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# **Individual Video-supported Learning Guidance to Improve the Teaching Quality in Physical Education**

Further Development, Implementation and Evaluation of Video-based  
Teaching-learning Environments for Physical Education Teachers

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## List of Abbreviations

<b>Abbreviation</b>	<b>Explanation</b>
AT	Attachment Theory
BM	Behavior Management
CBAS	Coaching Behavior Assessment System
CLASS	Classroom Assessment Scoring System
CO	Classroom Organization
EER	Educational Effectiveness Research
ES	Emotional Support
ILF	Instructional Learning Formats
IS	Instructional Support
ISI	Individualized student instruction observation system
MTP	MyTeachingPartner
NC	Negative Climate
P	Productivity
PC	Positive Climate
PE	Physical Education
PWO	Percent-within-one
QF	Quality of Feedback
QUALLIS	<i>Qualität des Lehrens und Lernen im Sport</i>
RSP	Regard for Student Perspectives
STRS	Student-Teacher-Relationship Scale
TIMSS	Trends in International Mathematics and Science Study
TS	Teacher Sensitivity



## Preface

This dissertation is submitted for the degree of Doctor of Philosophy at the University of Hamburg. The research described herein was conducted under the supervision of Professor Alfred Richartz at the Institute of Human Movement Science (University of Hamburg).

First, I would like to thank my supervisor Professor Alfred Richartz for his support and administrative assistance during the writing of this study. Special thanks go to him for his support at all times, his help with guidance, his help with questions of content and for his constructive criticism. The discussions with him as well as the encouragement during the evaluation, especially of the qualitative part, have always had a positive effect on the progress of the work, but also on my personal development.

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I would further like to acknowledge the effort of Professor Alfred Richartz and Dr. Kathrin Kohake in conducting the CLASS-ratings. I particularly appreciated their critical view, which helped me grow. Additionally, I would like to thank Dr. Kathrin Kohake for carrying out the interviews and being a great colleague and an even better friend.

Furthermore, I would like to thank the teachers as well as children who participated in the two study parts. Meaning the teachers and students who allowed being videotaped for the best-practice videos, the expert teachers supporting me with the validation of the video clips and of course the teachers and students who participated in the coaching intervention and whom I was allowed to work with. Without their motivation to cooperate and their support, this research could not have been successfully completed. I highly appreciate their support and enjoyed working with all of them. Moreover, I would like to thank the parents and legal guardians for supporting this study by allowing their children to participate.

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# 1 Introduction

In today's education policy, critical discussions about educational standards and learning success are of great importance. Latest since Germany's disappointing results in international comparative studies such as PISA, IGLU or TIMMS, the topic of teaching quality is omnipresent in politics and schools. In this regard, the question of how to promote the quality of teaching has emerged. Especially because existing research in this field has previously demonstrated that teaching quality, alongside with the professionalism of teachers, is the key to learning success for students. One of the most popular research in this context is Hattie's meta-analysis (2009) concerning the quality of teaching-learning processes. Thus, promoting teaching quality is essential in improving education and promoting student achievement. As a result, the overarching goal of today's German educational research and politics is to increase the quality of teaching in order to heighten learning outcomes (Klieme & Tippelt, 2008).

The highest possible learning success of students is the main objective of teaching processes. This brings the question of which factors play the greatest role for them into account. In this context, educational research has been particularly occupied with identifying characteristics of good teaching and finding out what distinguishes them from each other. This has led to the development of various lists of characteristics for the most important aspects of high teaching quality (e.g. Brophy, 2000). Purpose of these representations is generally to be implemented instead of regularities, to explain them and to make them suitable for active or prospective teachers. In the English-speaking world, a division into twelve cross-disciplinary and cross-level characteristics according to Brophy (2000) has emerged. Whereas in Germany, the characteristics of high teaching quality according to Helmke (2009), as well as the criteria according to Meyer (2005, 2014), have spread (see Praetorius, 2014).

Due to the fact that the design of this intervention originates from Richartz and has been adapted to a different context (PE), reference is made here to Richartz's preliminary theoretical work. The theoretical reappraisal presented below is based on the considerations and findings from Richartz's projects (2011, 2015, 2018). Richartz has elaborated on the theoretical framework for this design and presents it in his project applications (e.g., Richartz, 2015). Whereas Richartz's studies focus on extracurricular sport only, the present thesis adds to this field of research by investigating the subject PE.

In the following, I follow Richartz's argumentation in that when talking about quality characteristics, there is an additional need to clarify how to reliably identify and assess whether the quality characteristics exhibited by teachers are of high quality. In the present study, a generic observation system

for teaching-learning situations, the Classroom Assessment Scoring System (CLASS, Pianta, La Paro, & Hamre, 2008), was adopted in order to record and distinguish teaching quality. Although CLASS is a generic instrument, there are currently only very few observations for the subject of Physical Education (PE). In Germany, only one study has looked at PE pre-service teachers using the CLASS instrument (Greve, Weber, Brandes, & Maier, 2020). However, the instrument has already been translated into the German language, adapted and applied in a controlled manner (Richartz & Zoller, 2011). Moreover, it has proven to be valid in projects from Richartz in extracurricular sports, assessing coaches in the sports of judo, gymnastics, handball and rhythmic gymnastics (Richartz & Anders, 2017; Richartz, Kohake, & Maier, 2018). In this study, I follow Richartz's decision and design and therefore use CLASS.

When talking about teaching quality and about how to improve and increase quality, the competence development and beyond, professional development of teachers is of course a main point of discussion. An important aspect to competence development of teachers in all subjects is the development of a comprehensive understanding of the quality characteristics of teacher behavior (Richartz, 2015). Moreover, a targeted focus of attention on relevant teaching events is extremely important due to the complexity of teaching. Based on the dynamics of teaching and the growing expertise of teachers, they need the knowledge about quality characteristics of good teaching. Apart from this, teachers need the ability to perceive these criteria and to assess the quality of teacher behavior (Richartz et al., 2018).

This is where the present project comes in, by linking the teaching of empirically well-secured quality characteristics of teacher behavior (based on CLASS) with the targeted support of professional perception in the professional development of PE teachers. In this context, an extension to PE was made along the concepts and methods of Richartz's projects (2011; 2016; 2018). This included the creation of a video library specifically for PE as a basis for the following coaching intervention, whose videos were validated in a separate step. This initial step was mainly carried out due to findings from the project of Richartz (2016) indicating that video clips for specific types of sports would be more beneficial and that coaches explicitly wished for these. Therefore, a video library with best-practice clips for PE seemed reasonable and appropriate in order to apply these in the following intervention with PE teachers.

The original knowledge transfer in the coaching interventions from Richartz (2016, 2018) was intended for coaches who came together in a professional development and received input on teaching/pedagogical quality as part of their license acquisition or renewal. Since the present study is a case-based intervention exploration, an adaptation of the learning design to individual processes took place. The original design from Richartz (2016) was adapted for the particular group, so that

the first information input took the form of a webinar. Moreover, evaluation procedures were adopted from Richartz's projects (CLASS data, questionnaires for teachers and students, interviews). However, there was an expansion of the evaluation procedures through a mixed methods approach and appropriate triangulation of the data. It is therefore an extension to a previously unexplored field that represents a deepening of Richartz's previous approach and offers comparisons with the samples presented.

Therefore, the present research work is divided into two parts. Firstly, the extension of an already existing online video library (developed by Richartz, Richartz & Anders, 2016) and secondly, an individual video-supported learning accompaniment to improve the teaching quality in PE based on the MyTeachingPartner™ (MTP) Program (Downer, Kraft-Sayre, & Pianta, 2009) and adapted by Richartz (2018). With the help of these two complementary parts, this study aims at contributing to the more effective professional development of PE teachers, with emphasis on teaching quality. On the one hand, this is done by evaluating the video library and exploring individual learning processes. On the other hand, this is achieved by evaluating an individual video-supported learning guidance and exploring a change in beliefs and behavior of PE teachers. In-depth qualitative evaluation and a particular focus on mixed methods evaluation broadened and deepened the interest, methods, and findings.

Based on the mentioned objective of this thesis, the main research questions are listed in detail in the following chapter. The subsequent literature section firstly discusses how teaching quality is defined and which characteristics of teacher behavior are identified in the literature as being effective in achieving teaching goals, such as learning and performance progress, motivation, social and emotional development or persistence. Moreover, the aspect of measuring teaching quality in connection with the CLASS instrument and professional vision as one important factor will be presented. Finally, literature on professional development specifically focusing on videography and coaching is laid out.

The study aims at investigating a yet insufficiently researched area and gaining a broader view on the problem through additional and in-depth knowledge. Consequently, this research intends to provide empirical evidence in the field of professional teacher development of PE teachers from different perspectives. Therefore, the present study is designed as an exploratory study in a mixed methods design, focusing on the qualitative part. The approaches adopted to realize the research design, so the methodology of the video library and the coaching intervention, are described in chapter 4. Subsequently, the results of the different analysis methods applied in the study will be presented in chapter 5. Methods and results will be presented separately for the video library and the coaching, but will be summarized in joint displays at the end. The discussion of the achieved

results will then affiliate in the preliminary chapters, supplemented by limitation to this thesis as well as practical implications. Finally, the last chapter summarizes findings from both study parts and provides an outlook on future developments.

## **2 Purpose**

This research project focuses on promoting teaching quality with the help of a professional development setting in PE. Therefore, the present project attempts to connect empirically well-secured quality features of teacher behavior with the targeted support of professional perception in teacher professional development. Moreover, the study strives to get from gaining knowledge and learning to observe and see quality markers to measurable behavior change.

### **2.1 Study Aim**

Richartz first developed the intervention adapted in this study (2015, p. 1) with the following goals: "To develop, implement, and evaluate online learning environments that complement existing educational offerings with two intervention formats" – video only and video plus coaching. The goal was to bring about a practical change in educational knowledge and pedagogical competencies in sports coaches. The present study is based on Richartz's intervention design (2015) and therefore on these goals, but was slightly adapted. Following, the specific goals and adaptations to the two main parts of the study are presented. Firstly, the study centers on the further development of an existing video library for PE teachers. The video clips developed in this first step were subsequently used in a professional development for PE teachers. Specifically, an individual video-based online coaching in the K-3-level was carried out. As a basis for assessing teaching quality in PE in both parts, the above-mentioned observation instrument CLASS was chosen due to its theoretical rationale and appliance in the project by Richartz (2015).

#### **2.1.1 Video Library**

In the first study part, the CLASS instrument was applied to guide the selection of expert coaches, the selection of best-practice video scenes and the development of accompanying materials (e.g., information on characteristics of teaching quality or observation assignments). The previously existing video clips exclusively referred to extracurricular sports and specifically to the sports of gymnastics, judo, rhythmic gymnastics and handball. In the course of the project by Richartz (2015), it became apparent that video clips developed from scenes from realistic interactions are more suitable for professional development than video clips showing show case units. Additionally, sports coaches reported that they preferred sports-specific video clips. Therefore, video clips from PE lessons were developed by accompanying PE teachers with video cameras through a lesson in their regular school day. From the obtained material video clips were cut and prepared for the following integration on the webpage.

These relatively short video clips (approx. 2 min length) of best-practice sequences from PE lessons are one of the central instruments for the online teaching-learning environment, therefore mainly referred to as video library. These video clips can illustrate theoretically and empirically founded quality characteristics of teacher's actions. Additionally, Richartz (2015, p. 16) states that best-practice clips can promote the perception of quality markers by serving as a training field for the identification of quality characteristics of teacher behavior and thus support learning processes of teachers in the realization of teaching quality (Krammer et al., 2010). Another point not to be underestimated is that working with video clips can make teaching more motivating and practical (Richartz, 2015, p. 16).

All created video clips were validated for their fit for an individual CLASS dimension, as well as whether they were feasible for everyday PE lessons. They were embedded on a password-protected online learning platform and combined with an individual learning support. The aim of those clips is to achieve a more effective and practice-oriented education and professional development. Hence, the first study part aims at the further development and evaluation of this video-based teaching-learning environment (video library) for teachers in the field of PE, investigating the effectiveness of video-based learning processes for changing the professional perception and behavior of PE teachers. Thus, these clips were the starting point as well as additional assistance for the following professional development program.

### **2.1.2 Coaching**

Accordingly, a coaching intervention in form of a professional development for PE teachers took place, aiming at investigating a video-based intervention. The concept was conceived by Richartz (2015) based on MTP and was extended to PE. The intervention by Richartz (2015) is a combination of content mediation, access to the video library and an online coaching with six feedback cycles that is as well the case for this study.

Principles and guidelines of the coaching intervention were developed and concretized by Richartz on the basis of the present criteria for process quality of coaching (e.g., Greif, 2016) and passed on for the present project in supervision. Therefore, during the coaching intervention, a deficit-oriented view was not the aim. On the contrary, it was rather looking at the strengths of the participants, i.e., looking at what is successful – perhaps without the participants themselves being aware of it. The idea of Richartz was to analyze how you can improve teaching by asking, for example, what is particularly important (e.g., feedback or behavior management). The main goal of the coaching intervention therefore is to find self-set goals, pursue, perceive own progress and evaluate.

Guiding ideas of the present work, developed by Richartz (2015, 2018), in particular concern quality improvement, attitudes and perception. An essential aim of this work is to improve the quality of PE teachers with regard to formal criteria concerning CLASS, but also to support change with regard to their beliefs and perceptions. Therefore, it is important to analyze whether a changed perception through a coaching based on CLASS not only changes behavior, but also one's educational beliefs. Educational beliefs were asked for in the teachers' questionnaires, which were developed in the project of Richartz (2015, 2018, Richartz et al., 2018), but likewise in the interviews, whose guideline was as well developed by Richartz (2018). From the latter, additional information was, for example, obtained on the process quality of the intervention, as well as issues of the coaching process. These different datasets try to illuminate the intervention and the possible change in perceptions and actions of the teachers. In order to consider all aspects, the student's point of view must be taken into account. Therefore, a further aim was to increase the intrinsic motivation of the students and question them about their PE lessons and their PE teacher. This was evaluated with the help of a questionnaire developed by Kohake and Lehnert (2018).

Moreover, based on the research design of the coaching projects by Richartz (2015, 2018), with the help of different data sets, mainly single case analysis were carried out and trends were tried to identify. Therefore, this study looks at which teachers might benefit most from such a coaching intervention and how this might be adapted or improved for the individual teacher. The overarching goal is therefore to record individual developments and changes of the individual participants in a multimodal way and to reconstruct how the coaching has influenced them.

However, with the specific and smaller sample in the present coaching project, compared to the projects by Richartz, the goals needed to be adjusted in some parts in order to be applicable for the specific context – PE. Firstly, in the research design by Richartz (2015) no mixed methods design was intended. The subsequent project conducted by Richartz (2018) included additional qualitative data collection in the form of interviews, as the previous project displayed that qualitative data might be advantageous, but also no differentiated methodological mixed methods concept. The research design contained in his projects is therefore applied in this study in a differentiated form and the evaluation is carried out with a differentiated mixed methods methodology in which various instances target the same constructs with the help of triangulations. Thus, the present project aims at gathering different data sets of the five participants to highlight the process of the intervention from different angles and to triangulate the data acquired.

Hence, for this specific context, the intervention design by Richartz (2015) had to be checked and modified. Conditions had to be created for PE teachers in the field. These addressees were much more subject to restrictions than coaches, as is the case in Richartz's projects (e.g., Richartz et al.,



2018). Therefore, an extension of the video library was carried out for the specific group of participants. Beyond the design of Richartz (2015), the videos from this video library were validated in an additional step. Furthermore, the video library was not only evaluated in terms of its use, as in the project of Richartz (Richartz, Maier, & Kohake, 2021), but also brought together with further data from the coaching. In addition, a separate sample, independent of the coaching intervention sample of Richartz (Richartz et al., 2018), was recruited and a coaching intervention was conducted with them. The evaluation of this intervention was completed using a mixed methods evaluation of the methodological approaches.

## 2.2 Research Questions

The above-mentioned considerations form the basis of the work presented. Therefore, the objective pursued by this study is to promote teaching quality, by enhancing reflection and supporting behavior change of PE teachers. In this context, five main research questions for this mixed methods study have been pursued, which are based on the research questions by Richartz (2011, 2015, 2018), but were adapted for the mixed methods design and explored on another sample:

1. With which attitudes/interests/motivations and behavioral patterns do the participants approach the coaching?
2. What do the individual changes of the participants look like in the course of the coaching?
3. How are the change processes assessed from the outside perspective, in this case from the perspective of the students?
4. How do the participating PE teachers assess the intervention format?
5. To what extent is the independent use of further information sources (video library) used for individual further development?

These five research questions look at different aspects and points in time of the coaching process. Question 1 refers to the fact that it can be assumed that the interests, attitudes and motivations brought along by the teachers as well as further personal characteristics (e.g., experience) influence the participation and the effect of the intervention. Therefore, these should be recorded at the beginning and considered from different perspectives. The second research question is dedicated to the individual changes of the participants over the course of the coaching. These possible changes are to be mapped by collecting data from seven different data sources on individual cases, which should control and complement each other (cf. chapter 4.1.3). In addition to, for example, the CLASS data, which represents an outside view of the participants' change processes in coaching, the view of the students, as a third party and essential actor in the class, is an important point. This is addressed by the third research question. With the help of questionnaire data and interviews, the fourth research question aims to find out how the participants evaluate and assess the coaching.

For this purpose, the effectiveness factors according to Greif (2016), among others, will be included. The last research question aims to find out the self-directed use of the video library, which was considered a building block and prerequisite for the implementation of the coaching.

The dissertation intends to provide answers to these questions as well as expand the scientific knowledge on teaching quality of PE. Moreover, knowledge on teacher competence development should be deepened in order to clarify the application and effectiveness of interactive online-learning environments in teacher professional development in the present setting. Additionally, implications for further investigations and practical implementations are to be elaborated.

### **3 Literature**

The theory section closely follows the preliminary work Richartz has done for his projects (Richartz, 2011, 2015, 2018). Therefore, the main literature presented in this thesis is from the field of teaching quality and in that context from teachers' professional development. A specific focus in the area of teachers' professional development is based on videography and video feedback, as well as the advantages and disadvantages to this tool. In addition, classroom observations will be themed with a focus on professional vision. In this regard, the generic observation instrument applied for evaluating possible changes in teaching quality, the Classroom Assessment Scoring System (CLASS), will be presented. Following, a more recent teacher professional development format – the coaching – will be introduced, especially the MyTeachingPartner™ Program. Finally, own theoretical considerations regarding individual changes for the participants will briefly be displayed.

#### **3.1 Teaching Quality**

The line of argument on teaching quality refers to preliminary work by Richartz (2011, 2015, 2018). Teaching quality in the education sector is a highly complex issue fraught with many problems. Therefore, Richartz focuses on effectiveness. He discusses this problem in numerous papers; thus, the following chapter only mentions the most important arguments and focusses on the results.

The origins of the discussion of teaching quality lie in the question of the goals and purposes of pedagogy and in how to know if these goals have been achieved. So, the question arises: When can pedagogical practice be described as good? The first educational institution in this debate has obviously been the school. For this reason, studies in this research area are still the focus of quality discourses today. Mostly through international comparative studies such as PISA, IGLU or TIMMS, discussions about quality standards have moved more into focus. Especially since Germany has only scored low in international comparison. As a result, the overriding goal of German educational research today is to increase the quality of education and therefore teaching quality.

Teaching quality arises from interaction between teachers and learners, which is dependent on interpretations and patterns of constantly changing thinking and feeling. For this reason, there must be a constant debate, whether reality corresponds to the agreed standards. In this context, it is important to state that the learners who, in contrast to technological models, are independent factors that cannot be calculated (K. O. Bauer, Bohn, & Kemna, 2010, p. 12). Taking into account socially defined competence and educational goals, teaching quality is oriented towards optimal development of children and adolescents (K. O. Bauer et al., 2010, pp. 12–13).

Despite its over 30-year history, German education research cannot conclusively answer the question of teaching quality (K. O. Bauer et al., 2010, p. 13). From formulated definitions of teaching quality it can be concluded that high-quality teaching aims at improving student performance, which can be achieved through various means (patterns, bundles of characteristics) (K. O. Bauer et al., 2010, p. 13). Therefore, empirical research is needed to make the processes of teaching and learning "visible" (Hattie & Yates, 2013). In the process, researchers have constructed and empirically tested certain criteria in advance to address the concept of teaching quality.

### **3.1.1 Effectiveness Approach**

As intuitively understandable as the term "good teaching" may seem at first, the scientific determination of what constitutes "good" teaching is not an easy undertaking (Kunter & Ewald, 2016). In this paper, I follow the explanations of Richartz (2015), who considers the concept of teaching quality in relation to a quality judgment. His main argument refers to the fact that pedagogical behavior can be evaluated from a normative and an efficacy-oriented perspective and that both perspectives require different kinds of quality criteria. In the assessment of teaching quality it is therefore necessary to distinguish whether the standard of effectiveness or the standard of educational values is (Richartz, Maier, & Kohake, 2021). Accordingly, on the one hand, quality can be seen in compliance with normative, pedagogical principles and the aspect of social norms and values. Effective teaching, on the other hand, describes the achievement of learning objectives, i.e., the actual benefit/effect of teaching (Richartz, 2015).

Educational Effectiveness Research (EER), conducted over several decades, has provided evidence that the school and the classroom/teaching play an important role in students' educational outcomes. However, strong evidence points to considerably larger effects by teachers (Nye, Konstantopoulos, & Hedges, 2004). At the same time, the important influence of the individual student, the family and school environment, as well as the neighborhood was highlighted in EER.

In contrast to the aspect mentioned in the previous chapter, teaching is considered as "effective" when the most important goals are achieved. In this regard, most often, teacher effectiveness is associated with a "focus on student outcomes and teacher behaviors and classroom processes that promote better student outcomes" (Ko & Sammons, 2013, p. 6). Therefore, this conceptualization mainly focuses the effect teaching has on school performance and thus understands teaching quality in purely functional terms (Klieme et al., 2006).

Moreover, the field of EER has a strong interest in promoting greater equity in educational outcomes (Sammons, 1996), as well as emphasizing the study of processes associated with better outcomes for students. While much of the EER base has examined academic outcomes based on standardized

assessments and test performance, other important nonacademic outcomes, such as socioemotional and behavioral measures, have additionally been examined and recognized (e.g., Mortimore, Sammons, Stoll, Lewis, & Ecob, 1988). However, if the quality of instruction is measured in terms of its output, different goals can be focused on in principle (e.g., divergence reduction, support of self-concept, or social learning), which may as well compete with each other (e.g., Clausen, 2002; Schrader, Helmke, & Dotzler, 1997).

According to Richartz (2015; Richartz et al., 2021, p. 178), looking at sports sessions, there are three general lines in relation to the outcomes or goals that are aimed to achieve with a lesson. The first target area is the learning and performance progress of children and young people. Children want to improve themselves, i.e., for PE it is necessary to train techniques, tactics, improve condition and to achieve a general education of all performance prerequisites. The second target area is the psychosocial development, which plays a dominant role in the school context. Aspects to be mentioned in this context include supporting personality development, developing a stable self-image (e.g., self-confidence), learning to deal with emotions, experiencing autonomy and responsibility, developing striving for performance, perseverance or courage. In the context of sports, this could be dealing with losing a match or daring to try a difficult exercise/new element. The third target area relates to motivation and commitment to the class or team, or to sport in general. The focus lies on solidarity and identification with the sport and the class, thereby preventing dropouts and thus long-term interest in sports. In sum, teaching is considered effective when it achieves those desired goals.

Thus, to be able to make well-founded statements on the quality of teaching, a more intensive examination of EER and teaching effectiveness research is required. Further findings on EER in general and specifically in PE will be presented in the following chapters. Moreover, as a basis for assessing teaching quality, the observation instrument CLASS (Pianta, La Paro, & Hamre, 2008) will be explained in detail later on.

### **3.1.2 Three Domains of Teaching Quality**

It does not seem to be useful to look at and judge lessons superficially. In contrast, an appropriate assessment should always include interactions that are not easy to evaluate at first glance and which include the role of learners and teachers (Kunter & Ewald, 2016, p. 13).

Kunter and Ewald (2016) further highlight the importance to distinguish two areas in this regard:

A meaningful conceptual distinction in this context is the divergence between "visual/surface" and "deep/in-depth" structures of teaching. When we speak about the quality of teaching, we

mean the "deep" structure, whereas the teaching methods are referred to as the "visual" structure. The "visual" structures of teaching are the easily accessible features of teaching that refer to superordinate structures and settings. They can be differentiated into organizational forms, methods or social forms. (p. 13)

In addition, Kunter and Ewald (2016) highlight that:

Pedagogical-psychological research has produced numerous findings that demonstrate that the achievement of learning goals depends above all on the "in-depth" structures of teaching. The in-depth structures represent the levels of interaction between teachers and learners as well as their quality. The focus is on the quality of the interaction between learners and the way learners deal with the subject matter. (p. 14)

The interactions in teaching have many facets that ultimately interact and determine the quality of teaching (Kunter & Ewald, 2016, p. 15). However, to make the teaching-learning processes of teaching accessible to an empirical test, it is necessary to reduce this complexity (Kunter & Ewald, 2016, p. 15).

In German-language educational research an economical system for describing the depth structures of teaching, on the basis of three fundamental areas, has established itself in recent years – classroom management, social support and cognitive activation (Kunter & Ewald, 2016; Praetorius, Klieme, Herbert, & Pinger, 2018). Additionally, internationally this triangulate structure of teaching quality is distinguished across all subjects. In a study by Hamre and colleagues (2007) the 3-domain structure was demonstrated to be generalizable from preschool up to fifth grade.

Moreover, the comprehensive structure of three basic domains of teaching quality could be identified in the TIMSS (Trends in International Mathematics and Science Study, Baumert et al., 1997). As a result of the TIMSS study (Baumert et al., 1997), Klieme (2002) worked out a theory-based compilation of classroom characteristics that should make the connection between teacher activities and processing on the part of the students comprehensible. In the course of this, the author was able to combine 21 assessment measures into the three basic areas based on videotaped lesson selections. According to this concept, teaching quality is at a high level if the teacher (1) efficiently uses the available learning time, (2) the basic psychological needs of the students are satisfied through an

appreciative teacher-student relationship, and (3) the lessons challenge students to reflect and intensively deal with the content to be learned (Klieme, 2002, p. 101). So, in sum, this tripartite structure of the model is based on a supportive, pupil-oriented social climate, structured, clear and disturbance-preventive instruction and classroom management and cognitive activation. These three main constructs are representative throughout the literature, even though they are often titled slightly differently (Klieme & Rakoczy, 2008; Pianta & Hamre, 2009). It is assumed that these factors have a positive effect on learning performance via mediators such as the cognitive learning activities of the students, the proportion of learning-related teaching time and the intrinsic motivation to learn (Helm, 2016, p. 103). According to Klieme (2006), the three basic dimensions seem particularly suitable for subsuming the previous theoretical concepts and effects of empirical educational research.

This division into three basic dimensions is additionally found in a similar way in the observation instrument mentioned earlier – the CLASS. Thus, this instrument was chosen by Richartz across several of his project (Richartz et al., 2018; Richartz & Anders, 2016; Richartz & Zoller, 2011) and is therefore similarly applied in this study. Relating to this observation instrument, those three main areas are referred to as domains, which in turn are subdivided into dimensions. The domains in CLASS are named Emotional Support, Classroom Organization and Instructional Support and are therefore harmonious with the tripartite structure presented throughout international educational literature and research (Pianta, La Paro, & Hamre, 2008). The overarching three constructs will further on be referred to as domains in order to be in line with the observation tool and to avoid confusion. By using CLASS as a basis, a connection to current educational research is realized and an empirically founded basis for this project is represented. In the following, those three domains will be presented separately, lining out the research behind each one and viewing it with a specific focus on PE and CLASS.

### 3.1.2.1 Emotional Support

The first area of a supportive and pupil-oriented social climate is frequently summarized as Emotional Support. This domain aims at everyone feeling safe and valued in a diverse student body (Pianta, La Paro, & Hamre, 2008). Everyone should have the opportunity to succeed and feel empowered to grow supported through social engagement. An equal learning environment should be provided, so that every student gets what they need to succeed and to be engaged and inspired learners (Hamre & Pianta, 2010). Therefore, this domain is about noticing children's needs and fostering a harmonious, social and emotional supportive environment, where children feel understood and valued (Pianta, La Paro, & Hamre, 2008).

The research behind this first domain is mainly based on the attachment research by Ainsworth and Bowlby and is concerned with trust and sensitivity as the basis of a good teacher-student relationship (Bergin & Bergin, 2009). Their "attachment theory (AT) is an evidence-based developmental model based on caregivers' capacity to act as a 'secure base' for offspring who are stressed, threatened, ill, or exhausted" (Holmes, 2017, p. 1). Especially in child care there are many references to the AT stating that high emotional support as well as the consistency of this high support are important (e.g., Crittenden & Baim, 2017). In a school context, the individual teacher-student interactions and their developmental significance are based on this approach. Its developmental significance is especially stated in the Developmental System Theory (Pianta, Hamre, & Stuhlman, 2003), which as well refers to the attachment research (Ainsworth, 1974/2003).

Being emotional supportive and sensitive dampens stress emotions such as anxiety or dejection after a failure, for example through active listening and consoling (Klauer, 2009) and gives a person comfort and security so that they feel loved and cared for. To measure teacher-student relationships several instruments have been developed in recent years. For example, the Student-Teacher-Relationship Scale (STRS) (Pianta, 2001), which is based on teacher rates. Additionally, several meta-analysis have summarized findings relevant to the effects of teacher-student interactions with a specific focus. For instance, the meta-analysis from Roorda et al. (2017) concerning engagement and achievement, from Vandembroucke et al. (2018) regarding executive functioning or from Lei, Cui & Chui (2016) looking at behavioral adjustment with their meta-analysis. The main measurements adapted in those studies have been on individual or classroom level (e.g., Rucinski, Brown, & Downer, 2018) and have been carried out by different methods – teacher reports, observations, child reports or peer nominations. The general tone in all these meta-analysis is that the relationship between teachers and students can affect many different areas and play an important developmental role (Cadima, Verschueren, Leal, & Guedes, 2016).

Further studies display that the learning success of pupils, regardless of their cognitive learning prerequisites, can be positively influenced by certain learning motivations (e.g., Schiefele & Schaffner, 2015). Hence, in addition to a positive relationship between teachers and students, the satisfaction of the basic psychological needs of the students plays an important role for the aspect of a pupil-oriented climate. In this context the self-determination theory (Deci & Ryan, 1993) emerged, stating that self-determination is an important prerequisite for the success of learning processes. A central component of this theory is the definition of basic psychological needs for autonomy, competence and relatedness. If these are sufficiently satisfied – e.g., through appropriate teacher behavior – this



can lead to self-determined types of motivation. These are preferred to achieve positive consequences such as a high motivation to make efforts or a more positive sense of well-being (e.g., Standage, Duda, & Ntoumanis, 2005).

Additionally, in an extracurricular sporting context, Wulf and Adams (2014) demonstrate that feeling more autonomous in class leads to better learning results, higher motivation and higher interest in students. Wulf discusses optimizing performance through intrinsic motivation and attention for learning – summarized in the OPTIMAL Theory (Wulf & Lewthwaite, 2016). In this context, a study by Lewthwaite, Chiviakowsky, Drews and Wulf (2015) demonstrates enhanced self-efficacy through autonomy support and Montoya and colleagues (2014) confirm that it promotes task focus and reduces stress. Looking at how to support the above-described aspect of autonomy support in PE, examples might be the freedom to choose where to sit or stand in the sports hall. Moreover, giving students the opportunity to take responsibilities for an exercise or teaching other students a skill or technique one already mastered, might be a supportive tool. Additionally, if children are allowed to participate in decision-making, such as which exercise they want to do first, it can lead to an encouraged and long-lasting motivation (see Wulf & Adams, 2014).

In sum, looking at research in this Emotional Support domain, empirical studies are mainly available based on self-determination theory or attachment theory. In the CLASS K-3 observation instrument, these research branches are included within three dimensions: Positive Climate, Teacher Sensitivity and Regard for Student Perspectives (Pianta, La Paro, & Hamre, 2008). Firstly, Positive Climate meaning the teacher develops and maintains emotional connections and positive relationships in one-on-one and/or group environments. Secondly, Teacher Sensitivity including the teacher responds to educators' readiness for change and emotional, intellectual, and practical needs in a timely and effective manner. Lastly, Regard for Student Perspectives meaning that the teacher intentionally places emphasis on educators' interests, motivations, and points of view. An additional dimension in the Emotional Support domain in CLASS is Negative Climate, which will be introduced later because the aim is having a lack of Negative Climate in the classroom. A further introduction of the CLASS observation instrument will follow in the chapter on how to measure teaching quality.

### 3.1.2.2 Classroom Organization

The second area deals with structured, clear and disruption-preventive teaching and is grouped under the topic Classroom Organization. It concerns the opportunity to learn by putting the time in the mind frame, thinking about pacing and being aware to be prepared and focused on learning goals. Pianta and Hamre (2009, p. 113) summarize for this domain: "[...] classroom organization is a critical feature of the environment, with direct links to a range of social and academic outcomes. Classrooms that use more effective behavior management strategies [...] that have more organized

and routine management structures [...] have less oppositional behavior and higher levels of engagement in learning; ultimately, students in these classrooms learn more".

It is assumed that the effectiveness of Classroom Organization can be considered relatively independent of the subject and differs from the other two domains in that it is relatively easy to understand in research designs (Gabriel, 2013, p. 50). Effective classroom management concerns, among other things, the framework conditions for effective learning in class. The term draws attention to measures that emanate from the teacher. It refers to those measures with the help of which teachers ensure discipline, guarantee the smooth running of lessons, deal with disruptive pupils, set up rules and solve conflicts (Seidel, 2009, p. 137). In essence, it is therefore a matter of avoiding undesirable pupil behavior in the sense of disruptions to teaching or preventing it at an early stage in order to guarantee the highest possible proportion of active learning time (Gabriel, 2013, p. 51).

A further facet of this domain concerns teaching strategies that contribute to learners dealing with learning content as intensively as possible. Accordingly, the content must be pre-structured and the course of a lesson must be designed and made transparent in such a way that the learners can understand essential teaching objectives as learning goals (Gabriel, 2013). A further aspect of classroom organization concerns the support of the individual learning activity of pupils. In this regard, the before mentioned teacher-student interaction plays an important role. Central is how teachers monitor and regulate the students' learning (Seidel, 2009, p. 137). These aspects go back not least to the research work of Kounin (1976, 2006). As one of the first researchers in this field, he analyzed aspects of classroom management in a systematic manner in a video analysis of 49 primary school classes (Kounin, 2006). The starting point for his research was the search for successful strategies of the teacher, which on the one hand aim to prevent disturbances and on the other hand help to activate the students (Kounin, 2006). The research showed that effective "classroom managers" are particularly effective in preventive strategies to avoid disturbances, less effective in distinguishing between less effective differences and less effective in their reactions to the disturbances. The characteristic areas of effective classroom management according to Kounin (2006) often serve as a starting point for items of research focusing on classroom organization.

Herrmann and colleagues (2016) include the subject-specifics of PE in their considerations on this basic domain. They come to the conclusion that the general findings on classroom management are largely transferable to PE (Herrmann et al., 2016, p. 8). However, in contrast to other subjects, the high proportion of movement time has a higher priority in this subject (Herrmann, Gogoll, & Gerlach, 2020). It is assumed that this is a decisive factor for learning success in PE. As a characteristic of teaching quality in PE, the aim is to maximize the time spent exercising and is therefore repeatedly regarded as a benchmark for teaching quality (e.g., Wydra, 2009). However, this understanding is

increasingly criticized. Herrmann, Gogoll and Gerlach (2020) state that this view is one of the objectives formulated in the curricula, criticism is however voiced that the ability to move is applied one-sidedly as a measure of effective PE. Using the time spent exercising, as the (sole) quality criterion would be associated with an inadmissible reduction in the pedagogical demands of the subject, which focuses on motor learning goals as well as on cognitive learning goals.

In the CLASS K-3 instrument, the above-mentioned research areas are included within the three dimensions Behavior Management, Productivity and Instructional Learning Formats (Pianta, La Paro, & Hamre, 2008). These dimensions include a varied classroom design and methods (Instructional Learning Formats) as well as effective steering of the learning group in form of fewer disruptions (Behavior Management) and a high amount of learning time (Productivity). From all these explanations, it is clear that managing a school class, especially in PE, places high professional demands on teachers, and that expertise is required to manage these demands successfully and professionally. For this reason, successful classroom management requires interdisciplinary, pedagogical knowledge and skills in order to achieve the mentioned motor and cognitive learning goals.

### 3.1.2.3 Instructional Support

The third domain in this context is often summarized as cognitive activation, cognitive facilitation, or – as it is in CLASS – as Instructional Support. This domain addresses how the teacher facilitates children's engagement and promotes learning. It concerns the quality of instruction and feedback a teacher gives to their students. In this regard, effective concept development provides students to activate higher-order thinking. This should be encouraged in all students; therefore, a differentiation is important in order to provide effective feedback to everyone.

In spite of that periods of conversations and verbal reflection might be less frequent in PE, they are not less important (Greve, 2013). Central elements of cognitive activation in PE are implicit and explicit representations of action. The knowledge about a movement likewise controls the motor command, thus cognitive activation promotes the development or change of action representations (Herrmann et al., 2020). However, this third domain is generally discussed in the sense of the need to be more subject-oriented than the two domains mentioned before. Some studies have shown that cognitive activation should be defined differently in each subject (e.g., Klieme, Schümer, & Knoll, 2001). Then again, Pianta and Hamre (2009) say that their domain of Instructional Support is completely subject-unspecific and base this on cross-curricular observational indicators of instruction (e.g., the presence of why and how questions of the teacher). The evidence for the subject-specificity of this area can therefore be described as inconsistent and requires further research efforts.

Moreover, there are different views on what cognitive activation in PE precisely means. In general, cognitive activation is described as the stimulation of deep thought and elaborate examination of the subject matter (Lipowsky, 2015). In this regard, the teacher tries to design the lessons in ways that encourage students to actively cognitively engage (Herrmann et al., 2016, p. 10). Students should build up conceptual knowledge and apply previous knowledge. As a result, the cognitive examination of the learning content should lead to a more in-depth elaboration and structuring of the content, yet the students' cognitive engagement with the subject matter is not visible (Herrmann et al., 2016).

In PE, not only is a student's answer commented, but also the movement he or she makes. Regarding this, the research on feedback in sports has a high impact. Feedback in sports can, for instance, vary in the type of the message (e.g., supportive, corrective), the frequency (e.g., only once), the time of delivery (e.g., immediately), the general referent (e.g., whole, part movement) or the kind of feedback (e.g., audio, visual). A great amount of feedback research in sports deals with the focus of attention, stating that an external focus should be preferred over an internal focus when giving feedback (Wulf, 2013). By this, a connection to the first domain gets visible, as research speaks of enhanced motivation, well-being and performance through autonomy-supportive feedback (e.g., Carpentier & Mageau, 2013). However, the topic of cognitive activation is still unexperienced in many ways and research is still increasing in this area – likewise displayed by the topicality of the articles referring to this research area.

As highlighted, in PE there are differences in defining the term Cognitive Activation and only first attempts in observation instruments are made in this research area (Herrmann & Gerlach, 2020). Thus, the CLASS instrument seems most appropriate due to its reliability and validity, in order to capture the Instructional Support domain for PE. Relating to the CLASS instrument, the three dimensions relating to this domain of Instructional Support are Concept Development, Language Modeling and Quality of Feedback (Pianta, La Paro, & Hamre, 2008). Concept Development focusses on “the teacher’s use of instructional discussions and activities to promote higher-order thinking skills” (Pianta, LaParo & Hamre, 2008, p. 64) within the students. The dimension Language Modeling measures “the quality and amount of the teacher’s use of [...] language-facilitation techniques” (Pianta, LaParo & Hamre, 2008, p. 79). The third dimension with this domain is Quality of Feedback and captures “the degree to which the teacher provides feedback that expands learning and understanding” (Pianta, LaParo & Hamre, 2008, p. 72).

Accordingly, the three domains presented (Emotional Support, Classroom Organization and Instructional Support) address different learning domains (cognition/language) and different background

concepts that are important for teaching quality (Hamre et al., 2013). How teaching quality and the presented tripartite structure can be measured is addressed in the following chapter.

### **3.2 Measuring Quality**

Various methods and diagnostic instruments can be applied to empirically determine the quality characteristics of teaching. The three most common ways of measuring teaching or assessing teaching processes are assessment from the teacher's perspective, assessment from the student's perspective or by external observers (Praetorius, 2014).

An assessment by teachers obviously has the negative aspect that they themselves cannot be completely neutral. It is a matter of one's own actions, which usually lead to distortions of self-perception and thus of that of teaching events and teacher-pupil interactions (see Desimone, Smith, & Frisvold, 2010; Praetorius, 2014). Furthermore, Bohlmann and Weinstein (2013) speak of "differential teacher treatment" (p. 288), which means that teachers show different student orientation. Thus, the teachers' self-assessments on the one hand and the assessments by students and external observers on the other hand often hardly agree at all (Clausen, 2002). A typical example in this regard is the assessments of the teachers' own speaking skills and time assumption in class (e.g., Helmke et al., 2011).

In contrast, student surveys are generally economic, a large sample can be obtained, and the results appear to be reliable (Helmke et al., 2011). In addition, questionnaires offer students the opportunity to provide feedback on their own educational experiences, so they can also inform schools' self-evaluation and review processes (Sammons, 2016). In addition, student perceptions of instructions seem to be more relevant to learning and motivation than observable behavior (Helmke et al., 2011). For this reason, students are also often considered experts in their lived experiences (Sammons, 2016). However, students usually have no methodological-didactic knowledge and are strongly involved in teaching, which can lead to tendencies of social desirability (Praetorius, 2014). A study on the influence of interest in PE on the perception of teaching quality from the students' point of view identified various bias factors of student ratings (Rahn, Gruehn, Keune, & Fuhrmann, 2016) – including the gender of the students, grades, teacher sympathy, teacher skills and the students' interest in the subject. However, the assessment over time appears to be largely stable (Herrmann, Seiler, Pühse, & Gerlach, 2015), which is why a supplementary student survey is often considered useful and practicable.

Although, one can say that the teachers and pupils are the main people involved in teaching, there is always a discussion about selective perception and interpretation of those actors involved. External observations, however, claim to offer a much more objective view and measurement. On the negative side of external observations, it should be mentioned that the factors of time and cost are uncommonly high. Moreover, altered behavior can be produced by external observers themselves or a camera being present in the room (Clausen, 2002; Praetorius, 2014). However, the advantage of a high degree of validity is to be highlighted and comparisons between different teachers are possible. Moreover, it is important to refer to the features that characterize a lesson. According to Doyle (2006), teaching is characterized by: Multidimensionality (many events take place), simultaneity (many things happen at the same time), unpredictability (many things are only predictable to a finite extent), non-postponability (one is usually not able to postpone one's own reactions) and relevance for future action (once a decision has been made in a certain way, a precedent is often set). Thus, the complexity of teaching and the limitations and restrictions of human information processing therefore seem to make an outside view imperative for assessment (Helmke et al., 2011). This can be accomplished, for example, by peer observation or virtual observation (lessons being videotaped). Moreover, observations can play an important role in providing information about instructional practice, especially in regard of teachers' continuous learning and development.

Thus, all three ways of measuring teaching present advantages and disadvantages, which should be considered when trying to assess teaching quality. Therefore, a combination of these three types of measurement seems appropriate in order to choose the best out of all. However, one should always be aware of the possible biases.

In the following subchapters, the aspects of professional vision and selective perception and their importance for classroom observation will be presented. Additionally, the aspect of quality measurement is presented in relation to different settings. First, classroom observations and available instruments for classroom observations in general are discussed, then extracurricular sports and finally PE in particular. At last, the Classroom Assessment Scoring System, which serves as the basis for the entire study, is introduced and its suitability for the subject of PE is highlighted.

### **3.2.1 Professional Vision/Selective Perception**

Again, this study takes the following strands of argumentation from Richartz (2015, 2018). He refers to professional vision and selective perception in the sense of Chabris and Simon (2010) with regard to sustained inattention blindness and expertise research (Wahl, 2006). This comes into play especially with regard to the consideration of videos in the competence development of teachers. The most important results of Richartz's examination of the topic are presented below.

Thus, to perceive a situation in the classroom that is relevant to learning, i.e., to recognize, interpret and, if necessary, generate alternative options for action, is an important skill that needs to be trained in teacher education and professional development (Steffensky & Kleinknecht, 2016). The investigation of such abilities has therefore moved into the focus of educational-scientific and subject-didactic research in recent years. This gave rise to the concept of "situation-specific abilities", which was largely coined by Blömeke, Gustafsson and Shavelson (2015). Professional vision is regarded as one such ability (introduced by Seidel, Blomberg, & Stürmer, 2010; following the work of Sherin & van Es, 2009).

The term professional vision was first invented by Charles Goodwin in 1994. Goodwin claims that professional vision "consists of socially organized ways of seeing and understanding events" (Goodwin, 1994, p. 606). He studied "three practices used to accomplish [...] professional vision – coding schemes, highlighting, and the production and articulation of graphic representation – in the work settings of two professions: an archaeological field excavation and a courtroom" (Goodwin, 1994, p. 626). Although these fields do not directly concern the school context, the basic idea of this concept has already been applied to this several times.

Overall, professional vision is divided into two consecutive processes (van Es & Sherin, 2008). First, perception or recognition – usually referred to as noticing. The second sub-process as well referred to as knowledge-based reasoning, builds on noticing and represents the interpretation of learning-relevant teaching situations. It describes the cognitive processing of teaching events based on knowledge about teaching and learning and is subdivided into three aspects: description, explanation and prediction (Stürmer, Könings, & Seidel, 2013, p. 469).

Situation-specific abilities always require a reference to a domain of content, i.e., it must necessarily be determined which the perceivable characteristic of the respective interest. These can be subject-specific or generic characteristics of teaching, which are usually theoretically and/or empirically, founded characteristics of teaching quality due to the claim to learning relevance. Previous studies have considered, for example, subject-specific learning guidance with the lower facets of cognitive activation and content structuring (Meschede, Steffensky, Wolters, & Möller, 2015) or the three dimensions mentioned above – description, explanation and prediction (Seidel, Blomberg & Stürmer, 2010).

As laid out by Richartz (2015; 2018), perception works differently than most people think. People might not believe that something has happened and often see only certain things, leaving out others that are not in their perception area. At the latest since the research of Simons and Chabris (1999) with its title "Gorillas in our midst: sustained inattention blindness for dynamic events" (also referred to as the "Invisible gorilla"), the term inattentive blindness has come to the fore. Even though

this research is about 20 years old, it is still relevant. Simons and Chabris (1999) claim that visual integration and direction of change show that we surprisingly do not know the details of our environment from one point of view to the other (Simons & Chabris, 1999). On the one hand, we often do not recognize major changes in objects and scenes (change blindness). In addition, we cannot even perceive objects without attention (inattentive blindness).

This concept of inattention blindness has also gained a foothold in the sporting context (Kreitz, 2017; Memmert, 2005). An example in a sports game would be if an athlete accuses another player, who was in possession of the ball, of not having seen and played a completely free player, although he was directly in his focus of attention. The accused player rejects all accusations and claims that he did not see the better-positioned player. This might be due to the phenomenon of inattentive blindness (Memmert, 2005).

The occurrence of selective perception is often at issue. The previously discussed concept of professional vision is a prerequisite for perception, communication, reflection and research. Krüger, Szogs and Korneck (2018) show a fair example for the recognition of (subject-specific) aspects of teaching quality. In their study, they examined 50 student teachers and pre-service teachers who took part in an internship seminar. Each participant of the seminar observed the lessons of nine other students. "The task was to note down all aspects considered relevant for learning and to report them in a subsequent consultation. [...] Afterwards, the noted aspects were assigned to different characteristics of teaching quality based on a coding scheme" (Krüger, Szogs & Korneck, 2018, p. 63). Results displayed that very different aspects of teaching quality were noted in the peer observations. In particular, "the focus on cognitive activation and classroom management seemed to be mutually exclusive in this sample" (Krüger, Szogs & Korneck, 2018, p. 64), highlighting the necessity of an evidence-based observation instrument in order to focus attention and create a uniform basis.

As a result, the decision on the survey instrument seems to be particularly important for classroom observations. The monitoring instrument should be designed in such a way to ensure that the quality characteristics could be recorded as completely, validly and reliably as possible. In order to receive a broad overview about available observation instruments and their usage, the following chapters summarize main findings and instruments from classroom observations in general, in extracurricular sports and in PE.

### **3.2.2 Classroom Observations**

In the literature, many different rating scales or checklists regarding teaching quality can be identified and are constantly developed. Some of them are specific to different subjects and different age



groups, for example, the ECERS-R (Harms, Clifford, & Cryer, 1998), which is an early childhood environment rating scale for two to five year olds. Moreover, there exists the ECCOM (Stipek & Byler, 2004), which relates to the holistic nature of teaching practices and is a checklist for material rated on a scale from one to five, or the individualized student instruction (ISI) Observation System (Connor et al., 2009), looking at how students' reading skills associate with teachers reading instructions in Grade 1.

When looking at micro-level processes, functions of talk, scripts of classroom discussions or patterns of dialogue can be viewed. Self-ratings or diary-methods aim at capturing student-teacher relationships. The In Situation Instrument (Vasalampi et al., 2016) is an example for capturing those student-teacher relationships. The instrument aims at an assessment of students' situation specific classroom engagement in association between high classroom quality and high motivation and engagement – thus, motivation and competence together leading to interaction. The instrument is based on the work of Ryan & Deci (2000), stating that relations between structural and process quality are complex, interactive, seldom straightforward and somewhat different in each country. Another example is the Individual Classroom Assessment Scoring System (Downer, Booren, Lima, Luckner, & Pianta, 2010) which capture student engagement with teachers, peer groups and tasks over all subjects. The Individual Classroom Assessment Scoring System (Downer et al., 2010) is an observation protocol, based on the CLASS.

These are only few examples of the wide range of different observations tools and manuals looking at many different aspects happening in class and measuring on different levels. However, numerous instruments are subject-specific or at least hard to transfer to the context of PE. Regarding those different manuals, some first attempts have been made in order to compare some of them with each other e.g., looking at the scoring system, the certification, the main domains covered or what their view of learning is (e. g. Klette & Blikstad-Balas, 2018).

### **3.2.3 Extracurricular Sport**

Looking at sport in general and in particular at extracurricular sports, there are as well various approaches conducted in order to evaluate behavior in sports. Just as in a school context, the evaluation of the behavior of the coach can be conducted from three recording perspectives – the perspective of the athletes, the coach and based on an observation by a third party.

One of the first instruments to capture coaching behavior is the Coaching Behavior Assessment System (CBAS) by Smith, Smoll and Hunt (1977). Starting from the perspective of an observer, there are 12 categories of behavior. For a defined period, a coach is observed and the observer notes each behavior of the coach. The frequency of each behavior category is divided by the total number of

behavior codes noted. This makes it possible to calculate the proportion of each category per match or training session. If the investigation period covers several matches or training sessions, the average share of each category can be calculated. This procedure has served as a basis for many other evaluation methods in sports – for example, the CBAS Perceived Behavior Scale (Smith, Smoll, & Curtis, 1978). The Leadership Scale of Sports system developed by Chelladurai and Saleh (1980) likewise took up the recording perspective of the athletes. In addition, they supplemented this evaluation with the coach's self-assessment. As the name suggests, the scale measures coach decisions, motivation and instructions.

Two instruments published in 1988 – the Coaching Behavior Assessment Inventory by Wandzilak, Ansoorge and Potter and the Computerized Coaching Analysis System by Franks, Johnson and Sinclair (1988), similarly show features of the CBAS. These systems were merely extended by a computer-based evaluation method or recording for repeated observation. In addition to various instruments, such as the Coaching Feedback Questionnaire by Amorose and Horn (2000), Smith, Cumming and Smoll (2008) developed a scale for the evaluation of the coach by the athletes. The Climate Scale for Youth Sports is a 5-Point Likert Scale, which is explicitly designed for young players.

The German literature currently makes only a small contribution to research in the field of observing coaching behavior in sports. However, the „Heidelberger Verfahren zur Diagnose und Veränderung von Trainerverhalten" (Treutlein, Hanke, & Janalik, 1992) should additionally be mentioned in this context. This method primarily aims at experienced coaches who are mainly active in competitive sports. A distinction is made between a diagnosis and practicing phase. Pedagogical knowledge is imparted in order to achieve a change in behavior in case of conflicts between coach and athletes. In contrast to previous assessment instruments, the coach receives written materials for self-assessment and possible approaches in order to solve the problem (Treutlein et al., 1992). However, the coach's pure self-assessment did not prevail and was later supplemented by the player's perspective. Since the focus is on improving the performance of the athletes, their perspective had to play a central role for the researchers.

In summary, the literature on measuring quality in extracurricular sports today primarily focuses on the player's perspectives. As mentioned before, observation seems to be the most useful tool to evaluate a behavior (change) in a first step. The player's point of view can, however, expand the observation from a third party. In addition, an outsider might moreover provide the coach with solutions to improve behavior through his or her profound knowledge.

Looking at an observation instrument, the before mentioned CLASS instrument has already been translated into German and has been applied in the sporting context. Since 2010, Richartz has been working with CLASS in the evaluation of the Gymnastics Talent Schools of the German Gymnastics

Federation. Since then, its application in sports has been proven successful in various projects (Kohake, Maier, & Richartz, 2022; Richartz et al., 2018; Richartz & Anders, 2016; Richartz & Zoller, 2011). Thus, CLASS was adapted for sports training with, for example, ratings in extracurricular sports and an application of CLASS in the setting of competitive sports for children and adolescents. Further information on this research will be presented in the chapter solely addressing CLASS.

### **3.2.4 Physical Education**

As mentioned above, Richartz has studied extracurricular sports in his projects (Richartz et al., 2018; Richartz & Anders, 2016; Richartz & Zoller, 2011). Therefore, it should be examined whether the results found there also apply to PE and what complementary research exists for this subject. Accordingly, the following part presents additional considerations on teaching quality and PE.

When it comes to measuring teaching quality in PE, the tripartite structure model pointed out earlier has been empirically confirmed several times, but a subject-specific perspective for PE was added in some instruments (Herrmann et al., 2016). The aforementioned lists of characteristics form a common basis and thus represent an orientation for teaching practice. However, the identification of subject-specific quality characteristics for quality improvement in PE still represents a central challenge for science. This is particularly due to the fact that the measurement of teaching quality in the subject of PE in general has been available only to a very limited extent to date (Herrmann et al., 2020, p. 11).

Specific characteristics of good PE were first identified in the representative "DSB-SPRINT study – Sportunterricht in Deutschland" (Brettschneider & Becker, 2006). They examined the connection between classroom management from the teachers' perspective and the teaching climate from the pupils' point of view. It could be shown that an effective use of time, as assessed by the teachers themselves, can lead to a positive class climate from the pupils' point of view. The researchers were able to assess the factorial validity as well as confirm the psychometric quality criteria. Moreover, their presented instrument has already been used in further work and study applications (see Büchel, 2019).

Wolters & Kemna (2011) offer initial approaches for the subject of sport with a Framework Model for the classification of quality criteria. The movement is subdivided into qualitative and quantitative dimensions of the action. In addition, a reflection of the own as well as the social practice takes place. Concrete teaching characteristics, however, are not identified. Gebken (2005) formulated eight characteristics of good PE teaching, which, however, hardly differ in content from the ten characteristics of Helmke regarding teaching quality (Herrmann et al., 2016, p. 8). Steinegger, in turn, added some specific characteristics (Herrmann et al., 2016, p. 8).

The IMPEQT ("Implementation in Physical Education and the Quality of Teaching", Herrmann et al., 2015) or KIKSS ("Kieler Fragebogen zum Unterrichtsklima im Sportunterricht aus Schülersicht", Heemsoth & Miethling, 2012) study cover the two domains of classroom management and student-oriented teaching climate. Within the framework of the IMPEQT study, Herrmann, Seiler, Pühse and Gerlach (2015) developed a questionnaire to capture the two domains. The test instrument records by means of 20 test items the four teaching characteristics discipline/use of time, clarity of objectives, rule clarity and diagnostic competence, which reflect the domain of classroom organization. Unfortunately, the teaching dimension of cognitive activation was omitted in these studies.

However, initial studies have been conducted to empirically assess the teaching dimension of cognitive activation (see Herrmann et al., 2020). Moreover, an increasing body of literature on cognitive activation in PE has developed (e.g., Herrmann & Gerlach, 2017; Herrmann, Seiler, Gerlach, & Sohnsmeier, 2018) as part of teaching characteristics such as level of demands, comprehensibility and feedback (see Herrmann et al., 2020, p. 14). The QUALLIS ("Qualität des Lehrens und Lernens im Sport") instrument for evaluating quality in the teaching-learning process was established on this basis (Herrmann et al., 2020, p. 2). One aim of QUALLIS was to develop an economically applicable tool for the evaluation of PE, thus the quality of teaching can be systematically improved. The QUALLIS instrument is designed to record observations and assessments in PE by teachers, students, and observers. In this way, lessons can be assessed from a multi-perspective (Herrmann et al., 2020, p. 4). The evaluation of the study by Herrmann et al. (2020) has shown that their dimensions are positively related to motivation in PE and thus have a significant influence on the students' motivation. However, it should be noted that the QUALLIS instrument contains a selection of characteristics that only represent significant aspects of subject-specific teaching quality. Therefore, the characteristics examined can only reveal partial aspects of teaching and further theoretical and empirical research is needed (Herrmann et al., 2020).

Another study to mention in this regard is the research by Schönfeld (2019). In her Video-Stimulated-Recall study, an exploratory approach to capture the subject-specific characteristics of cognitive activity in PE before investigating the effect of cognitive activation was advocated. The study has not yet been completed, which is why the first report focuses on the methodological approaches and the experiences attained in current teaching (see Schönfeld, 2019, p. 80). In this Video-Stimulated-Recall study (Schönfeld, 2019), cognitive activity in PE was recorded in two steps. First, a series of tasks developed for the study were administered by a teacher to five secondary school classes. The aim was to ensure that everyone was given the same prerequisites with regard to the learning material in order to ensure the comparability of cognitive activity. The PE lesson was recorded with cameras and some of the subjects wore eyeglass cameras to film the lesson from the perspective of

the subject. Secondly, teaching sequences from the film material were selected on the basis of pre-defined criteria and it was assumed that the students were cognitively active (see Schönfeld, 2019, p. 85). The survey of the students took place one week later, using the video stimulated recall method. Three to four students per class were interviewed. During the interviews, the respondents talked about their thoughts and cognitive processes, but were at no time aware of the purpose of the study. Despite the ongoing investigation, initial research results indicate that the video-stimulated recall method may provide an access to the collection of data on cognitive processes in pupils (see Schönfeld, 2019, p. 85).

In summary, to what extent cognitive activation takes place in PE in German schools cannot be determined at this point. Research on how cognitive activation can be measured in PE is still in its infancy. Measuring thoughts and cognitive processing appears to be challenging. The QUALLIS instruments and the Video-Stimulated-Recall study are the first attempts to measure the criterion of cognitive activation as a characteristic of teaching quality. However, it remains to be seen to what extent the results can actually lead to an increase in the quality of teaching.

Compared to general educational research, there are far less theoretical and empirical contributions in PE regarding the measurement of quality. Due to a very heterogeneous study situation, no consensus has yet been reached on the central characteristics of good teaching quality in PE. There are still many theoretical, empirical and didactic-methodological questions open in this subject. Hence, although there are several studies in the generic concept of quality, there is only very scarce literature in the field of PE, yet. In addition, specific observation tools are still finite, so there is a particular lack of subject-specific instruments for measuring quality in PE (Wolters & Kemna, 2011). Available studies often refer to out-of-school sports or record the time and intensity of movement time of students.

On the one hand, due to the above-mentioned problems of missing observation instruments in PE and newly developed instruments that have hardly been validated yet, the CLASS instrument was applied in this study. On the other hand, the CLASS instrument has already been translated into German (Richartz & Zoller, 2010) and has proven to be suitable for a sports context (Richartz et al., 2018). The CLASS observation instrument as well as its application in the sport context so far are presented in the following chapter.

### **3.2.5 The Classroom Assessment Scoring System – CLASS**

As mentioned above, the research design of Richartz (2015), which was transferred to PE, is based on CLASS. The theoretical treatment and argumentation structure is therefore adopted from Richartz (2015) and the main arguments for working with this specific tool are highlighted below.

"Coding manuals can provide a common language and vocabulary when talking about – and researching – classroom teaching and learning" (Klette & Blikstad-Balas, 2018, p. 129). A shared language and lens are very important and powerful when it comes to teaching quality. For example, when you show 25 people a video sequence of a lesson and ask what they see, 25 different answers might appear. In contrast, a common manual and language could provide focus: "look at these 3 behavioral markers and see, if you can find those in the video-clip." Therefore, a binding agent is created and the analysis can go much deeper, instead of first discussing certain definitions. This creates a common denominator that ties things together and makes it easier to exhibit behaviors.

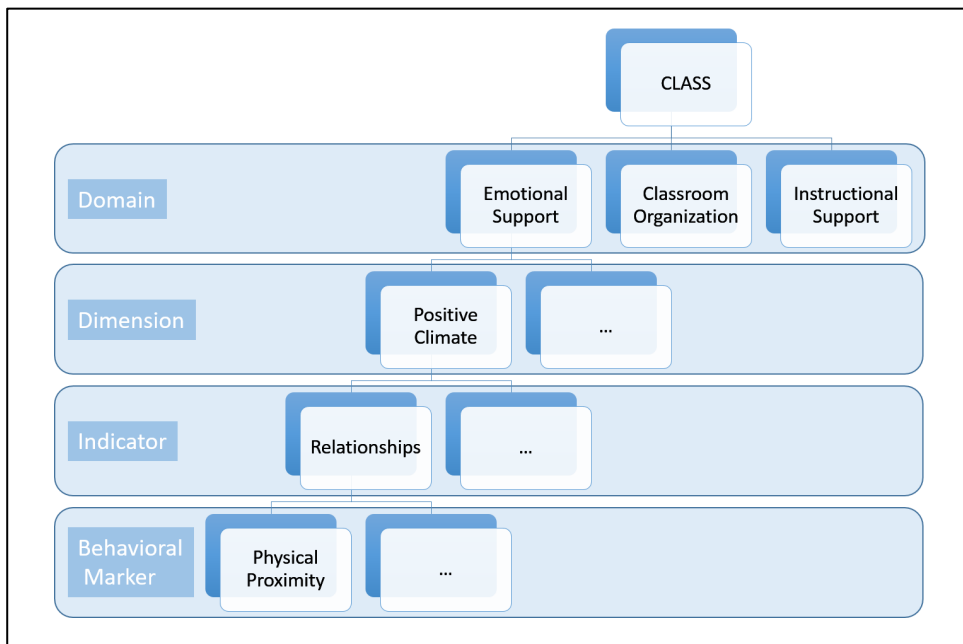
CLASS is an observation instrument with such a manual at its core, in order to generate a uniform language. It was developed in the US and is a generic observation instrument for the assessment of teaching quality, oriented towards the interactions between teachers and students (Hamre & Pianta, 2005). The instrument is "based on an extensive literature review on classroom practices [that have been] shown to [be related] [...] to student's social and academic development in schools" (Pianta, La Paro, & Hamre, 2008, p. 107). "Dimensions derived from review of constricts existing assessed in classroom observation instruments used in childcare and elementary school research, literature on effective teaching practice, focus groups, and extensive piloting" (Pianta, La Paro, & Hamre, 2008, p. 107). Specifically, it belongs to the field of effective teaching research and aims to measure the quality of generic characteristics of teaching quality (Pianta, La Paro, & Hamre, 2008). Moreover, CLASS is "designed to assess classroom-level processes that are [of importance in determining student performance and are] directly associated with children's performance (Pianta, LaParo & Hamre, 2008, p. 108).

CLASS provides empirically proven criteria for designing offers that contribute to the success of the learning process. The influence of the teacher, the teacher-student interactions as well as the student-student interactions and the student behavior are considered (Hamre & Pianta, 2005). In spite of that, CLASS represents important factors of teaching quality and likewise leaves some out. Thus, what the "lens of the instrument" does not record cannot be taken into account in the assessment of teaching quality in this regard.

#### 3.2.5.1 Structure

The observation instrument is structured hierarchically over four levels (Figure 1). At the top level, there are the domains Emotional Support, Classroom Organization and Instructional Support. The three domains are further operationalized in dimensions, such as Positive Climate or Productivity. These dimensions are subdivided in indicators, which are structured in behavioral markers. Therefore, each domain contains three to four dimensions on the second level and each dimension is

assigned four to five indicators at the third level. The fourth level then defines three to five observable behavioral markers for each indicator. On this level, observations are actually made and behaviors are noted during classroom observations.



**Figure 1** Excerpt of the Structure of the CLASS Instrument (based on Pianta, et al., 2008)

The domains at the top level represent the before mentioned model of the three basic domains, which has been consistently confirmed by factor-analysis in many studies (see Klieme et al., 2001; Kunter et al., 2013) and can be understood as an empirically anchored system of didactic principles (Herrmann et al., 2015, p. 9). According to the first domain of Emotional Support, the learning climate should be supportive for the learners. Respectful interaction, responsiveness to individual needs, honest interest, an error-friendly atmosphere and appropriate interaction and feedback are some essential elements. Additionally, the research on supporting autonomy in classrooms is included in this first domain.

The domain Classroom Organization includes effective handling and the avoidance of teaching disruptions. Few interruptions and a long learning time are the overall objectives of classroom management. Pianta and Hamre (2009) were able to demonstrate on standardized observations of teaching processes that students have a higher learning success if the indicators Behavior Management, Productivity, and Instructional Learning Formats are found in the classroom as a result of CLASS based analysis, leading to a successful learning process (Pianta & Hamre, 2009, p. 113).

Finally, cognitive activation is achieved by increasing the depth of processing by building a construct of conceptual understanding and applicable knowledge – combined under the cover of Instructional

Support. This triangulate structure is identical over the different available age groups from toddler to secondary in the CLASS manuals.

On the second level, there are the different dimensions, which vary regarding the different age groups. Due to the fact that the concrete quality dimensions change with the developmental age of the learners, the demands formulated above are concretized age-specifically and adapted to typical framework conditions and core objectives of teaching. The dimensions in the CLASS manual “are based on development theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning” (Pianta, LaParo & Hamre, 2008, p. 1). Thus, all CLASS dimensions are supposed to be subject independent and are based on established theories and various empirical research in this field (e.g., attachment theory by Ainsworth and Bowlby, 1978).

There is “a common metric and language for discussion of quality across grades” (Pianta, LaParo & Hamre, 2008, p.2). Nevertheless, dimensions have “a context-specific and developmentally sensitive metric for each grade level” (Pianta, LaParo & Hamre, 2008, p.2). The way the dimensions are manifested and demonstrated in CLASS are specific to particular age groups or developmental levels (Pianta, LaParo & Hamre, 2008, p.2). Now, there are six different manuals for different age groups going from toddler up to secondary. Specially the preschool version and the K-3 version are in broad use in classrooms in the US (Pianta, La Paro, & Hamre, 2008). The K-3 manual in addition has often been used up to grade six and is moreover applied in this study. The dimensions in the K-3 manual for the Emotional Support domain are Positive Climate, Negative Climate, Teacher Sensitivity and Regard for Student Perspectives. Under the domain Classroom Organization, the dimensions Behavior Management, Productivity and Instructional Learning Formats are based. The dimensions Concept Development, Quality of Feedback and Language Modeling fill out the third domain, Instructional Support.

#### 3.2.5.2 Ratings and Reliability

First, it must be noted that ratings are given by certified CLASS observers at the dimension level on a scale of 1-7 (low: 1-2, medium: 3-5, high: 6-7). With reference to the implementation, all dimensions are observed and rated simultaneously. Thus, the normal procedure is not to count each behavioral marker individually, but to give an overall rating across all behavioral markers. This type of observer judgment is referred to as "high inferent", in contrast to the individual counting of single, clearly delineated behavioral markers such as "smiling". These are considered "low inferent" (Lotz, Gabriel, & Lipowsky, 2013). Observers more easily handle low inferential procedures because they allow very little latitude and do not require assessments that are more complex. The advantage of high inferential ratings is that complex quality criteria can be captured and the assessment is not



limited to the behavioral surface. "A highly inferential rating mostly consists of an overall judgment that takes into account several behaviorally defined indicators. The mix of these individual facets in the rater's overall judgment requires a high degree of interpretation and inference that cannot be standardized in detail" (Lotz et al., 2013, p. 360).

Measuring teaching quality with the CLASS instrument at a high inferential level requires intensive rater training and certification in the form of a reliability test (see Richartz & Zoller, 2011). In order to use CLASS, tested observers must recertify each year by passing an exam and observations can only be reliable if there is a constant comparison. In order to be certified as a CLASS observer, one has to take part in a two-day observer training and an examination must be passed at the end of the course. Additionally, the test must be repeated every year, ensuring reliability among the observers. In the examination, five videotaped segments have to be rated, which have been consensus coded by at least three master CLASS coders beforehand (Pianta, La Paro, & Hamre, 2008). Reliability is achieved by scoring at least 80% of all codes within one point of the master codes, as well as scoring at least two out of five codes within one of the master codes within each dimension (Pianta, La Paro, & Hamre, 2008). Through this annual certification, a standardization and quality assurance is achieved and reliability is obtained.

To assess interrater reliability, CLASS uses the percent-within-one (PWO) analysis (La Paro, Pianta, & Stuhlman, 2004; Pianta, La Paro, & Hamre, 2008). When calculating PWO, scores are considered to be in agreement, if they fall within +/- 1 point of each other. Thus, for two raters to achieve 80% reliability on a CLASS cycle, 8 out of 10 scores must fall within one point of each other. In field studies with different CLASS Observers, most researchers report adequate (between 78% - 96%) interrater reliability of scores on CLASS dimensions (Sandilos & DiPerna, 2011).

CLASS demonstrates excellent test theoretical characteristics (interrater reliability, factor structure, test-retest reliability) and there are already over 200 peer-reviewed papers on this tool (Pianta, La Paro, & Hamre, 2008, p. 92ff). Overall similarities in teacher-student interactions across countries using CLASS are to date. Main findings include the three-factor structure, the similarity that means of Instructional Support are lowest and the possible prediction of outcomes, which have been similarly represented in different countries. Moreover, the three major domains of classroom process have been tested by confirmatory factor analysis on data from several big studies (NCEDL Multistate (Pre-K), SWEEP, MTP, NCEDL Multi-State (Kindergarten) and 4Rs (see Pianta, LaParo & Hamre, 2008, p. 99). In sum, Emotional Support and Instructional Support showed "higher internal consistency and more consistent factor loadings than [...] Classroom Organization" (Pianta, LaParo & Hamre,

2008, p. 98). However, there is a “strong theoretical basis of these domains and high levels of internal consistency across domains” (Pianta, LaParo & Hamre, 2008, p. 98), which was for example also displayed in a study by Virtanen and colleagues (2018) for the CLASS-S instrument.

In all six studies mentioned in the K-3 manual (the five mentioned in the paragraph above plus the Induction Study), “considerable variability for all dimensions except the dimension of Negative Climate can be presented” (Pianta, LaParo, & Hamre, 2008, p. 96). The pre-developed dimension of Overcontrol had low variability, which was one of the reasons for changing it to Regard for Student Perspectives (Pianta, LaParo & Hamre, 2008, p. 96). Moreover, “scores are adequately distributed across the 7-point scale, although Concept Development, Quality of Feedback and Language Modeling are skewed to the lower end of the distribution” (Pianta, LaParo, & Hamre, 2008, p. 96). In addition, the ratings for the dimensions Concept Development, as well as Quality of Feedback seem to increase with age, whereas the other dimensions appear to be quite stable over different age groups (Pianta, LaParo & Hamre, 2008, p. 96).

### 3.2.5.3 Validity

The COS (Classroom Observation System from the National Institute of Child Health and Human Development) (NICHD Early Child Care Research Network, 2002) is the precursor to the CLASS. Therefore, some information on how to use CLASS and the technical appendix are based on studies with this first instrument. COS and CLASS together were used in “more than 4,000 [classroom observations in the US, making them] [...] “two of the most extensively used observational measures for preschool through elementary classrooms” (Pianta, LaParo & Hamre, 2008, p. 91) in the US. Moreover, the organizational structure for classroom interactions, so the validity of the instrument, has been confirmed in more than 3000 classrooms from preschool to fifth-grade (Hamre, Mashburn, Pianta, & Downer, 2006).

Validity could likewise be demonstrated across classrooms in the large-scale Gates Study – Measures of Effective Teaching (MET, Kane & Staiger, 2012). In the MET study, systematic trends could be demonstrated. CLASS, among one other instrument, demonstrated to be most valid and reliable. In addition, several CLASS manuals have been validated in countries other than the United States, such as Finland and Norway (e. g. Virtanen et al., 2018). They state that the differences between the two countries Finland and Norway are alike, but more variation within classrooms in Norway is apparent.

“Ratings from the CLASS instrument provide important descriptive information about the current status of [...] classrooms and also have a predictive value in academic and social outcomes for children” (Pianta, LaParo & Hamre, 2008, p. 109). Classrooms with higher CLASS scores seem to have

greater academic and social progress during one school year in their students (Allen et al., 2013). A meta-analysis by Perlman and colleagues (2016) looks at measuring of staff-child interaction quality in early childhood education and care settings in relation to child outcomes. Of the 14 meta-analysis based on CLASS and included in the study, “associations between Classroom Organization and Pencil Tapping” (Perlman et al., 2016, p. 1) could be drawn. Moreover, associations “between Instructional Support and [...] Social Skills were significant” (Perlman et al., 2016, p. 1). “The CLASS domain that was most closely linked to child outcomes was Instructional Support, [although it was] [...] by far, the lowest scoring domain across studies” (Perlman et al., 2016, p. 28). Moreover, they conclude “that more research, using stronger methodologies and a variety of samples is needed [in this area of research, especially referring to] samples from outside the US” (Perlman et al., 2016, p. 28) as being essential.

In sum, effective interactions between teachers and pupils are essential to ensure long-term learning success. The observation instrument CLASS offers an evidence-based approach to make effective classroom interactions measurable. Therefore, it is an instrument for measuring the quality of social and didactic interactions between teachers and students, as well as the intentionality and productivity of classroom interventions. Additionally, this observation instrument, developed to assess quality in classrooms, is empirically valid and has been tested in many large studies with large numbers of cases. This examination and highlighting of validity and reliability in international studies ensures a connection to international research (see Downer et al., 2010). In this regard, high teaching quality is defined in this study, based on the CLASS instrument.

### **3.3 Professional Development**

As laid out earlier, the teacher, his or her professional competence and the quality of his or her education are the focus of public debate, when it comes to the question of teaching quality. Therefore, when discussing teaching quality, the concept of professional development obviously comes to mind in order to promote quality. Professional development can have positive effects and plays an important role in the process of lifelong learning. Knowledge and competence expansions as well as the possibility to reflect and expand one's own pedagogical and professional actions can be offered in this regard (Lipowsky & Rzejak, 2012). While earlier there has not been a clear result on the effectiveness of professionalization measures, “recent studies and meta-analysis show that [teachers professional development can have] positive effects [...]” (Lipowsky & Rzejak, 2012, p. 1). Some of these effects covered in the literature are knowledge and competence enhancements, the opportunity to reflect on and extend one's pedagogical and professional activities or the improvement

of students' achievements (Lipowsky & Rzejak, 2012, p. 2). For this reason, continuing education in form of professional development is an important task in the professional life of teachers.

How much a teacher benefits from professional development, however, depends on several factors. Important criteria to be mentioned in this regard are the characteristics of the teachers themselves (Lipowsky & Rzejak, 2012). These include their expectations and goals, but also the attitude towards one's own learning and the learning of the pupils. In addition, previous knowledge, the motivation to take part in professional development and the intention to integrate its contents into one's own actions in class should be cited as elements for the success of professional development (Lipowsky & Rzejak, 2012). Moreover, conditions related to the context, such as the conception and design of professional development as well as the school involvement and support, are decisive for the result (Lipowsky & Rzejak, 2012). Moreover, empirical studies regarding the frequency or incidence of professional development, thus how often a teacher attends a professional development program, state that this is an inaccurate indicator of the professionalism and expertise of teachers and apparently has little to say about the teaching quality (Harris & Sass).

The fit of a professional development initially concerns the question of the contents and the need of the individual for certain professional development (Fischer & Fröschke, 2015). However, learning requirements do not necessarily have to coincide with the teachers' interest in the contents of professional development; they are likely to influence the motivation to take advantage of formal learning opportunities. As an individual learning requirement, they play an important role for involvement in concrete learning situations and thus, for the use of development opportunities. Krainer and Posch (2010) therefore point to the need to assess the needs as well as the interests of teachers. However, both aspects are only part of the potential factors influencing the use of professional development (Fischer, 2013). Event-related hurdles and school barriers as well as private reasons are further relevant factors. For instance, teachers have to meet a variety of requirements, including those outside the classroom. In addition, there are private commitments, which together result in a scarce time budget for qualification measures. Additionally, age, gender and type of school are further moderating variables on participation in professional development (Diehl, Krüger, Richter, & Vigerske, 2010). Consequently, such influencing factors must be taken into account when establishing professional development offers.

### **3.3.1 Professional Development for PE Teachers**

Stein and colleagues realized as early as 1999 that providers of professional development would have to make dramatic changes in order to offer new forms of support. In this regard, the authors Amour and Yelling (2004) focused on PE teachers as learners rather than on the needs of providers

of professional development. They argue that "it is the teachers, working in professional collaboration to understand the learning needs of their pupils, who must define the types of professional support that they can provide for themselves and that they require from others" (Armour & Yelling, 2004, p. 110). Indeed, they argued that only this recourse to the professionalism of teachers could provide a long-term performance-enhancing approach to professional development of PE teachers, holding developers of professional development responsible for its provision. They state that the challenge is to find new ways of designing and delivering expertise and support. Online professional development initiatives might be such a new and creative way, although e-support is not a universal solution. However, it has the potential to overcome some of the financial implications and support flexibility for participants.

There are only few, mostly limited locally, results, available on the need for and interest in professional development as well as other influencing factors, with reference to professional development for PE teachers (Fischer & Fröschke, 2015, p. 312). In this regard, Fischer and Fröschke (2015) tried to take stock of the situation in order to obtain an up-to-date supra-regional database for the systematic invention of professional development programs for PE teachers on the basis of teacher's questionnaires. They questioned 247 PE teachers in Northrhine-Westphalia and figured that, looking at the interests of the teachers, professional development on the content's differentiation, cooperative learning, social learning, dealing with heterogeneity and performance evaluation are desired. In contrast, professional development on the contents of core curricula, coeducation and lesson planning was considered rather or very uninteresting. The evaluation of the data demonstrated that for 65% a high workload is a strong to very strong obstacle. In addition, a long distance to the location, offers outside of regular working hours and personnel bottlenecks were indicated as obstacle factors. Consequently, Fischer and Fröschke (2015) concluded that the establishment of in-service training programs should be based on existing needs, while taking into account personal interests and barriers to participation.

The need to continuously develop the qualification profiles of teachers by means of professional development programs is now undisputed. For teachers, the demand for lifelong learning arises from the changing demands imposed on them, for instance by the recent introduction of an inclusive education system (Bieber & Jankofsky, 2012) or the specifics of this subject. Thus, the topic of professional development is not arbitrary, but should be based on the needs of teachers and the school as a whole and should take into account the factors that influence participation in professional development. This need-orientation is a necessary requirement in the generation of professional development programs against the background of the quality development of PE.

As a result, it seems to make sense to expand existing model ideas on teacher competences in the form of professional knowledge to a greater extent to include situation-specific skills that relate to perceiving situations relevant to learning, interpreting or analyzing them and making decisions on action on this basis (Krammer, 2014, p. 164). Therefore, in order to not only promote knowledge acquisition processes, but as well impart situation-specific skills, work with case-based instructional videos is often suggested. Because of their media-specific potential, they are suitable for reflecting on the complexity of teaching processes and seem to be suitable as a learning medium to promote the ability to perceive, interpret and make decisions on action in concrete situations, especially in pre-service teachers (König & Lebens, 2012, p. 7). This tool of videography and its application in professional development is pointed out in the next chapter.

### **3.3.2 Videography**

Video technology originated as an electromagnetic recording method that has now been largely digitized. Like the existing film, it offers audiovisual representation, allows the material to be reproduced as a copy, facilitates manual operation during recording and playback and, thanks to computerization, makes it easy to edit the audiovisual representations themselves (Knoblauch & Tuma, 2017). Therefore, it can be deduced that the generation of technology was the most important factor in the emergence and spread of video analysis. Video analysis is mainly applied in science when physical and human interactions are to be investigated and has now become established as a research method. With the help of video technology, the interactions of the people to be tested can be recorded in their natural environment, so that the naturalness of the situation remains unchanged. In addition, video technology can preserve the chronological sequence of a situation and give the researcher the chance to review the course of events repeatedly (Knoblauch & Tuma, 2017). Thus, he or she is not dependent on field notes or observation protocols that leave room for misinterpretation, but can always look at a situation down to the smallest detail. On top, video cannot seldom be applied to observe and assess teaching, as well as to promote teaching quality.

In his research proposal Richartz (2015) states that:

The application of video technology in education and professional development has changed considerably in recent years. This change is obviously due to the influence of rapid technological development, but likewise chains with the change in the theoretical framework in which the respective application is conceived. [...] However, studies rarely assess the relative effectiveness of different types or uses of video.

Additionally, high expectations are placed on videography, since literature repeatedly names numerous possible benefits of audiovisual media. One of the advantages of videography is that teaching processes can be shown not only in their complexity, but also in their variability. [Moreover, videography as a supportive instrument for external observations allows to make this complexity and dynamics of the real processes accessible (Marsh & Mitchell, 2014).] Thus, practical situations can be observed and analyzed without time pressure. [...] In this way, patterns of action and thought can be objectified, referenced and reflected upon. (p. 13-14)

Moreover, video data can help with measurement challenges. For example, because there are high correlations among the factors of the three domains and rater effects (Pianta, LaParo & Hamre, 2008, p. 98-99), using video is one possible solution to work against this. Further, teachers who analyze their own teaching, rather than the behavior of their colleagues, experience higher activation, indicated by higher immersion, resonance, and motivation (Seidel & Stürmer, 2014). In a model by Yung and colleagues (2010) they highlight the key role facilitators play in teacher education programs using video and the importance of video selection in enhancing teacher learning via video-mediated activities.

Regarding the divergent results on videography, Richartz (2015) highlights in his paper that:

Despite the numerous advantages and decades of continuous deployment of videography, disappointed expectations are as common in the literature as a lack of systematic research and empirical evidence for the impact of video use in professional development. [...] This may be because it is often assumed that two people see the same thing when watching a video, which is by no means the case. There is plenty of evidence to the contrary in the literature on expertise and attention research [(cf. chapter 3.2.1)]. (p. 14)

Therefore, the importance of selective perception for working with video examples and one's own videos is enormous. As mentioned, different people often perceive very different things when watching a video. There is also a tendency for some sort of troubleshooting to occur when viewing training excerpts in an unguided manner, so that the important and positive points often fade into

the background. However, as we know today, attention is trainable (e.g., Li, Wu, Peng, Ernst, & Fu, 2018). (p. 14)

In a study by Stürmer, Könings and Seidel (2013), 53 teacher candidates attended three teaching and learning courses: a video course, the nature of learning course and a hot topics (problem oriented approach) course, in order to enhance their declarative knowledge and foster professional vision. They focused on transferable general pedagogical knowledge about effective teaching components by using the concept of professional vision. They found an increase in professional vision of teacher candidates for all three courses in teaching and learning, but again, the results indicate that the contextual reasoning approach taken in the video-based course was particularly valuable for teaching this transfer of pedagogical concepts in authentic classroom situations. The video-based course with a focus on effective teaching resulted in highest gains in prediction of the consequences of observed events for student learning processes, which is the highest level of knowledge transfer (Stürmer et al., 2013), and therefore seems to bring students closer to classroom practice by visualizing real teaching setting. However, a question that arises from the findings of the study is whether these significant attains in professional vision transfer to actual teaching practice. This equally seems to be of interest when it comes to professional development. However, a common focus of attention as well as precise observation assignments are therefore essential in order to be able to guarantee a high degree of reliability and a positive outcome in professional developments. Thus, whether and which theoretically possible advantages of learning with video occur, depends on how video technologies are precisely deployed to promote teaching competence (Vohle & Reinmann, 2012). "Video recordings of teaching sequences are no self-explanatory teaching materials, but must be very carefully integrated into teaching-learning environments and provided with key techniques for learners" (Richartz, 2015, p. 14). This is essential in order to direct the perception of the viewer to the focused features of teaching quality. "However, it can only succeed if the cutting of the video applications, the production of the videos and the concrete design of the teaching-learning environments are conceived in a theoretically and didactically viable way" (Richartz, 2015, p. 14). In this context, e-learning can name several potentials relating to the content, design and communication. One possibility is a blended-learning offer (which was adapted in this study). Blended learning stands for teaching-learning concepts that represent a didactically meaningful combination of face-to-face learning and internet-based (online) learning on the basis of new information and communication media (Ganz & Reinmann, 2007). One argument in favor of this approach is that learning processes that take place exclusively in virtual spaces without presence phases, i.e., without face-to-face communication, have proven to be less efficient than those that combine the two (De Witt, 2008). Blended-learning formats supported by a coach claim a higher



effectiveness factor, since a reduction in learning discontinuity occurs through integration in communicative learning groups and contact with a supervising person (De Witt, 2008). The teachers are supported throughout the learning process, yet the main responsibility is transferred to the learners as their competence increases (Garrison, Anderson, & Archer, 2001). Moreover, there are different basic forms of teaching-learning arrangements: online teaching, online tutorials, online assignments and online discussions (De Witt, 2008), all adapted in different ways in this intervention (cf. chapter 4.4.2).

### **3.3.3 Coaching**

In this and the following chapter, the term coaching is highlighted as a main component of the present study due to the intervention being carried out in this format. The line of argument on coaching highly refers to preliminary work by Richartz (2015; 2018). First, the term and its origin are introduced. Second, the coaching process and its effectiveness are highlighted and current research is presented. Last, the context and application of coaching in professional development for teachers is presented.

In his application Richartz refers to Greif (2016), who elaborated coaching effectiveness. According to Greif (2008), in the business and economic landscape, coaching is mainly defined as generally person-oriented or person-centered consulting. He (2015, 2018) follows Greif's (2008) reasoning that coaching emerges in a process of interaction between coach and client, in which both sides bring and exchange very different knowledge, which this study follows. It serves the client to achieve self-congruent goals, or to consciously change behavior and self-development (Greif, 2008, p. 52ff). However, relating to the sport context, the area of sport psychology seems to be related to coaching processes. In this context, coaching serves as an intervention to help prevent, recognize and solve psychosocial problems. The educational task of the coaches is to guide the athlete to self-reflection and independence. Moreover, own problem-solving strategies should be developed and deepened (Hotz, 2000).

Thus, in both approaches coaching is based on trust and acceptance, which creates a certain relationship between the coach and his client or player. The overarching aim of coaching, drawn from the above mentioned, is to promote self-reflection and self-perception as well as the awareness and responsibility of the individual. What the different approaches have in common is the pattern of individual accompaniment of a person by a qualified consultant. Accordingly, it is the coach's task to respond to the individual characteristics, such as the personality of the client/player/teacher, and to choose the right linguistic expression in a speech or conversation.

Moreover, as coaching became more widespread and as coaching programs are introduced in organizations, coaching was often categorized as a deficit-oriented and problematic method (Greif, 2016). Thus, in order to hold something against criticism and from a sociological point of view, there was the need for scientific reviews of the effectiveness of coaching to justify its benefits (Fietze, 2012). Why and how coaching has an empirically verifiable effect or through which processes, factors or general principles of action coaching works, however, there are only a few studies to date (Greif, Schmidt, & Thamm, 2012).

Overall, looking at the development of research regarding the issue of coaching, Greif (2016) states:

Coaching research has increased exponentially in recent years. This is similarly reflected in the increasing number of reviews on the state of research (e.g., Grant, Cavanagh, & Parker, 2010). However, looking for studies that meet the highest quality standards, recent count shows that there are not even twenty robust quantitative studies on the effectiveness of coaching (de Haan & Duckworth, 2012). This refers to Randomized Control Trials, i.e., studies in which the effects of coaching were tested with control or comparison groups, whereby the allocation to the groups was randomized.

The results of these studies are as heterogeneous as the coaching examined and the criteria recorded. Even when comparable research methods and criteria were applied, the results are not always consistent. In several RCT studies, the only consistent results after coaching are a high degree of goal achievement and high client satisfaction, a reduction in negative feelings and improvements in general well-being or life satisfaction and an increase in self-efficacy (de Haan & Duckworth, 2012). As de Haan and Duckworth (2012) summarize, the results yet show that coaching works, however, the effects are not very strong and in comparison weaker than those in RCT studies on the effects of psychotherapy. (Greif, 2016, p. 174)

Moreover, first results of coaching research are based mainly on behavioral observations or transcripts of coaching conversations (Greif & Schubert, 2015). These findings on therapeutic principles and modified factors show that the coaching results depend primarily on three factors: observed

appreciation and emotional support of the coach, activation of resources and implementation support (Greif et al., 2012). Thus, coaching research on effective factors is still in its infancy.

However, in the field of psychotherapy, behavioral patterns of psychotherapists have long been investigated in therapy sessions in order to derive general effect factors that are important for the success of therapy. They not only serve to receive scientific knowledge, but since Carl Rogers' work on client-centered counselling (Rogers, 1972) they have formed the core of therapy theory, because they explain why and how therapy works. Those principles of Rogers (1972) are still popular in psychotherapy today, have additionally been transferred to coaching and are constantly being developed further. In their overview, Greif, Schmidt and Thamm (2012) state that "Rogers (1972) has generalized his concept of three basic factors to client-centered counseling, which Stober (2006) has transferred to coaching" (p. 378). Moreover, according to Greif (2012), for Stober (2006, p. 24) the main differences between psychotherapy and coaching are merely different goals" (p. 378). "Consequently, therapy serves the purpose of recovery, whereas coaching serves to promote decisions between action alternatives for one's own development" (Greif et al., 2012, p. 378).

"Based on this, Grawe (2004) has developed a neuropsychological theory of psychotherapy" (Greif et al., 2012, p. 379). "According to Grawe's theory, the effect of psychotherapy depends on the following five general factors or basic principles [...] (Gassmann & Grawe, 2006): therapeutic relationship [...], problem updating [...], resource activation [...], motivational clarification [...] [and] problem solving [...]" (Greif et al., 2012, p. 379). Its general effective factors are highlighted in this context because they "have likewise been transferred to the coaching landscape" (Greif et al., 2012, p. 379).

Subsequently, Greif and colleagues (2012) noted:

that Greif has developed an integrative coaching theory (Greif, 2008), which is based on findings of general psychological basic research and ties in with Grawe's research on effectiveness factors. In his theory, secured general effective factors are integrated and individual ones are reformulated, oriented to the underlying theory of the support of result-oriented problems and self-reflection as a basic function in coaching. (p. 382)

These factors are further described in detail in chapter 3.4.3. The presented concept of coaching has already been transferred to professional development and learning support for teachers. There have been several initial attempts regarding the coaching principle in this setting, one of which is presented as an example in the next chapter – the MyTeachingPartner™ Program.

### 3.3.4 MyTeachingPartner™

This theoretical chapter again draws on the considerations of Richartz, who first adapted the MyTeachingPartner™ (MTP) Program to a sport setting – first for sports coaches working with children (2015) and subsequently for those working with adolescence (2018).

Lipowsky and Rzejak (2012) state that there are two different groups of studies that investigated the effects of coaching in educational settings:

Some studies analyzed the effects of coaching measures, while others looked at the potential for feedback of student performance data to teachers (Garet et al. 2008; Neumann/ Cunningham 2009; Domitrovich et al. 2009). The majority of the first group of studies conclude that feedback from a coach can indeed be associated with changes in teacher behavior. Some of the available empirical evidence suggests that this feedback can even have an impact at the level of student performance (Landry et al. 2009; Garet et al. 2008; Lipowsky 2011). (p. 244)

MTP is an innovative professional development approach, which belongs to this first group concerning coaching (Pianta, Mashburn, Downer, Hamre, & Justice, 2008). A collaborative consultation process and web-based resource to provide ongoing, class-focused in-service training based on CLASS. This design has been standardized, implemented and successfully tested by the CLASS developers (Downer et al., 2009). It is to be categorized as a blended learning format. In the case of blended learning formats supported by a coach, a higher effectiveness factor is also to be expected. This is because involvement in communicative learning groups and contact with a supervising person results in a reduction in learning discontinuity (De Witt, 2008). It includes the conceptually particularly important collaborative character of coaching/learning support, stating that the learner should diagnose, develop goals and evaluate them him-/herself.

The MTP procedure has been tested in several studies on different age groups in controlled and randomized trials. In a first study, 164 preschool classrooms in Virginia were taking part in a MTP study (Pianta et al., 2007). For the observation procedure, the teachers were asked to send in videotapes in 2-week intervals throughout one school year (Pianta, LaParo & Hamre, 2008, p. 93). As Pianta, La Paro and Hamre display (2008) the “videotapes alternated between literacy or language activity and an activity from a social-emotional development curriculum” (p. 93-94). Teachers should “send in at least 30 minutes of video that included an activity [as well as a transition, which were then rated by] [...] trained graduate students” (Pianta, LaParo & Hamre, 2008, p. 94). Those

ratings allowed for first impressions on CLASS scores in general and the three-factor structure of the CLASS-instrument was again tested (Pianta, La Paro, & Hamre, 2008, pp. 93–94).

For pre-school and primary school age, Pianta et al. (2008) report on a comparison between an MTP coaching group and a second intervention group, which similarly received the initial workshop and access to the video library, but no learning guidance ( $N = 103$ ). The development of the quality characteristics measured with CLASS was used as the criterion. The results showed an overall higher increase in teaching quality among teachers in the MTP group. Moreover, after some time, teachers who took part in the MTP program still had higher scores in the Instructional Support domain than people who did not take part in the MTP Program. However, scores were lower than directly after the intervention. The authors conclude that, in principle, teaching quality can be improved by such video-supported intervention and that the coaching condition has a greater effect on behavioral change (Pianta, La Paro, & Hamre, 2008).

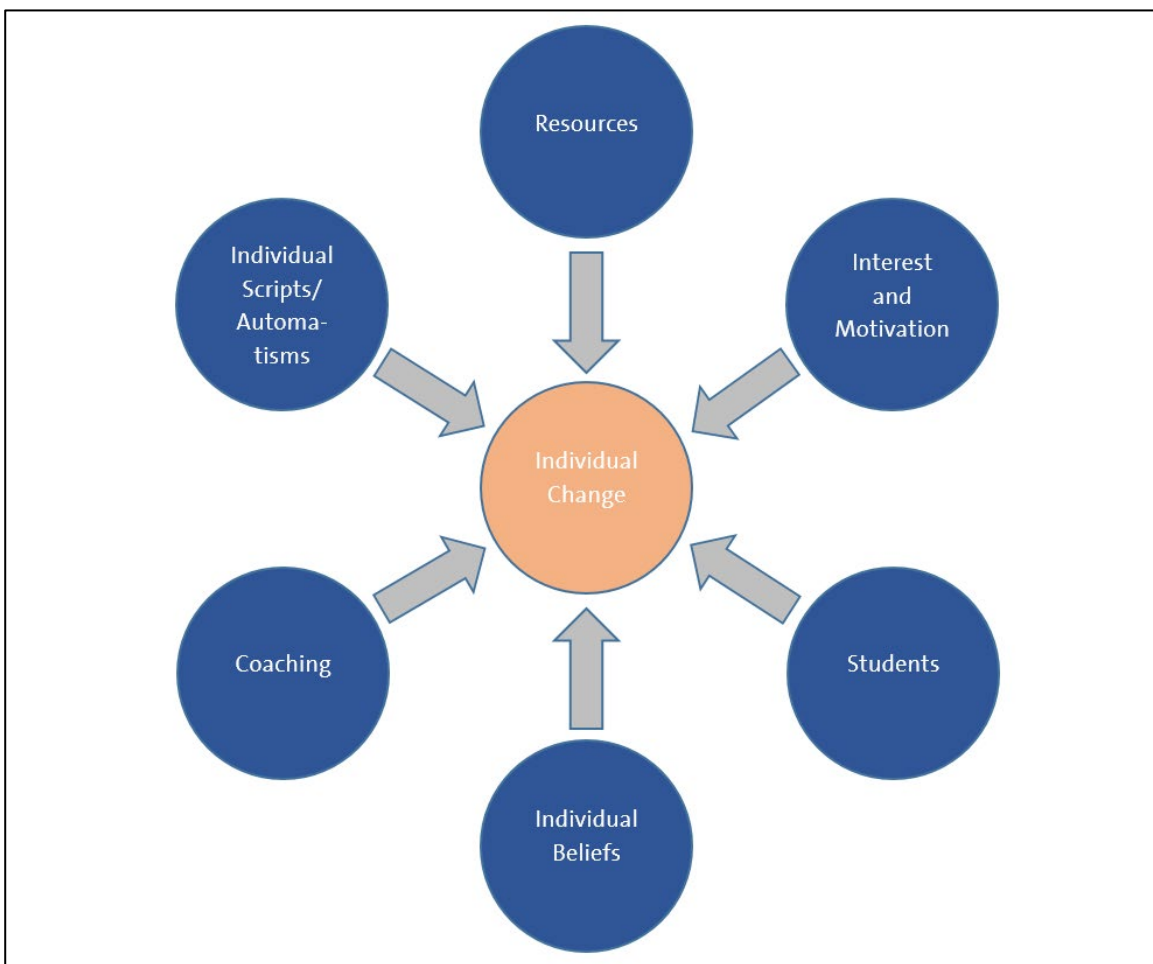
Additionally, the MyTeachingPartner™ Secondary Program (MTP-S) was examined for its effects by (Allen, Pianta, Gregory, Mikami, & Lun, 2011; Gregory, Allen, Mikami, Hafen, & Pianta, 2014). The focus was on supporting the autonomy and competence of the students as well as on comprehension-oriented and cognitively challenging lessons. The accompanying research displayed that after the intervention the students were more engaged in class than a control group of learners whose teachers had participated in an alternative professional development. This change in student behavior was explained by the change in the teaching behavior of the teachers (Gregory et al., 2014). In a randomized controlled study in the upper secondary school ( $N = 78, 2237$  pupils) by Allen and colleagues (2011), the outcomes were standardized performance tests of the students. The improved teacher-student interaction in the intervention group explained the better learning performance of the students (Allen et al., 2011).

In sum, in several studies on different age groups, the MTP-procedure was tested in controlled and randomized studies showing positive outcomes on student development. Moreover, an advantage of the coaching intervention MTP is that there is fixed criteria, which are evidence-based through CLASS. This allows for a targeted steering of attention and feedback in the professional development.

### **3.4 Theory of Individual Changes**

The last chapter in the literature section concerns a specific branch relevant to behavior change. Because behavioral changes are very complex and depend, for example, on attitudes, automatisms, or even interests, a somewhat different methodological approach was chosen in this study than in

the project by Richartz (2015). In this project, individual cases and their individual changes are to be investigated and examined from different perspectives. Therefore, a mixed methods approach with a focus on qualitative data was chosen. Thus, when looking at the individual changes of the participants in the coaching intervention based on MTP, the question arises as to what influences were exerted on the individual developments. One has to bear in mind, that yet the coaching intervention was an influencing factor on the individual changes of the participants, it might not have been the only one. Therefore, the presumed influencing factors are of interest. Next to the coaching, five different factors of interest are presented. The possible factors that could have had an effect on the individual change are the coaching, the individual resources, the interest and motivation, the students, the individual beliefs and also individual scripts, i.e., behaviors that are already automated and that one is used to doing (see Figure 2). The factors "resources" is the only influencing factor that is not specifically analysed in this study. All other factors are addressed within the coaching intervention, viewing the individual changes of the participants from several different angles.



**Figure 2** *Theoretical Model of Influencing Factors on the Individual Changes of the Participants*

In order to address those different influencing factors on the individual change, a variety of instruments was applied. These instruments are based on different theoretical considerations and considerations, such as the CLASS. Additionally, coaching requirements and prerequisites, educational beliefs, effectiveness factors and self-determination theory will briefly be summarized to highlight the theoretical considerations of Richartz (2015), which lie behind the instruments and their development.

### **3.4.1 Coaching Requirements and Prerequisites**

When looking at the coaching evaluation model according to Greif (2016, p. 169), the prerequisites for a coaching process are listed at the beginning. In addition to the characteristics of the coach and the coachee, organizational prerequisites are mentioned in this regard.

Since the intervention is a blended learning format, i.e., teaching-learning concepts that represent a didactically meaningful combination of face-to-face learning and internet-based (online) learning on the basis of new information and communication media (Ganz & Reinmann, 2007), user-friendliness is an important point to consider, in terms of organizational prerequisites (Asarbakhsh & Sandars, 2013). As the participants were videotaped during the intervention, any associated feeling of discomfort, which could have been seen as a barrier to participation needs to be addressed. Thus, the primary potential barriers considered for this study were videography and technical issues.

With regard to the prerequisites of the coach, the aspect of professional competencies and professional credibility (Greif, 2016) is of particular importance, since the coachees are exclusively PE teachers. Moreover, the professional credibility of the coach, as subjectively assessed by clients, seems to have a high significance for coaching effects (Sue-Chan & Latham, 2004). Richartz considered that the coach might not understand enough about the specific sport of the coachee. In this study, the attribution of competence is not so much about the sport, but rather about PE as a field of expertise. Thus, especially because of the fact that the coach was no PE teacher, the attribution of competence was therefore important to question, looking at whether that was problematic in the sense of the professional credibility of the coach.

In terms of the coachees' prerequisites, the points of realistic expectations and motivation for change seems to be particularly exciting (Greif, 2016). Goals and plans to change one's own behavior are often not implemented in practice. To bridge the gap between goals and implementation, scientific findings and methods, especially from research on motivation and willpower psychology and habit change, were brought together by Greif (2013, p. 133) in a process model with four phases. The first phase is always motivation and goal clarification, as shown by Greif's extended Rubicon model (Greif, 2013, p. 133). This involves predecisional reflection and the development of the goal

intention in the social and organizational context. In this way, a transition from motive to goal is to be created and a first step towards changing an entrenched behavioral habit is to be taken.

### **3.4.2 Educational Beliefs**

In Richartz's (2015) methodology, educational beliefs are not explicitly elaborated. However, as this is a highly complex construct, it seems important to briefly shed light on the theoretical background. As a characteristic of individual professionals, educational beliefs can play a moderating role in the design of teaching and the application of specific didactic concepts (Kuhl, Moser, Schäfer, & Redlich, 2013). Beliefs are to be understood as educational philosophy (Yilmaz, Altinkurt & Cokluk, 2011). They consist of "an eclectic mix of rules of thumb, generalizations, opinions, values, and expectations grouped in a more or less structured way" (Hermans, Tondeur, van Braak, & Valcke, 2008, p. 1500). Markic, Eilks and Valanides (2008) summarize that beliefs include ideas such as attitudes or perceptions, but likewise subjective and implicit theories.

Looking at these first definition attempts of the term educational beliefs, it is obvious that there are different approaches and that the term is difficult to grasp. Pajares (1992) as one of the first researchers in this field even describes educational belief as what he calls a 'messy construct'. Even today there is no unanimous opinion, so that there is no unified theoretical concept of beliefs, but rather contradictory definitions, and precise definitions are often dispensed with altogether in the relevant research (Krey, 2012, p. 76).

However, recent research literature points to some significant aspects on which there is consensus. For example, a distinction should be made between the ways in which beliefs are acquired (experience/knowledge/information based) and the areas to which they relate: trust, value in the belief system, dependence on other beliefs and functionality (Leder, Pehkonen, & Törner, 2003, p. 3). Furthermore, beliefs have a quasi-logical structure and are composed in cluster form – both thematically and structurally (Hermans et al., 2008, p. 1500). However, in all the relevant accounts there is widespread doubt as to whether a rigid demarcation between cognitive, motivational and volitional factors is possible.

