

SUPPORTING TEACHERS THROUGH COACHING WITH EDWELL

By

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Capstone
Submitted to the Faculty of the
Peabody College of Education and Human Development of Vanderbilt University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION
in
Leadership and Learning in Organizations
April 2023
Nashville, Tennessee

Acknowledgements

Kimberly Erickson's Acknowledgement

To my dear husband, Jacob. Thank you for your love and support throughout this journey and for reminding me to find joy in each moment. Thank you to my parents, Dave and Kenna, for providing moral support from the West Coast. You laid a strong foundation for what one can accomplish with hard work and kindness.

To Keenan Kelley, thank you for being an incredible research partner and friend throughout this program. Thank you for these unforgettable years. You not only helped me to become a better researcher but a better person.

To Dr. Courtney Preston, thank you for your support throughout the capstone and our many life conversations. Finally, to the Vanderbilt LLO program, thank you for this opportunity to meet lifelong friends and to gain the skills necessary to lead with research and kindness.

Keenan Kelley's Acknowledgement

To my partner, Tremayne, thank you for encouraging this journey from the beginning, providing grace when needed, showing love always, and being my greatest cheerleader. Thank you to my parents, Ellen and Kevin. You have always modeled hard work, dedication, and above all care for others. I am inspired to keep leading and helping others in my work because of you. To my sisters, Sally and Ruth, thank you for encouraging me constantly and reminding me to enjoy the small moments. To my many other family and friends who offered encouraging words, cheers, or a listening ear, thank you.

To Kimberly Erickson, you truly are an inspiring, kind, funny, brilliant person. Thank you for pushing my thinking about work, school, life, and myself. Thank you for showing grace,

care, and keeping us on track. I am grateful for our time together and the years of friendship ahead!

To Dr. Courtney Preston, thank you for all of your encouragement, confidence, and support throughout the capstone process. To the Vanderbilt LLO program, thank you for challenging my thinking, expanding my perspectives, and invigorating my excitement for our collective work ahead as leaders.

Abstract

edwell was established in 2020 by former educators to improve educator wellbeing and increase teacher retention through wellness coaching (edwell, n.d.). The organization operates as a non-profit and partners with about 17 school districts across the United States (edwell, n.d.). edwell supports teachers and districts through various coaching services, including individual wellness coaching.

Our project aims to provide greater clarity for edwell's staff around the effectiveness of their coaching model. Two key components of edwell's individual wellness coaching program include edwell's Wellbeing Inventory and experiments. To better understand the effectiveness of the Wellbeing Inventory and experiments, we conducted a qualitative study through semi-structured interviews focused on understanding clients' and coaches' perspectives on the effectiveness of these components. Our project sought to answer the following questions:

1. How do coaches implement the edwell model in coaching sessions?
2. How do edwell's clients perceive the effectiveness of the edwell model in improving clients' wellbeing?
3. How do edwell's coaches perceive the effectiveness of the edwell model in improving their clients' wellbeing?

From our data analysis, we identified the following findings: (1) all coaches felt a sense of autonomy in implementing the edwell coaching model, including using edwell's tools and structures to assist in their coaching; (2) all clients found experiments to positively impact their wellbeing when the experiments were impactful and doable in their work settings; (3) overall, clients found the Wellbeing Inventory to increase self-awareness when used at the beginning of the coaching cycle; (4) most coaches found the Wellbeing Inventory to support clients'

wellbeing, but the Wellbeing Inventory usage by coaches varied; (5) some edwell coaches felt that edwell's leaders were responsive; (6) coaches of color perceive racial and ethnic representation as critical for edwell's mission; (7) all coaches felt aligned with edwell's mission; (8) the majority of coaches felt edwell's compensation is lacking.

Based on these findings and extant literature, we recommend the following (1) continue to prioritize coaches' autonomy in coaching sessions, scheduling, and tools; (2) provide an index of experiments to support coaches and clients in selecting experiments that are meaningful and doable in their work environments; (3) provide increased structure for coaches about how to effectively use the Wellbeing Inventory to impact clients' competency; (4) continue further analysis on how coaches perceive edwell's leaders and seek out opportunities to build relatedness between leaders and coaches; (5) complete further focus groups and interviews with clients and coaches who identify as people of color to understand their unique perspectives; and (6) complete further research and analysis to understand coaches' mission engagement levels and if feelings about compensation impact engagement levels.

Keywords: self-determination theory, teacher wellbeing, wellness coaching, K-12 teachers, program effectiveness, autonomy, competence, relatedness

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Organization Context

edwell is a nonprofit organization founded in September 2020 to “close the psychological safety gap in schools” (edwell, 2022, slide 5). The organization supports teachers’ wellness by explicitly coaching teachers on improving their wellbeing through edwell’s four key pillars: awareness, compassion, connection, and agency. Definitions of the pillars are provided in Figure 1.

Figure 1

edwell’s Pillars of Wellbeing

edwell’s Pillars of Wellbeing	
Pillar	Definition
Awareness	“bringing awareness to ourselves through self-inquiry, reflection, mindfulness, and noticing unearths the ways in which our body is handling stress and responding to trauma”
Compassion	developing a deeper resilience through “being kind to ourselves, engaging in positive self-talk, and practicing self-care”
Connection	“being seen, known, heard, and understood by others”
Agency	“managing our behavior, emotions, and motivation” to develop “a deep sense of our own power and strength”

Note. This figure defines edwell’s four pillars of wellbeing. Definitions were created by edwell and presented during edwell’s coaching onboarding session (edwell, 2022, slide 12).

edwell offers a variety of wellness services. They provide individual wellness coaching where their team of coaches helps individual teachers set concrete goals to improve their mental, emotional, and physical health. Also, edwell’s coaches support classroom wellness through workshops and teaching cohorts. The workshops develop teachers' knowledge of “brain-based, healing centered teaching” (edwell, n.d.). Additionally, edwell offers school leaders advice to support goals in improving staff culture and reducing teacher turnover. Currently, edwell has 17

partner organizations listed on its website. Their current partners are schools, districts, or education related organizations based in California, New York, West Virginia, and Arkansas. edwell also seeks partnerships with current undergraduate and graduate students to conduct research projects related to their mission.

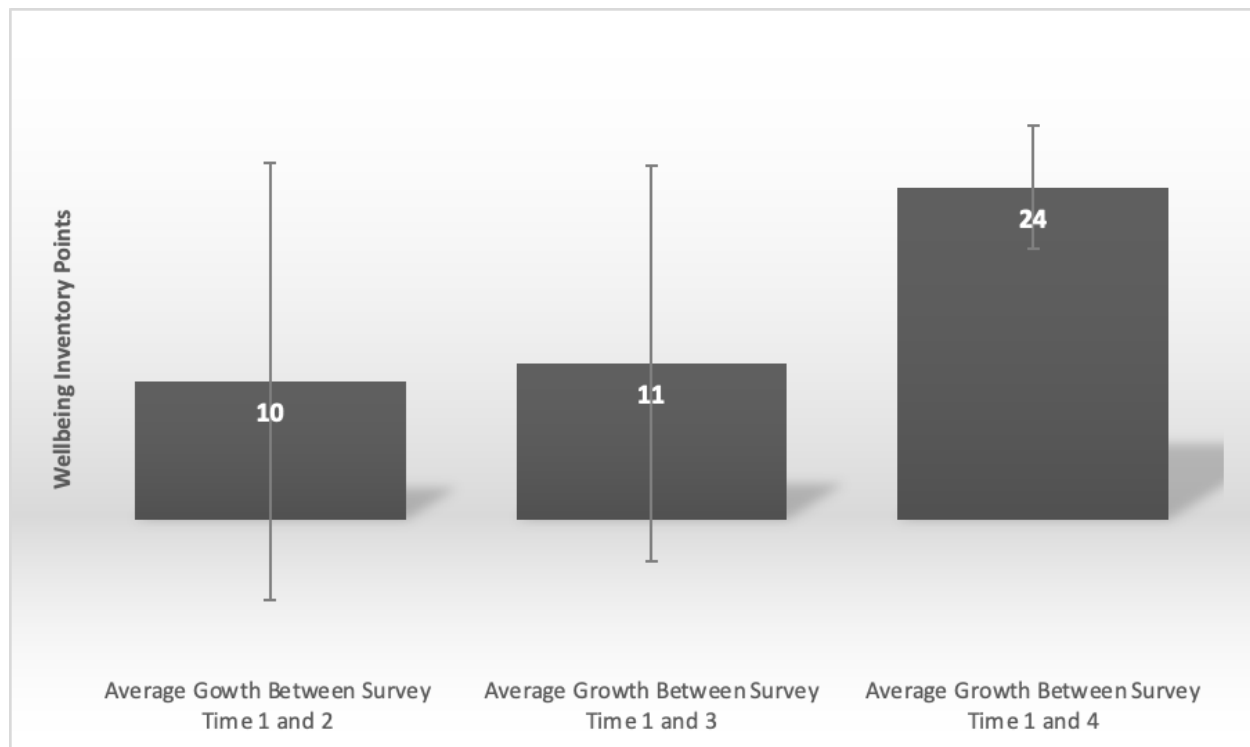
Our project focuses on understanding edwell's individual wellness coaching cycles. Wellness coaching cycles typically last six weeks, with clients completing the Wellbeing Inventory before the first coaching session and again before their sixth session. edwell's Wellbeing Inventory is used as a pre and post-evaluation metric to assess the effectiveness of the coaching sessions (edwell, 2022). The Wellbeing Inventory consists of 52 prompts using a 5-point Likert scale with a total of 260 possible points. The prompts assess the clients' general wellbeing, cultural awareness, and the client's wellbeing related to edwell's four wellbeing pillars (awareness, compassion, connection, and agency). Example prompts from the Wellbeing Inventory include; "on a typical day, I am generally happy," "my work is meaningful to me," and "I worry about problems I can't control" (edwell, 2022, slide 21).

Based on edwell's Wellbeing Inventory data from the 2021-2022 school year, it is difficult to measure the impact of wellness coaching on clients. As shown in Figure 2, clients grew an average of 10 points from the first time they took the Wellbeing Inventory to the second time they completed the Wellbeing Inventory, with a standard deviation of 16 points. It is worth noting that the length of time that passed between survey times varied greatly for clients. On average, one month passed between survey time one to two, 3.75 months between survey time two and survey time three, and fourth months between survey time three and four. The average coaching cycle lasts six weeks or approximately one and a half months. Therefore, it appears that

clients' are not completing the Wellbeing Inventory in alignment with a typical edwell coaching cycle. This variability in timing may contribute to the inconsistency in client growth.

