them to adjust their coaching.

*Coaches.* My relationship with the coaches was layered. Since I was working alongside them at Get Ready, facilitating the PD modules, and also giving them written feedback on their written reflections I was always negotiating the subtle power dynamics of my role. I was aware of this from the beginning and careful to try to minimize any imbalance of power. For almost the entire year, I felt there was a mutual respect and understanding from the coaches that we were all peers working together, even if I was facilitating the training modules and giving them feedback on their writing.

There were a few situations with coaches that challenged my biases. I worked through these biases with my advisor and in my written reflections and field notes to make sure they did not grow into negative judgments of the coaches. It was important for me to make sure the experience for the coaches was positive and safe and that I treated them with unconditional positive regard in order to help promote that they were intrinsically motivated to attend training with the hope that they valued it as well. The first situation was with one coach who missed the first few PD modules. The reasons given for missing were that this coach did not have enough time to balance applications to attend more graduate school and a busy schedule. In several email exchanges, I insisted I could be really flexible with scheduling and offered to run a Saturday morning module where I would bring in food for the attendees. Nevertheless, this coach still

declined. Because of this, I had the impression that this coach felt that having had extensive youth experience, that training was not necessary. In the class that followed the first PD module, prior to starting class at Get Ready, the coaches had a huddle where we talked about some of the strategies from the PD we needed to focus on with the students that day. Right as class was about to start, this coach brought me aside and asked me questions about those strategies and asked if I could go over some of those things quickly. With class starting, I replied that I could not because class was starting and that there was too much to summarize in 90 seconds. But, I did say that I was willing to meet to do the PD again. It took until the fourth module for this coach to decide to attend. During this period, I struggled to not negatively judge this coach. One thing that helped was that from the beginning, this coach demonstrated a willingness to participate in the written reflections. I therefore tried to keep encouraging this coach to come to the modules, to accept this coach's decisions to not attend the modules, and to continue to help this coach in the same ways I was helping the others. I was also noticing this coach doing some really good work, especially outside the requirements of the practicum, like attending the sporting events of some of our students. This helped me give this coach the benefit of the doubt.

As the year progressed and I found myself challenged by the behavior of another coach, I used similar strategies to make sure I controlled any emerging negative biases. At the time, I perceived that this coach tried to assert to me that he/she was a skilled practitioner and a peer who was doing me a favor by participating as a research participant. As such, my impression was that this coach also believed that the training



was unnecessary. Halfway through the year, there were a couple of confrontational moments that caused me to spend some time working through negative judgments and biases. For example, during a couple of the modules I perceived that this coach was challenging some of the methods of instruction I introduced and was reluctant to practice them both during the modules and at Get Ready. In one of the journal reflections, this coach criticized a coaching strategy presented in the module by writing that it did not work. At this point I noticed that our personalities were also clashing and that I had allowed myself to become offended by the comments and behavior. As I became aware of the negative biases, I once again confronted them with my advisor by acknowledging them, by de-personalizing the situation, and then by also taking extra care to make my written feedback to this coach's journal reflections match the formula and tone of my written feedback to the other coaches. I was careful to give feedback related to this coach's strengths as a practitioner and to give gentle challenges about how to improve coaching practice at Get Ready using questioning, just like I had done with the others. Even with strategies to help me work through these challenges, it is difficult for me to self-assess whether or not I succeeded in modeling consistent and impartial behavior as an instructor that was consistent across the coaches.

***Impressions of coaches.*** My impressions of the coaches were rooted in their skill building and how they were learning. My aim was to help the coaches achieve competency through skill development. In doing so, I relied heavily on their written reflections. After exploring research about the important role reflective practice has on practitioner development, I thought the guided reflective writing would give the coaches

opportunities to explain their development and goals to me better than my observations could help me understand their practice and development. For example, I wrote:

*Journals* –The guided reflection is helping me understand what skills the graduate students are both gaining and struggling to perform. Like last year, some of the coaches are struggling to coach certain lifts. They don't know how to do most of them and they're unsure of what's safe and what's not...What's important about the journal is that in the first month of the program, I know that a couple of coaches were struggling with this and how to push them to do more work on this on their own. Compared to last year when I didn't know how to help until May.

One of the ways the pilot study helped me plan for this version of the training was that in this second iteration, the guided reflection gave coaches a platform to write about their struggles. This insight helped me understand how to help coaches work through challenges, and in this case, to help them be safe by ensuring they knew how to teach certain exercises correctly. At the same time, my observations reminded me that sometimes I needed to provide feedback in the form of gentle reminders about tasks and protocols before and during programming. For example, the coaches needed to be reminded nearly every day to set up the room for safety, particularly during the first half of the year:

None of the master's students acted on an initial safety assessment of the weight room. There were a couple of issues regarding potentially dangerous situations in the weight room. Nothing major, but precisely the things we practiced in the PD,

such as breaking down weights and making sure nobody could injure themselves, or be tempted to lift something they're not quite ready to lift yet.

It was probably too early for the coaches to have developed the habit to scan the room for potentially unsafe situations. One way I reminded coaches to do these types of tasks was to ask them for help as I modeled the routines, like preparing the weight room for class.

I also observed and wrote about coaches' strengths. Early on coaches began using program language and what we were calling the "medical model" of instruction. Once again, this was something I was conscious of modeling and that was consistent with the practice of Dr. McCarthy and a colleague. Nevertheless, I felt that being explicit about how to use the language and then practicing using it during the PD modules helped coaches adopt this in their practice. I wrote:

One thing I came away with is that I saw that after PD4, several, if not all the masters' students that attended the PD, were using program language more intentionally. Coaches 2, 4, and 6, in particular, are who I noticed doing this... Another student [Coach 2] did a really nice job during the take away circle of helping kids write and using the language.

At the same time, I was also wrestling with the reality that even when one aspect of development may seem to be going really well, that the trajectory of skill acquisition rarely unfolds predictably or linearly. Continuing the quote above, I reflected on this paradox:

However, during the spoken part of the circle, [Coach 2] regressed a bit and offered a shallow reflection that did not necessarily model our approach. [Coach

2] offered, “Don’t ever give up...yeah.” This is divergent of what [Coach 2] had done so well just minutes before. Perhaps this was an opportunity for me to have asked [Coach 2] after the students left how that went for [Coach 2] to see if [Coach 2] was aware. In general, [Coach 2] has overtly expressed appreciation for the trainings and what [Coach 2] has been learning, and has been compliant and intentional about practicing some of those skills, so I imagine it’s more a matter of [Coach 2] getting explicit feedback from either Coach Mac or me in the moment or just after.

While I noticed that giving feedback in the moment could help these situations, Dr. McCarthy and I spoke about how he would be the one to provide spoken feedback in one-on-one situations, and that unless it is invited, that I should stick to written feedback that addressed what the coaches were communicating to me in their reflection journals.

I observed that several coaches were having success with the "medical model" for instruction that we had practiced in one of the modules. This method aims to get the learner to do most of the work when it comes to learning a new skill, aligning the technique with Hellison's goal of empowerment. The progression first asks the learner to watch me do it. Then, the learner is told to watch me do it and listen to my coaching cues or things to remember while you do it. Third, the learner does it. Fourth, the learner does it and talks the instructor through the cues. And, finally, the learner turns into an instructor and recruits another learner to teach in the same way. Close to half way through the semester, I observed coaches doing this and heard them speaking of its value:

As for the coaches, some, like Coach 6 and Coach 4, and a bit from Coach 3, seem to be actively and intentionally practicing some of the skills from the PDs. There has been talk about using the version of the “medical model,” for example. At the same time, I have been intentional about asking what they are going to work on before we begin [class at EHS].

As the year progressed, I noticed not only improvements in coaches' skills but also advances they were making as learners. I believe as the coaches adjusted to my teaching style and I to their learning styles, the PD modules became more fluid and the coaches seemed more open to my instruction. After noting previous struggles working with two coaches, I wrote about the progress I thought we had all made together during one of the PD modules:

*Noticing Improvements (PD7)* – I facilitated this PD three times. The first time was with Coach 2 and Coach 3. The teaching interaction with these two was the best yet. They offered feedback about interacting with the competency guide that is helping me understand their development. For example, Coach 3 mentioned that [Coach 3] has been trying to shift Coach 3's focus at GR to developing 1 or 2 specific skills on a daily basis. Coach 3 has also been intentional about caring for others in Coach 3's “coaching” by emphasizing caring and trying to help make it a meaningful theme for the EHS students. Coach 3 has also made changes to Coach 3's delivery of technique with the lifts, such as using the medical model of instruction. “Watch me,” “watch me and listen,” “you do it,” “you do it and tell me.” I also noticed Coach 3 using some language that we have been practicing

throughout the year. For example, Coach 3 said, “Is that what you’re trying to say?” and “What would that look like, what would you say?”

It was really interesting to me at this time that Coach 3's change seemed fairly drastic. Back in December, Coach 3 seemed relatively uninterested in trying to implement skills and ideas about coaching that were not Coach 3's ideas.

*My adjustments.* Making personal change and improving my pedagogy were important to me throughout this process. Therefore, I documented the intentional steps I was making to improve, and labeled those changes, "my adjustments". During this process, I tinkered with every aspect of the training that caught my attention. For example, I monitored and modified my own practice as a coach, making sure the behaviors and skills I was modeling at the program were consistent with what I was teaching. I also tried to be responsive to the learning needs and preferences of the coaches I was teaching as they communicated them to me in writing, verbally, and at times subtly using non-verbal communication or withdrawing engagement. I also sought and implemented feedback received from my mentors, a colleague who observed several PD modules, and the coaches I was training as well.

Early in the experience, I noticed that the written reflections were not engaging the coaches with the depth that I had anticipated. I wrote about how I tried to improve that situation:

*My Adjustments* – It looks like some of the pedagogy will have to focus more on how to be reflective. I need to figure out how to sell the role the journal prompts play in their [coaches'] skill development and their future selves as program

managers and trainers of other practitioners...I also need to sell that their responses for the prompts I provide for them can be copied and pasted into their journals for practicum.

On the one hand, I was trying to follow what the literature told me regarding the importance of teaching reflective practice. On the other hand, I was also relying on the written reflections as data for my study. Furthermore, I also genuinely wanted the coaches to feel that doing the exercises was both worthwhile and that it could help them satisfy the requirements of their practicum course.

Modeling coaching skills, behaviors and program norms was a priority of mine. I was always trying to improve and to practice what I was teaching as an example to the coaches. I wrote: "Since I have a role as a facilitator who is trying to teach skills and promote development of competence, it is important that I practice and model those skills." I wrote about an example of how I intentionally practiced preparing a student to lead while Coach 6 watched:

To follow up with Coach 6 after the PD, at the next session, I grabbed Darren and pulled Coach 6 over so Coach 6 could see and hear how I prepped him for leading the circle up at the end. I first asked him if he could do it, walked him through it and then had him practice with me. I took him through the routine that Coach 6 and I had role-played the day [during the module] before so Coach 6 could see it live.

I also often tried to talk through authentic examples of how I practiced coaching skills relevant to the most recent PD module during the coaches' circle when we would debrief a Get Ready.

The feedback I received from my mentors and a colleague helped me improve my pedagogy during PD modules. For example, after one module one mentor said to me:

You might want to emphasize the need to be very proactive about practicing these various skills if they are to become more or less second nature. I heard a lot of “Do you think you could?” “Do you want to try?” questions, which are so easy for the respondent to avoid answering.

Since these are closed-ended questions, in this case, I was actually practicing questioning techniques that countered what I was trying to teach. This feedback helped me be more intentional about the questions I was asking and making sure they were open-ended.

Another example of how I adjusted my pedagogy was to explain to the coaches what type of instruction to expect from me during the modules. After observing one of my modules, a colleague encouraged me to tell the coaches that I would interrupt them during their role-plays in order to give them instruction and strategies that would help them improve their practice, rather than just doing it without warning. I wrote about how this helped me:

*Implementing Changes from Peer Feedback* –Together, when the two [coaches] of them role-played, I used a “time-out” technique that I hadn’t used previously. If one of them got stuck in the role-play, I would let the person struggle for a bit and then I would call a time out and interrupt and ask both people how to do the



situation over. If they couldn't figure it out, I would offer a simple solution. For Coach 3, the most common adjustment was simplifying what Coach 3 wanted to say to get away from over-explaining the situation. For example, Coach 3, you said, "Do you remember anything you wish you did?" try saying, "How'd that go?" or, instead of saying, "What are all the things you need to remember to do this?" say, "Let's practice. Try starting with..." After debriefing this situation with Val, he offered that I prep the PD participants about what to expect with the "time-out" prior to giving it. So, since I would have two more PD sessions on the same content to deliver, I tried it.

While the change Val suggested was subtle, I found it valuable and helpful to my pedagogy. Prior to his feedback, I was already calling time-outs during instruction, but his simple suggestion, I felt, helped coaches receive the instruction better than they had been before I made the change that helped them know what to expect.

I learned that as an instructor, if I ask for feedback from the coaches I am training, that I need to be open to making some of the changes that they request. Early in the semester one coach asked if I could clarify the order of the competencies in the competency guide since they were not organized in the same progression as the modules. Until this moment, I did not realize that they were not in chronological order, so I made the change:

*Competency Guide* – I am going to reorganize the competencies on the guide so that they match the order of the PDs to hopefully help the masters' students use it in a linear way. This came from a question asked by Coach 3 as Coach 3 went

through the guide. Coach 3 asked me to point out which one matched with which PD. So, I will reorganize them so that they fall in line.

Assigning the competencies ascending numbers that matched the order of the modules was a simple change that made sense to me, the coaches, and it seemed to communicate that the opinions and ideas of the coaches mattered to me.

At the same time, I also had to learn to negotiate feedback that did not align well with program goals and values. For example:

Coach 2 has requested more of a “top down” approach from me during the coach huddle. My response was that my job isn’t to mandate or to give direct feedback in that sort of public or group setting and that my directive feedback would happen in their written reflections.

In this moment, I was careful to not dismiss the request entirely, but to also clarify that my job was to model a certain way of instructional practice.

***Implications.*** As the year progressed, I wrote about the lessons I was learning regarding how to organize and facilitate an improved version of this training for future iterations. These lessons documented my thoughts about how to improve group dynamics and the learning mechanisms embedded in the experience.

Group dynamics can affect learning and must be managed. Adjusting pedagogy to group dynamics can usually be managed after the first few meetings when the group is consistent. Throughout the year despite my efforts to host each module with the whole group, it never happened, so I did my best to learn how to adjust to the always-changing

combinations of coaches in each module. I wrote about how I was understanding this process and how I thought it could be improved:

Once again, on the one hand, doing the lesson in multiple iterations was helpful for me as I had the opportunity to repeat the lesson and make adjustments.

Though, I still think having everyone together would help the learning environment be safer and more student/participant driven, making it a bit more organic than how it went, with several very small groups. In these situations, certain groups have correct answers without my help, while others struggle to understand the concepts, while also subtly challenging the methods that are being introduced. Perhaps if all of the students were together at the same time, those challenges would be directed more at each other and they could work them out as peers.

Being reflective about the pedagogy of the training helped me improve the learning mechanisms as the year progressed. Professional judgment played a big role in what I thought was working or needed to be adjusted. In particular, I wrote about the value of role-playing and how to improve it:

As for the practice sessions that were wrapped up into this PD, I see more and more the importance of modeling realistic interactions as we role-play being the kids. Sometimes we go too far and overdue the resistance, but at the same time, I'm hoping that the struggle outside of English High, in a safe environment, makes the interactions at EHS easier. I also see that the same situations of struggle come up over and over again and that practicing the prompting is what is

ultimately taking place over and over again. It's almost like we are learning to sell the program and participation over and over again. So, some of the more specific standards from the competency guide are slightly lost, because they don't happen quite as often—aka planning, calling home, calling into a teacher's classroom, etc. What is sort of lost, I think, is the emphasis on adhering to TPSR protocol throughout the hour.

Working through these issues, being critical and acknowledging some of the training's shortcomings, and trying to understand the coaches' experiences as they happened gave me confidence about my professional judgement. The on the fly decisions I was making to improve the process were well-informed and had both the coaches' and EHS students' best interests in mind.

While I expected the reflection journals to offer me more insight than they ultimately did, I never let go of their potential. At the end of the year I re-wrote the aims of the reflective writing as a tool for skill development.

The aim [of the journals] is to develop more than just skills, but a disposition for being a reflective practitioner who will be a perpetual skill builder and self-developer...a practitioner skilled in reflection, and as a result, in pedagogy as well. This is the practice or "habit of mind" to keep going back to review how interactions with youth and/or athletes went, how to improve, and forming a plan for what it will look like next time.

My view from the beginning of the year, that maybe the journals needed to be sold or pitched to the coaches differently, was relatively unchanged. Maybe the buy-in for

reflective writing in the way I envisioned comes with more experience and professional maturity.

Overall, my field notes and personal reflections were fundamental to helping me practice as a training facilitator and researcher as observer-participant. This reflective loop process gave me a system to adhere to that helped me manage my expectations, judgments, and biases that arose throughout the process. Making a habit of writing these reflections helped me better remember the improvements I wanted to make and it also helped me think deeply about how I wanted to make those changes. Having a record of that process and progress was not only meaningful since I could go back and witness my own growth, but since this process has ended, I also feel like it has helped me make on-the-spot decisions with more confidence.

## CHAPTER 6: RESULTS FOR COLLECTIVE THEMES FROM NARRATIVES

In this section all the data are explained in detail as a result of thematic analysis (Braun & Clarke, 2006). The coaches' narratives have been combined in order for the researcher to understand not just the collective experience, but the intricacies of what was learned, how it was learned, and how future iterations of this programming can be improved. In all, 480 codes were collected and then organized into seven over-arching higher order themes. These include:

- *Overall impressions of the training experience*
- *Skills - development and application*
- *Impressions of the PD*
- *Beyond PD, a combination of learning mechanisms*
- *TPSR*
- *Suggestions for future PD*
- *Original strategies*

All codes were organized by categorizing higher order themes, lower order themes, and sub-themes in table 14. Next to each theme, in parentheses, a fraction represents the number of coaches, out of six, whose statements were included for each level of code.

The number that follows represents the number of instances for each code. Keeping track of how many coaches shared codes and themes helped the researcher understand when there was a consensus among the coaches about their experiences. The consensus, in many cases helped the researcher come to conclusions as to which aspects of the coaches' experiences were most influential and helpful.

Almost all codes were placed into lower order themes or sub-themes, with many codes occurring in more than one or several lower order and/or sub-themes. These multi-themed codes took on multiple meanings that helped describe two or more themes. For example, one coach described using multiple strategies for "*giving feedback*", a lower order theme. Though, within that description there were also other codes that contributed to what it means to give feedback, like using the "*medical model*," "*questioning*," and giving opportunities for "*leadership*". These multi-themed codes are identified throughout this results section. All themes derived from codes can be seen in table 14 below.

**Table 14**

*Summary of Qualitative Themes and Codes*

<b>Higher Order Themes</b>	<b>Lower Order Themes</b>	<b>Sub Themes</b>
<p><b>Overall Impressions of the training experience</b> (6/6 coaches, 84 mentions)</p>	<ul style="list-style-type: none"> <li>• Making change (6/6, 28)</li> <li>• Understanding youth, the school, and community (6/6, 28)</li> <li>• Confidence and competence (6/6, 24)</li> <li>• Transfer of coaching skills (5/6, 22)</li> <li>• Way of being (3/6, 8)</li> </ul>	
<p><b>Skills - development and application</b> (6/6 coaches, 180 mentions)</p>	<ul style="list-style-type: none"> <li>• Intentionality and planning (6/6, 30)</li> <li>• Giving feedback (6/6, 28)</li> <li>• Safety (6/6, 28)</li> <li>• Empowerment and leadership (6/6, 27)</li> <li>• Choice and voice (6/6, 23)</li> <li>• Relationships and building rapport (5/6, 14)</li> <li>• Questioning (4/6, 10)</li> <li>• Medical model (3/6, 15)</li> <li>• Language (2/6, 6)</li> <li>• Listening (2/6, 6)</li> <li>• Transfer (1/6, 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Non-verbal communication (3/6, 3)</li> <li>- Assigning roles (5/6, 12)</li> <li>- Calling home (2/6, 2)</li> </ul>
<p><b>Impressions of the PD</b> (6/6 coaches; 57 mentions)</p>	<ul style="list-style-type: none"> <li>• Practice and using "role play" (6/6, 21)</li> <li>• Handbook (6/6, 9)</li> <li>• Organization (6/6, 9)</li> </ul>	
<p><b>Beyond PD, a combination of learning mechanisms</b> (6/6 coaches, 57 mentions)</p>	<ul style="list-style-type: none"> <li>• Reflection (6/6, 36)</li> <li>• Observation/modeling (6/6, 22)</li> <li>• Past experience (6/6, 8)</li> <li>• Receiving feedback (5/6, 12)</li> <li>• Learning by doing (5/6, 11)</li> <li>• Mentoring (5/6, 9)</li> <li>• Coursework (4/6, 13)</li> <li>• Family (4/6, 6)</li> </ul>	<ul style="list-style-type: none"> <li>- Coaches' circle (6/6, 18)</li> <li>- Journal as a learning tool (4/6, 9)</li> </ul>
<p><b>TPSR</b> (6/6 coaches, 151 mentions)</p>	<ul style="list-style-type: none"> <li>• Choices and voices (6/6, 24)</li> <li>• Modeling respect (6/6, 22)</li> <li>• Assigning tasks (6/6, 20)</li> </ul>	



	<ul style="list-style-type: none"> <li>• Physical activity plan (6/6, 13)</li> <li>• Setting expectations (5/6, 21)</li> <li>• Fostering social interaction (4/6, 11)</li> <li>• Leadership (4/6, 12)</li> <li>• Fostering social interaction (4/6, 11)</li> <li>• Group meeting/Reflection time (4/6, 7)</li> <li>• Relational time (3/6, 6)</li> <li>• Awareness talk (2/6, 2)</li> <li>• Transfer (1/6, 1)</li> </ul>	
<b>Suggestions for Future PD</b> (5/6 coaches, 17 mentions)		
<b>Original Strategies</b> (1/6 coaches, 1 mention)		

There were also a few codes that were not specific enough to fit into any sub themes, and were therefore counted at the lower order level. This accounts for any discrepancy between total code instances at the higher order and lower order levels.

### **Overall Impressions of the Training Experience**

This higher order theme describes how the training experience impacted coaches professionally and personally, highlighting how the coaches evolved as a result. All six coaches shared examples of how they perceived the experience influenced their development. The following quote by coach 5, summarizes this theme: "I really reflect back on this experience as one that really shaped my life, and for the better" (Coach 5).

**Making change.** In this lower order theme, all coaches talked about how they have changed as a result of the experience. Coaches described these changes as personal and professional improvements.

I feel that I'm prepared to adapt quicker, I feel that I've personally changed in that how I respond to specifically the kids within the environment of Boston English.

I feel that I work with high school aged kids differently now than I have in my previous, my, until this point in my life. (Coach 2)

From a professional standpoint, all coaches spoke about behavior change as it relates to their practice with youth. From a technical standpoint, coaches became more effective communicators by changing how they asked questions, the language they used, and by moving away from a "top-down" approach to coaching and instead adopting a more student-centered approach. Two coaches talked about how the program triggered changes in perspective about their own lives relative to those of the youth at Get Ready. These changes highlighted newfound humility, helping these coaches deal with youth more empathically. For example, prior to this experience, Coach 4 lacked the insight to consider the possibility that student behavior is often dictated by a depth of circumstances and issues that they cannot control. The following quote describes Coach 4's change in perspective regarding youth who miss class:

I don't think I necessarily I, I think I would have taken an approach of like, "Oh they're not here." I would have, I, instead of saying, "Oh, I wonder where they are, I hope that they're okay." Um, I think I would have been more, um, leaning toward, "Oh they're not here, their loss. Oh well." You know, "hopefully they can come next time. I, I do hope that they're okay, but they're loss for not showing up." And I think that it, it just opened my, my mind, or, and my, my eyes to like, "Oh man, they're not here. I hope everything's okay. I wonder if I can do anything to help, maybe make it easier." (Coach 4)

This suggests that this coach's skillset has been deepened by this change in perspective,

having developed a disposition to try to always help and be proactive about helping even when youth are not present.

**Understanding youth and the school community.** In this lower order theme, all six coaches shared deep insights and understandings about the youth and school community that made up the Get Ready Program. Coaches described how they had come to understand the behavior of the youth they were working with, the challenges youth were dealing with outside of school and at home, challenges youth were dealing with at school, and the systemic difficulties that other teachers were dealing with as a result of being situated in a title 1 school. However, what is more important, is that coaches also articulated what to do with these understandings. In the process of first formulating understanding, one coach reflected on a list of challenges that one or more students were dealing with outside of school that provided important perspective for what the youth had to overcome:

Like, [Jeremy] didn't get enough sleep last night because [he] had to work to pay the bills for mom and dad, or like mom or grandma. Or, had to like, they didn't get dinner last night, so they needed an extra nature valley bar and milk before we started lifting. Um, so, that, that was very cool to get to, I mean not cool, that's the wrong word, but, it was interesting to see...I mean we had students who loved being there and they couldn't because they would get off work at 2 and then they would have, um, homework, and then all of a sudden they slept through class and they're like, "Dang it, I, I slept through Get Ready." And then, and they knew, they, they always tried their best to show up on Tuesdays and Thursday which I

think was a reflection of how much they enjoyed our presence. Um, but, we'd be sitting in the circle and they'd go, "You know, all the coaches said 'Hi' to me this morning and they weren't mad at me. And I just feel bad." And it wasn't like an intentional, like, you wanted them to feel bad, but we were just happy to see them and they were like, "I want to be here." And now, that was motivation enough, now what did I do, all I did was say, "Hey, it's great to see you. Wanna lift?" Like, "Your biceps looking small, let's get it." And you know, and just playing with them. (Coach 4)

Another two coaches offered insights gained about the school community and teachers by attending football and volleyball games. Coach 2 thought it was helpful going to football games, "Going to football games was huge. Getting to know the teachers, seeing kids outside of school was big, in terms of personalizing them and myself" (Coach 2). Likewise, Coach 4 attended volleyball and football games where relationships and understandings with teachers were cultivated:

I saw other teachers there [volleyball game] and, they just invited me, like, I, I went up to Ms. Casey at the end of the game and I said, "Oh that was a tough game." I think cause, they, they lost to, um, and then she just introduced me to other teachers. And then, I would see them from, occasionally, cause some of them are actually getting their masters' here, in teaching, and so we would just converse about how school's going and, um, so yeah, that was, that was cool.

(Coach 4)

Conversely, Coach 1 struggled to connect with the school community. Coach 1

commented that integrating with faculty and staff beyond the Get Ready program was difficult. "Besides Ms. Casey, there's like maybe one other teacher that I met at a football game. Like, I didn't really integrate too much with...the rest of English High School" (Coach 1).

Understanding youth helped coaches work well with them. This means that coaches not only used approaches that effectively engage youth, but understanding youth also helped coaches persist with them even when those approaches, at first trial, seem to be ineffective. For example, Coach 3 describes the importance of persisting with youth in a positive manner even when it is difficult:

Through working with the ninth graders and developing the understanding that, these students, even if they have a thick shell, they still are looking for attention and guidance from the teacher and, you know, it could be discouraging, if you're trying to engage with someone and they're just un-responsive or not giving them anything to work with. You might give up hope or say "Well, this person just doesn't want me around." But, working with the ninth graders, and just being that unconditional positive beacon of light and hope and just unconditional positive regard, shine that to these students and developing a relationship over the eight-week period and watching them change from that unresponsive, just, brick, into someone that is willing to listen and willing to engage and willing to give you something back and willing to work out with you a little bit, um, developing that understanding was really valuable and something that I just will be able to take forward as well.

Nevertheless, key to this lower order theme is also that coaches faced challenges in trying to understand when and how to appropriately challenge youth to push themselves. Coach 6 describes this type of uncertainty:

And, I still struggle with it...um...this is the only one I can think of too, right, right now anyway. Um, but, the line between pushing the students and teaching them perseverance and being understanding or meeting them where they're at. I mean, I think I'm pretty good at meeting them where they're at, but I have a really hard time with that. Because, sometimes, I like, one day in specific, I was like trying to get this one kid, to, to work out. Like, he's tired, and like, I was like trying to push him, and one of our skills is "get moving" and, um, you know, and just to teach them to keep going. And, you know, effort is like the main skill, but then, like JMc is like, "I think we should, you know, let him just rest today." And I'm like, "Well, I don't know." Like, I know he's tired, but how do I know, is it like a different tired? Like, I don't..." I guess he's, he's just, has a more trained eye for that, um, like maybe what people can take? I think it's also a [Coach 6's college sport] background [mentality], because like no matter how bad you feel, you can't stop. Um, so, for me, kind of realizing when I should, when I should, and I know that, that's me, that I go a lot harder than most people. Um, just from my sport's culture, um, so then understanding where, like, other people should be stopping and where I, when I should push them more, that's really hard for me.

