

Empowering Burned Out Teachers through Peer Coaching Cycles:

A Qualitative Action Research Study

by

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## **ABSTRACT**

Burnout is experienced for many reasons, such as prolonged exposure to stress. This can present in three stages being emotional exhaustion, depersonalization, and personal unaccomplishment. Many educators experience different stages, pathways, and types of burnout throughout their career. This is unfair to teachers as most enter the profession to make a positive impact on student lives, but it is also unfair to the school as teachers affect other teachers, students, and the culture of the school. Therefore, this dissertation sought to understand the road back from burnout.

This was explored through peer coaching cycles to provide support and feedback in a collaborative, safe learning environment. This qualitative action research looked at four teachers experiencing one or more stages of burnout and allowed them the opportunity to engage in two peer coaching cycles to see if this improved their levels of burnout. Interviews and artifacts were used to answer the following research questions: Question 1- How and why do these specific teachers experience burnout?; Question 2- What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?; Question 3-How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture? This dissertation examined how peer coaching cycles empowered burnout teachers, built their decisional capital, and supported them through their burnout. This dissertation sought to understand how to support burned out teachers of all levels and experiences.

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## LIST OF TERMS/ABBREVIATIONS

*Burnout*: feelings of emotional exhaustion, depersonalization, and lower levels of accomplishment as a response to prolonged stress (Friedman, 2000)

*Culture*: something a school does that presents habits and formalities that influence interactions

*Professional Capital Framework*: a theory to build the expertise of teachers individually and collectively through human, social, and decisional capital (Hargreaves & Fullan, 2013)

*Peer Coaching Cycles*: a type of professional development through collaboration with a peer by observing and reflecting to work towards a goal

*Action Research*: Gathering information to improve learning through an ongoing, systematic study (Mertler, 2011)

*Inductive Analysis*: Identifying patterns and themes to represent findings through organization, description, and interpretation (Mertler, 2011)

*PC*- Peer Coaching

## CHAPTER I: INTRODUCTION

### Overview

Teaching is a challenging profession with high levels of stress. Teachers must have the knowledge and skills to be effective at their craft, all while balancing new curricula and competitive environments due to high stakes testing (Hargreaves & Fullan, 2012). Prolonged amounts of stress have been shown to lead to burnout as teachers feel unsatisfied and exhausted in their work (Richards et al, 2016). Burnout comes through three main stages Friedman (2000) presents and these are emotional exhaustion, depersonalization, and unaccomplishment. As teachers are experiencing burnout or one of the three stages, they are minimizing their involvement with peers and detaching from students. These impact teachers' identity, as many teachers enter this profession to make a difference in students' lives (Curtis, 2012). As these teachers are struggling with their teacher identity, and depersonalizing from teachers and students, they are affecting the culture of the school.

Burnout and school culture are often linked as one can affect the other (Nagy and Takacs, 2017; Goddard, O'Brien & Goddard, 2006) and this can be due to how schools prioritize their support for teachers (Goddard, O'Brien & Goddard, 2006). Teachers experiencing burnout affect the school's culture, classroom culture, and student learning. This is because teachers are involved in several aspects of the school and needed for daily operations and tasks. Therefore, prioritizing support for teachers experiencing burnout must be a focus to improve the entire system from the school to the classroom. This support can be achieved through utilizing the professional capital framework.

The professional capital framework is a theory using three types of capital to grow teachers, because teachers are an investment to improve student learning (Snow, Martin & Dismuke, 2015). These three types of capital help improve teacher confidence and self-efficacy, and these are human, social, and decisional capital (Hargreaves & Fullan, 2013). Human capital is the talent teachers have independently, social capital is the knowledge gained through interactions with peers, and decisional capital is the ability to apply knowledge to situations with confidence.

Building teachers professional capital can help counteract the burnout teachers are feeling. Peer coaching cycles can be used to build professional capital within a school, while providing support to teachers. Within a peer coaching team, teachers bring their human capital and grow their social capital while working together through the coaching cycles. Peer coaching cycles can create a safe space to attempt learning, as these interactions are purposeful to improve teaching (Cheng, Grant, Huffman, Burgess, Szold, Robinson & Eppich, 2017). During these reciprocal peer coaching cycles, teachers are gaining confidence in their abilities as they receive and provide feedback to one another with the goal being to not only improve ones' practice, but also compact burnout.

### **Statement of the Problem**

The major problem that was addressed in this study was educators need a safe, supportive learning environment that provides constructive feedback to feel supported and reach high expectations. Currently, educators are given new curricula, initiatives, strategies, and directions from year to year without a non-evaluative environment to learn and grow within their context.

Teachers are observed while learning new strategies and goals each year, without properly having support to learn while implementing the new initiatives.

Schools are increasingly allowing redo's after students have learned more to show their mastery and using feedback to support them (Clark & Talbert, 2023; Feldman, 2019). Even in higher education settings, students are beginning to receive multiple opportunities to show their learning and progress over time (Blum, 2020; Clark & Talbert, 2023). Safe learning environment where students are invited to make mistakes are on the rise across the K-20 spectrum; however, educators themselves have not yet received the same space to learn and grow from their errors and efforts. This can create support issues, overwhelmed teachers, and educators who feel they cannot reach the high expectations in place leading to several teachers feeling overwhelmed, eventually leading to burnout. Therefore, it is important that teachers have support and constructive feedback to safely learn to fight the burnout teachers are feeling in their context.

### **Purpose of the Study**

Decisional capital expertise is a powerful instructional capital to utilize, as this builds the confidence and ability to make decisions in the classroom. However, while teachers are experiencing burnout, they often have lower levels of accomplishment. This can lead to losing confidence in classroom abilities, thus not gaining decisional capital. Implementing peer coaching cycles can be an effective strategy to allow teachers to fight burnout stages, such as depersonalization and unaccomplishment, and receive support and feedback to improve. Peer coaching cycles are a powerful tool for teachers to grow in knowledge and build collaboration among teachers (Zwart et al, 2009). Teachers can participate in peer coaching cycles through lesson study, instructional rounds, impact cycles, transformational coaching, etc. (Zwart et al,

2008). Peer coaching cycles allow for educators to provide effective feedback based on growth areas and build trust and vulnerability among teachers of different grade levels.

Therefore, the purpose of this study was to explore how elementary teachers who are experiencing burnout could participate in peer coaching cycles to help empower them, build professional capital, and mitigate their burnout. This study aimed to gain the perspectives of teachers who were experiencing stages of burnout and how their experiences changed or grew through the peer coaching cycles. Knight (2018) describes that partnering and working with a coach is one of the most powerful ways to improve and grow. Teachers can use peer coaching cycles with the intention to improve one's teaching, accordingly, fighting through the burnout stages. Improving can occur through the purposeful exchanges from teacher to teacher to move debriefing into action steps (Cheng et al, 2017). As teachers were experiencing burnout, this study determined how effective peer coaching cycles can be for improving professional capital.

### **Research Questions**

Three specific research questions were used to guide this study:

1. How and why do these specific teachers experience burnout?
2. What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?
3. How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture?

### **Significance of the Study**

Burnout can affect many aspects of a school, such as teacher satisfaction, school culture, and student learning. This is relevant due to the experience of being exposed to stress, which is

supported by studies showing teachers exceeded average stress levels in careers (Pietarinen, Pyhältö, Sani & Salmela-Aro, 2013). Farber (2000) supports the use of social support to help reduce stress levels for burnout; therefore, burned out teachers need peer support within a coaching culture. These coaching cultures thrive in environments where teachers have a growth mindset and build self-efficacy through intrinsic motivation (Hattie & Clarke, 2018); these teachers want to improve their practice. This allows for teachers to also have a formative mindset focused on “learning for all-all the time” (Carter, Krahenbuhl, Dillard, 2020). Coaching cultures allow for collaboration and provide access for a strong impact from coaching cycles. This impact comes in the form of effective feedback as teachers are learning from a peer with similar levels of experience (Yee, 2016). As a result, a safe culture where teachers can attempt learning and share vulnerability together is provided, all the while building decisional capital.

This study aimed to build teachers decisional capital in order to combat teachers’ levels of burnout, increase teacher satisfaction, and uncover implications for school culture. The two peer coaching cycles provided insights on teacher’s growth overtime working with a colleague to provide support and feedback in a safe, collaborative environment. One implication of this study was the possibility of a new response and preventive strategy to teacher burnout.

## **Research Plan**

The research plan of this study was to examine the perspectives of teachers regarding how peer coaching cycles affected their burnout. The study began with a voluntary survey about whether teachers are feeling burnout and to gain insight into their willingness and appropriateness to participate in a peer coaching study to both provide and receive support and feedback from another teacher. The next phase of the study was to choose four teachers to form

two peer coaching teams to complete two peer coaching cycles during the spring semester of 2024. To begin the study, semi-structured interviews were conducted with each teacher using the same questions with follow-up questions as needed. Teachers began enacting peer coaching cycles next by observing, debriefing, and utilizing effective feedback for classroom improvement. After each peer coaching cycle, each participant completed a reflection describing their experience. The participants engaged in two cycles, over a two-month period acting both as the provider and recipient of feedback in the peer coaching cycle model. The cycles happened in the third week of March and the second week of April, which allowed participants' time to implement and grow from the feedback.

The goal of the peer coaching cycles was to improve on teacher's burnout levels and build their decisional capital within their context. These peer coaching cycles allowed teachers to fight depersonalization and unaccomplishment, by receiving collaboration with another teacher in building and receiving feedback in a non-evaluative, safe learning environment. Once the coaching cycles began, participants were asked to make observations notes to provide feedback during their debrief sessions. After the peer coaching cycles, participants were asked to reflect in a journal based on open-ended questions. These artifacts were collected by the researcher and coded to allow for the researcher to give a clear picture of how peer coaching cycles influenced teacher burnout.

The last step within the study was for the researcher to conduct post semi-structured interviews with each participant using similar questions from the first interview. This research plan is outlined below in Table 1, showing how the participants had two months to participate in between the interviews to see the changes overtime. These interviews were used to show how

each participant's burnout levels were influenced based on the peer coaching cycles. The researcher looked for participants perspectives on engaging in coaching cycles and how these experiences grew over the study while influencing burnout levels. The researcher coded these interviews using inductive analysis for patterns and themes by following organization, description, and interpretation (Mertler, 2011). This type of analysis allowed the researcher to present findings without oversimplifying each participant's experience throughout the study.

***Table 1.1: Research Timeline***

<i>Steps</i>	<i>Timeline</i>
Pre-Survey	March 2024, first week
Participant Selection	March 2024, first week
First Interview	March 2024, second week
Peer Coaching Cycle 1	March 2024, third week
Debrief and Reflect	March 2024, third week
Implement Feedback	March 2024, fourth week
Peer Coaching Cycle 2	April 2024, first week
Debrief and Reflect	April 2024, first week
Implement Feedback	April 2024, second week
Final Interview	April 2024, third week
Next Steps	April 2024, fourth week

## **Conclusion**

Teachers experiencing burnout often feel emotionally exhausted and lower levels of accomplishment, while they are depersonalized from students and peers. These teachers need support and accountability to be empowered in their profession. Not only are they improving as

teachers, but they are growing in their decisional capital. Peer coaching cycles were studied to see how they supported and empowered teachers, built decisional capital, and improved collaboration within the culture.

The following chapters include background research needed for the study, as well as findings, limitations, and future study opportunities. Chapter 2 will provide an overview of the Burnout Phenomenon, Empowerment, Professional Capital Framework, Collaboration within different School Cultures, and Feedback used effectively. Chapter 3 explains a detailed rationale for the steps that were followed to complete the research study using a qualitative approach to analyze findings collected from participants. Chapter 4 provides the results of the triangulated qualitative findings: interviews and artifacts. Lastly, Chapter 5 offers a proposal of next steps for how this study could continue with peer coaching cycles for future research as well as the limitations experienced by the researcher during the study.

## Chapter II: Review of Literature

### Introduction

Teacher burnout has become increasingly popular as a topic in education (Xie, Huang, Ke, Wang & Wang, 2022). This is a syndrome that occurs from exposed stress and includes three main stages of emotional exhaustion, depersonalization, and lower personal accomplishment. Burnout can occur from exposed stress and several studies have shown teaching exceeds average levels of stress in a career (Pietarinen, Pyhältö, Sani & Salmela-Aro, 2013). This is an important and relevant topic due to how teacher burnout not only affects teachers' satisfaction and the school environment, but also students' learning and behavior. While the research around burnout has increased, there is still a need for research regarding prevention strategies and reducing strategies (Zarrinabadi & Jamalvandi, 2023).

The following review of literature will provide an overview of an array of topics related to teacher burnout. The literature review will begin with examining burnout, specifically elementary teachers, and connecting this to a school's culture. Following culture, there is an exploration of collaboration among teachers and feedback focusing on the purpose and effectiveness of providing feedback during teacher collaboration. Additionally, this literature review seeks to provide information for the culture and systems in place needed to support and prevent burnout. The overarching goal of this literature review is to represent the need to provide systems, such as peer coaching, to help empower burned-out teachers. With that aim in mind, the survey will begin by understanding burnout. But before that, why do most educators enter the teaching profession? According to Curtis (2012), the number one reason why teachers choose

this profession is to make a difference in students' lives. If this is what drives them to enter, what does the literature tell us about the phenomenon of burnout?

### **Burnout Phenomenon**

Teachers experiencing the burnout phenomenon may not be capable of positively making a difference while they are experiencing the different stages of burnout. Therefore, burnout affects a teacher's identity as an educational professional. This description is relevant because burnout affects teachers' ability to teach, in turn affecting students' ability to learn. Teaching is acknowledged as a stressful and emotional occupation (Richards, Bristol, Templim, & Graber, 2016). This is due to the wide variety of responsibilities teachers face, such as heavy workloads, behavioral challenges, and lack of support outside of the classroom (Conley & You, 2009). Richards et al (2016) finds that "the stress involved in teaching has implications for both teacher recruitment and retention, as well as teacher effectiveness" (p. 530). This type of stress leads to teachers feeling unsatisfied within their work and struggling to teach well (Oliver & Venter, 2003). The prolonged stress involved in this profession has been linked to burnout (Richards et al, 2016). Kyriacou (1987) discusses how teacher burnout includes physical, emotional, and behavioral exhaustion. These types of exhaustion can lead to frustration, tension, anger, depression, and anxiety (Fisherman, 2015).

Burnout also has multiple stages and affects teachers in different ways. The three main stages are emotional exhaustion, depersonalization including cynicism, and unaccomplishment (Friedman, 2000). Exhaustion comes in the form of teachers feeling emotionally drained and overextended with their work and this leads into the depersonalization stage. Once people feel

stressed and overextended, they can begin to minimize involvement and even give up on their own ideas. This works into feeling inadequate in their work and they begin to feel as if they are devoid of accomplishments (Friedman, 2000; Montero-Marin, Garcia-Campayo, Mera & Hoyo, 2009).

More specifically, emotional exhaustion is when someone's emotional resources have been drained. Despite the negative effects exhaustion can cause with coping with stress, Maslach, Schaufeli and Leiter, (2001) discussed how emotional exhaustion is necessary, but not a complete measure of burnout. Montero-Marin, Garcia-Campayo, Mera and Hoyo (2009) explore how workers feel they are not able to participate in their work on an emotional level due to lack of energy. Despite Campayo et al (2009) mentioning these workers lacking participation on an emotional level, Nagy and Takacs (2017) describe emotional exhaustion as feeling frustrated or dissatisfied.

This can move into depersonalization, meaning distancing oneself from others that are necessary to work with for the successful performance of their jobs. This is a challenge because a person experiencing this needs support from coworkers, yet they start to avoid contact (Nagy and Takacs, 2017) or present an issue in detachment to students (Kamtsios, 2018). Carlotto and Camara (2019) discuss how this can involve detachment, indifference, or insensitivity towards students. The third stage of burnout is personal unaccomplishment, which relates to a reduced sense of self-efficacy and can lead to feelings of incompetence and lower feelings of accomplishment. While emotional exhaustion and depersonalization are work overload and social concerns, personal unaccomplishment is an individual issue (McCarty et al, 2009). Carlotto and Camara (2019) describe this as a guilt concern rather than personal accomplishment

struggles as educators feel ineffective and unable to fill their role. Thus, affecting an educator's personal identity. Despite these being the three typical stages of burnout, teachers can fluctuate in and out of each stage without following the order (Friedman, 2000). The three main stages are summarized in table 2.1.

**Table 2.1: Burnout Summary**

Burnout Stages Summary		
	Stages	Explanation
1.	Emotional Exhaustion	Emotionally depleted, overextended, or dissatisfied
2.	Depersonalization	Detachment, minimized involvement, or indifference
3.	Unaccomplishment	Feeling incompetent, inadequate or ineffective

### Three Main Stages of Burnout (Maslach & Leiter, 2016)

The symptoms and stages of burnout are myriad. Friedman (2000), for example, states that burnout happens when teachers “lose confidence in their ability to make a difference professionally” (p. 1), while Maslach and Leiter (2016) explains it as an extended response to constant emotional and interpersonal stress from work. Nagy and Takacs (2017) describe another viewpoint of burnout as a process when work stressors and work resources are unbalanced. Ergo, providing evidence that not all teachers experience the same reasons for falling into burnout.

Another difference in this experience is the burnout pathways teachers can have during this phenomenon. Most often these pathways begin with stressful experiences, then teachers may take a cognitive or emotional pathway (Friedman, 2000; Maslach & Leiter, 2016).

Emotional exhaustion can occur when teachers cannot provide for students because they are

overwhelmed with fatigue and stress (Grayson & Alvarez, 2008). This shows how teachers can take the emotional pathway to burnout due to the overloading of emotional exhaustion. Yildizli (2019) clarifies how effectiveness in using and selecting appropriate teaching strategies affects their confidence as a professional. Thus, making it clear to see how teachers who begin feeling unaccomplished and lose confidence follow a cognitive pathway to burnout. Friedman (2000) also expands on different types of burnout, which include worn-out, classic, and underchallenged. According to Montero-Marin, Garcia-Campayo, Mera and Hoyo (2009), the worn-out teacher will give up when they have too many expectations and too much stress without success. The frenetic (classic) teacher will push themselves and constantly work harder to reach the point of accomplishment that will make the immeasurable stress “worth it.” The underchallenged teacher does not have motivation or satisfaction in their working conditions.

Burnout consistently occurs when work demands and resources are unbalanced, leading to emotional stress (Nagy & Takacs, 2017). Two common issues relating to this is professional development and teacher preparation. Friedman (2000) reiterates this point when saying, “the reality-shock phenomenon is followed by complaints from teachers that their training failed to provide them with the knowledge base needed for teaching, and particularly that it failed to offer the badly needed know-how for handling student discipline problems and classroom-behavior disturbances” (p. 598). This means there are gaps in expectations and the reality of their teaching career. While Nagy and Takacs (2017) mention an imbalance between work demands and work resources, McCarthy, Lambert, O’Donnell, and Melendres (2009) argue the imbalance is in work demands and personal coping resources. According to Sapolsky (1998), personal perception determines if a life event is stressful, therefore one individual may find a situation

stressful while another individual may find the same situation to be an inviting task. Thus, McCarthy et al (2009) present that different perceptions of stress are based on the demand and resources individuals have for coping with such demands. This means that burnout would be a person versus environment issue rather than environment to environment. In summary, these authors discuss the difference in person versus environment issues where the work demands and resources for individual coping are imbalanced or environment versus environment when work demands, and work resources are imbalanced.

Santoro (2018), however, argues that burnout is not the biggest issue. Demoralization is part of a different viewpoint from burnout and argued to be more detrimental to the teacher. Santoro (2018) argues while burnout is where educators have reached the personal and professional limit of what they will sustain. Demoralization is when teachers see a problem or challenge and feel disempowered or unable to find a resolution; whereas with burnout there may be a chance to improve upon or mitigate an internal struggle. While Santoro (2018) claims demoralization is an outward environmental issue, making it hard to find a resolution.

Regardless of a teacher experiencing burnout or demoralization, both affect student learning as the quality of classroom instruction can diminish. Jenson and Solheim (2020) mention the negative effects on classroom communities as teachers experience a range of negative emotions linked to burnout. This can cause lower student achievement levels and more incidents of student misbehavior (Phillips, 2021).

***Burnout in Elementary schools.*** Elementary schools have many similarities, but also many differences from middle and high school. The classroom set up is unique as students

mostly remain in one classroom for instruction of all subjects by the same teachers (McCarthy et al, 2009). While elementary teachers are typically in the same room with the same students all day, they are more isolated from coworkers than secondary teachers (Klassen, 2010). Considering this, elementary demands and resources differ from upper grades who work with different students, subjects, and classrooms throughout the day.

Another difference is elementary school teachers were also considered more student motivated rather than subject motivated like secondary school teachers. Teachers who are more student motivated tend to have personalities that do not lend towards rule breaking (Santoro, 2018). Consequently, this can create a moral issue for teachers engaging in practices they were instructed to use, while they believe these practices are not based on students' needs (Santoro, 2018). Accordingly, causing these elementary teachers to lose their autonomy and voice (Shaalvik & Shaalvik, 2020).

As previously mentioned by McCarthy et al (2009), elementary teachers may remain in one classroom during the school day. However, Cooper (2019) declines classroom management as a potential for high burnout, especially, if problem students are impacting the learning environment. Teachers who have challenges with classroom management may be experiencing the same students in the same classroom as day creating the most taxing work environment for teachers (Kuzsman & Schnall, 1987).

***Effects from Leadership.*** Leadership support, no matter the stage or type of burnout teachers are facing, is critical in supporting teachers' decisions to remain in a classroom (Kaiser & Thompson, 2021). However, leadership responses to burnout vary and can have contrasting

effects on teacher motivation and well being. Kaiser and Thompson (2021) depict leadership as a great support of slowing burnout for teachers and supporting the demands teachers are facing in their environment. Burkhauser (2016) supports this claim describing how principals who understand demands that create stress and burnout can provide resources to help support teachers and create a more positive perception of their environment.

However, administrators must understand how teachers' functioning can also be affected by inequalities between the number of students with special needs, assistants in the classroom, and outside of the classroom duties (McCarthy et al, 2009). The expectations placed on teachers by the school, community, and different levels of management can be a cause of burnout multiple times in a career (Phillips, 2021). Ergun and Coskun (2023) support the effect leadership can have on teachers by stating, “according to some research findings, the leadership behaviors of school administrators according to the leadership type can cause teachers to experience professional burnout due to intense stress” (p. 65). These trends in research reinforce the pattern seen with regards to the importance leaders have on their teachers.

Similar to positive cultures, leaders have a significant impact in negative cultures. When leaders are pushing areas from initiatives or evaluation systems that are considered “weaker” for teachers or the school, it is counterproductive rather than being a successful way to help improve. Couros (2015) states this can be “demoralizing and counterproductive for all stakeholders” (p. 126). Negative environments can also be considered discouraging. Verma (2021) supports these points and takes this further by saying, “toxic environments in schools induce a swing in emphasis away from student development. Signs of toxic school culture:

**Table 2.2: Signs of Toxic School Culture**

Signs of Toxic School Culture	
<ol style="list-style-type: none"> <li>1. “Ineffective leadership</li> <li>2. Differential treatment</li> <li>3. A lack of diversity</li> <li>4. Unpredictability and ambiguity in communication</li> <li>5. Threatening and Punishing</li> <li>6. Inappropriate Behavior</li> <li>7. Inequality</li> <li>8. There is no assistance with student behavior issues</li> <li>9. Embarrassing behavior</li> </ol>	<ol style="list-style-type: none"> <li>10. The principal is unappreciative of his employees</li> <li>11. Hostile relations among faculty</li> <li>12. Permitting educators to be abused</li> <li>13. Intimidating analyses</li> <li>14. Feeling obligated to contribute additional time and resources</li> <li>15. The teachers do not have the administration’s support</li> <li>16. Ineffective communication</li> <li>17. Relocating instructions without their consent</li> <li>18. There is no recognition for your achievements” (p. 15).</li> </ol>

Signs of Toxic School Culture (Verma, 2021, p. 15)

This is reinstating the importance of leadership, as leadership has the potential to have both positive and negative effects, especially on a school's culture (Kaiser & Thompson, 2021). The culture then strongly impacts the teachers in the building (Burkhauser, 2016). Therefore, leaders should provide an environment that supports their teachers (You, Kim & Lim, 2017), as an environment that supports teachers in a positive culture can reduce the levels of burnout in their teachers (Farber, 2000).

### **Empowerment and Professional Capital**

**Empowerment.** While teachers need a positive culture, they also need an empowering culture. This is because teaching is a challenging profession, one demanding a wide range of knowledge and skills in order to be effective. Along with this extensive knowledge teachers must

have, the recent educational reform movement has affected the workload and stress of teachers, causing many teachers to feel attacked (Snow, Martin & Dismuke, 2015). Not only were teachers affected, but leaders in the schools were also and this has caused leaders to have more rigid expectations of teachers. Hargreaves and Fullan (2012) mention how high stakes testing has caused leaders to restrict autonomy and drive competition instead of collaboration.

Further, in an environment where teacher autonomy is not encouraged, teachers are not able to build their ability to make quick decisions in a classroom. This also affects teachers' learning and becoming more effective in their practice (Chapman & Chestnutt, 2016). Teachers will begin moving towards and utilizing the practice strategies their superior is pushing like a one-size fits all approach, rather than learning from trial and error in the classroom. Failure in an attempt to improve provides more to learn from than simply practicing what is being pushed from the district or administration (Lottero-Perdue & Parry, 2017).

The aforesaid juggling of these many challenges while attempting to focus on the core of schooling, student learning, can lead to burnout or disengagement among teachers (Conley & You, 2009). This can stem from many reasons and lack of teacher autonomy is one of them. As previously mentioned, leadership has a huge impact on the teachers in the building. Sheninger and Murray (2017) mention effective leaders' work to empower their teachers, and this is completed by enhancing the culture in the school. This empowerment comes in the form of helping others to take risks and be innovative, while removing the fear of failure. Prime and Salib (2014) report survey data from 1,500 workers that humility is a critical factor for leaders to create this type of environment that equips workers. A study in Finland shows the positive

relationship between the use of innovative (entrepreneurial) teaching methods and a development in how teachers encourage and create this mindset in students (Joensuu-Salo et al, 2022).

School systems are dedicating effort and time to improve and support teaching, however, are still unsure of how to complete this effectively (Martinez, 2013). Utilizing the Professional Capital Framework is one way to improve teachers' experiences, let them grow in their professional abilities, and provide teachers with a voice. Fullan and Hargreaves (2012) discuss how professional capital for teachers, “means requiring teachers to be highly committed, thoroughly prepared, continuously developed, properly paid, well networked with each other to maximize their own improvement, and able to make effective judgements together using all their capabilities and experience” (p. 2). Teachers maximizing their own improvement means teachers having the capability, autonomy, and confidence to work on their own growth and make decisions in their classrooms.

***Professional Capital.*** Teacher agency is an extremely important topic with burnout rates in schools and teachers leaving the profession (Sullanmaa, Pyhältöc, Pietarinenf & Soini, 2023). Teacher agency encompasses growing teachers and retention rates. When thinking of growing teachers in any form, it is an investment (Snow, Martin & Dismuke, 2015). When thinking of capital, leaders need to make an investment if leaders want a return. If we want our teachers to help our students, then we must invest in growing our teachers. The goal for this profession should be students encountering effective teachers year after year to continue to extend student learning (Hargreaves & Fullan, 2012).