Figure 2

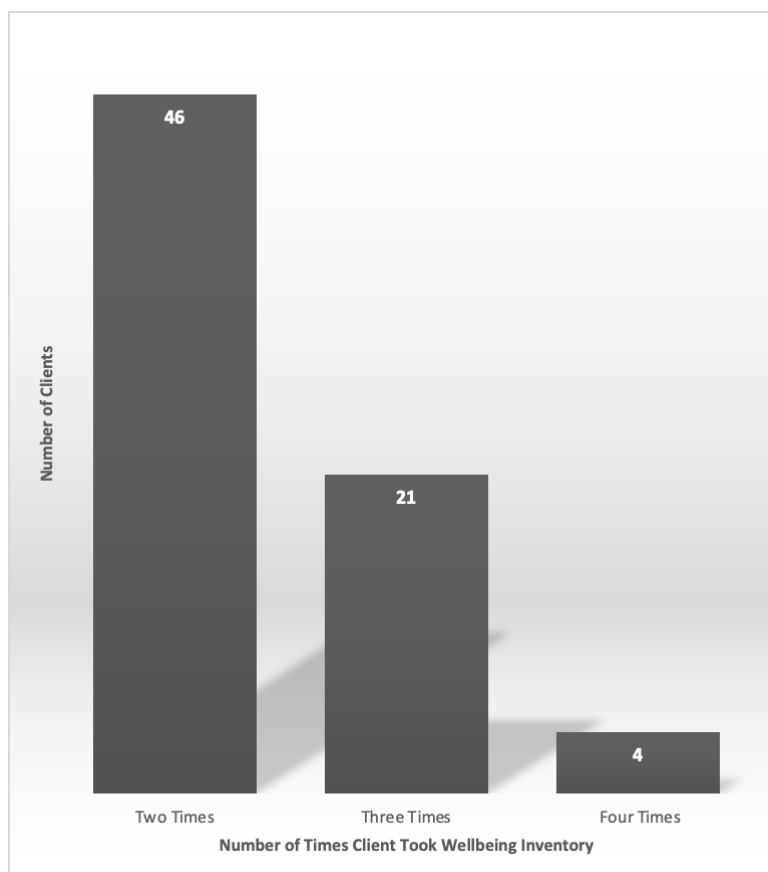
Average Number of Wellbeing Inventory Points Gained between Survey Times



Clients grew an average of 11 points between survey time one and three with a standard deviation of about 14 points. Additionally, clients grew an average of 24 points between survey time one and four. As shown in Figure 3, there were fewer clients who took the survey three and four times. With only four clients taking the Wellbeing Inventory a fourth time and the significant variability in the timing of when clients took the Wellbeing Inventory, we cannot generalize the amount of growth clients make across a coaching cycle.

Figure 3

Number of edwell Clients Taking Wellbeing Inventory by Frequency



Along with the Wellbeing Inventory, experiments are critical to edwell's wellness coaching model. Experiments are a commitment between a client and a coach to take a specific action between sessions that allows the client to explore a new understanding or test a new strategy (edwell, 2022). Clients and coaches co-create an experiment at the end of each coaching session. The experiments focus on an action that feels authentic to the coaching session and aligns with the client's wellbeing goals. Examples of experiments may include showing warmth and consistency towards a specific student regardless of how the student receives it or seeing if a client can challenge their self-critical voice (edwell, 2022).

Our project aimed to provide greater clarity for edwell's staff around the effectiveness of their coaching model. Specifically, we conducted a qualitative study focused on understanding the perceived effectiveness of the Wellbeing Inventory and experiments from client and coach perspectives. Currently, edwell is undergoing multiple shifts in its processes. For example, they recently updated their Wellbeing Inventory to align with the latest mental health research. Additionally, edwell hopes to utilize research-based practices to validate its coaching model and establish its reputation within the mental health wellness field.

Ultimately, this project was designed to support many members of the edwell organization. Clients and coaches were our primary stakeholders for this project. In addition, secondary stakeholders included the edwell staff, edwell Advisory Board, and edwell partner organizations. edwell coaches and staff are mostly former educators and individuals with experience in the mental health field. In service of their mission to support the wellness of their clients, we designed this project to examine key voices in the organization with the goal of better supporting organizational growth towards this mission.

Problem of Practice

edwell recognizes that the education climate has fundamentally changed since the COVID-19 pandemic. Today, the challenges of teacher turnover may be even more acute than in recent years (Zamarro et al., 2022). Research found that students “lost out on about 35% of a normal school year’s worth of learning” due to the pandemic conditions and lack of in-person instruction (Betthäuser et al., 2023). As a result, in 2022 we saw the largest average reading score decline for 9-year-old students since 1990 and the first ever score decline in mathematics (NAEP, 2022). Additionally, teachers continue to experience significant stress from the COVID-19 pandemic. One study found stress to be related to a decline in teachers’ mental

health, ability to cope, and teaching ability (Baker et al., 2021). A longitudinal research study also found that teachers' mental health and wellbeing generally declined through the pandemic (Kim et al., 2022). Primary school leaders' mental health and wellbeing declined the most (Kim et al., 2022).

As a result of these challenges, edwell's founders created the organization to address the pressing issue of teacher wellness through coaching. Last year, edwell launched a pilot program in which they developed and tested their coaching model. This year, edwell is scaling up its coaching services for more partner schools and individual teachers. As a new organization, they are reflecting on their program effectiveness. Currently, edwell is unsure how coaches and teachers perceive their coaching model. Ultimately, they seek to understand how clients and coaches perceive the impact of edwell's coaching model. Their goal is to refine the model to (1) retain existing clients, (2) attract new clients, and (3) retain, support, and develop current coaches. By studying edwell's coaching model, the organization hopes to improve its outcomes in service of the broader mission to support teachers and increase teacher retention.

Literature Review

Given the context and problem of practice, the following literature review explores literature on teacher burnout, teacher wellbeing, and wellbeing service models. Based on the literature, we develop a conceptual framework utilizing self-determination theory.

Teacher Burnout

Extensive research has explored connections between teacher burnout and job satisfaction (Hultell et al., 2013; Skaalvik, 2010, 2011). One theory on burnout by Maslach and Jackson (1981) posits that burnout consists of three components: emotional exhaustion, depersonalization, and personal accomplishment. When individuals have negative associations

with these three aspects, they are more likely to want to leave their job. Individuals experience emotional exhaustion when they no longer have the psychological energy to continue working (Maslach & Jackson, 1981). Additionally, when individuals perceive their students' dehumanization, they experience depersonalization (Maslach & Jackson, 1981). Finally, a person experiences a threat to personal accomplishment when they judge themselves poorly, have unhappy feelings and are dissatisfied with their work achievements (Maslach & Jackson, 1981).

We focused on Maslach and Jackson's burnout theory as it aligns well with edwell's four pillars of wellness—awareness, compassion, connection, and agency. Awareness and connection focus on gaining the necessary skills to connect to one's own traumas and stress to build greater capacity and increase kindness towards oneself (edwell, 2022). The awareness and connection pillars align well with healing emotional exhaustion. While the edwell core value of connection focuses on building a sense of belonging and acceptance in a community, it may be able to support examples of depersonalization when an individual loses a sense of human connection at work. Finally, the pillar of agency, or focusing on what is within one's control, can be associated with Maslach & Jackson's (1981) idea of personal accomplishment. By focusing on what is within one's control, one may feel a greater sense of accomplishment at work.

Teacher Wellbeing

Our next area of focus is teacher wellbeing. First, we use the literature to define wellbeing and understand the research on personal wellbeing. Harding et al. (2018) draws on Ryan and Deci's (2001) work which defines wellbeing as "the subjective experience of happiness and life satisfaction (the hedonic perspective) and secondly, positive psychological functioning, good relationships with others and self-realization (the eudaimonic perspective)" (p. 181). In their review of the literature, Ryan and Deci (2001) found that scholars often adopted one of

these two perspectives, the hedonic or the eudaimonic perspective. The hedonic perspective focuses on the preferences and pleasures of the mind and body. Scholars operationalize this perspective utilizing an assessment of subjective wellbeing which includes measures of a person's life satisfaction, presence of a positive mood, and absence of a negative mood (Diener & Lucas, 1999 as cited in Ryan and Deci, 2001).

The eudaimonic perspective counters the hedonic perspective because wellbeing and happiness are separate entities. Waterman (1993, as cited in Ryan & Deci, 2001) suggests that wellbeing in this perspective is when people live in accordance with their true selves. Our study explored both the hedonic and eudaimonic perspectives because edwell's Wellbeing Inventory asked questions connected to both perspectives. For example, edwell asked clients to respond to the following prompts using a Likert scale: "on a typical day, I am generally happy" and "my work is meaningful to me." The first prompt reflects a hedonic perspective as it mostly focuses on subjective wellbeing or a positive mood. While the second prompt reflects more of a eudaimonic perspective since a respondent must offer a reflection about how their work aligns with their vision of their true self.

A teacher's wellbeing impacts their ability to cope and manage stress (Gearhart et al., 2022). Teachers' high stress levels are associated with physical and mental health problems, increased intention to leave the education field, and attrition (Gearhart et al., 2022; Shernoff et al., 2011). External barriers such as poor social climate, lack of administrative support, and restrictive policies inhibit teachers' abilities to manage stress (Gearhart et al., 2022). Classroom management issues and lack of supervisor and team support negatively impact teacher wellbeing (Spilt et al., 2011). Further, human and material resources are the most important factors to reducing teachers' work-related stress (Shernoff et al., 2011)

A teacher's wellbeing impacts their students' wellbeing as well (Harding et al., 2018; Gray et al., 2017). For example, one study found that teacher wellbeing accounted for about eight percent of the variance in student performance in elementary and secondary schools (Gray et al., 2017). Burned-out teachers tend to exhibit higher levels of irritability, increased absenteeism, and demonstrate weaker classroom management skills, which may contribute to student apathy (Gray et al., 2017). Better teacher wellbeing is associated with better student wellbeing and lower psychological distress (Harding et al., 2018). Conversely, higher levels of teacher depressive symptoms are associated with poorer student wellbeing and psychological distress (Harding et al., 2018). As such, it appears that a teacher's wellbeing directly impacts their students' wellbeing.

Wellbeing Service Models

Positive psychological coaching (also referred to as strengths-based coaching, or positive coaching) is solution-focused and an “‘applied positive psychological approach’ aimed at facilitating goal achievement, wellbeing and positive change in various life domains” (van Zyl et al., 2020, p.1). It is worth noting that positive psychological coaching frameworks vary among researchers and practitioners (van Zyl et al., 2020). With that said, there are general characteristics that make up positive psychological coaching, as it typically follows a five-phase approach that includes: creating a relationship, strengths profiling and feedback, developing an ideal vision, goal setting and strategizing, and concluding relationship and re-contracting (van Zyl et al, 2020).

One study found that an online self-help goal-setting and planning (GAP) intervention improved working adults' wellbeing (Oliver & McLeod, 2018). Research also found that goal-based interventions can improve working adults' wellbeing when the individual's goals

align with their personal values and the individual selects the goals (Oliver & McLeod, 2018). GAP interventions are similar to edwell's existing model of co-created client experiments.

Group coaching interventions based on psychological wellbeing and positive psychology theories facilitated improvement in various wellbeing factors, including meaning, locus of control, and new perspectives (Nacif, 2021). Despite limited research on group coaching, this study showcases that group coaching can increase participants' wellbeing outcomes.