Since there are no concrete rules for coaches to know the best way to approach every situation, this realization is an important step toward understanding how to work with

people/youth from different sport or cultural backgrounds. Simply taking a moment to take perspective shows an effort to understand the youth with a genuine attempt to help move them in an improved direction.

**Confidence and competence.** In this lower order theme, every coach expressed various ways in which they perceived their confidence and competence at the program. These came together as a single theme because in the interviews, the coaches did not distinguish between the two and sometimes used them interchangeably. Campbell and Sullivan (2005) offer an explanation for this: “Although competence may be discriminated from confidence, both constructs refer to cognitive processes by which individuals judge their capabilities to accomplish a particular goal within a specific context” (Campbell & Sullivan, 2005, p. 40). So, for the sake of clarity, the researcher distinguishes confidence as feeling generally comfortable in the roles and situations that are part of the overall coaching and training experience. Therefore, their confidence describes perceptions of competence have in their own abilities to perform skills or tasks. The following quote by Coach 3 summarizes this theme: “I’m right on that border of having all the skills down and really being confident and just being able to seamlessly work them into the day and the workout and the curriculum”.

Confidence and competence were discussed in a variety of ways that include coaches' descriptions of feeling generally confident in the dual role as coaches and youth workers. Also, they expressed feeling competent performing program-oriented skills like providing feedback, active listening, and emotional safety. For example, one coach expressed feelings of competence and appreciation for acquiring a holistic perspective

about how to run a TPSR-based youth development program:

I feel much more competent in that from start to finish, which was, which was the goal of mine, to be able to come out of here, obviously in a few more years from now, with the ability to start and run, and effectively run a sport for development TPSR-based intervention with kids...Like, I feel like I had no clue going in. I mean, I had an idea, but not a clue of the ins, of the ins and outs. Everything from planning to communicating with the kids, to running off, you know to make print outs of their names for their binders, you know, the little things to the big things. To the, the grant-writing, to the, um, you know, the registration of things and the, you know, the grand macro-level things, and the micro level of things, I feel like I have a much better understanding of that... I feel like I can effectively implement a culture in alignment with the Teaching Personal Responsibility Through Sport Model, with, and, difficult, combative contexts. I did not feel like I was equipped to do that a year ago. I feel that I'm prepared to adapt quicker, I feel that I've personally changed in that how I respond to specifically the kids within the environment of Boston English. I feel that I work with high school aged kids differently now than I have in my previous, my, until this point in my life.

(Coach 2)

Coach 6 shared a similar sentiment, with a focus on skill development:

C6: But I think I would also like to emphasize that I feel more confident having done this. So, I feel more comfortable with the skills.



Researcher: More confident about, coaching youth or youth development or can you just be specific what skills?

C6: Just all of them. With youth development or working with youth and, um, yeah. (Coach 6)

Coach 6 passed on the opportunity to offer specific details, yet the sentiment remains one of general, overall confidence.

Some coaches also shared examples of instances in which they lacked confidence or competence. For example, Coach 5 revealed feelings of incompetence when trying to give feedback to a student:

I look back to an interaction I had with James when he was supposed to, um, give out the two-minute warning. And, I didn't really, I didn't really follow up with him. Uh, the way that, when I look back on now, I could definitely have done a better job of following up with him and see how did it really go and asking questions to, to just help his process and help me process and understand. But, even through that error that I made, I understood that's not something I'm competent in, but, ironically because I don't feel competent, I'm learning how to, to do it, or something that I feel next time that I do it, I know what I'll change and what I'll do better. (Coach 5)

Even though Coach 4 recognizes a limitation in skill, the learning here is rich. Coach 5 seems to acknowledge that in this moment there was a lack of competence, but that by accepting it as a learning experience there was a move toward change and improved practice.

Similarly, Coach 1 describes a lack of confidence when trying to provide feedback, helping to distinguish between confidence and competence:

I guess I knew what to do, it was just hard to, I don't know, there were days when it was hard to like give more, because like I knew what I had to say, but at the same time I was like, "There's more I want to be able to say." I just never knew what exactly to say. Sometimes I like, I liked the feedback I was giving them, it was just the same feedback over and over again. (Coach 1)

Coach 1 seems to feel competent giving feedback, but did not always feel confident doing so due to Coach 1's perceptions that the feedback was repetitive and perhaps boring to the youth.

Two coaches described a lack of confidence in the weight room and the trouble they had adjusting to their role as strength coaches. Both Coaches 1 and 4 were intimidated by their own lack of knowledge related to strength training, with fears that they were acting unsafely with the students at Get Ready. Coach 1 wrote: "I know I'm still working on getting comfortable in the weight room with the equipment, especially because a lot of the equipment is new to me." Coach 4 also started the year having anxieties about coaching without certification as a strength and conditioning coach and as an athlete lacking self-confidence in the weight room: "I didn't want to lead them [students] down the same path of poor, poor habits, um injuries, um, so I wanted them to be safe...what if I hurt these kids?" However, by the end, Coach 4 seemed to have a much better idea of what to do, thus indicating that Coach 4's confidence in that context improved. Coach 4 said: "I'm much more comfortable with my lifting knowledge. And I

think that came from, from working out with, Dr. McCarthy and, and you and Val and like, you know, knowing like little tips...This is the coaching part."

**Transfer of coaching skills.** In this lower order theme, five of six coaches explained how they have been able to transfer skills and values learned from the training experience to other contexts both professionally and personally. For example, Coach 3 found that the experience, skills, and TPSR model to be useful in the context of coaching sport at the elite level:

I think that the skills that we learned worked really well for that population but I think that they'll transfer into a performance setting as well, if, if I am working with a demographic that's more like to me, um, and I'm very pleased with that...And, we have to understand what our role is here [division 1 sports coach], really. We're trying to create better people. We're trying to get them skills and tools to take out of, out into the world with them, that, that we teach them through [sport]..." And, I don't think that I'd have that level of insight without the Get ready Program and the PDs. And being exposed to the TPSR model, the way I have been. So, that was really, really cool. (Coach 3)

Another coach commented that asking permission to coach or give advice was a simple coaching concept learned in the program that was also a helpful relationship strategy:

"Like, outside of life...my [significant other], like, I was like, 'Hey do you mind if I show you how to do this?' I mean, it doesn't even have to be lifting..." (Coach 4). Coach 6 also commented that learning the medical model (more on this in a following section) was useful in other contexts that required coaching and instruction: "I've used that [medical

model] in many contexts, and not even with just teaching movement, but like, I think it applies to, to a lot of things, just like I'll do it and I'll explain my reasoning.”

**Way of being.** In this lower order theme, three coaches described existential awareness derived from their experience and how it influenced how they try to live their lives. For example, Coach 5 said: “And it's like, this is a way of being. This isn't just Get Ready. You know, this is everywhere. This is how I need to approach life” (Coach 5). Another example is that coach 2 adopted the Get Ready values and program skills as mechanisms for self-improvement. Coach 2 said:

I do not think that one can effectively, most effectively, be a helper within this environment if who you are is separate from what you're teaching. I think it can be done, I just don't think it's the most effective way of doing it...I think practicing, personally, the skills that we're teaching, this is you know, always a reminder, to zoom out and reach out, and reach down, and get moving and get moving and all these things, I think, actively, integrating the concepts into my life, but integrating the way the program is into how, into who I am...

Similar to the lower order theme of *Transfer of coaching skills*, these coaches embraced changes that were professionally oriented to be embedded into the values of their daily functioning.

### **Skills–Development and Applications**

This higher order theme is key to this project because it identifies coaching and youth development skills coaches perceived to have developed throughout their experiences. All six coaches provided rich examples that detailed examples their

understandings about when and how to apply skills, how they learned those skills, or both. The codes that make up this theme were numerous and best the skills are represented by the lower order themes described below.

**Intentionality and planning.** This lower order theme highlights coaches' statements regarding intentionality and planning. In short, it represents the realization by coaches that being prepared to deliver programming is more than just making a lesson plan. It means the small interactions with youth should all be carefully considered, and it means that coaches must also be intentional about how they want to develop their own skills as practitioners in the context of the program.

Regarding lesson plans, Coaches 3 and 4 spoke about the value of backward planning and working with a lesson plan template. Coach 4 even spoke about how learning to lesson plan could help in future jobs: "Like I was saying, like from this, (pointing to the planning work sheet) um, I can create anything, you know." Conversely, at first, Coach 2 resisted taking the time to approach the process of backward planning as it was presented in the PD module, but eventually acknowledged its value. Coach 2 explained:

The most difficult things for me to learn were the importance of writing down a curriculum. Like, writing down your objectives and everything from a time schedule, of when we're supposed to move, like, very much like teacher skills, like skills for effectively running a classroom. That was, I resisted that. I just didn't like it. But then I realized that if you don't do that, you don't have anything to fall, if, if you do write it down, there is a chance that it can go that way and you

provide structure, and then what you do is you provide a system to fall back on when you get new people. (Coach 2)

Coach 3 spoke about intentionality from the perspectives of personal development and of helping youth develop. Personally, Coach 3 reflected that it was important to be intentional about improving on only one skill at a time while at Get Ready, despite the reality that it took a while to develop that habit. With the students, Coach 3 spoke about being intentional about helping students develop as leaders rather than simply picking out students to lead who seemed to already have leadership skills.

**Giving feedback.** In this lower order theme, coaches discussed the different ways they gave feedback, such as: giving verbal praise and encouragement, providing written feedback, and asking students to self-evaluate. While giving verbal praise and encouragement were unanimously valued by all coaches, the impact of learning to give feedback in writing and asking youth to self-evaluate was meaningful for better and for worse. For example, providing written feedback did not resonate with Coach 2:

I think that, I think writing to the kids, we like, started strong, and kept doing it, but like, I, I, personally stopped reinforcing them to write, stopped reinforcing them to like see what I wrote to them, um, and really stopped taking the time to like explain the purpose of all the scales of the reflective writing...And like the importance of, because it was like a skillset to be able to respond and the way you're challenging them, and stuff like that. I feel like we learned a skillset and like never, it didn't really bear fruit. I, I didn't see it. You know? It was hard.  
(Coach 2)

On the other hand, Coach 3 embraced the idea of writing to students and developing that skill as another way to engage youth, commenting that sometimes it was an opportunity to challenge the students to try new things or to work with new people.

"Following up" with students provided coaches a way of starting a feedback dialogue that was rooted in self-assessment. Instead of coaches telling a student how they did with a task, an exercise, or in a leadership role, the feedback would instead be generated from the student. Learning to do this was meaningful for Coach 4 as it provided a tool for the students to help initiate improvement from within:

Asking them about things that maybe you wouldn't ask them about like, "How did it feel to lead a group?" when you know, you really haven't said more than two words to some of these kids. Or, "How did it feel to...?" you know if you're a quieter kid, and you're screaming, "Two minutes! Two minutes!" and like people are hearing you. Or, "How did it feel to stand up in front of your peers and say, 'Okay guys this is the theme today, you have to know them, you have to know the definitions of it, you have to ask for examples, um, and what's it like when nobody is raising their hands? Did it make you nervous? Like, what could you have done better next time?'" And so just getting them to think about that.

Because I think, I personally don't think that they always get the opportunity to reflect. And so just adding that to my repertoire, I thought just added, um, a little bit more depth to my relationship with some of the kids. (Coach 4)

Some quotes offered descriptions of multiple levels of understandings, which warranted codes that fit under several themes. For example, one coach's description of how to

handle a common program challenge of youth gathering in one part of the weight room and sitting idly, was embedded with codes that fit under multiple themes:

Okay, you two can stay at the bench for now, and then the other group, we have the deadlift. Does anyone, like, have experience? Does anyone want to teach it? Um, if you not, and if not, you said they're mostly freshman, um, I would teach it, using the medical model. And then, I'd have them practice teaching each other. If they're freshman, they probably don't know. So, I think it would actually be a really good opportunity. (Coach 6)

This quote demonstrates Coach 6's ability to give feedback that communicates an ability to manage the classroom by asking youth how they can redirect themselves into the activities. The description is also an example of a quote that is coded under multiple lower order themes since it highlights the decisions to use the *medical model*, *questioning*, and *leadership*.

*Non-verbal communication.* In this sub-theme, three coaches described how non-verbal communication was a helpful teaching skill. Specifically, coaches mentioned that taking a knee when talking to students helped calm any potential tensions. The feedback was implied as coaches on one knee are typically smaller in stature than the students they are addressing. Another meaningful means of communicating was when addressing students in large groups, one coach emphasized that he tried to speak in sentences rather than paragraphs in order to not bore the youth and to maximize time engaged in physical activity.



**Safety.** This lower order theme hosts descriptions for how coaches developed and performed the skill of promoting physical and emotional safety for the students at Get Ready. To summarize this theme, Coach 4 said, "My biggest priority is safety. Even before fun. If the kids are safe, that's, that's better for me than fun" (Coach 4). Safety is critical to facilitating quality youth work. All six coaches prioritized safety and provided detailed examples of how to implement safe practice. For example, from the perspective of physical safety, coaches understood that there were several dangers to consider within the program since it is situated in a weight room. Coaches explained that before activity, it is important to make sure the room is well organized to avoid injury from clutter. Coach 6 said, "I'd need to make sure the room is ready. I would make sure that I knew, or got the room clean and organized and make sure it's safe." Coaches also discussed the importance of coaching and instruction during exercise so that students would not hurt themselves by performing an exercise incorrectly, or by using a weight that is too heavy. Coach 4 described making sure that students helped each other as "spotters" to prevent injury: "Let them know that they would start working out, and then I think along with the, the safety and expectations, you know, spotters, so, you can work out by yourself but always have a spotter." Finally, coaches also discussed ways in which they accounted for youth's emotional safety. For example, since we often have new students joining Get Ready throughout the year, one coach described some actions that can be taken to implement an emotionally safe introduction to the class for that new student:

We need to make sure we have the role, um and consideration of kids that are coming late, I would want uh, kids, uh interns to welcome them in. Or the Get

Ready kids that have already, the experienced students, with Get Ready, I would want them to welcome them in and to help them be a part of the culture. (Coach 4)

Whether it is a Get Ready coach intern or another Get Ready student, Coach 4 demonstrates an understanding of actions that can be made to help integrate students who join the class late.

**Empowerment and leadership.** In this lower order theme coaches discussed empowering youth and leadership. The focus of leadership was mostly youth oriented but also included examples of adult leadership. Coaches shared examples of moves they made to try to empower youth by preparing them to lead their peers through activities and instruction. For example:

One thing that I've learned to do or perform is prepping students for success. Um, the goal of Get Ready is to get them to be leaders and that's not for, for most students, that's not something that they just kind of understand how to do. And, as of, as a teacher, as a coach, we have the ability to take them through that trial, give them, give them vocabulary and lines to use when they're up in front of the people, up in front of a crowd, and uh, that's something that I never really thought of doing, um, before I was exposed to it, this past year. Um, that, that was truly valuable. (Coach 3)

Coach 3 describes that it is not enough to identify leaders and put them in front of their peers. It is also important to make sure they have been taught how to lead so they are set up for success when they do lead. Similarly, Coach 6 described the difficulty of learning

to cede control and let students lead each other:

So, one of them is, just learning the value of relinquishing control, and allowing the kids to gain experience teaching others...I think the more valuable, or the most valuable points were when they were teaching each other in smaller groups, like when Tosha was teaching another student how to box. Cause it's peer to peer, one on one kind of stuff. And then the small groups at the end, cause it's smaller, it's much more, it's intimate. (Coach 6)

Coaches also described learning to delegate responsibility to other coaches as a valuable skill when acting as the lead program facilitator. Three coaches commented that their perceptions of what leadership looks like changed. It is no longer that one person gets in front of a big group to dictate an activity, but rather that delegating leadership to other coaches and youth, in small groups, is a more effective way of engaging big groups.

*Assigning roles.* In this sub theme coaches described how to assign responsibility to other coaches and youth in order to support empowerment and leadership. Coaches provided examples of what this could look like in different scenarios. For example, coaches spoke about how they have delegated or would delegate one coach or student to do simple tasks like spotting and coaching somebody through a lift, greeting students who came in late to make sure they start warming up right away, or making sure if any new students have language needs (Spanish for example) that a more experienced Spanish speaking peer or coach is ready to work with them.

**Choice and voice.** In this lower order theme, all six coaches commented that learning to give youth choice and voice affected their practice as coaches and youth

workers. This included the understanding that youth need to be given options for participation in activities, which sometimes means that they are allowed to not participate if they choose not to. They also agreed that youth are more likely to participate when they have a say in what that activity is. Coach 4 describes an interaction with one student that exemplifies how this type of interaction can be effective:

For choice and voice, that was something that really helped, when I wanted to, um, to assess where a student was ready to lead. I can think of one, one instance in particular. Um, allowing David, the opportunity to at least say to him, um, "Hey, I know you have led the 3-point line, but it's been a while. What do you think of, of leading again?" And then he had the ability to say, "Well I'm not, I don't want to do it today. Can I do it Thursday?" And then, it was, it was, there he was. I was suggesting that he do something and he was able to speak back to me, and then allow him that extra time to prepare himself. Instead of just, again, Coach 2, like the top down, like, "C'mon man, you're doing it, let's go." And then, he felt safe because he had that time to just, like, prep himself, you know. And, and, if he would have said, "No." Then, it would have been, "Okay, that's fine, then I'll find, like, we'll find someone else. And if not, one of us, like the coaches will do it. Um, but I want to extend that to you and if you want to do it, it's up to you, I think you'd be great at it." And he, he did. So, that, that was really helpful for me.

(Coach 4)

Coaches also shared that sometimes youth need to be given a few options from which to choose rather than simply leaving the choices open ended. If youth are simply asked,

"what do you want to do?" it can be overwhelming. Coach 2 was challenged with this aspect of voice and choice as it often seemed too easy for youth to choose to not do something. Finding the line between appropriate challenge and modeling respect was not clear for Coach 2.

**Relationships and building rapport.** Five of six coaches spoke about the different ways they built relationships with youth in this lower order theme. They highlighted actions taken to build rapport and trust, such as making a daily habit of greeting every student at the start of every class, by taking the time to ask students questions about their home lives and interests outside of school, and by attending football games. One coach practiced an intentional rapport-building routine that ensured basic engagement with each student, for each class:

My interaction with everyone was to at least say hello and goodbye to them, each class. So, I would position myself in the dance studio, or, I would ask to, um, to, to, do attendance so I could make sure I could know which kids are there and I could greet them. And then, I would do my best to always go to the snack cabinet cause that's where they'd always go after each circle up and they all wanted their snacks, so what a better way to make sure I got to interact with them for at least 5 seconds, than by saying "bye" to them. Um, I often followed up with have a great weekend or go learn something. I want to know, teach me something next week when I see you. (Coach 4)

Another coach felt that attending football games helped make relationships with students more "fluid" or authentic:

And it just makes the relationship more fluid. They're comfortable coming up and talking to you in front of their friends. You're comfortable talking to them in front of their friends and family. And you normalize that; you humanize yourself. You're just a person. You're not, you're not just a teacher, or that, or that guy that's in the weight room every morning.

Making these types of extra efforts, even if they yield only momentary communication, were meaningful for coaches; and they believed that extending themselves in these ways strengthened their relationships with youth.

*Calling home.* This sub-theme highlights that learning to call home helped two coaches strengthen relationships with students. In one instance, Coach 4 described the protocol used prior to calling in order to make sure the student did not feel threatened by the call. In doing so, Coach 4 identified some key information he gathered from the student that helped deepen Coach 4's understanding of the circumstances of this student's life at home—key information gathered even before the call was made. Coach 4 explained:

And then you know, you noticed that when we called home, it's like, like, I had to call a student and I said, "who am I going to talk to when I call home?" And he said, "You're going to talk to my aunt." And I was like, "Okay." Like, you know, it's not too A-typical. But, I said, "When's a good time to call?" He said, "Well, she works all day and all night. She works..." I think he said something like two or three jobs, so she only gets like 2 hours in the morning to talk on the phone. Right? So, either, either, she works a couple of jobs, or she has like a nurse jobs

and she like took a lot of extra shifts. So, he's like, I leave at 7am to get to school, or you know, like 6am and she's up with me and then she has until 9am to get to work or whatever, and so it was like, not only do you not live with your parents, your aunt works all day and so it was like some of the situation that it was like, it, it could have been easy to just fall back on old habits. I really had to look to their individual situation and know what would be an appropriate thing to focus on.

(Coach 4)

**Questioning.** Four of six coaches spoke about the value of improving their ability to ask questions. In this lower order theme, coaches discussed perceptions of improved instruction through the implementation of "follow on" questions such as: "what else?" and "can you say more about that?" Additionally, coaches discussed the value of asking others permission to give them coaching before offering instruction, help, or advice. For example:

You can always ask if somebody would want your help, but just don't assume that they're going to take your coaching or your advice. But, I, I would say that that's a big thing that I learned with the Get Ready and working with the kids...Perhaps people don't want help. People, the, the kids don't necessarily need to, to teach them the correct way to do whatever it is that they're doing. Um, you got to ask you know? Um, and if they say "no" that's all right. (Coach 5)

**Medical model.** This lower order theme represents the notion that using the "medical model" of instruction was meaningful practice for all coaches. Coaches described using this method of instruction as a tool that offered student learning that was

deeper than simply providing direct instruction. For example, Coach 6 commented that learning the medical model was useful in other contexts that required coaching and instruction:

I've used that [medical model] in many contexts, and not even with just teaching movement, but like, I think it applies to, to a lot of things, just like I'll do it and I'll explain my reasoning. So, I think it's um, it was something that we all used and I know we all discussed it a couple of times after the PD and for many weeks after...I used a lot of "watch me do it and then you do it." I think I've also used it a lot with teaching them [youth] how to throw a football, properly. Um, like I'll do it and then, like, "elbow, flick, shake." And then, helping them, "elbow, flick, shake." (Coach 6)

Not only does this quote exemplify that Coach 6 could perform and adapt the medical model across contexts, it is also an example of a code that fit with more than one theme—*transfer of coaching skills*.

While almost all mentions about the medical model were positive, one coach rejected it at first. After being introduced to this method in a PD module. Coach 2 lamented in a written reflection that this method was not a helpful coaching tool:

What hasn't been working is the slower medical model way of teaching an exercise because most of the kids just want to jump in and get going as opposed to watching first, doing, then teaching another. (Coach 2)

Nevertheless, in an end of the year interview Coach 2's opinion about implementing this skill evolved into one of appreciation:



Learning the medical model, and, uh, demonstrating a skillset, and having them demonstrate and then teach it back to you; it's a way to truly teach and not just lead them blindly through something. Something where they're taking a skill away. Not just a workout, but an actual, replicable skill. (Coach 2)

Coach 2 sees the medical model as a way to foster understanding that eclipses the simplicity of copying an exercise or skill. Coach 2 suggests that when youth are learning how to teach what they have just learned to somebody else, then they are forced to engage with the learning process in a more comprehensive manner—physically and socially.

**Language.** This lower order theme consists of any mentions coaches made about specific language used in the program and by the youth with whom they worked. Two of six coaches described how they believed using specific language helped them work effectively with youth. For example, both coaches found that using program language helped them stick to program objectives and daily lessons. For example, Coach 4 said:

In the classroom, if, you know, they're like, struggling on that last rep. You know, we'd be there to spot them, but we'd be like, "Reach down, I know you've got this, I'm here to support you." Um, you know, "Great effort." That was the one I really, I really looked to. Because, I think the idea of reaching down and then reaching out also kind of embodied the "*everyone matters*" theme. (Coach 4)

**Listening.** In this lower order theme, two coaches mentioned listening as a skill that helped them positively engage youth. Listening was a skill that helped them build trust with youth and it also acted as a conduit to empowerment. For example:

I think that's a huge part, just listening to them, because, we always say like, "How much do they have people actually listening to what they say?" Or, just like are yelling at them more than anything else? Cause there are students that come to our class and like do fine and then you hear about like what's going on in like the other classrooms and it's like, they don't get along with other teachers. They get in trouble a lot. And it's like, is it that they get in trouble, that they should be getting in trouble a lot? Is it that there was maybe one situation that happened at the beginning of the school year and just led to a teacher forever thinking that they're not a great student and forever just kind of yelling at them and not giving them a chance to speak? (Coach 1)

The perspective here is that Coach 1 believes that practicing listening to youth and giving them a voice has helped prevent tensions that students may be experiencing in other classes.

**Transfer.** This lower order theme received one mention. Coach 6 spoke about doing a "decent" job trying to get youth to transfer what they were doing in the weight room and connecting it to their life in general. Nevertheless, no specific examples were provided to demonstrate an understanding of how to do so.

### **Impressions of the PD**

This higher order theme hosts instances of all coaches' impressions of the PD modules. This theme is summarized by the following quote from Coach 2: "I feel that the PD's provided a safe, yet challenging environment to practice the skillsets before we did it, used them with the kids" (Coach 2). This theme is fundamental to understanding

specifics in the modules and pedagogy that were helpful or unhelpful for coach learning. Impressions include mentions of positive and negative aspects of the PD modules, the lessons and learning activities during the modules, and the logistics and organization of the modules. Overall, coaches spoke positively about the PD modules and that in general they were helpful for skill development. For example, Coach 3 shared:

C3: I'm very, very thankful that I've been able to go through this program and get those bag, get those tricks, get those strategies. It's been like, the groundwork was laid in the masters' program and then, this is like, this is, like the nugget. I'm trying to think of a cool metaphor to, to explain this, but, um, this kind of created a bridge between the theoretical groundwork that was laid during the program, and like the hands'-on application with working in a classroom. This created that bridge.

Researcher: What's "this", specifically?

C3: The PDs. The PDs and being able to practice it at Get Ready. Um, that exposure, the, "this", that, that is the bridge. Um, being able to go to Get Ready, try out some of the skills, try out some of the techniques, the strategies and then have a conversation with the doc students or with JMc and really, and the other masters' students and just kind of brainstorm why did it go this way. What other skills or strategies could have, could I have used in order for it to go a different way? Maybe a little bit more, um, productive way? Um, that has been really, really rewarding and something that I've been very thankful for. (Coach 3)

Coaches also spoke about specific skills and strategies they learned during the PD

modules. Among those mentioned included calling home to parents, asking permission to coach, and learning to be intentional when preparing to work with youth in this context.

One coach who missed the first several PD modules spoke at length about getting secondhand information about those that were missed. Coach 4 explained:

It was hard because I wanted to be there. And, they just, all the kids, or not kids, all my classmates kept saying, “oh man, it's so helpful man.” So I would get the knowledge second hand...But I knew I wasn't getting the information that I wanted. I don't think I understood the program as well to begin with...I just don't think I necessarily understood it as well until the end of the program because I would, I would talk about things I wanted to focus on, but I don't think I had as broad of a spectrum as my classmates did because they attended all the PDs and got that.

Coach 4 continued to explain that knowing that the other coaches were “gaining stuff” from attending, helped motivate Coach 4 to make time to attend.

**Practice and using “role-play”.** This lower order theme highlights that all coaches found that participating in role play activities was an effective learning tool. Coaches related that when they practiced using coaching skills in a role-play situation, they felt prepared to perform those skills with youth at English High. Coach 6 commented that practicing using role-play was the most useful learning tool during the training. Similarly, Coach 5 described role-play as a mechanism that helped “normalize” interactions with youth that might be otherwise awkward:

One thing that was really helpful was that when we would role play and we had to pick one of the kids. One of the kids that we interact with and we would choose some of the hardest ones. And I thought that was, that was very cool. Because, for me it's like, "okay..." first off, like for some kids that I never really approached, it's like, "okay, so, how would I go about approaching this?" and then secondly, it promotes, that, that, you know, approaching like, "Oh, now I'm going to go talk to Davy, because I, I can, because I've seen it happen. I see, you know, what's effective, and what might be helpful in this situation." It kind of normalizes it, so, it's not as intimidating or as new or as taboo as it could seem.

(Coach 5)

Coach 2 commented that having the chance to practice skills and behaviors during role-play helped to promote automaticity:

Um, and you had to practice it. And the professional development allowed me to do that, which I think was key because if you practice a skill, just like any skill, then you'll actually start to use it. Because we often relax and go back to what we're comfortable with when we're actually in the situation and the pressure is on. So then I gained a whole new appreciation for being intentional and practicing and not just flying by the seat of your pants so to speak. (Coach 2)

Finally, Coach 5 commented that the role-plays gave coaches a chance to normalize the youth with whom they work. During role-play simulations, coaches played two roles during the role-plays—one would be a coach assigned the task of practicing a specific coaching skill, while the other would be a coach playing the part of an English

High student receiving coaching or instruction. After the initial simulation, the coaches would swap roles. Whoever was playing the part of an English High student, got to choose which student he/she wanted to mimic. Coach 5 explained that while the role of practicing the skill was important, the experience of pretending to be a student was also important as it stimulated perspective-taking. Pretending to be a student at the program and adopting that student's behaviors for the sake of training helped Coach 5 have empathy for those students: "Not only does it help us with Steve, you know, that situation, but also normalizes, I guess, who Steve is. And now, we can go about interacting with him outside of coaching him up on lifting weights, you know?" By assuming the persona of certain youth from Get Ready during role-play, Coach 5 gained a sense of increased efficacy when working with those youth after the fact.

