The Coach Experience: Forming Coach-Teacher Alliance and Facilitating Teachers' Emotion-Focused Teaching

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DISSERTATION

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ABSTRACT

There is robust evidence that teacher coaching is effective in improving early childhood teachers' practices to better support children's academic success and social–emotional development. Coaches engage in several activities to support teachers; however, the work to build a coach-teacher alliance is central to coaching. The alliance-building process is less understood, especially in the context of coaching of emotion-focused teaching. In addition, there is less understanding of what coaches do to facilitate teacher improvement in emotion-focused teaching practices. As a part of a larger evaluation of the UIC Alternative Licensure Program (ALP), I conducted a mixed-methods study to examine two key coaching practices: how coaches form and maintain alliance with teachers over time and how coaches support teachers' development in emotion-focused teaching skills. Participants included teachers (*N*=28*)* who began the ALP in Fall 2021 during the COVID-19 pandemic and the coaches (*N*=6*)* working with them. I interviewed coaches at multiple time points during the 12-week semester to capture the coaching and alliance-building processes. Quantitative examinations included how alliance was associated with teachers' emotion-focused teaching and emotion regulation. Observational data of emotion-focused teaching and teacher self-reports of emotion-focused teaching and emotion regulation were collected before and after the semester. The current study provides a glimpse into what coaching in an early childhood context looks like longitudinally by hearing from coaches themselves to learn about their experiences and coaching processes. Findings from the current research will contribute to the understanding of alliance building in coaching in early childhood education contexts, particularly coaches' efforts to repair weak alliances. I provide recommendations on supporting coaches, who are members of the early childhood educator workforce, in their coaching work to navigate alliances and support teacher learning in emotion-focused teaching. This study also seeks to inform continuous improvement and practice of ALP work.

Keywords: coaching, early childhood education, coach-teacher alliance, emotion-focused teaching, teacher emotion regulation, alternative certification program

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I. INTRODUCTION

Coaching is an effective component of teacher professional development to support teachers in improving practices (Joyce & Showers, 1982; Darling & Hammond, 2009; Desimone, 2009; Aikens & Akers, 2011; Kraft et al., 2018). In a seminal study on teacher professional development, Joyce and Showers (2002) discovered that teachers could transfer new knowledge into their classrooms at a higher rate when professional development workshops or sessions were paired with coaching. Coaching is also effective in supporting teachers in sustaining effective practices (Neuman & Cunningham, 2009). Research demonstrates that effective coaching includes key activities such as observation of practice, modeling, feedback, and relationship-building work (Snyder et al., 2015).

The coach–teacher relationship has been identified as a critical component to the success of coaching practice (Ippolito, 2010; Johnson et al., 2016; Owens et al., 2017). Teachers' assessment of the quality of the coach–teacher relationship, or alliance, is associated with their perceptions of the coach's skill and usefulness of coaching (Johnson et al., 2016). In high-quality coach–teacher relationships, teachers may feel safe to engage in open reflection and discussion about their teaching (Reinke et al., 2011).

In a literature review of coaching for early childhood educators, coaching processes such as individualized coaching that is responsive to the needs and context of the teacher are critical. However, the authors call for further understanding of coaching processes specific to coaching content (Elek & Page, 2019). Coaching teachers in content-specific instructional improvement to improve children's learning outcomes, such as math and literacy, has been examined (Neufeld & Roper, 2003). Coaching has also been implemented to support teachers in promoting children's social–emotional skills (e.g., Johnson et al., 2018; Fox et al., 2011; Reinke et al., 2014; Giordano et al., 2020). Prior literature on coaching to support social–emotional development skills have focused on examining specific behavior management (e.g., Positive Behavioral Interventions and Supports, Hershfeldt et al., 2012; BEST in CLASS, Conroy et al., 2015) and classroom management (e.g., PAX Good Behavior Game, Domitrovich et al., 2016) interventions to address children's challenging or disruptive behaviors. However, to my knowledge there

is no research on coaching on emotion-focused teaching, which is a component of social–emotional teaching that focuses on building the emotion competence of children. The current study examined the coach-teacher alliance in the context of coaching teachers in emotion-focused teaching

The current sought to fill the gap in early childhood education coaching literature. Using a mixed-methods approach, I examined two key processes from coaches' perspectives: the formation and maintenance of coach–teacher relationship and how coaches facilitate teacher improvement in emotion-focused teaching. Specifically, I aimed to answer the following research questions qualitatively:

1. How do coaches view themselves and their role as a coach?
2. What do coaches do to facilitate teachers' development of emotion-focused teaching?
3. What do coaches do to form and maintain relationships with teachers?
4. How do coaches individualize and adapt their coaching practices over time?
    a. To what extent are coaches individualizing their approaches based on teachers' emotional needs?

Additionally, I quantitively examined how teachers' emotion-focused teaching skills and emotion regulation are associated with coach–teacher alliance. I answered the following quantitative research questions:

5. Are coaches' and teachers' ratings of alliance correlated?
6. How do coaches' and teachers' ratings of alliance predict change in self-reported and observed emotion-focused teaching?
7. Are coaches' alliance ratings associated with teachers' baseline (observed) emotion-focused teaching skills?
8. Are coaches' alliance ratings associated with teachers' baseline emotion regulation?

Theoretical Framework

The current research is grounded in the premise that learning is a social process. I used the *relational, dialogic approach* to coaching, which considers learning occurring within the relationship and the dialogic interaction between the coach and teacher (Lysaker, 2018; Lysaker & Furuness, 2011).

Relational is defined as the context in which the coach and teacher engage in conversations to co-construct knowledge about teaching practices (Bakhtin, 1981).

This approach drew upon Vygotsky's sociocultural theory, which posits that social interactions facilitate learning and "meaning making" before it becomes internalized as part of one's thinking (Vygotsky, 1978). Coaches' and teachers' own sociocultural identities and experiences inform the relationship dynamic. Thus, it is important to consider the lived experiences of coaches and teachers, which includes any prior experiences, knowledge, and working context of teachers (Lysaker, 2018). Successful relational, dialogic coaching is defined as when teachers build capacity to transition learning from coaching interactions to relational, dialogic interactions with their students (Lysaker, 2018). While this framing has been used in studies on literacy coaching, (Robertson et al., 2020) I believe it is applicable for other content areas, such as social–emotional teaching. In adopting the *relational, dialogic* approach to coaching, I describe some important contextual characteristics of the teachers in the sample and the coaching context of the current study in the following section.

Contextualizing this Study

Effective professional development requires acknowledging and understanding the specific early childhood education context (e.g., center-based childcare, community schools, Early Head Start) to provide tailored supports to educators (Winton et al., 2015).

Early Childhood Educator Workforce

It is important to examine coaching practice specific to early childhood education settings because of the unique differences compared to K-12 settings. First, the needs of young children are different than K-12 students, meaning coaching needs to be context-specific in terms of content and best practices for teaching for early childhood educators (O'Keefe, 2017). Early childhood educators experience high levels of work-related stress and emotional exhaustion (OECD, 2019; Totenhagen et al., 2016). As such, early childhood educator mental health and well-being is a critical issue of concern (Phillips et al., 2016). Prior research found that compared to K-12 educators, early childhood educators work longer hours, get paid less, and have less opportunities for professional development (McLean et al.,

2021; Cumming et al., 2015; Whitebook et al., 2014). Furthermore, the professionalism of early childhood educators is often questioned (Cumming et al., 2015). In addition, the COVID-19 pandemic has exacerbated the challenging working conditions of early childhood educators, which have increased the negative impact to their mental health and well-being (Eadie et al., 2021).

There has been a continued effort to increase the quality and professionalism of the early childhood education workforce, which as a result has called for more accountability and higher educational requirements (Cumming et al., 2005). As a result, there has been an increased national investment and focus on coaching, such as requiring coaching plans for Early Head Start programs (U.S. Department of Health and Human Services; Friedman-Krauss et al., 2021). Coaches included in the current study were part of the early childhood educator workforce as they support early childhood teachers in their teaching and learning.

Alternative Pathways to Teacher Licensure

There are several barriers that make it difficult to obtain a teaching license and enter the teaching profession through traditional teacher education programming. This is especially true for teachers of color (Carver-Thomas, 2018) due to systems that perpetuate institutional racism. Teacher preparation curricula are more likely to be Eurocentric and not reflective of the experiences of preservice teachers of color (Bristol & Goings, 2019; Frank, 2003). In addition, teacher education programs are expensive and cited as a barrier for prospective teachers (Connally et al., 2019). Preservice teachers are typically not compensated for time spent completing field work, such as teaching assistantships, and therefore are often without salary during their training (Redding, 2021). Prior research also shows the challenges of preservice teachers in passing teacher licensure tests (Madkins, 2011; Tyler et al., 2011).

In a recent publication of findings from the Schools and Staffing Survey and National Teacher and Principal Survey administered by the National Center for Education Statistics, alternative certification policies and programs were associated with an increase in teachers of color across states (Redding, 2021). Alternative certification programs are more successful in recruiting teachers that are reflective of the school community and student body as they are more likely to be from the local community (Gist et al.,

2019), have similar ethnic/racial identities (Gist, 2017), and speak the language (Gist et al., 2019). While most alternative certification programs focus on developing the K-12 workforce (e.g., Carver-Thomas, 2018; Bireda & Chait, 2011), the setting for study was an alternative certification program for the early childhood education workforce.

University of Illinois Chicago Alternative Licensure Program

The University of Illinois Chicago Alternative Licensure Program (ALP) uses a Grow Your Own model, which focuses on recruiting early childhood education teachers who are from or reflective of the school community (Zinsser et al., 2019). ALP provides a pathway for teachers working in community-based schools to obtain a teacher's license as they continue to work in their place of employment. Alternative certification programs, like the ALP, seek to increase the number of qualified early childhood teachers in the Illinois workforce. While this includes being knowledgeable in child development and early childhood education, teachers should also have linguistic and cultural competences (Rhodes & Huston, 2012; Park, O'Toole, 2009).

To enhance the diversity of the early childhood education workforce, the ALP recruits teachers who are diverse in their educational attainment, experience, and ethnic/racial identity. Participants are working in community-based schools that serve diverse children and families. Participants go through a selective application process to assess their investment to and motivations for completing the program. The ALP addresses some barriers by providing financial support through scholarships to pay for the program and test preparation support to obtain their Illinois State Board of Education's Professional Educator License (Zinsser et al., 2019).

COVID-19 Pandemic

It is also important to note the time at which data collection took place (September-December 2021). On January 20, 2020, the World Health Organization (WHO) declared the coronavirus (COVID-19) a public health emergency and declared it a pandemic on March 11, 2020. COVID-19 has caused major health and socio-economic concerns including profound implications for early childhood education. Young children may have been unable to attend school or childcare, thus missing out on learning

opportunities critical to their development. Schools and educators were required to transition to online learning to ensure that children were receive some instruction (OECD, 2020).

In addition, early childhood educators faced an increased workload, such as needing to follow COVID-19 safety protocol, and despite being essential workers they experienced economic distress (Crawford et al., 2021). Early childhood educators have been called upon to help mitigate the negative effects of COVID-19 on young children and their families (Murray, 2020). However, during the COVID-19 pandemic, early childhood educators experienced an increase in negative well-being (Eadie et al., 2021).

Positionality Statement

Being trained in community psychology, I believe in the importance of community-based research and evaluation. As a UIC ALP evaluation team member, I served as a liaison between the program implementation and the evaluation team. I participated in regular ALP program, coaching, and evaluation meetings. By participating in these meetings, I learned about the work coaches were doing to support the early childhood educators in the program. In the middle of the Spring 2020 semester, ALP coaches and teachers quickly transitioned to online in response to the COVID-19 pandemic. I observed the importance of role and work of coaches in the early childhood education field, and I wanted to hear from coaches on how to support their work better. I became curious about the coach-teacher relationship and how coaches supported teachers with the professional development content and provided emotional support. I spoke with members of the ALP program team, who were also interested in this investigation. At the same time, the policy landscape is interested in diversifying the early childhood education workforce, thus the interest in alternative licensure programs.

II. LITERATURE REVIEW

Teacher Coaching

The ALP includes coaching to provide high-quality professional development for teachers. Ongoing and high-quality professional development leads to changes in teacher practice and improvement in student outcomes (Darling-Hammond, 2000), and coaching has been viewed as an effective way to provide professional development for sustainable change (Joyce & Showers, 2002; Rush & Sheldon, 2011). A critical feature of teacher coaching is being job-embedded, allowing teachers to implement new knowledge immediately in the classroom with children they have been working with (Conroy et al., 2015). This job-embedded coaching leads to sustained change (Desimone, 2009) and better facilitates teachers' ability for ongoing application and maintenance of skills (Neuman & Cunningham, 2009; Snow et al., 2006).

Coaching literature describes essential elements in effective coaching: observation, modeling, and observation-based feedback (Joyce & Showers, 2002; Neuman & Cunningham, 2009). These components allow professional development to be responsive and provide individualized support to teachers. However, coaching requires a partnership between the coach and teacher to improve teachers' content and pedagogical knowledge (Knight, 2007). It is the coach's role to create a safe environment for teachers to improve their teaching practice (Neufeld & Roper, 2003).

In their literature review of teacher coaching in early childhood, Elek and Page (2019) found that teacher change in practice is often observed when coaching is individualized (Elek & Page, 2019). They emphasized that coaches should be responsive to the teacher's needs by building on the teachers' existing knowledge and experience and being sensitive to their working context. Notably, the effects of coaching are contingent on the relationships coaches and teachers form.

Coach–Teacher Alliance

Coaching practice is contextualized in a collaborative relationship between the coach and teacher (Mudzimiri et al., 2014). When trusting, collaborative relationships have been developed, coaches can be responsive to teachers' needs and thus more effective in supporting teacher change in practice (Borman &

Feger, 2006). In an article describing the work of multiple Alternative Certification programs in Chicago, Catherine Main from the ALP describes how the teachers' relationship with their coach is "key to the ability to seek and accept support" from their coach, despite access to other types of professional supports (Zinsser et al., 2019, p.464). Despite the importance of coach and teacher relationships for effective teacher professional development (Ippolito, 2010; Matsumura et al., 2010; Mraz et al., 2008; Vanderburg & Stephans, 2010; Hershfeldt et al., 2012), less is known about what characterizes quality coach–teacher relationships.

In the current study, the coach–teacher relationship will be referred to as coach–teacher alliance. Coming out of therapeutical literature, alliance is a way to describe the components of a relationship between the therapist and client within the context of the therapeutic practice (Bordin, 1979). Alliance is defined as the ability to form *bonds*, reach *goals*, and complete the *tasks* of therapy (Horvath & Bedi, 2002; Horvath & Greenberg, 1989). In a meta-analysis of alliance in a therapy or a counseling supervision relationship, a stronger bond was the most determinant of supervisee satisfaction with supervision practices (Park et al., 2018). Specifically, trust within an alliance was positively associated with self-disclosure (Park et al., 2018). In addition, alliance has been viewed as a major reason for client improvement, or lack thereof, in clinical practice (Norcross & Wampold, 2011). In prior research on the measurement of an alliance, researchers recommend using an aggregate score due to the high correlation between the measurement of goals and tasks (Hatcher et al., 2020).

Consistent to findings on alliance in therapeutical settings, coach–teacher alliance supports effective coaching practices to improve teaching in math (e.g., Barlow et al., 2014), literacy (e.g., Ippolito, 2010), and behavioral or classroom management (e.g., Johnson et al., 2018; Wehby et al., 2012) in school settings. In a study of coaching to improve classroom management, higher ratings of the coach–teacher alliance mitigated the effects of teacher burnout, thus increasing teachers' implementation of a classroom management intervention (Wehby et al., 2012). Coaches and teachers with higher ratings of alliance are also associated with greater implementation fidelity of an intervention to improve classroom management (Johnson et al., 2018).

Within an established alliance, teachers may also engage in more self-disclosure with their coaches. Teachers and coaches may feel more comfortable working through sensitive topics and challenges the teacher faces in the classroom. In this secure relationship where they feel supported and valued, teachers may be able to reflect and problem-solve to improve their practices. The current study focused on coaches' experiences as they worked to form and maintain alliance with teachers over time. I hypothesize that teachers with stronger coach–teacher alliance will demonstrate greater change in practice.

Strategies to Build Alliance

Research on alliance has demonstrated the importance of alliance-building. While primarily concentrated in therapeutical literature, there are some strategies to build an alliance with clients. Norcross and Wampold (2011) recommend effective and ineffective alliance-building strategies for therapeutical settings. Some effective strategies include validating clients' experiences, engaging in active listening, being responsive to clients' needs, and providing positive and frequent feedback. Ineffective strategies include being overly critical and overlooking clients' needs by being too rigid in coaching protocol. While there is limited attention in the education field, coaches' alliance-building strategies include establishing a clear purpose and goal for coaching interactions with clients (Mangin, 2009; Matsumura et al., 2010). However, coach and teacher interactions can be dynamic and there is limited literature on how coaches maintain alliances over time. I anticipated that ALP coaches will describe multiple strategies when describing their work to build and maintain alliances with teachers over the coaching period. In fact, coaches' strategies may differ based on teachers' baseline content knowledge. This is further explored in the following sections.

Teachers' Emotion-Focused Teaching

This section contextualizes the coaching received by early childhood teachers in the current study by describing the content area of focus: emotion-focused teaching, which is a social–emotional teaching component. Early childhood educators are essential in facilitating children's social–emotional development in preschool classrooms (Denham et al., 2012). Preschool classrooms are an important

setting for children, as they provide opportunities for social–emotional development. As children are presented with social situations that require them to learn how to navigate relationships with peers (Bornstein et al., 2010), children gain skills in emotion understanding and emotion regulation in preschool (Denham et al., 1994). Prior research on preschool children's social–emotional development posits that emotion skills are foundational for social skills (Denham et al., 2013) and behaviors that support learning (Curby et al., 2021; Fatahi et al., under review). Children's early emotion skills are also indicative of longer-term outcomes. Findings from a longitudinal study tracking children from kindergarten to adulthood found that children's emotion knowledge was associated with positive outcomes across several indicators as adults (e.g., mental health, education, employment, and substance abuse) (Jones et al., 2015).

While the current study used a unidimensional definition of emotion-focused teaching, I briefly describe three strategies borrowed from parenting literature. Teachers' emotion-focused teaching practices include strategies – instructing, modeling, and responding to children's emotions – to teach emotions to children (Ahn, 2005; Ahn & Stifter, 2006; Gordon et al., 2021). Instruction about emotions includes any direct teaching or use of spontaneous situations to provide children with information about emotions. This includes understanding emotion identification, antecedents/consequences of emotions, and emotion regulation strategies. Based on parenting research, instructing practice has been associated with a decrease in children's externalizing behaviors and increased emotion knowledge (e.g., Denham et al., 1994; Denham & Auerbach, 1995; Garner et al., 2008; Zinsser et al., 2021). Modeling is an important strategy to teach about emotions as children learn by observing others. Teachers can model appropriate ways to express and regulate emotions for children. Parenting literature shows that modeling is an effective way for children to learn about emotion expression and regulation (Valiente et al., 2004). In classrooms, teachers' contingent responses to children's emotions can significantly impact their competence as teachers' responses can validate or invalidate children's emotions (Zinsser et al., 2021; Spinrad et al., 2007; Fabes et al., 2002).

Teacher knowledge of emotion-focused teaching strategies and children's social–emotional development is not enough to successfully support children's social–emotional learning. Teachers' well-

being (e.g., experiences of stress and burnout) is also associated with teachers' ability to support children's social–emotional learning, such as being responsive to children's emotions (Buettner et al., 2016; Jennings & Greenberg, 2009). However, teachers needing to respond to children's negative emotions and regulate their own negative emotions in the classroom are significant sources of stress (Sutton, 2004). Teachers who use emotion regulation strategies such as hiding or suppressing their emotions in the classroom have been associated with experiencing more burnout (Chang, 2013) and emotional exhaustion (Tsouloupas et al., 2010). Further, teachers' emotional exhaustion can lead to increased emotional experiences of anger or frustration in the classroom and decreased experiences of positive emotions in the classroom (Keller et al., 2014).

In addition, teachers' experiences of stress and emotional exhaustion are associated with decreased professional engagement, such as low work commitment and job satisfaction (Buettner et al., 2016). Altogether, teachers' emotional experiences in the classroom and emotion regulation skills may impact how they engage in professional development opportunities, such as coaching. Because emotion-focused teaching consists of how teachers model their own emotions and respond to children's positive and negative emotions, teachers' emotion regulation skills were included in the current study.

Coaching in Emotion-Focused Teaching

Despite the role of early childhood educators as socializers of emotion for children, there are no coaching interventions to build the emotion-focused teaching practices of teachers to specifically foster the emotion skills of children. There is, however, a growing evidence-base for the effects of coaching on teachers' social–emotional teaching practices. Teachers with ongoing coaching around social–emotional learning demonstrated improvements in their ability to provide emotional and instructional support to the children in the classroom (Pianta et al., 2008). In addition, teachers with more frequent coaching discussions and higher responsiveness to coaching was associated with forming higher quality teacher-student relationships (Downer et al., 2009). Despite increasing research efforts to examine coaching to improve teaching practices to better support children's social–emotional development, much of the focus has been on behavioral interventions to reduce children's challenging behaviors or better manage the

classroom (Pas et al., 2014). The current study focuses on coaches' work to support teachers in building emotion-focused teaching skills.