Self-Determination Theory

edwell's Wellbeing Inventory is not based on a specific conceptual framework. However, our review of the literature suggests that Ryan and Deci's (2000) self-determination theory (SDT) maps the closest to edwell's Wellbeing Inventory which offers questions aligned with edwell's four pillars of wellbeing: agency, awareness, compassion, and connection. As such, we will utilize Ryan and Deci's (2000) SDT theory to define and conceptualize wellbeing. SDT is a broad theory of human development and wellness. SDT argues that individuals require autonomy, competence and relatedness in their work (Ryan & Deci, 2020). When these three basic needs are satisfied, individual engagement increases and they experience more positive emotions (Klassen et al., 2012). In the following sections, we define and break down SDT's components.

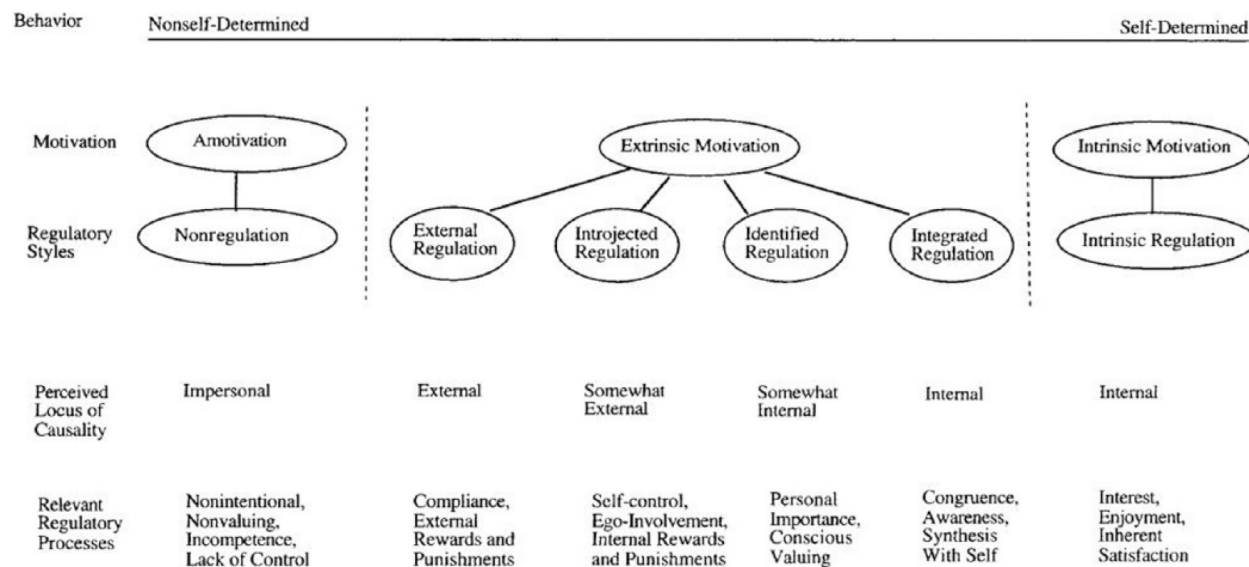
Autonomy

Autonomy centers on an individual's feelings of initiative and ownership in their actions and work (Ryan & Deci, 2000). Researchers define autonomy as "feeling volition about one's actions;" this differs from the typical concept of feeling independence or individualism (Koestner & Holding, 2021, p.111). Autonomy is also understanding the reasoning behind why an individual is engaging in a specific activity. For example, an individual may be doing an activity

because of their innate interest and the value they place on it, or they may engage in it because of internal or external pressures (Koestner & Holding, 2021). See Figure 4 (reprinted from Ryan & Deci, 2000) for a general overlay of the SDT theory and the autonomy continuum.

Figure 4

Autonomy Continuum



Note. This figure was produced by Ryan and Deci in 2000 to illustrate the self-determination continuum and show the different types of motivation with their regulatory styles, loci of causality, and corresponding processes. From “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being” by R.M., Ryan and E. Deci, 2000, *American Psychologist*, 55(1), 62. Copyright 2000 by the American Psychological Association or one of its allied publishers.

Researchers define autonomous actions as actions “you ‘want to do’ rather than ‘have to do,’ and instead of those that ‘you got to do,’ and autonomous goals are those you pursue wholeheartedly rather than half-heartedly” (Koestner & Holding, 2021, p.111). In general, autonomy is supported in the workplace when one feels genuine interest and value in completing their work. Autonomy is undermined when an individual feels externally controlled through rewards or punishments (Ryan & Deci, 2000). When teachers’ workplaces do not support their

autonomy, teachers may become focused on self-protection rather than developing new knowledge and implementing new practices (Brenner, 2022).

A person's autonomy and motivation for an activity can change over time. As shown in Figure 4, humans are evolving systems, and when provided optimal conditions, can move through the autonomy continuum stages. Ryan and Connell (1989) introduced the autonomy continuum, and found that autonomy can range from amotivation, in which a person is completely lacking self-determination, to intrinsic motivation, where a person is invariably self-determined. Between amotivation and intrinsic motivation lie four different types of extrinsic motivation (external, introjected, identified, and integrated regulated behaviors) that vary in amounts of self-determination. Externally regulated motivation occurs when a behavior is motivated by contingencies external to the person (Gagné & Deci, 2005). Other types of extrinsically regulated motivation (e.g., introjected and identified motivation) occur when the value of a behavior regulation becomes internalized.

Introjected regulation and identified regulation vary in the degree to which a behavior is controlled versus autonomous. Introjected regulation occurs when a person performs a behavior, but the person does not accept the behavior to be their own. For example, a person may feel pressure to behave in order to feel worthy. Introjected regulation often includes some ego involvement, which pressures individuals to behave in a way to "buttress their fragile egos" (Gagné & Deci, 2005, p. 334).

Individuals typically feel increased freedom and volition with identified regulation because the behavior aligns with their personal goals and identities (Gagné & Deci, 2005). In general, people feel that regulated behaviors reflect an aspect of themselves. The regulated

behaviors may not be intrinsically pleasing to the person, but the person perceives their behaviors to be in alignment with their self-selected goals.

Integrated regulation occurs when people view their behaviors as being an integral part of who they are. Their behaviors emanate “from their sense of self and [are] thus self-determined” (Gagné & Deci, 2005, p. 335). Integrated regulation is not the same as intrinsic motivation. Integrated regulation occurs when the person performs a behavior because it is instrumentally important for reaching their personal goals or an achievement. In comparison, intrinsic motivation occurs when a person performs an activity merely because they are interested in the activity.

In connecting SDT to edwell, autonomy is similar to edwell’s conception of agency. For edwell, agency is the ability to acknowledge and manage what is within an individual’s control and advocate for changes at the systemic level. edwell’s goal to improve the agency of clients can be linked to the idea of an individual’s autonomy, or feelings of initiative in one’s actions and work.

Competence

Competence concerns an individual's feelings of mastery and a sense that one can grow and succeed within their role (Ryan & Deci, 2002). People’s sense of competence increases when they are provided positive feedback, optimally challenged, and feel responsible for their performance (Zhang et al., 2016). To further this point, Brenner (2022) found that teacher candidates’ perceived levels of competence increased when they were provided reasonable workloads, constructive feedback, and guidance with planning and designing their lessons. Additionally, teachers who feel increased efficacy are more likely to engage in and persist with

challenging new teaching methods (Jesus & Lens, 2005; Schellenbach-Zell & Cornelia, 2010, as cited in Brenner, 2022).

Competence connects to two of edwell's pillars: awareness and compassion. Awareness focuses on building a deeper understanding of self to improve the capacity to process situations and act in accordance with one's values. edwell's awareness pillar is similar to Ryan and Deci's (2002) idea about one's ability to grow and improve. Similarly, edwell's idea of compassion or self-kindness emphasizes the need to have compassion for oneself and others, especially when learning something new or refining a skill. Thus, compassion also aligns with the concept of an individual growing and improving.

Relatedness

Finally, relatedness is centered on a sense of connection and belonging within the work environment (Ryan & Deci, 2000). Research suggests that it is central to human psychological functioning to form and maintain strong interpersonal relationships (Baumeister and Leary, 1995). In essence, humans have an innate need to "form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (Baumeister & Leary, 1995, p.497). This concept is furthered through Bowlby's (1977) attachment theory, which suggests that people universally want to form and maintain connections. SDT hypothesizes that people are more likely to experience increased intrinsic motivation in contexts that foster a sense of security and relatedness (Ryan & Deci, 2000).

To satisfy a drive for connection, Baumeister and Leary (1995) suggest that two criteria must be met. First, the connection must occur on a frequent and regular basis and the interactions must be generally pleasant or at least free from conflict and negative affect (Baumeister & Leary, 1995). Additionally, people must have some affective concern for each other's welfare, and the

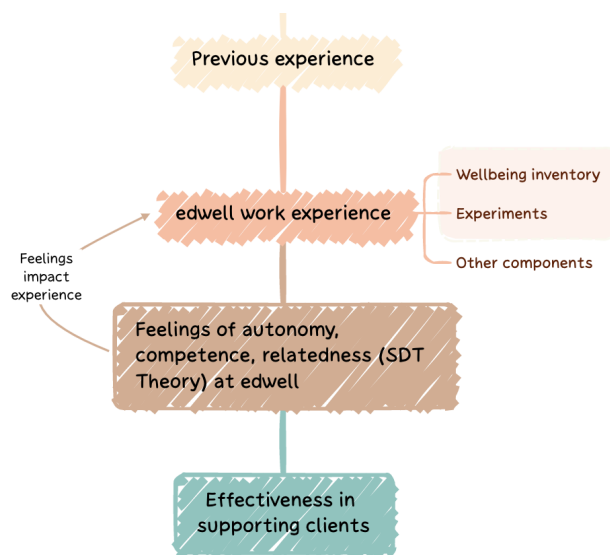
people involved see a continuation of their connection into the foreseeable future (Baumeister & Leary, 1995). In other words, interactions with different people are typically less satisfying than repeated interactions with the same people, given that the interactions are typically enjoyable and an interpersonal bond exists (Baumeister & Leary, 1995).

Relatedness also connects to edwell's pillars of compassion and connection. As mentioned previously, compassion or kindness to self must begin with the individual and then be shared with others. By demonstrating compassion to others, individuals can build a sense of positive connection and relatedness to colleagues. edwell's connection pillar emphasizes the human need to feel a sense of belonging, which includes the need to be seen, heard, and valued by others in a community. Connection ties directly Ryan and Deci's (2002) idea of relatedness as building a sense of belonging allows individuals to develop necessary interpersonal relationships.

Conceptual Framework

Based on extant literature and initial conversations with edwell, we developed two conceptual models to represent coaches' and clients' edwell experiences. In these conceptual models, we synthesized the works of scholars on SDT theory.

Figure 5 represents the coaches' conceptual model. In Figure 5, the coaching experience is represented by coaches' primary experiences before edwell, their experiences while working at edwell, and their perceptions of their experience working at edwell. At the top of the conceptual model is coaches' previous experience. Many coaches reported having years of experience prior to edwell. These experiences may influence the ways in which coaches view edwell and interact with edwell's coaching model. It is plausible that coaches utilize tools, concepts, or beliefs from their prior work experiences in their edwell coaching sessions.