In practice, educational beliefs can be defined as "mental representations that teachers or pre-service teachers hold (consciously and unconsciously) in their minds that influence, to a certain extent, their (potential) behavior as teachers (...)" (Markic et al., 2008, p. 111). Consequently, in order to highlight the importance of educational beliefs for the prevailing teaching quality, the close interconnectedness between educational beliefs and teachers' professional actions needs to be discussed.



Moreover, there is widespread agreement in research about the "peculiarly dense relationship" (Oser & Blömeke, 2012, p. 416) between beliefs and behavior. Thus, there seems to be "a reciprocal, but complex, relationship between [...] beliefs and [behavior/]practices" (Buehl & Beck, 2015, p. 70). Therefore, it seems particularly important to consider possible internal and external influencing factors that support or complicate the link between teaching beliefs and behavior (Buehl & Beck, 2015). "The strength of this [reciprocal] relationship may vary [from person to person] [...] and context [to context, as can the nature] [...] of [the] beliefs and practices being assessed" (Buehl & Beck, 2015, p. 70). An overview of the relationship between teachers' beliefs and practices in a system of internal and external factors that support or inhibit this relationship is given in a literature review by Buehl and Beck (2015, p. 74).

Based on the above-mentioned, educational beliefs are considered as a possible view "on teachers' decision-making, practices, and in some cases, effectiveness" (Rimm-Kafmann, Storm, Sawyer, Pianta, & LaParo, 2006, p. 143). However, people holding "a set of beliefs does not [automatically] mean they translate these into concrete practices (Clark & Peterson, 1986), rather they are a framework that organize meaning and inform practices" (Rimm-Kaufman et al., 2006, p. 143). This has to be kept in mind when interpreting the data presented in the results sections (cf. chapter 5.2.2).

### **3.4.3 Process Quality**

As mentioned in chapter 3.3.3, Greif (2012) developed seven effectiveness factors of coaching, which are addressed in this study in different formats, based on Richartz's considerations (2015, 2018) and being highlighted in the methods section. These seven factors are:

1. Appreciation and emotional support of the client by the coach
2. Emotion activation and calibration
3. Results-oriented problem reflection
4. Results-oriented self-reflection
5. Goal clarification
6. Resource activation
7. Implementation support

The first factor in this regard concerns emotional support and sensitivity in the sense of empathic understanding, encouragement, listening, authenticity/congruence, perception, responsiveness to stress and trustworthiness.

Additionally, Greif and colleagues (2012) describe this factor as

corresponding to empathy and appreciation as a basic variable [...] as well as the conducive coaching relationship. The factor refers mainly to the behavior of the coach and the observation

focuses on his or her nonverbal and verbal behavior. Consequently, the extent to which the coach expresses an appreciative attitude toward the coachee and provides emotional support is evaluated. (p. 382)

Together with the factor goal clarification in the coaching process, this factor can be counted as secured knowledge and has been confirmed by several studies (Greif, 2008).

The second factor addressed is emotion calibration. In coaching, neither ignoring nor a high level of negative emotions is helpful because strong negative as well as positive affects consciously hinder rational thinking and access to the self (Greif et al., 2012).

To better highlight this factor, Greif, Schmidt and Thamm (2012) give following example:

If a client loudly expresses his anger at others during coaching, it is to be expected that he or she will not consciously think about what triggers this anger at the same time. The coachee must therefore first reduce or moderate his anger by "venting" and thus achieve the right "dose" of negative emotion. This process is called affect calibration. (p. 382)

Next, result-oriented problem reflection was addressed. Result-oriented problem reflection is another factor for analyzing effective coaching (Greif et al., 2012). Result-oriented problem reflection is about a subjective perception of the problem situation (interpretation, attribution). This process is only result-oriented if the coach guides the client to derive concrete conclusions for the future from the reflections (Greif et al., 2012). Questioning techniques are among the most frequently used methods in this regard. Hence, the question is whether the conclusion for practice/action is solution-oriented and one does not get stuck in the problem analysis.

Looking at self-reflection, in contrast to problem reflection, Greif, Schmidt and Thamm (2012) note that it involves consciously reflecting on the client's self-concept, his values, special characteristics, strengths and weaknesses, his individual behavior and experience, or his personal development opportunities. A distinction is made here between aimless rumination and result-oriented self-reflection. This is reflected in the fact that new insights or plans for changing one's own feelings and actions result from it. [...] The methods and skills to systematically promote intensive

results-oriented self-reflection can also be seen as a special professional qualification of coaches (p. 383).

Only the two effectiveness factors appreciation/support of the client by the coach and goal clarification in the coaching process are confirmed by several studies and thus considered as secured knowledge (Greif et al., 2012). Moreover, regarding this effectiveness factor Greif, Schmidt and Thamm highlight that

clarifying the client's goals is one of the most important tasks in the coaching process. [...] In coaching, a concrete description and definition of the client's goals and intentions as well as a clarification of the expectations of the social and organizational environment are usually more specifically promoted. [...] As a rule, the coachees reflect on and change their goals in various sessions and do not stop doing so until the end of the coaching. (p. 383)

However, in the intervention and coaching concept of Richartz (2015), this does not occur in the form as in Greif. Instead, the goals are already specified by CLASS and thus the assessment standards are specified. Accordingly, this approach is contrary to the consultant ideology.

Concerning the effectiveness factor resource activation, coachees are supposed to feel capable of action. Self-efficacy and being optimistic to be able to implement something into one's own practice are central. Therefore, coaches are supposed to give hints and support own ideas of the coachee in order to improve problem-solving skills. As already mentioned, a distinction must be made between the coachees "internal resources ([...] knowledge and experience, [...] skills, competencies, [etc.] [...]) and external resources that [they] [...] can access (e.g., expert knowledge, [...] help from family, friends, work environment) (Greif et al., 2012, p. 384). Hence, regarding the distinction between internal and external resources, internal resources relate to self-efficacy, wisdom, experience or skills and external resources in relation to mobilizing aid and support. However, the promotion of external resources was no main goal of the coaching intervention.

The last effectiveness factor support for implementation deals with helping to implement ideas and solutions into actual practice. Therefore, this factor includes three main aspects. First, the development of solutions and the action-oriented approach to the problem. Moreover, the implementation of concrete measures in practice and the support of coachees in achieving their goals. Last, coaching is assumed to focus mainly on "short-term, results-oriented support in implementing the changes planned by the coachee" (Greif et al., 2012, p. 384).

The factor autonomy support was added by Richartz as an additional effectiveness factor and is found in the questionnaire and interviews. The theoretical classification for autonomy support will be addressed in the following section and is therefore referred to at this point (cf. chapter 3.4.4). However, yet autonomy support is not an explicitly mentioned effectiveness factor of Greif and colleagues (2012), the support of autonomy is already addressed in some factors of Greif, e.g.: resource activation (internal) or result-oriented problem reflection. In addition, there is a lot of research that categorizes autonomy support as important and effective in relation to learning (Deci & Ryan, 2002). As such, the questionnaires and interviews asked about autonomy support as having an impact on learning.

### **3.4.4 Self-Determination Theory**

Next to the participants view and individual influences the students are a possible factor that needs to be monitored. Thus, the main points of the theoretical justification and implementation (Kohake, 2021) regarding the children's questionnaire applied in this study and developed in the project by Richartz (2015) are summarized in the following.

Various scientists have studied the topic of motivation (Deci & Ryan, 2002). Its great importance for the performance and learning behavior of students has already been proven by many empirical studies (Dickinson, 1995). According to Schiefele and Schaffner (2015), motivation influences (learning-related) behavior, such as the amount of learning time invested. Thus, motivation is conducive to performance and leads to a conflict-free, smoother and more efficient teaching (Schiefele & Schaffner, 2015). This in turn increases the learning time, the quality of experience and thus the learning itself (Schiefele & Schaffner, 2015). Particularly dependent on motivation is the behavior with regard to goal direction, endurance and intensity of the students (Schiefele & Schaffner, 2015).

Gillet et al. (2012, p. 278) assume that perceived autonomy support (e.g., from the coach) and general motivation (global autonomous motivation) together determine autonomous (contextual) motivation in relation to the activity. This in turn is seen to be positively related to interest in a sporting or educational activity in general (Kegel, 2015, p. 190). Hence, instructional design and tasks that support autonomy can increase perceived co-tasking as well as the intrinsic valence of the activity in question. Consequently, when learners feel supported in their pursuit of autonomy, they are more likely to value the tasks/topics, show higher intrinsic motivation, more active information processing, higher flexibility in thinking, more interest and creativity, experience more positive feelings, and more well-being (Ryan & Deci, 2017).

According to the model of the already mentioned self-determination theory after Ryan and Deci (2002), motivation can be classified on a self-determination continuum. First, a distinction is made

between extrinsic and intrinsic motivation. In extrinsic motivation, the desired goal lies outside the action (e.g., social recognition), whereas in intrinsic motivation the goal is sought for within the action (e.g., enjoying the activity) (Deci & Ryan, 1993, p. 225). According to this, actions are intrinsically motivated if they are perceived as interesting by the respective person and do not have consequences that can be separated from the action itself (e.g., threats) (Deci & Ryan, 1993, p. 225). Intrinsic motivation is at the one end of the continuum, thus characterized by the highest degree of self-determination. An intrinsically motivated person feels free in his or her actions and experiences it as his or her own will to perform the activity (Deci & Ryan, 1993, p. 226).

In contrast, extrinsically motivated behaviors can have different qualities, which is why different types of motivation are distinguished. These include external, introjected, identified and integrated regulation (Ryan & Deci, 2002). However, as in the vast majority of relevant studies, the difference between the levels of identified and integrated motivation is not taken into account, thus, there is no difference made between those two regulations in this study.

Self-determination in addition to the experience of competence and relatedness, is an innate, psychological basic need of everyone, regardless of culture or developmental status (Ryan & Deci, 2002). According to Deci and Ryan (2002), the three basic needs form the basis for intrinsically motivated behavior. In this context, being autonomous means seeing oneself as the author of one's own actions, i.e., acting according to one's own interests and experiencing this as an expression of oneself. Competence is understood as experiencing opportunities to draw on one's own abilities and to feel self-effective in interaction with the social environment. Additionally, in the context of the theory of self-determination, relatedness occurs when an individual feels connected with others and in a secure community. According to Ryan and Deci (2002), an action is experienced as self-determined and thus intrinsically motivated, when it satisfies those three needs.

For the context of PE, it has been demonstrated that students feel a greater satisfaction of their basic needs when they “perceived a need-supporting environment” (Standage, Duda & Ntoumanis, 2005, p. 1). For British student, Ntoumanis showed with a questionnaire survey that PE based on “cooperative learning, [emphasis] [...] on improvement, and choice of tasks” (2001, p. 225) has moderate to strong associations with the satisfaction of the three basic needs. These in turn have a positive influence on the types of motivation, from which intrinsic motivation is specifically highlighted in the article, “as it can lead to positive outcomes and may facilitate [...] physical activity in adult life” (Ntoumanis, 2001, p. 238).

After the presented literature review on current research in the field of teaching quality, measurement of teaching quality and professional development with focus on coaching and videography including my own theoretical considerations on individual changes, the next section presents the

methods of the present study. The methods section is divided into three components – first, it focusses on the mixed methods approach, introducing the different data sources. Next, the video library will be presented, including the selection of the video clips and how these were validated. Lastly, the coaching intervention will be described, including the coaching design based on the considerations of Richartz (2015).

## 4 Methods

The research methods of this study follow the design of Richartz's projects (video library and online coaching). This refers to the quantitative and the qualitative instruments. As mentioned above, this study is split into two main parts. First, the further development of an existing video library. Second, its video clips were then applied for professional development of PE teachers in a coaching intervention. Specifically, an individual video-based online coaching in the K-3-level was carried out. To this point, there are no longitudinal studies in the area of video-based coaching interventions for PE teachers, which makes this a typical field for exploratory studies. Thus, the study aims at investigating a new or yet insufficiently researched area and tries to answer the mentioned open research questions (cf. chapter 2.2) based on relevant individual cases from a deliberately heterogeneous small sample (Bortz & Döring, 2016, p. 149). A broader view on the problem through additional and in-depth knowledge is sought. Hence, this research intends to provide empirical evidence in the field of professional teacher development, although it is not a standard intervention study in this sense, thus no randomized controlled trial (RCT). Consequently, the present study is an exploratory study in a mixed methods design.

### 4.1 Mixed Methods

In order to examine the multi-faceted and complexly interrelated characteristics of classrooms, it is important to work with the appropriate research methodology. In this regard, mixed methods designs are increasingly recognized (Creemers, Kyriakides, & Sammons, 2010; Sammons, 2010). They aim to integrate quantitative and qualitative outcomes in identifying and measuring teacher and classroom effects (Creemers et al., 2010). By looking at PE lessons through a mixed methods lens, this study is going beyond structured observations. The content and the related research questions have qualitative and quantitative aspects to consider and explore. Therefore, the research questions are central and are the main criterion for the choice of methods. Both types of data, meaning quantitative and qualitative data, are important for a complete analysis of the problems and in relation to the complexity of those research questions. From this, a greater degree of differentiation and deepening of evidence is expected. Therefore, both forms are necessary to obtain a better understanding of the problem and obtain multiperspectivity (Kuckartz, 2014, pp. 17–19), which seems appropriate for complex research questions and topics such as the ones outlined in this study.

It is hoped that qualitative and quantitative methods will yield more valuable insights than traditional assessment approaches that rely on a single method. On the one hand, the different evalua-

tion questions (cf. chapter 2.2) require different methods to best achieve answers to those questions – e.g., qualitative methods for obtaining data on the coaching experiences and quantitative methods for attaining data on observable behavior changes. On the other hand, different methods try to answer the same elements of a single question – namely the beliefs and preferences of the teachers, in order to increase confidence in the validity and reliability of the evaluation results. Mixed methods can therefore provide a deeper understanding of why change is or is not occurring as planned, which is a central element in this study. Moreover, combining different methods often captures a wider range of perspectives than might be captured by a single method, which makes it necessary in this study and leads to a greater perspective enrichment (Teddlie & Tashakkori, 2009).

In sum, quantitative research becomes more comprehensible and vivid through verbal data and gains from a detailed look inside, into the small, the individual case and the personal experiences of the individual. In contrast, the findings of qualitative research become more significant when numerical data is made available and the opportunity to generalize qualitative research findings increases. Therefore, this study does not aim at applying rules or making generalizations, but aims at abduction, i.e., making daring assumptions that in the best case new (action) knowledge is generated (see Kuckartz, 2014, p. 42). It allows for more than one perspective by combining qualitative and quantitative methods to increase confidence in the validity of the results. Moreover, the involvement of different stakeholders (students, teachers, coach) as well as multiple aspects of the program under evaluation suggests such a mixed methods design.

Thus, the study includes a broad range of different data sets and different data collection techniques. It is a mixed method design with emphasis on the qualitative area, so "QUAL + quan" (Morse, 1991, p. 121). The qualitative data is drawn from the interviews, which took place at the end of the intervention, as well as descriptions of individual preferences from within the coaching intervention and observational qualitative data of the video recording describing individual lessons. It is expanded by quantitative data from the structured observations/CLASS ratings, children's questionnaires, teacher's questionnaires and data on the usage of the video library of each participant.





**Figure 3** *Theoretical Model of the Different Data Accesses*

The fact that this is only a small sample has both advantages and disadvantages. On the one hand, no generalizable statements can be made. On the other hand, however, this individual sample is being studied very intensively. Accordingly, this study looks specifically at how the individual cases change in contrast to each other. The triangulation model (see Figure 3) was created to examine what changes occurred over the course of the intervention. Hence, this study is primarily concerned with the individual changes that were attempted to be examined using various qualitative and quantitative data sources. The triangulation model shows the seven different measurement instruments and resources, which are intended to map the individual changes. Hence, it is important to look at which factors are of interest and with which data sources these are addressed. These instruments and different data sources that are combined into a mixed methods design are briefly presented individually below, followed by a presentation of how they are interrelated.

#### **4.1.1 Quantitative Data**

The main quantitative data included in the mixed methods analysis were the teacher's questionnaires, the children's questionnaires and the CLASS scores. These instruments are presented first

with their theoretical background, their development and first application in the projects by Richartz as well as their main constructs. However, the various quantitative methods should be viewed with caution because of the small sample sizes. They are more likely to be seen as indicative of different expressions among different individuals, rather than as a population for teachers. Therefore, the quantitative data is considered more indicative of individuals.

#### 4.1.1.1 Teacher's Questionnaires

Before and after the intervention, the teachers were interviewed in writing by means of questionnaires. Hence, the data was collected at the first video recording and at the end of the actual coaching intervention six months later. Questionnaires with closed and open answer formats were adapted. The teacher's questionnaires applied in this study have been designed and tested for the project by Richartz (2018) and have simply been adapted for the schooling context. The items mainly address the teachers' educational beliefs, combined with descriptive data and questions concerning the process quality of the coaching. Additional information was collected regarding the experiences with the video library and its usage.

In this study, educational beliefs were addressed with 29 items. The questions specifically address the educational beliefs of the teachers in relation to their PE lessons and their students. These items were developed in the project around the research group of Richartz (Maier, Kohake, & Richartz, In Progress; Richartz et al., 2018) and solely adapted for a school context<sup>1</sup>. The questionnaire developed in the project by Richartz (2015) has a focused understanding and aims to map the constructs from the CLASS instrument.

The educational-beliefs items utilized in the questionnaire are closely related to the Teacher Belief Q-Sort (Rimm-Kaufman et al., 2006). The link to this instrument seemed to be purposeful, since two of the authors are as well developers of the CLASS instrument. Thus, the content-related proximity to the observation instrument is given. However, the approach of the Teacher Belief Q-Sort differs from the design of the questionnaire applied. The Teacher Belief Q-Sort mainly allows statements about prioritization of certain beliefs and can show the relation of different beliefs to each other, since the individual items should be ordered according to their perceived importance. In contrast, the items in this research project – after being translated into German – were realized on a 5-Point Likert Scale (1 = "not applicable at all", 2 = "not very applicable", 3 = "partially applicable", 4 = "very applicable" and 5 = "totally applicable"), as the other constructs in the teacher's questionnaire. The

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<sup>1</sup> A list of the original 29 German items, showing the connection with the respective CLASS dimensions is presented in Appendix D.

item construction was based on the recommendations of Bühner (2006) (e.g., comprehensibility or exclusion of misinterpretations) in order to achieve interindividual comparability.

The different items were assigned to eight different CLASS dimensions. Moreover, items were developed that are formulated in both the positive and negative directions. This should help to avoid response tendencies, i.e., the tendency of a respondent to agree or disagree with all items on a scale (Jonas, Stroebe, Hewstone, & Reiss, 2014, p. 214). There are six negatively formulated items, which have been marked with a "-" and recoded for the subsequent calculations (see Appendix D).

The questions on the process quality were developed in the research group around Richartz (2015, 2018) based on the proven evaluation instrument for university teaching, HILVE (Rindermann, 2001). The only changes were relating to the setting (e.g., "training" was transformed to "lesson"). In addition, items were formulated on the basis of the aforementioned effectiveness factors of coaching (Berninger-Schäfer, Meyer, & Geißler, 2018; Greif et al., 2012). The newly developed items were tested by Richartz (2015) against the instruments "Perceptions of Professional Development" and "Coach Confidence" (Locasale-Crouch, Downer, & Hamre, 2009a, 2009b).<sup>2</sup>

Thus, in the questionnaire, there have been 19 items<sup>3</sup> with reference to the process quality<sup>4</sup>. The different questions regarding process quality were assigned to five effectiveness factors: Coaching Relationship Quality, Solution Focused Reflection, Activation of Personal Resources, Coach's Commitment and Self-Determination. In addition to the evaluation of the process quality of the coaching, three items were assigned to a factor that reflects an assessment of the Outcomes of the coaching. This refers to actual learning outcomes for participants. As for the educational beliefs items, these were to be answered on a 5-Point Likert Scale (1 = "strongly disagree", to 5 = "strongly agree").

#### 4.1.1.2 Children's Questionnaires

In order to determine whether the coaching intervention has changed the types of motivation of the children in PE, a questionnaire survey was applied. Within the project by Richartz (2015, 2018) this questionnaire was designed for a training context (Kohake & Lehnert, 2018) and later on adapted for PE (Kohake & Heemsoth, 2021). Thus, the children's questionnaire used in this study was developed by Kohake and colleagues (Kohake & Heemsoth, 2021; Kohake & Lehnert, 2018) in several stages.

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<sup>2</sup> Bridget Hamre, whom I would like to thank at this point, kindly provided these unpublished scales.

<sup>3</sup> The original German items are attached in Appendix D.

<sup>4</sup> The original German items are attached in Appendix D.

In addition to sociodemographic data, the questionnaire aims at measuring the constructs need support, need satisfaction, and types of motivation for 8-13 year old boys and girls in PE (Kohake & Heemsoth, 2021). The questionnaire contains a total number of 30 items (see Appendix E). In contrast to the teacher's questionnaire, answers could be made on a 4-Point Likert Scale. Three items per scale for satisfaction of autonomy, competence and relatedness, three items per scale for support of autonomy, competence and relatedness, and three items per motivational regulation (external, introjected, identified and intrinsic regulation).

#### 4.1.1.3 CLASS-Ratings

As mentioned, the research design of Richartz (2015), which was transferred to PE, is based on CLASS. Hence, the professional development presented in this study was combined with video clips and materials based on CLASS and the research behind the observation tool. Moreover, CLASS served as the basis for the feedback given to the teachers respecting their videos. Accordingly, to determine a change in the teaching quality of the individual teachers, the CLASS scores of five measurement points are compared with each other and between the teachers. The ratings are intended to provide a reliable measurement of teaching quality at the respective measurement time.

Eight lessons were videotaped for each of the five teachers. Every second lesson as well as the follow-up was applied for the ratings, starting with the first lesson as measurement point one. Thus, the lessons rated and taken into account are the first, the third, the fifth, the seventh and the eighth lesson. The third coaching point was rated because there is often bias in the first lesson. The teachers often put special effort into the lesson and want to make a good first impression. Moreover, the teachers might be nervous due to the camera and an external person being present. Hence, the third coaching lesson was additionally viewed to reduce bias, as the teachers should be used to the new situation by then. Therefore, the ratings should be more authentic and reliable than at the start.

When rating a classroom, according to the CLASS K-3 manual, four 20 minute cycles should be carried out to gain a very high degree of cross-cycle stability in 7-point rating scales (Pianta, La Paro, & Hamre, 2008, p. 106). Accordingly, a complete observation starts at the beginning of a school day and consists of at least four 20 minute consecutive cycles during one morning (Pianta, La Paro, & Hamre, 2008, p. 9-10). However, there are often slight deviations in various conducted studies. For example, 15 minute cycles in the National Center for Early Development and Learning Multi-State Study of Prekindergarten and State-Wide Early Education Programs Study (see Pianta, La Paro, & Hamre, 2008, p. 93). In order to be in line with the guidelines according to the majority of the research and the K-3 manual, 20-minute cycles were rated. However, no four 20-minute cycles could be rated in one day. This was because only the PE lessons of a teacher in one particular class were

observed. Nevertheless, this is in accordance to a study of Allen and colleagues (2013). They state that their study results and other related findings (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008) demonstrate the predictive utility of a focus on interactions, given the fact that they can be assessed in secondary classrooms via 40 minutes of video-taping. Additionally, they state that global ratings of interactions, as they demonstrate patterns of behavior and response over the segment, can be coded reliably and account in some part for the value of that classroom setting for student learning (Allen et al., 2013).

The recorded PE lessons either had a total duration of 45 minutes (applicable for 2 teachers) or 90 minutes (applicable for 3 teachers). This meant that a maximum of two cycles of 20 minutes each could be cut from the individual lessons for the ratings. Accordingly, two clips already represented almost the whole lesson time in a single lesson. In order to make it comparable to the double lessons, two times 20 minutes each were cut and rated from every lesson.

However, the phases in the lessons were not easy to classify in terms of content, as some of them were not clearly delimited. Therefore, a division by time stamps was made. In order to remain comparable in terms of content to the shorter lessons, the 90-minute lessons were adaptively cut. The first 20 minutes were selected, then 20 minutes were left out and then the next 20 minutes were again selected for the second rating. The remaining minutes were then left out again. In the individual shorter lessons, the beginning and directly following 20 minutes for the next clip was always chosen. The last 5 minutes, if available, were cut out. Altogether 50 clips were created – 10 clips per teacher, 20 minutes per clip and 2 clips per lesson.

In terms of reliability of those ratings, there are several important points to consider, which were addressed in the methods section.

In the following, the points according to Kane and Staiger (2012, p. 38) concerning the reliability of ratings will be addressed individually. First, ratings of several raters should be applied and the raters should not have a personal relationship to the observed. Thus, in order to ensure objectivity, the coach was excluded as a rater and two independent raters<sup>5</sup> carried out the ratings. In addition, raters should have undergone intensive training of the observation system and passed a reliability test on master-coded videos. This is fulfilled by the fact that both raters are CLASS certified (cf. chapter 3.2.5). Accordingly, both have attended a training course, passed the annual reliability test and are thus certified as observers for the corresponding age group K-3. As the CLASS developers state “training materials that provide potential observers with a clear and comprehensive understanding

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<sup>5</sup> The CLASS ratings were conducted by Alfred Richartz and Kathrin Kohake, University of Hamburg. I sincerely thank them for their support.

of the instrument's purposes and procedures" additionally minimize random error (Pianta, LaParo & Hamre, 2008, p. 99). Accordingly, there was high-quality training by Richartz (2018) not only at the beginning, but also during the process and during the project in advance. By this, the observers' view could be further sharpened and sensitized to sport-specific characteristics. All in order to avoid rater bias and assure that the raters were in line with the manual and not deviate from the guidelines. Finally, not just a single teaching lesson was to be rated. This was taken into account by the fact that two clips were rated at five different times. Moreover, it is important to randomize the different measurement points in order to reduce bias. This was done by randomly mixing the different clips before the ratings started, in order to rule out any assignment to the respective measurement time.

#### 4.1.1.4 Use of the Video Library

A complementary data source that was not explicitly addressed in Richartz's (2015) research design is the actual use of the video library by the coachees. Data was collected in a non-responsive form. This means that the coachees were "observed" by what they did, what they watched and what they worked with concerning the video library, without realizing that they were being "observed" or knowing that this would also be evaluated.

Data on the usage of the video library during the coaching intervention combined the first part of the study (creation of the video library) with the second part (coaching intervention). The application of the video library was tracked by the website. Information about how often the teachers logged into the system, how long they stayed on the website and which contents they looked at could be obtained. On the platform there are currently six courses for different contents and sports. One course contains general information and material e.g., on CLASS and teaching/pedagogical quality, there is one for PE (including the video clips, and specific information for each dimension), one for gymnastics, one for rhythmic gymnastics, one for handball and one for judo. Although the additional information in the course for PE was adapted and new video clips for PE were developed in this study, the main body of the information material and all other courses were developed in previous and ongoing projects by Richartz (Richartz et al., 2018; Richartz & Anders, 2017; Richartz, Kohake, & Maier, In Progress).

#### 4.1.2 Qualitative Data

The main part of this research seeks to understand the processes happening during the coaching intervention, which will be presented in detail in the following. Questions regarding the quality of the qualitative research parts in particular are addressed following the Criteria for the Evaluation of Qualitative Research Papers (Seale, 1999). The 20 questions (Seale, 1999, pp. 189–192) respecting

the topics overall criteria, methods, analysis, presentation and ethics have been considered and are addressed in the different sections. First, the methods of the research seem appropriate to the nature of the question being asked (Seale, 1999). Qualitative research is best for understanding what happens in the teacher's minds. Moreover, subjective experiences made during the coaching process are to be illuminated through qualitative approaches. Therefore, a purely quantitative approach could not have addressed the issue better and the qualitative data form the main part of the evaluation. Secondly, there is a connection to an existing body of theory with CLASS (Pianta, La Paro, & Hamre, 2008) and the research behind it (Seale, 1999). Thus, these include data on the interviews, behavioral data from within the coaching intervention describing the coachee's preferences with reference to the CLASS dimensions and qualitative data of the video recording describing individual lessons.

#### 4.1.2.1 Interviews

In addition to the obvious advantages of quantitative data from the CLASS scores – validity, reliability and objectivity – it is always advisable to work with qualitative interviews when evaluating an intervention. The interview can not only confirm the data collected in the questionnaire but also provides coherent indications of how the respective aspects were implemented in coaching and thus goes beyond a mere possible confirmation of the questionnaire data. Nevertheless, qualitative research methods, particularly interviews, are prone to subjective bias and social influence, which will be considered in the Discussion section. With this in mind, experiences, perceptions and expectations have been explored in individual interviews. Specifically, this study sought to further explore participants' individual motivations for participation, relevance, experiences, and perspectives on the processes of coaching.

The main body of the interview-construct in this study was based on the design by Richartz (2015). Thus, the construction of the interview was strongly oriented towards the criteria and recommendations developed by Richartz and were introduced in the form of an episodic-problem-centered interview (Interview-Guideline adapted from the one developed by Richartz, see Appendix C). Together with the already presented evaluative tools, this establishes a suitable mixed method approach to the most important process aspects of coaching, aiming at triangulation as well as complementarity (Kuckartz, 2014).

The general question to be answered with the interviews was what the coaching participants' experience and learning was like. In the interview, stimuli are given that connect to evidence-based constructs but, unlike questionnaires, leave room for response. In other words, constructs exist, but the validity of those constructs is questioned again. The coachees can thus bring in their own experi-

ences as well as the meaning of these experiences. According to this, no theoretical opinion is decisive, but it is about what a construct looks like that is as close as possible to experience. The advantage of the interviews is therefore quite clear: on the one hand, evidence-based constructs are available, which provide orientation. On the other hand, the coachees are given space in the interview to report their experiences and to see whether these constructs can be depicted as close to their experiences as possible.

Hence, with regard to the interview construction, it should be noted that the interview contains closed and explorative parts. Because of the planned triangulation with the quantitative survey, closed parts were necessary to represent the same constructs with two methods. However, the explorative parts still allow going beyond the given constructs and might support the validation.

Moreover, the interview builds on the fact that there are different types of texts that have different levels of experiential relevance and transport different information (Richartz, 2008, p. 18-20). In this regard, three text varieties are contrasted – general course description, narration and moral argumentation. These three text types address factually different types of problems and “the different factual logic requires a different cognitive or mental representation in each case” (Richartz, 2008, p. 18-19); thus different forms of knowledge are addressed.

The interview guide designed by Richartz (2015, 2018) mainly addresses 15 different sections (see Appendix C). The first topic aims at receiving information about the teacher’s reasons, intentions and motivation for joining the coaching program. Additionally, the next three topics were related to possible barriers, technical complications and seeing themselves on video. The following sections were related to effectiveness factors of the coaching inspired by the effectiveness factors of Greif (2008). For example, if the participants felt supported during the intervention or whether and what specific resources were activated by the coach. They addressed the process quality of the intervention in order to obtain evidence about how the subjects perceived the coaching. The seven evidence-based factors for evaluating the coaching intervention were included in the interview guide are Appreciation/Emotional Support/Sensitivity, Emotion Calibration, Result-oriented Problem Reflection, Result-oriented Self-Reflection, Goal Clarity/Goal States, Resource Activation, Support for Implementation and Self-Determination. The last topic then summarizes whether the goals set at the beginning of the intervention had been achieved – so the targets balance sheet and possible improvements to the project.

All five participants of the coaching agreed to be interviewed following the coaching intervention, which were conducted after the last point of measurement. The interviews were performed online via Zoom on the Edubreak® platform, which the teachers were already familiar with from the coaching intervention. Although this was an electronically conducted interview without physical presence,



there was direct eye contact and mimic exchange was possible via the video online-connection. By carrying out online interviews, the participants were free to choose a date and a time that was most convenient for them and in line with their everyday life. Therefore, the effort and costs for the participants, which might have arisen from having to attend a separate meeting, were prevented. During all conversations, the researcher was located alone in a room to create a safe environment and to prevent disturbance or social influence by others. The interviews have all been recorded and transcribed verbatim.

The interviews have been conducted as semi-structured interviews. The method of semi-structured interviews was applied in order to respect the perceptions of the teachers, in contrast to a structured interview. The pre-planned interview guides were designed to direct interaction, but simultaneously allow the participants to have more control as compared to a structured interview (Sparkes & Smith, 2013). This format allows for great openness and has a narrative generating character. However, analyzing a semi-structured interview is more difficult than analyzing a structured one, because there is no definite structure or guideline. At the same time, it allows the participants to reveal what is significant for them and allows a wider comparison between the different participants (Sparkes & Smith, 2013).

Only one researcher/coach was involved in the five coaching processes to ensure comparability between the different cases. Uncertainty of assessment in coaching might increase by the relatively long interaction process and the emotional involvement of the teachers with their coach. Accordingly, in order to reduce bias and achieve comparability between the different participants, a colleague researcher carried out the interviews (Seale, 1999). In addition, this researcher has carried out several interviews in the project by Richartz (2018), prior to the first interview in this study. Therefore, the interviewer was experienced with interviewing in general and familiar with the main structure of interview guide, being similar to the one in the project by Richartz (2018). As a result, no pilot interviews were carried out beforehand.

Full video records of the interviews were available, even though protocols of the conversations were created using only audio recordings for the subsequent transcriptions due to data protection reasons. For the transcription of the interviews, the transcription program f4™ was applied. During the transcription, the transcription rules according to Dresing & Pehl (2011, pp. 18–24) were practiced to ensure the uniformity of the transcripts and to achieve a basis for the following analysis. The reviewed transcripts of the five interviews including time stamps are provided in Appendix A.

The interviews were evaluated with the MAXQDA 18 software. For the development of the categories, no template or structures were worked out in Richartz's project. The evaluation is therefore an independent scientific achievement. There has not been a selection of some cases and ignoring of

less-interesting ones, because only five teachers participated in the coaching intervention. The entire analysis is based on the general flow chart for the qualitative content analysis of Kuckartz (2018). The seven steps of the content analysis flow chart were applied (Kuckartz, 2018). Moreover, the qualitative data from the interviews were partly transformed into quantitative data at the end to make the results clearer at some point.

The core of the content-structuring approach is to identify and conceptualize content-related aspects selected from the material and to systematically describe the material in terms of these aspects (Seale, 1999) – for example, with regard to statements made on certain topics in the course of an interview study. These aspects form the structure of the category system; the various topics are explained as categories of the category system. Because this is a new and experimental study design, an evaluative approach to the analysis was appropriate.

Deductive codes, i.e., codes that were clear in advance, and inductive codes, i.e., codes that were formed from the material, were integrated. Hence, on the one hand, qualitative Content Analysis was carried out for the interviews based on the literature and topics gained before through literature review in order to prevent selectivity in the use of data (Kuckartz, 2018; Seale, 1999). Although, predetermined categories were set up during the analysis, there was room for new categories, so new codes were allowed to come up during the analysis. Moreover, the data was restructured several times, in spite of that one coder only generated codings in order to try to examine their real meaning and to eliminate any possible ambiguities. Negative answers as well as positive answer have been taken into account, for example, participants were asked about possible improvement to the coaching process. This possibly negative data is likewise presented (Seale, 1999).

#### 4.1.2.2 Observational Qualitative Data from the Video Recordings

In order to gain a better and more in-depth impression of the teachers and their lessons, the description of a typical lesson for the contrasting teachers are described. Especially, the beginning and the end are outlined, because firstly, the beginning of the lesson is especially about the mood setting for the respective lesson. Secondly, at the end of the lesson, the focus is mainly on how the lesson is completed and whether there are, for example, concluding statements by the teacher or the students. This qualitative data was compiled from different video recordings of three teachers' individual lessons, aiming at describing the diversity between their lesson structures and behavior with different examples.

#### 4.1.2.3 Individual Preferences (CLASS)

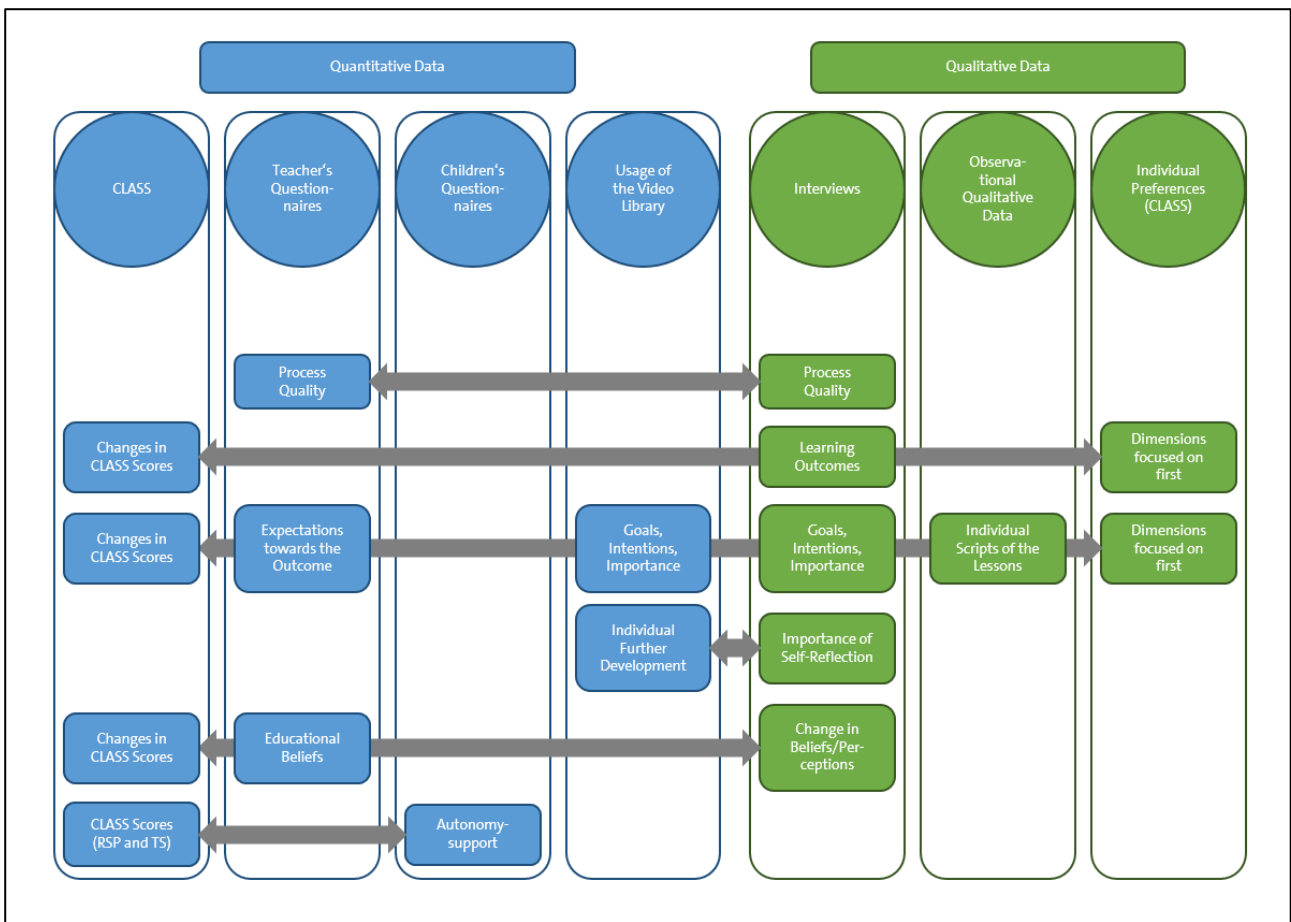
In relation to the CLASS ratings, it appears interesting to analyze which dimensions the teachers were interested in throughout the intervention. Through the coaching process, one dimension was

always in focus. However, the lesson was viewed as a whole, even though one dimension was prioritized within one video recording and its analysis. The first dimension to focus on was always Positive Climate. This was set in place in order to give positive feedback to the coachee on their classroom climate and supporting building up a positive relationship between the coach and the coachee (Richartz, 2015). The coachee directed all following lessons. This means that they could determine the dimension that should be focused on during the next video recording. Thus, they were able to decide what they wanted to work on next. Their choice can therefore show what they value, what is important to them and what they would like to improve or think they are already good at.

#### **4.1.3 Triangulation**

All data sources described above are to be presented individually, but also in connection. This is a difference to the research design of Richartz (2015), who mainly presents the data separately. In contrast, this study strings the data together or relates them to each other to examine which data complement, control, and deepen one another. Consequently, different instruments and data collection methods are applied to target the same constructs from different angles. For example, the interview provides more than just a new confirmation of the data from the questionnaire. It highlights how specific aspects were concretely implemented within the coaching process.

In sum, there is much data on a single case that can be linked to what actually happened in the coaching. The strength of this study is therefore that there is much data on a single person. However, because of the amount of data for each individual case, only a small sample size could be generated. Accordingly, quantitative measurements provide just as much information about the individual cases as the qualitative data. Therefore, the focus is on the qualitative data and a purely descriptive evaluation takes place. Figure 4 shows the different data sources used to try to map the individual changes presented before. In addition, the graphic illustrates how the various pieces of information are controlled, relate to each other, and/or complement each other. A linkage of the individual data sets among each other is presented. Moreover, this concrete connection between the different data sources will be highlighted in the results section.



**Figure 4** Individual Linking of the different Qualitative and Quantitative Data

## 4.2 Design

As mentioned above, mixed methods research is about choosing a method that corresponds to the research problems. This means that the choice of methods should be appropriate to the research question (Kuckartz, 2014, pp. 49–50). Therefore, an abundance of designs is important, because the conception of the research design is sensibly based on the research question (Kuckartz, 2014, p. 60). As a result, there are a variety of different general techniques and models/designs to analyze data from mixed method approaches. Kuckartz (2014, pp. 71–97) broadly divides them in four overarching categories –Parallel Design, Sequential Design, Transfer-Design and Complex/Multilevel Designs. The design adapted in this study is classified as a Complex Design, combining different types and models. The exact method applied in this study belongs to Multilevel combined with Parallel Combinations. It is a longitudinal study with three main measurement points relating to a pre-post-follow-up design.

The Parallel Combinations find application mainly for the third research question. Interviews as well as questionnaires aim at the same research question, but different data collection and analysis strategies/methods were applied to receive that information. Thus, two data sets were collected using a mix of methods (quantitative and qualitative) and are analyzed separately. Afterwards, findings were combined and integrated. This convergence of results was done because the strength of the results and conclusions is critical. In addition, the analysis of the qualitative data helps to better explain the results of the quantitative data analysis. The results of the qualitative methods were supplemented with precise figures on specific relationships to support or refute the findings. The advantages as well as possible hurdles using different methods are presented separately in the individual chapters.

Overall, Multilevel Combinations target at answering different research questions regarding the same content. It is aimed at providing a more complete and holistic understanding of how the coaching project operates, by incorporating different types of data at these divergent levels. This approach helps the reader to understand how the coaching project actually achieved, or did not achieve, its goals. Qualitative and quantitative techniques are adopted at different levels of aggregation within this study from several data sources to achieve both the shared and unique variance. Hence, trying to answer interrelated evaluation questions concerning the teaching quality of PE lessons, in order to better understand the complex problem through a quantitative counting and qualitative understanding of meaning. For this purpose, evaluations were carried out in order to analyze what was happening from different angles and perspectives (e.g., students, teachers, external observations) and to obtain a better understanding.

Overall, it is an exploratory application of an existing intervention format (by Richartz, 2015) that has been transferred to another field (school setting) with different conditions (e.g., webinar). The study design is exploratory in the sense that the sample is small. This is justified because, as far as the author is aware, there is no comparably constructed study in Germany in terms of intensity or duration of the intervention. Accordingly, there are no similar interventions for a school setting.

As mentioned, because of the small sample size, quantitative measures must be analyzed in a different way. They cannot be considered as a representation of "true" values in the sense of quantitative social research (mean = close to true value) but have a different function. They provide additional information about a case. This also means that they have just as much an indicator function with the possibility of error as, for example, interview statements. Nevertheless, quantitative values can be compared with the values already available from Richartz's projects. Hence, it can be checked whether the individuals are "outliers" or whether they are in the range with what was measured in

the other projects. Only the data from the children's questionnaires can be treated somewhat differently, since the sample size is larger in this case.

For overview purposes, the research questions and associated various data collection methods, instruments, and data sources applied in this study are listed in the following table (Table 1).

**Table 1 Mixed Method Evaluation Design Matrix**

Research Question	Data Collection Method	Data Collection Instrument	Translated Sample Questions/ Statements on the Instrument	Data Source
<p><b>1. With which attitudes/interests/ motivations and behavioral patterns do the participants approach the coaching?</b></p>	External Observation	CLASS	NA	Video Recordings
	Survey	Survey instrument (Questionnaire)	It is important that children have fun in every lesson.	PE Teachers (Coaching)
	Semi-structured interview	Interview protocol	What did you wish the coaching would provide you?	PE Teachers (Coaching)
	Observational Qualitative Data Individual Preferences	Video Settings	NA	Video Recordings
	External Observation	Descriptive Data on CLASS-Dim CLASS	NA	Coaching Protocols Video Recordings
<p><b>2. What do the individual changes of the participants look like in the course of the coaching?</b></p>	Survey	Survey instrument (Questionnaire)	It is important that children have fun in every lesson.	PE Teachers (Coaching)
	Semi-structured interview	Interview protocol	What did you learn through the Coaching-intervention?	PE Teachers (Coaching)
	Observational Qualitative Data Individual Preferences	Video Settings	NA	Video Recordings
	Survey	Survey instrument (Questionnaire)	My PE teacher takes the time to explain things to me.	Students (Coaching)
	External Observation	CLASS- RSP	NA	Video Recordings
<p><b>4. How do the participating PE teachers assess the intervention format?</b></p>	Survey	Survey instrument (Questionnaire)	What has been particularly good about the coaching?	PE Teachers (Coaching)
	Semi-structured interview	Interview protocol	Can you recall any comments that you particularly liked?	PE Teachers (Coaching)
	Descriptive Statistics	Review of the Video Library Statistics	NA	Online-Platform Statistics
	Survey	Survey instrument (Questionnaire)	The texts on the online platform are easy to understand.	PE Teachers (Coaching)
	Semi-structured interview	Interview protocol	What did you think about the video library?	PE Teachers (Coaching)
<p><b>5. To what extent is the independent use of further information sources (video library) used for individual further development?</b></p>	External Observation	CLASS	NA	Video Recordings
	Survey	Survey instrument (Questionnaire)	It is important that children have fun in every lesson.	PE Teachers (Coaching)
	Semi-structured interview	Interview protocol	What did you wish the coaching would provide you?	PE Teachers (Coaching)
	Observational Qualitative Data Individual Preferences	Video Settings	NA	Video Recordings
	External Observation	Descriptive Data on CLASS-Dim CLASS	NA	Coaching Protocols Video Recordings

In the following section, the two main developmental steps of the project will be presented. Both parts being based on the previous work of Richartz (2011, 2015, 2018). Firstly, the video library, extended with new best-practice video clips, and its validation will be introduced. Secondly, the process of the professional development in form of a coaching program will be explained in detail. Corresponding to the patterns of combining methods described above, the conversion analysis and data synthesis were carried out. Leading to joint-displays – combining the qualitative and the quantitative data – at the end of the results section (cf. chapter 5.2.8).

### **4.3 Video Library**

The following explanations are based on Richartz's considerations and his project proposal for the first video library (2011). According to the current state of research, the utilization of videotaped teaching recordings, which represent situational and authentic examples of requirements, represents a suitable approach for contextualizing professional teaching perception (Reusser, 2005). As a result, in the first part of the research project, effective and motivating teaching materials for the professional development of teachers have been developed. These materials are primarily short best-practice video clips cut from everyday PE lessons. They serve as an extension to the existing video library developed by Richartz. Hence, with the intention of directing observers' perception to the central features of teaching quality, the video clips were carefully embedded in the already existing didactically structured video library and integrated into its didactic framework concept (Richartz et al., 2018). Thus, the online library was expanded with best-practice video clips as well as information related to teaching quality for the professional development of PE teachers.

The demands formulated above are concretized and adapted to typical framework conditions and core objectives of teaching. Therefore, the website is based on the CLASS instrument, with quality dimension being listed separately. Moreover, each section on one dimension contains information about its indicators as well as behavioral markers. For practical usage, it similarly contains observation sheets for own or peer observations and best-practice video clips for each dimension. Observation sheets as well as information about indicators and behavioral markers were adopted and adapted from the already existing material on the website (Richartz et al., 2018).

#### **4.3.1 Procedure**

In order to develop initial and continuing training materials, expert teachers had to be identified who could embody the quality characteristics mentioned, in authentic and everyday teaching situations. Experience from previous projects from Richartz (2016) on the online video library has shown that these expert teachers are most effectively suggested by other experienced teaching colleagues.



Through cooperation in teacher education and with individual teachers from other project contexts, contacts with schools and suitable teachers at schools in Hamburg (Germany) and connecting areas were available. Moreover, with the help of different colleagues, a list of possible interested teachers, who were motivated to cooperate and well suited (possible expert teachers), was created.

Once the local ethics committee and the various school boards had given their approval, fourteen teachers could be contacted to ask whether they wanted to participate in the project. Nine positive and five negative responses came back. After consultation, all nine interested teachers received a package consisting of information letters as well as consent forms for themselves and their students. Of those nine positive responses, eight teachers were visited and accompanied with video in one of their PE lessons, with one drop-out.

The video recordings were all carried out by the main researcher of this project and one of three specially trained student assistants. The three student assistants involved in these recordings as well as the main researcher all have experience with videography in connection with the expansion of the video library for the sports handball and rhythmic gymnastics (Richartz et al., 2018). In addition, all four are certified CLASS-raters, which ensured that the focus of the recordings was constantly on specific process-aspects of teaching.

The teachers were not required to make any special preparations for the recording of their lesson and they were not assigned any additional tasks. The only aim was to videotape and illustrate how high teaching quality can be implemented in everyday PE lessons. All recordings were carried out within a single PE lesson, within a double hour at the most. There were always two perspectives from two separate and opposite positioned cameras, in order to get close up shots as well as capture the whole class. One camera focused primarily on the teacher and his or her close interactions with all or specific students. The second camera tried to capture the class as a whole, getting a wide-angle from a tripod. In order to generate a good sound, an external microphone fixed at the teachers' clothes was in use.

The selection of the best-practice scenes is empirically based on the CLASS instrument. CLASS was chosen as the basis for evaluating effective PE lessons and thus the selection of the sequences. From the resulting overall video material, approximately two-minute video clips for the individual CLASS dimensions were cut and uploaded as best-practice videos to the existing password-protected online platform.

The assortment was mainly based on four different rules. Firstly, individual clips were cut for each CLASS dimension. Secondly, only one dimension should predominate in each clip so as not to distract the viewer. This excludes the dimension of Positive Climate, which should be evident at least in

rudiments in every clip. Thirdly, multiple behavioral markers from a given dimension should be obvious. Fourthly, no Negative Climate was supposed to be observed in a single clip. Against this background, video clips were cut from the video recordings aiming at two to three video clips for each dimension: Namely Positive Climate, Teacher Sensitivity, Regard for Students Perspectives, Behavior Management, Productivity, Instructional Learning Formats and Quality of Feedback – leaving out Negative Climate.

The two dimensions Language Modeling and Concept Development, which are listed in the K-3 CLASS manual (age group: kindergarten to 3rd grade), are omitted. These two dimensions, settled in the Instructional Support domain, were excluded due to practical and theoretical reasons. As mentioned above, the domain Instructional Support, which includes these two dimensions, is most often discussed in the sense of the need to be more subject-oriented than the two other domains (e.g., Klieme et al., 2001). For example, in contrast to other subjects, PE is different relating to the planning and implementation of teaching and its settings. Thus, these two dimensions play little role in sports and would not be observed or would be observed very rarely. This can be supported by first ratings from the study of Greve and colleagues (2020) with pre-service PE teachers. In their study, CLASS scores only display ratings in the low range for the two above-mentioned dimensions. This indicates that no or very few situations occurred and were visible regarding Language Modeling or Concept Development.

Moreover, due to the above mentioned reasons, the two dimensions were left out in the project by Richartz (2015, 2018) in the construction of the video library and the coaching intervention (for details on the exclusion of Concept Development see also Richartz & Kohake, 2021). Accordingly, in the sense of uniformity, leaving out these two dimensions in both parts of this study (video library and coaching intervention) seems even more reasonable.

For the only dimension with a negative connotation - Negative Climate - no sample videos were created for various reasons. First, it is in line with the Teachstone™ website (Teachstone being the educational company build on the CLASS-framework and the publishers of CLASS), as there are no video-examples for Negative Climate in their video library either. Moreover, when teachers make it possible for them to be recorded for such video clips, it can be seen as a great privilege. In addition, the function which a video fulfils always depends on the way it is used. Authentic and everyday teaching situations can be set up as showcases or training videos. At the same time, the produced best-practice videos can help to reflect on one's own teaching and to analyze in depth the learning and teaching processes presented (Krammer & Reusser, 2005). Thus, these clips are intended to demonstrate how teachers implement the quality characteristics of teacher action in their everyday practice. For those reasons, only successful teaching passages were selected.

From eight teachers being videotaped and after the selection of the sequences, best-practice video clips from seven teachers were included in the video library. One teacher was not integrated because no suitable sequences could be found from the material of his lesson. In addition to these seven teachers, video clips of one additional teacher were recorded from material created during the subsequent coaching intervention. The video clips refer specifically to lessons at primary schools (third and fourth grade) and secondary schools (fifth and sixth grade). In total, four female and four male primary school teachers from three different states in Germany (Hamburg, Schleswig-Holstein and Lower Saxony) were videotaped.

#### **4.3.2 Validation of the Video Clips**

There were two important aspects regarding the verification of the suitability of the clips and their validation. They aim at being valid for the different CLASS dimensions and at being valid for the application in everyday PE lessons. This validation thus goes beyond the measures of Richartz's project plan (2011) in that there was no renewed systematic validation of the clips by experts. This additional step was introduced to ensure that the adaptation to the new area is successful.

Firstly, as mentioned before, the clips should be exemplary for one CLASS dimension and behavioral markers of this specific dimension should be clearly visible. This was ensured by the fact that one CLASS K-3 certified person selected the clips and additionally two different certified CLASS K-3 raters reviewed the clips to determine their suitability for each dimension. Based on the comments made by the two additional raters on the individual clips, these were, for example, shortened to exclude distracting elements or were completely excluded.

A second criterion for the selection of the clips was that they should be as close to everyday life as possible and thus suitable for sports practice. Therefore, it was necessary to check whether the clips were suitable for application in PE situations. Sequences with teacher action that require outstanding professional competence or particularly elaborate preparation pose possible hurdles and dangers. On the one hand, learners may feel less able to improve quality criteria in everyday life. On the other hand, the possibility of implementation may be low, since many resources are required in preparation and may not always be available. To counteract this point, an external validation was carried out by 29 additional expert teachers. The implementation was realized by an online survey in which the clips were embedded with four questions for each video clip. All clips produced were each to be assessed by at least two different experts (e.g., PE teachers, sport didactics) in order to achieve a reliable picture.

## **4.4 Coaching**

The video-based teaching-learning environments developed as part of the project of Richartz (2015) consist of an online blended learning offer, which includes the previously produced video clips, as in this research project. This means that the coaching intervention was essentially developed from ideas by Richartz and under Richartz's supervision, but was continuously refined by his project group.

CLASS builds the connecting framework for the first (video library) and this second part (coaching) of the study. This generic instrument provides the language to discuss and improve practical matters. Moreover, a strong theoretical reference is important in order to relate to different mechanisms that underpin behavior and is therefore the connecting framework. The CLASS instrument is applied for observations of naturally occurring interactions in the classroom and should help the teachers to understand the different connections between quality features. Thus, in order to enhance reflection and support behavior change of PE teachers, CLASS dealt as a cornerstone for the online video-based coaching.

### **4.4.1 Procedure**

The coaching project was carried out at schools in different states, mainly in the north of Germany. As will be pointed out, the coaching program is a highly intensive and time-consuming intervention. Therefore, only few individual cases were brought about by the intervention. In total, five participants were recruited, who all participated throughout the whole intervention. Hence, no dropouts were recorded. This number was chosen due to practical experiences attained during the coaching project by Richartz (2018). Due to the time-consuming coaching process, a number of five coachees per coach at the same time seemed to be the maximum amount possible, without making reductions in the quality of feedback.

There were clear accounts of the criteria applied for the selection of the participants (Seale, 1999, pp. 189–192). They had to be PE teacher, currently teaching PE in third to sixth grade in Germany and had to be German speaking. While random sampling was not appropriate in this study, the sample is elective. Teachers participating voluntarily in professional development are always an elective sample, because they are likely to be very interested in feedback and their own professional development. Moreover, those signed up for the coaching intervention were particularly interested in the goals formulated in the information session at the beginning. Therefore, there is a self-selection in the sample, which will be difficult to impossible to exclude.

All participants were recruited on a voluntary basis after receiving approval from the local ethics committee as well as from the different school authorities for this second study part. Anonymity and confidentiality are maintained throughout the research by the application of pseudonyms (see Table 2, further participant descriptives will be presented in the following) and the change of any details by which participants may be identified. Participants could terminate their participation in the project at any time and without giving reasons or without incurring any disadvantages. In sum, the issue of confidentiality has been dealt with and implications for the research, including establishing relationships with the subjects, raising expectations, changing behavior, etc., have been considered. Moreover, all names and information that could refer to individuals have been changed and are fictitious.

**Table 2** *Pseudonyms*

<b>Pseudonym and Age of the Participants at the Beginning of the Coaching Intervention</b>
Teacher A = Anna (27)
Teacher B = Bob (40)
Teacher C = Chris (50)
Teacher D = Dan (42)
Teacher E = Eddy (28)

Through cooperation with another university, contact with one primary school teacher could be build up who was interested in participating in the research project and the associated professional development. Another teacher was recruited during the data-collection for a colleague's dissertation at his school, where he expressed interest in additional projects. One teacher initially wanted to participate in the main project from Richartz, but his athletes did not meet the criteria. However, he still wanted to participate in the project, which was made possible by attending this adapted intervention with one of the classes he was teaching at the time. The fourth teacher was introduced to the project, because a person he knew had already participated in the project by Richartz (2018) as a sports coach. Therefore, he reached out and expressed his interest in the project in a private conversation. The final teacher was recruited during a short introduction session in a Regional Head of Departments Meeting in Hamburg.

The evaluation of classroom observations via CLASS can generally be carried out live or via video. In this research design, videos were recorded and subsequently evaluated in order to increase the validity of the evaluations and to make them more reliable. Video recordings were carried out with

one single camera in order to cause as little disturbance as possible throughout a lesson. The focus of the camera was not on individual interactions, but rather on the entire group. This decision was made based on CLASS, as it is a tool for assessing the whole group, i.e., looking at the effects on the average student. The rules for filming were precisely defined in advance in the project by Richartz (2018), for example, "position yourself in the corner of the sports hall if possible (so that everybody is in view)".

#### **4.4.2 Coaching Design**

As mentioned, the coaching design applied in this study was based on the project design by Richartz (2015) and has its roots in the MTP Program (Allen et al., 2011). Among other things, the principles of the procedure, the intervention strategies and the design of the communications in coaching were aligned with the effectiveness factors (Greif, 2016). In addition, the coaching in this study was supervised by Richartz. However, in the context of this project, minor changes were made to Richartz's original research design (2015) – a webinar, no control group and the amount of measurement points.

As domain-specific knowledge and general pedagogical knowledge are decisive for teaching, the first step of an intervention must always include an information and reflection stage (Richartz, 2015). The MTP program as well as the intervention in the project by Richartz (2015) and in this study begin with such a motivational information input, which provides knowledge of the quality characteristics of teaching based on the CLASS instrument and aims at motivating change and promoting self-efficacy expectations. On this first information input, clear, evidence-based criteria of teaching quality based on CLASS were discussed. In addition, in the webinar the coach showed and analyzed some of the best-practice clips created in the first part of the project with the coachees. By this, teachers and coaches can refer to a common knowledge base in later evaluations and consultations and the coach can effectively avoid an expert/leader role and force collaborative evaluation and reflection processes. However, in contrast to the before mentioned project design by Richartz (2015), the initial information given to teachers in this project was done in a webinar as opposed to an in-person format. In order to be more flexible and allow teachers to individually decide and determine when best to take a time slot for theoretical input, the format of a webinar was chosen. The webinar was provided via Zoom embedded in Edubreak®. Thus, five individual webinars were held, each lasting about three hours, including an initial meeting between coachee and coach, who held the webinar.

Following the webinar, all teachers received access to the online video library and thus were able to further work on online materials independently. They could set their own priorities in relation to

their interests and were independent in terms of time and space, thus flexible in working with the video library. Participants were given the opportunity to sharpen their own perceptive faculties, receive further information on quality characteristics and their effects as well as implementation proposals. Moreover, they found suggestions for pursuing their own resolutions and working collaboratively with colleagues.

After they gained access to the online video library, teachers were visited and video recordings were made during one of their PE lessons. This visit served as the first measurement point. The intervention therefore complements the self-determined professional development opportunity presented by the online platform with an individual learning support. Moreover, the coach carried out this first video recording in order to establish a first relationship with the coachee. Thus, this study represents blended learning, as it aims at a didactically meaningful combination of face-to-face learning and internet-based (online) learning.

Another difference is that there was only one intervention group and no contrasting control group or second-intervention, due to low resources, a lack of participants and large organizational effort in relation to the five coaching participants.

The final main difference from Richartz's project is the amount of measurement points for the CLASS ratings. In this project, five video recordings, instead of three, were included in the analysis. Moreover, the study tended to have high scores at the beginning of the intervention (Richartz et al., 2018). These high ratings might be due to first good impressions the participants wanted to make during the first video recording. Therefore, a change in CLASS scores after a first habituation towards the new situation, the camera and the coach might be possible. To control for those changes throughout the intervention and to receive more insight in the overall development over time, the third and fifth coaching points were additionally included in the ratings.

Different to the MTP-design (Allen et al., 2011), where recordings were taken every two weeks, in this study, they were taken monthly and over the duration of six months. In contrast, university staff (the coach or student assistants) took the videos and not the teachers themselves, as in the MTP-Program. This change was mainly implemented in order to reduce organizational effort for the teachers and is in line with the design developed by Richartz (2018). Following the six-month coaching period and after three additional months (follow-up), additional video recordings of the lessons were made. Subsequently, there were eight video recordings for each teacher in total (see Table 3).

**Table 3** Coaching Design Based on the Design by Richartz (2015)

<b>Intervention Steps/Design</b>	<b>Measurement and Content</b>
<b>1. Introductory Information</b>	Information on the Topic "Teaching Quality" (Webinar) + Account for the Video Library
<b>2. Start of the Coaching Intervention (quantitative)</b>	Teacher's Questionnaire
	CLASS-Rating (Video) – Video 1
	Children's Questionnaire
<b>3. Intervention (6 Months) and Possibility for Independent Learning with the Video Library (quantitative and qualitative)</b>	CLASS-Rating (Video) – Video 3 and 5
	Behavioral Data on the Preferences and Dimensions
	Online-Coaching: 6 Coaching Cycles (Once a Month)
<b>4. End of the Coaching Intervention (quantitative)</b>	Teacher's Questionnaire
	CLASS-Rating (Video) – Video 7
	Student's Questionnaire
<b>5. Follow-Up (after 3 Months, quantitative)</b>	CLASS-Rating (Video) – Video 8
	Student's Questionnaire
<b>6. Follow-Up Interviews (qualitative)</b>	Interviews with the Teachers

Moreover, the students and teachers were surveyed with questionnaires to address all three possible mentioned perspectives on the coaching intervention. At the beginning, after the coaching process and after a three-month follow-up, the students were interviewed in writing using this questionnaire. The follow-up questionnaires as well as the video recordings were carried out in order to check the sustainability of the professional development. Additionally, the teachers were asked using the questionnaire at the beginning and after the six-months coaching period. Additionally, after the last video recording, teachers were asked to take part in an online interview.

#### **4.4.3 Coaching Cycle-Protocol**

The original coaching intervention, based on the MTP Program (Allen et al., 2011), consists of a coaching cycle of five stations that was run through several times every two weeks with each coachee. In Richartz project design (2015), as in the present study, this model has been adapted with slight changes relating to the frequency of the cycles, as well as some changes in content. These though, have been talked through with two Teachstone™ employees concerning the preparation for the project by Richartz (2018) and have been adapted to a sports context. Therefore, in the present project, this procedure is to be carried out once a month and over 6 cycles.

A possible advantage of changing the frequency of the coaching cycle into monthly instead of every two weeks is that it gives the teachers more time to practice and implement the issues discussed.



In contrast, they might have already forgotten some of the issues discussed until the next video recording. In relation to this, the advantage of having a compact input allows them to implement the main topics directly. However, behavior change is not possible in short timeframes, but needs time to establish, which is the main reason for this adaptation.

Every coaching cycle was documented and records were kept carefully, making evidence available for independent examination. As mentioned, the intervention consisted of a cycle of five stations that was run through a total of six times (see Figure 5). The five stations of each cycle are:

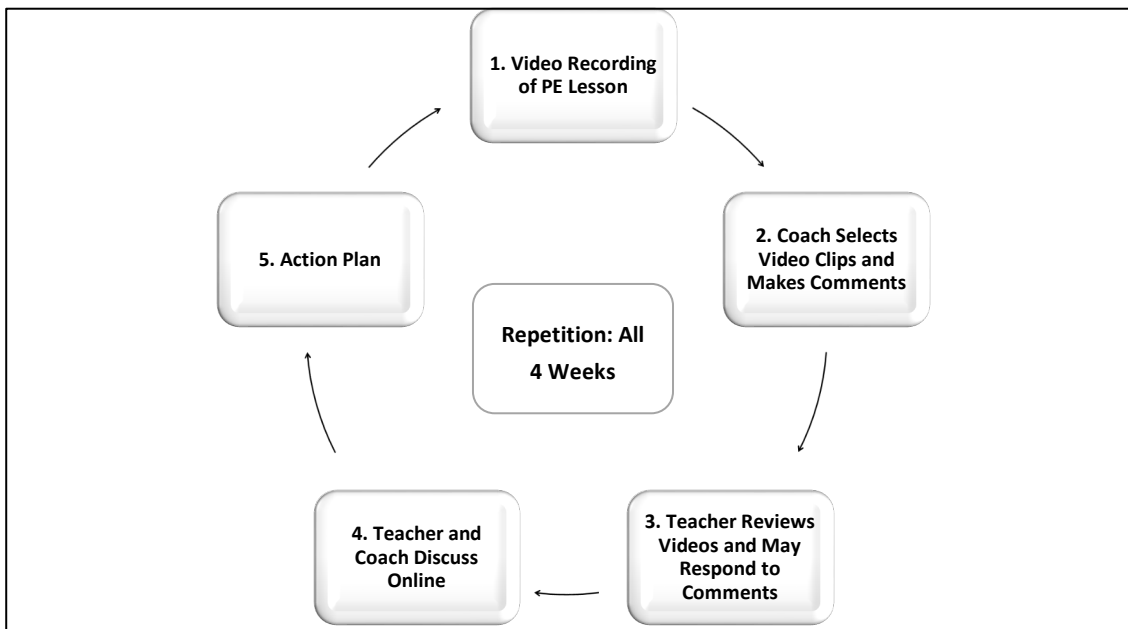
1. Video Recording of PE Lesson: Each cycle started with an initial video recording. Therefore, the main researcher or a student assistant came into the PE lesson to save the teachers the technical effort of arranging this on their own. Each teacher was recorded during a PE lesson (single or double lesson) and the whole video was uploaded to a protected online platform, which was accessible only to the individual teacher and the coach.

2. Coach Selects Video Clips and Makes Comments: The coach analyzed the video with the CLASS-instrument and selected at least five two to three minute characteristic sequences. The coach selected clips from the respective video in which a teacher-student interaction was observed and which were considered particularly relevant with reference to the CLASS observation system. Those clips were then uploaded on a password protected online-learning platform (Edubreak®). The coach commented on the clips in the sense of a strengths and weaknesses analysis, with emphasis on the strengths. The feedback was based on the principles of change-oriented feedback and focused primarily on a single dimension of CLASS.

3. Teacher Reviews Videos and May Respond to Comments: The teacher viewed and reflected on the sequences selected by the coach. Thereby, the teacher is encouraged to analyze his/her own behavior through this video and reflect on his/her practice. In addition, they could view the video material of the entire PE lesson. In addition to watching the video sequences annotated by the coach, the teachers were able to add comments themselves or answer questions asked by the coach in the comments section.

4. Teacher and Coach Discuss Online: In the next step, the teacher and the coach discussed the available materials in a video conference on the mentioned Edubreak® platform. In Edubreak®, the workspace for video and audio conferencing likewise used for the webinars – Zoom – was integrated, which was applied for the online discussion. The sequences, selected by the coach and commented on by both, could be viewed together and edited synchronously during the video conference if required. On average, this online meeting lasted about 45 minutes.

5. Action Plan: At the end of each video conference, a plan of action was collaboratively developed. It set out the teacher's development goals and included which dimension the teacher wanted to focus on next. Additionally, references on what to read or watch in the video library as preparation for the next video record were added by the coach. As direct learning tools, the coach inserted interoperability links, which lead the participants directly to the online video library without additional registration, in order to establish a direct link between one's own actions and the CLASS dimensions.



**Figure 5** Coaching Cycle for Each Month Designed by Richartz based on MTP

In the present project, the described procedure was run through once a month and over six cycles, with CLASS being the basis for the diagnosis, the goal decisions and the evaluation in every cycle. Both for the feedback strategies as well as for the following action plan, specific guidelines existed based on the MTP-material provided by Teachstone™. These were developed in the project by Richartz (2015) and adapted for the school context.

## 5 Results

In the following, data from the further development of the video library, which are essential for the subsequent coaching intervention, are presented first. The results of the video library are divided into two parts – the discursive validation of the clips and the descriptive data of the developed clips.

In relation to the coaching intervention, data is presented on five different case studies that were conducted and analyzed. Results are presented both individually and in aggregate to provide individual insights and overarching tendencies, including qualitative and quantitative data.

### 5.1 Video Library

The next chapter presents detailed information on the amount and length of PE video clips created for the video library. Additionally, results are presented on the validation of the video clips. Results regarding the work with the online-learning platform during the coaching intervention are displayed in the chapter on the coaching results.

#### 5.1.1 Discursive Validation of the Best-Practice Video Clips

To validate the aforementioned video clips, three different steps have been carried out. Firstly, clips were selected based on the CLASS instrument. The selection of the video clips was realized through external as well as internal validation steps<sup>6</sup>. The research leader – being certified for the CLASS K-3 instrument– carried out this first step. Following this procedure, 72 clips were preselected.

In a second step, two additional CLASS K-3 certified raters did a consensus rating and assessed whether a clip was representative for the respective selected dimension. This was accomplished by watching the preselected clips, looking for specific behavioral markers of the individual dimension and giving specific feedback to each clip's suitability in this regard. After this procedure, clips were excluded or cut again to exclude distracting elements, resulting in 46 clips over all dimensions.

In the course of further evaluation, the next step was to check whether the video clips were judged authentic and relevant for teaching in PE. Therefore, external validation was carried out, meaning that experts (PE teachers and sports didactics) looked at whether the clips were validly appropriate to PE situations. This was done for each of the remaining 46 clips, which were randomly assigned to at least two experts, resulting in 92 clips, which had to be rated.

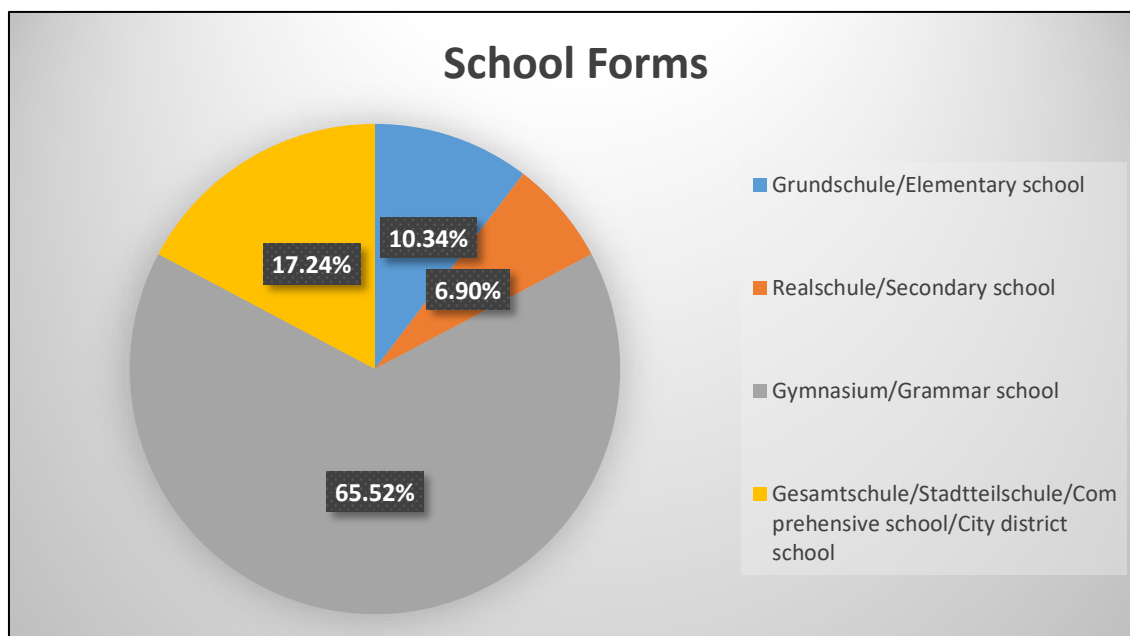
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<sup>6</sup> The exact rules and the procedure of how the clips were selected have been laid out in the methods section (cf. chapter 4.3).

In order for the survey to be practical, each expert was to assess six different video clips, altogether arranged to last between 10:05-10:44 min, thus resulting in a total of about 15 minutes for the whole survey. As a result, at least 16 experts ( $92/6 = 15.33$ ) needed to be recruited. In addition, the six video clips rated by one expert always came from six different teachers to support diversity and provide a more valid result.

In sum, the targeted number was exceeded and 34 experts took part in the online survey, of which five data sets had to be excluded due to incomplete surveys. Therefore, the final sample consists of  $N = 29$  experts, with a rather balanced proportion of males and females ( $f = 14, m = 15$ ). The age of the participants in the survey ranged from 25 to 59 years ( $M = 36.10, SD = 9.58$ ), with school experience ranging from 1 to 35 years ( $M = 8.98, SD = 8.23$ ). Of the participants, eleven (37.93%) reported that they were similarly currently active as a sports coach.

The majority of participants currently teach at a Grammar School/Gymnasium<sup>7</sup> ( $N = 19$ , see Figure 6), followed by teachers at a Comprehensive School/City District School/Gesamtschule/Stadtteilschule ( $N = 5$ ), teachers at an Elementary School/Grundschule ( $N = 3$ ), and teachers at a Secondary School/Realschule ( $N = 2$ ). The school types Secondary School/Hauptschule, Special School/Förderschule or Other school types were not represented.



**Figure 6** School Forms of the Expert Teachers

Questions were formulated in accordance with items from Seidel, Blomberg and Stürmer (2010) who carried out a validation of a video-based instrument to assess professional perceptions of

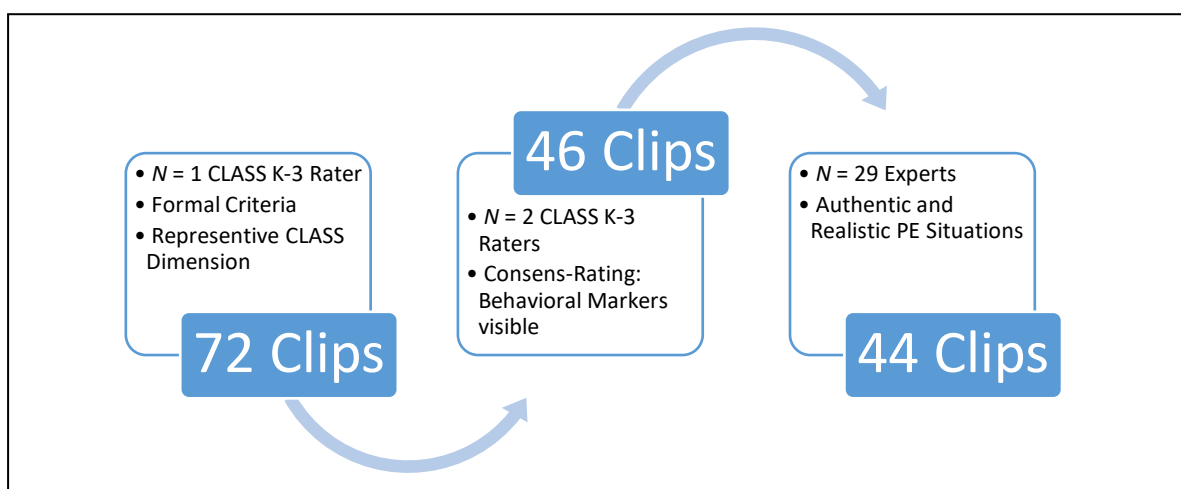
<sup>7</sup> Due to the peculiarities of the German school system, the Original German School Forms are additionally stated in German language.

teaching. However, changes were necessary due to the specific aim and the novelty of the video clips, resulting in four questions that had to be answered about each of the clips (see Appendix F).

Items relating to the suitability were to be judged on a 4-Point Likert Scale (1 = "strongly disagree" to 4 = "strongly agree") for each clip. The decision of working with an even scale was made for the simple fact that with an odd scale, the middle scale point can be utilized as a "fallback category" if the respondent cannot or will not decide. With the even scale there is no middle, forcing respondents to choose a tendency (Probst, 2011). The inter-item correlation can be described as very good according to Streiner (2003), with Cronbach's alpha  $\alpha = .873$  for 4 items for a total of 174 cases (one case consists of all 4 answers to one video clip), with no cases excluded.

In all areas to be evaluated, the experts rated the video clips in the top third range. Additionally, the overall mean score was at the high end with  $M = 3.48$  ( $SD = 0.78$ ) indicating that the video clips selected for the coaching intervention and further professional development demonstrate realistic representative situations of high teaching quality in PE.

Even though overall scores are in a high range, minor corrections had to be made when looking at the individual clips. Three individual clips were rated with a mean score below 2.50. This indicates that the teachers did not perceive these three clips as being as close to everyday life as possible and thus suitable for PE practice (Video 1 for the dimension ILF,  $M = 2.13$ ,  $SD = 0.60$ ; Video 2 for the dimension TS,  $M = 2.38$ ,  $SD = 1.41$  and Video 3 for the dimension PC,  $M = 1.75$ ,  $SD = 1.01$ ). However, only two of these clips were excluded. Video clip number 2 was left in due to the fact that the standard deviation was very high and scores varied along the whole range from 1 to 4 (one expert rating 4, 4, 3, 4, the other 1, 1, 1, 1). This suggests that the video clip may be perceived as practical by some teachers and was therefore retained. The other two video clips were excluded. All other clips were rated with the means above  $M = 2.50$ , with five clips even being rated with a mean score of 4.00, meaning all participants assigned the highest value for those five clips over all four items. Therefore, a total of 44 clips were validated and finally integrated in the video library (see Figure 7).



**Figure 7** Validation Process of the Video Clips

### 5.1.2 Descriptive Data of the Video Clips and the Video Library

For the expansion of the video library, at least two video clips for each of the seven dimensions Positive Climate (PC), Teacher Sensitivity (TS), Regard for Student Perspectives (RSP), Behavior Management (BM), Productivity (P), Instructional Learning Formats (ILF) and Quality of Feedback (QF). Due to the above-mentioned reasons, Negative Climate (NC), Language Modeling (LM) and Concept Development (CD) omitted (cf. chapter 4.3.1).

In order to achieve this goal and have best-practice video clips for each dimension, nine different teachers were videotaped during one of their PE lessons. Of those nine teachers, one teacher was excluded, because no clips could be created from the video-footage regarding a best-practice example for a specific dimension. Of the remaining eight teachers ( $f = 4$ ,  $m = 4$ ) who were eventually included in the video library, 44 video clips were recorded, far exceeding the planned number of 14 clips (see Table 4).

**Table 4** Overview of the Amount of Video Clips Created for the Video Library

Teacher	Dimension							
	PC	TS	RSP	BM	P	ILF	QF	Total
Teacher 1	0	1	2	0	0	1	0	4
Teacher 2	0	2	1	2	0	1	0	6
Teacher 3	0	0	1	0	1	2	0	4
Teacher 4	2	0	0	3	2	1	0	8
Teacher 5	1	1	1	1	1	1	0	6
Teacher 6	0	0	0	0	0	0	0	0
Teacher 7	1	2	0	0	1	0	2	6
Teacher 8	0	1	1	0	1	1	1	5
Teacher 9	0	1	2	0	1	0	1	5
<b>Total</b>	4	8	8	6	7	7	4	44

For the Emotional Support domain, 20 video-examples, four for Positive Climate, eight for Teacher Sensitivity and eight for the dimension Regard for Student Perspectives, were integrated. The second domain, Classroom Organization was moreover filled with 20 clips. Those 20 clips were grouped

into six clips for the dimension Behavior Management, seven for Productivity and seven for Instructional Learning Formats. The third domain, in which only the dimension Quality of Feedback was included, consists of four videos in total. This makes the dimension, together with the dimension Positive Climate, the one with the fewest clips, yet, as described above, a significantly higher number was achieved than targeted.

The number of clips per teacher created from the video-footage ranged from zero to eight clips. Moreover, the length of the individual clips varied from 0:39 minutes for a clip out of the dimension of Behavior Management to 3:19 minutes for a clip in the dimension of Regard for Student Perspectives. The mean duration of a clip being  $M = 1:47$  minutes ( $SD = 0:44$ ). An overview of the duration of the individual clips is displayed in Table 5. The outlined created video clips were integrated with the subsequent coaching intervention, whose results are presented in the next section.

**Table 5** Overview of the Duration of Video Clips Created for the Video Library

No.	Dimension						
	PC	TS	RSP	BM	P	ILF	QF
1	0:46	2:51	1:39	1:19	0:52	2:48	0:58
2	1:04	1:34	1:24	0:39	1:46	2:35	2:56
3	2:34	1:42	1:25	0:55	1:40	1:16	2:34
4	1:38	0:49	2:22	0:58	1:13	0:59	2:10
5		1:31	2:09	1:26	1:01	1:58	
6		1:03	3:07	1:19	1:45	2:09	
7		2:31	2:32		3:07	1:54	
8		2:36	3:19				

## 5.2 Coaching

In the following chapter, results of the coaching intervention will be presented. When looking at these present results, one has to bear in mind that this field of research is still largely unexplored. Thus, first approaches are to be researched and illuminated, which should lead to further knowledge gains in the field of video-based professional development for PE teachers. Moreover, the teachers who participated in the professional development program/coaching intervention volunteered and want to continue their education. This resulted in a self-selection in the sample, which could not be ruled out. Since coaching is an intensive intervention, only five individual cases could be guided

through the intervention without reducing the quantity or quality of the feedback given to the coachees. Nevertheless, the variety of data gives a first insight into this new and innovative professional development format, illuminating it from different perspectives.

The proximate results include data on the teacher's questionnaires, the children's questionnaires, the usage of the before described video library, data on CLASS, e.g., ratings or reliability scores, as well as data of the interviews carried out after the intervention, observational qualitative data from the video recordings and qualitative data on teachers' preferences for which dimensions they wanted to focus on first. The last chapter combines the different information obtained, throughout and after the intervention, in joint-displays.

### **5.2.1 Observational Qualitative Data from the Video Recordings**

In order to get a better and more in-depth impression of the teachers and their lessons, the description of a typical beginning and end of a lesson is contrasted. In this part, three types are revealed/compared with each other, which are very contrasting in their setting – Anna, Bob and Chris. Moreover, Bob and Chris showed the greatest differences based on CLASS scores.

The start and end phase of a lesson were particularly chosen for this analysis because they usually inherit special aspects. The beginning of the lesson is especially about the mood setting for the respective lesson. Moreover, in the case of the end of the lesson, the focus is on how the lesson is completed and whether there are, for example, concluding statements. This qualitative data was additionally compiled from the video recordings of the individual lessons. An attempt is made to be as descriptive as possible. The descriptions start with Bob, followed by Chris and Anna.

In a lesson of Bob, there is usually an open beginning, where the students can play with balls or other materials, which solely serves the purpose of engaging the students in some activity until all are ready and dressed. Sometimes the materials used for warm-up do not even relate to the content addressed in the lesson. For example, footballs and softballs are handed out even though table tennis is addressed afterwards<sup>8</sup>. Often it takes a while until the lesson can start, because, for example, ping-pong tables have to be set up first or the explanation of the tasks takes longer than planned. For example, one minute after his introduction and the final statement: "we are now warming up" students are still figuring out partners. Following a bench is rearranged to clear the gaming field and thus, another minute later everyone finally starts<sup>9</sup>. Moreover, the end of the lesson is relatively "unspectacularly" announced by the ringing of the bell. A summary of what the students learned or

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<sup>8</sup> Video 5, Minutes 0:00 to 3:20

<sup>9</sup> Video 1, Minutes 0:00 to 3:30



a common conclusion in any form does not take place. Rather only organizational information is handed to the students, such as "please dismantle", than mats are dismantled until 4 minutes later the next announcement is a single "change clothes please", even though some students already left the hall<sup>10</sup>. Thus, there is no joint conclusion and summary of learning in any way and only the ringing of the school bell indicates that the lesson is now over.

The beginnings of Chris's lessons are well prepared and there are, for example, materials for the respective topic, such as jumping ropes, working sheets and pencils ready in the middle of the sports hall and the music is before even the first child comes into the sports hall<sup>11</sup>. This allows the children to try things out first and get motivated for what is to come. Moreover, the teacher is already actively involved, going around, monitoring, checking in to see if anyone needs help or support, to give additional ideas and challenges or just a quick praise<sup>12</sup>. At the end of his lessons, everyone typically comes back together. Chris gives the children general positive feedback about the lesson, for example, what he particularly liked. Moreover, he talks about a difficulty that occurred, which he sees as a learning opportunity trying to integrate the children's perspectives: "There was a question from a child: 'How do I actually 'lob' this ball into these boxes?' Did you figure that out? The children who were at the station. How do I air a ball or bring it up, so it goes up a little bit? How do I do that?" (three children come forward). "Bert, do you want to demonstrate? *Demonstration by Bert*, "Show me and explain how you did that, Bert." *Demonstration and explanation by Bert*, "Bert, you did a great job. Is there an even better trick, how to get it even higher?" (three children come forward). *Demonstration and explanation by Tom*, "Yes, did you see that. Bert lifted the ball a little bit, that is great, I need that a lot in the game, and Tom tried it with the high ball. That is great. You did a good job" (*Hourly gong*)<sup>13</sup>. Often, he additionally gives a preview on what is to come next and how the topic of the lesson fits into the bigger picture. Moreover, he thinks preventively when it comes to behavior management and also regulates organizational aspects as if in passing, without forgetting the focus on the essential, the learning success: "Everyone please think about the ball again. It is wedged between your feet. Then it cannot roll away. Great. Yes, unfortunately, it rings again. Next time we will set up this station again, because at this station I noticed that many people still had problems with 'Where are my hands?' Some have already tried this quite well. We will do it again next time and I had promised the game 'pizza baker' next time. We will definitely do that, too. The girls please start to put their ball in the basket, there is no throwing please put the balls down, then

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<sup>10</sup> Video 4, Minutes 63:37 to 67:46

<sup>11</sup> Video 5, Minute 0:00

<sup>12</sup> Video 5, Minutes 2:45, 2:50, 2:55, 3:00, 3:05, 3:20

<sup>13</sup> Video 4, Minutes 37:35-39:15

change. Please first the ladies and now the men."<sup>14</sup> Thus, organizational statements are always in place, but the focus remains on the individual child, their needs and the learning gains.

At the beginning and end of one of Anna's sessions, there is typically a short "conference". This means that there is a common starting and ending point, in which the goals and rules are clearly stated and which – especially in the beginning – can sometimes take a little more time, just as the open beginning. An overview plan with the individual points, such as which warm-up game there is, is always ready at the beginning of the lesson. This plan is then jointly gone through systematically, so that everyone knows what to do and what is expected of him or her after the good morning ritual with clapping and a reminder to sit properly knee to knee with their neighbors<sup>15</sup>. Moreover, she repeatedly wants the children to repeat the rules through her lessons, e.g., "Before we roll the dice, I have one more question, When I say put the ball in the ball cart, what does that mean?" *Children say what they are not allowed to do.* "Who can explain, how do I put the ball in the ball cart?" *Child explains.* "Correct, other than that, I've liked the goal kicks a lot better. I have seen a lot of children who have managed to guide the ball well and then shoot directly."<sup>16</sup> Thus, next to clarity and rules, her focus is still on the learning gains of the children combined with frequent appraisals. However, as expected, there are of course also clear rules and routines at the end of each lesson. For example, the 'child of the day' can pick three children, using a dice to give feedback on the lesson: "Who is the child of the day today?" *Child gets the dice and is allowed to choose three children who can roll the dice.* Depending on what they roll, the child of the day asks them a question, e.g., "What did you learn today?"<sup>17</sup> At the very end, everyone goes back to the locker room in an orderly fashion.

These three displayed lessons are very rich in contrast and present three different types of teachers. On the one hand, we have Bob, who never prepared even a single lesson. His main goal seems to be that the children do not cause disruptions, for example, when running on lines ("try not to cause any accidents"<sup>18</sup>) or getting ready for playing ping-pong ("everyone needs to get one ping-pong ball" being repeated 6 times in one minute<sup>19</sup>). Thus, he sees the class as a whole, meaning he does not seem particularly interested in individual improvements, especially emotional and social development or learning. Bob already has a lot of teaching experience and a good rapport with many students. This might be especially noticeable, because he was the main teacher of this class. While he does address some individual students, he seems to have less of a sense of learning progress and

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<sup>14</sup> Video 3: Minutes 40:05-40:55

<sup>15</sup> e.g., Video 1, Minutes 11:55-14:05, Video 2, Minutes: 9:15-9:40 and Video 3, Minutes 13:05-13:25

<sup>16</sup> Video 1, Minutes 42:15-43:11

<sup>17</sup> Video 1, Minute 43:11

<sup>18</sup> Video 7, Minute 3:50

<sup>19</sup> Video 5, Minute: 3:55-4:50

individual students. In addition, he seems to have narrow placement goals and seems to neglect lesson attunement.

In contrast to Bob, Chris's lessons already serve a specific goal, even though there is typically an open class start with both teachers. Chris thoroughly prepares each lesson. His focus is on the well-being of each child. He monitors and tries to give every child the most possible attention and care, for example, by walking around the sports hall asking children whether they need help, giving them specific feedback and tips or highlighting their effort (e.g., "Great, which trick are you practicing right now? You have picked out a difficult trick, and you have done a good job. Great"<sup>20</sup>). Chris, who has the most teaching experience in this group, puts much emphasis on emotions overall, responds to individual students, and is very concerned if someone is having a hard time and strives to help them reintegrate and feel good about themselves. Thus, Chris puts in a lot of effort and places special emphasis on learning. Thus, there are great differences between Bob and Chris, which may also have something to do with the self-image of the teachers.

The third teacher, Anna, on the other hand, is very focused on rules and a smooth process. She is very neat, likes to be in control and wants every lesson to follow a strict plan, which is always quite similar. Hence, after the "open beginning" with the first planned game, she blows her whistle and all children come together in a sitting circle, being reminded to check whether they sit knee to knee and performing their good morning ritual with clapping<sup>21</sup>. Following, she asks, "What are we going to do today, who can read it out loud?"<sup>22</sup>, pointing to the plan always pinned at the sports hall wall. Anna has the least teaching experience among these three teachers at four years. She is a bit cooler when it comes to the relationship with the children, but attentive and dedicated. She seems to care much about rules, goals and clarity. It seems to be especially important to her to clarify the rules repeatedly and to name what is to be done in the respective lesson.

In addition, the following should be mentioned about the two remaining teachers whose lessons have not been described: Eddy can be described as very responsive and clear and has a rich set of different methods, similar to Chris. They can both be categorized as teachers with a special focus on the student's needs. In addition, Dan seems to be a mixed type between Bob and Chris. In terms of his attitudes, Dan seems to be in line with Chris and Eddy (see for example chapter 5.2.2.3). But in his lesson, in contrast to these two, there are still big deficits e.g., in Classroom Organization, which is similar to Bob's lesson and where he focuses less on children's emotions and well-being and more on a fluent and trouble-free lesson. However, since Dan's lessons do not have any new information

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<sup>20</sup> Video 5, Minute 2:15

<sup>21</sup> Video 2, Minute 8:45, 9:15 and 9:25

<sup>22</sup> Video 2, Minute 9:43

and it would therefore not bring any more progress if a new type is opened up, only three types are contrasted here and their lessons were described in more detail.

Accordingly, three very different types of teaching were described, giving a first impression of the five different teachers, where their priorities lie and how a typical lesson might look like. These lesson insights directly reflect the teachers' goals, what is important to them and what they want to achieve with their children and their lessons. Additionally, these different foci have influence on how they approached the coaching intervention. Following, results of the teacher's questionnaire are presented including information on how the teachers approach the coaching (measurement before the coaching) and after.

### **5.2.2 Teacher's Questionnaires**

Questionnaires are available from all teachers, who have completed the coaching intervention for both measurement points. Descriptive data as well as educational beliefs were asked for at the beginning and at the end of the coaching intervention, in order to examine a possible shift in their beliefs system. On top, expectations towards the coaching program were asked for at the beginning. In contrast, the process quality and thus the effectiveness of the coaching as well as the usage of the video library were additionally queried at the end of the intervention.

These aspects were captured in a mixed methods design. Thus, participants were asked questions about the same topics and constructs in the post-intervention interviews. In other words, questions about their original goals and expectations at the beginning of the study, but at the same time about their experiences with the intervention, in order to gain a deeper understanding of the processes that took place during the intervention.

Due to the small sample, content analytical (and not a factor-analytical) assignment of the items to the individual scales were carried out for all areas. The four main areas (descriptive data, outcome expectations, educational beliefs and process quality) are covered in the next sub-chapters.

#### **5.2.2.1 Descriptive Data of the Coaching Participants**

The sample size of the participants in the coaching was  $N = 5$  (Table 6). Those five teachers came from five different schools in three different states (Hamburg, Northrhine-Westphalia and Lower Saxony) of Germany. The coaching project was carried out at Primary and two different types of Secondary Schools in Germany. Four males and one female participant were integrated in the study with their ages ranging from 27-50 years ( $M = 37.40$ ,  $SD = 8.75$ ). The level of teaching experience varied from 2 to 28 years ( $M = 9.80$ ,  $SD = 10.92$ ). The level of experience as a sports coach varied

from 0 to 25 years ( $M = 12.00$ ,  $SD = 10.37$ ). From this sample, there were three teachers with a master's degree in education, one with a bachelor's degree in education (currently doing his masters, but already teaching) and one participant with a PhD in biology, but no degree in education (i.e., teaching outside the subject). Only two of the male participants already had experience in working with online-learning platforms. The other three participants did not have any experience with reference to this form of learning.

**Table 6** Descriptive Data of the Coaching Participants

	<b>Anna</b>	<b>Bob</b>	<b>Chris</b>	<b>Dan</b>	<b>Eddy</b>
<b>Gender</b>	female	Male	male	male	male
<b>Age</b>	27	40	50	42	28
<b>Sports</b>	Soccer, Long Distance Running, Sailing, Kite	Badminton	Handball	Judo	Soccer
<b>Subjects</b>	PE, Mathematics, Arts, "Sachunterricht"/General Knowledge	PE, German	PE, Mathematics, German	PE	PE
<b>Type of school</b>	Elementary School/Grundschule	Comprehensive School/Gesamtschule	Elementary School/Grundschule	Grammar School/Gymnasium	Grammar School/Gymnasium
<b>Teaching Years</b>	4	12	28	2	3
<b>Coaching Years</b>	0	25	20	5	10
<b>Online Learning Experience</b>	no	no	No	yes	yes

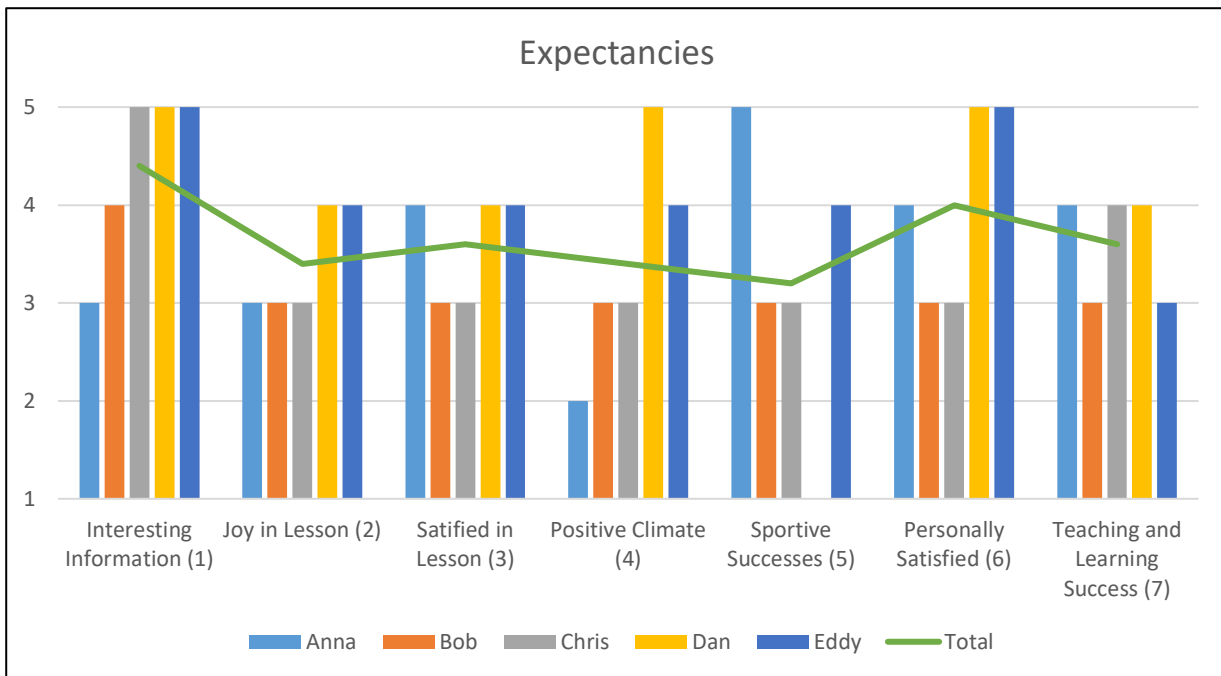
#### 5.2.2.2 Outcome Expectations

The coaching intervention begins with a motivating information input, which, as outlined above, provides knowledge about quality characteristics of teaching based on the CLASS instrument and

should support motivation for change and self-efficacy expectations. Thus, the general expectations of the teachers relating to the coaching intervention were asked for, in order to identify different types of motivation. This was recorded with seven items at the first measurement point on a 5-Point Likert Scale. The seven items concerned whether the teachers thought that they would receive interesting information from the coaching intervention, have more joy in class, be more satisfied with their lessons, the atmosphere in class would improve, they would achieve better athletic success with their students, they would be personally more satisfied and whether they would achieve greater progress in teaching and learning, as a result of the coaching intervention.

For reliability analysis, Cronbach's alpha was calculated to assess the internal consistency of the scale for the coaching expectations, which consists of seven questions. The internal consistency of the scale is not satisfying, with  $\alpha = .295$ . However, Cronbach's alpha would be good (Streiner, 2003) if one question, precisely the one regarding expected sportive success, would be excluded ( $\alpha = .793$ ). However, due to the small sample size, these statements have to be interpreted with caution.

Figure 8 displays the expectancies towards the coaching for the individual teachers as well as for all teachers. Highest overall scores were demonstrated for the expectation of interesting information ( $M = 4.40, SD = 0.80$ ), with three teachers giving this item the highest score. The lowest overall mean score was reported for the expectation of athletic success ( $M = 3.20, SD = 1.30$ ). This was likewise the item with the widest variation (from 1 to 5).



**Figure 8** Expectancies of the Teachers towards the Outcomes of the Coaching Intervention

Looking at the individual perspective, Anna was the only one rating 5 on achieving sportive success as an expected outcome, thus totally assuming this outcome. On the contrary, improving the climate in her class was the thing she least expected (2 out of five). All other five items were scored with 3 or 4, thus indicating a medium to high expectation of change in these areas.

Bob was the participant with the most stable values, visible by the lowest value for standard deviation ( $SD = 0.30$ ) respecting the expected outcomes of the coaching intervention. He rated every item, except the first one regarding interesting information, with 3 out of 5. Consequently, the majority of his scores are in the medium range. Moreover, he was the teacher achieving the lowest overall score with a mean of  $M = 3.14$ .

Chris answered the questions almost exactly as Bob did, scoring all but two questions 3 out of 5. In contrast to Bob, he rated the possibility to obtain interesting information one point higher, thus with the highest value of 5. The same is true for obtaining higher teaching and learning successes with his students. He rated this item one point higher than Bob – with a value of 4.

Dan overall scored high values (4 and 5), except for the item on sportive success. In contrast to Anna, scoring the highest value, he assigned the lowest value (1) for this item. Therefore, Dan seems to have high expectations in all other areas, except sportive success. Moreover, in contrast to the other four teachers, he rated the highest mean score ( $M = 4.50$ ,  $SD = 0.50$ ).

Eddy was the teacher with the second highest anticipated outcomes from the coaching process ( $M = 4.14$ ,  $SD = 0.60$ ). Like Dan, he rated all items with the highest values (4 or 5), except for one

item. In contrast to Dan, for Eddy the item on acquiring learning growth and teaching and learning progress was the expectation he only considered as being partly true (3).

Although some of the teachers' expectations show differences and the sample is very contrasting, some commonalities can be identified. Bob and Chris, the teacher with the most teaching experience had similar expectations. They both expected to get interesting information from coaching, but rated almost all other values only in the middle range. Therefore, it seems they did not expect much change in their actual teaching in terms of climate or even themselves in terms of being happier or having more fun. They seem to have expected primarily informational input that may not have a direct or limited impact on their teaching and their satisfaction with themselves and as teachers.

Dan and Eddy, who are the two least experienced teachers, had very similar scores. Compared to Bob and Chris, their expectations were higher in all areas except for obtaining interesting information through coaching, which was the same (with Chris). It seems like these two teachers believe that more could change through coaching. The point that they could be more personally satisfied is particularly striking here, which they both rated 5 out of 5. Accordingly, it seems that they also hope for a positive change in their future careers as teachers in general because of the coaching. Bob and Chris, on the other hand, seem to be satisfied with their teaching already.

Anna is the person who slightly stands out in this regard. Thus, it seems that Anna would like to be more successful, but is less interested in a change of the climate of her class. For her, athletic success as well as learning success together with being personally more satisfied seems to be important.

#### 5.2.2.3 Educational Beliefs

The items on educational beliefs had already been carried out with a larger sample (Richartz et al., 2018). However, the assignment of the items to the individual dimensions was first carried out on the basis of content analysis and is still pending on the basis of factor analysis (for further information on the validation of the items see Maier et al., In Progress). Therefore, the evaluations are presented at the dimension level and across items to provide a detailed insight into educational beliefs without being limited to individual dimensions.

For reliability analysis, Cronbach's alpha was calculated to assess the internal consistency of the entire educational beliefs scale, which consists of 29 questions. The internal consistency of the scale can be seen as good, with Cronbach's alpha for educational beliefs  $\alpha = .722$  (see Streiner, 2003).

Table 7 shows the means (and standard deviations) before and after the coaching intervention for all five participants together. In the evaluation, all negative items, as well as the items of the Negative Climate dimension, were recoded to bring them in line with the others. In the calculation of the



means, both positive and negative changes were recorded for the participants. Concerning the individual dimensions, the two negative changes over the course of the intervention are in the dimension Positive Climate ( $M_{t1} = 4.00$ ;  $M_{t2} = 3.93$ ) and Productivity ( $M_{t1} = 4.25$ ;  $M_{t2} = 4.00$ ). However, for the dimension of Productivity, the data of only four participants could be included in the first measurement point. This was because this was only recorded by one item, which was left out by one teacher during the first measurement point. If one would exclude the answer of this teacher for the second measurement point, values would be identical to the mean before ( $M_{t2} = 4.25$ ,  $SD = 0.83$ ). Nevertheless, the mean score at the first measurement point was already the second highest of all dimensions and is still at the high end, even with  $M = 4.00$  ( $SD = 0.89$ ).