**Handbook.** This lower order theme encompasses all the mentions coaches made of the handbook that they were given to support the PD modules. Coaches' reactions and interactions with the handbook varied with half the coaches commenting that it was extremely helpful and the other half saying it was not at all helpful. Of those who found it helpful, two coaches in particular offered high praise for the resource claiming it not only helped improve them as coaches, but that it would also be helpful for years to come. Coach 2 explained:

I'm going to keep that [binder] forever, cause I want to like run a program someday. And it's like, that's like years' worth of work. That's, that's like, a Holy Grail, of, of a regimented, of a needed protocol of things if you're like, if I'm ever getting paid, like, I, you need that, you need that. I've like, I said, I don't know a

lot, but I know enough to know that the importance of that and the importance of instruction and the importance of training.

While the other three coaches were indifferent to the handbook during the experience, two of them did acknowledge that it could be useful for them in the future if they end up working in youth development. However, 1 coach said the handbook was not helpful and likened it to another text book. When asked about it, Coach 6 commented:

C6: Not helpful!

Researcher: Not helpful?

C6: No.

Researcher: Okay, tell me more about that.

C6: Just because, I mean, I think we all had a bunch of textbooks that we never opened, and this was, like, open to like two, three times. Sorry, but it was just like on my desk and it was like, guh! You know, that would be great to look at, but I have three papers to write. Or like, I'd see it and I'd be like, "Oh I need to look at it." but it's just, and you know, it's not like an interaction, you know?

**Organization.** This lower order theme includes instances when coaches spoke about the organization of the PD modules. Organization included mentions about how group size, scheduling, and location of the modules affected the quality of coaches' learning experience during the modules. While coaches all recognized the difficulty in scheduling modules where everyone could be together at once, four of six coaches commented that they preferred smaller groups for the modules because they felt that the

individual attention was helpful, making "social loafing" difficult. The two coaches who preferred modules that included the whole group setting appreciated being able to see and hear the ideas and skills of their peers. Coach 6 explained:

I thought those [whole group modules] were the most helpful, because I got to hear, I got to practice my way of doing things and also hear other people's ideas of how to handle or how to express certain ideas, um, like prompting, or dealing with a kid that was more, more resistant to joining the activity we were doing.

One coach also felt it was important that the modules were held on campus at Boston University. This coach felt that being on campus for the trainings helped make it feel professional.

### **Beyond PD, a Combination of Learning Mechanisms**

This higher order theme is comprised of the different ways coaches learned coaching skills and how to apply them, outside of the PD modules. This theme highlights coaches' learning processes as being multi-faceted with several contributing factors that extend beyond formal learning environments. Therefore, this theme includes instances where learning mechanisms are identified that are comprised of not only program-related experiences that promoted skill development, but also factors outside of the program such as family influence and past work experiences. Coach 6 commented that the combination of experiences within the programming promoted a progression for learning that was effective:

I think that in terms of skills, specifically, um, I, I don't know. I think the combination is just great because we learn it in PD, we go to English, we practice



it, and then we process it in practicum. So it's like one, two, three. Learn it, practice, process. (Coach 6)

Coach 3 also commented that there was value in experiencing a combination of contributing factors: "And that came through in many different, specific ways, like, writing the journals, doing the feedback groups, doing, um, uh, just having those one-on-one conversations with JMc before the class started."

**Reflection.** This lower order theme hosts any mentions coaches made about reflection, with all coaches sharing instances that acknowledged the practice of reflection throughout the year. These included experiences with personal reflection, group reflection, and reflective writing—all of which contributed to the various understandings coaches took away from the experience. Coaches mostly described reflection as something they did as a way to self-evaluate and refine their practice. One coach used "reflection in action" as an example of a skill that was developed that helped decision-making in context:

I think over the course of the entire year, some of the most valuable things that I, I've taken away are the reflection in action piece...And really finally tuning that skill. And, being able to...have an interaction and then reflect on the interaction while still practicing active listening and then being able to like modify my response, right then and there. In order to get more out of the students. Um, I think that's been extremely valuable. (Coach 3)

Conversely, Coach 1 shared that ongoing reflection was a habit that never materialized:

"I think I was good at like really using what we learned about safety in the next class and

maybe even the class after and from there I kind of was bad about like, reflecting on it over time" (Coach 1).

*Coaches' circle.* This sub-theme consists of instances where coaches describe how the process of group reflection—referred to as the "coaches' circle"—contributed to their learning and skill acquisition. After every Get Ready session, coaches sat together in a circle to reflect on the days' events and to talk about how to better serve the youth at Get Ready, hence the name "coaches' circle". Coaches' impressions of these meetings and how they influenced their experience ranged from gathering new information about youth, to learning about a peer's coaching techniques; and it also gave coaches opportunities to get feedback from peers and mentors. Coach 1 explained the value of the circle is being the only time that everyone from the program could be together at the same time. Coach 1 continued that the coaches' circle helped provide a complete perspective of the days' events and what was happening with all of the students. Coach 6 similarly shared that the circle helped provide useful information about youth—the "whole picture"—and that group processing influenced the development of coaching skills:

Because learning how other people were successful, successful, with certain kids, or just in general was really helpful for me. So, knowing that certain kids responded a certain way to certain prompting, or whatever it was, um, was really helpful, for me. So, listening to others and their experiences, and sharing stories, slash, techniques, I think, it was most beneficial when we talked about "how" we did something. Like, I remember a few instances like, Coach 4 got someone to do something and Coach 4 would walk us exactly through, like, "He said this and

then I said this." And he goes, "Well...." And he tells us this whole story and THAT is when I learn the most skills is when we don't just get the information, but we know how the other coach did it. (Coach 6)

While Coach 6 does not identify specifically which skills were developed in this way, the perception remains.

*Journal as a learning tool.* Instances that mentioned coaches' experiences with their reflective journal writing make up this sub-theme. The coaches' reactions to the journal writing as a learning tool offered both positive and indifferent reactions. While four of the six coaches found the journaling process to be helpful, one coach found it to be tedious and one coach did not comment on it at all. For those that found it helpful, the reasons varied. Two coaches valued the written feedback given by the researcher when the journals were returned. The feedback focused on helping coaches improve their coaching skills and will be discussed further in another lower order theme. One coach appreciated the opportunity to express frustrations by writing about challenges that arose at the program:

Um, but for me, the journals were always a phenomenal opportunity to, really write out things that I was struggling with. So, even though, you know there were times where I would dread having to write a journal because I just wanted to get it done, one, it allowed me to share great success with the reader. (Coach 4)

Two coaches found value in being able to have the experiences and feedback on file for future reflection. Finally, there was one coach who found the process tedious and relatively unhelpful, as one more thing to do:

And full transparency, the journals, I'm sure that did some(thing). I, were helpful, but, I can't, I can't honestly say like it was big for actually making it salient. But, I'm sure it was in some regard...like, it was a checklist thing to get done for my practicum, you know what I mean? Um, maybe, I, I don't know, everything impacts everything. Like as, like as far as, maybe it did, maybe it did play a role, but I don't feel like it did. (Coach 2)

Coach 2 expanded on this description, commenting that the self-assessments that were distributed with every prompt for written reflections were irritating and unhelpful. Coach 2 explained:

I understood the process, and so I can be completely wrong, but I felt, I felt that the, around the time that you were giving the self-report competency scale, was a little overkill. I thought to myself from being given a report, one on September 5, and then being given another one on, I don't know, what's my first and last, I think it was like in November, I just felt like, "What does he [the researcher] think has changed?" You know? Like, I felt very much like, I just remember feeling, "C'mon man, I just did it, it's probably not going to be any different." You know what I mean? (Coach 2)

**Observation and modeling.** This lower order theme includes instances where coaches described learning through observation of through more experienced practitioners modeling certain behaviors. In this case, learning by observation includes observing more experienced mentors, doctoral students, and peers. Coach 3 said:

And then also, observing. Just kind of trying to be a fly on the wall for Coach Mac's conversations with Jameson or your conversations with Tosha, or something like that. I found both of those to be really effective in skill acquisition for me.

Coach 3 expanded on this by adding specific skills that were acquired as a result of working with a group and observing peers:

I think using "follow-on" questions like, "tell me more..." Or, "How so?" Or, "Can you like expand? Relate this to something else?" I definitely got that as working as a group and kind of observing other people and then getting feedback from others on how exactly the right follow-on question would work in that situation.

Similarly, coaches also recognized that modeling or, "leading by example," can extend beyond promoting instructional skills. For example:

And so, now you have the difference in titles and stuff, but you also, like you look around and like, there was Dr. McCarthy doing pushups with all the kids and like, what a great way to lead by example. Like, he was someone who I looked to because all of a sudden it's like if everyone really matters, that includes you, you're the, you're the head of this program, get down and do some pushups. Or, you, you know...you were taking punches to the face this year. And that, and that was like, like if everyone matters, that means you're going to hold the, the gloves while some students box. And if that means you, you come out with like uh, a couple bruises, then, you did it for that student. (Coach 4)

*Time.* In this sub theme, all coaches shared instances describing the effects time at the program had on helping them to develop confidence and skills as a practitioners and to build trust with youth. In reference to skill development, Coach 3 said:

It took me a while to get comfortable with just going with the intention of practicing one skill with one individual and really trying to make an impact there. I think it took me a couple months to get comfortable doing that. I'm not sure why.

In reference to working with youth, Coach 1 explained that in order to challenge youth, it took time to build relationships and trust:

I guess ensuring that youth know that I have a high expect, that I have high expectations for them. Um, I guess, and that was, I don't know if I was taught that so much as just over time, there was just like the trust-build between like certain, like me and certain students that like I knew it was okay that they, that I kind of pushed them to say like, "You can do more. You have this ability to do so much more." Um, I think that was just kind of, it took a lot of time to like build that.  
(Coach 1)

**Past experience.** In this lower order theme, coaches discussed their past experiences and how those experiences contributed to understandings about the context and skills related to youth work and coaching at Get Ready. All coaches spoke about their experiences as athletes that were influential and that helped them understand the athletic environment in general. For example, "To me it seems a lot of the skills that I used throughout the year were, were just things that I picked up from, from, living and

playing sports all my life..." (Coach 4). Coach 6 described how a meaningful interaction with a sports medicine professional in college helped influence Coach 6's coaching:

Just saying, "I'm proud of you." Whether I'm writing it, or I'm just telling them. Because I remember when I was in undergrad, um, and [competing in my sport], no one ever told me, like, my coaches, no one, said like, "Oh we're proud of you." Or, you know, and then, right before the conference league championship, my last race for [anonymous] University, the head of the sports med said that to me and I remember how much it meant to me. So, I tried to use that a lot. (Coach 6)

Two other coaches described their experiences with underserved populations as influential in being familiar with and comfortable in the context of English High. Finally, Coach 1 added that majoring in psychology in undergraduate school provided foundational skills like active listening that helped Coach 1 understand youth at Get Ready.

**Receiving feedback.** This lower order theme contains mentions from five of six coaches that describe different ways they received feedback. These included written feedback from the researcher, peer feedback during group reflections and feedback from the program director. Coach 3 commented, "I got encouraged to use the follow-ons in the written feedback." This helped Coach 3 be intentional about practicing one skill at a time. Coach 4 also commented that the written feedback in the reflection journals promoted meaningful learning:

So, the questions that you would pose to me and then the follow up questions, um, really got me to think about things that I just probably hadn't thought about. so in

PD1 I talked about my interactions and I said, that they went well. And you might make a suggestion, like, you know, "talk about how to plan the use of one skill at a time in this setting." So like, how can you use a certain skillset with the kids? Like, intentionally plan something so that you can work on certain skillsets and maybe, like, you know that was my, my, my nervous, um, and anxious personality, like approaching this. Um, but, but it really did allow me to, like, well, why didn't I just start off like with an intentional skill to work on? ...you, in a sense would offer coaching tips and, and I didn't have to take them, but, you would say, "I hope you don't mind that I offered some, some extra stuff, and some extra notes on what you wrote about." So, not only was I reflecting, but you were taking what I was doing and then also reflecting and it allowed a like, a dialogue about stuff that I already wasn't thinking about...and it all connected back to it, which was, which was the most important part. It connected back to the interactions that we were having with the kids. (Coach 4)

Verbal feedback gained from more experienced practitioners during group reflection helped solidify understandings about practice. Coach 3 explained:

During the coaches' circle, I would, this happened a few times, where, I kind of went through a dialogue that I had with a particular student and then, whether it was JMc or you, or, you said, "Well right there, if you, maybe said this, then maybe you could have taken it in another direction." And I was like, "Oh, you're right." And then I thought about that for a little while and then it kind of sank in. (Coach 3)



**Learning by doing.** This lower order theme is comprised of instances where coaches described that they learned by doing. While five of six coaches valued learning by doing, the context of the experiential learning varied. For example, one coach considered the "doing" aspects of the PD module to be particularly helpful:

I learn more in real time. So, even, there were like scripts and like dialogues, which, like in theory are really helpful, but, I find that because they're already kind of like planned out, it's not as, like I don't remember them. I remember having them and I remember reading them, but I don't remember, like, taking much away from them. Because when it's like real time, practicing, and you're like, on your toes because you're trying to think of something quick, or you're trying to make it difficult for someone, that's more, like, memorable. Much more memorable, to me. Like, I just remember looking at it. Reading them, I remembered there were the scripts, different like options and stuff like that. I remember what's in it, but I don't, I didn't really grow from it, I don't think. I'm very hands on. Experience, I, that's personal I guess to me. but, um, experiencing something is much more memorable than reading it. (Coach 6)

Conversely, Coach 5 was less affected by the PD modules:

It wasn't so much the PD that necessarily helped me even though that PD was important. As much as it was, I think the PD, if I remember correctly, it was more technical. We were going a lot over, uh, I guess the theory of the, not the theory, but I guess the model. We were going a lot over the TPSR model and how that's applied to here. But, as, as much as just applying it and doing it, and

getting that experience, that's what really pushed me over for this one. Actually doing it. (Coach 5)

**Mentoring.** In this lower order theme, five of six coaches discussed mentoring they received from program leaders, past coaches, peers, and youth. For example, the personal attention and mentoring received by Coach 3 was deeply meaningful, claiming that it was fundamental to growth:

I mean, being, I think the biggest thing that allowed me to advance my skills was just having resources to bounce ideas off of. Um, people that were really invested in my learning, having you and Val and JMc, eager to provide feedback, eager to hear my experience, and you know push me in what, push me to think about different opportunities, or different options...uh, that, had to have been the biggest, the biggest, uh, contributor to my growth. (Coach 3)

Coach 4 offered a broader and more inclusive account of who provided meaningful mentorship, commenting that learning from everyone was key—fellow staff and kids alike.

**Coursework.** In this lower order theme, four of six coaches mentioned coursework as helpful for learning to perform skills and for understanding how and why to perform them. Coursework, PD modules, and the situated learning context had dependent relationships. They each reinforced each other. For example, there were times when content was learned during a course that became applicable during a Get Ready session. Likewise, coaches also had experiences during the PD modules that were applied in the context of programming at Get Ready, which were then reinforced during coursework that included their practicum class, group counseling, and multi-cultural

counseling to name a few. Coach 6 explains that the process is manifest as a layered and dependent relationship—first, coaches are exposed to ideas and/or skills during the PD, then those were reinforced during coursework, and finally it was all put into practice in the context of Get Ready:

Um, mostly when we learned about, um, pretty sure we discussed, yeah, we discussed it in PD. Um, but also, it was reinforced in one of Coach Mac's classes where we were talking about trauma sensitive coaching. Where, there is, um, safety, protection, and, or, safety, risk, protection. The three. Um, it's like the kid needs to feel safe enough to take a risk. Then, which could be as simple as just like speaking up. Or, trying something new that they might not be good at. Um, so they take the risk and the protection is following up and letting them know like, "You did a good job!" Or, um, just letting them know that they, whatever happened, they didn't fail and it was a good thing that they tried it. (Coach 6)

Another way to understand this sequence is by being introduced to ideas, theories, and concepts first during coursework and then being exposed to those in context in order to gain understanding through experience. Again, Coach 6 commented:

I think it was helpful, uh, having the multi-cultural class, also, beforehand. Because we talked about, you know, race, ethnicity, and gender. And I think that, that is something that's really helpful to keep in mind when working with kids that don't speak English, girls from Latina backgrounds, were, they said, like, this is a male's exercise, and having taken that before starting, um...I think is helpful, or just even understanding the attractions, like, young, like teenage boys learning

how to lift from, like...uh, a Latina female. The dynamic and kind of noticing dynamics and how to approach, how to consider it, I think is helpful. (Coach 6)

**Family.** In this lower order theme, four of six coaches mentioned that family in some way influenced skill development and learning as they apply to practice as coaches and youth development workers. Coaches mentioned having learned certain skills from family like praise and listening in particular.

### **TPSR**

This higher order theme showcases teaching strategies, protocol, and components specific to TPSR that were described by all coaches. Even though in many instances coaches were not intentionally associating these skills or identifying them as TPSR, these behaviors and understandings matched TPSR teaching strategies and protocol as described by Hellison (2011) and Wright (2009). This theme includes coaches' mentions of TPSR teaching strategies with examples of how they would practice them in the future, or how coaches have practiced them over the course of their training experiences. The lower order themes that support this higher order theme are coded and named for the components and strategies of TPSR (Hellison, 2011; Wright 2009) which exemplify how coaches described implementing TPSR-based strategies and behaviors directed at their peers or in hypothetical future situations as program leaders—explaining how they would model TPSR practice and use TPSR strategies with adults, should they become program leaders.

In several instances, codes were multi-themed. For example, the following quote exemplifies one that has codes that are multi-themed. The overarching theme focuses on

TPSR teaching strategies—giving choice and voice, and opportunities to lead—while at the same time providing (at least basic) codes that suggest understandings of TPSR protocol—relational time and awareness talk. Coach 4 describes behaviors and dialogue that can be used to encourage youth to participate if they are at first unwilling:

Hopefully one day they will join the group. Um, if, excuse me, um, when, when the kids start greeting everyone, that might be a great opportunity to say, "Hey you want to, you want to lead the 3-point line today?" Um, or, even, you know, opposite of that, you, go to the kids who are on their phones and you say to them, like, "Hey, uh, would you, would you like to lead the dynamic warm-up?" Get them somehow motivated. (Coach 4)

Other similar multi-themed codes are featured in this section. They are discussed as lower order themes that support this higher order theme, TPSR.

**Choice and voices.** In this lower order theme, all shared that in this program it is necessary to use the teaching strategy of offering youth choice and voice. For example, when describing what to do at the beginning of a Get Ready class, Coach 3 suggested using choices as a strategy to get youth moving: "Ask them what type of warm up they want to do. I'm trying to think here, create some sort of choice, have some sort of choice in the warm-up. Hopefully that would motivate them to start doing something" (Coach 3).

**Modeling respect.** This lower order theme provides examples by all coaches of how they implemented the teaching strategy, modeling respect. In one example, Coach 2 described one way to show respect to a group of students who were slow to join their group when it was time to transition to the reflection circle. Instead of moving to the

small group, they stood next to the fan. Coach 2 described one way to handle this:

In regards to the guys with the fan, they're hot, that means they've probably been doing something. So, I might give them a pass. And like, "Hey guys, when you're cooled down, I'd appreciate it if you joined, if you jumped back in." Um, honestly, if it's like the first day, I'm going to let them do their thing. Like, I really am. I'm not. I think they're probably expecting me to come over and lay down the boom or something like that, so if it's, if they are detracting, I'm going to be like, "Guys, hey, I understand you don't feel like participating today, but these guys do, so could you keep it down for right now? Cool." Like, and just literally, just let them do their thing that day. And then, at the end, when we've, I don't want to lose my group. I'm not going to chance losing my group just to, enforce anything there. (Coach 2)

In this example, while this group of youth seem to be non-compliant, Coach 2 wants to make sure they are addressed respectfully rather than just demanding that they do what they are told. Coach 2 is also respectful of the fact that the reason why this group is standing by the fan is likely because they have just finished being active.

**Assigning tasks.** This lower order theme exemplifies the teaching strategy, assigning tasks, mentioned by all coaches. Coaches' described ways to implement the strategy of assigning tasks to their peers when in a position of leadership as well as to youth in the program. For example, Coach 2 describes one way to assign tasks to coaches when put in a position of leadership of the whole program:

I might say like hold up one minute and talk to one of my masters' students, one

of my teammates. Um, and ask them, one, I might say, "Hey, go check out those girls that are dancing over there. See if, see if we can pull them in and if not, just do what they're doing, just get to know them, and you might feel awkward, but dance with them." And hopefully I know my team well enough to know who to ask to do that. (Coach 2)

In this situation, Coach 2 describes how to assign tasks to other coaches in order to make sure all students are adequately engaged in class. Coach 6 talked about assigning youth into pairs during the workout in order to get them to coach each other.

**Physical activity plan.** This lower order theme hosts the instances when coaches mentioned ways they would initiate the physical activity plan as TPSR-based protocol.

Coach 3 explains one way to make sure an activity plan is executed:

Ask them about their plan for the day. Try and figure out some sort of action-based, um, process or dialogue. Try and get them to start thinking about what they're going to do...I would try and get them to write something, create a quick plan, scan the room, find a coach who is not currently engaged with an individual and then call them over and try and explain, what was, like, this is a new student, like, "Would you mind working with them, and getting them going?" There's just, making a plan right now and then could you help them go through a workout.

(Coach 3)

In this example, the emphasis on having a physical activity plan is key. At the same time, Coach 3 also incorporates assigning roles to other coaches. This is an example of a code that was multi-themed.

**Setting expectations.** In this lower order theme, five of six coaches provided examples for how to use the teaching strategy, setting expectations. Coaches' examples included setting expectations for safety reasons and for performance and effort. For example, coaches emphasized that setting expectations is essential to make sure students always know what to do during class. Coach 1 described what being clear about expectations can look like:

Bring them through what, like, what our class schedule looks like. You know, pulling a binder and you know, saying like, "This is what we do." And showing them the workout card and like we ask you to fill this out, you know. This, this is where you work out and then you know, you'll reflect at the end. (Coach 1)

In this quote, Coach 1 is describing how to set expectations and establish the program routine to a new student who joined the program in the middle of the year.

**Leadership.** In this lower order theme, four of six coaches provided examples of how to use leadership as a teaching strategy. Coaches' examples include providing youth opportunities to lead their peers in both small groups and big groups. For example, Coach 4 offers an example of when it is appropriate to ask students to lead:

When the kids start greeting everyone, that might be a great opportunity to say, "hey you want to, you want to lead the 3-point line today?" Um, or, even, you know, opposite of that, you, go to the kids who are on their phones and you say to them, like, "Hey, uh, would you, would you like to lead the dynamic warm-up?" Get them somehow motivated. (Coach 4)



Once again, this quote is an example of a multi-themed code as Coach 4 communicates understandings for how to incorporate multiple teaching strategies simultaneously—giving youth opportunities for leadership while also providing them with choices in an effort to engage them in this situation.

**Fostering social interaction.** In this lower order theme, four of six coaches described fostering social interaction as a teaching strategy that was used or could be used in a given scenario. For example, Coach 6 said:

Um, so, I might even like praise their energy. I might even like, be like, tell them "I love it!" Cause I do, it's great! Um, if anything, I would say like, "Great dance moves, you should, you should teach, teach uh, teach your classmates that."

(Coach 6)

In this example, Coach 6 is referring to how to address a group of youth who are dancing together at the beginning of class. Rather than stifling their engagement, Coach 6 praises them and encourages them to spread the positive energy as a social interaction by inviting others to join and then acting as peer teachers.

**Opportunities for success.** This lower order theme includes four of six coaches who provided students opportunities for success as an instructional strategy. These opportunities included simple interactions with students where coaches made sure the student would be successful in whatever it was they were being asked to perform. Coach 4 provided an example of how this can look:

I think I'd probably pull a Dr. McCarthy, and, I forget who he said taught him this, but like, um, not even give the kids an opportunity to respond. But, he would just

like, he said something about this guy, just started putting the baseball in the kids' hand and said, "Hey throw this to me." Or, "Hey, lift this weight." And before the kid could even respond, they're just doing it and then they just keep going with it. (Coach 4)

Coach 4's example of how to use this strategy refers to how one could engage an inactive student in an activity where he or she will not fail, but at the same time without giving that student the opportunity to opt out of participation.

**Group meeting/Reflection time.** In this lower order theme, four of six coaches provided instances of how to implement the group meeting and reflection time as part of the TPSR-based protocol in the Get Ready program. In these instances, coaches provided examples of how to make sure coaches and students follow the daily schedule, and in particular helping students know how and when to report to circle up and knowing who is going to lead it. Additionally, coaches described how to close the program by getting coaches and youth to run the circle up at the end of class. Coach 5 describes how to organize this:

I guess the final fifteen minutes looks like, uhm, an attempt to get everybody to get everybody to circle up in their groups. Um, and I, I think it's successful. Uh, we do get people to successfully circle up, but it's a harder time getting them to focus on, uh, talking or not talking, but, doing shout-outs and writing in their journals. And so, um, you want to, you want to do a good job of preparing the interns [coaches] to have, to prompt them [students] to write and free yourself to

help them to write as well. And to put ideas in their heads, of, what they, what they, what they are thinking about, what they should be considering. (Coach 5)

**Relational time.** In this lower order theme, three of six coaches offered instances that described how to implement relational time as part of the TPSR-based protocol at Get Ready. Coach 3 describes what relational time can and should look like during the warm-up at Get Ready:

I would try and just encourage them to socialize as we continue to move. Like, that's great, you guys can talk and, you know, do your own thing, but, you need to be trying to move, doing the warm-up with us. Ah, just trying to keep them, just trying to keep them moving forward. I think even if, if they're, they need to, they need to have their own space, their own time to socialize, kind of like get that out of their system. Or, just engage in that aspect of the high school life. Just trying to, I would just try and integrate it into the warm up. Try and integrate it into the beginning of class. (Coach 3)

Coach 3's description of what the warm-up should look like expresses an understanding of what relational time should look like. At the same time, again, this is a multi-themed code where fostering social interaction is used as a teaching strategy.

**Awareness talk.** In this lower order theme, two of six coaches mentioned following protocol that described the awareness talk. The descriptions highlight the importance of integrating students into the awareness talk who are reluctant, first by inviting them to join, and then eventually by inviting them to lead it.

**Role in assessment.** This lower order theme includes instances where coaches described how to provide students with opportunities to have a role in their own assessment. This teaching strategy was used by two of six coaches and provided examples of how coaches asked students to evaluate their own performances. Coach 4 provided a rich example of how this can sound like:

I think the thing that has still stuck with me, um, and will continue to stick with me, is asking each kid, "How'd that go?" or "How'd that feel?" I think that was courtesy of Coach Luke. So, um, asking them about things that maybe you wouldn't ask them about like, "How did it feel to lead a group, when you know, you really haven't said more than 2 words to some of these kids?" Or, "How did it feel to, you know if you're a quieter kid, and you're screaming, '2 minutes! 2 minutes!' and like people are hearing you?" Or "How did it feel to stand up in front of your peers and say, 'Okay guys this is the theme today, you have to know the them, you have to know the definitions of it, you have to ask for examples, um, and what it's like when nobody is raising their hands?" "Did it make you nervous? Like what could you have done better next time?" And so just getting them to think about that...(Coach 4)

In this example, Coach 4 is giving the student the power in the evaluation process. Coach 4 is not telling the student how he or she did, but rather allowing the student to reflect on his or her own learning and how to perform better next time.

**Transfer.** In this lower order theme, one of six coaches mentioned using transfer as a teaching strategy. Though, the two instances where transfer is mentioned lack

specificity regarding details of the interaction. Instead they simply offered that the coach perceived to have done a good job of asking youth to transfer what they were learning in the weight room in other parts of their life. When prompted for a specific example, the coach provided a basic example of a student who practiced restraint or self-control before getting angry.