Thinking along the lines of investing in our teachers, the Professional Capital Framework is an educational theory focused on growing our teachers. This educational theory focuses on three types of capital to improve teacher confidence and the ability to make decisions, and these are human capital, social capital, and decisional capital (Hargreaves & Fullan, 2013). Human capital is the individual talent a person or educator possesses and how they developed it. Social capital is interactions between peers and fellow educators or professional learning communities. Decisional capital is focused on the capacity to judge and apply knowledge to arising situations. The theory can connect and help to empower our burned-out teachers.

***Human Capital.*** Teachers already have their individual talent for teaching, as they went to school and have gained experience with their career. As educators work in their career fields, they are developing knowledge and skills. This knowledge comes in the form of content knowledge and knowledge of growing students with quality instruction (Chapman & Chestnutt, 2016; Hargreaves & Fullan, 2012; Snow, Martin & Dismuke, 2015). Teachers need the skills and knowledge to teach their content, know their students and how their students learn, understand family cultures, have emotional capabilities to empathize with students and adults, and use innovative practice (Hargreaves & Fullan, 2012). There is an enormous amount of knowledge and skills required to have the individual talent to become effective teachers, such as: confidence, leadership, content knowledge, and empathy (Chapman & Chestnutt, 2016). As teachers take their human capital, and work and collaborate with other teachers for social capital, these teachers are building towards decisional capital. Social capital is built as teachers are interacting, planning, and improving with other teachers. Human and social capital work together to build confidence and trust between teachers to become open to feedback and willing to learn.

***Social Capital.*** Social capital is necessary to grow both human capital and decisional capital (Chapman & Chestnutt, 2016; Hargreaves & Fullan, 2012; Snow, Martin & Dismuke, 2015). Human capital cannot continue to grow and improve in isolation, it builds through learning from other teachers. Social capital is the interactions among people that affect their knowledge and gaining of information; it is about relationships with others. These relationships that build information give teachers access to others human capital, also known as their talent and knowledge. Social capital does not occur in any environment. It occurs in a safe environment built on trust and expertise at work. This involves teachers working together with a purpose, while providing constructive and challenging feedback. This occurs in a culture where teachers are encouraged to grow and refine their work until it reaches excellence. Hargreaves and Fullan (2012) describe it as learning is the work and social capital is the fuel. If social capital and learning is weak, then everything else will struggle too (Hargreaves & Fullan, 2013).

***Decisional Capital.*** Human and social capital are necessary for effective teaching, while decisional capital is necessary for an effective teacher. This is the ability to provide judgment on a decision or the confidence to handle the responsibility that comes with teaching (Chapman & Chestnutt, 2016). Teachers without decisional capital do not have the experience to make professional judgements or they are not being allowed to in their school (Hargreaves & Fullan, 2013; Fullan, Rincón-Gallardo & Hargreaves, 2015). Decisional capital is important because the facts are not clear when making a decision. If the facts were clear, judging the situation would not be necessary. For example, if a student is struggling with a math concept, can the teacher put down the lesson plan and know what questions to ask to discover the misconception? This type of knowledge is built through experience, practice, and reflection that is structured and

unstructured throughout their career (Fullan, Rincón-Gallardo & Hargreaves, 2015). This is not capital that is obtained independently. Social capital plays a large role in helping teachers grow in their ability to judge and respond in their classrooms. Growing this knowledge is strengthened by looking at the insights and experiences of colleagues. Hargreaves and Fullan (2012) support the necessity for human and social capital building decisional capital by stating, “individuals get confidence, learning, and feedback from having the right kind of people and the right kind of interactions and relationships around them (p. 4). Teachers need confidence in their ability to promote self-efficacy, as Shaalvik and Shaalvik (2020) provide this as necessary in a culture fighting and preventing burnout.

## **Collaboration**

*School Culture.* Burnout includes many stages and types while also being complicated by leadership decisions and elements of social capital. School culture adds another important layer to the burnout phenomenon for teachers. As mentioned by Nagy and Takacs (2017), burnout can occur when there is an unequal relationship between work demands and resources. Consequently, relating the school environment or school culture to burnout. Nápoles (2022) supports this by mentioning the organizational factors adding into the elements of the job connecting into the cause for burnout.

Duan, Du, and Yo (2018) describe how school culture has been known to impact teachers' job satisfaction. This is echoed by Grayson and Alvarez (2008) explaining that organizational factors can largely add to teacher stress. Organizational factors are key in determining the culture and climate of a school. The culture of a school, specifically how the

school prioritizes providing support and clarity for pressures and stress in work can impact burnout case rates (Goddard, O'Brien, and Goddard, 2006). You, Kim, and Lim (2017) add to this by discussing leadership, cooperation, and communication, and how much teachers' opinions are part of school decision making have influenced job satisfaction. An extra layer of this issue is how administration and federal politics have added stress for teachers (Grayson & Alvarez, 2008). This causes restrictive regulations, and this can be problematic for teachers because they feel powerless (Nápoles, 2021).

Remembering the three dimensions of burnout are emotional exhaustion, depersonalization, and unaccomplishment, a school's culture can influence these. Emotional exhaustion can come from parent interactions and relationships, peer interactions, and student interactions (Grayson & Alvarez, 2008). When social interactions provide social support, workers can be more trustful and open with each other. However, if the culture is not collaborative and the social support is lacking, stress can rise causing more teachers to fall into burnout. Skaalvik and Skaalvik (2020) have a slightly different view and believe emotional exhaustion comes from the workload and time for rest/recovery being mismatched.

The typical stage two of classic burnout is depersonalization or cynicism. This, like emotional exhaustion, can take various forms when presenting itself. This can be disappointment in work, lack of motivation, commitment, and confidence, and missing work (Maslach & Leiter, 2016). Cynicism appears in negative attitudes or anger towards others, which can come from a place of unappreciation in work. On the other side of the typical stage two is depersonalization and teachers can depersonalize in relationships with students, become chronically absent, have little motivation, little confidence, and more that affect their work experience. Teachers'

perspective of self-efficacy and their perspective of students can impact their student interactions. “The mindset about student ability that educators bring to their professional activities can have a significant impact on the expectations they have for students, the ways in which they teach, and their interactions with students” (Lezotte & Snyder, 2011, p.42).

Therefore, this stresses how essential it is to provide a culture that improves teachers' perspective of themselves and their students.

Culture not only affects teachers experiencing the burnout phenomenon, but these teachers in turn, affect this culture. The last part of the process is unaccomplishment, which greatly impacts a teacher's view of themselves. Teachers can begin to feel unaccomplished when they feel their work is not having enough of an impact on students, leading to teachers not creating challenging goals. This can contribute to lack of support for students because the goals do not require high professional performance. When teachers are not supporting students, they are not having high expectations for their students. A culture that considers high expectations for students essential, creates a climate for learning and requires teachers to have confidence in themselves to have the necessary knowledge and skills to teach and confidence in their students to learn (Lezotte & Snyder, 2011).

Consequently, this affects the learning environments for students to learn and teachers to teach (Yildizli, 2019). If teachers are not fully and effectively teaching, students potentially face a negative impact on their ability to learn. Yildizli (2019) discusses an example of eager learners who may become frustrated and bored in this learning environment due to the lack of encouragement and enthusiasm being given to students. If this learning environment is affected negatively, the classroom learning environment cannot match the school-wide environment.

Consequently, this affects the culture and the mission of all teachers working together collaboratively towards a common goal.

There can be positive relationships between culture and burnout, with a possible use of culture as a remedy to fighting burnout. Professional Learning Communities (PLCs) have a focus of collaborative culture, and this can be a remedy when fighting the depersonalization stage of teacher burnout. Teachers working in a collaborative culture are constantly interacting and helping each other balance the stress of work (Dufour & Fullan, 2013). If collaboration is expected, it is difficult for teachers to become distant and not participate. Collaborative cultures in a professional learning community also celebrate success (Dufour, Dufour, Eaker, Many & Mattos, 2016). If success is being celebrated, this can impact the teachers' perspective of self-efficacy.

Collaboration can also come in the form of social interactions, which can be a possible improvement for teachers who are burnt out. Pietunnum, Pyhältö, Soini, & Salmela-Aro (2013) add to this when saying:

“This indicates that *co-regulation*, the capacity to seek and receive social support from colleagues and the ability to identify and utilize the social resources at hand to reduce stress, is particularly important when teachers attempt to proactively deal with stressful interactions and challenges in their work” (p. 2).

Farber (2000) echoes this point by stating, “the literature has focused on the need for greater social support to attenuate the stressors of work” (p. 688). Thus, this reinforces the need for a culture that provides support in a stressful profession.

Culture is the part of a school that shows what they do there and what their focus is on. Coyle (2018) supports this by sharing culture is something you do, not something you are. It shows the value, mission, and goals and shows if the school is living those elements. Duan, Du, and Yu (2018) add to this by stating “school culture is critical because it displays habits, traditions, and formalities and it shapes teacher-student interactions as well as interacts among teachers” (p. 16). A collaborative culture means educators in the building should share ideas and attitudes regarding how students learn (Ma & MacMillan, 1999). These shared ideas and attitudes connect into expectations for success of all students. High expectations for success mean believing all students can and will obtain mastery and this means this belief represents whether a student can meet a standard connecting into the growth mindset (Lezotte & Snyder, 2011). Collaborative cultures that foster a growth mindset are made from trust and vulnerability, according to Muhammad (2018). Coyle (2018) supports this by saying collaborative teams and culture need three skills of building safety, sharing vulnerability, and establishing purpose (2018). Muhammad (2018) and Coyle (2018) both stated vulnerability is an important piece of collaboration and creating that culture. Coyle (2018) reminds educators when thinking about vulnerability that it will take time and a willingness to feel pain.

Professional Learning Communities (PLCs) are a vehicle for collaborative teaming based on vulnerability and trust. A professional learning community is a group of educators working collaboratively towards a common goal (Dufour, Dufour, Eaker, Many & Mattos, 2016). These educators are held accountable and are mutually responsible for all student learning. Lezotte and Snyder (2011) support the idea of mutual accountability and responsibility. They (Lezotte & Snyder, 2011) elaborate how all educators should be on duty all the time and remain consistent

on agreed upon rules and regulations. This ties into how teachers should share responsibility for all students and respect the norms in place. However, to be effective, the leaders in the school need to promote collaboration and collegiality.

There are many connections between professional learning communities, collaborative cultures, and effective schools. A PLC is focused around three main ideas, which are focus on learning, collaborative culture, and focus on results (DuFour, DuFour, Eaker, Many, and Mattos, 2016). The first connection is the collaborative culture as a main focus for a PLC. The second connection comes from the focus on the results step in PLC. The guiding questions for a PLC are “What do we want students to be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?” (DuFour et al, 2016, p.59). These connect into the after-action-reviews (AARs) questions Coyle (2018) discusses for special forces teams. An AAR is a truth-telling session with the goal to figure out what happened and talk through mistakes. This short meeting happens immediately after each mission. Similar to PLCS, they are not led by the administration leaders, but by those on the SEAL teams. They complete this to understand mistakes and learn from them. These guiding questions are “What were our intended results? What were our actual results? What caused our results? What will we do the same next time? What will we do differently?” (Coyle, 2018, p. 164). These connections between an AAR and PLC show educators and other professionals that vulnerability and trust have an important role to play in effective collaboration. While PLCs are work on a much larger scale than their four guiding questions, these both show professional learning in a community context while collaborating.

The culture has provided safety for its members if both trust and vulnerability are already shared among workers. This means the people have connected and leadership has provided belonging cues. The next step is building a shared purpose for the culture. This is answering the question, “What are we working towards?” (Coyle, 2018, p.178). Building purpose is a never-ending process and it is the path to the goal. Lezotte and Snyder (2011) state, “the expectations held by the principals and teachers have a significant impact on the learners and learning by setting the learning climate of the school and its classroom” (p. 44). This idea of the significant impact on the learners and environment is beneficial when the culture is positive but damaging when the culture is negative. Not all cultures are collaborative and positive environments that celebrate successes. Now knowing the importance of celebrating success clearly shows how it can be impractical to ignore teachers. This can create an environment of individuals feeling they need to be independent and therefore becoming more disengaged (Couros, 2015).

***Coaching within a Collaborative Culture.*** Creating a collaborative culture leads to building collaborative teams. Teachers are placed in a collaborative team that communicates, provides accountability, trust, capacity, and diversity (Feldman, 2019). These teams need a focus on learning that connects into the shared purpose. They also need to celebrate successes on the team, because “celebrating the success of stakeholders can create a more positive school culture. Positive school cultures can be more open to change and create more believers, which can lead to continuous school improvement” (Muhammad, 2018).

Collaborative cultures that promote coaching need to focus on providing growth using effective factors. These are cultures that use a growth mindset and utilize learning from mistakes. Learning from mistakes is essential as Dweck (2000, 2006) describes a growth mindset culture

as one where they are not afraid of failure. Betsy (2018) mentions how learners with this mindset do not fear failure when stating, “growth-minded individuals perceive task setbacks as a necessary part of the learning process and they “bounce back” by increasing their motivational effort” (p. 2). This type of culture with a growth mindset avoids external rewards and builds self-efficacy and intrinsic motivation (Hattie & Clarke, 2018). Feldman (2019) supports this, by indicating that extrinsic rewards can get in the way of intrinsic motivation (p. 154). Extrinsic consequences, both positive and negative, affect motivation and culture. As teachers are building self-efficacy and intrinsic motivation, they are growing in confidence and their ability to teach, which is fighting against the personal unaccomplishment stage of burnout (Shaalvik & Shaalvik, 2020).

This type of culture includes teachers using a formative mindset. The formative mindset is a day to day, moment to moment process-oriented mindset. This is an assessment for learning, rather than an assessment of learning. This mindset requires educators to ensure that assessments are formative to provide “learning for all-all the time” (Carter, Krahenbuhl, Dillard, 2020). This type of mindset is affected by the culture created, in the classroom, the team, and the school. Formative mindsets are made in the place of a collaborative culture, where vulnerability has been shared. Muhammad (2018) supports this by saying these cultures are made from trust and vulnerability. "A constant stream of vulnerability gives them a much richer, more reliable estimate on what their trustworthiness is, and brings them closer" (DeSteno, 2006, p. 112). Cheng et al (2017) discuss this type of learning environment and mention how encouraging faculty to provide peers with constructive feedback creates the foundation for a culture of teamwork and transparency.

***Peer Coaching.*** A coaching culture is beneficial for implementing peer coaching, as a way to work past the depersonalization stage of burnout. There are many different uses for peer coaching that can be implemented in different environments to meet the needs of the teachers. Hooker (2013) describes the two main forms of peer coaching as expert peer coaching and reciprocal peer coaching. Expert peer coaching is an experienced teacher working with a less experienced teacher and providing feedback, as a coach (Hooker, 2013). When teachers are working together to provide peer coaching, they are fighting against the depersonalization stage in burnout. Zwart, Wubbels, Bergen, and Bolhuis (2009) used reciprocal peer coaching for teacher learning and described this as taking turns coaching and being coached with the intention of supporting each other's teaching.

As previously mentioned, teachers experiencing burnout need support provided in a safe environment to help grow teachers and provide a sense of accomplishment. Philpott and Oates (2017) provide an example of this as they focus on “learning rounds” and describe this as educators observing teaching and learning in classrooms among a single school. However, the learning rounds follow a process of identifying a problem of practice, observing, debriefing, and focusing on improvement (Philpott & Oates, 2017). Lesson study is also seen as a form of peer coaching, as teachers are working through the study, plan, do research lesson, and reflect process (Lewis, 2009). While participating in lesson study, teachers collaborate to plan a lesson, one teacher implements the lesson, they improve based on the data and the second teacher implements the lesson. This process provides the opportunity to learn from one another and provides accountability and responsibility for student learning (Fernandez, 2002).

Peer coaching can help educators move debriefing into action step opportunities for educators (Cheng et al, 2017). Yee (2016) supports this by mentioning how peer coaching is more impactful because of the impact it has on classroom performance. This allows for peer feedback, which allows for the feedback to be given from someone with a similar level of experience or even less experience, creating an environment where it is safe to attempt learning. This impact of teachers learning from other teachers is strong for improving their practice, because the exchanges are purposeful and based on evidence (Fullan, 2001).

The goal of this is to promote a reciprocal exchange of skill and knowledge to provide opportunity for modeling of behaviors. This type of peer coaching program creates a safe space to practice and implement new educational strategies (Cheng et al, 2017). While other types of peer coaching focus on improving practices, Yee (2016) focuses on peer coaching as two or more professionals who reflect on practices. This reflection of practice can manifest in a variety of ways, such as collegial, challenge, technical, or team coaching.

Visone (2019) describes how a strong culture is needed to support this kind of teacher learning to help improve teachers' sense of accomplishment and fight depersonalization. A culture that supports teachers opening their doors to each other and moving away from the isolation of teaching. Zwart, Webbels, Bergen, and Bolhuis (2009) support this type of strong collaborative culture needed for peer coaching cycles by stating "the fact that a peer is visiting a teacher's classroom to observe but not judge appeared to predispose a significant number of the teachers to start experimenting with alternative teaching strategies" (p. 251-252, 2019). When partaking in this type of coaching and providing feedback that is supporting mutual development, this is building towards a culture of professionalism (Cheng et al 2017). Thus, connecting to

effective peer coaching built on communication, unbiased attitude, and willingness to participate and help one another grow professionally (Yee, 2016).

Despite ways of improving practice, peer coaching can have challenges. Yee (2016) mentions time conflicts, a source of stress for teachers without proper implementation, and lack of follow-up. Time is a conflict between the availability to observe and the number of peer coaching cycles needing to be completed to have an impact on the teacher's practice. Stress can come from over preparing for an observation in an attempt to impress the observer (Yee, 2016). Zwart et al, (2009) adds to this and says that fear can be a challenge for the participants in peer coaching. This circles back to the need for a constructive and safe coaching environment that is maintained throughout the entire experience (Lange & Wittek, 2022).

## **Feedback**

***Purpose of Feedback.*** Feedback is a key component of the educational relationship from teacher to learning because it can be used to help individuals learn and grow. When asking students about what feedback means, Hattie and Clarke (2018) determined feedback helps guide learners where to go next. Willingham (2012) mentions how feedback is critical to measure the effectiveness of a given job. In a study, from McCullough, Granger, Sutherland, Conroy, and Pandey (2022), reviewing teachers' improvement on behavior management with students, there was an increase in teacher understanding when proper training and feedback was provided. Teachers who only received a growth area without specific feedback on how to improve did not make significant improvement. Therefore, the struggling teachers in this study did not have improvement in their emotional exhaustion, thus not improving their burnout.

Feedback can be used in a variety of settings with the purpose of using communication to modify thinking and actions to better task performance (Kraft & Christian, 2022). Thurlings (2013) recognized the complexity of feedback process and made generalizations around feedback being corrective so that “learners are guided,” “focused,” “specific,” identifying and closing a “gap,” and “task and/or goal-directed” (p. 12). Reeves (2016) describes effective feedback as utilizing FAST feedback, which represents fair, accurate, specific, and timely feedback. Furthermore, Thurlings et al (2013) discussed how teachers and researchers must understand the different learning theories to choose an appropriate approach to create a path through feedback for the intended learning purpose.

Feedback should be a growth opportunity for educators because “teachers are more willing to recognize their weaknesses and try new instructional approaches when school leaders establish a culture of continuous improvement” (Kraft & Christian, 2022, p. 505). When feedback is offered to teachers, there is an opportunity for it to be “learning-focused feedback conversations that promote teacher self-reflection and development” (Myung & Martinez, 2013, p. 3). The goal of this is that it is a conversation leading to self-reflection and development. Self-reflection and development can lead to higher levels of self-efficacy and higher levels of self-efficacy can lead to lower levels of burnout in educators (Yıldızlı, 2019).

Development from feedback occurs when the teacher makes a change or responds in action. When working with an instructional coach, “mentoring and peer coaching” partnerships seem to offer the greatest benefit in implementing feedback especially when it is “task or goal-oriented, specific and clear, and unbiased” (Thurlings et al, 2013, p. 13). Teachers already bring

their professional skills to the discussion, so feedback needs to be clear and focused in order for buy-in to occur.

***Feedback based on Trust.*** Martinez (2013) describes how teachers, who trust in their administrators and feel belonging in their school community, will view an evaluative moment as a challenge and an opportunity to receive feedback to grow. While teachers who do not have trust in their administrator and school community will view this process as a threat and this affects their willingness to respond to the feedback given. Although the experience of receiving feedback from a peer is different from receiving feedback from a supervisor, peers are not consequential (Myung & Martinez, 2013). Feedback from superiors can create more anxiety, due to the feeling of an evaluation.

As the provider of feedback, it is essential to form a space that allows for the participant to show fragility. Clouder (2009) describes how trust manifests when a participant is willing to share vulnerability and show uncertainty and the provider of feedback accommodates this vulnerability. The power of feedback from a trusted individual cannot be overstated. Kohut, Burnao and Yon (2007) support this when mentioning how trusted peers can question, challenge, and offer constructive criticism as a productive measure to improve teaching and learning. Regardless of peers offering feedback, support, or constructive criticism, the move towards this will inevitably involve trust issues (Lange & Wittek, 2020). This comes from trust, between a trustor and trustee, involving risk and vulnerability (Stensaker & Maasen, 2015). As previously mentioned, the culture teachers work with can be a strong predictor of job satisfaction and teacher burnout. Skaalvik and Skaalvik (2020) describe a positive collective culture as one with

collaborative support that provides opportunities of teacher learning and development through growth opportunities through providing feedback.

However, trust does not form without deliberate action. Trust can begin emerging from challenges or tensions. Consequently, these challenges or tensions can cause peers to withdraw and move backwards or move the process forward and build deeper relations. (Saivolainen & Ikonen, 2018). This confirms trust forms and becomes visible when opportunities allow individuals to become open and show vulnerability (Lange & Wittek, 2020).

***Utilizing Effective Feedback.*** Utilizing feedback in action falls on both the provider and receiver of the feedback given. As previously mentioned, the provider of feedback has to foster confidence in the recipient in a climate of trust (Hattie & Clarke, 2018). As the recipient of feedback, learners should have a goal, compare their current level to the goal, and engage in practices to move towards the goal (Hattie & Clarke, 2018). The learner has to act on the feedback for it to be effective. Hattie and Clarke (2018) discuss how the action of the feedback is more important than the amount of feedback given by stating, “as feedback given but not heard is of little use” (p. 5). However, acting on feedback takes a willingness to share vulnerability. Coyle (2018) mentions how learning involves performing a behavior that shows vulnerability, thus the importance of feeling belonging in a culture.

Martinez (2013) shares how teachers from a ninety-day feedback cycle study felt co-developing and collaborating on next steps provided more comfort, challenges, and strengths for teacher improvement. This is essential because trust is based on relationships and social interactions. Hendren and Kumagai (2019) confirm this by saying trust requires maneuvering

around the power balance and unconscious bias. However, Costa and Riordan (1996) describe how teachers said their willingness to collaborate and learn from one another was linked to their own sense of abilities as a teacher.

Martinez (2013) describes how receiving feedback from a peer or colleague, whose judgment is not consequential, can lessen anxiety. Teachers in a study of ninety-day feedback cycles also stated that feedback they received did not help them improve their practice, as the feedback was connected to a rating based on the district rubric rather than feedback given to help inform their teaching (Martinez, 2013). For feedback to be effective, it must cause the learner to think deeply about a topic. This can be completed by following Reeves (2016) FAST feedback model, representing fair, accurate, specific, and timely.

Similar to Reeves (2016) believing feedback must be timely and accurate, Hattie and Timperley (2007) believe feedback is timely and appropriate, tailored to what the learner understands and what they still need to learn. This type of institutionalized feedback from Hattie and Timperley (2007) is focused on minimizing discrepancies between learner understanding and the learning goal. They discuss how feedback based on learner understanding and processing can encourage students to self-evaluate and motivate the students in their learning, connecting back to a mindset that intrinsically motivates.

## **Conclusion**

This review of literature provided an overview of burned-out teachers and how environmental factors can impact these teachers. The review of literature showed how culture and collaboration within a school system can affect the teachers, both positively and negatively.

Furthermore, the literature review provided an overview of peer coaching cycles and the power of feedback for teachers and how they can impact learning. The exploration of these topics is important to the literature because many teachers experiencing burnout have depersonalized in their field, therefore, collaboration is necessary to provide support. Despite the overview of burnout, more research is needed to determine if collaboration and peer coaching can empower, and support burned out teachers. Therefore, the next chapter focuses on the methodology and theoretical framework to implement peer coaching cycles and how they impact teachers experiencing burnout.

## CHAPTER III: METHODOLOGY

### Research Purpose and Questions

It is commonly a problem that teachers do not have a formative environment to empower them and lead them on the road back from burnout, as supported in the literature. This connects back to the major problem in chapter one stating, the major problem addressed in this study was educators need a safe, supportive learning environment that provides constructive feedback to feel supported and reach high expectations. The purpose of this action research study was to empower burned out teachers by exploring how the implementation of peer coaching cycles among teachers built professional capital and impacted teachers experiencing burnout in an elementary school. Thus, the overall purpose of this research was to explore how elementary teachers who were experiencing burnout can participate in peer coaching cycles to help empower them, build professional capital, and mitigate their burnout. The research questions were:

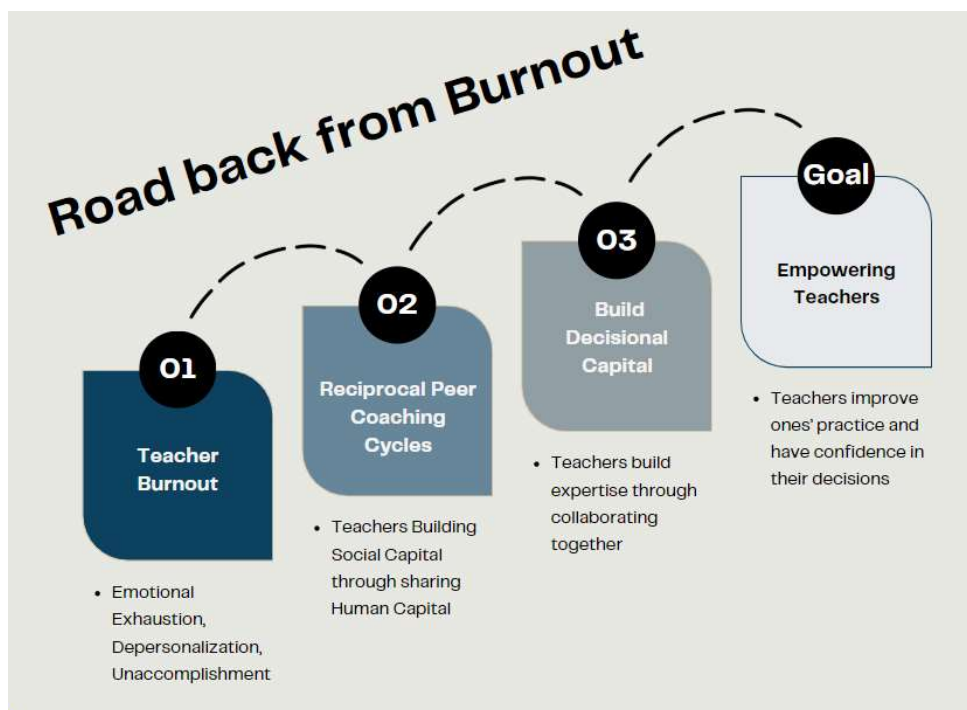
1. How and why do these specific teachers feel burnout?
2. What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?
3. How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture?