**Table 7** Educational Beliefs on the Level of Dimensions for All Teachers

Dimension/Domain		T1	T2
Positive Climate	<i>M</i>	4.00	3.93
	<i>SD</i>	1.00	0.89
Negative Climate (reversed)	<i>M</i>	3.73	3.80
	<i>SD</i>	0.77	0.98
Teacher Sensitivity	<i>M</i>	4.03	4.17
	<i>SD</i>	0.96	0.93
Regard for Student Perspectives	<i>M</i>	3.55	3.70
	<i>SD</i>	0.97	1.14
Behavior Management	<i>M</i>	3.30	3.75
	<i>SD</i>	1.10	1.18
Productivity	<i>M</i>	4.25	4.00
	<i>SD</i>	0.83	0.89
Instructional Learning Formats	<i>M</i>	4.40	4.80
	<i>SD</i>	0.49	0.40
Quality of Feedback	<i>M</i>	3.89	4.00
	<i>SD</i>	1.07	1.14
Total	<i>M</i>	3.82	3.95
	<i>SD</i>	1.02	1.04

Thus, at the end of the intervention, all mean values are at least  $M_{t2} \geq 3.7$ , which means that the majority of teachers support the statements from the questionnaire based on CLASS. Hence, it appears that the intervention considered the importance of all dimensions and did not emphasize only individual ones. However, the dimension of Behavior Management, whose statements had comparatively low agreement at the beginning of the intervention, showed the greatest positive change.

At the beginning, for the total sample, the means of four out of eight scales are above 4.00, with Instructional Learning Formats achieving the highest overall mean score, showing that the present sample highly supports the statements of this scale and it can be seen as the most indisputable. This indicates that the coaches and students agree that a lesson must be interesting and varied. Accordingly, in terms of agreement with the various statements and dimensions, the values for Teacher Sensitivity and Positive Climate are very high. The items were designed in such a way that they have a high variance. However, especially with regard to Teacher Sensitivity, Positive or Negative Climate, social desirability could still play a special role. There are very clear, obvious social norms that teachers use to guide their response behavior, and this may have led to such high scores. In addition, the mean values for Productivity are high as well, indicating that they agree with a high amount of movement time as being essential. In total, the mean score over all teachers concerning their educational beliefs slightly increased over the course of the intervention, nonetheless they were already at the high end at the start ( $M_{t1} = 3.82$ ;  $M_{t2} = 3.95$ ).

Looking at the means for every teacher regarding the scale of educational beliefs, all teachers, except Anna, display higher mean scores over all items after the coaching intervention (see Table 8). For Anna, the peculiarity was that she missed out answering the last four questions of the first questionnaire. If these are as well extracted from the second survey, her values are slightly higher ( $M_{t2} = 3.68$ ,  $SD = 1.32$ , with four items crossed out). Therefore, her slight decrease needs to be interpreted with caution. The highest development was visible with Eddy, changing from  $M_{t1} = 4.00$  ( $SD = 0.91$ ) to  $M_{t2} = 4.31$  ( $SD = 0.75$ ). The second highest positive development was with Bob ( $M_{t1} = 3.31$ ,  $SD = 0.83$ ;  $M_{t2} = 3.45$ ,  $SD = 0.97$ ) and Chris ( $M_{t1} = 4.21$ ,  $SD = 0.98$ ;  $M_{t2} = 4.34$ ,  $SD = 0.66$ ). However, Chris had the highest score of all the teachers at the beginning and is still slightly ahead of him after the intervention, despite Eddy's high increase. In contrast, Bob has the lowest overall mean scores at the beginning and after the intervention, yet he has the second highest increase. Thus, Chris, Dan and Eddy all appear to have educational beliefs that are very much in line with CLASS at the start. In contrast, Anna and Bob, even though they are in line with many aspects, do not seem to agree with all of the assumptions made in the questionnaire.

**Table 8** Educational Beliefs of the Five Teachers at Measurement Point 1 and 2

	$M_{t1}$	$SD$	$M_{t2}$	$SD$	$M_{t2}-M_{t1}$
<b>Anna</b>	3.64	1.20	3.62	1.27	-0.02
<b>Bob</b>	3.31	0.83	3.45	0.97	0.14
<b>Chris</b>	4.21	0.89	4.34	0.66	0.14
<b>Dan</b>	3.93	1.00	4.03	1.10	0.11
<b>Eddy</b>	4.00	0.91	4.31	0.75	0.31
<b>Total</b>	3.82	1.02	3.95	1.04	0.13

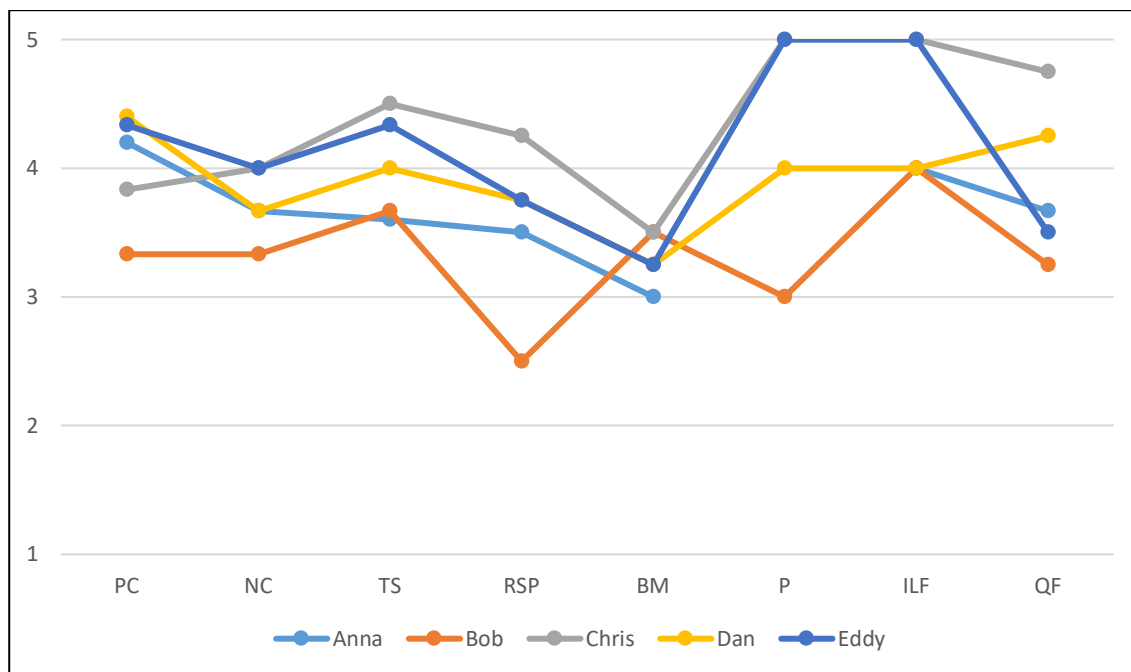
The difference between Anna and Bob in contrast to Chris, Dan and Eddy becomes even more visible when looking at their educational belief scores on dimensional level (see Figure 9 and Figure 10). Especially the scores of Chris and Eddy seem to be very much in line. The only obvious difference becomes apparent in the dimension Quality of Feedback. This difference, however, becomes smaller after the intervention. Although a new difference in the dimension Productivity seems apparent, the score of Chris is still high ( $M_{t1} = 4.00$ ). Moreover, due to the fact that this dimension was only captured by one item, this needs to be interpreted with caution. In summary, although these two teachers have on the one hand the most and on the other hand the least experience, they seem to have similar educational beliefs. Even the means of Behavior Management, which was lowest for both, increases after the intervention up to the same score ( $M_{t1} = 4.25$ ), being higher than the score of all three other teachers. Hence, Chris and Eddy already show high scores in all areas at the beginning and even increase them after the intervention (except for Chris in Quality of Feedback, which was already the highest of all values). Accordingly, especially the educational beliefs of these two teachers seem to be highly in line with CLASS over all dimensions.

Regardless, his score is overall slightly lower than the ones of Chris and Eddy, Dan seems to be very much in line with their educational beliefs. The main differences become apparent with Behavior Management which stays the same for Dan, as well as Productivity and Instructional Learning Formats, which both increase up to highest scores and thus in line with Eddy. Therefore, these three teachers shared very similar educational beliefs, which were already highly in line with CLASS.

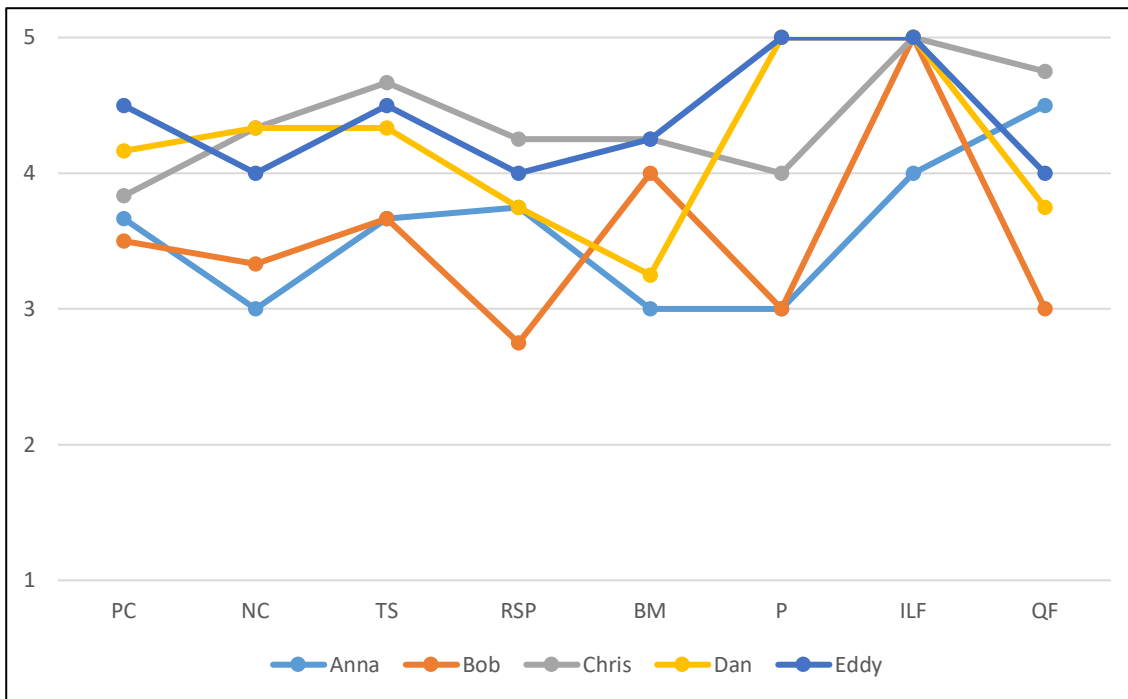
With Anna and Bob, it seems to be slightly different. Bob displays lowest scores in almost every dimension. His educational beliefs vary around the mid range, indicating that his educational beliefs are only partly in line with CLASS. The dimension Regard for Student Perspectives is even in the low

range, suggesting that his educational beliefs do not meet or only partly meet the educational beliefs based on CLASS. Although the basic course of his curve remained the same, there were mainly slight increases in two dimensions – Behavior Management and Instructional Learning Formats. Thus, his beliefs regarding these two dimensions were highly in line with the educational beliefs' statements of the questionnaire.

When looking at the educational beliefs scores of Anna, her scores are almost all in the mid to high range, demonstrating high agreement with the statement made in the questionnaire, but not agreeing fully or to all statements. She was the only participant whose educational beliefs scores mainly stayed the same or even dropped slightly. Mainly statements that were assigned to the dimension Quality of Feedback were considerably higher after the intervention, indicating that her beliefs only adapted to educational beliefs based on CLASS in this specific area ( $M_{t1} = 3.67$ ;  $M_{t2} = 4.50$ ). This is highly interesting due to her small changes and even contradictory changes in the other dimensions. It seems as if the coaching might have changed her mindset concerning this dimension, so that she is very much in line with the assumptions made with reference to Quality of Feedback



**Figure 9** Educational Beliefs of the Teachers before the Intervention



**Figure 10** Educational Beliefs of the Teachers after the Intervention

#### 5.2.2.4 Process Quality

Overall, the teachers assessed the process quality of the coaching as positive in all effectiveness factors. There was a variation from 3 (single event) to 5 on a 5-Point Likert Scale regarding the factor Self-Focused Reflection. All other factors only ranged from 4 to 5 (Table 9). This evaluation tendency is independent of their school form, gender and previous experience as a teacher.

The quality of the relationship is consistently rated very positively by the teachers who took part in the coaching ( $M = 4.92$ ,  $SD = 0.28$ ). The Solution Orientation is moreover rated very positively by the teachers with an average value of  $M = 4.80$  ( $SD = 0.42$ ). Overall, the teachers gave high scores on the Resource Activation Scale ( $M = 4.63$ ,  $SD = 0.60$ ). The results of the items on the Commitment of the coach demonstrate that the coach was perceived by the teachers to be extremely committed to the coaching activity ( $M = 4.95$ ,  $SD = 0.22$ ). One item was allocated to the area of Self-Determination and was scored with 5 out of 5 by all participants ( $M = 5.00$ ,  $SD = 0$ ). In total, the learning outcome of the coaching was as well rated very high by all five participating teachers ( $M = 4.87$ ,  $SD = 0.35$ ).

**Table 9** Evaluation of the Process Quality of Coaching by All Teachers ( $N = 5$ )

	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
<b>Coaching Relationship Quality</b>	4	5	4.92	0.28
<b>Activation of Personal Resources</b>	4	5	4.80	0.42
<b>Self-Focused Reflection</b>	3	5	4.63	0.60
<b>Coach's Commitment</b>	4	5	4.95	0.22
<b>Self-Determination</b>	5	5	5.00	0.00
<b>Learning Outcomes</b>	4	5	4.87	0.35

Thus, the values are all close together, so there is a great deal of agreement between the teachers. It therefore seems that individual differences, for example, in school type, grade level, previous education and motivation, do not play a role and process quality is not viewed for each teacher individually. Following, the children's questionnaire and its results will be presented.

### 5.2.3 Children's Questionnaires

The questionnaire for the children was implemented as a paper-pencil test looking at their satisfaction and support of the three basic needs and their type of motivation in PE. About hundred students participated at each measurement point ( $N_{t1} = 115$ ;  $N_{t2} = 95$ ;  $N_{t3} = 113$ ). The children who took part in the survey were 8 to 15 years old ( $M_{t1} = 10.83$ ,  $SD_{t1} = 1.69$ ;  $M_{t2} = 11.23$ ,  $SD_{t2} = 1.73$ ;  $M_{t3} = 11.48$ ,  $SD_{t3} = 1.61$ ). The children attended grade 3 to 7 during measurement point one and two, and grades 4 to 8 at the third measurement point. Among all children, there were 41.5% boys and 55.9% girls at the first measurement point with three missing entries. At the second measurement point, two children did not report their gender. The remaining distribution was 40.0% boys to 58.9% girls. At the last measurement point, data could be obtained from children with the distribution 38.1% boys and 57.6% girls, with five children not filling in their gender.

For reliability analysis, Cronbach's alphas were calculated to assess the internal consistency of all basic-needs subscales, each consisting of three items. Cronbach's alphas for the different scales are: satisfaction of autonomy  $\alpha = .691$ , satisfaction of competence  $\alpha = .817$ , satisfaction of relatedness  $\alpha = 0.615$ , support of autonomy  $\alpha = .650$ , support of competence  $\alpha = .687$ , support of relatedness  $\alpha = .804$ . Thus, all demonstrating at least acceptable values, with the scales of satisfaction of competence and support of relatedness even displaying very good values (see Streiner, 2003).

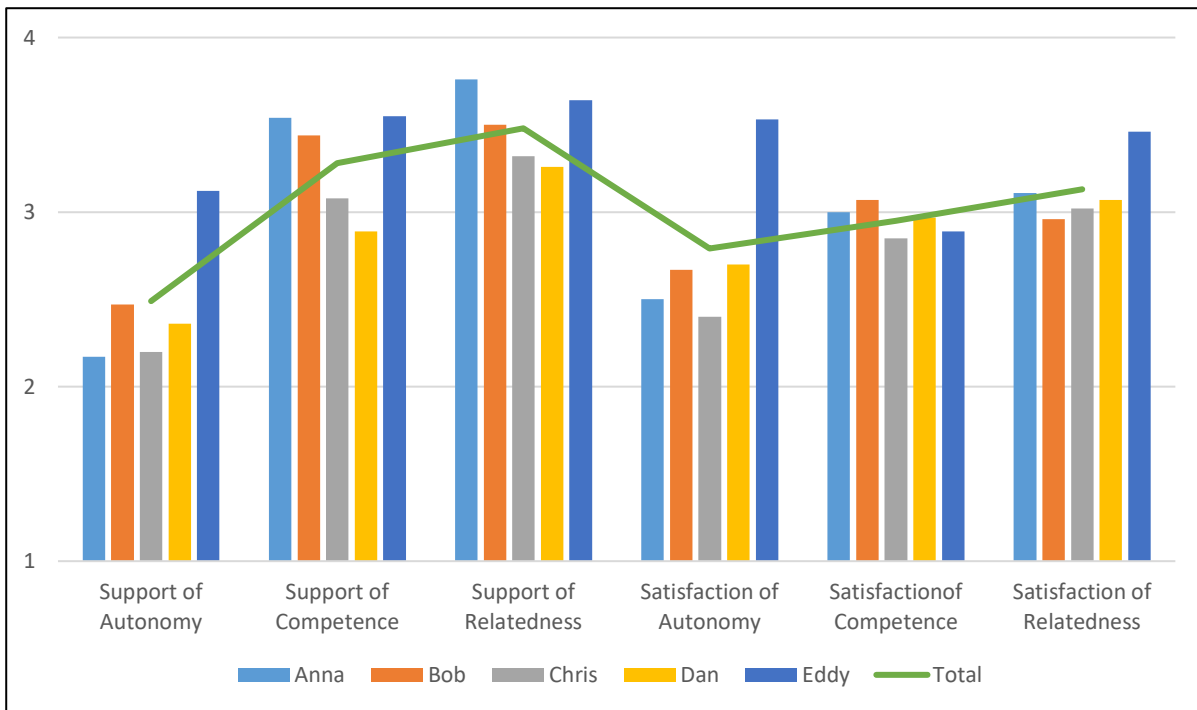
Cronbach's alphas are likewise given for each subscale of the types of motivation. These values are all above .7, with intrinsic motivation  $\alpha = .718$ , identified motivation  $\alpha = .807$ , introjected motivation  $\alpha = .860$  and external motivation  $\alpha = .829$ . Therefore, all Cronbach's alphas are at least good and in total, the internal consistency of the children's questionnaire is satisfying (see Streiner, 2003).

Due to the small sample, again only content analytical (and not a factor-analytical) assignment of the items to the individual scales were carried out for all areas. A comparison between the five teachers at the first measurement point regarding the satisfaction and support of the three basic needs will be presented first, followed by their individual development. Thereafter, the types of motivation will be laid out. In addition, it needs to be considered that due to the already small sample, all children were included in the analysis, regardless of whether they were present at all three measurement points. Therefore, the longitudinal perspective needs to be viewed with caution.

#### 5.2.3.1 Satisfaction and Support of the Three Basic Needs

At the first measurement point, the children overall already perceived a high level of support of relatedness, ranging from  $M = 3.26$  for Dan to  $M = 3.76$  for Anna (see Figure 11) on a 4-Point Likert Scale. Relevant to the support of competence, again Dan shows the lowest scores with  $M = 2.89$  and Eddy ( $M = 3.55$ ) and Anna ( $M = 3.54$ ) the highest scores. The children overall rate the support of autonomy somewhat lower ( $M = 2.49$ ), with Eddy again having the highest score with  $M = 3.12$ . All other four teachers achieve scores under  $M = 2.5$  with Anna having the lowest mean score of  $M = 2.17$ .

In a similar way, respecting need satisfaction at the beginning of the intervention, the students of four of the teachers reported the lowest values for the satisfaction of autonomy ( $M = 2.79$ ), except for those in the class of Eddy ( $M = 3.53$ ). Overall higher values were demonstrated for satisfaction of competence ( $M = 2.95$ ) and the satisfaction of relatedness ( $M = 3.13$ ). Regarding the satisfaction of competence, Bob's students gained the highest means ( $M = 3.07$ ) compared to the other teachers. Relating to the satisfaction of relatedness, again the children in Eddy's class scored the highest values with  $M = 3.46$  at the first measurement point.



**Figure 11** Descriptive Data of the Support and Satisfaction of the Three Basic-Needs at Measurement Point One for All Teacher

Overall, there is an incline from support of autonomy over support of competence up to support of relatedness with the children of Anna, Bob, Chris and Dan. This can similarly be found for satisfaction, with satisfaction of autonomy being lowest and satisfaction of relatedness having the highest mean scores for the children of Anna, Bob, Chris and Dan (see Figure 11). Only the children of Bob rated their satisfaction of competence slightly higher than the satisfaction of relatedness. Thus, the results of Anna, Bob, Chris and Dan are all much alike and only vary to a small amount.

Comparing the answers on support and satisfaction of the three basic needs of the children of the five different teachers at the beginning of the intervention, Eddy’s students seem to stand out (see Figure 11). All of their scores were at the high end, indicating that they either supported or even highly supported the statements asked about the satisfaction and support of their basic needs. Therefore, Eddy might already put much emphasis on integrating the children actively in the class and including their wishes and ideas. Especially when it comes to the means of support for autonomy and satisfaction of autonomy scores were lowest with the other four teachers, indicating that they might not have paid that much attention to this area of need support and satisfaction and might rather have not given the children as many opportunities to act and feel autonomous, as Eddy.

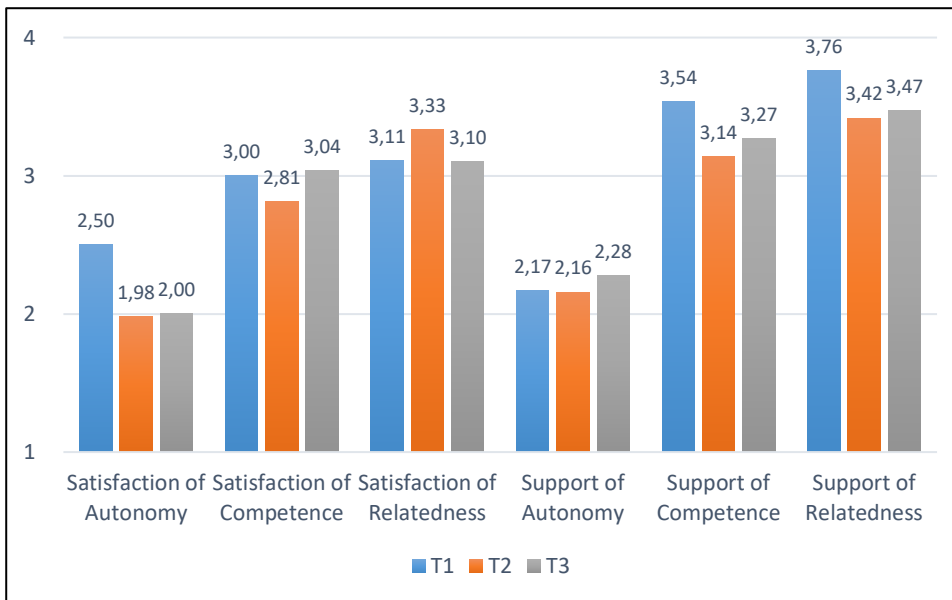
The other four scores (support of competence, support of relatedness, satisfaction of competence and satisfaction of relatedness) all vary around 3, with support for competence and relatedness



even scoring slightly higher scores than satisfaction of competence and relatedness, which are fairly equal for those four teachers (Anna, Bob, Chris and Dan). This indicates that their children still felt a high support of their competence and support of their relatedness – support for relatedness being the highest mean score for all of them. Hence, all teachers seem to already support a social and positive environment early in the intervention and made the children feel highly supported when it comes to relatedness.

#### 5.2.3.1.1 Anna

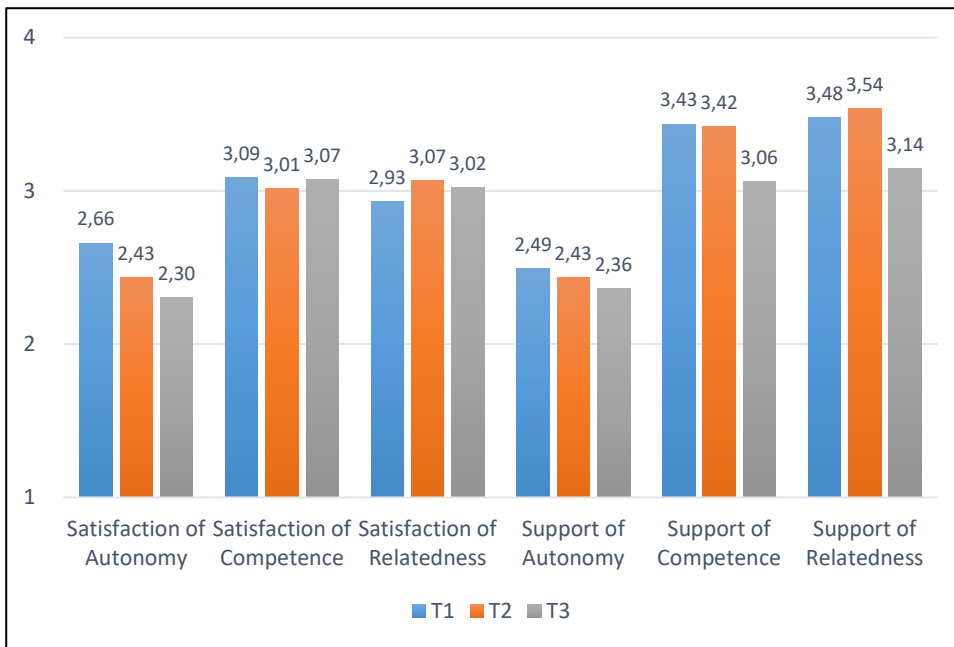
Figure 12 presents the development of the basic needs from the students of Anna. Contrary to the assumption that due to the intervention all values should have been higher after the intervention than before, from the first to the second measurement point, the students of Anna only showed positive changes towards satisfaction of relatedness ( $M_{t1} = 3.11$ ,  $SD = 0.72$ ;  $M_{t2} = 3.33$ ,  $SD = 0.51$ ). All other scales of need satisfaction and need support even display slightly negative changes between these two measurement points. Concerning the difference between measurement point two and three, only satisfaction of relatedness showed slightly lower values ( $M_{t2} = 3.33$ ,  $SD = 0.51$ ;  $M_{t3} = 3.10$ ,  $SD = 0.51$ ). All other changes were positive from after the intervention to follow-up. Looking at the first and the third measurement point in comparison, two positive changes could be recorded relating to satisfaction of competence ( $M_{t1} = 3.00$ ;  $SD = 0.73$ ;  $M_{t3} = 3.04$ ,  $SD = 0.76$ ) and support of autonomy ( $M_{t1} = 2.17$ ,  $SD = 0.68$ ;  $M_{t3} = 2.28$ ,  $SD = 0.63$ ). All other changes were slightly negative. Thus, these data of Anna present a divergent picture with improvements, as well as deteriorations, with the biggest change appearing for satisfaction of autonomy being a decline from before to after the intervention ( $M_{t1} = 2.50$ ,  $SD = 0.68$ ;  $M_{t2} = 1.98$ ,  $SD = 0.77$ ). From the children in Anna's class  $N = 18$ ,  $N = 18$  and  $N = 19$  children participated at the three different measurement points. From this group of children  $N = 14$  were always the same. The other children varied due to for example illness. Due to the high number of children present at all three measurement time points, the data can be considered a realistic representation of how the basic needs of the children in Anna's class are being met.



**Figure 12** Basic Needs Development of the Students of Anna

### 5.2.3.1.2 Bob

With regard to the data from the students of Bob, the only positive changes from measurement one to two where an increase was expected, could be found for satisfaction of relatedness ( $M_{t1} = 2.93$ ,  $SD = 0.61$ ;  $M_{t2} = 3.07$ ,  $SD = 0.55$ ) and support of relatedness ( $M_{t1} = 3.48$ ,  $SD = 0.66$ ;  $M_{t2} = 3.54$ ,  $SD = 0.50$ ). From measurement point two to three, there was again only one positive change for the scale satisfaction of competence ( $M_{t2} = 3.01$ ,  $SD = 0.58$ ;  $M_{t3} = 3.07$ ,  $SD = 0.49$ ), which was, however, only a minor change. From measurement point one to three, the only positive change was found for satisfaction of relatedness ( $M_{t1} = 2.93$ ,  $SD = 0.61$ ;  $M_{t3} = 3.02$ ,  $SD = 0.63$ ). Hence, against the expected improvements, the scores from the children of Bob's class mainly stayed at the same level. The highest changes were negative differences in satisfaction of autonomy ( $M_{t1} = 2.66$ ,  $SD = 0.56$ ;  $M_{t3} = 2.30$ ,  $SD = 0.57$ ) from the first to the last measurement point and in support of competence ( $M_{t1} = 3.43$ ,  $SD = 0.66$ ;  $M_{t3} = 3.06$ ,  $SD = 0.74$ ), yet being highly stable from before to after the intervention, but then declined. The developments of the satisfaction and support of these needs for Bob's students is displayed in Figure 13. From the children in Bob's class  $N = 24$ ,  $N = 23$  and  $N = 23$  children participated at the three different measurement points. From this group of children  $N = 18$  were present at every measurement point. Due to the high number of children present at all three measurement time points, just as in Anna's class, the data can be considered a realistic representation of how the basic needs of the children in his class are being met.



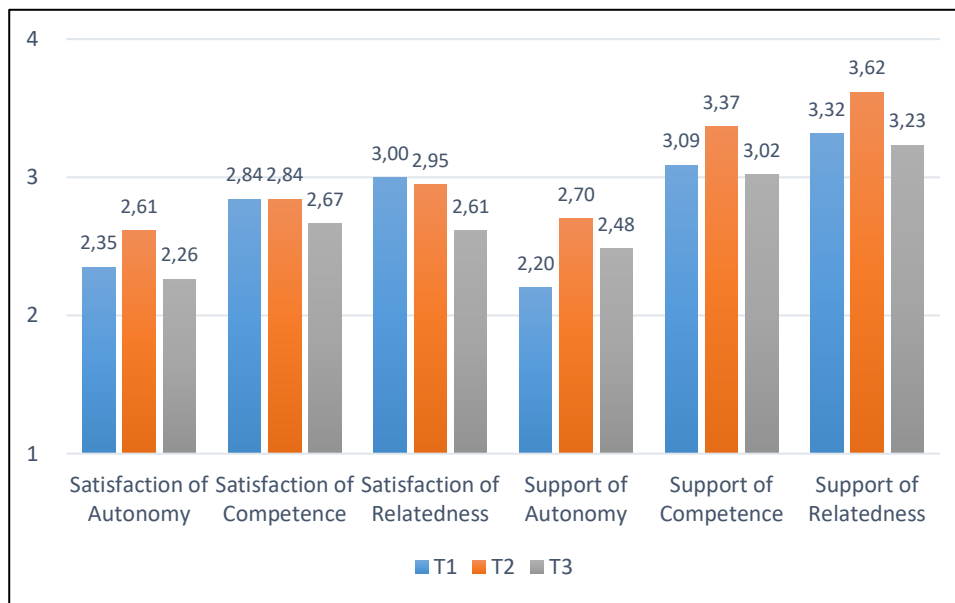
**Figure 13** Basic Needs Development of the Students of Bob

### 5.2.3.1.3 Chris

From measurement point one to two, the survey results from the students of Chris displayed slightly negative changes for satisfaction of relatedness ( $M_{t1} = 3.00$ ,  $SD = 0.46$ ;  $M_{t2} = 2.95$ ,  $SD = 0.74$ ) and no changes at all for satisfaction of competence ( $M_{t1} = 2.84$ ,  $SD = 0.75$ ;  $M_{t2} = 2.84$ ,  $SD = 0.54$ ). All other changes were positive, with support of autonomy ( $M_{t1} = 2.20$ ,  $SD = 0.68$ ;  $M_{t2} = 2.70$ ,  $SD = 0.48$ ) and support of relatedness ( $M_{t1} = 3.32$ ,  $SD = 0.70$ ;  $M_{t2} = 3.62$ ,  $SD = 0.42$ ) even demonstrating a high positive change from measurement point one to two. The development of the means scores of his children mostly matches the expectations of an increase over the course of the intervention. Those changes, however, did not seem to be stable, as from the second to the third measurement point all mean scores of the satisfaction and support of the three basic needs slightly dropped. Beyond that, from the first to the third survey all values were lower, except for support of autonomy ( $M_{t1} = 2.20$ ,  $SD = 0.68$ ;  $M_{t3} = 2.48$ ,  $SD = 0.83$ ) (see Figure 14). Due to the lower scores at the last measurement point, the biggest change in mean scores for the children of Chris are visible for satisfaction of relatedness with a drop from before the intervention ( $M_{t1} = 3.00$ ,  $SD = 0.46$ ;  $M_{t2} = 2.61$ ,  $SD = 0.60$ ), as well as for support of relatedness from after the intervention to follow-up ( $M_{t2} = 3.62$ ,  $SD = 0.42$ ;  $M_{t3} = 3.23$ ,  $SD = 0.62$ ).

In Chris's class,  $N = 21$ ,  $N = 22$  and  $N = 23$  children participated at the three different measurement points. From this group of children only  $N = 14$  were present at every measurement point. The results should therefore be viewed with caution, as the differences between the three measurement

time points or the lack of visual improvement could be due to the fact that different children were interviewed.



**Figure 14** Basic Needs Development of the Students of Chris

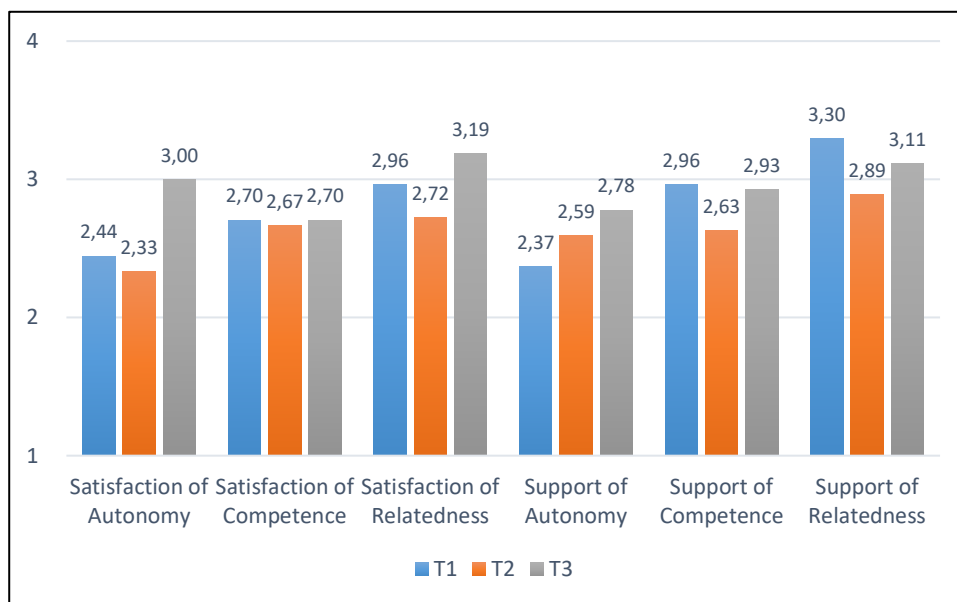
#### 5.2.3.1.4 Dan

From the first to the second measurement point, there were only slight positive changes for support of autonomy ( $M_{t1} = 2.37$ ,  $SD = 0.72$ ;  $M_{t2} = 2.59$ ,  $SD = 0.98$ ). However, all changes from the second to the third survey were positive with reference to the satisfaction and support of all three basic needs, with the highest change in satisfaction of autonomy ( $M_{t2} = 2.33$ ,  $SD = 0.93$ ;  $M_{t3} = 3.00$ ,  $SD = 0.44$ ). From the first to the third measurement point, the mean score of satisfaction of competence ( $M_{t1} = 2.70$ ,  $SD = 0.89$ ;  $M_{t3} = 2.70$ ,  $SD = 0.63$ ) remained steady, whereas support of competence ( $M_{t1} = 2.96$ ,  $SD = 0.92$ ;  $M_{t3} = 2.93$ ,  $SD = 0.64$ ) and support of relatedness ( $M_{t1} = 3.30$ ;  $M_{t3} = 3.11$ ) slightly dropped. The other three scales, however, improved from measurement point one to three (see Figure 15).

However, one should consider that for Dan, there are only 9 questionnaires available from the second measurement point, in relation to 28 at measurement point one and 24 and the follow-up survey. This was because the survey had to take place after the lesson and many children already had to leave the sports hall. Moreover, these nine children may not be representative for the entire class and the development from measurement point one to follow-up might give a better insight in the change of the satisfaction and support of the basic needs with the average of Dan's students.

In Dan's class,  $N = 28$ ,  $N = 9$  and  $N = 24$  children participated at the three different measurement points. However, from this group of children only  $N = 6$  were present at every measurement point.

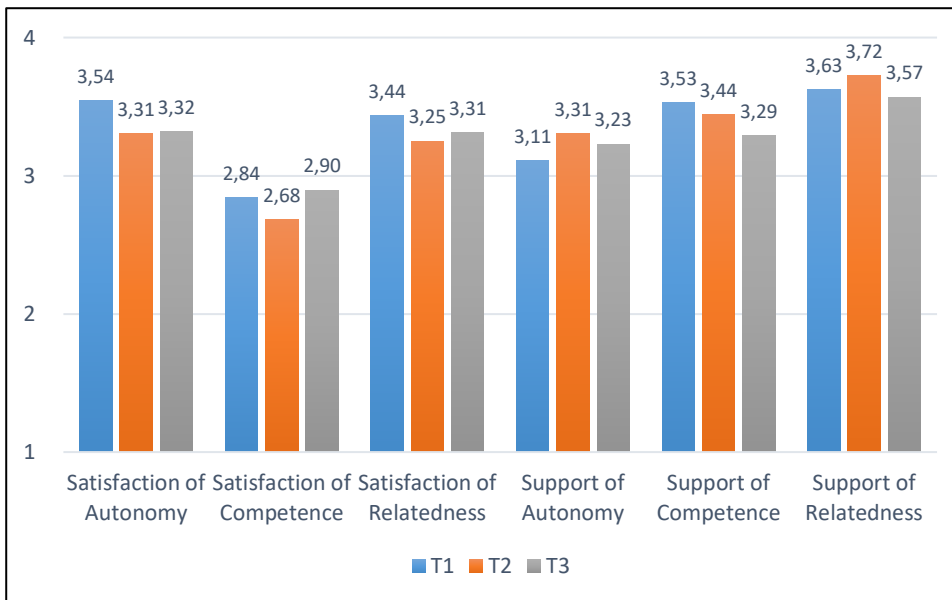
The results of his children, especially at the second measurement point, should therefore be treated with particular caution.



**Figure 15** Basic Needs Development of the Students of Dan

#### 5.2.3.1.5 Eddy

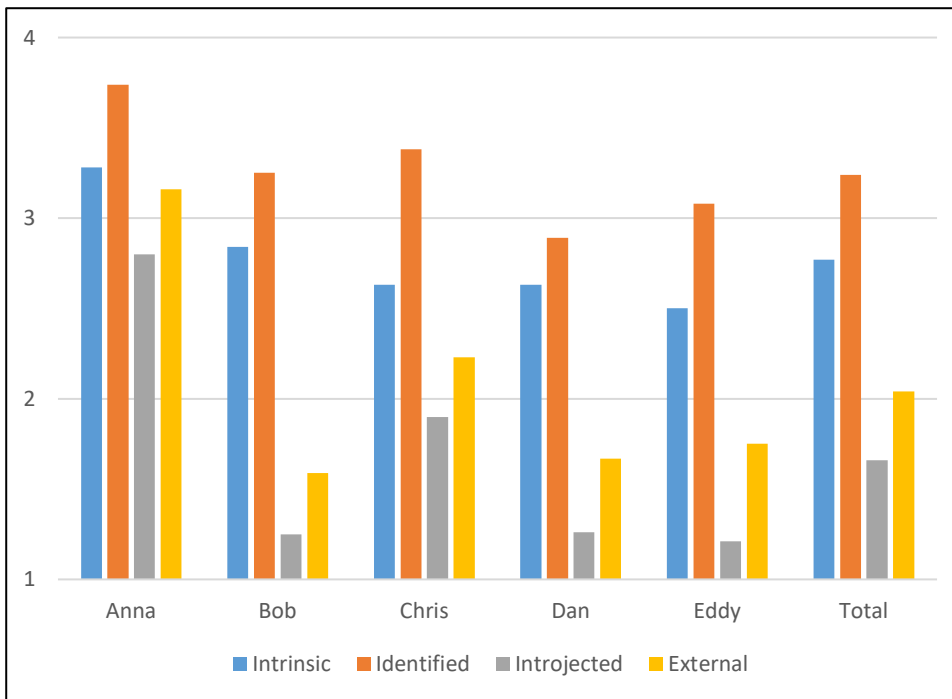
For Eddy, from the first to the second measurement point, support of relatedness ( $M_{t1} = 3.63$ ;  $M_{t2} = 3.72$ ) and support of autonomy ( $M_{t1} = 3.11$ ,  $SD = 0.59$ ;  $M_{t2} = 3.31$ ,  $SD = 0.54$ ) slightly increased. The four other scores slightly decreased. Comparing the second and the last measurement point, all scales for need satisfaction were higher and all scales for need support were lower than at the measurement point before, with satisfaction of competence having the highest change from  $M_{t2} = 2.68$  ( $SD = 0.85$ ) to  $M_{t3} = 2.90$  ( $SD = 0.60$ ). Relevant to the changes from the first to the third data collection, the mean scores of satisfaction of competence ( $M_{t1} = 2.84$ ,  $SD = 0.73$ ;  $M_{t3} = 2.90$ ,  $SD = 0.60$ ) and support of autonomy ( $M_{t1} = 3.11$ ,  $SD = 0.59$ ;  $M_{t3} = 3.23$ ,  $SD = 0.58$ ) were higher at the last measurement point. As for the data of Anna’s children, the mean scores of the data of Eddy’s children do not seem to have a uniform development. However, in contrast, the data of his children only vary slightly, with the biggest change being with support of competence, which marginally declined from  $M_{t1} = 3.53$  ( $SD = 0.55$ ) to  $M_{t3} = 3.29$  ( $SD = 0.59$ ), which however is still at the high end of the scale. All mean scores for Eddy’s students are visible in Figure 16. In Eddy’s class,  $N = 25$ ,  $N = 24$  and  $N = 25$  children participated at the three different measurement points. From those children,  $N = 22$  were present at every measurement point. Due to the high number of children present at all three measurement time points, the data from these questionnaires can be considered a realistic representation of how the basic needs of the children in Eddy’s class are being met.



**Figure 16** Basic Needs Development of the Students of Eddy

### 5.2.3.2 Type of Motivation

The second important point in the children’s survey was to answer the question about the type of motivation of the children. At the beginning of the intervention, the highest overall mean scores were to be found for identified motivation ( $M_{t1} = 3.24$ ,  $SD = 0.80$ ) and intrinsic motivation ( $M_{t1} = 2.77$ ,  $SD = 0.77$ ) (Figure 17). This phenomenon was visible for students of all of the five teachers. These high values in the scales identified motivation and intrinsic motivation are noticeable compared to low values in the scales introjected ( $M_{t1} = 1.66$ ,  $SD = 0.91$ ) and external motivation ( $M_{t1} = 2.04$ ,  $SD = 0.99$ ). The phenomenon that intrinsic and identified achieved higher values than introjected and external can likewise be found with every teacher. Interestingly, at measurement point one, the children of all teachers have lowest scores with introjected motivation, followed by external, followed by intrinsic motivation and the type of motivation of all children seem to mainly be in line with being identified motivated.

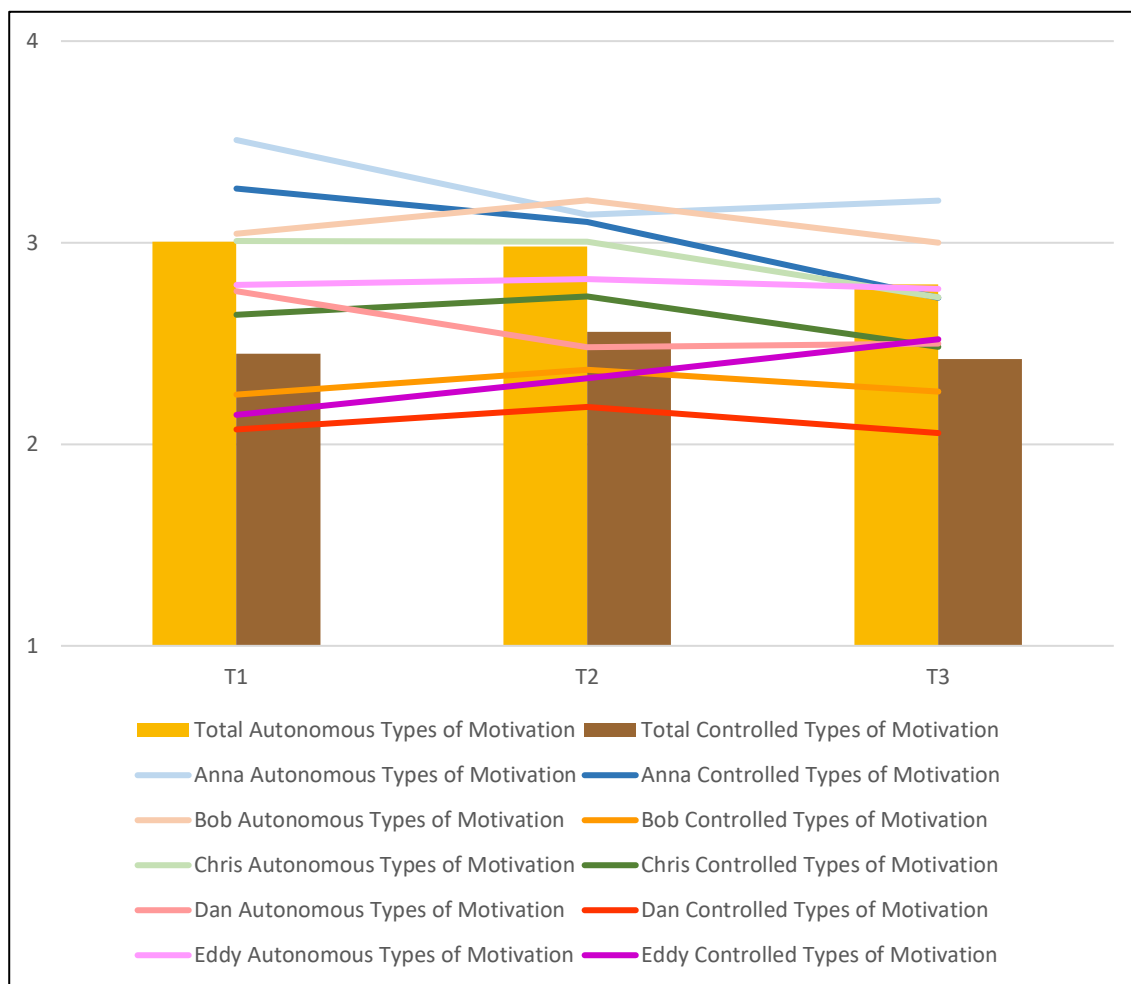


**Figure 17** Types of Motivation for all Teachers at Measurement Point One

However, in spite of that the order of the types of motivation seems to be identical with all teachers, the children of Anna seem to stand out (Figure 17). Their scores for intrinsic ( $M_{t1} = 3.28$ ,  $SD = 0.62$ ) and identified motivation ( $M_{t1} = 3.74$ ,  $SD = 0.49$ ) are the highest of all teachers, which is achievable. Nevertheless, the mean scores for introjected ( $M_{t1} = 2.80$ ,  $SD = 0.99$ ) and external motivation ( $M_{t1} = 3.16$ ,  $SD = 0.79$ ) are comparatively high as well. This indicates that the children in Anna’s class seem to be motivated by many different influences and that their type of motivation cannot easily be categorized. The contrary seems to be the case for the children of Bob. The data of the children in his class strongly indicate that their type of motivation is mainly intrinsic and identified and that external influences tend to play less of a role for them.

Relating to the development of these qualities, autonomous and controlled forms of motivation have each been combined in order to better depict them graphically (see Figure 18). That is, intrinsic and identified were taken together as autonomous types of motivation, since they tend to be self-determined. Moreover, introjected and external were grouped together as controlled types of motivation. This association is often pursued in studies relating to the types of motivation and in line with theory (Owen, Smith, Lubans, Ng, & Lonsdale, 2014). In Figure 18, each person is assigned a color (Anna: blue, Bob: orange, Chris: green, Dan: red, Eddy: pink and total: brown) to better identify the individual courses. The values for the autonomous types of motivation are plotted lighter, the controlled ones in the respective color darker. The total was inserted as a comparative value in the

form of a bar. Results are presented over three measurement points (T1, T2 and T3), thus before and after the intervention, as well as at follow-up.



**Figure 18** Development of Autonomous and Controlled Types of Motivation of all Teachers for All Measurement Points

Overall, with regard to the controlled types of motivation, there is only a slight increase from the first to the second measurement point, which disappears again at the last measurement point, so that the value is approximately the same as before. In contrast to the expected development, the self-determined forms of motivation decreased with respect to all children over the course of the intervention and beyond (follow-up).

Interestingly, both values of the children of Anna (blue) are very close to each other at the beginning and comparatively highest and decrease over the course, whereby the autonomous type of motivation shows a small bend at measurement point two and increases slightly from there. For the children of Bob (orange), Dan (red) and Eddy (pink), the values for controlled and autonomous types of motivation are very far apart at the beginning. However, the course of the autonomous type of motivation is completely different. In Bob's class, the value of the autonomous type of motivation



increases at the second measurement point and then drops again to about the initial value. The values of the controlled types of motivation have a similar course with a slight peak at measurement point two. For Dan's children, the values of the controlled type of motivation qualities run identically, but the values of the desirable type of motivation qualities run in the opposite direction, i.e., with a drop at measurement point two and an increase, albeit very slight, at measurement point three. The values of Eddy's children remain consistently stable with respect to the autonomous type of motivation and the values of the controlled types of motivation increase linearly. For Chris' children (green), we see lower values for both motivational qualities (autonomous and controlled) at the last measurement point compared to the start. For him, the values remain constant from the first to the second measurement point.

As with the satisfaction and support of the three basic needs, one would have expected only small, albeit linearly positive effects in autonomous types of motivational for all teachers because of the intervention. It should be noted that effects at the student level are difficult to achieve because the teacher, in addition to, for example, the characteristics of the students, is only one influencing factors. Additionally, the coaching intervention also attempted to change only another small part on the student level. Interestingly, there are a number of trends in the small sample. Basically, no change occurred for the children of Chris and Eddy. One could therefore assume that the intervention had no influence here. For the children of Anna and Dan, the values of the autonomous types of motivation deteriorate from measurement point one to two, which is contrary to the conjecture. Only in the case of Bob's children, there is an increase in the autonomous types of motivational, as one would have expected.

Likewise, the controlled types of motivation show very different courses, with an increase and then decrease to about the initial level for the children of Chris, Bob and Dan. Eddy's children show a consistent increase in the values of the controlled types of motivation, which is thus completely contrary to the expected hypothesis. Only the values of the controlled types of motivation of the children of Anna run here as expected with a rather linear decrease.

The course of the data of the types of motivation of the children of the five teachers is very different. On the one hand, they already start at very different values; on the other hand, the course is very divergent. Some developments are as predicted and others are the complete opposite. Despite the fact that there are overlaps in some places with respect to similar initial values or even with respect to the course, the data of the children's questionnaires do not show a uniform picture for the types of motivation. Accordingly, it seems that no direct links can be drawn between the intervention and the development of the children's types of motivation.

### 5.2.4 Usage of the Video Library

In the following, the data on the work with the video library by the five teachers is presented individually and comparatively. It is shown how they accessed the video library during the intervention (Table 10). The four courses on the different sports on the online platform are combined into one category in the following due to their lower relevance. In addition, the various clicks on the website were examined in terms of the frequency with which they were viewed in the various dimensions (Table 11). In this count, observation sheets, video clips, practice implications and overviews for indicators and behavioral markers concerning one specific dimension were taken into account.

**Table 10** Descriptive Data with Reference to the Usage of the Learning-Platform by the Coachees

	<b>Anna</b>	<b>Bob</b>	<b>Chris</b>	<b>Dan</b>	<b>Eddy</b>
<b>Number of Log-Ins</b>	0	3	7	8	18
<b>Total minutes online</b>	0	31	189	67	250
<b>Number of courses viewed (clicks per course)</b>					
<b>Course PE</b>	0	3	16	4	5
<b>Course Training</b>	0	1	14	10	5
<b>Course Info and Material</b>	0	5	10	4	21
<b>Number of viewed video clips</b>					
<b>Video clips SU</b>	0	0	7	8	7
<b>Video-Clips Training</b>	0	0	3	5	0
<b>Observation Sheets</b>					
<b>Observation Sheets</b>	0	0	8	0	0
<b>Number of viewed text pages – TQ</b>					
<b>Dimensions Guide: Practical tips</b>	0	1	10	1	13
<b>Overview: Indicators/Behavioral Markers</b>	0	0	4	2	8

<b>Coaches Code of Ethics and CLASS</b>	0	0	0	1	1
<b>CLASS structure</b>	0	0	0	0	7
<b>Text on TQ – Effectiveness</b>	0	0	12	0	15
<b>Text on TQ – Norms and Values</b>	0	0	0	0	5
TQ = Teaching Quality					

**Table 11** Clicks on Observation Sheets, Video Clips, Practical Tips and Overview of Indicators/Behavioral Markers Assigned to Respective Dimension

	<b>Anna</b>	<b>Bob</b>	<b>Chris</b>	<b>Dan</b>	<b>Eddy</b>
<b>PC</b>	0	0	6	6	1
<b>TS</b>	0	0	12	5	5
<b>RSP</b>	0	0	1	2	2
<b>BM</b>	0	0	2	1	1
<b>P</b>	0	0	7	0	1
<b>ILF</b>	0	0	3	0	0
<b>QF</b>	0	0	1	0	2

The independent usage of the video library differed immensely between the five different teachers. Anna was the only person who did not log into the online webpage at all. Therefore, no data can be presented for her.

Bob is the teacher with the second least usage of the platform. He visited the platform 3 times, spent a total of 31 minutes online, and clicked on different courses 9 times (3 times PE, 1 time training, and 5 times information/materials). Moreover, he has clicked on the dimensions guide (including practical assistance and support) once. However, he has never watched a single video clip or worked with any other of the additional material.

Chris has been on the platform for a total of 189 minutes and has visited it 7 times. Therefore, he is the teacher, who has worked with the platform the second most. Moreover, he has 40 clicks in the different courses (16 in PE, 14 in training and 10 in information/material). In addition, he has viewed additional material relevant to the topic of teaching quality. These 26 clicks are divided into 10 clicks with respect to the dimensions guide, 4 relevant to the overview for specific indicators and behav-

ioral markers and 12 respecting the concept of quality from an effect-oriented perspective. Moreover, he has watched 10 video-clip examples (7 from PE and 3 from training). He is the only teacher that has worked with the observation sheets in order to work with (e.g., for the video clips or his own teaching, 8 clicks). Regarding the three domains, this teacher has acquired most interest in the domain of Emotional Support (19 clicks: 6 = PC, 12 = TS, 1 = RSP), followed by Classroom Organization (12 clicks: 2 = BM, 7 = P, 3 = ILF) and Instructional Support (1 click: 1 = QF). Thus, Chris watched the second most video clips, spend the second most time on the online learning environment and almost logged into the platform as often as Dan. The specificity when it comes to Chris is that he was the principal at his elementary school and had the most teaching experience of all participants (28 years). A possible explanation for his high interest in the video library could be his overall motivation for the subject (see also chapter 5.2.5).

Dan has been on the platform for a total of 67 minutes and has visited it 8 times. Moreover, he has 18 clicks in the different courses (4 in PE, 10 in training and 4 in information/material). In addition, he, as well as Chris, looked at additional material relating to the topic of teaching quality. These 4 clicks are divided into 1 click concerning the dimensions guide, 2 with reference to the overview for specific indicators and behavioral markers and 1 with respect to CLASS and the Coaches Code of Ethics. Moreover, he has watched 13 video clip examples (8 from PE and 5 from training) and with this, is the teacher who has watched the most clips. Relevant to the three domains, this teacher has gained also most interest in the domain of Emotional Support (13 clicks: 6 = PC, 5 = TS, 2 = RSP), followed by Classroom Organization (1 click: 1 = BM) and no for Instructional Support (0 clicks). Dan, who has viewed the most video clips, is as well the one who studied biology rather than teacher education, but is holding a coaches' license in Judo and is therefore experienced in teaching sports. This might be a possible explanation for him being specifically interested in how other/expert teachers perform in their lessons.

Eddy is the one with the most visits to the platform (18 log-ins) and the most time spend on it (250 minutes). He has 31 clicks in the different courses (5 in PE, 5 in training and 21 in information/material) and has viewed additional material regarding the topic of teaching quality. The 49 clicks respecting this topic can be divided into 13 click in relation to the dimensions guide, 8 respecting the overview for specific indicators and behavioral markers, 1 relating to CLASS and the Coaches Code of Ethics, 7 concerning the structure of CLASS, 15 with reference to the concept of quality from an effect-oriented perspective and 5 relevant to the concept of quality from a norm-oriented perspective. Moreover, Eddy has watched 7 video clip examples, all from PE lessons. With respect to the three domains, this teacher, like Chris and Dan, demonstrated most interest in the Domain of Emotional Support (8 clicks: 1 = PC, 5 = TS, 2 = RSP). However, he seemed to be interested in Classroom

Organization (2 click: 1 = BM, 1 = P) just as much as in Instructional Support (2 clicks, 2 = QF). A possible interpretation for this high usage of Eddy would be that he was the only one – nonetheless almost finished with his master’s degree – who was still studying besides working as a teacher. Consequently, he is the teacher with the second least teaching experience, so he may like to gain a lot of information about PE. Although he did not watch as many clips as Dan (13 clips), Eddy looked at 7 video clips. Eddy spent most time in the learning-environment extending his knowledge. Even though he similarly looked at the video clips, he spent more time reading and extending his knowledge in this way. A possible explanation might be that he primarily wants to extend his knowledge and learn new things. Moreover, he is still studying and therefore used to reading and attaining knowledge through lectures and texts, thus the concept of studying.

Despite the obvious assumption, teaching experience does not seem to be the determining factor in how intensively someone self-educates. The years of experience as a teacher do not fall in line with the self-determined professional development, as expected. Although Dan and Eddy are the teachers with the least teaching experience and worked with the video library frequently, Chris, who is the teacher with the most teaching experience with 28 years, additionally visited the video library frequently. Therefore, the intensity of working with the video library, thus, how intense someone works with material for individual professional development in his or her free time, seems to rather be connected with wanting to improve and learn. Moreover, Chris did not have online learning experience before the intervention, but this did not prevent him to work with the online learning platform. This additionally rather highlights interest as the decisive factor. In addition, Anna, who has likewise only got 4 years of teaching experience, did not work with the video library at all. Hence, it seems to be the attitude of wanting to change and improve, rather than the actual teaching experience, which influenced independent further professional development in this case.

Additionally, all three teachers (Chris, Dan and Eddy) seem to have a high interest in the domain Emotional Support (most clicks on video clips and information related to this domain were retrieved by them). This is consistent with the presented qualitative observational data from the video recordings, which highlight especially Chris and Eddy as being very empathetic, trying to consider all children and to respond to and support all of them individually (cf. chapter 5.2.1). For Dan, this focus of attention and mindset seems to be very similar, yet this is not directly expressed in lessons, because aspects of Classroom Organization seem to influence him primarily. This means that he is often occupied with getting a game started or elimination disruptions, rather than building up relationships or supporting individual children, even though this seems to be one of his major goals.

## 5.2.5 Interviews

In the following, the experiences with the whole coaching process are described presenting interview transcripts from the interviews carried out at after the intervention. Thereby, favorable as well as problematic experiences over the course of the intervention become clear. Citations are labeled so that the reader can assess the range of evidence used, and conclusions are drawn from the data. In order to make the data accessible for comparative evaluation, qualitative and quantitative evaluation steps were linked.

Interviews were conducted with the five participants of the coaching intervention. All the relevant information about the setting (which school, how long they have been working as teachers, etc.) and the participants (age, gender, etc.) are provided in chapter 5.2.2.1 in Table 6. The five interviews varied between 25 and 60 minutes in total ( $M = 42:45$ ,  $SD = 0.48$ ). They exactly ranged from Anna (25:23 minutes) over Chris (36:10 minutes), Bob (45:27 minutes) and Dan (46:32 minutes) to Eddy with the longest interview (60:15 minutes).

### 5.2.5.1 The Code-System

Qualitative data from the interviews was analyzed through an in-depth content analysis (Mayring, 2014). The structured content analysis and interpretation suggested organizing the data into patterns of like ideas or thoughts representing lower-order and higher-order themes (Mayring, 2014). For the evaluation of the interviews, codes were initially developed based on the core constructs of the semi-structured interview-guide. In the course of the evaluation, further in-depth codes were developed from the material. Accordingly, there was an interplay of inductive and deductive codes. In total, thirteen codes with several sub-codes were developed and altogether 562 codes were assigned (see Appendix B). Thus, the thirteen higher-order categories drawn from the teacher's interviews inductively and deductively are:

1. Coaching Requirements
2. Appreciation/Emotional Support/Sensitivity
3. Emotion Calibration
4. Result-oriented Problem Reflection
5. Result-oriented Self-Reflection
6. Goal Clarity/Goal States
7. Resource Activation
8. Support for Implementation
9. Autonomy Support
10. Analytical Composition
11. Comments and Video Clips
12. Outcomes
13. Possible Improvements

In the following part, quotations and excerpts from the interviews are applied to illustrate the interpretations that were drawn from the data. Therefore, the main codes are addressed one by one in the following sections, beginning with the requirements for this intervention as well as looking at the different effectiveness factors of coaching and ending with the outcomes the teachers experienced. For every construct, quotations and excerpts from the interviews and an interpretation of the data is presented. The quotations were translated into English and duplicate words or statements that were not directly related to the code were excluded, to allow for a better reading flow and to make the quotations transparent for the reader. Nevertheless, in order to be faithful to the source, the quotations have been added to the footnotes in the original language (German).

#### 5.2.5.2 Coaching Requirements and Prerequisites

Different coaching requirements and prerequisites are addressed in the first chapter. These include possible barriers such as technical difficulties, motivation and interest of the individual participants, expectations toward the coaching and the attribution of competence towards the coach.

##### 5.2.5.2.1 Possible Barriers

The possible barrier, which was specifically asked for by the interviewer, was technical difficulties, thus aiming at addressing the usability of the intervention. Two of the five participants experienced some technical difficulties (Chris and Dan). However, those were, as Chris claimed, technical problems on his side, such as the technical limitations imposed by old computers. Chris said that it was annoying that he did not have the right equipment. However, he pointed out that we could not have helped him in any other way.

"When I see Jessica there, it always works right away with her headphones and I fumble around. That is of course every time/There I had to invest a lot of time to get it right and still it doesn't really work. However, that's my problem or our problem." (Chris, Pos. 39)<sup>23</sup>

Although two teachers experienced slight technical difficulties, they stated that these were on their side and that one could not have helped them in another way. Thus, their problems were a slow internet connection (Dan, Pos. 37) and limited equipment (Chris, Pos. 39). However, technical difficulties do not seem to have influenced the coaching process and do not appear to stand in conflict with participating in the intervention. Therefore, the usability can be rated as good in this regard.

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<sup>23</sup> "Wenn ich Jessica da sehe, das klappt immer sofort mit ihren Headphones da und ich fummel hier so rum. Das ist natürlich jedes Mal so / Da habe ich unheimlich viel Zeit investieren müssen, um das so hinzubekommen und trotzdem klappt es nicht so richtig. Aber das ist ja mein Problem oder unser Problem." (Chris, Pos. 39).

Respecting the hurdle of being videotaped, all participants were neutral to this or even excited. Only Eddy (Pos. 37) stated that it was a strange and weird situation at first, but that this feeling vanished quickly.

" So, I found it really weird. In the beginning [...] just the classic stories, you think 'oh, that's how I sound. That's how I'm walking around? That looks funny.' But, when I think about it like that, it totally worked out by the end" (Eddy, Pos. 37).<sup>24</sup>

The main consensus was that they quickly forgot the camera, were not nervous and that it was almost as if no extra person was in the room. Hence, having an external view through the camera seems was no obstacle for the participation of these teachers.

Through the open-ended sections of the interview, a barrier typical among teachers was found that was not included in the interview-guide: Memories of teacher training. This possible barrier emerged directly from the data and was mentioned by two teachers. Specifically, it was the possible hurdle of being in a testing situation – similar to the traineeship. They stated that other teachers thought or might feel that way. For example, through statements, which they heard from colleagues such as "I'm just out of teacher training, I don't feel like doing classroom observations" (Dan, Pos. 69).<sup>25</sup> However, they totally did not see or experience it like this: "I would recommend it to anyone, especially since it has nothing to do with traineeship." (Bob, Pos. 119).<sup>26</sup>

In general, especially young teachers are familiar with being observed and judged. However, most people find it unpleasant to be evaluated. In the traineeship, feedback often depends on the person who assesses you and evaluation standards might even be inaccurate. Thus, the teacher or prospective teacher is initially unsettled because they do not know what to expect and whether it was similar to a situation in which they are evaluated. This can be set in relation to a point Bob mentioned. He mentioned that he wants to have proof of the lesson, in case he may have to justify himself (Bob, Pos. 47). However, by stating, "it has nothing to do with traineeship" (Pos. 119), Bob clearly differentiates the intervention from the fact of being in a possible unpleasant and evaluating situation. Moreover, no defense strategies had to be prepared for possible judgmental statements.

The last possible barrier, which was not mentioned in the interview guide, is the investment of additional effort or work. Four teachers talked about wanting to do exceptionally well they were visited in their classes and especially the point "time or lack of time" was highlighted. Especially Chris

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<sup>24</sup> "Also, fand ich wirklich komisch. Am Anfang [...] halt so die klassischen Geschichten, man denkt so 'ach, so klinge ich. So laufe ich da rum? Das sieht ja komisch aus.' Aber, wenn ich so darüber nachdenke, hat sich das zum Ende hin total gegeben." (Eddy, Pos. 37)

<sup>25</sup> "ich bin grade aus dem Referendariat raus, ich habe keine Lust auf Unterrichtsbeobachtungen" (Dan, Pos. 69)

<sup>26</sup> "Und ich würde es jedem empfehlen, zumal es nichts mit Referendariat zu tun hat." (Bob, Pos. 119)



stated that he always prepared those lessons more than he did in general "Well, I also prepared myself very well most of the time/i.e., for all lessons. So, I did that significantly more than I usually do, I don't manage that at all in everyday life." (Chris, Pos. 31).<sup>27</sup> This was echoed by Eddy saying "But nevertheless it was like this now, that before the lessons, above all at the beginning, I also thought about it significantly more than now with a normal lesson. So, the time required for preparations was definitely increased, I would say." (Eddy, item 31).<sup>28</sup> A lack of time was mentioned in relation to the preparation of the lessons, but equally in relation to the coaching conversations by Dan "And then you have a better basis for conversation, although I just didn't always get around to it because of time constraints. I must say quite honestly. That one has prepared the conversation so well, sometimes not found good dates." (Dan, Pos. 45).<sup>29</sup> Bob was the only one stating that he never prepared for a single PE lesson. "I have never even prepared a lesson. With no preparation. I also didn't want to do physical education lessons that were for show, just normal classroom routine like I usually go to physical education class" (Bob, Pos. 49).<sup>30</sup> For him, it was just the extra preparation for the coaching conversation that took additional time (Bob, Pos. 117).

It seems that the majority of the teachers wanted to do exceptionally well at the occasions when they were filmed. The extra effort and time they invested in preparing the lessons were thus provided by themselves and were in no way intended or desired by the intervention. In contrast, it was specifically highlighted that their everyday teaching was to be analyzed and worked with. This wish for presenting a good lesson and being well prepared might be connected with social desirability and thus lessons might have not always been as authentic as they could have been.

Consequently, although the participants mentioned two other possible obstacles that could stand in the way of the organizational prerequisites, all of them were described as not applicable or rather small. This is an important point because, according to this, the organizational prerequisites can be described as good overall and do not represent an obstacle to participation. However, the subcategory of wanting to do exceptionally well and putting much effort into the preparation of the lesson needs to be highlighted. This point again becomes visible when looking at emotional calibration as

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<sup>27</sup> "Also ich habe mich auch meistens / also auf alle Stunden sehr gut vorbereitet. Das habe ich also deutlich mehr gemacht als das sonst, im Alltag schaffe ich das auch gar nicht so." (Chris, Pos. 31)

<sup>28</sup> "Aber trotzdem war es jetzt so, dass ich mir vor den Stunden vor allen Dingen am Anfang auch deutlich mehr Gedanken gemacht habe, als jetzt bei einer normalen Stunde. Also, da war der Zeitaufwand der Vorbereitungen auf jeden Fall erhöht, würde ich sagen." (Eddy, Pos. 31)

<sup>29</sup> "Und dann hat man eine bessere Gesprächsgrundlage, wobei ich da einfach aus Zeitgründen nicht immer dazu gekommen bin. Muss ich ganz ehrlich sagen. Das man das Gespräch so gut vorbereitet hat, manchmal nicht gut Termine gefunden." (Dan, Pos. 45)

<sup>30</sup> "Ich habe nie eine Stunde auch nur vorbereitet. Ohne Vorbereitung. Ich wollte auch keine Sportstunden machen, die zur Show sind, sondern einfach ganz normaler Unterrichtsalltag, wie ich auch sonst in den Sportunterricht gehe." (Bob, Pos. 49)

an effectiveness factor of the coaching process. Moreover, the point mentioned by Dan (Pos. 69) that his colleagues think they just came from the traineeship and did not want to get into an exam situation is particularly noteworthy. Thus, it is not so much technical difficulties that play a role in why people might not participate in such an intervention, but the fact of being observed and possibly judged. Consequently, when introducing this coaching format to potential new participants, this difference should be emphasized and the fact that such an intervention is a collegial relationship should be highlighted. However, not only in advertising the intervention, but also within the intervention, this collaborative relationship needs to be emphasized, where dependability, credibility and intimacy build trust.

#### 5.2.5.2.2 Attribution of Competences

In terms of attributing competence to the coach, all teachers reported that the coach was skilled enough in their eyes. The teachers unanimously said that it was not problematic that she was not a teacher herself and had no school experience in that sense (e.g., Anna, Pos. 142). On the contrary, the professional language and manners (Dan, Pos. 29), communication of scientific knowledge (Eddy, Pos. 117), as well as sufficient competence (e.g., Bob, Pos. 167) were emphasized. Three teachers (Bob, Pos. 61; Chris, Pos. 129 and Eddy, Pos. 79) specifically said that it was a conversation "at eye level" (e.g. Bob, Pos. 61) and all of them emphasized the professionalism. Additionally, two teachers highlighted the importance of "sports experience" and that a sufficient amount of experience was available (Bob, Pos. 61; Dan, Pos. 87). Hence, some kind of experience, even if not as a teacher seems to be important at least for two teachers.

"So from/I've heard there, or here from the lessons I know that myself and here, this and that possibility is also there.' There was always help there. In any case. And also a large enough wealth of experience to say 'here, I've heard about this game/I know another variation and then this is so and so better'. And that was actually very, very positive." (Dan, Pos. 87)<sup>31</sup>

However, Bob states that he first wondered whether the coach would be competent enough, but then stated that it seemed as if she has 20 years of experience as a teacher: "No, no problem. Although, as I said, I had the reservations. She seemed incredibly professional. And you would have thought she'd been a teacher for 20 years, too." (Bob, Pos. 63)<sup>32</sup>

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<sup>31</sup> "Also so aus / 'ich hab da gehört, oder hier aus dem aus dem Unterricht kenne ich das selber und hier, die und die Möglichkeit gibt es auch noch.' Da waren immer Hilfestellungen da. Auf jeden Fall. Und auch ein groß genuger Erfahrungsschatz, um zu sagen 'hier, ich hab da mit dem Spiel / da kenne ich noch eine andere Variante und dann ist das so und so besser'. Und das war eigentlich sehr, sehr positiv." (Dan, Pos. 87)

<sup>32</sup> "Nein, kein Problem. Obwohl ich ja wie gesagt die Bedenken hatte. Sie wirkte wahnsinnig professionell. Und man hätte auch denken können, sie wäre seit 20 Jahren Lehrerin." (Bob, Pos. 63)

Additionally, Anna (Pos. 34) and Bob (Pos. 59) highlight the importance of a person being likable as an additional prerequisite to professional competence.

"Yes, that she seemed somehow quite likeable and I could then also imagine that she would look at the lessons. If she had somehow been an - I'll say - old professor, where you think 'Okay, she's already written 100 books and is about to tell you what's wrong with everything', then I couldn't have imagined that so well. But so I thought like 'she's going to do a good job of it'." (Anna, Pos. 34)<sup>33</sup>

This statement from Anna (Pos. 34), as well as a statement of Bob highlighting " I found [her] very sympathetic from the beginning. Otherwise I wouldn't have done it" (Pos. 59)<sup>34</sup>, in relation to participation in the project, are particularly noteworthy. Thus, in addition to the professional competencies, it seems to be important with regard to the prerequisites that the person is likeable. This might be a point worthy of further investigation and emphasizes the importance of the relationship between coach and coachee.

In addition to descriptive narratives, a different type of text was tried to be created in order to address the topic of competence. In contrast to most of the interviews, it was not asked for episodes. On the contrary, experiences had to be condensed and summarized by the participants themselves, who were asked to describe their coach in three to five words. This focused summary of experiences was deliberately caused by the question. This resulted in the following word cloud (Figure 19).

Words mentioned more frequently are printed bigger. Thus, as one can easily see, the adjectives essentially refer to three dimensions: The personal support quality of the relationship (positive, friendly, empathetic, helpful, understanding, kind, etc.), the substantive support quality (competent, professional, prepared, constructive, etc.) and an emotionally positive, goal-oriented experience (motivating, goal-oriented, careful, clear, etc.). Overall, not a single adjective with ambivalent or negative valence was assigned.

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<sup>33</sup> "Ja, dass sie irgendwie so ganz sympathisch wirkte und ich mir das dann auch vorstellen konnte, dass sie sich den Unterricht anguckt. Wenn sie jetzt irgendwie so ein – ich sage mal – alter Professor gewesen wäre, wo man denkt 'Okay, die hat schon 100 Bücher geschrieben und wird dir jetzt gleich erzählen, was alles falsch ist', dann hätte ich mir das nicht so gut vorstellen können. Aber so dachte ich so 'die macht das bestimmt gut'." (Anna, Pos. 34)

<sup>34</sup> "[...] fand ich sehr sympathisch von Beginn an. Sonst hätte ich das auch nicht gemacht" (Bob, Pos. 59)

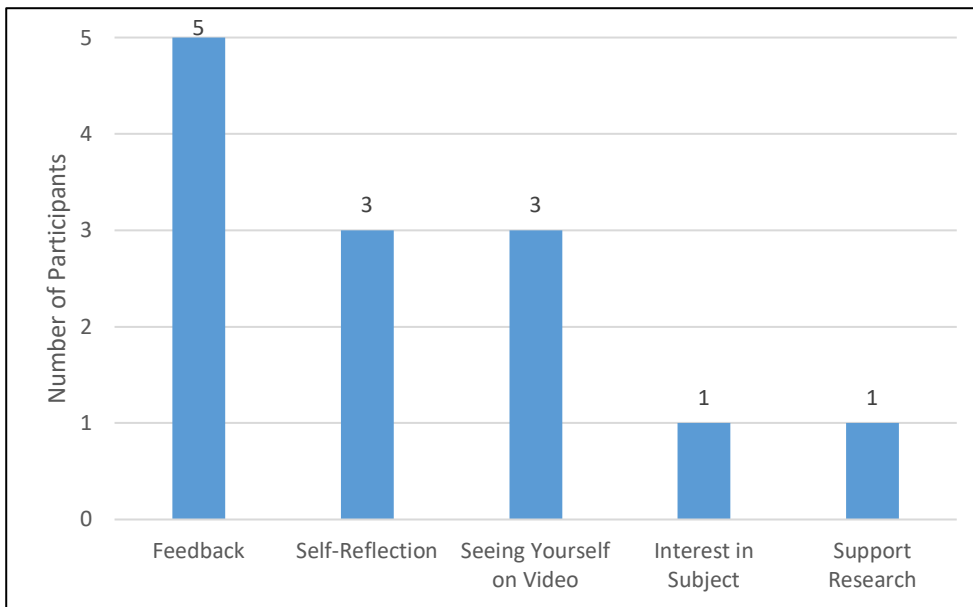


**Figure 19** Word-Cloud: "Which adjectives (3-5) would you use to describe your coach?"

As reported, characteristics of the coach to be evaluated at the stage of prerequisites are, for example, professional competencies and professional credibility. Overall, the teachers attributed a high level of professional competence to the coach, despite the fact that she was not a PE teacher, but with emphasis on for example sports experience. Accordingly, this point, which is seen on the part of the coach as a prerequisite for a functioning and effective coaching process, seems to be fulfilled. Furthermore, the fact that someone is likeable was an aspect that was additionally mentioned as a prerequisite for participation. For example, it would be conceivable for the coach himself to initiate the intervention in order to determine in advance whether the coach is a good fit. Thus, the high quality of the supporting relationship components as pointed out by the result of the quantitative data of the teacher's questionnaire are deepened and differentiated by this. In addition to the questionnaire, three different dimensions were particularly in focus: the personal support quality of the relationship, the substantive support quality and an emotionally positive, goal-oriented experience.

#### 5.2.5.2.3 Intentions, Motivation and Goals

Additionally, the teachers were questioned why they wanted to participate in the coaching program. They were specifically asked about their intentions, motivation and goals. Most teachers named several reasons with the three main reasons mentioned being to receive feedback and advice, for self-reflection and to see themselves on video. Only one participant stated that he also participated because he enjoys the topic and to support the research – thus an additional external motivator.



**Figure 20** *Intention, Motivation and Goals of the Coaching Participants*

All participants stated that they wanted to take part in the coaching intervention in order to identify areas of improvement and receive feedback, ideas and advice (see Figure 20). Especially the point of seldom receiving feedback in everyday school life was raised in relation to wanting someone to look at their lessons and giving them feedback. As Eddy stated, "overall, you don't really get much feedback" (Eddy, Pos. 27)<sup>35</sup>.

However, relating to this aspect of gaining feedback, different reasons for why the teachers wanted to receive feedback becomes apparent. Hence, this aspect of obtaining feedback is based on very different intentions. For once, the motive of uncertainty about their own teaching quality becomes clear, for example with Anna, when she questions herself saying, "I don't really know 'is what I'm doing actually right?'" (Anna, Pos. 26).

On the other hand, we have Dan, who has a desire to improve and wonders how he can achieve more and become a better teacher (Dan, Pos. 31):

"I wanted someone to look at it and someone to give some pointers on what you can do better and maybe expose a little bit of the lopsidedness and say, 'watch out, you need to work on that area a little bit more'" (Dan, Pos. 31).<sup>36</sup>

For him, it is not just about getting someone to confirm that his teaching is good and that what he is doing is the right way. He wants to challenge himself and his role as a teacher. This search for

<sup>35</sup> "man kriegt halt insgesamt eigentlich wenig Feedback" (Eddy, Pos. 27)

<sup>36</sup> "Ich wollte, dass jemand darauf guckt und jemand mal Hinweise dazu gibt, was man besser machen kann und vielleicht auch ein bisschen die Schieflagen aufdeckt und sagt 'pass auf, an dem Bereich musst du noch ein bisschen arbeiten'." (Dan, Pos. 31)

challenge and desire to learn more about themselves as a teacher is also reflected in Chris' statement that he even expected things to be said that are worth considering, that are not so good and that may have gone really badly in order to be more satisfied with himself (Pos. 25). He explicitly says that one of his goals in participating was to "challenge himself [...] and think about [his] role again after a lot of PE lessons" (Chris, Pos. 25).<sup>37</sup> Thus, Dan and Chris talked about testing and challenging themselves. They wanted to think about their role as teachers and whether what they were doing was right. Moreover, they highlighted the enjoyment of critical discussions.

Contrary to being videotaped as being a possible barrier, the teachers mentioned the aspect of seeing oneself on video as a motivator for participation. Three teachers described this as an interesting aspect of the intervention. Eddy stated that he thought of being filmed always as something being fruitful: "So, basically anytime I've ever been filmed or anything, I've found that total yielding" (Eddy, Pos. 27).<sup>38</sup>

In this context, the aspect of having proof for what one was talking about came up by Bob and Dan. Dan mentioned receiving feedback from "an external" (Pos. 69) to him is more neutral, than obtaining feedback from a colleague. Additionally, Bob highlights the importance of having proof:

"It's always something different when someone is watching you and says that. But when someone says that and at the same time you also have that as proof as a video, as footage. Then that's even more haunting for you and that's why I had gone into this project with that goal" (Bob, Pos. 47).<sup>39</sup>

This strive for proof of what has happened could be seen as doubting the feedback from others. Bob wants to have the video as proof, so to speak, as feedback that one can rely on. Accordingly, although for example Bob said that he did not feel as being in a testing situation, both he and Dan might have experienced some kind of unfair evaluation situation, for which additional evidence (Bob, Pos. 119) and a neutral outsider perspective are needed (Dan, Pos. 69-71).

Chris additionally brought up two new categories, which were not mentioned by the other four participants. He highlighted the importance of the subject PE and that he was very interested in a project focused on this subject, because "this is something that [he] enjoy[s] and that interests [him]" (Chris, Pos. 23).<sup>40</sup> On top he added the point of helping a fellow colleague with his work and supporting research: "among colleagues, I say, it's actually a matter of course that you take part in

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<sup>37</sup> "Einfach auch mich nochmal so herauszufordern, nach vielen Sportstunde über meine Rolle nochmal nach / über meinen Unterricht nochmal nachzudenken, ne." (Chris, Pos. 25)

<sup>38</sup> "Also, grundsätzlich immer, wenn ich mal gefilmt wurde oder so, fand ich das total ergiebig." (Eddy, Pos. 27)

<sup>39</sup> "Es ist immer etwas Anderes, wenn jemand dich beobachtet und das sagt. Aber wenn jemand das sagt und du gleichzeitig auch als Beweis das als Video hast, als Bildmaterial. Dann ist das noch eindringlicher für einen und deswegen [bin ich] mit diesem Ziel in dieses Projekt gegangen." (Bob, Pos. 47)

<sup>40</sup> "Aber eben auch, weil ich so denke, dass ist eine Sache, die mir Spaß macht und die mich interessiert." (Chris, Pos. 23)

something like that [...] besides the matter of course to help someone there like that, with their work, with their research." (Chris, Pos. 23).<sup>41</sup>

Thus, there seem to be different ways of approaching such a coaching intervention. Especially the point of receiving feedback, which was mentioned by all participants, is interesting concerning the intentions of why people wanted to attain feedback. On the one hand, there seem to be teachers who want to improve, challenge themselves, have a motivation to change and seem to have a competency-based approach to such an intervention. On the other hand, there are teachers who approach coaching from a more normative mindset. They apply a comparative standard, are more insecure, and want to know if what they are doing is correct. It can be assumed that the two different attitudes and approaches to coaching have an influence on the entire coaching process. The mindset therefore has an influence on what was learned, but in the end also on the possible change of established behavioral habits. In relation to the qualitative data from the videos, but also the CLASS data, one could assume that a self-reflective and challenging attitude could be more effective in terms of behavior change and change of beliefs, which will be discussed later on.

#### 5.2.5.3 Effectiveness Factors of Coaching (Coaching Process)

The interview guide developed in Richartz's project is primarily based on Greif's (2008) effectiveness criteria, supplemented by the aspect autonomy support and coach commitment. With reference to the coaching process, these factors were used for evaluating the coaching intervention, thus as impetus/search strategies for analyzing the interviews and will individually be addressed in the following.

##### 5.2.5.3.1 Appreciation/Emotional Support/Sensitivity

Relevant to the first factor of emotional support and sensitivity, characteristics such as positive language, great type, not pushy, helpful, sympathetic, patient, friendly, appreciative or open-minded were brought up when talking about their coach. In particular, being "empathetic" was emphasized several times in all of the teachers' interviews (e.g., Chris, Pos. 29).

Moreover, it was continuously pointed out that they felt looked after and that they found the one-to-one situation particularly beneficial. The cooperation was further characterized by feeling comfortable and not being misperceived. In this way, unpleasant feelings were avoided or, if such feelings were present at the beginning due to the new situation, quickly regulated and they felt understood.

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<sup>41</sup> "unter Kollegen, sag ich mall, ist das eigentlich selbstverständlich, dass man sowas mitmacht [...] neben der Selbstverständlichkeit, jemandem da so bei zu helfen, bei seiner Arbeit, bei seinen Forschungen." (Chris, Pos. 23)

"That in the beginning, you just lose that uncomfortable feeling incredibly quickly because you're so well taken care of. And, because there is this one-to-one situation. There's a personal coach that you can always go back to and even if you have follow-up questions." (Dan, Pos. 69)<sup>42</sup>

Concerning possible differences of opinion, which might have influenced the relationship between the coach and the coachee, three teachers (Anna, Pos. 73-74; Chris, Pos. 66; Eddy, Pos. 59) said that they were always very much in agreement with the coach and there were no major differences, if any. "Actually, we've always been very united on that." (Anna, Pos. 73-74)<sup>43</sup>

Only Bob once annotated that with respect to possible differences, not all alternatives were seen as suitable for the specific class. However, he said that the coach accepted possible differences in opinions.

"Yes, we talked about that. And then I explained to her how it is from my point of view. How that relates to this class/to this class and, then that was fine. She accepted all of it." (Bob, Pos. 103-107)<sup>44</sup>

This was in line with Dan, who said that having different opinions is part of scientific work and "the principle of the exchange of ideas" rather than anything personal. (Dan, Pos. 59)<sup>45</sup>

As all five teachers highlighted the professional but friendly cooperation and enjoyed working together, the high quality of the supporting relationship components indicated by the result of the quantitative data of the teacher's questionnaire are not only confirmed, but additionally deepened and differentiated by these statements. Especially, the point of their coach being described several times as empathetic and them feeling cared for and looked after highlights a collaborative relationship. The first priority is always an appreciative relationship and emotional support of the client by the coach, which is indispensable for the success of the coaching. This effectiveness factor corresponds to empathy and appreciation as basic variable and the beneficial coaching relationship, which therefore seems to exist. Hence, it seems as if the teachers felt like they could share things with the coachee, even if they were not of the same opinion and felt safe to share their worries and problems, because they were in a safe environment and did not feel judged. This is considered the basis of all coaching. The point appreciation and emotional support can thus be judged as satisfactory and good.

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<sup>42</sup> "Das man am Anfang das unangenehme Gefühl einfach unheimlich schnell verliert, weil man so gut betreut wird. Und, weil es diese eins zu eins Situation gibt. Es gibt einen persönlichen Coach, auf den man immer wieder zugehen kann und auch bei Nachfragen." (Dan, Pos. 69)

<sup>43</sup> "Eigentlich waren wir uns da immer sehr einig." (Anna, Pos. 73-74)

<sup>44</sup> "Ja, darüber haben wir gesprochen. Und dann habe ich ihr das erklärt, wie das aus meiner Sicht ist. Wie das für diese Klasse / auf diese Klasse sich bezieht und, dann war das in Ordnung. Hat sie alles akzeptiert." (Bob, Pos. 103-107)

<sup>45</sup> "Das hat dann nichts für mich persönlich mit meinem Gegenüber zu tun, sondern, einfach ist, dass das Prinzip des Gedankenaustausches, so." (Dan, Pos. 59)



### 5.2.5.3.2 Emotion Calibration

The question of whether negative affections could be appropriately calibrated in the conversation was raised in the interviews. Three teachers (Chris, Dan and Eddy) said that they were practically not annoyed when something did not work out the way they had planned. Reasons mentioned for this behavior were either that they did not have time to be annoyed, that they talked about situations that did not work out as planned rather than being annoyed or that there were no such situations (Chris, Pos. 75; Dan, Pos. 61; Eddy, Pos. 69). However, if the teachers did get annoyed, everyone felt that he or she could talk to the coach about it (e.g., Dan, Pos. 73-75).

Bob and Eddy reported situations from the coaching intervention where they realized or thought that they had made a mistake. They both talked about being embarrassed about it. However, they both equally stated that they could openly talk about that in the coaching situation. For Eddy, the fact that he always forgot to set up a ball-pool annoyed him, because it "felt like such a rookie mistake" (Eddy, Pos. 61).

For Bob, however, it was a situation where he felt embarrassed when two boys clashed, one of whom was autistic, and he claimed he did not give him the attention he deserved.

B: "What (.) / There was a situation once that was made very clear to me / I have an autistic person in the class. Peter is the name of this autistic person. And, he has then once / He ran across the hall and is with one, who was diligently practicing in the area of table tennis / They collided with the heads, because Peter was once again, once again, yes you have to say there, unfortunately, yes on himself. And, that one could see then quite (.), quite clearly that I have taken care then very much around that, which / around, around, in the case Klaus, the pupil, who has made itself then / which simply only what I had said. In addition, who had then just hurt his head, I think. And then I didn't care so much about Peter, the autistic one. I could tell that I was annoyed and maybe a little angry that I had / and in retrospect, that's also / I would think that I have to be even more careful and sensitive with people who have a disability. That was a situation where, in retrospect, I thought 'Wow, you didn't, didn't, didn't react well'. There I was relating too much to one student and disregarding the other and maybe not treating them quite the way they deserved to be treated. That was very helpful for me and at the same time also very (.), yes, a bit also / day I was also a bit touched that I still make such mistakes. And there I was so, maybe also a bit touched and yes, it was rather unpleasant to me that I acted so quite wrongly from my point of view."

I: "And, was that then /"

B: "She did a great job of pointing that out."

I: "Okay. So, that was / there you could then talk about it anyway, even if you say that was now /"

B: "Yes, so exactly, that was no problem at all." (Bob, Pos. 111-115)<sup>46</sup>

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<sup>46</sup> B: "Was (.) / Da gab es eine Situation mal, das wurde mir ganz deutlich vor Augen geführt / Ich habe einen Autisten in der Klasse. Peter heißt dieser Autist. Und, der hat dann mal / Der lief quer durch die Halle und ist mit einem, der der fleißig am Üben war im Bereich Tischtennis / sind die mit den Köpfen aneinandergestoßen, weil Peter sich mal wieder, mal wieder, ja muss man da sagen, leider, ja auf sich bezogen war. Und, das konnte man dann ganz (.), ganz deutlich sehen, dass ich mich dann sehr um den, der / um, um, in dem Fall Klaus, den Schüler gekümmert habe, der

This episode of Bob is specifically to highlight. The described situation appeared during Video 5, in which interestingly the CLASS dimension Teacher Sensitivity was in focus. In his description, one can see, that he thinks of himself as an empathetic person and is touched and perhaps ashamed when he reacts differently in the situation with the autistic boy than he would have expected of himself, which gives a glimpse of his self-image. He feels that the autistic boy needs special attention and sees a special duty of care here. The video then showed him that he did not give this to the child, who in his eyes needs special attention and care. When he is confronted with the situation and his behavior in the video and in the conversation, it is a situation that he has to process emotionally and actively deal with. When dealing with the situation, he does not seem to look for excuses, e.g., does not blame others, saying that things can go wrong, that it is difficult to do justice to everyone in a large class, and so on. On the contrary, he feels guilty and wants to do better next time.

The problem that Bob described did not come up in the same way with any of the other teachers, or if they did talk about unpleasant situations, it was, for example, that they forgot to set up a ball pool (Eddy, Pos. 55) or an exercise was not really feasible for the kids (Chris, Pos. 75).

With Anna, a negative affect happened before watching the video clips. She highlighted that before watching the video and reading the clips, she was somewhat nervous. She thought about many things that went wrong during her last lesson, which was videotaped. Therefore, she was a bit anxious and nervous about which scenes the coach would have chosen and what comments she would have to read. Hence, this is a different type of negative affect than with Bob. However, these feelings seem to have vanished when she watched the clips and read the comments. The focus of the comments was rather not on what she did wrong, but on what was the trigger for a possible disruptive situation and ideas were brought up on what could be improved next time. Thus, unlike Bob, she did not bring the uncomfortable feeling into the coaching conversation in the first place, but rather

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sich dann / der einfach nur das gemacht hat, was ich gesagt hatte. Und, der sich dann halt verletzt hatte am Kopf, glaube ich. Und, ich habe dann mich gar nicht so sehr um Peter gekümmert, also den Autisten. Da konnte ich schon merken, dass ich da genervt war und vielleicht auch ein bisschen sauer, dass ich ihn / und im Nachhinein ist das dann auch / würde ich dann denken, ich muss da noch vorsichtiger damit umgehen und noch einfühlsamer mit Menschen, die eine Behinderung haben. Das war eine Situation, wo ich im Nachhinein dachte 'Wow, da hast du nicht, nicht, nicht gut reagiert'. Da habe ich mich zu sehr auf einen Schüler bezogen und den anderen außer Acht gelassen und ihn vielleicht nicht ganz so behandelt, wie er es verdient hätte. Das war für mich sehr hilfreich und gleichzeitig auch sehr (.), ja, ein bisschen auch / day war ich auch ein bisschen angefasst, dass ich solche Fehler noch mache. Und da war ich so, vielleicht auch ein bisschen berührt und ja, es mir eher unangenehm, dass ich da so recht falsch gehandelt habe aus meiner Sicht."

I: "Und, war das dann /"

B: "Das hat sie ganz toll aufgezeigt."

I: "Okay. Also, das war / da konntet ihr dann trotzdem darüber sprechen, auch wenn du sagst, das war jetzt /"

B: "Jaaa, also genau, das war überhaupt kein Problem." (Bob, Pos. 111-115)

felt like "Oh, it wasn't that bad after all" (Pos. 76) and her bad feeling was already calibrated after watching the clips and reading the comments.

"Yes, well, as for example with the lesson, yes, but I would have thought, 'Oh God, now this [...] was all wrong.' But it just wasn't like that at all. It was just like, 'Okay, that was the trigger, this and that could have been done differently. But so and so you solved it well.' So in such a way that one actually had the feeling afterwards. 'Oh, it wasn't that bad.' So, even if it was quasi negative, she always managed to formulate it in such a way that you just somehow had the feeling like 'Oh God, you're not that bad', right." (Anna, Pos. 76)<sup>47</sup>

Additionally, a statement Anna made is particularly interesting, when she says that she planned some lessons differently to prevent potential problems from occurring in the first place or to reduce the likelihood of them occurring.

"No, I didn't find it unpleasant, but it did make you think about it more: "Okay, what do I want to do tomorrow. Or so okay, I'll leave that out, because that could already go pretty wrong, we don't necessarily have to capture that on video now." (Anna, Pos. 36)<sup>48</sup>

This is in complete contrast to Bob, who has emphasized several times that he has never prepared even a single lesson and did not want to make a show out of the lessons (Pos. 49). It is possible that this is the reason why he is the only one for whom such a rather unpleasant situation, in which he was touched, occurred and thus in which emotional calibration was necessary in the coaching conversation. It seems that despite the time that had passed from the actual situation until his narration in the interview, he still had the situation in his mind's eye and could tell it vividly (Bob, Pos. 111). In his case, the emotional calibration seems to have worked and he was able to reflect, think about and process the situation appropriately. This point, which occurred with him, i.e., shaming for not fulfilling the caring mandate, is an important point for teachers.

On the other hand, possible problematic situations were considered and excluded from the beginning when planning the lessons or lessons were planned in such a way that it would probably not happen (e.g., Anna, Pos. 36). Hence, extensive preparation and maybe also social desirability prevented possible situations in which emotional calibration would have been necessary from appearing. Moreover, it might be possible that emotional calibration of unpleasant situations already took

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<sup>47</sup> "Ja, also, wie zum Beispiel bei der Stunde ja schon, aber ich hätte halt gedacht 'Oh Gott, jetzt kommt das, das, das, das, das; war alles falsch.' Aber es war halt überhaupt nicht so. Sondern, es war nur so 'Okay, das war der Auslöser, das und das hätte man vielleicht anders machen können. Aber so und so hast du das gut gelöst.' Also so, dass man eigentlich im Nachhinein das Gefühl hatte. 'Ach, so schlimm war es ja gar nicht so.' Also, auch, wenn es quasi negativ war, hat sie es immer geschafft, das so zu formulieren, dass man halt irgendwie das Gefühl hatte so 'Oh Gott, so schlecht bist du gar nicht' so, ne." (Anna, Pos. 76)

<sup>48</sup> Nein, ich habe es nicht als unangenehm empfunden, aber es hat einen zum Nachdenken gebracht: "Okay, was will ich morgen machen. Oder so okay, das lasse ich mal weg, weil, das könnte schon ziemlich schiefgehen, das müssen wir jetzt ja nicht unbedingt auf Video festhalten." (Anna, Pos. 36)

place in the comments. Accordingly, it was not a big venue in the discussions, and thus did not directly appear in the interviews, as it is the case with Anna (Pos. 76). For her it seems like reading the comments and looking at her lesson had already made her feel good and she was not nervous about the upcoming conversation with the coach.

#### 5.2.5.3.3 Result-Oriented Problem Reflection

In relation to the distribution between solution-oriented and problem analysis, two teachers (Bob, Pos. 131; Chris, Pos. 96) said that as much solution-oriented as problem analysis took place. The other three teachers said that solution-oriented problem analysis was predominant (Anna, Pos. 95; Dan, Pos. 91; Eddy, Pos. 91). With regard to the problem analysis, it was particularly pointed out that they acquired a better understanding of how problems came about. It was reported that one saw things that they usually did not pay attention to, that they got a different view on the problems and that points were directly addressed. In addition, Anna said that the video gave her a new perspective on how disturbances came about, for example, why a child was "fidgeting all the time" (Anna, Pos. 88).

In this regard, Chris is specially to highlight. Respecting possible problems, he was the only teacher that emphasized problems on the emotional level, instead of classroom management and problems on structural level such as Anna. He stated that he learned to take over the children's view and look at where their worries lay.

"Yes, we have discussed this. In part, yes, especially when there were children who had a problem during the lesson. So let's say, I think I also learned again that it is important to look at the children again when they have worries, when they are dissatisfied. So I have again sharpened the view for me again, also had to sharpen." (Chris, Pos. 89)<sup>49</sup>

In terms of solution-oriented and practical relevance, all teachers were unanimous in that concrete proposals for solutions were developed and support and tips were given. They talked about the fact that common solutions were worked out, that they should think about solutions and that it was overall solution-oriented and progressive. In addition, there were many possibilities and often rules of thumb in their heads.

"[...] for 50 years I've been playing basketball, I play a game with the kids like this, and afterwards Jessica said to me 'if you keep doing it like this/the kids will never be able to copy it like this.' So I threw the ball over the kids. [...] So, as a small example. There were also other things. But then I realized somehow 'yes,

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<sup>49</sup> "Ja, haben wir besprochen. Zum Teil ja, vor allen Dingen, wenn es so um / so Kinder gab die, ein Problem hatten in der Stunde. Also sagen wir mal, ich habe glaube ich dadurch auch nochmal so gelernt, wie dass es wichtig ist den Blick nochmal auf die Kinder zu richten, wenn die so Sorgen haben, wenn die unzufrieden sind. Also da habe ich nochmal so den Blick für mich nochmal geschärft, auch schärfen müssen." (Chris, Pos. 89)

that was basically wrong, or that's not good, how you do it'. And those are the kind of things that I not only think about now, but that I will definitely always do differently." (Chris, Pos. 101)<sup>50</sup>

Only for one situation with Bob, no concrete solution could be found, although he himself says that there may not be a perfect solution: "That's the only situation [...] where you could have said, there could have been more, although maybe there is nothing, yes. I can't think of anything now, even now, that you can do for a better differentiation. But, in all other situations, she helped me a lot with her tips." (Bob, Pos. 129)<sup>51</sup>

Additionally, the usage of question techniques was mentioned by all five teachers in order to support the coaches in developing own ideas for how to find a possible solution for a problem that has arisen. Moreover, they talked about tips and suggestions which they received and that it was effective and efficient.

"Those were the suggestions 'How do you see that?' or 'What ideas do you have?' And then, so to speak, I had to think about it and I thought about how I could solve it differently." (Chris, Pos. 91)<sup>52</sup>

It seems as if what is important to the teachers might as well influence what kind of problems they recognized and how they act upon them. For example, for Anna it was important and most interesting to see "one somehow pinches the other all the time and therefore the one fidgets all the time", realizing, "oh, so that's why he's fidgeting all the time" (Pos. 88). During the coaching intervention, she expressed particular interest in the area of Classroom Organization and is interested in making sure all things are routine and orderly. For her, these things seem to have been especially important. The same seems to be true for Bob. Moreover, he even talks about solutions he directly reflected on. He, for example, talks about "benches that were placed in a triangle" and which he changed into a circle the very next lesson after watching the video and talking about it (Bob, Pos. 97). He also displayed particular interest in Classroom Organization throughout the intervention.

When talking about problems that arose in a lesson, Chris is the teacher who particularly mentioned situations in which there were children who had a problem during the lesson on the emotional level. For him the focus was on how to support the children best, stating that it is "important to look at

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<sup>50</sup> "[...] seit gefühlt 50 Jahren mache ich beim Basketball, mache ich mit den Kindern so ein Spiel und da sagte mir Jessica nachher 'wenn du das so weitermachst / die Kinder können das nie so nachmachen.' Da hab ich den Ball so über die Kinder hinweggeworfen. [...] So, als ein kleines Beispiel. Da waren auch andere Sachen auch noch. Aber da merkte ich irgendwie 'ja, das war im Grunde falsch, oder das ist nicht gut, wie du das machst'. Und das sind so Dinge über die ich jetzt nicht nur nachdenke, sondern die ich auch auf jeden Fall immer anders machen werde." (Chris, Pos. 101)

<sup>51</sup> "Das ist die einzige Situation [...] wo man hätte sagen können, da hätte noch mehr kommen können, obwohl es vielleicht ja auch gar nichts gibt, ja. Mir fällt ja auch jetzt, selbst jetzt fällt mir nichts ein, was man machen kann für eine bessere Differenzierung. Aber, in allen anderen Situationen hat sie mir mit ihren Tipps ganz ganz doll weitergeholfen." (Bob, Pos. 129)

<sup>52</sup> "Das waren die Vorschläge 'Wie siehst du das?' oder 'Was hast du da für Ideen?' Und dann sozusagen musste ich mir Gedanken machen und hab mir Gedanken gemacht, wie ich das anders lösen könnte." (Chris, Pos. 91)

the children when they have worries, when they are dissatisfied" (Chris, Pos. 89). In addition, he is the teacher that expressed special interest in the Emotional Support domain, for example by first picking the dimension Teacher Sensitivity to work on. Hence, this might have an influence on how one perceives problems, as well as approaches and deals with them.

In sum, this factor assesses the extent to which the coach conducts a detailed analysis and reflection with the client on how the client perceives the problem situation. There seems to be a balance between problem analysis and result-orientation, with emphasis on how to solve problems, in the coaching. It appears that all teachers uniformly felt, that the coach guided them to draw concrete conclusions for the future from their reflections. Question techniques, which are among the most frequently applied methods in this context, were likewise highlighted. Thus, it seems as if a result-oriented problem-reflection seems important for all teachers independent from their experience, motivation or school form.

#### 5.2.5.3.4 Result-Oriented Self-Reflection

Chris, Dan and Eddy were the teachers who particularly highlighted the importance of self-reflection. Especially Chris mentioned this aspect several times and said that it was again clear to him how important it is to talk and think about teaching. It makes sense to think about what he has been doing for 20 years (Pos. 99). Even if there are many things he is satisfied with, there are still things to think about. Accordingly, there were equally things that he thought about during the intervention and is doing differently now.