Prior literature on teacher challenges with classroom emotions warrants the need to provide teachers with coaching on emotion-focused teaching. For instance, research on emotions in educational settings found that teachers have difficulty describing and labeling the feelings experienced in the classroom. Teachers are reluctant to label negative emotions, such as anger when describing student-teacher interactions (Liljestrom et al., 2007). Moreover, teachers' rules about emotion display in the classroom (Chang & Davis, 2009) may contribute to teachers' hesitance in talking about any negative emotions they were experiencing in their work with children (Sutton, 2007; Zembylas, 2007). For instance, early childhood educators' emotional display rules include needing to maintain positive and warm emotions in the classroom (Brown et al., 2014). Teachers' rules about what emotions were perceived as professional or appropriate in the classroom increase teachers' emotional labor and thus contribute to negative well-being (Zembylas, 2007). In engaging in reflective coaching conversations about emotion-focused teaching (e.g., a coach labeling the emotions they see a teacher model in front of children), teachers can reflect on their own emotion competences, such as how they are regulating their emotions in the classroom.

However, focusing on teachers' own emotions during coaching can be a source of vulnerability and potential resistance for teachers. Teachers who rely on less adaptive emotion regulation strategies, such as emotion suppression, may struggle to engage in reflective coaching conversations about emotions. Thus, I hypothesize that teachers with less adaptive emotion regulation skills will have a weaker alliance.

Current Study

The process of building alliance in coaching can potentially be an emotional practice (Cox & Bachkirova, 2007), and as such, this study attended to coaches' emotional experiences providing support to early childhood education teachers. Given the limited literature on the coaching process, especially around emotion-focused teaching, this study blended qualitative and quantitative methods to provide phenomenological understanding and empirically assess impacts of the coaching processes. I describe the

research questions and analyses based on whether they will be answered qualitatively or quantitively below.

Qualitative Research Questions

Qualitative research questions examined two key processes: coaches' experiences in promoting teachers' emotion-focused teaching skills (RQ1, RQ2) and coaches' experiences in building and maintaining alliance (RQ3, RQ4). Teachers participating in coaching conversations around emotion-focused teaching can potentially create opportunities to have meaningful conversations, especially as teachers are reflecting on their own emotion-focused teaching and problem solving through challenging classroom situations. Therefore, in this qualitative examination, I anticipated that the coaches' efforts to support teachers' emotion-focused teaching will contribute to the building of alliance. In addition, I anticipated that coaches will use differing strategies to build alliance depending on varying teacher need for emotional support.

RQ1: How do coaches view themselves and their role as a coach?

RQ2: What do coaches do to facilitate teachers' development of emotion-focused teaching?

RQ3: What do coaches do to form and maintain alliance with teachers?

RQ4: How do coaches individualize and adapt their coaching practices over time?

RQ4a: To what extent are coaches individualizing their approaches based on teachers' emotional needs?

Quantitative Research Questions

Quantitative research questions examined the potential association between teacher outcomes and the alliance formed at the end of the semester. The research questions reflect the ability to examine teacher outcome and alliance data collected at the beginning and end of the semester. I hypothesized that coach and teacher ratings on alliance will be positively correlated, meaning teachers and coaches perceive the alliance similarly. I also hypothesized that teachers with higher ratings of alliance will demonstrate greater change in their self-reported and observed emotion-focused teaching. In addition, I predicted that

teachers with higher baseline ratings in self-reported emotion-focused teaching, observed emotion-focused teaching, and emotion regulation will have higher ratings in alliance.

RQ5: Are coaches' and teachers' ratings of alliance correlated?

RQ6: How do coaches' and teachers' ratings of alliance predict change in self-reported and observed emotion-focused teaching?

RQ7: Are coaches' alliance ratings associated with teachers' baseline (observed) emotion-focused teaching skills?

RQ8: Are coaches' alliance ratings associated with teachers' baseline emotion regulation?

III. RESEARCH METHDOLOGY

ALP Coaching Cycle

Teachers received professional development in specialized content by attending bi-weekly classes, in the form of professional learning communities, and bi-weekly one-on-one coaching over 12 weeks. Teachers progressed through the program as a cohort, thus allowing the development of professional learning communities. The coaching cycle (See Appendix A) began with course content to learn emotion-focused teaching practices. Teachers then submitted video recordings of classroom practice. Coaches reviewed the video and provided feedback, either in written form or during coaching meetings. Teachers met with coaches to review feedback and discuss ways to improve their classroom practice. Each coaching cycle lasted two weeks, with six coaching cycles each semester.

Research Design

The current study leveraged data collected as part of a broader evaluation of the ALP but focuses on a new cohort of teachers who began their residency in Fall 2021. I decided to use a concurrent nested mixed methods design, which qualitatively investigates a process within an intervention while also considering the quantitative outcomes (Creswell et al., 2003). I qualitatively examined the process in which the alliance is formed and maintained during the semester. Quantitative outcomes included alliance ratings at the end of the semester and teacher emotion-focused teaching outcomes. The measures and data collection timeline are described below.

Data Collection Plan

Quantitative data were collected at the beginning and at the end of the emotion-focused teaching semester and coaching practice. For the study timeline, refer to Appendix B.

Interview Procedures

Qualitative data was collected throughout the semester. Using semi-structured interviews, I interviewed coaches three times over the semester. Interview questions were about their perception of their role as a coach, how they formed and maintained alliance, and how they provided emotional support

to teachers. I asked coaches to identify two teachers to learn how they worked to build and maintain alliance. Coaches identified teachers based on their perceptions of relationship quality (good/challenging).

Interviews occurred through videoconferencing (i.e., Zoom) and were audio-recorded and transcribed. Interviews ranged from 30 minutes to an hour, depending on coaches' responses. Responses from one interview informed the next round of interviews. I also took field notes to document self-reflections after each interview.

Participants

Coaches who provide coaching and work one-on-one with teachers in the program were included. Qualifications to be a coach include teaching experience in the preschool classroom and holding a Professional Educator License, the Illinois State Board of Education licensure for educators. Six coaches were included in the study. Participants range in their experiences as coaches in early childhood education (M = 17, SD = 11) and in the ALP (M = 2.02, SD = 0.5). Half of the participants self-identified as White or White Non-Hispanic, two identified as Hispanic or Latina/Mexican, and one coach identified as African American. Two coaches use Spanish during their coaching meetings with teachers. When asked about the training received as a coach, four coaches received training to support their coaching work. Overall, coaches' work experiences were positive, with high job satisfaction (M = 5, SD = 0), high ratings of perceived competence (M = 4.33, SD = 0.52), and moderate emotional exhaustion (M = 2.33, SD = 0.82) experienced as a coach.

The ALP admitted a cohort of 39 teachers in Fall 2021 to begin their residency, with 28 teachers consenting to participate in the study. To qualify for the program, teachers must have at least 18 credit hours of early childhood education course work, a Bachelor's degree, currently work in a preschool classroom, and pass the Illinois State Board of Education (ISBE) Content Test.

Teachers were diverse in ethnic/racial identity, with the majority of teachers identifying as Black (60.71%) or Latinx (25.00%). With a wide range of years of experience, teachers ranged from one to 35 years of experience in early childhood education. Teachers were on average 42.75 years of age. When asked about their motivations for enrolling in the ALP the majority of teachers wanted to be offered a

higher salary (79.17%), followed by the desire to receive better benefits (45.83%) and work a different center (45.83%). More descriptive information on coaches and teachers are in Appendix C.

Ethical Considerations

The study was approved by UIC's Institutional Review Board (IRB) as of July 27, 2021. Teachers were sent a consent form at the program's start for permission to use their program data for research purposes. Teachers who had given consent were included in this study. Coaches were sent a consent form via email before the first interview (See Appendix D). Coaches were given the opportunity to ask questions about the study and asked for verbal consent to audio recorded at each interview. Audio and transcript files were stored in a HIPAA- and IRB- compliant cloud storage location (UIC BOX).

Participants were assigned ID numbers and identifying information were kept in a separate database. While it is standard practice to use pseudonyms when providing participant quotes in qualitative research, I am opting not to use pseudonyms to maintain the anonymity of coaches' comments. Coaches continue to work in the ALP after the completion of this study and findings will be disseminated to ALP staff and stakeholders. Therefore, I felt it was essential to anonymize coaches' comments.

Measures

Coach Experience Survey

Coaches completed a survey before the start of the semester (See Appendix E). The survey asked coaches about their experiences and training in early childhood and as a coach. Coaches were also asked to respond to 1-item questions about work experiences, such as job satisfaction, emotional exhaustion, and confidence in their skills as a coach.

Coach Interviews

Semi-structured interview questions were completed at three time points over the semester. Interview questions asked about the two major processes to be explored in the current study: coaches' experiences coaching emotion-focused teaching and forming an alliance with teachers. Several questions were repeated at multiple time points to capture coaches' experiences over time (See Appendix F).

In the first interview, coaches were asked about perceptions of their role and experiences as a teacher coach ("Why did you decide to become a teacher coach?" and "What are your personal goals this semester as a coach?"). Coaches were also asked to define how they perceive a successful and unsuccessful relationship with teachers in coaching practice ("How would you define a good or successful coach-resident relationship?").

The second and third interview asks the same set of questions. Responses to the second interview informed the third interview. Coaches were asked to identify a teacher with whom they have a strong alliance and describe strategies that worked to create the strong alliance. Coaches were then asked to identify another teacher with whom they have a weak alliance and describe how they are working through the challenges. I also asked coaches about the types of emotional support they provide to teachers. To learn about coaching in emotion-focused teaching, I asked coaches what they are doing to support teachers in emotion-focused teaching.

Coach–Teacher Alliance

Alliance was measured using the Teacher–Consultant Alliance Scale (Wehby, 2010) at the end of the semester (December, 2021). The 10-item measure includes the ratings of the teacher on their evaluation of alliance. Coaches, who work with multiple teachers, were asked to complete a subset of questions (3 items) from the measure for each teacher in Cohort 3. Analogous questions for coach and teacher version included: "The teacher/consultant and I agree on what the most important goals are for the intervention," "The teacher/consultant communicates effectively," and "The time spent working with the teacher/consultant was effective and productive." Ratings of alliance are on a 5-point Likert scale (1=Never, 5=Always). Scores were calculated by summing up the total score for each respondent and dividing by the total possible score.

The authors used this scale to demonstrate how high levels of alliance were associated with more implementation of a teacher professional development program on classroom management and mitigate the effects of teacher burnout (Wehby et al., 2012).

Teacher Measures

Assessments of teacher emotion-focused teaching and emotion regulation were collected as a part of UIC ALP and aligned to the content semester. Teachers completed self-assessments before and after the semester. See Appendix B for the teacher measures.

Observed emotion-focused teaching. Teachers' observed emotion-focused teaching was measured using the Emotion Teaching Rating Scale (EMOTERS; Zinsser et al., 2021). As a part of the coaching practice, teachers were required to submit classroom videos. Instructions included submitting 1-hour long videos; however, video submissions usually ranged from 20-40 minutes in length. Raters used this observational tool to rate the submitted classroom videos in 10-minute segments. Raters looked for teachers' emotion-focused teaching practices in instructing, modeling, and responding to children's emotions in the classroom. Modeling included teacher intentional and unintentional expressions of emotions. Instructing included direct and spontaneous instances of emotion instruction. Responding included validating (e.g., acknowledging, accepting, comforting) or invaliding (e.g., punishing, minimizing, dismissing) responses to children's emotional expressions.

A single score was calculated for each teacher based on Rasch item analyses demonstrating support for the unidimensional score (Gordon et al., 2021), so a composite score for each teacher at the beginning and end of the semester was used. Lower scores correspond to greater use of easier and more commonly used practices (e.g., modeling), while higher scores correspond to more difficult and infrequently used practices (e.g., instructing). Prior research using the EMOTERS demonstrated significant associations with higher quality emotion-focused instruction in the classroom with more positive children's social interactions (Curby et al., 2021) and greater emotion competence regarding negative emotions (Fatahi et al., in preparation).

Self-report of emotion-focused teaching. Teachers were asked to complete pre and post-self-assessments of their emotion-focused teaching practices in the classroom. Questions asked about the frequency to which teachers implement specific emotion-focused modeling, instructing, and responding practices. There were seven items asking teachers about modeling various emotions, including regulation

strategies. Teachers were asked about the instruction of seven different emotions (e.g., frustration or anger, worry or fear, pride). In addition, there were eight items asking teachers the frequency of implementing emotion instructing strategies (e.g., label a child's emotion, ask children questions about emotions). Teachers were also asked about different ways to respond to children's negative emotions (e.g., ask the child what is wrong or ignore the child). All items were on a 4-point Likert scale (1=Almost never, 4=Frequently). Questions on the emotion-focused teaching self-assessment were derived from the EMOTERS.

Emotion regulation. The current study focused on teachers' emotion regulation to measure emotion competence. The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) is a 10-item scale that measures two strategies used to regulate emotions: cognitive reappraisal and expressive suppression. *Cognitive reappraisal* included respondents' strategies to reduce the emotional experience. Sample questions included: "When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about" and "I control my emotions by changing the way I think about the situation I'm in." *Expressive suppression* included items that asked respondents about the extent to which they suppress positive and negative emotions. Sample questions included: "I keep emotions to myself" and "When I am feeling negative emotions, I make sure not to express them." All items are on a 7-point Likert scale (1=Strongly disagree, 7=Strongly agree). Subscales were aggregated in analyses.

In a study using teacher samples, *cognitive appraisal* demonstrated high reliability ($\alpha = 0.83$), and *expressive suppression* showed moderate reliability ($\alpha = 0.69$) (Braun et al., 2020). The authors described that teachers' emotion regulation skills were associated with higher student well-being, including lower levels of student emotional distress (Braun et al., 2020).

Qualitative Data Analysis

Selecting an Analytic Approach

Upon transcription of coach interviews, I used the generic descriptive–interpretive qualitative research method (GDI-QR, Elliott & Timulak, 2005) to iteratively detect themes to create an understanding of the coaches' experiences. I decided to use an interpretive approach to explore how

participants make meaning. GDI-QR is used to examine research questions that are more exploratory or seek to explore a phenomenon from the participants' perspective. I used definitional, descriptive, and interpretive questions based on Elliot's (2000) categories of research question types suitable for this analytic method.

I asked *definitional* questions to identify the defining features of the coaching practice (RQ1) in the context of emotion-focused teaching (RQ2). Because I conducted interviews over three time points, I asked *interpretive* questions to answer how coaches facilitate teachers' improvement in emotion-focused teaching and form alliance over time (RQ2, RQ3). I also asked *descriptive* questions to describe how forming alliance may differ based on circumstances; in this case, coach perceptions of teacher need for emotional support (RQ4a).

Interviews were coded at each timepoint (T1-T3) and re-examined to detect overarching themes at the end of all interview cycles. After each interview, I also took reflective notes to note any initial observations and reflect on potential biases. I organized transcripts by coach and timepoint. Transcripts were uploaded to qualitative data software (Nvivo; QSR International, 2020). I used the steps outlined by Elliott and Timulak (2005; 2021) to prepare and analyze the data.

Phase 1: Preparing and Understanding the Data

Audio recorded interviews were transcribed. I reviewed all transcripts for accuracy after each time point to ensure data quality. During the review, I identified overarching themes to prepare for the next round of interviews. This review process was essential because checking for data accuracy with participants is a way to validate findings (Saldaña, 2012). I used responses from the previous time point to inform interviews, which allowed me to check my understanding of coaches' responses.

I wanted to use data-driven codes to answer the research questions. To do this, I formatted the text to delineate meaning units (i.e., breaking up paragraphs of transcribed text into smaller units). I reviewed each meaning unit to create meaning unit summaries, which are two-to-three-word descriptions or "headlines" (Elliot & Timulak, 2021, p.49). According to the GDI-QR approach, meaning unit

summaries are "aiming to get at the gist or main point of what is being said, then attempts to re-present that meaning in a succinct, concise manner" (Elliott & Timulak, 2005, p.49).

Phase 2: Categorizing the Data and Refining Codes

I created emergent themes based on similar clusters of meaning units, which were pre-grouped by research question. I combined themes to create initial codes (or "nodes" as it referred to in Nvivo). Some a priori codes informed by prior literature and research questions were used. For instance, I used the definition of alliance to code for how coaches worked to build coach–teacher alliance (RQ3). I coded for instances of coaches describing whether the coach and teacher agreed upon goals, had consensus on the tasks required for coaching, and whether there was an emotional bond between the coach and teacher (Bordin, 1979; Horvath & Greenberg, 1989).

I engaged in an iterative coding process after each time point and created a codebook to use for dual coding. Dual coding occurred for 20% of the transcripts. During the dual coding process, codes were refined through multiple meetings. The dual coder and I discussed code disagreements and worked to refine and clarify the codebook. The codebook from dual coding was used to guide coding for the rest of the transcripts.

To guide interpretation and the coding process, I took analytic memos in Nvivo. Clarke (2005) recommends solo coders use detailed analytic memos as a "site of conversation with ourselves about our data" (p. 202). Analytic memos allowed me to document the evolution of my understanding of any phenomenon and record decisions for categorizing or reorganizing codes (Weston et al., 2001).

Phase 3: Integrating Findings

When working with complex data, diagrams can guide the presentation of results coherently (Dey, 1993) and support answering research questions (Friese, 2012). Because I am examining two key processes – coaching in emotion-focused teaching content and the formation of an alliance – during iterative coding, operational model diagramming can help create a "think display" (Miles & Huberman, 1994; Saldaña, 2012). At T2 and T3, I modeled coaches' strategies to build and maintain alliances over time and how coaches were adapting practices to support teachers' emotion-focused teaching based on

strong and weak alliances. Creating the "think displays" allowed for further refinement of codes to answer the research questions. I use some maps and diagrams to explain the findings in Chapter IV.

Quantitative Data Analysis

Quantitative analyses were conducted in R (Version 4.1.0, R Core Team 2021). I describe the analytic plan by research question.

RQ5: Are coaches' and teachers' ratings of alliance different?

Coaches and teachers completed analogous items on the Teacher-Consultant Alliance Scale. I conducted a correlation between coach and teacher ratings to analogous items on the Teacher-Consultant Alliance Scale. I hypothesized that coach and teacher ratings on alliance demonstrate a significant correlation. However, the correlation may be of lower magnitude as was described in a meta-analysis of client and therapist perspectives of the alliance because therapists may have more points of comparison in assessing alliance (e.g., Shick Tryon et al., 2007).

RQ6: Do coaches' and teachers' ratings of alliance predict change in observed and self-reported emotion-focused teaching?

Upon visualizing the variables in my preliminary analyses, I decided to transform the coach and teacher alliance scores due to a severe negative skew. Using the *moments* package (Version 0.14; Komsta & Novomestky, 2015), I calculated the degree of skewness to determine the transformation method. Teacher rated alliance had a -2.22 skewness and coach rated alliance data had -1.22 skewness. With a severe negative skew, I conducted an inverse transformation on teachers' and coaches' ratings of alliance, and the degree of skewness reduced to -1.54 and -0.29 respectively.

To be comparable to the EMOTERS unitary score, I conducted an item analysis of the self-report items on Modeling, Instructing, and Responding to determine whether I could use an aggregate score. Using the *sjPlot* package (Version 2.8.9; Ludecke, 2021) to conduct the item analysis, the pre-self-reported emotion-focused teaching demonstrated a Cronbach's alpha of 0.743, thus allowing me to aggregate the self-report items into an aggregate score.

I used regression models to determine the potential association between alliance ratings and teacher self-reported and observed emotion-focused teaching. I used the alliance score to determine the potential associations with self-reported teacher emotion-focused teaching and control baseline self-report emotion-focused teaching scores. Additional regression models were conducted to examine the change in observed emotion-focused teaching. I hypothesized that teachers with a higher alliance rating would have higher ratings in self-reported and observed emotion-focused teaching. Based on whether the coaches' and teachers' alliance ratings differ (RQ5), I conducted separate regression models for coaches and teachers.

RQ7: Are coaches' alliance ratings affected by teachers' baseline emotion-focused teaching skills?

I ran a regression model to determine whether teachers' baseline emotion-focused teaching skills, as measured by the EMOTERS, predict coaches' alliance ratings. I hypothesized that teachers engaging in higher quality emotion-focused teaching would have a stronger alliance.

RQ8: Are coaches' alliance ratings affected by teachers' baseline emotion regulation?

I ran a regression model to determine whether teachers' baseline emotion regulation is predictive of coaches' alliance ratings. I hypothesized that teachers who use more reappraisal strategies and less suppression strategies would be associated with stronger alliance.

IV. QUALITATIVE RESULTS

Codes and definitions can be found in Appendix G. Codebook tables by research question include code frequency or the number of coaches who mentioned specific themes. I provide quotes for significant themes from the coach interviews, which are labeled by timepoint.

Coaches' Perceptions of Their Role

The coaching relationship was characterized as a change relationship. Coaches describe that the goals of the coach-teacher relationship are supporting teachers in completing coaching tasks and working towards goals to improve teacher practice. Coaches' perceptions of the coaching relationship was aligned with the definition of alliance. I discuss three themes describing coaches' role in alliance: (1) or forming relationships is a central task (bond), (2) coaches provide task management and logistical support (task), and (3) scaffolding teacher development (goal). In addition to coaches seeing their role as establishing the alliance, coaches also saw themselves as developing professionals.