### Conceptual Framework

The professional capital framework is an educational theory created from three types of capital. This is an educational framework focused on growing teachers by investing in them, by

focusing on human, social, and decisional capital. (Hargreaves & Fullan, 2012). Human capital is the individual talent a person or educator possesses and how they developed it. Social capital is interactions between peers and fellow educators or professional learning communities. Decisional capital focuses on the capacity to judge and apply knowledge to arising situations. The framework connects to empowering burned out teachers in figure one.

*Figure 3.1: Conceptual Framework*



Throughout this conceptual framework, teachers were using their human capital and social capital to build towards decisional capital. The professional capital framework was built as teachers worked in their peer coaching (PC) teams. These PC teams consisted of two teachers each and these were the teams the teachers participated in during the two full peer coaching cycles throughout the research. As shown in figure 3.1, the teachers have human capital and

used it in the study. This is the individual talent these teachers have developed through their schooling and experience.

Figure 3.1 shows how they are not building human capital, but rather, utilizing their individual talent as they partake in this study. This is supported in the reciprocal peer coaching as it says below sharing their human capital. In this study, social capital was built as the teachers were interacting with their PC team during the peer coaching cycles. Human and social capital work together to build confidence and trust between teachers to become open to feedback and willing to learn. Hargreaves and Fullan (2012) support the necessity for human and social capital building decisional capital by stating, “individuals get confidence, learning, and feedback from having the right kind of people and the right kind of interactions and relationships around them (2012, p. 4). This was provided through peer coaching as teachers were building relationships with the teacher in their PC team to gain feedback and confidence on their lessons and interactions within the classroom.

As previously mentioned, decisional capital is a teacher using their knowledge to provide judgment on a situation or having the knowledge to respond to it. The ability to judge and provide knowledge is based on the ability to make decisions when the answer is not clear. This ability can be “enhanced by drawing on the insights and experiences of colleagues in forming judgments over many occasions” (Hargreaves & Fullan, 2012, p. 4). This information connects to the decisional capital box being the next step from the peer coaching cycles in the conceptual framework and leads into the final box of empowering teachers.

The teachers worked together, building social capital, on their PC team to grow and improve in their decisional capital. This study began with two individual teachers having human capital, and through peer coaching they are creating a connection for feedback and confidence, which created social capital. This was intended to build a teacher's sense of confidence in their knowledge and judgement to respond to a situation, placing decisional capital as the final step before empowering teachers of the framework encompassing the teachers with the human and social capital.

### **Subjectivity Statement**

I am entering my sixth year as a fifth-grade teacher. I began my first year as a self-contained teacher, and a month into school, we were asked about becoming departmentalized. This was a very frustrating experience as a first-year teacher, because one teammate would teach math, one would teach reading, and I would split my time between writing, science, and social studies. I felt very overwhelmed by it, and I was worried about struggling on my own without teachers to collaborate with for planning. We still met together and worked in the same room, but there was no true or real collaboration. During these meetings, we sat in the same room, at the same table and worked on our separate topics quietly. I felt like I did not have anyone to ask questions to for planning and I was not sure how to collaborate. This was the way I taught for my first two years of teaching, and it was a difficult transition out of this role of planning and preparing alone to collaborating. As many teachers in elementary school know, science and social studies are not a big focus. As this was the case, my first two years, my administration and instructional coach simply praised me for teaching these subjects. For example, I was praised for engaging students in science projects, rather than a connection to standards or learning. I did not

know how to receive or implement feedback in my classroom, as I did not receive any during this time.

However, the student population grew, and we became a four-person team, meaning two teachers for ELA and social studies and two for math and science. This was when I learned how amazing it is to have someone to collaborate with and have subjects that receive feedback and support. I was able to plan with a partner and we thought of questions to use for scaffolding, formative assessments, spiral reviews, and more. I felt I was able to ask questions and learn more based on the experience of a collaborative partner. The transition was difficult for me and the other teacher to begin collaborating and learning new subjects, but it became a wonderful experience. Observations and evaluations felt more meaningful as math was a subject that was a focus in elementary school.

This experience showed me the value and importance of participating in collaboration and feedback. Especially, as I entered a doctoral program that focused on the power of a collaborative, positive, supportive culture, I realized the importance of this topic. My experience showed me how easy it can be for a teacher to fall into depersonalization, which is a stage of burnout. This created my passion for helping support teachers experiencing burnout and helping them love education again.

### **Rationale for the Study:**

Given that the study focuses on the influence of peer coaching cycles on burnout, I was viewing this from a constructivist epistemology perspective. A constructivist epistemology claims knowledge is constructive, not objective (Hatch, 2002). Thus, it was a constructivist

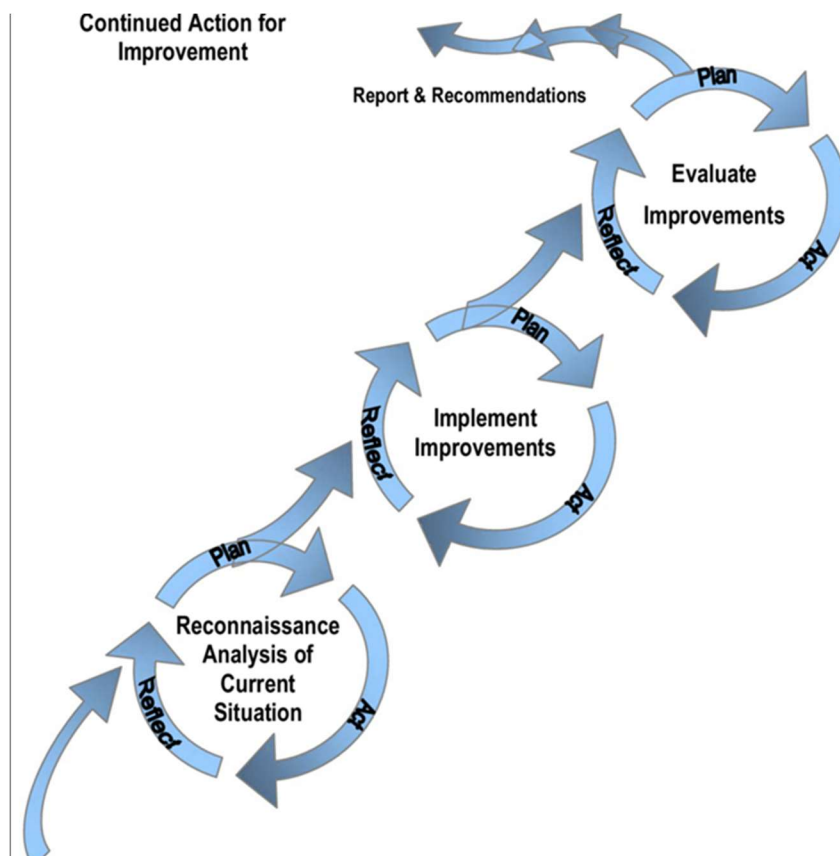
epistemology because teachers are bringing their own human capital to the peer coaching cycles and constructing meaning together as they are engaging in this process. The knowledge and meaning were developed as the teachers collaborated. This constructivist perspective was grounded in the interpretive paradigm. Interpretivism uses social constructs and understands subjective experiences of individuals (Crotty, 1998). The constructivist epistemology and interpretivism paradigm guided this approach to the study as teachers engaged in peer coaching cycles and I explored each individual's experience throughout this study. Therefore, the study was action research, as I studied the individuals' experience that could improve their teaching.

### **Research Design:**

Action research is an ongoing, systematic study conducted by educators with the goal of gathering information to improve learning (Mertler, 2011). The goal was to empower burned out teachers to improve their practice. Mertler (2011) states, "its purpose is also to improve one's own professional judgment and to give insight into better, more effective means of achieving desirable educational outcomes" (p. 14). This is connected to the professional capital framework, specifically decisional capital by improving their ability to use their knowledge to make judgement calls within their context. The focus of this research and framework was on empowering burned out teachers. Mertler (2011) supports this connection when stating, "action research affords teachers opportunities to connect theory with practice to become more reflective in their practice, and to become empowered risk takers" (p. 28). This can build teachers' self-esteem in their practice and judging as their skills grow through these cycles. The use of action research can help with problem-solving skills and increase teacher confidence and professional self-esteem (Mertler, 2011).

Action research was appropriate for the study because it helped give teachers a voice and empowered teachers as decision makers. Action research is a continuous process that is focused on using action for improvement. In this study, action for improvement involved planning, acting, and reflecting, as described in the Piggot-Irvine Action Research Model (2008), shown in Figure two. This was the model the peer coaching cycles followed to allow teachers to plan for their observation and discussion, acting on their feedback and reflecting after the cycles.

**Figure 3.2: Piggot-Irvine Action Research Model**



This study replicates the model shown in figure 3.2 by analyzing the current situation of teachers experiencing burnout. This was completed by analyzing the situation of the four burned

out teachers, implementing improvements in their PC teams throughout the peer coaching cycles and evaluating improvements by closing out the study and reflecting on the data received. The PC teams met before the first observations to plan the focus area or improvement area for each teacher to grow, then observed one another during the act stage, and finally they met to reflect on their observations and feedback. Each cycle followed these steps to focus on improvement.

### **Research Site**

The research site was the elementary school I worked in during the school year. This school is a pre-k through fifth grade elementary school in a small town in Tennessee. The access, ability to participate in the study, was time built into the schedule for planning, professional development, and built in collaboration time throughout the school year. This school was a smaller school in a rural area in a large county that consists of forty-one elementary schools. This school has one pre-k teacher, three first grade teachers, three second grade teachers, four third grade teachers, three fourth grade teachers, and three fifth grade teachers; all of these teachers are females. There are four related arts teachers, three of them are females and one is a male. My school was appropriate for studying peer coaching cycles, as many teachers within my school were feeling drained and overwhelmed in the previous year. This was due to several teachers feeling the strain of the lasting impacts of COVID revealing gaps that can affect proficiency and growth levels for students. This caused higher levels of stressed, along with the district pushing our evaluators to be “nit-picky” due to our school successfully implementing initiatives for instruction. Several teachers began to feel lower levels of accomplishment, emotional exhaustion, and depersonalization within the last year.

## **Participant Selection**

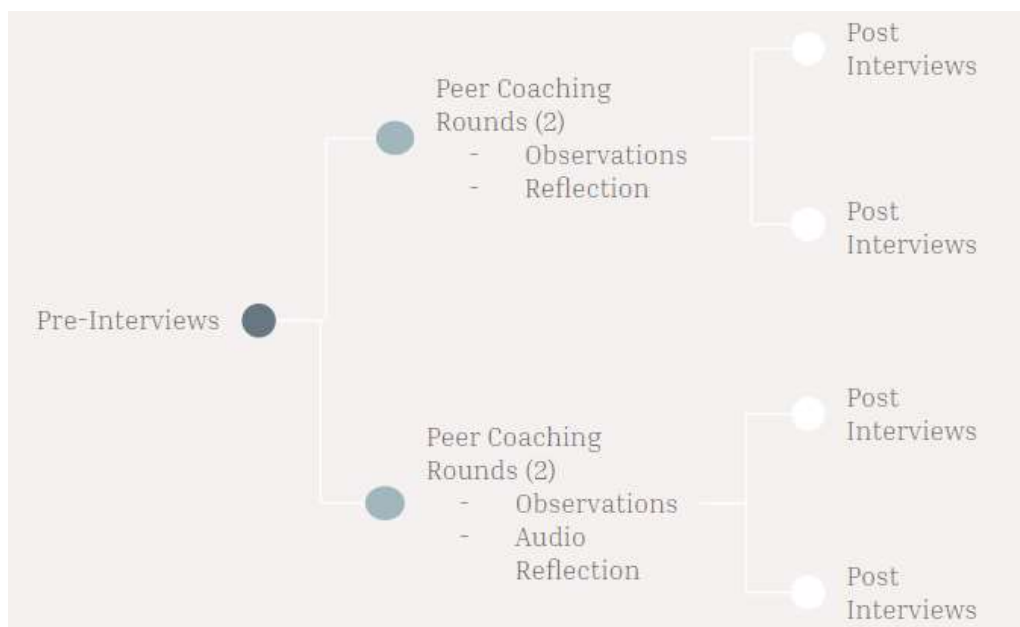
Participants were selected using homogeneous sampling to focus on teachers having experienced or currently experiencing burnout. Homogeneous sampling will involve selecting teachers in similar cases, having experienced or currently experiencing burnout, to describe the phenomena of burnout. These participants were four teachers within the research site of the elementary school I work in during the school year. Teachers participated on a voluntary basis if they met the criteria. A survey was sent out to the teachers within the building to see which teachers were interested in volunteering to participate and the teachers were chosen based on criteria. The criteria was based on teachers' experience with burnout, therefore, there were not be any first-year teachers in the study. This was due to first year teachers starting their education journey and they have not yet had the full year of teaching experience. Both the google form and criteria are found in appendix A.

As mentioned above, teachers must have a minimum of one year of experience to participate in this study. The first research question asked about how and why the teachers feel burnout; therefore, these teachers must be able to understand the responsibilities required throughout an entire school year of teaching. This provided more data and understanding from the participants' perspective. This type of participant selection was purposeful sampling, meaning it allowed the researcher to uncover large amounts of information on the topic of the study as these participants will be an information-rich selection (Patton, 2002).

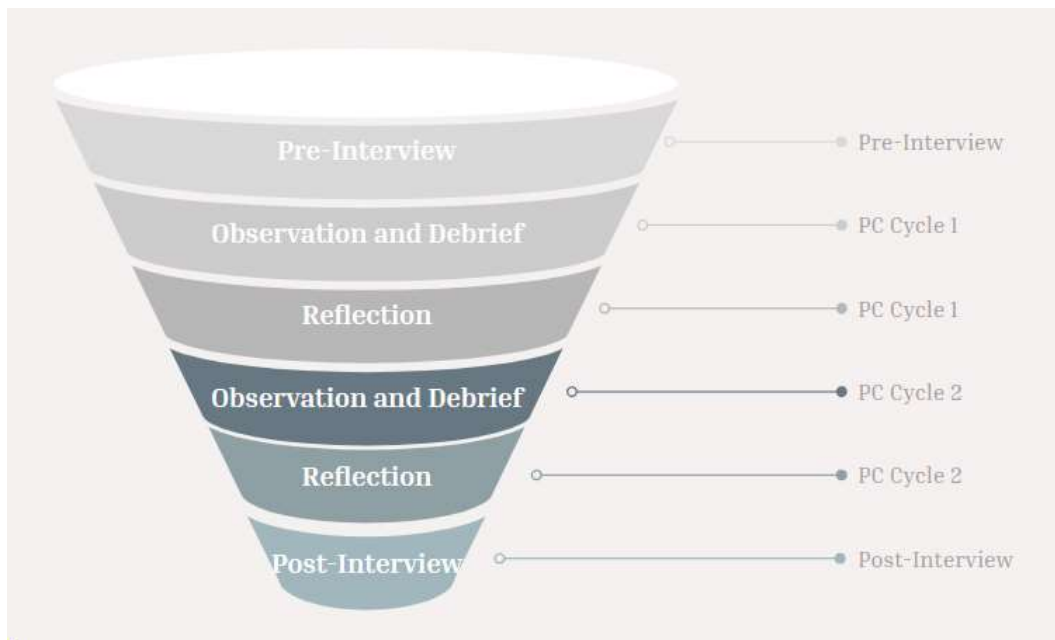
## **Data Collection:**

In this study, I collected many sources of evidence for data triangulation. I collected data from two semi-structured interviews and artifacts. The use of multiple forms of data collection can counteract the limitations of one researcher and increase the reliability of the study. I elaborated more on this data collection in the rest of the chapter. The data collection follows the format presented in figures below for how the data will be collected and the format of the cycles.

**Figure 3.3: Data Connection**



**Figure 3.4: Data Collection**



**Interviews.** The interviews consisted of semi-structured interviews. The data began with all four participants partaking in an interview, based on predetermined questions, and all participants had the same questions. The final interview at the end of the peer coaching cycles was semi-structured meaning there were several of the same base questions as in the beginning interview and there were new questions based on the peer coaching experience. The follow-up questions varied based on the situation of the participant. The interview questions began with a description of their experiences in their career and with burnout, leading into their career confidence and supports and challenges in school, closing with questions on collaboration and peer coaching cycle experiences. These questions for the pre-interview are located in Appendix B and the questions for the post-interview are located in Appendix C.

During the interview, a one-page infographic describing the burnout stages was readily available based on participant needs. This was for participants to view if they were not familiar with the stages of burnout or enough knowledge on burnout to describe their experiences. This one-page sheet provided a definition of burnout, a summary of the three stages, and example of each stage of burnout in schools. This one-page infographic summary sheet on burnout is located in Appendix D.

*Artifacts.* The teachers were paired and created two teams of teachers that participated in two rounds of peer coaching after the initial interview. This consisted of the teachers observing each other, debriefing, and using the feedback for classroom improvement. Each cycle had each participant as an observer who provided feedback and as a teacher being observed, receiving feedback. The observer completed a form as they participated in this process (See Appendix E). This observation form was completed only during the cycle process, so two times throughout the study. Any notes made during the observation and debriefed were collected as artifacts to be studied. These artifacts were necessary to see how teachers' experiences changed with additional cycles and see the changes in the collaborative culture among the peer coaching team.

After each peer coaching cycle, the participants were asked to complete a written reflection on the experience. This was important to the second research question in this study as the research is looking for how the teachers' perspectives change with additional peer coaching cycles. These reflections were collected as artifacts (See Appendix F). The reflection questions focused on the peer coaching cycles, moments that impacted them, future plans with their partner and in coaching cycles, and what could make these cycles more beneficial for them.

## Data Analysis:

As previously mentioned, there were several different forms of data collected throughout this research. I proposed to collect the many forms of data throughout the research timeframe of March 2024 to April 2024. When analyzing the data for this study, inductive analysis was appropriate because I was identifying meaning by beginning with the data I collected with the participating teachers. Sagor (2000) describes inductive analysis as identifying patterns and themes to present important findings, without minimizing or oversimplifying data. Inductive analysis is completed through organization, description, and interpretation (Sagor, 2000). This analysis was key to analyzing the data so general statements could be made about the burnout phenomena with support for the data. Each type of data was analyzed using the steps in inductive analysis from Hatch (2002), as shown below in table one.

**Table 3.1: Steps in Inductive Analysis**

Steps in Inductive Analysis	
1.	Read the data and identify frames of analysis
2.	Create domains based on semantic relationships discovered within frames of analysis
3.	Identify salient domains, assign them a code, and put others aside
4.	Reread data, refining salient domains and keeping a record of where relationships are found in the data
5.	Decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domain
6.	Complete an analysis within domains
7.	Search for themes across domains
8.	Create a master outline expressing relationships within and among domains
9.	Select data excerpts to support the element of your outline

Interviews, using a pre-determined set of questions, were given at the beginning of the research and at the closing of research. Following the steps above from Hatch (2002) and the steps of organization, description, and interpretation from Mertler (2011), these interviews began with coding the data to organize it. Deductive coding was used first to identify frames of analysis and build connections across different cases. After completing the deductive coding and coding for themes, I used emotion coding as this was appropriate to describe the experience of each participant, connecting the constructivist epistemology of building the reality based on participants' experiences. This was used to understand the interview data to gain insight on the perspectives and experiences of the teachers to work towards answering the three research questions.

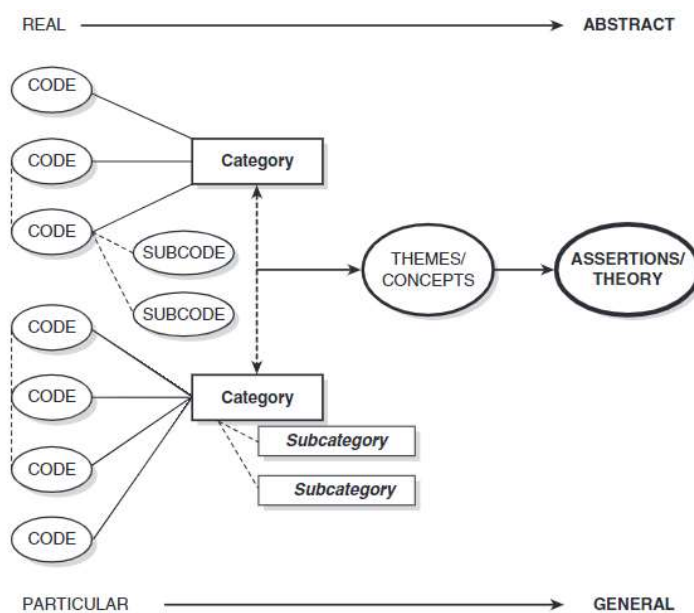
The artifacts used in this study were observation notes and reflections, as the teachers participated in peer coaching cycles. All data forms in this study were using inductive analysis to express relationships across domains in relation to the research study. The observation data was coded and analyzed line by line, to represent the interactions between the peer coaching cycles. This was completed individually with each cycle, then the data was analyzed across to see the changes over time. Looking across the data to see the changes over the two cycles of peer coaching cycles allowed for insight on how the collaborative culture improves among the participants. Thus, artifact data was used to look at the entire event of peer coaching cycles and changes over time, along with the reflection data.

The reflections were completed within a week, after debriefing in their peer coaching cycles. The reflections allowed for individual feelings of importance and needs in the support they are given throughout these cycles. Each reflection was analyzed and coded for emotion

individual to show the impact of peer coaching cycles on their burnout. At the end, I analyzed the two reflections together to gain understanding on any changes between peer coaching cycles one and two. This allowed me to understand if the peer coaching cycles improved their feelings of burnout, if they considered this experience beneficial to help improve, and if the feedback was effective to act on.

All forms of data were following the steps in inductive analysis. The coding followed deductive coding and emotion coding to build a theory following the codes to theory model, by Saldana (2013), in figure three below. This shows how each form of data was analyzed and coded multiple times to answer the three research questions by finding relationships and patterns across the data. The final step was interpreting the data that has been collected and organized to show relationships, similarities, and inconsistencies across the study (Sagor, 2000).

**Figure 3.5: A streamlined codes-to-theory model for qualitative inquiry**



## **Trustworthiness**

Trustworthiness of the study was achieved through multiple strategies throughout the data collection to understand and process the data. Using multiple data sources, as this study did, allowed for triangulation. According to Mertler (2011), “triangulation is a process of relating multiple sources of data in order to establish their trustworthiness or verification of the consistency of the facts while trying to account for their inherent biases” (p. 12). This process was used as multiple interviews, journals, and artifacts were collected to study the phenomena of burnout.

Credibility was addressed in this study by triangulation of data, as more than one type of data was collected. The participants also had to meet criteria to be involved in the study, they must be a teacher who was feeling one or multiple symptoms of burnout, allowing this participant to be credible. Member checking was another form of credibility that was used in this study. Member checking is sharing transcripts and drafts with the participants to confirm their thoughts and ideas have been accurately captured (Mertler, 2011). To do this, I completed my outline of chapter four and showed each participant what sections of their interview I used and how I coded it to interpret this. The participants read this and checked the codes match their words from the interview.

## **Summary**

The goal of this research was to explore how elementary teachers who were experiencing burnout could participate in peer coaching cycles to help empower them, build professional capital, and reduce their burnout. This research examined and gained the perspectives of teachers

who were experiencing stages of burnout and how their experiences changed or grew through the peer coaching cycles and how effective peer coaching cycles could be used to improve teacher burnout and build the collaborative culture. In conducting interviews and analyzing artifacts, I saw how peer coaching cycles influenced teacher burnout, their professional capital, and the collaborative culture. By using multiple sources of data collection, I was able to gain a better understanding of teachers' viewpoint and experiences on how peer coaching cycles influenced burnout.

## CHAPTER IV: FINDINGS

This chapter includes the results and findings of the data collection for this qualitative action research study about empowering burned out teachers through peer coaching cycles. West Lake Elementary School is a pseudonym for a rural school in a large district in the southern United States. This school has a population of less than 500 kindergarten through fifth-grade students and nineteen teachers for those K-5 students. This school has one pre-k classroom, one assistant principal, and a principal. The principal and assistant principal have been at this school for several years and are integrated into the community, as well as most of the teachers at this school.

This qualitative action research study sought to explore how elementary teachers, who were experiencing burnout could participate in peer coaching cycles to help empower them, build professional capital, and mitigate their burnout, while gaining the perspectives of burned-out teachers participating in peer coaching cycles. This chapter sought to answer the three key research questions of the study:

1. How and why do these specific teachers experience burnout?
2. What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?
3. How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture?

### **Data Collection Process**

This study included a survey for participant selection, pre-interview, two rounds of peer coaching cycles, and a post-interview. There were four teachers participating who were each

interviewed twice over zoom. The pre-interviews and post-interviews ranged from fifteen minutes to an hour over zoom. Along with interviews, the artifacts and reflections were coded and the artifacts and reflections were utilized as the teachers participated in their peer coaching cycles. As mentioned in chapter three, the PC teams had two teachers who participated in reciprocal peer coaching. They observed one another and provided feedback in a safe learning environment over two cycles. Each piece of data was coded using inductive analysis and they were coded with deductive coding first to uncover the primary topics and the second round of coding focused on emotion coding, to describe the participants' experiences.

The primary topics uncovered using deductive coding were emotional exhaustion, unaccomplishment, burnout stages general, testing, time, observation, collaboration, and feedback. The codes uncovered using emotion coding were frustration, doubt, pressure, overwhelmed, exhausted, safety, motivation, appreciation, confidence, and eagerness. These codes were shared among all participants in the study and will be shown when comparing codes across the participants.

### **Participant Selection, Background, and Survey**

As previously mentioned, participants were selected using homogeneous sampling to focus on teachers who had or were currently experiencing burnout. This sampling allowed the researcher to select teachers experiencing burnout to describe the phenomena. This sampling was based on the assumption teachers understood the stages of burnout. These participants were four teachers, who participated on a voluntary basis and completed a survey stating their willingness to participate and they were chosen based on the set criteria. The criteria was based on teachers' experience with burnout and their willingness to participate in peer coaching cycles. The four

participants' answers to the survey are represented in the following table. The questions that were asked in the survey are listed below:

1. This research would be conducted during the school year. It would consist of a two-three month period. Would this interest you?
2. Have you experienced any part of burnout before?
3. What stages of burnout have you experienced? Select all that apply.
4. Would you be willing to participate in two peer coaching cycles? This would consist of observing another teacher and providing helpful feedback. The teacher would also do the same for you!

**Table 4.1:**

*Survey Results for Participant Selection*

<i>Teacher</i>	<i>Question 1</i>	<i>Question 2</i>	<i>Question 3</i>	<i>Question 4</i>
Teacher A	Yes	Yes	Emotional Exhaustion, Depersonalization, Unaccomplishment	Yes
Teacher B	Yes	Yes	Emotional Exhaustion, Unaccomplishment	Yes
Teacher C	Yes	Yes	Emotional Exhaustion, Unaccomplishment	Yes
Teacher D	Yes	Yes	Emotional Exhaustion, Depersonalization, Unaccomplishment	Yes

Based on the results above, teachers A and B were sorted into a peer coaching team and teacher C and D were a peer coaching team. Each participant then began pre-interviews to determine more information on burnout and what focus for peer coaching cycles would be most beneficial to them. These teachers were paired based on their goals from the pre-interview, along with their grade levels. Teacher A and B, along with teacher C and D are one grade level apart. In their pre-interviews, these pairs had similar deductive and emotion codes when describing their burnout. In the survey, teachers were shown the three typical stages of burnout. The participants did not understand the complexity of feeling burnout, however teachers had a general understanding of emotional exhaustion and unaccomplishment. All participants expanded on these terms in their pre-interview while they were given the one-page explanation of the stages. This allowed the researcher to see what the participants fully understood about their burnout to place them in their peer coaching teams.