### **Suggestions for Future PD**

This higher order theme includes suggestions for how to improve the PD modules in future iterations of the training. Five of six coaches offered opinions of what might have helped them learn better or to be more effective coaches at Get Ready. Suggestions included: having more opportunities to connect with English High's faculty and staff, adding a multi-cultural component or competency, and making opportunities to receive post-performance feedback more robust by offering individual meetings with program leaders. Of all the suggestions, receiving in-person, one-on-one, post-performance feedback was the suggestion that seemed to be valued most. Coach 5 offered the following suggestion:

Talking directly to the person, um, cause I, I feel like face-to-face verbal communication is better than written feedback. Because then I can explain where I'm at, and what I was thinking, and then you can explain what you, what you thought when you read something that, that I wrote in my PD. I think that would have been, it would have been a lot more time consuming and I would have, but, if you were to have thrown that in somewhere. You know, that, that could be a lot more helpful for communication and getting where you're coming from and

getting where I'm coming from. I, I didn't experience any miscommunication, but I think that could be more effective. (Coach 5)

### **Original Strategies**

This higher order theme features one coach with one instance of mention. Nevertheless, this theme was important because it provides a teaching strategy that seems to have been developed spontaneously at the Get Ready program. Coach 6 offered an example of a situation where an improvised coaching behavior was effective at engaging youth in the physical activity. Coach 6 describes the situation:

C6: First the med ball, they [students] didn't want to do the warm-up. And I was like, "I have this med ball, but I have no partner." And I said it in more, like in a playful way and he was like, "Okay fine, I'll go do it." And with the weight, um, I didn't, I actually didn't say anything. So I don't know if this helps, but I just, um, the kid was on his phone and I wanted him to get off his phone and I was helping him re-rack the bench press. I think we were taking off the weights and putting something else on I think, and so, I took the weight off the plate and I just held it out. I knew he was on his phone and he wasn't paying attention and I was just holding it to see if he would notice how long it was, just, he was making me hold this weight because he was on his phone. So, it's just like, "Uh huh! Huh huh!" [making attention-getting noises] and I was like just holding it out, and he was like, "Oh, oh, I'm sorry!" And then, when he realized, "I'm, like, making her wait while she is holding a plate for me!" And then he stayed off his phone. So I think that was effective, but kind of like, I don't know, I think, um, sometimes it just, I

don't know, just figure creative ways of getting them to do stuff. But, it's usually situation-specific, and not really, I don't know, just showing them that we're there and we're trying to work with them. Um, but they have to work with us too. It's, it's almost like meeting them halfway. Like, I have my, the plate, my hand out, the plate out for them, and they have to take it now. Or, I have the med ball out and someone has to take it.

Researcher: So, I think I'm going to add that, "I need your med ball" trick. "I've got a problem!"

C6: "I need help!" (Coach 6)

Coach 6's description of the situation shows how experience and skill development can foster improvised skills. In this dialogue the researcher is trying to make sure he gets the strategy right by repeating back how he heard the strategy. Coach 6 helps him understand by confirming at the end that the point of the story is to convey to the students that help is needed. This can be done by saying, "I need help!" Or by simply acting in an obvious way that shows help is needed. The researcher goes on to say that he will name this strategy after Coach 6 and use it as an example of an effective coaching strategy in future iterations of the PD training.

## CHAPTER 7: DISCUSSION

The purpose of this study was to examine the lived experiences of a group of graduate students who participated in a novel "Coach as Youth Worker" PD training designed specifically for their TPSR-based internship practicum. In doing so, the researcher sought to understand whether they perceive to have acquired "Coach as Youth Worker" competencies; and if so, how those competencies were learned. Additionally, it was important to learn participant's perceptions of the pedagogy used throughout the training. Therefore, this study is not testing hypotheses, developing theory, or attempting to evoke "truths" (Henriksson, 2012), but instead it is a response to what is missing in past research regarding how coaches learn to coach for youth development outcomes (Danish, 2002; Gould et al., 2006; Lemyre et al., 2007). As such, it served as an exploration of how to improve trainings for coaches working in Sports Based Youth Development.

### **Answering the Main Research Question:**

*What are the lived experiences of a group of sport psychology and athletic coaching graduate students who participated in a "Coach as Youth Worker" professional development training designed for their TPSR-based internship practicum?*

Understanding the lived experiences of the coaches was addressed primarily through the coach narratives that were generated using a hermeneutic phenomenological perspective. Henriksson (2012) writes: "Hermeneutic phenomenology teaches us to reflect on students' experiences as well as our own experiences in the classroom. In that way, a hermeneutic phenomenological attitude can offer deeper understanding of our



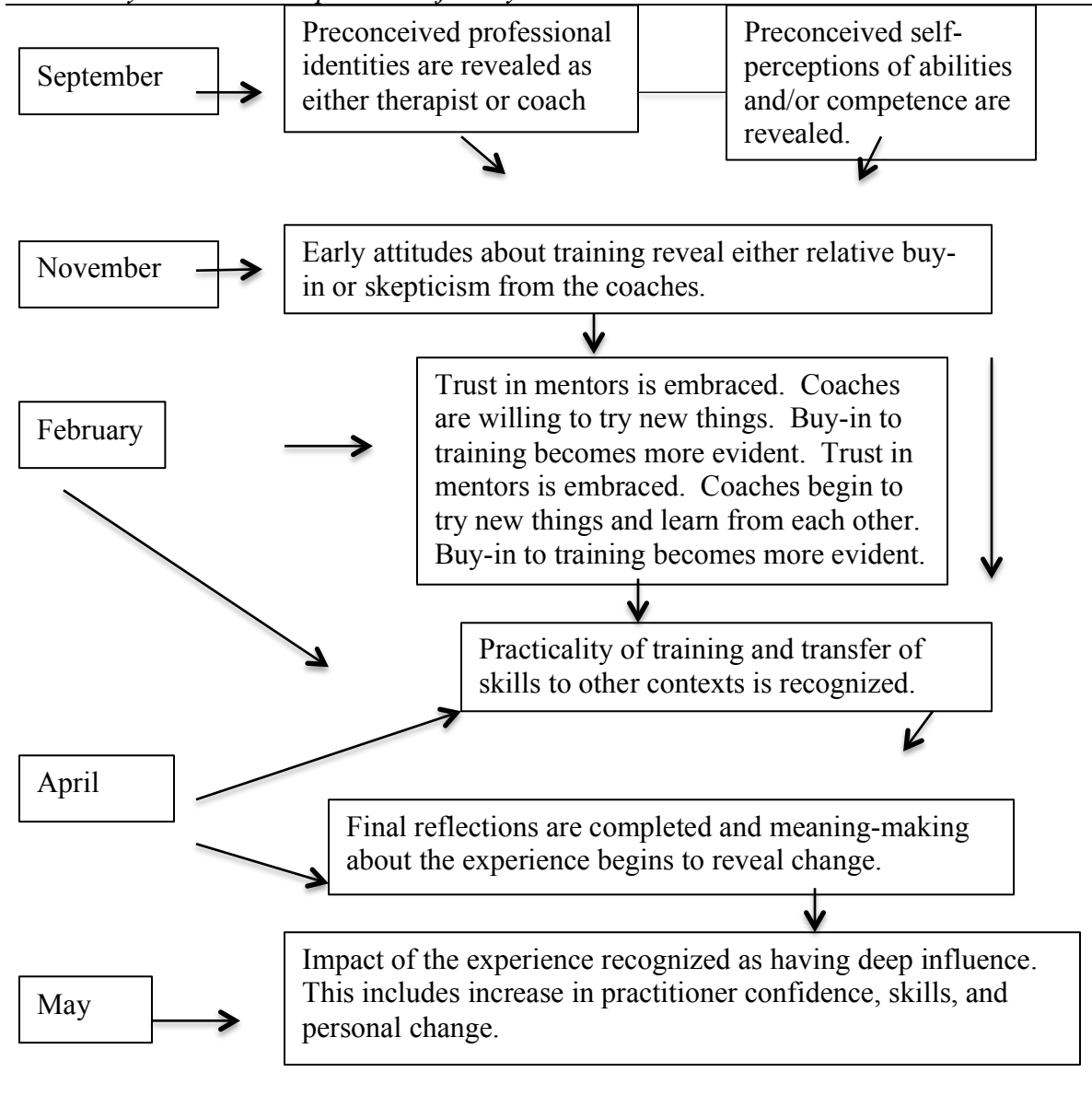
pedagogical practice" (p. 9). In alignment with Henriksson (2012), individualized data that included coaches' testimonies and the researcher's story were thus used to generate narratives that reconstructed coaches' lived experiences throughout the coaching internship. These narratives helped the researcher understand what aspects of the training pedagogy were helpful and which were not, reasserting the appropriateness of rooting the methodology in hermeneutic phenomenology. Drawing from the narratives, this section will discuss coaches' lived experiences throughout the training process, with interpretations for how the pedagogy influenced coaches and offering implications for future practice. An overview will be given of the change process coaches experienced, followed by implications for how coach educators can influence change by establishing professional credibility, caring relationships, and encouraging community engagement.

**Experiencing change.** While data generated by the narratives emphasize the complexity of the lived experiences individually, the researcher combined and interpreted those meanings with his own to generate intersubjective meaning (Hein & Austin, 2001), best described as an experience of collective change. Of course, each coach's experience was highly personalized and unique. And, the evidence gathered by these narratives provides coaches' descriptions of not only what happened, but also what was meaningful about what happened. These collections of experiences and interpretations of them attempt to follow and recreate this journey for each coach, ultimately highlighting meaningful change that influenced each coach's life experience professionally or personally, or both professionally and personally.

*A shared trajectory of change.* The process the coaches undertook to achieve and/or acknowledge change took months. While coaches started with both high and low levels of perceived confidence as practitioners, they all finished with a similar developmental trajectory, as seen in figure 4. This figure shows an interpretation of how the individual narratives come together to give an understanding of what the collective experience for coaches in training was from a developmental perspective.

**Figure 4**

*Get Ready Coach Development Trajectory*



Some coaches entered the internship with preconceived feelings of confidence, nevertheless, during the first four months all coaches experienced an adjustment period as they learned to accept new ways (for them) of coaching and working with youth. In

those initial months, some resisted the change and only about half of the coaches seemed to embrace the PD aspect of the training. By February, around the fifth month of training, coaches collectively started to recognize the value of the training processes and became more open to practicing new approaches that were introduced in the PD modules. This was largely influenced by professional trust and the strength of the relationships coaches developed with the program director, Dr. McCarthy, as well as with the more experienced mentor coaches. It gave the coaches the chance to see more experienced facilitators use the skills and competencies being promoted in the PD modules effectively and over time—the time it took for facilitators to gain credibility.

Another key contributor to the buy-in process was that coaches were able to learn from each other on-site. Over time, after watching each other, coaches started trying new things, discussing their trials, errors, successes, and failures and providing feedback to each other about how to improve. In the weeks between February and the end of April, it became clear that the coaches were having experiences in the internship and training that were meaningful, with some coaches revealing that they were using the skills from Get Ready in other professional contexts too. They were practicing the transfer of skills they had learned at Get Ready on their own volition. For example, Coach 6 described using the medical model at another practicum site to teach motor skills such as throwing a football.

By the end of the eight months, all coaches revealed that they valued the training and experienced meaningful change in their values and behaviors as professionals. Furthermore, half of the coaches revealed that the experience also helped them embrace

change in their personal lives as they learned to practice a way of being that reflects the values of the TPSR model. This suggests affective development and existential awareness. As mentioned in an earlier section, these examples include Coach 2 mentioning, that as TPSR practitioners, it is important to try to become the values that are taught. Furthermore, Coach 4 described the experience as learning a "way of being", not just learning how to coach and work with youth.

One unique finding reported by participants is that they developed affectively. According to Shephard (2008), "Affective learning relates to values, attitudes and behaviours [sic] and involves the learner emotionally" (p. 88). By this definition, all of the coach interns in this study developed affectively over the course of the program by embracing the fundamentals of the TPSR values and by prioritizing relationships with youth, accounting for their emotional safety in practice. However, more specifically, the uniqueness of their affective development came from the coaches' descriptions of having adopted values-based skills into their own lives that they learned about by being a part of the program. For example, Coach 5 asserted that the values learned in the program have become a "way of life" and that as a result Coach 5 has become a more helpful person. This suggests a self-perception of change in Coach 5's everyday functioning and dispositions. As previously mentioned in the results section, Coach 4 also described using certain skills and values learned in the training as a way to communicate better with a significant other. Similarly, Coach 2 stated, "I do not think that one can effectively, most effectively, be a helper within this environment if who you are is separate from what you're teaching."

These descriptions can also be considered as evidence of increased existential awareness as these changes are ones coaches experienced while developing as practitioners in the Get Ready program. While TPSR literature is rich with research and practical applications that examine TPSR programming and its impact on youth regarding existential issues — more often referred to as moral-education (Hellison & Doolittle, 2006; Kirk, 1991) — research that specifically examines what TPSR practitioners experience or how they have been impacted by the model are limited. Perhaps Mrugala's (2002) dissertation comes close. He studied the experiences of veteran educators who chose to implement TPSR into their teaching practice, motivated to do so by a commitment to the values and morality-based outcomes that are promoted by the model. However, the participants were experienced, practicing professionals; and the study did not involve a training model. Also, in a program evaluation about one TPSR program that focuses on mentoring, a finding by Walsh and colleagues' (2015) suggests that the experiences had by undergraduate students who worked in the program as mentors affected their social awareness and professional curiosities. They reported that working in an underserved context helped them gain an appreciation for service-learning, community work, and new awareness regarding their career aspirations. However, findings did not include data that suggested changes they made to their practice or changes in their respective approaches to relationships or life in general. Similarly, other scholarly works showcase that educators who adopt TPSR share common philosophies and values about education, physical activity, and approaches to instruction. For example, Martinek and Hellison (2016) recognize this commonality of values. They write:

The model is reflected by a diverse collection of professionals who have, in their own way, provided programs that have exposed kids to experiences formed by a common set of core values. Fostering a sense of human decency, putting kids first, believing in holistic development, and embracing a way of being (Nick Forsberg) are the values that underlie the work of these individuals. (Martinek & Hellison, 2016, p. 9)

Therefore, one unique aspect of this finding is that the coaches in this study did not choose TPSR on their own volition. Yet, in the end, they valued the model from a personal, affective, and existential perspective. While Hellison (2011) issues caution toward using the model as a tool for indoctrination, this outcome warrants further examination.

**Implications.** These findings imply that both experiences and coach educators influence change. Therefore, because of the role coach educators have in the change process, it can be assumed that quality pedagogy can positively influence the learning curve for coaches by establishing professional credibility, by fostering caring relationships, and engaging coaches with the communities they serve.

**Influencing change.** Facilitators can influence change by establishing professional credibility and caring relationships between coach educators and coach interns. Other coach educators have promoted this idea, maintaining credibility can be earned by demonstrating and modeling (Banack, Bloom, & Falcão, 2012) effective coaching practice. In this study, it became clear that the more experienced facilitators (Dr. McCarthy, the researcher, and another experienced doctoral student) or coach

educators needed to show the intern coaches that they could perform as effective youth workers in order to gain credibility before the coaches were all willing to buy in to the training. After several months of demonstrating effective practice, the experienced facilitators earned credibility from the interns that resulted in an authentic commitment by the coaches to engage with the training experience and change their approaches to coaching. This implies that perhaps this process can be accelerated by implementing more structured mentoring interactions with the coach educators, starting with their first day on site. This will be discussed more in the recommendations section.

*Caring relationships between coach educators and coaches also support change.*

Since one goal of this training model was to teach coaches how to build relationships with youth, the experienced facilitators modeled relationship-building with both the youth and the intern coaches. Therefore, the facilitators who modeled practice that prioritizes caring relationships also created opportunities for intern coaches to embrace an affective approach to instruction. As this study reveals, both teaching and modeling this approach at the same time, can support coaches' intrinsic motivation to improve practice and engage in the learning process (Nash & Sproule, 2012), resulting in behavior change. In this case, it helped coaches to acquire dispositions for practicing and/or transferring the life skills they are teaching to youth into their own lives, everyday.

Intentionally delivering training that addresses affective learning, at the same time as technical and instrumental (Karcher et al., 2006) learning, is important for the developing professionals in the dual role of "coach as youth worker". This is common in more traditional teacher training and there is scholarship that links affective learning to



effective teaching (Shephard, 2008; Shoffner, 2009). Scholars suggest that helping educators develop in the affective domain, like communicating and modeling explicit values and demonstrating caring for students, eventually helps educators to also perform better pedagogically (Cochrane-Smith, 2003; Schoffner, 2009; Shephard, 2008).

Furthermore, the idea that a strong relationship between educator and student can improve pedagogy, applies to all levels of education and training from primary school through higher education (Shephard, 2008; Schoffner, 2009).

In this study, the experience of Coach 3 is an example of how this process can be effective in the coaching domain. Coach 3 shared: "I definitely would not have...developed in the same way if the leaders were not very invested in, or at least it seemed like you guys were very invested in increasing my potential, or in increasing my skills." Because the program leaders modeled how to address affective learning with this coach by modeling caring, mentoring relationships, Coach 3 was able to not only embrace feedback from them, but Coach 3 was also able to practice delivering similar attention to caring when engaging with the youth and athletes Coach 3 was serving. Caring-focused pedagogy became effective practice from coach educator to intern coach and again from intern coach to youth. This is a process that should be explored further.

Moreover, this experience also influenced change regarding Coach 3's approach to coaching at the elite level. As mentioned in Coach 3's story, Coach 3's approach to coaching at the elite level evolved from being only performance-focused, to also being values-oriented. As the year progressed, Coach 3 adopted a more humanistic approach and became aware of the contributions coaches can make to help athletes develop on a

personal level as well as performance. For example:

...so, just trying to transfer this model, the TPSR model, to other coaches in the elite setting. And, just trying to understand, well, what product are we trying to get? Are we trying to get them to be the best [varsity athlete] possible? Yes, but, we have to look a little bit more globally. We have to take a bigger picture. We have to zoom out. And, we have to understand what our role is here, really. We're trying to create better people. We're trying to get them skills and tools to take out of, out into the world with them, that, that we teach them through [varsity sport]...And, I don't think that I'd have that level of insight without the Get Ready program and the PDs. And being exposed to the TPSR model, the way I have been. So that was really, really cool.

As somebody who was simultaneously coaching in a youth development program and in a division one college setting, Coach 3's experiences are unique. To the researcher's knowledge, this circumstance of a coach simultaneously coaching youth sport and elite sport, while also attending coach education and professional development training geared toward values based coaching, is one that has not yet been researched.

This also implies the potential influence practicum experiences can have on learners when they are taken out of their comfort zone. While the division one experience was worlds apart from the Get Ready experience, Coach 3 was able to find practical applications from one context to the other. Learning to negotiate unfamiliar coaching contexts can help bring perspective and perhaps improved practice in one's preferred domain or area of expertise.

*Understanding youth and the school community is also an important conduit to change.* Data from the narratives suggest that the coaches' improved understandings about the lives of the youth they were serving and the context of their school community contributed to the changes coaches experienced. As coaches engaged in school activities to learn more about the school, the teachers in the school, and the myriad of challenges youth faced outside of school, coaches gained perspective and compassion. Eventually they also developed a willingness to embrace certain changes in attitudes toward professional development, professional practice, and personal and professional behaviors. The more coaches knew about the students, their backgrounds and the (often adverse) conditions of their schooling experiences, the more coaches seemed interested in becoming better practitioners. According to Shoffner (2009): "Good teachers are those who care about students (Gomez, Allen, & Clinton, 2004; Noblit & Rogers, 1995), taking an interest in students' lives outside of school and making an effort to see students as individuals..." (p. 784). Similarly, other studies suggest that service learning for teachers-in-training and mentors-in-training helps develop empathy, the ability to take the perspective of marginalized youth, and to make decisions that advocate for the youth that they are serving (Chambers & Lavery, 2012; Grineski, 2003; Walsh et al., 2015).

This study shows the potential impact that these experiences can have on "coaches as youth workers"-in-training. This implies that when the intern coaches have opportunities to experience the complexities that exist in the lives of the youth and in the school community they serve, relationship and caring-based approaches to pedagogy become more attainable. These opportunities include attending school events like sports

games and calling parents. It also highlights the importance of ensuring that informal relational time (Hellison, 2011) is a consistent foundation of programming. This requires that coaches are consistently asking youth about their lives outside of class, who their families are, what they interested in, what they are good at, and what their life experiences are like.

### **Answering Subquestion 1:**

*What was the impact of the PD modules on the coaches' learning?*

Understanding the impact the PD modules had on coaches' skill development was also addressed by thematically analyzing all of the data sources. Data suggest that the seven-module professional development training positively impacted coaches' skill development by giving them opportunities to practice skills and to engage in perspective-taking. Data also suggest that coaches generally appreciated the modules but that the PD resources can be improved. This section will first discuss how simulations and practicing skills positively impacted coaches' perceptions about their coaching abilities. Then, implications about role-play are offered. Second, the minimal impact of the supplemental resources used, like the handbook, will be discussed and implications about how to improve these resources are shared. Third, the promise of using competency-based frameworks for training will be explained. This section concludes with implications regarding the potential competency-based frameworks hold for the future of similar coach trainings programs.

**Opportunities to practice via simulation.** Data from this study suggest that having opportunities to practice competencies and skills using role-play helps coaches

acquire skills. This outcome aligns with other scholarly writing related to learning and skill acquisition, which argues that learning is effective when there are opportunities to deliberately practice in environments where learners can work under a tutor, rehearse skills that enhance performance, and where it is safe to take risks intellectually and practically (Banack, Bloom, & Falcão, 2012; Bandura, 1997; Bransford et al., 2000; Cushion et al., 2010; Sullivan & McIntosh, 1996). Coach 2 stated: "I feel that the PDs [modules] provided a safe, yet challenging environment to practice the skillsets before we did it, used them with the kids." Coach 6 agreed, saying that practicing was the number one thing that aided in skill development. At the same time, coaches had confidence in their abilities since they were also able to rely on the previous practice experiences having already "seen it happen". This evidence about role-play during the PD modules strengthens the case that if the aim of coach education and training is to change coaching behaviors, then those behaviors must be practiced. As Coach 2 said, "If you practice it, you'll do it. And, it's the same thing as a physical skill."

***Implications.*** Role-play can help promote perspective-taking and empathy. This is an unintended outcome of using this method of instruction. As stated, the aim of using role-play was to have interns practice specific competencies and skills that they would be using on site. In the process of doing so, coaches would work in groups of up to three people. In the simulation, one coach would be her or himself and tasked with practicing a new coaching skill. At the same time, the other group members would play the role(s) of a challenging high school student who was being coached. Coaches were able to choose the students they were playing and were asked to try to become that student and channel

their behaviors and attitudes in order to make the simulation authentic. In doing so, data revealed that this aspect of the experience was meaningful. By trying to act like the students, it was necessary to try to see the class through the eyes of those students, which turned the simulation into an exercise that served two purposes: 1.) practicing an instructional skill; and 2.) practicing empathy. Coach 5 stressed the positive impact of these experiences, offering that the practice helped to normalize the youth with whom coaches were working, thus helping Coach 5 feel prepared to deliver quality practice by normalizing who the youth are as people. Unknowingly, an exercise in empathy was also embedded in the exercise.

Given the evidence about learning and skill acquisition, the context of trainings still needs to be considered when thinking about how to implement role-play. For example, is it realistic to suggest that organizations such as sport governing bodies or agencies that deal with volunteer youth coaches adopt this type of pedagogy when trying to design coach education or training on a large scale? This question is particularly relevant when these organizations have brief interventions in the form of one-and-done workshops or lectures. Nonetheless, given that evidence that supports this sort of pedagogy is growing, it seems reasonable to suggest that any coach education program, module, or workshop—regardless of size—could employ some aspect of role-play. Even if the role-play activity occupies a small chunk of time, this could include experts modeling a skill for coaches and then having coaches experience rehearsing the skill with guidance.

**Supplemental resources, the handbook.** Coaches need access to quality supplemental resources. Data that focused on coaches' experiences with the PD

handbook suggests that coaches appreciate supplemental resources if they perceive them to be of high quality. Half the coaches in this study had indifferent perspectives of the handbook, one coach found it to be not helpful, and two coaches had very positive experiences with it. The coaches who advocated for the utility of the handbook seemed to be interested in running their own programming in the future. One of those coaches saw the handbook as a blueprint for how to do so. On the opposite end of the perspective, Coach 6 did not find the handbook helpful, offering that it was just another book to open and that it did not provide any meaningful interactions from which to learn. It remained on Coach 6's shelf just in case it was needed.

Improving resources and activities to supplement the PD modules has been an issue of attention in past investigations about coach education and training. Like the coaches in this study and the pilot for this study, other coaching scholars have found that coaches had similar preferences to seek opportunities to engage in active learning and for access to pragmatic resource materials such as books, DVD's, training manuals, websites, and reference lists (Nelson, et. al., 2012; Wiersma & Sherman, 2005). The data thus suggest that the handbook was underutilized. It was given as a reference tool, without guidance for how and when to use it.

***Implications.*** This implies that supplemental materials need to be interactive with incentive to use them as tools for development rather than only as a backstop to open when coaches are in trouble or need new ideas. Since the handbook is full of strategies and content, incorporating some of those resources into prompts for the written reflections would ensure that coaches interact with the handbook so that it is not only

functional but also that its utility is made explicit.

**Competency-based framework.** Coaches' experiences with the PD modules were largely positive and have been categorized as helpful for learning and skill acquisition, suggesting that the impact of the PD modules was positive. As described by Bawane and Specter (2009): "...the construct *competency* may be referred to as the 'ability to do' rather than the 'ability to demonstrate knowledge'..." (p. 393). Coaches learned how to perform competencies and skills related to both coaching and youth development, evidenced not only by their self-perceptions but also by the evaluations of basic competence by three Get Ready experts. This finding adds to past research that suggests competency-based frameworks promote new knowledge, confirm prior and current practice, and promote practitioner confidence with respect to relevant professional skills like teaching and counseling (Banack et al., 2012; Brachlow & Sullivan, 2005, 2006; Deek et al., 2013; Der Pan, Chang, & Jiang, 2007; Weaver, Beets, Saunders, Beighle, & Webster, 2014). In Canada, the NCCP have been using competency-based training programs over the past decade with favorable results. In these programs, the trainings are focused on coaches' abilities to "do" rather than to "know" and coaches can achieve certification by demonstrating that they can perform certain competencies (Brachlow & Sullivan, 2005, 2006). Studies of these programs suggest that participating coaches not only value (Misener & Danylchuk, 2009) the courses, but also, the NCCP competency-based courses are more effective than traditional knowledge-based programs delivered through didactic methods (Brachlow & Sullivan, 2005, 2006).



One of the strengths of using competencies to frame professional development is that they make it clear to the trainees what they are supposed to do. Quality training modules also help them understand how to do it through practice, simulation, and problem solving exercises (Ross, 2011). In the case of this study, coaches learned what to do and when to do it mostly through observation and informal mentoring. At the same time, the PD modules were key in helping them practice how to execute skills. This aligns with Bandura (1997) — the competency framework, delivered through the modules, represents the necessary guide for skill perfection in order to build mastery experiences (Bandura, 1997). This ultimately gave coaches feelings of competence in several coaching skills. Therefore, this study adds qualitative support for the utility of competency and skills-based trainings in context.

***Implications.*** This framework can serve as a model for other SBYD or TPSR-based programs that aim to implement small-scale trainings to develop their staff or interns. Specifically, this is the first study that provides a curriculum that details a pedagogy for how to train graduate-level interns in TPSR-based strategies for coaching. If other similar programs were to borrow from this framework, they should start with editing the competency guide to customize it to fit their program. For example, if a program does not engage youth in written reflection competency (competency 1), then the criteria that make up that skill should be revised to match the activities practiced in that program.

Note, this program does not represent a full competency-based model. In a full competency-based model, there are performance evaluations where trainees are asked to

demonstrate their competence, after which they are assigned ratings based on their relative level competence or not yet competent performance. Since this model has not yet developed protocol for on-site performance evaluations, coaches were asked to self-evaluate using the Get Ready competency guide. This is a limitation of the study that will be discussed in a later section.

**Answering Subquestion 2:**

*Did coaches perceive to have acquired "Coach as Youth Worker" competencies, and if so, how were they learned?*

Understanding coach competence and learning was addressed by thematically analyzing all of the data sources. Findings suggest that after undergoing eight months of situated learning combined with a seven module professional development training, participating coaches felt competent as Get Ready coaches and youth development practitioners. Furthermore, coaches perceived to have acquired certain skills, as seen in table 15, as a result of differentiated opportunities to learn. Coaches' feelings of achieved competence and learning coincide with Bandura's (1997) self-efficacy theory and Lave and Wenger's (1991) situated learning theory.