Supporting the Development of Coach-Teacher Alliance

Forming relationships. All the coaches described the importance of forming relationships with teachers. Coaches spend time before the semester and dedicate initial coaching meetings to developing relationships and getting to know the teachers. Coaches (n=6) talked about how it was important for them to be responsive to teachers' needs, such as being flexible in scheduling coaching meetings and using coaching meeting time to allow teachers to share the challenges they are experiencing either personally or at the workplace:

> I think a good relationship would be basically where the coach has a good understanding of where the teacher is coming from. Where the coach has a good understanding of that teacher's strengths, and some areas where they might need to improve. I think you know a good relationship always starts with knowledge about that person. (T1)

Coaches also validated teachers' experiences and supported problem-solving of challenges teachers experienced in the classroom, even if it was not the focus of the coaching meeting.

Being a task manager. Frequently cited as a coaching challenge, coaches (n=5) discuss continuously learning how to balance being a task manager and maintaining a trusting relationship. One

coach described how she had to prioritize alliance building with a teacher and be more flexible on teachers' assignments:

> I still want to keep that relationship piece, that trust, so that she can continue communicating with me, letting me know what's going on without pushing too much. So it's a delicate balance between the program requirements and keeping that relationship above water, so to speak. (T2)

As task managers, coaches may send reminders about upcoming coaching meetings or assignment deadlines. Some coaches also sent summary notes at the end of each coaching meeting summarizing the coaching conversation and outlining the requirements for the next assignment. Some coaches (n=4) also called themselves the first point of contact, providing the logistical support necessary for teachers to complete coaching tasks. Logistical support included providing technical support for the digital tools used in coaching, such as answering questions using Swivl devices and the Swivl cloud platform.

Coaches (n=5) also saw themselves as a bridge between the professional development classes and coaching components of the ALP, such as providing clarification of content and assignment requirements:

> As a coach I am one of the bridges between coaching and the [professional development classes] in terms of being able to answer […] questions [about content] and navigate [the program]. And then I also feel like as a coach you're […] like [the] Bulletin board, […] anything that they need to know is going on [and] come to me any questions they have. I feel like I'm the first line of defense. (T1)

Scaffolding teacher development. All coaches described their role as coaches to help teachers make incremental changes in their teaching practice. Coaches and teachers engage in collaborative goal setting and facilitating reflection of practice. Coaches may also spend time clarifying concepts learned in the class for teachers. Clarification of content included reviewing course slides and explaining emotion-focused teaching strategies, and helping teachers connect EFT strategies to their practice.

In addition to content learning, coaches (n=5) discussed the importance of supporting teacher development of their professional selves. Coaches discussed helping teachers build confidence in their teaching and find it rewarding when teachers become empowered to take ownership of their learning and advocate for themselves at work. One coach talked about how rewarding it was to observe teachers adapting to becoming students again:

> What's so powerful about this, is that people come out of [ALP] with a confidence that they didn't have before, and I think that that confidence is not just that they're better at what they do, but that they are capable of getting even better. […] To see all of these teachers really own the space that they're in and occupying and expecting better for themselves, it's amazing. (T3)

Coaches' Own Professional Growth

All the coaches also discussed their professional growth and development as a coach. Several coaches mentioned they became more comfortable coaching this semester because it was their second- or third-time coaching on the emotion-focused teaching content**:** "I think because I did this the semester before, I kind of already know what to expect, or at least knowing coming in.. like alright, we're going to do this this week but yeah, that's why it's been good" (T2).

Coaches also described their professional development in navigating challenging relationships with teachers. In response to negative coaching interactions or when working with teachers with a weaker alliance, coaches admitted it is essential but difficult to be open about their emotions and have honest conversations with teachers. One coach described how she felt it was important to engage in challenging conversations to establish more trust within the alliance:

> "I think being reflective about mistakes that I made with her [and] to be reflective with her to show that I'm less than perfect, but that I go back and think about it. To show that it is a parallel process. To show that there is mutuality. To show that we all are, you know, none of us is perfect." (T1)

To overcome challenges experienced in coaching, coaches relied on the ALP community, such as administrative staff, professional development facilitators, and other coaches, to problem solve through challenging situations with teachers. In particular, all coaches mentioned the use and benefit of group reflective supervision. The ALP adopted some reflective supervision practices to provide a group space for coaches to reflect on their coaching practices. Reflective supervision built coaches' skills to work with teachers going through challenging situations.

The group reflective supervision was a safe and supportive space for coaches to problem-solve through challenging coaching situations, such as navigating weak alliances and sharing any negative emotional reactions to interactions with teachers. The coaches had developed a sense of trust and respect over time, meaning coaches were comfortable sharing and being vulnerable: "Now I will tell you that our

group is a really good group, but when you get someone in your group who's not good, it can make it a disaster. No matter how good. [Our coaches are] both, respectful, but also kind of knowledgeable about the work" (T2).

One coach described how she used the tools learned in reflective supervision in her coaching practice with teachers. She explained how group reflective supervision created a space for coaches to share challenges and problem solve through talking as a group. She began to implement this in her coaching meetings with teachers when teachers share challenges by providing teachers the space to talk through and problem solve.

Coaching Specific to Emotion-Focused Teaching

In addition to descriptions of what coaches do, coaches were asked about their coaching to support teachers' emotion-focused teaching. Coaches (n=5) discussed the benefit of the emotion-focused teaching semester being the first semester of the residency and the beginning of the school year because serves as the foundation to build on other content areas.

Center Discussions on Video Recordings

In the interviews, coaches (n=6) mentioned how they center coaching discussions on teachers' video recordings of the classroom. Described as a benefit to online coaching, coaches can identify moments in the video where teachers can implement emotion-focused teaching strategies. Some coaches also mentioned requiring teachers to mark sections of the video on the Swivl platform where they completed written reflections in preparation for the coaching meeting.

Engage in Parallel Processing

During coaching meetings, coaches (n=4) also engaged in parallel processing by using emotion-focused teaching language during coaching meetings. Coaches modeled practices they want teachers to implement with their students. For instance, some coaches described sharing their experiences of positive and negative emotions in reaction to the coaching meeting, then discussed how they were modeling an emotion-focused teaching strategy. One coach shared how they used their own emotions during a coaching meeting as a coaching opportunity for the teacher:

> During our calls, I always ask them like, "How are you? I'm excited to see you." I'm modeling it for them. And then later in the call, I explicitly state, "Do you remember in the beginning of our call, I was modeling how excited I was to see you?" So, I use my own emotions to kind of teach them what I mean by a certain concept. (T2)

Focus on Teacher Emotions

All coaches described how the emotion-focused teaching content semester differed from other content areas because of its focus on teachers' emotions. Coaches supported teachers in connecting how their emotions influence how they engage in emotion-focused teaching in the classroom. One coach described how shifting the focus on teachers' own emotions rather than children's behavior is difficult for some teachers: "A willingness to talk about their own emotions in an authentic way. […] It's rare when it comes out authentically, […] but I do think this identifying your own emotions authentically is difficult" (T2).

Encourage Intentional Teaching

Coaches (n=6) described how the main task of the emotion-focused teaching semester was to encourage teachers to engage in more intentional teaching opportunities about emotions, which includes the shift in mindset that emotion-focused teaching is more than behavior or classroom management. One coach shared how she worked with teachers to help them use classroom situations with challenging behaviors or children's negative emotions in the classroom as opportunities to teach about emotions:

> A lot of times […] with conflicts, it's those negative emotions that I think teachers sometimes want to just get past quick and help solve the problem for kids. And I'm trying to get them to see that you have to kind of embrace that as a teachable moment, and then use it as a time to guide children, in really informative and explicit ways. (T2)

In addition to negative emotions in the classroom, coaches told teachers to use positive emotion moments as opportunities to teach about emotions. One coach used a missed opportunity to teach about pride in a teacher's video recording:

> I always ask my residents when they were supposed to identify a proud moment, […] For example, "Do you remember when you identified [to me on Swivl] you were proud, did you say it?' And everyone always said, "No, I didn't say it." I'm like, "Well, that's a moment where you could respond and identify your own emotion and label it." So, I always try to challenge them […] by asking "Are you giving them a lot of information or a little information?"(T2)

Teacher Resistance to Emotion-Focused Teaching Content

In discussing the emotion-focused teaching semester, coaches described how they experienced some resistance from teachers about the content. Coaches hypothesized some reasons why some teachers may be resistant to the content. One explanation was that teachers were outside their comfort zone because emotion-focused teaching content was new (n=6). One coach explained how the teachers who are older and have more experience might find the emotion-focused teaching semester more challenging because they considered themselves model teachers:

> I think that there were other people who the first few cycles were just getting them used to being comfortable not knowing that they don't know everything. Yeah, I feel it took a while for people to get comfortable letting their guards down. (T3)

Another explanation was that behavior management was perceived as an emergency for some teachers (n=3). Some coaches described that it was difficult to shift the focus away from addressing behavioral challenges:

> [The teacher] was venting about her class, about all the difficulties and children with special needs and she was basically complaining which is fine, but I felt like she was using that as an excuse to not be able to apply some of the things, like saying I can't work with this child because they just throw tantrums all day. (T3)

Coaches' efforts to focus on the teacher's emotions were thought to be a source of resistance when teachers prioritized addressing behavior management.

Coaches' Alliance Building and Maintenance Strategies

Coaches were asked about what they were doing to build alliances at the beginning of the semester (T1). Half of the coaches said they knew some of their teachers from pre-residency courses. Coaches also discussed how they initiated contact with new teachers before the semester by introducing themselves through an initial meeting or e-mail.

Establish Expectations

In the first couple of coaching meetings, coaches (n=5) established expectations about coaching with teachers, such as deciding when to meet, what the coaching meeting will look like, and the purpose of coaching meetings. Throughout the semester, coaches continued to communicate expectations to

teachers by sending coaching summary notes and reminders about upcoming coaching meetings or assignments. Summary notes may include coaching meeting discussion points, reflections, and next steps for incremental change (n=3).

Learn about Contextual Factors

Coaches (n=5) also discussed the importance of taking the time to get to know teachers. Coaches also shared their background and experiences they may have in common with teachers to establish common ground. Several coaches (n=4) used stories from their own teaching experiences to build common ground and support teachers in problem-solving through challenging workplace situations. One coach shared how she learned that her experience as a teacher is a valuable resource to use in coaching conversations after seeing the impact during coaching meetings and talking with other coaches:

> I mean not that we were great problem solvers, or you know that we know everything, but you know when they mentioned [a classroom challenge, I am able] to talk through the steps of something based on my experience. [...] I remember [other coaches] mentioning, you have all this experience you can share. (T1)

Teachers may also share their personal and professional life with coaches. Coaches mentioned how it is essential to learn about teachers' personal and workplace contexts as it may impact the strength of the alliance. For instance, one coach described how learning about some stressors in a teacher's personal life helped them understand why the teacher wasn't responsive. This realization helped the coach understand the teachers' situation more:

> You can't just go into coaching and say, OK, let's just talk about your classroom. There's so many other things that are happening in their lives that affect their teaching and what they're doing with their students that you kind of have to go there first and just kind of let them tell you what their struggling with, even if you have something that you're supposed to be talking about so I think that's the part that's really hard is just making sure that you're supporting them as a whole person and not just as a teacher in the classroom. (T1)

Creating a Safe Space

Coaches work to make coaching meetings a safe space for teachers. Coaches provided emotional support to teachers because coaches began coaching meetings doing "check-ins" with teachers on how they were doing and allowed teachers to use coaching meeting time to vent or share about challenges they

were experiencing at work (n=5). One coach shared the value of providing the space for teachers to share and talk through a stressful situation at work:

> I knew that I couldn't solve it for her and […] I just wanted to approach it at first to […] let her vent. And, if anything, comes up it that's great, but sometimes even just talking about something can be helpful to make you feel a little bit better about the situation. (T3)

Another coach believed that creating a safe space for teachers was essential because coaching meetings were often the only time and place teachers could share and problem solve through classroom challenges:

> It's not like I'm judging her. I'm not in her workplace [so] she's allowed to kind of talk about the stressful things because I'm not going to go back and tell anything to her director. I'm like a safe person for her to talk about some of the things that are going on. (T2)

To create a safe space for teachers, coaches provided positive feedback and validated teachers' experiences (n=4). Coaches made sure to point out at least one positive emotion-focused teaching practice they observed in teachers' video recordings, in addition to constructive feedback on how to improve their teaching. One coach mentioned that they explicitly tell teachers they are an "extra set of eyes," and they are not there to judge them**:**

> When I'm giving feedback to my coaches, I always remind them that I'm the extra set of eyes and I always try to do constructive feedback points and then do a really positive one because I always want to make them feel power. I feel like they all have these skills, but there's areas of improvement for all of us, including myself, so I think that's one of the things that I always try to do is positive as well as you know, constructive views. (T1)

Professional Distance and Boundaries

During the discussion of building and maintaining the alliance, coaches (n=6) frequently mentioned maintaining professional distance and boundaries, which was often described in the context of a weak alliance. Coaches described this as a challenge as they worked to establish boundaries and not get too personally involved in teachers' lives. One coach discussed how setting boundaries is important to prevent burnout:

> I just try to set boundaries for myself. I try not to take on the emotional burden and I try not to take on the role of having to fix everything. I'm going to listen and whatever solution that you come up with I support that, but I try not to take on the emotional burden of trying to fix the problems for them. (T2)

At the same time, some coaches (n=3) described not feeling like they do enough to respond to teachers' needs. One coach reflects on a challenging coaching situation: "If it seems like they're doing fine in their classes, but it's just something with the coaching, then I need to look inward and say, 'What's going on? Why am I not meeting this person where they are?'" (T1)

I describe how coaches provide individualized support based on the perceived strength of alliance in Research Question 4.

Coaching in a Strong Alliance

Coaches were asked how coaching was going at each interview time point. Overall, coaches stated that coaching meetings were going well, and most teachers were progressing through the semester. Coaches were also asked to think about a teacher with a strong alliance and a teacher with whom they have a weaker alliance over time (T2, T3). I describe some themes identified in coaches' descriptions of their work with teachers with differing alliance levels.

As a part of the qualitative analysis process (GDI-QR Phase 3), I created an operational model diagram to visualize the alliance building and maintenance process depending on a strong or weak alliance. As seen in the figure in Appendix H, I have identified three pathways of coaches' work to strengthen and repair alliance: strengthened alliance (Path A), repaired alliance (Path B), and continued efforts to repair alliance (Path C). Path B and C will be described in the next section on coaching in a weak alliance.

Characteristics of a Strong Alliance

Coaches (n=6) described the importance of having mutual trust and a bidirectional relationship. Having mutual trust is seen as necessary in a teachers' level of engagement, and engagement is essential for teacher change. Coaches discussed placing greater emphasis on building this mutual trust in early coaching meetings (T1). In strong alliances, coaches described teachers as being able to dive deeper into the coaching content and engage in a deeper reflection of learning over time. Over time, as teachers build more trust with the coach, they begin to open up and ask questions. When meeting with teachers with strong alliances, coaches described experiencing positive emotions:

> I think that there has to be some just like personal connection. I think that there has to be some enjoyment of being with each other. […] I feel like in my best relationships, my teachers know I care, and they care about me too." (T1)

When discussing teachers with whom they have a strong alliance, some coaches (n=3) mentioned that having shared personal and professional experiences helped build the initial bond. For instance, a teacher may feel comfortable sharing challenges and stressors at the workplace if they know their coach had experienced something similar. One coach describes how she feels it is an asset that she has classroom experience to understand teachers' experiences better:

> I do think it's important for a coach to have classroom experience because I know there [people] in teacher development or teacher coaching, and they don't necessarily have that teacher experience. I think it means something to the residents that you can say "I've been exactly where you are, I've felt that same feeling that you're feeling right now, and I know that it gets better." (T1)

Teacher Factors in a Strong Alliance

Coaches described teacher factors that potentially contributed to a strong alliance. Coaches (n=6) described teachers as open and committed to coaching. Teachers in a strong alliance were aware of coaching expectations and followed through on those expectations, such as completing assignments on time. Teachers were open to learning and willing to be vulnerable (n=6). Vulnerability included being eager to ask for help and comfortable asking the coach questions. Teachers in a strong alliance were also willing to change or improve. Coaches observed teachers willing to take risks and try new emotion-focused teaching strategies. One coach talked about a teacher in a strong alliance who is willing to try new strategies and how it is energizing for her as a coach:

> [The teacher is] incorporating all of it in a way that's authentic. She has her own teaching voice and she connects with the kids in her own way. […] I enjoy talking to her and I enjoy getting to know her kids. […[I leave feeling more energized than when [coaching meeting] started. (T2)

Teachers in a strong alliance were communicative (n=3). Teachers responded to coach emails and informed coaches of any significant changes or events that may impact their engagement in coaching. A coach shared how a teacher was communicative and consulted with the coach on completing work in advance because she would not have access to a classroom in a few weeks:

> She said, "I'm letting you know because I have two weeks so what do I need to do within those two weeks." Which just showed how awesome and responsible she was because I think anybody else probably would have been like I'm out of here, I'll figure out videos later. (T3)

Several coaches (n=5) mentioned how teachers were self-sufficient or independent. Teachers who took agency in their learning did not need a lot of reminders to complete assignments correctly and on time and be on time for coaching meetings. One coach also mentioned that the teachers' comfort with technology was helpful in quickly learning the digital tools (i.e., Swivl equipment and Swivl cloud platform) used in the ALP.

Contextual Factors That Contribute to a Strong Alliance

When talking about teachers in a strong alliance, coaches also described some contextual factors supporting a strong alliance. Some examples of contextual factors include having the support they need in the classroom. One coach explains how a teacher has a good relationship with their co-teacher who had completed the ALP:

> She has a co-teacher who's actually also in the program, so she was kind of already used to being open to suggestions and to kind of like knowing that there are different ways to do things. (T3)

Another supportive contextual factor in the workplace included teachers having supportive leadership. For instance, supportive administrators understood the expectations of participating in the ALP.

One coach mentioned how having multiple teachers from the same center might benefit teacher openness and commitment to coaching. The coach described how an ALP alumnus shared their experiences of receiving coaching and program expectations with a current ALP teacher. This teacher came into the program aware of expectations and ready to engage in coaching.

Path A: Strengthened Alliance

Path A shows that strong alliances continue to strengthen over time. Coaches and teachers developed a stronger sense of mutual trust through continued coaching interactions. Teacher factors in a strong alliance described above continued and supported teacher learning. One coach shared how in a strong alliance, teachers were open to learning, which set them up to be able to progress through the semester with an open mind and willingness to try new strategies.

Coaching in a Weak Alliance

During interview T2 and T3, coaches were asked to identify a teacher with whom they have a weak alliance. Coaches also described teacher factors in a weak alliance and contextual factors that contribute to a weak alliance. Additionally, like in descriptions of a strong alliance, I provide descriptions of the two pathways of weak alliance as presented in Appendix H: a repaired alliance (Path B) and an alliance requiring continued efforts (Path C).

Teacher Factors in a Weak Alliance

When discussing teachers with whom they have a weak alliance, a few coaches (n=4) mentioned that differences in personality and communication styles made it challenging to work with the teacher and served as a potential source of mismatch. One coach describes how they realize this is something they need to be more conscious of after reflective practice:

> She's quiet in a way that I don't know how to read, and it took me a while to figure her out. And so, I think that it's just personality translation issues. (T3)

All of the coaches mentioned they had difficulty with communication with teachers in a weak alliance. Teachers described as unresponsive may not be reading emails or not responding to the coach contacting them. The teacher may also not be communicating important information that impacts their ability to participate in coaching, such as classroom closures due to COVID-19. One coach shared how an unresponsive teacher and lack of communication would make working with them challenging:

> If they don't reply back to me when I'm reaching out, [and I'm] not getting any information, I have no clue why they're not doing their part, and there's lack of respect back that can definitely have an impact on my feelings toward that person. How good are they about this program? (T1)

Teachers in a weak alliance may meet the minimum requirements to pass the program. At the end of the semester, coaches described that these teachers weren't fully understanding or going deeper into a reflection of practice on emotion-focused teaching strategies and concepts. One coach described a key difference between teachers in a strong alliance and a weak alliance:

> And part of it is who's being reflective to the level that you feel like they need to be, and who is still maybe either not quite seeing it or not willing to address some of the things that I want to address. (T3)

Teachers may also demonstrate low engagement with coaching, such as not paying attention during coaching meetings, not coming prepared for coaching meetings, and showing resistance towards coach suggestions or feedback. Coaches (n=6) also mentioned that teachers with a weak alliance often did not submit their assignments on time or submitted work that did not meet the assignment requirements.

Some coaches (n=3) described how the teacher with whom they have a weak alliance demonstrated resistance to emotion-focused teaching content and coaching because they felt that they were model teachers, had nothing to learn from coaching, or thought they already implemented emotion-focused teaching strategies in the classroom. Coaches expressed challenges working with such teachers because of initial defensiveness or resistance to feedback. One coach explained how some of her teachers who showed initial resistance to the emotion-focused teaching content struggle at T2:

> [There are teachers] starting to realize that they don't quite know everything and that's an interesting moment because I feel like half of my group or not even I would say like two thirds of my group is just cruising and then that other third is like kind of hitting that.. that wall of struggle. (T2)

Contextual Factors That Contribute to a Weak Alliance

In addition to teacher factors, all coaches also described some potential contextual factors that may impact teachers' level of engagement and their contributions to the alliance. It is important to note that teachers with a strong alliance also experienced some contextual factors that could have impeded their engagement in ALP.