In preparation to begin peer coaching cycles, I met with participants to determine scheduling, goals, and overall plans for the cycles. All participants had never experienced true peer coaching cycles and three participants had never experienced a coaching cycle. Once meeting with participants to determine what they wanted to see in their peer coaching partners classroom, I made a schedule to share with participants and administrators in my school. This was completed so the teachers had privacy in their peer coach's classroom.

### **How and Why Teachers feel Burnout**

The first research question for this study was: How and why do these specific teachers feel burnout? This question was answered in the pre-interview with several follow-up questions

to determine how the burnout affected them as educators and as people. The codes presented by all participants are displayed in the figures below.

#### **Figure 4.1**

##### *Deductive Codes for How and Why teachers feel Burnout*

Emotional Exhaustion	Support Issues
Depersonalization	Culture
Unaccomplishment	Socialization
Burnout Stages General	Collaboration
Expectation	Observation
Feedback	Confidence
Administration	Profession
Curriculum	Challenges

#### **Figure 4.2**

##### *Emotion Codes for How and Why teachers feel Burnout*

Detachment	Enjoyment
Frustration	Motivation
Doubt	Pressure
Defeated	Overwhelmed
Dissatisfied	Caution
Stuck	Self-reliance
Incompetence	

**Teacher A- Ms. Allan**, (pseudonym to protect anonymity), was the first participant in this study and this teacher was the first teacher interviewed during Spring Break. This teacher's answers to questions about experiencing burnout and what factors contributed to burnout lead to deductive codes relating to emotional exhaustion, depersonalization, unaccomplishment, expectations, feedback, and administration. The number of codes and excerpts from Ms. Allan were as follows:

**Table 4.2***Teacher A's Burnout Experience*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
So, during this career you described. Have you experienced any part of the burnout process? If so, what part?	Emotional Exhaustion Depersonalization	Unaccomplishment
What factors contributed to you feeling burnout?	Feedback	Expectation Administration Support Issues

*Teacher A's Burnout excerpts*

<i>Code</i>	<i>Excerpts</i>
Emotional Exhaustion Depersonalization	I've definitely experienced the emotional exhaustion part the most. And I feel like when I have experienced that I've also ran into like the depersonalization some, just as like a coping mechanism I feel.
Unaccomplishment Expectation Administration	I probably have felt the other as well, the unaccomplishment part because I'm a perfectionist.  I feel like there are some very high, unachievable expectations and while sometimes there is help in reaching those expectations. A lot of times we're just asked to do it and then kind of released on our own. And it's very hard to meet an expectation you don't have guidance for.

Feedback  
Support Issues

I would say it's wavered a lot. I was very confident in my ability in my first 2 years of my career. And then, especially when I get like feedback from an observation that I didn't necessarily have the support in, it made me question whether I was supposed to be teaching.

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Ms. Allan mentioned several topics that repeatedly arose throughout the interview and these topics and the excerpts above revealed emotions from the perspective of this participant. Using emotion coding for the second round of coding uncovered feelings of detachment, frustration, and doubt in relation to the topic of how and why teachers feel burned out. Detachment was revealed when Ms. Allan discussed the use of depersonalization as a coping mechanism for the emotional exhaustion she feels with students. Frustration was repeatedly uncovered due to the "high, unachievable expectations," and the missing support to help reach these expectations. This led to this participant expressing doubt about whether she should be teaching and if people like her, because she wants to be liked and meet the expectations placed on her.

**Teacher B- Ms. Baker**, (pseudonym to protect anonymity), was the second participant in this study and this teacher was the final teacher interviewed before the start of the coaching cycles. This teacher's answers to questions about experiencing burnout and what factors contributed to burnout led to deductive topics related to emotional exhaustion, unaccomplishment, socialization, administration, and culture. The number of codes and Ms. Bakers excerpts were as follows:

### Table 4.3

#### *Teacher B's Burnout Experience*

*Question*

*Number of Times Codes Occurred*

---

	1	2
So, during this career you described. Have you experienced any part of the burnout process? If so, what part?	Administration	Emotional Exhaustion Unaccomplishment
What factors contributed to you feeling burnout?	Administration Culture Socialization	Unaccomplishment

*Teacher B's Burnout excerpts*

<i>Code</i>	<i>Excerpts</i>
Emotional Exhaustion	My first year, I felt with everything going on, the last, the bottom row, the unaccomplishment, because I felt like nothing I was doing was correct, like I would try one thing, and parents would get mad, or administration would question, why was doing that? Virtually, I would change it around and then another set of parents would get mad, or students wouldn't understand the subject, so it felt like anything I was doing was not effective.
Unaccomplishment	<p>And I really began to question like, why I chose to go into a career at this point just because I felt like nothing was being successful in the classroom virtually anything like that.</p> <p>So last year I experienced a lot of emotional exhaustion, just feeling frustrated. I felt like my observations weren't necessarily terrible, but it was like every time I was observed, there was something like nit-picky in there that I felt like shouldn't have been emphasized.</p> <p>So just once again feeling dissatisfied with that. Always working, working on the weekends, working before</p>

	school and after school, and I still wasn't seeing the results there.
Culture Administration	So, last year it definitely affected my confidence like I got to a point where I was coming into work every single day, frustrated and just so defeated, because once again I just felt like I thought I had good lessons. I was pouring all this time and effort into my lessons, and then my observations were still reflecting like, Oh, well, you could have done this better. What about this? Have you tried this?
Socialization	I definitely feel like just the socialization aspect like we're in teaching. But then you have friends that, like you've grown up with. And you went to college with and you have different careers. So seeing them be successful in that career. And then you're like, well, I'm still stuck in the classroom. This is what I do 5 days a week, and they get to go off and take all this time off and have all these accomplishments. So I feel like just the socialization in general played a big role into it as well.

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Ms. Baker had several emotions revealed using emotion coding throughout the topics from the deductive coding. The most prominent emotions were feeling defeated and frustrated. Throughout Ms. Baker's career, she had taught virtually her first year due to the pandemic and then moved into departmentalization and found that in both positions, she can feel defeated and frustrated. These emotions came from Ms. Baker feeling like her strategies were not working or effective along with observations that felt "nit-picky,". Another feeling that arose was dissatisfaction at always working trying to improve and feeling like the improvement should have occurred at this point. This teacher also felt "stuck" as friends in college are successful in their careers, while Ms. Baker is in a classroom.

**Teacher C- Mrs. Collins**, (pseudonym to protect anonymity), was the third participant in this study and this teacher was the second teacher interviewed. This participant had the longest pre-interview time. This participant has been teaching the longest and is the newest teacher at the school, with this being her third year at this school. This teacher's answers to questions about experiencing burnout and what factors contributed to burnout led to deductive topics relating to emotional exhaustion, unaccomplishment, observations, profession, and burnout stages generally, confidence, curriculum. The number of codes were as follows:

**Table 4.4**

*Teacher C's Burnout Experience*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
So, during this career you described. Have you experienced any part of the burnout process? If so, what part?	Emotional Exhaustion	Unaccomplishment Burnout General Stages
What factors contributed to you feeling burnout?	Unaccomplishment Emotional Exhaustion Curriculum Confidence	Burnout Stages General Observation Profession

*Teacher C's Burnout excerpts*

<i>Code</i>	<i>Excerpts</i>
Curriculum Emotional Exhaustion	It is really hard not to get stuck in that rut just doing things the same way, because it's easier or EL curriculum is a perfect example. Yes, we're supposed to do it. But let's look at really what's working with our class, you know. And I don't know. It's exhausting. It's

emotionally exhausting. You always have to do that, but I don't know. It goes with the job. I just can't think of very many jobs that are emotionally where your self-esteem is wrapped up in a bunch of success of a 7-year-old. I mean, you know, what other job do people go home at the end of the day and say, oh, I utterly failed today in my job. You know what I mean. How many jobs really do that? Especially those days where you feel so confident going in. Oh, man, yes, you're so prepped, and you have utter failure.

### Unaccomplishment

But I will say that I always feel some personal unaccomplishment like I never quite feel like I'm up to snuff so I mean I weave in and out of feeling incompetent, depending on, you know, the time in place, but as far as the other thing, that emotional exhaustion.

I think it's when my kids aren't getting it, or I'm feeling frustrated with them, or I feel like I didn't quite teach it the way because I've always been taught that if more than 20% of your class isn't getting it or isn't proficient, it's a teaching problem. It's not a student problem. It's not a curriculum problem. It says it's a teacher problem. So, when I look at my data or my numbers, if I have more than 20% that aren't proficient. Then I know it's me. And so, I've got to figure out what I'm doing and what I need to do differently in order for them to get it. So, don't I feel incompetent?

### Burnout Stages General

You know, a banker doesn't do that. Yeah, I really sucked in my job today, especially other jobs. If they prepare, they're usually totally fine. It's hit or miss for us. Yes, exactly. And it's all dependent on a kid.

I had to kind of be resilient emotionally, because you're working with kids who struggle anyway, like they all struggle like every child you see struggles. So, you never get that feedback of well, 3 of my kids are struggling. But look, I have 10 that are getting it. So, I must be doing something right. Instead, you have kids that struggle and show really small gains. And so, every day you're like, what do I need to do different? How

can I teach it in a way they can get it? What can I do? What can I do? What can I do? So, I had to learn to say, even though these kids aren't getting it, it doesn't mean I'm a bad teacher. It just means they learn in a different way, and I have to figure that out.

Observation  
Profession

Honestly, there are some days, I'm like, oh, why am I even here? Especially if you have a bad observation! You're like, Oh, my gosh! I am the worst. I have got to find a job at Sigma, or Blue Cross, or something.

I had one of those days when we had all those principals observing me. We thought it was going to you know, it would soar. It was solid, and it flopped big time. Such a failure.

Confidence

I really had to plan with intention, because I knew someone was going to be coming through my room asking me why I was doing that. So, I still have those periods where I felt incompetent. But then I don't know. It's kind of weird cause sometimes I feel so incompetent, but other times I'm like, I'm confident in why I chose strategy, or I'm confident why I'm teaching it this way, or I'm confident why I'm doing this because I had the research to back me up. But then, when the kids don't get it, you know, I actually had felt like I had more success with the kids who are learning English just because the gains were so obvious. Like, I had 0% proficient on the benchmark at Midyear. But by the end of the year, I had 68% proficient, you know. So even though it was less than the 80 that says it's a teaching problem, I still 68 got it. So yeah, so I mean, it's kind of weird. There's periods of time where I just question myself, and I don't feel very competent. But then, the other times I'm like, wait a minute. You can't. You have to be really careful not to get stuck in the rut of group.

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While using emotion coding, Mrs. Collins had several emotions revealed, including some positive emotions while discussing topics along with burnout. The negative emotions were

revealed first, and these were feelings of incompetence, frustration, and doubt. This was followed by positive emotions of enjoyment and motivation. The feelings of incompetence came from feeling unaccomplished when Mrs. Collins planned and was very intentional with her work, yet the students were still not understanding. This also caused feelings of frustration in her students, plus frustration with her career knowing she prepared so much but was still feeling like she failed. The feelings of doubt came along when the students were not understanding, causing her to question why she was here, and this feeling is intensified if she has a bad observation or walk through. After sharing all of this information, Mrs. Collins did mention she enjoys the students and watching them learn and the challenge of teaching them motivates her and it is what continues to bring her back to teaching each year.

**Teacher D- Mrs. Donna**, (pseudonym to protect anonymity), is the fourth participant in this study and she was the third teacher interviewed. This participant was the second longest interview, and this participant has worked in this school for the longest amount of time. This participant had retired for two years and has decided to come back to help with the teacher shortage. This teacher answers to questions about experiencing burnout and what factors contributed to burnout led to topics related to emotional exhaustion, depersonalization, unaccomplishment, burnout stages general, challenges, culture, support issues, and collaboration. The number of codes were as follows:

**Table 4.5**

*Teacher D's Burnout Experience*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2

So, during this career you described. Have you experienced any part of the burnout process? If so, what part?	Emotional Exhaustion Depersonalization Support Issues Feedback	Burnout Stages General Unaccomplishment Challenges Culture
What factors contributed to you feeling burnout?	Emotional Exhaustion Depersonalization Culture	Burnout Stages General Challenges Collaboration

*Teacher D's Burnout excerpts*

<i>Code</i>	<i>Excerpts</i>
Emotional Exhaustion Depersonalization	<p>Okay. So, I think I think the emotional exhaustion for sure. In the last 2 years. I think in the last 2 years there have been moments, not that I ever avoided contact with coworkers, but I think with some of the children that were in my classroom last year, and some of the ones that I've had this year. There are times that I have to just kind of step away from those kids. The other one the personal unaccomplishment. I don't think I've really felt that so much in the last 2 years that I definitely felt that towards the end of my regular career, part.</p> <p>Well, I think the emotional exhaustion I mean, I just feel like for me. Personally, I'm a list maker, and I like getting to a point where I can say, okay, I'm done. And I do think that sometimes with the education, I don't think you're ever done. There's always more stuff to do. Even I've got to, you know it. It's to clean up in your classroom, or you know, just there's just always stuff. I don't know. Never get to a point where you can actually go, well, I'm done. I think that kind of leads towards the emotional exhaustion I do feel like last year, and this year I had some very difficult situations in my classroom. and I think it, it pulled a lot of energy out of me trying. I felt like a lot of times. I was kind of walking on eggshells to keep from having these emotional outbursts in the classroom so and then, once they happened trying to get it stopped. You know, as quickly as I could. So, I think behavior has played a</p>

role for me the last couple years with the emotional exhaustion. And it's those same kids that I think sometimes kind of give me the depersonalization and it's not like I have separated from a child, and like I just don't have anything to do with them. But I have 3 very separate situations in my classroom this year. And I literally just made the comment, last night I was talking to some of the teachers. And I said, you know, I said, it's a really good day when I can come into the classroom, and I feel like I can deal with all 3 of those situations, and still teach. And I go, and that's when you know everything has gone perfectly. And I said, but most of the time, there's just not enough of me to meet the needs of those 3 students as well as the rest of my classroom, because I feel like those 3 students just require so much energy and attention. And so, I feel like a lot of times I'm constantly having to choose where to put my energy today. So, I think. And I don't know if that's really depersonalization. But it's just kind of like, where am I going to get? Which one am I going to be able to get the most out of today that it's going to benefit me to really spend a lot of time here? Does that make sense?

Unaccomplishment  
Burnout Stages General  
Culture

I think a lot of it had to do with the testing. I think the pressure for the testing. I had gotten there towards the end, I just every day left, feeling like a failure. I felt like I had never accomplished that day what I wanted to. You know my plans had not gone the way I intended. You know, every time we would do a test, I would have my hopes up, and then we would get the test results back. And then it was, you know compare your classroom to someone else's classroom, and I just I mean, I just really, I felt very defeated that last couple years.

I don't think I felt the personal unaccomplishment as much since I've been in second grade, and I think part of that is. Yes, we do the benchmark testing. But I feel like, and there was a moment because when we got our second benchmark scores back and I looked because, you know, they're all on the same page, and of the 3 classes, and not to not anyone I teach with. But then out I am the kind of Air quotes the veteran teacher. Not

necessarily in second grade, but my class had the least amount of growth. and so, I felt that same feeling kind of coming back, and you know and then I just kind of stopped and looked at the situation. Cause, you know, we started testing the day after we came back from Christmas Break, and then we had all the bad weather, and we ended up finishing the next week. So, the whole benchmark process for our second test was just crazy. And I think we know as teachers I mean, I can say the words that you know who we have in our classroom affects what those test scores look like, but I think there's a lot of pressure to compare the classes as if they're all the same, and they're not.

Feedback

And you know, I can remember a time where we had to compare test data between classes. And it was like, well, you need to talk to this teacher and find out what she said in her classroom. You didn't say in your classroom, and I think it just put a lot of it on the teacher that you didn't do something that this person did, and their class was more successful.

Collaboration  
Support Issues  
Challenges

I think when I retired, I don't think I had a lot of self-confidence in myself as a teacher, I think you know, last year? It was kind of interesting because I was separated from my team, and I mean it. It took me a little bit of time to get my feet under me, having not ever taught second grade, not really having people around me, but it really, in the long run forced me to be very self-reliant. And I think that probably helped me some with, you know kind of building that self-confidence back up. Then, this year kind of being put in the role of the lead teacher, that's been a little overwhelming, having only taught second grade one year. That is a little intimidating to know that you've got 2 people that are looking at you for a whole lot of guidance. And you're going I've only done this one time. So yeah.

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Mrs. Donna had several emotions regarding burnout as she had retired from upper elementary and she is now in her second year of primary grades, having to learn new content for teaching. She spoke about feelings of pressure, defeat, overwhelmed, caution, and self-reliance.

This feeling of pressure and defeat came from testing along with the feeling of unaccomplishment. This is from the comparison to other teachers and this led to the implied feelings that another teacher taught this better, and they need to learn how the other teacher did it. This had been a feeling Mrs. Donna struggled with before she retired and again now that she is back as a teacher. Mrs. Donna coming back into the classroom has caused her to feel overwhelmed by the never-ending to-do list she creates. She feels like she can never completely finish the list and the list is constantly growing. This teacher feels like she constantly has to practice caution and not step on eggshells as she has three students with behavior concerns that require an immense amount of energy, and they continuously have breakdowns. This teacher is only in her second year of teaching primary and has moved into the role of “lead teacher” as she is teaching on a team with first years. This had caused her to feel pressure and overwhelmed because other teachers looked to her for direction and guidance and she was still new to learning this grade-level. However, despite the feeling of pressure and being overwhelmed, Mrs. Donna mentioned she felt more self-reliant. This was due to her classroom being on a different hallway than her team last year and having to help lead her team this year without much experience.

**All teachers** participated in a pre-interview asking about the experiences with burnout and these teachers had multiple overlaps among their codes. Teachers of a similar grade level had more deductive codes in common, so Ms. Allan and Ms. Baker had similar codes, while Mrs. Collins and Mrs. Donna had similar deductive topics. The deductive codes shared among teachers are displayed in the chart below:

#### **Table 4.6**

*All Teachers Burnout Experience- Deductive Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Emotional Exhaustion	1	2	2	2
Depersonalization	1			2
Unaccomplishment	2	4	3	2
Burnout Stages General	1	1	2	4
Expectations	2			
Feedback	1	1		1
Administration	2	2		
Curriculum			1	1
Support Issues	2			1
Culture		1		3
Socialization		1		
Collaboration				1
Observation	1	1	1	
Confidence			1	
Profession			2	1
Challenges			1	4

As displayed in the table above, there were similarities among all four participant but also the peer coaching teams. The deductive codes in common among all four teachers were emotional exhaustion, unaccomplishment, and general burnout stages. General burnout stages encompassed the impact burnout had on teachers. This means struggles the teachers encountered

and effects of feeling burnout that were not specifically the three main stages. The four participants stated their perspectives regarding burnout, and all consistently returned to these major topics.

Peer coaching teams had more similarities, as well. Ms. Allan and Ms. Baker participated in the two peer coaching cycles together and they had administration, feedback, and observation connections in their pre-interview. When these teachers were asked about stages of burnout they had experienced or what factors contributed to this burnout, they revealed these codes as significant factors. Administration and feedback as a factor for burnout connects to Philips (2021) and Ergun and Coskun (2023), who described how stress and expectations from leadership are a leading factor to falling into burnout. Mrs. Collins and Mrs. Donna were the second peer coaching teams and the similarities these two teachers had were challenges, profession, and curriculum. These teachers mentioned questioning the profession and if they should be teaching. This was due to challenges and these challenges can be related to the curriculum used in their school. The first peer coaching team, Ms. Allan and Ms. Baker, were in tested grade-levels, while the second peer coaching team, Mrs. Collins and Mrs. Donna, were in primary, untested, grade levels.

After deductive coding for the pre-interview, emotion coding was utilized to see the perspectives of the participants based on their experiences. Several emotions were coded while referencing the main topics stated above from the first round of coding. As previously mentioned, there were connections between the four participants and the two peer coaching teams. In the emotion codes display, the capital letters show the most prominent emotions each

participant felt during time. The emotion codes shared among the participants are displayed below:

**Table 4.7**

*All Teachers Burnout Experience- Emotions Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Detachment	x			x
Frustration	X	x	x	X
Doubt	x	x	x	x
Defeated		x	x	
Dissatisfied	x	X		
Stuck		x		
Incompetence			X	
Enjoyment			x	
Motivation			x	
Pressure	X	X	x	x
Overwhelmed				X
Caution				x
Self-reliance			X	x

As displayed above, there were evident connections among the emotions the participants felt when describing how and why their burnout occurred, and factors contributing to their burnout experience. The dominant emotions they felt were frustration, doubt, and pressure.

Fishman (2015) describes how exhaustion can lead into feelings of frustration and doubt and all

teachers had emotional exhaustion as a deductive code, along with frustration as an emotion code. Despite the different reasons for their burnout as shown in the deductive tables for codes above, the participants experienced these emotions. This is noted by Friedman (2000), who explains there are different pathways to burnout, along with different types of burnout. The first peer coaching team members both felt dissatisfied along with their unaccomplishment, both while mentioning concerns of feedback without support. The second peer coaching team members both felt self-reliant, this feeling came when discussing students who were not understanding or students who they began to depersonalize from during burnout.

### **Peer Coaching Cycles Effect on Burnout**

The second research question for this study was: What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles? This question was answered with the post-interview with follow-up questions to determine how the peer coaching cycles affected them as an educator and learner. The main questions asked in the post interview that relate to peer coaching's effect on burnout and effect of addition cycles are listed below. The first three questions were based on burnout after peer coaching cycles while the second three questions were for the second part of the research question and based on the peer coaching cycles experience.

- i. Describe your teaching experiences over the past four weeks.
- ii. During the time you describe, have you felt any part of the burnout process? If so, what part?
  1. Follow-Up with: Did you feel all stages of burnout or specifically one of them?

- iii. What factors contributed to you feeling those burnout stages?
- iv. Describe your experience with the peer coaching cycles.
- v. What were the benefits and negatives of this experience for you?
- vi. How did having two cycles impact the experience?
  - 1. Do you feel that one cycle alone would have been equally effective or more cycles?

The codes revealed by the participants regarding peer coaching cycles and burnout are displayed in the figure below.

**Figure 4.3**

*Deductive Codes for Peer Coaching Cycles effect on Burnout*

Empowered	Doubt
Testing	Time
Stress	Challenges
Peer Coaching	Expectations
Pressure	Positivity
Burnout Stages General	Support in Schools
Emotional Exhaustion	Observation
Depersonalization	Administration
Unaccomplishment	Life Skills/Habits
Frustration	Student Success
Feedback	Support for Students
Support	Routines
Culture	Practices
Collaboration	Departmentalized
Coaching General	Experience
Schedule	Profession
Curriculum	Alignment
Confidence	Planning

**Figure 4.4**

*Emotion Codes for Peer Coaching Cycles effect on Burnout*

Empowerment	Protection
Stress	Safety
Doubt	Positivity
Pressure	Eagerness
Frustration	Trust
Overwhelmed	Nervous
Confidence	Reassured
Exhaustion	Helpful
Motivation	Love
Anxiety	Emotional Resilience
Sense of Urgency	Appreciation
Disappointment	Happiness

### **Part I: Peer Coaching's Impact on Burnout**

**Ms. Allan** was the first teacher to participate in a post-interview, similar to the pre-interview. The post-interview was immediately following a school-day during the week of TCAPs, and this lasted around fifteen minutes. This teacher's answers to questions about experiencing burnout recently and their perspective on the peer coaching cycle experience led to deductive codes relating to empowering, peer coaching, feedback, emotional exhaustion, unaccomplishment, general burnout stages, testing, support in school, culture, collaboration, coaching, and emotion codes. The number of codes were as follows:

**Table 4.8**

*Teacher A's Burnout after Peer Coaching*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your teaching experiences	Empowered Testing	

over the past four weeks.

Stressed  
Peer Coaching

During the time you describe, have you felt any part of the burnout process? If so, what part?

Burnout Stages General  
Emotional Exhaustion  
Unaccomplishment  
Stressed  
Frustrated

Pressure  
Testing

What factors contributed to you feeling those burnout stages?

Pressure  
Feedback  
Support in Schools  
Culture  
Collaboration  
Coaching general

Frustration

*Teacher A's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your teaching experiences over the past four weeks.	Well, mostly it's been chaotic with TCAP and stressful; state testing is fun. But it has been a lot of like close reading, which is something that I was uncomfortable with and then it's, I guess we, Ms. Baker and I, focused on in our peer coaching cycles.
During the time you describe, have you felt any part of the burnout process? If so, what part?	I would say, I have experienced emotional exhaustion, for sure. I'm mostly frustrated or overextended and then I feel like personal unaccomplishment. But I think that is something I put on myself, not as a result of something. Yeah, like of an outside source like Tcaps coming up.
What factors contributed to you feeling those burnout stages?	I feel like part of it is again on myself, and like the way the kids have been performing in class. But then also like when I go and ask for some assistance in like a specific area, I'm

getting told. Oh, you know what you're doing, which is frustrating. That's not what I need, and I need help like moving them more if that makes sense.

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Ms. Allan mentioned several topics throughout the interview that revealed emotions and show her perspective. Using emotion coding for the second round of coding revealed feelings of empowerment, frustration, feeling overwhelmed, stress, and pressure. Empowerment was shown first as Ms. Allan mentioned being uncomfortable with close reading with students but chose to focus on it and grow in it with her peer coaching cycles. Frustration, feeling overwhelmed, and stress arose when this participant discussed state testing happening. She also felt this when she asks the academic coach for support and feedback and does not receive any. Finally, pressure occurred as she discussed the pressure, she put on herself along with the state testing happening in her building.

**Ms. Baker** was the third teacher to participate in the post-interview. The post-interview was in the morning before the school day began after a week of administrating TCAPs. This interview lasted around twelve minutes and Ms. Baker was focused on reflecting on the questions and not straying from the topic. This teacher's answers to questions about experiencing burnout recently and their perspective on the peer coaching cycle experience led to deductive codes relating to empowering, curriculum, confidence, testing, stress, doubt, frustration, time, challenges, emotional exhaustion, exhaustion, and feeling overwhelmed. The number of codes were as follows:

**Table 4.9**

*Teacher B's Burnout after Peer Coaching*

<i>Question</i>	<i>Number of Times Codes Occurred</i>
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	1	2
Describe your teaching experiences over the past four weeks.	Empowered Curriculum Confidence Testing	
During the time you describe, have you felt any part of the burnout process? If so, what part?	Stress Doubt Frustration Confidence	Emotional Exhaustion
What factors contributed to you feeling those burnout stages?	Testing Stress Time Challenges	Exhaustion

*Teacher B's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your teaching experiences over the past four weeks.	So, the last 4 weeks has been a lot of just getting ready for Tcap prep. So, being very intentional with our standards, we're focusing on our lessons, our partnerships, things like that. So, trying to sway away from our scripted curriculum and just really knowing my students and what they need, and meeting those needs each day.
During the time you describe, have you felt any part of the burnout process? If so, what part?	Just feeling emotionally exhausted I would say, just because, like, we've been working so hard all year. And now it's like crunch time to make sure we have, like every single thing covered. It's definitely frustrating, like when you have a really good lesson, and then you go back and look at your exit tickets and your kids like miss the point on that or they're forgetting concepts that we've been talking about all year. So definitely just that emotional roller coaster.

What factors contributed to you feeling those burnout stages?