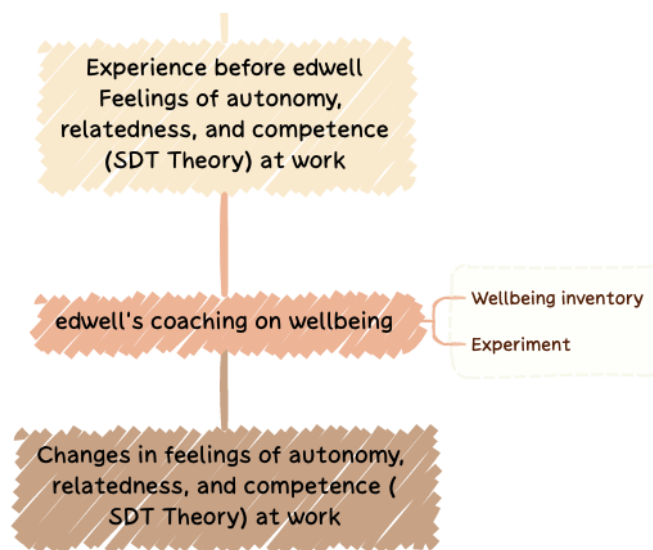
Figure 5*edwell Coaches' Conceptual Model*

Next, our model represents the main focus of our study: coaches experiences in edwell's workplace. To understand how edwell's workplace impacts coaches' perceptions of edwell, we utilize SDT theory. Specifically, we looked for coaches' sense of autonomy, competence, and relatedness while working for edwell. We also zoom in on two important elements of the edwell's model that are directly related to coaches' experiences: edwell's Wellbeing Inventory and experiments. We were interested in understanding how coaches use edwell's Wellbeing Inventory and experiments in their coaching sessions with clients, as well as coaches' overall perceptions of these two key coaching elements. In particular, we were interested in seeing how these tools may have supported or inhibited coaches' autonomy, competence, and relatedness while coaching with edwell. Finally, the conceptual model examines how the edwell work experience and coaches' feelings of autonomy, competence, and relatedness may impact the effectiveness in supporting coaches wellbeing. Although we do not have explicit measures of coaches' effectiveness, we gauged both coaches and clients perceptions of clients' improvement.

Figure 6 represents the client's conceptual model. In Figure 6, the client experience is represented by primary experiences before and during coaching sessions with edwell. We drew on SDT theory to help explain how clients' experience with edwell may have changed their sense of self-determination in their own work.

Figure 6

edwell Clients' Conceptual Model



As discussed previously, we focused on client's feelings of autonomy, competence, and relatedness since these concepts are connected to edwell's four wellbeing pillars. Additionally, one of edwell's goals in supporting clients' wellness is to help them build the skills required to navigate their work environment. We evaluated the effectiveness of edwell's current coaching model by examining clients' feelings of autonomy, competence, and relatedness after working with edwell. In particular, we focused on two important elements of the edwell coaching model: edwell's Wellbeing Inventory and experiments.

Research Questions

Based on the goals of this project to illuminate deeper understandings of edwell's coaching model as viewed by coaches and clients, we developed the following primary questions:

1. How do coaches implement the edwell model in coaching sessions?
2. How do edwell's clients perceive the effectiveness of the edwell model in improving clients' wellbeing?
3. How do edwell's coaches perceive the effectiveness of the edwell model in improving their clients' wellbeing?

These questions were generated based on initial conversations with the Executive Director and Founding Director. edwell's coaches are former and current educators who work to support fellow teachers through setting concrete goals related to their mental, emotional, and physical health. As defined by edwell (n.d.), coaching is "an action-oriented and co-created relationship centered on identifying a path towards more holistic wellbeing" (para. 2). Individual wellness coaching is one of the organization's primary services, thus, edwell seeks to understand in greater detail the experiences of coaches and clients and the effectiveness of their coaching model.

edwell defines wellbeing as a combination of a person's mental, emotional, and physical health (edwell, n.d.). The organization measures wellbeing through their survey called the Wellbeing Inventory which they have adapted from multiple sources and have recently modified based on feedback from coaches and staff. As mentioned previously, clients complete the Wellbeing Inventory prior to their first coaching session and their last coaching session to assess their wellbeing growth. Throughout the coaching cycle, clients and coaches co-create

experiments that are small, actionable goals clients are expected to complete between coaching sessions. edwell is particularly interested in understanding how the Wellbeing Inventory and experiments are perceived by clients and coaches and how these tools impact teacher wellbeing. Although we did not name these tools explicitly in our research questions, the Wellbeing Inventory and experiments were two elements that through interviews we unpacked how they were used and how coaches and clients perceived their effectiveness.

Project Design

Data Collection Plan

We collected data through demographic surveys and semi-structured interviews. We used demographic surveys to develop an understanding of the coaches and clients who interact with edwell, and we used interviews to gain deeper insights regarding the client and coach experiences. In total, we interviewed seven coaches and six clients. We also analyzed edwell's pre- and post- Wellbeing Inventory data from the 2021-2022 school year for context. While generating findings, we referred back to edwell's training documents for coaches to examine possible connections to clients' and coaches' perspectives to better understand their actions and beliefs.

Our data collection interview questions were based on Bhattacharya's (2017) qualitative interview questions (see Appendix A for our interview protocols). We used descriptive questions, grand tour questions, and example questions to better understand how clients and coaches engage with the edwell model. Some of the questions we asked in our interviews included (1) why did you choose to sign up for coaching sessions with edwell, (2) can you describe a typical coaching session with your edwell coach, (3) describe how you have used the Wellbeing Inventory in your coaching sessions.

Participant Recruitment

We recruited participants for our study in collaboration with edwell. At the end of October 2022, edwell sent out our recruitment email (see Appendix B for recruitment emails to clients and coaches) to past and present clients and to current coaches. Due to limited initial responses, edwell sent two follow-up emails to both clients and coaches. edwell initially contacted 11 clients regarding our study in the first round and then an additional 12 clients in the second round. We interviewed a total of six clients for a sample participation rate of 26 percent. edwell sent one round of recruitment emails to 10 coaches, and we interviewed seven coaches for a sample participation rate of 70 percent. To be eligible for our study, clients must have participated in coaching in the 2021-2022 school year. Additionally, coaches were required to coach during the 2021-2022 school year and be currently registered to coach with edwell.

As a part of the recruitment strategy, edwell provided incentives to both coaches and clients for participating in the study. Coaches received a \$50 session incentive for completion of an interview with us. Clients received a \$25 gift card to Target, Starbucks, or Teachers Pay Teachers. In the recruitment email, we provided a Calendly link where clients and coaches could sign up for a 45-minute interview time slot.

Data Collection

Interviews started the week of October 24th and ended the week of November 21st. We interviewed coaches and clients using semi-structured interview protocols (see Appendix A for our interview protocols). We conducted the interviews via Zoom, recorded the sessions, and transcribed them using Zoom's technology. Additionally, we edited the transcripts as needed for clarity. At the beginning of each interview session, participants completed a demographic survey and agreed to participate in the study via Google Forms (see Appendix C for demographic

survey and agreement form).

After each interview, the interviewer wrote a memo. Memos typically included the interviewee's background, an overview of their experience with edwell, insights regarding the interviewee's experience with edwell's Wellbeing Inventory and experiments, and other major themes. Additionally, the other research partner watched the video recording of the interview and wrote their own memo highlighting themes. Researchers completed their memos independently to minimize bias of each researcher's perspective.

Limitations to Data Collection Plan

We recognize the temporal nature of our data and findings. Within the process of recruiting, edwell required that they would be in charge of recruiting clients and coaches for the study. edwell also mandated that they be the primary communicator to coaches and clients about the study, how to sign up, and disseminate the incentive for participating. As such, we recognize that the participants who were recruited may not be representative of the coaches' and clients' populations. As a result, we may have limitations in drawing conclusions that are representative of these populations overall. Furthermore, edwell specified that coaches eligible to participate in the study must be current coaches. Therefore, we did not have access to coaches that did not continue their partnership with edwell. These coaches may have offered different insights into the coaching process and their relationship with edwell. Thus, we can draw conclusions only about returning edwell coaches.

Data Analysis

Interview Coding Process

Interview transcripts were generated using Zoom's computerized transcription app. Transcriptions were represented verbatim from the recordings, as suggested by Ravitch and Carl (2021). Demographic survey results were linked to each interview transcript to provide additional context for interview coding.

Our data analysis included identifying and combining inductive and deductive codes. As research suggests, we strategically combined inductive and deductive codes through multiple readings to strengthen qualitative analyses (Ravitch & Carl, 2021). We completed an initial round of generating codes based on the interview transcripts. We used an inductive approach, which requires researchers to stay close to the data by utilizing the participants' words to label data segments (Ravitch & Carl, 2021). In the initial inductive process, we looked for repetition within and across interviews, agreement or disagreement across individuals, and concepts not discussed or commented on in other interviews or with edwell. The primary interviewer wrote a memo at the end of their session capturing their observations. As mentioned previously, the other researcher watched a recording of the interview and wrote their own memo independently. Both researchers reviewed each other's memos after all interviews were completed. After reviewing each other's memos, we engaged in a dialogic conversation to discuss initial ideas and possible themes to increase the reliability of our coding. Additionally, we co-created an initial code book based on the themes found from our memos.

In the second round of generating codes, we utilized deductive coding. A deductive approach involves referencing prior literature to identify codes or themes within the data sources (Ravitch & Carl, 2021). Ryan and Deci's (2000) self-determination theory (SDT) maps the

closest to coaches' and clients' experiences. As previously mentioned, SDT is a broad theory of human development and wellness that suggests individuals require autonomy, competence and relatedness in their work (Ryan & Deci, 2020). In our work, we coded specifically looking for confirmation or disconfirmation related to autonomy, competence, and relatedness. After reviewing our memos and the literature, we discussed how to synthesize our codebook to include both the inductive and deductive codes. See Appendix D for our codebook.

In our third round of coding, we utilized Dedoose, a cross-platform app for analyzing qualitative and mixed methods research, to code the interview transcripts based on our codebook. First, we coded for our initial themes. Codes were designed to apply to either coaches' or clients' interviews. To ensure reliability in our coding, both investigators coded one coach and one client interview together. Based on those initial engagements, the researchers developed definitions for each code and possible themes that may signal that code as generated from their initial memos. Then, researchers independently coded the remaining interviews and flagged any codes that they were unsure of based on the codebook. After initially coding all interviews, the researchers checked each other's flagged codes and engaged in consensus coding where they came to an agreement on the most accurate code.

Researchers noticed that the frequency of certain codes were too large to analyze without developing subcodes. As a result, the team conducted a round of subcoding. Investigators used their coding descriptors from their codebook as subcodes and added additional emerging themes as needed. These subcodes were then applied to all interview transcripts. After subcoding, investigators discussed themes in the subcodes to support initial findings and recommendations.

Throughout our study, we utilized Ravitch & Carl's (2021) recommendation to structure dialogic engagement through a process of write, share, and discuss. A goal of our dialogic

engagement was to ensure we both were serving as worthy witnesses for our participants. We challenged each other's assumptions and asked questions such as, is that really what the participants meant? Is our understanding humanizing? Through this dialogic engagement, we continued to finalize themes and identify tensions across sources.