**Table 15**

*Comparison of industry established youth worker and coach competencies to themes representing competencies and skills learned by study participants*

<b>Generalized competencies: youth worker &amp; coach competencies</b>	<b>*Data-driven themes from this study:</b>	<b>"Coach as Youth Worker" competencies</b> (Ettl, unpublished, 2016)	<b>TARE: Teacher observation categories for TPSR practitioners</b> (2012)	<b>National Collaboration for Youth: Youth development worker competencies</b> (2004)	<b>NCCP: Level 2 coach competencies</b> (2005)	<b>NASPE: National standards for sport coaches</b> (2006)
Planning	Intentionality & Planning (6 coaches) - Lesson planning (3 coaches)	•				
Opportunities for Leadership	Empowerment & Leadership (6 coaches)	•	•	•	•	•
Management & Learning	-Assigning roles (5 coaches)	•	•	•	•	•
	Choice & Voice (6 coaches)	•	•			
	Medical Model of Instruction (6 coaches)					
Feedback	Giving Feedback (6 coaches) -Non-verbal communication (3 coaches)	•	•	•	•	•
Safety	Safety (6 coaches)	•	•	•	•	•
Develops Positive Culture	Relationships & Rapport (5 coaches)	•	•	•	•	•
Integration of Surrounding Community	- Calling home (2 coaches)	•	•	•		
Communication & Common Language	Questioning (4 coaches)	•	•		•	•
	Language (2 coaches)	•				

	Listening (2 coaches)	•				
	Transfer (1 coach)	•	•			
	Scaffolds Reflection	•				
Physical Conditioning						•
Works as part of a team and shows professionalism		•		•		
Demonstrates the attributes and qualities of a positive role model		•	•	•		

\* Themes represent competency/skill learned & number of coaches who reported to have learned them

Table 15 illustrates how the competencies and skills coaches learned during the training align with competencies from other youth worker and coaching organizations. The first column offers a list of generalized competencies that have been compiled from both fields—youth work and coaching. The second column includes the data-driven themes that represent skills and competencies coaches in this study perceived to have learned. The number of coaches who contributed to those themes is listed in parentheses. The remaining columns show which competencies are shared across various youth worker and coaching organizations.

This section will first discuss how self-efficacy theory helps explain the development of coaches' perceptions of competence. This is followed by implications for the potential impact context and learning environments can have on coaches' feelings of competence. Second, differentiated mechanisms of coach learning and skill acquisition will be explained. Attention is given to the role situated learning theory has in coaches'

skill acquisition. This is followed by implications that suggest how to improve reflective practice for the sake of skill development. Third, coaches' understandings of TPSR will be discussed, followed by implications for why it is important for coaches to have fluent comprehension of the model.

**Coach competence.** Data from this study reveal that by the end of the experience all participants felt a basic level of competence working as a "coach as youth worker." This finding aligns with past research that suggests coach education and training programs promote youth coaches' efficacy beliefs, knowledge, and behavior (Durand-Bush, 2007; Lemyre et al., 2007; Sullivan et al., 2012; Trudel et al., 2010; Wiersma & Sherman, 2005; Wright, Trudel, & Culver, 2007). In addition to their perceptions of competence, data from this study also suggest that participating coaches were able to successfully perform and describe youth development principles that include instructional strategies, protocols, and decision-making processes (Catalano et al., 2004; Falcão et al., 2012; Smith & Smoll, 2012; Smith et al., 2007). These outcomes provide evidence for, at the very least, basic competence as Get Ready coaching and youth development practitioners. While these findings are rooted in self-report data derived from coaches' self-perceptions of competence (confidence), and skill development, they are also supported by observational data from the researcher and by a vignette-based assessment (Ayvazo, Ward, & Stuhr, 2010; Ellis & Lombart, 2010; Heitzman, 2008; Levin, 2002; Norcini, 2004; Taylor & Whitaker, 2003; Wilson, 2000) of competence that was analyzed by three expert Get Ready facilitators.

However, to be clear, this evidence suggests basic competence in a controlled

context. Similar to what teachers experience after training in preservice programs, coaches' feelings of competence while performing in contexts where they are supported by an experienced team of practitioners might not translate to a situation where they are running programming on their own. If they were sent to a new program in a different school, their feelings of competence might change drastically. Teachers often anecdotally share that it takes five years of experience after training has ended to be an effective practitioner. This view might be shared as it applies to coaching high needs youth. Understanding and performing skills in a controlled environment with protective factors is far different than doing so independently.

*Bandura's self-efficacy theory.* The data that support the findings that coaches perceived to have developed competence are supported by Bandura's self-efficacy theory (1997). "Perceived self-efficacy is concerned with judgments of personal capability...what you believe you can do with what you have under a variety of circumstances" (Bandura, 1997, pp. 11, 37). This is the set of beliefs that people have about their own abilities to perform something, typically skill-oriented. Perceived self-efficacy is comprised of four principle sources of information: development of competencies through mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Bandura (1997) has also applied these concepts to organizational functioning and preparing people for occupational roles that involve mastery of technical skills and competencies. Consequently, because this study addresses preparatory phases of career pursuits — coaching and youth work — mastery experiences, in particular, help explain the findings related to coaches' perceptions of efficacy. These

are also often described as "performance accomplishments" (Bandura, 1997). Therefore, the focus of this section will connect data related to coaches' perceived competence to Bandura's (1997) mastery of occupational roles.

Coaches' testimonies about how and why they felt competent at the conclusion of the Get Ready training experience correspond with Bandura's (1997) claim that mastery modeling is the most influential source of efficacy information (Bandura, 1997), particularly when dealing with mastery of occupational roles. He argues, "It is one of the most effective modes of human enablement" (Bandura, 1997, p. 440). He also provides three elements for how organizations should deliver mastery modeling experiences when training people for career pursuits. These include:

- Element 1, instructive modeling - Appropriate occupational skills are modeled to convey the basic rules and strategies.
- Element 2, guided skill perfection (practice) - Learners receive guided practice under simulated conditions so they can perfect the skills.
- Element 3, transfer training by self-directed success (applying skills) - Newly learned skills are applied in work situations in ways that will foster success (pp. 440–441).

The structure of the training modules for this training program not only supported the situated learning experience and practicum course for Get Ready, but also included the elements necessary to satisfy a meaningful mastery modeling program, promoting skill acquisition.

Element 1, instructive modeling, was executed from the first day the Get Ready intern coaches became fully immersed in the program. Before coaches were asked to "do" much, they were given opportunities to observe the more experienced coaches and interact with youth as they felt comfortable. Then, those observational opportunities were upheld throughout their experiences on-site, until the end, even when they had advanced their capabilities and responsibilities. Coach 4 offered a description of how observing modeling contributed to skill acquisition:

I think that observing the others that I mentioned previously, so yourself included, I know that I saw the way that you talked to some of the students...Like you look around and like, there was Dr. McCarthy doing pushups with all the kids and like, what a great way to lead by example. Like, he was someone who I looked to because all of a sudden it's like if everyone really matters, that includes you [Dr. McCarthy]. You're the, you're the head of this program, get down and do some pushups...Like, so, I don't think I saw like Val lift a single day that I was there, but I knew he was doing everything. Like, he was running everything. Like I would see him bring mats to kids, I would see him, you know like, talk to them. I would see him, like leading like the kids along with you. Grading. Or like, like, "How's this Get Ready Staff doing? Um, yeh, so I think everyone really brought something to the table and I know I left some people out, so, um, again, observation was just key for me. That's how I really picked up a lot of, a lot of skills.

Note, that in addition to the program director, Dr. McCarthy, Coach 4 specifies the value



of learning by observing two doctoral student facilitators (the researcher and one other). Bandura (1997) explains that when trainees perceive those who model in the workplace and in training as similar to themselves, beliefs in their capabilities are increased. He explains:

Trainees adopt modeled ways more readily if they see individuals similar to themselves solve problems successfully with the modeled strategies than if they see the models as very different from themselves. The characteristics of models—such as their age, sex, status, the type of problems with which they cope, and the situations in which they apply their skills—should be made to appear similar to the trainees' own circumstances. (p. 441)

While it is uncertain if the trainees, or in this case Coach 4, saw themselves as similar to the doctoral students mentioned above, it is probably fair to assume that because the doctoral students were seen as effective facilitators and did not hold faculty positions, the similarities they shared with the coach interns, as students, were enough to fulfill the characteristics criteria explained by Bandura's step one.

Element 2, guided skill perfection, was satisfied by the PD modules as an appropriate mechanism designed specifically for guided practice. Bandura (1997) insists that these situations must be organized as safe places to practice and take risks. He explains:

Initially, trainees test their newly acquired skills in simulated situations where they need not fear making mistakes or appearing inadequate. This is best achieved by role rehearsal in which they practice handling the types of situations

they have to manage in their work environment. Mastery of skill can be facilitated by combining cognitive and behavioral rehearsal. (p. 443).

The data suggest that the modules were successful in accomplishing this. Most notably, in the focus group, coaches agreed with one coach's statement that this structure was effective: "I feel that the PDs provided a safe, yet challenging environment to practice the skillsets before we did it, used them with the kids. And that made me a lot more confident that I already felt competent in" (Coach 2). Even if there were coaches that did not feel competent early on in the experience, like Coach 2, the consensus was that the isolated opportunities to practice job-related skills in a controlled and non-threatening environment (the PD modules) helped them to improve perceptions of their own competence by the end of the experience.

Element 3, transfer training by self-directed success and applying skills, was successfully implemented as opportunities to instruct and lead were provided to intern coaches every day they attended Get Ready. Prior to the start of each day at Get Ready, coaches were asked by the program director or researcher which skill or competency from the PD modules and competency guide did they want to work on that day. This prompt was used to make it explicit that coaches were expected to try to transfer the skills and competencies that were practiced in the PD modules into their practice on site. Of course, coaches were always provided with support and were eased into any roles as primary facilitators.

Interestingly, as mentioned in the results section, coaches were not only able to transfer skills and competencies to Get Ready, but five of six coaches also transferred

certain skills and competencies to other professional and personal contexts of their lives. To recap, Coach 1 was able to apply relationship skills learned at Get Ready to help understand life outside of school for the youth being served at another clinical internship. Coaches 2, 4, and 5 described that they had adopted the values and certain skills promoted to youth at Get Ready to their personal lives, saying it is a "way of life" and that, "what you teach cannot be separate from who you are." And finally, Coach 3's skill acquisition helped transfer values based coaching into a high performance context.

***Implications.*** While the aims of this study did not include examining if or how the professional development helped coaches perform in other contexts, this finding is an unintended outcome that offers promise for the potential reach the training model has in helping prepare intern coaches for professional life beyond Get Ready. The data suggest that coaches felt that they had been successful when practicing skills and competencies first in the PD modules, then during Get Ready programming, and finally in other contexts as well. Bandura's (1997) model explains that the three steps of mastery modeling are effective when trainees experience feelings of success while practicing targeted skills or tasks. This is how they achieve competence. He maintains:

When instructive modeling is combined with guided role rehearsal and a guided transfer program, this mode of organizational training usually produces excellent results. Because trainees learn and perfect effective ways of managing task demands under lifelike conditions, problems of transferring the new skills to everyday life are markedly reduced. (p. 444)

Similar to this finding that coaches were able to transfer the skills they acquired at Get Ready, Bandura (1997) asserts that quality mastery programs support occupational mobility. Bandura argues: "Guided mastery programs provide effective ways of facilitating the transition to new occupational roles and levels of competency by enhancing efficacy beliefs and promoting skill development" (p. 449). An implication for this finding is that engaging in longitudinal research about these interns as they progress in their careers could help researchers and coach educators understand more about any potential long-term professional effects or impact of the training.

Both preliminary data collected in a pilot study and data from this study suggest that the challenges coaches faced by being immersed in an unfamiliar context helped develop a sense of resilience. Bandura (1997) suggests that working through struggles is important for developing self-efficacy. For several coaches, this was the first time they experienced a high-needs environment comprised of a Title 1 school with diversity of culture and language. Therefore, negotiating the unfamiliar, at times, was difficult. Bandura (1997) states, "A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort" (p. 80). Experiencing these difficulties contributed to coaches' efficacy beliefs. Several coaches expressed appreciation for having to negotiate their own initial discomforts. For example:

and then here at Get Ready, um, working in, a difficult high school with Black and Hispanic kids, that's something I've never been exposed to before and it challenged me in a really unique way. And uh, I think that the skills that we learned worked really well for that population, but I think that they'll transfer into

a performance setting as well, if, if I am working with a demographic that's more like, to me. Um, and I'm very pleased with that. (Coach 3)

In this quote, feelings of self-efficacy about acquired skills are strong enough that Coach 3 feels competent to use them in a high performance environment while also acknowledging the importance of being challenged by the unfamiliar context and culture of the experience in the training. Consequently, there is meaningful learning to be had for coaches in situated learning experiences that represent unfamiliar cultures and communities. Bandura (1997) writes, "By sticking it out through tough times, they emerge from adversity stronger and more able" (p. 80).

This is an important finding since studies have yet to examine how situating coach education and training programs in challenging cultural contexts might affect coach learning and skill acquisition. It is possible that in addition to supporting resilience, the challenging context of working in a Title 1 high school with underserved youth of various cultural and linguistic backgrounds encouraged coaches to adhere to the skills being promoted by the experienced coaches in practicum and during the professional development modules. This is because they realized (after a few months) that the skills and prior knowledge they came with were not as effective as those they were being asked to learn. Coach 2, in particular, described feeling overwhelmed after assuming a lead role with the second period Get Ready group. At first, this audience of ninth graders did not respond to Coach 2's instruction. Realizing the need to adjust from using prior knowledge and skills that aligned with a "top down" approach, Coach 2 began to try the methods and skills modeled by program leaders and taught in the trainings. Coach 2 said:

...the second one...uh...was...personal for me, was that I noticed when there was times of chaos, and again this was maybe somewhat early, when there was times when people maybe had been combative or difficult and there was times when, um, I know, I know I wrestled sometimes with the freshman when my instincts were to escalate my voice or to, well, you know add authority to my voice, or to kind of meet the tension, situation, like with strength. And I learned this from watching JMc, if I met that with the opposite of what my instincts were, uh, and I met that by literally lowering my posture, my voice, my tone, everything. That, that worked every time.

It seems as if Coach 2 needed to experience the chaos of the challenging environment and witness alternative approaches before making changes.

The implications of this finding suggest that the socio-cultural dynamics of situating learning in challenging contexts can emphasize both the necessity and urgency to be technically competent in approaches that are sensitive to the needs of the population within the context. In this study, when coaches began to adopt program-related skills they also started to perceive that their practice was becoming more effective.

**Coach Learning.** Data from this study suggest that differentiated mechanisms of learning helped coaches acquire skills. This finding aligns with past research about coach learning and development that argues coaching skills are acquired via a balance of informal, formal, and non-formal learning situations (Mallett et al., 2009; Nelson et. al., 2006). Data collected from coaches in both a pilot study and in this study show that coaches learned how to perform skills like, "giving feedback." While coaches also

reported learning several other skills, “giving feedback” will serve as an example for how the balance worked.

This outcome is a function of having multiple opportunities to develop the skill through various mechanisms of learning. First, coaches were able to observe more experienced coaches giving feedback to youth, both verbally and in writing—an example of informal learning (Mallett et al., 2009, North, 2010). Informal learning refers to experience-based or incidental learning that happens as a result of being immersed in a coaching context (Mallett et al., 2009; North, 2010). Second, coaches were able to practice giving feedback through “role play” with peers during PD modules—an example of formal learning that was discussed in the previous section that answers research "sub question one". Formal learning situations tend to be standardized educational experiences that include degree-based programs, qualification and certification courses, seminars or workshops (Mallett et al., 2009; North, 2010). Third, skill development was solidified by amassing time at the program with opportunities to practice without help or guidance—an example of informal learning (Mallett et al., 2009; North, 2010). fourth, by participating in group reflection, the "coaches' circle", coaches had opportunities to talk with their peers and more experienced coaches and mentors about how they delivered any given skill that day and how they might be able to do it better next time. This type of group reflection, or community of practice, was led by program director Dr. John McCarthy, and serves as an example of non-formal learning. Non-formal learning happens when there is some intentional guidance by a knowing other provided for a coach in context (Mallett et al., 2009). These findings, related to coach learning and skill

acquisition, contribute further support for structuring coach education programming to include a balance of formal, informal, and non-formal learning opportunities.

Data from this study also suggest that past experiences, coursework, and family have important roles in coach learning. This finding corresponds with those of other researchers, linking family, past experiences as athletes, and past experiences in other job training as examples of factors that influence coach learning (Cushion et al., 2010). Similarly, all participants in this study arrived with prior knowledge and skills that contributed to their competence and skill acquisition. These contributing experiences can not only be categorized under formal, informal, and non-formal learning, but are also reminders that formalized coach education and training are only a small part of coach development. Education and training programs are reliant on participants' past experiences and prior knowledge as key to the scaffolding process that aids in acquisition of new skills and the reinforcement of previously learned skills (Deek, Werthner, Paquette, & Culver, 2013).

***Situated learning theory.*** The data that support the findings that coaches perceived to have acquired skills by way of experiential learning and spending time on site at the Get Ready program—informally and non-formally—are supported by Lave and Wenger's (1991) situated learning theory. Situated learning describes the social processes where learning is experienced and meaning is constructed by a collective group of learners engaged in the same phenomenon (Cobb & Bowers, 1999; Lave & Wenger, 1991; Young, 1993). This section will explain how the experiences of coaches in this study correspond with characteristics of an effective situated learning environment.



Linking these characteristics to the program design and coaches' experiences are important, as the findings from this study add further credibility for how coach educators can support coaches-in-training in situated learning contexts.

As mentioned, the training experience for coaches at Get Ready has several layers—all of which are social in nature, rely on working in groups, and are situated in a live classroom. Data from the study show that each of the characteristics of situated learning was accounted for in the coaches' experiences and played a part in coach learning. For example, the meaningful experiences coaches reported that coincide with characteristics one through three in table 1 — real life knowledge, authentic activities, and access to expert performances — were embedded in coaches' professional development and field placement throughout the training cycle and described in detail in each coach's narrative.

Table 1

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Characteristics of Situated Learning Environments (Herrington & Oliver, 1995, p. 255)

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1. Provide authentic context that reflect the way knowledge will be used in real life;
  2. Provide authentic activities;
  3. Provide access to expert performances and the modeling of processes;
  4. Provide multiple roles and perspectives;
  5. Support collaborative construction of knowledge;
  6. Provide coaching and scaffolding at critical times;
  7. Promote reflection to enable abstractions to be formed;
  8. Promote articulation to enable tacit knowledge to be made explicit;
  9. Provide for integrated assessment of learning within the tasks.
- 

As for having access to expert performance, this third characteristic of situated

learning overlaps with Bandura's instructive modeling for mastery experiences, which was discussed in the previous section. Among others, Coach 3's testimony upholds these overlapping theoretical features by describing that having access to expert performance was important to learning and skill acquisition:

And then also, observing. Just kind of trying to be a fly on the wall for Coach Mac's conversations with Jared or your conversations with Tosha, or something like that, um, I found both of those to be really effective in skill acquisition for me.

Again, the data support past research regarding the role situated learning plays in teacher and coach development. Opportunities to observe are crucial for skill development (Cassidy & Rossi, 2006; Herrington & Oliver, 1995; Nelson, et. al., 2012; Winchester, Culver, & Camiré, 2011).

The data also suggest that coaches experienced different roles and collaborative construction of knowledge throughout the training cycle. These fourth and fifth characteristics of situated learning gave coaches opportunities to first follow, and then collaboratively plan to lead classes. This helped develop skills as practitioners and future program leaders. Coaches commented on the experience of being in charge of planning to lead class together with another coach, highlighting their collaborative construction of knowledge and the satisfaction they felt after taking on new roles as lead facilitators.

Scaffolding, coaching, reflection, and assessment all played important roles in coach development. These represent situated learning characteristics six, seven, eight, and nine. Data show that coaches received coaching from the researcher and the program director, fulfilling characteristic six. For example:

I think also it allowed me to, open up to not, not necessarily to criticism, because I don't think you ever like criticized anything. Um, but you would offer opinions, so it, in a way it did also, that, that's what I was trying to get to. Was, was a good way to practice what we were preaching. So, like, you, in a sense would offer coaching tips and, and I didn't have to take them. (Coach 4)

Coach 6's testimony provides an example of how features six and eight come together. Coach 6's quote claims that appropriate sequencing of the experiences matters—this is scaffolding.

I think that in terms of skills, specifically, um, I, I don't know. I think the combination is just great because we learn it in PD, we go to English, we practice it, and then we process it...in practicum so it's like one, two, three. Learn it, practice, process.

Coach 6 also recognizes that processing the learning experiences is important for learning. The “process” Coach 6 mentions satisfies characteristics seven through nine—reflection. Data that explain findings related to coaches' perceptions of written reflection, group reflection, and self-assessment will be detailed in the next section since reflection was a robust part of the training cycle.

Characteristic nine, implementing self-assessment through self-ratings, was not valued by coaches. It was a task that was left incomplete by all of them and ignored after the first couple of months of training. Coaches were sent the competency guide to complete every time they were sent a prompt for written reflections. As mentioned in chapter four, the intention of sending the competency guide was to have coaches

continuously read the criteria of each competency to keep them familiar with what they were being asked to practice on site and then give themselves a rating of either “excellent”, “competent”, or “not yet competent” in order to keep a record of their development throughout the process. The result that no coaches completed more than four self-assessments indicates that it was neither meaningful nor helpful to them. Coach 2 commented:

I guess, having a clearer purpose of the evaluation [competency guide], every time. You know what I mean? And being more, and being, and I, I think it's pretty self-explanatory. But, I just remember feeling and, I just remember feeling, “C'mon man, I just did it. It's probably not going to be any different.” You know what I mean?

This finding indicates that coaches probably did not understand the purpose of the exercise. This does not mean the exercise should be abandoned, but rather it needs to be adjusted so that coaches understand why they were being asked to self-evaluate several times. Additionally, they should also be asked to self-evaluate only on the competency that addresses the theme of the most recent PD module so that they are not overwhelmed and so that the exercise remains similar to the prompts for the written reflections.

***Implications.*** The layers of reflection implemented to help coaches develop skills can be improved. If coaches are not intrinsically motivated to engage in reflection and do not perceive value in it, the exercises will not promote development.

***Reflection.*** Data from this study suggest that while reflection is important for coach learning and skill development, it needs to be structured for it be meaningful. This

confirms what we already know, since reflective practice has been promoted as a valuable mechanism for skill development and learning in research about teaching, health care, and sports coaching (Bain, 2004; Chen, Wei, Wu, & Uden, 2009; Cushion et al., 2009; Killeavy & Maoloney, 2010; Knowles, Borrie, & Telfer, 2005; Knowles, Gilbourne, Borrie, & Neville, 2001; Mann, Gordon, & MacLeod, 2007; Schön, 1983, 1999). However, findings related to reflection in this study offer insight for how to improve on the different types of reflection coaches-in-training are asked to practice. Therefore, this section will use data about written-reflection and group-reflection to help coach educators make sure reflective practice is structured in ways that make those experiences worthwhile for learners.

*Written reflection.* Data reveal that for four of six coaches, reflective writing contributed to learning. Though, the nuances of those writing experiences suggest that there is still work to be done to improve upon how reflective writing is taught and supported. When it comes to teaching practitioners-in-training to be skilled in the practice of written reflection, research have found that the process is rife with challenges, especially considering how difficult it is to get practitioners-in-training to reflect in the first place (Chen et al., 2009; Cushion et al., 2009; Killeavy & Maoloney, 2010). Trudel and colleagues (2010) lament the fact that while the value of being a reflective practitioner is well known, coach educators do not effectively train coaches to be skilled at reflection. They write: "We think it is important to also note that very few university-based coach education programs focus on developing reflective coaches" (p. 142).

Findings in this study coincide with the challenges other researchers have

documented, as coaches' engagement with the written reflections was neither consistent, nor enthusiastic. Some of these challenges were noted in the section on narratives. They include: coaches' written reflections did not always follow the protocol asked for by the researcher, none of the written reflections offered deep analysis of practice but instead provided mostly accounts of what happened, and written reflections were rarely submitted in a timely manner.

It can be hypothesized that the coaches did not embrace the written reflections for reasons related to the researcher's role in the program and for the institution's role in prioritizing a department-wide approach to developing reflective practitioners. The researcher's layered role at Get Ready — as a peer, experienced mentor, and coach educator — made it difficult for him to assign reflective work without any incentive for the participants to not only complete it, but to also deeply engage in the exercise. There seemed to be the notion that the written reflections were a favor to a peer who was collecting data for research and, therefore, reflections were seen as one more thing to do and not valued in the moment. One coach commented that the writing was not salient and that it was one more thing to do: “I wouldn't say it [reflective writing] was a pain in the ass, but it was, it was more of a, like, it was a checklist thing to get done for my practicum, you know what I mean?” (Coach 2). The researcher had no authority to mandate that the reflections were completed, that they were thorough, nor that there were due dates for them. Also, in this position, the researcher's role as peer and coach educator made it difficult for the researcher to give feedback of any kind. However, this was especially relevant in the written reflections where the researcher was careful to not seem

judgmental or evaluative so as not to threaten the peer relationship that had been established. Additionally, the researcher received approval from the practicum professor and program director to allow coaches to use these reflections as their practicum reflection assignments as to not burden them with surplus assignments. Nonetheless, even while collecting the reflections proved difficult, in the end, the writing did contribute to coach learning.

Despite the evidence that the coaches' commitments to the writing was mostly obligatory, four coaches reported value in the exercise with one coach who reported that completing the written reflections was tedious and unhelpful. Of the four coaches in this study who valued the writing, only two of them felt that it helped them improve. They attributed the improvement to the written feedback they received from the researcher.

The counseling department might have a role in coaches' lack of commitment and skill in reflective writing. As a former master's student of sport psychology in the counseling department, the researcher's experience was that he was not taught how to use reflective writing as a tool for skill development until he entered doctoral studies and was taught how to do so in a coaching practicum class. There is thus the presumption that the practicum instructors for sport psychology students are neither unified about what reflective writing should look like, nor is there scaffolding that clarifies the role reflective writing is intended to play in students' development and as a professional competency. As mentioned earlier, Trudel and colleagues (2010) argue that this challenge is ubiquitous among coach educators, as they do not effectively train coaches to be skilled at reflection. By prioritizing reflective writing, standardizing a protocol for how to do so,

and ensuring graduate students receive written feedback could help enhance skill development for graduate students and accelerate their development.

*Group reflection.* Data shows that coaches in this study perceived that group reflection and support helps foster skill acquisition. This is not a surprise based on scholarly support for group reflection. As quoted by Cushion and colleagues (2009), Gilbert & Trudel, (2006) maintain: "coaches have the potential to learn through experience by building repertoires, and their reflection on their actions should not be perceived as an isolated activity but a social activity" (p. 34). More specifically, many teaching and coaching scholars agree that establishing communities of practice—where observation and mentoring from peers and more experienced coaches—is an effective strategy for skill development (Cassidy & Rossi, 2006; Nelson, et. al., 2012; Winchester, Culver, & Camiré, 2011; Wenger, 1998).

CoP is also often seen as an important aspect of situated learning. Kirk (2003) writes: "The community of practice is pivotal to Lave and Wenger's (1991) version of situated learning since it is an epistemic community" (p. 223). Specific to coaching, research by Nelson and colleagues (2012) found that coaches in the United Kingdom valued the sharing of ideas, thoughts, experiences and practices of fellow coach learners, all through CoP participation. The experiences of the coaches in this study correspond with past research as coaches shared that the "coaches' circle" gave them opportunities to collectively work out mistakes, perspective-take, borrow approaches from peers, and to also recognize others' good work by offering them praise. Coach 6 explained:



Because learning how other people were successful, successful, with certain kids, or just in general was really helpful for me. So, knowing that certain kids responded a certain way, to, certain prompting, or whatever it was, um, was really helpful, for me. So, listening to others...and their experiences and sharing stories, slash, techniques. (Coach 6)

For Coach 6, understanding how coaching peers were successful with youth on any given day was helpful for personal development and for the youth as well. As Coach 1 offered, the coaches' circle was a conduit to understanding the "big picture" of running a program and getting insight to all the different, meaningful interactions with youth over the course of an hour: "It was good to like have the group in order to have everyone like fill in the blanks we might not have had." This appreciation for having reliable opportunities to gather information about youth was important for understanding the several different ways students can present themselves over the course of an hour when interacting with several different adults (Wenger, McDermott, & Snyder, 2002, Cassidy, Potrac, & McKenzie, 2006).

Opportunities to gain deep understandings of youth are as important as developing the skills to work with them. They contribute to the affective learning that was mentioned in a previous section. Understanding youth and building trusting relationships with them helps foster effective pedagogy (Cochrane-Smith, 2003; Schoffner, 2009; Shephard, 2008). The CoP — coaches' circle — provides a platform where coaches can simultaneously contribute to youth understanding, relationship building, and practitioner skill-development. Furthermore, these are examples of how

situated learning translates to development (Herrington & Oliver, 1995). They exemplify the process of formed enabled abstractions and tacit knowledge made explicit.

Finally, coaches felt that some of the value of the coaches' circle was lost toward the end of the year when the program director had to limit his time as the facilitator in the coaches' circle. This is also consistent with past coaching research that examined how CoP can impact learning. They found that CoP are perceived to be more valuable when there is an experienced facilitator present in order to control the discussion, to manage the time, and to keep it practically focused (Cassidy et al., 2006; Culver & Trudel, 2006; Cushion et al., 2010).