Just with it being that time of year, like I said, we've worked all year like the kids are tired. I am tired. Like working on the weekends, getting here early, staying here late, like, physically and mentally, I'm tired. I finished up my semester of grad school a couple weeks ago, so that was really hard, like balancing that grad school aspect, and this teaching aspect of things so that played into it as well.

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Ms. Baker mentioned these topics while revealing emotions that occurred around these deductive topics and these feelings were empowerment, confidence, frustration, overwhelmed feelings, doubt, stress, and exhaustion. This participant had feelings of empowerment and confidence with knowing her students and moving away from the scripted curriculum to provide her students with what she knew they needed. The feelings of frustration, doubt, and stress came from the crunch time review and realizing the students forgot some concepts that were previously taught. The exhaustion is based on all topics of testing, graduate school, and the work that goes into finishing out a school year.

**Mrs. Collins** was the second teacher interviewed for the post-interview and this lasted around twenty minutes, being one of the longer post-interviews. This interview was immediately following the school day before she had another meeting, so the timing was tight for this participant. This teacher's answers to questions about experiencing burnout recently and their perspective on the peer coaching cycle experience led to deductive codes relating to confidence, time, culture, unaccomplishment, emotional exhaustion, doubt, testing, curriculum, and schedules. The number of codes were as follows:

**Table 4.10**

*Teacher C's Burnout after Peer Coaching*

<i>Question</i>	<i>Number of Times Codes Occurred</i>
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	1	2
Describe your teaching experiences over the past four weeks.	Confidence Time Culture	
During the time you describe, have you felt any part of the burnout process? If so, what part?	Unaccomplishment Doubt Time	Emotional Exhaustion
What factors contributed to you feeling those burnout stages?	Testing Emotional Exhaustion Curriculum	Time Culture Schedule

*Teacher C's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your teaching experiences over the past four weeks.	Well, it's as you know, it's the end of the semester. So, I'm just really trying to revisit what I'm doing in skills block to make sure I'm trying to hit all of that. I'm taking the kids in the short time that I have, as far as I can go. So, I'm really revisiting all of my lesson plans to make sure I'm touching what I need to make sure I touch on so.
During the time you describe, have you felt any part of the burnout process? If so, what part?	Oh, sure emotional exhaustion. Yes, I don't feel overextended, but I am feeling anxious that I've got a lot to do in a short amount of time. No depersonalization. And again, personal unaccomplishment when the kids don't get it. I'm like I've had you all year, what am I doing wrong?
What factors contributed to you feeling those burnout stages?	Yeah, I think also, you know, I mean, the weather's changing. The kids are more antsy. It's like, it really takes a lot to continue to maintain routine when our schedules are constantly being interrupted with this, that the other, and it just gets them especially for 6, I mean, I know like with some fifth grade, but for 6- and 7-year-olds. Like me, I took the last 2 days off to go

spend time with my grandson and the sub left notes the kids were like, that's not what she does, that's not what we do now. They were freaking out because the routine was different, even though I tried to make it the same as possible. And so today was just nuts coming back like I really had to. You know, the first thing they said to me when I came in is we didn't mark off a thing on our perfect attendance chart. We didn't mark it off, and I'm like trying to do it. So just things like that just being able to stay on schedule and the kids are getting antsy. They've got a lot of after school things now like soccer and baseball, and their families are ready for school to be over, too, and start summer, and it's getting light later. So, they stay up later and it's just hard.

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Mrs. Collins had feelings of motivation, exhaustion, anxiety, feeling overwhelmed, and a sense of urgency during her post-interview. These feelings arose during the discussion of the topics around burnout and the factors contributing to burnout over the few weeks these teachers were participating in peer coaching cycles. This participant had feelings of motivation and a sense of urgency more than once during this interview and this was relating to moving her students as far as she could in the remaining time. She related this to her previous school where she had to loop with the students and realized how important it is to utilize the time at the end of the school year with learning. The feelings of anxiety, exhaustion, and being overwhelmed were revealed when Mrs. Collins was discussing time issues. This was due to changes in schedules with testing and with the end of the school year quickly approaching. The students are getting antsy and ready for a break, so it has been more difficult to stay motivated and on task during this time of the school year.

**Mrs. Donna** was the final teacher interviewed after a faculty meeting during a very busy week of testing. This was the longest interview, lasting around twenty-one minutes. This teacher's answers to questions about experiencing burnout recently and their perspective on the

peer coaching cycle experience led to deductive codes relating to testing, schedule, emotional exhaustion, depersonalization, frustration, pressure, schedule, challenges, expectations, unaccomplishment, feeling overwhelmed, and emotion codes. The number of codes were as follows:

**Table 4.11**

*Teacher D's Burnout after Peer Coaching*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your teaching experiences over the past four weeks.		Testing Schedule
During the time you describe, have you felt any part of the burnout process? If so, what part?	Emotional Exhaustion Depersonalization Pressure Schedule Challenges	Frustration
What factors contributed to you feeling those burnout stages?	Schedule Expectation Feeling Overwhelmed Challenges Unaccomplishment	

*Teacher D's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your teaching experiences over the past four weeks.	The past 4 weeks. Oh. So, the past 4 weeks, I think, have been a little unusual, because we've had testing and then schedule changes because there's testing in the upper grades. And then I think just I guess that that has made things a little unusual. Seems like we've had a lot of things here in the last several

weeks that have kind of mixed things up a little.

I mean, I guess you know it. Just like we had a field trip, and there was a house meeting, and there was the program the other day. So, I think testing is probably the biggest thing, but just seems like there's been a lot of things that are kind of pushed in the classroom.

During the time you describe, have you felt any part of the burnout process? If so, what part?

Definitely the emotional exhaustion. I still think I sometimes I don't, I don't think I avoid contact with coworkers, but I do feel like because of some of the issues with a couple of the kids in our room. I do feel like I probably sometimes still do a little bit of that that depersonalization with students and then I don't think I have felt the unaccomplishment. I mean, I guess there's been moments, you know, because my class seems to be the class that every time I go pick them up from related arts, you know, there's always some issue or some complaint about the talking, and not listening, and not following directions. And I think you sometimes kind of take that on like a parent does with their kid, and they misbehave somewhere, and you kind of feel like, Oh, my gosh! I can't believe you would go somewhere and act that way. There's a little bit of that like with your class when other people, even though I can feel that way, and I can complain about it. Funny coming from someone else.

What factors contributed to you feeling those burnout stages?

I think for me. I mean, I do feel like it's just, I think the schedule, you know. The demand from County plays a role, probably in a lot of the emotional exhaustion. Just because I think there's just so much that we have to do and stay on top of, and you know I do feel like that makes the job a lot harder. But I think, as far as the depersonalization and the personal unaccomplishment, I feel like that more comes just within my classroom.

Mrs. Donna had several emotions arise during this post-interview relating to burnout and her experience. These feelings were frustration, exhaustion, disappointment, protection, and feeling overwhelmed. Frustration and exhaustion came from the schedule changes and all the extra programs and events affecting the classroom environment, such as testing. When students misbehaved in related arts or other areas of the school outside of the classroom, this participant

felt disappointment and protection due to other teachers having to discuss behavior with her class. The final emotion of feeling overwhelmed appeared when this teacher was discussing the emotional demand from the county and the expectations placed on the teachers.

**All teachers** participated in a post-interview that had questions about their burnout in the recent weeks of participating in the study. Each teacher had experienced two cycles of peer coaching, debriefs, and private time to independently complete a reflection. After all these experiences, the teachers had multiple deductive codes arise during the interview and several teachers had these in common. The deductive codes shared among teachers are displayed in the chart below:

**Table 4.12**

*All Teachers Burnout Experience after PC- Deductive Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Empowered	1	1		
Testing	3	2	1	2
Stressed	2	2		
Peer Coaching	1			
Pressure	3	1		1
Burnout Stages General	1			1
Emotional Exhaustion	1	2	3	1
Depersonalization				1

Unaccomplishment	1		1	1
Frustration	3	1	1	2
Feedback	1			
Support	1			
Culture	1		3	1
Collaboration	1			
Coaching General	1			
Schedule			2	4
Curriculum		1	1	
Confidence	1	1	1	
Doubt	1	1	1	
Time		1	4	
Challenges		1		2
Expectations				1

---

As shown above, there are similarities between all of the participants, as well as the peer coaching teams. The common deductive codes in common among all four teachers were testing, emotional exhaustion, and frustration. These four participants were interviewed during the first week of state testing. During this time, two teachers were administering state testing and reviewing concepts. The other two teachers were not administering the test, but they had to change their schedule to accommodate the tested grade-levels. There were codes that three of the four participants shared, and these were pressure, unaccomplishment, culture, confidence, and doubt throughout their recent four weeks of teaching.

Peer coaching teams had extra deductive codes in common and these peer coaching teams participated in both cycles together. Ms. Allan and Ms. Baker both had the deductive codes empowered and stressed in their post-interview when discussing their recent teaching experiences and connection to burnout. Mrs. Collins and Mrs. Donna both had schedule as a deductive code when discussing their recent teaching experiences and connection to burnout. All of these codes related to the participants' experience around the state testing and how it impacted them within their grade levels. This shows the tested teachers as stressed and empowered, while the non-tested teachers struggled with the schedule changes.

After the deductive coding, emotion coding was used on the post-interview to look at the participants perspective. The emotions were from the same three questions at the beginning of the post-interview connecting to the participants burnout levels. Several emotions were coded and there were connections among all participants and connections among the peer coaching teams. The emotion codes revealed are displayed below:

**Table 4.13**

*All Teachers Burnout Experience after PC- Emotions Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Empowerment	x	x		
Stress	X			
Doubt	x	x		
Pressure	x	X		
Frustration	x	x	x	X
Overwhelmed	x	x	x	x

Confidence		x		
Exhaustion	X	X	X	X
Motivation			x	
Anxiety			x	
Sense of Urgency			X	
Disappointment				x
Protection				x

---

As shown above, there were several connections among the participants and their emotions felt when describing their recent teaching experience, the burnout they felt, and the factors contributing to their burnout. The primary emotions felt were feelings of being overwhelmed, exhausted, and frustrated. These were felt by all the teachers while they discussed TCAP and end of the year scheduling and events. The feelings of frustration arose when discussing student learning and how the students have forgotten content previously taught throughout this school year.

The first peer coaching team had more similarities among their emotion codes. These were feelings of empowerment, doubt, and pressure. These two participants were one grade level apart and both taught English language arts (ELA). These are tested content areas for the state testing the participants were administering during the week of the post-interview. These participants had several similarities, and both felt empowerment as they discussed having the knowledge to support their students after their peer coaching cycle experience. The feelings of doubt and pressure came when these two participants discussed the pressure of testing and feelings, they put on themselves.

## Part 2: Impacts of Additional Peer Coaching Cycles

**Ms. Allan** was the first teacher interviewed both times, as previously mentioned. This teacher answers to questions about peer coaching and the impact of additional cycles led to several deductive codes, such as: empowerment, feedback, peer coaching, positivity, time, expectations, culture, doubt, confidence, support, and collaboration. The number of codes were as follows:

**Table 4.14**

*Teacher A's after Additional Peer Coaching Cycles*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your experience with the peer coaching cycles	Empowered Feedback Peer Coaching Positivity	
What were the benefits and negatives of this experience for you?	Time Peer Coaching Expectations Positivity	
How did having two cycles impact the experience?	Culture Doubt Empowered Confidence	Support Peer Coaching Collaboration Feedback

*Teacher A's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
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Describe your experience with the peer coaching cycles

So, I think overall, it was a very positive experience. It was really nice to be able to go into a classroom and see practices put into place that we hear about all the time, but it's not by someone who hasn't been in a classroom. It's someone who does it every day. And then it was- I found it a lot less nerve wracking to have her come into my room and watch me teach, because I knew for one that she was doing the exact same thing I'm doing like we're working toward the same goal. And she wasn't there to judge me, it was just like, hey, I've tried this. Have you tried that?

What were the benefits and negatives of this experience for you?

I feel like if I had a negative it would be that I had to go like it was hard to schedule like when to get to go, see them teach, or when to get her to come see me teach. I had to move my schedule around a lot. But if it was, I feel like if it was something that was expected across the school, it would be a little easier. So, I think that's just kind of like, because it was a case study. But I feel like overall. It was positive like I enjoy doing it and I would totally do it again. I feel like this mostly came from like my last time that I got to go see my peer teach, and then, like her, watch me, but like it was so interesting to see how she implemented students reading together versus the things I do, and I was able to take it even just two hours apart and add that to my lesson without needing a ton of like formal intervention, I guess. And I feel like that would give us a lot quicker results on those kinds of things.

How did having two cycles impact the experience?

I feel like because there was a second chance like not second chance, it's the wrong word, but it was nice, because, like the first time she got to see, it was almost like setting a baseline and then, second time, there was like, okay I noticed this the first time that was fixed. Now, what about this new thing there was? It wasn't like constantly harping on the same thing. As a person who's rather hard on themselves, I feel like only having her in there one time would have made me question like what she saw. Was it good enough? Did it show? Do I like how I am as a teacher well enough? And having her multiple times kept like, kept that anxiety away. But it also gave me a chance to like to prove, yes, that I got like that, and I can correct things. I almost think monthly would be like more would be great, just because we're always trying to perfect our practice and we learn new things all the time.

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Ms. Allan had more emotional codes with these questions than any of her other interview sections. The dominant emotions presented throughout these answers were safety, positivity, motivation, doubt, confidence, eagerness for learning, and trust. Safety and trust were presented as Ms. Allan discussed receiving advice from someone who is in the classroom too. The two cycles allowed her to feel these emotions too and she described this as almost a second chance, taking away some of the nerves. Motivation and an eagerness to learn arose from feedback received from her peer coach and knowledge she learned from observing her peer and implementing effective practices she witnessed. The doubt moved into confidence when the participant discussed one versus two cycles. Ms. Allan mentioned one cycle would cause doubt making her second guess herself, while two gave her confidence and allowed her to feel more empowered as she knew she could be effective.

**Ms. Baker** was the third teacher to participate in the post-interview and the final participant chosen for the study. This teacher answers questions about peer coaching and the impact of additional cycles led to several deductive codes, such as: stress, observations, administration, confidence, expectations, feedback, challenges, and time. The number of codes were as follows:

**Table 4.15**

*Teacher B's after Additional Peer Coaching Cycles*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your experience with the peer coaching cycles	Stress Observation Administration Confidence Expectations	

What were the benefits and negatives of this experience for you?	Confidence Challenges Time Observations	Feedback
How did having two cycles impact the experience?	Feedback Time	

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*Teacher B's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your experience with the peer coaching cycles	So, with those coaching cycles. Prior to us starting them, I was a little nervous about it, just because I feel like anytime someone comes in my room to observe me, it's like this formal observation that we get with administration, but with my peer coach she would come in and we would be finishing up like our whole group aspect of the lesson and then they would break off into partnerships and small groups and complete those independent tasks. It, this whole experience, which is really reassuring to me, knowing like, I'm doing a good job like we talked a lot about how we partnered up our students. What are the expectations like? How did the students know those expectations so really, just being reassured in that aspect? And then I thought it was really neat, being in her classroom with that grade above, just seeing like where my kids were last year at this time, and seeing where they are now just that alignment with our standards and with those concepts, I started out teaching them last year. That was really cool.
What were the benefits and negatives of this experience for you?	So, I definitely feel like it built up my confidence and just having someone on my same level in my classroom like that was just nice to ask questions and get that and feedback and tips and tricks like, hey, have you thought about trying this? Or I noticed this kid was struggling here. What if you did this instead? So just having that extra eye helped me a lot and see my kids through different lens. The challenges of it were just, you know, they weren't here for my entire lesson. So, like some questions that came up, you know, the answers were addressed

before they came in, so just like not being able to experience the full lesson in its entirety.

How did having two cycles impact the experience?

So, I feel like if we had just done it one time, it's kind of like those walkthroughs we do sometimes with quarterly planning, like they're in there one time, they give you feedback, and then like it's never readdressed ever again. Having those 2 cycles, it was just like having a base level start and then, like, we'll talk about suggestions, tips, and tricks, things like that. I'll observe her and then I got to come back and try to implement those practices in my room as well, so just having that follow up really helped a lot. I think, for me personally, having started earlier in the year would have been helpful. just because these cycles were only 2 weeks apart. And like I said, it's a lot of crunch time, a lot of review, but like having them spread out more, and maybe like one in the fall, and one in the spring would have been really helpful as well.

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Ms. Baker had several emotions present during the post-interview. The emotion codes for these few questions regarding the peer coaching cycle experience were nervous, reassured, motivation, helpfulness, building confidence, and trust. The participant described a feeling of nervousness before the peer coaching cycles began, considering this to be similar to an observation. As she participated in the peer coaching cycles, she felt reassured, motivated, helpful, confident, and trust. These feelings appeared as Ms. Baker described the feeling of feedback that built confidence and reassured her of her ability in the classroom. This motivated her to implement based on feedback as the peer was also a classroom teacher working through the same curriculum and skills.

**Mrs. Collins**, as a reminder, has been teaching the longest and is the newest teacher to the building. She is also teaching the lowest grade-level of the participants in this study. This teacher answers to questions about peer coaching and the impact of additional cycles led to several deductive codes, such as: observation, schedules, curriculum, life skills/habits, time,

student success, support for students, routine, and practices. The number of codes were as follows:

**Table 4.16**

*Teacher C's after Additional Peer Coaching Cycles*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your experience with the peer coaching cycles	Observation Schedules	
What were the benefits and negatives of this experience for you?	Observation Curriculum Life Skills/Habits Time	Student Success Support for Students
How did having two cycles impact the experience?	Observation Routine Curriculum Practices	Time

*Teacher C's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your experience with the peer coaching cycles	Yeah, I mean, I just like, I like going into the other classrooms. I like seeing what other teachers do, and just being able to observe kids and what they're doing in certain grades. So yeah, so it was really it was, I mean, one of them was harder for her than the other. The second one, you know, I saw something totally different cause they were off schedule.
What were the benefits and negatives of this experience for you?	Well, the benefits are just seeing what they're doing and kind of their expectations in second grade and how am I on that trajectory of getting them there, you know. Obviously, we've

already pushed stuff down to kindergarten so much. It's ridiculous but I don't want to do second grade stuff in first grade. I would like them to have that emotional resilience and those personal habits to be successful in second grade like can they do things independently, can they you know, can they problem solve? Can they persevere? So those kinds of traits are good life skills. So, it was good for me in second grade to see kind of where they're going, and what I would like if I was teaching a second grader what I would like to have. That's one of the reasons why I like looping, because when I went back down to the first grade, it's like I knew what I wanted them to know in that grade in order to be successful in the grade above. So that's kind of where I went with that, I didn't see any negatives at all, except for the fact I had to leave my own class but other than that.

How did having two cycles impact the experience?

I think you know, like I said, you need to be in there more than once, you probably need to be in there more than twice for anything to really want to understand how something is run. I think you need to see it consistently. You know, just like when I observed your fifth grade class, it was like awesome, I would, you know, but that was like just a little snippet of time, and just to be able to get a feel for the whole flow, I think, is really beneficial. So yeah, I'm glad we were able to go twice cause like I said the first time they were off schedule she had a student who was having a difficult time, so it's very disruptive, and you know it was the end of the day and it was on a Friday. It was like, Wow, the worst time ever. And so, it was nice to go in and just see what a more normal session looks like. But if it was like, I really wanted to understand second grade curriculum and the teaching practices that went on there, I would have to go more.

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Mrs. Collins experienced love, emotional resilience, appreciation, and motivation for students. She stated how she loved going into other classrooms and seeing what other grade levels are experiencing and learning. Mrs. Collins appreciated how Mrs. Donna shared what her students were doing and discussed the emotional resilience they had and that students must have

as they move through different grade levels. This provided her with the motivation to provide her current students with what they needed to continue their learning the following year.

**Ms. Donna** was the most nervous about peer coaching cycles. She was very eager to work with Mrs. Collins and gain any knowledge she could from observing her peer and receiving any feedback from Mrs. Collins. This teacher answers to questions about peer coaching and the impact of additional cycles led to several deductive codes, such as: observation, departmentalization, experience, unaccomplishment, collaboration, feedback, profession, alignment, time, schedule, peer coaching, planning, and expectations. The number of codes were as follows:

**Table 4.17**

*Teacher D's- Additional Peer Coaching Cycles*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
Describe your experience with the peer coaching cycles	Observation Departmentalized Experience Unaccomplishment Profession	Collaboration Feedback
What were the benefits and negatives of this experience for you?	Experience Alignment Collaboration Time Schedule	Observation Feedback
How did having two cycles impact the experience?	Time Peer Coaching Feedback Planning Expectations	

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*Teacher D's Burnout excerpts after Peer Coaching*

<i>Question</i>	<i>Excerpts</i>
Describe your experience with the peer coaching cycles	Well, I enjoyed them just because I think it's always interesting to get to go watch someone else do, because you know, and I and I don't, I know I've done departmentalized. and I think you know you sometimes cross, and you know you have that other person to kind of bounce ideas off of about a student, because you have 2 teachers sharing a student. And I think that's the one thing that you lose when you have a self-contained classroom is, it's only you, even though they go play, you know, to related arts. I mean, it's PE, and its art, and those are mostly fun things. And so, you know, I think it's easy talking about that personal unaccomplishment where I feel like I'm not able to get my kids to listen, or, you know, to stop blurting out, or whatever I don't have anybody that I can, really because I mean, I can talk to my teammates, but they don't have the same kids in their classroom. And what works there may not work here, or a problem I'm having may not be a problem they're having. And so I just think to be able, you know, anytime you have the opportunity to talk to another teacher and see a ideas for teaching as well as you know, management in the classroom, or you know how they handle particular situations, and I think the debrief with Mrs. Collins was as much about the moment she was in the classroom, but it was also a time that we could talk about things that kind of happened outside of that that visiting part or that, observing part, we got to talk about some other issues. And I just think that's really good because like, if you're not in the teaching profession, you just don't really understand what goes on in a classroom on a regular day.
What were the benefits and negatives of this experience for you?	Well, I think it was nice, and you know I think I might have talked about this at the beginning. I feel like I've kind of been in a unique situation in the fact that I was mostly upper grade. And then I kind of worked my way down to second grade the last few years. So, to see that vertical alignment of different things going on in my classroom and knowing what that's going to look like in third grade and fourth grade, I think, meeting with Mrs. Collins and getting to see what was below me. That didn't sound right to see a grade level below what I'm teaching. I think that was you know, that was interesting, too, because I mean,

there were several things that I came back in my classroom, and I was like, I saw I'm doing it first grade, so I know we could do it second. So, I think for me getting and I just think she's a really strong teacher. So I felt like I certainly got a lot of good ideas and good suggestions from her, and good feedback from her because I really value her opinion. And I feel like she's really dedicated to what she does. I think if there was a negative, it was just because we had all this stuff going on. It made it difficult sometimes to try to find the time to get into each other's rooms. You know there was the one day that she was coming down here, and then she got an observation.

How did having two cycles impact the experience?

I thought it was good. I did feel like and again, I think this kind of was just, there was a lot of things going on. I didn't get to see what I was hoping to see when I went in there for math, I still walked away with good ideas, But I was a little disappointed, but that that's just that happened to be the lesson she was on that day, and the time that I walked into her classroom. So, I mean, that was just that was just a timing issue, as far as that goes. I was glad, because I think the first one I was a lot more nervous about, and I think the second having the second one, so going through it the first time, and then it was a little easier to do it the second time, so I liked having the 2 cycles.

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Mrs. Donna experienced feelings of motivation, trust, appreciation, disappointment, happiness, nervousness, and confidence. Most of the emotion codes shown in Mrs. Donnas post-interview were positive. Disappointment appeared when describing a lesson, she wanted to see in Mrs. Collins class, but the timing had not worked out, so she missed it. When describing the controlled parts of the experience and cycles, Mrs. Donan felt motivated and happy. She described the learning that occurred and how she had trust and confidence in Mrs. Collins and herself as an educator.

**All teachers** participated in a similar experience with peer coaching cycles. Each participant experienced parts of burnout throughout this time and worked with a peer to complete peer coaching cycles. There were several deductive codes that were presented when analyzing

their responses to questions about how the peer coaching cycles impacted them. While participating in the post-interview, these teachers described the experience and how two cycles impacted them compared to one singular cycle. The deductive codes shared among the participants are displayed in the chart below:

**Table 4.18**

*All Teachers- Additional PC Cycles- Deductive Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Empowered	2			
Feedback	3	3		5
Peer Coaching	3			1
Positivity	2			
Time	1	2	3	2
Expectations	1	1		1
Culture	1			
Doubt	1			
Confidence	1	2		
Support in Schools	2			
Collaboration	2			3
Stress		1		
Observation		2	3	3
Administration		1		

Challenges	1	
Schedule	1	1
Curriculum	2	
Life Skills/Habits	1	
Student Success	2	
Support for Students	2	
Routines	1	
Practices	1	
Departmentalized		1
Experience		2
Unaccomplishment		1
Profession		1
Alignment		1
Planning		1

---

As shown above, there were many deductive codes that were shared among the participants. The only deductive code all participants shared for questions regarding peer coaching cycles was time. Ms. Allan and Ms. Bakers time code was around the idea of state testing and feeling like they had minimal time to teach the students what was needed, changes in schedules, and feeling like there was only a short amount of time for them to participate in peer coaching cycles. Mrs. Collins and Mrs. Donna's time codes were around the idea of schedule changes, as they had to accommodate for the upper grades who were state testing. This shifted their schedules and created an issue with timing for peer coaching cycles.

Ms. Allan, Ms. Baker, and Ms. Donna shared the deductive codes for feedback and expectations. They expressed how the feedback they received was easy to implement and act upon in their classroom. They also mentioned how the expectations were shown in the classrooms they were observing. It allowed them to see the districts expectations, schools' expectations, and teachers' expectations implemented within a classroom.

The peer coaching teams each had one deductive code in common. The first peer coaching team, Ms. Allan and Ms. Baker had confidence. This arose when these two teachers discussed how the second peer coaching cycle allowed them to have more confidence. It made them feel less nervous and reminded them they had the second cycle to show their strengths as an educator. The second peer coaching team, Mrs. Collins and Mrs. Donna had schedules as a similarity. This was mentioned as these teachers describe the timing, because both primary grades had to switch around their entire schedule to allow the upper grades a large time block to complete their state assessments.

During the second round of coding, emotion coding was used to show the perspectives among the participants. These were emotions felt by participants alone, multiple participants, or all participants. There are several connections among the participants on the emotions they felt when describing their experience with peer coaching in both cycles. The emotion codes revealed are displayed below:

**Table 4.19**

*All Teachers – Additional PC Cycles- Emotions Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Safety	x	X	x	x

Positivity	x			
Motivation	x	x	X	x
Doubt	x			
Confidence	x	X		x
Eagerness	x			
Trust	x	x		x
Empowered	X	x		
Nervous		x		x
Reassured	X	x		
Helpful		x		
Love			x	
Emotional Resilience			x	
Appreciation	x	x	x	X
Happiness				X

---

As displayed above, the emotions all teachers had in common were feelings of appreciation, motivation, and safety. The teachers felt appreciative for their peer allowing them in their classroom and learning from watching someone who is currently in the classroom too. This motivated the participants to try a strategy they saw their peer doing or acting on the feedback provided. Finally, each participant described a feeling of safety as they were participating in the peer coaching cycles because their partner was experiencing the same cycles. This creates a positive culture where teachers can collaborate and grow through feedback (Shaalvik & Shaalvik, 2020)

Ms. Allan and Ms. Baker described feeling reassured and empowered throughout their coaching cycles. This relates to their feeling of safety as they observed their peer. These two teachers felt reassured because they were receiving support from another classroom teacher who experiences the same daily challenges they do. They also felt empowered from this experience because their confidence grew, and they were able to improve on a skill with their peer. Ms. Allan, Ms. Baker, and Mrs. Donna had similar emotions of trust and confidence. They trusted their peer coach and the trust in their feedback allowed them to build their confidence. Martinez (2013) mentions how when there is trust between the receiver and provider of feedback, the feedback feels more like a growth opportunity. This is because the feedback providers fostered confidence in the recipient (Hattie & Clarke, 2018) allowing them the opportunity to grow.