"[...] so what I generally find important that I am not so stuck, so to speak. So, what I've been doing for 20 years, more or less successfully, makes sense to think about it. That's how I learned to do it. So to continue to challenge myself. It is very important to reflect on myself again and again, and not to take everything for granted, but to think about certain things. That was really such a point, which [...] I always already had, but I have now been intensified again by it." (Chris, Pos. 99)<sup>53</sup>

In this regard, Dan added that he feels confirmed in his self-reflection process: "Exactly, I felt validated in the self-reflection process that I quite like to go through" (Dan, Pos. 121)<sup>54</sup> and added that he often reflects and therefore there were not many things that totally surprised him about his behavior (Dan, Pos. 95). In addition, Eddy talked about now knowing where his priorities lie (Pos. 81), talking about new insights and reflecting on his own goals.

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<sup>53</sup> "[...] also was ich generell wichtig finde, dass ich sozusagen nicht so festgefahren bin. Also was ich jetzt seit 20 Jahren mache, mehr oder weniger erfolgreich, dass macht auch mal Sinn darüber nachzudenken. Das habe ich dann auch dadurch so gelernt. Also weiter mich immer herauszufordern. Immer wieder oft auch nochmal mich zu reflektieren ist ganz ganz wichtig und nicht alles gegeben hinnehmen, sondern eben auch gut über gewisse Dinge so nachzudenken. Das war wirklich so ein Punkt, [...] den hatte ich immer schon, aber den habe ich jetzt nochmal dadurch, nochmal intensiviert worden." (Chris, Pos. 99)

<sup>54</sup> "Genau, ich habe mich bestätigt gefühlt im Selbstreflektionsprozess, den ich ganz gerne durchführe" (Dan, Pos. 121)

"But, for example, the thing with the permanent cheering was something where I understood, 'okay, I seem to do that a lot'. And that contributes to the fact that this class is just totally committed and cheerful. And maybe sometimes it was also like, 'Yeah, well, it's not just them. They are great. But somehow, I also contribute something to the fact that it often goes so well. So, there were also these insights. So, now not only when a problem occurred, but, I could also see, what is it actually, for example, what I do, which makes a contribution to the fact that it now succeeds quite well.'" (Eddy, Pos. 81)<sup>55</sup>

Hence, especially Chris, but also Dan and Eddy mentioned self-reflection and the importance it has to them. They all seem to put emphasis on the individual student and question themselves about how to best support them. They seem to want to improve, develop and challenge themselves, which appears to have an influence on what they learned about themselves and which conclusions they draw from it.

#### 5.2.5.3.5 Goal Clarity/Goal States

Contrary to consultant ideology, the goal-setting phase has been omitted in the coaching. Instead, participants were informed in advance about CLASS and its associated evidence-based goals and acquired knowledge about them. The goal-setting process has thus been spared by CLASS. However, since aspects of the goal clarity were addressed in the interviews, this factor is presented, yet it was not intended in such a way in the interview construction by Richartz.

In relation to the clarity of objectives or target states, Eddy in particular stood out, who clearly stated that he had learned what his own priorities were – striving for a positive climate and smoothness.

"[...] so, on the one hand, the positive, emotional component is important. So, I would actually like everyone to always be happy to participate and everyone to dare to do everything, so to speak. [...] But secondly, it is also important to me that we have a fairly large frictionlessness and also so a bit of traction in it and not somehow so dawdling, wasting time/so, I would like, for example, if we have a drinking break, that they are back in a minute. [...] Well, those would be two points that are relatively important to me and that I learned during the coaching. It is quite clear to me that this is the case. [...] And, I was not so aware of that before. Even if I haven't changed my behavior now through the coaching; only my knowledge of the behavior." (Eddy, Pos. 93)<sup>56</sup>

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<sup>55</sup> "Sondern so zum Beispiel die Sache mit dem permanenten Anfeuern war zum Beispiel etwas, wo ich verstanden habe, 'okay, das scheint ich häufig zu machen'. Und das trägt dann dazu bei, dass diese Klasse eben einfach total engagiert und fröhlich dabei ist. Und vielleicht war das dann manchmal auch so 'Ja, also das sind jetzt auch nicht nur die. Die sind super. Aber ich trage irgendwie auch etwas dazu bei, dass es irgendwie dann häufig ganz so gut läuft.' Also, diese Erkenntnisse gab es auch. Also, jetzt nicht nur, wenn ein Problem aufgetreten ist, sondern, ich konnte auch mal sehen, was ist es eigentlich, zum Beispiel, was ich tue, was einen Beitrag dazu leistet, dass es jetzt ganz gut gelingt." (Eddy, Pos. 81)

<sup>56</sup> "[...] also, auf der einen Seite die positive, emotionale Komponente wichtig. Also, ich möchte eigentlich, dass alle gerne immer mitmachen und jeder sich alles traut sozusagen. [...] Aber zweitens ist mir auch wichtig, dass wir eine ziemlich große Reibungslosigkeit und auch so ein bisschen Zug drin haben und nicht irgendwie so trödeln, Zeit verschwenden / also, ich möchte zum Beispiel, wenn wir eine Trinkpause haben, dass die in einer Minute wieder da sind. [...] Also, das wären so zwei Punkte, die mir relativ wichtig sind und, das habe ich während des Coachings gelernt. Das ist mir durchaus klargeworden, dass das so ist. [...] Und, das war mir vorher nicht so bewusst. Auch, wenn ich jetzt durch das Coaching nicht mein Verhalten geändert habe; nur mein Wissen um das Verhalten." (Eddy, Pos. 93)

Hence, for Eddy, his goals and what he wants to achieve with a lesson developed over the course of the intervention. For him, his goals and priorities became clearer throughout the intervention. Interestingly, he is the teacher with the second least teaching experience and thus his own goals might not be as clear to him as they might be for teachers already teaching for several years.

Moreover, goal clarity was to be achieved by working with the CLASS instrument. However, one criticism when it came to working with the CLASS instrument was the focus on one specific dimension. Comments that were made by Bob were that the lesson should be looked at as a whole and not have a main focus (Pos. 151). To him, one should deal with what is current. Nevertheless, he says that the majority of the comments were of a general nature and that he did not care about the dimension in focus. Anna added that she sometimes found it a bit limiting because of this.

"I always thought it was good in that attention was always paid to different aspects and not always just 'Oh God, that was in the foreground again, let's just pay attention to that', but rather that it was very clear that 'Now attention is also paid to that, no matter if something else goes wrong, that is the focus, so to speak'. I found that good, but sometimes I found so/Yes, that was then really somehow actually such a large construction site, but/so, it was then sometimes just very limiting that just one thing was looked at." (Anna, Pos. 122)<sup>57</sup>

Moreover, Anna (Pos. 126) and Bob (Pos. 157) reported that it had no impact on them that the coaching was based on the CLASS instrument. Additionally, Bob said that there was ambiguity about the current dimension and that it actually did not interest him further.

In contrast to Anna and Bob, Chris, Dan and Eddy reported that they perceived the focus of each dimension and really worked with it as the basis for the next lesson. Chris reported that he always worked with the respective dimension and applied it as a guide in his preparation.

"Yes, but I didn't think that was bad, because I always worked with it. There were always, so to speak, these hints, so always the basics for the next lesson. And Jessica would sometimes say, 'Yeah, you can tell that you've been looking at these pieces of paper.' I say 'Yes, that's right' (laughs). So that was already a guideline for me, which I always looked at very carefully. And then also exactly these points, which have been particularly observed, have been taken into view again." (Chris, Pos. 117)<sup>58</sup>

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<sup>57</sup> "Ich fand es immer/ Ich fand es gut insofern, dass einfach immer auf verschiedene Aspekte geachtet wurde und nicht jedes Mal dann nur so 'Oh Gott, das war jetzt schon wieder im Vordergrund, achten wir nur darauf', sondern das ganz klar so 'Jetzt wird auch mal darauf geachtet, egal, wenn was Anderes schiefgeht, das ist sozusagen der Fokus'. Das fand ich gut, aber manchmal fand ich so / Ja, dass dann wirklich irgendwie eigentlich so eine große Baustelle war, aber / also, es war dann manchmal halt auch sehr einschränkend, dass halt genau darauf quasi geguckt wurde, so ne." (Anna, Pos. 122)

<sup>58</sup> "Ja, dass fand ich aber nicht schlecht, weil ich habe immer damit gearbeitet. Es gab immer sozusagen, diese Hinweise, also immer sozusagen die Grundlagen für die nächste Stunde. Und da sagte Jessica auch manchmal so 'Ja, man merkt genau, dass du das dir angeguckt diese Zettel oder Paper so'. Ich sage 'Ja, stimmt' (lacht). Also das war für mich schon so ein Leitfaden, an dem ich mich / den ich mir immer sehr genau durchgesehen habe. Und dann auch genau diese Punkte, sozusagen die besonders beobachtet worden sind, nochmal in den Blick genommen habe." (Chris, Pos. 117)



Dan and Eddy also worked with it for lesson preparation and Dan even reported that it was the best way for him to learn. Furthermore, Dan emphasized the point that the implementation of the subsequent dimension and topic was discussed at the next meeting and that feedback was given (Dan, Pos. 107).

"And I think that's also how I learned best, that you concentrated on one thing and said, 'We're looking at that now.' Everything else we can keep an eye on, I'll be happy to write something about it too, maybe another dimension that we've already had, but in principle that's what it's about now.' So, and if something has changed for the next recording, in that case, I can write that to you. So along the lines of, 'Look, you did so and so last time, that was much better this time. What do you think of that?' like that. Then you have the reference to a different dimension, but you still have the core of what you care about." (Dan, Pos. 107)<sup>59</sup>

Except for Bob, all of the teachers found CLASS useful as a basis. Anna, however, only said that she thought it was good that it paid attention to different aspects. Further positive aspects mentioned by the other three teachers were: it is scientifically based (Eddy, Pos. 115), a good tool for self-reflection and important as a starting point for the conversations (Dan, Pos. 105), common view (Chris, Pos. 121), tangible tool (structured, sustainable, not too much, very focused and well formulated: Chris, Dan, Pos. 105 and Eddy, Pos. 115) and it helped and supported (Chris, Pos. 121 and Eddy, Pos. 115). Thus, it appears that CLASS was helpful in providing goal clarity, at least for three teachers.

Additionally, the video library was partwise applied for goal clarity. The teachers stated that everything was easy to understand, good to learn, helpful, well-structured and well designed, and that it was easy to imitate another teacher. These aspects again came from Chris (Pos. 123), Dan (Pos. 37) and Eddy (Pos. 149-153). In this regard, Chris explicitly reports that he has incorporated and integrated examples or even formulations of the teachers and coaches directly into his lessons.

"Yes, Jessica always has them, so to speak, as an attachment to the action protocol, I think, there were always such hints and these were always such things from this library and I have always looked at that and partly even implemented. So such games, such ideas or partly also such formulations of the teachers or yes the coaches. I incorporated them into my lessons." (Chris, Pos. 123)<sup>60</sup>

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<sup>59</sup> "Und ich glaube so habe ich auch am besten gelernt, dass man sich auf eine Sache konzentriert hat und gesagt hat 'Da gucken wir jetzt drauf. Alles andere können wir im Auge behalten, schreibe ich gerne auch was dazu, vielleicht eine andere Dimension, die wir schon hatten, aber im Prinzip geht es jetzt erstmal darum.' So, und wenn sich zur nächsten Aufnahme etwas geändert hat, in dem Fall, kann ich dir das schreiben. So nach dem Motto, 'Guck mal, das hast du beim letzten Mal so und so gemacht, das war diesmal viel besser. Was hältst du davon?' so. Dann hat man den Bezug zu anderen Dimensionen, aber man hat immer noch den Kern, worum man sich kümmert." (Dan, Pos. 107)

<sup>60</sup> "Ja. Die hat Jessica immer sozusagen als Anlage zu dem Handlungsprotokoll glaube ich, da waren immer auch so Hinweise dabei und das waren immer auch so Sachen von dieser Bibliothek und da habe ich immer auch mir das angeguckt und teilweise sogar umgesetzt. Also so Spiele, so Ideen oder teilweise auch so Formulierungen der Lehrer oder ja der Trainer. Da habe ich die mit eingebaut in meinen Unterricht." (Chris, Pos. 123)

Regarding goal clarity in the sense of knowing what one wants to achieve not only with the intervention but also with his teaching, Eddy seems to have acquired clarity in the course of the intervention. He is the youngest and least experienced teacher within the sample. Thus, for him what he wants to achieve with his lesson might have been vaguer than for the others. Thus, reflecting on one's own practice in the form of this intervention might help to achieve goal clarity, especially at the start of a teaching career. Moreover, respecting the CLASS instrument, three out of five teachers highlighted using it for lesson preparation and even self-reflection. They appreciated its structure and having a common view, in order to achieve clarity on their goals. Interestingly, this code of goal clarity was, concerning the effectiveness factors the code with the most subcodes (64), closely followed by Emotional Support (58). Thus, these two factors, which have been studied most frequently in research, appear to have played a major role in this intervention and thus, in all likelihood influenced the effectiveness of the coaching.

#### 5.2.5.3.6 Resource Activation

With respect to the activation of internal resources, quotes could be found in the interviews of all five teachers. They said that the coach worked with questions to generate ideas and make them think about solutions themselves. They added that the coach encouraged them to find alternative courses of action – by using their own resources and the coach's interest in their own ideas was emphasized again (e.g., "No, she was always asking, 'Why did you do it that way?' or 'How could you possibly do it differently?' or 'What other ideas do you have?' and stuff like that. That's really where she's always been interested." (Anna, Pos. 112)<sup>61</sup>). Dan (Pos. 59) describes the coaching as a "lively exchange of ideas", where he could take on what he wanted. Furthermore, Eddy and Chris pointed out that they are open types and that this was again made clear. Interestingly, Eddy added that he now believes that he has a "certain talent for being a teacher and that he "learned that [he] really enjoy[s] doing it immensely" (Eddy, Pos.131).

Two teachers (Anna and Eddy) specifically emphasized that they felt more confident about their classroom work after completing the intervention. Anna describes the positive feeling of getting the confirmation from an outside view: "No, rather safer. So, just to see from the outside 'Okay, everything is going well, you can continue like this.' That was already a positive feeling for me." (Anna, Pos. 118)<sup>62</sup>. Eddy has linked this feeling of security mainly to the fact that he has now additionally

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<sup>61</sup> "Nein, sie hat immer gefragt: Warum hast du das so gemacht? oder 'Wie könnte man das vielleicht anders machen?' oder 'Was hast du noch für Ideen?' und so. Da hat sie sich eigentlich schon immer für interessiert." (Anna, Pos. 112)

<sup>62</sup> "Ne, eher sicherer. Also, einfach nur mal so von außen zu sehen 'Okay, das läuft alles, so kannst du weitermachen'. Das war schon ein positives Gefühl für mich." (Anna, Pos. 118)

learned new things, which he thinks about regularly: "Rather also safer now, somehow, because [...] things [...] on which one thinks also more regularly". (Eddy, Pos. 107)<sup>63</sup>

Except for Chris, all other teachers said that they did not learn a lot more about themselves. Regarding this, Bob was the only one stating something "negative", when he mentioned that he saw himself taking his emotions and sulkiness into the lesson. However, he further states that this was interestingly to see.

"Yes, (...) I took moods, emotions and feelings from everyday teaching with me into the sports lessons. That is, if I had a problem before with any /, Yes in school with students, with any situations, then I was accordingly also, yes, annoyed. Partly in physical education classes and have/was accordingly maybe a little more impatient. And to see that, that was very interesting. I didn't know that before. I thought I'd shake it off like that, but when there were problems in my class, with bullying outside of physical education, then I took that to the next physical education class and was accordingly, yes, a bit more emotional." (Bob, Pos. 133)<sup>64</sup>

However, everyone mentioned that they learned something positive about themselves. Although for Anna (Pos. 152) und Bob (Pos. 135) this was only about a positive confirmation for their lessons and how they teach. For Eddy, those things were having fun at teaching, and knowing where his priorities lie (Pos. 81). He was encouraged to keep doing things that worked well for him more and more often and the realization that it likewise contributed to a positive climate.

In this context, Dan highlighted that his respectful language with the children was pointed out to him: "But in this direction I have now discovered nothing somehow new, except that I have perhaps a polite address to children, which is apparently not commonplace." (Dan, Pos. 95)<sup>65</sup> Chris highlighted the positive fact about himself that he was not so bogged down and that he wants to challenge himself further:

"Yes, [...] so what I generally find important that I am not so stuck, so to speak. So what I've been doing for 20 years, more or less successfully, makes sense to think about it. That's how I learned to do it. So to continue to challenge myself. It is very important to reflect on myself again and again, and not to take

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<sup>63</sup> "Eher auch sicherer jetzt, irgendwie, weil man [...] Dinge hat, an die man regelmäßiger auch denkt." (Eddy, Pos. 107)

<sup>64</sup> "Ja. (...) Ich nahm Launen, Emotionen und Gefühle aus dem Unterrichtsalltag zuvor mit in den Sportunterricht. Das heißt, wenn ich vorher ein Problem hatte mit irgendwelchen /, JA in der Schule mit Schülern, mit irgendwelchen Situationen, dann war ich dementsprechend auch, ja, genervt. Teilweise im Sportunterricht und habe / war dementsprechend vielleicht auch etwas ungeduldiger. Und das zu sehen, das war sehr interessant. Das wusste ich vorher so nicht. Ich dachte, dass schüttele ich so ab, aber wenn es dann Probleme in meiner Klasse gab, mit Mobbing außerhalb des Sportunterrichts, dann habe ich das doch mit in die nächste Sportunterrichtsstunde genommen und war dementsprechend auch, ja, etwas emotionaler." (Bob, Pos. 133)

<sup>65</sup> "Aber in diese Richtung habe ich jetzt nichts irgendwie Neues entdeckt, außer, dass ich vielleicht eine höfliche Ansprache an Kinder habe, die scheinbar nicht alltäglich ist. Also, das würde ich jetzt erstmal positiv hervorheben, wobei man sagen muss, dass für solche Aufnahmen natürlich, man auch, sich extrem Mühe gibt." (Dan, Pos. 95)

everything for granted, but to think about certain things. That was really such a point, which I also further for me/I had always already, but which I have now again thereby, again intensified!" (Chris, Pos. 99)<sup>66</sup>

Chris is the only teacher who explicitly highlights the fact of thinking and talking about lessons together with other people and wanting to improve with their help. This point of self-reflection and wanting to improve was equally stated by him at the beginning of the interview with reference to the question that his motivation was to participate and seems to rush through his interview and seemingly also through his coaching process. Thus, except for Chris, all others mentioned feeling confirmed about what they do when it came to positive things they learned about themselves, e.g., "But rather, that just my normal lessons also have good aspects, so to speak" (Anna, Pos. 102)<sup>67</sup>. In this context, they explicitly mentioned things like dealing with pupils (Bob, Pos. 135) or cheering pupils on (Eddy, Pos. 81). Especially Bob does not seem to want to change his actions when talking about bringing his emotions into class. He solely states that this was interesting to see and that many situations in the coaching intervention reinforced his belief that he is a very student-oriented teacher who mainly does what the students might enjoy (Bob, Pos. 135).

In addition, if questions were asked on how to find solutions or whether they had own ideas, all teachers seem to have seen this as an activation of their resources, describing that they then found new solutions and had ideas. Two teachers even stated the point of feeling safer in class after the intervention, thus maybe believing in themselves, knowing their strengths and own resources.

#### 5.2.5.3.7 Support for Implementation

With reference to this effectiveness factor, teachers said that new ideas and solutions were developed, that could be integrated (e.g., "This one with the ball pool, that just came up in conversation with Jessy and then it just got integrated." (Eddy, Pos. 79)<sup>68</sup>). This practical relevance was highlighted by all five teachers. Bob even emphasized this as being relevant for his own practice, thus going beyond pure theory was "very important" (Pos. 95) to him.

"In theory, you can say a lot in class about how you could have done things better. But in practice, it's [...] very difficult to implement. And, she has weighed that well. Her theoretical background [...] with the actual everyday school life. And [...] she comes from practice and it was tips for practice and implementable.

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<sup>66</sup> "Ja, [...] also was ich generell wichtig finde, dass ich sozusagen nicht so festgefahren bin. Also was ich jetzt seit 20 Jahren mache, mehr oder weniger erfolgreich, das macht auch mal Sinn darüber nachzudenken. Das habe ich dann auch dadurch so gelernt. Also weiter mich immer herauszufordern. Immer wieder oft auch nochmal mich zu reflektieren ist ganz ganz wichtig und nicht alles gegeben hinnehmen, sondern eben auch gut über gewisse Dinge so nachzudenken. Das war wirklich so ein Punkt, den ich auch weiter für mich / den hatte ich immer schon, aber den habe ich jetzt nochmal dadurch, nochmal intensiviert worden!" (Chris, Pos. 99)

<sup>67</sup> "Sondern, dass halt auch quasi mein normaler Unterricht gute Aspekte hat." (Anna, Pos. 102)

<sup>68</sup> "Dieses mit dem Ball-Pool, das kam halt im Gespräch mit Jessy und dann wurde es halt integriert" (Eddy, Pos. 79)

And that's why the practical, not the theoretical, as you know it from the traineeship, is the most important thing for me." (Bob, Pos. 95)<sup>69</sup>

They talked about tips and suggestions, which they received and that it was effective and efficient (e.g., Dan, Pos. 41). Eddy specifically highlighted what he describes as "problem between theory and practice" (Pos. 55). He describes that when asked he would always say that "no balls in the circle is logical, otherwise no one can listen" (Pos. 55). However, when watching the video, balls were in the circle. The way out was not to tell himself again what he already knew, because it did not work, but to think about how conditions could be created in the lesson so that it would be easier for him to behave properly.

He decided to always have a place for the balls, thus a ball pool and the rule in his head "balls are always in the ball pool". Setting up a place where the balls belonged was somehow easier to remember. Thus, because he always saw this upside-down box standing in the middle of the hall, "it was totally easy to keep thinking about it. And then [he] remembered it again and again." Eddy, Pos. 55)

Concrete solutions for the next lesson were similarly worked out and, as Chris says, implemented directly in the next lesson. Chris similarly said that he directly tried to change things and that they really worked better. Moreover, he talks about an uplifting moment, when one child seems particularly happier and more satisfied.

"Yes, we have discussed. In part, yes, especially when there were children who had a problem during the lesson. So let's say, I think I have learned through this again, how it is important to look at the children again, when they have such worries, when they are unhappy. So there I have again so the view for me again sharpened, also must sharpen. And because I thought I saw a lot of things, but maybe I didn't perceive them thoroughly enough, not exactly enough. Or even if I didn't take the time to go after them again, there were situations, Jessica will remember that. With a boy whom I like very much/who is always very depressed, who also seems a bit sad. I try to take him in the view, but have by again/by these observation hours, by several, taken him again clearly more in the focus and picked him out and Jessica also said this. One could see correctly with the picture photographs in such a way, by the camera, there let's say, there fell something from him, such a load and like that he was way more contently. And if, so to speak, I only achieved that. I wanted to achieve more through the lesson, but that was a very uplifting moment for me to realize that you have done a child a lot of good." (Chris, Pos. 89)<sup>70</sup>

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<sup>69</sup> "Man kann in der Theorie ganz viel sagen im Unterricht, wie man das hätte besser machen können. Aber, das ist in der Praxis [...] ganz schwer umzusetzen. Und, sie hat das gut abgewogen. Ihren theoretischen Hintergrund [...] mit dem tatsächlichen Schulalltag. Und [...] man konnte merken, also sie kommt aus der Praxis und es waren Tipps für die Praxis und umsetzbar. Und deswegen ist das praxisnahe, nicht das theoretische, wie man das aus dem Referendariat kennt, für mich das Allerwichtigste." (Bob, Pos. 95)

<sup>70</sup> "Ja, haben wir besprochen. Zum Teil ja, vor allen Dingen, wenn es so um / so Kinder gab die, ein Problem hatten in der Stunde. Also sagen wir mal, ich habe glaube ich dadurch auch nochmal so gelernt, wie dass es wichtig ist den Blick nochmal auf die Kinder zu richten, wenn die so Sorgen haben, wenn die unzufrieden sind. Also da habe ich nochmal so den Blick für mich nochmal geschärft, auch schärfen müssen. Und da / Weil einfach da ich viele Sachen meinte gesehen zu haben, aber die vielleicht nicht gründlich genug, nicht genau genug wahrgenommen habe. Oder auch wenn ich mir da nicht die Zeit genommen habe, da nochmal hinterher zu gehen, waren Situationen, Jessica

Additionally, the point of being well prepared in order for implementing things in his lessons appears in the interview with Chris. He said that he focused on specific things, intensified them, looked up new literature and then just did it the next time (Pos. 95), thus implemented it in his lessons.

"No, so Jessica has already in view the next hours, where I thought so that I must take things better in focus then. I have also prepared myself thoroughly with literature, with such hints that I have collected again. So I then really took this hint, especially when it comes to perceiving children again so correctly, again very specifically in focus and intensified that again and then the next time I simply did it". (Chris, Pos. 95)<sup>71</sup>

The other teachers, for example by saying that the majority of the solutions were easy to implement the next time, reflected this point of view, "I found they were always things you could actually do" (Anna, Pos. 100)<sup>72</sup>. Consequently, it seems as if all teachers felt that they received support for implementation. Interestingly, respecting the effectiveness factors, this was, after goal clarity and emotional support, the code with the third most subcodes (45). Thus, this point was often highlighted by different teachers and seems to have taken a rather large part of the coaching intervention. Moreover, the importance of going beyond theory, thus finding result-oriented problem solution and bringing them into practice was highlighted several times. Therefore, it seems to have a high priority to all of the teachers and might be another possible motivator for participating in such a professional development format. In summary, it seems that things were discussed so well that they could be implemented immediately in the next lesson for all teachers.

#### 5.2.5.3.8 Autonomy Support

The questionnaire explicitly addressed the tension between the presupposed framework model through CLASS and its quality criteria and the aspect of autonomy promotion, or whether the coach was nevertheless flexible enough. In this regard, quotations of teachers were found saying that there was a lively exchange of ideas, that the coach was interested, open for questions and that

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wird das noch wissen. Mit einem Jungen, den ich sehr sehr / der immer sehr niedergeschlagen ist, der so ein bisschen traurig auch wirkt. Ich versuche den schon so in den Blick zu nehmen, aber habe durch nochmal / durch die diese Hospitationsstunden, durch mehrere, ihn nochmal deutlich mehr in den Fokus genommen und habe ihn nochmal herausgehoben und Jessica sagte auch dies. Man konnte richtig bei den Bildaufnahmen so sehen, durch die Kamera, da sagen wir mal, da fiel was von ihm ab, so eine Last und wie der so zufriedener war. Und wenn sozusagen ich nur das erreicht habe. Ich wollte mehr erreichen durch die Stunde, aber das war schon mal ein ganz ganz erhebender Moment für mich so zu merken, da hast du schon mal einem Kind richtig gutgetan." (Chris, Pos. 89)

<sup>71</sup> "Nein, also Jessica hat das schon auch im Hinblick eben auf dann die nächsten Stunden, wo ich so dachte, das muss ich doch mal dann besser in den Fokus nehmen. Habe ich mich eben schon auch gründlich vorbereitet mit Literatur, mit so Hinweisen, die ich so nochmal gesammelt habe. Also ich habe dann schon wirklich so diesen Hinweis, gerade, wenn es darum geht so Kinder nochmal so richtig eben wahrzunehmen, nochmal ganz speziell in den Fokus genommen und hab das nochmal intensiviert und dann beim nächsten Mal dann eben auch einfach gemacht." (Chris, Pos. 95)

<sup>72</sup> "ich fand, das waren immer Sachen, die man auch echt umsetzen konnte." (Anna, Pos. 100)

they could bring in their own ideas. Moreover, everyone mentioned that the coach was perceived as flexible. For example, Bob said:

"No, she was flexible at all times. She always had the general lesson in the back of her mind, I think. At least that's how it came across. And she was always open to my questions. And then she answered them as competently as possible and helped me further. Not only, what concerns the respective point, what concerns the respective emphasis, but beyond that much much more." (Bob, Pos. 167)<sup>73</sup>

It seems as if all teachers had several chances to include their own ideas. Thus, they stated that they could decide what was suitable for their learning group. With the help of question techniques, their own creativity seems to have been supported in creating new alternatives. They talked about alternatives that were brought up, from which they could choose, thus they felt that the perspective of the teacher was specifically in focus (e.g., Eddy, Pos. 79). As already mentioned in connection with the effectiveness factor emotional support, the point of being on one level also supports responsibility for one's own actions (Bob, Pos. 61). Thus, the coaching was perceived as a cooperative and collaborative learning process, highlighting the collaborative relationship and that there was a development process throughout the coaching process and specific problem solutions and implementations (e.g., Dan, Pos. 109).

"Yes, exactly. So, it was always a very good conversation and exchange. I don't think we had to somehow explicitly or I didn't have to explicitly say 'let's talk about something else'. I brought it up and then we just/well, we had more of a conversation than we would have now said yes, than that it would have been such a question and answer session. It's been a good exchange of ideas, about the comments that have been written. And, then she asked 'What did you write there? What do you mean by that?' And then so and so. 'And yeah, Did you see that scene?' That was in the last hour so and so.' And that just went. There wasn't somehow the language then 'yes and now we concentrate on that and on that'. But, it was an unfolding process, like that." (Dan, Pos. 109)<sup>74</sup>

Here again, the additional benefit of the interview becomes particularly clear. The interview provides more than just a new confirmation of the data from the questionnaire. It is emphasized how it was concretely implemented. In terms of autonomy support, for example, it was implemented through questions. There was implementation support through concrete suggestions, which is, so to speak, contrary to the coaching philosophy. Accordingly, it was not a kind of "hide-and-seek" in

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<sup>73</sup> "Nein, sie war jederzeit flexibel. Sie hatte im Hinterkopf immer die allgemeine Stunde glaube ich. So kam es jedenfalls rüber. Und sie war immer offen für Fragen meinerseits. Und hat die dann auch so gut es geht kompetent beantwortet und hat mir auch weitergeholfen. Nicht nur, was den jeweiligen Punkt betrifft, was den jeweiligen Schwerpunkt betrifft, sondern, darüber hinaus viel viel mehr gemacht." (Bob, Pos. 167)

<sup>74</sup> "Ja, genau. Also, es war immer ein sehr gutes Gespräch und ein Austausch. Ich glaube, wir mussten nicht irgendwie explizit oder ich musste nicht explizit sagen 'lasst uns mal über etwas anderes sprechen'. Ich habe es angesprochen und dann haben wir einfach / also, wir haben mehr ein Gespräch geführt, als dass wir jetzt gesagt hätten ja, als das es so eine Fragestunde gewesen wäre. Es ist ein guter Gedankenaustausch gewesen, über die Kommentare, die geschrieben wurden. Und, dann hat sie gefragt 'Was hast du da geschrieben? Wie meinst du das?' und dann so und so. 'Und ja, Hast du die Szene gesehen? Das war in der letzten Stunde so und so'. Und das lief einfach. Da war nicht irgendwie die Sprache dann 'ja und jetzt konzentrieren wir uns darauf und darauf'. Sondern, es war ein Entwicklungsprozess, so." (Dan, Pos. 109)

the sense of: "How can you solve this?" but concrete suggestions were made, for example: "Do you know this game?".

"So from/'I heard that, or here from the lessons I know that myself and here, this and that possibility also exists'. There was always help there. In any case. And also, a large enough wealth of experience to say 'here, I've heard there with the game/there I know another variant and then this is so and so better'. And that was actually very, very positive." (Dan, Pos. 87)<sup>75</sup>

Since the structure was strongly predetermined by the CLASS instrument, explicit questions were asked about the flexibility of the coach. In each of the five interviews, this was affirmed. Thus, they talked about the coach being flexible and detached from the dimension that was currently in focus, i.e., to have the whole lesson in mind and to talk about individual problems, situations or other aspects that were not directly related to the dimension. Therefore, a tension between this very concrete framework through CLASS and their own perceived autonomy does not seem to have existed for any of the teachers.

#### 5.2.5.4 Analytical Composition

It is important to highlight that the coaching intervention was built from the different CLASS dimensions. This means that in each lesson there was always a special focus on one dimension from CLASS, which was chosen by the participants (Downer et al., 2009). Thus, the participants could decide what they wanted to focus on. Moreover, the idea was that it is an integrating learning progress and the individual dimensions, which the teachers worked on one after the other would be put together piece by piece, so that in the end the teaching quality would have been viewed from different sides, which would then be intertwined and integrated. All teachers in their interviews mentioned this process. Thus, during the analysis of the interviews a new unprovoked code emerged, which was not directly asked for in the interview – analytical composition.

The connection between the different lessons was highlighted, for example, by linking to what was already known from earlier lessons. Thus, for example the teachers received feedback on something they already discussed in an earlier coaching conversation and talking about how this has been implemented in the present lesson.

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<sup>75</sup> "Also so aus / 'ich hab da gehört, oder hier aus dem aus dem Unterricht kenne ich das selber und hier, die und die Möglichkeit gibt es auch noch'. Da waren immer Hilfestellungen da. Auf jeden Fall. Und auch ein groß genuger Erfahrungsschatz, um zu sagen 'hier, ich hab da mit dem Spiel / da kenne ich noch eine andere Variante und dann ist das so und so besser'. Und das war eigentlich sehr, sehr positiv." (Dan, Pos. 87)



"We always looked at one dimension, but then she sometimes also added comments about dimensions that we had already discussed before. So I could work in different dimensions at the same time." (Dan, Pos. 41)<sup>76</sup>

All teachers agreed that the majority of the feedback related to the entire lesson went beyond CLASS and that the coach helped beyond the respective dimension. Thus, yet the focus lay on one specific dimension, the bigger picture was kept in mind: "Not only as far as the particular point is concerned, as far as the particular focus is concerned, but, beyond that, much much more was done" (Bob, Pos. 167)<sup>77</sup>. Moreover, reading up on specific topics or sending additional information was mentioned in this regard (Eddy, e.g., rules for problem discussions): "And then she had kind of figured it out and had sent me some more stuff over. I actually thought that was really good." (Eddy, Pos. 123)<sup>78</sup>

It appears that the participants, over the period of the intervention/coaching, integrated the different areas that were discussed into their own thinking. The perspective seems to have broadened and gradually a picture has grown that has become larger each time and is composed of individual points. Thus, they were not single separate points, but links between different lessons have been put together by integrating the different dimensions. Hence, the coaching is addressing different aspects, putting them together and creating a bigger picture in this sense. In this way, the coaching represents an integrating learning progress and an analytical composition.

#### 5.2.5.5 Comments and Video-Clips

Beyond analyzing the coaching requirements and prerequisites, as well as the effectiveness factors, the interview guide included questions about how the teachers actually worked with the video recordings of their own lessons.

As mentioned, the teachers always received feedback in two steps. In a first step, the teachers received feedback via video and the associated comments in the video clips, and in the second step, an online conversation was conducted. This first step was trying to guide the attention of the participants to special events in class. With the help of selected short video clips, as well as comments at specific time marks and even arrows to highlight details, the attention of the participants was clearly guided. In this part, questions were specifically asked about the first feedback they received

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<sup>76</sup> "Wir haben uns immer eine Dimension angeguckt, aber sie hat teilweise dann auch über Dimensionen, die wir vorher schon besprochen hatten, dann auch noch Kommentare mit eingebaut. So dass ich in verschiedenen Dimensionen gleichzeitig arbeiten konnte." (Dan, Pos. 41)

<sup>77</sup> "Nicht nur was den jeweiligen Punkt betrifft, was den jeweiligen Schwerpunkt betrifft, sondern, darüber hinaus viel viel mehr gemacht" (Bob, Pos. 167)

<sup>78</sup> "Und da hatte sie sich dann irgendwie schlau gemacht und hatte mir noch ein bisschen was rübergeschickt. Das fand ich eigentlich richtig gut." (Eddy, Pos. 123)

from the video clips and the associated comments, looking at, for example, how the clips were received and how the comments must be laid out.

When talking about working with their own video clips, only positive aspects were highlighted by all five teachers. Seeing themselves on video was perceived by all as helpful, exciting, impressive and/or super interesting. Moreover, they emphasized that this would rarely happen in everyday life. On top, an important point for the teachers seems to be the recognition of the complexity of teaching, which was explicitly emphasized by Anna (Pos. 156), Chris (Pos. 45) and Eddy (Pos. 45). They emphasized that many things were happening at the same time; the difficulty to perceive everything was made clear to them again, many things they did not see before apparent to them. Eddy said in this context that he otherwise often only has an abstract feeling of the teaching situation (Eddy, Pos. 45).

Individual teachers mentioned aspects that made the video recordings positive for them. Chris mentioned seeing how the children interact with each other and thought it was great to hear and see that the children are nice to each other. Furthermore, he stated that he enjoyed the fact that someone external was there and that the camera gave him time to perceive many things differently (Chris, Pos. 111).

For Bob, it was important to have the video again as proof. For him, it was even more impressive that way (Bob, Pos. 47). Anna emphasized that it did not look as bad in the video as it felt in the situation, which reassured her. In addition, she said that she sometimes viewed the videos with the children as a reward for them. Moreover, for her and Dan (Pos. 41), it was important to see where what was happening, that is, to see the behavioral problems and their causes. In addition, Anna showed the children the videos so that they could see their misbehavior for themselves: "But then they also noticed quite often in the sitting circle or so, 'Oh, I'm really like that, that I'm talking in between all the time and so'. So, that was also totally interesting." (Anna, Pos. 48)<sup>79</sup>

Additionally, the teachers were asked about their approach to watching the clips. In this context, Chris (Pos. 51) was the only one who said that he actually first focused only on the video and then looked at the comments, which he found more interesting. All other four teachers reported reading and watching the video and comments in parallel. However, Chris, Dan, and Eddy said that they either rewound or ran the video a second time and then responded to the comments.

The complexity of teaching, which was mentioned again by the teachers, speaks for the use of video observations. Because many events happen at the same time, it is otherwise difficult to make all

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<sup>79</sup> "Aber, sie haben dann auch so im Sitzkreis oder so ganz oft gemerkt 'Oh, ich bin ja wirklich so, dass ich die ganze Zeit dazwischenrede und so'. Also, das war auch total interessant." (Anna, Pos. 48)

individual events tangible and to prepare them for the evaluation and observation of the lesson. In addition, it is important that similar to the video library, coaching through the video clips has also had some kind of attention control. However, it was exciting to see that despite the attention guidance through the selected clips, the teachers perceived and interpreted them differently. Thus, it seems as if even though all teachers highlighted video recording as positive, the reasons seem to be rather different. Anna and Dan in particular found the videos helpful in perceiving behavior problems. In their explanations it is about the fact that with the help of the videos they could e.g., identify troublemakers (Anna, Pos. 88) or realize the disturbances were not at all as bad as feared (Anna, Pos. 62) and to have someone who films there, "where just something is going on". (Anna, Pos. 156). This aspect is very similar to Bob wanting the video as proof. In contrast, Chris had a very positive oriented view regarding the videos. He emphasized that this allowed him to take the children's point of view even better. He emphasized positive things, such as that children comforted each other or that the children were nice to each other (Pos. 55-57). Therefore, it can be assumed that despite a very specific focus and selection of the clips, the attitude seems to influence what one sees and how one perceives things.

Relating to the comments that were attached to the individual video clips, teachers were asked whether they remembered specific comments. All teachers agreed that there were mostly positive comments. Chris (Pos. 51) and Dan (Pos. 43) highlighted that they worked a lot with the comments. All except Dan, however, who said nothing to the contrary, said that they found it very encouraging that there were mostly positive comments. They felt it was a confirmation of their own feelings/work, it would be good to hear something like that and the confirmation for things that are useful and should be continued was important to them.

"And, things like that, because they were just done more intuitively by me, were then things/you know, where I was like 'oh yeah, look, yeah, yeah. That sounds meaningful now, I should definitely keep doing that or do it more often'." (Eddy, Pos. 49)<sup>80</sup>

Chris even reached out to the main teacher of the class he teaches in PE and shared some of the comments with her. He stated that, especially in a school context people seldom tell them what is good at their teaching. Talking about a confirmation of her work and feedback that "felt very good" (Pos. 55).

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<sup>80</sup> "Und, solche Sachen, weil die eben eher so intuitiv von mir getan wurden, waren dann so Dinge / weißt du, wo ich so 'ach ja, guck mal, ja, ja. Das klingt jetzt sinnvoll, das sollte ich unbedingt so weitermachen oder häufiger machen'." (Eddy, Pos. 49)

Moreover, Dan (Pos. 41) and Eddy (Pos. 41) specifically highlighted the guidance of attention with the help of comments or arrows used in the video clips and "always directed the view to certain situations with the help of these arrows" (Dan, Pos. 41)<sup>81</sup>

Concerning the commentary function in Edubreak® to add additional comments to his own video clips, one teacher stated that he always worked with this function (Chris). Three teachers (Bob, Dan and Eddy) said that they worked with it a lot and one teacher said (Anna) that she never utilized it. Furthermore, Dan mentioned in this context that he considered the comments as a basis for the coaching discussions. Thus, nonetheless the possibility of commenting back seems to have been helpful for some teachers to write down their initial thoughts, others preferred the conversations and wanted to talk about the video clips solemnly there. This function of commenting back might therefore only be useful for some coachees.

Improvements and areas of growth were moreover positively phrased or perceived as such by the participants. As a result, they never felt that the coachee was patronized and they highlighted that "negative aspects" were addressed by question and another option for action was given and was mainly experienced positive (e.g., Eddy, Pos. 79). Especially this point, that the majority of comments were positive was mentioned by four teachers even several times (8 codes) and was perceived as totally reinforcing (9 codes). It seems that besides the selection of the clips, which of course represented a preselection of the addressed contents, the comments were decisive for the attention guidance (e.g., Dan, Pos. 41). In addition, the comments were seen on the one hand as a kind of confirmation of being a teacher and of one's own work, showing what one is already doing well and therefore what one can and should do more often (Eddy, Pos. 49). Moreover, a kind of insecurity is reflected, which is satisfied and taken away by the comments at least partly (e.g., Bob, Pos. 85). On the other hand, it was said on the emotional level that it "feels good" (Chris, Pos. 55) that someone recognizes when things are going well and does not have a deficit-oriented point of view. Chris particularly emphasized that in school you are rarely told what you do well (Pos. 55). This appreciation, which already seems to be wired across in the comments, underscores the effectiveness factor "appreciation/emotional support." It seems to be rare, especially in school, for teachers to receive any feedback at all, let alone positive feedback on their teaching. The German culture, in contrast to, for example, the American or English, is often very deficit-oriented. Therefore, it seems to be even more important for the teachers that the coach (among other things by the comments) was supportive, appreciative and above all not judgmental, as the teachers were used to it, for example, already from the traineeship (e.g., Bob, Pos. 59). It is possible that this point would

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<sup>81</sup> "die den Blick auch mit der Hilfe von diesen Pfeilen und so immer auf bestimmte Situationen gelenkt hat" (Dan, Pos. 41)

have been less prominent in other countries. The reference to the American observation instrument CLASS and the MTP design developed in this context, which follows a strengths-based approach (Downer et al., 2009), could therefore be particularly suitable in Germany to support a positive relationship between coach and coachee.

#### 5.2.5.6 Outcome

In terms of perceived outcomes, participants were asked what they thought they had learned. Unlike quantitative research, which examines what they "actually learned" and looks at, for example, visible behavioral markers, qualitative research aims to uncover what they thought was important to learn and what coachees believe they learned as a result of the intervention.

Thus, at the end of the interview, participants were asked what they had learned in the coaching intervention and whether they thought they had achieved the goals they had set for themselves. With regard to the question of whether the expectations and goals they had for the coaching had been met, all teachers answered yes, and Chris (Pos. 141) said that his expectations had even been exceeded. Additionally, Bob and Chris specifically stated that they would highly recommend the coach (Bob, Pos. 119 & 177; Chris Pos. 85 & 143).

All five teachers said that they often had the contents of the coaching session in mind during the lesson afterwards. For three teachers (Chris, Dan and Eddy), lesson planning has equally been based on the previous lesson and comments from the coaching. Chris said in this context that he always directly tried to change his own behavior: "And these things worth thinking about, I also really seriously thought about them and always implemented that in the next lesson." (Chris, Pos. 59)<sup>82</sup> Accordingly, short-term results seem to have taken place here in the form of direct behavioral changes.

Chris (Pos. 85) and Bob (Pos. 177) often indicated that coaching has helped to improve them as teachers. The tips they received, they said, are independent of level and age and advance them in their role as a teacher. There are things that they take with them into their future lives as teachers in schools that they describe as great benefits to themselves, e.g., "it was all useful and meaningful and a great benefit to me as a teacher." (Bob, Pos. 177)<sup>83</sup>

Interestingly, Chris (Pos. 135) and Dan (Pos. 69) again emphasized the importance of self-reflection and that this had become clearer to them through the coaching. Moreover, Bob (Pos. 177), Dan (Pos. 125), and Eddy (Pos. 131) explicitly addressed that they had identified areas of improvement in themselves because of the coaching. These were in Eddy's case (Pos. 131) that he realized that

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<sup>82</sup> "Und über diese bedenkenswerten Sachen habe ich auch wirklich ernsthaft darüber nachgedacht und habe auch immer das in der nächsten Stunde umgesetzt." (Chris, Pos. 59)

<sup>83</sup> "war das alles sinnig und sinnbringend und ein großer Gewinn für mich als Lehrer." (Bob, Pos. 177)

he often did not notice things during the lessons. Dan (Pos. 125) was able to turn off things that "did not belong in class" and Bob (Pos. 177) said that he recognized many small adjusting screws. Additionally, Eddy (Pos. 131) reported that he has become aware that options for action are necessary for behavior change. He said it is not enough to make up your mind to do things.

Chris (Pos. 133) clearly stated that the complexity of teaching has once again become clear to him, i.e., how diverse and demanding it actually is. In addition, he says that he has noticed that it is a great challenge to perceive everything that happens in class. He even says that his perception has changed:

"Yes, I think I have also improved myself further by saying that it always sounds so arrogant, but again, I have the feeling that I perceive things differently, implement them differently. I like that very much. I like that very much that I do it differently now." (Chris, Pos. 109)<sup>84</sup>

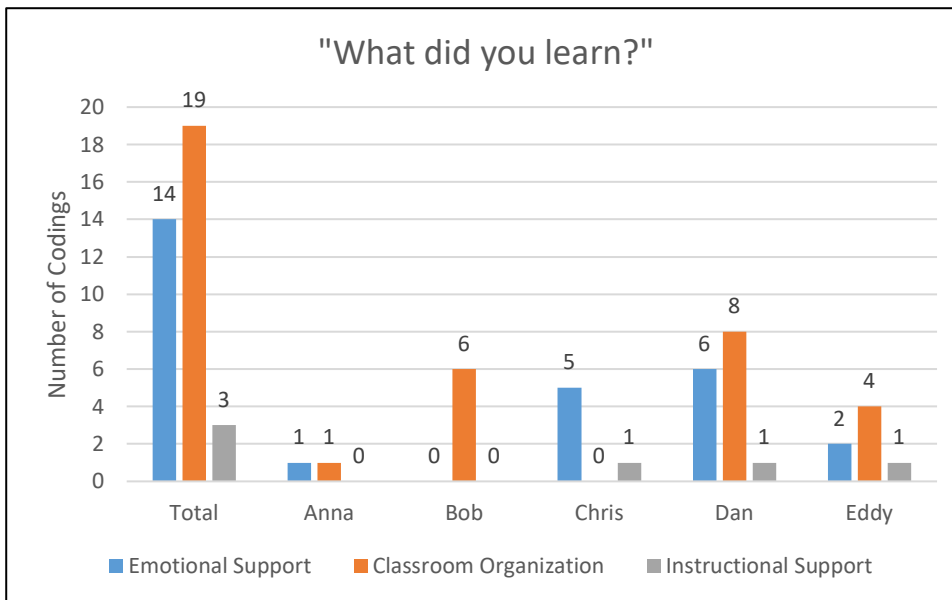
Consequently, mainly short-term changes, such as behavior change (3 teachers), self-reflection (2 teachers), recognized need for improvement (3 teachers) and a change in perception (1 teacher), are visible within the participants. Interestingly, the last aspect, the change in perception, also seems to have an impact on well-being, because Chris stated that he likes this change of perception about himself (Pos. 109). Bob and Chris mentioned the aspect of talking about being more satisfied with themselves as teachers and recognizing that their role as a teacher has advanced. This point can be categorized as long-term outcome in the sense of professional commitment and career satisfaction. This is partly evident in Eddy's case, when he says of himself that he has a talent for teaching (Pos. 131). Thus, the coaching seems to address short-term goals within all teachers and some even reported recognizing a change in their role as a teacher, which can be seen as a long-term outcome. Therefore, yet the majority of the outcomes mentioned can be categorized as short-term outcomes on the side of the coachee, long-term outcomes might as well be achievable.

#### 5.2.5.6.1 Learning Outcomes Based on CLASS

The answers that came up in terms of what they learned were sorted according to the three domains Emotional Support, Classroom Organization and Instructional Support, as displayed in CLASS and known as the teaching through interaction framework (Hamre et al., 2013). Figure 21 shows an overview of the frequency with which the codes were sorted to each domain. Thus, in total 14 quotations about what they learned could be assigned to the Emotional Support domain, 19 to Classroom Organization and only 3 quotations (one from Chris, Dan and Eddy) were grouped as things they learned relating to Instructional Support.

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<sup>84</sup> "Doch, ich glaube ich habe mich dadurch glaube ich auch nochmal weiter, wenn ich sage verbessert, dass hört sich immer so arrogant an, aber nochmal, so, ich habe das Gefühl Dinge anders wahrzunehmen, anders umzusetzen. Das gefällt mir gut. Das gefällt mir sehr gut, dass ich das jetzt anders mache." (Chris, Pos. 109)



**Figure 21** Codings Sorted to the Three Domains Regarding the Teachers Outcomes

Except for Anna and Chris, the other three teachers reported that they learned the most in the domain of Classroom Organization. Anna reported as many things in the Classroom Organization as she did in the Emotional Support domain. Only Chris spoke the most about his improvements and what he learned in the Emotional Support domain. For all five teachers, least was to be sorted to the Instructional Support domain. Interestingly, the development in CLASS scores for Bob and Dan reflects their own perceived changes in the domain Classroom Organization (cf. chapter 5.2.7.3). However, Eddy, who also recalls four aspects he learned that could be grouped in this domain already, had CLASS scores at the high end. Thus, his CLASS development in this domain does not directly reflect his experienced and perceived learning gains. Similarly, Chris mentions many aspects learned regarding the Emotional Support domain. However, with him already being at the high end of the scale, this perceived learning gain is likewise not directly visible in his CLASS scores.

#### 5.2.5.6.2 Emotional Support

Emotional Support is one of the three domains in the CLASS manuals relevant to teaching quality (Pianta, La Paro, & Hamre, 2008). Aspects the teachers report that they learned in the Emotional Support domain were to look at all the children more closely (Chris, Pos. 89), to mirror the experiences of the other children in order to create understanding (Eddy, Pos. 49), to respond better to emotions (Dan, Pos. 121), to choose an appropriate level of difficulty (Chris, Pos. 137; Dan, Pos. 121), to take more time for each child (Chris, Pos. 135), to address the pupils (Bob, Pos. 175), to wait for an answer appropriately (Dan, Pos. 101) and to demonstrate things so that the children can imitate them (Chris, Pos. 101).

For example:

"I do believe that I now, shall I say, take significantly more time for the individual children, for each individual child. As well as that always goes. I know that with the large classes, that is always perhaps a difficulty, but I don't really let that stop me. I already want to give the children the feeling that I really have everybody, I have everybody really well in view." (Chris, Pos. 135)<sup>85</sup>

With respect to the dimension Negative Climate, which belongs to this first domain, Dan reported that he has learned to change his speech in case of misbehavior and now again puts special emphasis on not exposing anyone.

"It is about approaching individual students when some misbehavior has occurred or, if there is anything that I would like to have changed in class. That you just take the time to go to the student and talk to the student personally first and not embarrass them in front of the group." (Dan, Pos. 55)<sup>86</sup>

Anna (Pos. 152), Chris (Pos. 137), and Dan (Pos. 103) echoed the dimension Regard for Student Perspectives from the Emotional Support domain. They say they learned that you have to be more inclusive, involve the kids, and get the students' opinions. For example, Dan included the students in designing their own parkour and evaluation-system:

"In principle, the students put together the entire parkour themselves; using the experiences they had gathered in class on the topic/on the individual parkour topics. And they were allowed to decide which exercises they wanted to do and which levels of difficulty. So, we had a very complex structure, a complex evaluation system. And they designed it almost single-handedly, with my moderation. And it worked really well. I just sat down and thought about it, because I had the student perspective in the coaching project before. And I thought to myself, 'Man, there must be something that can be done,' and yes." (Dan, Pos. 103)<sup>87</sup>

Quotes that could be categorized to the domain Emotional Support were mentioned second most over all teachers (14 quotes). However, the majority was mentioned by Chris (5 times) and Dan (6 times), followed by Eddy (2 times), Anna (1 time) and Bob (0 times). Interestingly, Dan, who named the aspect that deviated the most from this range, is the teacher with the second least teaching

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<sup>85</sup> "Ich glaube schon, dass ich jetzt, sag ich mal, mir für die einzelnen Kinder deutlich mehr Zeit nehme, für jedes einzelne Kind. So gut das immer geht. Weiß ich, bei den großen Klassen ist das immer vielleicht eine Schwierigkeit, aber davon lasse ich mich eigentlich nicht abhalten. Ich möchte schon den Kindern so das Gefühl geben, ich habe wirklich alle, ich habe alle wirklich gut im Blick." (Chris, Pos. 135)

<sup>86</sup> "Geht es um die Ansprache von einzelnen Schülern, wenn irgendein Fehlverhalten aufgetreten ist oder, wenn irgendwas ist, dass ich gerne im Unterricht geändert haben möchte. Das man sich einfach die Zeit nimmt, zu dem Schüler hinzugehen, um mit dem Schüler erst einmal persönlich zu sprechen und ihn nicht vor der Gruppe bloßstellt." (Dan, Pos. 55).

<sup>87</sup> "Also, dass die Schüler im Prinzip den kompletten Parcours mit den Erfahrungen, die sie im Unterricht gesammelt haben, zum Thema / zu den einzelnen Parcours-Themen, den Parcours selber zusammenstellen. Und die abstimmen durften, welche Übungen kommen, und welche Schwierigkeitsgrade. Also, wir hatten einen ganz komplexen Aufbau, ein komplexes Bewertungssystem. Und das haben die fast im Alleingang, halt mit meiner Moderation entworfen. Und, das hat super funktioniert. Da habe ich mich halt nur drangesetzt und habe mir da Gedanken dazu gemacht, weil ich im Coaching Projekt vorher halt die Dimension Schülerperspektive hatte. Und da habe ich mir gedacht 'Mensch, da muss doch irgendwas zu machen sein' und ja." (Dan, Pos. 103)



experience and who did not study teacher education. Thus, he might have a high potential to develop. However, Chris, being the teacher with the most teaching experience, addressed the second most aspects relevant to this domain. Throughout his interviews and from his setting descriptions, it becomes clear that for him the domain Emotional Support seems to have a high priority. He often talks about the well-being of the children and their individual support. Moreover, the first dimension he wanted to work on in the coaching intervention was Teacher Sensitivity, again highlighting his interest in this area. Therefore, a high interest in one domain might result in higher perceived learning gains in this area.

#### 5.2.5.6.3 Classroom Organization

The second domain in the CLASS manuals respecting teaching quality is Classroom Organization (Pianta, La Paro, & Hamre, 2008). When mapping the aspects that teachers mentioned as what they learned to the different domains, most of the items could be mapped to this domain. The points mentioned by more than one teacher are to take time until everyone is calm and to become more patient in this regard (Bob, Pos. 175; Dan, Pos. 121), that good preparation leads to more time for feedback etc. and that through good organization one is freed from actions (Eddy, Pos. 131). Moreover, it was pointed out that they have learned things/methods that relax the lesson structure (Dan, Pos. 121; Eddy, Pos. 55). This is to create conditions for positive own behavior. On top, Anna (Pos. 152) and Bob (Pos. 99) addressed the point that the time spent in movement had to be increased at some points and that waiting times had to be shortened accordingly.

Additionally, Bob (e.g., Pos. 97), Dan (e.g., Pos. 101) and Eddy (Pos. 55) addressed the point of the teaching structure/organization of lessons, which has the most codings in this domain. They talked about the group order/organization forms when coming together, or sitting in a circle instead of a triangle, that they have learned to make sure that everybody can see them and also how to keep everyone in view. Furthermore, they mentioned how to get people together and that they took care again to make sure that no ball was taken into the circle.

For example:

"Yes, that/when you get into the sitting circle now. This is a sitting circle and not a triangle. I had made a triangle during a lesson, benches were placed in a triangle. You always have to get the children together. And then, of course, some of them sat down in the corners and I couldn't see them. Maybe they didn't listen as attentively. I took that into consideration in the next lesson and in the following lessons and still now." (Bob, Pos. 97)<sup>88</sup>

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<sup>88</sup> "Ja, das / wenn man jetzt in den Sitzkreis kommt. Das ist ein Sitzkreis und kein, kein Dreieck. Ich hatte nämlich bei einer Stunde dann mal ein Dreieck gemacht, Bänke im Dreieck gestellt. Man muss ja die Kinder immer mal zusammenholen. Und dann haben sich natürlich einige in die Ecken gesetzt und die konnte ich dann nicht sehen. Die haben

Bob was the only one whose statement can be placed in the dimension Instructional Learning Formats when he talks about having learned something in relation to his announcement:

"We had on the topic of transparency, how do the students best understand my statements? Yes, short little sentences, instead of constantly explaining lots and lots of things that then/where then not everybody listens anyway." (Bob, Pos. 175)<sup>89</sup>

The most mentions in relation to what was learned could be attributed to the area of Classroom Organization (19). Again, Dan reported the most things he thinks he learned (8 times). Bob was second (6), followed by Eddy (4 times) and Anna (1 time). In Chris's interview, no aspect was reported that could be attributed to this domain. Dan and Eddy, the two teachers who had the least teaching experience, both reported several things they believe they learned that could be assigned to this domain (e.g., Dan, Pos. 101; Eddy, Pos. 55). This seems logical, since a quiet and disruption-free classroom is one of the basic requirements for good teaching quality. For example, if a teacher is constantly busy dealing with disruptions, aspects such as quality feedback are likely to be the first to be dropped. Disturbance-free teaching with a high amount of learning time is therefore an important criterion for beginners to work on. In addition, it seems reasonable to assume that small changes in this area can already quickly achieve initial effects and might allow the teachers to focus on other things (e.g., Eddy, Pos. 81). Chris, the teacher with the most teaching experience did not mention anything in this domain. It seems that for him this domain does not have such a high value. This may be related to the fact that he has already established very good routines in this domain and is therefore more capable to concentrate on other dimensions and domains. Moreover, it is exciting to see that although Bob likewise has several years of experience as a teacher, he reports having learned the most things in relation to the Classroom Organization domain. Looking at the CLASS data, one can see that he and Dan, the two teachers who reported the most things learned, had CLASS scores in the mid to low range in this domain. Accordingly, these two teachers had the greatest potential for development in this domain, which they seem to have taken advantage of, based on what they expressed to have learned.

#### 5.2.5.6.4 Instructional Support

This last domain deals with how the teacher supports children's engagement and promotes learning – Instructional Support (Pianta, La Paro, & Hamre, 2008). In sum, only three comments on experienced-learning outcomes could be assigned to this last domain. The three statements about what they learned that belong to the Instructional Support domain were from Chris, Dan and Eddy. This

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dann (.) vielleicht nicht ganz so aufmerksam zugehört. Das habe ich gleich in der nächsten Stunde und in den folgenden Stunden und jetzt auch noch immer bedacht." (Bob, Pos. 97)

<sup>89</sup> "Wir hatten zum Thema Transparenz, wie verstehen die Schüler am besten meine Aussagen? Ja, kurze kleine Sätze, anstatt ständig ganz viele Sachen zu erklären, die dann / wo dann eh nicht alle zuhören." (Bob, Pos. 175)

was once about the questioning technique (Chris, Pos. 137), giving feedback and in this context waiting for answers from students and going into more detail about it (Dan, Pos. 101), as well as the teacher echo (Eddy, Pos. 49).

"Feedback. That means feedback and student opinion. At the beginning, I always asked a question and the first person to respond took the floor. Then we discussed that maybe you have to wait until more have answered, because otherwise they are frustrated. You could see that in a few videos that the people then/that the students were a bit frustrated. Then I built in more waiting times and went into it more. And then suddenly I had ten, twelve requests to speak." (Dan, Pos. 101)<sup>90</sup>

This domain had the fewest citations that could be assigned (3). Interestingly, this domain is mainly the one that shows CLASS scores that are at most in the middle range (e.g., Pianta, La Paro, & Hamre, 2008), as it is in this study. This means that this domain actually contains the greatest development potential. The fact that this was apparently hardly used might be due to prioritization. The only dimension that was assigned to the domain Instructional Support in this intervention was Quality of Feedback. However, three teachers (Anna, Chris, and Eddy) only wanted to actively address this dimension. Moreover, even for them, it was only in the penultimate (Anna) and final sessions (Chris and Eddy), respectively. On top, Bob and Dan did not want to deal with this domain at all. Therefore, it is not surprising that comparatively little was reported here about what the teachers learned.

#### 5.2.5.7 Possible Improvements for the Coaching Intervention

In order to evaluate and further develop the coaching intervention, teachers were questioned about possible improvements relating to the whole intervention. Moreover, the usability of the intervention was to be highlighted. All teachers except Chris had suggestions for improvement or ideas what could be done differently. The possibilities for improvement that were mentioned are: the dimension Positive Climate might be unnecessary (Eddy, Pos. 139), the fact that there were two platforms (one video library and one coaching with own videos, Bob, Pos. 73 and Eddy, Pos. 35), the fact that the actual state was not clearly named at the beginning and related to the dimension (Eddy, Pos. 139), an artificial situation was created by orienting it on the dimensions (Eddy, Pos. 137), a recording every 4 weeks was unrealistic (Dan, Pos. 131), a positive reinforcement and reminder for the preparation of the next lesson (Dan, Pos. 131), more personal time with the coach (Dan, Pos. 129), more orientation on the learning object (Anna, Pos. 168), fewer questionnaires (Anna, Pos. 166),

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<sup>90</sup> "Feedback. Das heißt Feedback und Schülermeinung. Ich habe am Anfang immer eine Frage gestellt und der erste, der sich gemeldet hat, ist drangekommen. Dann haben wir besprochen, dass man vielleicht warten muss, bis mehr sich gemeldet haben, weil die sonst frustriert sind. Das konnte man an ein paar Videos auch sehen, dass die Leute dann / dass die Schülerinnen und Schüler ein bisschen frustriert waren. Dann habe ich eben mehr Wartezeiten eingebaut und bin mehr darauf eingegangen. Und plötzlich hatte ich dann zehn, zwölf Wortmeldungen." (Dan, Pos. 101)

shorter commitment with the option of trying it out first (Anna, Pos. 160), a shorter intervention period (Anna, Pos. 158) and more critical feedback (Eddy, Pos. 137).

Except for the fact that there were two instead of one platform (Bob, Pos. 71; Eddy, Pos. 35), all points were only mentioned by a single teacher and often brought up as further possibilities rather than criticism. Thus, changes in this regard need to be considered in detail. Nevertheless, an easier access to the video library and the coaching website or even merging them should be considered for further interventions, in order to support usability.

Moreover, the need for improvements regarding the video library was additionally asked for. One teacher (Bob, Pos. 73) wanted a better overview and said that the webpage was a bit "overloaded". On the contrary, Eddy (Pos. 153) wanted even more examples and Anna (Pos. 134) had the idea of making individual clips of individual situations, perhaps only 30 seconds long, but said herself that this was rather unrealistic. By asking them how often they have used the video library during the coaching, Chris reporting to have always worked with the library in preparation, followed by Dan and Eddy reporting to have often used the library and Anna and Bob who said that they only seldom worked with it.

Thus, the improvements mentioned by Anna and Bob seem to be made after only working with the video library very shortly. The feedback from Eddy, who has worked with the library more often, therefore could be more applicable. Anna's feedback is along the same lines as Eddy's comment. An enrichment with further video clips might therefore be considered. Moreover, the aspect mentioned by Dan (Pos. 131) relating to positive reinforcement and reminder for the preparation of the next lesson could also be implemented here, reminding at working with the video library in regard for lesson preparation.

### **5.2.6 Individual Preferences (CLASS Dimensions)**

In relation to the CLASS ratings which will be presented in the following chapter and the personal development, it appears interesting to analyze which dimensions the teachers were interested in throughout the intervention. Later on, this will be set in comparison with the changes in the CLASS scores (cf. chapter 5.2.8), because changes should occur in areas that were addressed in the coaching.

In Table 12, one can see which dimensions (and which domains) the teachers wanted to focus on, in order to draw initial conclusions about the teachers' preferences. The Negative Climate dimension could not be selected because it is not represented in the video library and the focus of the intervention was on positive examples and a strengths-based approach.

**Table 12** *Dimensions Covered throughout the Coaching Process*

	<b>Anna</b>	<b>Bob</b>	<b>Chris</b>	<b>Dan</b>	<b>Eddy</b>
<b>Coaching 1</b>	PC	PC	PC	PC	PC
<b>Coaching 2</b>	BM	BM	TS	TS	RSP
<b>Coaching 3</b>	TS	ILF	P	BM	ILF
<b>Coaching 4</b>	ILF	P	ILF	P	TS
<b>Coaching 5</b>	QF	TS	RSP	BM	BM
<b>Coaching 6</b>	RSP	RSP	QF	ILF	QF
<b>Emotional Support</b>	3	3	3	2	3
<b>Classroom Organization</b>	2	3	2	4	2
<b>Instructional Support</b>	1	0	1	0	1
<b>Dimension(s) left out</b>	P	QF	BM	QF + RSP	P

Anna first wanted to work with the dimension of Behavior Management, followed by Teacher Sensitivity and Instructional Learning Formats. Hence, two of the three first picked dimensions were from the Classroom Organization domain. However, from this domain, the dimension Productivity was left out. The last two dimensions, which this teacher wanted to prioritize, were Quality of Feedback, followed by Regard for Students Perspectives.

Bob first wanted to address all dimensions of the Classroom Organization domain, in the following order – Behavior Management, Instructional Learning Formats and Productivity. The last two dimensions, which this teacher wanted to prioritize, were from the domain Emotional Support. Thus, he only focused on two domains, by leaving out Quality of Feedback, as the only dimension represented in the Instructional Support domain.

Chris first wanted to work on the dimension of Teacher Sensitivity, followed by two dimensions from the Classroom Organization domain – Productivity and Instructional Learning Formats. Then, a dimension from the Emotional Support domain – namely Regard for Student Perspectives and Instructional Learning Formats. The last dimension, which this teacher wanted to prioritize, was Quality of Feedback, leaving out the dimension of Behavior Management.

Dan was the only teacher who wanted to focus twice on one specific dimension – Behavior Management. Therefore, in his coaching process only five out of seven dimensions (without Negative

Climate) were addressed, leaving out Quality of Feedback and Regard for Student Perspectives. Beforehand, he focused on the dimension Teacher Sensitivity from the Emotional Support domain, just like Chris. Thereafter, only the Classroom Organization domain was in focus.

Eddy was the only teacher to focus on the dimension Regard for Student Perspectives first. All other teachers either left this dimension out (Dan) or dealt with it last (Anna and Bob) or second last (Chris). Next, Eddy wanted to broach the dimension of Instructional Learning Formats, followed by Teacher Sensitivity and Behavior Management. The last dimensions, which this teacher wanted to prioritize, was Quality of Feedback, leaving out the dimension of Productivity, just like Anna.

The only predefined dimension was the first one focusing on Positive Climate, in order to give positive feedback to the coachee and support building up a positive relationship between the coach and the coachee. The teachers themselves selected all following dimensions (relevant to coaching 2 to 6). Thus, because the teachers themselves were the ones who directed the focus of the dimension they wanted to work on next, their choice can show what they value, what is important to them and what they wanted to improve. In the final part of the results chapter, teachers' preferences and what they reported they learned (data from questionnaires and interviews) are related and presented in joint displays (cf. chapter 5.2.8).

### **5.2.7 CLASS**

The CLASS scores were processed using the IBM SPSS Statistics 26 software package. Only non-parametric procedures were applied since the sample size is very small.

As mentioned, the duration of the lessons varied from teacher to teacher and similarly from lesson to lesson. In addition to the variation of the length of each lesson, the duration of the whole intervention likewise varied between the different teachers. The intervention was planned to have a video recording of the lesson every month six times, followed by a seventh video directly after the teachers received feedback on their sixth lesson and a follow-up video three months later. Due to unavoidable circumstances, such as holidays, excursions or illness, adherence to the exact schedule was not always possible. In total, the duration of the intervention (video 1 to video 8) was set for 9 months and ranged from 8 months (Bob), over 9.5 months (Chris), 10 months (Eddy) and 11 months (Dan) up to 11.5 months (Anna). Thus, the different durations might also have had an influence on the development of the teachers, for example, as behavior change takes a lot of time, Anna might have had more chance to practice the aspects discussed in the coaching than Bob. This difference needs to be kept in mind when looking at the different developments.

### 5.2.7.1 Interrater Reliability

The cut video sequences from the lessons were independently rated by two licensed K-3 CLASS raters, in order to identify possible changes in the quality of the lessons, using a 7-step rating scale (from '1-2 = low', to '3-5 = middle' to '6-7 = high'). In terms of reliability of those ratings, there are several important points to consider, which were addressed in the methods section. In sum, ratings are available for 50 sequences in eight dimensions of two raters each, resulting in 800 individual ratings.

As mentioned above, the authors of CLASS K-3 (Pianta, La Paro, & Hamre, 2008) applied a criterion of .80 agreement for acceptable interrater reliability estimates based on PWO analysis. This limit has been applied by different authors as a limit for acceptable values in terms of interrater reliabilities (e.g., Salvia & Ysseldyke, 2007; Sattler, 2001). Since PWO was the primary indicator of interrater reliability reported in the CLASS K-3 manual, PWO is the primary consideration in this study.

However, as PWO is a broad indicator of interrater agreement, additional, more conservative estimates of interrater agreement have been calculated and are reported in Table 13. The exact match percentage was calculated to provide information on the exact match between the evaluators.

A possible limitation of the percentage of agreement indices is that the overall percentage of agreement could be inflated. Measurement errors always exist; therefore it can only be about the interpretation of matches. That means a measurement can coincide by chance. The probability of a random match can be calculated. Therefore, Cohen's kappa (Cohen, 1960) and weighted kappa (Cohen, 1968) have additionally been calculated. These two systems were introduced to provide coefficients of agreement between two raters for nominal scales. The probability that there is a random match between the scores is taken into account. These are statistical indices in which the random part of the agreement is taken into account in the estimation (Fleiss & Cohen, 1973). If the random agreement is high, then the percentage of absolute agreement overestimates how much agreement was reached based on a common understanding of performance and the rating scale. Therefore, the variation called weighted kappa can be applied to distinguish between the number of ratings that fall into one performance level and the number of ratings that differ by two or more scores (Graham, Milanowski, & Miller, 2012, p. 8). Weighted Kappa is thus a modification of Cohen's Kappa. This seems more appropriate in this context and has already been applied in a previous study on CLASS, with the minimum criterion for weighted kappa being set at 0.60, indicating reliability with one another (La Paro et al., 2004, p. 416). Therefore, the Cohen's Kappa was included for comparison. Thus, the analysis includes PWO, exact agreement, linearly weighted kappa and the (simple) Cohen's kappa.

**Table 13** Interrater Agreement for CLASS Dimension Scores across All Cycles (N = 50)

	Percent Agreement		Kappa	
	"±1"/PWO	Exact	Weighted	Cohen's
<b>Positive Climate</b>	94.00	42.00	0.46	0.22
<b>Negative Climate</b>	100.00	88.00	0.23	0.12
<b>Teacher Sensitivity</b>	92.00	46.00	0.42	0.24
<b>Regard for Student Perspectives</b>	90.00	52.00	0.54	0.38
<b>Behavior Management</b>	98.00	60.00	0.61	0.40
<b>Productivity</b>	96.00	58.00	0.61	0.39
<b>Instructional Learning Formats</b>	98.00	48.00	0.61	0.29
<b>Quality of Feedback</b>	96.00	44.00	0.45	0.17
<b>Emotional Support</b>	94.00	57.00	0.41	0.24
<b>Classroom Organization</b>	97.33	55.33	0.61	0.36
<b>Instructional Support</b>	96.00	44.00	0.45	0.17
<b>Total</b>	<b>95.58</b>	<b>54.03</b>	<b>0.49</b>	<b>0.27</b>

Values for exact agreement are lower than PWO, ranging from 42% exact agreement in Positive Climate to 88% exact agreement in Negative Climate. In total, more than 50% (54.03%) exact agreement was achieved. Weighted Kappa ranged from 0.23 for Negative Climate to 0.61 for Behavior Management, Productivity and Instructional Learning Formats. Thus, the strength of agreement based on Weighted Kappa can be described as moderate to substantial (Landis & Koch, 1977, p. 165), with only one exception (Negative Climate). Cohen's Kappa ranges from 0.12 for Negative Climate to 0.40 for Behavior Management. According to Landis and Koch (1977, p. 165), the strength of agreement based on Cohen's Kappa can be seen as slight to fair over all dimensions and only fair in total. However, as mentioned above Weighted Kappa seems more appropriate in this context.

The interrater reliability of the two raters with respect to PWO ranges from 90% when considering the student perspective to 100% with reference to the dimension Negative Climate ( $M = 95.50\%$ ,  $SD = 0.03$ ). There is only one deviation of three scale points to be found in the dimension of Produc-



tivity. All other deviating ratings have a maximum distance of two scale points. While exact agreement would be ideal, agreement above 80% is what researchers strive for (Lane & Gast, 2014). Moreover, PWO are considerably above the values given in the CLASS-K-3 manual respecting PWO in the MTP study, except for Productivity, which is 96% in this study and was 96.9% in the MTP study (Pianta, La Paro, & Hamre, 2008, p. 100). Thus, this result can be considered satisfactory (McKenzie & van der Mars, 2015).

#### 5.2.7.2 Stability within One Lesson

For the set of stability analysis, each teacher was viewed separately and the patterns of the scores in each dimension and domain were evaluated. A stability envelope approach, common to single-subject designs, to evaluate the stability of data points for each teacher in each dimension and domain was carried out. To create a stability range, two parallel lines were drawn – one above and one below the median (Ledford & Gast, 2009). The distance (range) between the two lines marks the area in which data is considered stable. Stability envelope recommendations suggest to use "20% of the median's value to create the stability band" (Patrick & Mantzicopoulos, 2016, p. 13). Some conduct their visual analysis on mean scores. However, this is influenced by extreme values (Ledford & Gast, 2009), which is why the median was used in this study.

In order to investigate the question of the stability of the CLASS ratings, however, a 20% corridor does not seem appropriate, since PWO has already been applied for interrater reliability and this is generally the case with CLASS data (e.g., Pianta, La Paro, & Hamre, 2008). Hence, from the two 20-minute sequences of each measurement point, a stability corridor of "+/- 1" around the median of the 4 ratings from one dimension (2 scores per dimension from 2 raters per single measurement point) was determined. Then, the proportion of the ratings that fell within this defined corridor was determined. This was calculated for each dimension at every measurement point for every teacher, resulting in 200 individual stability scores. These were combined to one score per dimension for each teacher, representing the stability within one lesson for all measurement points (see Table 14).

Moreover, estimates of variability were obtained in each domain by the same procedure. For the domain Classroom Organization, 3 dimensions were applicable, meaning 60 scores per teacher were analyzed. In the Instructional Support domain, only the dimension Quality of Feedback was rated by the two raters, resulting in 20 ratings per teacher for this domain.

**Table 14** Stability of Dimensions and Domains with Stability Corridor of +/- 1 of Individual Median

	<b>Anna</b>	<b>Bob</b>	<b>Chris</b>	<b>Dan</b>	<b>Eddy</b>
<b>PC</b>	100.00%	95.00%	95.00%	90.00%	90.00%
<b>NC</b>	95.00%	100.00%	100.00%	100.00%	100.00%
<b>TS</b>	100.00%	85.00%	100.00%	95.00%	95.00%
<b>RSP</b>	90.00%	90.00%	90.00%	80.00%	90.00%
<b>BM</b>	90.00%	95.00%	100.00%	85.00%	100.00%
<b>P</b>	100.00%	90.00%	100.00%	70.00%	95.00%
<b>ILF</b>	100.00%	90.00%	100.00%	60.00%	85.00%
<b>QF</b>	90.00%	95.00%	85.00%	100.00%	55.00%
<b>ES</b>	96.25%	92.50%	96.25%	91.25%	93.75%
<b>CO</b>	96.67%	91.67%	100.00%	71.67%	93.33%
<b>IS (only QF)</b>	90.00%	95.00%	85.00%	100.00%	55.00%

A data set is to be considered stable, if at least "80% of the data points fall on or within a 20% range" (Ledford & Gast, 2009) and likewise for the CLASS ratings, they are being viewed as reliable if they reach at least 80% (Pianta, La Paro, & Hamre, 2008). For Anna, Bob and Chris, this is the case, as their lowest scores are 85% for Bob and Chris in one dimension or even 90% for Anna. All other stability scores are higher. For Dan, two dimension values are below 80%, being Productivity (70%) and Instructional Learning Formats (60%) resulting, together with the score of Behavior Management in a domain score for Classroom Organization of 71.67% and thus below 80%. For Eddy, the only stability value that is below 80% is 55% for Quality of the Feedback. Therefore, the score of the domain Instructional Support is logically identical. All other scores are, however, above 80%. Looking at all scores on dimensional level, 14 out of 40 times, a stability score of 100% was achieved.

The lowest stability value for a teacher was 50% (Quality of Feedback for Eddy) and two times 60% (Instructional Learning Formats and Productivity for Dan). All other values are 80% or higher. About one third of the values are even 100%, which shows a high stability of the teachers' behavior per lesson as a whole. Thus, it can be concluded that the selection of the two sequences show an accurate and reliable picture of the teaching quality in a cross-situational sense, at least for the respective days. The low stability value of 50% for Eddy in the dimension Quality of Feedback could be

explained by the fact that Eddy apparently placed special emphasis on feedback in the last part of his lesson and achieved comparatively high values by both raters for this part.

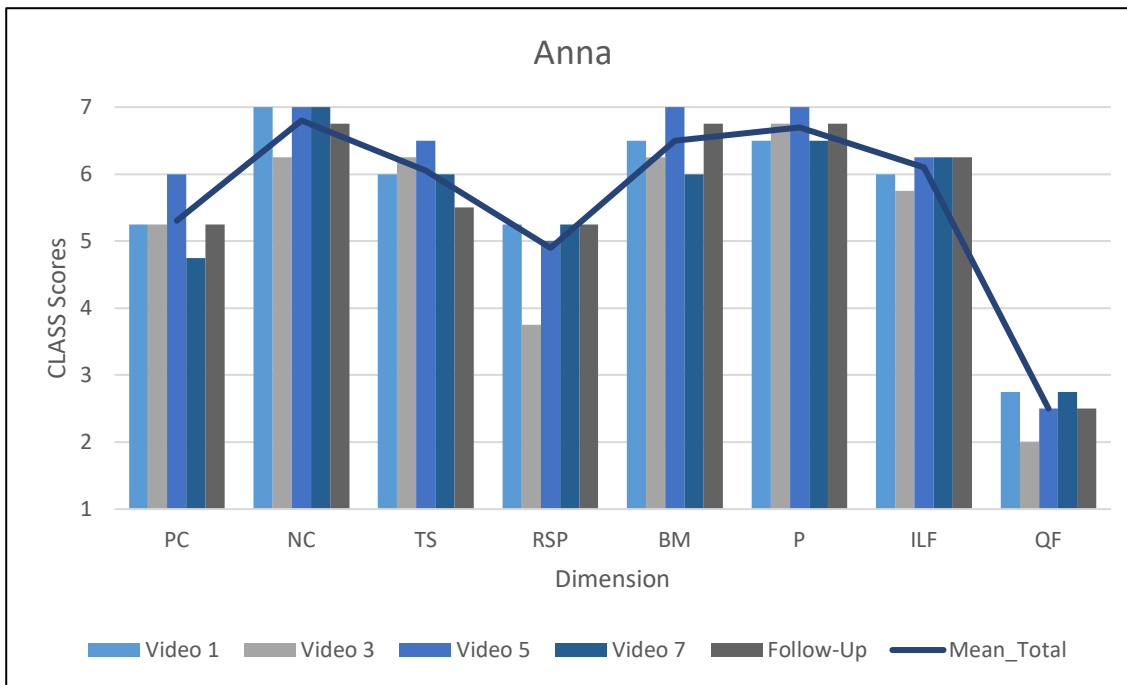
### 5.2.7.3 CLASS Scores

In the following, individual CLASS scores for every teacher are presented stating his or her status quo at the beginning as well as the development over time. Each teacher was viewed individually with respect to the scores of the different dimensions at one measurement point, thus displaying strengths as well as dimensions indicating area of growth. Moreover, scores are displayed for each dimension over the course of the intervention, displaying where his or her CLASS scores increased, decreased or stayed unchanged over time. Causal linkage through coaching is expected. This means that linearly increasing CLASS scores are to be expected.

Descriptive statistics as well as repeated measures analysis of variance with domain being the repeated measure (within teachers) were conducted, in order to test whether the apparent domain-level differences were statistically significant. On dimensional-level, no significance test was carried out due to the small sample size and fewer scores when only the dimensions were considered. Worth mentioning is that for the dimension of Negative Climate, all scores were reversed and that there were no outliers in the data.

#### 5.2.7.3.1 Anna

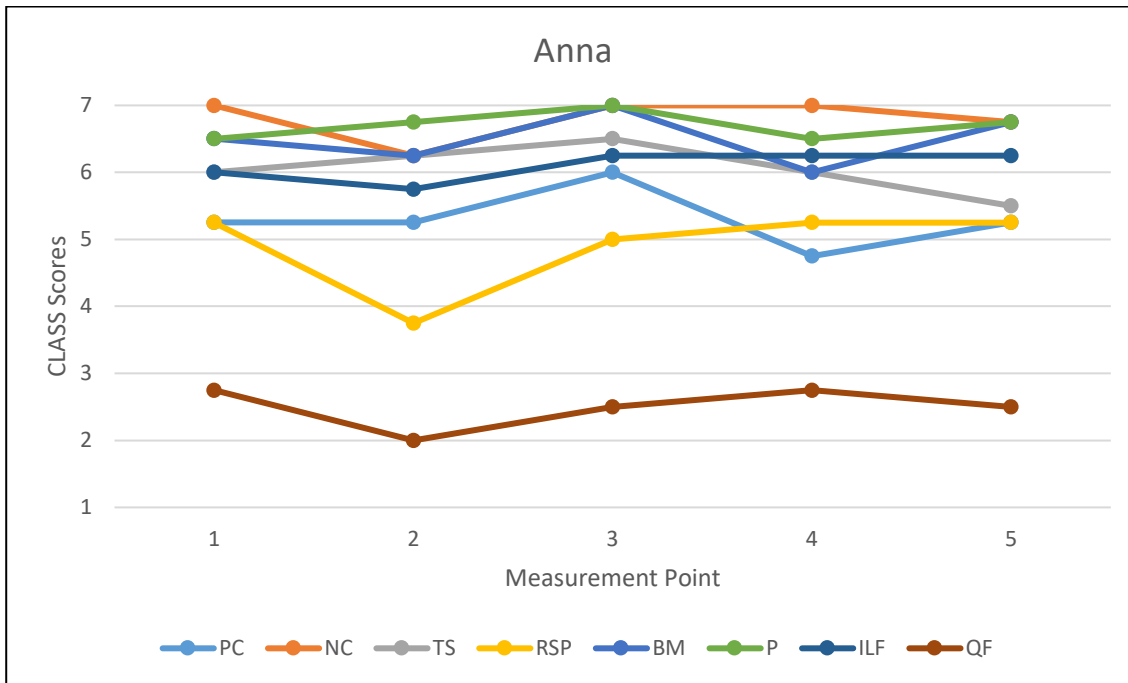
Regarding the beginning, Anna's highest mean scores overall were in Negative Climate (recoded,  $M = 7.00$ ,  $SD = 0.00$ ), Productivity ( $M = 6.50$ ,  $SD = 0.50$ ) and Behavior Management ( $M = 6.50$ ,  $SD = 0.87$ ), closely followed by the dimensions Instructional Learning Formats ( $M = 6.00$ ,  $SD = 0.71$ ) and Teacher Sensitivity ( $M = 6.00$ ,  $SD = 0.71$ ). Lower were the scores for Positive Climate ( $M = 5.25$ ,  $SD = 0.43$ ) and Regard for Students Perspectives ( $M = 5.25$ ,  $SD = 0.83$ ), with her lowest overall scores being in the dimension of Quality of Feedback ( $M = 2.75$ ,  $SD = 0.83$ ). In total, five out of eight overall mean scores were at the high end of the rating scale, two in the mid range and one in the low range. The exact dimension profiles at each of the five measurement points are visible in Figure 22.



**Figure 22** Dimension Overview during each of the Five Different Measurement Points of Anna

Figure 23 visualizes the different dimensions at the five measurement points (measurement point 1 = Video 1, measurement point 2 = Video 3, measurement point 3 = Video 5, measurement point 4 = Video 7 and measurement point 5 = Video 8/Follow-Up). It becomes obvious that the biggest differences are in the dimension for Regard for Students Perspectives. The mean scores differ  $\Delta = 1.5$  between the first ( $M = 5.25$ ,  $SD = 0.83$ ) and the second measurement point ( $M = 3.75$ ,  $SD = 0.43$ ), as well as between the second and the fourth ( $M = 5.25$ ,  $SD = 0.43$ ) and the second and the fifth ( $M = 5.25$ ,  $SD = 0.83$ ). Followed by the dimension of Positive Climate, showing the second highest mean differences  $\Delta = -1.25$  between measurement point three ( $M = 6.00$ ,  $SD = 0.71$ ) and four ( $M = 4.75$ ,  $SD = 0.43$ ). A mean difference of  $\Delta = 1.00$  could be measured for the dimension Teacher Sensitivity between the third ( $M = 6.5$ ,  $SD = 0.50$ ) and the last measurement point ( $M = 5.5$ ,  $SD = 0.50$ ), as well as for the dimension of Behavior Management between the third ( $M = 7.00$ ,  $SD = 0.00$ ) and the fourth measurement point ( $M = 6.00$ ,  $SD = 0.71$ ). Smaller changes were visual in the dimension of Negative and Quality of Feedback with  $\Delta = 0.75$  being the biggest mean difference between to scores. This was, however, to be seen between the second ( $M = 6.25$ ,  $SD = 0.83$ ) and the first ( $M = 7.00$ ,  $SD = 0.00$ ), the second and the third ( $M = 7.00$ ,  $SD = 0.00$ ), and the second and the fourth measurement point ( $M = 7.00$ ,  $SD = 0.00$ ) for Negative Climate. For Quality of Feedback, this difference was apparent between the second ( $M = 2.00$ ,  $SD = 0.00$ ) and the first ( $M = 2.75$ ,  $SD = 0.83$ ), as well as the second and the fourth measurement point ( $M = 2.75$ ,  $SD = 1.30$ ). Lowest

changes with only a maximum mean difference of  $\Delta = 0.50$  are present in the dimensions Productivity and Instructional Learning Formats. Changes with this mean difference were between the second ( $M = 5.75$ ,  $SD = 0.43$ ) and respectively to the third ( $M = 6.25$ ,  $SD = 0.43$ ), fourth ( $M = 6.25$ ,  $SD = 0.43$ ) and fifth measurement point ( $M = 6.25$ ,  $SD = 0.43$ ) in Instructional Learning Formats. For Productivity, those differences were apparent between the first ( $M = 6.50$ ,  $SD = 0.50$ ) and the third ( $M = 7.00$ ,  $SD = 0.00$ ), as well as the third and the fourth measurement point ( $M = 6.50$ ,  $SD = 0.50$ ). As before in Figure 22, especially the low scores for Quality of Feedback und Regard for Student Perspectives become apparent.



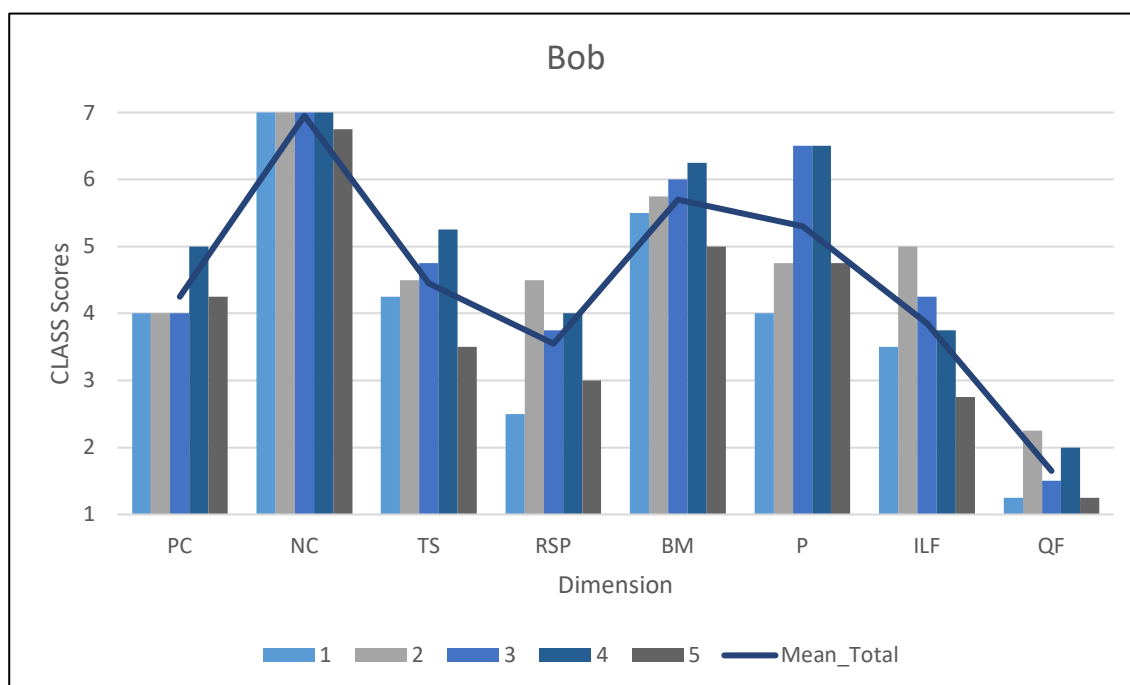
**Figure 23** Development of the Mean-CLASS Scores of Anna over Time

With reference to the domain Emotional Support, for Anna there is a significant difference to be measured. A repeated measures ANOVA determined that mean scores showed a statistically significant difference between two measurements for this domain,  $F(4, 60) = 3.273$ ,  $p .017$ , partial  $\eta^2 = .180$ , displaying a large effect. Bonferroni-adjusted post-hoc analysis revealed a significant increase ( $p = .015$ ) in performance from the second to the third measurement point ( $-0.750$ , 95%-CI $[-1.386, -0.114]$ ). The mean score in this domain changed significantly from  $M = 5.38$  ( $SD = 1.17$ ) to  $M = 6.13$  ( $SD = 0.86$ ). Thus, Anna improved in this domain in every dimension (see Figure 22), mainly improving in the dimension Regard for Student Perspectives. Interestingly, Anna wanted to address this dimension last in her Coaching Process (Coaching 6, see Table 12), thus her scores improved before this dimension was mainly in focus. However, the dimensions Positive Climate and Teacher Sensitivity had already been addressed from this domain. For the domain of Classroom Organization

( $F(4, 44) = 1.941, p = .120$ ), as well as Instructional Support  $F(4, 12) = .692, p = .611$ ), no significant differences for the different conditions could be identified. Even on dimensional level, scores seem to stay stable with one small variations over the course of the intervention. However, in all dimensions from the Classroom Organization domain Anna already had high scores, which is in line with the qualitative observations of her lessons, in which Anna was described as putting much emphasis on routines, rules and a clear structure of her lessons.

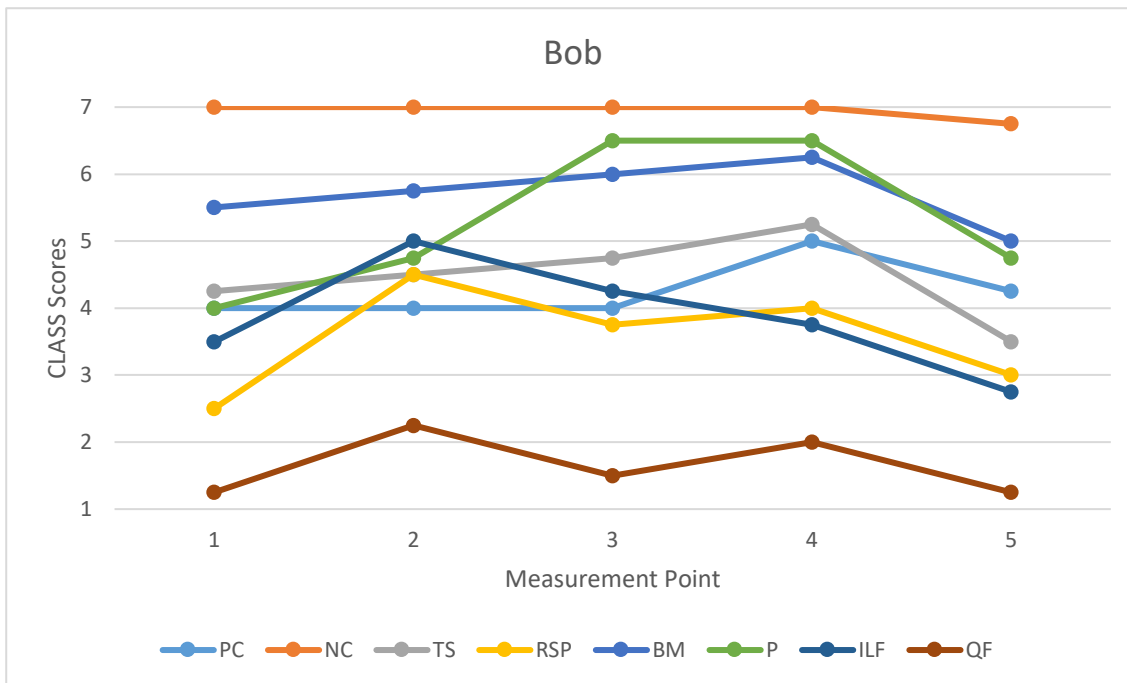
### 5.2.7.3.2 Bob

Respecting the different dimensions, at measurement point one, Bob had the highest scores in Negative Climate (recoded,  $M = 7.00, SD = 0.00$ ), followed by Behavior Management ( $M = 5.50, SD = 0.50$ ). All other overall mean scores were beneath 5, so viewed as mid or low quality. Teacher Sensitivity ( $M = 4.25, SD = 0.83$ ), Productivity ( $M = 4.00, SD = 0.00$ ) and Positive Climate ( $M = 4.00, SD = 0.71$ ) were both rated as mid. Lower were the scores for Instructional Learning Formats ( $M = 3.50, SD = 0.50$ ) and Regard for Student Perspectives ( $M = 2.50, SD = 0.50$ ), with the lowest overall score being in the dimension of Quality of Feedback ( $M = 1.25, SD = 0.43$ ). In total, one out of eight overall mean scores was at the high end of the rating scale, six in the mid range and one in the low range. The exact dimension profiles at each of the five measurement points are visible in Figure 24.



**Figure 24** Dimension Overview during each of the Five Different Measurement Points of Bob

Figure 25 visualizes the development of the different dimension over time for Bob. In this figure, it becomes obvious that the biggest changes have been in the dimension of Productivity. The mean score differs  $\Delta = 2.5$  between the first ( $M = 4.00, SD = 0.00$ ) and the third measurement point ( $M = 6.50, SD = 0.50$ ), as well as between the first and the fourth ( $M = 6.50, SD = 0.50$ ). Followed by the dimension of Instructional Learning Formats, showing the second highest mean differences  $\Delta = 2.25$  between measurement point two ( $M = 5.00, SD = 0.71$ ) and five ( $M = 2.75, SD = 0.43$ ). A difference of  $\Delta = 2.00$  could be measured for the dimension Regard for Student Perspectives between the first ( $M = 2.50, SD = 0.50$ ) and the second measurement point ( $M = 4.5, SD = 0.87$ ). The dimension of Teacher Sensitivity showed a maximum change of  $\Delta = 1.75$ , between the fourth ( $M = 5.25, SD = 0.43$ ) and the last measurement point ( $M = 3.5, SD = 1.12$ ). A smaller maximum change was visual in the dimension of Behavior Management with  $\Delta = 1.25$  being the biggest mean difference between two scores – the fourth ( $M = 6.25, SD = 0.83$ ) and the last measurement point ( $M = 5.00, SD = 1.00$ ). For Quality of Feedback and Positive Climate, a maximum difference of  $\Delta = 1.00$  was apparent for the mean scores between two measurement points. For Quality of Feedback, between measurement point one ( $M = 1.25, SD = 0.43$ ) and two ( $M = 2.25, SD = 0.83$ ), as well as between the second and the fifth measurement point ( $M = 1.25, SD = 0.43$ ). For Positive Climate, these changes were between the fourth ( $M = 5.00, SD = 0.71$ ), and the first ( $M = 4.00, SD = 0.71$ ), ( $M = 4.00, SD = 0.71$ ) and third measurement point ( $M = 4.00, SD = 0.71$ ). Lowest changes with only a maximum difference of  $\Delta = 0.25$  are present in the dimension Negative Climate. Changes with this difference in mean scores were between the fifth measurement point ( $M = 6.75, SD = 0.43$ ) and respectively to all other measurement points, having a mean score of  $M = 7.00 (SD = 0.00)$ .



**Figure 25** Development of the Mean-CLASS Scores of Bob over Time

In relation to the domain Emotional Support, for Bob there is a significant difference to be measured. Repeated measures ANOVA with a Greenhouse-Geisser adjustment determined that mean scores showed a statistically significant difference between two measurement points,  $F(2.257, 33.849) = 4.641, p = .014$ , partial  $\eta^2 = .236$ , again showing a large effect size. Bonferroni-adjusted post-hoc analysis revealed a significant increase ( $p = .013$ ) in performance from the first to the fourth measurement point ( $-0.875, 95\%-CI[-0.572, 0.697]$ ). The mean score in this domain changed significantly from  $M = 4.44 (SD = 1.73)$  to  $M = 5.31 (SD = 1.16)$ . The scores in this domain are mainly as expected, with a linear increase, even though there is a slight drop a measurement point 3 (Coaching 5). This expected increase due to the coaching, however, might not be stable, because his scores drop at follow-up about to the same level as at the beginning. Interestingly, Bob only wanted to focus on dimensions from the Classroom Organization domain first and only Positive Climate, which was ineligible, was addressed from this first domain. However, although no dimension from this domain was primarily chosen, aspects were always addressed. Thus, he improved in the Emotional Support domain, yet his main interest seems to lie in the Classroom Organization domain. Due to the lack of interest, however, the sharp drop at the end may have occurred for Emotional Support.

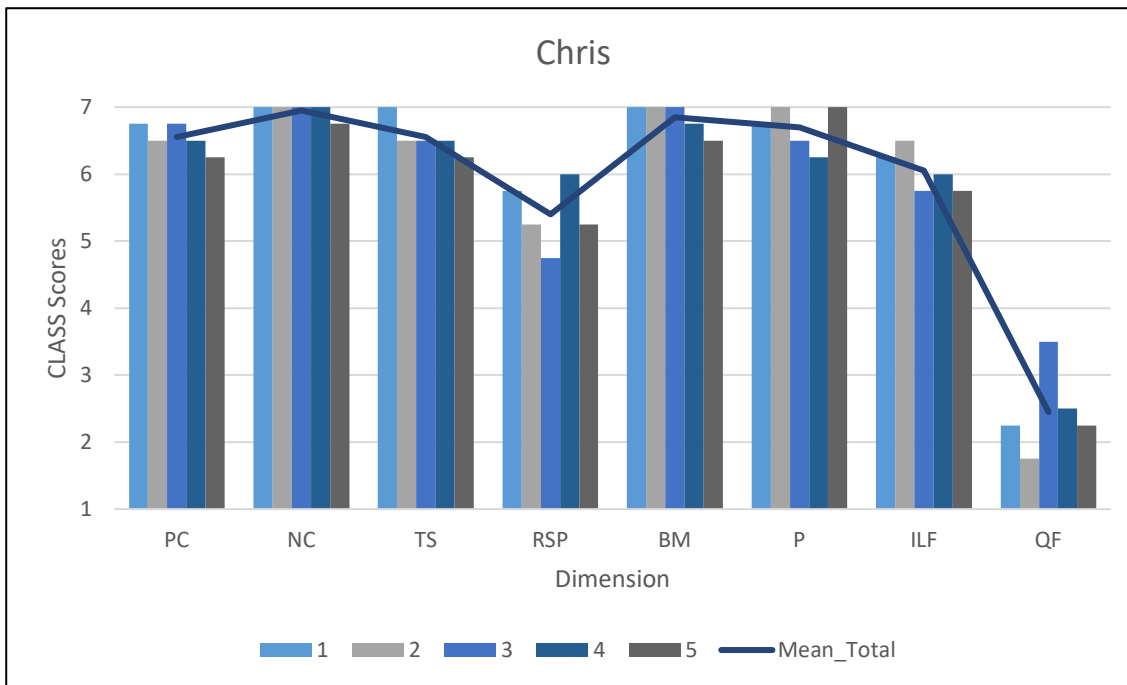
Moreover, for the domain of Classroom Organization a significant change could be measured. Repeated measures ANOVA determined that mean scores showed a statistically significant difference between mean scores,  $F(4, 44) = 7.509, p < .001$ , partial  $\eta^2 = .406$ , thus a large effect. Bonferroni-



adjusted post-hoc analysis revealed three significant changes. One significant increase ( $p = .045$ ) from the first to the third measurement point ( $-1.250$ , 95%-CI $[-2.477, -0.023]$ ), a significant decrease ( $p < 0.001$ ) from the third to the last measurement point ( $1.417$ , 95%-CI $[.742, 2.091]$ ) and a significant decrease ( $p = 0.001$ ) of mean scores from the fourth to the fifth measurement point ( $1.333$ , 95%-CI $[0.548, 2.119]$ ) (see Figure 24). Therefore, the mean score in this domain changed significantly from  $M = 4.33$  ( $SD = 0.94$ ) to  $M = 5.58$  ( $SD = 1.19$ ) from the first to the third measurement point, from  $M = 5.58$  ( $SD = 1.19$ ) to  $M = 4.17$  ( $SD = 1.28$ ) from the third to the last measurement point and from  $M = 5.50$  ( $SD = 1.14$ ) to  $M = 4.17$  ( $SD = 1.28$ ) from the fourth to the fifth measurement point. This development seems to be again mainly in line with what was expected, specifically an increase throughout the coaching intervention. This increase specially seems plausible due to his interest being mainly in dimensions of the domain Classroom Organization. As for the domain Emotional Support, there is an enormous drop (even bigger in this domain) for Classroom Organization when it comes to the follow-up measurement. Again, one could question the lasting effect of the intervention. However, a lack of interest does not seem to be the reason in this regard. On dimension level, this continuous improvement specially becomes visible with Behavior Management and Productivity. For Instructional Learning Formats, there is a high increase from the first to the third Coaching (measurement point two), which is in line with his priorities, because he wanted to focus on this dimension in the third Coaching cycle (see Table 12). However, as other aspects were addressed, this seems to have receded into the background and displays a slow, but steady decrease. For the Instructional Support Domain,  $F(1,788, 5.365) = 2.829$ ,  $p = .146$ ), no significant differences in performance could be identified. Scores for the dimension Quality of Feedback thus stay mainly stable throughout the course of the intervention. In contrast to Bob's CLASS scores in the Classroom Organization domain, his scores in this dimension were at the low end and, with only minor differences, stayed at that level.