Limitations to the Analysis

We recognize that we have a limited sample, and wonder if our sample is representative of all edwell coaches and clients. Due to the nature of this qualitative study, our findings may only reflect a portion of the ideas about edwell. Furthermore, as researchers, we understand the limitations of our own positionalities. Both researchers have prior experience in education and have their own experiences connected to teacher wellbeing. As a result, we carry unconscious biases that may influence our analysis.

Findings

Research Question #1: How do coaches implement the edwell model in coaching sessions?

Finding #1: All coaches felt a sense of autonomy in implementing the edwell coaching model including using edwell's tools and structures to assist in their coaching.

When asked how coaches implemented the edwell model, all coaches expressed they had autonomy. Many coaches specifically referred to having "freedom" and "flexibility" in their work. For example, Coach 7 stated that edwell "gives me the freedom and flexibility to create my own schedule [and] determine how many clients that I want to take." Similarly, Coach 1 noted they have "freedom and flexibility" in structuring sessions.

Many coaches stated how this flexibility allowed them to utilize tools and resources from their previous coaching experiences. Coach 5 explained that they pull tools from their teaching practice into their coaching sessions. Coach 2 said, "I have a set of tools that have nothing to do

with edwell, just my own learning and coach training...and those are the tools that I actually bring in with clients.” Coach 3 shared that they always begin sessions with gratitude. This is an example of autonomy as they stated, “I feel like everyone has their own presence grounding thing. But I've always used gratitude.” Within sessions, many coaches also expressed that they had the autonomy to respond to their client’s needs. For example, Coach 6 said, “let's say that someone comes to a session, and they're really activated because...an overwhelming thing happened at school. It's very understandable that we might spend a huge part of the session unpacking and reframing.”

Coaches also appreciated that edwell provides coaching tools that offer support and flexibility. For example, Coach 4 said “there's structure, and there's flexibility within it, and...I find it's really supportive.” The tools coaches found to be supportive included the Wellbeing Inventory, experiments, session structures, and edwell’s pillars of wellness.

For instance, Coach 3 utilized the Wellbeing Inventory to generate discussion topics for client sessions. Coach 3 states, “we either go back to the Wellbeing Inventory, or I can go back to something they said to me in session one that was an important but not urgent area that they were interested in pursuing.” Like many coaches, Coach 4 stated that the Wellbeing Inventory was useful when working with clients for the first time. They said, “I really focus on [the Wellbeing Inventory] a lot in the beginning, especially because it's a great indicator, and it's really interesting to hear how they react to their results.”

All coaches utilized experiments yet many reframed or implemented them differently. Experiments are co-created agreements for a client to take action before the next coaching session. Coach 1 connected experiments to three questions they always asked at the end of the session: “what do you appreciate about today? What can you do now that you couldn't do

before? And then what is your commitment moving forward?” Coach 2 and 7 reframed experiments as homework to make them more relatable to teachers. Coach 7 said “I don't call it an experiment. It just sounds weird, but...you know the teachers are familiar with the word homework. So it seems less threatening.”

Coaches also remarked that they appreciated the structure of sessions and the flexibility within that structure. Coach 2 stated “edwell provides a structure and provides a client, and I get to do my own thing for those thirty minutes. It's a fifty minute session. The beginning is structured by edwell, and the end is structured by edwell. In the middle thirty it's like that's when I get to show up and bring whatever I have got.”

Overall, it appears that coaches feel autonomy and flexibility in their work with edwell, including structuring sessions, scheduling, and tools they use with clients. As a result, many coaches expressed positive feelings about this autonomy, such as when Coach 1 stated, “they really gave a lot of freedom which I think is important.”

Research Question #2: How do edwell’s clients perceive the effectiveness of the edwell model in improving clients’ wellbeing?

Finding #2: All clients found experiments to positively impact their wellbeing when the experiments were impactful and doable in their work settings.

Clients shared that experiments helped them build new skills by creating small, achievable goals. For example, Client 2 stated the experiments “were helpful because it was... concrete. Do this and see how it goes. [...] And I think that was helpful because ... when you're in a place of challenge or struggle, it can be really easy to just be like I don't know everything is terrible. [...] So to have just a really small, achievable step and [to] just have to do it and notice how you feel or what the consequences are.” Client 4 shared similar sentiments and said that the

experiments ‘pushed me to actually not just theorize about, ‘Oh, maybe I want to consider other positions,’ but it actually made it more concrete and made it more tangible.’ Thus, the experiments supported clients in building new skills through achievable tasks.

When clients completed doable and meaningful experiments, they saw positive changes in their work and personal lives. For example, Client 3 said, “slowly, I was able to kind of ingrain [the skills] as habits more after I tried them as experiments for a week or two.” Therefore, it appears the experiments supported clients in building meaningful skills (e.g., setting boundaries, limiting the amount of extra time working on weekends) which led clients to feel an increase in autonomy and competency in their workplaces and ultimately, improve their wellbeing.

When clients did not feel the experiments were meaningful or doable, clients failed to build new skills. Multiple clients shared that they could not complete experiments within the constraints of their work setting which led to increased feelings of frustration and a lack of wellbeing. For example, Client 1 said “the unhelpful part [of experiments] was actually trying to implement it in a normal school setting week day. Because it was hard to do in a classroom setting.” Other clients shared similar sentiments, as they could not adequately complete experiments in their workplace setting. Client 3 shared that when the experiment was not doable, then they felt “more stressed and kind of disappointed because it didn’t work.” Thus, clients felt it challenging and possibly upsetting when experiments were not doable, leading to a possible decrease in their wellbeing. Researchers suggest that competency relates to an individual's feelings that they can grow and succeed within their role (Ryan & Deci, 2000). When individuals do not feel they can grow and succeed, their engagement decreases, and they are more likely to experience negative emotions (Klassen et al., 2012). As such, when the experiments were not

doable within a client's work environment, clients felt increased frustration and a lack of competence.

Finding #3: Overall, clients found the Wellbeing Inventory to increase self-awareness when used at the beginning of the coaching cycle.

Most clients found the Wellbeing Inventory to support their self-awareness at the beginning of the coaching cycle. For example, Client 6 said, “[the Wellbeing Inventory] helped me to kind of step back and look at where I was at, or how I felt, or where I could improve.” Similar sentiments were shared across clients who felt the Wellbeing Inventory helped them identify focus areas for their upcoming coaching sessions. Client 3 said, “the Wellbeing Inventory helped me identify the big areas that were probably leading to more stress. I was so stressed about things because I wasn't having compassion [for] myself.” Thus, the Wellbeing Inventory increased clients' self-awareness at the beginning of the coaching cycle.

Interestingly, some clients viewed the Wellbeing Inventory's usefulness differently. Fifty percent of clients felt that the Wellbeing Inventory was more for their coaches or edwell than it was for them. For example, Client 2 said “[the Wellbeing Inventory] was okay. I didn't find it terribly life changing. I think it was probably more useful for my coach.” Additionally, most clients were unsure if their results changed throughout the coaching cycle. Client 6 said, “I don't remember feeling like I should look at the Wellbeing Inventory again and see if I've made growth.” Similar sentiments were echoed by Client 4, who said, “I think probably my results stayed the same, or went down.” It seems that many clients did not see a relationship between changes in their wellbeing and their results on the Wellbeing Inventory. It appears clients do not perceive the Wellbeing Inventory as an appropriate tool or feedback mechanism. As a result,

clients do not see substantial value in the Wellbeing Inventory outside of the initial activity of building their own awareness.

Research Question #3: How do edwell’s coaches perceive the effectiveness of the edwell model in improving their clients’ wellbeing?

Finding #4: The great majority of coaches found the Wellbeing Inventory to support clients’ wellbeing despite variation in Wellbeing Inventory usage by coaches.

Coaches typically used the Wellbeing Inventory as a conversation starter in one of the first sessions with their clients. For example, Coach 3 said, “the inventory was very useful, and getting more specific around [which wellbeing pillars] they were hard on themselves.” Other coaches shared similar sentiments, including Coach 5, who said the Wellbeing Inventory “gives me a guide for what area that might be helpful for [clients] to work on.” Thus, it appears coaches generally felt the Wellbeing Inventory helped them to gain initial insights about their clients and to guide their first conversations.

After the first session, coaches’ differed in how they used and perceived the Wellbeing Inventory. Like clients, multiple coaches shared their belief that the Wellbeing Inventory was designed to produce data for the edwell leadership team. Coach 2 shared “as a coach, it’s hard to manage. It felt more of an importance for edwell than for me, because we only use it twice, and I know it’s not actually for me. It’s not guiding my sessions.” Almost half of the coaches interviewed said they do not refer to the Wellbeing Inventory after the first session. Coach 1 said, “I have it for my own knowledge and awareness as a coach. It helps me have some data points to be aware of as I coach. But I don’t circle back to it.” Many coaches expressed that they do not know how to weave the Wellbeing Inventory into their coaching sessions. Coaches seemed to

have mixed feelings about the Wellbeing Inventory's meaningfulness, which led to variability in its use and efficacy.

Other Findings: The following findings are unrelated to the three primary research questions but emerged from our data and inform our understanding of the coaching model.

Finding #5: Some edwell coaches felt that edwell's leaders were responsive.

Four out of seven coaches found that edwell's leadership was responsive. Specifically, some coaches mentioned that edwell leaders were open to feedback and dialogue with coaches. Coach 4 stated, "they have very strong leadership, and there's a very open dialogue back and forth, and I think they really trust their coaches." They later continued saying "you really are welcome to share, and you really are heard when you do share." Coaches also found that leaders are responsive when answering questions. Coach 7 expressed, "I know that if I reach out that they are very responsive and answer my question." Similarly, Coach 5 stated, "I think they do a really good job of just communicating the expectations [and] answering questions." Coach 1 also appreciated that leaders are making shifts to support coaches saying "I also have seen how [the director] has been able to shift the program and create more structures by adding people into roles and positions...[and] ensuring that the coaches are also cared for in the process, and I love that." This coach appreciated being included in discussions about the organization, sharing "they were also always willing to invite us into ideation meetings where I would share a lot of the practices that I was doing." Without prompting, these four coaches offered their positive comments about edwell's leadership. Other coaches did not mention edwell's leadership explicitly.

Finding #6: Having coaches that represent the ethnic diversity of their clients is important.

Three coaches of color shared, without prompting, insights regarding the importance of racial or ethnic matching between clients and coaches. Coach 1 said, “I have been successful in retaining...a good number of my clients. Um, and I think part of it is yes, because I’m a woman of color. [...] It makes a difference right to have a coach who looks like you.” Coach 7 shared similar sentiments, as one of their clients said “I wasn’t really seeing anyone who looks like me. But then I saw yours, and I was like, ‘Oh okay.’” Coach 7 wonders what would have happened to this client if she hadn’t found a coach who looked like her. Coach 7 also shared that “three-fourths of the clients that I have had said that part of the reason why they chose me is because I’m a woman of color.” Based on both Coach 1 and 7’s client experiences, it appears that clients of color look for a coach with a racial or ethnic match.

Finally, Coach 3 questions edwell’s current client and coach pairing system, as they wonder if stereotype bias impacts clients’ choice in selecting a coach. Coach 3 said, “What is the research around like stereotyping and research around who picks who?” and further notes that education and coaching are white female dominated industries, and as a result, there is little racial or ethnic representation. Coach 3 shared that it can be difficult to navigate the industry as a person of color. Coach 3 states, “I mean look at the edwell staff [white females] is like the majority.”