### **Peer Coaching Cycles effect on the Collaborative Culture**

The final research question for this study was: How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture? This question was answered in the post-interview while participants were asked about their peer coaching cycles and plans for future collaboration. The main questions asked in the post interview that relate to peer coaching's effect on the collaborative culture are listed below.

- i. How do you respond to the feedback given during the cycles?
  1. Were you able to act upon it? Did it impact your classroom practices?
- ii. Will this affect your collaboration with other teachers in the future?

1. Follow-Up: (Pushing for collaboration outside grade level teams) How does this collaboration impact your teaching experiences?

The codes revealed by the participants regarding peer coaching cycles will affect their future collaboration are displayed in the figure below.

**Figure 4.5**

*Deductive Codes for Peer Coaching Cycles effect on the Collaborative Culture*

Peer Coaching	Time
Support in School	Experiences
Collaboration	Confidence
Culture	Vertical Alignment
Feedback	Student Success
Trust	Reflection
Empowerment	Professional Development
Observation	Affirmation
Consistency	Connections
Team	Conversations
Administration	Open-Minded
Coaching General	Debriefs
Curriculum	

**Figure 4.6**

*Emotion Codes for Peer Coaching Cycles effect on the Collaborative Culture*

Empowered	Understanding
Motivated	Kindness
Trust	Reflection
Confidence	Desire
Excitement	Exhausted
Supported	Positivity
Eagerness	Open-Minded
Encouraged	Enjoyment

**Ms. Allan** answers to questions about peer coaching's effect on the collaborative culture and future collaboration led to several deductive codes, such as: peer coaching, support in schools, collaboration, culture, feedback, trust, empowerment, observation, consistency, team, administration, and time. The number of codes were as follows:

**Table 4.20**

*Teacher A's effect on the Collaborative Culture*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
How did you respond to the feedback given during the cycles?	Trust Empowerment Observation Consistency	Peer Coaching Support in Schools Collaboration Culture Feedback
Will this affect your collaboration with other teachers in the future?	Empowerment Peer Coaching Administration Feedback Time Collaboration	Support in Schools Team

*Teacher A's excerpts on the Collaborative Culture*

<i>Question</i>	<i>Excerpts</i>
How did you respond to the feedback given during the cycles?	I felt like all of it was very valid like there wasn't, there was never a time that I had the thought of like, oh, well, they haven't done this in forever. I mean, they're currently doing it And I there was, it was never a list of all the things you've did do wrong. I felt it was much more positive feedback and then like one thing to fix versus, oh, these are all the things I noticed were messed up in your room. Yeah. I feel like it was easier to take action or fix it within that day. So, during my first observation she noticed that a couple of my kids, when they chose partners, that it was an uneven balance of work, one of them doing all of the reading while the other wasn't. So, she

talked about the way that she does like in her room, and how she groups them at their seats, but also then when they move around the room. she groups it based off of their benchmark data, IEPs and 504s, and so I took that and I used it immediately, but then she got to see it the following time. That those same kids we're now equally sharing the workload instead of one, like just sitting and getting.

Will this affect your collaboration with other teachers in the future?

I feel like it, it makes me want to share, I guess when I'm doing my room more with other people, the strategy that I'm using, but also it that like makes me not so nervous to like to invite them in. If they have free time, and they want to come down like that's not so scary and vice versa, like, I want to go see what they're doing. I feel like it's kind of how we did it. I like, had time going to see and I mean, it might be nice if it was a whole year thing like you sat down at the beginning of the year and just like talked about some things that like I feel uncomfortable with my classroom I need to work on. So, they kind of have a baseline like an idea of what you want and that can be what they look for the first time kind of a thing since we get like that academic press and personalization plan every year, it would be nice to like not to pull that in necessarily but know that these are the things that admin is looking for, so that they're also looking for them.

Throughout the discussion with Ms. Allan on feedback and the collaborative culture, she had feelings of motivation, trust, empowerment, confidence, excitement, support, and eagerness. The feelings of trust and support came from receiving feedback and collaborating with her peer. Throughout this feedback and collaboration, Ms. Allan felt excited and motivated to implement new practices and improve her current practices. This made her feel eager to improve and empowered to try something new in her environment.

**Ms. Baker** answers to questions about peer coaching's effect on the collaborative culture and future collaboration led to several deductive codes, such as: support, feedback, trust, team,

experiences, confidence, administration, vertical alignment, collaboration, and student success.

The number of codes were as follows:

**Table 4.21**

*Teacher B's effect on the Collaborative Culture*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
How did you respond to the feedback given during the cycles?	Support Feedback Confidence Administration	Trust Team Experiences
Will this affect your collaboration with other teachers in the future?	Collaboration Student Success	Vertical Alignment

*Teacher B's excerpts on the Collaborative Culture*

<i>Question</i>	<i>Excerpts</i>
How did you respond to the feedback given during the cycles?	I feel like I was really open to the feedback I received. Just because, you know, when we have formal observations, it's administration coming in and giving you suggestions. But the reality of that, it's like they're not in the classroom every single day. So, although they have, you know, helpful feedback, they don't know what it's actually like to teach these kids every minute of every day. So having a teacher give that feedback was just very helpful and beneficial because they're experiencing the same challenges and the same successes that I have in my room. Like I said earlier, I feel like the feedback which is building up that confidence. You know the questions and the suggestions they provided I was able to respond with, you know, will that happen earlier in the lesson? Or that's how I address that particular student after the time had passed.

Will this affect your collaboration with other teachers in the future?

Right. So, something I've talked a lot about with my coaching partner was just wanting to be able to sit down and like, see that vertical alignment, and plan out those lessons. A lot of times when we look at the curriculum, we look at our lessons. It's like, oh, I can cut this part out and this part out and I don't really need this part. But then, being able to see where they need to be in the next grade, you're like, oh, well, that's why that was mentioned in fourth grade. So just being able to see, like vertically where the students need to start, because this is where the end goal is for them.

Ms. Baker experienced feelings of support, trust, encouragement, and confidence throughout the discussion of feedback and collaboration. She felt support and trust having a peer in the classroom to provide her with feedback that she could implement immediately, and this peer is also a classroom teacher. This feedback from a fellow classroom teacher encouraged her and allowed her the confidence to make decisions in her classroom.

**Mrs. Collins** answers to questions about peer coaching's effect on the collaborative culture and future collaboration led to several deductive codes, such as: time, feedback, administration, observations, support, reflection, curriculum, coaching general, professional development, vertical alignment, team, collaboration, and student success. The number of codes were as follows:

**Table 4.22**

*Teacher C's effect on the Collaborative Culture*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
How did you respond to the feedback given during the cycles?	Administration Observation Support	Time Feedback Reflection

Will this affect your collaboration with other teachers in the future?

Curriculum  
Coaching General  
Professional Development  
Team  
Student Success  
Reflection

Vertical Alignment  
Time

*Teacher C's excerpts on the Collaborative Culture*

*Question*

*Excerpts*

How did you respond to the feedback given during the cycles?

She was just, I mean she was very kind to me, and so I don't know that I got, you know, things that I could work on to be better and that's hard. I think you would have to be in a classroom more often to be able to give feedback, because you don't want anyone to judge you, and I don't say judge in a bad way. You don't want anyone to give you constructive feedback when they've only seen your class for 2 min because they haven't seen the whole thing. You know what I mean. I think that's one of the hard things for administrators is like you only see me you know, 10 or 15 min, 4 times a year. That's not my whole. You have no idea what my day is, or how I do things overall. And so, I think that's hard. I think it's hard to give feedback when you're only in someone's class for a few minutes. As far as constructive feedback, you can notice some things, you thought went well, but you could say I don't even know you could say, well, I don't know why you did it this way, and it could be a totally one off, you know. It's like I usually don't but today this happened. Yeah. She pointed out some things that she thought was beneficial, that I didn't realize I did. You know, when you've do been doing something for so long you just do it. It's not always intentional. It's just something that's become a habit. And so that was like, oh, yeah, you know, I need to, I need to really think about that and make sure I'm doing it the way I really want it to be. I can't think of the specific example right now. But oh, well, I think one of them was like, you know she said, you have the kids erase their words as soon as they got it right, so it moved very quickly. And I was like Oh, yeah, you know, I only have a short amount of time and skills, and I really have to do move quickly. So, it's like, it's an erase or nope. So, it's just little

things like that that I haven't noticed but that in reflecting on it does move it along. And so, it was nice to have that pointed out.

Will this affect your collaboration with other teachers in the future?

Planning vertically, would, I mean, it's so hard because it's all about time, right? It takes every ounce of time you have just to plan for your own team is like, but I think it would be. I don't know. I don't know if that's something you could do during the day, and one subject like a day in the summer, just to plan vertically, and what that would look like, you know. You have overlapping sessions, you know, K and one and then one and 2, and you speak to someone. I don't know, but I mean we can look at the standards, but seeing it in action. That's totally a different thing, and I think I talked to you about seeing the third-grade work that comes home, and moment that was for me. Yeah, and it is because it takes time to like, I used to be on a math curriculum team for the district. But back in the day when they did that before they got rid of all the coaches, we would spend 2 entire weeks just talking math curriculum 8 Hours day for 2 weeks. So, what is that? 80 hours. So, 80 hours we went over every little detail of the math curriculum, and it was, I was the kindergarten team. Every grade had their own team, and there were 5 teachers on the team, and we all represented different, you know, populations of students. So, we had, you know, some cities, some suburban's and inner city but we had deep math discussion. I mean it was kindergarten math, but we delved into it so deeply, getting every facet of it. And we but we thought about it vertically and I'm like that was two whole weeks just working with our own grade. What are we going to do to plan vertically, you know how? What would that look like? Because you'd want to do the grade below you and a grade above, the unit and you would need that kind of time, and you would need I mean, we didn't get off topic or anything we were laser focused the whole 80 hours. It was exhausting but it was so beneficial, because when I came back to school, I was a much better math teacher, because I had a full understanding of it.

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Mrs. Collins experienced the most emotions when describing feedback and collaboration among teachers. She felt understanding, kindness, reflective, confidence, support, desire,

exhaustion, and eagerness. She described feelings of understanding for administration and her peer coaching when attempting to give constructive feedback after a short period of time completing an observation. Mrs. Collins felt kindness from her peer coach during the feedback because it was kind and allowed her to reflect on strategies, she implements each day and it built her confidence in why she was practicing these strategies. She felt supported by her peer coach and had the desire to work with and collaborate with more teachers and observe more classrooms to continue learning. Mrs. Collins mentioned during every stage the struggle with time and how there is never enough time and described feelings of exhaustion when thinking of all the tasks needed or attempting to collaborate more. Finally, she did feel eagerness when thinking of vertical planning to see the alignment and trajectory among strategies.

**Mrs. Donnas** answers to questions about peer coaching effect on the collaborative culture and future collaboration led to several deductive codes, such as: affirmation, connections, conversations, experiences, feedback, debriefs, open-mindedness, collaboration, vertical alignment and professional development. The number of codes were as follows:

**Table 4.23**

*Teacher D's effect on the Collaborative Culture*

<i>Question</i>	<i>Number of Times Codes Occurred</i>	
	1	2
How did you respond to the feedback given during the cycles?	Affirmation Connections Conversations Experiences	Feedback Debriefs
Will this affect your collaboration with other teachers in the future?	Open-Minded Feedback Collaboration Vertical Alignment	Professional Development

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*Teacher D's excerpts on the Collaborative Culture**Question**Excerpts*

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How did you respond to the feedback given during the cycles?

I think it was both I mean, I left her room and came back and did some stuff in my room, and I hadn't even debriefed with her. And then I think so I think things I saw, I walked straight back into my classroom, and I could use, and then the debrief was nice. Because I think sometimes, you're doing things, and you don't even realize, you know, it's nice to get positive affirmation that what you're doing is valuable and because sometimes I think in the middle of it it's what is that saying? It's hard to see the forest for the trees, and I think you know someone else should come in and see something or point something out that in my day to day teaching I'm not seeing that, so I felt like the feedback was very positive. I felt like the visit was very positive. So. I feel like because she came in and what? Well, actually, both times I think she came into my room, she watched a small group. And so, we just talked about what we were seeing, or you know what I was doing. That was similar to what she was doing, and I think there were a couple of things that she offered suggestions on. Well, one of them was like decodables. While I was in her room, she was having her students read the decodables all at the same time, and you just kind of listened in. And I think you know having not gotten a lot of training in the phonics, I think that was something It's like I had kind of stepped away from that a little bit, and it was kind of more of the round Robin reading, I guess, which is not really how that's supposed to be. So that was something I changed, which again was actually I had gone into her room. I took it back, I went in her room, and I watched it, and then I asked her about it when we did our debrief, and that was something I changed right away.

Will this affect your collaboration with other teachers in the future?

Hmm! I think I would probably be more open to going and watching. I mean, like I said, I've enjoyed doing that. But I mean, I just think, you know a lot of times even like for professional development when you go to another school, and you're sitting in a classroom, and you're looking around at things that they have in their classroom to help with, you know

that they use them on a daily basis. And you pick up ideas just walking into someone's classroom. So, I mean, I think to be able to sit and listen to someone interact with their kids. And you know, in the moment deal with a behavior issue or teach a lesson. I mean, I just think there's all kinds of things you can pick up, and you know it just gives you more not to be cliché, but more tools to put in your toolbox to use in your own classroom. From you know what you picked up from other people. You know, we tried to do that some years ago, and I definitely think there's a benefit to it. I don't know that I really know how to make that work, because I think we spent a day of professional development and kind of worked vertically. I think it would be a good thing. I just don't know if I really have an idea or suggestion on how to implement that.

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Mrs. Donna had feelings of motivation, confidence, positivity, eagerness, enjoyment, and open-mindedness. She felt open-minded watching her peer teach and observing her. It made her eager to implement new routines and strategies she watched in Mrs. Collins room. She had the same feelings when discussing professional development and seeing other teachers' classrooms. During these experiences, Mrs. Donna had been open-minded and motivated by seeing other teachers and learning from other teachers. Overall, Mrs. Donna had emotional codes of confidence, positivity, and enjoyment throughout this conversation. The peer coaching cycles allowed Mrs. Donna to feel confident and brought her enjoyment when she had a positive discussion with her peer coaching partner about feedback and practices.

**All teachers** were asked the same questions about feedback, the collaborative culture, and how this experience of peer coaching would affect them in the future. There were several deductive codes that were presented when studying participants responses about the collaborative culture. There were similarities among the participants on the topics that arose

when asking them to describe their experiences with feedback and future collaboration. The deductive codes shared among the participants are displayed in the chart below:

**Table 4.24**

*All Teachers- Effects on Collaborative Culture- Deductive Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Peer Coaching	3			
Support in Schools	4	1	1	
Collaboration	3	1	1	1
Culture	2			
Feedback	3	1	1	3
Trust	1	2		
Empowerment	1			
Observation	1		1	
Consistency	1			
Team	1	2	1	
Administration	1	1	1	
Time	1		4	
Experiences		2		
Confidence		1		
Vertical Alignment		2	2	1
Student Success		1	1	
Curriculum			1	

Coaching General	1	
Reflection	3	
Professional Development	1	1
Affirmation		1
Connections		1
Debriefs		2
Conversations		1
Open-Minded		1

---

As displayed in the table above, there were similarities among the topics participants discussed in relation to feedback and collaboration in their post-interview. All participants discussed the feedback they received while engaging in peer coaching cycles. Ms. Allan and Ms. Baker described how this feedback was easy to act upon and they were able to make changes and improve immediately. Mrs. Collins and Mrs. Donna described the feedback as confidence-building and very positive, allowing them to reflect on practices and have the most benefits from their discussion. All the participants described a desire to continue collaborating. This was described as collaboration about support students as they move throughout the school and collaboration for the purposes of vertical alignment to fully understand what the students need to be successful in the following year.

Three of the four participants shared the deductive codes of support, collaboration, administration, and vertical alignment. Ms. Allan, Ms. Baker, and Mrs. Collins all mentioned topics around support and how peer coaching was an extra level of support for them to improve their practice. This also connected into supporting students and being able to allow for more

success with their students. Ms. Allan, Ms. Baker, and Mrs. Collins mentioned administration within their post-interview. Ms. Allan and Ms. Baker mentioned the support of the peer coaching cycles did not feel the same as an observation and discussed how the feedback was positive and empowering compared to observation feedback. Mrs. Collins mentioned administration more as an understanding of how difficult it is to provide feedback without seeing the entire lesson or multiple observations of a teacher. Ms. Baker, Mrs. Collins, and Mrs. Donna all mentioned vertical alignment as a deductive topic. This is in relation to collaboration, which Ms. Allan had mentioned too. Ms. Allan teaches the last grade within West Lake Elementary School, while the other teachers do not. The other teachers mentioned vertical alignment as a progression to the next grade level.

The second round of coding was emotion coding to show the perspectives of teachers on feedback and the collaborative culture. The emotions were felt by participants individually or multiple participants. There were multiple connections among the participants on how these peer coaching cycles will affect the collaborative culture. The emotion codes revealed are displayed below:

**Table 4.25**

*All Teachers – Effects on Collaborative Culture- Emotions Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Empowered	x			x
Motivated	x			
Trust	x	x		
Confidence	x	X	x	x

Excitement	x				x
Supported	X	x	x		
Eager	X	x	x		X
Encouraged		X			
Understanding			x		
Kindness			X		
Reflective			X		x
Desire			x		
Exhausted			x		
Positivity					x
Open-Minded					x
Enjoyment					X

---

Several emotion codes emerged when analyzing participants perspectives and feelings on the deductive codes regarding their peer coaching cycles and the collaborative culture. All participants felt confident and eager in response to their peer coaching cycles. The confidence emotion appeared as participants were receiving feedback and collaboration with their peer in the debrief. They began to feel empowered as they were able to improve their practice, or the feedback was positive and built their confidence in their practices. The participants also felt eager to begin making improvements after meeting with their peer coach and eagerness to continue working and collaborating with other teachers in the future.

Three of the participants, Ms. Allan, Ms. Baker, and Mrs. Collins, felt supported. These feelings occurred as participants described how positive and understanding their peer coach had

been throughout the process. They also felt like they were given more feedback than they usually receive, and this feedback was easy to act upon. Ms. Allan and Ms. Baker, the first peer coaching team, had feelings of trust within their peer to provide feedback and confidence. Mrs. Collins and Mrs. Donna, the second peer coaching team, both had an emotion code for reflection. The feedback and collaboration allowed them to reflect on the practices they use each day to promote student learning.

### **Artifacts**

Artifacts were used for the triangulation process in the study. This is achieved by using multiple sources of data to establish trustworthiness and verify the data. The first artifact analyzed is a reflection that was completed within the week after debriefing with their peer coach. Reflection allows for the individual to describe feelings, action steps, and benefits for the participants. These are analyzed for emotion coding and compared over both cycles to understand the feelings of burnout. The second artifact used in this study is observation notes. These observation notes include what the participants observed with their peer coaching partner, the feedback they provided, and any notes they took during their debrief. Teachers used this as a guide to help them observe and provide feedback during the process (see Appendix I-L).

### **Reflections**

The codes revealed by the participants during both reflections are displayed in the figure below.

**Figure 4.7**

*Emotion Codes from All Participants Reflections*

Encouraged	Accountable
Positivity	Benefited
Nervousness	Comfortable
Empowered	Reflective

Confident Eager Open-Minded Important Heard Relaxed Safe	Aware Thoughtfulness Helpfulness Intentional Excited Thankful Enjoyment
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Each teacher completed a reflection after each peer coaching cycle. The results are displayed below. Each quote is the exact, full response the participants wrote as their answer on each reflection.

**Table 4.26**

*Teacher A's Reflections*

<i>Question</i>	<i>Cycle 1 Response</i>	<i>Cycle 2 Response</i>
Describe the peer coaching cycle and how this made you feel.	“The peer coaching cycle has been helpful in hearing feedback from someone who is currently in the classroom. The feedback that was given was mostly focused on the positive. It was very encouraging to hear what was seen going well in the classroom. The things given to improve were also given in a kind way and were strategies that were currently being used in their classroom.”	“Peer coaching has been a very positive experience. It has been nice to hear relevant feedback in a positive way.”
Share a moment that stands out to you as important in this peer coaching cycle.	“The moment that stands out to me is how I felt when I was being observed. I was still a little nervous because I want to do well, however, I was significantly less nervous than I would normally be	“While watching my peer teacher I was able to find thing that I would like to include in my lessons I was able to take away new techniques to use in my close reads.”

during an observation.”

Why was this important to you?

“This is important to me because I feel I was able to actually have someone see my full potential as teacher and get feedback that was relevant to my ability and not just based on a mistake I made because I was nervous.”

“This is important because it is an area that I have felt uncomfortable in and asked for coaching in several times. It was nice to be able to get feedback instead of being put on the backburner because I have experience.”

What does this moment suggest you might do next in your classroom? With your peer coaching colleague?

“During my time in my colleague’s room she used a graphic organizer that was crafted specifically for the standard she wanted to work on with her class. This is something that I would like to use in my classroom specifically during close reads in small groups and whole class.”

“I plan to take what I observed in my peers room and the feedback she gave and apply it to my next whole group close read. I would like to ideally focus on small group next.”

Do you feel like this peer coaching cycle was beneficial for you? What could make it more beneficial?

“I do feel like it was beneficial. I think it would be more beneficial if it was something that started in the beginning of the year and continued through the year with a specific goal in mind.”

“I do feel like it was beneficial because I was able to get feedback in areas that I felt uncomfortable with even if others did not feel like I need support in that area.”

Ms. Allan had several emotion codes present in both the first reflection and second reflection. The emotion codes that appeared in both reflections were positivity, eagerness, and empowered. The reflections mention feeling that both peer coaching cycles had been a positive experience for Ms. Allan. These cycles allowed Ms. Allan to find tools and strategies from her partner and implement them in her classroom and receive guidance during the feedback, creating

a feeling of eagerness to try to implement the new plans. The final emotion Ms. Allan felt in both cycles was empowered by the support and feedback received.

In the first cycle, Ms. Allan reflected feelings of encouragement, nervousness, and confidence. She mentioned feelings of encouragement as she received positive feedback. This helped turn her feelings of nervousness from observations into feelings of confidence in her teaching abilities. During her second cycle, she reflected feelings of being open-minded, important, and heard. She was open-minded as she reflected on strategies she saw in her peer's classroom and wanted to implement them in her own classroom. She felt important and heard as this was a topic she had asked for support on and had not received any before. This made her feel that her peer was listening to areas she wanted to improve in.

**Table 4.27**

*Teacher B's Reflections*

<i>Question</i>	<i>Cycle 1 Response</i>	<i>Cycle 2 Response</i>
Describe the peer coaching cycle and how this made you feel.	“Although I was slightly nervous at first to have a friend/colleague come and observe, I found myself feeling more relaxed and at ease in the moment knowing this was a different experience than a formal observation conducted by admin.”	“More comfortable and confident being observed and receiving feedback.”
Share a moment that stands out to you as important in this peer coaching cycle.	“Receiving feedback from my partner following their classroom observation.”	“Witnessing the alignment between grade-level standards, content, and protocols.”

Why was this important to you?	“It provided a safe and judgment-free opportunity to discuss teaching/student moves and allowed me to have input from a teacher that understands the challenges and concerns present in every room.”	“This has brought attention to the importance of teaching specific concepts as they will be further addressed the following year in reading.”
What does this moment suggest you might do next in your classroom? With your peer coaching colleague?	“In my classroom, continue to hold my students accountable and challenged within lessons. With my peer coaching colleague, continue to look for opportunities to provide suggestions and reinforce best teaching practices.”	“Using a scripted curriculum, it is easy to skip through parts of the lesson. Seeing this alignment, I will definitely be more aware of how parts of our lessons will build on the following years content.”
Do you feel like this peer coaching cycle was beneficial for you? What could make it more beneficial?	“This peer coaching cycle was extremely beneficial and helped eliminate the anxiety that often becomes present during observations.”	“Yes. Being in an open and judgment free environment has allowed me to ask questions and try new things out without the fear of being evaluated.”

Ms. Baker had several emotion codes throughout her reflection that show her perspective of the peer coaching cycles and their benefits. During the first reflection, she had emotion codes related to being nervous, relaxed, safe, open-minded, accountable, and benefited. She began by describing nerves that connected to being observed, but she moved into feeling relaxed as this peer was a friend and colleague. Ms. Baker describes this as a safe environment allowing her to be open-minded and able to implement the feedback she received during the cycle. She felt like she was able to work on accountability for her students and this benefited her by eliminating anxiety that comes with observations.

During the second cycle reflection, Ms. Baker describes feelings related to being comfortable, confident, reflective, aware, and feeling empowered. Ms. Baker described the observation as comfortable during the second cycle and felt more relaxed with her peer coach. She began to reflect on the feedback provided and practices she uses in her classroom. The feeling of awareness appeared when realizing what the students would be learning in the following year and she felt empowered knowing this information to be able to properly support and prepare her students.

**Table 4.28**

*Teacher C's Reflections*

<i>Question</i>	<i>Cycle 1 Response</i>	<i>Cycle 2 Response</i>
Describe the peer coaching cycle and how this made you feel.	“It helped me reflect on my teaching practices and if I was striving for best practice.”	“It was helpful to have a fresh set of eyes observe. The feedback was helpful.”
Share a moment that stands out to you as important in this peer coaching cycle.	“Seeing through someone else’s eyes.”	“Ask questions to my peer to hear her reasoning.”
Why was this important to you?	“It helps me put my teaching in perspective.”	“It helped me reflect on how 1st grade foundation is important for future success.”
What does this moment suggest you might do next in your classroom? With your	“Plan more thoughtfully.”	“Plan with intention, not only my grade standard but how it prepared them for future success.”

peer coaching  
colleague?

Do you feel like this  
peer coaching cycle  
was beneficial for  
you? What could  
make it more  
beneficial?

“Yes. It is really helpful to see  
how others do it.”

“It was helpful, but I don’t feel it  
could be sustainable long term.”

Mrs. Collins had very similar emotion codes peer coaching cycle reflections. Both reflections included codes of helpfulness and reflectiveness. The only difference is in cycle one reflection, Mrs. Collins describes feeling thoughtful in her planning, while in the second cycle reflection she mentioned planning with intention. Mrs. Collins felt the feeling of helpfulness when describing the feeling of seeing her classroom through the eyes of her peer coach. This feeling also caused Mrs. Collins to feel reflective of her practices and routines in her classroom. This led to her focusing on planning in both cycles, either with thoughtfulness or intentionality.

**Table 4.29**

*Teacher D’s Reflections*

<i>Question</i>	<i>Cycle 1 Response</i>	<i>Cycle 2 Response</i>
Describe the peer coaching cycle and how this made you feel.	“I was a little nervous because my peer has taught skills longer, but I know that I will learn a great deal from her.”	“It was refreshing to hear positive feedback.”
Share a moment that stands out to you as	“It was beneficial to hear positive feedback.”	“Rubric on students’ paper-encouragement to get most points.”

important in this peer coaching cycle.