#### 5.2.7.3.3 Chris

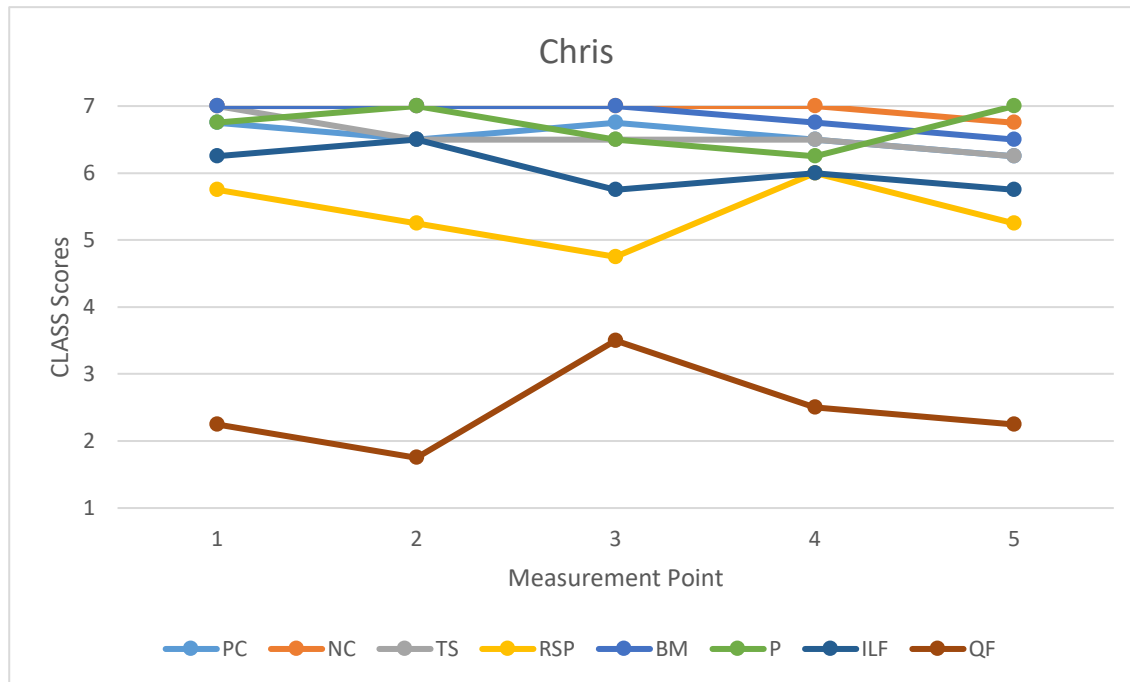
Relating to the different dimensions at measurement point one, Chris had his highest scores in Negative Climate (recoded,  $M = 7.00$ ,  $SD = 0.00$ ), Behavior Management ( $M = 7.00$ ,  $SD = 0.00$ ) and Teacher Sensitivity ( $M = 7.00$ ,  $SD = 0.00$ ), all being at the high end of the scale. Additionally, Chris scored in Positive Climate ( $M = 6.75$ ,  $SD = 0.43$ ), Productivity ( $M = 6.75$ ,  $SD = 0.43$ ), Instructional Learning Formats ( $M = 6.25$ ,  $SD = 0.43$ ) and Regard for Students Perspectives ( $M = 5.75$ ,  $SD = 0.43$ ) high mean scores. Only the dimension of Quality of Feedback ( $M = 2.25$ ,  $SD = 0.43$ ) was scored in the low range. By this, seven out of eight overall mean scores were at the high end of the rating scale. The exact dimension profiles at each of the five measurement points are visible in Figure 26.



**Figure 26** Dimension Overview during each of the Five Different Measurement Points of Chris

Figure 27 visualizes the development of the different dimension over time for Chris. One can easily see that overall, there are less big changes between the different mean scores in the dimensions at the different measurement points. However, overall scores as presented are already very high in many dimensions. Nevertheless, the biggest maximum change has been in the dimension of Quality of Feedback  $\Delta = 1.25$ , which overall has the lowest mean score. This increase was to be found from the second ( $M = 1.75$ ,  $SD = 0.43$ ) to the third measurement point ( $M = 3.5$ ,  $SD = 1.12$ ). The second highest maximum change was apparent in the dimension Regard for Student Perspectives with  $\Delta = 1.25$ , between the third ( $M = 4.75$ ,  $SD = 1.30$ ) and the fourth measurement point ( $M = 6.00$ ,  $SD = 0.00$ ). All changes in the other dimensions were  $\Delta \leq 0.75$ , with a maximum of exactly  $\Delta = 0.75$  in the dimensions Teacher Sensitivity, Productivity and Instructional Learning Formats. This change was found for Teacher Sensitivity between measurement point one ( $M = 7.00$ ,  $SD = 0.00$ ) and five ( $M = 6.25$ ,  $SD = 0.43$ ), for Productivity between four ( $M = 6.25$ ,  $SD = 0.43$ ) and respectively two ( $M = 7.00$ ,  $SD = 0.00$ ) and five ( $M = 7.00$ ,  $SD = 0.00$ ), and for Instructional Learning Formats between two ( $M = 6.50$ ,  $SD = 0.50$ ) and three ( $M = 5.75$ ,  $SD = 0.43$ ) two and five ( $M = 5.75$ ,  $SD = 0.43$ ). A smaller maximum change was visual in the dimensions of Behavior Management and Positive Climate with  $\Delta = 0.50$  being the biggest mean difference between two scores. For Behavior Management this was between each the fifth ( $M = 6.50$ ,  $SD = 0.50$ ), and the first, second and third measurement point, all having the highest rating with a mean score of  $M = 7.00$  ( $SD = 0.00$ ). Positive Climate displayed a similar vision with the fifth measurement point having the lowest mean score ( $M = 6.25$ ,  $SD = 0.83$ ), but as mentioned only a maximum mean score difference of  $\Delta = 0.50$  was

apparent, to the first and third measurement point, both having equal mean scores ( $M = 6.75$ ,  $SD = 0.43$ ). Compared to Bob, lowest changes with only a maximum mean difference of  $\Delta = 0.25$  are present for Chris in the dimension Negative Climate. Changes with this maximum mean difference were between the fifth measurement point ( $M = 6.75$ ,  $SD = 0.43$ ) and respectively to all other measurement points, having a mean score of  $M = 7.00$  ( $SD = 0.00$ ).



**Figure 27** Development of the Mean-CLASS Scores of Chris over Time

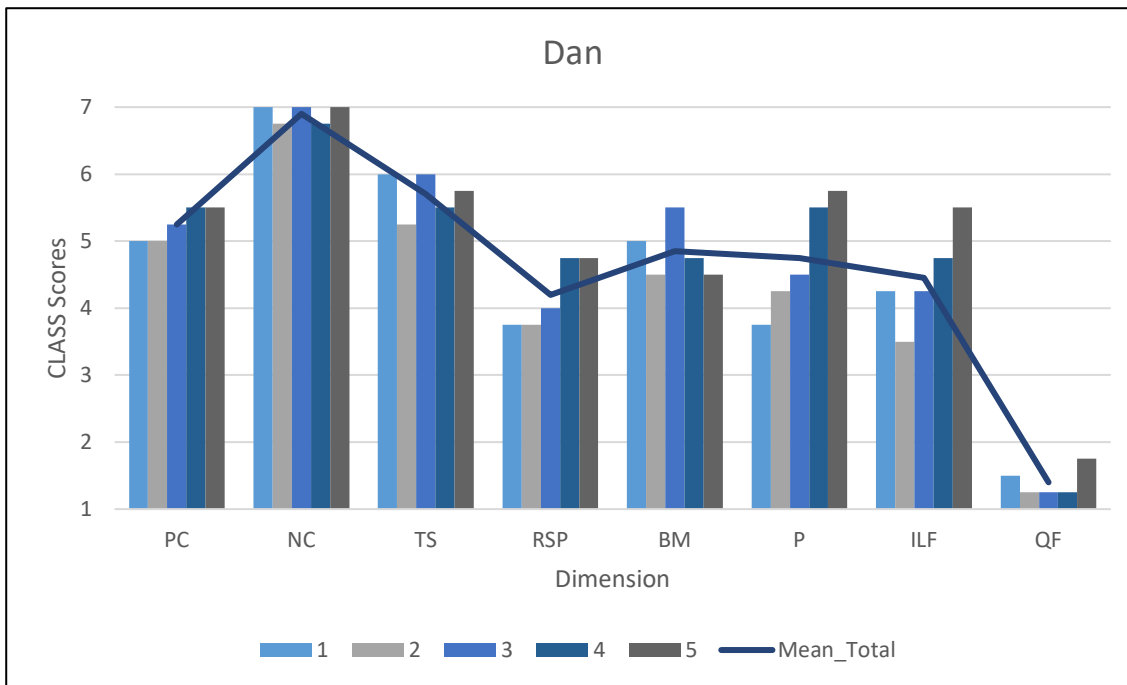
Looking at the domain level, regarding the domain Emotional Support, for Chris there is no significant difference to be measured ( $F(2.048, 30.721) = 1.631$ ,  $p = .212$ , with a Greenhouse-Geisser Adjustment). However, this was expected, because his scores for Positive Climate, Teacher Sensitivity and Negative Climate (reversed) were all already at the high end of the scale. Only for the dimension Regard for Student Perspectives, some room for improvement was possible. Even though there was only small variation in this dimension and no trend was visible, his lowest score in this dimension (however still in the higher mid-range) was at Coaching five, which was the coaching where he wanted to address this specific dimension. Thus, this development is not as expected.

For the domain of Classroom Organization, a significant change could be measured. Repeated measures ANOVA determined that mean scores showed a statistically significant difference between groups,  $F(4, 44) = 3.080$ ,  $p = .025$ , partial  $\eta^2 = .219$ . Thus, a large effect is visible (Cohen, 1988, p. 368). However, Bonferroni-adjusted post-hoc tests do not show exactly which groups differ from each other in a statistically significant way. Nevertheless, the biggest change in this domain was from the second ( $M = 6.83$ ,  $SD = 0.37$ ) to the fourth ( $M = 6.33$ ,  $SD = 0.47$ ) measurement point (see

Figure 26). Again, as for the domain Emotional Support his initial scores were already at the high end of the scale for Behavior Management and Productivity. Only the Instructional Learning Format scores could have improved slightly, although they are already very high. However, again after a small increase from measurement point one to two, there is a slight decrease. Even though this is only small, it could be explained by his main interest lying on well-being and support of the individual children. Thus, his priorities might have become even clearer to him throughout the coaching intervention, shifting his focus slightly away from his instructions. For the Instructional Support Domain ( $F(1.583, 4.748) = 2.365, p = .193$ , with Greenhouse-Geisser adjustment), no significant differences in performance could be identified. This could however be due to the few values, because the biggest maximum change has been in the dimension of Quality of Feedback  $\Delta = 1.25$ , which overall has the lowest mean score and highly increased from the second ( $M = 1.75, SD = 0.43$ ) to the third measurement point ( $M = 3.5, SD = 1.12$ ). However, it dropped again afterwards, indicating that the improvement may not have been stable.

#### 5.2.7.3.4 Dan

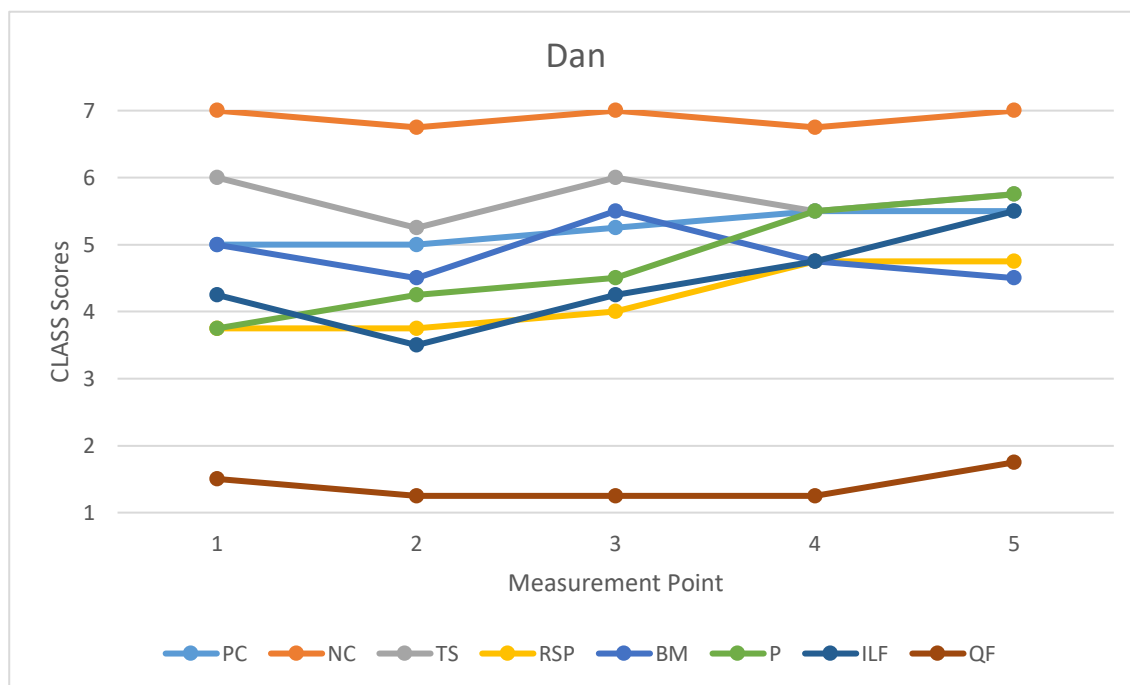
With reference to the different dimensions at the start of the intervention, Dan had the highest scores in Negative Climate (recoded,  $M = 7.00, SD = 0.00$ ) and Teacher Sensitivity ( $M = 6.00, SD = 1.22$ ). All other mean scores were low to mid. Therefore, the next highest score was apparent in the dimensions Behavior Management ( $M = 5.00, SD = 1.00$ ) and Positive Climate ( $M = 5.00, SD = 1.22$ ). Lower overall scores are to report for the dimension Productivity ( $M = 3.75, SD = 1.30$ ), Instructional Learning Formats ( $M = 4.25, SD = 1.79$ ) and Regard for Student Perspectives ( $M = 3.75, SD = 0.83$ ). The dimension of Quality of Feedback ( $M = 1.50, SD = 0.50$ ) scored a low overall mean score. By this, five out of eight mean scores were in the mid range of the rating scale. The exact dimension profiles at each of the five measurement points are visible in Figure 28.



**Figure 28** Dimension Overview during each of the Five Different Measurement Points of Dan

Figure 29 visualizes the development of the different dimensions over time for Dan. The biggest maximum mean difference for this teacher is in the dimensions Productivity and Instructional Learning with a maximum difference of  $\Delta = 2.00$ . For the Instructional Learning Formats dimension, this increase was to be found from the second ( $M = 3.50$ ,  $SD = 1.12$ ) to the fifth measurement point ( $M = 5.50$ ,  $SD = 0.50$ ). For Productivity, this was from measurement point one ( $M = 3.75$ ,  $SD = 1.30$ ) to five ( $M = 5.75$ ,  $SD = 0.43$ ), with a continuous increase at each measurement point. The second highest maximum change was apparent in the dimensions Regard for Student Perspectives and Behavior Management with  $\Delta = 1.00$ . This change is to be viewed for Behavior Management between the third ( $M = 5.50$ ,  $SD = 0.50$ ) and respectively the second ( $M = 4.50$ ,  $SD = 1.12$ ) and fifth measurement point ( $M = 4.50$ ,  $SD = 0.50$ ). For Regard for Student Perspectives, this difference was measurable between the first ( $M = 3.75$ ,  $SD = 0.83$ ) and the fourth ( $M = 4.75$ ,  $SD = 0.83$ ), the first and the fifth ( $M = 4.75$ ,  $SD = 0.83$ ), as well as between the second ( $M = 3.75$ ,  $SD = 0.83$ ) and fourth and the second and the fifth measurement point. Therefore, it was staying stable between the last coaching point and the follow-up measurement. A maximum of exact  $\Delta = 0.75$  in the dimension Teacher Sensitivity was found between measurement point one ( $M = 6.00$ ,  $SD = 1.22$ ) and two ( $M = 5.25$ ,  $SD = 0.43$ ) and respectively two and three ( $M = 6.00$ ,  $SD = 0.71$ ). A smaller maximum change was visual in the dimensions of Quality of Feedback and Positive Climate with  $\Delta = 0.50$  being the biggest difference between two mean scores. For Quality of Feedback, this value was between the fifth ( $M = 1.75$ ,  $SD = 0.43$ ) and the second, third, and fourth measurement points, respectively, all of which had a mean score of only  $M = 1.25$  ( $SD = 0.43$ ). Positive Climate displayed this maximum mean

difference between the first ( $M = 5.00, SD = 1.22$ ) and the fourth ( $M = 5.50, SD = 0.87$ ) and fifth measurement point ( $M = 5.50, SD = 0.50$ ), as well as between the second ( $M = 5.00, SD = 0.71$ ) with the fourth and the fifth measurement point. As compared to Bob and Chris, lowest changes with only a maximum mean difference of  $\Delta = 0.25$  are present for Dan in the dimension of Negative Climate. Changes with this maximum mean difference were between the second and the fourth measurement point ( $M = 6.75, SD = 0.43$ ), respectively to all other three measurement points, having a mean score of  $M = 7.00 (SD = 0.00)$ .



**Figure 29** Development of the Mean-CLASS Scores of Dan over Time

Checking for significant changes, there were none to be found for the three different domains – Emotional Support ( $F(2.309, 34.629) = 1.089, p = .355$ , with Greenhouse-Geisser adjustment), Classroom Organization ( $F(2.231, 24.540) = 1.831, p = .178$ , with Greenhouse-Geisser adjustment) and Instructional Support ( $F(1.761, 5.283) = .667, p = .534$ , with Greenhouse-Geisser adjustment).

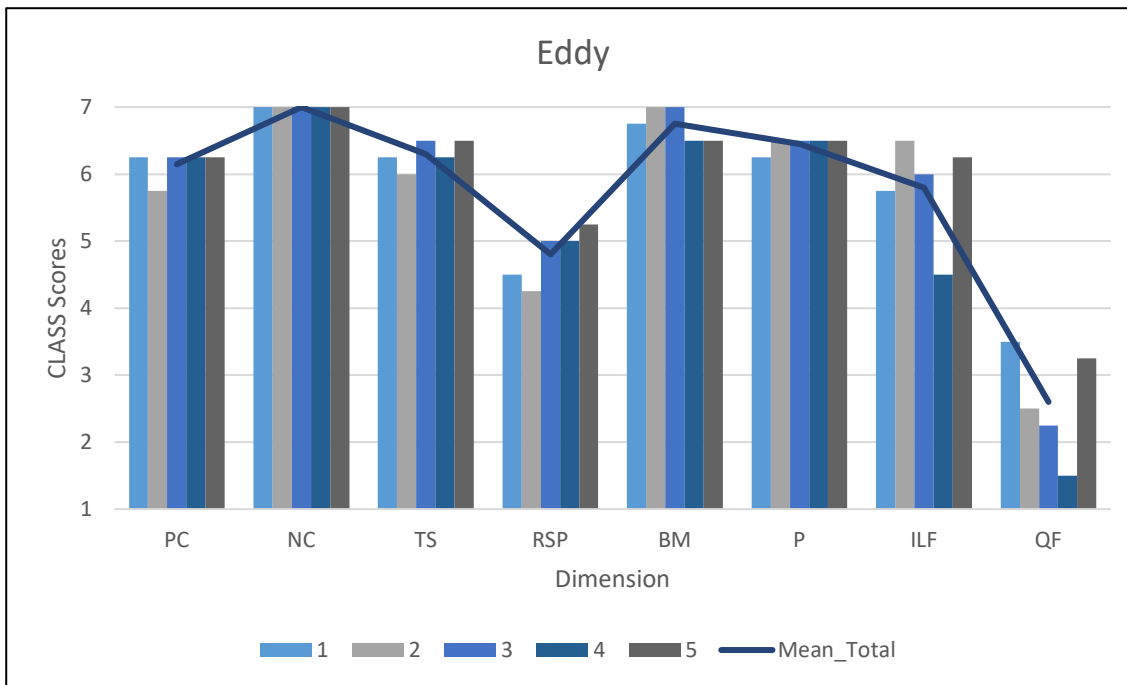
However, mean scores of Dan on domain level show a continuous increase from the second ( $M = 5.19, SD = 1.24$ ) to the last ( $M = 5.75, SD = 0.97$ ) measurement point for Emotional Support as well as for Classroom Organization ( $M = 4.08, SD = 1.26$  to  $M = 5.25, SD = 0.72$ ). For Instructional Support mean scores were stable at measurement point two, three and four ( $M = 1.25, SD = 0.43$ ), but increased at follow-up ( $M = 1.75, SD = 0.43$ ). At the beginning, all scores were slightly higher than at the second measurement point.

This development is apparent for all dimensions, except for Behavior Management, which is the same at measurement point two as it is at follow-up. Dan seems to be very interested in the individual

children and how to individually support them. This can, for example, be supported by his usage of the video library, where he mainly worked with material from the Emotional Support Domain. However, due to a lack of skills in the Classroom Organization domain, as can be seen in Figure 28, he might have had much to do with increasing the movement time in his class or reducing disruptions. Thus, nonetheless he seems interested in being sensitive and supportive – he also wanted to work with the dimension Teacher Sensitivity first (see Table 12) – his scores in the Emotional Support domain were (except for Negative Climate) only in the mid range. Thus, there was still room for improvement in the Emotional Support domain which he obviously exploited. Additionally, his biggest changes in Productivity and Instructional Learning Formats are in line with the assumption of a predominantly increase in CLASS scores throughout the intervention, which even steadily increases afterwards. Thus, as his scores in the Classroom Organization domain increase, as they started from a lower end of the medium range, his lessons may have been more fluid, he might have had more time for things such as, for example, integrating the students and giving them electives, also resulting in higher scores in the dimension Regard for Student Perspectives.

#### 5.2.7.3.5 Eddy

Relating to the different dimensions averaged over time, Eddy overall had his highest scores in Negative Climate (recoded,  $M = 7.00$ ,  $SD = 0.00$ ), with the same score being continuously rated. Four other dimensions were at the high end of the scale – Behavior Management ( $M = 6.75$ ,  $SD = 0.43$ ), Productivity ( $M = 6.25$ ,  $SD = 0.83$ ), Teacher Sensitivity ( $M = 6.25$ ,  $SD = 0.83$ ) and Positive Climate ( $M = 6.25$ ,  $SD = 0.83$ ). Slightly lower overall scores are to report for the dimension Instructional Learning Formats ( $M = 5.75$ ,  $SD = 0.83$ ). Regard for Student Perspectives is the dimension with the second lowest overall mean scores over time ( $M = 4.50$ ,  $SD = 0.50$ ), however, still being in the higher mid range. The dimension of Quality of Feedback ( $M = 3.5$ ,  $SD = 1.12$ ) is on par with the other teachers and scored lowest overall mean scores, although it is still in the mid range. In total, five out of eight mean scores were at the high end of the rating scale and the other three in the mid range. The exact dimension profiles at each of the five measurement points are visible in Figure 30.

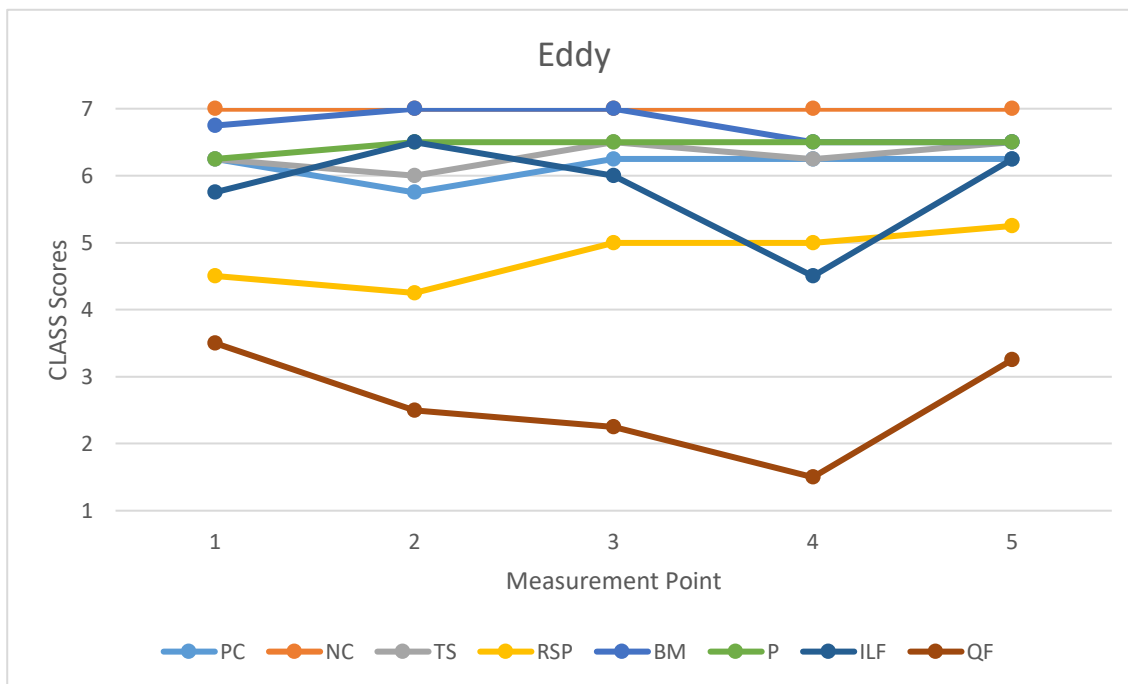


**Figure 30** Dimension Overview during each of the Five Different Measurement Points of Eddy

Figure 31 visualizes the development of the different dimensions over time for Eddy. The biggest maximum mean difference for this teacher is easily visible at measurement point four with a drop in the dimensions Instructional Learning Formats und Quality of Feedback. Therefore, the maximum difference of  $\Delta = 2.00$  is to be seen for Quality of Feedback between the fourth ( $M = 1.50$ ,  $SD = 0.50$ ) and the first measurement point ( $M = 3.50$ ,  $SD = 1.12$ ) and for the dimension of Instructional Learning Formats between the second ( $M = 6.50$ ,  $SD = 0.50$ ) and the fourth measurement point ( $M = 4.50$ ,  $SD = 1.12$ ). The next highest maximum mean difference in one dimension was  $\Delta = 1.00$  in the dimension Regard for Student Perspectives. This change was found between the second ( $M = 4.25$ ,  $SD = 0.83$ ) and the last point of measurement ( $M = 5.25$ ,  $SD = 0.43$ ). A maximum mean difference of exact  $\Delta = 0.50$  was observed in the dimensions Positive Climate, Teacher Sensitivity and Behavior Management. For Positive Climate, the change was higher between the second ( $M = 5.75$ ,  $SD = 0.43$ ) and all other measurement points ( $M = 6.25$ ,  $SD_{2,4,5} = 0.43$ ,  $SD_3 = 0.83$ ). For Teacher Sensitivity, this was measured between measurement point two ( $M = 6.00$ ,  $SD = 0.00$ ) and respectively three and five ( $M = 6.50$ ,  $SD = 0.50$ ). Additionally, this change is to be viewed for Behavior Management between the second ( $M = 7.00$ ,  $SD = 0.00$ ) and respectively the fourth ( $M = 6.50$ ,  $SD = 0.50$ ) and fifth measurement point ( $M = 6.50$ ,  $SD = 0.50$ ), as well as between the third ( $M = 7.00$ ,  $SD = 0.00$ ) and those two measurement points. A smaller maximum change was visual in the dimension of Productivity with  $\Delta = 0.25$  being the biggest difference between two mean scores. For this dimension, this change was found between the first ( $M = 6.25$ ,  $SD = 0.83$ ), and all other measurement points, all having a mean score of  $M = 6.50$  ( $SD = 0.05$ ), therefore being slightly higher. Just like Bob, Chris, and



Dan, Eddy has the least amount of change in the Negative Climate dimension. No changes were to register in this dimension with all mean scores being  $M = 7.00$  ( $SD = 0.00$ ).



**Figure 31** Development of the Mean-CLASS Scores of Eddy over Time

Similar to Dan, checking for significant changes, there were none to be found for the three different domains – Emotional Support ( $F(2.131, 31.967) = 1.744, p = .189$ , with Greenhouse-Geisser adjustment), Classroom Organization ( $F(1.876, 20.641) = 2.512, p = .105$ , with Greenhouse-Geisser adjustment) and Instructional Support ( $F(1.637, 4.910) = 3.186, p = .132$ , with Greenhouse-Geisser adjustment).

Eddy's domain-level mean scores for the five measurement points show an increase for Emotional Support from the second ( $M = 5.75, SD = 1.09$ ) to the last ( $M = 6.25, SD = 0.75$ ) measurement point for Emotional Support. For Classroom Organization, the highest score was at  $M = 6.67, SD = 0.47$  compared to measurement point four ( $M = 5.83, SD = 1.12$ ), but scores increased back at follow-up ( $M = 6.42, SD = 0.75$ ). All dimensions in this domain – namely Behavior Management, Productivity and Instructional Learning Format slightly increased from the first to the second measurement point. Interestingly, the dimension of Instructional Support was also the dimension in focus at this second measurement point (Video 3). For Instructional Support, the means were lowest at measurement point four ( $M = 1.50, SD = 0.50$ ), but increased at follow-up ( $M = 3.25, SD = 2.28$ ), even though they were still slightly lower than at the beginning ( $M = 3.50, SD = 1.12$ ). Similar to Chris, Eddy started with CLASS scores at the high end for all dimensions, except Quality of Feedback and Instructional Learning Formats. Thus, no large changes were expected in these dimensions and thus,

that no significant changes were revealed is not a surprise. Interestingly, the dimension Regard for Student Perspectives, which was second lowest at the start, is also the dimension which he wanted to focus on first (see Table 12) and which shows an almost continuous improvement (except for a slight drop at measurement point two), as it would have been expected. However, Eddy's CLASS scores are all almost at the same level at follow-up, as they were at the start, indicating no direct and stable improvement based on the coaching intervention. However, as mentioned, most of his scores were already at the high end at the beginning of the intervention.

#### 5.2.7.3.6 Comparison between the Five Different Teachers

Although the main interest of this study was primarily the development of teachers' individual scores, a comparison between the teachers is additionally presented to investigate differences between the five teachers.

Looking at the change in CLASS scores across measurement points, Anna showed lower mean scores in three dimensions from the first to the second measurement point (cf. chapter 5.2.7.3.1). The only improvements seen with her between these two measurement points were in two dimensions and were very small. This phenomenon, that the second measurement (the third coaching) showed many lower values than the first one, could be found in the approach of Dan as well. In his case, the largest reductions were in two dimensions and overall deteriorations or constant values appeared (cf. chapter 5.2.7.3.4). Only in the dimension Productivity, improvement was visible. However, these data should be viewed with caution because it is difficult to estimate the size and randomness of the effects.

This conspicuousness could be explained by the fact that these two teachers might have put extra effort into their first lesson. The presence of an observer and the awareness that all actions are documented often leads to socially desirable behavior. Behavior, expressed views and opinions of persons are called socially desirable if they are evaluated positively by the members of society or if they correspond to the prevailing values or norms. In this context, a test leader or interviewer and possible observers are sufficient to represent a society. Accordingly, a change in behavior may come from observers when participants know that they are under observation in a non-covert observation (Bortz & Döring, 2016, pp. 330–331). Thus, this would be a possible explanation for the sharp drop in the performance of the two teachers from the first to the third lesson.

However, at the third lesson, a habituation to the camera and an observer could have already happened, which is why they behaved more authentic. Therefore, it is possible that these values should be considered as more realistic starting points for their changes. If one compares the means of the

CLASS ratings from the second to the fourth or even fifth measurement point (follow-up) for these two teachers, predominantly positive changes can be seen (cf. chapter 5.2.7.3).

For Bob, this phenomenon did not appear. On the contrary, all of his scores either stayed the same or improved, with the biggest change in the dimension of Productivity, from the first to the second measurement point and remaining the same at the fourth measuring point (cf. chapter 5.2.7.3.2). A possible explanation might be that Bob adapted more quickly to the additional person/observer in the class. Therefore, a more accurate and realistic picture of his actual teaching quality might have been drawn at measurement point one. This assumption is supported by Bob stating in his interview that "from the beginning, it was actually as if I/as if there was no one in the room" (Bob, Pos. 69). Additionally, he said that he never even prepared a single lesson and did not want to "make a show out of it" (Bob, Pos. 49), which therefore made him seem rather unimpressed to an external observer.

Looking at Bob's development from the first to the fourth measurement point (the lesson after the last coaching cycle), Bob improved in all dimensions except Negative Climate, which stayed the same and at the lowest possible level (which is achievable). However, all scores dropped from the fourth to the last measurement and follow-up point (cf. chapter 5.2.7.3.2). Nevertheless, scores for three dimensions were still higher than the scores at the starting point. Two explanatory approaches seem possible for the drop of CLASS scores over all dimensions from the penultimate measurement point to the follow-up point. It might be possible that scores dropped because the teacher was no longer receiving regular feedback on his lessons and therefore the sustainability of the intervention would be questionable. A second possible explanation and one that seems more likely in this context is the time of the school year in which the last video recording took place. The recording captured one of the last lessons before summer break. However, it could also indicate that Bob might not be as good at keeping up his improved scores without external support.

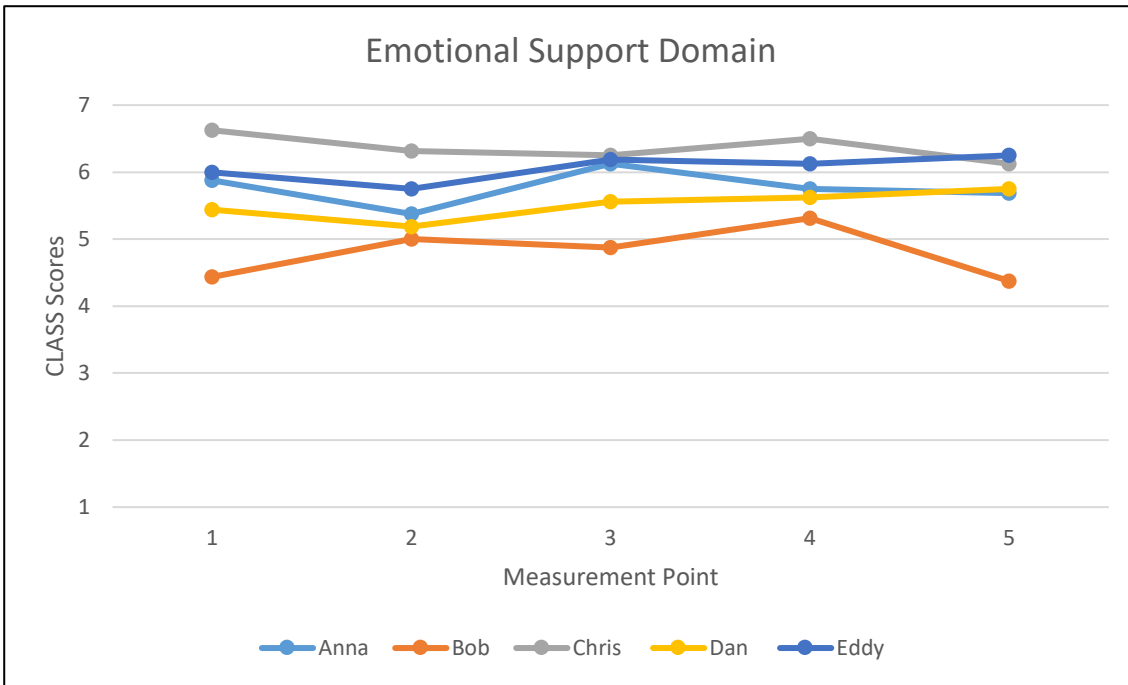
Overall, there are less big changes between the different means in the dimensions at the different measurement points visible for Chris. However, all scores already started in the high range, except for Quality of Feedback. This was also the dimension with the biggest maximum change (cf. chapter 5.2.7.3.3). This increase does not seem to be directly related to the particular topic being worked on or the priorities Chris was asking for and wanted to address because he did not want to focus specifically on Quality of Feedback until the last session. However, the coach always tried to focus on all dimensions although one was highlighted specifically. Because he already had very high/partly the highest scores in all other dimensions, few information and conversation about single aspects of Quality of Feedback might have already made a difference. Nevertheless, this improvement was not stable and scores fell at follow-up to the level of the first measurement point, but still higher as

measurement point two. This could also be explained by the fact that a lot of effort is put into making a good first impression during the first lesson.

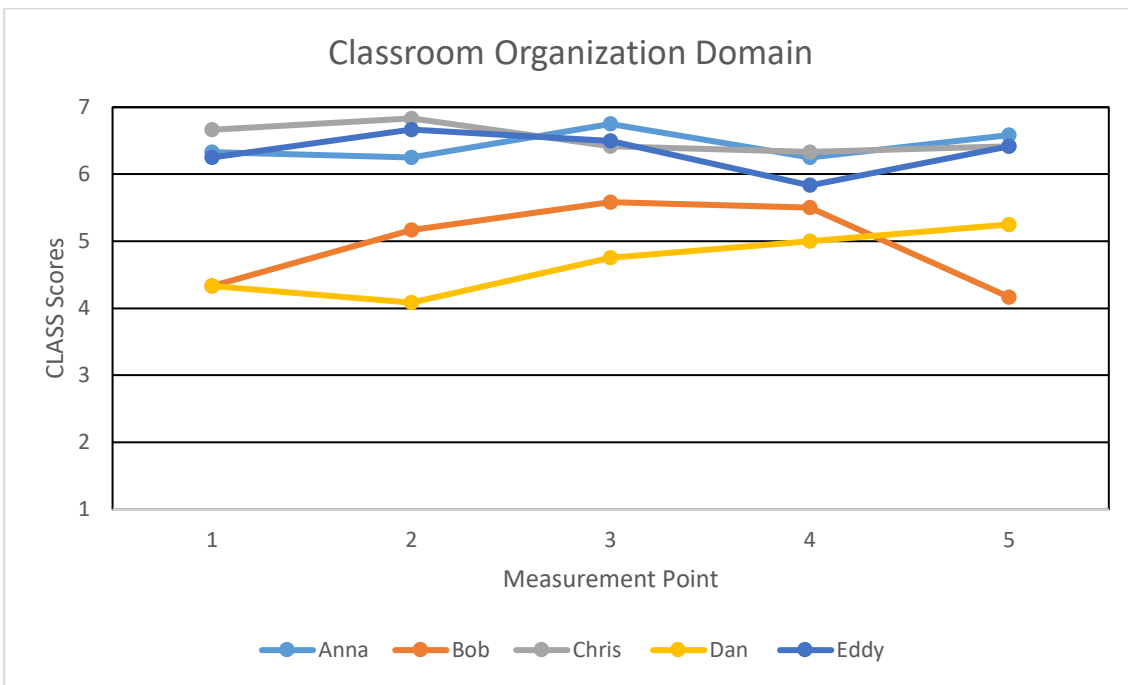
The second highest change for Chris was apparent in the dimension Regard for Student Perspectives (cf. chapter 5.2.7.3.3). This lies in line with the teacher's interest. He wanted to focus on this dimension at the fifth coaching cycle/third measurement point. Thus, based on this video recording, he received increased information about this dimension, which might be a possible explanation for this improvement. Additionally, he seemed to have a high interest in the domain of Emotional Support, to which Regard for Student Perspectives belongs. This can be supported by his choice of dimensions to focus on, as well as the data from the video library showing the most clicks on video clips and information related to this dimension. Except for Productivity, all of his scores dropped slightly from the fourth to the fifth measurement point. Even though these are only small declines, as in Bob's case, the explanation might be that the last recording took place almost immediately before the summer break or that he might not be as good in keeping up his improved scores without external support.

Similar to Chris, Eddy seemed to have high interest in the domain Emotional Support although he already attained high scores in the associated dimensions at the beginning. This again can be supported by the majority of clicks on the website in this domain and the teachers' wish to address Teacher Sensitivity and Regard for Student Perspectives (together with Instructional Learning Formats) in the first sessions. The dimension of Positive Climate was focused on first with every teacher. Again, similar to Chris, Eddy already attained high values in this domain with comparatively lowest scores reported in the Regard for Student Perspectives dimension (cf. chapter 5.2.7.3.5). For Eddy, increased CLASS scores in the Emotional Support domain seem to be interrelated with his priorities and could be an indicator for the fact that interest in one dimension/area plays a role in possible behavior change. Interestingly, however, he did not specifically show awareness of any detailed learning gains associated with the dimension Regard for Student Perspectives.

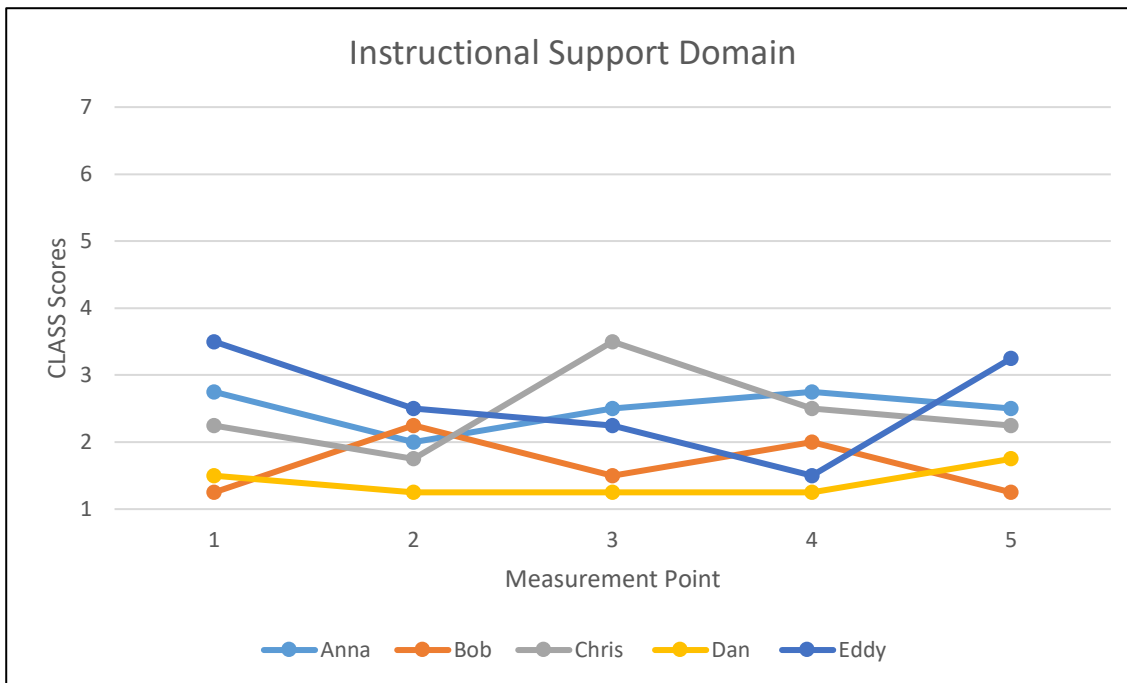
In order to graphically compare the five teachers, graphic figures concerning the domain mean scores at the individual measurement points are presented (see Figure 32, Figure 33 and Figure 34).



**Figure 32** Teachers Individual Domain Development in Emotional Support



**Figure 33** Teachers Individual Domain Development in Classroom Organization



**Figure 34** Teachers Individual Domain Development in Instructional Support

Looking at the three figures above, it becomes obvious that some of the five teachers started out with very different prerequisites concerning their CLASS scores. The highest and the lowest scores have differed by more than two scale points within each domain. Regarding measurement point one, thus where the participants started from, Chris has the highest overall the means in the domain Emotional Support ( $M = 6.36, SD = 0.60$ ) and Classroom Organization ( $M = 6.67, SD = 0.47$ ). The scores of Anna and Eddy were both very nearby, with scores in the domain Classroom Organization being even closer together and all at the high end of the scale. Thus, in the classrooms of these three teachers, there seems to have already been a high level of emotional support, indicating a positive relationship and climate in the classroom. In addition, scores for Classroom Organization are all at the high end, stating that there are few to none disruptions, a high amount of productivity and clear instructions from the teacher.

In contrast, lowest scores were achieved by Bob in the Emotional Support domain ( $M = 4.44, SD = 1.73$ ). Additionally, Bob ( $M = 4.33, SD = 0.94$ ) and Dan ( $M = 4.33, SD = 1.94$ ) both had identical scores in the Classroom Organization domain, which were only in the mid range in contrast to those of the other three teachers.

Compared to the two domains presented before, the scores of all teachers are considerably lower. In the Instructional Support domain, Eddy ( $M = 3.50, SD = 1.12$ ) had the highest mean scores, followed by Anna ( $M = 2.75, SD = 0.83$ ), Chris ( $M = 2.25, SD = 0.43$ ), Dan ( $M = 1.50, SD = 0.50$ ) and Bob ( $M = 1.25, SD = 0.43$ ), in this order. Thus, yet the scores of all teachers were in the low to lower mid

range, the highest (Eddy) and lowest (Bob) scores still differed immensely. Thus, even though the Quality of Feedback seems to be low in relation to the emotional support and management of the classroom for all teachers, there are still large differences from literally no feedback-loop or scaffolding, to classrooms with occasionally feedback.

As all teachers started with partly very different starting positions, the development is also very different in part. One can hardly identify any change for Anna, Chris or Eddy in the development of their already high scores in Emotional Support and Classroom Organization. Thus, these three teachers seem to keep up their high level in these two areas, even though slight improvements would have been expected. This development is different with Bob and Dan. With respect to Emotional Support and Classroom Organization, the development of Dan is the one that most closely matches the anticipated linear increase over the course of the intervention, with only a slight drop at the second measurement point. Bob shows roughly the same trend, with the big difference that his scores displayed a large drop at the follow-up measurement, indicating that his development might have not been stable.

Looking at the Instructional Support domain, there seem to be no uniform development at all. The scores for Anna drop from the first to the second measurement point, then steadily increase, until they drop again at the follow-up measurement. For Bob, there is an alternating up and down in his development, which cannot be directly explained by the influence of the intervention, because he did not want to specifically address Quality of Feedback. Likewise, the development of the CLASS scores of Chris does not proceed as expected. His scores decrease from the start to measurement point two, then highly increase, before they again decrease. Again, there seems no plausible explanation for this development. Dan's scores in Instructional Support stay mainly steady with only a slight improvement at follow-up. However, he, together with Bob, were the only teachers who did not want to specifically address the only dimension in this domain – Quality of Feedback (see Table 12). The development of Eddy's score is opposite to the expected steady increase, displaying a continuous decrease with a steep increase for the follow-up measurement, ending at about where he started. Since there are no logical reasons for the different development of the teachers' CLASS scores in this domain, it can be assumed that there are other influencing factors that could have had an impact on the development, which are not included in the CLASS scores. This could have been, for example, special conditions in the lesson or within the teachers (e.g., tiredness) or school year effects. In addition, measurement errors cannot be ruled out.

There are very different progressions also in the dimensions. Although there are a few similar starting points and similar developments, the individual courses are very confusing. This shows that

many processes are taking place simultaneously. CLASS scores show these processes, so the individual progressions are very interesting. However, there also seem to be other influencing factors that cannot be represented by CLASS.

### **5.2.8 Joint Displays**

In this concluding chapter of the results section, integrative data-analysis (quantitative and qualitative data combined), as well as Joint displays will be presented. These will be applied to bring the different types of data together and get a more in-depth picture of the different teachers and the whole coaching process.

Therefore, firstly, contrasting qualitative data from the interviews, the video recordings and the individual preferences will be presented, looking at the teachers interest and motivation, thus where they started from and how this influenced their participation. Secondly, these diverse interest and motivation types are compared with their individual developments looking at who benefitted most from the intervention. For this, data respecting each teacher will be laid out, followed by triangulations, i.e., data relevant to the same question or topic, testing the validity of the findings (Seale, 1999). Thirdly, combined information of all teachers will be presented with mixed data sets highlighting the points of self-reflection and educational beliefs. Fourthly, there is combined information about student motivation. Lastly, the four levels of training/intervention evaluation based on Kirkpatrick (1977) are addressed in order to view the whole coaching process from different angles in order to obtain a detailed overall picture.

#### **5.2.8.1 Observational Qualitative Data from the Video Recordings, Interviews and Individual Preferences (CLASS)**

This qualitative data was additionally compiled from the video recordings of the individual lessons as well as supplementary information from the interviews. Again, mainly the lessons of Anna, Bob and Chris, whose lessons seem very contrasting, are presented in this regard. Eddy was grouped with Chris, and Dan was categorized as being a hybrid type of Chris and Bob's lessons.

The three lessons are very rich in contrast and present three different types of teachers. On the one hand, we have Bob, who never prepared even a single lesson and explicitly highlights that he does not want to put on a show (Pos. 49). Bob already has a lot of teaching experience and a good rapport with many students. He is responsive to some individual students. However, he seems to have less of a feel for learning progress and individual students. Specifically, he talks about one situation (Video 5, Minutes 8:50-10:40), in which he "referred too much to one student, disregarded the other, and perhaps did not treat him quite as he deserved" (Pos. 111), after they collided during the



warm-up. However, this recognition and understanding is to highlight positively. His main goal seems to be that the children do not cause disruptions, for example, when running on lines ("try not to cause any accidents", Video 7, Minute 3:50) or getting ready for playing ping-pong ("everyone needs to get one ping-pong ball" being repeated 6 times in one minute, Video 5, Minutes 3:55-4:50). Less emphasis lies on learning gain, which becomes clear, when practical no reflection or summary of what was learned takes part at the end of the lesson and rather only organizational information is handed to the students, such as "please dismantle" (Video 4, Minutes 63:37 to 67:46). Moreover, Bob first wanted to address all dimensions of the Classroom Organization domain, thus showing special interest in this domain, starting with Behavior Management. This likewise highlights his wish for a disruptive free lesson and keeping everyone busy. Thus, he seems to have narrow placement goals and sees himself as having a different teacher identity than Chris.

In contrast, Chris puts special emphasis on the individual student and their social development. He thoroughly prepares each lesson. His focus is on the well-being of each individual child. In contrast to Bob, who says that he has not even prepared a single lesson (Pos. 49), Chris has always prepared very well for each lesson (Pos. 31). At the beginning of his lessons, this teacher is already actively involved, going around, monitoring, checking in to see if anyone needs help or support, to give additional ideas and challenges or just a quick praise (e.g., Video 5, Minutes 2:45, 2:50, 2:55, 3:00, 3:05, 3:20). In addition, at the end of his lessons, organizational statements are always in place, but the focus remains on the individual child, their needs and the learning gains (e.g., Video 3, Minutes 40:05-40:55). Thus, Chris has a very strong sense of support and was particularly interested in the dimension of Teacher Sensitivity right from the start, wanting to focus on this dimension first. He puts much emphasis on emotions overall, responds to individual students, and is very concerned if someone is having a hard time, and strives to help them reintegrate and feel good about themselves (e.g., Pos. 89). Moreover, he is the only one who highlights the behavior of the children among themselves positive, for example, by stating that they are very caring towards each other (Pos. 57).

Compared to the two presented teachers, Anna, has the least teaching experience of these three teachers, at four years. She is a bit cooler when it comes to the relationship with the children, but attentive and dedicated. She seems to care much about rules, goals, clarity and a smooth process. Every lesson of her follows a strict plan, which is always quite similar. She wants everyone to know what to do and what is expected of him or her and systematically recalls the lesson structure or rules with the children. For example, after the children are allowed to come into the hall the lesson plan is already put up presenting among other things the game that is played until all children are in the sports hall. When everyone has arrived, the lesson starts after with the good morning ritual with clapping and a reminder to sit properly knee to knee with their neighbors (e.g., Video 1,

Minutes 11:55-14:05, Video 2, Minutes: 9:15-9:40 and Video 3, Minutes 13:05-13:25). This structured and systematic procedure is likewise visible at the end of her lessons, when "the child of the day" received the dice. Each number has an allocated question that can be asked by the child of the day in order to for example figure out what they learned (Video 1, Minute 43:11). In Anna's interview she only named one aspect being categorized under Emotional Support and one under Classroom Organization stating what she believes she learned in the intervention. However, during the interview she repeatedly addresses aspects of Classroom Organization for example, when talking about the advantages of being videotaped. She says it was interesting to see when "one [child] somehow pinches the other all the time and therefore the one fidgets all the time", realizing, "oh, so that's why he's fidgeting all the time" (Pos. 88). This strive for structure and order was likewise visible with her wish for addressing the dimension of Behavior Management first within the coaching intervention, again expressing particular interest in making sure all things are routine and orderly.

Consequently, these different types of teaching directly reflect the teachers' goals, what is important to them and what they want to achieve with their children and their lessons. Additionally, these different foci have influence on how they approached the coaching intervention. For example, Anna and Bob both focused on minimizing disruption in their lessons and wanted to work on the Behavior Management dimension first. Chris, on the other hand, put much emphasis on student's individual development and wanted to improve and work on Teacher Sensitivity first. Again, highlighting the different approaches and what is important to them. Hence, it seems like what was important to them based on their lesson descriptions and interview quotations reflects their interest and motivation and had an impact on what they wanted to work on. Interestingly, Chris already had the highest scores in the Emotional Support domain in contrast to all other teachers. However, for him, these aspects seem to be most important and have steered his coaching process. Additionally, the aspects he perceived to have learned can be assigned to this domain for the most part (5 out of 7 statements). The same can be seen for Anna, who already had high scores in the Classroom Organization domain, displays many rituals and routines in her classroom and wants to focus on a dimension from this domain first. Consequently, how teachers behave in the classroom seems to influence how they approach the coaching intervention. It seems to have an effect on how they individualized their coaching and what they say they learned. Accordingly, their classroom behavior seems to directly reflect their goals of what is important to them. Furthermore, it seems to influence how they experienced the coaching intervention as well as how and what they wanted to learn.

### 5.2.8.2 Combined Information of the Five Individual Teachers

The aim of this next chapter was to determine who benefitted most from the coaching intervention by looking at their motivation and interest and combining the different information received throughout the coaching intervention. One important point in the evaluation was the interest of the teachers, or rather which dimension they valued most and what they focused on. This was combined with what they said they have learned throughout the intervention. In addition, the number of clips of each dimension in the video library received by each teacher during coaching was considered. A comparison was also made in relation to the CLASS scores and the improvement of the participants. Thus, quantitative and qualitative data is presented and related to each other in order to highlight possible supportive requirements for such a professional development, looking at each teacher individually.

#### 5.2.8.2.1 Anna

Anna was the only female participating in the coaching program. She is 27 years old; her subjects are PE, Mathematics, Arts and "Sachunterricht"/General Knowledge. She is a teacher at a primary school in Hamburg (city), with 4 years of teaching experience. She is the only teacher with no additional experience in coaching sports, but her interests in sports are soccer, long distance running sailing and kite surfing. She did not have any online learning experience beforehand. Anna was the only person who did not log into the online webpage at all. Therefore, no data can be presented in this regard.

**Table 15** *Combined Information of Anna*

	<b>Anna</b>	<b>Learned as stated in the interview</b>	<b>Clicks on Video Library</b>	<b>Biggest change in CLASS scores</b>
<b>Coaching 1</b>	PC		0	
<b>Coaching 2</b>	BM		0	
<b>Coaching 3</b>	TS		0	
<b>Coaching 4</b>	ILF		0	
<b>Coaching 5</b>	QF		0	

<b>Coaching 6</b>	RSP	"And, as said, that the students need to participate more." (Anna, Pos. 152) <sup>91</sup>	0	x
<b>Dimension(s) left out</b>	P	"And that the effective movement time is higher. Well, you sometimes saw in the videos that there were very long sitting circle phases and little movement and that I simply need to shorten that even more." (Anna, Pos. 152) <sup>92</sup>	0	
<b>Yellow = Emotional Support, Blue = Classroom Organization, Green = Instructional Support</b>				

Anna was the participant who mainly wanted to get her lessons reviewed in contrast to wanting to improve her teaching. On top, Anna is the teacher who mentioned only two things, thus the least aspects, on what she learned. As mentioned, Anna first wanted to work with the dimensions of Behavior Management, Teacher Sensitivity and Instructional Learning Formats (see Table 15). Thus, two of the three first picked dimensions were from the Classroom Organization domain, which seems to be the domain she is most interested in and which seems to have a high priority in her lessons, as displayed by the description of her lessons, highlighting her interest in clarity, routines and rules. Interestingly, her CLASS scores were already at the high end of the scale in this domain at the beginning of the intervention ( $M = 6.33$ ,  $SD = 0.75$ ). Therefore, in spite of that she was most interested in this domain, having focused on this might not have been that beneficial. An earlier focus on one of the other two domains could have perhaps helped her improve even more. Thus, a different coaching approach targeting at the teacher's biggest areas for growth and starting with these dimensions could have achieved higher improvements. However, it is questionable whether this limited participation, which in turn could have led to poor results due to lack of interest in a particular dimension.

When looking at the scores with reference to her educational beliefs, the items assigned to Behavior Management and Productivity, which are in line with clarity, routines, rules and high movement time, are only in the middle range after the intervention, indicating that her educational beliefs are not entirely in line with CLASS. Interestingly, after the intervention, her mean value of educational beliefs in Quality of Feedback increased almost to the highest score and Instructional Learning Formats stayed high with  $M = 4.00$ . In contrast to that, her scores for Positive Climate and Teacher Sensitivity slightly dropped, suggesting that her pedagogical beliefs regarding Emotional Support

<sup>91</sup> "Und, wie halt gesagt, dass die Schüler sich mehr beteiligen müssen." (Anna, Pos. 152)

<sup>92</sup> "Und, dass die effektive Bewegungszeit höher wird. Also, man hat das manchmal in den Videos gesehen, dass es halt dann doch sehr lange Sitzkreisphasen waren und wenig Bewegung und, dass ich das halt einfach noch mehr kürze." (Anna, Pos. 152)

may have suffered to some extent, given her focus on Classroom Organization, i.e., giving instructions properly and making sure that lessons proceed in an orderly fashion.

The last two dimensions, which this teacher wanted to prioritize, were Quality of Feedback, followed by Regard for Student Perspectives. In the interview, she made two statements relating to what she learned, from which one can be assigned with the dimensions Regard for Student Perspectives. The dimension of Regard for Student Perspectives, which she specifically mentioned as one aspect she learned, was likewise the one with the highest visible change for this teacher with respect to her CLASS scores. The means increased from baseline to the second measurement point ( $M = 3.75$ ,  $SD = 0.43$ ), to the third ( $M = 5.00$ ,  $SD = 0.00$ ) and even to the fourth ( $M = 5.25$ ,  $SD = 0.43$ ). For Anna, in addition to Classroom Organization, integrating student perspectives seems to be an aspect she wants to improve, as she also stated in her interview (Pos. 152). She says that the children "have the right" to have a say (Pos. 98) and that in her eyes, "it is good if they are allowed to have a say" (Pos. 98). In addition, she mentions that this aspect was something to which she otherwise did not pay attention at all (Pos. 98). Therefore, it seems as if she was not particularly interested in these aspects or at least did not think about it specifically. She says that she "just always did [her] [...] thing and then [through the coaching] [...] realized" (Pos. 98), that the children had the right to have a say. Thus again, interest in a specific area seems to have influenced learning.

The second point she claimed to have learned was assigned to the dimension Productivity, yet this dimension was not specifically targeted in the intervention. However, although one dimension was always in focus, aspects from all dimensions were addressed when appropriate and specific situations in class occurred that were particularly positive or negative. Therefore, the coaching looked at teaching quality from different perspectives, which seems to have worked for Anna.

#### 5.2.8.2.2 Bob

Bob is male and 40 years old. His subjects are PE and German at a Comprehensive School/Gesamtschule in Lower Saxony (countryside). He has 12 years of teaching experience, 25 years of experience in coaching sports and no online learning experience. His primary sport is badminton.

**Table 16** *Combined Information of Bob*

	<b>Bob</b>	<b>Learned as stated in the interview</b>	<b>Clicks</b>	<b>Biggest Change</b>

Coaching 1	PC	"[...] respectively then how to talk to the students in advance then." (Bob, Pos. 175) <sup>93</sup>	0	
Coaching 2	BM	<p>"Yes, that/when you get into the sitting circle now. This is a sitting circle and not a triangle. I had made a triangle during a lesson; benches were placed in a triangle. You always have to get the children together. And then, of course, some of them sat down in the corners and I couldn't see them. Maybe they didn't listen as attentively. I took that into consideration in the next lesson and in the following lessons and still now." (Bob, Pos. 97)</p> <p>"And, that everyone can see me." (Bob, Pos. 99)</p> <p>"[...] how to keep everybody in sight." (Bob, Pos. 175)</p> <p>"[...] what I take away the most is, taking the time, really until everybody is quiet. [...] I always want a high movement time in my lesson and accordingly I try to start the announcements then also, yes sometimes already, if also not all are ready to start yet. That is, when everyone is not yet listening, some are still trying their shoes. And to take this time/to interrupt the first time/the exercise, to get everyone together, everyone looks at you, everyone is quiet, no one does anything anymore. This will then benefit you in terms of the execution of the exercise. And in many hours I was simply too impatient. And this patience, I just have to get more into it. That everyone really listens to me. And I think that was the main point that I'll take with me for the next lessons, for the next years as a teacher." (Bob, Pos. 175)<sup>94</sup></p>	0	

<sup>93</sup> "[...] beziehungsweise dann, wie man im Vorfeld dann mit den Schülern spricht." (Bob, Pos. 175)

<sup>94</sup> "Ja, das / wenn man jetzt in den Sitzkreis kommt. Das ist ein Sitzkreis und kein, kein Dreieck. Ich hatte nämlich bei einer Stunde dann mal ein Dreieck gemacht, Bänke im Dreieck gestellt. Man muss ja die Kinder immer mal zusammenholen. Und dann haben sich natürlich einige in die Ecken gesetzt und die konnte ich dann nicht sehen. Die haben dann (.) vielleicht nicht ganz so aufmerksam zugehört. Das habe ich gleich in der nächsten Stunde und in den folgenden Stunden und jetzt auch noch immer bedacht." (Bob, Pos. 97)

"Und, dass mich alle sehen können." (Bob, Pos. 99)

"[...] wie man alle im Blick behält." (Bob, Pos. 175)

"[...] was ich am meisten mitnehme ist, sich die Zeit nehmen, wirklich bis alle ruhig sind. [...] ich will immer eine hohe Bewegungszeit in meiner Stunde und dementsprechend versuche ich, die Ansagen dann auch, ja manchmal auch

Coaching 3	ILF	"Yes, we had discussed something on the subject of team division, which I can also use again and again, which I will use." (Bob, Pos. 175)  "We had on the topic of transparency, how do the students best understand what I say? Yes, short little sentences, instead of constantly explaining a lot of things, which then/where then not everyone listens anyway." (Bob, Pos. 175) <sup>95</sup>	0	
Coaching 4	P	"Yes, then of course always what is very practical, that the waiting times shortened/by giving movement opportunities. That the/yes, that it becomes a movement hour and not a waiting hour. There I think actually also always otherwise in such a way, [...] and I will integrate into my future instruction everyday life." (Bob, Pos. 99) <sup>96</sup>	0	x
Coaching 5	TS		0	
Coaching 6	RSP		0	
Dimension(s) left out	QF		0	
<b>Yellow = Emotional Support, Blue = Classroom Organization, Green = Instructional Support</b>				

Bob is the teacher with the second most years of teaching experience, plus 25 years of experience in coaching sports, thus, counting as an experienced teacher in this cohort. As one might expect for a teacher with many years of experience, he was the teacher with the second least usage of the

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schon zu starten, wenn auch noch nicht alle startbereit sind. Das heißt, wenn alle noch nicht zuhören, einige machen ihre Schuhe noch zu. Und um diese Zeit sich zu nehmen / das erstmal / die Übung unterbrechen, alle zusammenholen, alle gucken dich an, alle sind ruhig, keiner macht jetzt mehr irgendwas. Die wird einem dann / die kommt einem nachher dann zu Gute, was die Ausführung der Übung betrifft. Und da war ich in ganz vielen Stunden einfach zu, zu ungeduldig. Und diese Geduld, die muss ich einfach noch mehr reinkriegen. Das wirklich mir alle zuhören. Und, das war glaube ich der Hauptpunkt, den ich mitnehme für die nächsten Stunden, für die nächsten Jahre als Lehrer. (Bob, Pos. 175)

<sup>95</sup> "Ja, zum Thema Mannschaftseinteilung hatten wir was besprochen, was ich immer wieder auch nutzen kann, was ich nutzen werde." (Bob, Pos. 175)

"Wir hatten zum Thema Transparenz, wie verstehen die Schüler am besten meine Aussagen? Ja, kurze kleine Sätze, anstatt ständig ganz viele Sachen zu erklären, die dann / wo dann eh nicht alle zuhören." (Bob, Pos. 175)

<sup>96</sup> "Ja, dann natürlich immer auch was sehr praxisnah ist, dass die Wartezeiten verkürzt / indem ich Bewegungsmöglichkeiten gegeben habe. Dass die sich / ja, dass es eine Bewegungsstunde wird und keine Wartestunde. Da denke ich eigentlich auch immer sonst so dran, [...] das werde ich in meinen zukünftigen Unterrichtsalltag einbinden." (Bob, Pos. 99)

online video platform. He visited the platform 3 times and spent a total of 31 minutes online, but never watched a single video clip or worked with any other of the additional material. He said that the video library was not as important for him and that he wanted to rather work with his own video. Thus, it seems that he learned differently compared to, for example, Chris or Dan. Even though he did not work much with the additional material or video clips from the video library, he highlights that he was concerned about his own videos in contrast to other teaching videos (Pos. 73). He explicitly said that it was not interesting for him to watch what others do (Pos. 73). Thus, the video library and learning from others was not interesting for him and did not seem to have an influence on his further independent education. For him, working with his own video was most beneficial – "as soon as it was always about me, about my videos, I found it insanely interesting" (Pos. 79).

Bob first wanted to address all dimensions of the Classroom Organization domain, thus showing special interest in this domain in the following order – Behavior Management, Instructional Learning Formats and Productivity (see Table 16). The last two dimensions, which this teacher wanted to prioritize, were from the domain Emotional Support. Thus, he only focused on two domains, leaving out Quality of Feedback as the only dimension represented in the Instructional Support domain. Additionally, all but one of the things he said he had learned could be assigned to the domain Classroom Organization (e.g., Pos. 99). Moreover, his biggest change relating to the CLASS data was with the dimension Productivity. From the first ( $M = 4.00$ ,  $SD = 0.00$ ) to the third measurement point ( $M = 6.50$ ,  $SD = 0.50$ ), his CLASS scores for Productivity steadily improved. These even stayed the same at the next measurement point and only slightly decreased at follow-up. This again highlights the possible relation of interest in a specific subject and learning outcome.

The dimension he did not want to focus on was Quality of Feedback. However, this was by far the dimension with his lowest CLASS scores at the beginning ( $M = 1.25$ ,  $SD = 0.43$ ), and thus, albeit with slight variations, stayed this low at follow-up ( $M = 1.25$ ,  $SD = 0.43$ ). Moreover, no quotes from his interview could be categorized as things he believed to have learned to this dimension. Thus, even though this would have been the area with the most possible improvements, this development potential was clearly not exhausted. Thus, as for Anna, it might be considered whether a more deliberate control of the comments in this dimension or a representation of the initial CLASS scores could have supported an improvement in this dimension.

#### 5.2.8.2.3 Chris

Chris is 50 years old and a male Elementary School teacher. His subjects are PE, Mathematics and German with 28 years of teaching experience and therefore the most among the participants. His



school is in North Rhine-Westphalia in the countryside. Additionally, he has 20 years of experience in coaching sports, but no online learning experience. His primary sport is handball.

**Table 17** Combined Information of Chris

	Chris	Learned as stated in the interview	Clicks	Biggest change
Coaching 1	PC		6	
Coaching 2	TS	<p>"Yes, for example, I had exercises like jumping rope, which was much too difficult for the children at the end. [...] I want to do that differently next time. Then I had things with the basketball, which didn't work out well or where I noticed that it was much too difficult." (Chris, Pos. 137)</p> <p>"[...] that I now, shall I say, take significantly more time for the individual children, for each individual child. As well as that is possible. I know, with the large classes that's always perhaps a difficulty, but I don't really let that stop me. I already want to give the children the feeling that I really see everybody, I have everybody really well in sight." (Chris, Pos.135)</p> <p>"I mean, for example, well, I've always/for 50 years now, I've been playing basketball, I've been playing a game with the kids, and Jessica said to me afterwards, 'if you keep doing it like that/the kids will never be able to copy it like that.' So I threw the ball over the kids. That was such an idea." (Chris, Pos. 101)</p> <p>"Partly yes, especially when there were children who had a problem in the lesson. So let's say, I think I also learned again that it is important to look at the children again when they have worries, when they are dissatisfied. So there I have again so the view for me again sharpened, so had to sharpen." (Chris, Pos. 89)<sup>97</sup></p>	12	

<sup>97</sup> "Ja, zum Beispiel hatte ich so Übungen beim Seilchen Springen, das war viel zu schwer für die Kinder am Ende. [...] Das will ich beim nächsten Mal auch anders machen. Dann hatte ich Sachen dabei mit dem Basketball, was nicht gut geklappt hat oder wo ich gemerkt habe, das war viel zu schwer." (Chris, Pos. 137)

<b>Coaching 3</b>	P		7	
<b>Coaching 4</b>	ILF	"[...] I have the feeling of perceiving things differently, of implementing them differently. I like that a lot." (Chris, Pos. 109) <sup>98</sup>	3	
<b>Coaching 5</b>	RSP	"Then the installation and the assembly and disassembly of certain devices. Involving the kids there significantly more and the question." (Chris, Pos. 137) <sup>99</sup>	1	
<b>Coaching 6</b>	QF	"[...] I've been asking it differently since Jessica. 'Who else has a question about this?' And I did it differently before. I don't remember how I asked differently. But at least significantly more negative and that was a different questioning technique, so to speak, anyway." (Chris, Pos. 137) <sup>100</sup>	1	x
<b>Dimension(s) left out</b>	BM		2	
<b>Yellow = Emotional Support, Blue = Classroom Organization, Green = Instructional Support</b>				

Chris is the oldest participant and thus the teacher with the most teaching experience as well as 20 years of experience in coaching sports. He is the teacher who has worked with the platform the second most intense. Therefore, the intensity of working with the video library, thus, how intensely someone works with material for professional development in his or her free time, seems to be more related to the desire to improve and learn than to the duration of the experience. Moreover, he did not have online learning experience before the intervention, but this did not prevent him

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"[...] dass ich jetzt, sag ich mal, mir für die einzelnen Kinder deutlich mehr Zeit nehme, für jedes einzelne Kind. So gut das immer geht. Weiß ich, bei den großen Klassen ist das immer vielleicht eine Schwierigkeit, aber davon lasse ich mich eigentlich nicht abhalten. Ich möchte schon den Kindern so das Gefühl geben, ich habe wirklich alle, ich habe alle wirklich gut im Blick." (Chris, Pos. 135)

"Da meine ich zum Beispiel, naja ich habe immer / seit gefühlt 50 Jahren mache ich beim Basketball, mache ich mit den Kindern so ein Spiel und da sagte mir Jessica nachher 'wenn du das so weitermachst / die Kinder können das nie so nachmachen.' Da hab' ich den Ball so über die Kinder hinweggeworfen. Das war so eine Idee." (Chris, Pos. 101)

"Zum Teil ja, vor allen Dingen, wenn es so um so Kinder gab die, ein Problem hatten in der Stunde. Also sagen wir mal, ich habe glaube ich dadurch auch nochmal so gelernt, wie dass es wichtig ist den Blick nochmal auf die Kinder zu richten, wenn die so Sorgen haben, wenn die unzufrieden sind. Also da habe ich nochmal so den Blick für mich nochmal geschärft, auch schärfen müssen." (Chris, Pos. 89)

<sup>98</sup> "[...] ich habe das Gefühl Dinge anders wahrzunehmen, anders umzusetzen. Das gefällt mir gut." (Chris, Pos. 109)

<sup>99</sup> "Dann das Ein- und der Auf- und Abbau von gewissen Geräten. Die Kinder da deutlich mehr einzubeziehen und die Frage." (Chris, Pos. 137)

<sup>100</sup> "[...] also ich frage jetzt nämlich anders, seit Jessica. 'Wer hat noch eine Frage dazu?' Und das habe ich vorher anders gemacht. Ich weiß nicht mehr, wie ich anders gefragt habe. Aber zumindest deutlich negativer und das war jedenfalls eine andere Fragetechnik sozusagen." (Chris, Pos. 137)

from working with the online learning platform, additionally rather highlighting interest as the decisive factor.

With reference to the three domains, this teacher has obtained most interest in the video library in the domain of Emotional Support (19 clicks: 6 = PC, 12 = TS, 1 = RSP) and also wanted to focus on Teacher Sensitivity (a dimension from this domain) first in the intervention (see Table 17). This was in line with the aspects he mentioned to have learned, which could primarily be assigned to the Emotional Support domain and in this regard mostly to the dimension Teacher Sensitivity. This result clearly points towards interest in one dimension or domain as being crucial for at least experienced changes in behavior. This can likewise be supported by information on the domain Classroom Organization, which is the one with the second most clicks on the webpage (12 clicks: 2 = BM, 7 = P, 3 = ILF) and from which two dimensions were directly addressed after Teacher Sensitivity. Thus, this domain seems to interest Chris, though not as much as Emotional Support, but still very much.

Instructional Support was the domain which he seemed least interested in on the online learning platform (1 click: 1 = QF), and Quality of Feedback was the last dimension which this teacher wanted to prioritize. Interestingly, his biggest change respecting the CLASS ratings was in the dimension Quality of Feedback. This increase was to be found from the second ( $M = 1.75$ ,  $SD = 0.43$ ) to the third measurement point ( $M = 3.5$ ,  $SD = 1.12$ ). However, it slightly decreased afterwards. Moreover, only one comment of his from the interviews could be assigned to this dimension as being a point learned from the coaching intervention. This again highlights the holistic approach of the intervention, taking into account the different dimensions bit by bit, but setting them all together to a greater picture. Thus, although the dimension Quality of feedback was only addressed at the end, some aspects were already mentioned before and might have already increased his CLASS scores in this regard. Additionally, this dimension might have displayed the highest improvement because all other dimensions were already almost at the high end of the scale and further improvements were simply not possible.

#### 5.2.8.2.4 Dan

Dan is a teacher at a Gymnasium in Hamburg (city). He is male and 42 years old, with PE being his only subject. With 2 years of teaching experience, he is the teacher with the least teaching experience among the participants. His experiences as a sports coach are 5 years and his main sport is Judo. In contrast to the three teachers beforehand, he already had experience with online learning prior to the coaching intervention. He is the only teacher with no degree in Education.

**Table 18** Combined Information of Dan

	Dan	Learned as stated in the interview	Clicks	Big- gest Chang e
<b>Coaching 1</b>	PC	"It is about addressing individual students when some misbehavior has occurred or if there is something that I would like to have changed in class. That you just take the time to go to the student to talk to the student personally first and not embarrass them in front of the group." (Dan, Pos. 55) <sup>101</sup>	6	
<b>Coaching 2</b>	TS	<p>"So after so teaching structure and not asking too much, not asking too little." (Dan, Pos. 121)</p> <p>"I've learned to relate a little better to the emotions of the students - who arrive differently - as well. And to respect their personalities and be considerate of them, even when they act like the last." (Dan, Pos. 121)</p> <p>"I used to ask a question at the beginning and the first person to come forward would get to it. Then we discussed that maybe you have to wait until more have answered because otherwise, they get frustrated. You could see that in a few videos that the people then/that the students were a bit frustrated. Then I built in more waiting times and went more into it. And then suddenly I had ten, twelve requests to speak." (Dan, Pos. 101)</p> <p>" So, it was quite simple to address misconduct. That was very important, I learned a lot there." (Dan, Pos. 101)<sup>102</sup></p>	5	

<sup>101</sup> "Geht es um die Ansprache von einzelnen Schülern, wenn irgendein Fehlverhalten aufgetreten ist oder, wenn irgendwas ist, dass ich gerne im Unterricht geändert haben möchte. Das man sich einfach die Zeit nimmt, zu dem Schüler hinzugehen, um mit dem Schüler erst einmal persönlich zu sprechen und ihn nicht vor der Gruppe bloßstellt." (Dan, Pos. 55)

<sup>102</sup> "So nach so Unterrichtsstruktur und nicht zu viel verlangen, nicht zu wenig." (Dan, Pos. 121)

"Ich habe gelernt mich ein bisschen besser auf die Emotionen der Schüler - die ja unterschiedlich ankommen - auch einzulassen. Und deren Persönlichkeiten zu respektieren und Rücksicht darauf zu nehmen, selbst, wenn sie sich benehmen wie die Letzten." (Dan, Pos. 121)

<p><b>Coaching 3</b></p>	<p><b>BM</b></p>	<p>"And well, quite, quite a lot of things that simplify the lessons that make the lessons a little bit slower. So, make it a little bit more relaxed like that." (Dan, Pos. 121)</p> <p>"I have learned to sort and structure groups, that is, my teaching group, student groups better." (Dan, Pos. 121)</p> <p>"Then in group organization. That is, how do I get people together?" (Dan, Pos. 101)</p> <p>"How do I organize them so that I can explain the best." (Dan, Pos. 101)</p> <p>"No, we then also directly consciously discussed that, so along the lines of 'Look here, there the group, there are three people standing around back there.' From my experience, this and this kind of group organization makes more sense. What do you think of that?' And yes, and then I just tried to change that and then it worked better and better. At the beginning on the sports field I had such a crowd of people and then I introduced commands that were coordinated with the group and so on. And that gradually improved." (Dan, Pos. 83)</p> <p>"Or, when it came to group structure 'What is the most appropriate way to arrange the group so that you can see everybody'. That you somehow go from a group tangle to a semicircle and then let the children sit down sometimes, even if that's stupid when you're standing in front of the group. Then I tried to work through that little by little." (Dan, Pos. 55)<sup>103</sup></p>	<p>1</p>	
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"Ich habe am Anfang immer eine Frage gestellt und der erste, der sich gemeldet hat, ist drangekommen. Dann haben wir besprochen, dass man vielleicht warten muss, bis mehr sich gemeldet haben, weil die sonst frustriert sind. Das konnte man an ein paar Videos auch sehen, dass die Leute dann / dass die Schülerinnen und Schüler ein bisschen frustriert waren. Dann habe ich eben mehr Wartezeiten eingebaut und bin mehr darauf eingegangen. Und plötzlich hatte ich dann zehn, zwölf Wortmeldungen." (Dan, Pos. 101)

"Also ganz einfach die Ansprache bei Fehlverhalten. Das war ganz wichtig, da habe ich ganz viel gelernt." (Dan, Pos. 101)

<sup>103</sup> "Und naja, ganz, ganz viele Sachen, die den Unterricht vereinfachen, die den Unterricht ein bisschen langsamer machen. Also, so ein bisschen entspannter machen so." (Dan, Pos. 121)

Coaching 4	P		0	x	
Coaching 5	BM		0		
Coaching 6	ILF	"Allowing a little more patience and pauses in conversation, because then someone still comes forward to talk." (Dan, Pos. 121) <sup>104</sup>	0	x	
Dimension(s) left out	Q F	RS P	"I then thought about good projects where the students are more involved, where their own opinions then also come into play. That's why I thought about it, because we had talked about it. And then I designed a parkour project, where you teach parkour a little bit, yes, inductively. In principle, the students put together the entire parkour themselves; using the experiences they had gathered in class on the topic/on the individual parkour topics. And they were allowed to vote on which exercises to do and which levels of difficulty. So, we had a very complex structure, a complex evaluation system. And they designed it almost single-handedly, with my moderation. And it worked really well. I just sat down and thought about it, because I had the dimension of the student perspective in the coaching project before. And I thought to myself, 'Man, there must be something that can be done,' and yes." (Dan, Pos. 103)	0 (QF) + 2 (RSP)	

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"Ich habe gelernt, Gruppen, also meine Unterrichtsgruppe, Schülergruppen besser zu sortieren und zu strukturieren." (Dan, Pos. 121)

"Dann in der Gruppenorganisation. Das heißt, wie hole ich mir die Leute zusammen?" (Dan, Pos. 101)

"Wie organisiere ich mir die, dass ich am besten erklären kann." (Dan, Pos. 101)

"Nein, das haben wir dann auch direkt bewusst auch besprochen, so nach dem Motto 'Guck hier, da die Gruppe, da hinten da stehen drei Leute rum. Aus meiner Erfahrung ist die und die Art der Gruppenorganisation sinnvoller. Was hältst du davon?' Und ja, und dann habe ich das halt versucht zu ändern und dann hat das auch immer besser geklappt. Am Anfang auf dem Sportplatz hatte ich so eine Menschentraube gehabt und dann habe ich Kommandos eingeführt, die mit der Gruppe abgestimmt waren und so. Und das hat sich dann sukzessive gebessert." (Dan, Pos. 83)

"Oder, wenn es um Gruppenstruktur ging 'Was ist die geeignetste Form, die Gruppe anzuordnen, sodass man jeden sieht'. Dass man von einem Gruppenknäuel irgendwie zu einem Halbkreis übergeht und sich die Kinder dann auch mal setzen lässt, selbst, wenn das doof ist, wenn man vor der Gruppe steht. Dann habe ich das versucht nach und nach immer weiter so abzarbeiten." (Dan, Pos. 55)

<sup>104</sup> Ein bisschen mehr Geduld und Gesprächspausen zuzulassen, weil dann doch immer noch jemand kommt, der sich meldet. (Dan, Pos. 121)

		"Feedback. That means feedback and student opinion." (Dan, Pos. 101) <sup>105</sup>		
<b>Yellow = Emotional Support, Blue = Classroom Organization, Green = Instructional Support</b>				

Dan is the teacher with the least teaching experience among the participants and who did not study teacher education. Dan has spent the third most time on the online learning platform, although he logged in once more than Chris. Moreover, he is the teacher who has watched the most clips, thus he might prefer visible learning material in contrast to texts. Relating to his interest in the three domains on the online learning platform, this teacher showed most interest in the domain of Emotional Support (13 clicks: 6 = PC, 5 = TS, 2 = RSP), followed by Classroom Organization (1 click: 1 = BM) and none for Instructional Support (0 clicks).

Dan was the only teacher that wanted to focus twice on one specific dimension – Behavior Management (see Table 18). This was similarly the dimension to which most of his statements could be assigned, concerning what he believes as learned. Interestingly, in his case this is not reflected by his CLASS scores, which mainly stayed stable in this dimension. Therefore, even though he experienced many changes which can be assigned to this dimension, these could have been only small, so that these would not affect the CLASS scores. However, for him, the biggest changes regarding the different dimensions based on the CLASS ratings were in Productivity and Instructional Learning Formats, which moreover belong to the Classroom Organization domain. For Productivity, this was from measurement point one ( $M = 3.75$ ,  $SD = 1.30$ ) to five ( $M = 5.75$ ,  $SD = 0.43$ ), with a continuous increase at each measurement point. For the dimension Instructional Learning Formats, this continuous increase was to be found from the second ( $M = 3.50$ ,  $SD = 1.12$ ) to the fifth measurement point ( $M = 5.50$ ,  $SD = 0.50$ ). Consequently, this domain of Classroom Organization, which was perceived to have changed a lot (e.g., Pos. 101) and whose CLASS scores show a steady and continuous increase in this domain, could possibly be the easiest to improve over this specific period for teachers starting in the mid or low range, such as Dan. Meaning that, for example, improving movement and

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<sup>105</sup> "Ich habe mir dann gute Projekte überlegt, wo die Schüler mehr beteiligt werden, wo dann auch ihre eigene Meinung zum Tragen kommt. Deswegen habe ich mir Gedanken dazu gemacht, weil wir darüber gesprochen hatten. Und dann habe ich halt ein Parcours Projekt entworfen, wo man so ein bisschen, ja, induktiv Parcours unterrichtet. Also, dass die Schüler im Prinzip den kompletten Parcours mit den Erfahrungen, die sie im Unterricht gesammelt haben, zum Thema / zu den einzelnen Parcours Themen, den Parcours selber zusammenstellen. Und die abstimmen durften, welche Übungen kommen, und welche Schwierigkeitsgrade. Also, wir hatten einen ganz komplexen Aufbau, ein komplexes Bewertungssystem. Und das haben die fast im Alleingang, halt mit meiner Moderation entworfen. Und, das hat super funktioniert. Da habe ich mich halt nur drangesetzt und habe mir da Gedanken dazu gemacht, weil ich im Coaching Projekt vorher halt die Dimension Schülerperspektive hatte. Und da habe ich mir gedacht 'Mensch, da muss doch irgendwas zu machen sein' und ja." (Dan, Pos. 103)

"Feedback. Das heißt Feedback und Schülermeinung." (Dan, Pos. 101)

learning time and focusing on clear instructions might be easier and faster to learn than, for example, high quality feedback.

Interestingly, he was the teacher that reported the most things (15 in total: 8 from Classroom Organization, 6 from Emotional Support and 1 from Instructional Support) when asked about what he learned during the coaching intervention. Thus, being the participant with the least coaching experience, a high learning gain for him was to be expected. Moreover, Dan has been far more open in his approach to coaching than Bob, for example, saying that he wants to challenge and test himself. This is perhaps due to the fact that he is aware that he has had little experience as a teacher and therefore wants to learn much from the intervention. This is especially exciting in comparison to Bob, who only talks about small adjustments to improve his teaching and has been working as a teacher for many years. So nonetheless a low level of experience may make one more open to possible perceived learning successes, it seems that even with a lot of experience it is possible to approach such a coaching format with an open mind (see Chris). Thus, in addition to low experience, motivation for change again seems to stand out as a crucial criterion.

#### 5.2.8.2.5 Eddy

Eddy is a teacher at a Gymnasium in Hamburg (city). He is male and 28 years old, with PE being his only subject. With 3 years of teaching experience, he is the teacher with the second least teaching experience among the participants. His experiences as a sports coach, however, adds up to 10 years and his main sport is soccer. Like Dan, he already has experience with online learning prior to the coaching intervention. Moreover, he is the only teacher who was still studying education while he was already teaching.

**Table 19** Combined Information of Eddy

	Eddy	Learned as stated in the interview	Clicks	Big- gest Change
Coaching 1	PC	"And there it was now, for example, so, to me at once/so, on the one hand, the positive, emotional Component important. So, I would actually like that all gladly always participate and everyone dares everything, so to speak." (Eddy, Pos. 93) <sup>106</sup>	1	

<sup>106</sup> "Und da war es jetzt zum Beispiel so, also, mir ist auf einmal / also, auf der einen Seite die positive, emotionale Komponente wichtig. Also, ich möchte eigentlich, dass alle gerne immer mitmachen und jeder sich alles traut sozusagen." (Eddy, Pos. 93)



Coaching 2	RSP		2	
Coaching 3	ILF		0	x
Coaching 4	TS	"After the lesson were somehow three students a bit dissatisfied with their teams. And there were also a bit/two were, yes really a bit angry then with their game partners and they were not in such a high-performing team. Then we had a conversation between the three of us. And I improvised a little bit and somehow tried to give them a little bit of a feeling with the left hand and throwing like that, how it is when you don't have so much movement experience and can't do it so well yet and so on. Jessy said something a little bit, somehow she had said that you somehow reflect the experience to the children who just have others and that that would somehow be good and so." (Eddy, Pos. 49) <sup>107</sup>	5	
Coaching 5	BM	"The problem between theory and practice. Ask me after the lesson 'yes sure, balls out of the circle is logical, otherwise no one can listen'. Look at the lesson and there is a ball in the circle. And the way out was, so to speak, not to tell myself again what I already knew, because it didn't work. The way out was to think about how to create conditions in the lesson that would make it easier for me to behave correctly. So that I don't forget. And I found that quite interesting, because it was actually based on this super simple rule, which probably exists in every physical education class, that it was shown, so to speak, that it is not enough to simply say 'yes, remember to do it that way'." (Eddy, Pos. 55)  "And then I just decided to always have a place. Because, often you have a ball basket, there are the balls in it. But, for example, if you/we had the footballs. So, we played football and the footballs don't have a ball basket at our school. And poof, the place is already not where the balls are supposed to be. And that's what I	1	

<sup>107</sup> "Nach der Stunde waren irgendwie drei Schüler so ein bisschen unzufrieden mit ihren Teams. Und waren da auch ein bisschen / zwei waren, ja richtig ein bisschen sauer dann mit ihren Spielpartnern und Spielpartnerinnen und sie waren nicht in einem so leistungsstarken Team. Dann hatten wir ein Gespräch zu dritt. Und auch da habe ich ein bisschen improvisiert und habe irgendwie versucht, denen mit der linken Hand und werfen so, so ein bisschen ein Gefühl zu geben, wie es ist, wenn man nicht so viel Bewegungserfahrung hat und das noch nicht so gut kann und so. Da hat Jessy so ein bisschen, irgendwie hatte sie was gesagt, dass man irgendwie die Erfahrung spiegelt an die Kinder, die halt andere haben und dass das irgendwie gut wäre und so." (Eddy, Pos. 49)

		found out in the debriefing. And, if there is no place where the balls belong, then they are just somewhere. And somewhere there is also the hand of a student. So, that is, in short. I didn't have the rule for the future in my head, so to speak, 'Yes, no balls in the circle'. Rather, I had the rule in mind 'Balls are always in the ball pool'. Because then there is just one place where they are and that was somehow easier to remember. And then, for example, that was something that I always had to have on the note in the beginning." (Eddy, Pos. 55) <sup>108</sup>		
<b>Coaching 6</b>	QF	"For example, if it was a class discussion and students say something and then I kind of summarize the central point again and then praise afterwards. So, 'you mean, yes, good point'. So, that was my sentence. And I did that from time to time/I do that from time to time and then she just said. 'Yeah, that's good for several reasons.' Somehow, once you summarize the core again, also for the other students. And you encourage speaking by the praise at the end." (Eddy, Pos. 49) <sup>109</sup>	2	x
<b>Dimen- sion(s) left out</b>	P	"So/or a very good preparation of the lesson structure so that, like I said, I have my hands free for feedback or something. So, that was kind of a question of 'How do I relieve myself of a lot of things by maybe preparing well?'" (Eddy, Pos. 131)	1	

<sup>108</sup> "Das Problem zwischen Theorie und Praxis. Frag mich nach der Stunde 'ja klar, Bälle aus dem Kreis ist doch logisch, sonst kann keiner zuhören'. Guck die Stunde an und es ist ein Ball im Kreis. Und der Ausweg war sozusagen, sich das nicht nochmal zu sagen, was ich eh schon wusste, weil, es hat ja nicht funktioniert. Sondern, der Ausweg war, sich zu überlegen, wie in der Stunde Bedingungen geschaffen werden, dass ich mich leichter richtig verhalte. Dass ich es eben nicht vergesse. Und das fand ich ziemlich interessant, weil, das ist eigentlich anhand dieser super einfachen Regel, die in jedem Sportunterricht wahrscheinlich existiert, ist das mal sozusagen aufgezeigt gewesen, dass es eben nicht reicht, einfach zu sagen 'ja, denk mal da daran, dass so zu machen'." (Eddy, Pos. 55)

"Und dann habe ich halt mir vorgenommen immer einen Ort zu haben. Weil, häufig hast du halt einen Ball Korb, da sind die Bälle drin. Aber, wenn du zum Beispiel / wir hatten die Footballs. Also, wir haben Football gespielt und die Footballs haben keinen Ball Korb an unserer Schule. Und schwubs, ist der Ort schon nicht da, wo die Bälle eigentlich hingehören. Und das habe ich dann in der Nachbesprechung festgestellt. Und, wenn es keinen Ort gibt, wo die Bälle hingehören, dann sind sie halt irgendwo. Und irgendwo ist dann auch die Hand eines Schülers. So, das heißt, kurzum. Ich habe dann sozusagen nicht die Regel für die Zukunft im Kopf gehabt 'Ja, keine Bälle im Kreis'. Sondern, ich habe die Regel im Kopf gehabt 'Bälle sind immer im Ball Pool'. Weil dann gibt es halt einen Ort, wo sie sind und das war irgendwie leichter zu merken so. Und dann war das zum Beispiel etwas, was ich am Anfang immer auf dem Zettel haben musste." (Eddy, Pos. 55)

<sup>109</sup> "Zum Beispiel, wenn es ein Klassengespräch war und Schüler sagen etwas und ich fasse dann irgendwie den zentralen Punkt nochmal zusammen und lobe dann danach. So, also 'du meinst also, ja guter Punkt'. So, das war dann so mein Satz. Und das habe ich ab und zu / das mache ich ab und zu und dann meinte sie halt. 'Ja, das ist aus mehreren Gründen gut.' Irgendwie, einmal man fasst den Kern nochmal zusammen, auch für die anderen Schüler. Und man ermutigt zu Wortmeldungen durch das Lob am Ende." (Eddy, Pos. 49)

	<p>"That applies to minimize actually to some extent already, if one prepares quite well and has perhaps a good structure, also a spatial structure, so. Then you don't have to do all this/this worrying about frictionlessness and so on during the lesson, but you have just taken care of a good structure beforehand and then, as I said, you have your hands free." (Eddy, Pos. 81)<sup>110</sup></p>		
<p><b>Yellow = Emotional Support, Blue = Classroom Organization, Green = Instructional Support</b></p>			

Eddy is the youngest teacher (28 years old) and the participant with the most visits on the online learning platform and the most time spend on it. Thus, experience with online learning might be beneficial (Dan and Eddy) but does not seem to be a necessary condition (Chris) for individual professional development with an online learning tool.

Relevant to the three domains, Eddy, just like Chris and Dan, demonstrated most interest in the domain of Emotional Support when working with the video library (8 clicks: 1 = PC, 5 = TS, 2 = RSP). Eddy was the only teacher to focus on the dimension Regard for Student Perspectives first, which also belongs to this domain (see Table 19). In contrast, all other teachers either left this dimension out, or dealt with it last or second last, which suggests a rather low interest in this dimension. In relation to this dimension, a continuous increase was found from the second ( $M = 4.25, SD = 0.83$ ) to the last point of measurement ( $M = 5.25, SD = 0.43$ ), reflecting his continuous interest in this area. However, he did not report things he learned that could be assigned to this dimension. Thus, although he seems to be interested in this dimension and his CLASS scores have increased, most of the things he says he has learned can be attributed to the area of Classroom Organization (2 clicks: 1 = BM, 1 = P), in which he seems to be as interested as in Instructional Support (2 clicks, 2 = QF) in his visits to the online platform. Consequently, changes, especially concerning Behavior Management (e.g., Pos. 55) and Productivity (e.g., Pos. 81), might be the easiest to grasp and recognize for participants, especially when they have little teaching experience. Data from Dan support this interpretation, as he likewise mentioned most of the things he learned with respect to Behavior Management.

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<sup>110</sup> "Also / oder eine sehr gute Vorbereitung der Unterrichtsstruktur, damit ich, wie gesagt, die Hände frei habe für Feedback oder so. Also, das war irgendwie so eine Frage 'Wie entbinde ich mich von vielen Dingen, indem ich mich vielleicht gut vorbereite?'" (Eddy, Pos. 131)

"Das gilt es eigentlich ein Stück weit schon zu minimieren, wenn man ganz gut vorarbeitet und vielleicht eine gute Struktur, auch eine räumliche Struktur hat, so. Dann muss man diese ganzen / dieses Sorgen für Reibungslosigkeit und so nicht mehr während der Stunde machen, sondern man hat sich halt vorher um eine gute Struktur gekümmert und hat dann wie gesagt die Hände frei." (Eddy, Pos. 81)

One of his biggest changes for Eddy was visible in his CLASS scores in Instructional Learning Formats, next to Quality of Feedback. The dimension of Instructional Learning Formats was addressed following Regard for Student Perspectives and thus displaying similarly high interest. Hence, yet he did not explicitly name what he learned in this dimension, his high interest in this area might have caused an improvement he did not even recognize.

### 5.2.8.3 Compared Information of the Five Teachers

After presenting the combined information on the five different teachers, the following chapter highlights information on different aspects obtained from different data sources but from all teachers together and in contrast to each other. In the information presented, self-reflection and independent learning as well as educational beliefs and perceptual change are presented.

#### 5.2.8.3.1 Self-Reflection and Self-Determined Professional Development

There seem to be a pattern in the combination of self-reflection with the self-determined professional development. Three teachers talk about learning new things, educating themselves and reflecting on their practice in their interviews – Chris, Dan and Eddy (see Table 20). Interestingly, this can be reflected in their high number of visits to the video library. Noteworthy is the fact that the years of experience as a teacher do not completely fall in line with the self-determined professional development as expected. Although Dan and Eddy are the teachers with the least teaching experience and worked with the video library frequently, Chris, who is the teacher with the most teaching experience with 28 years, additionally visited the video library frequently and worked extensively with it. Moreover, Anna, who has likewise only got 4 years of teaching experience, did not work with the video library at all and thus the offer to further study independently.

**Table 20** *Self-Reflection, Self-Determined Professional Development and Teaching Experience*

Teacher	Importance of reflection: Interview Excerpts	Self-determined Professional Development		Years of Teaching Experience
		Log Ins	Minutes Spent on Video Library	

<b>Ann a</b>	-	0	0	4
<b>Bob</b>	-	3	31	12
<b>Chris</b>	<p>"Or quite the opposite, I knew that something would come out of the conversation afterwards where you could reflect on yourself again. And from there, that was always a very very positive moment for me." (Chris, Pos. 31)</p> <p>"But I just have to think a lot about teaching myself and about my teaching again, at least a part of it." (Chris, Pos. 135)</p> <p>"Yes, so I think that I am/so what I find important in general, that I am not so stuck, so to speak. So what I've been doing now for 20 years, more or less successfully, that also makes sense to think about it. That's how I learned to do it. So to continue to challenge myself. It is very important to reflect on myself again and again, and not to take everything for granted, but also to think about certain things. That was really such a point, which I also further for me/I had always already, but which I have now again thereby, again intensified been." (Chris, Pos. 99)</p> <p>"So I perceived (.) that it is a great challenge to perceive all things in the lessons. Whether they are children, whether they are teaching situations. So this complexity of teaching has become clear to me again." (Chris, Pos. 133)<sup>111</sup></p>	7	189	28

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<sup>111</sup> "Oder ganz im Gegenteil, ich wusste ja, es kommt nachher bei dem Gespräch etwas raus, wo du dich selber nochmal reflektieren kannst. Und von daher, war das immer für mich ein sehr sehr positiver Augenblick." (Chris, Pos. 31)

"Sondern ich muss einfach selber nochmal viel über Unterricht nachdenken und über meinen Unterricht auch nochmal, einen Teil zumindest überdenken." (Chris, Pos. 135)

"Ja, also ich glaube schon, dass ich also / also was ich generell wichtig finde, dass ich sozusagen nicht so festgefahren bin. Also was ich jetzt seit 20 Jahren mache, mehr oder weniger erfolgreich, dass macht auch mal Sinn darüber nachzudenken. Das habe ich dann auch dadurch so gelernt. Also weiter mich immer herauszufordern. Immer wieder oft auch nochmal mich zu reflektieren ist ganz ganz wichtig und nicht alles gegeben hinnehmen, sondern eben auch gut über gewisse Dinge so nachzudenken. Das war wirklich so ein Punkt, den ich auch weiter für mich / den hatte ich immer schon, aber den habe ich jetzt nochmal dadurch, nochmal intensiviert worden." (Chris, Pos. 99)

<b>Dan</b>	"Exactly, I felt validated in the self-reflection process, which I'm quite happy to do." (Dan, Pos. 121) <sup>112</sup>	8	67	2
<b>Eddy</b>	"I learned that it's not enough to take action on things, but that if you really want to change something, you have to think very very carefully, 'How do I myself do this in the easiest way, as possible?'" (Eddy, Pos. 131)  "So, I learned a few things about myself that/so, just what my priorities are. What I think is important in the classroom." (Eddy, Pos. 131) <sup>113</sup>	18	250	3

Despite the obvious assumption, teaching experience does not seem to be the determining factor in how intensively someone self-educates. Although the two teachers (Dan and Eddy) with the least teaching experience, who can be assumed to use the video library because they want to learn a lot, used the video library frequently, Chris (the teacher with the most teaching experience) also worked with it extensively. Therefore, this assumption cannot be confirmed. Rather, it seems to be the attitude of wanting to change and improve. Chris, Dan and Eddy keep talking about how they like to test and challenge themselves, and that this is the reason why they participated in the intervention. In the case of Anna, who has never worked with the video library, there is also no indication in her interview that she wants to improve or that she does much self-reflection. On the contrary, she talks about how she primarily wants someone to look at her teaching and tell her if what she is doing is still okay. Bob, who has also used the video library only very sporadically, does not address the aspect of self-reflection either and only talks about improving himself to a finite extent when he talks about possible small adjustments that could still be made in his case. This lack of motivation to improve oneself and to make progress is also reflected in the low use of the video library by these two teachers and might stand in the way of self-determined professional development.

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"Also ich habe wahrgenommen, (.) dass es eine große Herausforderung ist, alle Dinge im Unterricht wahrzunehmen. Ob das Kinder sind, ob das Unterrichtssituationen so sind. Also diese Komplexität von Unterricht ist mir nochmal deutlich geworden." (Chris, Pos. 133)

<sup>112</sup> "Genau, ich habe mich bestätigt gefühlt im Selbstreflektionsprozess, den ich ganz gerne durchführe." (Dan, Pos. 121)

<sup>113</sup> "Ich habe gelernt, dass es nicht ausreicht, sich Sachen vorzunehmen, sondern, dass man sich, wenn man wirklich etwas verändern will, sich sehr sehr gut überlegen muss, 'Wie mache ich selber das am einfachsten, wie möglich?'" (Eddy, Pos. 131)

"Also, ich habe ein paar Sachen über mich selber gelernt, die / also, einfach, was so meine Prioritäten sind. Was ich wichtig finde im Unterricht." (Eddy, Pos. 131)

### 5.2.8.3.2 Educational Beliefs and Change in Perception

Among others, this study aims at obtaining information about whether the teachers changed their educational beliefs. Therefore, this study additionally asked for the teachers' educational beliefs at the beginning and at the end of the intervention by questionnaire. Moreover, this aspect was partially addressed in the interviews. The following table (Table 21) summarizes the domain-level variation for individual teachers in relation to the items from the teacher questionnaire, as well as excerpts from the interviews regarding their change in beliefs and perceptions, which often reflect the trend marked in the questionnaire.

**Table 21** Data on Educational Beliefs from the Interviews and Questionnaires

Teacher and Domain	Questionnaire – EB			Interview Excerpts: Beliefs/Perceptions Change
	$M_{t1}$	$M_{t2}$	Development	
ES – Anna	3.76	3.58	-0.18	"I think so, because you see it from another point of view, so to speak, and then you kind of see, I don't know, that one of them is kind of pinching the other one all the time and that's why one of them is fidgeting all the time. And from the front you only see the one who is fidgeting. And from behind, you sort of saw through the camera, 'Oh, that's why he's fidgeting all the time,' right?" (Anna, Pos. 88)
OS – Anna	3.20	3.17	-0.03	
IS – Anna	3.67	4.50	0.83	"And such things, where one otherwise also not at all [...] pays attention to. For example, that the children should also participate. But, yep, I've just always done my thing and then I realized, well, okay, they actually have the right/or it's also good if they can also have a say." (Anna, Pos. 98) <sup>114</sup>

<sup>114</sup> "Ich glaube schon, weil man es quasi nochmal aus einer anderen Sicht sieht und dann irgendwie sieht, keine Ahnung, dass der Eine irgendwie die ganze Zeit den Anderen kneift und deshalb der Eine die ganze Zeit rumhampelt. Und von vorne sieht man nur den, der hampelt. Und von hinten hat man quasi durch die Kamera gesehen 'Achso, deshalb hampelt der die ganze Zeit so', ne." (Anna, Pos. 88)

"Und so Sachen, wo man sonst auch gar nicht so, ja gar nicht so darauf achtet so. Zum Beispiel, dass die Kinder sich halt auch beteiligen sollen so. Sondern, joa, ich habe halt immer mein Ding gemacht und dann ist mir erst klargeworden, naja okay, sie haben halt eigentlich auch das Recht / oder es ist ja auch gut, wenn sie auch mal mitbestimmen dürfen." (Anna, Pos. 98)

ES – Bob	3.26	3.37	0.11	<p>B: "That's always the issue of 'How do you organize lessons'. And when you explain something, you think you have explained it and everyone has understood it. And then you listen to it again in the video, how you explained it and then you ask yourself, 'Yes, that's no wonder that the students couldn't follow you completely, because maybe you didn't make it quite as transparent as you had imagined in your head. There were/there are then of course situations where/that are then also pointed out."</p> <p>I: " Yeah, so did you feel like you could/you know now what you could try again different so to speak? So, what would be another possibility?"</p> <p>B: "Exactly, I had." (Bob, Pos. 123-125)<sup>115</sup></p>
OS – Bob	3.50	4.00	0.5	
IS – Bob	3.75	3.00	-0.75	
ES – Chris	4.16	4.26	0.1	<p>"It's exciting, so it's interesting how I go around and do things like that. I also do a lot of things unconsciously, I notice that. I didn't realize that at all/In retrospect, I wasn't aware of that at all" (Chris, Pos. 45)</p> <p>"Yes, I think I have improved myself by saying that it always sounds so arrogant, but again, I have the feeling that I perceive things differently, implement them differently. I like that very much. I like that very much that I do it differently now." (Chris, Pos. 109)<sup>116</sup></p>
OS – Chris	4.00	4.33	0.33	
IS – Chris	4.75	4.75	0	

<sup>115</sup> B: "Das ist ja immer das Thema 'Wie organisiert man Unterricht'. Und, wenn man etwas erklärt, denkt man, man hat es erklärt und jeder hat es verstanden. Und dann hört man sich im Video das nochmal an, wie man das erklärt hat und dann fragt man sich auch, 'Ja, das ist kein Wunder, dass die Schüler da nicht ganz dir folgen konnten, weil du das vielleicht nicht ganz so transparent gemacht hast, wie du das dir im Kopf vorgestellt hattest.' Da gab es / da gibt es dann natürlich Situationen, wo / die dann auch aufgezeigt werden."