The COVID-19 pandemic was a source of teacher challenges and stress (n=5). Coaches mentioned that teachers experienced uncertainty at the workplace due to the closing and re-opening of centers due to positive COVID-19 cases. Some teachers had to take on multiple roles at their centers and had limited access to resources during the pandemic. Teachers may have also needed to provide caregiving to family members or have gotten sick themselves.

Other contextual factors contributing to a weak alliance included workplace challenges, such as having a negative relationship with co-teacher, experiencing dissatisfaction with their workplace, and

working at an unsupportive center. Coaches also discussed how stressors in their personal lives could also contribute to a weak alliance.

Repairing a Weak Alliance

In a weak alliance, coaches (n=5) mentioned experiencing negative coaching interactions, resulting in a mismatch in expectations of coaching or communication (n=4). Coaches then worked to repair or resolve this mismatch. One coach described how experiencing a negative coaching interaction or a "mismatch" between the coach and teacher can be an opportunity to strengthen a weak alliance:

> I believe in mismatch and repair. I believe that there's the potential to form a stronger relationship when you've made a mistake and kind of rectify that. I think that adds to the respect and mutuality. [...] A reparative relationship. [...] How do we take advantage? How do we reflect on this? (T2)

Coaches described several strategies to strengthen or repair a weak alliance. When working with teachers with a weak alliance, coaches (n=4) mentioned that the coaching meetings required additional preparation and work. Coaches (n=3) mentioned providing clear and detailed expectations regarding assignment requirements and the teacher's expectations for the coaching practice. One coach described how she works with one teacher who needs more frequent reminders:

> I feel like she's been one of the students […] that's been needing the extra step-by-step thing or have to double, triple check "did she understand this because I just said this but she's saying something else." So that could get a little frustrating. (T2)

Coaches (n=5) also described sometimes needing to reassess and set a more realistic expectation for the teacher. Coaches may be creating new action plans for their work with the teacher. One coach described a situation where the coach's and teacher's investment and effort into the program were uneven, causing a mismatch. The coach talked about how they needed to set a realistic expectation about the teacher's commitment to coaching:

> I think that the most effective is recognizing what I can care about and what I can't and not trying to fix everything for them. I have a teacher who was not doing the work. […] I've tried to be so creative and I just got to the point yesterday was like 'you need to decide if you want to be in the program because if you want to be in the program then I'll fight for you to the end. But if you don't then like then that's OK too. (T2)

All coaches mentioned needing to "press pause" or "reset" the coaching relationship by having an honest conversation with the teacher:

> I think, if there is a situation where you're not having a good relationship with the person that you're coaching, I think you have to reset in order to recover the relationship because I don't think you can just go on like nothing has happened. […] You have to have honest conversation and say as a coach, "This is what I'm frustrated about, this is what I'm concerned about." […] Because otherwise you can't, you can't move on. (T3)

Coaches needed to be honest about their feelings about the situation (e.g., unresponsive teacher, incomplete assignments). This conversation was perceived as an opportunity to strengthen a weak alliance.

In response to the negative coaching interactions, coaches subsequently experienced negative emotions. Coaches described their frustrations and negative emotions as they prepare for coaching meetings with teachers in a weak alliance:

> I feel like with [the teacher], do I try to keep [coaching] her and remedy, revise, re-structure or whatever, re-set us on a good path? I don't know, it doesn't feel good to me. Like there's definitely... I get that feeling in the pit of my stomach when I know we have to have a coaching call or... It just never feels... It doesn't feel right. (T3)

Coaches (n=6) described engaging in reflective practice to work through negative emotional responses. As described in Research Question 1, all of the coaches participated in group reflective supervision, which provided a space for coaches to share challenges, problem solve, and engage in reflective practice. Coaches reflected upon any negative emotional reactions to the coaching interaction, whether they were doing enough to understand the teacher's situation, and whether they were doing enough to support the teacher. At T2 and T3, coaches also mentioned alliance-building strategies described in Research Question 3.

Path B: Repaired Alliance

Path B shows that coaches were able to observe some teacher change due to coach efforts to strengthen and repair the alliance, as described above. One coach explained that while an honest conversation with the teacher was difficult and required vulnerability, the coach was able to strengthen the alliance:

> I think that [the teacher] and I started off pretty rough and ended up really strong. I think it's hard, but I think that it's not as hard as switching, just like giving up on the person. I don't think that that really works because I think they feel rejected. For me, I think what it took was getting really down to basics and doing a restart and owning the way that I contribute [to the coaching]. But I think that it's a matter of miscommunication, almost always, right? Of being misunderstood or things being taken in a way that they weren't intended. […] With [the teacher] it's just been a matter of kind of owning my piece and setting intention and expectations for going forward. But it's hard. It was really hard. (T3)

I provide scenarios in Appendix I as examples of what a weak alliance may look like. The data display includes indicators of a weak alliance, potential contextual influences, any negative coaching interactions, coaches' efforts to repair the weak alliance, and then whether there was an observed teacher change. I walk through the "teacher experiencing stressful personal situation" situation as an example of a scenario in Path B:

> *In this scenario, the coach perceived the teacher as uninterested during coaching meetings because they weren't paying attention and seemed distracted. The teacher missed a coaching meeting and didn't respond to the follow-up email sent by the coach. The coach provided clear expectations in writing via email and engaging in reflective practice. During reflection, the coach thought about why the teacher may not be engaged. The teacher and coach have a conversation, where they decide on a better form of communication. The coach also spent more time learning about the teacher and discovered they were experiencing a lot of stressors in their personal life. The coach validated their experience and the teacher's personal situation also improved. The teacher caught up on missed assignments and came to coaching meetings more prepared.*

This scenario includes multiple negative coaching interactions. Coaches' efforts to repair the alliance included clarifying expectations in writing and engaging in reflective practice to hypothesize why the teacher was uninterested and unengaged during coaching meetings. The coaches' effort also included learning about potential contextual factors contributing to the weak alliance. The coach learned that the teacher was experiencing stressors in their personal life, which improved. The coach shares that they observed a change in the teachers' level of engagement in coaching.

Path C: Continued Efforts in a Weak Alliance

In Path C, coaches may experience several negative coaching interactions and a continued cycle of coach–teacher mismatch and efforts to repair. Alliances continuing this mismatch and repair cycle over time led to a continued weak alliance and coach concerns regarding teacher continuation of the program. While Path C is less common, with two of the six coaches in this pathway, it is a potential source of

burnout for coaches. One coach describes how the repeated instances of negative coaching interactions was emotionally exhausting:

> I think that that isn't is an emotional response that I have to work on of, like being able to recognize someone who is just going to be a complete time and energy suck and knowing that I have no choice, but to keep going. (T2)

I present a scenario ("teacher lack of communication") from Appendix I as an example of Path C:

> *The coach described the teacher as unresponsive and not communicative. The teacher didn't inform the coach of significant life events, such as classroom closures due to COVID-19 and their decision to take a leave in ALP. The teacher didn't complete assignments and frequently experienced challenges with technology, such as issues with their Swivl account or email. The teacher would show up to coaching meetings late. In response, the coach provided flexible deadlines and extensions to work. The coach leaned on other ALP team members to help the teacher with tech support. The coach also created and updated action plan and hopes to match this teacher with an ALP alumnus that works at the same center.*

There were repeated and multiple negative coaching interactions in this scenario, such as a continued mismatch in communication and not meeting program requirements. In efforts to repair the alliance, the coach provided the teacher with more flexible deadlines and connected the teacher with someone who could help resolve technology issues. Despite the coach's efforts to repair the weak alliance, no teacher changes were observed. The coach, however, does demonstrate continued efforts as they create a new action plan and describe future plans for the teacher for the next semester.

Experiences of burnout were described when describing the continued negative emotional experiences resulting from working with teachers in Path C. However, coaches believed it might take time for some teachers (n=5) to buy into the program and develop a stronger alliance. One coach reflected how they were still in the first semester of the program:

> I have to just make sure that I keep reminding myself that this is really the first semester of residency for Cohort 3. We still have to get to know each other. They're still getting a sense of what the expectations are and what's to come. (T3)

Responding to Teachers' Emotional Needs

At T2, coaches were asked about how they provide emotional support to teachers; however, coaches described instances of providing emotional support at all three interviews. Coaches' work to

support teachers' emotional needs were observed in two situations: teachers coming to coaching meetings stressed or frustrated or coaches observing an emotional moment in a teacher's video recording.

Responding to Negative Emotions During the Coaching Meeting

As described in Research Questions 1 and 3, coaches created time to "check in." One coach described that because coaching was online, she paid more attention to the teachers' body language and facial expressions as an indicator of how they were doing**.** Beginning coaching with "check-ins" was an opportunity for coaches to learn about teachers' situations outside of coaching and share workplace challenges, even if it is not about the coaching content. At times, coaches described teachers getting emotional and sharing feelings of stress, feeling overwhelmed, and frustration.

When coaches described providing emotional support to teachers, it was clear that a foundation of trust between the coach and teacher was necessary. Over time, as alliances strengthen, teachers may also feel more comfortable sharing:

> I think she's become feeling more and more safe with me over time […] and understanding what the coaching relationship is, as we have our coaching meetings. I think over time, we've been able to build up the relationship and develops in a positive direction for sure. (T2)

In response to teachers, coaches validated teachers' experiences and emotions. Some coaches shared similar experiences when they were teachers to empathize and acknowledge the teacher's experience. One coach described an emotional moment in coaching: "I think it's those moments where you know where you see them frustrated enough where they're tearing up and at the same time saying I've been there. I know it's very overwhelming and like I'm so sorry" (T2).

Observing an Emotional Moment in Video

Some coaches also mentioned observing a stressful event or teachers' negative emotions in a video. Several coaches said that it was important not to judge teachers. One coach talked about shifting the focus from the child's problematic behavior to the teachers' own emotions in this situation:

> [The teacher was] having a hard time in the classroom and they were very honest by saying in this video it shows me being frustrated. […] it was the same experience that I had when I felt burnt out in the classroom. […] Something that I learned the hard way is that it's not the kid's fault.

> Don’t take it out in the classroom. You know we need to be okay before we can be okay for somebody else. (T1)

Another coach talked about stressful moments in the video as an opportunity to connect to future semester content (e.g., inclusion) and ensure that the teacher is getting enough support:

> If there is a stressful moment in the video, we also pause. […] A lot of the times it’s one or two children who really set them off or really stress them out the most, and I always try to always tie it back to the inclusion semesters, so like, “Okay, we’re gonna talk about that later, how can we provide supports for them, but right now, how can we provide supports for you?” So it is both an opportunity to tie it to the topic of the semester, but also to provide supports for them first. (T2)

Again, because the current study focused on the first semester of the ALP, coaches considered longer-term plans to support teachers.

V. QUANTITATIVE RESULTS

Correlation of Coach and Teacher Ratings of Alliance

As seen in Table 1 (Appendix J), there was a positive correlation between coaches' ratings of goal agreement, effective communication, and productivity of coaching time. There were no significant correlations among teachers' ratings in goal agreement, effective communication, and productivity of coaching time.

Bivariate correlations of coach and teacher items from the Teacher-Consultant Alliance scale also show a positive correlation in coaches' and teachers' ratings on goal agreement. Teachers' ratings of goal agreement with the coach were also positively correlated with coaches' ratings of effective communication. With no item-level correlation between coaches' and teachers' alliance ratings on effective communication and productivity of coaching time, the following quantitative research questions will consider coaches' and teachers' ratings separately.

Changes in Teachers' Emotion-Focused Teaching

To answer research question six, I needed to determine whether there were any significant changes in observed and self-reported emotion-focused teaching. A paired samples t-test of the unitary pre and post EMOTERS scores demonstrated a significant increase in teachers' observed emotion-focused teaching strategies, $t(25) = 3.15$, $p = 0.004$. There was no significant change in pre and post-self-report scores of emotion-focused teaching, $t(27) = 1.39$, $p = 0.175$.

Inconsistent with the hypotheses, coaches' ratings of the alliance were not significantly associated with teachers' changes in observed emotion-focused teaching, $F(1,26) = 0.23$, $p = 0.64$. Similarly, inconsistent with the hypotheses, teachers' ratings of alliance were also not significantly associated with teachers' changes in observed emotion-focused teaching, $F(1,26) = 0.44$, $p = 0.52$.

Teacher Baseline Ratings not Predictive of Alliance

Inconsistent with the hypothesis, teachers' baseline observed emotion-focused teaching was not significantly associated with coaches' ratings of alliance. Coaches' perceptions of the strength of alliance do not differ based on teachers' initial emotion-focused teaching skills, $F(1, 24) = 1.15$, $p = 0.29$.

Similarly, inconsistent with the hypothesis, teachers' baseline use of emotion regulation skills were not associated with coaches' ratings of alliance (reappraisal, $F(1, 26) = 0.32$, $p = 0.58$; suppression, $F(1, 26) = 0.73$, $p = 0.40$). Coaches' perceptions of the alliance at the end of the semester do not significantly differ based on teachers' emotion-focused teaching skills and adaptive emotion regulation strategies.

VI. DISCUSSION

This mixed-methods study aimed to examine coaches' work to build an alliance and work to support teacher learning in emotion-focused teaching. Data collected through observations of classroom teaching, coach- and teacher-reported ratings of alliances, and longitudinal qualitative interviews with coaches reveal several key findings. Quantitative analyses indicate that coaches and teachers in this sample have different perspectives on what constitutes a strong alliance. At the same time, coaches report that alliance building is inseparable from their work to support teachers' development of emotion-focused teaching skills. Clear themes arose around coaches' strategies to build and maintain strong alliances, and coaches attested that weaker alliances could be repaired over time. Hypothesized associations between observed and self-reported emotion-focused teaching, emotion regulation skills, and strength of alliance were not supported. The implications of these findings, including the benefits of creating systems of support for early childhood coaches to help prepare the workforce to navigate alliances and support teacher learning, are discussed.

Differing Perceptions of Alliance

Coaches' and teachers' ratings of alliance on effective communication and the productivity of coaching time were not significantly correlated. Goal agreement was the only aspect of alliance that was significantly correlated in coach and teacher dyads. This finding contradicts a prior study that demonstrated moderate correlations between coach and teacher perceptions of alliance (Johnson et al., 2016). This discrepancy in findings may be due to differences in the coaching context. Johnson and colleagues (2006) measured alliance in a K-8 coaching program that used a behavior management framework and included data and ongoing performance feedback to inform coaching (Double Check; Herschfeldt et al., 2009). The focus on continuous performance-based feedback may have resulted in coaches' and teachers' agreement on the goals and tasks of coaching. Coaching in the current study was focused on emotion-focused teaching, and coaching conversations were centered around teachers' video recordings of practice. Having a more teacher responsive approach to coaching, rather than a focus on performance indicators, may explain the lack of coach and teacher agreement on the aspects of alliance.

Further, while coaches' ratings of goal agreement, effective communication, and productivity of coaching time were correlated, similar convergence was not observed in teachers' ratings. This finding suggests that coaches' understanding of alliance as measured by the Teacher-Consultant Alliance Scale differs from teachers' understanding. Coaching interventions measuring alliance should include both teacher and coach ratings. Teachers' perceptions of goal agreement may not be related to whether the coaching time was productive and whether the coach has effective communication. Coaching meetings focused solely on goal setting and agreement may not be enough to establish a strong alliance. Qualitative findings suggest that coaches should also invest time in establishing expectations on communication and the subsequent coaching meetings.

I was unable to find the association between alliance and teachers' change in practice in the current study based on quantitative findings, which is inconsistent with prior studies on alliance and teacher or client outcomes. In the qualitative findings, however, I observed the pattern of alliance and teacher change during coach interviews when comparing teachers in strong versus weak alliance. Hence, the use of the Teacher-Consultant Alliance scale may have not been a good fit to assess the strength of alliance in the current study.

Studies measuring alliance in school contexts found that stronger alliances were associated with improved supportive classroom practices, such as stronger student-teacher relationships and more positive classroom climates (Davis et al., 2021; Lee et al., 2014). Consultants' reported strength of alliance was also associated with teachers engaging in more responsive practices and being sensitive to children's needs (Partee et al., 2021). Additionally, studies using the Teacher-Consultant Alliance scale suggested that stronger alliance creates a context in which there is a collaborative effort to accomplish the teachers' goals and where the teacher feels safe to have honest conversations (Reinke et al., 2011). In therapy, the ability for client progress has been attributed to the strength of alliance (e.g., Norcross & Wampold, 2011; Falkenström et al., 2016).

Unlike the research in prior studies, coaching in the current study was focused on improving teachers' emotion-focused teaching. Coaches supported teachers in implementing new strategies to

provide emotion instruction, but coaching conversations also focused on teachers' own emotions to improve emotion-focused teaching. The content of emotion-focused teaching and the focus on the teacher's own emotions result in vulnerable conversations, which require a sense of mutual trust. This is evidenced by coaches' work to strengthen weak alliances with teachers who were resistant to the emotion-focused teaching content. I turn to the qualitative examination of alliance to explore the connection between alliance and teacher change in practice.

Despite coaches' average ratings of alliance being high, coaches were able to identify teachers with whom they have a weak alliance during the interviews. In the current study, the Teacher-Consultant Alliance Scale may have only been able to capture teachers who met the program's minimum requirements, such as completed coaching activities and assignments. In coaches' comparisons of teachers with whom they have a strong and weak alliance, coaches mentioned several common teacher factors that contribute to the strength of alliance. In the discussion of coaches' work in a weak alliance, "haven't gotten through to them" was a theme heard from five coaches. Coaches felt that while teachers were completing the program's minimum requirements, they hadn't yet engaged in deeper reflections of their practice and thus have not observed as much change in teacher practice. Perhaps, this warrants additional indicators to measure the strength of alliance. Additional indicators could include teachers' willingness to try new strategies and improve upon their practice, comfort in asking questions, and ability to engage in self-reflection. More research on the potential association between alliance and teacher improvement in practice needs to be examined.

Alliance as Central to Coaching in Emotion-Focused Teaching

Coaches felt that the foundation of alliance was necessary to provide emotional support to teachers to provide professional support and encourage emotion-focused teaching. When coaches were asked about their work and role as a coach, all coaches described the importance of developing trusting relationships with teachers over time and scaffolding teacher learning. Coaches and teachers worked through sensitive topics, such as changing teachers' mindsets on perceptions of children's challenging behavior and talking about teachers' own emotions. For instance, when coaches were asked when they

provided emotional support to teachers, coaches described responding to teachers' negative emotions during conversations when teachers shared about challenging work situations and after observing emotional moments in response to a challenging child in the video recordings.

Coaches facilitated conversations with teachers to process their negative emotions in the classroom, recognize how their emotions affect children and engage in more intentional emotion-focused teaching. Prior research supports the need to focus on teachers' emotions. Hamre and Pianta (2001) found that teachers' negative emotional reactions, as reported by kindergarten students, during student-teacher interactions were predictive of long-term social–emotional and academic outcomes. In contrast, Lynch and Cicchetti (1992) described how young children had positive social–emotional outcomes when they had sensitive and responsive teachers. Helping teachers reflect on how they are modeling and responding to emotions in the classroom can support children's positive development.

As such, alliance was an essential aspect of coaching around the emotion-focused teaching content. Findings were consistent with the framework used in the current study, the relational, dialogic approach to coaching (Lysaker, 2018; Lysaker & Furuness, 2011), which posits that learning occurs within a relationship and dialogic interactions between the teacher and coach. In other words, the relational component – the bond in an alliance – is inseparable from teacher learning – the completion of tasks and working towards goal for improvement in emotion-focused teaching.

Strategies for Building Alliances

Because conversations around emotion-focused teaching required a sense of mutual trust, coaches dedicated time and effort to alliance building. Coaches shared alliance-building strategies they used during the first few weeks of coaching. Coaches created "check-in" times at the beginning of each coaching meeting to continue to build upon alliance throughout the semester. This time proved to be essential, especially in coaches' descriptions of resolving negative coaching interactions and strengthening weak alliances. Time was dedicated to learning about teachers' work, personal contexts, and learning needs. Coaches also made sure to establish clear expectations about the program with

teachers. Coaches also provided positive feedback to teachers, validated their experiences, and were responsive to teachers' needs. Coaches' alliance-building strategies were consistent with prior literature on the strategies to build an alliance in therapeutical settings (Norcross & Wampold, 2011) and school settings (Beker et al., 2013; Matsumura, Garnier & Resnick, 2010).

In addition, coaches may have been the most consistent and perhaps only source of professional support for teachers who had unpredictable and stressful workplace experiences due to the COVID-19 pandemic. Coaches were able to provide emotional support to teachers and become a part of the teachers' professional support system. Research shows that teachers without social–emotional support are associated with more depressive symptoms and lower job satisfaction (Zinsser et al., 2016). Coaches used alliance-building strategies to support teachers to feel comfortable sharing about their workplace challenges and difficulties with the content with their coach.

Adapting Coaching Based on Weak or Strong Alliance

Coaches described differences in teacher learning when comparing teachers with whom they have a strong or weak alliance. Baseline ratings of teachers' emotion regulation and observed emotion-focused teaching were not associated with coaches' evaluation of the strength of the alliance. In fact, interviews suggested that coaches adapt coaching practices based on their perceptions of the teacher factors contributing to alliance. In comparing strong and weak alliances, coaches focused on teacher factors, such as openness to coaching or willingness to change, rather than teachers' knowledge and implementation of emotion-focused teaching or emotion regulation skills. In successful coaching, coaches' efforts to establish rapport and trust with teachers allows coaches to learn more about the teacher (Anderson et al., 2014). With a strengthening in the trusting relationship, teachers may experience increased motivation and self-efficacy to improve their teaching (Mangin, 2009). Findings from the current study shed light on how coaches can strengthen weak alliances.