Finding #7: All coaches felt aligned with edwell’s mission.

All coaches felt alignment with edwell’s mission. For example, Coach 4 said, “this organization is one of the most genuine organizations because it is founded and run by former educators. A lot of the coaches are currently teachers as well and so the mission is pure, man. It is a beautiful thing.” Coach 7 said, “I obviously think teachers need a lot of support. They deserve a lot of support. And so I just thank [edwell] for thinking of it first and running with it.”

The majority of coaches interviewed had prior K-12 teaching experience. We wonder if this prior teaching experience helped coaches empathize with the need for teacher wellbeing coaching, and ultimately, feel increased alignment with edwell's mission.

Over half of the coaches also shared that they wish to see edwell continue to grow as they see the positive impact edwell's coaching model has on clients. Coach 5 said, "I just think it's a really amazing organization. And I hope that it just like keeps growing and that it becomes a thing that's accessible for all teachers because I really think it does help with teacher retention." Coach 1 shared similar thoughts, as they said, "I believe in edwell, I really do, and I'm excited to just see them get to a point where ... we represent every state...that's my dream is to be able to see us all the states and be able to have educators have someone in their corner." Thus, it appears that most coaches interviewed care about edwell's success and are invested in supporting the company's mission.

Finding #8: The majority of coaches felt edwell's compensation was lacking.

More than half of the coaches interviewed said that they are working at least two jobs, and edwell's pay is below similar coaching service jobs. Coach 3 said, "\$50 is the lowest I've ever made for coaching and the most I've ever made...was \$500 an hour. Most of my clients are between \$150 and \$250 an hour." Coach 1 said "what we are were getting paid is small...it's like thirty bucks a session like that's really nothing to me. It's kind of like volunteer work. [...]. Like thirty to fifty bucks... that's nothing compared to what I believe I should be properly compensated." Multiple coaches recommend edwell rethink its compensation model, as they believe the compensation is not adequate.

Additionally, multiple coaches shared that coaching with edwell is a side gig. For example, Coach 2 named that she recently got a full-time job with another employer, and her

bandwidth for edwell is limited. Coach 5 shared that they are a teacher and appreciate the extra income edwell provides. Thus, most coaches do not view coaching with edwell as a primary source of income.

Recommendations

Based on these findings and extant literature, we propose six recommendations. Three recommendations are based on our research questions and related findings and three recommendations will require further study from edwell.

Recommendation #1: Continue providing tools and structures that support coaches' autonomy.

Based on the findings related to coaches' autonomy, we strongly recommend that edwell continues prioritizing coaches' autonomy in coaching sessions, scheduling, and tools. Coaches expressed overwhelming support for having flexibility. Research suggests that autonomy falls on a continuum from amotivation to intrinsic motivation (Ryan & Connell, 1989). Given edwell's current structures, many coaches expressed a positive sense of autonomy that may align more closely with integrated regulation. Integrated regulation occurs when behaviors align with individuals' sense of self and allow for actions aligned with personal goals (Gagné & Deci, 2005). Coach 6 expressed an example of integrated regulation when they stated, "in a moment of high stress in the profession, to be able to offer something that actually came out of a new place of expertise for me was really sweet." As edwell continues to expand its number of coaches and clients served, they should continue to build flexibility in coaches' work, as it remains one of the most positive aspects of working at edwell for coaches.

Recommendation #2: Create an experiment index and follow-up questions to support coaches and clients in creating doable and meaningful experiments.

We recommended creating an experiment index to ensure experiments are meaningful and doable for clients. The experiment index would detail the experiment type, difficulty, and time commitment. This experiment index could support coaches and clients in selecting an appropriate and doable experiment given the clients' workplace and time constraints.

We also recommend edwell offer a suggested set of questions when clients and coaches are co-creating the experiments. First, we recommend that coaches ask clients if they believe the experiment is doable in their work setting. One way to support the doable nature of an experiment is by having coaches work with clients to create specific experiments with time and location requirements. Coaches can ask clients: how much time will this task take, when can you do it, or where could you complete this task? For example, an experiment could be the following: I will leave work a half an hour earlier than my typical leaving time on Monday and Thursday. Research found that people's sense of competence increases when they are provided positive feedback, optimally challenged, and they feel responsible for their performance (Zhang et al., 2016). The goal of these questions is to ensure that the experiment is adequately challenging the client and that they feel that they can complete the experiment within their work environment.

Next, we recommend that coaches ask clients if they believe the experiment supports them in building the skills needed to achieve their wellbeing goal[s]. If a client perceives the experiment as meaningful and that it will build their competency toward their goal, there is a greater chance that the client will complete the experiment. Research found that competence is a person's belief that they can influence and master tasks within their given environment (Brenner, 2022). When the experiments or tasks build towards learning a meaningful skill, a person may feel increased motivation and engagement.

Recommendation #3: Provide increased structures and support on how to effectively use the Wellbeing Inventory throughout the coaching cycle.

We recommend providing increased structure for coaches on how to effectively use the Wellbeing Inventory to impact clients' competency. As shown in Finding 3, clients typically believe that the Wellbeing Inventory supports their self-awareness. Coaches seem to be unsure when and how to reincorporate the Wellbeing Inventory throughout the coaching cycle. We recommend scheduling time to revisit the Wellbeing Inventory throughout the coaching cycle, as this may lead to an increase in clients' self-awareness.

As noted previously, half of the coaches interviewed believed the data was for edwell and not for them. We recommend providing training on how to use the Wellbeing Inventory in coaching sessions, as well as the importance of the Wellbeing Inventory from both a coaches' and clients' perspective. In support of this, Niemiec and Ryan (2009) found that to facilitate internalization of autonomy, organizations should provide individuals with a meaningful rationale for why a learning activity is useful. By providing a rationale for the Wellbeing Inventory and its usage, coaches may begin to feel increased internalized autonomy.

Recommendation #4: Complete further research and analyses to better understand how coaches perceive edwell's leadership.

edwell may benefit from a more comprehensive analysis of how coaches perceive the organization's leadership. Our sample was limited to seven coaches, and we did not explicitly ask all coaches about their experience with edwell's leadership. These four coaches may be outliers for the entire coaching population or represent coaches' perceptions of the organization's leaders. Also, the four coaches quoted in Finding 5 did express a sense of relatedness with edwell leaders and the organization more broadly. Given these coaches' sense of connection, we believe

they are more likely to feel belonging at work and engage in positive behaviors. Research found that people with an increased sense of relatedness are more likely to be intrinsically motivated in work (Ryan & Deci, 2000). Given the positive feelings of these coaches, edwell should seek more opportunities to build relatedness between leaders and coaches. In exploring perceptions more deeply across coaches, edwell's leadership may be able to see what types of connections are important to coaches and work to implement those more often.

Recommendation #5: Complete further analyses to better understand the perspectives of clients and coaches who identify as people of color and the impact of racial and ethnic matching between clients and coaches at edwell.

We recommend completing further focus groups and interview to better understand the perspectives of clients and coaches who identify as people of color. Many scholars have taken up whether and how racial-mismatch between wellbeing professionals and clients may impact numerous outcomes. One research team conducted a metaanalysis of numerous studies that examined clients preferences, perceptions, and outcomes when there was racial or ethnic matching between clients and therapists (Cabral & Smith, 2011). The researchers found that clients had a moderately strong preference for a therapist of the same race or ethnicity, as clients perceived therapists of the same race or ethnicity more positively than clients whose therapist was a racial mismatch (Cabral & Smith, 2011).

Another study found that Black therapists feel a unique connection with Black clients due to feeling connected to their clients' wellbeing but also sometimes create insufficient boundaries (Goode-Cross & Grim, 2016). Therapists also report that they have discussions about cultural differences with clients. However, these discussions happen in less than half the cases when there is a racial mismatch between therapists and clients (Maxie et al., 2006). Based on the coaches'

unprompted insights, more research is needed to understand the impact of racial and ethnic matching between clients and coaches at edwell.

Recommendation #6: Complete further research and analysis to understand coaches' mission engagement levels and if feelings about compensation impact engagement levels.

As shown in Finding 7 and 8, all coaches feel committed to edwell's mission, yet the majority of coaches named without prompting edwell's inadequate compensation model. We wonder if coaches' feelings of inadequate compensation may negatively impact their commitment to edwell. Researchers define employee mission engagement as "a psychological state in which an employee desires to exert effort and devote careful attention to ensure the fulfillment of a mission that he or she perceives as significant or meaningful" (Suh et al., 2011, pp. 78-79). Despite coaches feeling committed to edwell's mission, further research is required to understand the coaches' mission engagement levels. Based on the interview questions asked, it is unclear how devoted coaches are to supporting edwell's success. Thus, we recommend conducting further research to determine if there is a correlation between a coaches' feelings towards compensation and their mission engagement.

Conclusion

Scholars of workplace motivation posit that autonomy, competency, and relatedness are key drivers of individuals' engagement in their work (Ryan & Deci, 2002). In examining the perspectives of coaches at edwell and their clients, we found that these three factors were critical in improving or limiting motivation for both coaches work at edwell and clients' work in their schools. We hope this study's focus on the implementation of edwell's current coaching model, from coaches' and clients' perspectives, will offer edwell useful understandings and recommendations to support their continued growth as a new organization.

Based on our conversations with coaches and clients, we can confidently assert that most participants find value in the work and mission of edwell. Coaches largely feel a sense of autonomy, have access to tools that allow for competency, and feel a strong sense of mission alignment. Many coaches also feel a sense of relatedness to the leaders and organization, yet some raise important questions about racial and ethnic matching between coaches and clients and overall compensation. Clients largely expressed positive experiences as a result of edwell's coaching when they were able to complete doable experiments and build their self-awareness through the Wellbeing Inventory.

Given our findings, we offer that edwell should continue some practices, expand some supports, and seek greater understanding on other topics. edwell offers its coaches autonomy and supportive tools which they should continue to reinforce. To support coaches even more, edwell can create resources for coaches to help build more doable experiments and better understanding of how to utilize the Wellbeing inventory across multiple coaching sessions. Finally, given the limitations of this project, we offer a few topics that edwell would benefit exploring more including coaches' perceptions of edwell leadership, coaches and clients of color perceptions of racial mismatch in coaching, and coaches' perceptions of mission alignment and compensation. We hope that the findings and recommendations in this report can offer edwell a continued opportunity to grow as an organization and positively impact the wellbeing of both their coaches and clients.

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Appendix A

Interview and Demographic Survey Tools and Protocols

The following section outlines our interview protocol: (1) introduction to the interview, (2) brief questionnaire, (3) interview questions, (4) interview closing.

Introduction to interview

Thank you for taking time out of your busy schedule to participate in this interview and improvement project. The purpose of this interview is to understand the usage and perceptions of coaches/clients about the edwell coaching model. We are gathering data through interviews and documents, with the goal to better understand how edwell can support its clients' wellbeing.