I: "Ja, also hattest du das Gefühl, du kannst / du weißt jetzt, was du nochmal anderes versuchen könntest sozusagen? Also, was noch eine Möglichkeit wäre?"

B: "Genau, das hatte ich." (Bob, Pos. 123-125)

<sup>116</sup> "Ist spannend, also interessant, wie ich dann da so rumtobe und so mache. Vieles mache ich auch unbewusst, das merke ich. Das habe ich gar nicht so / Im Nachhinein war mir das gar nicht so bewusst" (Chris, Pos. 45)

"Doch, ich glaube ich habe mich dadurch glaube ich auch nochmal weiter, wenn ich sage verbessert, dass hört sich immer so arrogant an, aber nochmal, so, ich habe das Gefühl Dinge anders wahrzunehmen, anders umzusetzen. Das gefällt mir gut. Das gefällt mir sehr gut, dass ich das jetzt anders mache." (Chris, Pos. 109)



ES – Dan	4.00	4.16	0.16	"But in this direction, I have now discovered nothing somehow new, except that I have perhaps a polite address to children, which is apparently not commonplace. So, I would emphasize that now first of all positively, whereby one must say that for such admissions of course, one also, extremely makes an effort." (Dan, Pos. 95)
OS – Dan	3.50	3.83	0.33	"I have learned to sort and structure groups, that is, my teaching group, student groups better. I've learned to be a little more sensitive to the emotions of the students, which come in different forms. And to respect their personalities and take them into consideration, even when they behave like the last ones. (...) Exactly, I felt confirmed in the self-reflection process, which I quite like to carry out. (...) Exactly and then/many, many, many little things that still come up. So after so teaching structure and not asking too much, not too little. Allowing a little more patience and breaks in the conversation, because then there's always someone who comes up. And well, many, many things that simplify the lessons that make the lessons a bit slower. So, making it a bit more relaxed like that." (Dan, Pos. 121) <sup>117</sup>
IS – Dan	4.25	3.75	-0.5	
ES – Eddy	4.16	4.32	0.16	"And there it was now, for example, so, to me at once/so, on the one hand, the positive, emotional component is important. So, I would actually like everyone to participate gladly all the time and everyone dares to do everything, so to speak." (Eddy, Pos. 93)
OS – Eddy	3.83	4.50	0.67	"Because, I now have one, two points where I simply somehow perhaps also realized in coaching what is so important to me.

<sup>117</sup> "Aber in diese Richtung habe ich jetzt nichts irgendwie Neues entdeckt, außer, dass ich vielleicht eine höfliche Ansprache an Kinder habe, die scheinbar nicht alltäglich ist. Also, das würde ich jetzt erstmal positiv hervorheben, wobei man sagen muss, dass für solche Aufnahmen natürlich, man auch, sich extrem Mühe gibt." (Dan, Pos. 95)

"Ich habe gelernt, Gruppen, also meine Unterrichtsgruppe, Schülergruppen besser zu sortieren und zu strukturieren. Ich habe gelernt mich ein bisschen besser auf die Emotionen der Schüler - die ja unterschiedlich ankommen - auch einzulassen. Und deren Persönlichkeiten zu respektieren und Rücksicht darauf zu nehmen, selbst, wenn sie sich benehmen wie die Letzten. (...) Genau, ich habe mich bestätigt gefühlt im Selbstreflektionsprozess, den ich ganz gerne durchführe. (...) Genau und dann / viele, viele, viele Kleinigkeiten, die noch dazukommen. So nach so Unterrichtsstruktur und nicht zu viel verlangen, nicht zu wenig. Ein bisschen mehr Geduld und Gesprächspausen zuzulassen, weil dann doch immer noch jemand kommt, der sich meldet. Und naja, ganz, ganz viele Sachen, die den Unterricht vereinfachen, die den Unterricht ein bisschen langsamer machen. Also, so ein bisschen entspannter machen so." (Dan, Pos. 121)

IS – Eddy	3.50	4.00	0.5	<p>So, and now I'm targeting them more specifically. And that's maybe before a lot/that's a lot of intuitive acting." (Eddy, Pos. 93)</p> <p>"That they are as short as possible and, that the playing time is as long as possible. And so, that I pay a lot of attention to that. And I wasn't so aware of that before. Even though, I haven't changed my behavior now through coaching; just my knowledge of the behavior." (Eddy, Pos. 93)<sup>118</sup></p>
ES = Emotional Support, CO = Classroom Organization, IS = Instructional Support, EB = Educational Beliefs				

For Anna, changes in Emotional Support and Classroom Organization are only minor with reference to the questionnaire. However, she mentioned that she is now more open for including the view of the children and integrating their views and perspective more into her lessons (Anna, Pos. 98). Moreover, she did not answer the question respecting Productivity in her first questionnaire; therefore, the slight drop in the Classroom Organization might not be a drop at all. However, the highest change in relation to the questionnaires from Anna was in the domain Instructional Support. This was, however, not obvious in her interview and might be an unconscious change in her beliefs. Moreover, when she talks about a change in view, she only refers to seeing which child pinches which one first, rather than experiencing a shift in her views or beliefs.

The questionnaires of Bob showed slight positive improvements relating to Emotional Support and even more regarding Classroom Organization. His focus with reference to what he learned and what was important to him seemed to be related to the Classroom Organization domain. Thus, he supported more statements concerning empirically well-established aspects of teaching quality. Additionally, he especially talks about how he addresses his students and how he gives instructions. Bob says that he watched the video and thought that his instructions were not as clear as they were in his mind (Pos. 123). Therefore, reality and what he believed to have said greatly differed. This con-

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<sup>118</sup> "Und da war es jetzt zum Beispiel so, also, mir ist auf einmal / also, auf der einen Seite die positive, emotionale Komponente wichtig. Also, ich möchte eigentlich, dass alle gerne immer mitmachen und jeder sich alles traut sozusagen." (Eddy, Pos. 93)

"Weil, ich habe jetzt so ein, zwei Punkte, wo mir einfach irgendwie vielleicht auch im Coaching klargeworden ist, was mir so wichtig ist. Also, und die steuere ich jetzt gezielter an. Und das ist vorher vielleicht viel / das ist viel intuitives Handeln." (Eddy, Pos. 93)

"Dass die so kurz, wie möglich sind und, dass die Spielzeit so lange wie möglich ist. Und so, also, dass ich da sehr darauf achte. Und, das war mir vorher nicht so bewusst. Auch, wenn ich jetzt durch das Coaching nicht mein Verhalten geändert habe; nur mein Wissen um das Verhalten." (Eddy, Pos. 93)

trast in perceiving the instruction in the situation and then looking at the reality might have supported a change of educational beliefs in this regard. For the drop relevant to his scores in beliefs relating Instructional Support, no indices could be found in his interview. However, it might be possible that a shift of agreeing more to statements respecting Emotional Support and Classroom Organization may have decreased his focus on Instructional Support and perhaps even its importance, especially because Quality of Feedback was not addressed with him.

The results of Chris in relation to his questionnaire displayed slight improvements for the domains Emotional Support and Classroom Organization and a constant value for Instructional Support regarding his educational beliefs. This is especially interesting because he already had the highest values of all teachers, thus being very much in agreement with the well-established empirically proven characteristics of teaching quality. He talks about perceiving and implementing things differently (Pos. 109). This is especially clear when he talks about the view of the children and that he now tries even harder to have everyone's needs in focus (Pos. 135). Hence, although he already had high values in the questionnaire, it seems as if the intervention could still slightly positively influence his educational beliefs.

The same results as for Bob are displayed for Dan. He showed slight improvements of the scores of his educational beliefs relating to Emotional Support as well as Classroom Organization. However, a decrease, though not as high as for Bob, was visible regarding the Instructional Support domain. When he talks about what he has learned during the coaching, he mainly states aspects that can be related to the domain of Classroom Organization as well as Emotional Support. For him, it seems as if these points, which he mainly worked on, have maybe even increased in importance. This can be likewise supported by the fact that, again just like Bob, he left out the dimension of Quality of Feedback and did not want to work on it specifically. Therefore, this dimension and the whole domain of Instructional Support might not be as important to him.

The final teacher, Eddy, displayed positive developments in all areas concerning the educational beliefs questionnaire (Emotional Support, Classroom Organization and Instructional Support). Moreover, he clearly noted a change in his perceptions. With reference to the Emotional Support domain, he highlights that he wants everyone to be happy to participate all the time and everyone to dare to do anything (Pos. 93). He specifically states that he realized within the coaching intervention what his priorities are and what he puts special emphasis on (Pos. 93). Hence, by working with CLASS as an instrument based on empirically well-established aspects of teaching quality, this might have been supported. Interestingly, only Anna and Eddy displayed an improvement relevant to their educational beliefs in Instructional Support. As they are both rather new to the job, the increased importance of instructional support, which now is more present in research, might already be more

present in education. Therefore, for these younger teachers, those aspects might be more reasonable.

#### 5.2.8.4 Student's Perceptions, CLASS Dimensions Regard for Student Perspectives and Settings of the Lessons

In the following, data from the children's questionnaires targeting their perceptions and motivation based on the self-determination theory is combined with data on the typical teaching styles/settings of the lessons and the CLASS data on the dimension Regard for Student Perspectives, which also covers the construct of student's motivation. In this regard, the data of Chris and Eddy is presented as being two contrary examples.

Looking at measurement point one, the values of four scales of the children's questionnaire (support for autonomy, satisfaction of autonomy, satisfaction of competence and satisfaction of relatedness) only vary to a small amount for the children of Chris (likewise for Anna, Bob and Dan). Over the course of the intervention, the scores of these four scales rise for Chris's children, but decline at follow-up. Thus, at the end they are all still in the mid range (except for support of relatedness, see Figure 14). In contrast, the values of the scales support of competence and support of relatedness are rather at the upper end of the scale, even improve at measurement point two and slightly decline again at measurement point three. These results are only somehow in line with Chris's CLASS scores for the dimension of Regard for Student Perspectives including the same theoretical constructs as the questionnaire in this part. His CLASS scores demonstrate mid to high scores over the course of the intervention for this pupil-oriented dimension and are highest of all five teachers. However, the tendency of a small increase from before to after the intervention and a slight decrease at follow-up is likewise visible for the scores of the CLASS dimension Regard for Student Perspectives. In addition, the setting descriptions of his lessons display him as a teacher who is attentive and monitors. He was described as trying to give every child the most possible attention and care, for example, by walking around the sports hall asking children whether they need help, giving them specific feedback and tips or highlighting their effort. Thus, his setting description and CLASS scores contrast with what was displayed in the children's questionnaires.

The children in Eddy's class displayed highest regarding the support and satisfaction of their basic needs in the questionnaires, in contrast to the other four teachers. The mean scores of the data of Eddy's children do not seem to have a uniform development. However, in contrast, the data of his children only vary slightly and are all at the high end of the scale. The development of his CLASS scores in Regard for Student Perspectives is increasing from before, to after the intervention and then to follow-up. This trend cannot be seen in the scores of the questionnaire. Moreover, his CLASS scores can overall be categorized as being in the higher mid range for this dimension, in contrast to

his scores in the questionnaire, being at the high end of the scale, except for satisfaction of competence. One possible interpretation for the fact that Eddy's children ticked much higher values in the questionnaire compared to Chris's children could be the age of the children. The children in Eddy's class were on average about 12 years old at measurement point one and thus three years older than Chris's children. It could therefore be the case that these children may have understood the questions better. Thus, this should be considered when viewing these results.

As a result, it seems as if with the triangulation of these three different data accesses partly different results are provided. This especially becomes apparent with Chris. Even though the development of the mean scores of his children from the questionnaire mostly match the expectations of an increase over the course of the intervention, those changes did not seem to be stable. From the second to the third measurement point all mean scores of the satisfaction and support of the three basic needs slightly dropped based on the questionnaire results of the children. This is not in line with the results of the CLASS ratings or his setting descriptions. This divergent picture from the different data sets strongly supports the presented mixed methods approach, showing that a view from different angles can offer a broadening of the perspective and also reduce possible biases due to, for example, the age of the children.

#### 5.2.8.5 The Four Levels of Training/Intervention Evaluation

With regard to the assessment criteria for the evaluation of education and training programs, Kirkpatrick (1977) distinguishes four stages, or as he calls it, levels of evaluation criteria. He mentions the reactions (which can be measured by satisfaction surveys of the participants), the learning (e.g., verifiable by knowledge tests), the behavioral changes (which can be evaluated by rating methods, ideally by behavioral observations) and the results on the organizational level (e.g., return on investment). Kirkpatrick claims that simply collecting subjective reaction data and concluding on the effectiveness of a measure is not sufficient. An intervention evaluation should consider variables at each of these four levels to comprehensively. It is important that an evaluation covers all four levels of intervention evaluation in order to identify possible starting points for improvement or effective training (Aguinis & Kraiger, 2009; Grossman & Salas, 2011). The first three levels can provide clues as to why an intervention has few effects at the outcome level, e.g., no transfer to practice (Grossman & Salas, 2011), even though new training content has been learned. Therefore, this intervention is examined on all four levels of intervention evaluation. These distinctions are still part of general knowledge in this field, despite the age of the research (Mavin, Lee, & Robson, 2010). Therefore, based on his work, a comprehensive picture of the coaching intervention was captured at different levels and will be addressed in this chapter.

At the response level, variables should be recorded that reflect participants' response to the intervention. These include, for example, satisfaction with or perceived usefulness of the intervention. In the questionnaire, the teachers assessed the process quality of the coaching as positive in all effectiveness factors (cf. chapter 5.2.2.4). These factors included the quality of the relationship, solution orientation, resource activation, commitment of the coach, self-determination and learning outcomes. Additionally, these results are reflected in the interviews. For example, when looking at the effectiveness factor quality of relationship, Chris states that it "was really a very very good and professional collaboration with Jessica. [...] That was very very much fun for me overall." (Chris, Pos. 83) Thus, this level can be described as satisfactory based on data from the teacher's questionnaires, the interviews and the low mortality rate of the participants.

At the learning level, the extent to which participants change their attitudes, knowledge, and/or skills as a result of participating in the intervention is assessed. Looking at the means for every teacher regarding the scale of educational beliefs, all teachers, except Anna, display higher mean scores over all items after the coaching intervention (see Table 8). For Anna, the peculiarity was that she missed out answering the last four questions of the first questionnaire. Thus, the second level of the intervention can likewise be evaluated as satisfactory looking at the learning in relation to their educational beliefs.

The third level, the behavioral level can only be recorded a certain time after the intervention, as it is about the extent of the participants' behavioral change in the course of the intervention participation. On this level, the CLASS data becomes important displaying a change of behavior. The CLASS data present a cluttered picture and no simple, linear relationships can be displayed. Even though some linear developments could be identified (e.g., in the dimensions Teacher Sensitivity, Productivity and Behavior Management for Bob), this is not the case for all teachers. Thus, the evaluation on this level needs to be categorized as diverse.

The outcome level is ultimately where the final results of intervention participation or the key target dimensions of the specific intervention program are found (Kirkpatrick, 1977). In this study, the outcome is visual with the data of the children's questionnaires. In this regard, divergent results are visible for the type of motivation and the support and satisfaction of their basic needs. Some developments are as predicted and are constantly improving, others are the complete opposite and some are in between. Accordingly, it seems that no direct links can be drawn between the intervention and the development of the children's types of motivation.

In summary, all participants were satisfied and evaluated the intervention positively (first level). Moreover, they all seem to have learned aspects regarding their educational beliefs (second level). However, no distinct and linear behavioral changes could be identified (third level) and no uniform

development was visible on the level of the children and their motivation (fourth level). However, since this study is a mixed methods study with the focus on qualitative data, an evaluation of more interpretative subjectivity factors up to a purely objective recording is not possible in this case, among other things due to the small sample size. Kirkpatrick's evaluation model, which primarily focusses on quantitative research should therefore only be seen as an orientation and not as strict criteria to be fulfilled. As laid out, especially the additional observational qualitative data and information of the interviews shed a brighter light on the prerequisites of the teachers and their individual changes. These are not included in this type of evaluation. Thus, this framework should only be seen as an additional orientation.

## **6 Discussion**

In this next chapter, expectations as well as possible causes and consequences of the results provided by this study are presented. Results are interpreted and classified regarding the state of research on teaching quality, professional development and coaching, and set in relation. Furthermore, limitations and restrictions of the research are laid out. The final part of the discussion points out possible starting points for future research and possible practical implications that might be drawn from this study. Again, the discussion section is separated in two sub-chapters, first focusing on the video library and second on the coaching intervention.

In any interpretations that are made in this study, it is important to emphasize that the sample of this study is very small. Therefore, the interpretations, considerations and conclusions must not be generalized. The aim is merely to create possible new starting points to uncover explanations for the individual case and to present considerations for further research.

### **6.1 Video Library**

The first research question to be answered with respect to the video library and its imbedded video clips was "To what extent is the independent use of further information sources (video library) used for individual further development?" Accordingly, the first study part aimed at the further development and evaluation of a video-based teaching-learning environment (video library) for teachers in the field of PE. Data regarding this research question was obtained from qualitative data from the interviews with the coachees, as well as quantitative data i.e., the descriptive data from the online learning platform and the validation of the video clips with expert teachers.

#### **6.1.1 Practicability and Usage of the Video Library**

During the interviews with the coachees, the teachers were asked how often they have worked with the video library during the coaching intervention. Chris said he always worked with the library in preparation for his lessons, followed by Dan and Eddy, who said they used the library often, and Anna and Bob, who said they rarely engaged with it. These results are reflected by the statistics implemented in the online platform. These data state that Anna did not log into the video library at all and Bob only logged in three times, but did not watch a single video clip. The other three teachers worked with the video library more frequently. Therefore, Chris, Dan and Eddy are the most interesting when it comes to their views about the video library and the created video clips and are consequently viewed in this regard.



Positive aspects mentioned were that everything was easy to understand, good to learn, helpful, well-structured and well designed, and that it was easy to imitate another teacher (Chris , Pos. 123, Dan , Pos. 37 and Eddy, Pos. 151).

Eddy was the one who worked with the video library the most, followed by Dan and Chris. A possible interpretation for this high usage of Eddy would be that he was the only one who – however almost finished with his master's degree – was still studying in addition to working as a teacher. Therefore, he might have been the person with the greatest wish for receiving new information on teaching PE. Although he did not watch as many clips as Dan, Eddy looked at 7 video clips. To not only promote knowledge acquisition processes but as well impart situation-specific skills, the work with video clips is often suggested and decisive. In contrast to videos from one's own classroom, videos from others probably encourage more to leave familiar and sometimes ingrained patterns and routines and to develop new perspectives on teaching (Kleinknecht & Poschinski, 2014, p. 473). Moreover, because of their media-specific potential, video clips lend themselves to reflection on the complexity of teaching processes and seem to be suitable as a learning medium to promote the ability to perceive, interpret and make decisions on action in concrete situations, especially in pre-service teachers – such as Eddy (König & Lebens, 2012, p. 7).

Accordingly, teacher education is increasingly expected to focus not only on teaching theoretical knowledge, but also on the ability of future teachers to act and prepare them for their work in school. These demands arose not least from a strongly developing educational research of the last fifteen years (König & Lebens, 2012, p. 4). The increasingly complex methods of research show that teachers at the start of their careers are confronted with context- and situation-related cognitive demands that have not been given enough attention in their university education (König & Lebens, 2012, p. 7). This contribution is based on the assumption that developments in teaching quality research can have a major influence on teacher education.

Although Eddy also looked at the video clips, he spent more time reading and expanding his knowledge in this way. A possible explanation might be that he primarily wants to extend his knowledge. Moreover, he is still studying and therefore used to reading and gaining knowledge through lectures and texts, thus the concept of studying.

Dan, who has viewed the most video clips, is also the one who studied biology rather than teacher education, but is holding a coaches' license in Judo and is therefore experienced in teaching sports. This might be a possible explanation for him being specifically interested in how other/expert teachers perform in their lessons. This group of non-specialist teachers should by no means be disregarded, as there is a high proportion of non-specialist PE teachers in Germany. Horn (2009, pp. 145–146) reports 11% of non-specialized PE classes at Secondary Schools/Realschulen, 30% at Secondary

Schools/Hauptschulen and even 49% at Elementary Schools/Grundschulen. The percentage of non-specialist teachers seems to be particularly high at elementary schools in Baden-Württemberg and North Rhine-Westphalia, where it reaches 100% in individual cases (Oesterreich & Heim, 2006, p. 160). Therefore, this type of online learning platform and application of video examples might be a consideration for further professional developments aiming to support this large group of teachers (Porsch, 2019).

Based on the examples with Eddy and Dan, one could assume that especially beginners would work with the video library. However, also Chris, who is the teacher with the most teaching experience, used the video library frequently. What makes Chris special is that he was the principal at his elementary school and had the most teaching experience of all participants (28 years). A possible explanation for his high interest in the video library could be his overall motivation for the subject, which he states in the interview. He was the only participant stating that his intentions for participating in the coaching project were the interest in the subject, next to getting feedback, supporting research and "reflect[ing] on [himself]" in the class (Chris, Pos. 23). The aspect of self-reflection is specially to highlight, as it seems to be crucial relevant to his motivation and possible changes in behavior as well as perception and beliefs. Dan and Eddy as well mentioned the aspect of self-reflection in their interviews. Therefore, this aspect of self-reflection will be discussed in detail in the next chapter (6.2).

In the interviews, the participants were questioned what they liked about the video library, whether they could think of possible improvements and how they worked with it. The teachers who most engaged in the video library (Chris, Dan and Eddy) evaluated the video library mainly positively. Positive aspects mentioned were that everything was easy to understand, good to learn, helpful, well-structured and well designed, and that it was easy to imitate another teacher (Chris, Pos. 123, Dan, Pos. 37 and Eddy, Pos. 151). Only Eddy asked for even more examples. Therefore, an enlargement of the video library with a wider variety of video clips is to be considered.

Among the people who worked frequently with the video library, there seem to be two different types of application. There are people who prefer to imitate and see a concrete example that they can implement in their lessons. There is no transfer taking place with this type. Eddy can be categorized as such a type. He explains that he "find a totally good example, which [he] can then simply adapt" (Eddy, Pos. 149). However, because there is of course a limited number of clips and not a video clip for every type of sports and every single situation, he was not able to integrate many aspects into his lessons. He claims that, when "holding a lesson on gymnastics, a video example from a handball lesson really hardly helps" (Eddy, Pos. 149). Accordingly, it seems as if he mainly learns by replicating a situation or behavior of a specific teacher. Consequently, even though he highlighted

the clips as "good" (Pos. 149), he had difficulty working with them, because he could not transfer ideas or phrases in his lessons, as Chris did, because as he said "these teaching settings don't really occur in my plan" (Eddy, Pos. 149).

On the other hand, there is the model of integration or in-depth concept. Teachers of this type want to create a transfer of things from the video library into their lessons. Chris, for example, can be categorized as such a type. He wants to incorporate individual aspects, games or expressions of other teachers into his already existing concept. He talks about implementing "games, ideas, and sometimes even formulations from the teachers or the coaches" (Chris, Pos. 123). Thus, for him it does not seem to be a problem, if the examples even derive from extracurricular sports and he just "incorporated them into [his] lessons" (Chris, Pos. 123).

Lastly, Bob is mentioned as a teacher, who explicitly said that he only rarely used the video library and that "it was too time-consuming" for him (Bob, Pos. 161). Thus, yet videos are often highlighted as being attractive when it comes to learning, this does not seem to be the case for Bob. It seems that he does not learn from watching other teachers. However, it does not seem as if Bob does not want to learn something, but rather that this is not the right way for him to learn. In contrast, when it came to him and his own videos, he said that this work was "extremely interesting" (Pos. 79).

Accordingly, mainly three different types of learners and various learning approaches seem to emerge from the interviews. Firstly, there are the ones whose attention has been shifted, who seem to understand the main concepts of the quality characteristics and know how to implement them into their own lessons (e.g., Chris). Secondly, people who want to mimic in detail and learn from a model which they can imitate (e.g., Eddy). Thirdly, there seem to be people who do not want to learn from others and do not find access when watching others but find it specifically interesting when working with their own video clips (e.g., Bob). When further developing the video library or creating similar professional developments based on video clips these types of learners should be kept in mind.

## **6.2 Coaching**

As stated, the aim of the presented online coaching was to improve and evaluate the teaching quality of the teachers under study. Moreover, the target was to improve teaching quality through reflection and support behavior change of PE teachers. In this context, the four remaining research questions specifically focus the coaching process and are separately discussed in the following four chapters, looking at where the participants started from and what their initial attitude and interest looked like. This is brought together with their individual changes, looking at where they started

from and how they developed. Following, their individual development is viewed from an outside perspective, meaning their students. Lastly, it is discussed how the teachers assessed the intervention format.

### **6.2.1 Initial Situation**

Examining participants' prerequisites/interests at the beginning of the intervention is a major goal of this study and involves a variety of different data. To answer the question about where the participants started from, descriptive data of the participants is viewed first. Following, data from the CLASS ratings, the interviews, and the teacher's questionnaires combined will be discussed.

The participant's descriptive data already show great differences at the beginning. This spread concerns their gender, their age, their previous experience as a teacher as well as their qualification. One can see from this data that the pedagogical offer of this project meets a very broad demand.

Pre-service teachers (such as Eddy) often perceive particular uncertainties with regard to suitable and successful coping with pedagogical problems or situations at the beginning of their career. It has long been known in teacher education that novices often initially underestimate the breadth of demands in the teaching role in practical situations and, more importantly, the decision-making constraints of frequent confrontation with unforeseen situations (Wahl, 1991). Therefore, a particularly high participation of novices in coaching would have been expected. However, the fact that teachers with many years of experience (e.g., Chris) also participated in the project shows that the qualification offer in the present project was attractive at different professional experience levels.

Good learning seems to depend on how prior knowledge is incorporated into the construction of new knowledge, how knowledge is organized, and how well learners can monitor and reflect on their learning (Donovan & Bransford, 2005). Moreover, using strategies to increase motivation has been shown to improve grades and other measures of performance (Wolters, 2011). Thus, teacher motivation has been identified as a key factor in student motivation and teaching effectiveness and can be applied to formulate practical strategies to promote student motivation to learn and improve teaching and learning outcomes (Han & Yin, 2016). Thus, motivation to change and reflect can be seen as a favorable condition in literature (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). Related to our scenario, these findings are also reflected in the presented data. It can be assumed that the teachers in this study differ from the total of all PE teachers in that they have voluntarily made themselves available for a study on teaching quality. Therefore, coaching and an intervention is not a way to fix things at the end, but rather to support teachers who might already be motivated for change. It seems important that participants are motivated because firstly, coaches have no authority to issue instructions and secondly, the task structure (teaching) always

requires a scope for design. Coaches have no institutional power to change coachees' behavior. This means behavior change cannot be forced. If one cannot be forced to change, one has to rely on their motivation. Therefore, it seems good that participants voluntarily participated in the intervention and that it concerns a self-selected sample. Hence, one can first assume a general interest in the topic. Moreover, teachers have a high degree of freedom in the structure of their tasks. This means that behavioral changes are highly self-regulated. Coaches are therefore dependent on the participants being motivated.

In this regard, the results of the interview appear particularly interesting. Chris stated to be a person who is motivated to learn and self-reflect and eager to change. This motivation seems to be important, especially when it comes to educational beliefs or behaviors that are routine and stable. The aspect of self-reflection appears several times in the interviews of Chris (e.g., Pos. 99), Dan (e.g., Pos. 95) and Eddy (e.g., Pos. 81). Moreover, it seems as if self-reflection might be an important point regarding the self-image as a teacher (e.g., "It is very important to reflect on myself again and again, and not to take everything for granted, but to think about certain things (Chris, Pos. 99)), being a strong motivational aspect to participate in coaching.

Chris, Dan and Eddy are similarly the ones who worked with the video library the most (cf. chapter 5.2.4). Thus, it seems that they are very diligent and try to get more information e.g., through the video library. For them, the engagement with the coaching intervention is very reflective and active – both in terms of further materials and the video clips from their own lessons. They watch videos in the video library and read additional information on the platform. In addition, they reflect on themselves and watch their own videos very diligently. In this context, Chris said that he first focused only on the video and then looked at the comments, which he found more interesting (Chris, Pos. 51). The other four teachers reported reading and watching the video and comments in parallel. However, Chris, Dan, and Eddy said that they either rewound or ran the video a second time and then responded to the comments – again highlighting their active engagement. Thus, a connection between self-reflection and motivation seems to be in place.

These findings are in line with coaching literature, showing that the coachees prior knowledge of coaching, motivation to change, and persistence in pursuing their goals are likely to be conducive (Greif, 2016). However, there are undoubtedly many other enabling and disabling characteristics of coachees that should be considered. These include, for example, the self-efficacy beliefs they bring to coaching. Regarding self-efficacy beliefs, Greif (2016) mentions:

The largest international survey of coaching to date with 1,100 coaches and 1,800 coachees/clients by Pager and De Haan (2014). They demonstrated a correlation between coachees' self-

efficacy beliefs and the success of coaching. Self-efficacy belief is the subjective certainty of being able to implement a desired target behavior and was measured by questionnaire scales. It is psychologically very plausible that this has a positive effect on the results of coaching, because it is considered a well-confirmed conducive condition of achievement motivation. (p. 170)

The five coaching participants were likewise questioned in the teacher's questionnaire about their expectations. The item on the importance to expand the pedagogical knowledge and skills was given five points (thus, the highest rating) from four out of five teachers (Bob rated 4). This item was therefore the one that was rated highest overall by all teachers in this construct ( $M = 4.80$ ). Possibly, this value may have turned out so high due to social desirability. Another possible explanation would be that this sample finds it particularly important to continue their professional development and expand their own knowledge. Therefore, it is possible that this is a basic prerequisite for getting involved in such a training format and that this only makes change in educational beliefs and behavior possible in the first place.

The five participants started with CLASS scores that were different in some cases (see 5.2.7). Possible explanations for differences in CLASS scores at baseline between the teachers could perhaps be, in addition to the class size already mentioned, the age of the students or, related to this, the type of school (primary or secondary). However, there was no evidence of a group difference in CLASS scores between the primary teachers (Anna and Chris) and the other three secondary teachers. Moreover, despite the fact that the Quality of Feedback is usually given a higher priority, especially at a higher age, no group differences could be revealed.

### **6.2.2 Individual Changes**

Assessing individual changes as a result of the coaching intervention is another major goal of this study and likewise involves a variety of different data. Regarding the teachers' individual changes, possible behavioral changes as well as changes in beliefs were considered, which are discussed in the following chapter.

CLASS scores are in focus when looking at possible behavior changes because they provide reliable and valid measurement of the quality of teaching behavior. For each lesson, eight dimensions were rated twice (two sequences) by two independent observers – thus, four values per dimension per point of measurement. Relating stability values, the lowest stability value for a teacher was 50% (Quality of Feedback for Eddy) and two times 60% (Instructional Learning Formats and Productivity for Dan). All other values are 80% or higher. About one third of the values are even 100%, which

shows a high stability of the teachers' behavior per lesson as a whole. Consequently, the assumption that the CLASS quality criteria are susceptible to change in different didactic subsequences and contents of the lesson (warm up, technique training, game/application of the learned techniques) is not confirmed. On the contrary, it can be concluded that the selection of the two sequences show an accurate and reliable picture of the teaching quality in a cross-situational sense, at least for the respective days. The low stability value of 50% for Eddy in the dimension Quality of Feedback could be explained by the fact that Eddy apparently placed special emphasis on feedback in the last part of his lesson and achieved comparatively high values by both raters for this part. Additionally, stability scores might have increased, if the lessons would have been longer and more cycles could have been rated.

Interrater reliability was calculated, relating PWO (percent-within-one), exact agreement, linearly weighted kappa and the (simple) Cohen's kappa (cf. chapter 5.2.7.1). Since PWO was the primary indicator of interrater reliability reported in the CLASS K-3 manual, PWO is, however, the primary consideration in this study. Regarding PWO, according to McKenzie and Van der Mars (2015), values of 80% and above can be considered as good interrater reliability. The overall reliability values presented for the two raters in this study were between 90% (RSP) and 100% (NC). Comparing this to other studies, e.g., Westergard and colleagues (2019) reported that differences in reliabilities with respect to each dimension were evident in their study. Their data showed that some of the dimensions seemed to be more challenging than others. This was especially true for the dimensions in the area of Instructional Support. This statement could largely not be confirmed in this project, as values of 90% or higher could be shown across all dimensions. However, one has to note that the only dimension in the Instructional Support domain rated was Quality of Feedback. Nevertheless, even this dimension displayed an interrater agreement of 96%. Casabianca and colleagues (2015) found that raters were more lenient at the beginning than at the end of observations and that the gap between the raters increased towards the end. To prevent this phenomenon and to blind the raters for the measurement point, the data of the different measurements points was mixed randomly. As a result, in this study no evidence of this phenomenon was found. Moreover, numerous reliability sessions were already conducted for this purpose in the project from Richartz (2018) and several sports training sessions and teaching lessons have been rated by the two raters beforehand, which could be an explanation for the high interrater reliability scores. In conclusion, reliability can be interpreted as very satisfactory in this project with regard to all five measurement points.

In the CLASS K-3 manual (2008), the authors report that CLASS scores do not seem to be drastically influenced by observations during class. However, all studies mentioned in the manual were based on live observations and only the MTP study worked with video recordings. Moreover, the videos

developed in the MTP study (Downer et al., 2009) were produced by the teachers themselves. Therefore, this is unlikely to have had such a large impact on the score and cannot be associated with this study in this respect.

Looking at the CLASS scores, a comparison between the different measurement points across teachers supports first possible explanations derived from the individual teachers. From the first to the second measurement point, there is a decline in scores in the Emotional Support domain, followed by a rise to the third and fourth measurement point. This supports the assumption of a "making-a-great-first-impression"-effect. This development might be most obvious in this domain because behaviors related to its indicators should be easiest to control. This means that it might be easier to give more praise and not show one's anger and display negative climate in difficult situations. This phenomenon is visible for four out of five teachers. Moreover, the reactivity of the observation situation, i.e., the non-intentional influence of the observation process on the behavior of the observed persons, is to be kept low (Bortz & Döring, 2016, pp. 330–331). Reactivity usually decreases after a short familiarization period, so it makes sense to start data collection only after that (Sedlmeier & Renkewitz, 2007). Thus, for further interventions it might be possible to suggest whether it might be reasonable to start with measurement point one after a short acclimatization period.

In the domain Classroom Organization, the three teachers (Anna, Chris and Eddy) who already had high scores from the beginning showed relatively stable results over all five measurement points. It appears that once these competences in the area of Classroom Organization are established, they might be relatively stable over different measurement points, at least while working with the same group of children. For Bob and Dan, the means for this domain increased steadily over time, decreasing for Bob only from the fourth to the fifth measurement point. The possible explanation for a reduction because of the lesson being directly before the summer break has already been mentioned. Recent research by Casabianca and colleagues (2015) states that teaching quality varies across the school year. In their research for all three CLASS-S domains and the overall score, teaching quality as measured by CLASS-S declined steadily throughout the school year. However, the declines were described as modest, which makes this a possible explanation but could also indicate that Bob might not be as good at keeping up his improved scores without external support. However, the lack of stability for the improvement could be a point to discuss. Improvements in this domain were visible with a difference between the lowest and highest mean score for Bob and Dan, both starting at a mean in the mid range for this domain. Especially the dimensions of Behavior Management and Productivity displayed clear improvements at least for two teachers and thus may be easier to change than others. Therefore, this domain could possibly be interpreted as being the easiest to improve over this specific period for teachers, starting in the mid or low range. Strategies to avoid



interference or to improve movement and learning time might therefore be easier and faster to learn than, for example, feedback at a high quality-level. The possible explanation of group size, which sometimes is accessed as a possible influencing factor for Classroom Organization and especially the dimension Behavior Management, could not be supported in this study. This is in line with Hattie (2021), who reports an effect size of  $d = 0.15$  for reducing the class/group size, thus only a small effect (Cohen, 1988, pp. 20–27).

In the Instructional Support domain, the only dimension measured was Quality of Feedback. For Instructional Support, higher scores were observed at the first measurement point than at the next. Interestingly, the scores for Instructional Support (Quality of Feedback) of four out of five teachers were higher at the first measurement point than at the second. Again, only Bob (as in the Emotional Support domain) showed higher scores at the second measurement point. CLASS scores for Quality of Feedback varied in mean scores for all teachers across all measurement points from  $M = 1.25$  to  $M = 3.50$  and was therefore the dimension with the lowest overall scores. Therefore, this research appears consistent with recent findings that ratings are considerably lower in the Instructional Support domain than the Emotional Support and Classroom Organization domains (Hamre et al., 2013; Mashburn et al., 2008). Thus, this dimension (Quality of Feedback) was where there was the greatest opportunity for improvement for all teachers. Interestingly, however, this dimension was not addressed at all or only very late by all teachers. This suggests that this is perhaps not such a high priority for the teachers and is therefore only rarely visible in lessons at all. In general, it might be worth considering how to increase the importance of this dimension in teacher training. Another consideration would be to influence the selection of dimensions in the intervention. Based on the fact that there was little or no change here, a focus on this dimension might have been more promising. However, the question arises whether it would have been more purposeful to address a dimension at the beginning that does not seem to correspond to the preferences. Perhaps this would also have reduced motivation and there would have been no improvement in the area of feedback.

With cyclical feedback over at least half a year, a steady improvement was expected. Thus, the expectation of the intervention in terms of CLASS scores was a clear and linear improvement. However, the individual development of CLASS scores over the period of the intervention is ambiguous. Although there were improvements in some dimensions for individual teachers, these are not always linear. In addition, some scores have remained stable and a few have even deteriorated. For Anna, almost no changes were visible over the period of the intervention. Chris and Eddy, who already started at the upper end in many areas (Emotional Support and Classroom Organization), hardly any positive change was possible. Bob and Dan, who started lower down in many dimensions compared to their CLASS scores, show improvements most clearly, although not in all dimensions.

The change in Dan's scores most closely resembles the expected linear trend, although it shows a small deterioration at the second measurement point. Even though Bob's values show a similar development, there was a large deterioration in his case, which should be viewed with caution, since it was the last lesson before summer holidays. Nevertheless, it is debatable whether his improvement was not long-lasting.

These disappointing trends clearly demonstrate how difficult behavior change is. Although all have consistently received feedback on their teaching, worked on their teaching, and set new goals for themselves, there was no clear linear improvement in CLASS scores for all teachers. A possible explanation for these disappointing results on the level of behavior changes is offered by the large-scale study by Allen and colleagues (2011). In their study teachers participated in the MTP-S program over 13 months, showed that the effects of the intervention on teacher-student interactions did not translate into statistically significant student achievement gains until the following year. Their findings suggest that student achievement gains do not occur until teachers have had a year to benefit from their own growth. Thus, the length of the interventions of this study needs to be questioned and an extension or later follow-up measurement should be considered for future interventions.

Another way to make larger changes visible at the behavioral level would be to address a single dimension more often. Even though the entire lesson was always in focus, the main focus was on one dimension. This changed with each video recording. If the focus had been on the same dimension several times, it would have been possible to work longer on one area and thus possibly achieve and visualize more significant changes in behavior more quickly.

Another consideration is to give participants an overview of their CLASS profile beforehand. That is, one could have already rated their lessons at the beginning and shown them their result. In this way, one could have worked with them in a targeted way on the areas in which there is room for improvement. Maybe they could have been motivated to work more intensively on this area, e.g., Quality of Feedback, as this is where they have the greatest potential for development. However, this probably would not have intersected with their preferences.

Moreover, teachers were questioned before and after the coaching intervention about their educational beliefs by questionnaire. The questionnaire regarding educational beliefs had already been applied with a larger sample (Richartz et al., 2018). With reference to the means of all five teachers together, the only negative changes are to be found for the dimension Positive Climate and Productivity. However, for the dimension of Productivity, the data of only four participants could be included in the first measurement point, because one teacher left out this specific question during the first measurement point. If one would exclude the answer of this teacher for the second measurement point, values would be identical to the mean before. Regardless of the small decrease,

scores are still at the high end of the scale, indicating that the teachers' beliefs are in line with empirically well-established aspects of teaching quality. Nevertheless, the possibility that the data from these coaches are incidental findings needs to be considered.

Interestingly, the greatest positive change in beliefs is reflected in the dimension Behavior Management, which was the dimension with the lowest mean score of all dimensions at the beginning. In contrast, the dimension Instructional Learning Formats was the dimension with the highest mean score at the beginning and the highest after the intervention. Thus, all teachers seem to agree with statements concerning a diverse and motivational learning offer for their students. In addition, agreement with statements about monitoring and disruption prevention strategies appears to have increased over the duration of the intervention, being in line with behavior changes possible in this dimension for at least two teachers.

Looking at the means for every teacher over all dimensions, all teachers, except Anna, had higher mean scores in relation to educational beliefs after the coaching intervention. However, as mentioned, she missed out answering the last four questions of the questionnaire. If these are as well extracted from the second survey, her values are slightly higher.

The highest development relevant to the educational beliefs scale was visible with Eddy, who is the teacher with the second least teaching experience. Interestingly, the second highest positive development was with Chris, which is the teacher with the biggest teaching experience, and Dan. The fact that educational beliefs for Chris changed abundant is particularly interesting, because the longer teachers are in the profession, the more difficult it is to break out of routines (Horster & Rolff, 2001). Thus, it is interesting that novices as well as experienced teacher changed their educational beliefs. Therefore, the intervention might be a possibility to change educational beliefs of teachers with different levels of experience.

### **6.2.3 Student's Perceptions and Motivation**

Various scientists have studied the topic of motivation and its great importance for the performance and learning behavior of students (e. g. Harackiewicz, Durik, Barron, Linnenbrink-Garcia, & Tauer, 2008). As pointed out in detail in chapter 5.2.3, motivation influences (learning-related) behavior, such as the amount of learning time invested (Ryan & Deci, 2002). However, motivation is not only conducive to performance but leads to a conflict-free, smoother and more efficient teaching (Schiefele & Schaffner, 2015). This in turn increases the learning time, the quality of experience and thus the learning itself (Schiefele & Schaffner, 2015).

Hence, the last research question aims at the effects on the students of the coachees participating in the intervention. Precisely asking 'What effects does the coaching intervention have on students'

perception of teacher behavior and their motivation towards PE?' This question was answered with the help of children's questionnaires (see Kohake & Heemsoth, 2021), thus, quantitative methods, which were carried out in a pre-post-follow-up design, combined with CLASS scores in the dimension Regard for Student Perspectives and observational setting descriptions.

The questionnaire aimed at measuring whether the teachers were perceived to be supportive of the needs for autonomy, competence and relatedness and in which measures the three basic needs were experienced as being satisfied in PE, as they are crucial for motivation (Deci & Ryan, 2002). Moreover, the type of motivation of the students and its development over the course of the intervention was evaluated. Accordingly, the aspects addressed with the questionnaire are need support, need satisfaction, and types of motivation (cf. chapter 5.2.3).

However, at the first time of measurement, the children as a whole already perceived a high degree of support of their need for relatedness, varying from the lowest of the children of Dan, to the children of Anna. With reference to the support of competence, again Dan's students show the lowest scores and Eddy's and Anna's students the highest scores. The children overall rated their support of autonomy by the teachers somewhat lower, with Eddy's students again having the highest score. All other four teachers achieved lower scores, with the children of Anna having the lowest mean score. In total, the perceived support of autonomy was rated lower compared to the perceived support of competence and relatedness for the children of five out of five teachers. The results from the study of Kohake and Heemsooth (2021), who have carried out the questionnaire on a larger sample, also report lower mean scores on perceived support of autonomy compared to support of competence and support of relatedness.

Again, looking at measurement point one respecting need satisfaction, the students of four of the teachers reported the lowest values for the satisfaction of autonomy (except for those in the class of Eddy), related to satisfaction of competence and satisfaction of relatedness. In relation to the scale satisfaction of competence, the children in Bob's class attained the highest means and Chris's students the lowest, even though the score could still be interpreted as high. Relating to satisfaction of relatedness, again Eddy's students scored the highest values and the children of Bob scored lowest. Thus, like the mean values of the perceived support of autonomy, the values for satisfaction of autonomy are lower compared to the satisfaction of competence and satisfaction of relatedness. This is the case for the children of four out of five teachers. This is again in line with the findings from Kohake and Heemsooth (2021). Interestingly, the mean scores of all children combined are slightly above the mean scores of the findings from Kohake and Heemsooth (2021) for all six scales. Thus, it appears that the support and satisfaction of the children of the five teachers were in line or even already slightly higher at the beginning of the intervention compared to other classes.

Relating to the development of the scales of support of the three basic needs of the children of all teachers only slight, however positive linear developments were to expect. The need support of the children of all teachers, one positive change could be displayed for support of autonomy from measurement point one to two. Scores for support of relatedness stayed stable between the first two points of measurement and support of competence slightly decreased. From measurement point two to three, all mean scores decreased. Looking at the difference between the first and the last answers, all mean scores, except support of autonomy, slightly dropped. In regard of the greatest appeared changes, two differences between measurement point one and three are to name – the decrease of support of competence and the decrease of support of relatedness. However, school year effects may have contributed to these results. The children of two teachers were questioned at follow-up directly before the summer-break. This might have had an influence on the results. For example, the analysis of within-year changes in interpersonal relationships between teachers and students of Opdenakker and colleagues (2012) showed that the quality of relationships declined over time. However, interpersonal relationships between teachers and students are significant predictors of autonomous motivation. Unsurprisingly, autonomous motivation also decreased systematically over time. In addition, only in three classes did at least 75% of the children participate at all three measurement time points. Thus, this may have influenced the results.

The means of the children of Chris's class are particularly interesting in this regard. His children are the only ones who scored clearly higher at the second measurement point than at the first, supporting autonomy, competence and relatedness. He seems to be a teacher who is very interested in the view of the children and tried to continuously improve this in the intervention (see video setting descriptions in chapter 5.2.1). Moreover, in the interviews, he talks about the view of the children and that he now even more tries to have everyone's needs in focus (Chris, Pos. 135). His values of need support only being in the mid range (except for support of relatedness (see Figure 14) is only somehow in line with his CLASS scores for the dimension of Regard for Student Perspectives including the same theoretical constructs as the questionnaire in this part. His CLASS scores demonstrate mid to high scores over the course of the intervention for this pupil-oriented dimension and are highest of all five teachers. However, the tendency of a small increase from before to after the intervention and a slight decrease at follow-up is likewise visible for the scores of the CLASS dimension Regard for Student Perspectives. The fact that the assessment of teaching quality by different actors can look different is also made clear in Richartz's and Sallen's contribution (2012). Even though the results of the expert ratings with the CLASS observation instrument were also positive – they were significantly more critical than the judgment of the children and their parents (Richartz & Sallen, 2012, pp. 8–9). Moreover, the question arises to what extent, especially young children (majority was about 9 years old at measurement point one in Chris's class) might not perceive autonomy

support or might have a different understanding of it than the CLASS raters had. Among other things, this demonstrates the high complexity of teaching quality and motivation in specific. A mixed methods approach is therefore essential for further research in this area in order to shed light on this complex construct from multiple angles. In addition, in Chris's class, only  $N = 14$  children from  $N = 21$ ,  $N = 22$  and  $N = 23$  children participated at all three different measurement points. The results should therefore be viewed with caution, as the differences between the three measurement time points or the lack of visual improvement could be due to the fact that different children were interviewed.

With respect to need satisfaction of the children of all teachers, no positive change could be found from measurement point one to two. Scores for satisfaction of relatedness stayed stable between the first two points of measurement (just as the before mentioned scores relevant to support of relatedness). From measurement point two to three, the means for satisfaction of autonomy and relatedness decreased and satisfaction of competence increased. Looking at the difference between the first and the last measurement point, all mean scores dropped. It is important to note that especially scores regarding the scale satisfaction of relatedness might increase over time because the children get to know each other better. Hence, this scale needs to be interpreted with special caution.

Interestingly, when looking at the coaching process of Eddy, whose children mainly scored the highest values concerning need support (two out of three) as well as need satisfaction (two out of three), he expressed a particular interest in the dimensions Regard for Student Perspectives and Instructional Learning Formats. Those two dimensions, which deal with supporting children's autonomy, giving them responsibility and creating a motivating and diverse learning offer, were selected as the first dimensions to be worked on. With reference to his CLASS scores in these two dimensions, an increase is visible from the first to the last measurement point. Consequently, the connection between having an interest in a specific topic or dimensions is mirrored by the student's answers in his case.

With respect to the types of motivation, the highest overall means for the first measurement point were to be found for identified<sup>119</sup> motivation and intrinsic motivation. This phenomenon was visible for all five teachers. These high values in the scales identified motivation and intrinsic motivation compared to very low values in the scales introjected and external motivation indicate that the children are highly self-motivated and that external stimuli hardly play a role in participation. Moreover,

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<sup>119</sup> As in the vast majority of relevant studies, the difference between the levels of identified and integrated motivation was left out.

the results of the scales for types of motivation are consistent with the overall medium to high values relevant to the satisfaction and support of the basic needs. This overall high motivation and the attractiveness of the subject itself might be a possible reason for the fact that overall, only slight changes were visible in this regard (Brettschneider & Becker, 2006).

In sum, contrary to expectations, sometimes data from different data sources yield different results (see Richartz & Sallen, 2012). For example, in the study by Fauth and colleagues (2020), the quality of teaching rated by students and external observers varied considerably between these two groups. This is evident, for example, in the CLASS scores on Regard for Student Perspectives from Chris and the descriptions of his teaching settings, which paint a much more positive picture compared to the data from his children's questionnaires. In this regard, the age of the children may be a determining factor. For example, a study from Koka (2010) examined the motivation of children of different ages. For students in the 7th grade, only satisfaction with competence was significantly related to self-determined motivation regarding the three basic needs. However, looking at 12<sup>th</sup> grade students, competence, autonomy, and relatedness were significantly related. Therefore, it is uncertain whether all theoretical relationships can be supported in a sample of young children and whether this affected the results of Chris's children. Moreover, different ways of looking at things may also yield different results, e.g., Eddy's children rate him higher than the CLASS experts do.

As for example Howard and colleagues (2021) showed in their meta-analysis, overall, only small positive changes were at all realistic at the level of the students. Thus, only a small variation was expected. However, for all aspects of need support and need satisfaction (with the exception of autonomy support), children experienced a decrease in mean scores from the first to the last measurement point. Moreover, even at follow-up the need support and need satisfaction of the children of all five teachers is still about as high as in comparable samples (Kohake & Heemsoth, 2021). Looking at the types of motivation and its development of the children of all teachers, the biggest decrease was from measurement point one and three for identified motivation. Thus, a slight shift on the continuum away from autonomous motivation is visible. However, respecting the type of motivation, the majority of the children can still be categorized as intrinsically and identified motivated at the last measurement point.

#### **6.2.4 Assessment of the Coaching Intervention by the Participants**

The last research question refers to the assessment of the intervention format by the participants. This question was tried to be answered with the help of the teacher questionnaire and again the interviews. Research in relation to coaching interventions has, similar to the characteristics in teaching, developed certain important characteristics of process quality. Hence, the assessment is based

on quality factors of coaching, which are based on meta-analysis (Greif, 2016). One problem with effectiveness factor research involving coding of the behavior of coach and coachee is that it methodologically requires a separation of individual, easily distinguishable behavioral characteristics. Greif (2016) therefore recommends observations and interpretations through complementary qualitative methods, as is the case in this study.

When considering the process quality, the first positive quality feature of the implementation and study design to mention is low mortality. No participant left the intervention group and dropped out, despite the long duration and the high effort involved in this intervention holds (cf. chapter 4.4.2).

Looking at the scales of the teacher's questionnaire regarding the process quality of the intervention, all five teachers assessed it as positive relating to all effectiveness factors. However, maybe the items were not heavy enough which might have produced the ceiling effects. In order to rule this out, the teachers were asked again in the interviews what they thought of the coaching and how they liked the intervention, in the interviews. The effectiveness factors relationship quality, solution orientation, resource activation, commitment of the coach and self-determination were all also found in the interviews, supporting the high values from the questionnaires.

With reference to the coaching relationship quality, the coach's appreciative and emotionally supportive behavior appears to be a fundamental effectiveness factor. In this context, Greif (2016, p. 170) points out a study by Blackman and colleagues (2014). "They have found in their large international survey with 644 coaching clients from a total of 34 countries that clients seem to regard the person or the behavior of the coach as the greatest obstacle to success in coaching" (Greif, 2016, p. 170). This statement is reflected in the interviews by all five teachers.

The second effectiveness factor was called activation of personal resources. When it comes to internal resources, Chris stated in the interviews that he likes to get help, he likes to accept it and he found it positive that someone external supports him. Chris added that he was not being presumptuous in saying that he can already do everything (Chris, Pos. 111), thus he stated that he likes to get help. All five teachers indicated that the coach worked with questions to elicit ideas and get them to think about solutions on their own (e.g., Anna, Pos. 112). Moreover, they added that the coach encouraged them to find alternative courses of action – including using their own resources (Dan), and the coach's interest in their own ideas was again emphasized. Thus, it seems as if personal resources were activated on several levels.

The effectiveness factor "solution-focused reflection" is about a subjective perception of the problem situation (interpretation, attribution). This process is only result-oriented if the coach guides the client to draw concrete conclusions for the future from the reflections (Greif et al., 2012). Bob



and Chris said that as much solution-oriented as problem analysis took place. The other three teachers said that solution-oriented problem analysis was predominant (Anna, Pos. 95; Dan, Pos. 91; Eddy, Pos. 91). All the teachers expressed that concrete proposals for solutions were developed and support and tips were given. All five participants said that they were encouraged thinking about solutions and that the intervention was overall solution-oriented and progressive. In addition, there were many possibilities and often rules of thumb in their heads (e.g., Dan, Pos. 87). In summary, according to the correlation with coaching outcomes found in the study by Greif (2016), an appreciative relationship is indeed beneficial, but stronger interrelations are shown when coach and coachee work together as a tandem in a task- or goal-oriented manner. This reinforces the importance of outcome orientation when reflecting on tasks and problems as well as the importance of goal clarification and is reflected in the answers of the participants.

The next effectiveness factor is the coaches' commitment (Richartz, 2015). It was pointed out by all five participants that they felt looked after and that they found the one-to-one situation particularly beneficial. Accordingly, the coach was experienced by all teachers as being dedicated and enthusiastic about the project.

The last effectiveness factor directly addressed by the questionnaire and the interviews was self-determination (Richartz, 2015). Respecting the question whether they felt supported in their autonomy within the coaching process, the teachers said that there was a lively exchange of ideas, that the coach was interested, open for questions and that they could bring in their own ideas. A point mentioned by everyone was that the coach was perceived as flexible (e.g., Dan, Pos. 109), thus supporting their need for autonomy.

In leadership coaching, clients often expect coaches to have their own leadership experience (Greif, 2016). When referring this to the present coaching situation, this is not or only partially the case when it comes to the teaching experience of the coach. This statement could be confirmed with the help of the interviews, as all teachers uniformly confirmed that experience as a teacher and school experience was not important for the coaching. In terms of attributing competence to the coach, all teachers reported in the interviews that the coach had sufficient competence. On the contrary, the professional language and manners, mediator of scientific knowledge, as well as sufficient competence were emphasized. In sum, for the teachers, general pedagogical experience and knowledge was more valuable and important than actual teaching experience.

In sum, the low mortality, thus the low dropout values, can be seen as a positive quality feature of the implementation and the study design. The fact that no teacher dropped out of the study in

connection with the high values of the teacher questionnaires and the throughout positive comments in the interviews relating to the different effectiveness factors indicate satisfaction of the participants with the coaching program and a high process quality.

### **6.3 Limitations**

In the next chapter, limitations like examining the own role, possible bias, and influence on the research is presented. The identification of methodological problems (or challenges) inherent in the design is the focus of this paragraph.

As mentioned earlier, the main limitation of the coaching intervention is especially the small sample size. Only five participants were recruited due to the high intensity and time consuming of the coaching. In order to ensure a high-quality feedback for the participants, this number could not be exceeded. In terms of triangulation, the quantitative data can therefore only be treated as an error-prone additional plausibility check and has to be interpreted with caution. In addition, the changes observed in the study can by no means be clearly attributed to coaching. On the one hand, a control group is missing. On the other hand, even with a small control group, there would have been no randomization or at least no control of the conditions with this small sample size. In addition, due to the elaborate research design, only a simple pre-post-follow-up design was possible.

Although the evaluation of the sample is very small in terms of the coaching intervention, it still has greater relevance because of the interviews. This is further supported by the use of mixed methods in particular. Nevertheless, especially the value of the obtained quantitative data has to be judged individually, since the instruments need to be classified and evaluated differently in terms of methodology. With reference to the quantitative data sets, there has to be a distinction between teacher's questionnaire (educational beliefs), children's questionnaires and CLASS scores.

Even though the educational beliefs scale of the teacher's questionnaire had already been applied with a larger sample before (Richartz et al., 2018), the assignment of the items to the individual dimensions was first carried out on the basis of content analysis and was still pending on the basis of factor analysis at the time of the data collection (Maier et al., In Progress). Hence, it is questionable to what extent the results from the Educational Beliefs part can be assigned to the individual dimensions or whether the statements of all items together are more meaningful. Therefore, results were presented on dimensional as well as with all items together. Especially results on dimensional level have to be interpreted with caution. Moreover, the quantitative data from the teacher questionnaire in relation to educational beliefs was only addressed with five questionnaires and not specifically in the interviews. For a pure questionnaire survey, the sample is therefore very small and

hardly meaningful. Therefore, these data can only be described as auxiliary data in the form of an exploratory sample.

The data of the children's questionnaires gives a first impression on their motivation and perceptions towards their PE classes. However, relating to the children's views, only quantitative data was acquired. Accordingly, in order to explore students' progress and development in more depth, qualitative data could have been helpful, because teachers may treat different students differently and students might perceive their own classroom experiences differently. However, the sample of children was relatively larger than that of the teachers. In addition, the children's questionnaire had already been validated on a larger sample in advance, which makes the data more meaningful than those of the teacher's questionnaires. To obtain more meaningful data through a larger sample, the entire group of children of all teachers was partially considered. However, this then veils the different effects of the individual teachers. However, when looking at the children's questionnaires at the individual teacher level, the group size is average. That is, even in large studies, one finds similar class sizes and class constructs.

The CLASS scores are the most meaningful quantitative data in this study. However, one has to bear in mind that CLASS only provides a specific lens. Some elements are not captured in the CLASS instrument. Much of CLASS is based on the teaching through interaction framework, but there are several theories explaining interactions, which this instrument logically leaves out. Concerning the scoring, four cycles (about 2 hours) in order to achieve an adequate sampling of classroom quality across the three CLASS domains are recommended (Pianta, La Paro, & Hamre, 2008, p. 101). Therefore, limitations evolved during the rating, because in this sample PE classes did not last as long and only 2 cycles á 20 minutes could be cut and rated. However, CLASS scores displayed a high stability, with only 3 out of 40 scores beneath the aspired 80% mark (Ledford & Gast, 2009) and even 14 out of 40 scores with a stability score of 100%. Teaching quality was scored for the five individual teachers, using two scores in each dimension per lesson. In addition, all scores were double-coded, which increases the value of these data. Moreover, validity of the observation instrument has been shown in several large studies (Kane & Staiger, 2012). Therefore, the CLASS data represent a very valid source, at least for the assessment of the teaching quality of these five teachers.

The reader should bear in mind that the study is based on teachers who seem to be particularly interested in this research area and open for change. This means that a self-selection of the sample already took place and the teachers interested in an additional professional development program may already inherit a special set of educational beliefs and motivation. This can, however, not be

transferred to the majority of teachers. Therefore, it is beyond the scope of this study to draw generally valid statements. All conclusions drawn from the intervention are only first glimpses into this research area and can by no means be transferred to other teachers without further knowledge.

In addition, the coaching intervention is a very elaborate intervention. The duration of the whole process ranged from 9 to 12 months (including the follow-up and interviews). Although the teachers stated that their expense was held to a minimum, the effort for the researcher is still enormous. Therefore, it might be difficult to make this intervention accessible and transferable to larger groups of teachers without reducing the quality or quantity of feedback they receive or changing the study design.

The coaching intervention consisted of six times of feedback for the coachee. However, the dimensions that were integrated from the CLASS manual into the homepage and for coachees to work with were eight dimensions. Thus, it was not possible for the coachees to work with all dimensions, and in particular the Quality of Feedback dimension, to which some teachers did not attach much importance, fell behind. However, since this dimension represented the greatest development potential for all teachers according to CLASS data, one possible consideration is to extend the intervention by one cycle so that all dimensions could be addressed.

As for the interviews with the coachees, the qualitative analysis did not involve independent replication. Moreover, no steps have been taken to see whether the analysis would be comprehensible for the participants (Seale, 1999). Therefore, the reliability of the codings can be questioned. This is particularly noteworthy because the researcher who carried out the qualitative analysis was also the coach in the intervention format. However, codes were produced through an inductive and deductive interplay. Therefore, many codes were already predetermined by the interview guide, which was based on relevant theory of the respective field. Additionally, a different researcher carried out the interviews, in order to reduce bias due to the emotional involvement of the teachers with their coach. All interviews were carried out by the same research colleague in order to achieve comparability between the different participants and interviews.

## **6.4 Practical Implications**

According to current quality standards, coaching requires regular evaluation that is as scientifically sound as possible. This study deals, among other things, with the importance and possibilities of scientific evaluation for quality assurance and improving the effectiveness of coaching. The coaching intervention presented in this study serves as a basis. It aims at providing an orientation for practical and scientific evaluation studies, but can likewise be utilized to explain how coaching works and

what prerequisites need to be considered. Such assessments should serve as a means of quality control and quality assurance. In addition, they can be applied as feedback for targeted quality improvements. They are based on systematic data collection and analysis. However, as mentioned above, limitations of this study must be kept in mind and this study does by no means make a claim to completeness.

One possible first step in improving teaching quality seems to be the exchange of knowledge. Especially because the presented intervention is highly complex and costly, an easier and more practical way of exchanging knowledge and ideas might be reasonable. One possible way to do this would be between teachers. The idea of a community of practice, defined by a group of people that talk about and help each other, is emerging more and more frequently in the literature. Collegial hospitation is often mentioned in this regard (e.g., Kempfert & Ludwig, 2008; Rolff, 2011). The goal is to learn from others. Therefore, collegial hospitation can be utilized to share knowledge to achieve goals, obtain new knowledge from the collective whole (based on something they have tried), build capacity at a site or within an organization – building leadership skills and cross training. This approach might be more practical in order to reach a bigger number of teachers in comparison to the five teachers studied in this dissertation.

In order for the intervention to be more practical, the design might be another possible point to apply and change. Especially, the long duration of the intervention might be a possible barrier for teachers. Possible modifications might include the amount of feedback given to the participants. A reduction in this case might lead to possibly shorter distances between the individual video recordings. Even though Anna considered this, Dan said that a shorter distance would not have been realistic for him. Moreover, the effectiveness of the coaching would be questionable.

Therefore, a possible solution could be the training of multipliers. In this way, teachers could be trained in CLASS and support their colleagues at their schools. However, these multipliers would then have to be able to take credit for these hours of work, so that the method would be practically feasible and economical. With this multiplication, more teachers could be reached. A practical example of training multipliers has only recently been developed for the follow-up project by Richartz (2021) and is still in its evaluation phase, but might be a good model to follow.

Moreover, the present sample seems to find it particularly important to continue their professional development and expand their own knowledge. Therefore, it is possible that this is a basic prerequisite for getting involved in such a professional development format and that this only makes change in behavior or beliefs possible in the first place. Consequently, a control group design would be of high value for following projects. It would be interesting to which amount the motivation to

change as well as self-reflection influences the outcome of this intervention, in contrast to people who are not motivated to participate/change.

Relevant to the point of self-reflection, the present study indicates that this skill could be crucial for possible behavioral and perceptual change. It may even be a point that could have led to a constant questioning, wanting to improve and thus even to higher CLASS scores and higher teaching quality. Therefore, it seems important to emphasize self-reflection already in teacher education and at the beginning of such intervention formats.

## 7 Conclusion

This research intends to provide empirical evidence in the field of professional teacher development of PE teachers from different perspectives. It aims at contributing to more effective professional development of PE teachers, with the emphasis on teaching quality. To achieve the objectives of the study, this project focuses on two main areas. Firstly, the further development of an existing video library for the education of teachers in PE and secondly, an individual video-based online coaching in the K-3/UE-level for PE teachers was addressed. In this chapter, these parts are briefly summarized, followed by overall conclusions that can be drawn from this study.

The present study is a project for innovative professional development for PE teachers, in which qualitative as well as quantitative data is collected and analyzed. In total, the results address the research questions as laid out in chapter 2.2. Moreover, this study adds to the literature on the assessment of teaching quality in several important ways. This work joins the consensus that output and process quality of school and teaching must be determined measuring instruments. This study connects to the findings of subject unspecific educational research with discussion about the adaptation to the specifics of the subject of PE and about professional competencies of PE teachers. Hence, not a subjective understanding of quality is focused in this regard, but a research-based attempt.

### 7.1 Video Library

The CLASS dimensions (Pianta, La Paro, & Hamre, 2008) were conducive for the development of video clips for an already existing video library/online learning platform. According to the current state of research, the application of videotaped teaching lessons, which represent situational and authentic examples of requirements, represents a suitable approach for contextualizing professional teaching perception (Reusser, 2005). Accordingly, the integrated clips represent best-practice examples for individual CLASS dimensions demonstrating authentic classroom situations in PE, instead of scripted scenes. Videos were produced and validated in a lengthy and elaborate process, so that in the end 44 video clips could be included in the video library (cf. chapter 4.3).

In order to evaluate the actual usage of the video library and whether the video clips can actually support learning processes of PE teachers, they were integrated in an individual online-based video coaching program. The innovative professional development format should make the available information and video clips much more accessible (e.g., reminder in the action plans). Thus, for the evaluation, the participant's application of the video library was investigated. Quantitative data was

collected from the online learning platform statistics. Moreover, teacher questionnaire and interviews, among other things, aimed at gaining information about the coaching participants' experiences with the online platform.

As reported, despite the monthly reminder, one teacher did not visit the online learning platform at all. In addition, one teacher rarely visited the online platform and three teachers frequently worked with it. The teachers who worked with the video library frequently are as well the teachers who mentioned self-reflection as one of the goals of coaching and clearly expressed their motivation to change and wanting to expand their knowledge in the interview, which again points to a connection of these aspects. However, overall utilization fell short of expectations, despite the monthly reminder. More regular reminders are to be considered for future work in this area.

Although teachers were regularly referred to the video library in their action plan, the wide variation in usage and duration of use indicates that it does not seem to be a model of "one size fits it all". Rather, different types could be identified in terms of use and learning through the video library. More precisely, mainly three different types of learners and various learning approaches seem to emerge from the interviews regarding the video library.

First of all, there seem to be teachers who do not find access when watching others but find it specifically interesting when working with their own video clips. The people who worked with the video library can further be categorized into two types. Secondly, there are the people whose attention has been shifted, who seem to understand the main concepts of the quality characteristics and know how to implement them into their own lessons referring to deep learning. Lastly, there seems to be the group of people who want to mimic in detail and learn from a model which they can imitate. Thus, they seem to need concrete examples who match their situation so that they can copy the behavior. In this context, the wish for even more examples in the video library arose, again supporting this type of learners.

Positive aspects mentioned in the interviews relating to the video library were that everything was easy to understand, good to learn, helpful, well-structured and well designed, and that it was easy to imitate another teacher. Especially for pre-service teachers, the principle of imitating other teachers seems helpful. However, even the teacher with the highest amount of teaching experience reported that he has incorporated and integrated examples or even formulations of the teachers and coaches from the video clips directly into his lessons. Therefore, the video clips might support teachers with different amounts of experience in their everyday teaching. Again, this supports the overall attitude of the experts rating the video clips high concerning their authenticity and relevance for teaching in PE.



With reference to possible improvements of the video library, a diverse picture was visible, making it difficult to derive specific actions. However, the teachers who were most engaged with the video library evaluated the video library mainly positively with only one teacher asking for even more examples. Therefore, an enlargement of the video library with a wider variety of video clips is considered to support especially those teachers who can learn and work best with the concrete copying of examples and situations.

## **7.2 Coaching**

The aim of this second study part was to link the communication of empirically well verified quality characteristics of teacher behavior in PE with the targeted support of professional perception and teaching quality in professional development, specifically, to improve teaching quality in PE with an individual video-supported learning guidance. Therefore, the final step is to show what conclusions can be drawn from this and whether they can be transferred to other teachers and students with different age groups. However, generalization in this study, as this is a mixed methods design with the focus on the qualitative methods will be made through process structure, complex interconnections or even contexts of meaning and typologies.

The basis of the coaching intervention was as well the content of the observation instrument – CLASS. Meaning, CLASS is the basis for the analysis of the videos, the way the feedback was provided and the goal decisions made during the intervention. Moreover, in order to record the teaching quality, CLASS was utilized for the evaluation in this research project. The intervention design is additionally very closely based on a coaching program based on the CLASS instrument and has already been evaluated in this context – MTP (Allen, Hafen, Gregory, Mikami, & Pianta, 2015). Moreover, the exact study design relies on adaptations made to the program by Richartz (2015, 2018).

When it comes to prerequisites for coaching, these can be divided into prerequisites of the coach, the coachees, and organizational prerequisites (Greif, 2016, p. 170). In terms of reasons why participants took part in the coaching intervention, they all stated that they wanted to receive feedback, mainly for two reasons. One was uncertainty about their own teaching, the other was to discover improvements in their own teaching and to test and challenge themselves. This second condition might be the better condition for participating in coaching.

In terms of potential barriers to participating in the coaching intervention, possible barriers were evaluated. In this regard, technical difficulties and handling did not appear to have been a barrier for any participant. Respecting the hurdle of being videotaped, all participants were neutral to this

or even excited. Thus, again this did not appear to stand in conflict with participating in the intervention. However, due to the fact that the participants were a selected group of teachers especially interested in professional development, their interest might have overlaid the fact of being videotaped. Moreover, these people knew that they were being videotaped in the coaching intervention and freely participated even though. People afraid of being videotaped might therefore not have applied to this intervention. Moreover, the possible hurdle of being in a testing situation came up in the interviews of two participants. Thus, this seems to have been a potential barrier to participation. When recruiting participants for a similar coaching project this aspect should therefore clearly be ruled out. Importantly, it must be worthwhile for teachers to invest time and energy in the project as they are often very busy (i.e., the hoped-for gain (benefit, return) must be greater than the feared cost (loss of time, uncertainty)). This was mentioned several times and finds place in all of the participants' interviews. In addition, all stated that their effort for the study was modest and that the benefits far outweighed it. Thus, this did not seem to be a barrier for the participants, but should be mentioned when recruiting participants as this seemed to be an important point for all of them.

In total, this study achieved very high process quality in all of the relevant factors (quality of relationship, resource activation, self-focused reflection, coach's commitment, self-determination and learning outcomes). Given the high value regarding process quality, it makes sense to assume that the participants all stayed with the program and that no drop-outs were apparent. The positive statements in the interviews by all five participants also confirm the high values of the questionnaire. For further coaching projects, these factors of process quality should therefore definitely be taken into account and continuously monitored. Moreover, starting with the dimension Positive Climate as the first feedback dimension can be evaluated as positive. It seems to make sense to start with positive aspects in order to build up a good relationship between coach and coachee, which is also reflected in the process quality criteria. The general strategy of strength-oriented coaching has certainly also contributed to a positive relationship between the two parties and thus created a positive atmosphere for possible learning growth.

The CLASS data becomes important displaying a change of behavior. Regarding the CLASS scores, a positive linear increase of all values through the coaching was expected, from the first to the follow-up measurement point. Contrary to these expectations, the CLASS data present a cluttered picture and no simple, linear relationships can be displayed. Even though some linear developments could be identified this is not the case for all teachers. Moreover, some developments are steady and some are even reverse. Thus, the evaluation on this level needs to be categorized as diverse. Several

explanations are possible for this development. For example, the differences found here may indicate that what the teachers learned in the intervention had no lasting effect and that they had already forgotten important aspects afterwards. A second possible explanation is the time of the school year at which the last measurement point took place. The recording captured one of the last lessons before summer break with some teachers. Thus, the teaching quality might have deviated across the school year. Moreover, the duration of the intervention is questionable and behavior change might only be visible after a longer period of time. Additionally, a more intensive focus on one specific dimension and thus a more intensive engagement with a particular dimension could have led to more visible behavioral changes at that level. In addition, it could be considered showing participants their CLASS profile at the outset to create interest in a possible area of growth and consciously direct their interest. However, the individual courses of the teachers were very different, so that it is difficult to make a general assumption about the reasons for the developments and only conjectures can be made. More intensive research in this area is therefore essential.

The teachers self-evaluated their personal progress very positively (which can be externally supported by the results of the interviews). When questioned about what they learned in the interviews, the answers that came up were sorted according to the three domains Emotional Support, Classroom Organization and Instructional Support, as displayed in CLASS. Interestingly, most quotations could be categorized to Classroom Organization, closely followed by Emotional Support. Four teachers each addressed one of these domains. Aspects learned that could be grouped to Instructional learning were comparatively rare, but mentioned by three different teachers. This was however the weakest domain for all five teachers at the start. Precisely, all five teachers showed lowest CLASS scores for Quality of Feedback at the start of the intervention, thus the most area for growth. Moreover, it seems as if interest in this dimension was small because all teachers wanted to address this dimension later on or even not at all. The small number of statements that could be assigned to this domain from the interviews and the equally small improvement in this domain with respect to the CLASS data suggests that a stronger focus could have been beneficial in this area. The fact that this domain usually holds the greatest development potential has already been proven in numerous studies (e.g., La Paro et al., 2004, p. 418). Therefore, this research appears consistent with recent findings that ratings are considerably lower in the Instructional Support domain than the Emotional Support and Classroom Organization domains (Plank & Condliffe, 2013; Praetorius, Pauli, Reusser, Rakoczy, & Klieme, 2014). As this seems to be the case in this study as well, and despite the fact that only minor improvements in this area have been recorded (in terms of their own perception, but also by external observers), it is recommended that a stronger focus should be placed on this area in future coaching projects. This implies that this area should be further investigated and promoted.

In this regard, what the teachers mentioned to have learned seems to partly reflect their interests. Thus, one teacher was being especially interested in the Emotional Support domain even though he already had high CLASS scores in the dimensions of this domain and no improvement could be visible in his scores. However, five of the six aspects he claimed to have learned could be grouped in this domain. It might therefore be helpful to strengthen interest in certain areas, such as Quality of Feedback, at the beginning of a coaching intervention. For example, making clear the connection between high scores in Quality of Feedback and learning gains for their students could possibly increase interest in this topic. Moreover, displaying the teachers their CLASS-profile at the beginning and thus possible low scores in Quality of Feedback with a great opportunity for growth might have increased interest in this area. Other possibilities should be explored at this point.

Moreover, it is interesting to see that the personal progress that teachers name is not necessarily reflected in the CLASS data. Some results were partially coinciding – especially regarding the Classroom Organization domain. Thus, the two teachers with the lowest CLASS scores regarding the Classroom Organization domain at the start mentioned the most changes in this domain, which is likewise visible in their CLASS scores. However, the individual progress evident in CLASS scores was not necessarily synonymous with subjective perceptions and opinions. With teachers already being at the high end of a scale, the perceived learning gain was not directly visible in their CLASS scores. Thus, since the objective behavioral changes and the subjective assessments diverge to some extent, it seems to be indispensable for further projects to consider these two levels of evaluation.

A similar phenomenon was partly observed between the CLASS scores of Regard for Student Perspectives and the video settings versus the children's questionnaires. There were differences between those data sets as well. There were similarities between the scores, but there were also differences in both directions. That is, there was a case where the children rated the teacher significantly worse than the experts, but also the case where the children rated their teacher significantly better than the experts did. Accordingly, it seems to be advantageous to use several data sources in a mixed methods design as this, to reduce possible bias and to benefit from the advantages of the different survey methods.

This study achieved very high quality of measurement via double coding. The ratings showed high stability in one sequence, which speaks for the fact that a good insight into the teacher's behavior at that certain point of measurement was obtained. Moreover, several significant changes between the five different teachers were visible for the three domains.

From the first to the second measurement point, there is a decline in scores in the Emotional Support domain, followed by a rise to the third and fourth measurement point for four out of five teach-

ers. This supports the assumption of people trying to show their best side and perhaps behave differently the first time they are observed. The values imply that the teachers put extra effort into the first lesson and wanted to make a good first impression, though some more than others. As a result, there was a significant change in the Emotional Support domain across all teachers from the second to the fourth measurement point. Thus, it seems that further studies might take an additional measurement point shortly after the start, in order to acquire a more realistic picture of the lesson – especially relevant to the emotional support of the teachers. Interestingly, these approximate increasing scores in the Emotional Support domain seem to be interrelated with the priorities of the participants and could be an indicator for the fact that interest in one domain plays a role in possible behavior change. However, this possible research area needs further investigation.

Another sub-point of observer effects seems to be the preparation of the lessons, which according to some teachers, due to an upcoming video recording, turned out to be significantly higher than if no one had visited them. With the exception of one teacher, all stated that they had always prepared in a special way for the lessons that were filmed, even if this preparation fell out partly different. In terms of preparation, three types could be identified. First, there are those who prepare meticulously, then those who basically stumble into their lessons and do not prepare at all, and those who fall in between. One of the teachers who prepared particularly well stated that she tried to avoid situations in which problems could arise. In this way, possible learning situations could not occur at all or were avoided. In this way, she tried to minimize potentially problematic situations so that they might not have arisen in the first place and thus could not be addressed in the coaching. On the other hand, however, these individuals were probably able to learn things that they were particularly good at. Furthermore, good preparation can help to avoid accidents and regular preparation can turn into automatisms. In addition, preparation in the form of (individual) professional development was desired in order to achieve improvements through intensive examination of the subject matter. On the contrary, the teachers who do not prepare their lessons may show learning losses. Problems or problematic situations may have arisen only by chance and particularly helpful moments were not shown. Nevertheless, one has a more valid picture of what typically happens in the classroom when teachers prepare for their classes to the extent that they do in everyday life.

The evaluations on educational beliefs show that the teachers assume pedagogical attitudes and convictions, which are already highly consistent with the quality markers of CLASS at the beginning of the intervention. Looking at the means, all five teachers had higher values in relation to educational beliefs after the coaching intervention (cf. chapter 5.2.2.3). Thus, novices as well as experienced teachers changed their educational beliefs and achieved higher mean scores, thus being more

in line with CLASS based items. Therefore, the intervention might be a possibility to change educational beliefs of teachers with different levels of experience.

Next, self-reflection seems decisive, as it appears several times in the interviews of three teachers, which are the ones who worked with the video library the most and displayed the biggest overall changes with respect to their educational beliefs. Therefore, a connection of self-reflection and the motivation to do so might be a prerequisite for change in perceptions and beliefs and possibly behavior change. This motivation seems to be important, especially when it comes to educational beliefs or behaviors that are routine and stable. Moreover, it seems as if self-reflection might be an important point regarding the self-image as a teacher, being a strong motivational aspect to participate in coaching. Moreover, two of these teachers already had high CLASS scores in most dimensions at the beginning of the intervention. The only one having low score was the teacher not having studied education. In addition to his little experience, his ability and motivation to self-reflect might however be the starting point for possible improvement in teaching quality. Additionally, all teachers declared, among other things, that their motivation to participate in the study was to gain feedback. Therefore, all teachers seem to be open and motivated to improve. Nevertheless, again the three above-mentioned teachers further mentioned the aspect of self-reflection as one goal/intention for their participation in the coaching intervention, making it again seem crucial for possible changes in teaching quality. As these three teachers were the ones who regularly worked with the video library and improved most regarding their educational beliefs, this aspect of self-reflection seems to be an important prerequisite for individual professional development. Further coaching projects should therefore view this aspect more in depth.

Lastly, again referring to the four evaluation levels of Kirkpatrick this study presented mixed results. All five participants were satisfied and evaluated the intervention positively regarding the process quality (first level). Moreover, all five teachers seem to have learned aspects regarding their educational beliefs (second level). However, no distinct and linear behavioral changes (third level) or changes regarding the motivation of the children could be identified (fourth level). Nevertheless, since Kirkpatrick's evaluation model is primarily developed for quantitative research, it is to mention that this study is a mixed methods design with the focus on qualitative data. Thus, a small sample and different focusses distinguish this study and the model should therefore only be seen as an orientation and not as strict criteria to be fulfilled.

Accordingly, we can speak of mixed results. Despite the intervention lasting several months and the high satisfaction of the participants, one should not have too much hope for behavioral changes. It is possible, however, that processes were initiated that will take even longer to implement. Here, study designs over a longer period of time would be important. In addition, the intensive multimodal

coverage of this study shows that the processes and correlations involved are very different and not linear. Among other things, this demonstrates the high complexity of instruction and instructional quality. A mixed methods approach is therefore essential for further research in this area in order to shed light on this complex construct from multiple angles.

In summary, this study does not replace existing research in any way, but rather supports it to a great extent. In no way does this study provide options for action on teaching per se. What it can do, however, is create an awareness of the complexity of the professional demands of prospective teachers. A further advantage of multi-perspective evaluation, in addition to the comparability of the individual perspectives, is that, depending on the focus of interest, an evaluation of individual items or at the level of teaching characteristics can be carried out. In this way, different assessments can be evaluated in a more differentiated way, which seems of high value in this regard. Following this idea, the effect of a coaching intervention based on an observation tool could be shown in this study. With the demand for behavior-oriented instructional videos as well as the analysis of the own lessons an example for the implementation could be given. Moreover, the explanations on the subject unspecific relevance of teaching quality and the explanations on the subject-specifics of sports could provide an insight into the challenges of PE teachers and the possible starting points for further research.

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# Appendix A – Transcripts

## Interview - Anna

1	[0:00:00] [Verbindungsaufbau]
2	[0:00:40] B: Hallo!
3	[0:00:40] I: Hallo Anna.
4	[0:00:41] B: Super, kannst du mich hören?
5	[0:00:45] I: Hören kann ich dich schon, aber sehen noch nicht.
6	[0:00:46] I: Ja, warte mal. Das war jedes Mal so ein Trick. Ja jetzt weiß ich wieder wie. Jetzt müsste es wieder gehen!
7	[0:00:49] I: Ah ja. Perfekt, genau.
8	[0:00:54] B: Super.
9	I: Hallo!
10	B: Hallo!
11	I: Danke, dass du dir die Zeit nimmst.
12	[0:00:55] B: Klar.
13	[0:00:57] I: Genau, Jessy hat dich ja schon ein bisschen vorgewarnt, worum es geht, denke ich?
14	[0:00:59] B: Genau, genau.
15	[0:01:01] I: Ein paar Sachen hast du in dem Fragebogen ja schon beantwortet, aber, da kann man ja manchmal nicht alles so gut erklären und erzählen, wie es war, deswegen wollen wir jetzt nochmal das Gespräch hier machen.
16	[0:01:09] B: Mhm [bejahend]
17	[0:01:10] I: Damit du dich nicht wunderst. Ich habe hier ein paar Fragen, die ich abarbeiten soll. Wenn ich also zwischendurch hier so runtergucke, dann liegt das daran, dass da meine Spickzettel sind, damit ich nichts vergesse.
18	[0:01:19] B: Alles gut, super!
19	[0:01:20] I: Hast du irgendwie ne Zeitbegrenzung, wie lange wir jetzt Zeit haben? Oder?

20	[0:01:22] B: Nein, nein. Ich habe Zeit.
21	[0:01:26] I: Perfekt, super. Genau, hast du denn vorab noch eine Frage, oder?
22	[0:01:30] B: Nö, wir können gleich anfangen.
23	I: Dann können wir einfach loslegen. Okay, perfekt. Dann fangen wir doch vielleicht damit an, wie das ganze losgegangen ist sozusagen. Wie hast du denn überhaupt von dem Projekt erfahren?
24	[0:01:39] B: Jessie war bei uns bei dieser Regionalfachleitersitzung hier in Buxtehude. Und da hat sie das Projekt vorgestellt.
25	[0:01:46] I: Okay. Und was hast du gedacht? Warum hast du dich dann dazu entschlossen da mitzumachen?
26	[0:01:49] B: Weil ich das tatsächlich ganz interessant fand, weil, als sie das damals vorgestellt hat, war ich glaube ich zwei Jahre mit dem Referendariat fertig und das war für mich schon so ein bisschen merkwürdig. So im Referendariat hast du gefühlt jede Woche eine Rückmeldung gekriegt und so "mach dies mach dies mach jenes". Und dann halt so gar nicht mehr. Weil, klar von den Kindern bekommt man indirekt natürlich eine Rückmeldung, aber man ist immer alleine und weiß halt eigentlich gar nicht "ist das, was ich mache eigentlich richtig", oder (...) Und deshalb fand ich das ganz interessant, da einfach nochmal die Möglichkeit zu haben, noch einmal eine Rückmeldung zu bekommen.
27	[0:02:19] I: Und was hast du dir vielleicht gewünscht, was dir das Coaching dann auch bringen könnte, außer, dass jetzt einfach nochmal so zu sehen. Hattest du auch speziellere Wünsche, die da /?
28	[0:02:26] B: Nein, einfach nochmal so meinen eigenen Unterricht nochmal angucken. Weil ich schon gemerkt habe, dass so zwischen Referendariat und normalem Unterricht in Führungsstrichen ein riesen Unterschied liegt. Ja und mich einfach schon interessiert hat so "ist das überhaupt noch Unterricht, den man quasi zeigen kann oder ist das eigentlich jetzt alles nur noch so zack zack abreißen".
29	[0:02:44] I: A ja, okay, verstehe, verstehe.
30	B: Genau.
31	[0:02:45] I: Und dann hast du Jessie ja dann bei der Konferenz quasi schon kennengelernt, als sie das da vorgestellt hat.
32	[0:02:50] B: Genau, ja.
33	[0:02:51] I: Was war da so dein erster Eindruck von ihr?
34	[0:02:55] B: Ja, dass sie irgendwie so ganz sympathisch wirkte und ich mir das dann auch vorstellen konnte, dass sie sich den Unterricht anguckt. Wenn sie jetzt irgendwie so ein - ich sage mal - alter Professor gewesen wäre, wo man denkt "Okay, die hat schon 100 Bücher geschrieben und wird dir jetzt gleich erzählen, was alles falsch ist", dann hätte ich mir das nicht so gut vorstellen können. Aber so dachte ich so "die macht das bestimmt gut".
35	[0:03:10] I: Okay. Interessant, ja. Manchmal kann ich mir ja vorstellen, dass man trotzdem denkt, das ist vielleicht ein unangenehmes Gefühl, wenn jetzt jemand kommt und den eigenen Unterricht beobachtet. Ja, einige hätten das vielleicht unangenehm gefunden. Wie war das bei dir? Hattest du da irgendwie bedenken?



36	[0:03:25] B: Nein, unangenehm fand ich das nicht, aber es war schon so, dass man schon noch einmal mehr drüber nachgedacht hat "Okay, was will ich morgen machen. Oder so okay, das lasse ich mal weg, weil, das könnte schon ziemlich schiefgehen, das müssen wir jetzt ja nicht unbedingt auf Video festhalten".
37	[0:03:38] I: Ah, okay, okay. Aber sonst hattest du keine /. Also, das konntest du dann sozusagen vorher, hast du dir vielleicht ein bisschen mehr Gedanken gemacht oder andere Gedanken gemacht, aber sonst fandst du das nicht unangenehm?
38	[0:03:48] B: Nein, sonst fand ich das auch gar nicht unangenehm. Vor allem nach dem ersten Video wusste ich auch so "Okay, das und das kommt auf dich zu". Und dann war es noch mehr so "Okay du kannst echt einfach normalen Unterricht machen".
39	[0:03:57] I: Okay, hat dich das eher beruhigt sozusagen nach der ersten Aufnahme?
40	[0:03:59] B: Genau.
41	[0:04:00] I: Ah ja. Und dann war ja auch die erste /. Als die erste Aufnahme dann stattgefunden hat, hat sich das dann also auch so bestätigt sozusagen. Hattest du jetzt nicht /. Was hattest du dann für ein Gefühl hinterher? Wie war das?
42	[0:04:13] B: Das fand ich total gut. Also, ich fand das super interessant mal meinen Unterricht selber zu sehn. Weil selbst im Referendariat haben wir nie eine ganze Stunde aufgenommen. Und ich fand das schon super interessant das einfach mal zu sehen. So, was sieht man von außen? Was nicht und so? Also, das fand ich schon super interessant.
43	[0:04:27] I: Okay, verstehe. Und dann hast du dich ja /. Dann hat sie dir ja die Clips geschnitten und du konntest dich das erste Mal einloggen auf der Internetseite bei Edubreak? Hat das alles gut funktioniert? Oder gab es da irgendwelche technischen Probleme?
44	[0:04:37] B: Nein, das war gar kein Problem. Nein, das hat alles super funktioniert.
45	[0:04:42] I: Du hast dich gut zurechtgefunden?
46	[0:04:43] B: Genau. Und ich habe manche Videos dann mit den Kindern im Unterricht geguckt. Das war quasi immer eine Belohnung für die und das fanden die auch immer super interessant. Also, sie fanden es natürlich am interessantesten so "Oh, da bin ich, da bin ich und guck mal, ich laufe da von links nach rechts".
47	[0:04:52] I: Ja.
48	B: Aber, sie haben dann auch so im Sitzkreis oder so ganz oft gemerkt "Oh, ich bin ja wirklich so, dass ich die ganze Zeit dazwischenrede und so". Also, das war auch total interessant.
49	[0:05:02] I: Ah okay. Na, das ist ja spannend. Das habe ich auch noch nicht gehört. Interessant. (.) Und, okay. Also technisch war das alles einwandfrei? Da hattest du überhaupt keine Probleme?
50	[0:05:10] B: Ja, genau.
51	[0:05:12] I: Und wie war das dann sonst für dich so sich das erste Mal dann zu sehen wirklich auf Video? Also was hast du dann so gedacht?
52	[0:05:18] B: Ich fand das schon super interessant, weil (.). Ja man irgendwie sieht, so wie viele Dinge man auch gleichzeitig macht. Also auch gerade durch die Kommentare immer so. Das sie dann immer noch so "Ja, da machst du dies und dann machst du jenes und so. Und ganz vieles war mir davon vorher gar nicht /. Also, klar irgendwie bewusst schon, aber nicht so dieses "Oh Gott, das ist schon also

	so ganz schön viel, was man da so alles nebenbei macht, oder was halt einfach auch so selbstverständlich ist, wo man gar nicht drüber nachdenkt, so dass man das halt ja auch alles noch so macht" Das fand ich schon echt ganz interessant.
53	[0:05:38] I: Ah okay, also eher, dass sie dich sozusagen darauf aufmerksam gemacht hat, wie viele Dinge du eigentlich gleichzeitig handelst, sozusagen?
54	[0:05:47] B: Genau, genau.
55	I: Okay. Und, hast du das so gemacht, dass du dir die Clips immer erst komplett angeguckt hast und dann die Kommentare gelesen hast oder hast du versucht das so parallel zu lesen? Oder wie bist du immer so vorgegangen?
56	[0:05:56] B: Ich habe das immer parallel gemacht.
57	[0:05:57] I: Okay.
58	[0:05:58] B: Genau. Also, manchmal war es ein bisschen schwierig. Gerade, wenn die Kommentare so länger wurden, aber meistens ging das eigentlich ganz gut.
59	[0:06:05] I: Okay. Und wie war das vom Umfang her? Also, die Anzahl der Clips und die Länge der Clips? Hättest du dir da mehr oder weniger gewünscht?
60	[0:06:11] B: Nein, das fand ich eigentlich immer ganz passend. Das war so, dass man es sehen konnte, aber nicht so, dass man dachte "Boah, jetzt wird es langweilig, jetzt gucke ich das nicht mehr.
61	[0:06:20] I: Okay. Ja gut, perfekt. Das klingt ja gut. Und war das manchmal auch so, dass du gedacht hast /. Das hast du ja grade schon gesagt /. "Du warst manchmal überrascht, wie viele Dinge du eigentlich gleichzeitig machst. Hast du auch sonst vielleicht mal gedacht, so "Oh, da habe ich etwas gut gemacht. Das war vielleicht gar nicht so klar vorher?" [0:06:31] "
62	B: Ja, also tatsächlich gab es eine Stunde, wo ich dachte "Oh Gott, da ist irgendwie alles schiefgegangen und so". Und nachher im Video sah es gar nicht so schlimm aus, so. Dann war das so eine Kleinigkeit und dann war es aber irgendwie gar nicht so schlimm. Aber in der Stunde dachte ich so "Oh Gott, das kann man sich eigentlich gar nicht auf Video angucken". Aber, im Video war es dann tatsächlich gar nicht so schlimm, wie es sich anfühlte.
63	[0:06:49] I: Ah, okay. Okay. Wenn du jetzt so mindestens drei und maximal fünf Wörter sagen müsstest, um Jessy zu beschreiben. Welche Wörter würden dir dann einfallen?
64	[0:06:59] B: (.) Flexibel, sympathisch, (...) und nicht aufdringlich. Also, das war halt immer so, dass es so /. Sie war im Hintergrund und sie hat das gefilmt und es war aber nie so, dass man dachte so "Oh Gott, sie ist da und wir müssen jetzt und so". Sondern es war immer so, so ganz nebenbei. Ich glaube, die Kinder haben das auch währenddessen dann einfach schon wieder vergessen, dass sie da ist.
65	[0:07:23] I: Okay, das waren drei. Das war es?
66	[0:07:26] B: Ja.
67	[0:07:26] I: Okay. Kannst du dich vielleicht auch an bestimmte Kommentare erinnern, die sie dir geschrieben hat, die dir jetzt irgendwie besonders im Gedächtnis geblieben sind? Hast du da Beispiele noch im Kopf?
68	[0:07:37] B: Ja jetzt nicht konkret den Kommentar, aber mir ist schon aufgefallen, dass es halt immer sehr positiv war. So "Oh da. Guck mal da machst du das und da machst du jenes und das klappt ja schon total gut", und so. Und das fand ich total bestärkend, dass es halt

nicht so war oh Gott, "Du musst, du musst, du musst". Sondern ja mach mal/ "Guck mal, da machst du das, da machst du das". Und selbst wenn, dann war es immer so, irgendwie so/. Wenn mal etwas Negatives war, dann war das immer so "Kannst du dich noch an die Situation erinnern? Warum hast du da so und so gehandelt? Könnte man nicht auch so und so?". Also es war nie so "Du musst das nächste Mal so und so machen", sondern halt immer so total positiv und so "Ja Mensch, vielleicht gab es ja auch einen Auslöser, warum du das so und so gemacht hast" So, ne. Das fand ich immer sehr bestärkend.

69 [0:08:10] I: Okay, okay. Und (.) ist es dir dann manchmal so ergangen, dass du im Unterricht vielleicht auch über Kommentare nachgedacht hast, oder dass dir etwas im Kopf herumgeschwirrt ist, wo ihr vielleicht davor das mal darüber geredet habt?

70 [0:08:20] B: Ganz oft ist das so gewesen. So, irgendwie, wenn wir dann nochmal darüber gesprochen haben, irgendwie über positive Verstärkung oder so, dass ich dann schon gedacht habe "So, okay. Wie kann man das positiv verstärken?" Oder ich weiß zum Beispiel in diesem Fragebogen wurde ja immer gefragt, "Wie viel dürfen die Kinder selbst bestimmen". Und ich weiß, dass halt alle angekreuzt haben "gar nicht". Und da habe ich schon gedacht, "Ja okay, das stimmt schon, du gibst immer genau vor. Jetzt machen wir das, das, das, das, das". Und das habe ich dann schon auch so geändert, dass die dann schon auch mal die Möglichkeit haben zu sagen "Okay, lass uns nächste Woche noch mal das und das üben" oder so.

71 [0:08:46] I: Ja, okay. Gab es auch mal in euren Gesprächen vielleicht Situationen, wo ihr unterschiedlicher Meinung ward?

72 [0:08:56] B: Nö, ich glaube, eigentlich nicht.

73 [0:08:57] I: Nein? Und, oder hast du vielleicht mal das Gefühl gehabt, sie versteht nicht so richtig, was da jetzt gerade passiert ist oder versteht deine Position nicht so richtig? Oder/ Gab es sowas?

74 [0:09:06] B: Nein. Eigentlich waren wir uns da immer sehr einig.

75 [0:09:07] I: Okay. [Lachen] Und, habt ihr auch über Situationen gesprochen, die vielleicht für dich ein bisschen unangenehm waren? Vielleicht, weil du dich da mal besonders geärgert hast oder, wie du eben sagst, du hattest das Gefühl eigentlich die Stunde lief gar nicht? Gab es sowas mal? Dass ihr das dann auch/ Also konntet ihr das dann auch besprechen?

76 [0:09:23] B: Ja, also, wie zum Beispiel bei der Stunde ja schon, aber ich hätte halt gedacht "Oh Gott, jetzt kommt das, das, das, das, das, das; war alles falsch". Aber es war halt überhaupt nicht so. Sondern, es war nur so "Okay, das war der Auslöser, das und das hätte man vielleicht anders machen können. Aber so und so hast du das gut gelöst". Also so, dass man eigentlich im Nachhinein das Gefühl hatte. "Ach, so schlimm war es ja gar nicht so". Also, auch, wenn es quasi negativ war, hat sie es immer geschafft, das so zu formulieren, dass man halt irgendwie das Gefühl hatte so "Oh Gott, so schlecht bist du gar nicht" so, ne.

77 [0:09:47] I: Okay. Das heißt, auch wenn du sozusagen vorher das Gefühl hattest, es könnte jetzt eine unangenehme Situation werden oder für dich sein. Dann war das Gespräch darüber doch ganz entspannt?

78 [0:09:57] B: Genau, genau.

79 [0:09:59] I: Hast du denn vielleicht auch mal was gehabt, so während der Aufnahme, dass du dachtest "Oh man, warum passiert mir das genau jetzt, wo die Kamera irgendwie da ist?" Gab es sowas auch mal?

80 [0:10:10] B: Jain. Also, so dass irgendwie Kinder dann so ineinander rennen oder so und man denkt so "Oh Gott, wenn das jetzt eine Lehrprobe wäre, dann wärst du wahrscheinlich schon durchgefallen, weil du die und die Sicherheitsbestimmung nicht beachtet hast" und so. Aber, irgendwie denke ich mir dann auch so "Ja, das ist halt realistisch, das dauerhaft irgendwie Kinder zusammenknallen und irgendwie mal gegen die Wand laufen und so und man immer denkt so, oh Gott, wie kann das passieren". Aber, so ist das halt einfach, ja, im Sportunterricht. Und irgendwie stehen sie auch [unverständlich] bereit. Dann denkt man sich schon so "oh schön, jetzt sieht man auf der Kamera, wie einer gegen die Wand rennt oder so". Aber, das ist dann halt so, ne.

81	[0:10:40] I: Okay. War nicht, so zu sagen weiter schlimm.
82	[0:10:45] B: Nö.
83	[0:10:46] I: Ja, und (.) Das heißt, du hast dich auch nicht irgendwie ungerecht kritisiert gefühlt zu irgendwelchen Situationen?
84	[0:10:54] B: Nö.
85	I: Wenn du jetzt Jemanden kennen würdest, der sagt "Ja, ich würde auch überlegen so ein Coaching mit Jessica zu machen, aber ich bin mir irgendwie nicht ganz sicher, weil das doch bestimmt auch ein bisschen unangenehm ist". Was würdest du dem dann sagen?
86	[0:11:05] B: Ich würde sagen, dass ist überhaupt nicht unangenehm. Weil es ja auch irgendwie alles, so zu sagen zwischen dir und Jessy bleibt. Und das ja nicht nach außen dringt. Also selbst Schulleitung und Eltern und so kriegen davon ja gar nichts mit. Sondern das ist ja quasi etwas, was nur zwischen uns läuft.
87	[0:11:19] I: Ah, okay. Ja, verstehe. (..) Ja (...) Was habe ich denn noch. Hattest du das Gefühl, dass du durch das Coaching vielleicht auch manchmal besser verstehst, wir bestimmte Probleme im Unterricht zustande gekommen sind?
88	[0:11:36] B: Ich glaube schon, weil man es quasi nochmal aus einer anderen Sicht sieht und dann irgendwie sieht, keine Ahnung, dass der Eine irgendwie die ganze Zeit den Anderen kneift und deshalb der Eine die ganze Zeit rumhampelt. Und von vorne sieht man nur den, der hampelt. Und von hinten hat man quasi durch die Kamera gesehen "Achso, deshalb hampelt der die ganze Zeit so", ne.
89	[0:11:50] I: Ahja, okay. Was so dann unter den Schülern war, ne? Sozusagen.
90	[0:11:54] B: Genau, genau.
91	I: Ja, okay, verstehe.
92	[0:11:57] B: Ja, oder auch manchmal, dass ich quasi in der einen Ecke war und irgendwie was geklärt habe und man dann in der Kamera gesehen hat, okay, währenddessen ist das und das da hinten passiert und, deshalb hatten sie dann Ärger oder so.
93	[0:12:07] I: Okay. Und habt ihr dann auch darüber gesprochen, wenn so, über Probleme die zustande gekommen sind, wie man die dann lösen kann? Also, habt ihr so konkrete Vorschläge erarbeitet?
94	[0:12:15] B: Genau. Ja.
95	I: Was würdest du sagen hat überwiegt sozusagen? Mehr, dass ihr mehr darüber gesprochen habt "Wie ist das Problem jetzt überhaupt entstanden?" oder habt ihr mehr darüber gesprochen "Wie kann ich das jetzt lösen?"
96	[0:12:25] B: Eher, wie kann ich das jetzt lösen, so.
97	[0:12:28] I: Okay. Das heißt, hattest du denn jetzt so insgesamt vielleicht das Gefühl, du weißt jetzt besser, was du mal versuchen kannst oder was du irgendwie mal anders machen kannst im Unterricht?
98	[0:12:35] B: Doch, auf jeden Fall. Also einfach auch worauf man nochmal so achten muss. Und so Sachen, wo man sonst auch gar nicht so, ja gar nicht so darauf achtet so. Zum Beispiel, dass die Kinder sich halt auch beteiligen sollen so. Sondern, joa, ich habe halt immer

	mein Ding gemacht und dann ist mir erst klargeworden, naja okay, sie haben halt eigentlich auch das Recht / oder es ist ja auch gut, wenn sie auch mal mitbestimmen dürfen.
99	[0:12:54] I: Okay, das heißt, es war eher nicht so, dass du denkst irgendwie die Ideen / oder, waren die Ideen praxisnah genug für dich, sozusagen? Oder hattest du manchmal das Gefühl "Ja, das klingt jetzt alles irgendwie schön und gut, so was zum Beispiel, Kinder mitbestimmen lassen, aber das funktioniert sozusagen in der Praxis nicht?".
100	[0:13:08] B: Nein, ich fand, das waren immer Sachen, die man auch echt umsetzen konnte.
101	[0:13:11] I: Okay, okay. Hast du irgendwie das Gefühl gehabt, dass du in dem Coaching auch etwas Neues über dich selbst gelernt hast?
102	[0:13:21] B: (..) Ich glaube / Klar, wusste ich irgendwie so aus dem Referendariat, dass ich viele positive Eigenschaften in meinem Sportunterricht habe. Aber, ich fand das schon gut, da einfach nochmal so den Spiegel vorgehalten zu bekommen und so "Ah, ja, das machst du ja gut" und so. Und halt jetzt nicht nur so, weil du weißt, es ist eine Prüfung oder so. Sondern, dass halt auch quasi mein normaler Unterricht gute Aspekte hat.
103	[0:13:39] I: Okay. Also würdest du sagen, dass war eher was Positives als was Negatives, was du über dich erfahren hast?
104	[0:13:44] B: Auf jeden Fall.
105	I: Und, hat das auch irgendwie Auswirkungen, das Coaching sozusagen darauf gehabt, wie du dich jetzt generell im Umgang mit deinen Schülern siehst?
106	[0:13:54] B: Nö, ich glaube, dadurch, dass ich davor schon eine ganz gute Bindung - das ist ja auch meine eigene Klasse - zu eine gute Bindung zu denen hatte, dass das da jetzt nicht den großen Unterschied gemacht hat.
107	[0:14:05] I: Ja. Würdest du das Coaching jemandem weiterempfehlen, von deinen Kollegen?
108	[0:14:09] B: Ja, doch. (.) Also, was man schon sagen muss, es kostet natürlich / ja was heißt viel Zeit, aber schon relativ viel Zeit. (.) So dieses, alleine dann zu wissen okay jetzt wird es gefilmt. Dann dauert vielleicht die Vorbereitung schon nochmal ein bisschen länger. Man muss dann so ein bisschen gucken, so dass die Sportstunde auch wirklich stattfindet und das dann nicht irgendwie plötzlich kommt "Ja, aber können wir nicht mit der Parallelklasse zusammen machen?". "Nein, das geht in der Stunde nicht." Also, das kostet Zeit - also, was heißt Zeit - Aber schon so ein bisschen Aufwand. Genau und dann halt so diese Fragebögen ausfüllen, die Interviews danach und so. Also, man muss / man muss sich schon im Klaren sein, dass das schon auch ein bisschen Zeit fordert und, dass es nicht quasi nur Gewinn ist, sondern dass man auch ein bisschen investieren muss.
109	[0:14:45] I: Ja, ja, okay (...) So, jetzt habe ich verloren, wo ich war. (...) Hast du (...) Entschuldigung, ich hab den Faden verloren.
110	[0:15:02] B: Kein Problem.
111	[0:15:03] I: Genau, hat denn in euren Gesprächen, Jessica sich auch dafür interessiert, was du vielleicht für Ideen hast? Oder hat sie da viel so vorgegeben?
112	[0:15:12] B: Nein, sie hat immer gefragt: "Warum hast du das so gemacht?", oder "Wie könnte man das vielleicht anders machen?", oder "Was hast du noch für Ideen?" und so. Da hat sie sich eigentlich schon immer für interessiert.
113	[0:15:17] I: Du hattest ja auch die Möglichkeit bei den Kommentaren dann zu antworten. Hast du das genutzt? Also hast du da auch zurückkommentiert?