Strategies for Repairing and Strengthening Alliance

Coaches in the sample adapted coaching practice based their perceptions of teacher factors and contextual factors that contribute to a weak alliance. Coaches spent more time and effort understanding

the teacher-level and contextual factors seen as potential barriers to alliance. Coaches identified several teacher factors common in weak alliances. Teachers in a weak alliance were perceived as less engaged and willing to change. Examples frequently included missing assignment deadlines, doing minimum work, and being unresponsive to communication, thus impacting the quality of their learning. Prior research may describe the teacher factors in a weak alliance as teacher resistance (Lynch & Ferguson, 2010). In a study of literacy coaches' experiences working with elementary school teachers, coaches perceived that resistance was a barrier to effectiveness as a coach (Lynch & Ferguson, 2010). However, teacher resistance may be perceived as an opportunity for growth as coaches try to learn more about the teacher and understand why teachers are demonstrating resistance (Toll, 2014; Stover et al., 2011). Therefore, it is important to better understand coaches' work as they navigate challenging alliances.

Coaches posited that teachers demonstrated resistance to coaching because of content-area: emotion-focused teaching. Teachers in the ALP were older and more experienced than in the typical teacher preparation program. Being faced with unfamiliar content as an experienced teacher may be difficult and potentially a source of resistance. Emotion-focused teaching was a new concept for the teachers, so shifting the focus from classroom and behavior management to teachers' emotions and emotion instruction may have caused some resistance to coaching. Behavior challenges were perceived as an emergency, potentially contributing to teachers' difficulty shifting the focus to their emotions. Prior literature also supports the notion that teachers have difficulty discussing their negative emotions in reaction to challenging student behavior (Liljestrom et al., 2007). Teachers' beliefs that early childhood educators should maintain caring and warm emotions in the classroom (Brown et al., 2014) may also make it difficult for teachers to talk about the negative emotions observed in their video recordings.

Coaches also described several contextual factors potentially contributing to a weak alliance. Teachers who could not overcome challenges, such as being in an unsupportive workplace, had difficulty focusing on their learning. Various contextual factors, such as school climate, school leadership, and the educational policy landscape, may influence teachers' ability to support students' learning (Jennings & Greenberg, 2009). Contextual influences could also include factors outside school, such as life stressors in

the teachers' personal life (Jennings & Greenberg, 2009). Considering the additional stressors and burdens placed on the teacher workforce during the COVID-19 pandemic, coaches should consider the contextual factors that may put teachers in a weak alliance.

Coaches implemented several strategies to encourage teacher learning in emotion-focused teaching and be responsive to teachers' needs. To support teachers in weak alliances, coaches described efforts to create a safe space for teachers to be more responsive and support teachers in addressing challenges experienced in the workplace and their personal lives. Coaches who provide differentiated support by understanding and being responsive to teachers' needs are more successful in reducing teacher resistance (Toll, 2007; Stover et al., 2011). Establishing a safe space may create the opportunity for coaches to listen to teachers and learn about ways to support them in overcoming the teacher and contextual factors contributing to their resistance.

Another strategy that several coaches discussed was engaging in parallel processing, which is modeling positive student-teacher interactions through coach-teacher interactions (Heffron & Murch, 2010). During the coaching meeting, coaches used parallel processing when modeling emotion instruction by talking about their own emotions. Coaches used language aligned with emotion-focused teaching during coaching meetings. Parallel processing was also observed in coaches' work to encourage teachers' agency of learning. Coaches described their agency and learning as professionals. Coaches participated in regular reflective supervision groups, reflecting on their coaching practice and problem-solving through challenging situations.

Parallel processing is foundational in relationship-based work, such as infant and early childhood mental health consultation. Consultants' responsiveness and empathy towards the teacher mirror optimal teacher interactions with children (Hepburn et al., 2007; Johnson & Brinamen, 2006). This process is also salient in the current context as coaching is relational (Johnson et al., 2016; Powell & Diamond, 2013). Parallel processing demonstrates how relationships are interrelated, and therefore how a coach works with a teacher may impact teachers' work with students (Heffron & Murch, 2010).

Coaches also mentioned the importance of engaging in reflective practice to hypothesize and problem-solve solutions to repair weak alliances. Coaches engaged in reflective practice during regular group reflective supervision sessions and described the importance of the sessions on their coaching practice, especially with their work with teachers in a weak alliance. Ongoing reflective practice has been seen as effective for early childhood practitioners to support their work. Through reflective practice, practitioners problem solve and improve teaching by integrating skills and knowledge gained through new experiences (Buysse et al., 2003). Reflective practice is also used by infant/early childhood mental health consultants to process how they are experiencing their work with children and families and focus on their own emotions (Strain & Joseph, 2004). Coaches, as members of the early childhood education workforce, should also engage in reflective practice to process negative coaching interactions, problem-solve solutions to repair weak alliances, and work to improve their coaching practice.

Building in Systems of Support for Coaches

Altogether, findings suggest the need to focus on coaches and coaches' experiences as members of the early childhood education workforce. To be able to repair weak alliances, coaching requires openness, vulnerability, and reflective practice; therefore, especially in long-term coaching programs, it is crucial to build in supportive practices for coaches. I provide some recommendations for creating a system of support in coaching programs for the coaching workforce. Programs should provide institutional support, such as having a clear coaching model and a supportive leadership team, and efforts to enhance coaching practice, such as ensuring coach readiness and providing access to a professional community.

Have a Clear Coaching Model

Having a clear coaching model can support current coaches in their work and be helpful in training new coaches. Coaches described how they grew comfortable coaching in the ALP over time because they became familiar with the coaching model. While coaches in the sample were experienced ALP coaches, having a clear coaching model can support future new coaches. In addition, as a part of alliance building and maintenance, coaches work to establish clear expectations with teachers. A clear

coaching model is integral to coaches' ability to do this effectively. Moreover, coaches work to set professional distance and boundaries as a strategy to prevent burnout. Including clear definitions of coaches' roles and expectations of coach responsibilities in the coaching model will help coaches establish clear professional boundaries with teachers.

Create a Supportive Leadership Team

Program leadership should work to understand coaches' needs and promote a culture of collaboration. In particular, program leadership should be aware of and provide support to coaches experiencing challenges, especially working with teachers in Path C. Literature on effective programs and interventions has agreed with the importance of having supportive leadership (e.g., Duran et al., 2009; Ketterlin-Geller et al., 2015). Administrative leadership should provide meaningful support to teachers by understanding teachers' needs and promoting a culture of collaboration (Ketterlin-Geller et al., 2015; Margolis & Nagel, 2006). Prior research on teachers also found that supportive administrative leadership can mediate teacher stress (Margolis & Nagel, 2006). Having a supportive leadership team may also buffer the experience of burnout and stress for coaches navigating challenging alliances and supporting early childhood education teachers.

Ensure Coach Readiness

Emotion-focused teaching is a new coaching area, so coaches must be knowledgeable about the content. In a prior study of teacher perceptions of alliance, teachers felt that coach expertise in the content area shapes the strength of alliance (Schafer, 2007). Therefore, coaches need to know what emotion-focused teaching looks like and how to coach teachers on this content. Programs should ensure readiness on content by providing ongoing training for coaches.

Findings from the current study also demonstrate the complexity of coaching beyond the effective coaching elements supported by research (e.g., observation, modeling, feedback; Joyce & Showers, 2002). Coaches must be prepared to build and maintain alliances with teachers to be able to support teachers grow in their emotion-focused teaching skills.

Create Professional Communities or a System of Professional Support

In the current study, coaches had access to professional support in the form of group reflective supervision. As a member of this supportive community, coaches could engage in reflective practice to process challenging coaching situations and improve upon their coaching practice. Coaches were able to share challenges experienced and collaboratively come up with solutions. In infant/early childhood mental health consultation, reflective practice is never solitary but always shared as a group (Schafer, 2007).

Professional learning communities and having access to professional support have been advocated for teachers. Early childhood education teachers with more professional support were more effective in their social-emotional teaching in the classroom (Johnson et al., 2019; Jeon et al., 2018). As members of the early childhood workforce, coaches would also benefit from professional support networks.

Limitations and Future Directions

This study provides important contributions to the understanding of building and repairing alliance during coaching in emotion-focused teaching in an early childhood education setting. A limitation of the current study may be its small sample size, which limits the generalizability of findings. The study is also situated in a unique coaching context, an alternative licensure program, which in itself is an understudied context. However, results from the current study provide important insights to support coaching practice, especially in longer-term coaching programs, to build alliance and support teacher development. Future research with this population may include a continued examination of alliance over four semesters instead of focusing on the first semester like in the current study. In addition, findings from the study suggested that coaches individualized coaching practice based on their perceptions of the strength of alliance. Future studies could include ratings of alliance before and after coaching to compare changes in alliance and potential associations to teacher change in practice.

An important contribution of the current study is the focus on coaches' experiences. In addition, the longitudinal nature of the current study provides insight into what coaches are doing over time. However, it could be a limitation that I only captured coaches' perspectives and work to build and repair

alliance through interviews. It would be interesting to observe coaching meetings to capture what coaches are doing during coaching meetings. Furthermore, future research could use coach-teacher dyads to examine alliance building and maintenance over time. A quantitative examination of the correlation of coach and teacher ratings of alliance suggested that coaches and teachers may disagree on alliance indicators. Looking at coach and teacher dyads as they form alliance over time would provide more insight into this finding.

The current study also demonstrated highly skewed teacher and coach ratings of alliance. As such, the Teacher-Consultant Alliance Scale may not have reflected coaches' qualitative descriptions of teachers with whom they have a weak alliance. Future work to examine alliance should include additional items based on coaches' descriptions of strong and weak alliances, especially the factors coaches believe contribute to teacher change.

VII. CONCLUSIONS & IMPLICATIONS

Coaches are important members of the early childhood educator workforce because they provide content-specific and emotional support. It is therefore important to learn more about coaches' experiences. By hearing from coaches over a semester, I learned about coaches' efforts to support teachers beyond effective coaching activities supported by prior research on coaching (e.g., observation, modeling, feedback). Further research on the complexity of what coaches do to provide emotional and content-area support to teachers is necessary.

Findings will also contribute to some key gaps in the literature on alliance and coaching to support emotion-focused teaching. Learning from coaches' experiences as they work with different teachers, coaches describe how the alliance-building process was essential in coaching around emotion-focused teaching. Furthermore, coaches individualized support for emotion-focused teaching based on their perceptions of the strength of alliance. In weak alliances, coaches dedicated time and effort to repair alliances to be able to support teachers in the emotion-focused teaching content effectively.

With a need to diversify and retain the early childhood education workforce, attention to alternative teacher preparation pathways has increased. This study provides recommendations to support coaches who work with this unique early childhood education workforce. I also hope findings from the current study will inform the work of the UIC ALP. Findings can support the work of coaches in the ALP by providing some understanding of the various strategies used to form and maintain alliance over time and better support future cohorts of teachers going through professional development to improve emotion-focused teaching. The current study is also nested in a larger developmental evaluation of the ALP. My hope is that this research can contribute to understanding the impact that the ALP has on teachers' professional development.

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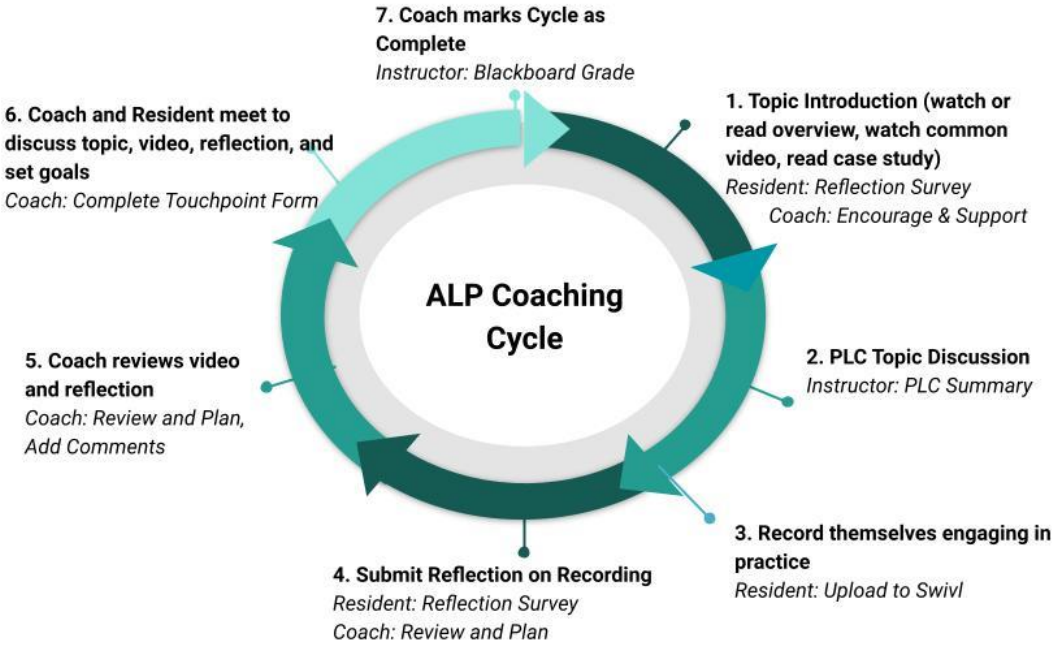
APPENDICES

Appendix A. ALP Coaching Cycle



Appendix B. Study Timeline

Date	Activity
July, 2021	• IRB application submitted and approved • Review qualitative data methodology
August, 2021	• Dissertation prospectus approved
September, 2021	• Administered teacher pre-semester self-assessment • Recruited coaches • Coaches completed Coach Experience Survey • Coach interviews (T1)
October, 2021	• Grant application submitted to UIC Institute for Research on Race and Public Policy (IRRPP) dissertation grant • Transcription of interviews (T1) • Transcript processing (T1; meaning units, memo writing, "think display")
October-November, 2021	• Coach interviews (T2) • Transcription of interviews (T2) • Transcript processing (T2; meaning units, memo writing, "think display")
November-December, 2021	• Coach interviews (T3) • Transcription of interviews (T3) • Transcript processing (T3; meaning units, memo writing, "think display")
December, 2021	• IRRPP dissertation grant awarded • Recruit dual coder for qualitative coding • Administered teacher post-semester self-assessment • Administered Teacher-Consultant Alliance scale to coaches
January, 2022	• Demographics tables • Created initial codebook for transcription • Begin dual coding (training and coding meetings) • Begin coding transcripts • Write up Quantitative Results
February, 2022	• Complete dual coding • Finalize qualitative codebook • Complete coding transcriptions • Created "think displays for qualitative research questions (e.g., operational model diagram for RQ4)
March, 2022	• Write up Qualitative Results • Revise and update Methods section (from proposal manuscript) • Write Discussion section • Revisions from Kate
April, 2022	• Revise Introduction (from proposal manuscript) and add new literature • Revisions from Kate
May, 2022	• Submit dissertation to committee (May 2, 2022) • Dissertation defense (May 16, 2022) • Create report of findings to share with UIC Alternative Licensure Program
June, 2022	• Make final edits and submit to final dissertation to Graduate College
June – August, 2022	• Dissemination of dissertation findings (submission of manuscript to academic journal and conferences)

Appendix C. Participant Demographics

Table 1.
Teacher descriptive information

Variable	n	M (SD) or %
Gender (female)	27	96.43%
Race/ethnicity		
Black/African American	17	60.71%
Hispanic/Latinx	7	25.00%
White	2	7.14%
Asian	1	3.57%
Multi-Racial	1	3.57%
Age		42.75 (9.98)
Annual Income		43305.57
Education (Master's Degree)	11	45.83%
Experience in ECE (Years)		14.85 (7.70)
Language		
Spanish	7	29.17%
Spanish in the Classroom	3	12.50%
Reason for Enrolling in ALP		
To be offered a higher salary	19	79.17%
To work as a lead teacher	9	37.50%
To receive better benefits	11	45.83%
To work at a new or different center	11	45.83%

Note. EC: Early childhood, ECE: Early childhood education, ALP: Alternative Licensure Program

Table 2.
Coach descriptive information

Variable	n	M (SD) or %
Gender (female)	6	100.0%
Years experience		
in EC field		17 (11)
as ECE coach		7.5 (8.9)
as ALP coach		2.02 (0.5)
Race/ethnicity (self-identified)		
White/White Non-Hispanic	3	50.0%
Hispanic/Latina	2	33.3%
African American	1	16.7%
Received training to support coaching	4	66.7%
Uses Spanish in coaching sessions	2	33.3%
Average hours/week working		
As a coach	6	13.7
As a PLC leader	2	4.5
On administrative tasks	2	5.0
Other ALP tasks	4	8.1
Caseload (# of teachers)		5 (2.71)
Coaching experience		
Job satisfaction		5 (0)
Perceived competence		4.33 (0.52)
Emotional exhaustion		2.33 (0.82)

Note. EC: Early childhood, ECE: Early childhood education, PLC: Professional learning community, ALP: Alternative Licensure Program

Appendix D. Consent Form (approved by UIC IRB 7/27/21)

University of Illinois at Chicago (UIC)
Research Information and Consent for Participation in Social, Behavioral, or Educational Research

The coach experience: The process of forming and maintaining coach-teacher alliance in an Alternative Licensure Program

Principal Investigator/Researcher Name and Title: Kate Zinsser, PhD
Department and Institution: Psychology, University of Illinois at Chicago
Address and Contact Information: 1007 W Harrison St. Chicago IL 60607, cpark39@uic.edu

About this research study
You are being asked to participate in a research study about coaching experiences and the coach-teacher relationship as a coach in the Alternative Licensure Program. Research studies answer important questions that might help change or improve the way we do things in the future.

Taking part in this study is voluntary
Your participation in this research study is voluntary. You may choose not to take part in this study or you may choose to leave the study at any time. Deciding not to participate, or deciding to leave the study later, will not result in any penalty or loss of benefits to which you are entitled and will not affect your relationship with the University of Illinois at Chicago (UIC) or your employment with the UIC Alternative Licensure Program.

This consent form will give you information about the research study to help you decide whether you want to participate. Please read this form and ask any questions you have before agreeing to be in the study.

You are being asked to participate in this research study because you are a coach working with teachers in the UIC Alternative Licensure Program.

Important Information
This information gives you an overview of the research. More information about these topics may be found in the pages that follow.

WHY IS THIS STUDY BEING DONE?	We want to find out more about coaches' experiences engaging in coaching interactions with teachers. Specifically, we want to understand how coaches are working to develop and maintain relationships with resident teachers seeking their professional educator license.
WHAT WILL I BE ASKED TO DO DURING THE STUDY?	You will be asked to complete a brief online demographic questionnaire with questions about your experiences and training as a teacher coach. Responses from the survey will only be used for research purposes and individual responses will not be shared with ALP program staff. As a part of regular coaching practice, you will be engaging in monthly reflection sessions during the Fall semester. During these sessions you will reflect on your experiences coaching residents with a member from the ALP coaching team over Zoom (with the option to keep the camera off). Participating in this study involves allowing the research team to have access to the audio recording from that Zoom reflection session. Only the audio recordings will be used for research purposes.

HOW MUCH TIME WILL I SPEND ON THE STUDY?	The demographic questionnaire will take approximately 5 minutes to complete. Monthly reflection sessions are a part of regular coaching practice and will not require any additional time.
ARE THERE ANY BENEFITS TO TAKING PART IN THE STUDY?	There are no direct benefits to you for taking part in this study. Findings from this study, however, will inform how future coaches are trained and the development of future iterations of this and related programs.
WHAT ARE THE MAIN RISKS OF THE STUDY?	The primary risks presented by this research study are breaches of privacy (others outside of the study may find out you are a subject) and/or confidentiality (others outside of the study may find out what you did, said, or information that was collected about you during the study). Your responses during the reflection session will be kept confidential.
DO I HAVE OTHER OPTIONS BESIDES TAKING PART IN THE STUDY?	You have the option to decide not to take part at all or you may stop participation at any time without any consequences.
QUESTIONS ABOUT THE STUDY?	For questions, concerns, or complaints about the study, please contact Kate Zinsser, PhD (kzinsser@uic.edu) or Christen Park, MA (cpark39@uic.edu). If you have questions about your rights as a study subject; including questions, concerns, complaints, or if you feel you have not been treated according to the description in this form; or to offer input you may call the UIC Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu.

Please review the rest of this document for details about these topics and additional things you should know before making a decision about whether to participate in this research. Please also feel free to ask the researchers questions at any time.

What procedures are involved?

Coach Demographic Survey
All research activities are conducted online and can take place wherever it is convenient for you. If you choose to participate, you will receive a link to access the demographic survey, which should take approximately 5 minutes to complete.

Recorded Reflections
As part of the ALP coaching team, you participate in regular reflective supervision. In the Fall of 2021, one-on-one reflection sessions will take place monthly with a member of the ALP program staff over Zoom. By agreeing to participate in this study, you are giving permission to the evaluation team to access an audio recording of this reflection session.