Why was this important to you?

“Teachers can be hard on themselves.”

“Kids could take ownership on their work and effort.”

What does this moment suggest you might do next in your classroom? With your peer coaching colleague?

“I have already tried some of the activities I saw in her classroom.”

“I know she used that for determining student mastery but success criteria. Thankfully we have the ability to stay in contact.”

Do you feel like this peer coaching cycle was beneficial for you? What could make it more beneficial?

“Yes. I don’t know what would make it more beneficial.”

“Yes, I enjoyed being able to talk through videos and get suggestions about my classroom.”

Mrs. Donna had emotion codes for feeling nervous, excited, positivity, eagerness, encouragement, thankfulness and enjoyment. The similarity between the two cycles was the emotion code of positivity. Mrs. Donna states the positive feedback she received in both peer coaching cycles and how this is refreshing to hear. In the first peer coaching cycle, she first mentions feeling nervous due to the experience Mrs. Collins has with teaching primary grade. However, despite this she was excited and eager to learn, leading to her implementing practices she witnessed in her peer’s classroom.

In the second cycle, Mrs. Donna felt encouragement, thankfulness, and enjoyment. She felt encouraged by Mrs. Collins and saw the way the students were also encouraged and motivated. She also mentions a feeling of thankfulness for the access she has for working with

her peer in the future to gain advice or feedback from during following school year. Overall, Mrs. Donna mentions the enjoyment she felt participating in these peer coaching cycles with Mrs. Collins.

**Table 4.30**

*All Teachers – Reflection- Emotions Codes*

<i>Code</i>	<i>Ms. Allan</i>	<i>Ms. Baker</i>	<i>Mrs. Collins</i>	<i>Mrs. Donna</i>
Encouraged	x			X
Positivity	x	X		x
Nervousness	x	x		x
Empowered	x	X		
Confident	X	x		
Eager	x			x
Open-Minded	x			
Important	x			
Heard	X			
Relaxed		x		
Safe		x		
Accountable		x		
Benefited		x		
Comfortable		x		
Reflective		x	X	
Aware		x	x	
Thoughtfulness			x	

Helpfulness	x	
Intentional	X	
Excited		x
Thankful		X
Enjoyment		x

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As shown above, there were several emotion codes for all participants reflections over two peer coaching cycles. Overall, three participants shared the emotion codes for positivity and nervousness. The nervousness of all three teachers was mentioned at the beginning and moved into feelings of comfort and appreciation as this became a very positive experience for them. Two participants shared feelings of empowerment, encouragement, confidence, reflection, and awareness. These feelings arose after initial feelings of nervousness and excitement, once the coaching cycles began and the participants were able to experience feedback and collaboration.

### **Summary**

This qualitative action research study sought to understand how to empower burned out teachers. This was completed by studying why teachers felt burnout, how the implementation of peer coaching cycles impacted their burnout, and how these peer coaching cycles will impact the collaborative culture. When reflecting on the participants pre-interviews, findings show that not all teachers experience the same stages, levels, or pathways to burnout. For example, one teachers experience with personal unaccomplishment occurred when her students did not understand the lesson, while another participants experience personal unaccomplishment occurred due to negative feedback from an administrator. As teachers described their burnout, there were feelings of frustration, doubt, pressure, and exhaustion. When analyzing how peer

coaching cycles impacted their burnout in the post-interviews, the participants mostly described emotional exhaustion relating to this time of the school year and state testing. However, in regard to peer coaching cycles, the participants described feelings of empowerment, support, and confidence. Finally, the peer coaching cycle led to participants wanting to vertically plan to understand the vertical alignment between grade levels. This would improve the collaborative culture by building collaboration among different grade levels. The next chapter will explore the implications of the data.

## CHAPTER V: DISCUSSION AND CONCLUSIONS

### Introduction

This qualitative action research study was conducted during the 2024 Spring semester of the school year for a large school district in Tennessee. This study concentrated on empowering burned out teachers through peer coaching cycles. These were teachers who self-reported experiencing known effects of burnout. There were four teachers that volunteered their time to participate in the study. The time frame of the study was in between spring break and state testing for an elementary school and two of the participants had to prepare their students and administer the state assessments. During this time, schedules were affected for the entire school as administration worked to have enough classrooms, times, and teachers to administer the test. The preparation for the standardized state assessment added to the stress teachers were already feeling at this point in the school year. The researcher worked with the participants by making adjustments to the time frames due to last-minute schedule changes and other requirements due to testing.

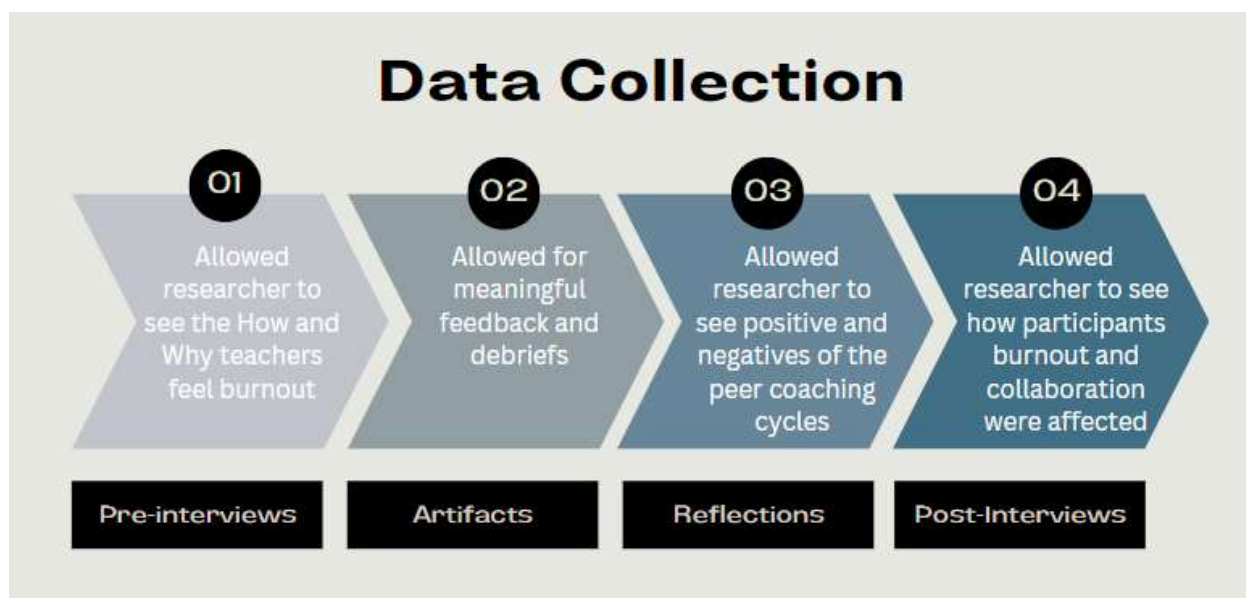
The researcher collected data from the participants throughout the study. The study began in March with a voluntary survey for participant selection. Following the survey, pre-interviews began to uncover why these participants were feeling burned out and specifically what stages of burnout the teachers felt during that time. During the end of March and beginning of April, participants engaged in two peer coaching cycles with another participant. This was a reciprocal peer coaching experience, where each participant in the PC team observed their partner and after observations, they debriefed and provided feedback. After each cycle, participants completed a short reflection to describe their experience in the peer coaching cycle, how it impacted their

practice, and ways to improve the experience for future cycles. This was asked to be completed within the week of their debrief to allow time to implement feedback and see if the peer coaching impacted their teaching. The final step of the study was post-interviews that were conducted towards the end of April.

### Summary of Results

All the participants in the action research study engaged with the study's data collection. From the point of view of the researcher, participants were open and honest in responses and participated fully throughout the study. This allowed for meaningful data that was collected in four ways as shown below.

*Figure 5.1: Data Types*



Participants were honest and open during both the pre-interview and post-interview, as well as committed to fully engaging in the peer coaching cycles. They each chose a skill or content area with their peer coach to focus on for their cycles and they focused on providing

positive, meaningful feedback that grew their confidence and empowered their fellow participants. Each step of the study was built to answer the researchers three research questions:

1. How and why do these specific teachers experience burnout?
2. What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?
3. How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture?

The pre-interview questions were created to answer the first research question pertaining to how and why participants experienced burnout. The pre-interview explored participants' knowledge and experience participating in coaching cycles, specifically peer coaching cycles. This interview allowed the researcher to gain a better understanding of participants' current experience, expectations, and engagement with collaborating with other educators. This information allowed the researcher to meet the needs of participants engaging in peer coaching cycles by starting with the participants' understanding of peer coaching cycles. Therefore, the researcher set expectations of choosing a content area to focus on for the peer coaching cycle and an observation/debrief form. The use of the observation and debrief form allowed participants to create notes of what they specifically witnessed and notes for feedback and questions. This allowed for a more seamless debrief that could focus on positive feedback, along with coaching feedback. This created more information for the participants to discuss in the post-interview when they discussed how peer coaching cycles affected their burnout and future collaboration. The tables below show each research question aligned to what answers the researcher found

within the study based on participant responses that were coded using deductive and emotion codes.

***Table 5.1: Research Question 1 Summary***

<b>Research Question 1: How and why do these specific teachers experience burnout?</b>
<p>Summary:</p> <ul style="list-style-type: none"> <li>● The participants felt each stage of burnout throughout their careers; sometimes all three stages and other times only one stage.</li> <li>● The participants felt burnout based on the culture of the building, specifically administration's expectations, lack of socialization, and struggles with collaboration.</li> <li>● The participants also discussed expectations and feedback as a source of burnout, as the lack of consistent feedback led to feelings of unaccomplishment and struggles with confidence.</li> <li>● The participants described challenges with students leading to unaccomplishment and struggles with confidence as well.</li> </ul>

***Table 5.2: Research Question 2 Summary***

<b>Research Question 2: What are the perspectives of teachers regarding how peer coaching impacted their burnout and how do these experiences change with additional cycles?</b>
<p>Summary: Burnout</p> <ul style="list-style-type: none"> <li>● The participants described their burnout relating to testing, stress, exhaustion, time issues, and schedule changes at this time, due to standardized state testing.</li> <li>● The two participants in tested grade-levels described their burnout specifically relating to the testing culture causing pressure, stress, and exhaustion.</li> <li>● The two participants in primary grades described their burnout due to schedule changes, along with expectations causing them to feel unaccomplishment.</li> </ul> <p>Summary: Additional Cycles</p> <ul style="list-style-type: none"> <li>● The participants felt empowered and supported throughout the peer coaching cycles, allowing the participants to grow their confidence.</li> <li>● The participants felt they had more vertical collaboration and more opportunities for feedback.</li> </ul>

- The participants mentioned struggles of time with two peer coaching cycles as participants did not know their peers' routine and practices in places and were not able to observe for longer time periods.

*Table 5.3: Research Question 3 Summary*

<b>Research Question 3: How do the experiences of teachers engaging in peer coaching cycles affect the collaborative culture?</b>
<p>Summary:</p> <ul style="list-style-type: none"> <li>• The participants felt they had a team outside of their grade-level that provided feedback and support.</li> <li>• The participants described goals of collaboration to improve vertical alignment and learn more about curriculums.</li> <li>• The participants wanted this collaboration as professional development, as they had concerns with time.</li> </ul>

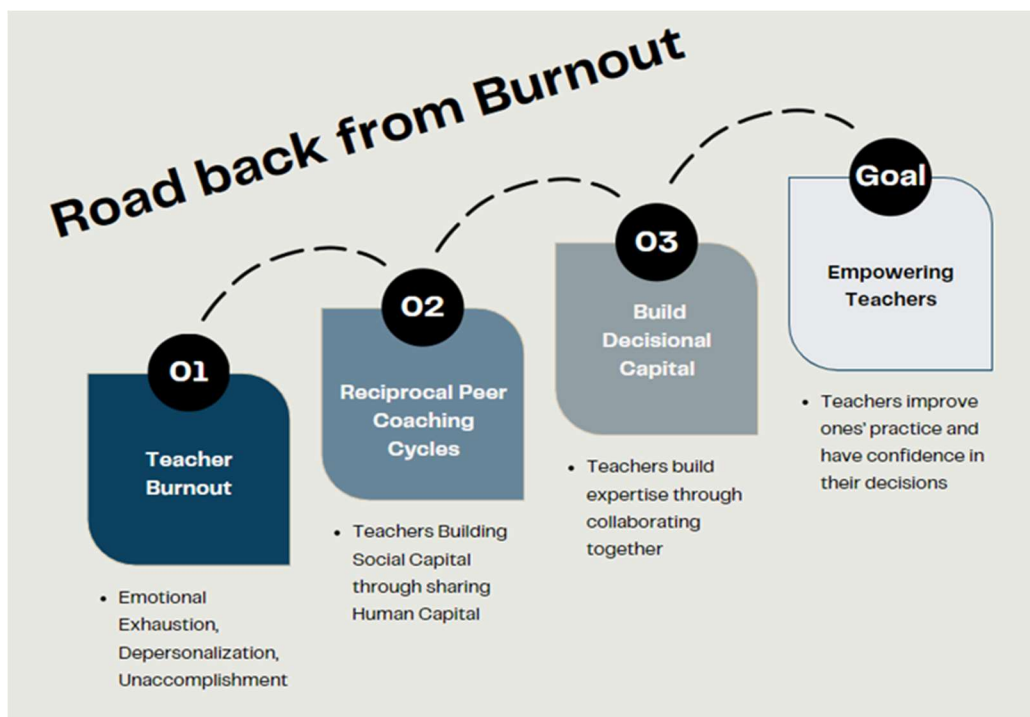
## **Discussion of Findings**

Throughout the course of the data selection, the main concern was that of time. When participants discussed their relationship with burnout and describing their overwhelming expectations and workload, participants mentioned there is not enough time in the day. When describing the peer coaching cycles, participants mentioned time as the main hardship. The peer coaching cycles were not built into the schedules, so the researcher had to cover classrooms and teachers had to use planning time. While participants described their goals for future collaboration and vertical planning, they mentioned time as their only concern and required professional development filling their schedules. An example of this concern was a participant stating in the final reflection she was not sure these cycles are sustainable long term due to timing concerns with the schedule not built to support these times.

Despite the burnout these teachers reported feeling, they were motivated to participate in peer coaching cycles. However, this was due to my participation in creating schedules and supporting these times. My regular planning, library check-out time, and extra planning I received once a week was used to help support these teachers in participating in peer coaching cycles. I was able to create the schedule for teachers and cover their classes while they observed their peer coach. As I was familiar with the school and curriculum, this did not cause any extra planning for these participants to leave their classrooms. Some participants chose to witness a lesson that was during their planning as well. The only extra time the participants gave for this study was a debrief between the teams and completing the reflection questions.

Before discussing the positive findings, figure 5.1 revisits the theoretical framework.

**Figure 5.2: Revisit Conceptual Framework**



The goal of this action research study was to empower burned out teachers and build their decisional capital through the peer coaching cycles. This would build teachers' confidence in their decisions and within their classrooms. Throughout coding the data collection for emotions, participants brought up feelings of empowerment and confidence. These emotion codes arose during research question two and three when participants were questioned about their peer coaching experience and future collaboration goals.

The research sought to answer three questions regarding how and why teachers feel burnout, how peer coaching cycles affected their burnout and how their experience changed with additional cycles, and how these cycles would affect their future collaboration.

### ***Burnout Experiences for Participants***

Ms. Allan and Ms. Baker had similar experiences regarding their experience with burnout and their reasons behind feeling different stages of burnout. Ms. Allan described feedback and expectations from administration along with lack of support as the main factors causing her burnout. Ms. Allan states, “I feel like there are some very high, unachievable expectations and while sometimes there is help in reaching those expectations, a lot of times we're just asked to do it and then kind of released on our own. And it's very hard to meet an expectation, you don't have guidance for.” Ms. Allan later goes on to explain she has asked for support from her administration and instructional coach, and she has been told she is doing a great job. However, during observations, she is given these high expectations, and she has not met them.

Ms. Baker described the culture from administration leading to her feelings of unaccomplishment when falling into burnout. Ms. Baker connected to these reasons when stating, “I felt like my observations, they weren't necessarily terrible, but it was like every time I

was observed. There was something nit-picky in there that I felt like shouldn't have been emphasized.” During this interview, Ms. Baker explains questioning why she became a teacher because she felt like she could not find any success in the profession. Along with these participants having similar experiences falling into burnout, they both described these expectations from administration during their post-interview in relation to state testing. At this point, these two participants described the immense stress they were under to provide adequate test scores.

Mrs. Collins and Mrs. Donna differ from our first two participants, as they are in primary grade-levels that do not participate in state testing. Mrs. Collins described it accompanying the profession in general. She described observations, unaccomplishment, new curricula, and emotional exhaustion as part of the profession. She states, “It's exhausting. It's emotionally exhausting. It goes with the job. I just can't think of very many jobs where your self-esteem is wrapped up in a bunch of success of a 7-year-old. I mean, you know, what other job do people go home at the end of the day and say, oh, I utterly failed today in my job. How many jobs really do that? Especially those days where you feel so confident going in. Oh, man, yes, you're so prepped, and you have utter failure.” This was described after describing working through a new curriculum. She continues to mention the failure of an observation and questioning why she is here. However, she was the only participant to describe this as part of the profession.

Mrs. Donna described a never-ending list as a factor in the burnout she feels currently. She was mostly describing emotional exhaustion as she stated, “Personally, I'm a list maker, and I like getting to a point where I can say, okay, I'm done. And I do think that sometimes with the education, I don't think you're ever done. You never get to a point where you can actually go,

well, I'm done.” She continues describing difficult classroom situations she has encountered each year leading to a point where she feels like she is adding more to her list. Mrs. Donna is a unique participant as she was recently moved to primary grades, but she spent the majority of her career in a tested grade level. She connected to Ms. Allan and Ms. Baker as she stated, “I think a lot of it had to do with the testing. I think the pressure for the testing. I had gotten to where there was towards the end, I just every day left, feeling like a failure.” She connected this to the comparison of scores and pressure from administrators.

Overall, participants mentioned observations, administration, expectations, and workload as a reason contributing to their burnout. This connected to how Nagy and Takacs (2017) described burnout as a result from an imbalance in work stressors and work resources. The stressors for two participants were administration and testing, one participant had personal unaccomplishment working through a new curriculum, and the last participant had the stress from a large workload and difficulties with students. Phillips (2021) described the stress placed on teachers by management can be a cause for burnout. This is evident in teachers’ responses to the stress they are feeling as the factor leading to their burnout.

### *Peer Coaching Cycles*

The participants were asked about additional peer coaching cycles affecting their burnout, but also how the additional cycle added to their experience. Ms. Allan described a culture of empowerment, confidence, and support she felt with her peer coach. She mentioned that her initial doubts were no longer of concern, and she felt the feedback gave her support without defeating her. She stated,

“I feel like because there was a second chance, not a second chance because it's the wrong word, but it was nice, because the first time she got to see, it was almost like

setting a baseline. Then, second time, there was like, okay I noticed this the first time that was fixed. Now, what about this new thing there was? It wasn't like constantly harping on the same thing. As a person who's rather hard on themselves, I feel like only having her in there one time would have made me question like what she saw. Was it good enough? Did it show? Do I like how I am as a teacher well enough? And having her multiple times kept that anxiety away. But it also gave me a chance to prove, yes, that I got like that, and I can correct things. I almost think monthly would be great, just because we're always trying to perfect our practice and we learn new things all the time.”

This statement from Ms. Allan shows the impact peer coaching can have on teachers in a culture that has made them anxious. She felt more confidence and even mentioned further in the post-interview she would like to do this again in the future and she feels more comfortable having educators in her room watching her.

Ms. Baker also had nerves leading into her peer observation. She described a feeling of nerves because observations are formal from administration, and she was not completely comfortable with observations. However, she felt like having two cycles gave her feedback she needed to address any issues in her room and the time allowed her to become more confident with someone in her classroom. She later stated, “So, I feel like if we had just done it one time, it’s kind of like those walkthroughs we do sometimes with quarterly planning, like they're in there one time, they give you feedback, and then like it's never readdressed ever again. So just having that follow up really helped a lot. I think, for me personally, having started earlier in the year would have been helpful. just because these cycles were only 2 weeks apart.” Despite the limitations with time, this participant described the confidence built, feedback received, and the ability to see her students through a different lens.

Mrs. Collins described the viewpoint of needing more time to truly understand the curriculum and practices. This participant has been teaching longer and experienced more

personal unaccomplishment than the other stages in burnout. Her goal was to understand the practices, routines, and curriculum more to help her students in future grade levels. She described an appreciation for seeing another classroom and seeing how the curriculum was implemented. However, she stated, “I think, like I said, you need to be in there more than once, you probably need to be in there more than twice for anything to really want to understand how something is run. I think you need to see it consistently. I'm glad we were able to go twice. But if it was like, I really wanted to understand the second-grade curriculum and the teaching practices that went on there, I would have to go more.” This information will lead into the theory model in the recommendations for future research.

Finally, Mrs. Donna was open-minded and appreciative of seeing another classroom. Mrs. Donna was also more focused on the curriculum because she is newer to lower grades. She felt more emotional exhaustion and personal unaccomplishment in her burnout stages. She described frustrations and appreciation with the peer coaching cycles as she stated, “ I didn't get to see what I was hoping to see when I went in there for math, I still walked away with good ideas, but I was a little disappointed, but that that's just that happened to be the lesson she was on that day, and the time that I walked into her classroom. I was glad, because I think the first one I was a lot more nervous about, and I think the second having the second one, so going through it the first time, and then it was a little easier to do it the second time, so I liked having the two cycles.” She is the third participant to mention the nerves she felt for the first cycle compared to the second cycle. She later mentions how she would like to observe her peer more because she learned more about classroom management and student practices.

These outcomes from peer coaching shows how powerful collective self-efficacy can be for educators. Donohoo, Hattie, and Eells (YEAR) describe collective self-efficacy as, “when a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective” (p.41). As soon through the peer coaching cycles, groups are more effective in producing intended results and overcoming challenges they were feeling in their burnout. Research also shows that success and support improve teacher outcomes (Adams & Forsyth, 2006), as demonstrated in this study.

### ***Future Collaboration***

All participants mentioned goals and a desire to collaborate in the future. Ms. Allan mentioned feelings of empowerment and confidence when describing a way to collaborate with other educators. She describes her collaboration goals as aligning to peer observations when she stated, “I feel like it, it makes me want to share what I'm doing my room more with other people, the strategy that I'm using, but also it that like makes me not so nervous to like to invite them in. If they have free time, and they want to come down like that's not so scary and vice versa, like, I want to go see what they're doing.” She later mentions that she would prefer this throughout the entire year and a system in place for a peer coach would be beneficial to help support feedback given from administrators.

Ms. Baker described her collaboration desires as focusing on vertical alignment. She had a moment in her peer coaching where she realized the importance of a lesson for future grade-levels. She had referred to how she cut a lesson each year because she did feel she needed it in fourth grade, but she saw the benefit of it in fifth grade as she observed her peer coach. Ms.

Baker mentioned planning for vertical alignment would help her provide a better end goal for her students.

Mrs. Collins has a strong desire for vertical alignment too. However, she had several time concerns, and this is her biggest factor in regards to collaboration. She stated, “I would love to try to do something like that. And I know a kindergarten teacher talked about coming and talking with us about kinder to first grade stuff, and all of that is excellent. It's just finding time and time is always an issue.” She mentioned she would love to collaborate with the grade above her and below her if the time was provided. This participant was the only one to mention her concerns with sustaining peer coaching cycles long term due to timing constraints.

Lastly, Mrs. Donna is very open-minded and wants to continue working with other teachers. In her post-interview, she describes how simply watching Mrs. Collins made her implement new strategies in her classroom. She was making changes and trying new routines before debriefing with Mrs. Collins because she wanted to learn. Mrs. Donna mentions how she looks around classrooms and tries to take away a new tool for her toolbox every time she walks into someone else’s classroom. Mrs. Donna wants to continue working with other educators, but she did not have any suggestions for her to build or implement this idea.

### **Codes to Theory**

As mentioned in chapter three, this data collection would follow the codes to theory model after completing inductive analysis. This followed Saldana (2013) Codes to Theory model where the researcher coded the data multiple times to create categories, then themes, and finally created a theory. The categories that emerged into themes from the three research questions are shown below in the table.

*Table 5.4 Categories to Themes*

	Research Question 1	Research Question 2	Research Question 3
Categories	Emotional Exhaustion Unaccomplishment Observations Feedback Pressure Frustration Doubt	Part 1: Pressure Testing Burnout Stages Culture Overwhelmed Doubt  Part 2: Feedback Time Expectations Observations Safety Motivated Confidence Trust Appreciation	Supported Collaboration Feedback Teams Administration Vertical Alignment Confidence Eagerness
Themes	Feedback, observations, and pressure have led to burnout.  Burnout has created feelings of frustration and doubt.	The testing culture and pressure has led to continued feelings of burnout. This has caused feelings of being overwhelmed and doubtful.  The peer coaching cycles provided participants with feedback, safety, motivation, confidence, trust and appreciation. This allowed	The peer coaching cycles created collaboration and feelings of teaming, confidence, and eagerness.  Future collaboration goals are feedback, support for administration, and vertical alignment.

		<p>participants to experience observations where they can see expectations in place.</p> <p>Peer coaching had time concerns and took time away from other professional responsibilities.</p>	
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The categories were created from similarities among all participants coding. While participants had specific reasons for burnout and outcomes from feeling burnout, these were common codes among three or more participants. These categories led into emerging themes as shown above. These themes lead into recommendations for future research below and a theory following this information to empower teachers in preventing burnout or supporting teachers experiencing burnout.

## **Implications of Practice**

### ***Participant Concerns***

The biggest concern from participants was the timing allowed for this type of collaboration and support. Participants mentioned using this as professional development or building this into the schedule. Three of the four participants mentioned the desire to participate in a peer coaching or peer planning cycle once a month to gain more knowledge and support. Time needs to be built into the schedule and allow for teachers to collaborate with educators outside of their schedule.