114	[0:15:23] B: Nein, das habe ich gar nicht. Weil es meistens so war, dass ich irgendwie, kein Ahnung Montag den Film geguckt habe und wir dann Dienstag schon oder so schon gesprochen haben oder so. Das ging immer alles ziemlich schnell. Nein, das habe ich dann gar nicht.
115	[0:15:33] I: Dann habt ihr euch eher mündlich sozusagen darüber ausgetauscht?
116	[0:15:37] B: Genau.
117	[0:15:38] I: Okay. Und, hast du dich jetzt insgesamt durch das Coaching eher dann sicherer gefühlt in dem was du machst oder irgendwie auch manchmal verunsichert gefühlt?
118	[0:15:46] B: Ne, eher sicherer. Also, einfach nur mal so von außen zu sehen "Okay, das läuft alles, so kannst du weitermachen". Das war schon ein positives Gefühl für mich.
119	[0:15:54] I: Okay, sehr gut. (...) Also, ja. (...) Das hast du eigentlich alles schon gesagt. Also, hast du durch das Coaching - würde ich jetzt mal so verstehen - wahrscheinlich auch das Gefühl gehabt, dass du jetzt / (.) Oder, war das so, dass du in dem Coaching das Gefühl hattest, dass du bei einigen Situationen jetzt vielleicht besser weißt, wie du die hinkriegen könntest? Wie du die lösen könntest sozusagen? Oder, war das dann oft so "Ja, das hört sich jetzt irgendwie gut an, aber wie soll ich das jetzt machen?"
120	[0:16:19] B: Nein. Ich konnte das meistens dann auch wirklich so umsetzen. Es waren halt meistens auch würde ich sagen eher Kleinigkeiten, aber auch echt Sachen, die man dann gut so direkt in der nächsten Stunde umsetzen konnte, ohne, dass man irgendwie vorher noch, sich groß irgendwie was zurechtlegen, was basteln, sonst was musste. Sondern es war klar, "zack, zack, so können wir das bei nächsten Mal machen". Das fand ich immer gut.
121	[0:16:39] I: Ja, ja. Und durch CLASS? Ihr habt ja dieses Instrument benutzt, ne das Classroom Assessment Scoring System, mit den verschiedenen Dimensionen. Dadurch war ja schon relativ viel vorgegeben sozusagen, auf welche Dimensionen sie jetzt achtet. Fandst du das eher hilfreich oder eher ein bisschen blöd, dass das sozusagen so streng vorgegeben ist?
122	[0:16:57] B: Ich fand es immer/ Ich fand es gut insofern, dass einfach immer auf verschiedene Aspekte geachtet wurde und nicht jedes Mal dann nur so "Oh Gott, das war jetzt schon wieder im Vordergrund, achten wir nur darauf", sondern das ganz klar so "Jetzt wird auch mal darauf geachtet, egal, wenn was Anderes schiefeht, das ist sozusagen der Fokus". Das fand ich gut, aber manchmal fand ich so / Ja, das dann wirklich irgendwie eigentlich so eine große Baustelle war, aber / also, es war dann manchmal halt auch sehr einschränkend, dass halt genau darauf quasi geguckt wurde, so ne.
123	[0:17:23] I: Okay, also, eher, dass sozusagen, ihr euch festgelegt habt, auf welche Dimension geguckt wird.
124	[0:17:27] B: Genau, genau.
125	[0:17:28] I: Okay, verstehe. Und fandst du das denn insgesamt, dass es sozusagen überhaupt diesen Rahmen gab? Also, man hätte ja auch sagen können, ohne jetzt so eine Grundlage, dass man einfach / dass sie so Rückmeldung gibt, ohne, dass ihr jetzt sozusagen diese Grundlage von CLASS habt? Wäre dir das noch lieber gewesen? Oder fandst du das gut, dass du sozusagen grundsätzlich weißt, auf welche Sachen sie jetzt achtet? Oder was sozusagen da die Basis ist?
126	[0:17:47] B: Für mich hat das tatsächlich glaube ich gar nicht so einen großen Unterschied gemacht, weil, für mich war es, so, Unterricht. Also, ich habe meinen Unterricht so gemacht und jetzt nicht gedacht "Okay, heute achtet sie irgendwie darauf und deshalb mache ich heute alles anders". Sondern, ich habe ganz normal den Unterricht gemacht und fand dann aber schon interessant halt einfach nochmal auf eine Sache zu achten, weil man dann ja darüber spricht und dann ja automatisch beim nächsten Mal noch ein bisschen mehr achtet. Und ich fand das dann auch schon immer gut, danach nochmal eine Rückmeldung zu kriegen "Ja, das hat man jetzt ja jetzt auch gesehen, dass du das und das jetzt umgesetzt hast" so ne.

127	I: Ah, ja okay, verstehe. Hast du die Videobibliothek auch genutzt? Also, es gab ja auch noch diese andere Seite mit den Best-Practice Beispielen.
128	[0:18:20] B: Nein, habe ich tatsächlich fast gar nicht genutzt. Das hat mich tatsächlich ein bisschen selber geärgert, weil sie damals bei der Konferenz ja das vorstellt hatte. Und ich glaube schon, dass man da ganz viel hätte rausziehen können, aber irgendwie war das dann zeitlich doch so eng, dass ich das dann doch eher nicht genutzt habe.
129	[0:18:31] I: Okay, also würdest du sagen, es lag an der Zeit oder gab es noch andere Gründe vielleicht, die dich davon abgehalten haben?
130	[0:18:41] B: Nein, ich glaube, es war wirklich die Zeit und dann halt so dieses, wahrscheinlich, dass man am Anfang sich da schon auch erstmal so ein bisschen reinfuchsen müsste, wo was ist. Und irgendwie einmal habe ich da reingeguckt und dann dachte ich so "Ach nein, jetzt ist mir das dann doch zu viel". Also (.) Ja, es liegt glaube ich / lag bei mir, glaube ich tatsächlich an der Zeit.
131	[0:18:58] I: An der Zeit, ja, okay. Und aber vielleicht auch /. Also war es, als du dich das eine Mal eingeloggt hast, nicht sofort super klar, wo du alles findest? Sozusagen, also nicht so super intuitiv?
132	[0:19:09] B: Genau, also, zum Beispiel, so weißt du /. Zum Beispiel, bei mir ist ein Kind / wenn die keinen Bock mehr hat, dann macht die einfach nicht mehr mit. So und ideal wäre natürlich, wenn jetzt quasi so ein Video kommt "Mach dann genau das und das". Aber, das geht natürlich nicht, weil genau dieses Kind gibt es ja quasi nur einmal.
133	[0:19:24] I: Ja, okay. Aber, dass dir sozusagen dir noch schneller klar ist "Wo finde ich die Clips zu welchem Problem" vielleicht, also, dass so /.
134	[0:19:31] B: Ja genau und am besten dann nur so ein 30 Sekunden Clip und man weiß "Okay, das muss ich am nächsten Morgen machen". Aber, das ist halt nicht realistisch.
135	[0:19:37] I: So eine Universallösung für alles ist dann wahrscheinlich schwierig.
136	[0:19:41] B: Ja genau.
137	[0:19:41] I: Verstehe. War das denn so, dass in den Gesprächen Jessie auch flexibel war, wenn du vielleicht besondere Probleme besprechen wolltest? Also, du hast ja grade gesagt, oft war das dann so vorgegeben, auf welche Dimensionen sie achtet. Aber, wenn du jetzt über etwas Anderes reden wolltest in dem Gespräch? War das dann auch möglich? Oder hat sie/
138	[0:19:59] B: Ja, das war dann auch möglich und ich hatte schon auch immer das Gefühl, dass wir dann zwar diese Dimensionen hatten, aber auch immer nochmal aufs Ganze geguckt haben und gesagt haben "Ja, das und das ist dabei auch noch aufgefallen" oder "Das und das von der letzten Dimension hat jetzt ja schon geklappt" und so. Also, da war sie total flexibel.
139	[0:20:11] I: Okay. Und hattest du das Gefühl, dass das im Gespräch dann so sehr vorgegeben war von ihr worüber ihr redet, oder konntest du da sozusagen selber / selber entscheiden in welche Richtung das geht.
140	[0:20:21] B: Nein, das konnte ich immer. Ihr nochmal Sachen sagen und Sachen, die mir aufgefallen sind und so.
141	[0:20:23] I: Okay. Würdest du denn insgesamt sagen, dass Jessie genug Kenntnisse hat sozusagen, um dir auch gutes Feedback zu geben. Also, sie ist ja jetzt selbst auch keine Lehrerin. War das irgendwie problematisch oder wie würdest du das insgesamt einschätzen?
142	[0:20:36] B: Nein, das fand ich, war überhaupt nicht problematisch. Man hat halt manchmal gemerkt, dass sie quasi so nochmal nachgefragt hat "Wie sind da quasi die Rahmenbedingungen?" oder "Warum ist das so und so", aber das fand ich überhaupt nicht problematisch.

143	[0:20:48] I: Okay, also, generell würdest du sagen, sie hatte / sie konnte dir da gutes Feedback geben?
144	[0:20:51] B: Auf jeden Fall.
145	[0:20:52] I: Da fehlte es ihr nicht an fachlicher Kompetenz sozusagen?
146	[0:20:54] B: Mhm (verneinend).
147	I: Wenn du ihr jetzt eine Note geben solltest von eins bis sechs? Klassisch in Schulnoten? Welche Note würdest du ihr geben?
148	[0:21:01] B: Ich glaube eine zwei.
149	[0:21:04] I: Ja?
150	[0:21:06] B: Mhm (bejahend).
151	[0:21:06] I: Was, wenn man jetzt mal so ganz zusammenfasst sozusagen. Was würdest du sagen, hast du gelernt aus dem Coaching?
152	[0:21:14] B: Ich glaube, ich habe vor allem gelernt, dass das, was ich so mache, so in Ordnung ist und ich das so weitermachen kann. Das war mir halt auch nochmal ganz wichtig, so diese Rückmeldung. Und, wie halt gesagt, dass die Schüler sich mehr beteiligen müssen. Und, dass die effektive Bewegungszeit höher wird. Also, man hat das manchmal in den Videos gesehen, dass es halt dann doch sehr lange Sitzkreisphasen waren und wenig Bewegung und, dass ich das halt einfach noch mehr kürze.
153	[0:21:40] I: Ja, okay. Das sind doch schon drei interessante Punkte. Das heißt, das würde / wäre das auch schon was, wo du sagen würdest, das machst du jetzt vielleicht anders oder das kannst du jetzt schon ein bisschen besser als vorher? Oder fallen dir da noch Beispiele dazu ein?
154	[0:21:51] B: Genau. Also, da achte ich drauf.
155	[0:21:56] I: Ja, okay. Du hast ja am Anfang gesagt, du hast da bei dem Coaching mitgemacht, weil du einfach diese Möglichkeit gut fandst, nochmal selber irgendwie den Blick auf den Unterricht zu bekommen und nochmal jemand anderen etwas dazu sagen zu lassen sozusagen. Hat sich dieser Wunsch oder die Hoffnung, die du damit verknüpft hast, dann auch aufgelöst?
156	[0:22:10] B: Auf jeden Fall! Ich fand es super interessant, dass zu sehen. Und letztlich selbst, wenn quasi so dieses ganze so mit den Kommentaren, und dass sie nochmal was dazu sagt und so. Selbst wenn das alles nicht gewesen wäre. Alleine schon einmal jemanden zu haben, der quasi den Unterricht filmt, und zwar wirklich halt auch so filmt, dass er da filmt, wo gerade etwas los ist. Das war schon / Ja, war schon echt gut und interessant.
157	[0:22:31] I: Okay, okay. Was würdest du denn uns mit auf den Weg geben, wenn wir das jetzt nochmal machen wollen. Was könnten wir noch besser machen?
158	[0:22:39] B: Ich glaube tatsächlich - und das ist natürlich schwierig das irgendwie zeitlich zu reduzieren. Also, ich glaube, wenn ihr mehr Lehrer erreichen wollt, müsste es irgendwie kürzer sein. Weil / Also, jedenfalls so die meisten Kollegen sind halt schon so "Ja, okay, ich muss nur 30 Fortbildungsstunden die Woche / äh, im Jahr machen; wenn ich das mache, bin ich ja quasi schon über die 30 hinaus und ich muss aber auch noch was in Mathe machen". Und ich glaube, das ist etwas, was viele abschreckt. Das es halt einfach lange und viel dann ist.



159	[0:23:06] I: Okay. Lange im Sinne von, dass sich das jetzt über so viele Monate hingezogen hat? Oder waren die einzelnen Rückmeldungen sozusagen auch zu lang?
160	[0:23:12] B: Nein, dass es sich über so ein Jahr hinzieht. Ich glaube, man müsste quasi so die Optionen haben "Okay, ihr könnt erstmal anfangen und wenn es euch dann nicht gefällt, könnt ihr auch abbrechen" oder so. Ich glaube, viele schrecken davor zurück, sich für ein Jahr zu verpflichten.
161	[0:23:24] I: Okay, das heißt, dass man das erstmal sozusagen das anbietet vielleicht für dreimal und dann entscheidet, ob man's weiterführen möchte oder nicht. Okay.
162	[0:23:32] B: Genau.
163	[0:23:33] I: Gibt es noch etwas Anderes, was dir einfällt, wie wir das irgendwie noch praktischer gestalten könnten oder, was wir noch besser machen könnten?
164	[0:23:41] B: (.) Nein, also ich glaube, das ist so das Wichtigste. Weil / Also so zum Beispiel, dass man von allen Eltern die Unterschrift braucht und so. Das ist halt auch Aufwand, aber das kann man ja nicht reduzieren. Vielleicht bei den Fragebögen; das hat halt fast jedes Mal auch fast eine Unterrichtsstunde gekostet, die auszufüllen.
165	[0:23:55] I: Ah, okay.
166	[0:23:56] B: Also, weil die ja natürlich auch noch relativ klein waren. Ich weiß halt nicht, wie wichtig das quasi für eure Arbeit ist, aber das war sozusagen ja für uns, oder für mich in Anführungsstrichen nur Zusatzarbeit, wo ich keinen direkten Effekt daraus hatte. Ich weiß ja nicht, wie das so in eurer Forschung ist und so, aber das könnte man vielleicht noch so ein bisschen reduzieren.
167	[0:24:17] I: Ja, das zu reduzieren. Ja, auf jeden Fall. Ja. Und gibt es noch etwas, was du Jessy mit auf den Weg geben wollen würdest, wenn du jetzt sagst, du hättest das so im Zweierbereich gesehen. Was hätte sie noch besser machen können für eine Eins?
168	[0:24:33] B: (..) Ich glaube einfach sozusagen, dass quasi ja davor das immer die Seminarfachleiter bei mir gemacht haben und die natürlich noch einen viel spezielleren Blick so ja, auf das Ganze hatten sozusagen. Auch am Lerngegenstand geguckt haben "Das und das musst du noch lernen" oder "Das war fachlich nicht korrekt" und so. Also, klar weißt du, wenn jemand das seit 30 Jahren als Fachseminarleiter macht, dass der halt noch viel genauer auf die einzelnen Äußerungen eingeht und so. Also, da war ja immer das Wichtige, dass es immer ein Lernziel gab, und das immer genau geguckt wurde, passt das alles zum Lernziel und so. Und da hatte man / da hatte ich schon immer das Gefühl, dass das quasi einfach nochmal eine qualitativ höhere Rückmeldung war. Aber, ich / das ist halt einfach auch eine ganz andere Situation gewesen sozusagen.
169	[0:25:18] I: Ja, verstehe, verstehe. Da ging es dann sozusagen auch mehr vielleicht noch um Inhalte und, das jetzt, was Jessy gemacht hat, war ja relativ getrennt vom Inhalt, sondern mehr [unverständlich].
170	[0:25:28] B: Genau.
171	[0:25:29] I: Okay, verstehe. Ja, dann habe ich eigentlich auch schon alles gefragt, was ich fragen wollte. Wenn es nicht noch etwas gibt, was du noch loswerden möchtest oder sagen wollen würdest?
172	[0:25:37] B: Nein, nur nochmal vielen Dank. Für mich war das eine tolle Gelegenheit, mich selber nochmal im Unterricht zu sehen.
173	[0:25:42] I: Ja super, wir danken dir, dass du mitgemacht hast!

174	[0:25:45] B: Sehr gerne.
175	I: Und danke, dass du dir die Zeit heute genommen hast.
176	[0:25:47] B: Gerne.
177	[0:25:48] I: Dann wünsche ich dir noch einen schönen Abend!
178	[0:25:50] B: Dir auch, tschüss!
179	[0:25:51] I: Dankeschön, tschüss!
180	[0:25:52] B: Tschüss.
181	[0:25:52]

## Interview - Bob

1	[0:00:00] [Verbindungsaufbau]
2	I: Hallo.
3	[0:02:01] B: Hallo. Siehst und hörst du mich?
4	[0:02:04] I: Ich höre dich, ja und jetzt sehe ich dich auch!
5	[0:02:06] B: Sehr gut, okay. Guten Morgen.
6	[0:02:06] I: Guten Morgen! Schön, dass das klappt!
7	[0:02:09] B: Ja, finde ich auch.
8	[0:02:12] I: Sehr gut. Geht's dir gut?
9	[0:02:13] B: Ja! Sehr gut und dir?
10	[0:02:18] I: Ja, kann mich nicht beklagen.
11	[0:02:19] B: Bald Sommerferien.
12	[0:02:22] I: Ah, ja bald geschafft.
13	[0:02:24] B: Genau.
14	[0:02:26] I: Ja, habt ihr auch so schönes Wetter?
15	[0:02:29] B: (.) Sehr drückend, heute Nacht hat es ordentlich geregnet. Ja.
16	[0:02:34] I: Ja, jetzt geht es hier auch gerade los.
17	[0:02:38] B: Bei euch mit dem Regen?
18	[0:02:38] I: Ja.
19	[0:02:41] B: Ah, okay.
20	[0:02:41] I: Genau. Ja, schön, dass du dir die Zeit nimmst. Ich habe ja schon gesagt, oder Jessica hatte dich ja glaube ich auch schon vorgewarnt, dass es nochmal ein bisschen darum gehen soll, welche Erfahrung du jetzt so in diesem Coaching mit ihr gemacht hast. Und ein paar Sachen hast du ja im Fragebogen auch schon beantwortet, aber einige Sachen, ja, kann man vielleicht jetzt in so einem Gespräch auch nochmal besser herausfinden, sage ich mal. Es ist natürlich so, wie bei den Fragebögen auch. Dass wir das alles anonym behandeln.

	Also, alles, was du jetzt sagst, wird hinterher, wenn Jessica etwas daraus verwendet sozusagen, sichergestellt, dass man nicht sagen kann, aus welcher Schule du kommst, oder welcher Lehrer da sozusagen hinter steht, ja? (...) Ich habe hier so einen kleinen Spickzettel. Also, nicht wundern, wenn ich zwischendurch mal runtergucke.
21	[0:03:21] B: Kein Problem.
22	[0:03:22] I: Das sind Fragen, die ich dir alle stellen soll. Hast du denn noch eine Frage, bevor es losgeht?
23	[0:03:28] B: Ja, ich hatte ja schon mal gefragt, ob ich (.) Videos bekommen könnte.
24	[0:03:33] I: Ah, okay. Die (.) ob du die Aufnahmen behalten kannst sozusagen meinst du.
25	[0:03:37] B: Ja.
26	I: Das müsstest du mit Jessica nochmal klären.
27	[0:03:42] B: Jessica hatte ich auch schon gefragt.
28	[0:03:43] I: Und was hat sie gesagt?
29	[0:03:45] B: Wird schwierig, aber sie will sich drum kümmern. Also, zumindest fragen.
30	[0:03:51] I: Okay, ja, ja. Ja das Problem ist sozusagen, was sie / was für ein Einverständnis wir von den Eltern bekommen.
31	[0:03:58] B: Ja, genau.
32	I: Ich glaube, die Eltern haben ja unterschrieben, dass das irgendwann wieder gelöscht wird. Und deswegen ist da die Frage, ob man jetzt das so auslegen kann, dass du das schon behalten darfst für deine Nutzung sozusagen, wenn wir es bei uns löschen. Oder ob wir sozusagen es generell löschen müssen. Ich denke, da wird sie nochmal mit Herrn Richartz Rücksprache halten und schauen, was er dazu sagt.
33	[0:04:17] B: Mir geht es auch nicht darum, dass ich (...) dass ich das irgendwie präsentieren will oder ständig mir angucken will. Mir geht es nur darum, mal als Sicherheit zu haben, falls mal was ist im Sportunterricht. Ich werde angezeigt von Eltern und so weiter und so fort. Das ich mal (...) eine Rückmeldung habe oder auf Video habe, wie ich eigentlich mit Kindern im Sportunterricht umgehe. Dass man einfach sagt, so so bin ich nicht. Es kann ja immer mal was passieren. Ich hatte zwar noch nie was, aber das man dann einfach was zur Sicherheit hat und sagen kann "Ja, hier sind so und so viele Videos, da kann man einen guten Eindruck bekommen, wie ich mit Schülern umgehe im Sportunterricht".
34	[0:04:53] I: Ja, verstehe.
35	B: Und, das wäre nur für mich als Sicherheit, falls einmal irgendwie ein Elternteil darauf kommt, mich anzeigen zu müssen.
36	[0:05:02] I: Ja, ja verstehe. Also, ich sage ihr das nochmal und wir werden Herrn Richartz nochmal fragen als Projektleiter sozusagen, was er dazu sagt, was er meint. Und uns dann auf jeden Fall nochmal bei dir und sagen dir, wie es aussieht.
37	[0:05:15] B: Ja, okay.

38	[0:05:16] I: Okay, dann fangen wir vielleicht mal an, wie das überhaupt angefangen hat bei dir. Ich glaube, ich weiß ja, wie du von dem Projekt erfahren hast. Das war ja glaube ich, als wir gemeinsam für meine Befragung bei euch an der Schule waren, ne? Oder wie bist du draufgekommen.
39	[0:05:28] B: Genau, genau. Bist du jetzt fertig, oder?
40	[0:05:33] I: Nein, fertig noch nicht. Aber ich bin jetzt am Auswerten und versuche jetzt einen Artikel zu schreiben zu den Daten, die ich damals in den / bei den Befragungen in den Schulen gesammelt habe sozusagen.
41	[0:05:41] B: Und dann bist du / am Ende wirst du mit einem Doktor belohnt, oder?
42	[0:05:44] I: Hoffentlich, ja! Das ist das Ziel. Aber das dauert noch ein bisschen.
43	[0:05:48] B: Doktor der Bewegungswissenschaft oder was ist das?
44	[0:05:52] I: Genau, Sportwissenschaft.
45	[0:05:52] B: Sportwissenschaft, ja okay. Mhm (bejahend).
46	[0:05:55] I: Genau. Ja und wie kam es dann, dass du dich dazu entschieden hast, bei dem Projekt mitzumachen? Was hast du da gedacht?
47	[0:06:02] B: Ich fand das interessant, dass man sich mal beobachten kann, wie man im Unterricht agiert. Und ich glaube, dass kann man am besten, wenn man / wenn das aufgezeichnet wird und dass man selbst sieht. Es ist immer etwas Anderes, wenn jemand dich beobachtet und das sagt. Aber wenn jemand das sagt und du gleichzeitig auch als Beweis das als Video hast, als Bildmaterial. Dann ist das noch eindringlicher für einen und deswegen war ich mit dem Ziel / mit diesem Ziel in dieses Projekt gegangen.
48	[0:06:38] I: Okay. Und hattest du bestimmte Hoffnungen oder Wünsche, was dir das dann auch nutzen wird, das Coaching?
49	[0:06:45] B: (...)Bei mir plopt gerade etwas auf. (...) Ich hatte so die Hoffnung / Also, ich, ich, ich dachte schon, dass ich ein guter Sportlehrer bin. Habe ich gedacht. Und (...) Ja und durch die Videos hatte ich eben die Hoffnung, dass das an kleinen Stellen bei mir noch Verbesserungsbedarf gab, geben würde, geben könnte. So war es dann im Nachhinein auch, dass dann so kleine Stellschrauben im Bereich dieses Projektes dann auch bei mir (.) offensichtlich wurden. Und ja, zukünftig / Ich habe ja ganz verschiedene Themen gezeigt. Ich glaube sechs Besuche hatte ich, oder fünf oder sieben, ich weiß es nicht, fünf bis sieben. Und, ich habe immer verschiedene Themen gemacht. Und diese Themen tauchen ja immer wieder auf. In jeder Klasse, in jedem Jahr. Und da werde ich mich immer daran erinnern, was da dann nicht optimal lief und ja. Ich habe nie eine Stunde auch nur vorbereitet. Ohne Vorbereitung. Ich wollte auch keine Sportstunden machen, die zur Show sind, sondern einfach ganz normaler Unterrichtsalltag, wie ich auch sonst in den Sportunterricht gehe. Und deswegen / Das war mir ganz wichtig, dass ich, dass ich das vorher auch abgeklärt habe mit euch, mit Jessica. Das / Es hätte mir nichts gebracht, wenn ich, wie im Referendariat irgendwelche Showstunden gemacht hätte. Die kommen im Unterrichtsalltag nie vor.
50	[0:08:26] I: Ja, ja.
51	[0:08:26] B: Das war Schulalltag pur. Hundert Prozent. Mit allem Drum und Dran. Und deswegen habe ich, denke ich, hat mir das im Nachhinein sehr viel gebracht und das habe ich im Vorfeld auch so erwartet und auch so erhofft.
52	[0:08:44] I: Ja, okay. Und ich könnte mir vorstellen, dass manche vielleicht denken, dass es ja auch ein bisschen ein unangenehmes Gefühl ist, wenn man sich jetzt vorstellt, dass man im Unterricht aufgenommen wird und das irgendwie hinterher darüber gesprochen wird. Wie war das bei dir? Hattest du da irgendwie Bedenken, dass das komisch sein könnte?

53	[0:08:58] B: Nein. Überhaupt nicht. Also, ich fühlte mich sehr wohl von / von der ersten Minute an.
54	[0:09:05] I: Okay.
55	[0:09:06] B: Fühlte mich nie beobachtet. Ja, war nicht nervös oder, oder sonst irgendwie, wie man das vielleicht im Referendariat ist. Ich war einfach nur ich als Lehrer. Und so, wie ich sonst auch bin. Und, ja, ein ganz normaler Alltag.
56	[0:09:20] I: Okay, okay. Und, was war so dein erster Eindruck von Jessica, als du sie kennengelernt hast?
57	[0:09:30] B: Jessica fand ich / Also, den ersten Eindruck, als wir uns getroffen hatten? Oder beziehungsweise als ihr das erste Mal da wart?
58	[0:09:34] I: Ja, zum Beispiel das, oder dann später als ihr dann das erste Mal darüber gesprochen habt, so.
59	[0:09:41] B: Ja. (.) Jessica fand ich sehr sympathisch von Beginn an. Sonst hätte ich das auch nicht gemacht, wenn, wenn ich gewusst hätte, oder wenn ich gemerkt hätte beim ersten Treffen, als du mit ihr zum ersten Mal da warst. Die Person ist mir nicht sympathisch, hätte ich das auch nicht angeboten, dass ich / dass man das mit mir machen kann, soll, darf. Und ja und nur deshalb habe ich da zugestimmt, weil, wäre es eine Person gewesen, die mir nicht sympathisch wäre, dann hätte man vielleicht auch das Gefühl gehabt, von oben herab behandelt zu werden, oder, ja, ja vor allem von oben herab behandelt zu werden und, und so eine Art Referendariat nochmal zu machen. Und, das hätte ich nicht gemacht. Und so war es stets (.) ja, eine große Hilfe für mich. Was mich / wo ich daran gedacht hab ist, im Vorfeld "Kann sie mir überhaupt helfen?". Ich bin jetzt seit zwölf Jahren Lehrer, sie war noch nie Lehrer. Sie hat eigentlich gar keine Erfahrung, wie man das eigentlich macht. Aber, das war (...) das stellte sich heraus, dass das überhaupt nicht der Fall ist.
60	[0:10:58] I: Okay!
61	B: Dadurch, dass sie als Übungsleiterin viele Jahre gearbeitet hat und ja viele Sporterfahrungen hat. Und auch aus dem Sport kommt, was ganz wichtig ist. War das eine riesen Hilfe und in jeder Zeit ein Projekt auf Augenhöhe zwischen uns beiden. Und hat mir sehr sehr gefallen. Aber da wirst du sicher auch nochmal Fragen dazu haben, wo ich was Nettes dazu sagen kann.
62	[0:11:29] I: Das stimmt. Ja, also würdest du sagen jetzt, das hat / das war kein Problem sozusagen, dass sie nicht aus der Schule kommt und, dass sie da eigentlich keine Schulerfahrung hat?
63	[0:11:38] B: Nein, kein Problem. Obwohl ich ja wie gesagt die Bedenken hatte. Sie wirkte wahnsinnig professionell. Und man hätte auch denken können, sie wäre seit 20 Jahren Lehrerin.
64	[0:11:50] I: Ah, okay. Und, als du dann die erste Aufnahme hattest, welche Gedanken oder Gefühle sind dir dann so durch den Kopf gegangen, als dann das erste Mal gefilmt wurde? Du hast ja gesagt, vorher hattest du eigentlich keine Bedenken und irgendwie hast du dir, dass alles ganz entspannt vorgestellt und war es dann auch so? Oder wie war das dann bei der ersten Aufnahme?
65	[0:12:06] B: Also, da war und zum ersten Mal gefilmt hatte?
66	[0:12:09] I: Genau.
67	[0:12:09] B: Auch da war es total unproblematisch. (.) Ja, ganz einfach für mich.
68	[0:12:19] I: Okay.

69	[0:12:20] B: Und von Beginn an war das eigentlich so, als ob ich / als ob keiner im Raum wäre. Sie hat sich ganz clever im Hintergrund aufgehalten. Die Schüler haben das eigentlich / am Anfang haben sie gefragt und dann hat sie sich dann auch vorgestellt. Und auch dann war es für die Schüler eigentlich normal. Also, die haben da keine Show gemacht. Die haben / waren einfach nur Schüler, wie sie sonst auch Schüler im Alltag sind. Die haben sich auch durch die Kammer, genauso wie ich null Komma null stören lassen.
70	[0:12:50] I: Okay, okay, sehr gut. Und dann hast du dich ja das erste Mal auch in die Plattform eingeloggt, bei Edubreak. Und, hast ja dann da deine Clips anschauen können. War das technisch irgendwie alles, alles in Ordnung, oder gab es da irgendwelche Schwierigkeiten?
71	[0:13:04] B: Ja, beim Einloggen gab es am Anfang ein bisschen Probleme. Weil, das waren ja dann wohl zwei Plattformen oder irgendwie.
72	[0:13:12] I: Genau.
73	[0:13:12] B: Dann hatte ich die / das falsche Passwort für die falsche Plattform genommen, aber mit ein bisschen hin und her experimentieren passte das dann ja. Ja (..) da sind enorm viele Sachen - für mich fast zu viele Sachen - etwas überfrachtet fand ich jetzt, auch, wenn man. Also, natürlich ist es gut, wenn man ganz viel Zeit hat und sich damit beschäftigt. Aber, ich hatte nicht so viel Zeit. Ich hatte auch nicht so viel Muße, mich da Ewigkeiten mit zu beschäftigen. Mir ging es um meine Videos und nicht um andere Lehrvideos, die man als Beispiel herleiten könnte, um sein Verhalten zu verbessern. Die habe ich kaum genutzt. Gar nicht genutzt. Die sind für mich uninteressant, was andere machen.
74	[0:13:59] I: Was heißt überfrachtet? Meinst du jetzt die Plattform, wo die Videobeispiele waren, die Videobibliothek?
75	[0:14:02] B: Die, wo die Videobeispiele waren, ja. Das waren mir zu viele.
76	[0:14:06] I: Mhm (bejahend). Okay.
77	[0:14:07] B: Ja, genau.
78	[0:14:08] I: Und wie war der Umfang von deinen eigenen Videos und Kommentaren, die sie dir zu deinem Unterricht gemacht hat.
79	[0:14:12] B: Achso, okay, alles klar. Also, sobald es immer um mich ging, um meine Videos, fand ich es wahnsinnig interessant, wie stark sich Jessica auch mit der Stunde / in die Stunde hereinversetzt hat. Und, wie schnell sie auch mir das Gefühl gab / gegeben hat, dass sie die Schüler kennt. Also, sie brauchte nur einmal den Namen hören, dann wusste sie zukünftig auch wie / in den nächsten Kommentaren stets immer auch die / welche Schüler dann gemeint sind, obwohl ja viele ähnlich aussehen. Und man hatte das Gefühl, dass sie die Schüler, ja als Lehrerin schon hatte im Unterricht. Und deswegen war das für mich super ausführlich, aber gleichzeitig auch informativ, wie sie das gemacht hat. Und deswegen auf keinen Fall zu viele Kommentare. Hochinteressant und habe ich mit Freude gelesen.
80	[0:15:16] I: Ahja, okay. Und wie hast du das gemacht? Hast du dir immer erst den ganzen Clip angeguckt? Oder hast du den Clip angeguckt und gleichzeitig die Kommentare gelesen? Oder erst die Kommentare gelesen? Wie bist du da vorgegangen?
81	[0:15:28] B: Ich habe auf Play gedrückt, habe mir gedacht zu dem / auf der rechten Seite in der Kommentarleiste dann, den Kommentar angeguckt. Habe dann, wenn ich ein bisschen länger brauchte, auf Pause gedrückt, habe den Kommentar gleich beantwortet, sofort /
82	[0:15:44] I: Ahja.
83	[0:15:45] B: Und dann bin ich / habe ich wieder auf Play gedrückt und bin zum nächsten Kommentar gegangen und hab da wieder meine Meinung dazu gegeben oder meine Empfindung. Und, so habe ich jedes Video, ja einmal gesehen. Jedes einmal gelesen, was sie geschrieben hatte. Ja, und so ging es dann /

84	[0:16:03] I: Gab es da manchmal Szenen, wo du dachtest "ah, das habe ich ja gut gemacht, das habe ich vorher gar nicht gemerkt, oder das wusste ich gar nicht, dass ich das gut mache". Das sie dich da auf etwas hingewiesen hat? Oder war das vom Gefühl her anders?
85	[0:16:18] B: Nein, kann ich so, so gar nicht sagen. Also, es war für mich eigentlich normal. Also, mir ging es auch nicht darum, was ich gut mache. Mir ging es um die Sachen, die, die vielleicht zur kleinen Verbesserung meines Lehrerdaseins noch beitragen und deswegen waren, waren die Sachen, die ganz vielen Sachen / Ich meine, die neunzig Prozent, der Kommentare, die sie gemacht hat, waren ja im Bereich positiv zu bewerten. Denke ich mal, würde ich so gefühlt jetzt so sagen. Und die waren in der Gesamtheit vielmehr eine Bestätigung dessen, was / welches Gefühl ich habe, dass ich / dass ich mich in dem Beruf wohlfühle. Dass ich einen guten Draht zu den Kindern habe. Und, ja. Dieses Gefühl wurde durch Ihre ganzen positiven Kommentare eigentlich noch bestärkt. Aber, da kann ich jetzt nicht für jeden einzelnen Kommentar sprechen, sondern für die Gesamtheit der positiven Kommentare.
86	[0:17:17] I: Ja. Gibt es denn vielleicht einen speziellen Kommentar, an den du dich besonders erinnerst, weil du den irgendwie besonders gut fandest, vielleicht?
87	[0:17:20] B: (.) Kann ich so nicht sagen, jeden einzelnen. Also einen einzelnen kann ich so nicht sagen.
88	[0:17:27] I: Oder mehrere, wo du irgendwie sagst "ich erinnere mich noch an bestimmte Sachen die sie gesagt hat". Gibt es irgendetwas, was dir so besonders im Gedächtnis geblieben ist?
89	[0:17:38] B: Nein, kann ich so.
90	[0:17:41] I: Ja, das ist auch okay. Wenn du jetzt Jessica mit drei bis fünf Wörtern beschreiben solltest. Welche Wörter würden dir dann einfallen?
91	[0:17:46] B: Empathisch, (...), empathisch, professionell, (...) sehr versiert, (..) auch erfahren, obwohl sie das ja nicht ist als Lehrer.
92	[0:18:26] I: Ja, okay, aber trotzdem konnte sie Erfahrung einbringen, ja.
93	[0:18:28] B: Wahnsinnig kompetent.
94	[0:18:31] I: Okay.
95	[0:18:33] B: Und praxisnah. Und das ist für mich ganz wichtig. Man kann in der Theorie ganz viel sagen im Unterricht, wie man das hätte besser machen können. Aber, dass ist in der Praxis gar nicht / ganz schwer umzusetzen. Und, sie hat das gut abgewogen. Ihren theoretischen Hintergrund mit der / mit dem tatsächlichen Schulalltag. Und, das fand ich dann / man konnte merken, also sie kommt aus der Praxis und es waren Tipps für die Praxis und umsetzbar. Und deswegen ist das praxisnahe, nicht das theoretische, wie man das aus dem Referendariat kennt, für mich das Allerwichtigste.
96	[0:19:15] I: Okay, verstehe. Und, ist dir manchmal dann im Unterricht auch was durch den Kopf gegangen, was ihr vielleicht vorher mal besprochen habt? Also, hast du dann da wieder dran gedacht?
97	[0:19:27] B: Ja, das / wenn man jetzt in den Sitzkreis kommt. Das ist ein Sitzkreis und kein, kein Dreieck. Ich hatte nämlich bei einer Stunde dann mal ein Dreieck gemacht, Bänke im Dreieck gestellt. Man muss ja die Kinder immer mal zusammenholen. Und dann haben sich natürlich einige in die Ecken gesetzt und die konnte ich dann nicht sehen. Die haben dann (.) vielleicht nicht ganz so aufmerksam zugehört. Das habe ich gleich in der nächsten Stunde und in den folgenden Stunden und jetzt auch noch immer bedacht.
98	[0:19:56] I: Ahja.



99	B: Und, dass mich alle sehen können. Ja, dann natürlich immer auch was sehr praxisnah ist, dass die Wartezeiten verkürzt / indem ich Bewegungsmöglichkeiten gegeben habe. Dass die sich / ja, dass es eine Bewegungsstunde wird und keine Wartestunde. Da denke ich eigentlich auch immer sonst so dran, aber ich / da gab es noch kleine Punkte, wo man das hätte verbessern können und das / auch das werde ich künftig in meinen zukünftigen / oder das werde ich in meinen zukünftigen Unterrichtsalltag einbinden.
100	[0:20:29] I: Okay, ja.
101	[0:20:30] B: Das wurde teilweise auch in Stunden dann knapp angesprochen von ihr und hat mir sehr geholfen.
102	[0:20:37] I: Gab es dann auch mal Situationen, in denen ihr vielleicht nicht einer Meinung wart?
103	[0:20:42] B: Ja, hin und wieder habe ich mal etwas nicht verstanden, was sie genau meinte, weil es dann auch schwierig ist, wenn man, wenn man dann die Kommentare liest. Und, man guckt sich dann das dazu an und "wie meinte sie das jetzt". Dann musste ich öfter mal etwas drei, viermal lesen, um zu gucken "Ah, ja, das meinte sie". Das war dann manchmal ein bisschen schwierig. Es ist einfacher, wenn man miteinander redet und das bespricht. Aber, das war vielleicht in fünf Prozent der Fälle der Fall, wo ich dann einfach mal sagen könnte / einfach mal im Nachhinein sagen könnte "das war ein bisschen schwierig". Ansonsten (..) im großen Teil habe ich alles verstanden. Ob ich immer einer Meinung war / weil sie dann sagte "Was denkst du denn zu der Alternative?". Da war es dann auch mal so, dass ich Alternativen von ihr, die sie vorgeschlagen hat, dann mal für mich, für meine Klasse, nicht als geeignet gesehen habe, aber das habe ich dann auch ihr geschrieben. Bei anderen Klassen wäre das vielleicht eine Alternative gewesen, aber für meine Klasse wäre das in dem Fall dann keine Alternative gewesen.
104	[0:21:50] I: Und wie hat sie da reagiert?
105	[0:21:51] B: Gab es auch, aber wenig.
106	[0:21:54] I: Und wie hat sie dann reagiert? Also konntet ihr da dann auch drüber sprechen, das, warum das jetzt / warum du meinst es passt vielleicht nicht so gut, oder?
107	[0:21:58] B: Ja, darüber haben wir gesprochen. Und dann habe ich ihr das erklärt, wie das aus meiner Sicht ist. Wie das für diese Klasse / auf diese Klasse sich bezieht und, dann war das in Ordnung. Hat sie alles akzeptiert.
108	[0:22:28] I: Ah ja, okay. Und habt ihr vielleicht auch mal über Situationen gesprochen, die ein bisschen unangenehm waren. Also vielleicht, weil etwas nicht geklappt hat, wie du dir das vorgestellt hast, oder, weil du dich vielleicht mal im Unterricht über irgendetwas geärgert hast. So, dass es ein bisschen unangenehm war, da hinterher darüber zu sprechen. Gab es das auch?
109	[0:22:32] B: Unangenehm war gar nichts.
110	[0:22:33] I: Okay.
111	[0:22:34] B: Was (..) / Da gab es eine Situation mal, das wurde mir ganz deutlich vor Augen geführt / Ich habe einen Autisten in der Klasse. Peter heißt dieser Autist. Und, der hat dann mal / Der lief quer durch die Halle und ist mit einem, der der fleißig am Üben war im Bereich Tischtennis / sind die mit den Köpfen aneinandergestoßen, weil Peter sich mal wieder, mal wieder, ja muss man da sagen, leider, ja auf sich bezogen war. Und, das konnte man dann ganz (..) ganz deutlich sehen, dass ich mich dann sehr um den, der / um, um, in dem Fall Klaus, den Schüler gekümmert habe, der sich dann / der einfach nur das gemacht hat, was ich gesagt hatte. Und, der sich dann halt verletzt hatte am Kopf, glaube ich. Und, ich habe dann mich gar nicht so sehr um Pete gekümmert, also den Autisten. Da konnte ich schon merken, dass ich da genervt war und vielleicht auch ein bisschen sauer, dass ich ihn / und im Nachhinein ist das dann auch / würde ich dann denken, ich muss da noch vorsichtiger damit umgehen und noch einfühlsamer mit Menschen, die eine Behinderung haben. Das war eine Situation, wo ich im Nachhinein dachte "Wow, da hast du nicht, nicht, nicht gut reagiert". Da habe ich mich zu sehr auf einen

	Schüler bezogen und den anderen außer Acht gelassen und ihn vielleicht nicht ganz so behandelt, wie er es verdient hätte. Das war für mich sehr hilfreich und gleichzeitig auch sehr (.), ja, ein bisschen auch / da war ich auch ein bisschen angefasst, dass ich solche Fehler noch mache. Und da war ich so, vielleicht auch ein bisschen berührt und ja, es mir eher unangenehm, dass ich da so recht falsch gehandelt habe aus meiner Sicht.
112	[0:24:40] I: Und, war das dann /
113	[0:24:40] B: Das hat sie ganz toll aufgezeigt.
114	[0:24:43] I: Okay. Also, das war / da konntet ihr dann trotzdem darüber sprechen, auch wenn du sagst, das war jetzt /
115	[0:24:51] B: Jaaa, also genau, das war überhaupt kein Problem.
116	[0:24:52] I: Okay.
117	[0:24:54] B: Hauptsache / wichtig war mir, dass ich das gesehen habe, ja. Das wäre mir im Nachhinein nicht aufgefallen. Ich hätte im Nachhinein nur erzählt, es gab ein Problem in der Stunde. Es sind zwei Schüler aneinander gerasselt mit den Köpfen. Und die Situation, wie ich dann reagiert habe, das wäre mir total abgegangen. Und dadurch, dass ich Bildmaterial hatte und dadurch, dass Jessica mich da auch nochmal darauf hingewiesen hatte / das war schon schon sehr sehr eindrucksvoll.
118	[0:25:29] I: Okay. Wenn du jetzt Jemanden kennen würdest, vielleicht einen anderen Lehrer von eurer Schule, der überlegen würde auch so ein Coaching mit Jessica zu machen was / und der vielleicht sagt, ich bin ein bisschen unsicher. Weil er sich vorstellt, dass es irgendwie auch unangenehm sein könnte, was würdest du dem dann sagen?
119	[0:25:45] B: Ja, genau darüber habe ich öfter nachgedacht. Ich würde mir wünschen, dass gerade / Ja, dass sich der ein oder andere Kollege doch mal sich im Unterricht begutachten lässt beziehungsweise sich selbst mal beobachtet durch das Videocoaching. Und dann vielleicht mal ein paar Tipps entgegennimmt. Und ich würde es jedem empfehlen, zumal es nichts mit Referendariat zu tun hat. Und das würde ich dann jedem auch sagen, weil, das sind ja immer die Bedenken. Und ja, es könnten ganz viele Lehrer sehr gut vertragen so ein Coaching. Würde jeden Lehrer auch weiterbringen glaube ich. Egal, auf welcher Stufe er steht. Ich glaube, es kann / bringt jeden Lehrer zumindest eine Stufe weiter.
120	[0:26:32] I: Okay. Hattest du denn das Gefühl, dass du durch das Coaching vielleicht besser verstehst, wie die Probleme im Unterricht - also wenn es Probleme gab - wie die zustande kommen?
121	[0:26:46] B: Ja, das konnte man durchaus sehen. Das ist ja immer das Thema "Wie organisiert man Unterricht". Und, wenn man etwas erklärt, denkt man, man hat es erklärt und jeder hat es verstanden. Und dann hört man sich im Video das nochmal an, wie man das erklärt hat und dann fragt man sich auch, "ja, das ist kein Wunder, dass die Schüler da nicht ganz dir folgen konnten, weil du das vielleicht nicht ganz so transparent gemacht hast, wie du das dir im Kopf vorgestellt hattest." Da gab es / da gibt es dann natürlich Situationen, wo / die dann auch aufgezeigt werden.
122	[0:27:26] I: Ah, okay. Und, du hast ja schon gesagt, du fandst, sie war sehr praxisnah. Also, wenn ihr über die Situationen gesprochen habt, mit denen du vielleicht nicht zufrieden warst, wurden dann auch Lösungen wirklich für die Praxis sozusagen erarbeitet? Also, habt ihr dann überlegt, wie könnte man das anders machen? Wie könnte man das beim nächsten Mal lösen sozusagen, die Situation?
123	[0:27:45] B: Ja, also sie hatte mir ja enorm viele Möglichkeiten gegeben, wie man das hätte machen können. Und dann haben wir darüber geredet und dann sind wir auch ganz oft einfach auf eine gemeinsame Lösung gekommen. Da gab es mehrere Situationen, wo sie mir dann auch geholfen hat.

124	[0:28:06] I: Ja, also hattest du das Gefühl, du kannst / du weißt jetzt, was du nochmal anderes versuchen könntest sozusagen? Also, was noch eine Möglichkeit wäre?
125	[0:28:12] B: Genau, das hatte ich /
126	[0:28:15] I: Oder war es eher so, dass du oft auch dachtest / du meintest ja grade "manchmal waren / hatte sie auch Vorschläge, wo du dachtest, na das funktioniert bei meiner Klasse nicht". Also, wie war das so mehr, dass du dachtest "okay, ich habe jetzt irgendwie gute Ideen so für die Praxis" oder war es mehr so, dass du dachtest, "ja, das sind irgendwie alles Vorschläge, aber bei meinen Kindern geht das nicht oder das / ich verstehe jetzt nicht, wie das, wie das funktionieren soll wirklich?", so "das ist schön und gut, aber das klappt so es in der Praxis nicht".
127	[0:28:38] B: Ja. Der allergrößte Teil ihrer Vorschläge konnte man eins zu eins umsetzen. Ich habe da ein großes Problem im Bereich Turnen in einer Klasse, die keine Sportlerklasse ist. Also, wir haben ja Schwerpunktklassen. Wo ich dann auch viele Kinder habe, die nicht so sportaffin sind. Wenn man dann mit denen Turnen macht und dann am Reck turnt und am Barren turnt. Da hatte ich Jessica nochmal gefragt nach Lösungsmöglichkeiten, was man an Alternativen machen konnte. Da konnte sie mir so nicht weiterhelfen. Da hat sie zwar was geschrieben, aber mit den Sachen konnte ich nichts anfangen. Also, wenn ein hundert Kilo schweres Mädchen in der siebten Klasse am Barren was machen soll / auch dann / wie will man dieses Mädchen integrieren am Barren? Welche Alternativen kann man denen dann geben? Und vor diesem Rätsel stehe ich nach wie vor. Genauso aber, an der Turnstange, am Reck. Wie will man die integrieren? Das ist ganz ganz schwierig. Ja und das war eine Situation, wo sie mir nicht weiterhelfen konnte.
128	[0:29:55] I: Okay. Aber in vielen anderen Situationen, meintest du sozusagen, waren es Sachen, die du /?
129	[0:29:59] B: In allen anderen / Das ist die einzige Situation, wo es, wo ich, wo man hätte sagen können, da hätte noch mehr kommen können, obwohl es vielleicht ja auch gar nichts gibt, ja. Mir fällt ja auch jetzt, selbst jetzt fällt mir nichts ein, was man machen kann für eine bessere Differenzierung. Aber, in allen anderen Situationen hat sie mir mit ihren Tipps ganz ganz doll weitergeholfen.
130	[0:30:27] I: Habt ihr mehr darüber gesprochen, wie die Probleme zustande kommen, oder mehr, wie man die Probleme vielleicht lösen kann? Kann man das so sagen, was sozusagen mehr Gewicht hatte in euren Gesprächen?
131	[0:30:42] B: Das hielt sich glaube ich so die Waage.
132	[0:30:46] I: Okay, ja. Und hattest du das Gefühl, du hast in dem Coaching vielleicht auch etwas Neues über dich selbst erfahren?
133	[0:30:52] B: (...)Ja. (...) Ich nahm Launen, Emotionen und Gefühle aus dem Unterrichtsalltag zuvor mit in den Sportunterricht. Das heißt, wenn ich vorher ein Problem hatte mit irgendwelchen / ja in der Schule mit Schülern, mit irgendwelchen Situationen, dann war ich dementsprechend auch, ja, genervt. Teilweise im Sportunterricht und habe / war dementsprechend vielleicht auch etwas ungeduldiger. Und das zu sehen, das war sehr interessant. Das wusste ich vorher so nicht. Ich dachte, dass schüttele ich so ab, aber wenn es dann Probleme in meiner Klasse gab, mit Mobbing außerhalb des Sportunterrichts, dann habe ich das doch mit in die nächste Sportunterrichtsstunde genommen und war dementsprechend auch, ja, etwas emotionaler.
134	[0:31:56] I: Okay, verstehe. Und hat sich das / wie hat sich das Coaching darauf ausgewirkt, wie du dich selbst so im Umgang mit den Kindern siehst? Hat das irgendwie, hat das eine Auswirkung darauf gehabt? Wie du dich als Lehrer siehst? Wie du dich, ja, als Lehrer im Umgang mit Schülern siehst? Hat sich das irgendwie verändert, oder /?
135	[0:32:15] B: Das hat sich eigentlich bestärkt. Ich hatte vorher das Gefühl, dass ich ein sehr schülernaher Lehrer bin, der vor allem das macht auch, was den Schülern Spaß machen könnte. Und, der einfühlsam auf bestimmte Situationen reagieren kann im Sportunterricht und da hat sie mir diverse Situationen aufgezeigt, in denen das genauso zu Tage getreten ist im Sportunterricht. Und dementsprechend hat sich mein positives Gefühl als Sportlehrer, das ich eh schon hatte, weiterhin verfestigt.

136	[0:32:49] I: Okay. Und hattest du das Gefühl, nach dem Coaching vielleicht, ich kann jetzt besser umsetzen, was mir wichtig ist, oder dachtest du bei einigen Sachen so, "Oh ne, wie soll ich das schaffen? Wie soll das irgendwie klappen?". Oder war das so, also / Wie war das für dich vom Gefühl?
137	[0:33:07] B: Erzähl nochmal, frag nochmal anders oder irgendwie / oder erzähl es nochmal?
138	[0:33:10] I: Also, wenn du jetzt vielleicht durch das Coaching gesehen hast, was irgendwie, was dir noch nicht so gut gefällt, wo du dich vielleicht gern verbessern würdest. Hattest du dann so das Gefühl, du hast jetzt gute Ideen, wie du das machen kannst? Oder war das mehr so, dass es dich eher sozusagen /, dass du, wenn du das gesehen hast dachtest "Oah, das ist irgendwie / das mache ich nicht gut, aber ich weiß auch gar nicht, wie das jetzt / wie ich mich verbessern soll. Wie das irgendwie / Wie ich das hinkriegen soll." Das ist mehr so / Ja, weißt du wie ich meine?
139	[0:33:40] B: Habe ich das nicht schon beantwortet, oder? Ich weiß es nicht ganz genau.
140	[0:33:47] I: Ja, das hast du schon gesagt? Das weiß ich nicht. Was meinst du denn? Was / Also vielleicht / Dann sag es vielleicht nochmal. Vielleicht habe ich es dann nicht richtig / Also, du hast gesagt, du hast viele Praxisvorschläge sozusagen bekommen.
141	[0:33:56] B: Ja, genau.
142	[0:33:56] I: Okay, das heißt also, du hattest jetzt nicht das Gefühl / Also, es kann ja auch sein, dass man vielleicht durch das Coaching eher das Problem noch größer macht sozusagen und dass man dann eher sieht sozusagen, was eigentlich daran jetzt schwierig war und dann vielleicht noch mehr so ein bisschen, ja, Bedenken aufbaut, dass / wie man das überhaupt jetzt alles schaffen soll sozusagen. Was man alles noch verbessern / was man gerne verbessern würde, aber das war bei dir ja nicht so. So höre ich das jetzt raus, ne?
143	[0:34:19] B: Nein.
144	[0:34:20] I: Also, du hast das Gefühl, die Sachen, die dir nicht / die wo du noch unzufrieden warst, da hattest du jetzt konkrete Ideen und die konntest du auch, konntest du auch umsetzen.
145	[0:34:28] B: Ja, bis auf die Sache im Turnunterricht, wo ich weiterhin vor einem großen Problem stehe, haben mich die Tipps alle weitergebracht. Und ich nutze sie ja ganz normal jetzt auch im Unterricht.
146	[0:34:47] I: Ja. Du hast ja auch gesagt, dass ihr schon viel darüber gesprochen habt, irgendwie welche Ideen umsetzbar sind für dich und welche vielleicht nicht. Hat sich denn Jessica auch dafür interessiert, was du für Ideen hast oder was du für Vorschläge hast? Habt ihr da auch darüber gesprochen, was so deine Ideen sind?
147	[0:35:03] B: Ja, sie sagte ja, sie schreib ja auch oft, "Wie würdest du jetzt / ich sehe dies und dies, könntest du dir eine andere Möglichkeit vorstellen, wie du zukünftig damit umgehst?". Aber sie hat mir dann nicht eine Lösung gesagt, sondern sie hat mir /, mich nach einer Lösungsmöglichkeit gefragt. oder einer Alternative. Und da bin ich von mir selbst auch, ja meistens schon auf eine eigenständige Alternative gekommen. Und sozusagen hat sie mich dann auf den / ja, ich konnte meine eigenen Ressourcen nutzen, um Handlungsalternativen zu bekommen in den nächsten Stunden. Und ja, die hat sie ganz oft einfach auch durch ihre Fragestellung herausgekitzelt. Die sind ja da, man muss sie nur nutzen. Und, ja, die habe ich dann halt eben genannt im Gespräch mit ihr.
148	[0:35:57] I: Im Gespräch. Und du hattest vorhin auch gesagt, du hast auch durchaus die Funktion genutzt, dass du zurück kommentieren kannst, ne, in den Videos direkt?
149	[0:36:04] B: Ja, die ganze Zeit. Also ich habe / Also ich würde sagen, zwei von drei Kommentare habe ich direkt immer beantwortet.

150	[0:36:11] I: Ah, okay, okay, interessant. So, ich muss mal kurz gucken, was ich dich noch fragen sollte. (...) Ja, genau. Es war ja interessant durch dieses CLASS Instrument, was sie dir am Anfang ja auch vorgestellt hat, sehr viel vorgegeben sozusagen von dem Coaching. Ne, also durch die Dimensionen war ja eine ganze Menge sozusagen festgelegt, worauf sie achten möchte. Wie fandst du das, dass das so festgelegt war?
151	[0:36:42] B: Nicht gut. Ich kann da nichts mit anfangen. Ich sehe das immer, dass man eine Stunde im Ganzen betrachten muss und ein spezielles Hauptaugenmerk auf irgendein Thema und dann musste man jedes Thema dann einmal machen. Das schränkt einen nur ein. Das war / fand ich nicht gut.
152	[0:37:02] I: Okay. Das heißt, dass / du hättest dir das offener gewünscht sozusagen?
153	[0:37:04] B: Ich hätte mir das offener gewünscht. Man hätte ganz unvoreingenommen an die Stunde herangehen können ohne einen Schwerpunkt. Und man hat zwar / hätte zwar vielleicht die CLASS-Management Kriterien im Hinterkopf gehabt, aber dass man speziell über eins dann redet, das ist aus meiner Sicht dann verbesserungswürdig.
154	[0:37:27] I: Okay, das heißt, du fandest, dass / dir war das jetzt gar nicht wichtig, dass sie sich auch daran hält irgendwie?
155	[0:37:33] B: Nein.
156	I: Dass sie sozusagen ihre Rückmeldung darauf bezieht. Dir wäre es auch recht gewesen, wenn sie freier sozusagen einfach gesagt hätte, was ihr auffällt, ohne, dass du jetzt genau weißt worauf sie sich bezieht?
157	[0:37:44] B: Ja, also das System hätte mir besser gefallen. Allerdings muss ich sagen, dass Jessica nur einen Teil ihrer Kommentare dann darauf verwendet hat, dass sie speziell auf einen Managementpunkt eingegangen ist. Der Großteil der Stunde war eher auch immerallgemeiner Natur, die betraf alles, so wie ich mir das hätte auch vorgestellt. Ja, deswegen war ich nach jeder Coaching Stunde sehr sehr zufrieden und das hat mich überhaupt nicht gestört. Das hat mich überhaupt / Auch, als Jessica kam, in die Stunde rein, das hat mich gar nicht interessiert und ich wusste auch gar nicht, welchen Coaching Punkt wir besprochen hatten. Was der Schwerpunkt ist. Da habe ich mich überhaupt nicht nach gerichtet. War für mich total uninteressant.
158	[0:38:32] I: Okay. Wäre es denn interessant gewesen, sozusagen, wenn sie immer auf alle Punkte / Also, auf alle Merkmale aus diesem CLASS Instrument / versucht hätte sozusagen alle zu berücksichtigen? Oder haben dir die Merkmale und Dimensionen gar nicht geholfen sozusagen?
159	[0:38:45] B: Doch, die Merkmale / Es treten ja nie alle Merkmale in der Stunde auf. Und die auftreten, die kann man besprechen. Und die anderen kann man vernachlässigen. Ja, so sehe ich das.
160	[0:38:58] I: Ja. Und, ja du sagtest ja schon, die Videobibliothek hast du eher nicht genutzt. Also, die Beispielveideos hast du / da war für dich nicht so interessant.
161	[0:39:10] B: Nein, das war / ist für mich dann auch zu zeitaufwändig.
162	[0:39:12] I: Verstehe.
163	B: Das habe ich nicht genutzt.
164	[0:39:14] I: Ja, ja. Und, wenn ihr dann so ein Thema festgelegt habt für eine Stunde, hast du gesagt, viele Ihrer Kommentare sozusagen waren aber auch allgemeiner Natur und jetzt nicht nur auf das eine Thema bezogen.

165	[0:39:25] B: Genau.
166	[0:39:26] I: War sie dann auch im Gespräch flexibel, wenn du vielleicht etwas Anderes besprechen wolltest, als jetzt gerade thematisch dran war. Weil vielleicht mit einzelnen Kindern spezielle Probleme aufgetreten sind oder so. War das dann okay, oder hast du das schon als sehr vorgegeben sozusagen empfunden, was dann besprochen werden sollte.
167	[0:39:42] B: Nein, sie war jederzeit flexibel. Sie hatte im Hinterkopf immer die allgemeine Stunde glaube ich. So kam es jedenfalls rüber. Und sie war immer offen für Fragen meinerseits. Und hat die dann auch so gut es geht kompetent beantwortet und hat mir auch weitergeholfen. Nicht nur, was den jeweiligen Punkt betrifft, was den jeweiligen Schwerpunkt betrifft, sondern, darüber hinaus viel viel mehr gemacht.
168	[0:40:10] I: Okay. Und wenn du ihr jetzt eine Note geben solltest von eins bis sechs. Welche Note würdest du ihr dann geben?
169	[0:40:15] B: Dann gebe ich ihr ganz klar eine eins.
170	[0:40:18] I: Sehr schön. Und jetzt so ganz zusammengefasst über das ganze Coaching hinweg. Was würdest du sagen, was hast du gelernt? Hast du da irgendwie ein Beispiel vielleicht, was du jetzt mitnimmst?
171	[0:40:31] B: (...) Puh, nun kommt es aber. Das ist schwierig. Was habe ich gelernt?
172	[0:40:35] I: Oder vielleicht was machst du anders als vorher? Oder, was kannst du jetzt besser als vorher? Oder siehst du irgendwas anders? Kann ja sein.
173	[0:40:47] B: Also, es sind so viele kleine Sachen, die ich gelernt habe, da kann ich gar nicht sagen, was speziell jetzt heraussticht. Ja /
174	[0:41:01] I: Vielleicht, dass du ein zwei kleine Beispiele dann einfach, wo du /?
175	[0:41:04] B: Ja, einen Punkt der Unterrichtsorganisation hatte ich ja gerade genannt, beziehungsweise dann, wie man im Vorfeld dann mit den Schülern spricht, wie man alle im Blick behält. Ja, zum Thema Mannschaftseinteilung hatten wir was besprochen, was ich immer wieder auch nutzen kann, was ich nutzen werde. Wir hatten zum Thema Transparenz, wie verstehen die Schüler am besten meine Aussagen? Ja, kurze kleine Sätze, anstatt ständig ganz viele Sachen zu erklären, die dann / wo dann eh nicht alle zuhören. Am meisten, wenn du / du möchtest ja gerne hören, was mich am meisten vielleicht, was ich am meisten mitnehme ist, sich die Zeit nehmen, wirklich bis alle ruhig sind. Ich will immer ganz / ich will immer eine hohe Bewegungszeit in meiner Stunde und dementsprechend versuche ich, die Ansagen dann auch, ja manchmal auch schon zu starten, wenn auch noch nicht alle startbereit sind. Das heißt, wenn alle noch nicht zuhören, einige machen ihre Schuhe noch zu. Und um diese Zeit sich zu nehmen / das erstmal / die Übung unterbrechen, alle zusammenholen, alle gucken dich an, alle sind ruhig, keiner macht jetzt mehr irgendwas. Die wird einem dann / die kommt einem nachher dann zu Gute, was die Ausführung der Übung betrifft. Und da war ich in ganz vielen Stunden einfach zu, zu ungeduldig. Und diese Geduld, die muss ich einfach noch mehr reinkriegen. Das wirklich mir alle zuhören. Und, das war glaube ich der Hauptpunkt, den ich mitnehme für die nächsten Stunden, für die nächsten Jahre als Lehrer.
176	[0:43:04] I: Okay, ja. Jetzt hast du ja am Anfang gesagt, dass du mitgemacht hast, dich dafür entschieden hast sozusagen teilzunehmen, weil du dich einfach mal gerne irgendwie selbst sehen wolltest auf einem Video. Und irgendwie auch, ja vielleicht gucken kannst, an welchen kleinen Teilen du dich noch verbessern kannst. Hat sich das so eingelöst deine Erwartungen an das Coaching. Ist das so gekommen, wie du dir das erhofft hattest?
177	[0:43:28] B: Ja, also absolut. Also, da sind viele ganz kleine Stellschrauben, an denen ich noch arbeiten kann. Die größte Stellschraube habe ich dir ja gerade genannt. Ja, das war absolut empfehlenswert. Und ich würde es immer wieder so machen. Obwohl es natürlich auch mehr Arbeit ist. Das muss man jetzt sehen. Weiß ich nicht, wie viele Stunden ich damit jetzt zusätzlich verbracht habe. Man muss einen Termin finden. Aber eigentlich war das auch alles dann, wenn man jetzt erstmal im Gespräch ist und wenn man das dann im

	Nachhinein alles durchgeführt hat, war das alles sinnig und sinnbringend und ein großer Gewinn für mich als Lehrer. Auch, wenn es ein bisschen Kraft und ein bisschen Zeit gekostet hat.
178	[0:44:12] I: Ja, da hat sich für dich trotzdem gelohnt?
179	[0:44:14] B: Hat sich für mich absolut gelohnt. Ich bin auch / ich habe das auch weiterempfohlen direkt an den DFB. Ich bin Trainer beim DFB als angestellter Trainer und da habe ich meinem Chefanleiter auch dann gesagt, was ich derzeit mache und der DFB sucht noch nach genau solchen Videocoaching Alternativen. Also, ich habe das einfach mal weitergegeben, dass ich das derzeit mache. Und dann / ich halte das auch für einen Vereinstrainer, sehe ich das optimal an.
180	[0:44:47] I: Ja, machen wir ja auch in unserem / Also, Jessica macht jetzt ja das Projekt mit den Lehrern und wir machen noch ein größeres Projekt mit Trainern. Ja, dann kannst du vielleicht zum Schluss noch sagen. Gibt es etwas, wenn wir das nochmal machen sozusagen, einen neuen Durchgang machen, etwas, was wir noch besser machen können? Hast du noch irgendwelche Tipps für uns wie wir vielleicht noch praktischer sein können? Was wir noch besser machen können?
181	[0:45:12] B: Ich glaube, ihr habt das schon recht perfekt hingekriegt. Ich kann mir auch vorstellen, dass einige die Videosequenzen sehr stark nutzen, die ich nicht so genutzt hatte. Wenn es jetzt nur nach mir ginge, bräuchte ich die nicht, aber ich glaube, dass ganz viele auch, die vielleicht auch die Zeit und Muße haben und, die vielleicht noch viel / noch ein bisschen mehr Nachholbedarf haben, auch gerade die Videos sehr nutzen können, die da drin stehen bei euch. Dementsprechend finde ich das eine absolut runde Sache. Ich habe nichts zu verbessern.
182	[0:45:45] I: Ja, das ist auch schön, vielen Dank. Ja gut, dann war es das von meiner Seite auch. Wenn du jetzt nicht noch irgendwas hast, was du sagst, was du /?
183	[0:45:58] B: Wie geht es jetzt /? Einen Termin habe ich jetzt noch und da kommt Jessica, oder?
184	[0:46:04] I: Genau, da kommt Jessica nochmal selbst. Das ist dann die letzte Aufnahme. Ich weiß jetzt nicht genau, wann ihr die habt. Habt ihr da schon einen Termin gemacht?
185	[0:46:09] B: Ja, einen Termin haben wir schon. Wann ist das denn überhaupt? Montag 17., ist das /? Ja, okay, Montag 17. ist das.
186	[0:46:17] I: Also, dann Montag in einer Woche, ne? Ja.
187	[0:46:19] B: Ja genau. Und was macht Jessica da noch? Sie hat es mir das glaube ich erzählt, aber ich habe es schon wieder vergessen.
188	[0:46:29] I: Da werden einmal noch die Kinder befragt, mit den Fragebögen.
189	B: Das wurde schon gemacht in der letzten Stunde.
190	[0:46:30] I: Ja, das wird dann nochmal gemacht.
191	[0:46:33] B: Nochmal?
192	I: Dreimal insgesamt, ne. Einmal ganz am Anfang, einmal danach und dann nochmal mit ein bisschen Abstand sozusagen.
193	[0:46:37] B: Ja, okay.

194	[0:46:39] I: Genau, und dann filmt sie nochmal und das ist sozusagen nur für uns, dass wir nochmal so einen / über lange Sicht sozusagen einen Vergleich haben. Wenn wir jetzt das bewerten, die einzelnen Unterrichtsstunden, das wir nochmal mit so ein bisschen Abstand auch eine Stunde uns anschauen, ob sich jetzt sozusagen langfristig noch etwas verändert hat.
195	[0:46:56] B: Achso, okay. Alles klar. [0:46:58]
196	[0:47:04] I: Genau, ja.
197	B: Ja, gut, dann wird Jessica sich melden.
198	I: Genau, das macht sie auf jeden Fall.
199	B: Ja, alles klar. Dann grüß sie ganz schön.
200	I: Danke, dass du dir die Zeit genommen hast. Ja, das richte ich aus.
201	[0:47:06] B: Dann bis bald.
202	[0:47:09] I: Bis bald. Tschüss.
203	B: Tschüss.
204	[0:47:09]



## Interview - Chris

1	[0:00:00] [Verbindungsaufbau]
2	I: Guten Morgen. Das scheint ja gut zu klappen.
3	[0:02:27] B: [unverständlich]
4	[0:02:33] I: Ja, kein Problem. Ich versuch mal auf Lautsprecher zu machen.
5	[0:02:38] B: Ja.
6	[0:02:39] I: Ja, das klappt gut, glaub ich. Kannst du mich noch gut hören?
7	[0:02:43] B: Ich kann dich gut hören, ja.
8	[0:02:44] I: Prima, ich dich auch. Ja super. Guten Morgen erstmal.
9	[0:02:47] B: Moin moin.
10	[0:02:48] I: Schön, dass du dir die Zeit nimmst. Das ist ganz prima für uns und für Jessica vor allem auch, weil sie natürlich noch mal ein bisschen, ja Rückmeldung haben möchte zu dem, was ihr da jetzt so zusammen gemacht habt ein halbes Jahr lang.
11	[0:03:01] B: Genau.
12	[0:03:01] I: Die / Wie lange hast du jetzt Zeit? Bis elf sagtest du glaub ich ungefähr, ne?
13	[0:03:07] B: Ja aber, ne / Ich hab das / Das passt. Also, wir können ganz entspannt hier sprechen.
14	[0:03:12] I: Okay, perfekt. Das klingt doch gut. Wie ich ja auch schon in der Mail gesagt hatte, wir / das Interview wird im Nachhinein natürlich wieder anonymisiert. Das heißt, alles was du jetzt sagst kann nicht auf deine Person sozusagen zurückgeführt werden, sondern genauso wie im Fragebogen, sorgen wir irgendwie auch dafür, dass das anonym ist. Und du hast ja im Fragebogen auch schon ein paar Sachen beantwortet, aber das Interview soll uns jetzt eben nochmal helfen nochmal ein bisschen mehr / einen genaueren Einblick sozusagen davon zu bekommen wie du das Ganze erlebt hast.
15	[0:03:39] B: Mhm [bejahend].
16	[0:03:40] I: Ja. Hast du vorher noch irgendwelche Fragen?
17	[0:03:42] B: Nö.
18	[0:03:43] I: Okay. Ich hab hier ein paar Spickzettel vor mir liegen, also nicht, dass du dich wunderst, wenn ich zwischendurch hier runter gucke.

19	[0:03:49] B: Das ist kein Problem.
20	[0:03:50] I: Das ist damit ich auch nichts vergesse und alles frage, was ich fragen soll. Ja, vielleicht fangen wir einfach mal damit an / Ich habe grade Jessica nochmal kurz gefragt, wie genau hast du denn eigentlich von dem Projekt erfahren. Ich glaub das ging über ein anderes Projekt damals, ne?
21	[0:04:04] B: Ja, ich war / An der Uni Münster habe ich so immer an so Projekten teilgenommen und da waren die auch bei mir und haben dann auch so motorische Tests mit den Kindern gemacht und nach ein paar Wochen oder sogar ein paar Monate später wieder. Dann irgendwie kam die Anfrage, ja, sowas Ähnliches / Da würde die Uni Hamburg würde noch Leute suchen und ich habe erst überlegt und dann war es so ein bisschen zögerlich, weil da hatte ich noch viele andere Sachen so. Dann hatte ich erstmal abgesagt und irgendwie, ich weiß nicht wie, dachte ich dann "ach komm" / ob Jessica nochmal schrieb /. Oder zumindest irgendwie kam das dann doch wieder zustande. Und dann ja / also, ist das so in die Wege geleitet. Aber es ist im Grunde durch den Kontakt, der ist durch die Uni Münster hergestellt worden. Die wussten davon und die haben mir das mitgeteilt.
22	[0:04:47] I: Ahja. Okay. Und wie kam es dann dazu, dass du dich da doch dann dazu entschlossen hast teilzunehmen? Was war da sozusagen /?
23	[0:04:53] B: Ja, generell finde ich sowas erstmal / Also sach mal / ich finde ja, wenn ihr jungen Leute, sag ich jetzt mal, so etwas braucht / Ich bin damals auch als Referendar ausgebildet worden, von jemandem, der auch gesagt hat, ich möchte dem auch zeigen oder ihn so zur Seite nehmen und ihm helfen. Und ich finde unter Kollegen, sag ich mal, ist das eigentlich selbstverständlich, dass man sowas mitmacht. Aber ich bekomme gefühlt, Kathrin, jede Woche so eine Anfrage und das muss natürlich auch ein bisschen Spaß machen. Und das würde ich da / der Sport ist ja mein Fach und das fand ich ganz spannend. Und (...) also neben der Selbstverständlichkeit, jemandem da so bei zu helfen, bei seiner Arbeit, bei seinen Forschungen, das ist das eine. Dann vielleicht halt auch der / die / das Interesse eben an dem Fach Sport. Also sozusagen das man da dann eben auch Freude rausbekommt. Aber eben auch, weil ich so denke, dass ist eine Sache, die mir Spaß macht und die mich interessiert. Das war auch der weitere Grund einfach.
24	[0:05:52] I: Mhm [bejahend]. Alles klar. Und hattest du dann auch bestimmte Erwartungen oder Hoffnungen, ob dieses Coaching dir dann auch irgendwie etwas bringen könnte, oder /?
25	[0:05:59] B: Ja. Also, das geht ja damit auch ein. Also wenn ich, sage ich mal, mich filmen lasse und wenn jemand mir sagt oder mir Hinweise gibt, was man anders oder besser machen könnte, dann weiß ich ganz genau / knabbert das natürlich an meinem Selbstverständnis als Lehrer. Ist ja klar. Da werden ja nicht nur Sachen gesagt die ganz toll sind, sondern ich erwarte natürlich auch, dass da Sachen gesagt werden, die überbedenkenswert sind, die nicht so gut sind, die auch vielleicht richtig schlecht gelaufen sind oder wo ich etwas übersehen habe. Und das eben (.) verbinde ich auch damit. Einfach auch mich nochmal so herauszufordern, nach vielen Sportstunde über meine Rolle nochmal nach / über meinen Unterricht nochmal nachzudenken, ne.
26	[0:06:42] I: Mhm [bejahend]. Okay, verstehen. Und dann hast du ja Jessica kennen gelernt. Ich glaube in dem Webinar, ne. Das sie dann / wo sie dir CLASS auch vorgestellt hat. Das war glaube ich euer erstes Treffen. Virtuell sozusagen, oder wo hast du sie das erste Mal kennen gelernt?
27	[0:06:57] B: Ja.
28	[0:06:57] I: Ja. Was war da so dein erster Eindruck von ihr?
29	[0:07:01] B: Also Jessica ist ein unheimlich / also was ich schön finde oder sagen wir mal, was mir gut gefällt ist, sie ist ein unheimlich / ein sehr freundlicher Mensch. Also alle Gespräche mit ihr sind unheimlich freundschaftlich abgelaufen. So dahingehend, dass man so merkte, dass ist jemand so, der mit Empathie dabei ist. Der also wirklich auch / dem die Sache wichtig ist. Aber der sozusagen, wo ich eben auch weiß, in der Rolle als Sportlehrer, ihr so wichtig bin, dass es mir dabei so gut geht und dass, sag ich mal, dass ich das Gefühl habe, da ist jemand so, ja der so mitfühlen kann. Oder ich sag mal, der sich auch Gedanken macht zu dem anderen Menschen. Also es ist nicht nur eine reine wissenschaftliche Sache gewesen, sondern es war auch so, dass man das Gefühl hatte, "ach ja, die macht sich

schon Gedanken zu vielen Sachen". Und das / auch wie es mir dabei so geht. Also das fand ich auch immer wichtig. Also diese Freundlichkeit fand ich beeindruckend bei ihr und eben auch, dass sie Sachen gelobt hat, die gut gelaufen sind. Klar angesprochen hat. "Das ist toll gelaufen, das ist super gewesen. Das hast du / " Also grob formuliert. Das war dann immer ausführlicher. Aber schon so das Gefühl zu haben, also sie sieht Sachen, die wirklich gut gelaufen sind, genauso aber auch Sachen die / wo sie fragte: „Gibt es da noch andere Überlegungen? Kann man das anders machen?“. Also auch das Gefühl so zu haben, dass bringt einen auch so weiter. Also das war wirklich auch so ein fachlich sehr sehr guter Austausch über die ganzen Wochen und Monate.

30 [0:08:29] I: Okay. Und hattest du / Ich könnte mir vorstellen, dass für manche Menschen das vielleicht auch ein unangenehmes Gefühl ist, wenn sie sich jetzt vorstellen, dass man beim Unterricht aufgenommen wird und hinterher darüber gesprochen wird. Wie war das für dich?

31 [0:08:43] B: Ne, null. Also das hat mich als Referendar schon nicht interessiert. Das (.) Also, da bin ich also (.) unbeeindruckt sag ich jetzt mal. Also da waren ja auch die Kinder, für die war das spannender als für mich. Für mich war das / ist das ohne Belang gewesen. Natürlich ist es so, dass ich, sag ich mal, in den Sportstunden, sag ich mal, schon das besonders gut machen wollte. Das ist natürlich klar. Also ich habe mich auch meistens / also auf alle Stunden sehr gut vorbereitet. Das habe ich also deutlich mehr gemacht als das sonst, im Alltag schaffe ich das auch gar nicht so. Das war schon deutlich mehr, aber das Filmen an sich und auch nachher das darüber sprechen das hat mich dahingehend nicht beeindruckt, dass es mich irgendwie nervös machte, überhaupt nicht. Das hat mich nicht gestört. Oder ganz im Gegenteil, ich wusste ja, es kommt nachher bei dem Gespräch etwas raus, wo du dich selber nochmal reflektieren kannst. Und von daher, war das immer für mich ein sehr sehr positiver Augenblick.

32 [0:09:35] I: Ah, okay. Also hast du dir vorher schon keine Gedanken darübergemacht und es war dann auch wirklich so, als die Aufnahmen waren, war es auch nicht irgendwie unangenehm oder so?

33 [0:09:42] B: Nein.

34 [0:09:43] I: Okay. Und dann hast du dich ja zum ersten Mal auch in die Plattform eingeloggt, in diese Edubreak-Plattform /

35 [0:09:48] B: Ja.

36 [0:09:48] I: War es irgendwie / Hattest du da Bedenken, ob das mit der Technik alles klappt, oder /?

37 [0:09:54] B: Ja, wie du siehst [lachen], die Technik ist immer ein Thema hier.

38 [0:09:58] I: Ja.

39 B: Erstmal weiß ich / Wir werden auch bald digitale Schule, also da tut sich jetzt ein bisschen was. Aber sowas ist nervig hier. Wenn ich Jessica da sehe, das klappt immer sofort mit ihren Headphones da und ich fummel hier so rum. Das ist natürlich jedes Mal so / Da habe ich unheimlich viel Zeit investieren müssen, um das so hinzubekommen und trotzdem klappt es nicht so richtig. Aber das ist ja mein Problem oder unser Problem. Aber das Einloggen das klappte dann auch irgendwann. Also das hat alles ab da an funktioniert. Und wenn das jetzt so geht ist das auch in Ordnung, aber da hätte mir was Anderes gewünscht, jetzt von unserer Seite aus, aber das hat irgendwie nicht funktioniert.

40 [0:10:29] I: Okay. Hattest du denn das Gefühl wir hätten dir da noch besser bei helfen können vielleicht?

41 [0:10:32] B: Ne. Nein, nein.

42 [0:10:33] I: Okay.

43	[0:10:34] B: Nein, nein. Also wie gesagt, das ist hier das Problem von uns. Wir haben noch so alte Rechner hier. Also wir sind immer dabei das zu verbessern und zu verbessern und neuer zu machen, aber (.) also, wenn ich jetzt sowas regelmäßig hätte, hätte das vielleicht auch schon funktioniert. Aber da ich sowas eben das erste Mal gemacht habe / Ich habe mir dann auch was weiß ich so ein Headphone besorgt und mit einem Mikrofon da dran und trotzdem klappte das nicht. Und dann habe ich noch den Rechner gewechselt und eine andere Email angegeben und alles probiert. Das ist aber wie gesagt mein Problem gewesen. Da habt ihr nichts mit zu tun. Das war meine Sache. Nein, nein.
44	[0:11:01] I: Okay, okay, verstehe. Dann hast du ja, das erste Mal/ hast du dich ja eingeloggt, dann hast du das erste Mal deine eigenen Video-Clips auch gesehen. Wie war das so für dich? Was hattest du da so für ein Gefühl, als du das das erste Mal gesehen hast?
45	[0:11:14] B: Spannend, weil ich mich noch nie so gesehen habe. Ich wurde einmal im Referendariat mal gefilmt, aber jetzt habe ich das erste Mal, über längere Zeit mich mal so gesehen im Unterricht. Ist spannend, also interessant, wie ich dann da so rumtobe und so mache. Vieles mache ich auch unbewusst, das merke ich. Das habe ich gar nicht so / Im Nachhinein war mir das gar nicht so bewusst. Aber joa, war einmal eine andere Sichtweise und dann die Besprechung nachher eine hilfreiche Sichtweise. Eben sich selber Mal im Unterricht so zu sehen. Wie reagierst du. Auch was Jessica dann da immer mal so schrieb „Hast du das so im Blick gehabt?“ Also schöner formuliert. „Hast du da auch wirklich / oder könntest du /?“ und so. Also da merkte ich schon, wie vielfältig das so ist, was Unterricht / was ich meine wahrzunehmen, aber was ich dann doch nicht wahrgenommen habe.
46	[0:12:02] I: Ah, okay. Interessant.
47	[0:12:03] B: Das war nämlich auch ganz gut, dieser Film von Jessica mit diesem englischen, dieses englische Video, weißte? Mit dem Kriminalfall.
48	[0:12:10] I: Ja, ja.
49	[0:12:11] B: Wo sie sagte, „ist dir was aufgefallen“. Und ich war völlig verwirrt. Ich habe nichts gesehen. Und im Nachhinein, was weiß ich, 20 Veränderungen während des Films. Und da habe ich eben gemerkt, "jo, das ist doch, also das ist doch komplex". Jetzt habe ich so einen Videofilm, aber so komplex wie Unterricht so ist, da so alles wahrzunehmen. Das hat mir nochmal deutlich gemacht wie schwierig das eigentlich ist.
50	[0:12:29] I: Okay, okay, interessant. Und wie hast du das dann gemacht, als du dir die Clips angeschaut hast? Hast du immer die durchlaufen lassen und dann die Kommentare dazu gelesen oder hast du so auf die Kommentare geklickt und bist dann so durchgesprungen?
51	[0:12:42] B: Nein, ich habe, ich habe meistens angefangen mit dem Video. Also mit dem Videofilm, aber danach auch sehr schnell mir die Kommentare angesehen. Weil für mich die / weil die für mich eigentlich noch spannender waren als der Film. Weil da ganz viel auf so Punkte hingewiesen wurde von Jessica, positiv, als auch negativ. Und das war für mich eigentlich der spannendere Augenblick. Immer auch dann genau / dann habe ich aber auch schon zurück gespult. (unverständlich) „Warum hast du das jetzt so gesehen?“ Also ich habe viel mit den Kommentaren auch gearbeitet. Bin von den Kommentaren ausgegangen und dann immer in diesen Szenen so geguckt „Was meinst sie? oder Was bedeutet das? Und so, oder was kann ich da anders machen?“. Also es war verstärkt, würde ich sagen, waren das die Kommentare.
52	[0:13:22] I: Mhm [bejahend]. Und wie war der Umfang für dich, von den Videos und Kommentaren? Hättest du dir mehr gewünscht, oder war das manchmal ein bisschen viel?
53	[0:13:30] B: Nein, nein, das war in Ordnung. Das passte alles. Mhm [verneinend].
54	[0:13:31] I: Okay, okay. Und du hast das grade schon so ein bisschen gesagt. Sie hat dir auch viel dann gesagt, was vielleicht gut geklappt hat. Gab es da auch sowas wo du dann gedacht hast „Okay, das hab ich irgendwie gut gemacht und das war mir vorher gar nicht so klar, das war mir vielleicht gar nicht so bewusst, dass ich das gut mache?“.

55	[0:13:46] B: Ja, ich hab damit / mit den Kommentaren von Jessica bin ich auch zur Klassenlehrerin gegangen. Weil, ich sag mal, es sagt uns ja keiner, dass wir etwas gut machen. Sagt uns keiner. Jetzt hat es / Jessica hat das jetzt mal gemacht, aber, sozusagen damit müssen wir leben. Das ist nun mal so. Aber es war auch für die Klassenlehrerin, aber für mich auch, aber für die Klassenlehrerin vor allem war das ganz toll so zu hören, wenn Jessica so schrieb wie toll die Klasse arbeitet, wie die so mitmachen, wie die sich verhalten, wie fürsorglich die zueinander sind. Da ist auch ein Kind, was so körperlich eingeschränkt ist und die Mutter hat immer Stress mit der Schule. Das Kind würde gemobbt und die würde ausgegrenzt werden. Was ich in der Schule noch nie erlebt habt, noch nie. Und wenn Jessica dann so schreibt wie toll die Klasse arbeitet und wie toll sie das Kind integrieren und wie gut die mitmacht. Also das waren auch so Hinweise, wo die Kollegin so merke, "Mensch nochmal". Also das war so eine Bestätigung ihrer Arbeit und auch ihrer Sichtweise. Das hat dann mal der Kollegin sehr sehr gut getan, so zu hören wie toll die Kinder in vielen Bereichen auch so sind. Und das war schon sehr positiv auch dann für die Kollegin. Für mich irgendwie auch, weil ich die Klasse / ich kenne ja auch ganz gut die Klasse. Aber das waren nochmal ganz ganz wertvolle Hinweise, die gutgetan haben.
56	[0:15:05] I: Okay, ja. Dann hast du das sogar so weiter gegeben, was sozusagen /
57	[0:15:10] B: [unverständlich] / was Jessica so schrieb. Irgendwie, dass, also ein Beispiel, "die Klasse, was weiß ich, ist sehr fürsorglich zueinander, die passen gut aufeinander auf. Und dann hat das eine Kind das andere getröstet". Weißt du, so kleine Sequenzen. Und das zeigt ja auch manchmal auch so, wie Kinder so zueinander sind und wie die so ticken miteinander, wie die so miteinander auskommen. Und das war schon wichtig auch, ne.
58	[0:15:31] I: Ja. Kannst du dich noch an weitere Kommentare erinnern, die dir besonders irgendwie in Erinnerung geblieben sind, weil du sie besonders gut fandest oder sie besonders interessant für dich waren?
59	[0:15:40] B: Nein, insgesamt speziell keinen, aber eben das war schon schön, eben auch so zu hören, dass vieles einfach positiv gelaufen ist und über diese bedenkenswerten Sachen habe ich auch wirklich ernsthaft darüber nachgedacht und habe auch immer das in der nächsten Stunde umgesetzt.
60	[0:15:56] I: Ah, okay.
61	[0:15:57] B: Zumindest versucht, also das hat aber meistens auch geklappt. Und da sagte Jessica „ah, ich sehe das ganz genau, du hast jetzt das und das /“, ich sag „genau“.
62	[0:16:04] I: Ah okay.
63	[0:16:04] B: Also das hat sich / das war dann wirklich in den nächsten Stunden auch sofort geändert oder anders gemacht, also ich hab mir da sozusagen selber auch den Druck gemacht zu sagen das, was ich jetzt höre und was ich auch wichtig finde im Nachhinein, das möchte ich beim nächsten Mal dann anders und vielleicht auch besser machen.
64	[0:16:20] I: Ah, okay. Also ist es dir quasi noch in den nächsten Stunden durch den Kopf gegangen worüber ihr vorher gesprochen habt?
65	[0:16:25] B: Genau. Das waren immer, so die Stunde davor, die Stunden davor waren immer Grundlage für meine Planung der nächsten Stunden. Also immer / Ich habe immer Sachen eingebaut aus den vorherigen Kommentaren von Jessica und habe auch teilweise Stunden so konzipiert, dass ich genau das, was ich vorher nicht gut, oder sogar falsch gemacht habe da, vermeintlich besser mache.
66	[0:16:47] I: Ah ja, okay. Und gab es auch mal Situationen in euren Gesprächen, wo ihr vielleicht anderer Meinung wart? Kannst du dich da an eine Situation erinnern?
67	[0:16:56] B: Nein.
68	[0:16:57] I: Gab es gar nicht?

69	[0:16:57] B: Nein.
70	[0:16:58] I: Okay. Und hattest du denn manchmal vielleicht das Gefühl, dass sie nicht so richtig versteht, warum du was machst oder warum du bestimmte Sachen tust im Unterricht?
71	[0:17:05] B: Nein.
72	[0:17:06] I: Auch nicht, okay. Habt ihr denn manchmal vielleicht auch über Situationen gesprochen, die ein bisschen unangenehm für dich waren? Vielleicht, weil etwas gerade nicht so gut geklappt hat, wie du dir das vorgenommen hast oder weil du dich im Unterricht auch mal geärgert hast über bestimmte Dinge die passiert sind. Habt ihr darüber mal gesprochen, oder?
73	[0:17:24] B: Nein. Ich komme da ein bisschen auf den Anfang zurück. Ich bin da sehr offen für Kritik oder für Hinweise. Und von daher hätte mir Jessica da alles sagen können. Ich wäre auch nie irgendwie enttäuscht oder sonst was gewesen. Unter professionellen Gesichtspunkten, sage ich jetzt mal und wir sind ja alle Profis, kann man über vieles ja nachdenken oder habe ich auch dann getan. Aber es gab nie den Punkt, wo ich das Gefühl so hatte, dass ich da irgendwie überfordert wäre oder falsch wahrgenommen werden. In keinster Weise. Also das war eigentlich ganz im Gegenteil. Ich habe mich da immer sehr gut wiedergefunden in den Kommentaren von Jessica und die waren durchweg eine sehr sehr sehr große Hilfe für mich.
74	[0:18:01] I: Okay. Gab es denn auch mal Situationen wo du vielleicht dachtest "Oh man, warum ist das genau jetzt passiert wo die Kamera läuft?" oder so. Was irgendwie du dir vielleicht vorher anders vorgenommen hattest?
75	[0:18:11] B: Ja, das gab es. Es gab Situationen. Ich muss grad überlegen welche das so waren. Genau, beim Aufwärmen, beim Hockey war das zum Beispiel. Da sollten die Kinder eigentlich so sich frei mit den Bällen und den Hockeyschlägern, mit den Unihockeyschlägern, so bewegen und stattdessen wollten die ein Spiel machen. Also gut. Wenn ich sage „frei spielen“, ist eben alles auch möglich. Damit die selbst organisiert, das Spiel eben auch organisiert, Torhüter und Spieler. An sich war geplant, dass die sich quasi so frei im Raum bewegen und sich die Bälle so zuspieren und da hatte ich so Kästen aufgebaut, wo die so reinlupfen sollten. Das kam nicht so zum Tragen, also das, ja aber geärgert jetzt nicht, aber da, das war mir dann auch egal, aber dann natürlich war das nachher dann so ein Punkt über den wir so gesprochen haben.
76	[0:18:53] I: Okay, das ging dann aber auch? Da konntet ihr dann auch drüber sprechen?
77	[0:18:56] B: Ja.
78	I: Okay. Wenn du jetzt, sagen wir mal mindestens drei höchsten fünf Wörter sagen solltest um Jessica zu beschreiben. Welche Wörter wären das?
79	[0:19:05] B: Also was für drei Wörter?
80	[0:19:06] I: Wenn du drei bis fünf Wörter sagen solltest um Jessica zu beschreiben. Welche Wörter würden dir einfallen?
81	[0:19:12] B: Sehr freundlich, sehr empathisch. (.) Sehr kompetent, was dieses ganze Drumherum so angegangen / also, von der Vorbereitung über Hilfestellung bis hin zu den Kommentaren unheimlich professionell. Sehr wertschätzend. Auch immer wieder so deutlich gemacht hat, also, dass sie das toll findet, dass ich da so mitmache. Und dass das für viele eben nicht selbstverständlich wäre. Habe ich vier glaube ich, ne?
82	[0:19:48] I: Ja, das ist okay. Oder willst du noch was sagen?

83	[0:19:51] B: Ja, ein toller Typ so sagen wir mal unter professionellen Bedingungen wirklich ein toller Typ. Also mit dem ich gerne so telefoniert habe und den ich gerne gesehen habe. Das war wirklich eine sehr sehr gute und professionelle Zusammenarbeit mit Jessica. Das war ganz ganz / Das hat mir sehr sehr sehr viel Spaß gemacht insgesamt.
84	[0:20:05] I: Schön. Und wenn du jetzt jemand anderen kennen würdest, der jetzt vielleicht auch überlegt so ein Coaching bei Jessica mitzumachen, aber der vielleicht doch noch sagt "ich bin ein bisschen unsicher", weil er sich das auch irgendwie unangenehm vorstellt da gefilmt zu werden und darüber zu sprechen. Was würdest du dem sagen?
85	[0:20:20] B: Das ich das unterstützen würde, wenn er das machen würde, weil eben, das für dich selber als / in deiner Rolle als Lehrer oder Lehrerin dich unheimlich weiterbringt. Zum einem eben das Gefühl so zu haben, dass du da gut betreut bist, eben bei euch und bei Jessica. Und dass du sagen wir mal, und dass du das auch mitnimmst für dein weiteres Leben als Lehrer in der Schule. Also ich würde das auf jeden Fall unterstützen und auch für gut befinden, wenn das andere Kollegen machen würden und euch da unterstützen würden, beziehungsweise wenn die da mitmachen würden.
86	[0:21:01] I: Ja, okay.
87	[0:21:02] B: Nur die weite Fahrt muss ja nicht immer sein, ne.
88	[0:21:05] I: [lachen] Ach, dass / Da hatten wir noch ganz andere Strecken, das war in Ordnung. Hattest du denn durch das Coaching auch das Gefühl du verstehst vielleicht besser, warum bestimmte Probleme im Unterricht zustande kommen? Habt ihr das besprochen?
89	[0:21:20] B: Ja, haben wir besprochen. Zum Teil ja, vor allen Dingen, wenn es so um () so Kinder gab die, ein Problem hatten in der Stunde. Also sagen wir mal, ich habe glaube ich dadurch auch nochmal so gelernt, wie dass es wichtig ist den Blick nochmal auf die Kinder zu richten, wenn die so Sorgen haben, wenn die unzufrieden sind. Also da habe ich nochmal so den Blick für mich nochmal geschärft, auch schärfen müssen. Und da / Weil einfach da ich viele Sachen meinte gesehen zu haben, aber die vielleicht nicht gründlich genug, nicht genau genug wahrgenommen habe. Oder auch wenn ich mir da nicht die Zeit genommen habe, da nochmal hinterherzugehen, waren Situationen, Jessica wird das noch wissen. Mit einem Jungen, den ich sehr sehr / der immer sehr niedergeschlagen ist, der so ein bisschen traurig auch wirkt. Ich versuche den schon so in den Blick zu nehmen, aber habe durch nochmal / durch die diese Hospitationsstunden, durch mehrere, ihn nochmal deutlich mehr in den Fokus genommen und habe ihn nochmal herausgehoben und Jessica sagte auch dies. Man konnte richtig bei den Bildaufnahmen so sehen, durch die Kamera, da sagen wir mal, da fiel was von ihm ab, so eine Last und wie der so zufriedener war. Und wenn sozusagen ich nur das erreicht habe. Ich wollte mehr erreichen durch die Stunde, aber das war schon mal ein ganz ganz erhebender Moment für mich so zu merken, da hast du schon mal einem Kind richtig gutgetan.
90	[0:22:35] I: Ah ja, okay. Also hast du es einerseits wahrgenommen und dann habt ihr aber auch darüber gesprochen wie dann sozusagen Lösungen aussehen können. Also habt ihr besprochen /?
91	[0:22:44] B: Also das war immer so, dass Jessica quasi mich fragte, was / also das kam nie so von oben herab gesprochen, sondern es kam immer von mir so. Das waren die Vorschläge "Wie siehst du das? oder "Was hast du da für Ideen?". Und dann sozusagen musste ich mir Gedanken machen und hab mir Gedanken gemacht wie ich das anders lösen könnte.
92	[0:23:01] I: Okay, okay. Und hattest du dann auch das Gefühl du weißt jetzt / hast jetzt mehr Ideen, was du mal versuchen kannst?
93	[0:23:07] B: Ja.
94	[0:23:07] I: Oder denkst du mehr so das ist alles schön und gut, aber wie soll das jetzt irgendwie in der Praxis aussehen?
95	[0:23:12] B: Nein, also Jessica hat das schon auch im Hinblick eben auf dann die nächsten Stunden, wo ich so dachte, das muss ich doch mal dann besser in den Fokus nehmen. Habe ich mich eben schon auch gründlich vorbereitet mit Literatur, mit so Hinweisen, die ich so nochmal gesammelt habe. Also ich habe dann schon wirklich so diesen Hinweis, gerade, wenn es darum geht so Kinder nochmal so

richtig eben wahrzunehmen, nochmal ganz speziell in den Fokus genommen und hab das nochmal intensiviert und dann beim nächsten Mal dann eben auch einfach gemacht.

96 [0:23:35] I: Mhm [bejahend]. Hattest du denn insgesamt das Gefühl es ging mehr darum wie Probleme zustande kommen oder mehr darum wie man jetzt ein Problem dann vielleicht lösen kann?

97 [0:23:43] B: Ich würde sagen Beides. Wir haben das gleichberechtigt gesehen. Weil manche Sachen eben auch dann / Wurde mir deutlich eben, dass Fehler zustande kommen, weil ich nicht gut geplant habe, dann war es so, ne. Oder weil ich das dann eben nicht wahrgenommen habe. Und eben dann im Nachhinein, dass man die auch vielleicht hätte anders lösen können. Also das waren dann so beide Seiten eigentlich.

98 [0:24:04] I: Und hast du dadurch insgesamt auch etwas Neues über dich selbst gelernt? Was Positives oder was Negatives?

99 [0:24:13] B: Ja, also ich glaube schon, dass ich also / also was ich generell wichtig finde, dass ich sozusagen nicht so festgefahren bin. Also was ich jetzt seit 20 Jahren mache, mehr oder weniger erfolgreich, das macht auch mal Sinn darüber nachzudenken. Das habe ich dann auch dadurch so gelernt. Also weiter mich immer herauszufordern. Immer wieder oft auch nochmal mich zu reflektieren ist ganz ganz wichtig und nicht alles gegeben hinnehmen, sondern eben auch gut über gewisse Dinge so nachzudenken. Das war wirklich so ein Punkt, den ich auch weiter für mich / den hatte ich immer schon, aber den habe ich jetzt nochmal dadurch, nochmal intensiviert worden.

100 [0:24:50] I: Ah okay. Und hat sich das auch irgendwie, das Coaching darauf ausgewirkt, wie du dich jetzt so insgesamt siehst als Lehrer? Dein Selbstbild sozusagen als Lehrer?

101 [0:25:03] B: Ja, dahingehend, dass ich sage "viele machst du gut, aber über viele Sachen musst du nochmal nachdenken". Da meine ich zum Beispiel, naja ich habe immer / seit gefühlt 50 Jahren mache ich beim Basketball, mache ich mit den Kindern so ein Spiel und da sagte mir Jessica nachher „wenn du das so weitermachst / die Kinder können das nie so nachmachen.“. Da hab ich den Ball so über die Kinder hinweggeworfen. Das war so eine Idee. Ich mache das seit 50 Jahren schon so gefühlt und dann sagst sie „ja, aber was du denen so vormachst, dass / da kommt kein Kind dran und was, wenn die das nachmachen ist das auch falsch. Das geht auch nicht.“. So, als ein kleines Beispiel. Da waren auch andere Sachen auch noch. Aber da merkte ich irgendwie " ja, das war im Grunde falsch, oder das ist nicht gut, wie du das machst". Und das sind so Dinge über die ich jetzt nicht nur nachdenken, sondern die ich auch auf jeden Fall immer anders machen werde.

102 [0:25:53] I: Ah, okay. Interessant. Ja. Muss ich mal gucken, was wollte ich dich noch fragen. (..) Hat / Du hast ja gerade schon gesagt, sie hat dich auch immer dann viel gefragt. Was du für Ideen hast, also war das auch so, dass sie sich so für deine Vorschläge interessiert hat?

103 [0:26:10] B: Ja.

104 [0:26:11] I: Und hast du das auch, diese Kommentarfunktion, dass du zurück kommentieren kannst genutzt in Edubreak?

105 [0:26:16] B: Ja, immer.

106 [0:26:17] I: Immer.

107 [0:26:17] B: Ich habe zu nahezu jedem Kommentar von ihr habe ich irgendwie was geschrieben. Teilweise dann nicht nur zu den negativen, da wo sie also schrieb „Hast du eine Idee?“, sondern eben auch zu den Sachen die gut gelaufen sind. Habe ich geschrieben „ja, sehe ich genauso“ oder "ja stimmt“, oder so. Aber eben auch genauso zu Punkten, wo sie so sagte "hier hast du das wahrgenommen" oder "guck nochmal da genau hin" oder „wie kann man das anders lösen?“. Und deswegen waren das / hab ich nach so, ja sozusagen gefühlt zu jedem Kommentar von ihr auch was kommentiert.