What will happen with my information used in this study?
The audio of your reflection sessions will be transcribed and then the recording will be destroyed. The transcript will be de-identified to protect your identity and will be stored securely so that it is only

accessible to members of the research team. Upon the completion of data analysis, transcripts will be destroyed.

Your identifiable private information collected for this research study will not be used for future research studies or shared with other researchers for future research.

What about privacy and confidentiality?

Efforts will be made to keep your personal information confidential; however, we cannot guarantee absolute confidentiality. In general, information about you, or provided by you, during the research study, will not be disclosed to others without your written permission.

ALP program staff will not know whether you choose to consent or decline to participate in the research study. This includes completion of the online survey and decision to provide access to audio recordings of reflection sessions.

However, laws and state university rules might require us to tell certain people about you. For example, study information which identifies you and the consent form signed by you may be looked at and/or copied for quality assurance and data analysis by:

- Representatives of the university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for the Protection of Research Subjects.
- Other representatives of the State and University responsible for ethical, regulatory, or financial oversight of research.
- Government Regulatory Agencies, such as the Office for Human Research Protections (OHRP).

A possible risk of the study is that your participation in the study or information about you might become known to individuals outside the study. All research activities can be completed in the privacy of your own home. Any data collected (responses to online surveys, audio recordings and transcriptions of the interviews) will be stored in an encrypted secure file accessible only to members of the research team.

Any identifiable information will be removed from the data and will be assigned an identification number. We will transcribe audio recordings of the interviews using an online transcription site. Once transcripts are checked for accuracy, the audio recordings will be destroyed.

Your individual data will be stripped of all direct identifiers. We will transcribe the audio recordings of interviews using an online transcription site and once transcripts are checked for accuracy, audio recordings will be destroyed. When the results of the study are published or discussed in conferences, no one will know that you were in the study.

Your individual responses to the interview will not be shared with anyone outside of the research team.

Please remember that there is an exception to protecting subject privacy and confidentiality if child, elder, and/or disabled adult abuse or neglect of an identifiable individual, or the threat of imminent self-harm or harm to others is disclosed. If such information is disclosed, the researchers may be obligated to inform the appropriate authorities.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

No, you will not be individually compensated for your participation in this research.

Can I withdraw or be removed from the study?

If you decide to participate, you have the right to withdraw your consent and leave the study at any time without penalty. The researchers also have the right to stop your participation in this study without your consent if they believe it is in your best interests.

If you choose to no longer be in the study and you do not want any of your future information to be used, you must inform the researchers by emailing the principal investigator (kzinsser@uic.edu). The researchers may use your information that was collected prior to your written notice.

Remember:
Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

Consent of Subject
I have read the above information. I have been given an opportunity to contact the researchers and ask questions, and my questions have been answered to my satisfaction. I agree to participate in this research.
PLEASE PRINT OUT A COPY OF THIS DOCUMENT FOR YOUR RECORDS.

Appendix E. Quantitative Study Measures

Coach Experience Survey

1. What is your role in ALP? (Check all that apply)

- ☐ Coach
- ☐ PLC Leader
- ☐ *Program Development and Administration*

2. How many residents from Cohort 3 are you **coaching**? _____*(Cohort 3 includes residents starting the emotion-focused teaching content semester in Fall 2021)*

3. On average, how many hours a week do you work in ALP?

As a coach
As a PLC leader
Administrative tasks
Other

4. Which languages do you use in your **coaching interactions** with teachers?

- English
- Spanish
- Other language _____

5. Do you participate in reflective supervision as a coach in ALP?

- Yes
- No

6. Have you ever received training to become a teacher coach?

- Yes
- No

Answer this question if 6=YES

7. What kind of training was it?

Answer this question if 6=YES

8. What kinds of training opportunities would be helpful in supporting your coaching practices?

9. Please select how you feel in the following areas.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. I am satisfied with being a coach.	○	○	○	○	○
b. I feel competent in my work.	○	○	○	○	○
c. I am emotionally exhausted by my work.	○	○	○	○	○

10. In total, for how many years have you been working in the **field of early childhood education**? *(Including teaching experience in daycare, preschool, and elementary ages)* _____

11. In total, for how many years have you been a **coach** in the...
    Early childhood education (Including daycare, preschool, and elementary ages) _____
    UIC Alternative Licensure Program _____

12. What is the highest level of education you have completed?
- Bachelor's Degree
- Master's Degree
- Currently working on Doctoral Degree
- Doctoral Degree (Ph.D, Ed.D, etc)

13. Which languages do you speak?
- English
- Spanish
- Other language _____

14. What is your gender identity?
- Male
- Female
- Non-binary
- Prefer not to say

15. How would you describe your race/ethnicity? _____

Teacher–Consultant Alliance Scale

Used with permission from Dan Maggin, PhD (Wehby et al., 2012)

Directions: Please complete your responses in relation to using the ALP. Circle the appropriate descriptor that best represents your experience with the teacher or consultant with whom you have been working.

1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always

1. The teacher/consultant and I agree on what the most important goals are for intervention.	1	2	3	4	5
2. I feel confident in the teacher/consultant's ability to help the situation.	1	2	3	4	5
3. The teacher/consultant communicates effectively.	1	2	3	4	5
4. The teacher/consultant and I trust one another.	1	2	3	4	5
5. The teacher/consultant is approachable.	1	2	3	4	5
6. The teacher/consultant and I are working together collaboratively to improve the situation.	1	2	3	4	5
7. I feel satisfied with the utility and practicality of the suggestions and ideas provided by the teacher/consultant.	1	2	3	4	5
8. The teacher/consultant followed through with commitments and responsibilities.	1	2	3	4	5
9. Overall, the teacher/consultant has shown a sincere desire to understand and improve the situation.	1	2	3	4	5
10. The time spent working with the teacher/consultant was effective and productive.	1	2	3	4	5

EMOTERS ITEMS

(Based on Version 8 Items - December 2020)

MODELING

[M1] Which of the following emotions (real or pretend) does the teacher express in the classroom?
(Check all that apply; Skip and do not check any if the teacher did not express emotions in the classroom.)

- ❑ Happiness, joy, excitement, elation, amusement, pride (1)
- ❑ Anticipatory enthusiasm or artificial shock/surprise (2)
- ❑ Sympathy, empathy, compassion, love, tenderness, care (3)
- ❑ Frustration, anger, jealousy (4)
- ❑ Sadness, disappointment, worry, fear (5)
- ❑ Other **Positive** Emotion: (6) _____
- ❑ Other **Negative** Emotion: (7) _____

*Answer This Question: IF 1 or more options are selected for **M1***
[M2] Were any of the emotions expressed by the teacher pretend?

- No (1)
- Yes (2)

[M3] How frequently did the teacher use prohibitions or commands (i.e., separate incidents of "No," "Stop that," "Slow down," etc.) to guide child behavior?

- More than Twice (1)
- Once or Twice (2)
- Never (3)

[M4] The teacher uses polite language to interact with children (e.g., Thank you, please, sorry, excuse me.)

- No (1)
- Yes (2)

[M5] The teacher uses community-oriented language when referring to children (e.g., "my friends").
Note: Don't count reference(s) to the class name such as "Classroom 1," "Blue room," or "Class."

- No (1)
- Yes (2)

[M6] The teacher displays **positive** emotion non-verbally (e.g., smiling, dancing, physical affection).
(Check all that apply.)

- ❑ Not to anyone (1)
- ❑ Yes, directed to an adult/teacher (2)
- ❑ Yes, directed to any child(ren) (3)

[M7] The teacher expresses **positive** emotion vocally (e.g., "That's exciting!" or "I'm so glad to see you." or "Haha!").
(Check all that apply.)

- ❏ Not to anyone (1)
- ❏ Yes, directed to an adult/teacher (2)
- ❏ Yes, directed to any child(ren) (3)

*Answer This Question: IF **M7** = 2, OR **M7** = 3*
[M8] The teacher vocally expresses and labels own **positive** emotions.

- The teacher laughs or uses **positive** language (e.g., "Hurrah, it's Thursday!") but does not use an emotion label (1)
- The teacher uses emotion label (e.g., "I'm happy!") to describe his/her positive emotion (2)

[M9_1] The teacher vocally expresses **negative** emotions at any child(ren)

- Yes(1)
- No (2)

[M9_2] The teacher vocally expresses **negative** emotions at any adult/teacher

- Yes(1)
- No (2)

[M10_1] The teacher non-verbally displays **negative** emotions at any child(ren)

- Yes(1)
- No (2)

[M10_2] The teacher non-verbally displays **negative** emotions at any adult(s)

- Yes(1)
- No (2)

*Skip **M11 - M15** and proceed to **M16** in MODELING: IF **M9_1** = 2, AND **M9_2** = 2, AND **M10_1** = 2, AND **M10_2** = 2*

*Answer This Question: If **M9_1** = 1, OR **M9_2** = 1, OR **M10_1** = 1, OR **M10_2** = 1*
[M11] Does the teacher model a similar mood throughout the entire segment?

- Yes, the teacher is consistently **negative**. (1)
- No, the teacher has moments of negativity. (2)
- Yes, the teacher is consistently **neutral** or **positive**. (3)

*Answer This Question: If **M9_1** = 1, OR **M9_2** = 1, OR **M10_1** = 1, OR **M10_2** = 1*
[M12]The largest group of children exposed to a teacher's **negative** emotion is:

- All visible children (3)
- A subset of visible children (2)
- An individual child (1)

*Answer This Question: If **M9_1** = 1, OR **M9_2** = 1, OR **M10_1** = 1, OR **M10_2** = 1*

[M13] The teacher vocally expresses and labels own **negative** emotions.

- The teacher vocally expresses negative emotions (e.g., groans or sighs) or uses **negative** language (e.g., "Stop that!") with no emotion label (1)
- The teacher uses emotion labels for **negative** emotion (e.g., "I am so frustrated with you.") (2)

*Answer This Question: If **M9_1** = 1, OR **M9_2** = 1, OR **M10_1** = 1, OR **M10_2** = 1*

[M14] The teacher has a **negative** emotional outburst.

- Yes, the teacher has at least one outburst. (1)
- No, the teacher has no outbursts. (2)

*Answer This Question: If **M9_1** = 1, OR **M9_2** = 1, OR **M10_1** = 1, OR **M10_2** = 1*

[M15] The teacher is observed to be experiencing a **negative** emotion and models an explicit regulation strategy (e.g., deep breath/sigh, talks to self, takes a break).

- **Negative** teacher emotion observed, but with no visible regulation. (1)
- **Negative** teacher emotion observed, with some regulation (i.e., becomes less **negative**). (2)

[M16] There is physical affection expressed by a teacher to a child (hugs, pats head, arm or hand, squeezes).

- No child receives affection (1)
- One or two children receive affection (2)
- Several children receive affection (3)

[M17] The teacher verbally expresses **positive** feelings about child(ren) (e.g., "I missed you," or "You make me feel so good," or uses terms of endearment).

- No positive feelings expressed about any children (1)
- Teacher expresses positive feelings about one or two children (2)
- Teacher expresses positive feelings about several children (3)

INSTRUCTING

Before you code, remember that instructing can include any instances of labeling emotions, asking about emotions, referencing emotionally relevant content or activities, etc.

[I1] There is visible evidence of social-emotional content in the classroom (e.g., a feelings poster) or an element of the physical environment that helps children deal with emotions (e.g., calm-down spot).

- No (1)
- Yes (2)

*Answer This Question: IF **I1** = 2*

[I1-YES] If YES, what evidence did you observe?

_____

_____

[I2] Did the teacher use any situations that came up in the classroom (e.g. a child's emotion, a topic that came up) to **spontaneously** instruct, elaborate, or provide information about emotions to a child or children?

- No (1)
- Yes (2)

*Answer This Question: IF **I2** = 2*

[I3] Which of the following emotions does the teacher **spontaneously** teach about in the classroom? *(Check all that apply; Skip and do not check any if the teacher did not teach emotions in the classroom.)*

- ❑ Happiness, joy, excitement, elation, amusement (1)
- ❑ Pride (2)
- ❑ Sympathy, empathy, compassion, embarrassment (3)
- ❑ Love, tenderness, care (4)
- ❑ Frustration, anger (5)
- ❑ Sadness, disappointment (6)
- ❑ Worry, fear (7)
- ❑ Shock/surprise (8)
- ❑ Calmness, regulation (9)
- ❑ Other **Positive** Emotion: (10) _____
- ❑ Other **Negative** Emotion: (11) _____

*Answer This Question: IF **I2** = 2*

[I4] How much of the class was present during **spontaneous** instances of teaching about emotions? *(Check all that apply.)*

- ❑ N/A - No teaching about emotions (1)
- ❑ All visible children (3)
- ❑ A subset of visible children (2)
- ❑ An individual child (1)

*Answer This Question: IF **I2** = 2*

[I5] Does the teacher use child(ren)'s emotion (past or present) as an opportunity to teach about emotions?

- Not Observed - Teacher does not use child(ren)'s emotion for teaching (1)
- The teacher labels the emotion a child is expressing (2)
- The teacher discusses the natural consequences of expressing the emotion (**positive** or **negative**) in the classroom (3)
- The teacher describes what it feels like to experience emotion (4)

[I6] Did the teacher have **planned** activities (i.e., lessons, books, centers, etc.) that were intended to provide an opportunity to instruct, elaborate, or provide information about emotions to a child or children?
Note: The teacher should have some role in facilitating the activity for "Yes" to be marked.

- No (1)
- Yes (2)

*Answer This Question: IF **I6** = 2*

[I7] Which of the following emotions does the teacher teach about during **planned** activities in the classroom?

(Check all that apply; Skip and do not check any if the teacher did not teach emotions in the classroom.)

- ❑ Happiness, joy, excitement, elation, amusement (1)
- ❑ Pride (2)
- ❑ Sympathy, empathy, compassion, embarrassment (3)
- ❑ Love, tenderness, care (4)
- ❑ Frustration, anger (5)
- ❑ Sadness, disappointment (6)
- ❑ Worry, fear (7)
- ❑ Shock/surprise (8)
- ❑ Calmness, regulation (9)
- ❑ Other **Positive** Emotion: (10) _____
- ❑ Other **Negative** Emotion: (11) _____

*Answer This Question: IF **I6** = 2*

[I8] How much of the class was present during **planned** instances of teaching about emotions?

(Check all that apply.)

- ❑ N/A - No teaching about emotions (1)
- ❑ All visible children (2)
- ❑ A subset of visible children (3)
- ❑ An individual child (4)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I9] The teacher creates an opportunity for children to share about their emotions, regardless of whether children actually do or not. (e.g., "Mark on the feelings chart how you are feeling today")

- No (1)
- Yes (2)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I10] The teacher asks child(ren) how they think someone else feels or thinks.

- No (1)
- Yes (2)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I11] The teacher references her own feeling/emotions when giving the children information about emotions, in general (e.g., "I sometimes need to go be by myself to calm down.").

- No (1)
- Yes (2)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I12] The teacher helps children respond to other children's emotions ("If your friend is upset, ask if they want a hug," or "What could you do to help him feel better?")

- No (Includes telling children to ignore another child's emotions) (1)
- Yes (2)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I13] The teacher enhances emotional content in dramatic/pretend play with children (**planned** or **unplanned**).

- There is not dramatic play/pretend play, or the teacher does not interact with students engaged in dramatic/pretend play. (1)
- The teacher engages in dramatic/pretend play by following the children's lead but does not introduce emotional content. The teacher may respond to children's play by modeling different emotions (e.g., acting surprised when the children bake a cake). (2)
- The teacher introduces emotions into dramatic/pretend play activities. The teacher may talk about how someone might feel in a situation or suggest someone be the "angry customer" or "angry baker." (3)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I14] Which teaching strategies did the teacher use to teach about emotions?
(Check all that apply.)

- ❏ Provides labels and/or demonstrates. (1)
- ❏ Asks questions about emotions. (2)
- ❏ Has children practice/apply new skill or knowledge (including in dramatic play).(3)

[I15] The teacher labels and describes emotions during book reading (or recorded book reading).
(Check all that apply.)

- ❏ N/A - The teacher did not read a book or play a book recording (0)
- ❏ Book reading is observed, but the book does not have any obviously emotional content. (1)
- ❏ The teacher reads books with obviously emotional content but does not expand on the emotional content of the book with the children. (2)
- ❏ The teacher expands on emotional content of the book (labeling and/or describing emotions and emotional situations in a story; e.g., "See his tears? That means he's sad. I wonder if he's sad because his bike broke?"). (3)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I16] The teacher helps children understand that emotions are related to prior events (e.g., another child's behavior). The teacher may use emotions that are current, occurred previously, or are imagined/from a book in this instructing.

- No (1)
- Yes (2)

[RS6] The teacher gives a child or children information to prevent or lessen a possible **negative** future emotion (e.g., warn about upcoming transition, possibility of being disappointed).

- No (1)
- Yes (2)

*Answer This Question: IF **RS2** = 1*

[RS7] When a teacher perceives any **positive** emotion presented by any child as problematic, how does the teacher respond?

- N/A - There is not a positive emotion presented by any child as problematic (0)
- The teacher addresses behavior, but not emotion ("Stop jumping around, you'll hurt someone.") (1)
- The teacher addresses both the behavior and the underlying emotion. (2)

[RS8] When the teacher perceives a behavior problem, how does s/he respond?

- There were no perceived behavior problems (0)
- The teacher addresses the behavior without addressing an emotion ("We don't throw blocks.") (1)
- The teacher addresses an emotion related to the behavior problem ("Are you throwing things because you're frustrated?") (2)

[RS9] The teacher joins children in their playfulness (using silly voices/faces, dances, pretend play, telling jokes)

- No (1)
- Yes (2)

*Answer This Question: IF **I2** = 2, OR **I6** = 2*

[I17] The teacher instructs the child(ren)about regulating a (past or present) **negative** emotion.

- Not Observed - Teacher does not talk about regulating emotions (1)
- Teacher tells child(ren) to regulate an emotion, but not how (e.g., "You need to calm down.") (2)
- The teacher provides guidance to a child(ren) on how to regulate the emotion (e.g., "Let's take 3 deep breaths and try again.") (3)

RESPONDING

[RS1] When any **negative** emotion is presented by any child, how does the teacher respond? *(Code for the highest level of practice observed)*

- The teacher addresses the emotion in an **invalidating** way (shaming, distracting, dismissing, punishing) (1)
- The teacher ignores the child or deals with the situation without addressing the emotion (e.g., "You two need to take turns," or "Go back to your seat.") (2)
- The teacher addresses the emotion in a **validating** way. (e.g., "I see you're upset," or "What's wrong?") (3)

[RS2] When any **positive** emotion is presented by any child, how does the teacher respond? *(Code for the highest level of practice observed)*

- The teacher **reacts negatively** to a child's **positive** emotion (e.g., "You need to calm down") (1)
- The teacher does not notice or ignores the child, or another teacher responds. (2)
- The teacher **reacts positively** to child's **positive** emotion verbally or non-verbally (e.g., smiles back; "you did it!") (3)

*Answer This Question: IF **RS1** = 1, OR **RS2** = 1*

(RS3) The largest group of children exposed to a teacher's **invalidating** reaction is?

- All visible children (1)
- A subset of visible children (2)
- An individual child (3)

*Answer This Question: IF **RS1** = 3, OR **RS2** = 3*

(RS4) The largest group of children exposed to a teacher's **validating** reaction is?

- An individual child (1)
- A subset of visible children (2)
- All visible children (3)

*Answer This Question: IF **RS1** = 1, OR **RS1** = 3*

(RS5) Any of a teacher's reaction to a child(ren)'s **negative** emotion successfully lessens its intensity (e.g., gives the child a hug or reminds a child of the classroom expectation to motivate him/her calm down).

- No (1)
- Yes (2)

Self-Assessment of Emotion-Focused Teaching

The following questions are about how frequently you typically engage in a variety of teaching practices. Your honest self-assessment is important and will inform what goals you set with your coach and PLC leader.

If you are currently not working in a classroom with children for any reason, please complete the questions in this section based on the last time you were doing so.

M. On a typical day (in the past week), how often did the children in your class see you…

	Almost Never	Every once in a while	Sometimes	Frequently
Express happiness, joy, excitement, or pride				
Express sympathy, empathy, compassion, love, or tenderness				
Express frustration, anger, or jealousy				
Express sadness, disappointment, worry or fear				
Demonstrate calmness				
Use a strategy to regulate your own feelings (e.g., take deep breaths)				
Label your feelings (e.g., "I'm happy" or "I'm frustrated")				

I. On a typical day (in the past week), how often did you teach children (through an activity, book, discussion, etc.) about…

	Almost Never	Every once in a while	Sometimes	Frequently
Frustration or anger				
Sadness or disappointment				
Worry or fear				
Sympathy, empathy or embarrassment				
Pride				
Surprise				
Happiness, joy, excitement				

I2. In your classroom do you have and/or use:

	Yes	No
A feelings poster (showing different emotional expressions)		
A calm down spot/corner		
Books about feelings accessible to children during free choice		
Songs about feelings (e.g., "When you feel so mad that you want to roar")		
A greeting or routine that involves children sharing emotions (e.g., "How are you feeling today?")		
A routine or expectation about how children resolve conflict (e.g., peace table)		

I3. Do you have and use a social-emotional curriculum?