In the chat, I've dropped a link to our provided agreement. Please let me know when you have opened the link. There are a few points that I would like to highlight in the project agreement. First, at any time you are free to stop participating in the interview and you may refuse to answer any question. All information is confidential and will only be used for our analysis. Keenan and Kimberly will have access to the recordings. Additionally, Keenan/Kimberly, Courtney Preston (our advisor), and I will have access to the transcripts and documents. All names will be replaced with pseudonyms on all documents and transcripts.

The interview will be made up of about eight to nine primary questions and will last for about 30 minutes. This interview will be semi-structured, meaning that it is less of a natural conversation. Rather, I will stick to a set of prepared questions with some probing questions intermixed. Please let me know if you would like a question restated or need clarification at any time.

After the interview is completed, we may have additional follow up questions. Would it be okay for us to contact you after the interview if additional questions arise? Do you have any

questions regarding the interview and interview process? Do you agree to have this interview recorded?

Demographic Questionnaire (adopted from Connor et al., 2022)

First, we ask that you complete a brief demographic questionnaire before we move into the semi-structured interview. Our purpose of providing this questionnaire is to better understand your teaching experience and background. This questionnaire takes approximately 2-3 minutes to complete. The link to the questionnaire is provided in the chat. Please let us know when you have submitted. Do you have any questions about the questionnaire?

Teacher Demographic Questionnaire

Section	#	Question	Answer options
General Demographics	1	What is your gender?	Female, Male, Non-binary, Not listed (please specify), Prefer not to answer
	2	What is your age?	18-24, 25-34, 35-44, 45-54, 55-64, 65 & over, Prefer not to answer
	3	Are you Hispanic/Latino?	Yes, No, Prefer not to answer
	4	What is your race?	American Indian or Alaskan Native, Asian, Black/African American, Native Hawaiian or Other Pacific Islander, Two or

			more races, White, Other race (please specify), Prefer not to answer
Teacher Introduction	1	In what setting is your school?	Urban, Suburban, Rural, Prefer not to answer
	2	How would you describe your school?	Private, Public, Charter, Other (please specify), Prefer not to answer
	3	How many years have you taught in the classroom?	Short response
	4	What grade(s) do you teach?	Short response
	5	What subject(s) do you teach?	Short response

Coach Demographic Questionnaire

Section	#	Question	Answer options
General Demographics	1	What is your gender?	Female, Male, Non-binary, Not listed (please specify), Prefer not to answer
	2	What is your age?	18-24, 25-34, 35-44, 45-54, 55-64, 65 & over, Prefer not to answer
	3	Are you Hispanic/Latino?	Yes, No, Prefer not to answer

	4	What is your race?	American Indian or Alaskan Native, Asian, Black/African American, Native Hawaiian or Other Pacific Islander, Two or more races, White, Other race group (please specify), Prefer not to answer
Coach Introduction	1	How many years have you coached overall?	Short response
	2	How many years have you worked with teachers overall?	Short response
	3	How many years have you worked in a school setting overall?	Short response

Semi-Structured Interview Protocol

Thank you for completing the demographic survey. Next, we will move into the semi-structured interview portion.

Teacher Interview Questions (adopted from Hall, V. L. (2008)).

- Q1 [SDT-autonomy, connectedness]: Why did you choose to sign up for coaching sessions with edwell?
- Q2- [SDT-connectedness, competence, autonomy] Can you describe a typical coaching session with your edwell coach?

- You said _____ about the Wellbeing Inventory. How was this used during coaching meetings? Can you tell me how that impacted you?
- You said _____ about the experiments. Can you give me an example of an experiment you completed? How did the experiment impact your wellbeing?
- If client does not bring up Wellbeing Inventory, go to Q3.
- If client does not bring up experiments, go to Q4.
- Q3: Ask only if not mentioned in Q2 [perceived effectiveness] One tool edwell is interested in learning more about is the experiment. Describe a time you implemented an experiment in your professional setting.
 - You said you did not complete an experiment. Can you tell me about why you did not complete the experiment?
 - You said you completed an experiment. Can you tell me what was helpful or not helpful about using an experiment approach?
 - How did your coach follow up with you after implementing the experiment?
- Q4: Ask only if not mentioned in Q2 [perceived effectiveness] One tool edwell is interested in learning more about is their Wellbeing Inventory. Describe how you or your coach has used the Wellbeing Inventory.
 - You said you did not use the Wellbeing Inventory. Can you tell me about why you think you did not use the Wellbeing Inventory?
 - You said you completed and/or used the Wellbeing Inventory in your coaching sessions. Can you tell me what was helpful or not helpful about using it?
- Q5: [SDT- autonomy, connectedness, competency] What could edwell's coaching have done to better support your wellbeing in the teaching profession?

- You said _____. Can you tell me about how that helped or hindered your experience? Why?
- [Based on response to probe above] Can you give me an example of a (not) helpful system/structure?
- Q6: [perceived effectiveness]: If you had it to do all over, would you choose to participate in edwell's coaching model? Why?
 - You said _____. Can you tell me about how that helped or hindered your experience? Why?
 - [Based on response to probe above] Can you give me an example of a (not) helpful system/structure?
- Q7: What questions do you have for me?
- Q8: As we approach the end of this interview session, I'm wondering if you have any feedback or insights into how edwell can improve its practice? Or generally, is there anything else you want to add about your experience?

Interview Closing:

Thank you again for your time. I truly appreciate your insights and honesty. Again, thank you for your time.

Coaches Interview Questions (adopted from Hall, V. L. (2008)).

- Q1 [SDT-autonomy, connectedness]: Why did you choose to sign up to be a coach with edwell?
- Q2 [coach resource]: Describe the support you received from edwell when first joining the organization.
 - How were you trained to use the edwell Wellbeing Inventory?

- How were you trained to use the edwell experiments?
- Q3: [SDT-connectedness, competence, autonomy] Can you describe a typical coaching session?
 - If coach does not bring up Wellbeing Inventory, go to Q4.
 - If coach does not bring up experiments, go to Q5.
 - You said _____ about the Wellbeing Inventory. How was this used during coaching meetings? Can you tell me how that impacted clients' wellbeing? [Tell me more about that]
 - You said _____ about the experiments. Can you give me an example of an experiment a client completed? How did the experiment impact the client's wellbeing? [Tell me more about that]
- Q4: Ask only if not mentioned in Q3–You may know that the Wellbeing Inventory is a tool that edwell uses to measure clients' wellbeing. Describe how you have used the Wellbeing Inventory in your coaching sessions.
 - You said _____ about the Wellbeing Inventory. How was this used during coaching meetings? Can you tell me how that impacted clients' wellbeing? [Tell me more about that]
- Q5: Ask only if not mentioned in Q3–You may know that the client experiments are an agreement between you and client about what the client will work on in between sessions. Describe how you have used the client experiments in your coaching sessions.
 - You said _____ about the experiments. Can you give me an example of an experiment a client completed? How did the experiment impact the client's wellbeing? [Tell me more about that]

- Q6: [perceived effectiveness; SDT- autonomy] Are there other tools that you have used that could be beneficial for edwell to incorporate into its coaching model?
 - You said _____. Tell me more about that. How could that support clients' wellbeing?
- Q7: [SDT- autonomy, connectedness, competency] What could edwell's team do to better support your coaching practice ?
 - You said _____. Can you tell me about how that helped or hindered your experience? Why?
 - [Based on response to probe above] Can you give me an example of a (not) helpful system/structure?
- Q8: What questions do you have for me?
- Q9: As we approach the end of this interview session, I'm wondering if you have any feedback or insights into how edwell can improve its practice? Or generally, is there anything else you want to add about your experience? Is there anything else you want to add?

Interview Closing:

Thank you again for your time. I truly appreciate your insights and honesty. Again, thank you for your time.

Appendix B

Participant Recruitment Email

Coaches Recruitment Email

Dear _____,

We are reaching out to you because we are interested in understanding your perspective on the perceived effectiveness of the edwell coaching model. In particular, as coaches, we want to know how your experience with the edwell model has impacted your clients' wellbeing. We hope to make recommendations to edwell on how best to improve practices for coaches and clients.

Our team includes Kimberly Erickson and Keenan Kelley. Both of us are current doctoral candidates in the Doctor of Education (Ed.D.) in Leadership and Learning in Organizations program at Peabody College of Education at Vanderbilt University. For more context about both of us, Kimberly worked in education for seven years and is transitioning into consulting. Keenan is an Assistant Principal in Washington DC and has been working in education for nine years.

Should you agree to be part of this important work, your participation would require sitting for one virtual, recorded interview for about forty-five minutes. You will have an opportunity to share your experiences with edwell. In addition, we may ask you to review findings by our team to confirm the accuracy of our analysis.

As a thank you, edwell is offering a \$50/session incentive for completion of an interview with us.

[Please click HERE to schedule a time to be interviewed.](#)

We truly believe that this work is important. Teachers' wellbeing is an issue close to our hearts. We look forward to hearing from you! Please don't hesitate to reach out with any questions you have.

If you accept, what to expect:

- You will hear back from Kimberly or Keenan about scheduling a time to meet for an interview.
- A 45-minute interview will be scheduled at your convenience.
- You will be tape recorded during the 45-minute interview
- Your confidentiality will be protected with pseudonyms for your name and position
- Reports to edwell will include high level findings that do not name specific identifying information.
- You may be asked to review analysis conducted by the research team.
- The capstone report will be published by Peabody College of Education at Vanderbilt University

Warmly,

Kimberly & Keenan

Client Recruitment Email

Dear _____,

We are reaching out to you because we are interested in understanding your perspective on the perceived effectiveness of the edwell coaching model. In particular, as clients, we want to know how your experience with the edwell model has impacted your wellbeing. We hope to make recommendations to edwell on how best to improve practices for coaches and clients.

Our team includes Kimberly Erickson and Keenan Kelley. Both of us are current doctoral candidates in the Doctor of Education (Ed.D.) in Leadership and Learning in Organizations program at Peabody College of Education at Vanderbilt University. For more context about both of us, Kimberly worked in education for seven years and is transitioning into consulting. Keenan is an Assistant Principal in Washington DC and has been working in education for nine years.

Should you agree to be part of this important work, your participation would require sitting for one virtual, recorded interview for about forty-five minutes. You will have an opportunity to share your experiences with edwell. In addition, we may ask you to review findings by our team to confirm the accuracy of our analysis.

As a thank you, edwell is offering a \$25 gift card incentive to Target, Starbucks, or Teachers Pay Teachers.

[Please click HERE to schedule a time to be interviewed.](#)

We truly believe that this work is important. Teachers' wellbeing is an issue close to our hearts. We look forward to hearing from you! Please don't hesitate to reach out with any questions you have.

If you accept, what to expect:

- You will hear back from Kimberly or Keenan about scheduling a time to meet for an interview.
- A 45-minute interview will be scheduled at your convenience.
- You will be tape recorded during the 45-minute interview
- Your confidentiality will be protected with pseudonyms for your name and position
- Reports to edwell will include high level findings that do not name specific identifying information.
- You may be asked to review analysis conducted by the research team.
- The capstone report will be published by Peabody College of Education at Vanderbilt University

Warmly,

Kimberly & Keenan

Appendix C

Participant Agreement Form and Demographic Survey

Coach Participant Permission Form and Demographic Survey

Dear Participant,

You have been invited to take part in an improvement project to learn more about the perceived effectiveness of the edwell coaching model. This project will be conducted by Keenan Kelley and Kimberly Erickson, students from the Doctor of Education (Ed.D.) in Leadership and Learning in Organizations at Peabody College of Education at Vanderbilt University.