These findings about reflection suggest that in order for it to help people learn and acquire skills, that it must be guided—regardless if it is written or spoken in groups. This is aligned with Vygotsky's Zone of Proximal Development (1978). The Zone of Proximal Development (ZPD) is defined as:

the distance between the actual developmental level as determined by independent problem solving and the actual level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky 1978,85–86)

In simpler terms, this means that during the learning process people reach a point in their development where they need assistance to accomplish an accelerated (or perhaps new) range of tasks. In this study, the more capable peers were the members of the CoP, which included the supervising professor, doctoral students, and fellow master's' students. These knowing others guide the transition in learning and aid in skill development.

Therefore, it is important that reflection continues to be supported by ensuring that written reflection is operationalized and the coaches' circle is sustained with guidance throughout the experience (Barker, 2013; Vygotsky, 1978).

**TPSR.** Data revealed that coaches developed fundamental understandings for how to apply specific TPSR skills, however, a robust understanding of the TPSR model is lacking. Said skills are the teaching strategies that are specific to the TPSR youth development curriculum and described in Wright's (2009) Tool for Assessing Responsibility-based Education (TARE). However, findings also show that coaches were not fluent in their knowledge of TPSR, even though they could perform TPSR-based protocols and teaching strategies. For example, during the interviews, no coaches could identify the TPSR teaching strategies that were embedded in the competency guide when prompted to do so. This was surprising considering the TPSR strategies were in italics, they were also presented in a lighter colored font than the other competencies, and there was time in one of the PD modules dedicated to familiarizing coaches with the rubric and how the TARE was represented within it. Specifically, coaches were told that the italicized competencies were teaching strategies specific to TPSR. Coaches did not retain the information.

On the other hand, all coaches understood that when delivering a TPSR-based curriculum, it was necessary to practice certain strategies such as giving students choices and opportunities to lead their peers. Therefore, this training model is not one that promotes holistic understanding of TPSR programming. At the same time, providing content knowledge about TPSR was not the goal of the training model. Rather, the aim

was to help coaches acquire coaching competencies and skills that were embedded with TPSR-based strategies, such as providing opportunities for youth to successfully lead activities, and empowering students by giving them choices and voices within the activities. These were skills that coaches were able to articulate and perform.

***Implications.*** As a result of the coaches' incomplete understandings of TPSR and the TARE, it is likely that they did not always understand why they were performing certain skills and protocols at specific times during programming. For example, at the start of every class, as the youth perform the warm-up, which was designed to adhere to Hellison's (2011) relational time, coaches are supposed to make small talk with youth in order to learn about them and add depth to their relationships. If a coach does not understand this concept, he/she might not know how to introduce a new activity that aligns with the TPSR model. For example, if a coach wanted to add in a new warm-up that seems fun, opportunities for small talk must also be embedded so that relational time remains a part of the programming protocol. Sometimes, coaches try new things that seem like a good deviation from the norm, but that accidentally leave out key components of the model. Therefore, the main implication from this finding is that the training should more explicitly address that coaches have thorough understandings and knowledge about the model, its components, and the teaching strategies promoted by the TARE (Wright & Craig, 2011).

### **Recommendations**

Findings from this study suggest improvements to the trainings and pedagogy for further iterations of this model. Even though the data from this study are not

generalizable, they do suggest certain recommendations could be helpful to programs endeavoring to train practitioners in SBYD, and more specifically, TPSR-based pedagogy. Implementing a "Coach as Youth Worker" framework can help clarify the dual role youth coaches occupy by explicitly providing coaches-in-training with pedagogical skills that promote youth development outcomes, potentially across disciplines. At the same time, training coaches to deliver a responsibility-based framework can support this dual role by clarifying that youth outcomes are values-focused. Since most coach studies in Canada, the United Kingdom, and Australia focus on coach education programs at the federation level, scholarly recommendations tend to address coach development from a large-scale perspective. This study, however, addresses the context of SBYD programming and youth sport, which remain unregulated and represent education and training from a small-scale perspective. As such, this section will provide recommendations first, that are specific to the Get Ready program. Second, recommendations will be offered for other similar programs SBYD and youth sport coach education programs. Third, this section will also offer suggestions for future research.

**Practical recommendations for Get Ready.** The following recommendations are specific to Get Ready and are intended for practical applications:

1. Standardize protocol and support for reflective practice - In the situation where training is happening in the context of higher education, departmental unity for reflection protocols should be implemented. Having a standardized protocol for what it means to be a skilled reflective practitioner would help students understand that the point of reflection is as a skill-building mechanism rather than as an exercise that focuses only on

recall and interpretations of events and feelings. While overly-prescribed methods can stifle creativity in certain types of learning models, when training graduate level practitioners to have professional competence, consistent protocols and norms for lifelong learning and practice of reflections skills are important to set them up for success. Teaching written reflection should include providing consistent expectations for what the school-wide goals of reflection are and how to write a reflection that has professional utility. It is also recommended that interactive, non-judgmental written feedback be included in the protocol. Within the written feedback, challenging follow-up questions about thoughts and actions should be asked to graduate students in order to help them develop not only skills used at their practicum sites, but also to help develop their reflective writing skills.

2. Use Audio and Video for Reflection and Evaluation - Audio and video recording should be used as reflection tools (van Fraayenhoven, 2011). This should be implemented to make the reflection and self-evaluation process for coaches more robust. Using audio and video should also be used in conjunction with the competency guide so that coaches can watch and/or listen to themselves in action and then rate themselves accordingly. This sort of activity can help coaches see and hear if their behavior matches their intentions.

3. Clarify coach development aims - Clarify the goals of the training process. If the aim of the training process is to extend beyond acquisition of skills and competence, make it explicit. For example, similar TPSR programs often offer training goals that focus on learning the TPSR model in depth. These can include training physical

educators to learn the TPSR model, to instruct using TPSR teaching strategies, and to also be fluent within the model so that they have the tools to one day run their own programs and train their own staff of physical educators. Therefore, the Get Ready program should make it clear what the outcomes for coaches will be when they finish the training and if, in addition to developing competence, those outcomes will include deep understandings of the TPSR model and/or the capability to train new generations of TPSR practitioners.

4. Provide structured mentoring - Structured mentoring should be implemented between intern coaches and the more experienced program facilitators (doctoral student coaches). This can help to accelerate the developmental trajectory of the intern coaches. From the first week of programming, coaches should have opportunities to shadow the experienced program facilitators (coach educators) who should be tasked with basic instructional responsibilities during these interactions. Ideally, the instructional aspect of the interactions should not only follow the professional development modules, but also address the skill(s) presented in the most recent lesson. When mentoring, the facilitators should be equipped with coaching and instructional cues that address the development of the interns. These would include asking the interns what skill they are working on that day, providing them opportunities to try it out after watching, and then asking how it went after they try it.

Structuring the mentoring would also help to clarify roles within the program. While it is important to keep a culture of collegiality where all the graduate students are peers, the more experienced facilitators' familiarity in the context of the high school and

program offers a tacit understanding that they are already mentors. Adding basic structure to the interactions would help secure a subtle chain of command.

5. Expand community outreach - The community outreach efforts should be expanded to include up to three activities within the school community. For example, coaches should be asked to participate in a combination of the following options: attend class with an English High student, eat lunch with Get Ready students in the cafeteria, attend the school's open house, attend at least one male and female sporting event, attend an after-school program, or do a home visit.

6. Develop a cultural competency module - A cultural competency module should be developed to support the community outreach efforts and to better support the English Language Learners (ELLs) in the program. Developing one or two teaching strategies for the ELLs would be greatly beneficial not only for the youth who are learning English, but also for the confidence of intern coaches.

7. Intentionally build team confidence - Since the Get Ready program relies on a large team of people to learn together and to deliver programming, the team confidence cycle (McCarthy, 2004) should be used to assist in the backwards planning and timing of the training modules, performance evaluations, and feedback sessions. Aligning the seven tasks of the cycle with the eight months of training can help speed up the learning process by clarifying roles for the interns while also helping the program director assess group progress according to each task.



Task 1: Set the course	Take stock Sell a vision Initial Buy in Motivation
Task 2: Create a confidence environment	Assemble the team Build trust Clarify Expectations Deal with problems Educate the Team
Task 3: Promote mastery	Prepare Practice Position Point out the gains
Task 4: Get them to perform	Pressure Underlying mentality Soft-approach Hard-approach
Task 5: Assess performance	Assess the result Be honest Cope with losing (unfavorable performance ratings) Deal with winning (perceived success)
Task 6: Stay the course	Stay the course Turning the Corner Allow them to do it Never give up on them Demonstrate Ability
Task 7: Maintain high performance	Morale Making the Jump Mature Players (practitioners) Make-up of Successful Teams

Tasks one and two should both happen in September with the other tasks to be addressed consecutively in each remaining month. As cohorts develop collective confidence, their learning can be accelerated, and youth outcomes can thus be positively impacted as well.

8. Give options for how to receive feedback - Coaches should be given options for how they would prefer to receive feedback regarding their performances and their reflections. Certain coaches appreciate written feedback while others prefer to engage in

one-on-one conversations about their development, and some prefer a combination of the two. While offering these options can be time consuming, engaging in different methods of giving feedback can also be helpful for the coach educators depending on their time constraints and relationships with the intern coaches they are helping to develop.

Furthermore, the program director should also task certain feedback opportunities to doctoral students who not only have the experience and skills to perform the task, but who also need opportunities to practice these types of supervision responsibilities for their own professional development as future academics and program directors.

9. Conduct coach performance evaluations - Performance evaluations should be conducted by the program director, doctoral students, and program youth. As an extension of the feedback process, these evaluations will provide coaches with analyses about their performance and competence so they can understand their strengths and how they can improve in areas where they are not as strong. The competency guide should serve as the rubric for the evaluations and the reviews do not have to be comprehensive, every time. For the sake of time, reviews could focus on only one, two, or three competencies per evaluation, ending the year with a comprehensive review. Also, for the sake of operating within the TPSR model, Get Ready youth should have a role in the evaluation process.

10. Embed PD modules into practicum class - Professional development modules should be embedded into the practicum class for Get Ready interns. Ideally, six of the seven modules would be completed before the end of the fall semester, with the final module occurring in January at the start of the spring semester. The schedule should

offer two modules in September, October, and November, and one each in December and January.

**Practical recommendations for SBYD and youth sport coach education programs.** The following recommendations are for other SBYD programs and are intended for practical applications:

1. Develop competencies for coaches-in-training and/or new staff - Develop core competencies so that coaches and/or staff know what to do, when to do it, and how to do it. For other programs working under a responsibility-based framework, choose competencies and descriptive skills relevant to the desired outcome of a program, but also be sure to adhere to Wright and Craig's (2011) Tool for Assessing Responsibility-Based Education as a foundation.

2. Incorporate pedagogy with practical applications into training modules - When designing training modules, be sure to provide opportunities for coaches to practice by using role-play, case study, and problem-based learning so that skills are rehearsed with peers and supervised by more experienced coach educators prior to performing them on site, with youth.

3. Borrow from teacher education - Basic skills from teacher education must be taught to aspiring coaches, youth workers, and sport psychology professionals. Lesson planning, creating learning tools like graphic organizers, and assessments that promote learning—like reflective writing and self-assessment—are all fundamental to the work these types of professionals encounter when conducting practice sessions, delivering workshops, and facilitating youth development-oriented programming.

4. Structured mentoring - Structured mentoring should be implemented even if there is no professional development or training that anchors the learning. When novice coaches or SBYD workers are paired with more experienced ones, mentoring protocol should be implemented, even if it is basic. This helps the new or novice coach know what to do, why to do it, and how to do it. Being a mentor in this capacity necessarily requires some skill and, again, they should be equipped with coaching and instructional cues that address the development of the novice.

5. Engage in community outreach and develop cultural competence - Coaches and youth workers should connect with youth outside of their program. For example, attending a youth's activity independent of the program like a sports game, school play, or concert would be a good way to strengthen relationships in order to positively impact youth.

Organizations should also help their employees develop cultural competence in order to make community engagement more attainable. Strategies to address ELLs (English Language Learners) and to promote language development should be a part of this process.

6. Implement semi-structured reflection and communities of practice - Make sure new coaches and staff have opportunities to learn how to be reflective practitioners. Semi-structured reflection in the form of a community of practice can be helpful for coaches in community-based and SBYD programs. CoP can be set up within, and also across, organizations so that coaches and workers can learn what others are doing in similar organizations. The group reflection can provide multiple opportunities for peer

mentoring, perspective-taking, group skill development, and informal feedback.

Reflection should not be mandated unless feedback will be given on those reflections.

**Recommendations for future research.** This study contributes qualitative evidence that coaches' experiences in a professional development program contributed to personal and professional change, and acquisition of certain coach as youth worker skills and competencies. While much of the data confirms what past investigations have revealed to be effective practices that contribute to coach learning, they also help reveal new questions and theoretical considerations as they relate to coach development and training. Therefore, this section offers suggestions for future research.

Next steps for expanding on the work of this study should start with replicating this study and including a control group. Having data from a comparison group would help evaluate the effectiveness of the training program. Measuring program effectiveness would also be strengthened by validating the competencies and making the rubric a reliable evaluation tool. While the TARE (Wright, 2009) is a valid and reliable tool for assessing TPSR teaching strategies, there is not yet a similar tool that includes competencies that link coaching, youth work, and TPSR.

The structure of the training model and its outcomes align well with theoretical perspectives that include lifelong learning and continued professional development (CPD). Incorporating these approaches to methodology should be considered in future investigations about this program.

Research should examine coaches' experiences with diversity of culture and language. Studying the effects exposure to new cultures can have on coaches and their

practice would be helpful for understanding more about training for cultural competency and the effects challenging contexts have on coaches' learning experiences. For example, what are the experiences of coaches-in-training situated in learning contexts that serve marginalized populations and communities?

Research should examine the impact of training coaches to work with English Language Learners (ELLs). Due to the work Get Ready coaches do with ELLs, they would likely benefit from learning teaching and coaching strategies that specifically target ELLs. Studies should be conducted to examine the impact of providing coaches with training in language development strategies that are similar to those implemented by PE teachers (Nguyen & Watanabe, 2013).

Studies should examine the long-term impact of coaches exposed to TPSR and TPSR-based education and training. Researching if and how coaches embrace TPSR in the long-term would offer deeper understanding of how the model is being used and in what contexts. For example, do coaches who have been exposed to TPSR in either higher education programs or in community-based programs continue to implement TPSR strategies and value in their coaching practice? Or, have TPSR-trained practitioners transferred TPSR-based skills and values to other professional contexts, and if so, how?

### **Limitations**

A few limitations should be considered when viewing these results. For example, due to the small sample size and research design, findings from this study are in no way generalizable. Almost all of the data collected reflect self-report and self-assessment

perceptions of ability to perform and understand youth development and coaching skills. Self-report data can be criticized for being biased and/or inaccurate due to error in recall or misrepresentation of self (Rodgers, Reade, & Hall, 2007). Additionally, assessments of coach competence that included the vignette analyses by three Get Ready expert coaches, and the researcher's observations and professional judgments as a participant-observer are insufficient to determine accurate levels of participants' competence and skill (Ray, Wilson, Wandersman, Meyers, & Katz, 2012). Thus, comprehensive evaluation of coach competency is beyond the scope of this study.

The researcher's layered role as a participant observer, curriculum designer, and PD facilitator is also problematic. In these positions there is inherent bias. Despite the researcher's efforts to control for bias, this study lacks "bracketing" interviews. In many phenomenological studies researchers participate in "bracketing" in order to explore biases. Often times when a researcher as participant observer situation presents itself, a "trustworthiness" committee is organized so that faculty members and the researcher can maintain systematic continuity about biases in order to ensure that the researcher can competently uphold the dual role, participant observer (Unluer, 2012). This process involves recruiting a researcher who is not involved in the study to conduct an interview of the primary researcher about the topic. The interviewer then transcribes the interview verbatim and analyzes it in order to discover preconceived assumptions the primary researcher might have about the study or the participants, for example. This process is supposed to highlight the assumptions of the researcher so that he or she may be aware of his or her presuppositions and thus authentically listen to and understand the experience

of her/his research participants when it comes time to gather and analyze data (Dale, 1996). For this study, even though the researcher discussed how he confronted bias in the researcher's narrative, no "trustworthiness" committee was formed, nor were bracketing interviews performed.

### **Conclusion**

In hermeneutic phenomenology students' and teachers' lived experience descriptions—if well written—inevitably invoke a feeling of “rightness”; they give us a sense of recognition that is not a matter of one-to-one correspondence, but that involves a kind of transposition of the mind. However, experiential accounts do not “prove” anything, no matter how much verve they have. They do not point out the right method, the best technique, the most desirable ethics—or the truth, but they point to something. (Henriksson, 2012, p. 19)

This quote provides perspective regarding what this study offers us, which is not a best way or any truths about coach education and training. However, it does provide insights about the experiences youth coaches had in a professional development program. From those experiences, we gain deeper understandings about what was meaningful learning for those coaches and how to improve one training program—which likely has implications for how to improve other similar programs. Therefore, being able to understand the coaches' individual lived experiences and their collective experiences is certainly something. As a result, this study adds to the literature that makes arguments for how to promote improved coaching with evidence that participating coaches experienced changes in behaviors and efficacy beliefs regarding their coaching abilities.



The landscape of coach education for youth sport is complex, especially since the demands of coaching overlaps with youth work. Coaching for youth development outcomes is not innate and requires that coaches acquire specific coaching and youth worker competencies that address psychomotor and psychosocial outcomes for the youth they serve. Trudel and colleagues (2010) argue that this means coach educators should design trainings that teach and measure coaching outcomes that include behavior, knowledge, and attitudes—all criteria that align with competency-based approaches.

Coach development programs can promote change. The results of this study demonstrate that coach education experiences can impact coaches meaningfully, both professionally and personally. The goal of the project was to help facilitate professional development and behavior change to fit competencies for the dual role of "Coach as Youth Worker." However, the unintended outcome that personal change was also experienced is encouraging, especially for coach educators who endeavor to develop coaches in values-based practice.

At the same time, even after eight months of training, no coaches in this study achieved ratings as "excellent" practitioners. However, this is normal; especially when considering that it is common for first year teachers to struggle. Even after four years of training, virtually all teachers experience difficulties in their first year and neither achieve high levels of competence nor perceive it. For many, it is not until after at least five years of practice that high levels of competence are truly acquired. Therefore, it is important to understand that no training can fully prepare coaches to be excellent practitioners during times of induction, particularly for those working in challenging contexts. Nevertheless,

what a “Coach as Youth Worker” training can do for coaches like the ones we were introduced to in Chapter 1, Stephanie and Stanley, is give them tools and strategies that help them with the following: first, to authentically connect with youth like Trevor and Lydia; second understand their experiences and try to take their perspective; and third have the teaching acumen that allows them to effectively teach youth new skills.

Pedagogy matters. Data suggest that certain teaching and learning methods used to engage coaches in learning and skill acquisition were more meaningful and helpful than others. While coaches' perceptions of confidence and competence discussed earlier are important outcomes for this study, the real value of these findings lies in the pedagogy. Since the skills and competencies that coaches perceived to acquire were specific to the Get Ready program, focusing on the data related to pedagogy is important for coach educators in other contexts so they can gain better understandings about how those skills and competencies were acquired.

As defined by Mortimore (1999), "Pedagogy is any conscious activity by a person designed to enhance learning in another" (p. 3). Coaching researchers expand on this definition, adding that a pedagogue's role is holistic and includes moral development, pastoral care, and mentorship, with interactions between how one learns, how one teaches, what is being taught, and the context in which it is being taught (Cassidy, Jones & Potrac, 2004; Jones, 2006). Therefore, pedagogically sound practice extends beyond instructional methods and activities and includes attention to the affective aspects of practice as well. As mentioned in a previous section, the strong relationships between educator and student can improve pedagogy (Shephard, 2008; Schoffner, 2009).

“What” an instructor does is important, but “how” those methods and activities are implemented and supported is vital if the educational process is going to be meaningful to the learner. Therefore, it can be hypothesized that if program directors design training with a differentiated and balanced pedagogical approach in place, skills and competencies can become relatively interchangeable depending on the outcome goals of the program.

## APPENDIX A

### GET READY STUDENT WORKOUT CARD

#### Get Ready Workout

Name:		Date:	
Check off the exercises you did for your warm-up.			
<input type="radio"/> Dynamic Warm-Up		<input type="radio"/> Mini-Bands	
<input type="radio"/> Med Balls		<input type="radio"/> Ladders	
<input type="radio"/> Jump Rope			
“Skilz” Bank – Check off any of the skills you used since <u>our last class</u> .			
<u>Respect</u>	<u>Effort</u>	<u>Self-coaching</u>	<u>Coaching</u>
<input type="radio"/> Speak your mind – but watch your mouth	<input type="radio"/> Get moving	<input type="radio"/> Do your job & understand others’	<input type="radio"/> Catch them being good
<input type="radio"/> Zoom out	<input type="radio"/> Reach out	<input type="radio"/> Check & Adjust (Good-Better-How)	<input type="radio"/> Know your players’ strengths
<input type="radio"/> Everyone matters	<input type="radio"/> Reach down	<input type="radio"/> Follow <i>your</i> plan	<input type="radio"/> Lead Now
Describe an example of how you used one of these skills since <u>our last class</u> :			
Knee Dominant Lower Body:	Wt/Rp -----	Wt/Rp -----	Wt/Rp -----
Upper Body Pull:	Wt/Rp -----	Wt/Rp -----	Wt/Rp -----
Hip Dominant Lower Body:	Wt/Rp -----	Wt/Rp -----	Wt/Rp -----
Upper Body Push:	Wt/Rp -----	Wt/Rp -----	Wt/Rp -----
Core:			
Check-in – Circle your level of engagement.		Adjust	
<input type="checkbox"/> Detractor <input type="checkbox"/> Observer <input type="checkbox"/> Participant <input type="checkbox"/> Contributor <input type="checkbox"/> Leader		What skills from the skills bank could have helped you more today?	
What are the reasons you gave yourself this rating?			
What is one idea you can take-away from today?	Coach’s Comments:		

## APPENDIX B

### GET READY COMPETENCY GUIDE

**GET READY Competency Guide**  
 (Adapted from International Rugby Board  
 Coach Education model, 2012 & Paul Wright's *TARE 2.0*)



<b>COACH:</b>	
<b>DATE:</b>	
<b>EVALUATORS:</b>	

Competency	Criteria/Standard	Not Yet Competent COMPETENT EXCELLENT	Comments/Action required
<b>1. Scaffold the Reflective Process</b> <ul style="list-style-type: none"> <li>• <i>Setting Expectations</i></li> </ul>	Successfully applies oral prompts and questions that promote participants to write reflective "take away"		
	Successfully draws out transferable aspects of participant's reflection		
	Successfully leads "circle-up" or spoken group reflection		
	Contributes meaningful insight to staff electronic reflection log		
	Identifies key information from reflections and adjusts practice accordingly		
	<i>Demonstrates active listening</i>		
<b>2. Safety</b> <ul style="list-style-type: none"> <li>• <i>Setting Expectations</i></li> </ul>	Demonstrates initial safety assessment of physical environment (facility) and of participants		
	Ensures that all necessary protective equipment is available, properly fitted, and used appropriately		
	Demonstrates strategies for emotionally safe practice and interactions <ul style="list-style-type: none"> <li>• Ensures to all participants that anything shared within the program is confidential information</li> <li>• <i>Clarifies etiquette expectations</i> - anyone who walks in the door is acknowledged, welcomed, introduced, and integrated into the group immediately</li> </ul>		
	<i>Demonstrates safe practice of activity at all times (technique)</i>		
<b>3. Integration of Surrounding Community</b> <ul style="list-style-type: none"> <li>• <i>Transfer</i></li> </ul>	Successfully connects with school faculty and staff		
	Participates in school/community event or activity outside of Get Ready		
	Successfully organizes outreach for participants' families/guardians		
	Has identified and established a functional relationship with key "gatekeeper(s)" within the school/organization		
	<i>Promotes the importance of being a leader in the community</i>		

## GET READY Competency Guide

(Adapted from International Rugby Board  
Coach Education model, 2012 & Paul Wright's *TARE 2.0*)

<b>4. Communication and Common Language</b> <ul style="list-style-type: none"> <li>• <i>Modeling Respect</i></li> <li>• <i>Setting Expectations</i></li> </ul>	Demonstrates ability to be relational with participants		
	Uses program "skillz" language appropriately and can communicate how it transfers to other domains of participants' lives		
	Attempts to make contact with students outside of program about the program – "ie" reminders or check-ins via text messaging, email, social media, etc...		
	<i>Demonstrates active listening and uses "follow-on" responses appropriately</i>		
	<i>Explicitly clarifies behavior and activity expectations</i>		
<b>5. Develops, Models, and Sustains Positive Group Culture</b> <ul style="list-style-type: none"> <li>• <i>Modeling Respect</i></li> <li>• <i>Fostering Social Interaction</i></li> </ul>	Demonstrates and models professionalism		
	Models program values and uses program language		
	Appropriately intervenes when participants undermine positive and supportive program climate		
	Appropriately inquires about participants' life outside of the program		
	<i>Structures activities that foster positive social interaction – peer coaching, teamwork, and cooperation</i>		
<b>6. Give Appropriate Feedback</b> <ul style="list-style-type: none"> <li>• <i>Role in Assessment</i></li> </ul>	Offers appropriate oral feedback through ongoing authentic assessment <ul style="list-style-type: none"> <li>• Offers open ended questions to tease out self-directed and reflective feedback</li> <li>• Offers only one or two new things to try at one time</li> </ul>		
	Written feedback on workout card appropriately utilizes program language		
	Successfully navigates conflict resolution with minimally corrective or punitive strategies		
	Offers participants the opportunity to self-assess prior to giving feedback on performance		
	Provides opportunities for group and peer-led feedback		
	<i>Students have a formal role in evaluation through self and peer assessment – as related to skill development, learning, behavior, or attitude</i>		
<b>7. Planning and Design of Learning Objectives and Activities</b> <ul style="list-style-type: none"> <li>• <i>Giving Choices and Voices</i></li> <li>• <i>Transfer</i></li> </ul>	Designs/Implements comprehensive plan to deliver learning objectives <ul style="list-style-type: none"> <li>• secures appropriate learning materials/equipment</li> <li>• learning objectives are clear and are both physical and values-based (TPSR)</li> <li>• practices appropriate progression of physical activity</li> <li>• implements strategies for embedding values-curriculum into the activity; ie, RECS</li> </ul>		

## GET READY Competency Guide

(Adapted from International Rugby Board  
Coach Education model, 2012 & Paul Wright's TARE 2.0)

	<i>Identifies/uses strategy for participant empowerment – gives choice and voice options</i>		
	<i>Students are given chance to vote as a group, make individual choices, and to evaluate the coach(es) or program</i>		
	<i>Identifies/uses strategy for teaching for transfer – how students will use life skills or responsibilities from the lesson beyond the program</i>		
<b>8. Management, Delegation, and participant learning</b> <ul style="list-style-type: none"> <li>• <i>Modeling</i></li> <li>• <i>Respect</i></li> <li>• <i>Assigning Responsibility</i></li> </ul>	Appropriately paces the lesson and activities - follows predetermined session schedule		
	Appropriately analyses and responds to participants' needs <ul style="list-style-type: none"> <li>• Responds to participants appropriately and knows when to let them struggle</li> <li>• Is appropriately directive with participants</li> <li>• <i>Models respectful communication</i></li> </ul>		
	Collects appropriate personal and contact information from new participants		
	Records all necessary data for each session		
	<i>Models professional and ethical behavior and attitude</i>		
	<i>Appropriately assigns specific tasks and responsibilities to program participants and other coaches</i>		
<b>9. Creates Opportunities for Participant Success and Leadership</b> <ul style="list-style-type: none"> <li>• <i>Opportunities for Success</i></li> <li>• <i>Leadership</i></li> </ul>	Offers participants opportunities to lead		
	Prepares participants to be successful when leading		
	Provides participants with choice and voice for planning activities, what they want to lead, and how they want to lead		
	<i>Structure of lesson gives all students the opportunity to successfully participate regardless of individual differences</i>		
	<i>Allows students to lead or be in charge of a group – teaching, demonstrating, or coaching</i>		

**GET READY Competency Guide**

(Adapted from International Rugby Board  
Coach Education model, 2012 & Paul Wright's *TARE 2.0*)

<b>STATUS</b>	<b>CHECK</b>	<b>COMMENTS</b>
<b>Excellent</b> – performed beyond competency standards		
<b>Competent</b> – performed at the minimum standards defined by the competency criteria		
<b>Unsatisfactory</b> – not yet competent/performed below the minimum standards		

<b>Master's Student Signature</b>	<b>G.R. Director Signature</b>	<b>Date</b>



## APPENDIX C

### LESSON PLAN PD MODULE 1

#### **Module 1 – Program overview and Scaffolding the Reflective Process – 9/5/14**

- ***Program overview*** - commences after an initial site visit where new coaches would attend a Get Ready session as observers only.
- ***Communicating Our Goal – to help masters’ students become skilled youth workers OR a MORE skilled youth worker***

#### **Group Assessment and gathering of prior knowledge –**

Get Ready leadership assesses the new group in order to gather their prior knowledge, pre-conceptions, and misconceptions about what the program is, in order to evaluate their needs as adult learners (Bransford, Brown, & Cocking, 2003; Ray, Wilson, Wandersman, Meyers, & Katz, 2012)

#### **Self Report Competency Scale is delivered (pre-test)**

**ACTIVITY 1: (5 mins tops) Think-Pair-Share** – Turn to a partner (group of three if necessary) and talk about your initial reactions to your time at Get Ready.