- Yes
- No

Answer this question IF, I3=Yes

I14b If YES, what curriculum is it?_____ _____

Answer this question IF, I3=Yes

I14c If YES, how frequently do you use this curriculum in your regular lesson plans? _

Answer this question IF, I3=Yes

I14d If YES, what was the topic of the last lesson you used from this curriculum? _____

RS. On a typical day (in the past week), how often do you…

	Almost Never	Every once in a while	Sometimes	Frequently
Label a child's emotion				
Help children respond to other children's emotions ("If your friend is upset, ask if they want a hug," or "What could you do to help him feel better?")				
Ask children questions about emotions?				
Have children practice/apply new skills or knowledge around emotions?				
Teach children how to express their feelings (e.g., "Let's take 3 deep breaths and try again.")				
Label or point out characters' emotions during a book reading				
Ask children to predict how a book character may feel				
Relating a book characters' feelings to children's own feelings				

RS2. When a child expresses negative feelings in your classroom, how likely are you to…

	Almost Never	Every once in a while	Sometimes	Frequently
Ask the child what's wrong				
Ignore the child				
Ask the child to come back when they've calmed down				
Solve the problem or dispute (e.g., separate two children)				
Tell the child "It's okay."				
Try to comfort the child (e.g., hug, sit with)				
Try to distract the child from their feelings				
Ask your co-teacher to deal with the problem				
Tell them big kids need to learn to deal with their feelings				
Label the emotion you think the child is feeling				

RL. On a typical day (in the past week), how often do you…

	Almost Never	Every once in a while	Sometimes	Frequently
Express positive feelings about children in your class (e.g., "I missed you").				
Join children in their playfulness (using silly voices/faces, dances, pretend play, telling jokes)				
Ask children something about them or their family (e.g., “How’s your baby sister doing?”)				
Tell children something about yourself (e.g., hobbies, family, weekend plans)				
Greet children by name when they arrive				
Spend individual time with each child (over the course of a week)				
Express positive feelings about children in your class (e.g., "I missed you").				
Join children in their playfulness (using silly voices/faces, dances, pretend play, telling jokes)				
Ask children something about them or their family (e.g., “How’s your baby sister doing?”)				
Tell children something about yourself (e.g., hobbies, family, weekend plans)				
Greet children by name when they arrive				
Spend individual time with each child (over the course of a week)				

RL2. On a typical day (in the past week), how often do you…

	Almost Never	Every once in a while	Sometimes	Frequently
Express positive feelings about children in your class (e.g., "I missed you").				
Join children in their playfulness (using silly voices/faces, dances, pretend play, telling jokes)				
Ask children something about them or their family (e.g., “How’s your baby sister doing?”)				
Tell children something about yourself (e.g., hobbies, family, weekend plans)				
Greet children by name when they arrive				
Spend individual time with each child (over the course of a week)				

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire is designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression.

Citation
Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. Journal of Personality and Social Psychology, 85, 348-362.

Instructions and Items
We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1----------2----------3----------4----------5----------6----------7
strongly neutral strongly
disagree agree

1. When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.
2. I keep my emotions to myself.
3. When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.
4. When I am feeling *positive* emotions, I am careful not to express them.
5. When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.
6. I control my emotions by *not expressing them*.
7. When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.
8. I control my emotions by *changing the way I think* about the situation I'm in.
9. When I am feeling *negative* emotions, I make sure not to express them.
10. When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.

Appendix F. Coach Interview Scripts

Semi-Structured Coach Interview Script: Baseline Coach Interview

Thank you taking the time to meet with me. During this interview, I will ask you questions to get a better understanding of your coaching experience as an ALP coach and the process in which relationships between coaches and residents are formed and maintained during the program.

As a reminder, there will be a total of 3 interviews, once per month. Each interview should take about 30-45 minutes, depending on your answers.

I would like you to feel comfortable with saying what you really think and how you really feel. There are no right, wrong, desirable, or undesirable responses. I will not be sharing your individual responses to other ALP program staff. All information you share about individual residents will also be kept confidential.

Consent
I wanted to confirm that you read the consent form. Did you have any questions about the interviews?

Recording Consent
So that I can capture what you are saying accurately, would it be okay for me to record this conversation? I have changed the Zoom record settings to only record the audio, and not video or screen sharing. I will only save the audio file. After all the interviews are transcribed, I will delete the audio files and assign an ID number to the transcriptions. *(Yes/No)*

[PRESS RECORD]

[Interview #1 Questions]
Please respond to the questions thinking about your coaching interactions with residents in Cohort 3 (currently in the SET semester)

1. Can you describe for me your role or job as a coach in the ALP program?
   - ➔ ***PROBE:*** What are some expected job tasks?
     a. Are there things you do in your job that aren't a part of the job description or you didn't expect?
2. In the survey you said that you had [enter number of years] years of coaching experience. Why did you decide to become a teacher coach?
   a. What do you like about being a coach?
   b. What are your personal goals this semester as a coach?
3. How would you define a good or successful coach-resident relationship?
   - ➔ ***PROBE:*** What do you think a good coach-resident relationship looks like? Can you give me an example?

How would you define a bad or unsuccessful relationship?

- ➔ ***PROBE:*** What do you think a bad or unsuccessful coach-resident relationship looks like? Can you give me an example?

4. We are still in the first few days of the semester, how has the initial relationship building gone with your residents?

➔ ***PROBE****:* What kinds of things are you doing to build relationships?

Semi-Structured Coach Interview Script: Follow-Up Coach Interviews

I will be using some of the information you shared with me during our last interview to inform this one.

As a reminder, I will not be sharing your individual responses to other ALP program staff. All information you share about individual residents will also be kept confidential. I would like you to feel comfortable with saying what you really think and how you really feel.

Recording Consent

So that I can capture what you are saying accurately, would it be okay for me to record this conversation? I have changed the Zoom record settings to only record the audio, and not video or screen sharing. I will only save the audio file. After all the interviews are transcribed, I will delete the audio files and assign an ID number to the transcriptions. *(Yes/No)*

[PRESS RECORD]

[Interview #2 Questions]

Please respond to the questions thinking about your one-on-one coaching interactions with residents in **Cohort 3**

1. We are in the middle of the semester; how do you think coaching in SET is going for your residents in Cohort 3?
    - ➔ *PROBE: What is the hardest part about coaching residents around social-emotional learning/teaching?*
    - ➔ *PROBE: Are you experiencing any challenges coaching around SET content?*
2. How are you supporting teachers in social-emotional teaching?
    - ➔ *PROBE: How are you supporting residents in their understanding and application of emotion-focused teaching, so how to model, instruct, and respond to emotions.*
    - ➔ *PROBE: Is there anything you do differently with residents during the SET semester (when compared to the other content, like STEM or Inclusion?)*
3. Can you identify one of your residents with whom you feel like you have a great relationship with? *(I will edit out their name in transcription)*
    a. What makes this relationship successful?
        - ➔ *PROBE*: Can you give me an example?
    b. What kinds of strategies do you think worked to create this relationship?
4. Can you identify one of your residents who are a little more challenging? *(I will edit out their name in transcription)*
    a. What makes this relationship challenging?
        - ➔ *PROBE*: Can you give me an example?
    b. How are you working through these challenges?
5. Can you describe some barriers this semester to being able to form relationships with residents?
6. Can you describe for me any emotional support you provided to your residents (e.g., conversations about mental health and teacher well-being, strategies for teachers)

7. Coaching is also emotional work; how have you been balancing the emotional toll of being a coach?

[Interview #3 Questions]

Please respond to the questions thinking about your one-on-one coaching interactions with residents in Cohort 3 (currently in the SET semester)

1. How is coaching SET going for you? How do you feel about your coaching this semester?
    a. Has the EMOTERS tool been useful? Do you use it in coaching?
    b. Have you been able to discuss all of the topics with your coachees?
2. Last time we spoke, you mentioned that you had a challenging relationship with XX [add content from Interview #2] How is it now?
    a. If it has changed, why do you think your relationship with XX has changed?
    b. Has it been like this since the beginning of the semester?
3. Last time we spoke, you mentioned that you had a successful relationship with YY [add content from Interview #2] How is it now?
    a. If it has changed, why do you think your relationship with YY has changed?
    b. Has it been like this since the beginning of the semester?
4. Thinking back on all your one-on-one coaching work with residents in Cohort 3, what was the most challenging part about forming a strong relationship?
    ➔ *PROBE*: Are there other outside factors that you think are influencing your coaching and relationship with residents? (e.g., working conditions, challenges with testing, etc)
    a. Can you recover from not having a good coach-resident relationship? Why? How?
5. What has been the most rewarding part of coaching?
6. What would you like to know about residents to support your coaching next semester?
7. Is there any other support you would like for next semester? Or the next time you are coaching SET?

Appendix G. Qualitative Codebooks

Role and tasks as an early childhood teacher coach (Research Question 1)

Code	Definition	Code Frequency
Navigate coach-teacher relationships	A task of coaching is to develop relationships with teachers.	6
Responsive to teacher needs	Coaches describe adapting their coaching practice to better meet teachers' needs. (e.g., flexible scheduling, spending coaching meetings discussing something other than content)	6
Program logistics and first point of contact	Coaches support teachers in understanding the program and logistics (e.g., getting their Swivl devices, books). This includes providing tech support.	4
Task manager	Coaches send reminders or confirmation messages about coaching meetings and upcoming assignments.	5
Bridge between PLC and coaching	Coaches talk about discussing content learned in PLC or connecting PLC content to coaching	5
Scaffold teacher learning	Coaches discuss how their main role is to support teachers in making incremental change. This includes any discussion of goals or reflection of practice.	6
Support teachers' professional selves	Coaches talk about helping teachers build confidence in their teaching, empowering teachers to take ownership of their own learning, advocate for themselves.	5
Coaches' own professional growth and development	Coaches acknowledge that they are also learning and growing as a coach. This may also include coaches' willingness to be open about their emotions and vulnerable during coaching conversations with teachers.	6

Note. PLC: professional learning community (coursework)

Coaching to support teachers' emotion-focused teaching practice (Research Question 2)

Code	Definition	Code Frequency
SET as foundational	Coaches mention how the EFT semester starts at the beginning of the school year is important. Coaches also mention how EFT serves as the foundation for other future content areas.	5
Centering discussion on classroom video	Anchoring the coaching conversation on teachers' video recording, such as identifying moments in the video where teachers can implement EFT strategies.	6
Engaging in parallel process	Coaches model practices they want to observe in student-teacher interactions with teachers they are coaching.	4
Focusing on teacher emotion	Discussion of teachers' own emotions in the classroom and emotion competence and how that influences their EFT.	5
Purposeful emotion teaching opportunities	Encouraging teachers to be more purposeful and intentional in their emotion teaching.	6
More than behavior management	Coaches discuss with teachers or teachers realize how EFT is more than behavior or classroom management.	6
EFT is new for teachers	Resistance to EFT. Teachers being outside of comfort zone because the focus on emotion is new to them.	5
Behavior management as emergency	Resistance to EFT. Coaches may describe challenges in shifting teachers' focus onto emotions rather than addressing behavioral challenges. Teachers feel that behavior management is an emergency and priority.	3

Note. EFT: emotion-focused teaching

Coaches' alliance building strategies (Research Question 3)

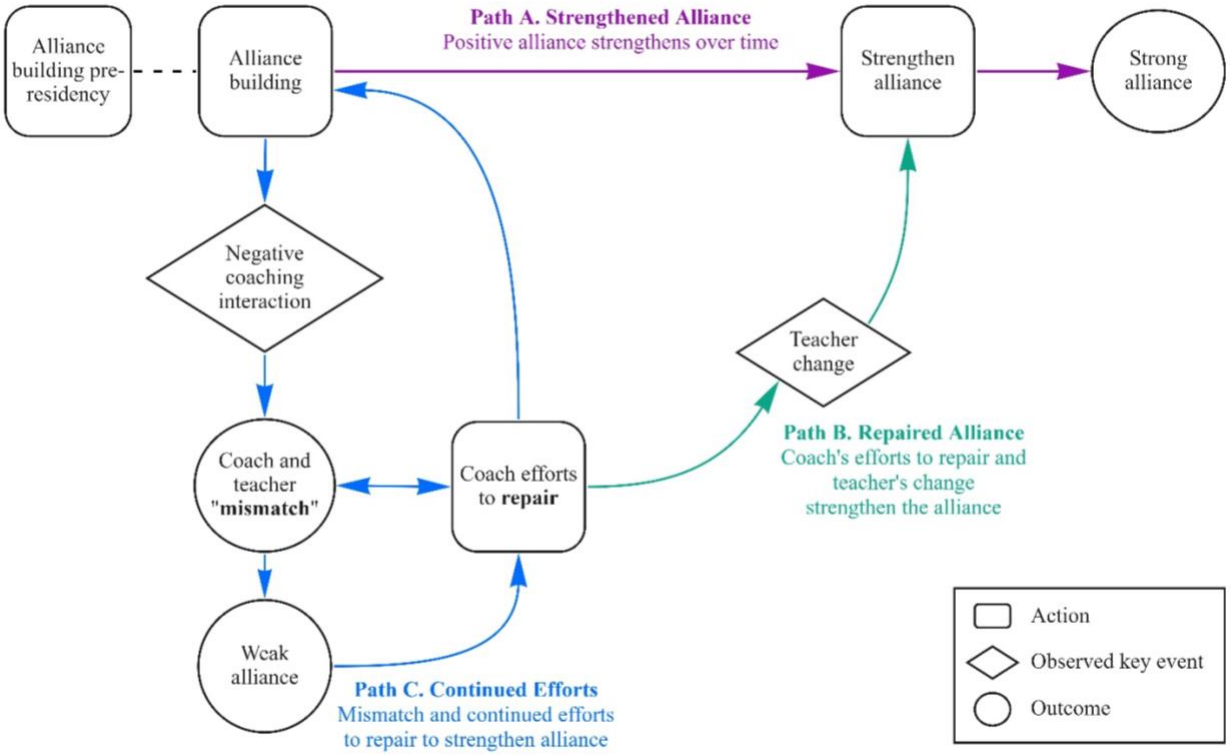
Code	Definition	Code Frequency
Initiate initial contact/pre-residency relationships	Coach mentions reaching out to teachers before the start of the semester. Some coaches also had relationships with teachers before the residency phase (e.g., pre-residency coursework).	4
Communicate and reinforce expectations	Coaches establish expectations about coaching, such as what meeting will look like, tasks of coaching, frequency of meetings, expectations of teacher, what teacher can expect from coach.	5
Learning about each other	Coaches spend time getting to know teachers. Coach discusses the importance of learning about aspects of teacher's personal life and context. Coaches also share with teachers their experiences, background, and other personal experiences they may have in common with teachers.	5
Establish a safe space and provide emotional support	Coaches mention creating a "space" or "safe space" for teachers to vent or share challenges in their professional and personal lives.	5
Validating teacher experience and providing positive feedback	Coaches discuss providing positive feedback to teachers. Coaches take the time to validate teachers' experiences in the classroom and on good EFT practices.	4
Maintain professional distance and boundaries	Coach describes how it is important to maintain a professional distance and boundaries. They work to make sure they are setting boundaries and not get too personally involved.	6
Challenges of online coaching	Coach mentions how online coaching makes it difficult to build initial relationships with teachers. (e.g., modeling practices in the moment, meeting in-person)	4

Note. EFT: emotion-focused teaching

Coaching in a strong and weak coach-teacher alliance (Research Question 4)

Strength of alliance	Code	Definition	Code Frequency
Strong alliance	Mutual trust	Coach describes mutuality, mutual trust, and bidirectional relationship with teacher.	6
	Shared experiences	Coach and teacher have some shared experiences (either in classroom or other personal) that help with relationship building.	3
	Personal connection	Coach describes a personality match with teacher.	3
	Teacher factors contributing to strong alliance	Coach describes potential contextual factors for teachers that contribute to a strong alliance	6
	Teachers' contextual factors contributing to strong alliance	Coach describes potential contextual factors for teachers that are supportive for a strong alliance	2
Weak alliance	Still takes time	Coaches mention how it may take more time for teachers to be more engaged or have more buy-in into the program.	5
	Haven't gotten through to them yet	Coach expresses that they feel like teacher doesn't "get it" yet (coaching concepts, coaching process)	5
	Differences in communication and personality	Coaches describe how communication styles and/or personality styles are different.	4
	Negative coaching interaction	Coach describes a negative or challenging coaching interaction with teacher influencing the strength of alliance.	5
	Teacher factors contributing to strong alliance	Coach describes potential teacher factors that contribute to a weak alliance	6
	Teacher contextual factors contributing to weak alliance	Coach describes potential contextual factors for teachers that contribute to a weak alliance	6
	Coach response to negative coaching interaction	Descriptions of coach's response to a negative coaching interaction or working with a teacher that needs more support.	6
	Coach efforts to repair challenging relationship	Coach describes their efforts to repair or build or re-engage teacher with whom they have a challenging relationship or had a negative coaching interaction with.	6

Appendix H. Visualization of the Process of Coach-Teacher Alliance Formation and Repair



Appendix I. Data Display of Weak Coach-Teacher Alliance

Situation	Indicators of Weak Alliance	Contextual Influences	Negative Coaching Interaction(s)	Coach Effort to Repair	Teacher Action (Change or Effort to Repair)
Teacher lack of communication	• Low buy-in • Unresponsive • Missing, late, and incomplete assignments	• History of being on hold • Not in classroom regularly (family specialist role) • Discomfort with technology • Did not receive Cohort Orientation	• Teacher didn't update coach on decision to take a leave • Teacher didn't update coach on classroom closures due to COVID-19 • Teacher doesn't inform coach about emails about video submission issues	• Provide flexible deadlines and extensions • Provide clarification on expectations • Coach leaned on other administrative staff • Updated action plan • Plans on matching with ALP alum at center	• No change
Teacher experiencing stressful personal situation	• Distant and perceived as uninterested in coaching meetings.	• Stressors in personal life	• Teacher missed coaching session and didn't respond to coach email.	• Engaged in self-reflection and decision to provide teachers with a "bit of grace" • Spent more time "checking in" at meetings to validate teacher experience. • Clarified what teacher needs to do • Focus on concrete tasks (lesson planning)	• Teacher apologized for missing meeting and shared alternative communication method (text messaging) • Personal situation improved • Caught up on missed video assignments without reminder
Teacher self-perception as experienced "model" teacher	• Did not open up to coach during meetings. • Confident in their teaching and doesn't feel like they need to improve	• Not in teacher role (family support specialist) • Older and experienced teacher	• Coach observed problematic student-teacher interaction and brings it up during meeting	• Self-reflection on how coach discussed video incident • Perspective taking on reasons for resistance	• Teacher tries some new strategies • Teacher shows some change in practice • Still not perceived as a trusting relationship

	• Resistance to new concepts • Not a trusting relationship • Mention of personality differences	• Motivation for ALP (likely not returning to classroom)	• Coach-teacher not agreeing upon good teacher practice	• Apologized and had honest conversation with teacher • Lets teacher take the lead on conversations • Re-assess expectations for teacher • Looking forward to less personal content area (STEM)	
Teacher experiencing program-related roadblock	• Needed multiple reminders and step-by-step checks for assignments • Did minimum to submit assignment • Misunderstanding of assignments • Unresponsive	• History of being on hold • Challenges with technology • Had not passed content test	• Teacher submitted video recording late and therefore coach unable to review before meeting • Coaching meetings were off-topic and teacher focused on talking about challenging student behavior	• Self-reflection on teacher negative emotion response • Honest conversation and apology to teacher • Validated stressors related to content test	• After talk, teacher began to turn videos in • Teacher opened up to coach about needing to prioritize content test • Teacher passed content test. Expressed relief and increased buy-in. • Teacher expressed desire to stay on top of work
Teacher's lack of support from center	• Less agency for own learning in coaching • Meeting minimum requirements • Challenges at workplaces as teacher stated reason for not being able to engage	• Stressors in personal life • Challenges with unsupportive workplace	• Coach realization that they may be pushing teacher too hard • Teacher not meeting their goals and not getting the full benefit of coaching.	• Dedicated coaching meetings to focus more on building trust with teacher • Tried to understand workplace context and impact on engagement • Responsive of teacher and decreased frequency of communication	• Teacher is very open with coach about their situation • Trusting relationship developed • Engagement has not changed.