If you give permission to participate in this project, you will be asked to answer questions on record about your edwell coaching experience. The interview will take no more than 30 minutes. You may review these tapes and request that all or any portion of the tapes be destroyed. There are no known risks associated with your participation in this project beyond those of everyday life. Although you will receive no direct benefits, this investigation may help us understand how edwell can better support coaches and clients to improve teacher wellbeing and decrease teacher burnout.

Participation in this project is voluntary. You may refuse to participate or withdraw at any time. You also have the right to skip or not answer any questions you prefer not to answer and the right to edit the agreement.

If there is anything about the project or your participation that is unclear or that you do not understand, if you have questions or wish to report a project-related problem, you may contact Keenan Kelley at (860) 466-0485, keenan.kelley@vanderbilt.edu, or Kimberly Erickson at (206) 471-1945, kimberly.j.erickson@vanderbilt.edu.

*** Required**

1. After reading the participant permission form, please check the appropriate box to signify whether or not you agree to participate in the following project.*

YES, I give permission to the project coordinators to use my audio recordings for their investigation

NO, I do NOT give permission to the project coordinators to use my audio recordings for their investigation

2. What is your gender? *

3. What is your age?*

Mark only one oval.

18-24

25-34

35-44

45-54

55-64

65 & over

Prefer not to answer

4. Are you of Hispanic, Latino, or of Spanish Origin?*

Mark only one oval.

Yes

No

Prefer not to answer

5. What is your race?*

Mark only one oval.

American Indian or Alaskan Native

Asian

Black/African American

Native Hawaiian or Other Pacific Islander

White

Two or more races

Prefer not to answer

Other: _____

6. How many years have you coached overall? *

7. How many years have you worked with teachers overall? *

8. How many years have you worked in a school setting overall? *

Client Participant Permission Form and Demographic Survey

Dear Participant,

You have been invited to take part in an improvement project to learn more about the perceived effectiveness of the edwell coaching model. This project will be conducted by Keenan Kelley and Kimberly Erickson, students from the Doctor of Education (Ed.D.) in Leadership and Learning in Organizations at Peabody College of Education at Vanderbilt University.

If you give permission to participate in this project, you will be asked to answer questions on record about your edwell coaching experience. The interview will take no more than 30 minutes. You may review these tapes and request that all or any portion of the tapes be destroyed. There are no known risks associated with your participation in this project beyond those of everyday life. Although you will receive no direct benefits, this investigation may help us understand how edwell can better support coaches and clients to improve teacher wellbeing and decrease teacher burnout.

Participation in this project is voluntary. You may refuse to participate or withdraw at any time. You also have the right to skip or not answer any questions you prefer not to answer and the right to edit the agreement.

If there is anything about the project or your participation that is unclear or that you do not understand, if you have questions or wish to report a project-related problem, you may contact Keenan Kelley at (860) 466-0485, keenan.kelley@vanderbilt.edu, or Kimberly Erickson at (206) 471-1945, kimberly.j.erickson@vanderbilt.edu.

*** Required**

1. After reading the participant permission form, please check the appropriate box to signify whether or not you agree to participate in the following project.*

YES, I give permission to the project coordinators to use my audio recordings for their investigation

NO, I do NOT give permission to the project coordinators to use my audio recordings for their investigation

2. What is your gender? *

3. What is your age?*

Mark only one oval.

18-24

25-34

35-44

45-54

55-64

65 & over

Prefer not to answer

4. Are you of Hispanic, Latino, or of Spanish Origin?*

Mark only one oval.

Yes

No

Prefer not to answer

5. What is your race?*

Mark only one oval.

American Indian or Alaskan Native

Asian

Black/African American

Native Hawaiian or Other Pacific Islander

White

Two or more races

Prefer not to answer

Other: _____

6. In what setting is your school? *

Urban

Suburban

Rural

Prefer not to answer

7. How would you describe your school? *

- Private
- Public
- Charter
- Prefer not to answer
- Other: _____

8. How many years have you taught in a classroom? *

9. What grade(s) do you teach?*

10. What subject(s) do you teach? *

Appendix D

Codebook

Client Codes

Code and Subcodes	Themes in Interviews	Definition(s)
Autonomy	<ul style="list-style-type: none"> ● Co-created sessions ● Co-created experiments ● Scheduling flexibility ● Co-created activities ● Greater choice in personal life ● Greater choice in work life 	Clients having choice and agency in coaching sessions to support wellness OR clients having greater choice and agency as a result of their coaching sessions
Autonomy Inhibitors	<ul style="list-style-type: none"> ● Coach created experiment ● Coach required exercise ● Work environment that limits choice ● Overall structure of the session 	(opposite or absence of autonomy)
Relatedness	<ul style="list-style-type: none"> ● Affection expressed between client and coach ● Affected concern for each other ● Client felt validated by coach ● Accountability with experiments/follow-ups leading to greater feelings of connectedness between coach and client ● Similar work/life experiences with coach ● Improved connection with others outside of coaching 	Relatedness is centered on a sense of frequent, regular, and positive connection and belonging within the work environment.
Relatedness Inhibitors	<ul style="list-style-type: none"> ● Lack of affection between client and coach ● Distractions occurring around coach ● Grounding exercises/visualization activity (if perceived by client to NOT be meaningful) ● Prior experiences that may lead to feelings about coaching ● Change in coach ● Poor communication from coach or edwell organization 	(opposite or absence of relatedness)

Competency	<ul style="list-style-type: none"> Wellbeing inventory helped clients identify priority areas for coaching sessions Coaches asked probing questions; cognitive push during sessions Implementing impactful experiments Accountability with experiments/follow-ups to improve implementation/skill building Improved outcomes in work and personal life Improved self-awareness 	Competence concerns an individual's feelings of mastery and a sense that one can grow and succeed within their role. Additionally, competency includes guidance and feedback to improve identified skills.
Competency Inhibitors	<ul style="list-style-type: none"> Experiments not impactful or not-doable in work environment Wellbeing inventory not designed to build client awareness or skills 	(opposite or absence of competency)
edwell Entry and Continuation Barriers	<ul style="list-style-type: none"> Program signup Platform features Program (edwell) administration communication Unclear about what coaching is with edwell Mental health stigmatization Price point Capacity (time and availability) School negative/absent messaging about edwell 	Lack of or disruptive elements of edwell that support clients access to joining and continuation with edwell coaching.
edwell Entry and Continuation Supports	<ul style="list-style-type: none"> Price point Client already looking for mental health support or therapy Curiosity about edwell/willingness to try new things (early movers) School positive messaging about edwell 	Elements of edwell that support clients access to joining and continuation with edwell coaching.

Coach Codes

Code and Subcodes	Themes in Interviews	Definition(s)
Autonomy	<ul style="list-style-type: none"> Freedom and flexibility for coaching sessions Edwell gives structure, coaches bring 	Coaches have choice and agency in coaching sessions to support client's wellness

	<p>tools</p> <ul style="list-style-type: none"> ● edwell leadership team trusts coaches to conduct coaching sessions in alignment to coaches' wheelhouse 	
Autonomy Inhibitors	<ul style="list-style-type: none"> ● Coaches cannot select or reach out to potential clients 	(opposite or absence of autonomy)
Relatedness	<ul style="list-style-type: none"> ● Prior relationship/connection to founders/leaders ● Supported in the development of materials/structures for edwell ● Responsiveness from leadership team ● In-person events/training ● Trainings all together ● Dyads feeling positive connections with coaches and edwell staff ● Feeling of connection with client 	Relatedness is centered on a sense of frequent, regular, and positive connection and belonging within the work environment.
Relatedness Inhibitors	<ul style="list-style-type: none"> ● Lack of training support for newer coaches ● Lack of community for coaches ● Lack of responsiveness from leadership team ● Unclear expectations/structures between leadership team and coaches (contract workers) 	(opposite or absence of relatedness)
Competency	<ul style="list-style-type: none"> ● Slack channel ● Folder with resources ● Coaches can add to folder with their own resources ● Monthly dyads (learning new tools/skills) ● General structure of sessions ● Onboarding and training sessions 	Competence concerns an individual's feelings of mastery and a sense that one can grow and succeed within their role. Additionally, competency includes guidance and feedback to improve identified skills.
Competency Inhibitors	<ul style="list-style-type: none"> ● Coaches have to figure out Slack channel or how to find resources ● Lack of activities to support clients in sessions ● Not a lot of training on coaching related structures or skills ● Lack of transparency with data and high-level trends ● Poor understanding/implementation of 	(opposite or absence of competency)

	<p>Wellbeing inventory leads to missed opportunity</p> <ul style="list-style-type: none"> • Coaches and clients didn't have aligned understanding of inventory or pillars • Not clear about desired edwell structure and goals for clients' wellness 	
Race	<ul style="list-style-type: none"> • Potential racial bias when clients select coaches • Clients told coaches that because they were POC and racially aligned they decided to sign up • Questions around how to engage and recruit more POC coaches and teachers 	Coaches mention their racial identity, their client's racial identity, or edwell's staff racial identity.
Compensation	<ul style="list-style-type: none"> • Compensation lower than what coaches typically charge for session(s) • Second (or third) job • Other life demands make pay hard to take 	Coaches mention edwell's pay, compensation, or other gigs.
Mission	<ul style="list-style-type: none"> • Love the mission • Love the work edwell is doing • Believe in the work that edwell is doing • Tension between edwell mission and school district mission • Proud of connection to edwell and its growth 	Coaches mention edwell's mission, values, or goals.
Prior Experience	<ul style="list-style-type: none"> • Coach has prior coaching training and certification • Coach has coached for a significant amount of time prior to coming to edwell • Coach brings in their own tools and resources to edwell • Coach mentions teaching/education/TFA experience 	Coaches mention previous experience related to coaching, mentoring, teaching, etc. and/or its impact on their current practice with edwell.
Client impact-autonomy	<ul style="list-style-type: none"> • Greater choice in personal life • Greater choice in work life 	Greater choice in personal and/or greater choice in work life
Client impact-relatedness	<ul style="list-style-type: none"> • Improved client connection with others outside of coaching 	Improved connection with others outside of coaching

Client impact-competency	<ul style="list-style-type: none"> ● Improved client outcomes in work and personal life ● Improved client self-awareness 	Improved outcomes in work and/or personal life, improved client-self awareness
edwell Entry and Continuation Barriers	<ul style="list-style-type: none"> ● Program signup ● Platform features ● Program (edwell) administration communication ● Unclear about what coaching is with edwell ● Mental health stigmatization ● Price point ● Capacity (time and availability) ● School negative/absent messaging about edwell 	Lack of or disruptive elements of edwell that support clients access to joining and continuation with edwell coaching.
edwell Entry and Continuation Supports	<ul style="list-style-type: none"> ● Price point ● Client already looking for mental health support or therapy ● Curiosity about edwell/willingness to try new things (early movers) ● School positive messaging about edwell 	Elements of edwell that support clients access to joining and continuation with edwell coaching.