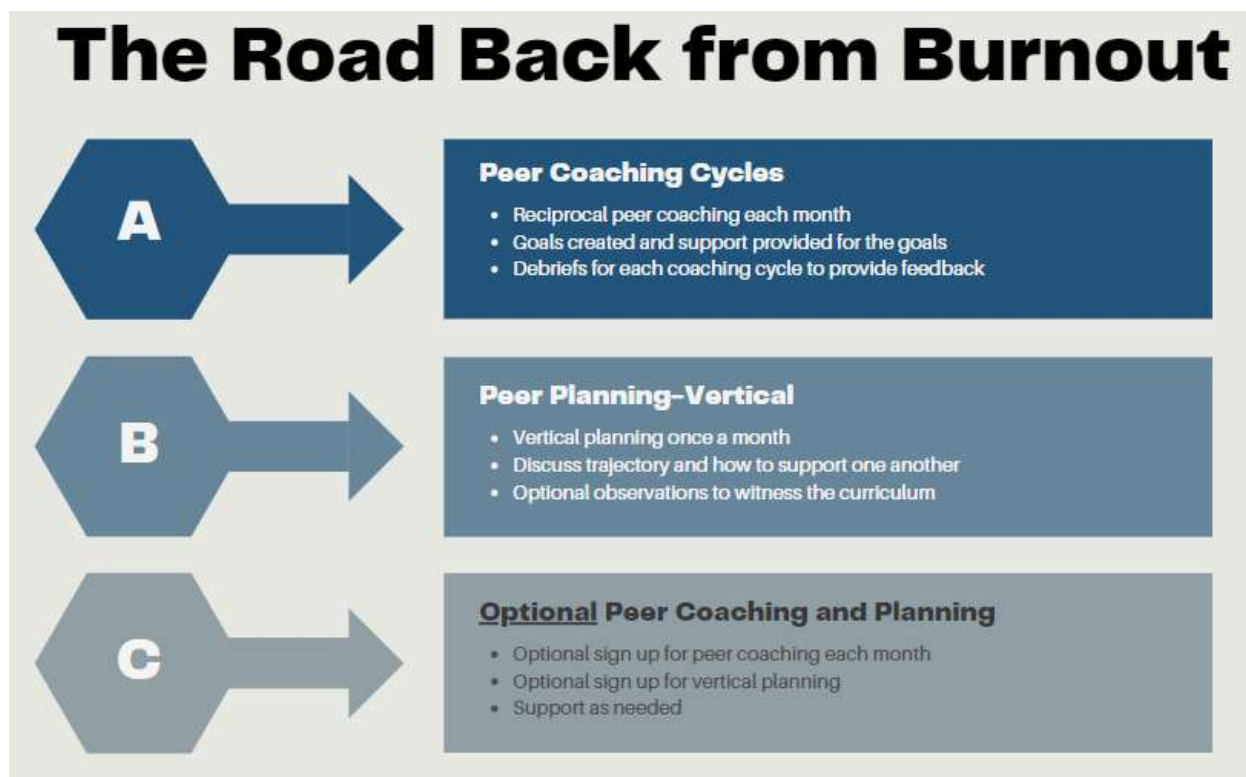
Another concern was levels of support compared to the expectations in place. Two participants are within their first five years of teaching, and they mentioned never receiving true support from their academic coach. They had never participated in a coaching cycle, and they were both eager for more support and feedback. However, there are only two administrators and one instructional coach to provide support and they have several teacher observations and walkthroughs to complete. It is difficult for them to provide more support outside of those required visits.

The final concern from participants was the culture that provided stress and pressure. This culture was mentioned by three of the four participants, and they described feedback from administrators that made them feel like they were failing and created feelings of unaccomplishment. All participants discussed questioning their choice in becoming a teacher after observations, leading to the stressful environment they are working in. These three concerns lead into the recommendation for the road to empowering teachers below.

### ***The Road to Empowering Burned Out Teachers***

To further organize the results of the data, the figure below will be developed to show the recommendation for supporting teachers experiencing stages of burnout.

Figure 5.3:



Based on the four participants, each of whom self-reported experiencing burnout, these recommendations should be put in place. The first option for combatting burnout is option A, focusing on peer coaching cycles. This idea came from a participant in their fourth-year teaching that felt they did not have any support after the new teacher program. This participant mentioned in the post-interview this would have helped prevent her from experiencing burnout. All participants mentioned they felt more support through peer coaching cycles and the feedback built their confidence as educators. The younger participants specifically felt more supported and wanted feedback, so they could grow in areas administration was pushing. This is supported by Yee (2016), who mentioned peer coaching is more impactful because it allows participants to improve their classroom performance quickly in a space where learning is safe. The two older

participants were more focused on the curriculum alignment in their peer coaching cycles to fight personal unaccomplishment. Overall, each participant wanted feedback to grow, and the feedback was based on trust from someone who is of a similar experience. Fullan (2001) described learning from other teachers improves practice because the exchanges are purposeful and based on evidence. Thus, the peer coaching cycles are completed by someone else currently in the classroom.

This leads into the second option being option B focusing on peer planning for vertical alignment. Vertical alignment was constantly mentioned by the two older participants, along with diving into the curriculum to see the trajectory. The observations could be optional to witness the curriculum with students. Instead of peer coaching cycles, this would focus on the curriculum and building confidence in teaching the curriculum and preparing the students for the following grade. Muhammad (2017) describes teachers in their first three years as “tweeners” and these teachers are very impressionable. If these teachers have been supported and had systems in place to prevent burnout, this would be the next step to grow their curriculum and standard knowledge to better support their students and accomplishments. This type of growth allows teachers to build their social capital, as they are allowing their peers access to their own human capital or knowledge they have on the curriculum and standards (Hargreaves & Fullan, 2013). Thus, these teachers working together are helping to build one another’s decisional capital and confidence in the curriculum.

The final option is C and this is an optional participation in peer coaching cycles and vertical planning on an as-needed basis. These teachers would have the opportunity to participate in peer coaching cycles and vertical planning. At this point, they would have multiple levels of

support and built a collaborative culture among their teachers. Mrs. Collins, who has been teaching for several years, was most concerned with time. Yee (2016) described time conflicts in peer coaching as a source of stress. Therefore, this would allow teachers who have been in education for several years to protect their time and gain support as needed. This support could be for any stage of burnout these teachers have fallen into or if they want to collaborate and grow more with other educators.

### **Future Research**

The future research needed would be implementing the recommendations. Currently, new teachers are getting support from new teacher programs and mentor programs. During the research, it was found there was not much support after this program. Future research would begin with two participants in their third, fourth, or fifth year to implement the reciprocal peer coaching cycles once a month. Along with two teachers in their sixth, seventh, or eight years to complete vertical planning once a month to offer support and feedback more focused on curriculum. Lastly, two participants with nine or more years of experience to choose between peer coaching and vertical planning each month. This would allow the researcher to see if these different options support the teachers more specifically for their years of experience.

The next round of future research would compare test teachers versus non-tested teachers to see what type of support they need and correct any limitations for the recommended research. Ms. Allan and Ms. Baker spoke several times on the stress and pressure of state testing. Mrs. Donna also mentioned how her burnout was worse when she was in a tested grade level, so there needs to be more research to determine if third through fifth grade teachers needs different support than kindergarten through second grade teachers in their peer coaching cycles and

vertical planning. This is also supported by Mrs. Collins, not mentioning any concerns about state testing other than schedule changes as she has not taught a tested grade-level. This can bring more awareness to the school as a system, so that all teachers can understand the implications the testing environment creates for teachers.

The final round for future research would focus on bringing in instructional coaches and administration. Instructional coaches and administrators are beginning to discuss issues of burnout affecting them, as well as the teachers (DeMatthews, Carrola, Reyes, & Knight, 2021). Administrators and instructional coaches affect the teachers, students, and culture of the school as much as teachers. These educators outside of the classroom also need support to empower them to come back from burnout, so a study focusing on peer coaching support for these educators is the final future research recommendation.

### **Limitations with Study**

The time of year for the study had limitations. To begin, the study began later than originally attended, so the second cycle had schedule conflicts. Participants in the tested grade levels were focused on last-minute review and preparations for the standardized test and this was not their typical instruction. The participants in lower grade-levels were moving their schedules to accommodate the upper grades who needed time for testing. The participants did not have much time to implement the feedback and reflect on the benefits of their peer coaching cycle. The timing felt rushed by the researcher and beginning cycles earlier in the school year would have been more beneficial to the participants with this experience.

The research site is a smaller school, where all teachers have the same administrators and instructional coach. Four participants allowed for only two peer coaching teams. More teachers

at a different research site would have allowed for a different culture to experience peer coaching cycles. This would have allowed for more perspectives and experiences to see the impact on teachers who have different factors for falling into burnout.

### **Conclusion**

This study started with the goal of understanding how and why teachers felt burnout with a desire to help support the teachers experiencing this. In seeking to understand the reasons for burnout and how peer coaching cycles could support teachers, the researcher discovered the desire teachers felt for support and a positive learning environment. Every school has observation requirements, new curricula, expectations, schedule conflicts, and testing environments. However, teachers' ability to support each other through peer coaching cycles, build their confidence and allow them to feel empowered cannot be underestimated. The building of confidence and empowerment allowed teachers to build their decisional capital and help begin the road back from burnout.

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## Appendices

### Appendix A

#### Voluntary Survey and Criteria



#### Volunteer Form

This form is used for research I will be conducting on how peer coaching cycles impact teacher burnout. Teacher burnout comes in a variety of forms and does not mean you are feeling negative all the time. Teachers burnout typically follows three stages of emotional exhaustion, depersonalization, and unaccomplishment.

This research would be conducted during the school year. It would consist of a two-three month period. Would this interest you?

- Yes
- No
- Maybe

Have you experienced any part of burnout before?

Yes

No

Maybe. I am not sure.

---

What stages of burnout have you experienced? Select all that apply.

Emotional Exhaustion

Depersonalization

Unaccomplishment

---

Would you be willing to participate in two peer coaching cycles? This would consist of <sup>\*</sup> observing another teacher and providing helpful feedback. The teacher would also do the same for you!

Yes

No

Maybe

#### Criteria

The criteria to be considered and accepted in the study is below. The teachers cannot be first year teachers, they must have at least one year of experience.

Question	Answer
This research would be conducted during the school year. It would consist of a two-three month period. Would this interest you?	Yes, Maybe
Have you experienced any part of burnout before?	Yes, Maybe
What stages of burnout have you experienced? Select all that apply.	Emotional Exhaustion, Depersonalization, and/or Unaccomplishment
Would you be willing to participate in two peer coaching cycles? This would consist of observing another teacher and providing helpful feedback. The teacher would also do the same for you!	Yes, Maybe

## Appendix B

### Pre-Interview

1. Describe your teaching career, specifically within the past two years.
2. During the career you described, have you experienced any part of the burnout process?  
If so, what part?
  - a. Follow-Up with: Did you feel all stages of burnout or specifically one of them? (Remind them the stages are emotional exhaustion, depersonalization, unaccomplishment)
3. What factors contributed to your burnout?
4. How has this affected your confidence in teaching?
  - a. Specifically pushing for confidence in classroom choices and choices outside of the classroom.
5. How has your teaching career impacted you emotionally? Mentally?
6. What are the supports in place for teachers in your school experiencing the same struggles?
  - a. Specifically push for support from other teachers and then from administration
7. Are any of the supports specifically for teachers experiencing burnout?
  - a. If not, what supports would you like to see in place?

8. What are the challenges you have faced in your school?
  - a. Probe if any relate to support and collaboration
  
9. Previously we discussed support and challenges, how does this connect to the collaboration you have experienced in your school?
  - a. How does this collaboration impact your teaching experiences?
  - b. How do you respond to the collaboration and feedback received?
  
10. What has your experience been with coaching cycles?
  - a. Have you ever experienced peer coaching cycles? If yes, please describe this experience. If not, what do you think the benefits and negatives would be for this experience?
  
11. What are examples of collaboration happening in your school?
  
12. Is there anything else about burnout, support, and collaboration you want to share?

## Appendix C

### Post-Interview

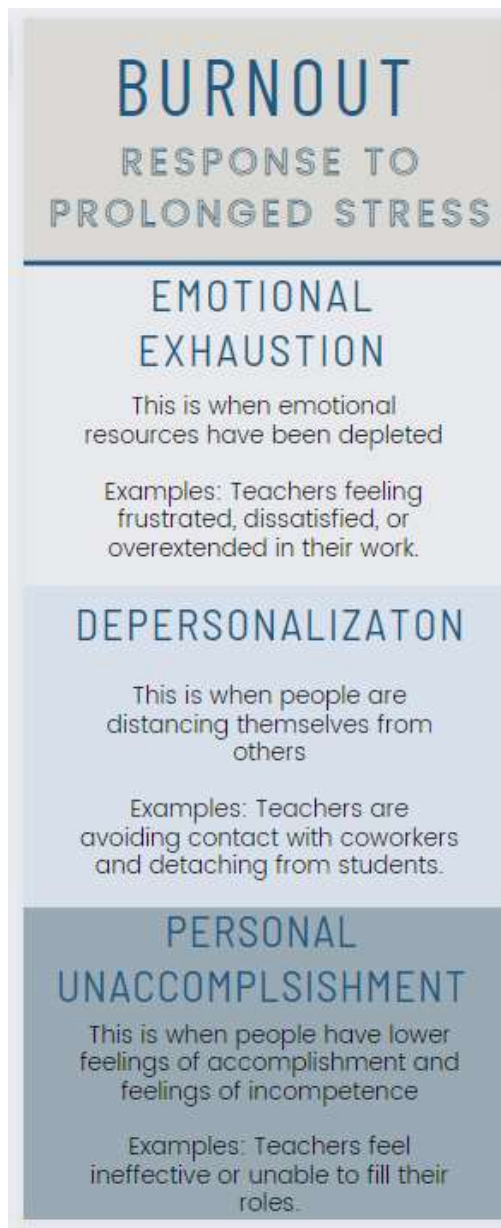
1. Describe your teaching experiences over the past four weeks.
2. During the time you describe, have you felt any part of the burnout process? If so, what part?
  - a. Follow-Up with: Did you feel all stages of burnout or specifically one of them? (Remind them the stages are emotional exhaustion, depersonalization, unaccomplishment)
3. What factors contributed to you feeling those burnout stages?
5. What are the supports in place for teachers in your school experiencing the same struggles?
  - a. Specifically push for support from other teachers and then from administration
6. Are any of the supports specifically for teachers experiencing burnout?
  - a. If not, what supports would you like to see in place?
7. Describe your experience with the peer coaching cycles.
8. What were the benefits and negatives of this experience for you?
9. Will this affect your collaboration with other teachers in the future?

- a. Follow-Up: (Pushing for collaboration outside grade level teams) How does this collaboration impact your teaching experiences?
10. How do you respond to the feedback given during the cycles?
- a. Were you able to act upon it? Did it impact your classroom practices?
11. How did having two cycles impact the experience?
- a. Do you feel that one cycle alone would have been equally effective or more cycles?
12. What role do you feel like peer coaching cycles could play in your school?
13. Do you feel like peer coaching cycles could offer teachers support? How so?
14. Is there anything else about burnout, support, and collaboration you want to share?

## Appendix D

### Infographic

This is the infographic for participants to look at if they do not know about the stages of burnout to fully answer interview questions.



**Appendix E****Observation/Debriefing Form**

This is the form the participants will complete as they are observing and debriefing with their peer for their coaching cycles.

Observation	Feedback
Discussion	

## Appendix F

### Reflection

This is the form both teachers in the PC team will complete after each cycle.

Reflection
<p>Describe the peer coaching cycle and how this made you feel.</p>
<p>Share a moment that stands out to you as important in this peer coaching cycle.</p>
<p>Why was this important to you?</p>
<p>What does this moment suggest you might do next in your classroom? With your peer coaching colleague?</p>
<p>Do you feel like this peer coaching cycle was beneficial for you? What could make it more beneficial?</p>
<p>Any other reflection notes:</p>

## Appendix G

### IRB Approval

IRB #: IRB-FY2024-139

Title: Empowering Burned Out Teachers through Peer Coaching Cycles

Creation Date: 1-9-2024

End Date:

Status: **Approved**

Principal Investigator: Rebecca Taylor

Review Board: MTSU Institutional Review Board

Sponsor:

#### Study History

Submission Type	Initial	Review Type	Expedited	Decision	<b>Approved</b>
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#### Key Study Contacts

Member	John Carter	Role	Co-Principal Investigator	Contact	lando.carter@mtsu.edu
Member	Rebecca Taylor	Role	Principal Investigator	Contact	rit4k@mtmail.mtsu.edu
Member	Rebecca Taylor	Role	Primary Contact	Contact	rit4k@mtmail.mtsu.edu

## Appendix H

### IRB Participant Informed Consent Letter



Office of Research Compliance  
2269 Middle Tennessee Blvd.  
Sam H. Ingram Bldg., Room 010A  
Murfreesboro, TN 37132  
(615) 898-2400 compliance@mtsu.edu

#### INFORMED CONSENT

Study Title: Empowering Burned Out Teachers through Peer Coaching Cycles  
Protocol Number: IRB-FY2024-139  
Approval Date: 03/21/24  
Principal Investigator: Rebecca Taylor  
Institution: Middle Tennessee State University

Name of participant: \_\_\_\_\_ Age: \_\_\_\_\_

You are being asked to participate in a research project. The following information is provided to inform you about the research project and your participation in it. Please read this form carefully. You will be given an opportunity to ask questions, and your questions will be answered. Also, you will be given a copy of this consent form.

Your participation in this research study is voluntary. You are free to withdraw from this study at any time with no penalty and no loss of benefits already earned. In the event new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision about whether or not to continue your participation.

#### 1. Purpose of the study:

The purpose of this study is to explore how elementary teachers who are experiencing burnout can participate in peer coaching cycles to help empower them, build professional capital, and mitigate their burnout. This study aims to gain the perspectives of teachers who are experiencing stages of burnout and how their experiences change or grow through the peer coaching cycles. Knight (2018) states that partnering and working with a coach is one of the most powerful ways to improve and grow. Teachers can use peer coaching cycles with the intention to improve one's teaching, accordingly, fighting through the burnout stages. Improving can occur through the purposeful exchanges from teacher to teacher to move debriefing into action steps (Cheng et al, 2017). As teachers are experiencing burnout, this study will determine how effective peer coaching cycles can be for improving professional capital.

2. Description of procedures to be followed and approximate duration of the study: The duration of the study is a two-month period. Each of the steps below will happen twice and I have shown the times below.

---

Observations Times: 30 Minutes

Debriefing: 30 Minutes

Reflecting: 15 Minutes

Steps	Timeline
Voluntary Survey	March 2024
Participant Selection	March 2024
First Interview	March 2024
Initial Meeting (Creating Goals/Focus)	March 2024, Third Week
Peer Coaching Cycle 1	March 2024, Third Week
Debrief and <a href="#">Reflect</a>	March 2024, Third Week
Implement Feedback	March 2024, Fourth Week
Peer Coaching Cycle 2	April 2024, First Week
Debrief and <a href="#">Reflect</a>	April 2024, First Week
Implement Feedback	April 2024, Second Week
Final Interview	April 2024, Second Week

3. Expected costs: No Cost

4. Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study: These risks are based on trust and vulnerability due to these teachers experiencing the burnout phenomena. Potential Risk and Discomforts for Participants:

- Sharing Trust and Vulnerability in Interviews
- Allowing another Peer into their classrooms
- Observing another Peer and providing purposeful feedback
- Collaborating with other teachers in the building

5. Compensation in case of study-related injury: N/A

6. Anticipated benefits from this study:

a) The potential benefits to science and humankind that may result from this study include: One implication of this study is the possibility of a new response and preventive strategy to teacher burnout.

b) The potential benefits to you from this study include: The goal of this research is to explore how elementary teachers who are experiencing burnout can participate in peer coaching cycles to help empower them, build professional capital, and reduce their burnout.

7. Alternative treatments available: N/A

8. Compensation for participation: No Compensation

9. Circumstances under which the Principal Investigator may withdraw you from study participation: Participants may be withdrawn from the study when they are not following the timeline or allowing participation in the peer coaching cycle.

10. What happens if you choose to withdraw from study participation: All information and data gathered on the participant will be deleted and not included in the study.

11. Contact Information: If you should have any questions about this research study or possible injury, please contact:

Principal Investigator: Rebecca Taylor

Contact Information: rlt4k@mtmail.mtsu.edu

Faculty Advisor: Lando Carter

Contact Information: Lando.Cater@mtsu.edu

For additional information about giving consent or your rights as a participant in this study, please contact the Middle Tennessee State University (MTSU) Office of Compliance at 615-494-8918 or via email at [irb\\_information@mtsu.edu](mailto:irb_information@mtsu.edu). (<http://www.mtsu.edu/irb>)

12. Confidentiality: All efforts, within reason, will be made to keep the personal information in your research record private, but total privacy cannot be promised. Your information may be shared with people at MTSU (such as the MTSU Institutional Review Board) or other agencies (such as the Federal Government Office for Human Research Protection) if you or someone else is in danger or if we are required to do so by law.

#### 13. STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY

I have read this informed consent document and the material contained in it has been explained to me. I understand each part of the document, my questions have been answered, and I freely and voluntarily choose to participate in this study.

Appendix I

Observation/Debrief Notes- Ms. Allan

Observation	Feedback			
<p><i>modeled</i> ↘</p> <ul style="list-style-type: none"> <li>• talking students through chart that was previously worked</li> <li>• working on entrance / interencing</li> </ul> <table border="1" data-bbox="376 630 862 735"> <tr> <td>problem</td> <td>reaction/solution</td> <td>Character analysis</td> </tr> </table> <ul style="list-style-type: none"> <li>• students filled in chart independently</li> <li>• reviews expectation for chart and explains to broaden writing</li> <li>• reading 3&amp;4 w/ elbow partner</li> <li>• <i>6min</i> - what is the goal of <i>goal &amp; need today?</i> learning target?             <ul style="list-style-type: none"> <li>- underline names places and dates</li> <li>- highlighting problems</li> <li>- teacher asking questions as they worked w/ partners</li> </ul> </li> <li>• prompting students back to task when their solution was off topic</li> <li>• students have character trait cards to help them identify different ones</li> </ul>	problem	reaction/solution	Character analysis	<ul style="list-style-type: none"> <li>• all students were engaged during carpet work and most during seat work</li> <li>• It was very easy to see that there is a great relationship between teacher and students</li> <li>• Was the first portion modeling or a whole class effort?             <ul style="list-style-type: none"> <li>* when they were filling in character traits should it have included more wait time or were they waiting on teacher?</li> </ul> </li> </ul>
problem	reaction/solution	Character analysis		
Discussion				
Empty space for discussion notes				

Data Analyzed/Standards/Lesson Created	Collaboration and Culture Notes
<ul style="list-style-type: none"> <li>• Close reading a passage</li> <li>• Specific turn and talk for intro</li> <li>• Students used sentence frames when responding to their Partner</li> <li>• Authors purpose focus?</li> <li>• Connecting ideas through the passage (and to other passages)</li> <li>• Stop and discuss why the information was important and included in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Students were willing to share out and participate in whole class conversation</li> <li>• Turn and talk expectations were clear</li> <li>• Teacher quickly checked in with groups who interrupting conversation</li> </ul>

## Other Take-Aways

Students were always sure of where to go and who to work with. They did not waste time finding a spot to work. I liked the way they were on the carpet for the whole class

conversation, but when it was time for partner work they went with someone from their table to work.

## Appendix J

## Observation/Debrief Notes- Ms. Baker

Observation	Feedback
<p>theme identifying text + making predictions</p> <ul style="list-style-type: none"> <li>• Unpacked CLT               <ul style="list-style-type: none"> <li>- notices, inter</li> <li>- connected to book</li> </ul> </li> <li>• Divided students into groups to complete note-cater               <ul style="list-style-type: none"> <li>↳ Gist for set of pages (odd #, save time)</li> <li>↳ students knew group expectations + didn't need prompting to begin</li> <li>↳ TA: actively monitored all groups + led read aloud group</li> <li>↳ Tebor's group discussing gist + connecting to text (evidence)</li> <li>↳ TA: Asked clarifying questions (who? why?)</li> </ul> </li> <li>• Set purpose for task               <ul style="list-style-type: none"> <li>- Would be referring back to CLT with evidence to identify the theme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All students were actively engaged in task + knew the teacher's expectations.</li> <li>• CLT was posted, unpacked, + connected back to task</li> <li>• student-teacher relationships present</li> <li>• <u>The message</u> <ul style="list-style-type: none"> <li>↳ 4th grade ▽</li> </ul> </li> <li>• Gist statements to hold students accountable + offered an opportunity to clarify misconnects without judgement.</li> </ul>
<b>Discussion</b>	
<p>Teacher v. student moves Accountability / high expectations Awareness of correlation between task + target (goal)</p>	

Data Analyzed/Standards/Lesson Created	Collaboration and Culture Notes
<p>CLT: I can closely read an informational text using my reading strategies.</p> <ul style="list-style-type: none"> <li>- Reading paragraphs 14-17 with partner</li> <li>- Checking in with students to have them read aloud.</li> <li>- Clarifying when/where to write gist</li> <li>- Keeping students on topic/task (conversation for later)</li> <li>- 2 factors that affect gravity?               <ul style="list-style-type: none"> <li>» pulling for text evidence</li> </ul> </li> <li>- Author's purpose for writing passage?</li> </ul>	<p>phone a friend</p> <ul style="list-style-type: none"> <li>» promotes collaboration + mutual respect</li> <li>- Lays out lessons for remainder of week &amp; explains connection</li> <li>- Why do we justify our thinking?</li> </ul>
<b>Other Take-Aways</b>	

Appendix K

Observation/Debrief Notes- Mrs. Collins

Observation	Feedback
<p>P's assessment <u>G2 C4</u></p> <p>* Self-check → complete sentence</p> <p>Snap trap</p>	<p>Do test themselves all at once??</p> <p>Self-reflect - meta cognition</p> <p>→ "once" - homophone visual remembers connect "one" ] from assessment</p> <p>2 jobs check work highlight APW</p> <p>⇒ Circle prob. areas</p>
<b>Discussion</b>	
<p>Where did Ss start @ beg. of year</p>	

Data Analyzed/Standards/Lesson Created	Collaboration and Culture Notes
<p>G2 C11</p> <p>- Understanding when to use -ew, ue, ai, ui  <small>-LONG U-, -oo</small>          Ss reason through the rule from their noticings.          *Subtle difference what is the difference          oo → ii</p> <p>ue } end of syllable          ew }</p> <hr/> <p>B1 C14</p> <p>open/closed syllables          open sort          e _ o _ e _ i _</p> <p>Ss could identify Decodable - set goal for reading.</p>	<p>How did you sort?</p> <p>→ leave table with a purpose</p> <p>→ routines in place</p> <p>→ resources organized</p>
<b>Other Take-Aways</b>	
<p>what is phonics booklet?</p> <p>Student engaged @ work stations</p>	

## Appendix L

## Observation/Debrief Notes- Mrs. Donna

Observation	Feedback
<p>5</p> <ul style="list-style-type: none"> <li>• magic e - write -</li> <li>• read decodable individually -</li> <li>• listen in</li> <li>• highlight HFW in book</li> <li>• using cards</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• start write HFW</li> <li>• erase - write again</li> <li>• erase when correct</li> <li>• copy - practice rhyme</li> <li>• practice words</li> </ul> <p>refer to rules of frequency</p> <ul style="list-style-type: none"> <li>• ask questions about book</li> <li>• vocabulary</li> </ul> <hr/> <p>Bring comp? to table - go over?</p>	<ul style="list-style-type: none"> <li>• Are you doing assessments?</li> <li>• What are your stations?</li> <li>• How do you copy in color? (decodable)</li> <li>• About how long is each group?</li> </ul>
<b>Discussion</b>	
<ul style="list-style-type: none"> <li>• Discussed Meaning Level's</li> <li>• Noticing &amp; wonderings</li> <li>•</li> </ul>	

Data Analyzed/Standards/Lesson Created	Collaboration and Culture Notes
<ul style="list-style-type: none"> <li>• launch on small paper - kids on carpet T read problems thinking of word in the story - outside as equations to tell story</li> <li>• <math>12 - ? = 9</math> - use any strategy</li> <li>• response on bottom</li> <li>• Spontaneous slide to name of strategy</li> </ul>	<ul style="list-style-type: none"> <li>• procedures in place               <ul style="list-style-type: none"> <li>• Carpet to Seat</li> </ul> </li> <li>• T-checks</li> <li>• go return to carpet</li> <li>• obvious high expectations</li> <li>• mathematicians check their work</li> </ul>
<b>Other Take-Aways</b>	
<ul style="list-style-type: none"> <li>• How important procedures are regardless of grade level</li> </ul>	

- Who had a plan at 10:30 pm at 10:30 for all the minutes. Spont
- extra 1/2 hours of doing my own two problems