Uneven investment and commitment to coaching	• Unresponsive • Didn't feel like they had anything to learn • Resistance to coach suggestions • Perception that classroom challenges are out of their control (e.g., behavioral issues)	• Potential language barrier	• Teacher didn't read emails communications carefully and asks same questions • Coach spent meetings reminding teacher of assignment and meeting requirements • Teacher messaged coach day before deadline about assignment requirements	• Clarify expectations in detail in writing (to address language barrier) • Answering questions in detail via email • Self-reflection on potential reasons for communication challenges • Self-reflection on negative emotional responses • Honest conversation with teacher about their frustrations and restated expectations as teacher in program	• After talk, coach perception that relationship improved. • Teacher was organized and asked more questions at last meeting • Teacher submitted last assignment correctly

Appendix J. Correlation of coach and teacher ratings of coach-teacher alliance

Means, standard deviations, and correlations with confidence intervals of coach and teacher ratings of coach-teacher alliance

Variable	*M*	*SD*	1	2	3	4	5
1. Goal Agreement (T)	4.57	0.57					
2. Effective Communication (T)	4.89	0.32	0.35 [0.64, -0.02]				
3. Productive Time (T)	4.96	0.19	0.20 [0.53, -0.19]	0.56** [0.77, 0.23]			
4. Goal Agreement (C)	4.29	0.76	0.38* [0.66, 0.003]	-0.18 [0.21, -1,6]	-0.18 [0.20, -0.52]		
5. Effective Communication (C)	4.43	0.88	0.53** [0.75, 0.19]	0.17 [0.51, -0.22]	0.10 [0.45, -.29]	0.69*** [0.85, 0.43]	
6. Productive Time (C)	4.5	0.59	0.37 [0.66, -0.00]	-0.09 [0.30, -0.44]	-0.14 [0.35, -0.49]	0.77*** [0.89, 0.56]	0.85*** [0.93, 0.70]

Note. * indicates $p < .05$. ** indicates $p < .01$. *** indicates $p < .0001$

Curriculum Vitae

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EDUCATION

DOCTORAL PROGRAM IN PSYCHOLOGY, COMMUNITY AND PREVENTION

University of Illinois at Chicago, Chicago, IL | 2017 – Present

Minor in Statistics, Measurement and Methodology

[Dissertation] Forming coach-teacher alliance during coaching on emotion-focused teaching: A closer look at coaching in an Alternative Licensure Program *(Prospectus Approved)*

[Preliminary Exam] A Review of Online Relationship-Based Services: Feasibility and Participant Experiences to Inform Design of Online Early Childhood Mental Health Consultation

MASTER OF ARTS IN PSYCHOLOGY

University of Illinois at Chicago, Chicago, IL | 2017-2019

[Thesis] Committed to Care: Family Childcare Providers' Relationships and Responses to Children's Emotion

MASTER OF SCIENCE IN CHILD DEVELOPMENT

Erikson Institute, Chicago, IL | 2011-2013

BACHELOR OF ARTS IN PSYCHOLOGY

Miami University, Oxford, OH | 2007-2011

Graduated with Psychology Departmental Honors

[Honors Thesis] Parenting Attitudes and Socialization of Preschool Children in Bilingual Families: Korean Family Mealtime Interactions

RESEARCH SKILLS

Quantitative analysis: linear/multiple regression, mixed-effect modeling, cluster analysis, SEM, LCA
Qualitative analysis: interview protocol, interview script, codebook
Research synthesis: meta-analysis, systematic literature review
Methodology: secondary data, RCT, survey design, observation, interview, focus group, mixed-methods
Data analysis software: R, SPSS, HLM (SSI), Atlas.ti, Dedoose, NVivo, ArcGIS
Program evaluation
Project and data management in qualitative and quantitative projects
Community-based research, capacity building

RESEARCH & EVALUATION EXPERIENCE

Erikson Institute Academic Success Center **2021 – Present**
Evaluation Consultant

- Provide evaluation and methodology consultation for the program evaluation of the graduate student Academic Success Center, a student tutoring initiative.

American Institutes for Research **2021**
Researcher Intern
Education Systems, Chicago, IL

- Involvement in evaluation, data management and cleaning, meta-analysis, and synthesis projects supporting early childhood education policy and practice.

Asian American Emerging Adults' Emotion Competence and Mental Health **2021 – Present**
Principal Investigator

- Lead and manage data collection and dissemination efforts with partnerships with student affairs groups on campus. Deliverables will include reports to support practitioners implement culturally relevant mental health initiatives for Asian and Asian American identifying students.

Evaluation of the UIC Alternative Licensure Program **2019 – Present**
Graduate Research Assistant
Department of Psychology & Department of Education, University of Illinois at Chicago, Chicago, IL
Principal Investigators: Katherine Zinsser, PhD, Timothy Curby, PhD (George Mason University), & Catherine Main, MS (UIC, Education)

- Maintaining evaluation data, developing a data management plan and protocol.
- Mixed-Methods Study on Coaching Emotion-Focused Teaching Content and Building the Coach-Teacher Alliance (2021 – Present)
  Principal Investigator: Christen E. Park, MA

Asian American Native American Pacific Islander Serving Institutions (AANAPISI) **2018 – Present**
Graduate Research and Evaluation Assistant
Global Asian Studies Program, University of Illinois Chicago, Chicago, IL

- Establishing community partnerships and develop the high school pipeline program (2021 – Present)
- Evaluation of UIC Pipeline for AANAPI Student Success Initiatives (2018 – 2021)
  Principal Investigator: Karen Su, PhD
- Qualitative Examination of Mentor Outcomes from an Asian American Peer Mentor Program (2019 – 2020)
  Principal Investigator: Corinne M. Kodama, PhD & Karen Su, PhD

Social and Emotional Teaching and Learning (SETL) **2017 – Present**
Graduate Research Assistant
Department of Psychology, University of Illinois at Chicago, Chicago, IL
Advisor: Katherine Zinsser, PhD

- Process Evaluation of Implementation of the Illinois Expulsion Legislation: Multi-Level Examination by Illinois Child Care and Resource Referral Regions (2018)
- Teacher Emotion-Focused Teaching, Relationships, and Emotion Identification Accuracy (2020 – 2021)

Evaluating Emotion-Focused Teaching using the Emotion Teaching Rating Scale **2018 – 2021**
Graduate Research Assistant

Department of Psychology, University of Illinois Chicago, Chicago, IL

- Validation of the Emotion Teaching Rating Scale (EMOTERS) for Preschool Classrooms (2018 – 2019)

  Principal Investigators: Katherine Zinsser, PhD & Timothy Curby, PhD
- Development of self-paced online training program to establish reliability for usage of EMOTERS (2020 – 2021)
- Evaluating the Implementation and Impact of Emotion-Focused Teaching Training for Community-Based Preschool Teachers (2021)

  Principal Investigator: Katherine Zinsser, PhD

Sit Down and Play (SDP) Initiative **2017 – 2020**

Graduate Research Assistant

Department of Pediatrics, University of Illinois at Chicago, Chicago, IL

Principal Investigator: Reshma Shah, MD, FAAP

- Randomized Control Trial of the Sit Down and Play Intervention (2017 – 2019)
- Meta-Analysis of Healthcare-Based Programs That Promote Parenting Behaviors in LMICs (2019 – 2020)
- Feasibility Study of Sit Down and Play Using Volunteers (2020)

Asian Human Services, Passages Charter School **2019 – 2020**

Research and Evaluation Consultant

Early Childhood Education Department, Chicago, IL

- Providing consultation and implementation support for pilot evaluation to assess parent engagement of refugee and immigrant families. Facilitating focus group sessions with parents to implement participatory program development. Working with family support staff for capacity building for continued evaluation.

Family Child Care Providers' Professional Commitment **2018 – 2019**

Principal Investigator

Department of Psychology, University of Illinois at Chicago, Chicago, IL

Principal Investigators: Christen E. Park, MS & Lieny Jeon, PhD (Johns Hopkins University)

- Person-Centered Analysis of Family Child Care Providers: Professional Commitment and SET

Partners in Language and Literacy (formerly New Schools Project) **2011 – 2017**

Research Associate

Erikson Institute, Chicago, IL

- Qualitative Study on Classroom Libraries and Literature Discussions: Culturally Relevant Texts **(**2011 – 2012)

  Principal Investigator: Jane Fleming, Ph.D
- Evaluation of Partners in Language and Literacy Professional Development Program (2011 – 2017)

  Principal Investigators: Christine Maxwell, Ph.D & Gillian McNamee, Ph.D
- Young Dual Language Learners: Report on Implications for Practitioners (2013 – 2014)

  Principal Investigator: Luisiana Meléndez, PhD & Sharon Syc, PhD

Intertek **2012 – 2013**

Intern

Human Development Sector, Oak Brook, IL

- Updated Intertek's framework of child development and exploration strategies for product safety guidelines.
- Presented to teams of research scientists and safety engineers on child behavior, play, and development in relation to topics such as child-resistant packaging and children's interaction and consumption of digital media.

Hip-Hop Acculturation of Adolescents **2010**
Research Assistant
Department of Psychology, University of Illinois at Chicago, Chicago, IL
Principal Investigator: Sabine French, Ph.D
- Focus Group Study of Latinx and African American Adolescents on the Role of Hip Hop

Previously Incarcerated Mothers and Re-Entry into the Community **2009 – 2011**
Research Assistant
Department of Psychology, Miami University of Ohio, Oxford, OH
Principal Investigator: Yvette Harris, Ph.D
- Conducted literature reviews and created resource guides for children and families effected by the criminal justice system

PUBLICATIONS

PEER-REVIEWED JOURNAL

Park, C.E., Zinsser, K.M. & Jeon, L. (2021) Committed to Caring: Cluster-Analysis of Appraisals and Feelings of Family Childcare Work. *Child & Youth Care Forum.* https://doi.org/10.1007/s10566-021-09625

Shah, R., **Park, C.E.,** Clark, M., Jacob, C., Martin, A., Atkins, M., & Schwartz, A. (2021, February). Health Care-Based Parenting Interventions to Promote Early Childhood Development in Low-and Middle-Income Countries: A Meta-Analysis. *Journal of Developmental and Behavioral Pediatrics*, *42*(2), pp. S26-S26.

Kodama, C. M., & **Park, C. E.** (2021). More than Academics: The Transformative Effect of an Identity-Based Peer Mentor Program for Asian American STEM Students. *About Campus*, *26*(1), 17–25. https://doi.org/10.1177/1086482220969677

Fatahi, N., **Park, C.E.**, Curby, T., Zinsser, K.M., Denham, S., Moberg, S., & Gordon, R.A., (under review). *Promoting preschoolers' social and emotional skills through emotion-focused teaching.* Manuscript submitted for review to Early Education and Development

Silver, H.C., Davis, A.E., Loomis, A.M., **Park, C.E.**, & Zinsser, K.M (under review). *Updating the evidence: A systematic review of a decade of Infant Early Childhood Mental Health Consultation (IECMHC) research.* Manuscript prepared for submission to Infant Mental Health Journal.

REPORTS, BRIEFS, CHAPTERS

Kodama, C. M., **Park, C.E.,** & Alton, J. (2022, in press). Creating a Sense of Belonging in an AANAPISI Program through an Integration of Student Affairs Practice, Asian American Studies, and Peer Mentoring. In Palmer, R.T., Maramba, D.C., Allen, T.O., & Arroyo, A.T. (Ed.), *Understanding the Work of Student Affairs Professionals at Minority Serving Institutions: Effective Practice, Policy, & Training.* (1st ed.). essay, Routledge.

Fleming, J., Ellingson, T., & **Park, C.E**. (2016, March). Policy Brief #1. Getting to the rigor of reading comprehension: The critical role of oral language development. *P-3 Connections for Early Literacy*.

Fleming, J., Ellingson, T., & **Park, C.E.** (2016, March). Policy Brief #2. Making it stick: Essential elements of professional development that advance practice. *P-3 Connections for Early Literacy*.

TRAINING MATERIALS

Casey, E., **Park, C.E.**, Curby, T. W., & Zinsser, K. M. (2021). Online self-paced EMOTERS training program (Version 2). Available on www.emoters.org

Park, C.E., Curby, T. W., & Zinsser, K. M. (2020). Online self-paced EMOTERS training program. Available on www.emoters.org

Park, C.E. & Ponce, E. (2020). Teacher guide to emotion-focused teaching using the EMOTERS.

[IN PREPARATION]

Park, C.E. (in preparation). A Review of Online Relationship-Based Services: Feasibility and Participant Experiences to Inform Design of Online Early Childhood Mental Health Consultation. Manuscript being prepared for Infant Metal Health Journal.

Park, C.E. (in preparation). Recommendations for implementation of Early Childhood Mental Health Consultation online: A guide for practitioners. Practitioner report being prepared.

Park, C.E. & Chung, H. (in preparation). Emotion competence and mental health of Asian American emerging adults. Report being prepared.

Park, C.E. (in preparation). Coaching practice in the UIC Alternative Licensure Program: Recommendations to support coaching practice in early childhood education. Practitioner report being prepared.

PRESENTATIONS OF RESEARCH

†*Undergraduate research mentee*

CONFERENCE PRESENTATIONS

Park, C.E., Fatahi, N., Curby, T., Zinsser, K.M., Moberg, S., & Gordon, R.A. (2022, April). *Promoting preschoolers' emotional competence and learning behaviors through emotion-focused teaching.* Paper presentation at the 2022 AERA Annual Meeting, San Diego, CA.

Park, C.E. (2021, February). *Assessing the Fidelity and Acceptability of the ALP Model for Early Childhood Teachers.* Part 2 of Symposium Presentation titled Strengthening the Early Education Workforce: Evaluation of Teacher Experiences in an Alternative Licensure Program. Presentation at the 12th Annual UIC College of Education Research Day, Chicago, IL.

Park, C.E & Alton, J. (2020, April). *More than Academics: The Transformative Effect of an Identity-Based Peer Mentor Program for Asian American STEM Students*. Workshop presentation at the Asian Pacific Americans in Higher Education Conference (APAHE), Long Beach, CA. [Conference Cancelled due to the COVID-19 Pandemic]

Park. C.E. (2019, March). *Committed to Care: Family Childcare Providers' Relationships and Responses to Children's Emotion.* Cross-Program Conference at the University of Illinois at Chicago.

CONFERENCE POSTERS

Park, C.E., Skourletos, J., Zinsser, K.M., & Curby, T. (2022, June). *Forming coach-teacher alliance during coaching on emotion-focused teaching: A closer look at coaching in an Alternative Licensure Program.* Poster presentation at the National Research Conference on Early Childhood (NRCEC), Arlington, VA.

Park, C.E. (2022, April). *Identifying coaching styles of coaches in early childhood education: A latent class analysis.* Poster presentation at the Midwest Psychological Association Annual Meeting, Chicago, IL.

Schindler, I.L †, **Park, C.E.**, Shah, K., Koeplin, N., & Zinsser, K.M (2022, April). *The effects of reading curricula on social-emotional learning in preschools.* Poster presentation at the Midwest Psychological Association Annual Meeting, Chicago, IL.

Park, C.E. (2022, April). *Recommendations for Online Early Childhood Mental Health Consultation: A systematic review.* Poster presentation abstract at the Midwest Psychological Association Annual Meeting, Chicago, IL.

Park, C.E. (2021, June). *A Review of Online Relationship-Based Services to Inform Design of Online Early Childhood Mental Health Consultation.* Poster presentation at the Society for Community Research and Action (SCRA) Biennial Conference.

Park, C.E., Zinsser, K.M., Curby, T.W., Cooke, A., An, X & Halberstadt, A. (2020, June). *Teacher accuracy in emotion identification and relationships with diverse students.* Poster presentation at the National Research Conference on Early Childhood (NRCEC), Arlington, VA. [Conference Cancelled due to the COVID-19 Pandemic]

Shah, R., **Park, C.E**., Jacob, C., Martin, A., Clark, M., Atkins, M. & Schwartz, A. (2020, May). *Health Care-Based Parenting Interventions to Promote Early Childhood Development in Low- and Middle-Income Countries: A Meta-Analysis.* Poster presentation at Pediatric Academic Societies (PAS) Meeting, Philadelphia, PA. [Conference Cancelled due to the COVID-19 Pandemic]

Shah, K. †, **Park, C.E.**, Ponce, E., & Zinsser, K.M. (2020, March). *Data-driven feedback for residents in an Alternative Teaching Licensure Program: Using the Emotion Teaching Rating Scale (EMOTERS).* Poster presentation at the Cross-Program Conference, Chicago, IL.

Torres, L., **Park, C.E**, & Shah, R. (2020, March). *Implementing A Preventive Primary Care-Based Parenting Program Using Student Volunteers: A Feasibility Study of Sit Down and Play*. Poster presentation at the Illinois Academy of Pediatrics (ICAAP) Annual Educational Conference, Naperville, IL.

Park, C.E., Silver, H.C., Hussaini, Q., Zulauf, C., Zinsser, K.M. (2019, June). *Illinois Expulsion Legislation Implementation.* Poster presentation at the Society for Community Research and Action (SCRA) Biennial Conference, Chicago, IL.

Park, C.E., Zinsser, K.M., Jeon, L. (2019, June). *Committed to Care: Family Childcare Providers' Relationships and Responses to Children's Emotion.* Poster presentation at the Society for Community Research and Action (SCRA) Biennial Conference, Chicago, IL.

Carmona, R. †, **Park, C.E.**, Toledo, R., Torres, L., Silver, H.C., Ponce, E.D., Zinsser, K.M. (2019, April). *Inside or Out: Emotion teaching in preschool classrooms and outdoor.* Poster presentation at UIC Impact and Research Day, Chicago, IL

Park, C.E, Zinsser, K. M., & Jeon, L (2018, October). *Family childcare providers' professional commitment, professional engagement, and care quality.* Poster presented at Society for Community Research and Action (SCRA) Regional Midwest ECO Conference, Chicago, IL

McNamee, G., Ponce de Leon, L., & **Park, C.E (**2017, March). *Launching young readers and writers.* Poster presented at the Erikson Institute Research Symposium, Chicago, IL.

Park, C.E. (2016, February). *Making it stick: Essential elements of professional development that advance teaching practice.* Poster presented at the Erikson Institute Research Symposium, Chicago, IL.

Park, C.E. (2011, April). *Parenting attitudes and socialization of preschool children in bilingual families: Korean family mealtime interactions.* Poster presented at the Stephen Hinkle Memorial Poster Session at Miami University, Oxford, OH.

INVITED TALKS

Park, C.E. (2022, April). *Coaches' experiences in building, repairing, and maintaining coach-teacher alliance.* Talk to be delivered to the University of Illinois Chicago's Community and Prevention Research Brown Bag.

Park, C.E. (2020, November). *Research Data Management: Metadata and Documentation in Research.* Workshop training delivered to UIC Social-Emotional Teaching and Learning Lab, Chicago, IL.

Park, C.E. (2019, March). *Family Childcare Providers' Professional Commitment, Professional Engagement and Care Quality.* Talk delivered to the University of Illinois at Chicago's Community and Prevention Research Brown Bag.

Park, C.E. (2013, January). *Child-Resistant Packaging and Children's Developmental Stages.* Talk delivered at Intertek Lunch and Learn.

Park, C.E. (2013, April). *Impact of Digital Media on Children's Development.* Talk delivered at Intertek Lunch and Learn.

TEACHING & MENTORING EXPERIENCE

Coach, Academic Success Center, *Erikson Institute* **2014-2017, 2020 – Present**

- Support current graduate students with writing and course content (research methods).

Mentor, Building Bridges Program, *Society for Committee Research and Action (SCRA)* **2021 – 2022**

- Lead workshops for undergraduate students interested in applying to graduate school

Mentor, Community and Prevention Research (CPR) Program, *UIC* **2020 - 2022**

Research Mentor, Psychology Undergraduate Research Readiness (PURR), *UIC* **2019-2020**

Teaching Assistant, *UIC* **2017 – 2018**

PSCH100: Introductory Psychology, Teaching Assistant (Fall 2017)
PSCH320: Developmental Psychology, Teaching Assistant (Spring 2018)
PSCH539: Current Topics in Community and Prevention Research (Fall 2018, Spring 2019)

ADVANCED RESEARCH TRAINING

Advanced Research Design and Analysis *(2017, Dr. Alexander P. Demos)*
Multivariate Analysis *(2018, Dr. Alexander P. Demos)*
*Ethnography of Ethnic-Racial Families, Neighborhoods, and School *(2018, Dr. Sarai Coba-Rodriguez)*
*Hierarchical Linear Methods *(2018, Dr. George Karabatsos)*
*Program Evaluation: Documenting the Impact of Human Services *(2019, Dr. Yolanda Suarez-Balcazar)*

*Mixed-Effect Modeling *(2020, Dr. Ryne Estabrook)*
GIS for Environmental and Public Health Professionals *(2021, Dr. Michael Cailas)*
Latent Variable/Structural Equation Modeling *(2021, Dr. Ryne Estabrook)*

**Meets the requirements for the Statistics, Methods, and Measurement emphasis doctoral track at the University of Illinois at Chicago*

SERVICE TO THE FIELD

Psychology Committee of Graduate Students (COGS), *UIC*	2020 – Present
Graduate Council Representative, *UIC*	2020 – Present
5th Psychology Department Cross-Program Conference Planning Committee, *UIC*	2019 – 2020
4th Psychology Department Cross-Program Conference Planning Committee, *UIC*	2018–2019
Collaborative on Young Children and Families (CYCF) Planning Committee, *UIC*	2017 – 2018
42nd Annual Midwest ECO Conference Planning Committee, *SCRA, UIC*	2018

Student Ad Hoc Reviewer for: *Journal of Early Childhood Teacher Education, Early Education and Development, Early Childhood Research Quarterly*
Ad Hoc Reviewer for: *Child & Youth Care Forum*

HONORS AND AWARDS

UIC Chancellor's Student Service Award (CSSA)	2022
Institute for Research on Race and Public Policy (IRRPP) Dissertation Grant	2022
Society for Community Research and Action (SCRA) Biennial Scholarship Award	2021
UIC Institute for Research on Race & Public Policy (IRRPP) Grad Student WriteOut! Award	2021
UIC Psychology Undergraduate Research Readiness Mentor Award	2019, 2020
Bette & Neissen Harris Scholarship, Erikson Institute	2011-2012
Korean American Scholarship Foundation (KASF) Graduate Student Scholarship	2011
Miami University of Ohio Honors in Psychology	2011

PROFESSIONAL MEMBERSHIPS

Asian American Psychological Association (AAPA)
American Evaluation Association (AEA)
American Educational Research Association (AERA)
Society for Community Research and Action (SCRA)
Society for Research on Child Development (SRCD)
Zero To Three