In addition to your own original thought, please consider these 3 questions:

1. What did you expect before you came to the program?
2. What skills did you come with that have helped you so far?
3. From what you’ve experienced so far, what skills can you identify that you need to develop and/or would like to develop that would help you and the program be successful?

**Program mission, goals, curriculum, expectations, and requisite competencies** - are discussed in order to provide theoretical and philosophical foundations of the program.

1. **Roles and Expectations of coaches are clarified**
2. **Don Hellison/TPSR model**

**Scaffolding the reflective process** – Adolescents at Get Ready begin learning how to reflect both orally and in writing from the first day. Therefore, the coaches must have immediate training for how to help that process develop.

1. First they will learn the **Workout Card and the Activity as it relates to the Program Schedule**

**2. Group Discussion – Identifying the layers of the reflective process – What are they?**

1. Skills bank
2. Helping and prompting with the youth’s writing process - *see prompting guide in manual\*\**
3. Managing the circle and the spoken reflection
4. Giving written feedback
5. Written feedback protocol/strategies:

*Write something positive, ask questions to probe for meaning, offer some sort of information, try to relate their take away to their life outside of Get Ready (transfer), & use the skillz-bank language*

Task: Practice writing a takeaway using “Julio” as an example in the blank workout card in your folder

**Write a Take-Away – What’s your take away from today’s session? What do you want to practice for next time?**

## PD1 - Toolkit - Written Feedback

### WRITTEN FEEDBACK

- **Step 1** - There are several opportunities for Get Ready students to be reflective throughout the hour. It is our job as coaches to first help them prepare to write by talking them through what they might want to put on paper. For this protocol, see the prompting guide.
- **Step 2** - After class, it is our job to offer written feedback to the students in order to continue the reflective process. Below is a protocol for how to write to students in the "*Coach's Comments*" box.

### WRITING PROTOCOL

- *Address what the student wrote*
- *Use the skillz-bank language*
- *Write something positive/offer praise*
- *Ask "how," "what," & "tell me more" questions to probe for meaning and clarity*
- *Offer information that could help them*
- *Ask if they can relate their take-away to their life outside of Get Ready (transfer)*
- *Follow up with the student the next time you see her/him*



## APPENDIX D

### LESSON PLAN PD MODULE 2

#### Module 2: “*Safety*” – 9/23/14 & 9/26/14

This lesson practices building awareness for how to identify safety concerns to ensure both physical and emotional safety for all program participants. The lesson provides opportunities to practice taking preventative measures to avoid dangerous and threatening situations. Coaches also practice coaching cues and pedagogical strategies that address proper technique during the physical activity, as well as strategies that ensure cognitive and emotional safety.

#### Lesson Plan –

*Safety* - identify safety “awarenesses” and actions to take to address them

**ACTIVITY** – *Split into 2 groups – Identifying and defining what safety issues arise on a daily basis within the program –*

**Group 1 (or, activity 1) - Physical Safety** – Brainstorm a list of safety issues that have come up and that could be important to the activities at Get Ready: **Video of French Soccer Player that dies** –

<https://www.youtube.com/watch?v=EvvJZS4AAXI>

#### Where to find first emergency stuff at EHS

- **Coach Rob’s office – He also has a radio**
- **Defibrillator?**
- **Reintroduce crew to coach Rob on Thursday to make sure they know where to find him**

**CPR People** – Jamie and Shane should be CPR certified...find out who else is

**(See) one example, “unsafe” gym** – Pics are projected (or a written case-example of an interaction that represents a real scenario where a student was being unsafe) — e.g. lifting weights while wearing sandals, or a young male lifting a heavy barbell over his head, and/or a student telling the facilitator about being in a house where someone got shot...



**Identify how these things are preventable in the first place** - making sure those weights are racked before we start so the student is not tempted to throw them over his head and ruin his back...

Making sure that it is clear to everyone that students must wear footwear and not sandals in the gym

**Do one example –**

**First**, brainstorm and share examples of when a student was being unsafe at Get Ready if possible. But, this could also apply in another setting.

**Second** - in 3's, recreate a similar interaction. One person acts the part of the EHS student, one person is the coach, and one person is the observer who gives feedback. Each person takes a turn. Should not take more than 6 or 7 minutes  
**Group Debrief** – Tell the group what you did and why you did it – any other suggestions?

**What does the conversation sound like?**

**Group 2 (or activity 2) - Cognitive and Emotional Safety** – Brainstorm a list of issues or specific examples of students at EHS that could describe instances where their emotional safety needs to be considered and acted upon

- **SIFE** – New Josh as an example – we don't know his past experience. Likely that is was high functioning, but maybe it wasn't
- **What do we do once we can identify a safety issue (emotional or physical)**
- **“mandatory reporters”**

**Quick Coaching Tips for Safe Exercise to Wrap up –**

- **Straight Back, Big Chest, & Shoulders Back** – always and for everything
- **Light Weight to start** – Students can increase weight after they demonstrate they can complete the lift with light weight

- **Spotter** – always have a spotter unless using light dumbbells.

## PD2 - Toolkit - Safety

### SAFETY PROTOCOL

- **Physical Safety** - There are many physical dangers in the weight room. Be sure to scan the room for any potential danger areas such as stray medicine balls, weights, or stacked weights that could tempt our students into lifting something they shouldn't.

#### Coaching cues for any Lift -

- **Spotter** – always have a spotter unless using light dumbbells.
- **Straight Back**
- **Big Chest**
- **Shoulders Back**
- **Light Weight to start**  
– Students can increase weight after they demonstrate they can complete the lift with light weights.
- **Cognitive & Emotional Safety** - When youth feel cognitively and emotionally safe, they are more likely to trust us and comply with our norms. When this happens, we are better able to help them deepen their abilities to be reflective and to thus help each other.



#### Things to consider to build trust -

- Earn Their Respect** - Be kind, be patient, be persistent, each day is a new opportunity...
- Honor Youth's Boundaries** - Give them opportunities to contribute, but don't force it...
- Get more Information** - Ask questions about student's preferences, family, hobbies, etc...
- Language** - If English is not 1st language ask in what language the student prefers to write...

**E. Practice Unconditional Positive Regard** - For each and every student, every day, even if their behavior seems unmanageable...

## APPENDIX E

### LESSON PLAN PD MODULE 3

#### **Module 3: *Integration of surrounding community* –**

Coaches strategize ways to deepen their relationships with the students. These can include plans to identify other adults that are close to the students, such as teachers, team-sports coaches, parents, siblings, aunts or uncles, and school counselors who can help the coaches know more about the students, their interests, and how they are engaged outside of Get Ready. Coaches can also spend time in the school during school hours such as eating lunch with the students or studying with them during study hall. This session is a time to brainstorm, plan, and then practice how coaches would like to execute how they will integrate themselves. For example, if the coaches decide they want to call students' parents and guardians at their homes, they can put together a script and then practice in a role-play situation.

#### **Lesson Plan –**

**Activity 1 – Awareness of Faculty and Staff** – in pairs, decide the following:

- Who in the school do you need to know?
- Do you know where to find them?
- What are some appropriate ways to meet them?

**Parents/Guardians** – Calling home, or finding other ways to know family/influential adults –

1. What's the point?
2. How would you prepare?
3. What would you say?
4. In pairs, see if you can come up with some things you'll have to prepare for when you call home
5. Quick Debrief

**Practice** – first without guidance

- **Volunteer** – Fritz is parent and gives the masters' student a bit of a hard time.
- **Debrief** –
  - How'd it go?
  - Did you stick to the plan?
  - Possible Improvements?



**Protocol** – Introduce the script just in case they get stuck

- **See Handout**
- **Take Away** – Script is not to read off of, but to help you plan and perhaps use if you get stuck.

(Handout)

### **Get Ready Outreach Script – Parent/Guardian**

**Facilitators’ Job:** To contact the parent, guardian, or adult in the home of EHS students.

- General Protocol:**
- 1. Ask Permission** – Sometimes it’s a good idea to ask the student permission to call home so they don’t get defensive if you call and they answer. However, this is not *always* necessary. Sometimes it’s nice to surprise your students with a positive call home.
    1. Maybe ask who you’ll speak with when you call – a parent, grandparent, aunt, uncle, brother, sister, foster parent, etc... You never know and don’t want to assume.
    2. Ask when would be the best time to call
  - 2. Make a Plan** – Have main points of what you say written down before you pick up the phone.
  - 3. Introduce yourself right away**
  - 4. Say something positive about parent/guardian’s child right away**
  - 5. Speech** – Make sure you speak slowly and clearly. Not all parents will be English speakers.
    - Sometimes smiling also helps you sound friendly when you speak

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### **POTENTIAL PLAN**

**Mentor Says:** Hello, may I please speak with \_\_\_\_\_ (name from contact info sheet or from the student).

**Guardian:** Yes, hello, who are you?

**Mentor Says:** My name is \_\_\_\_\_ and I help teach \_\_\_\_\_ (student name) at English High during her/his 1<sup>st</sup> hour Get Ready “Life Fitness” class with Ms. Corey.

How are you?

**Guardian:** Fine, thanks. Who are you?

**Mentor Says:** I am a part of the Get Ready “Life Fitness” Program from Boston University that partners with English High to offer fitness programming in the mornings for the students at EHS and I’m calling to tell you about the progress that \_\_\_\_\_ (student name) is making in our program. Has \_\_\_\_\_ told you about our program?

**Guardian:** No, what is this program?

**Mentor Says:** It’s a class during first hour where we use physical activity and exercise to teach life skills such as leadership and social responsibility. We sent a letter home, do you remember seeing it?

**Guardian:** Yes, I think I remember...

**OR**

No, I do not.

**Mentor Says:** That’s okay if you don’t. I imagine you get a lot of papers and information coming home from school. I just wanted to call to say that \_\_\_\_\_ (student) has been doing a great job in our class.

**Guardian:** Is there a problem? Is \_\_\_\_\_ (student) being a problem for you? \_\_\_\_\_ needs to work harder at school.

**Mentor Says:** Actually, \_\_\_\_\_ (student) has been doing a great job so far this year.

- In particular, she/he has really impressed us with \_\_\_\_\_ (good things specific to that child).

**Guardian:** That’s great! Thanks for calling to tell me this.

**Mentor Says:** You’re welcome! I’ve also been to see \_\_\_\_\_ (student) play \_\_\_\_\_

(sport, band performance, dance performance, etc...) and was really impressed with

\_\_\_\_\_.

**Guardian:** Wow, that's great. I try to get to as many of these as I can, but sometimes it conflicts with my work schedule.

**Mentor Says:** Yeah, sometimes these games/activities are at inconvenient times. If it's all right, I'll talk to \_\_\_\_\_ (student) to find out when the next time you'll be able to make it and I'll come introduce myself so we can get to meet you in person.  
- Would that be okay with you?

**Guardian:** You seem very nice, that sounds good to me. I'm looking forward to it.

**Mentor Says:** Do you have any other questions about the program or about me?

**Guardian:** Not right now, I don't think so. But, I appreciate the call. Can I get a hold of you through the school if I need to?

**Mentor Says:** I'm only there in the mornings, but I'm happy to give you my email address if you use email.

- This is unlikely and you can give your personal information only if you're comfortable with this
  - If they do want a number to call with questions, give them the phone number for **the BU Institute of Athletic Coach Education – Dr. John McCarthy: 617-353-0365**

## APPENDIX F

### LESSON PLAN PD MODULE 4

#### **Module 4: *Communication and developing a common language; Developing and sustaining a positive group culture; TPSR***

Scenario-based case studies are created by Get Ready coaches in order to practice using common RECS language and to develop a positive group culture. Coaches will practice using prompting phrases and questioning techniques that can help adolescents develop reflective skills and dispositions. (This session also slightly revisits the competency for, *Scaffolding the reflection process*, since there is some overlap)

The role-plays emphasize practicing using the program language below that describe four TPSR responsibilities:

- Respect** – “speak your mind but watch your mouth,” “zoom out,” and “everyone matters.”
- Effort** - “get moving,” “reach out,” and “reach down.”
- Self Coaching** - “do your job and understand others’,” “check and adjust (good-better-how),” and “follow *your* plan.”
- **Coaching** - “catch them being good,” “know your players’ strengths,” and “lead now.”

As the coaches role-play the scenarios, they practice being intentional with how and when they use the program language. They also decide how they want to practice modeling the values the language represents. For example, they must demonstrate how to create a positive culture by showing the group that “*everyone matters.*”

#### **Lesson Plan**

**Group Discussion/Creating your own Case Study** – As a group, we will discuss what we (as individuals) have been struggling with regarding communicating with the students and how to maintain a positive culture that builds on student’s strengths.

*\*(part of this sort of reviews what we did in the first PD and in **Safety**)*

**Pose a Problem** - Individually, sit and think for one minute about one or two students who are particularly difficult to communicate/work with...

**Ask Master’s students** – do they have an example of who they find challenging...

**My examples** -

Davy – shoulder “problem” and nonverbal communication

Stevey– “I don’t need help”

Clarissa – back problems

**Offer Specific Challenges –**

- **Describe the difficulty** or discomfort of what you are experiencing (have experienced)
- Where do you get stuck with this student?

**Share** – and discuss **Trial and Error** what has worked what has not in trying to break through with this student

**What other information do we need to help us work with this/these kids?**

- **Brainstorm** – put up on whiteboard
- **“Behavior tells a story”** – (Bergholz, 2013)
- The **“Ongoing Intake”** – This is the process of constantly getting information from kids so that we understand their lives and how to help them engage with us and with each other (*I think we’re already doing this pretty well for the most part*)

**OI Handout** – This is really protocol for how to manage our own ***Self-Talk & Metacognition*** in order to better understand the barriers we run into when working with **“difficult” students**:

- What is this student’s behavior telling you?
- What do we know about the student?
- What are his/her interests?
- Who is she/he close to? (home, friends, teachers, coaches, uncles-aunts-cousins, etc...)
- What do we still need to know?
- What are her/his strengths?
- What is he/she good at?
- What are the **obstacles** to her/his participation?
- Areas in which he/she struggles?
- What strategies or topics seem to work for him/her when you have worked with her/him?
- What other questions can/should I ask to gain more insight?

**How do you navigate this? Debrief of GR/TPSR strategies they can use:**  
toolkit/strategies on back of “ongoing intake” handout

- **Questioning** – open-ended questions using “how” and “what”?
- **RECS language**
- **Reframing the interaction**
- **Getting the student to talk**
- **Taking a knee or a having a seat**
- **Reassuring that we care about the adolescent in the interaction**

**Putting it all together – Using the Prompting Guide** – give this a run-through once again –

- **Re-create the scenario and**
- **Role Play the situation** – Practice in small or large groups w/prompting guide

**Possible Resolutions/Strategies** – (if time) Discuss things that you want to try next time, **using any strategies we identified as a group**

**TPSR & the TARE Orientation** – Provide Hellison resources.  
Remind them of Ch’s 1–2 in TPSR book.

**CH3 – Universities and Community work –**

- Linking the **schedule** with **TPSR format**
- Workout card is the same – revisit transfer as skillz bank
- Val’s **TPSR components** matrix

**TARE** – Overview and how we will use it in the context of the **Competency Guide**

#### **PD 4 - Toolkit**

### **TEACHING PERSONAL AND SOCIAL RESPONSIBILITY (TPSR)**

#### **General Overview**

Get Ready employs Don Hellison’s (2011) model for Teaching Personal and Social Responsibility (TPSR) through physical activity. TPSR was developed specifically for working with underserved youth and is also considered an effective model when working with diverse cultural populations. The Hellison (2011) framework offers adolescents opportunities to make choices, to positively engage with adults, to lead and help each other, and to express their opinions. This values-based curriculum emphasizes self-reflection and caring for others, which is fundamental to building social competency.

The Hellison approach focuses on having students practice and reflect on how they engage in five “responsibilities.” These include: respect, effort, self-direction (referred to as “self-coaching” at Get Ready), helping others (referred to as “coaching” at Get Ready), and transfer (using these skills in other domains of life). Hellisonian programs aim to eventually pass off the leadership of the activities, allowing the participating adolescents to facilitate them on their own. A successful program is one where the adult leadership and coaches are no longer needed and the adolescents choose to run the program autonomously. Get Ready attempts to do this by fostering connectedness and a caring climate through various forms of mentoring and leadership opportunities (Bernat & Resnick, 2006).

### Hellison's Program Leader Responsibilities

- Embedding TPSR in the physical activities
- Being relational with kids
- Strengths-based pedagogy
- Promoting Individuality
- Opportunities to express **voice**
- Opportunities to **make decisions**
- Self-reflection
- Gradual Empowerment
- Transfer

### TARE – Tool for Assessing Responsibility-Based Education



The TARE Observation Instrument was designed to help TPSR researchers and practitioners address program fidelity (Hellison, 2011). This means, the TARE helps program facilitators evaluate their programming to make sure they are implementing TPSR consistently while also adhering to its characteristics and criteria (Wright, 2009)

To develop the content of the TARE, the authors drew upon several key criteria that helped make it valid and reliable. For example, they consulted with several TPSR practitioners and researchers with decades of experience implementing TPSR programs, they integrated research related to TPSR, they used relevant aspects of other well-established systematic observation instruments, and engaged in consultations with a panel of experts. The instrument has been field tested in secondary physical education settings and was shown to meet rigorous standards for inter-rater reliability (Wright & Craig, 2011).

- *Taken and modified from Hemphill, Templin, & Wright (2013)*

The TARE not only acts as a program assessment tool, but as Hemphill and colleagues (2013) assert, it can also be used for program facilitator training through professional development. With this in mind, one way the Get Ready training program uses the TARE is by embedding it into the competency guide in your training manual.

- If you look below, the competency for “Planning” and its criteria/standards have been pasted to show specifically that the TARE has been included in all of our standards and is identifiable by *italics* and a *lighter font shade*.

Competency	Criteria/Standard	Not Yet Competent <b>COMPETENT</b> <b>EXCELLENT</b>	Comments/Action required	
<b>Planning and Design of Learning Objectives and Activities</b> <ul style="list-style-type: none"> <li>• <i>Giving Choices and Voices</i></li> <li>• <i>Transfer</i></li> </ul> 	Designs/Implements comprehensive plan to deliver learning objectives <ul style="list-style-type: none"> <li>• secures appropriate learning materials/equipment</li> <li>• learning objectives are clear and are both physical and values-based (TPSR)</li> <li>• practices appropriate progression of physical activity</li> <li>• implements strategies for embedding values-curriculum into the activity; i.e., RECS</li> </ul>			
	<i>Identifies/uses strategy for participant empowerment – gives choice and voice options</i>			
	<i>Students are given chance to vote as a group, make individual choices, and to evaluate the coach(es) or program</i>			
	<i>Identifies/uses strategy for teaching for transfer – how students will use life skills or responsibilities from the lesson beyond the program</i>			



## ONGOING INTAKE

“**Behavior tells a story...**” (Bergholz, 2013)

- Youth behavior is often a reflection of what types of circumstances and experiences they face in their personal lives.
  
- The process of constantly gathering information about the personal lives and experiences of the youth we work with can help us better understand their challenges, triumphs, and perspectives – all key elements that can keep youth engaged with us and more importantly, with each other.
  
- Below is a protocol for how to engage in some *Self-Talk & Metacognition* in order to better understand the barriers we run into when working with “*difficult*” students

## **KEY QUESTIONS TO CONSIDER**

- What is this student’s behavior telling me/us?
- What do I/we know about this student?
  - Interests?
  - Strengths?
  - Who are they close to?
- What do I/we *need* to know (that we don’t already)?
- What obstacles/challenges might be affecting how they participate?
- Where do they (students) struggle?
- What coaching/mentoring moves do they seem to be responding to?
- What am I/we forgetting to ask that could give me more insight?

These questions are ones you should always be asking yourself before, during and after Get Ready programming. They should also help you plan your interactions with the students so that your approach is:

- *development-oriented*. As you gather answers to these questions, after you leave, and
- *reflect on practice*, you may use your new information to plan how you’d like to
- *change your behavior* and
- *develop your skills as a coach/mentor* for next time.

As we grow with the students we must constantly be trying to figure how they experience their world and how those experiences explain their brief interactions with us.

## YOUTH DEVELOPMENT STRATEGIES TO CONSIDER

- **Questioning** – open-ended questions using “how” and “what”?
- **RECS language** - *Respect Effort Coaching Self Coaching*
- **Reframing the interaction** – if negative, try leading with a compliment or by being playful
- **Getting the student to talk** – getting information, learning interests
- **Taking a knee or a having a seat “NINJA”** – body language means a lot, "get small" and approach from the side
- **Reassuring that we care about the adolescent in the interaction** – “I’m on your team, and I want to understand how we can make this work for you.”

## APPENDIX G

### LESSON PLAN PD MODULE 5

#### **Module 5: *Physical Activity Coaching & Feedback* –**

Feedback is addressed in the context of giving instructions and coaching during the physical activity and exercise part of the program. This addresses the content aspect of the program, which is strength training. This involves progressions for learning how to safely perform strength and conditioning movements. Coaches practice strategies for how to coach these techniques individually and in groups. Again, the strategies and skills that inform this type of instruction are based on questioning the student (or athlete) for formative assessment and to encourage him/her to construct the meaning and/or skill being performed autonomously (Bransford et al., 2003; Cassidy, Jones & Potrac, 2004; IRB transcript, 2013, Mike Luke in course lecture).

#### **Students will be able to –**

***Give Coaching*** – They will perform a progression of coaching cues for a lift/exercise of their choice (preferably one they don't yet know).

***Give Feedback*** – They will understand and practice a protocol for giving feedback during and after a lift or exercise.

#### **COACHING SKILLS**

**Demonstration** – learn to ***demonstrate*** at least a few exercises for the kids. Use the menu provided in your binder to help you. You don't need to know all of them

**Instruction/Coaching cues** - learn to ***teach*** at least a few exercises so that you can not only demonstrate, but also coach them through various exercises/lifts. We will help you with this, but you can also help yourselves by finding online videos or other resources. Again, use the menu to help you choose some exercises to know.

#### **Lesson Plan –**

**Giving Coaching** – Coaching a skill (a lift in this case)–in pairs, **Look at the Workout Menu** and take 2 minutes to come up with coaching cues and strategies for one of the lifts in the workout menu –

#### **Before I Begin Instructing the student -**

- **Choose a Lift/Exercise** –
- **Critical Info** – What's the point of this lift/exercise? & How do I pass this info? (**always ask what they know first**)

**Lift Progression** – Key cues to ensure safe execution of the lift/exercise

- **Medical Model of Instruction** –

Watch me do it

Watch me do it while I also talk you through what I'm doing

You do it

You do it while talking me through what you're doing

- **Other Strategies to Remember** –

Did you ask permission to coach?

Did you then lead with a question?

Was your question open-ended?

Did you give the student a chance to explain and then listen to what he/she said?

Did you ask the student to show you?

Did you ask the student if they could show/teach somebody else?

**Assessment of PA/Exercise & Giving Feedback** –

**Ask for Self-Assessment** – “Tell me about how that just went.”

**LISTEN** - to their answer

**Good-Better-How** – part of “Check & Adjust,” RECS language

**Offer praise** - for something the student did well

**Offer a suggestion** – for how to do it better

**Show them How** – give a specific “cue” for how to improve for next time

**Use RECS language** if possible

**If appropriate** - offer a **challenge** or “**nudge**”

**International Rugby Board “REVIEW” Protocol** – The group will have a chance to look at the IRB Review protocol and determine how and when to use it. If time permits, we will do one round of practice using this method.

## PD 5 - Toolkit

### COACHING SKILLS

(from Get Ready Expectations)

- **Demonstration** – learn to *demonstrate* at least a few exercises for the kids. Use the menu provided in your binder to help you. You don't need to know all of them
- **Instruction/Coaching cues** - learn to *teach* at least a few exercises so that you can not only demonstrate, but also coach them through various exercises/lifts. We will help you with this, but you can also help yourselves by finding online videos or other resources. Again, use the menu to help you choose some exercises to know.

### STRATEGIES

#### **Before Instruction -**

- **Choose a Lift/Exercise**
- **Critical Info** – What's the point of this lift/exercise? & How do I pass this info? **(always ask what they know first)**
- **Lift Progression** – Identify key cues to ensure safe execution of the lift/exercise

#### **Instruction Using the Medical Model -**

- Watch me do it
- Watch me do it while I also talk you through what I'm doing
- You do it
- You do it while talking me through what you're doing
- Ask student to repeat the process, but with someone new...

#### **Review of Strategies to Remember –**

- Did you ask permission to coach?
- Did you then lead with a question?
- Was your question open-ended?
- Did you give the student a chance to explain and then listen to what he/she said?
- Did you ask the student to show you?
- Did you ask the student if they could show/teach somebody else?

**Feedback** – Purpose is to "share" some responsibility

"It's not what I, the trainer says that counts, it's what they, the student says."

- **Ask for Self-Assessment** – "Tell me about how that just went."
- **LISTEN** to the answer

- **Good-Better-How** – part of “Check & Adjust,” RECS language
  - **Offer praise** for something the student did well
  - **Offer a suggestion** – for how to do it better
  - **Show them How** – Give a specific “cue” for how to improve for next time
- **Use RECS language** if possible –
- **If appropriate - Offer a challenge** or “**nudge**” – ask them to do it again but with adjustments.

# APPENDIX H

## BACKWARD PLANNING WORKSHEET

Boston University Institute of Athletic Coach Education



GET READY \_\_\_\_\_ NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT OUTCOMES – Physical Activity (learn a new lift, better transitions, etc...)			TPSR: (taking initiative, coaching others, etc...)	MY OUTCOMES - Coaching Skills (what I want to work on): Physical Activity (learn a new lift, better transitions, etc...)			TPSR: taking initiative, coaching others, etc...)
<b>Plan</b> Warmup	3pt line	Lift	Set up/Equipment/ Materials	Timing	Athletes/Kids (Engagement & understanding)	Me (Went well? didn't go well)	Remember to (Next time)
Administrative Tasks: (safety, paperwork, data, etc...)							
			How'd it Go?				
Assigning Roles:							
Assigning Groups:							
Warmup/Progression:							
3PT Line (half circle): (Skills students will practice...)							
Lift: (Identify student opportunities for TPSR...)							

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Circle-up/Debrief:	How'd it go?				
	Logistics/Equipment	Timing	Athletes (Engagement & understanding)	Me (Went well? didn't go well)	Remember to (Next time)
•					
OTHER COMMENTS/FEEDBACK:					

## APPENDIX I

### LESSON PLAN PD MODULE 6

#### **PD 6 - *Planning and design of learning objectives and activities* –**

Coaches work in small groups to design and deliver a full Get Ready session with relevant activities and exercises that are appropriately scaffolded to include specific learning objectives that match the TPSR curriculum, values, and skills. The concept of backward planning is introduced and a backward planning lesson template is provided. Each small group has the chance to look through the template and discuss what it means and how they might use it. After a larger group discussion clarifies whatever planning misconceptions arise, the small groups plan their lesson and then present their design to the larger group. If necessary, they defend the rationale behind the progressions they choose. Coaches demonstrate that they can lead an entire session, using relevant pedagogy, including coaching cues for exercises as well as prompts for reflection.

#### **Lesson Plan –**

##### **Activity 1 – *What should be included in a daily Get Ready plan?***

- Work in groups of 3 or 4
- Decide what you would need to prepare if you had to run the program by yourself
- Debrief – get a list

**Reflective Planning Template** – Introduce the template, one completed, one blank. Have them look through it and discuss the contents with a partner. Use 9/16/14 day...

- Debrief how this is interpreted
- How similar to what you all came up with are the demands of this planning card?

**Activity 2- *Planning and design of learning objectives and activities*** – In threes make a plan for how to deliver an entire Get Ready hour as if you were in charge. Each group will be assigned a RECS category. Use planning template and workout card if you need it –

**Handout - Things to consider:**

#### **To do -**

- Identify your overall learning objective for today's lesson



- Assign roles:
  - to fellow masters' students –
  - to EHS students –
- Plan how will you deliver your RECS category (the skills).
- Make sure learning objectives and TPSR are revisited throughout the session.
- Ensure there are opportunities for the students to practice or recognize the skills/values of the day's RECS plan throughout the session.
- Plan what do you intend to address when you lead the take-away circle (flashback to PD's 1 and 4).

**To consider –**

- Can you lead the entire warm-up using an appropriate progression?
- What students are you working with in this scenario?
- What is the workout you co-designed w/the students you're working with and how did you choose those exercises?
  - Can you teach them (the exercises)? If not, who can?
- What pedagogical (teaching) strategies do you want to use in the 3pt line?
  - Examples include: *questioning, wait time, turn to a partner and talk, interview your partner and report out, etc...*

**Lead Us** - Each group will have a chance to talk us through what they came up with for a plan and then practice:

- the 3pt line
- one rep of each exercise  
**Identify coaching cues only, NOT the whole medical model) - to ensure proper technique during the physical activity – (flashback to PD 5)**
- Reminder – talk in sentences, not paragraphs – keep cues short and to the point
- the take-away circle

**My Take Away** – We need to intentionally plan for both the session/kids and for ourselves. Hopefully this planning sheet helps us see that more clearly.

**PD6 - Planning toolkit**

**PLANNING STRATEGIES**

**To do -**

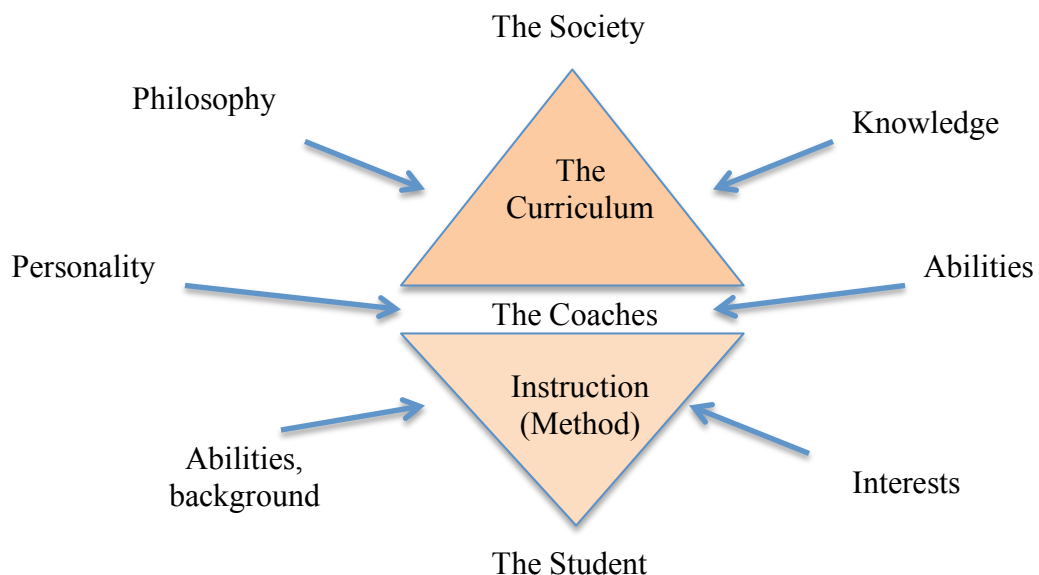
- Identify your overall learning objective for today’s lesson
- Assign roles:
  - to fellow masters’ students –
  - to EHS students –
- Plan how will you deliver your RECS category (the skills).
- Make sure learning objectives and TPSR are revisited throughout the session.
- Ensure there are opportunities for the students to practice or recognize the skills/values of the day’s RECS plan throughout the session.
- Plan what do you intend to address when you lead the take-away circle (flashback to PD’s 1 and 4).

**To consider –**

- Can you lead the entire warm-up using an appropriate progression?
- What students are you working within this scenario?
- What is the workout you co-designed w/the students you’re working with and how did you choose those exercises?
  - Can you teach them (the exercises)? If not, who can?
- What pedagogical (teaching) strategies do you want to use in the 3pt line?
  - Examples include: *questioning, wait time, turn to a partner and talk, interview your partner and report out, etc...*

**Graphic I** – Conceptualizes how planning steps and considerations fit into “the big picture” –

Borrowed from 2007, McGraw-Hill Higher Education



## APPENDIX J

### LESSON PLAN PD MODULE 7

#### **Module 7 (competency 9) –*Creating opportunities for student leadership; Management and delegation***

Before coaches turn the program over to the students, they must be sure that they can first facilitate it without help. This means they need to manage the environment and the people in it, including students and sometimes other coaches. Coaches practice delegating responsibilities to the students (and perhaps their peers as well) by brainstorming a list of all the things that need to be done to prepare for turning over leadership of the lesson. This is completed in small teams. Then, once delegation has happened, coaches must make sure each person knows how to do his/her assigned task.

As coaches analyze each adolescent's potential to lead the program, coaches strategize ways to prepare them to facilitate it. The progression for this includes identifying opportunities for youth to practice leading and/or instructing their peers on a small scale, asking individual students what they feel comfortable leading, and then helping them prepare and practice leading their part before they do it in front of their peers. Once youth have been successful on a small scale, coaches present them with more opportunities to lead the group, but in bigger numbers and for longer periods of time, hopefully allowing for the coaches to fully withdraw from program facilitation.

#### **Lesson Plan –**

**Check In** – Check in about the competency guide –

Are they using it/how are they using it?

How can it be more helpful?

What changes (if only subtle) have they made regarding their practice?

Ask again how many people are using questioning techniques during instruction...how is it going?

**Activity 1** – “Turning it over...”

**Leadership Plan** – In 3's, talk about how you would make a plan or progression to turn the leadership of the program over to the EHS students.

- Give students 3–5 minutes to talk it through
- After they have their “plans,” ask them if they’ve considered the following strategies that revisit past lessons...

#### **Things to consider:**

- Using the “backwards planning” we talked about in December could be helpful
- Which students do you think know how to lead the group?

- Who do you think is willing to do it?
- How can you help make sure they're successful?
- How would you have them practice/prepare them and how would you know they are ready?
- What and when are some of the opportunities you have to prepare them?
- What's your plan for how you're going to ask individual/small groups of the EHS kids to lead the big group?
- What choices are you providing them?

**Role Play/Practice:** Again, in 3's, practice how the conversation will go when you "prepare" an EHS student or group of students

- In the small groups, practice having this conversation.
- Each student will pick one EHS student they want to prepare and another master's student will play the part of that kid, with each person getting to play each part at least once.
- Try to make the interactions real. Give some resistance.

## APPENDIX K

### GET READY COACH BACKGROUND INFORMATION

NAME: \_\_\_\_\_

Please briefly describe your background experiences as they relate to the following questions. If you need more room, feel free to write as much as you need to.

1. List and/or describe any experience you have as a coach.
2. Describe any experience you have as a youth worker.
3. Describe any experience you have working in strength and conditioning training.
4. Describe your experience as an athlete/performer. What sports/performance disciplines have you competed in and at what levels?
5. Describe any experience you have managing groups of people. Maybe this has been teaching, recreation (camps), business management, military, etc...

6. Describe any other experiences you think might be relevant to working in this context.
  
7. Briefly explain your understanding of the Get Ready program.
  
8. Briefly explain why you wanted to be a part of this program.
  
9. Briefly clarify your expectations and goals for working in this program.
  
10. What would you like to learn in this program.

## APPENDIX L

### FOCUS GROUP INTERVIEW GUIDE

1. How did the work we did as a group in the PDs and at English impact your ability to use the skills in the competency guide as a youth worker/coach?
2. Did being a part of the group help you learn/cultivate skills? If so, how?
3. How did you contribute to the group's learning to use the skills in the competency guide?  
Can you offer examples?

Follow up questions:

4. Any skills that are particularly valuable for you?
5. From a skills perspective and within the group environment, what was most/least helpful for your development?

## APPENDIX M

### INTERVIEW GUIDE

#### **Part 1:**

1. Tell me your story of how this year went for you and your progression as a youth development worker and as a coach.

- Use that folder full of the reflections and self-ratings you completed throughout the year to help you. I'm hoping by looking through this stuff, it will sort of stimulate some memories about where you were at the beginning and where you are right now.

2. What did you learn to do and how did you learn to do it?

3. What were the most difficult things for you to learn this year?

4. What were the most effective things that helped you learn?

5. If you look in the competency guide, can you point out to me what criteria in it represents TPSR? How is it distinguished?

#### **Part 2, Vignettes:**

I'm going to ask you some questions about day 1 and I'm going to ask some questions about mid year, February, and then some questions about class at the end of the year in April and you're just going to tell me what you're going to do, given the situations. It doesn't have to be super detailed, you can just talk me through how you would handle these situations.

The context is this:

You're where you are right now with your skill level. It's September, this year. September, 2015. And, you are in JMc's position. You have a team of interns and you're going to run Get Ready.

#### ***- Vignette 1 -***

1. Day 1 - September 2015. It's the first day at Get Ready, prior to today, you were informed that your roster would consist of 28 students. Of those 28, you were told that the majority would be freshman, but that around 10 of your students would be sophomores, juniors, and seniors. Describe some things that you need to do to be prepared for this first day.



2. At around 7:10 am, on your first day, 10 minutes before the bell, students start to come into the classroom. By 7:20, the room seems pretty full and after you start class, students continue to arrive throughout the period. How do you start? What are some potential challenges to getting started and keeping the program moving and what will you do if those challenges arise?

3. As you start, you see 4 kids dancing together in the corner and laughing. The room is hot and as the period progresses, small groups of male students are gathered by the fan to cool off. There are also several students that are superficially participating in the physical activities. Several that are either listening to their headphones or are on their phones, or both. And a group of boys that have pulled chairs up together in a circle and are quickly becoming rowdy, teasing each other, getting kind of loud, etc. There's also a group that is really engaged and compliant. Describe your approach to what's in front of you in this moment. What can be done and /or should be done?

4. The period is over and the students are leaving with bars and milks. Some try to fill their pockets with multiple bars and milks. Regardless of how well the first day went, describe the steps you took during the last 15 minutes or so of class. What did the class look like? Perhaps, what strategies did you have in place to account for potential challenges?

**- Vignette 2 -**

1. It's February. At this point in the year, the class is fairly functional with a core group of students that are compliant and are regular, regularly participating in the activities. There are a few students that are hot and cold and participate some days, while on others they seem down and retreat to their phones. Today, you have interactions with both groups. First, describe the interaction and actions you take with the non-compliant group as everyone comes over to sit down at the 3pt line. Some of them hang out in the back of the room on the benches.

2. As you move over to the, to a group that is gathered by the cabinet and the bumper plates. The cabinet where the bars are, you notice there are 5 people standing around the blue bench in front of the cabinet with one person sitting on it. And behind them, the trap bar is on the rubber mat, with 10 lb bumper plates on each side. Describe the actions you would take in this situation.

**- Vignette 3 -**

1. . We're at the end of the year. It's April. As the students start to walk in at the beginning of class, you see a student setting up the music, a student jumping rope in the weight room, and a few students sitting on chairs in the dance room looking at their

phones. Three students come in together and make their way around to the coaches to greet everyone. Describe the actions that you take in this situation.

2. In the middle of class, just after the 3 pt line, a student walks in that you've never seen before. Again, describe the actions that you should take in this situation and for the rest of class.

## APPENDIX N

### SELF REPORTED COMPETENCY SCALE

**SELF REPORTED COMPETENCY SCALE** (Hartje, Evans, Killian, & Brown, 2008)

**Instructions:** Please indicate to what degree you feel in the following categories. Marking a 1 would indicate, “I am not good at this” and marking a 10 would indicate, “I am extremely good at this.”

#### **Physical and psychological safety**

Keeping youth from hurting each other in the program	1 2 3 4 5 6 7 8 9 10
Keeping youth from hurting each other’s feelings	1 2 3 4 5 6 7 8 9 10
Keeping youth from bullying each other	1 2 3 4 5 6 7 8 9 10
Managing conflict between youth	1 2 3 4 5 6 7 8 9 10
Making sure that the facility where we have our program does not have anything in it that might be dangerous to youth	1 2 3 4 5 6 7 8 9 10
Making sure kids who are different feel like a part of our program	1 2 3 4 5 6 7 8 9 10

#### **Appropriate structure**

Making sure youth are occupied when they are in our program	1 2 3 4 5 6 7 8 9 10
Making sure our program’s rules are followed by youth	1 2 3 4 5 6 7 8 9 10
Managing the time of youth while they participate in our program	1 2 3 4 5 6 7 8 9 10
Providing youth with opportunities to do age-appropriate activities	1 2 3 4 5 6 7 8 9 10
Letting youth do things that interest them	1 2 3 4 5 6 7 8 9 10

#### **Supportive relationships**

Listening to youth	1 2 3 4 5 6 7 8 9 10
Building rapport with youth	1 2 3 4 5 6 7 8 9 10
Understanding a “youth” point of view	1 2 3 4 5 6 7 8 9 10
Relating well with youth from a variety of cultures and backgrounds	1 2 3 4 5 6 7 8 9 10
If a youth has a problem, I am easy to approach	1 2 3 4 5 6 7 8 9 10

#### **Opportunities to belong**

Getting youth to “buy in” to an activity	1 2 3 4 5 6 7 8 9 10
Including all youth in my program activities	1 2 3 4 5 6 7 8 9 10
Doing activities that reflect the culture and background of the youth in our program	1 2 3 4 5 6 7 8 9 10
Getting youth to feel like they are a part of a team or special group	1 2 3 4 5 6 7 8 9 10
Getting youth to feel like they are an important part of my program	1 2 3 4 5 6 7 8 9 10

#### **Positive social norms**

Ensuring that our program environment is a place where youth think it is “normal” to behave well	1 2 3 4 5 6 7 8 9 10
Ensuring that youth know that I have high expectations of them	1 2 3 4 5 6 7 8 9 10
Ensuring that youth know how they should and should not act in my Program	1 2 3 4 5 6 7 8 9 10

Ensuring that youth act appropriately in my program	1 2 3 4 5 6 7 8 9 10
Ensuring that youth understand the importance of giving back to their local communities	1 2 3 4 5 6 7 8 9 10

**Support for efficacy and mattering**

Encouraging youth to take on leadership in our program (i.e., activity planning)	1 2 3 4 5 6 7 8 9 10
Conducting activities with youth that are challenging to them	1 2 3 4 5 6 7 8 9 10
Looking at each youth's individual progress rather than focusing on group progress	1 2 3 4 5 6 7 8 9 10
Providing opportunities for youth to give back to their local neighborhood or community	1 2 3 4 5 6 7 8 9 10
Giving up some control of the program so youth can take on leadership roles	1 2 3 4 5 6 7 8 9 10

**Opportunities for skill building**

Providing activities that are designed to help youth learn life skills (e.g., healthy life-styles, goal setting)	1 2 3 4 5 6 7 8 9 10
Providing activities that are designed to help youth learn social skills (e.g., communication, conflict resolution)	1 2 3 4 5 6 7 8 9 10
Providing activities for youth to practice the skills they have learned in my program	1 2 3 4 5 6 7 8 9 10
Providing activities that reinforce what youth are learning in school	1 2 3 4 5 6 7 8 9 10
Providing feedback to help youth improve the skills they learn in my Program	1 2 3 4 5 6 7 8 9 10

**Integration of family, school, and community efforts**

Communicating with the parents or guardians of the youth in my Program	1 2 3 4 5 6 7 8 9 10
Providing referrals and resources to the youth and families in my Program	1 2 3 4 5 6 7 8 9 10
Collaborating with other programs and agencies to enhance my youth programming	1 2 3 4 5 6 7 8 9 10
Using other community members and programs to help my work with Youth	1 2 3 4 5 6 7 8 9 10
Communicating with teachers and school personnel regarding the youth in my program	1 2 3 4 5 6 7 8 9 10

## APPENDIX O

### JOURNAL PROMPTS – PROFESSIONAL DEVELOPMENT

PD 1 *Scaffolding the Reflective Process* – Answer some or all of the following questions: What strategies or skills did you use when you interacted with the students at Get Ready this week? How did it go? What challenges did you face? How did you plan your interactions before class? What did you do well? What could you have done better? What do you want to do next time?

PD 2 - *Safety* – Can you identify one or more safety issues that you noticed this week (physical or emotional)? How did you address them? How did it go? What do you want to do next time?

PD 3 – *Community* – Explain your experiences exploring the school community and beyond. Can you identify any “gate-keepers?” Has your perception of the students and/or your perception of your place/role at EHS changed? If so, how? What’s next?

PD 4 *Communication/Common language/ Group culture* – Write about an interaction you had with a student this week. If you can, pick out specific examples of how you were intentional about the language you used with him or her and describe how that worked/didn’t work for you.

PD 5 - *Feedback* – Pick one prompt to reflect on, or feel free to reflect on both prompts: Write about what strategies you are intentionally practicing when giving feedback either written or verbal. *OR* Explain how you tried to learn more about a student at Get Ready and what his or her life experiences might tell us about his/her behavior.

PD 6 – *Planning* – Describe your experience planning and facilitating an entire session. What did you do well, what were some challenges, and what is the next step for you?

PD 7 – *Management and Student leadership* - How have you eased a student into a leadership role? What’s next?

## APPENDIX P

### SAMPLE OF WRITTEN FEEDBACK TO JOURNAL PROMPTS

PD 5- Explain how you're being intentional about how you give instruction and coaching. What's working and what's not? What are you trying that's different now compared to in September?

I have been much more intentional with my use of program language and I now use it to explain tasks and link everything we are doing back to the concepts that we teach. The language has proven to be the most powerful reminder to myself and the kids of how much those skills transcend all we do. What has been working is strategically discussing certain teaching points during the work out, as opposed to pulling the kid aside to discuss something unrelated to working out.

What hasn't been working is the slower medical model way of teaching an exercise because most of the kids just want to jump in and get going as opposed to watching first, doing, then teaching another.

The biggest thing that has changed now compared to September is my intentionality with the language and program norms as opposed to just relying on my rapport with the kids to laugh and get a work out in.  
- What's next?

Fritz Etti 9/17/2015 4:46 PM

Comment [16]: I'm unsure what you mean, maybe an example?

Fritz Etti 9/17/2015 4:46 PM

Comment [17]: At least you've tried it. As we progress, I hope you consider revisiting at some point. Or, maybe there are aspects you can borrow from it. Sometimes going slow at first reaps a sharper learning curve in the end. BUT, you also are free to use what works for you.

Fritz Etti 9/17/2015 4:46 PM

Comment [18]: Being deliberate and intentional with everything we do is massively important. This is an important focus to have.

Fritz Etti 9/17/2015 4:46 PM

Comment [19]: can you give an example of how this has changed?

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Research and Development*, 41(1), 43–58.

Zweig, J. M. (2003). *Vulnerable youth: Identifying their need for alternative educational  
settings*. Washington DC: The Urban Institute.

## CURRICULUM VITAE

**Frederick (Fritz) I. Ettl**

487 Commonwealth Ave. ♦ Boston, MA ♦ 02215 ♦ 574-343-3502

### EDUCATION:

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<b>Boston University, Boston, MA</b> Doctoral Candidate, Curriculum and Teaching, Athletic Coaching specialization Expected Graduation, 2017	2011–Present
<b>Boston University, Boston, MA</b> Ed.M. in Counseling Psychology, Sport Psychology specialization	2010–2011
<b>Long Island University in Brooklyn, Brooklyn, NY</b> M.S. Ed. TESOL (Teaching English to Speakers of Other Languages)	2005–2007
<b>Indiana University, Bloomington, IN</b> B.A. History	1996–2001
<b>Universidad de Sevilla, Seville, Spain</b> Study Abroad	2000
<b>San Diego State University, San Diego, CA</b> History, transferred to Indiana	1997–1999

### Graduate Coursework:

- Research, Coaching, and Counseling/Sport Psychology – Proposal Writing, Qualitative Research Methods, Statistical Analyses, Applied Multiple Regression, Advanced Sport Psychology Seminar, Basic Principles for Curriculum and Teaching, Seminar on Teaching, Counseling Techniques in Sport and Exercise Psychology, Foundations of Sport Science, Psychology of Coaching Teams, Adolescent Development, Counseling Theories, Intellectual History and Foundations of Education, Psychopathology, Strategic Fundraising and Philanthropy (Graduate School of Management), Entrepreneurship; Starting New Ventures (Graduate School of Management), Coaching and Sport and Performance Psychology Practical Experience and Supervision, Dissertation Advisement

- Teaching English to Speakers of Other Languages (TESOL) – Issues in Urban Education, Linguistics and the Structure of English for Teachers, First and Second Language Acquisition and Classroom Practice, Curriculum and TESOL Pedagogy, Classroom Inquiry, Sociolinguistics and Teaching, Second Language Literacy and Bilingualism, Child Abuse Identification and Reporting, Violence Prevention

## **WORKS IN PROGRESS:**

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*"Coach as Youth Worker': How Intern Coaches Experienced a Competency-Based Professional Development that integrates TPSR, Sports Coaching, and Positive Youth Development Skills."*

Dissertation data collected and analysis is in progress, completion expected summer 2016.

*"Urban Coaching Fellowships": A New Framework for Hiring and Supporting Sports Coaches in Urban Schools."* Article submitted for publication and currently being revised for resubmission, August, 2016.

*"Using Portfolio for Establishing Routines, Assessment, and Data Collection in a TPSR-Based Youth Development Program."* Article submitted for publication, August, 2016.

## **PUBLICATIONS:**

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McCarthy, J., Ettl, F., & Altieri, V. (In Press) The TPSR alliance: Learning with a family who won't give up on you. *JOPERD*, 87(5), 23–26.

McCarthy, J., Altieri, V., Ettl, F., & Cooper, J. (In Press). Life skills in action: Promoting exchange and transfer through the skilz bank. *ACHPER Active and Healthy Magazine*, 23(2/3).

## **RESEARCH EXPERIENCE:**

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### **Boston University's "Get Ready" Strength and Conditioning and Life Skills Program at Boston English High School, Boston, MA**

Research Assistant; Advisor: Dr. John McCarthy

Develop theoretical frameworks for coach training and professional development for undergraduate and graduate interns. Data analysis experience is qualitative.

## **TEACHING EXPERIENCE:**

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**Boston University's School of Education, Boston, MA**

2010–Present

Course Instructor:

*Community Leadership through Youth Sport Coaching*, SED PE 250 –  
Fall 2013, Spring 2014, Fall 2014, Spring 2015, Spring 2016

Course Instructor:

*Psychology of Sport*, SED PE 375 – Fall 2015

Teaching Assistant:

*Applied Positive Psychology*, SED CE 630 – Spring 2015

Teaching Assistant:

*Psychology of Sport*, SED PE 375 – Fall 2014

Teaching Fellow:

*Social and Civic Context of Education*, SED ED 410/412 – Fall 2012, Fall 2014, Fall 2015

Teaching Fellow:

*Introduction to Education*, SED ED 100 – Fall 2010, 2011; Spring 2011, 2012, 2013

Teaching Fellow:

*Foundations of Educational Practices*, SED ED 500 – Summer 2011

**Holy Cross College, South Bend, IN** 2016–Present

Online Course Instructor:

*Cultural Immersion Experience, an Online Course ENLL 550* – Fall 2016

**Boston English High School, Boston, MA** 2010–Present

Program Facilitator, Strength Coach, Curriculum Developer, and Coach Trainer:

*"Get Ready" Strength and Conditioning Wellness, PE Class, and TPSR-based Youth Positive Youth Development Program*

**Manhattan Bridges High School, New York, NY** 2005–2007

High School Teacher: *ESL, United States History, Government, Economics, and Computer Applications*

#### **CONFERENCE PRESENTATIONS:**

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McCarthy, J., Ettl, F., Altieri, V., & Cooper, J. (June, 2015). *TPSR boxing program for 9<sup>th</sup> grade PE*. Workshop presented at the annual TPSR-Alliance conference, Chicago, IL.

McCarthy, J., Ettl, F., & Altieri, V. (October, 2013). *Embedding the learning of life-skills into a physical activity session or sport practice*. Workshop presented at the annual conference for the Association for Applied Sport Psychology, New Orleans, LA.

Akhtar, V. L., McCarthy, J., Barrett, C., Ettl, F., & DiBernardo, R. (October, 2013). *Training the trainers: Supporting sport-based youth development coaches* Symposium presented at the annual conference for the Association for Applied Sport Psychology, New Orleans, LA.

Madden, K.J., Akhtar, V.L., DiBernardo, R., Ettl, F., Perry, F.D. & Hurley, D. (October, 2013). *Power of the pack: A collaborative approach to creating a performance-enhancement consulting group*. Poster presentation at the annual conference for the Association for Applied Sport Psychology, New Orleans, LA.

McCarthy, J., Ettl, F., & Altieri, V. (June 2013). *Speak your mind: Developing the spoken and written voice at the Boston English High School*. Workshop presented at the annual conference for Teaching Personal and Social Responsibility, Chicago, IL.

Akhtar, V.L., DiBernardo, R., **Ettl, F.**, Hurley, D.B., Madden, K.J., & Perry, F.D. (March 2013). *Get on their level: Creating developmentally appropriate workshops for non-elite adolescent athletes*. Workshop presented at the North Atlantic Sport Psychology Conference, Philadelphia, PA.

Hurley, D.B., Perry, F.D., Madden, K.J., **Ettl, F.**, DiBernardo, R., & Akhtar, V.A. (March 2013). *Setting yourself up for success: A group consulting approach for transitioning into professional practice*. Workshop presented at the North Atlantic Sport Psychology Conference, Philadelphia, PA.

#### **GRANTS AWARDED:**

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<b>Boston Centers for Youth &amp; Families Summer Fun Grant</b>	2014–2015
<b>Boston Recreational Opportunities for City Kids Grant</b>	2012–2013
<b>Boston Public Health Commission Water Grant</b>	2012

#### **CONSULTING EXPERIENCE:**

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<b>Invited Workshops/Presentations</b>	2012–Present
<i>Sport Psychology Coach &amp; Workshop Facilitator</i> – Terrier Training Girls Soccer Camp, Boston, MA: 2012, 2013, 2014, 2015	
<i>Sport Psychology Coach &amp; Workshop Facilitator</i> – Slocum Soccer School, Concord, MA: 2014	
<i>Speaker</i> – Boston University Athletics "Pass It On – A Celebration" Honoring women's sports at BU, Boston, MA: 2012	

<b>Curriculum Development</b>	2013–Present
<i>Curriculum Writer &amp; Course Developer</i> – Coaching4Change, Boston, MA	

<b>Online Learning and Webinar Development</b>	2011–2012
<i>Curriculum Developer &amp; Webinar Facilitator</i> – Up2Us/Coach Across America, Boston, MA	

<b>Internship</b>	2010–2011
<i>Sport Psychology Consultant</i> – Wheelock College, Men's Soccer, Men's Basketball, Women's Lacrosse, Boston, MA	

#### **RELEVANT PROFESSIONAL EXPERIENCE:**

---

<b>Coach Across America, Boston, MA</b>	2012–2013
Mentor and Distance Learning Instructor	

<b>Travel For Teens LLC, Wayne, PA</b>	2007–2010
Program Director and Regional Manager for Spain and Portugal	

**STA Travel, Madison, WI** 2004–2005  
Travel Advisor

**STUDENT AFFAIRS AND LEADERSHIP:**

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**Massachusetts Institute of Technology, Cambridge, MA** 2014–Present  
Conference Assistant and Graduate Resident Advisor, Department of Residential Fraternities, Sororities, and Independent Living Groups,

**Tufts University, Medford, MA** 2013 – 2014  
Resident Director, Department for Residential Life and Learning

**Boston University School of Education, Boston, MA** 2011–2012  
Secretary, Graduate Student Association

**Boston University, Boston, MA** 2011–2013  
Resident Assistant, Residence Life

**PROFESSIONAL MEMBERSHIP:**

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American Alliance for Health, Physical Education, Recreation, and Dance 2013–Present

Teaching Personal and Social Responsibility Alliance 2011–Present

Association for Applied Sport Psychology 2010–Present

American Federation for Teachers 2005–2007

**AWARDS:**

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**Lovida Hardin Coleman Scholarship, Boston University** 2012–2013  
Merit-based tuition award for graduate students in the School of Education committed to serving as innovative educators in Title 1 schools

**School of Education Merit Scholarship, Boston University** 2010–2012  
Merit-based tuition award for graduate students who demonstrate academic and professional achievement and potential

**League of United Latin American Citizens Scholarship, South Bend, IN** 2010  
Award for academic achievement and potential for individuals dedicated to community engagement



**New York City Teaching Fellow, Long Island University, Brooklyn** 2005–2007  
A selective and intensive service program that includes a 2 year commitment to teach in the New York City public schools, participation in a pre-service training program, completion of a subsidized master's degree program, and completing state licensure requirement

**Varsity Letter Winner, San Diego State University Men's Soccer Team** 1997–1998

**Scholar Athlete Award, San Diego State University Men's Soccer Team** 1997–1998

**Minority Achievers Program Scholarship, Indiana University** 1999–2000  
Merit-based award for undergraduate students pursuing any course of study

**PERSONAL:**

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**Spanish** – Spoken and written proficiency, my mother is from Colombia Lifetime

**International Travel and BUNAC Work Abroad Participant** 2000–2003  
32 countries visited with work experience in 14