108	[0:26:45] I: Okay. Und dachtest du denn jetzt / Du hast ja gerade gesagt, dass du jetzt einige Sachen ganz grundlegend vielleicht jetzt so anders machen würdest oder ein bisschen überdacht hast, wo du gedacht hast „ah, das habe ich vielleicht bisher nicht so günstig gemacht, das würde ich jetzt anders machen“. Hast du dich denn insgesamt dann dadurch auch verunsichert gefühlt sozusagen durch das Coaching. Oder hat sich das eher sicher angefühlt?
109	[0:27:06] B: Doch, ich glaube ich habe mich dadurch glaube ich auch nochmal weiter, wenn ich sage verbessert, dass hört sich immer so arrogant an, aber nochmal, so, ich habe das Gefühl Dinge anders wahrzunehmen, anders umzusetzen. Das gefällt mir gut. Das gefällt mir sehr gut, dass ich das jetzt anders mache.
110	[0:27:21] I: Mhm [bejahend]. Und wie / Was war das so für ein Gefühl, dass dir vielleicht auch jemand dabei helfen kann? Also dass Jessica dir da ja so Hilfe geben konnte, sage ich mal?
111	[0:27:30] B: Ja, ich bin nicht so vermessen zu sagen „ich weiß alles, ich kann alles“, sondern ich bin da, wie ich zu Beginn sagte, auch ein offener Typ. Deswegen mache ich halt bei solchen Sachen auch gerne mit. Das sag ich ist Voraussetzung und deswegen habe ich das auch für gut befunden und auch genossen, wenn es jemanden gibt, der nochmal eine andere Sicht darauf hat. Der mich anders wahrnimmt, der auch sag ich mal, durch die Kamera auch die Zeit hat vieles anders wahrzunehmen. Und das fand ich insgesamt sehr sehr hilfreich, also und auch sehr positiv.
112	[0:27:55] I: Mhm [bejahend]. Und manchmal bekommt man ja in so einem Gespräch vielleicht auch ein bisschen mehr Klarheit über sich selbst, also, dass einem so klarer wird, warum man bestimmte Sachen macht oder warum einem bestimmte Sachen wichtig sind, die man sich angewöhnt hat. Gab es solche Momente bei dir auch? Wo dir irgendwie sowas klargeworden ist, das ist mir wichtig oder das mache ich, weil mir das wichtig ist?
113	[0:28:17] B: (...) Glaube ich jetzt, weiß ich, das ist sehr tiefenpsychologisch, glaube ich, oder? Ja also. Ich glaub ich weiß schon, was ich so kann, aber ich weiß eben auch, dass ich viele Sachen oder ganz ganz viele Sachen noch anders machen muss. Und wenn ich so ein paar Baustellen da jetzt so rausgepickt habe, die ich anders machen werde, dann hat mir das schon mal gutgetan. Aber ich bin weiterhin ein Mensch oder sag ich mal Sportlehrer oder Lehrer, der gerne sich Hilfe holt, der auch gerne Hilfe annimmt und da möchte ich eigentlich auch so gleichbleiben. Also nicht so festgefahren, immer so in den gleichen Strukturen, sondern schon auch offen sein für andere Dinge, ob die immer richtig sind, dass sehe ich dann. Aber zumindest über Unterricht zu reden, nachzudenken, finde ich generell schon so. Das ist für mich weiterhin ganz ganz wichtig.
114	[0:29:08] I: Mhm [bejahend]. Also hat es das quasi so ein bisschen gestärkt, dass du überhaupt gemerkt hast, man muss über Unterricht sprechen, damit es sich auch weiter entwickeln kann?
115	[0:29:15] B: Genau, das auf jeden Fall ja.
116	[0:29:16] I: Okay, interessant. Durch diese Verhaltensmarker von CLASS war das ja relativ viel vorgegeben sozusagen, wie jetzt das Coaching aufgebaut war. Die Dimensionen sozusagen waren ja vorgegeben. Wie fandest du das, dass dadurch so schon relativ viel vorgegeben war eigentlich?
117	[0:29:32] B: Ja, das fand ich aber nicht schlecht, weil ich habe immer damit gearbeitet. Es gab immer sozusagen, diese Hinweise, also immer sozusagen die Grundlagen für die nächste Stunde. Und da sagte Jessica auch manchmal so „Ja, man merkt genau, dass du das dir angeguckt diese Zettel oder Paper so“. Ich sage „Ja, stimmt“ (lacht). Also das war für mich schon so ein Leitfaden, an dem ich mich / den ich mir immer sehr genau durchgesehen habe. Und dann auch genau diese Punkte, sozusagen die besonders beobachtete worden sind, nochmal in den Blick genommen habe.
118	[0:29:59] I: Okay, also du hast dich selber auch sehr stark sozusagen in deiner Vorbereitung daran orientiert?
119	[0:30:04] B: Absolut, ja.

120	[0:30:05] I: Okay. Und wie fandest du das, dass Jessica sich dann auch daran sozusagen daran orientiert, gehalten hat bei ihrer Rückmeldung?
121	[0:30:10] B: Ja, das war / Das fand ich sehr hilfreich und das hat mir gut gefallen. Das man sozusagen so einen gemeinsamen Blick dann hat. Also sehr fokussiert auf gewisse Dinge. Das fand ich schon / das war glaub ich hilfreich.
122	[0:30:21] I: Okay. Hast du auch die Videobibliothek mit den Beispielen genutzt?
123	[0:30:23] B: Ja. Die hat Jessica immer sozusagen als Anlage zu dem Handlungsprotokoll glaube ich, da waren immer auch so Hinweise dabei und das waren immer auch so Sachen von dieser Bibliothek und da habe ich immer auch mir das angeguckt und teilweise sogar umgesetzt. Also so Spiele, so Ideen oder teilweise auch so Formulierungen der Lehrer oder ja der Trainer. Da habe ich die mit eingebaut in meinen Unterricht.
124	[0:30:47] I: Ah, okay. Also fandest du das hilfreich, die Videobibliothek mit den Beispielen?
125	[0:30:52] B: Ja, absolut.
126	[0:30:52] I: Okay. Und war Jessica auch flexibel, wenn du jetzt mal. Ich meine das war sehr stark vorgegeben durch CLASS. Ihr habt euch ja auch immer eine Dimension irgendwie vorgenommen für einen Unterricht. War sie denn auch flexibel, wenn du mal über etwas Anderes sprechen wolltest, weil es gerade irgendwie andere Probleme gab oder weil mit einzelnen Kindern irgendwie Besonderheiten aufgetreten sind? Ging das dann auch, oder?
127	[0:31:13] B: Ja, absolut ja. Mhm (bejahend).
128	[0:31:14] I: Okay. Und du hast gerade schon gesagt, du fandest, dass Jessica sehr kompetent war. Also hattest du insgesamt das Gefühl, dass sie genug Kenntnisse hatte, um dir auch ein gutes Feedback zu geben?
129	[0:31:25] B: Absolut. Aber immer auch mit der Wertschätzung dabei und immer auch das Gefühl so zu haben, wenn man spricht, oder wir sprechen so auf Augenhöhe. Und das war immer so wirklich ein kollegialer Austausch über Kinder, über Schule, über die Unterrichtssituation. Also das war durchgängig bei Jessica.
130	[0:31:44] I: Und wenn du ihr jetzt eine Note geben solltest zwischen eins und sechs. Welche Note würdest du ihr geben?
131	[0:31:49] B: Eins Plus mit Sternchen.
132	[0:31:51] I: Oh (lachen). Das sag ich ihr. Da freut sie sich. Sehr schön. Was würdest du jetzt ganz zusammenfassend sagen, was hast du gelernt in diesem Coaching? Was nimmst du mit?
133	[0:32:03] B: Also ich habe wahrgenommen, (.) dass es eine große Herausforderung ist, alle Dinge im Unterricht wahrzunehmen. Ob das Kinder sind, ob das Unterrichtssituationen so sind. Also diese Komplexität von Unterricht ist mir nochmal deutlich geworden. Wie vielfältig das so ist und wie anspruchsvoll es ist, wirklich so die Kinder und die Situation und alle so Dinge eben im Blick zu behalten, die Unterricht betreffen, die eine Sportstunde betreffen, das ist mir sehr deutlich geworden. Aber mir ist auch deutlich geworden, wie wichtig es ist über Unterricht zu sprechen, über Unterricht nachzudenken, sich auszutauschen mit jemandem von außen, der sozusagen da nochmal den Blick darauf wirft. Das war sehr sehr sehr hilfreich für mich, nochmal über viele Dinge so nachzudenken, Impulse von Jessica zu bekommen, Anregungen zu bekommen. Und das hat mich als Sportlehrer unheimlich gestärkt. Nochmal zu wissen, da sind Dinge die ich gut mache, aber auch Dinge über die ich nachdenken muss und das fand ich für mich persönlich sehr sehr sehr hilfreich.
134	[0:33:10] I: Und gibt es was, was du jetzt anders machst? Also hast du da vielleicht ein Beispiel, wo du sagst, dass /?

135	[0:33:17] B: Ich glaube schon, dass ich jetzt, sag ich mal, mir für die einzelnen Kinder deutlich mehr Zeit nehme, für jedes einzelne Kind. So gut das immer geht. Weiß ich, bei den großen Klassen ist das immer vielleicht eine Schwierigkeit, aber davon lasse ich mich eigentlich nicht abhalten. Ich möchte schon den Kindern so das Gefühl geben, ich habe wirklich alle, ich habe alle wirklich gut im Blick. Und das Zweite ist, ich habe über gewisse unterrichtliche Dinge nochmal nachgedacht und die werde ich auch anders lösen in Zukunft. Was ich gerade so sagte, so Sachen die ich schon gemacht habe und jetzt mal auch anders zu machen. Und das glaube ich, ist mir nochmal ganz ganz wichtig, dass ich gemerkt habe, es ist nicht alles sozusagen so rund wie es immer sich so von außen so anfühlt. Sondern ich muss einfach selber nochmal viel über Unterricht nachdenken und über meinen Unterricht auch nochmal, einen Teil zumindest überdenken.
136	[0:34:11] I: Okay. Hast du da ein Beispiel konkret im Kopf, wo du irgendwie denkst /?
137	[0:34:15] B: Ja, zum Beispiel hatte ich so Übungen beim Seilchen Springen, das war viel zu schwer für die Kinder am Ende. Wo ich dachte, dass können die eigentlich, war viel zu schwer. Das will ich beim nächsten Mal auch anders machen. Dann hatte ich Sachen dabei mit dem Basketball, was nicht gut geklappt hat oder wo ich gemerkt habe, das war viel zu schwer. Dann das Ein- und der Auf- und Abbau von gewissen Geräten. Die Kinder da deutlich mehr einzubeziehen und die die Frage. Ich habe immer so gefragt. Wie habe ich das immer noch gemacht? Also ich mache das jetzt mittlerweile, also ich frage jetzt nämlich anders, seit Jessica. „Wer hat noch eine Frage dazu?“. Und das habe ich vorher anders gemacht. Ich weiß nicht mehr, wie ich anders gefragt habe. Aber zumindest deutlich negativer und das war jedenfalls eine andere Fragetechnik sozusagen.
138	[0:34:59] I: Ah, okay. Okay. Interessant. Spannend.
139	[0:35:03] B: Also das mache ich jetzt auch wirklich. Also das habe jetzt durchgehend / Das merkte Jessica auch beim nächsten Mal. Das sagte sie „ja, das habe ich gleich gemerkt, du fragst ja auch anders“. „Ja genau“. Also schön so. Also man merkt so viele Dinge, die ich so anders jetzt handhaben werde.
140	[0:35:19] I: Ah, okay. Würdest du denn insgesamt sagen, du hast ja am Anfang gesagt, du hast jetzt irgendwie vor allem an dem Coaching teilgenommen, weil du dich selbst so ein bisschen herausfordern wolltest sage ich mal, über deine Rolle, über deinen Unterricht nachdenken wolltest. Haben sich da deine Erwartungen eingelöst?
141	[0:35:33] B: Also voll und ganz. Sogar übertroffen, weil ich das Gefühl so habe, ich sage mal ein bisschen arrogant, mir kann keiner was. Aber trotzdem, nein nein. Also ich habe schon gemerkt / also das war jetzt, das hörte sich jetzt doof an, aber ich weiß schon, dass ich da, sagen wir mal, da Lücken habe, aber ich / Mir ist nochmal deutlich geworden, dass eben viele Sachen noch nicht so toll sind, wie ich mir das immer gedacht habe, sondern, dass ich über Vieles nochmal nachdenken muss und auch nachdenken werde.
142	[0:36:00] I: Okay. Und wenn du uns jetzt noch was mit auf den Weg geben könntest, wenn wir das Coaching jetzt nochmal weiter machen mit anderen Lehrern, was könnten wir dann noch besser machen?
143	[0:36:08] B: Mir ist da nichts aufgefallen, Kathrin. Also ich fand das rundum gelungen und also mir hat das immer sehr viel Freude gemacht das Ganze. Und hat mich eben auch dann mal als Lehrer auch so weitergebracht. Ich könnte nichts sagen, wo ich jetzt sage / Ich habe nichts rausgefunden, wo ich das Gefühl so habe, da fehlt was, da passt was nicht. In keinsten Weise. Ganz im Gegenteil. Ich finde ihr habt das alles sehr sehr gut organisiert, es ist gut durchstrukturiert und es ist auch ganz klar, wie es eben so laufen soll. Also ganz im Gegenteil, ich würde das / Also man merkt das schon an, dass ihr das alles sehr sehr gut organisiert habt.
144	[0:36:42] I: Schön, danke. Das freut uns natürlich, wenn das so bei dir angekommen ist. Ja, dann habe ich soweit glaube ich alles gefragt, was ich fragen wollte. Wenn du nicht noch irgendwas hast, was du unbedingt noch loswerden möchtest oder wo du sagst, das wollte ich gerne noch sagen?
145	[0:37:00] B: Nein. Das / Ne, also nochmal der Dank an euch alle, die da so mitgemacht haben an dem Projekt, dass ihr das richtig ganz ganz toll gemacht habt und auch weitermacht. Und ich wünsche euch auch alles Gute mit den ganzen Ergebnissen, die dabei rauskommen.

146	[0:37:11] I: Ja, vielen Dank.
147	[0:37:12] B: Dass ihr da alle irgendwie gut mit weiterarbeiten könnt und also davor Hochachtung dafür, dass ihr das alles so gut durchdacht habt und dass ihr da so viel Arbeit investiert. Also ich finde das hat sich gelohnt, also mir hat das ganz ganz viel Spaß gemacht.
148	[0:37:24] I: Das freut mich.
149	[0:37:25] B: Also ein großes Kompliment an dich und an deine Leute, die da so / also so Jessica, das ist wirklich ganz ganz hervorragend. Auch an den jungen Mann, der letztens da war, gefilmt hat. Also die ganze Arbeit, die ihr so auf euch genommen habt, immer hier runter zu juckeln, immer mit dem Zug und den ganzen Widrigkeiten. Also das finde ich habt ihr ganz außerordentlich gut gemacht und ich drücke euch fest die Daumen, dass alles so verläuft, wie ihr euch das erwünscht.
150	[0:37:49] I: Vielen Dank. Das gebe ich gerne weiter. Ich soll auch ganz lieb grüßen von Jessica.
151	[0:37:52] B: Danke.
152	[0:37:53] I: Und wir bedanken uns natürlich auch. Das ist ja auch nicht selbstverständlich, dass du das zugelassen hast /
153	[0:37:58] B: Ja, ja, ja.
154	[0:37:58] I: / und wir kommen durften. Ja? Dann wünsche ich dir noch einen ganz schönen Tag.
155	[0:38:03] B: Kathrin dir auch und dir alles Gute und teu teu teu.
156	[0:38:06] I: Dankeschön, ne. Mach es gut.
157	[0:38:08] B: Bis dann, tschüss.
158	[0:38:09] I: Tschüss.
159	[0:38:10]

# Interview - Dan

1	[0:00:00] [Verbindungsaufbau]
2	I: Hallo?
3	[0:01:51] B: Hallo, einen Moment.
4	[0:01:53] I: Ja.
5	[0:01:54] B: Ah, perfekt. Ist zu dunkel, ne? Ist zu dunkel oder geht?
6	[0:01:58] I: Nein, es geht eigentlich.
7	[0:01:59] B: Okay, sonst mach ich das Licht an.
8	[0:02:02] I: Perfekt. Hallo, guten Morgen.
9	[0:02:04] B: Hallo, guten Morgen.
10	[0:02:05] I: Ja prima, dass das so schnell geklappt hat. Ich bin jetzt einfach umgestiegen auf Du in der E-Mail. Ich hoffe, das war in deinem Interesse.
11	[0:02:13] B: Ja, ich glaube, ich hatte damit angefangen.
12	[0:02:15] I: Ja.
13	[0:02:16] B: Das ist völlig richtig.
14	[0:02:17] I: Okay, gut, super. Ja, danke, dass du dir so schnell Zeit genommen hast. Du hast ja schon im Fragebogen viele Sachen beantwortet, aber jetzt würden wir halt gerne noch das Interview führen. Das hat Jessica dir ja bestimmt schon gesagt, um so ein bisschen mehr irgendwie noch deine Gedanken - warum die die Sachen wie beantwortet hast und so - was dahintersteckt quasi, rauszubekommen. Wie hast du /? Hast du ein Zeitlimit sozusagen? Wie lange du jetzt Zeit hast, dass ich dich befragen darf?
15	[0:02:43] B: Nein, ich habe kein Limit. Ich habe heute frei und ich habe extra den Termin so gewählt, dass ich den Vormittag Zeit habe.
16	[0:02:50] I: Perfekt, super. Das klingt gut. Wenn wir nochmal - vorab sozusagen für dich - wenn wir etwas später aus dem Interview verwenden / Also, wir werden das ja verschriftlichen, dann ist es genauso wie beim Fragebogen, dass wir sicherstellen, dass das alles anonym ist. Das man nicht zurückverfolgen kann, von welchem Lehrer oder von welcher Schule das gekommen ist. Das nochmal so für dich. Ich gucke hier zwischendurch ein bisschen runter, nicht das du dich wunderst. Hier ist so mein Spickzettel mit den Fragen, die ich stellen möchte. Genau, hast du vorab noch eine Frage bevor es losgeht?
17	[0:03:21] B: Den Fragebogen habe ich natürlich jetzt nicht präsent im Kopf, das heißt, du müsstest schon die Fragen nochmal wiederholen und über die Antworten sprechen.

18	[0:03:29] I: Auf jeden Fall, auf jeden Fall. Nein, so genau orientiert sich das jetzt auch gar nicht am Fragebogen. Das habe ich vielleicht ein bisschen missverständlich gesagt. Aber sozusagen, nicht, dass du dich wunderst, dass es um ähnliche Dinge geht, wie vielleicht auch schon im Fragebogen. Das meinte ich damit nur. Ja?
19	[0:03:42] B: Ja.
20	[0:03:43] I: Okay, dann fangen wir doch vielleicht mal an. Vielleicht kannst du mir erzählen, wie du überhaupt auf das Projekt aufmerksam geworden bist. Wie hast du davon erfahren, dass Jessica das Coaching anbietet?
21	[0:03:53] B: (.) Ich bin der Lehrer von dem Hamburger Judoverband. Wir haben zusammen mit Dorothee Anders damals dieses CLAAS-Management aufgenommen bei uns in den Lehrkanon. Und ich kenne Sigrid Happ und über den ehemaligen Lehrreferenten habe ich von diesem Projekt "Pädagogische Qualität im Training", ja, pädagogische Trainingsqualität, erfahren. Und da war ich für das Coaching zu spät. Und ich habe auch keine geeignete Gruppe trainiert. Und habe dann gesagt, dass ich Lehrer bin und dann sagte Dorothee direkt, "ja, da gibt es ein Parallelprojekt, schreib doch mal". Und dann habe ich Jessica daraufhin direkt angeschrieben und dann haben wir vor mehr / also fast einem Jahr angefangen. Also ich glaube im September war unsere erste Aufnahme im letzten Jahr.
22	[0:04:36] I: Ah, ja. Okay. Und, was hast du dir gedacht? Warum wolltest du gerne teilnehmen? Also was hast du dir erhofft, was dir das bringt?
23	[0:04:44] B: Ich bin Judotrainer und ich habe Biologie studiert und ich arbeite jetzt aber als Sportlehrer am Gymnasium. So und die ganzen Kollegen haben natürlich ihr Referendariat als Qualifikation mit Didaktik und Methodik. Und, obwohl ich halt eine ziemlich gute Trainerausbildung habe, ist das natürlich noch etwas Anderes und da wollte ich mich ein bisschen selbst testen und vielleicht auch ein paar Anregungen holen, wie man so einen Unterricht gestalten kann. Oder wie man heutzutage Unterricht gestalten kann, dass das einen möglichst großen Output hat. Und auch ein bisschen rückversichernd dahingehend, dass man / wie mein Unterricht ist. Vor allem für die Schüler.
24	[0:05:24] I: Okay.
25	[0:05:25] B: Und, genau.
26	[0:05:28] I: Okay. Und dann hast du ja mit Jessica das Webinar vorab glaube ich gemacht, ne? Wo sie dir noch einmal CLAAS vorgestellt hat, oder? Habt ihr sowas gemacht?
27	[0:05:36] B: Ja, grob. Weil ich das CLAAS-System halt schon kannte. Und auch schon in der Plattform war für diese pädagogische Trainingsqualität. Das heißt ich kannte mich teilweise mit den einzelnen Dimensionen aus und auch ein bisschen mit den Bewertungskriterien für die einzelnen Dimensionen.
28	[0:05:55] I: Okay. Und da hast du dann Jessica aber auch das erste Mal gesehen, oder? Was war da so dein erster Eindruck von ihr?
29	[0:05:59] B: (.) Grundsätzlich fand ich sie sehr nett, ganz klar. Man merkt so ein bisschen die Professionalität dahinter, weil ich glaube, dass ihr besonders auf Sprache achtet und auch auf Umgangsformen und so weiter. Das hat glaube ich einfach auch mit der Beschäftigung mit dem Thema zu tun. Ich habe sie ja dann auch direkt persönlich kennengelernt. Die kamen zur ersten Aufnahme zu zweit direkt in die Uni [unverständlich] und das hat sehr gut funktioniert und ich fand das durchweg sympathisch.
30	[0:06:29] I: Ja. Und, du sagst ja schon, dann war direkt die Aufnahme und da kam sie auch. Was ist dir da so durch den Kopf gegangen? Also, ich kann mir vorstellen, dass Einige das ja vielleicht auch unangenehm finden. Die Vorstellung, da kommt jemand in meinen Unterricht und filmt das, was ich da mache. Wie ging es dir dabei?

31	[0:06:44] B: Von Kollegen höre ich das immer wieder, dass das für sie unangenehm ist. Ich fand das sehr gut, weil ich mich dafür aktiv entschieden hatte. Ich wollte das. Ich wollte, dass jemand darauf guckt und jemand mal Hinweise dazu gibt, was man besser machen kann und vielleicht auch ein bisschen die Schiefen aufdeckt und sagt "pass auf, an dem Bereich musst du noch ein bisschen arbeiten". Also, ich bin jemand, der gerne kritische Gespräche führt und das ist natürlich bei einer positiven Ausdrucksweise / muss man das lesen können. Aber, ich habe mich eigentlich darauf gefreut und ich war ziemlich / ich kann mich noch erinnern, ziemlich im Unterrichtstrott an dem Tag. Ich habe die ersten zwei Stunden unterrichtet, dann war Videoaufnahme, dann hatte ich wieder nur eine Pause Zeit und so. Deswegen ist das einfach so im Flow mit runtergelaufen. Ich hätte gerne mehr Zeit gehabt, um mich zu unterhalten. Aber die Beiden wollten dann auch weg, weil jeder hat ja seine Termine.
32	[0:07:37] I: Ja.
33	B: Und dementsprechend war das eigentlich so integriert.
34	[0:07:43] I: Okay, kein besonders unangenehmes Gefühl oder so. Sondern, du hast dich eher drauf gefreut, hast du gesagt. Ja?
35	[0:07:49] B: Ja, genau. Ich fand das spannend, auch mal eine Aufnahme von mir zu sehen. Und, es ist immer etwas Anderes, wenn man jemand anderes beobachtet oder, wenn man sich selbst dabei sieht dann das zu machen auf dem Video. Das hatte ich dann vorher mit Jessica auch besprochen, da hat sie gesagt "da musst du mal gucken, wie das für dich ist und so". Und da war ich ein bisschen gespannt, ein bisschen aufgeregt. Aber, eigentlich habe ich mich darauf gefreut.
36	[0:08:11] I: Und dann hat sie dir ja nach der ersten Aufnahme die Clips geschnitten und dann konntest du dich das erste Mal auch bei Edubreak einloggen. Wie war das? Gabs da irgendwelche Schwierigkeiten oder hat, dass alles gut funktioniert? Konntest du dich da schnell zurechtfinden?
37	[0:08:26] B: Das hat gut funktioniert. Ich bin hier bei mir immer ein bisschen technisch limitiert, weil ich im Wald sitze. Das heißt, deswegen ist die Internetverbindung manchmal vielleicht auch nicht so gut bei der Übertragung. Deswegen sind die Probleme eher technischer Natur auf meiner Seite gewesen. Das man sagt "Okay, ich muss einen neuen Webplayer herunterladen, sodass ich das alles sehen kann". Oder ich kann nicht mehr mit Firefox arbeiten, ich muss Google Chrome nehmen und solche Geschichten. Aber das sind eher technische Probleme bei mir, auf meine Seite gewesen. So von der Plattform her fand ich das gut aufgebaut und strukturiert. Ich glaube ich musste einmal nachfragen, wo ich noch Informationen zu den Dimensionen wiederfinde. Aber im Prinzip kannte ich mich auf der Plattform ja aus und hatte den Zugang, deswegen war das auch einfach.
38	[0:09:12] I: Ah okay, ja genau. Die Bibliothek konntest du schon. Aber hast du das Gefühl, wir hätten dir da noch besser bei helfen können, bei den Vorbereitungen? Also, wenn du sagst, du hättest dir vorher noch etwas Anderes runterladen müssen und so. Hätten wir das irgendwie noch / dich besser unterstützen können, oder war das okay?
39	[0:09:26] B: Wie gesagt, das ist das technische Problem an meinem Ende. Da kann mir glaube ich keiner helfen. Ich habe einen Computer und am Anfang hat es mit Firefox funktioniert und dann gab es wieder keine vernünftigen Anpassungen für die Webplayer und dann habe ich halt Chrome sowieso runtergeladen und das hat dann funktioniert.
40	[0:09:47] I: Verstehe, okay. Und, als du dann deine Clips das erste Mal gesehen hast. Wie war das? Als du das erste Mal deine Aufnahme angucken konntest?
41	[0:09:56] B: Ja, das war schon wie gesagt, es ist ein sehr interessantes Gefühl, wenn man sich selber im Fernsehen sieht. Man wird dann auf verschiedene Sachen aufmerksam, die man so selbst nicht hört im täglichen Gebrauch. Zum Beispiel, dass ich dazu tendiere zu lispeln. Gerade, wenn ich schneller spreche. Und sowas fällt nicht immer unbedingt auf, je nachdem, wo man dran ist. Aber, man hört es dann selber zum ersten Mal. Also, bewusster. Das hat mich dann aber auch nicht weiter gestört, weil das so ist. Das ist dann so und die Kinder müssen / ja, das war in Ordnung. Es ist natürlich eine andere Sache mal vor der Klasse mich zu sehen und zu sehen, was die Klasse in der Zeit macht. Und das war am Anfang / also viele, also einige der Sachen, die dann auch angesprochen worden sind, habe ich dann selbst schon gesehen. So nach dem Motto "hier springt mal ein Kind rum und da ist wieder jemand unterwegs und da bröseln die ganze Gruppe

irgendwie auseinander, weil nichts zu tun ist". So ganz grobe Sachen, die mir dann selbst aufgefallen sind. Aber das war dann schön während des Coachings durch die Kommentare von Jessica, die den Blick auch mit der Hilfe von diesen Pfeilen und so immer auf bestimmte Situationen gelenkt hat, wo sie dann entsprechend der Dimension etwas ausgewählt hat. Das man nochmal ins Detail gucken konnte. Und dann kamen halt auch Vorschläge von ihr. "Wie siehst du das?", "Könnte man das vielleicht so und so machen?". Und, dementsprechend war das Ganze sehr, sehr (.) effektiv für mich oder effizient. Besonders, weil Jessica zwar / Wir haben uns immer eine Dimension angeguckt, aber sie hat teilweise dann auch über Dimensionen, die wir vorher schon besprochen hatten, dann auch noch Kommentare mit eingebaut. So dass ich in verschiedenen Dimensionen gleichzeitig arbeiten konnte.

42 [0:11:42] I: Okay, okay. Und wie bist du dann vorgegangen? Hast du dir die Videos immer erst komplett angeguckt und dann die Kommentare hinterher gelesen? Oder hast du das immer direkt versucht gleichzeitig sozusagen zu stoppen und die Kommentare zu lesen oder wie hast du das gemacht?

43 [0:11:55] B: Also, ich habe keine Zeit gehabt, um mir den ganzen Stundenverlauf anzugucken. Also alles. Ich habe ja alle Möglichkeiten gehabt. Ich habe mir hauptsächlich die Clips angeguckt und als Erstes habe ich die Clips einfach durchlaufen lassen und habe versucht parallel die Kommentare zu lesen. So damit ich weiß "okay, an der Stelle hat sie einen Kommentar geschrieben, worum geht es, beobachte die Stelle nochmal genau". Und dann habe ich den ganzen Clip nochmal durchlaufen lassen und habe jedes Mal, wenn der Kommentar kam, dann versucht auch jeden Kommentar selbst zu beantworten oder selbst etwas dazu zu schreiben. Manche Sachen waren redundant und haben sich im Laufe des Films dann auch erklärt. Dann hat sie oben eine Frage gestellt zu etwas, das war dann unten geklärt. Und dann habe ich immer auch Querverweise geschrieben und so. Das konnte ich halt, weil ich vorher die ganzen Kommentare gelesen habe. Dann konnte ich sehen "Okay, das gehört strukturell zusammen. Dann schreibst du bei einem das komplett hin und dann brauchst du den Rest nicht zu kommentieren". Das war ganz gut. Dann hat man Zusammenhänge im Fall gesehen.

44 [0:12:58] I: Also, fandest du, das war eine gute Möglichkeit, dass du da auch zurückkommentieren konntest? Das hast du dann viel genutzt?

45 [0:13:05] B: Ja, ja. Ja, ich dachte, das wäre so auch die Grundlage von der ganzen Geschichte, weil das ja dann die Voraussetzung für das Gespräch war und, dann konnte ich mir während des Gesprächs nebenher nochmal alles aufmachen. Meine Kommentare auch nochmal lesen und dazu Jessicas Kommentare. Und dann hat man eine bessere Gesprächsgrundlage, wobei ich da einfach aus Zeitgründen nicht immer dazu gekommen bin. Muss ich ganz ehrlich sagen. Das man das Gespräch so gut vorbereitet hat, manchmal nicht gut Termine gefunden.

46 [0:13:34] I: Klar, verstehe. Und, du hast jetzt gerade ja am Anfang gesagt, dir sind bestimmte Sachen aufgefallen, als du dich das erste Mal gesehen hast. Die dir vorher nicht so klar waren. Waren da auch so Dinge, wo du dachtest "Wow, das habe ich gut gemacht! Das wusste ich vorher gar nicht. Das war mir gar nicht so bewusst, dass ich das so gut mache"? Gab es das auch?

47 [0:13:51] B: (.) Eigentlich nicht, weil ich an das Tool herangegangen bin mit der Voraussetzung der Selbstreflexion in Richtung Verbesserung. Also habe ich vor allem darauf geachtet, was mich jetzt irgendwie stört. Und gutes Feedback nimmt man gerne mit. Das kriegt man von außen und dann ist es in Ordnung. Aber wenn ich sowas mache, dann versuche ich mich zu verbessern und an mir zu arbeiten. Also, achte ich hauptsächlich darauf / oder habe darauf geachtet "Wo könnte was gewesen sein, das man auf jeden Fall verbessern kann hinsichtlich der Dimension".

48 [0:14:27] I: Okay, verstehe, verstehe. Und dann jetzt nochmal so zu Jessica. Wenn du vielleicht so drei bis fünf Worte sagen müsstest, um sie zu beschreiben. Welche Worte wären das dann? Welche Adjektive oder ja, was würdest du sagen?

49 [0:14:42] B: (.) Freundlich, aufgeschlossen, (..) fokussiert, (..) jetzt muss ich noch überlegen. Das sind einige Dinge, die mir so durch den Kopf gehen. Ich versuche es so ein bisschen hierarchisch zu strukturieren.

50 [0:15:06] I: Ja.

51 [0:15:07] B: (..) Hilfsbereit und geduldig. So.



52	[0:15:13] I: Okay. Super. Und gibt es spezielle Kommentare, an die du dich vielleicht noch Erinnerst. Die du besonders gut fandest? Die dir aus einem irgendeinem Grund besonders in Erinnerung geblieben sind?
53	[0:15:29] B: (...) Also, keine direkten Zitate, dafür ist das alles zu Lange her. Das hat sich bei uns ja auch über ein Jahr gestreckt. Aber grundsätzlich auch die Kontrolle über die Kommentare. Weil, teilweise Sachen mehrfachst aufgetaucht sind in verschiedenen Unterrichtsreihen. Und dann hat Jessica immer gut konsequent nachverfolgen können "Pass auf, das war ich der und der Stunde schon mal. Erinnerst du dich? Und hier läuft das schon wieder viel besser". Und, diese Quervernetzung zwischen den einzelnen Stunden, die mir vielleicht ein bisschen schwergefallen ist, wenn ich nicht alle Filme hintereinander gesehen habe, die ist dann von Jessica immer; auch gut aufgebaut worden. Und ansonsten natürlich, wie gesagt, es fällt stark auf, dass positive Sprache gewählt wird und nicht nach dem Motto "Das hast du kacke gemacht oder so", ne. Sondern eher "Pass auf, guck dir das mal an. Mir fällt das und das ein. Was könntest du denn besser machen?" oder "Stimmst du mir da zu?" oder solche Geschichten. Das ist halt sehr angenehm. Gerade, wenn man so in Reflektion mit sich selbst geht. Also, wenn man sagt, ich arbeite an Fehlern oder irgendwas, dann ist es natürlich besser, wenn man eine positive Sprache hat, als würde man sich irgendwie ständig damit auseinandersetzen, dass "Das war doof, das war doof und das war doof".
54	[0:16:46] I: War das dann manchmal so, dass dir im Unterricht so nach den ersten Aufnahmen dann auch was durch den Kopf gegangen ist während des Unterrichts? Wo du dachtest "hey, da haben wir letztes Mal drüber gesprochen." Oder, "da hat sie schon mal was zu gesagt"?
55	[0:16:58] B: Ich habe konsequent versucht, das im Unterricht umzusetzen. Also, es ging teilweise / wenn ich ein Beispiel wählen müsste. Geht es um die Ansprache von einzelnen Schülern, wenn irgendein Fehlverhalten aufgetreten ist oder, wenn irgendwas ist, dass ich gerne im Unterricht geändert haben möchte. Das man sich einfach die Zeit nimmt, zu dem Schüler hinzugehen, um mit dem Schüler erst einmal persönlich zu sprechen und ihn nicht vor der Gruppe bloßstellt. Und, ja, das haben wir besprochen in der einen Stunde. Und dann habe ich das mitgenommen direkt in meinen Unterricht und hab das versucht in den Fällen, die da auftreten einfach auch so anzuwenden. Oder, wenn es um Gruppenstruktur ging "was ist die geeignetste Form, die Gruppe anzuordnen, sodass man jeden sieht". Dass man von einem Gruppenknäuel irgendwie zu einem Halbkreis übergeht und sich die Kinder dann auch mal setzen lässt, selbst, wenn das doof ist, wenn man vor der Gruppe steht. Dann habe ich das versucht nach und nach immer weiter so abuarbeiten.
56	[0:17:50] I: Okay, verstehe. Gab es denn auch mal eine Situation im Gespräch, wo ihr vielleicht anderer Meinung wart? Also, wo du eine andere Meinung hattest als Jessica?
57	[0:18:06] B: (...) Ja. Also, das geht vor allem um den Einsatz von Ironie. Ich habe gesagt / also, Ironie ist im Unterricht schwierig, vor allem / und ich sage, Ironie kann funktionieren, wenn die Klasse eine gute Beziehung zum Lehrer hat. Weil, Ironie ist bei mir schon mal ein stilistisches Mittel. Ja und da haben wir uns aber einfach nur darüber ausgetauscht.
58	[0:18:34] I: Ja, wie war das dann so darüber zu sprechen?
59	[0:18:35] B: Ich komme aus der Wissenschaft, da gibt es immer unterschiedliche Lehrmeinungen. Und, dann tauscht man sich darüber aus, und am Ende geht man klüger voneinander weg. Also, das ist halt so. Und das ist ein Forschungsprojekt, das heißt, das hat einen wissenschaftlichen Hintergrund und da gibt es eine wissenschaftliche Lehrmeinung. Aber ich muss der wissenschaftlichen Lehrmeinung nicht zustimmen. Das hat dann nichts für mich persönlich mit meinem Gegenüber zu tun, sondern, einfach ist, dass das Prinzip des Gedankenaustausches, so.
60	[0:19:03] I: Ja, okay, verstehe. (.) Habt ihr auch mal über Situationen Gesprächen, die vielleicht für dich ein bisschen unangenehm waren? Vielleicht, weil was nicht geklappt hat oder, weil du dich besonders geärgert hast in irgendeinem Moment und dann dachtest "Oh man, warum ist das genau jetzt auf Video?". Und dann musstet ihr über unangenehmere Sachen mal sprechen? War das so? Gab es das?
61	[0:19:28] B: Das Gefühl hatte ich nicht. Weil ich ja gerade diese Situation, wenn ich / die Situation ja auch kommentiert haben will. So. Und ich hatte ja einen persönlichen Rahmen. Das ist persönlicher Coach und ja, wenn ich mich darauf einlasse, dann lasse ich mich darauf ein. Dann kann die auch sehen / Ich habe mit Jessica halt darüber gesprochen, dass ich auch Leute aus dem Unterricht rauswerfe. Gerade

jetzt bei der letzten Aufnahme, die wir hatten, musste ich jemanden aus dem Unterricht entfernen, weil er in den Stunden davor, was natürlich im Projekt nicht auftaucht, sich einfach ständig und ständig danebenbenimmt. Und da habe ich schon gedacht "Scheiße, jetzt hast du die letzte Aufnahme. Das ist die Aufnahme, mit der verglichen wird, was du vorher gearbeitet hast, ob das angekommen ist. Und du musst den einfach rauswerfen und es wird nicht deutlich warum".

62 [0:20:14] I: Ja, verstehe.

63 [0:20:16] B: So (.) und, genau. Ja und sonst ging es eigentlich hauptsächlich um diese Ironie und den Sarkasmus. Der (/ (.) ja (.) und sonst fällt mir eigentlich nichts ein, wo wir größere Differenzen gehabt hätten oder, was ich jetzt besonders unangenehm gefunden hätte, weil das über die Kommentare in der Filmleiste, das ist ja dann neutral. Da steht dann halt ein Text, mit dem man sich auseinandersetzt. Also ich /

64 [0:20:52] I: Okay. Hast du dich denn mal zu Unrecht kritisiert gefühlt?

65 [0:20:55] B: (..) Das ist ja keine Kritik.

66 [0:21:02] I: Okay.

67 [0:21:03] B: Ja. Ich finde, ein positiv formulierter Hinweis ist keine Kritik. Kritik ist immer für mich damit belegt, dass man negativ mit etwas konfrontiert wird. Das ist für mich Kritik. Sondern man kann sagen, es ist konstruktive Kritik und die habe ich mir gewünscht. Deswegen (..) habe ich jetzt nicht das Gefühl, dass da irgendwas zu Unrecht gewesen wäre. Weil, konstruktive Kritik bedeutet, jemand guckt dich an oder guckt an, was du tust und sagt "das und das würde ich zum Beispiel anders machen". Dann ist es meine Sache, was ich von der Kritik mitnehme, oder was ich nicht annehme. Wenn jemand sagt "das war kacke". Dann habe ich keine andere Möglichkeit. Dementsprechend kam nie das Gefühl auf, dass ich gesagt hätte "nein, da bin ich komplett anderer Meinung, das find ich blöd, das lehne ich grundheraus ab". Es gibt daher keine Konfrontationspunkte, die so klassisch für diese Kritik für mich sind.

68 [0:21:57] I: Okay. Ja, okay, ja. Und wenn du jetzt jemanden kennen würdest, der sich auch überlegen würde, an so einem Coaching bei Jessica teilzunehmen, aber vielleicht noch ein bisschen unsicher ist, weil, er sich denkt "ja, er stellt sich das irgendwie auch unangenehm vor, da beobachtet zu werden". Was würdest du demjenigen sagen?

69 [0:22:17] B: Ich würde ihm sagen, dass aus meiner Erfahrung raus, das eine fantastische Sache ist. Vor allem für die Selbstreflektion. Dass man am Anfang das unangenehme Gefühl einfach unheimlich schnell verliert, weil man so gut betreut wird. Und, weil es diese eins zu einer Situation gibt. Es gibt einen persönlichen Coach, auf den man immer wieder zugehen kann und auch bei Nachfragen. Und, ja, trotz des Zeitaufwandes, den dieses Projekt bedeutet, sollte man es auf jeden Fall probieren, weil es ja auch / Es gibt ja definitiv keinen Druck. Man macht das so gut, wie man es kann. Und wenn die Zeit nicht reicht, alles perfekt vorzubereiten, dann ist das halt so. Ich habe halt mit Kollegen gesprochen, ich habe dafür Werbung gemacht und die haben direkt gesagt "oh, das ist mir viel zu viel Aufwand", "Ich muss mal gucken, mein Stundenplan ist so voll und ich weiß nicht, wo ich das unterbringen soll, weil man sich dann doch wieder besser vorbereiten muss". Oder "ich bin grade aus dem Referendariat raus, ich habe keine Lust auf Unterrichtsbeobachtungen" und solche Geschichten. Im Prinzip ist das eine super Möglichkeit einfach nochmal ein Feedback von woanders zu bekommen, als von Kollegen. Und gerade jetzt haben sie bei uns an der Schule das Co-projekt aufgelegt, wo wirklich Kleingruppen gebildet werden, die sich gegenseitig im Unterricht beobachten. Und das stelle ich mir halt schwierig vor, wenn man seinen Kollegen hat, die auf den eigenen Unterricht draufgucken. Und, dann wird man von denen bewertet oder kriegt von denen / Ja, das fände ich, finde ich zum Beispiel schwieriger, als wenn ich einen Externen habe.

70 [0:23:49] I: Also der kommt von außen?

71 [0:23:49] B: Diese Neutralität bleibt so einfach.

72	[0:23:53] I: Ah ja, okay, okay. Und auch irgendwie vielleicht auch so ein / Ja, verstehe. Hast du / Gab es mal eine Situation, dass du dich im Unterricht vielleicht besonders geärgert hast, oder dass du irgendwie besonders enttäuscht warst über die Kinder, weil irgendetwas passiert ist, was du dir anders vorgestellt hast. Gab es sowas und wenn ja, habt ihr dann über sowas auch gesprochen in dem Coaching?
73	[0:24:15] B: Ja, Jessica hat immer mal wieder auch angemerkt, so "ich wusste jetzt nicht, ob du da vielleicht sauer bist, weil da irgendwie nicht funktioniert". Aber, ich habe halt auch versucht / ich versuche das im Unterricht immer gut im Griff zu haben. Weil wenn ich meine Frustration rauslassen, dann schlägt das auch auf die Kinder über und das möchte ich im Unterricht nicht haben. Auch, wenn etwas nicht funktioniert, muss der Unterricht laufen. Da waren ein oder zwei Einheiten, da hat eben mal etwas nicht geklappt, wie ich es mir vorstellt habe. Oder, es hat länger gedauert oder die haben länger gebraucht, um das zu verstehen. Da war mir die Analyse wichtiger "woran hat es gelegen? Haben sie sich schlecht angestellt oder liegt es an meiner Anleitung". Und meistens ist es dann so, dass es an der Anleitung liegt oder man hat sich zu viel vorgenommen. Und dann hat man wieder was, womit man in der nächsten Stunde arbeiten kann, so. Die Situationen gab es. Wir hatten zum Beispiel eine Stunde, da habe ich ein Spiel angeleitet und plötzlich gab es einen unangekündigten Feueralarm. Und da war die Stunde plötzlich zu Ende. Und sie hatten vorher quasi nichts gemacht. Und es hat ewig gedauert, bis wir irgendwie in Gang gekommen sind, so. Und, ja. Aber ansonsten hat Jessica auch gesagt "sie könnte sich vorstellen, in der Situation, dass ich da ein bisschen sauer gewesen wäre". Aber, man hat es mir halt nichts angemerkt und das ist für mich ja wichtig.
74	[0:25:32] I: Ja, okay verstehe. Dann konntet ihr da auch so darüber sprechen?
75	[0:25:35] B: Ja.
76	[0:25:37] I: Und, du hast grade schon gesagt, du wolltest irgendwie herausfinden, warum ist es jetzt zu dem Problem gekommen ist. Also, habt ihr da / Hast du das Gefühl, dass du durch das Coaching vielleicht besser verstehst, wie bestimmte Probleme im Unterricht zustande gekommen sind?
77	[0:25:53] B: Ja, definitiv. Also, Jessica hat solche Punkte auch immer direkt mit mir angesprochen und hat gesagt "Hier, guck mal, da ist deine Gruppe und könnte das da vielleicht dran liegen /?". Die Verbindung wird schlecht, richtig?
78	[0:26:05] I: Nein, ich höre dich ganz gut.
79	[0:26:07] B: Wieder gut?
80	I: Ja.
81	B: Ja, ich habe hier so Bildverzögerungen.
82	[0:26:08] I: Achso. Okay. Nein, bei mir ist alles gut.
83	[0:26:14] B: (.) Nein, das haben wir dann auch direkt bewusst auch besprochen, so nach dem Motto "guck hier, da die Gruppe, da hinten da stehen drei Leute rum. Aus meiner Erfahrung ist die und die Art der Gruppenorganisation sinnvoller. Was hältst du davon?". Und ja, und dann habe ich das halt versucht zu ändern und dann hat das auch immer besser geklappt. Am Anfang auf dem Sportplatz hatte ich so eine Mensentraube gehabt und dann habe ich Kommandos eingeführt, die mit der Gruppe abgestimmt waren und so. Und das hat sich dann sukzessive gebessert.
84	[0:26:41] I: Ah ja.
85	[0:26:44] B: Ja.

86	[0:26:45] I: Das heißt, ihr habt dann auch konkrete Lösungen besprochen, wie man das jetzt / Also nicht nur, wie die Probleme zustande kommen, sondern auch, was kann man jetzt machen sozusagen, um das Problem zu lösen?
87	[0:26:54] B: Ja, ja genau. Also so aus / "ich hab da gehört, oder hier aus dem aus dem Unterricht kenne ich das selber und hier, die und die Möglichkeit gibt es auch noch". Da waren immer Hilfestellungen da. Auf jeden Fall. Und auch ein groß genuger Erfahrungsschatz, um zu sagen "hier, ich hab da mit dem Spiel / da kenne ich noch eine andere Variante und dann ist das so und so besser". Und das war eigentlich sehr, sehr positiv.
88	[0:27:21] I: Okay. Diese Erfahrungen hat Jessica dann eingebracht meinst du jetzt?
89	[0:27:24] B: Ja, genau.
90	[0:27:25] I: Hast du denn das Gefühl gehabt / oder was hast du das Gefühl gehabt, was überwiegt mehr, dass ihr darüber gesprochen habt, wie die Probleme zustande kommen oder habt ihr mehr darüber gesprochen, wie man das jetzt lösen kann? Kann man das so sagen?
91	[0:27:41] B: (...) Nein. Also, mein Gefühl ist, dass es mehr lösungsorientiert war. Aber so ein Gespräch ist auch ein fließender Prozess gewesen. Das heißt, da gab es den Kommentar "Pass auf, guck dir das mal hier und hier an, da ist mir was aufgefallen, das war super, das hat super funktioniert. Guck mal hier, da ist die Gruppe wieder / da sind wieder drei im Hintergrund. Was denkst du, wie du das einfangen kannst so?" Also, es war eher immer lösungsorientiert und progressiv. So, da ist ein Problem aufgetreten "was machen wir dagegen?" oder "was könntest du besser machen?". Also, eher über Lösungen gesprochen als über das Problem. Also wie ist das Problem entstanden. Das Problem ist da, was machen wir?
92	[0:28:23] I: Ja, ja und hattest du das Gefühl, du hast in dem Coaching auch etwas Neues über dich selbst gelernt?
93	[0:28:30] B: (...)
94	[0:28:43] I: Wenn ja, eher etwas Positives oder etwas Negatives?
95	[0:28:47] B: (...) Also was Neues zu meiner Person eigentlich nicht. Also, ich bin jemand, der sein eigenes Auftreten relativ häufig reflektiert, weil ich früher viele Probleme damit hatte. Das heißt, ich habe mich damit sehr stark beschäftigt und ich weiß, wie ich auf andere Menschen wirke, auch wenn ich das manchmal nicht wahrhaben möchte, weil ich relativ groß bin und ich bin athletisch gebaut und ich habe eine dunkle Stimme und ich habe dunkle Augen und sehr viel Gesichtsbehaarung, das macht einen Menschen schon sehr dunkel. Und, ich bin sehr laut. So, und das wirkt vor allem auf kleinere und jüngere Menschen oft beeindruckend. Deswegen muss ich da ein bisschen vorsichtiger mit umgehen. Das wäre halt ein Beispiel dafür, wie ich selbst reflektiere, wie ich auf andere Leute wirke. So, dass ich lispel weiß ich auch. Von Theateraufführungen und von früheren Aufnahmen und so weiter. Das sind so Sachen an mir, wo ich sagen würde, ja das hätte ja auftreten können, dass man entdeckt "aha, das musst du besser machen". Aber in diese Richtung habe ich jetzt nichts irgendwie Neues entdeckt, außer, dass ich vielleicht eine höfliche Ansprache an Kinder habe, die scheinbar nicht alltäglich ist. Also, das würde ich jetzt erstmal positiv hervorheben, wobei man sagen muss, dass für solche Aufnahmen natürlich, man auch, sich extrem Mühe gibt.
96	[0:30:27] I: Okay, ja, ja.
97	[0:30:30] B: Und dann wird sowas halt auch überbetont und dann kommt das raus und ja /.
98	[0:30:35] I: Okay. Hat sich Jessica denn während eurer Gespräche auch dafür interessiert, was du für Vorschläge und Ideen hast?

99	[0:30:44] B: Ja, es war ein reger Austausch von Ideen. Das heißt, sie hat gefragt "was hast du für Ideen dazu? Was könnte man da besser machen?". Dann habe ich Ideen geliefert und "wie könnte man das Spiel verändern, dass es noch besser läuft?" oder "ja, dann achte mal darauf, dass alle laufen". Und ein Beispiel war direkt in einer der ersten Stunden. Da haben wir ein Spiel gespielt, wo dann die Leute Liegestütze machen mussten, oder eine Übung machen mussten, eine Fitnessübung machen mussten, die, die halt das Spiel nicht gewonnen haben. Entweder die Fänger oder die die gefangen wurden. So, und ich habe dann gesagt "okay" und habe ich gesagt "alles klar, ich mache das mit euch". Eben, um diese Gruppenisolation zu vermeiden "ey, ey guck mal da und hast du nicht gesehen?". Und Jessica meinte, es ist trotzdem schwierig, weil die Anderen ja alle trotzdem lachen. Und ich sage, "ja gut, aber wenn ich das mitmache, dann habe ich das Gefühl, dass es trotzdem funktioniert" und dann haben wir zusammen darüber gesprochen, ob man das vielleicht anders lösen könnte. Ob das wirklich nötig ist und solche Geschichten. Oder, ob man die anderen beschäftigt, während die ihre Aufgaben machen oder solche Geschichten. Also, das war eher ein Austausch von Ideen. Sodass ich halt die Möglichkeit hatte zu gucken "okay, das gefällt mir besser, dass gefällt mir weniger gut. Ja, da hat sie recht, das kann übernehmen oder das möchte ich übernehmen", so.
100	[0:32:12] I: Und, hattest du dann durch das Coaching insgesamt das Gefühl "ich weiß jetzt vielleicht besser, wie ich bestimmte Sachen hinkriege, die mir wichtig sind?". Also hattest du da so ein Gefühl? Gibt es da vielleicht ein Beispiel dafür? Gab es Momente, wo du dachtest "okay / "?
101	[0:32:35] B: (...) Ja, natürlich. Also ganz einfach die Ansprache bei Fehlverhalten. Das war ganz wichtig, da habe ich ganz viel gelernt. Dann in der Gruppenorganisation. Das heißt, wie hole ich mir die Leute zusammen? Wie organisiere ich mir die, dass ich am besten erklären kann. Feedback. Das heißt Feedback und Schülermeinung. Ich habe am Anfang immer eine Frage gestellt und der erste, der sich gemeldet hat, ist drangekommen. Dann haben wir besprochen, dass man vielleicht warten muss, bis mehr sich gemeldet haben, weil die sonst frustriert sind. Das konnte man an ein paar Videos auch sehen, dass die Leute dann / dass die Schülerinnen und Schüler ein bisschen frustriert waren. Dann habe ich eben mehr Wartezeiten eingebaut und bin mehr darauf eingegangen. Und plötzlich hatte ich dann zehn, zwölf Wortmeldungen.
102	[0:33:17] I: Okay, wow.
103	[0:33:19] B: Das wäre so ein Beispiel gewesen, wo gerade ein Feedback gewesen ist. Ich habe mir dann gute Projekte überlegt, wo die Schüler mehr beteiligt werden, wo dann auch ihre eigene Meinung zum Tragen kommt. Deswegen habe ich mir Gedanken dazu gemacht, weil wir darüber gesprochen hatten. Und dann habe ich halt ein Parcour Projekt entworfen, wo man so ein bisschen, ja, induktiv Parcour unterrichtet. Also, dass die Schüler im Prinzip den kompletten Parkour mit den Erfahrungen, die sie im Unterricht gesammelt haben, zum Thema / zu den einzelnen Parcour Themen, den Parcour selber zusammenstellen. Und die abstimmen durften, welche Übungen kommen, und welche Schwierigkeitsgrade. Also, wir hatten einen ganz komplexen Aufbau, ein komplexes Bewertungssystem. Und das haben die fast im Alleingang, halt mit meiner Moderation entworfen. Und, das hat super funktioniert. Da habe ich mich halt nur drangesetzt und habe mir da Gedanken dazu gemacht, weil ich im Coaching Projekt vorher halt die Dimension Schülerperspektive hatte. Und da habe ich mir gedacht "Mensch, da muss doch irgendwas zu machen sein" und ja.
104	[0:34:28] I: Ahja, toll. Das ist ja spannend. Jetzt sprichst du es schon selber an mit den Dimensionen. Dadurch war ja mit CLAAS relativ viel vorgegeben. Du hast ja gesagt, du kanntest das auch schon aus dem Judobereich. Wie fandest du das, dass das dadurch so sehr, ja, dass da viel vorgegeben war eigentlich über welche Dimension gesprochen wird und was so die Marker sind?
105	[0:34:47] B: Also ich finde die Dimensionierung, es sind ja glaube ich acht Dimensionen sogar, die im CLAAS-System abgehandelt werden. Die sind ja relativ komplex und kommen aus allen Bereichen. Und es ist ganz gut, wenn man ein greifbares Tool hat, mit dem man arbeiten kann. Wenn man zu viele Dimensionen hat, dann verliert man irgendwann den Überblick. Und jetzt schon, bei der Bewertung dieser Dimensionen ist das ja sehr vielfältig dann auch strukturiert in Unterkategorien und worauf man achten soll. Ich glaube, da ist, das ist ein zweischneidiges Schwert, wie viele Dimensionen man noch dazu nehmen kann oder, will man die Dimensionen noch weiter unterteilen? Ist es dann noch verwaltbar? Oder behält man den Überblick? Also, für mich war es schon schwierig, die acht Dimensionen im Blick zu behalten. Ich bin froh, dass ich nicht die Schulung zum Bewerten gemacht habe, irgendwann mal. Dementsprechend, sie sind so auch ganz gut formuliert, dass man damit was anfangen kann. Sie sind konkret genug. Deswegen, es ist ja im Prinzip ein Tool, also ein Werkzeug, mit dem man arbeiten kann, zur Selbstreflektion. Wenn irgendjemand meint, er muss da detaillierter rangehen, dann kann er sich ja was Anderes suchen, aber ich finde das eigentlich, das ist ein gutes System. Es hat mir sehr geholfen es hat mich gut unterstützt, ja.

106	[0:36:06] I: Okay. Fandst du das gut, dass sie sich da auch so klar darangehalten hat? Oder hättest du dir manchmal gewünscht, dass sie sich davon irgendwie mehr löst?
107	[0:36:13] B: (...) Ich finde eigentlich, wir haben um diese einzelnen Strukturen immer ganz gut Drumherum gesprochen, weil wir halt auch die Abmachung hatten, dass, wenn ihr etwas Gravierendes auffällt zu einer anderen Dimension, sie das dann mit da aufnimmt. Und, ja im Gespräch ist es halt sehr wichtig, wenn man sich auf eine Dimension konzentriert in einer Unterrichtseinheit, dass man eben auch über diese Dimension dann auch erstmal sprechen kann. Und dass man halt einen konkreten Punkt hat, wo man ansetzen kann. Bei dem man etwas ändert. Das finde ich hilfreich, weil sonst so ein Gespräch auch zerfasert. Wenn man zu viel drum herummacht, verliert man einfach den Kern für dieses eine Coaching. Also für diese eine Aufnahme aus dem Blick. Und ich glaube so habe ich auch am besten gelernt, dass man sich auf eine Sache konzentriert hat und gesagt hat "da gucken wir jetzt drauf. Alles andere können wir im Auge behalten, schreibe ich gerne auch was dazu, vielleicht eine andere Dimension, die wir schon hatten, aber im Prinzip geht es jetzt erstmal darum. So, und wenn sich zur nächsten Aufnahme etwas geändert hat, in dem Fall, kann ich dir das schreiben. So nach dem Motto, guck mal, das hast du beim letzten Mal so und so gemacht, das war diesmal viel besser. Was hältst du davon?", so. Dann hat man den Bezug zu anderen Dimension, aber man hat immer noch den Kern, worum man sich kümmert. Und so kann man von jeder Aufnahme, konnte man strukturell immer die positiven Sachen mitnehmen und versuchen im Unterricht einzubauen. Das ist so ein bisschen nachhaltiger, finde ich.
108	[0:37:35] I: Ja, verstehe, dass dir das mehr geholfen hat dich zu fokussieren auf das, was jetzt gerade im Vordergrund steht. Und du hast aber gerade auch gesagt, wenn etwas Anderes aufgetreten ist oder, wenn du über ein spezielles Problem vielleicht sprechen wolltest, was dann in der Stunde aufgetreten ist, dann war Jessica schon auch flexibel zu sagen "dann lösen wir uns jetzt von der Dimension und können auch über andere Aspekte sprechen". So habe ich das jetzt rausgehört, ja?
109	[0:38:00] B: Ja, genau. Also, es war immer ein sehr gutes Gespräch und ein Austausch. Ich glaube, wir mussten nicht irgendwie explizit oder ich musste nicht explizit sagen "lasst uns mal über etwas Anderes sprechen". Ich habe es angesprochen und dann haben wir einfach / also, wir haben mehr ein Gespräch geführt, als dass wir jetzt gesagt hätten ja, als dass es so eine Fragestunde gewesen wäre. Es ist ein guter Gedankenaustausch gewesen, über die Kommentare, die geschrieben wurden. Und, dann hat sie gefragt "Was hast du da geschrieben? Wie meinst du das?", und dann so und so. "Und ja, Hast du die Szene gesehen? Das war in der letzten Stunde so und so". Und das lief einfach. Da war nicht irgendwie die Sprache dann "ja und jetzt konzentrieren wir uns darauf und darauf". Sondern, es war ein Entwicklungsprozess, so.
110	[0:38:49] I: Ja. Und du hast dann jetzt ja auch Zugang zu der Videobibliothek bekommen mit den Beispielveideos. Die kanntest du ja schon aus dem Judo wahrscheinlich. Aber da gibt es jetzt ja dann auch / gab es jetzt ja den Teil auch extra für den Sportunterricht. Hast du das auch genutzt? Hast du dir da die Videos angeschaut zwischendurch?
111	[0:39:03] B: Ich habe fünf Videos dafür geliefert.
112	[0:39:07] I: Ah, okay.
113	[0:39:08] B: So bin ich damals in das Projekt eingestiegen. Ich hatte angefangen mit der Videobibliothek und Aufnahmen. Und es sind tatsächliche fünf von den Videos genommen worden aus meinem Unterricht für unterschiedliche Dimensionen. Und insofern habe ich mir natürlich auch die anderen Unterrichte angeguckt. Manchmal war ich ein bisschen neidisch über die Ausrüstung die anderen Leute zum Sportunterricht zur Verfügung haben. Aber, ich habe mir ein oder zwei Sachen auch angeguckt zu / auch im Vorfeld schon zu verschiedenen Dimensionen. Wie die Leute damit umgehen. Ja, das war schon hilfreich, wenn ich die Zeit dafür mir nehmen konnte.
114	[0:39:45] I: Ja, klar. Verstehe. Und, hattest du das Gefühl insgesamt - Jessica ist ja jetzt auch keine Lehrerin - hattest du trotzdem das Gefühl, dass sie genug Kenntnisse hatte, um dir da hilfreiche Tipps zu geben, um das Coaching mit dir zu machen? Oder war das ein Problem, dass sie nicht aus der Schule kommt?
115	[0:39:57] B: Ja, zu den übergeordneten Kritikpunkten in den Dimensionen auf jeden Fall. Aber, sie hat auch einen reichen Erfahrungsschatz gehabt, wie gesagt, was an Spielen in der Schule gut ankommt. Ich weiß nicht, ob sie den einfach durch ihr Projekt hat, weil sie

mit vielen Lehrern zusammenarbeitet. Und das hat sie dann irgendwo mal gesehen. Oder, dann selber Erfahrungen gesammelt hat, so nach dem Motto "das hat in den Dimensionen hier funktioniert, dieses Spiel und diese Anordnung". Ja, aber da war auf jeden Fall / Ja, das war für mich völlig / Also, ich hatte den Eindruck, sie hat sich da mit der Materie auseinandergesetzt, und auch mit den schulspezifischen Szenen. Weil sie eben auch über die Dimensionen hinaus, also das reine Fundament.

116 [0:40:44] I: Wenn du ihr jetzt eine Schulnote geben solltest, was würdest du ihr dann für eine Note geben?

117 [0:40:54] B: (...) In welchem Bewertungssystem?

118 [0:41:00] I: Von eins bis sechs.

119 [0:41:01] B: Achso. Also, das war deutlich im Einserbereich für mich.

120 [0:41:06] I: Okay, schön. Zusammenfassend, was würdest du sagen. Wenn man das so sagen kann. Was hast du gelernt in dem Coaching?

121 [0:41:17] B: (...) Ich habe gelernt, Gruppen, also meine Unterrichtsgruppe, Schülergruppen besser zu sortieren und zu strukturieren. Ich habe gelernt mich ein bisschen besser auf die Emotionen der Schüler - die ja unterschiedlich ankommen - auch einzulassen. Und deren Persönlichkeiten zu respektieren und Rücksicht darauf zu nehmen, selbst, wenn sie sich benehmen wie die Letzten. (...) Genau, ich habe mich bestätigt gefühlt im Selbstreflektionsprozess, den ich ganz gerne durchführe. (...) Genau und dann / viele, viele, viele Kleinigkeiten, die noch dazukommen. So nach so Unterrichtsstruktur und nicht zu viel verlangen, nicht zu wenig. Ein bisschen mehr Geduld und Gesprächspausen zuzulassen, weil dann doch immer noch jemand kommt, der sich meldet. Und naja, ganz, ganz viele Sachen, die den Unterricht vereinfachen, die den Unterricht ein bisschen langsamer machen. Also, so ein bisschen entspannter machen so.

122 [0:42:31] I: Ahja. Okay. Das ist ja eine ganze Menge.

123 [0:42:35] B: Ja, für mich war es eine Menge.

124 [0:42:37] I: Du hast ja am Anfang gesagt, du hast das Coaching vor allem mitgemacht, weil du irgendwie / ja, selbst nicht das Referendariat gemacht hast und dir erhofft hast, dadurch irgendwie noch ein paar Anregungen für deinen Unterricht zu bekommen. Hat sich diese Hoffnung oder dieser Wunsch eingelöst am Ende? Also hat sich das so / Ist das so gekommen, wie du dir das gewünscht hast?

125 [0:43:00] B: Ja, auf jeden Fall. Also, es hat mich ein bisschen / erstmal hat es mich / das ist das, was ich mir gewünscht hatte, um zu gucken "wo stehst du eigentlich, was die Unterrichtsmethodik und vor allem auch die Didaktik angeht". Und, ich habe einfach gemerkt, dass ich in vielen Dimensionen gut dabei bin. Weil man hat halt verschiedenste Beispiele an Lehrern an der Schule, zwar auch aus anderen Unterrichtsfächern, aber dann denkt man so "nein, so will ich das nicht machen". Aus meiner Warte, aber immer mit der Frage "ist das richtig, oder macht der oder diejenige das richtig, weil das eben der didaktische oder methodische Weg ist?". Und, da habe ich sehr viel Selbstbestätigung bekommen, dass viele Dinge, die ich schon getan habe, in die richtige Richtung gehen. So und die konnte ich dann eben über das Coaching noch verbessern. Und manche Sachen, wo man sagt "die gehören einfach in den Unterricht nicht rein", die konnte ich abstellen. Das heißt, das Coaching hat mir persönlich sehr geholfen und hat mich da ein bisschen auch rückversichert, dass meine Unterrichtsstruktur, Vorbereitungen, Wahl der Methode trotzdem, dass ich keine konkrete Ausbildung mache, gut funktionieren und auch richtig sind. Also richtig ist ein blödes Wort. Es gibt kein richtig oder falsch, sondern, (.) ja, (.)

126 [0:44:15] I: //Effektiv?//

127 [0:44:20] B: // Unterrichtsdienlich sind. // Effektiv, genau.

128 [0:44:22] I: Ja, verstehe. Ja, und was würdest du denn sagen, hätten wir noch besser machen können an dem Coaching? Wie hätten wir es irgendwie noch praktischer für dich gestalten können oder wo siehst du Verbesserungspotential?

129	[0:44:37] B: (...) Ich weiß, dass es extrem schwierig ist, weil Zeit ist das, was die meisten Leute nicht haben. Gerade, du hast es in der Wissenschaft, du hast ein Forschungsprojekt, du musst dich um 1000 Sachen kümmern und ein hin und her. Es wäre natürlich gut, wenn man mehr persönlich Zeit mit dem Coach hätte. Auch nach einer Aufnahme. Ja, das man sich irgendwann mal trifft und auch mal was ausbreiten kann. Weil, die Gesprächszeiten den meisten Fortschritt bieten. Auf der anderen Seite, ist die Vorbereitung und die Nachbereitung, wirklich, wenn man im Berufsleben steht und nebenher noch einen Haushalt zu führen hat und solche Geschichten. Kennst du selbst.
130	[0:45:13] I: Ja.
131	[0:45:14] B: Extrem schwierig noch einzubauen. Das heißt ich hätte mich gerne im Vorfeld mehr damit beschäftigt, aber ich sehe auch keine Lösung, wie ihr Einfluss darauf nehmen könntet, dass die Leute sich besser vorbereiten können. Oder, ob es da irgendwie eine positive Verstärkung und Unterstützung gibt, so nach dem Motto "Ey, hast du schon in die Videodatenbank geguckt" oder "du wolltest in die und die Dimension gucken, wie sieht es aus, hast du das schon gemacht?". So einen kleinen Reminder "hey, schaffst du es noch bis zu unserem Gespräch das und das vielleicht zu machen?" und "denk daran, du wolltest das noch nach unserem Gespräch". Es gab ja immer die Gesprächsprotokolle, die man dann auch zugeschickt bekommen hat. Ja. Das man so einen kleinen Reminder bekommt "hey Leute", ja. Und dann finde ich, sind die Projekte echt zeitlich engagiert angelegt. Wir haben jetzt für die Aufnahmen ein ganzes Schuljahr gebraucht. Also, ein ganzes Jahr sogar fast. Und, das ist bei der / Also, ich finde, das ist realistisch. Ich weiß nicht, ob es Leute gibt, die die Projekte schneller hinter sich bringen. Aber, aus meiner Warte sage ich, dass ist so ein Zeitraum, den man schon mit einkalkulieren muss. Neun Monate bis ein Jahr. Weil jeden Monat eine Aufnahme machen ist einfach logistisch, auch vorbereitungstechnisch für einen selbst. Auch, wenn ich gerade / wenn man die Vorbereitung und Nachbereitung noch hat, wäre das in meinem Fall halt / also so habe ich das gerade so geschafft, und bin selbst mit mir nicht zufrieden, wie ich da rangegangen bin. Aber die zeitliche Dimension ist wirklich etwas, wo ich sagen könne "da müsste man sich eventuell mal etwas überlegen".
132	[0:46:53] I: Ja, verstehe, okay. Okay, dann bin ich soweit durch. Wenn es sonst nichts mehr gibt, was du sagst, was du noch gerne loswerden würdest, habe ich alle Fragen gestellt.
133	[0:47:05] B: Also, ich möchte mich bei Jessica auch auf dem Weg nochmal bedanken und bei dir für das Interview.
134	[0:47:12] I: Gebe ich gerne weiter.
135	B: Und auch bei der Arbeitsgruppe für die Möglichkeit, an dem Projekt teilgenommen zu haben. Weil es mir halt so viel gebracht hat.
136	[0:47:18] I: Sehr gerne.
137	B: Ich muss Jessica übrigens noch schreiben. Sie hat mich wieder freigeschaltet für die ganzen Filme, damit ich die meiner Klasse zeigen kann.
138	[0:47:25] I: Ahja.
139	[0:47:28] B: Das fällt mir dabei ein. Und, ja es hat mir sehr viel Spaß gemacht. Und vielleicht gibt es irgendwie ein Folgeprojekt oder irgendetwas Ähnliches, dann wäre ich froh, wenn mich nochmal jemand ansprechen würde, dass ich da vielleicht wieder mitmachen kann.
140	[0:47:42] I: Sehr gerne. Behalten wir gerne im Kopf. Prima, dann danke, dass du dir die Zeit genommen hast und einen schönen freien Tag wünsche ich dir noch.
141	[0:47:53] B: Ja genau, Wäsche waschen und so.



142 [0:47:58] I: Ahja, was man dann so macht, wenn man nicht in die Schule muss.

143 [0:48:00] B: Dir auch einen schönen Tag!

144 [0:48:00] I: Danke, tschüss!

145 [0:48:02] B: Tschüss.

146 [0:48:03]

## Interview - Eddy

1	[0:00:00] [Verbindungsaufbau]
2	I: Ah, jetzt sehe ich dich!
3	[0:00:06] B: Hallo.
4	[0:00:07] I: Ja, jetzt höre ich dich auch.
5	[0:00:09] B: Ah, jetzt geht es ja. Irgendwie, manchmal geht das Programm irgendwie nicht hoch. Dann kommt keine Rückmeldung, es hängt sich auf und dann muss ich es zwei, dreimal probieren.
6	[0:00:20] I: Ah, okay, gut. Aber jetzt klappt es.
7	[0:00:22] B: Aber, jetzt geht es.
8	I: Hallo, wie geht es dir?
9	[0:00:25] B: Ganz gut. Ich habe heute ja den halben Tag frei. Zumindest, ich habe keine Schule. Das ist immer ein ganz entspannter Start in die Woche sozusagen.
10	[0:00:37] I: Aber Training noch nachher?
11	[0:00:38] B: Ja, nachher habe ich noch Training, ja.
12	[0:00:40] I: Okay. Na dann.
13	[0:00:42] B: Und du bist alleine und hast deine Ruhe?
14	[0:00:44] I: Jetzt? Naja. Also, Jessy ist jetzt grad in die Lehre gegangen, aber Herr Richartz ist noch da. Genau. Dann legen wir mal los.
15	[0:00:56] B: Mhm. [Zustimmend]
16	I: Erstmal. Hast du jetzt keinen Zeitstress, oder?
17	[0:01:04] B: Nein.
18	[0:01:05] I: Okay. Genau. Es ist / nochmal vorweg. Wenn wir aus dem Interview später etwas verwenden sozusagen, dann wird das genauso wie bei dem Fragebogen anonymisiert. Das man nicht weiß, welcher Lehrer oder welche Schule sozusagen dahintersteckt. Du hast ja schon viel in dem Fragebogen auch zum Coaching gesagt. Aber jetzt wollen wir halt nochmal ein bisschen genauer sozusagen deine persönlichen Erfahrungen, darüber etwas rausfinden. Ich habe hier ein paar Spickzettel liegen mit den Fragen, die ich dir stelle. Also nicht wundern, wenn ich zwischendurch hier runtergucke. Dann achte ich darauf, dass ich nichts vergesse, was ich dich fragen soll. Hast du noch Fragen, bevor es losgeht?

19	[0:01:45] B: Nein.
20	[0:01:46] I: Dann fangen wir doch mal an. Erzähl doch mal. Ich weiß es jetzt wirklich selber nicht mehr genau. Wie hat das angefangen? Wie hast du von dem Projekt erfahren? War das über Anna, oder?
21	[0:01:54] B: Ja. Also, ich habe es über / Anna hat das im Turnen gemacht, wenn ich das richtig im Kopf habe. Und dann, nein, ja, also da habe ich es kennengelernt und dann waren wir irgendwo abends, ich weiß nicht, ein Geburtstag, irgendwas. Keine Ahnung. Und da hat Jessie, das war bei dir glaube ich. Auf jeden Fall hat Jessie dann irgendwann gesagt, dass sie noch Leute, also Sportlehrer sucht und dass das irgendwie schwierig sei und ja. Dann habe ich gefragt, ob ich das machen kann und dann ging es, ja.
22	[0:02:29] I: Okay. Und was hast du da gedacht? Also, warum hast du dich dafür entschieden, das zu machen?
23	[0:02:36] B: Ja, ich kannte das ja aus dem Seminar.
24	[0:02:39] I: Mit das, meinst du jetzt, CLASS kanntest du aus dem Seminar, oder?
25	[0:02:41] B: Ja, genau. Ich kannte CLASS beziehungsweise erstmal die grundsätzliche Problematik zu der Lehreraus- und Fortbildung und so mit dem Theorie- und Praxisgraben. Und das kannte ich halt so ein bisschen im Seminar, beziehungsweise habe es dort kennengelernt. Das fand ich irgendwie hochinteressant, weil ich das in unterschiedlichen - vor allen Dingen im Fußball - in unterschiedlichsten Szenarien schon so erlebt habe. Und, als ich es dann im Seminar sozusagen das erste Mal gehört habe, dachte ich so "ja, das ist irgendwie genau das, was ich irgendwie auch häufig erfahren habe". Und, es ist das mal gut verbalisiert, was auch irgendwie auch so das Problem ist. Nämlich erstens, dass es eigentlich nichts gibt, was wirklich mal sagen kann "was der da macht ist gut". Weil, alle machen immer irgendwas und dann erzählen alle danach, dass das gut ist. Aber, ja es gibt halt nicht so wirklich Gewissheit. Vor allen Dingen im Fußball. Also dadurch, ich bin ja beim Verband und dann hat man halt viel mit anderen Trainern zu tun aus Vereinen und dann/. Als ich das da kennengelernt habe, da wurde sich irgendwie auch viel gerieben so unter den Trainern. Die dann unterschiedlichen Institutionen angehört und so. Und da ist man irgendwie automatisch häufig mit der Frage konfrontiert "ist das, was die machen eigentlich gut?". Und, ja. Also jetzt nicht nur die anderen, sondern auch die beim Verband und so, naja. Deswegen fand ich es interessant und dann eben habe ich gerade alle Lizenzen durchlaufen in der Trainerausbildung und dachte halt immer so "ja, gut also, es kostet sehr viel Geld und sehr viel Zeit und man lernt kaum etwas Relevantes, so", sondern sehr viel / also, die Trainerausbildungen im Fußball waren halt eigentlich im Grunde Taktikausbildungen, die dann/ also so der erste Kritikpunkt ist der Inhalt, nichts pädagogisches, nichts methodisches, eigentlich auch nichts didaktisches, weil, also die Entscheidung "was?", wurde einem auch abgenommen. Also, man hat eigentlich einfach nur gesagt gekriegt "ja, das und das gibt es" und das ist ja sogar / selbst, wenn man sagt, ja, es soll nur Taktik sein, dann ist das auch zu wenig. Ja, und da hatte ich sozusagen das Gefühl, dass da so viel fehlt. Und dann habe ich das in der Uni kennengelernt und dachte so "hey, irgendwie beide Bereiche sind dadurch total gut angesprochen". Und dann konnte ich das selber machen und dann habe gedacht "ja, dann mache ich es halt". Also, und der letzte Punkt war vielleicht, ich bin halt noch im Studium und dachte, "Ich habe diesen Lehrauftrag. Ich unterrichte ein paar Mal Sport die Woche. Wer weiß, ob ich das dann nochmal später machen kann oder so und dann habe ich es halt gemacht. Ja.
26	[0:05:38] I: Und hast du dir irgendwas Spezielles davon erhofft, was dir das sozusagen jetzt konkret bringen wird? Das Coaching?
27	[0:05:45] B: Also was Spezielles vielleicht nicht, sondern eher auf so einer allgemeinen Ebene. Also, grundsätzlich immer, wenn ich mal gefilmt wurde oder so, fand ich das total ergiebig. Das passiert ja auch nicht so wahnsinnig oft, also jetzt im Lehramt Studium eigentlich gar nicht. Und in den Trainerausbildungen / einmal ist das passiert und da war die Analyse auch nicht so gut. Also, es hat dann am Ende nicht so viel gebracht, fand ich. Dementsprechend ist das eigentlich immer eine total gute Chance, finde ich. Und, ich weiß nicht, man kriegt halt insgesamt eigentlich wenig Feedback. Also, jetzt, ich habe ja noch kein Referendariat gemacht, das ist hoffentlich dann anders. Aber, ansonsten war auch dieser Lehrauftrag so "ja, sie hatten halt Niemanden und dann habe ich das halt gemacht. Ich glaube, dass ich es nicht so schlecht mache, aber trotzdem hat mir nie jemand wirklich ein Feedback dazu gegeben. Das war halt so Learning by Doing und deswegen war das eigentlich eine ziemlich außergewöhnliche Chance so.

28	[0:06:48] I: Überhaupt mal jemanden von außen so draufgucken zu lassen?
29	[0:06:53] B: Ja, vor allen Dingen, weil, wie gesagt, es jetzt noch vor dem Referendariat war, sozusagen. Und außerdem: Es können dir ja immer viele Leute irgendetwas rückmelden. Da kann auch viel Hilfreiches dabei sein. Aber, wenn man sich mal selber sieht, dann ist das auf jeden Fall nochmal eine ganz andere Qualität, glaube ich.
30	[0:07:11] I: Ja, wie war denn so dein Gefühl? Weil, man kann sich ja vorstellen, dass es eher unangenehm ist, wenn da jemand kommt und dich auf Video aufnimmt. Hattest du da Bedenken davor? Oder wie war das für dich?
31	[0:07:23] B: Also, (...) jetzt wurde ich zwar noch nicht viel gefilmt. Aber schon irgendwie häufiger mal angeguckt. Häufig im Fußball eher. Da war vielleicht / Und dann, bei den ganzen Lizenzen, die ich den letzten drei Jahren gemacht habe. Das sind dann ja immer irgendwie zwei Wochen und dann ist eine Prüfungswoche und man muss / man wird halt dann doch irgendwie beurteilt am Ende. Zwar nicht transparent und so, aber man wird halt beurteilt. Und, da war es / vielleicht hatte ich so ein Stück weit schon Gewöhnung von so etwas. Also, irgendwie eine Lehrer- oder Trainerhandlung zu präsentieren sage ich mal. Da war ich vielleicht ein bisschen / das war jetzt nicht etwas komplett Neues für mich. Aber trotzdem war es jetzt so, dass ich mir vor den Stunden vor allen Dingen am Anfang auch deutlich mehr Gedanken gemacht habe, als jetzt bei einer normalen Stunde. Also, da war der Zeitaufwand der Vorbereitungen auf jeden Fall erhöht, würde ich sagen. Also, es wäre jetzt auf jeden Fall nicht so, dass ich sage "ja war egal, ich habe das einfach so gemacht, wie sonst". Sondern, ich habe mich da schon auch darauf vorbereitet.
32	[0:08:34] I: Okay. Aber, das mit den Videoaufnahmen an sich war dir jetzt eher nicht unangenehm, also diese ganze Situation.
33	[0:08:37] B: Nein, das / also, das vergisst man ja auch dann nach zehn Minuten. Also, das ist ja auch / also das sage ich jetzt, weil ich das in der Uni gehört habe, aber ich fand es tatsächlich auch so. Also es gibt da irgendwie so Erkenntnisse, dass die Videos / die Problematik der künstlichen Situationen sich nach zehn, fünfzehn Minuten erledigt hat, weil man irgendwie dann so drin ist. Das habe ich durchaus auch so empfunden.
34	[0:09:00] I: Okay, spannend. Dann war ja deine erste Aufnahme und im Anschluss hast du dich dann auch das erste Mal ja eingeloggt in die Plattform bei Edubreak. War das einfach, dich da zurechtzufinden? Oder gab es da irgendwelche Schwierigkeiten?
35	[0:09:19] B: Nein, das war eigentlich leicht. Ich habe irgendwie ein, zweimal mein Passwort vergessen, aber da hat Jessie dann irgendwie gut geholfen. Beziehungsweise, man konnte einfach immer wieder eine Email schreiben und dann hat man ein neues Passwort gekriegt. Also, selbst, wenn man es sich nicht merken wollte, dann konnte man einfach immer wieder das neu kriegen. Das war ganz gut. Ich habe irgendwann / ich hatte nur einmal irgendwie glaube ich die Problematik / es müsste am Anfang gewesen sein / ich wollte mir irgendwie ein, zwei Videos anschauen und dann war es nicht auf Edubreak, sondern auf Forschung Spitzensport. Und ich hatte dann irgendwie nicht mehr im Kopf, dass es zwei unterschiedliche Plattformen sind. Und dann habe ich irgendwie gesucht und dann habe ich es erstmal auch sein lassen. Und dann habe ich es später irgendwie / ich glaube Jessie hatte mir dann nochmal gesagt / oder ich weiß nicht mehr ganz genau. Also, daran kann ich mich erinnern. Ansonsten war das mit der Technik jetzt nicht so schwierig, fand ich. Also auch so die Gespräche und so. Ich meine, das war ja ziemlich komfortabel. Man kriegt da eine E-Mail und klickt auf einen Link. Also, das, weiß ich nicht, das geht ja eigentlich kaum komfortabler.
36	[0:10:25] I: Okay, sehr gut. Und dann hast du ja das erste Mal auch deine eigenen Clips gesehen von deiner ersten Unterrichtsstunde. Wie war das?
37	[0:10:33] B: Komisch. Also, fand ich wirklich komisch. Am Anfang / Ja, halt so die klassischen Geschichten, man denkt so "ach, so klinge ich. So laufe ich da rum? Das sieht ja komisch aus." Aber, wenn ich so darüber nachdenke, hat sich das zum Ende hin total gegeben. Also wenn man sich dann halt ein paar Mal gesehen hat, dann weiß man das halt und dann fällt einem das nicht jedes Mal wieder auf. Aber am Anfang, ja schon ungewohnt.
38	[0:11:01] I: Okay. Also, eine Überraschung sozusagen, wie man sich selbst sieht.

39	[0:11:07] B: Ja. Vor allem so mit der Sprache und so. Das klingt ja einfach im eigenen Kopf anders und dann ist es ungewohnt.
40	[0:11:13] I: Ja. Und hast du das so gemacht, dass du dir die Clips erst komplett angeschaut hast oder hast du immer gleich die Kommentare mitgelesen oder wie hast du das gemacht?
41	[0:11:21] B: (...) Nein, ich habe eigentlich immer gleich die Kommentare mitgelesen. Dann habe ich vielleicht ab und zu mal Stopp geklickt, oder musste mal so kurz zurückmachen, wenn das mit den Kommentaren nicht mehr / wenn das dann schon ein bisschen zu weit war oder so, keine Ahnung. Aber, ich habe eigentlich von Anfang an versucht / die Aufmerksamkeit ist ja auch so ein bisschen schon gelenkt durch die Punkte. Also, man weiß ja "achso, jetzt passiert was", weil man den Punkt sieht. Und dann guckt man eben automatisch auf den Kommentar, also ja.
42	[0:11:52] I: Ja, verstehe. Wie war das insgesamt vom Umfang? Also, von der Anzahl der Clips und der Länge der Clips? Hättest du dir irgendwie mehr gewünscht? Oder war das manchmal zu viel oder wie war das?
43	[0:12:04] B: Das war eigentlich ganz gut. (...) Nein, zu viel war das eigentlich nicht. Also, (...) manchmal war vielleicht so das Videoanschauen, dann (...) also, jetzt nicht so, dass ich irgendwie eine Stunde Zeit hatte, sondern ich habe das dann irgendwie nochmal in zwanzig Minuten gemacht oder so. Irgendwo dazwischen und habe mir das angeschaut. Und, wenn das jetzt noch viel mehr gewesen wäre, dann wäre es finde ich, nicht so ganz einfach, dann immer so in den Tagesablauf zu integrieren gewesen. So war es eigentlich so, man kann das nochmal so zwischendurch kurz machen, wenn man eine halbe Stunde Zeit hat. Das war eigentlich ganz gut. Und auch so, war es dann manchmal so, dass ich das so ein bisschen, ja eben doch dazwischen gequetscht habe. Also, das war eigentlich / wenn das jetzt länger gewesen wäre, dann wäre das nicht möglich gewesen. Das wäre dann eher schwierig auch manchmal gewesen, glaube ich.
44	[0:13:05] I: Okay, verstehe. Gab es, als du dir das dann angeguckt hast, auch so Momente, wo du gedacht hast "boah, das habe ich gut gemacht und das war mir gar nicht klar vorher sozusagen. Das habe ich vielleicht vorher gar nicht gewusst oder gemerkt, dass ich das gut mache". Als du dich das erste Mal gesehen hast?
45	[0:13:23] B: Also, (...) ja, (...) also, so komplett überrascht war ich jetzt glaube ich nicht. Also gerade am Anfang war viel so, dass ich, glaube ich, in so der emotionalen Unterstützung ganz ganz oder Einiges auch ganz gut gemacht habe. Und, das wusste ich auch vorher, dass das jetzt so teilweise ganz gut ist. Aber man hat das mehr so / man hat da mehr so ein abstraktes Gefühl dafür. Und, dass dann in konkreten Situationen zu sehen, hilft eigentlich trotzdem. Es ist ein bisschen her, jetzt habe ich nicht so ein konkretes Beispiel. Aber, ich glaube / also, Jessie hat zum Beispiel häufig rückgemeldet, dass es gut wäre, dass ich zum Beispiel regelmäßig einfach laufende Prozesse mit motivierenden, anfeuernden und so weiter Äußerungen begleite. Und das war vielleicht etwas, was für mich eigentlich ziemlich normal war. Und ich gar nicht so festgestellt habe. Und dadurch, dass sie es dann gesagt hat und ich mir das nochmal angeguckt habe, ich überhaupt erst so hatte "achso, ja das könnte man auch / also, das könnte man auch nicht tun". Dann würde das richtig fehlen, so. Also so vielleicht eher. Also, dass manche Sachen mir deutlicher geworden sind, aber mich jetzt nichts so komplett überrascht hat.
46	[0:14:53] I: Ja, ja, verstehe. Wenn du jetzt Jessie als deinen Coach mit so drei bis fünf Adjektiven beschreiben müsstest. Welche Adjektive würden dir da einfallen?
47	[0:15:05] B: (...) Zuverlässig, (...) hilfsbereit, wertschätzend (...) vielleicht so interessiert.
48	[0:15:22] I: Okay. Und, kannst du dich noch so an irgendwelche konkreten Kommentare erinnern, die du besonders gut fandst, die sie dir geschrieben hat? Vielleicht zwei, drei Kommentare sagen, die dir in Erinnerung geblieben sind irgendwie?
49	[0:15:39] B: Ja, ich muss kurz nachdenken. (...) Also, es gab so ein paar Kommentare, die wie gesagt, auf so Verhalten von mir abzielten, was ich eigentlich nicht bewusstgemacht habe. Zum Beispiel, wenn es ein Klassengespräch war und Schüler sagen etwas und ich fasse dann irgendwie den zentralen Punkt nochmal zusammen und lobe dann danach. So, also "du meinst also, ja guter Punkt". So, das war dann so mein Satz. Und das habe ich ab und zu / das mache ich ab und zu und dann meinte sie halt. "Ja, das ist aus mehreren Gründen gut. Irgendwie, einmal man fasst den Kern nochmal zusammen, auch für die anderen Schüler. Und man ermutigt zu Wortmeldungen durch das Lob am Ende", und so weiter und so fort. Und, solche Sachen, weil die eben eher so intuitiv von mir getan wurden, waren

dann so Dinge / weißt du, wo ich so "ach ja, guck mal, ja, ja. Das klingt jetzt sinnvoll, das sollte ich unbedingt so weitermachen oder häufiger machen". Und, dann hatten wir einmal so einen / Nach der Stunde waren irgendwie drei Stunde so ein bisschen unzufrieden mit ihren Teams. Und waren da auch ein bisschen / zwei waren, ja richtig ein bisschen sauer dann mit ihren Spielpartnern und Spielpartnerinnen und sie waren nicht in einem so leistungsstarken Team. Dann hatten wir ein Gespräch zu dritt. Und auch da habe ich ein bisschen improvisiert und habe irgendwie versucht, denen mit der linken Hand und werfen so, so ein bisschen ein Gefühl zu geben, wie es ist, wenn man nicht so viel Bewegungserfahrung hat und das noch nicht so gut kann und so. Da hat Jessie so ein bisschen, irgendwie hatte sie was gesagt, dass man irgendwie die Erfahrung spiegelt an die Kinder, die halt andere haben und dass das irgendwie gut wäre und so. Und das sind eigentlich so viele Punkte, die ja, man intuitiv macht, wo man jetzt keinen pädagogischen Plan dahinter hat, sondern nur so ein Gefühl, was könnte jetzt irgendwie sinnvoll sein und da gab es dann häufiger mal die Bestärkung von Jessie und das fand ich eigentlich ganz gut.

50 [0:17:56] I: Okay, ja.

51 [0:17:58] B: Warte mal eine Sekunde kurz.

52 [0:18:02] I: Ja.

53 [0:18:03] B: Ja.

54 [0:18:05] I: War es dann manchmal auch so, das dir im Unterricht etwas durch den Kopf gegangen ist, was ihr vielleicht vorher mal besprochen hattet? Also, hast du da im Unterricht dann manchmal daran gedacht?

55 [0:18:17] B: Ja. Aber manchmal auch nicht. Also, es war in der Nachbetrachtung ganz interessant. Es gab zum Beispiel, also das super simple Thema des Bälle Pools. Weil, eigentlich / also, es gibt die Regel, es gab die auch schon vorher, dass im Gesprächskreis keine Bälle sind. Aber, dann sind halt / viele Dinge passieren in der Sportstunde und ein Junge hat dann irgendwie doch einen Ball in der Hand und ich merke es nicht und der Gesprächskreis läuft und man sieht dann halt im Video, er ist halt nicht so ganz aufmerksam, weil er diesen Ball in der Hand hat, so. Und dann denkst du dir eigentlich "ja gut, also das ist doch jetzt wirklich / also, ich meine, diese Regel habe ich in der ersten Stunde eingeführt". Und du denkst so "das ist wirklich die größte Basic des Sportunterrichts und es funktioniert nicht ausnahmslos". Und das ist / das fand ich total, ich will jetzt nicht peinlich sagen, aber ich dachte so "also, das kann ja wohl jetzt eigentlich nicht sein, dass das das Problem ist, so". Und dann fiel das irgendwann auf und ich dachte so "ja okay, also nein, das find ich dann / das müsste schon mal jetzt hier eigentlich klappen" und so. Und, dann habe ich darauf geachtet in der nächsten Stunde und in der übernächsten Stunde wieder nicht. Und dann sitzen wir nach der dritten Stunde wieder da und ich denke mir so "das darf doch ja wohl nicht wahr sein, dass das jetzt hier schon wieder passiert". Und dann kam / also da habe ich eben einmal dran gedacht; einfach indem ich drauf Hinweise in der zweiten Stunde. In der dritten Stunde habe ich es dann wieder vergessen. Dann war die Thematik wieder zu sehen. Und, dann war so ein bisschen der Punkt so "nein, also so geht das nicht. Wenn ich dann mal daran denke und mal vergesse. Muss ich das irgendwie anders machen, als mit Ansagen". Und dann habe ich halt mir vorgenommen immer einen Ort zu haben. Weil, häufig hast du halt einen Ball Korb, da sind die Bälle drin. Aber, wenn du zum Beispiel / wir hatten die Footballs. Also, wir haben Football gespielt und die Footballs haben keinen Ball Korb an unserer Schule. Und schwups, ist der Ort schon nicht da, wo die Bälle eigentlich hingehören. Und das habe ich dann in der Nachbesprechung festgestellt. Und, wenn es keinen Ort gibt, wo die Bälle hingehören, dann sind sie halt irgendwo. Und irgendwo ist dann auch die Hand eines Schülers. So, das heißt, kurzum. Ich habe dann sozusagen nicht die Regel für die Zukunft im Kopf gehabt "Ja, keine Bälle im Kreis". Sondern, ich habe die Regel im Kopf gehabt "Bälle sind immer im Ball Pool". Weil dann gibt es halt einen Ort, wo sie sind und das war irgendwie leichter zu merken so. Und dann war das zum Beispiel etwas, was ich am Anfang immer auf dem Zettel haben musste. Also, weil, ich muss ja einen Ball Pool, sei es ein umgedrehter Kasten oder / ich muss ja irgendetwas markieren. Irgendwo muss ich das ja einrichten. Und, dann, weil ich das dann gesehen habe immer / da stand halt dieser umgedrehte Kasten in der Mitte der Halle, war es total leicht, immer wieder daran zu denken. Und dann viel es mir auch immer wieder ein. Also das fand ich ganz interessant, weil das so ein / eigentlich genau das war. Das Problem zwischen Theorie und Praxis. Frag mich nach der Stunde "ja klar, Bälle aus dem Kreis ist doch logisch, sonst kann keiner zuhören". Guck die Stunde an und es ist ein Ball im Kreis. Und der Ausweg war sozusagen, sich das nicht nochmal zu sagen, was ich eh schon wusste, weil, es hat ja nicht funktioniert. Sondern, der Ausweg war, sich zu überlegen, wie in der Stunde Bedingungen geschaffen werden, dass ich mich leichter richtig verhalte. Dass ich es eben nicht vergesse. Und das fand ich ziemlich interessant, weil, das ist eigentlich anhand dieser super einfachen Regel, die in jedem Sportunterricht

	wahrscheinlich existiert, ist das mal sozusagen aufgezeigt gewesen, dass es eben nicht reicht, einfach zu sagen "ja, denk mal da daran, dass so zu machen".
56	[0:21:58] I: Ja, ja interessant. Gab es denn auch mal Situationen, wo ihr nicht einer Meinung wart? Jessy und du?
57	[0:22:16] B: Ich habe im Deutschdidaktik Seminar / im Fachdidaktik Deutschseminar wurde dieses Thema, was ich gerade gesagt habe, mit dem, dass ich den Kern nochmal so zusammenfasse / manchmal war das auch so, dass ich / wenn du den Kern zusammenfasst, dann kann es halt auch sein, dass du irgendwie einfach den zentralen Satz des Schülers wiederholst. Und wir haben das mal in Deutschdidaktik unter dem Thema Lehrerecho behandelt. Und da war das sehr negativ konnotiert, dieses Verhalten. Und das war sowas, was ich hatte / Ich habe das dann gesehen und dachte "ja, warum plappere ich alles nach". Und dann hat Jessy, aber sozusagen das nicht so gesehen, sondern gesagt "nein, das ist schon gut, dass du den Kern nochmal zusammenfasst". Da waren wir jetzt nicht gegensätzlicher Meinung, weil, ich war auch schon offen dafür. Ich weiß jetzt vielleicht immer noch nicht, was jetzt richtig und gut ist, aber das wäre jetzt zum Beispiel ein Punkt gewesen, wo ich zumindest überrascht war, weil ich vorher Anderes gehört hatte. Nein und ansonsten eher nicht. Also /
58	[0:23:22] I: Hattest du denn mal das Gefühl, das sie dich irgendwie vielleicht nicht so richtig versteht? Oder in bestimmten Situationen vielleicht nicht versteht, warum du bestimmte Sachen machst? Gab es sowas?
59	[0:23:34] B: (...) Nein, fällt mir so spontan eigentlich nichts ein. Also, gab es eigentlich gar nicht, dass ich so aus dem Gespräch gegangen bin und dachte so "häh, wie. Also was war das denn jetzt, wieso hat sie das denn jetzt nicht so gesehen, wie ich?" oder so. Das kam eigentlich nicht vor.
60	[0:23:57] I: Und gab es mal Situationen, in denen du dich vielleicht ein bisschen geärgert hast? Oder, die dir vielleicht auch / wo ihr über unangenehme Sachen gesprochen habt? Oder vielleicht war mal / im Unterricht ist etwas passiert und du hast dich irgendwie darüber geärgert und hast gedacht "warum passiert das ausgerechnet jetzt, wo die Kamera läuft?". Gab es sowas? Und wenn ja, konntet ihr dann auch darüber sprechen?
61	[0:24:16] B: Ja, also ein bisschen geärgert / diese Ballthematik, das hat mich in der Tat geärgert, weil ich fand es irgendwie, gefühlt so einen Anfängerfehler.
62	[0:24:23] I: Wobei das ja eher dann so hinterher war? Gab es auch mal etwas, dass du dich in der Stunde vielleicht schon geärgert hat?
63	[0:24:29] B: In der Aktion?
64	I: Ja.
65	[0:24:30] B: Ich glaube, in einer Stunde habe ich / hatte ich meine Aufzeichnungen mal vergessen. Also, ich habe mir einen Plan von der Stunde gemacht und den so auf dem Block gehabt, um mir irgendwie nochmal zwei, drei zentrale Dinge in den Kopf rufen zu können. Und das habe ich dann einfach zu Hause gelassen. Aber, das ist dann mehr so, denkst du dir dann am Anfang "oh ja toll ey, acht Uhr morgens und du hast hier deinen Zettel vergessen, du Idiot". Und dann musst du ja trotzdem anfangen. Dann ist es halt um zehn nach acht auch egal. Weil, was willst du denn machen, es hilft dann ja nichts, da jetzt irgendwie sauer zu sein in der Stunde. Du musst ja den Unterricht machen. Von daher, ich weiß nicht, ob man so wahnsinnig viel Zeit hat in der Stunde irgendwie jetzt /
66	[0:25:20] I: [unverständlich]
67	B: Hä?
68	I: Das bedeutet, dass man sich mal über Schüler ärgert und das irgendetwas nicht klappt. Und man sich dann irgendwie ja, sich ärgert, warum ist es jetzt gerade so, also in der Stunde?

69	[0:25:32] B: Also, jetzt so richtig ausgeprägt und doll habe ich das eigentlich nie. Also, weil man / ich finde nicht, dass man Zeit hat sich zu ärgern. Weil, wenn irgendwas ist, was einen stört, dann muss man ja handeln. Ich kann ja dann nicht / Irgendwie, klar, man hat vielleicht so einen kurzen Impuls oder so. Aber, wenn ich jetzt zum Beispiel merke, dass zwei Spieler mit Ihren Teams nicht zufrieden sind und nicht dort irgendwie gut mit den Anderen interagieren, dann kann ich ja / dann brauche ich ja nicht sauer sein auf Louis, weil er das jetzt nicht macht. Sondern, dann muss ich ja hingehen und gucken "So, was ist hier los und warum ist Louis so? Und, wie kann ich das irgendwie". Also, ich habe eine Sekunde / Nein, eigentlich hat es nichts mit ärgern zu tun. Es ist eigentlich nur ein Registrieren und dann ein Handeln. Und das kann im Nachhinein dann zum Beispiel sein, weil ich keine guten Teams gemacht habe, oder weil ich vielleicht zu lange an der Seite stand / an dem Feld stand, wo es sowieso lief und das Feld mit Problemen eher vielleicht fünf Minuten gar nicht behandelt habe und nicht unterstützt habe und so. Aber in der Situation bin ich ja gar nicht in der Lage das so zu reflektieren. Also, ich sehe einfach was und dann versuche ich zu reagieren. Das heißt, in der Stunde eigentlich, gibt es eigentlich keinen Ärger.
70	[0:26:44] I: Keinen Ärger, okay. Gab es denn das mal, dass du dich vielleicht zu Unrecht kritisiert gefühlt hast von ihr?
71	[0:26:51] B: Nein. Also, überhaupt nicht. Ich fand auch / Also, ich hätte auch vielleicht sogar etwas mehr kritisiert werden können. Also Jessie hatte halt einen sehr sehr sehr positiv orientierten Feedbackansatz, was ja auch total gut war und gerade am Anfang hilft es glaube ich total. Und dann, war es / ja, ich bin mir nicht mehr hundert prozentig sicher. Aber, vielleicht so gefühlt hätte es noch gerade zum Ende hin einfach ein, zwei mehr Kritikpunkte auch geben können. Was klar dominiert hat, war eigentlich immer positives Verhalten herauszuheben.
72	[0:27:41] I: Okay, also hast du dich eher überhaupt generell wenig kritisiert gefühlt.
73	[0:27:45] B: Ja, insgesamt schon. Also, kritisiert im Sinne von irgendwie Fehler aufgezeigt oder so, das war auf jeden Fall von den Rückmeldungen klar in der Minderzahl. Also, kann man schon sagen insgesamt wenig, ja.
74	[0:28:01] I: Wenn ihr über solche Fehler gesprochen habt. Wie war das dann? Wie hat sich das angefühlt?
75	[0:28:06] B: Ja, also, das war eigentlich / Dadurch, dass diese Fehler eigentlich meistens so aufgezeigt wurden von Jessie, dass es meistens eine eigene Frage gab. Also, es gab dann meistens eine Frage "Hier hast du es so gemacht. Könntest du dir noch etwas Anderes vorstellen?" oder "Warum hast du dich dafür entschieden?", so. Es war also nie so, dass es irgendwie so von oben herab war und so "ja, das muss man jetzt so machen". Das gab es eigentlich gar nicht. Dementsprechend war es jetzt überhaupt nicht irgendwie auf einer persönlichen Ebene so, dass man sich irgendwie angegriffen fühlte. Sondern, es war mehr so eigentlich eine Frage nach zusätzlichen oder anderen Optionen. Dementsprechend war es eigentlich völlig unproblematisch und ja anregend würde ich sagen.
76	[0:29:03] I: Ja, okay. Wenn du jetzt jemand anderen kennen würdest, vielleicht einen anderen Lehrer von deiner Schule oder aus deinem Bekanntenkreis, der auch überlegen würde an so nem Coaching bei Jessie teilzunehmen, der aber vielleicht denkt "so, ich bin noch ein bisschen unsicher, weil das ja bestimmt unangenehm ist, da Jemanden in seinen Unterricht zu lassen und darüber zu sprechen hinterher." Was würdest du der Person sagen?
77	[0:29:23] B: (...) Das man das unbedingt machen sollte, weil, selbst, wenn man keinerlei Rückmeldung kriegen würde. Wenn diese Gespräche nicht stattfinden würden und man würde nur die geschnittenen Videos kriegen, sich das angucken können und dann hätte man die Forschungsseite mit den Videos und so, dann würde das schon was bringen. Und, so vor Kritik oder so / Ja, was ich gerade erzählt hatte so /
78	[0:29:54] I: Die Videos auch ohne Kommentare oder die Videos mit den Kommentaren?
79	[0:30:00] B: Also, ich glaube, auch ohne würde das etwas bringen, weil man sieht sich ja wie gesagt im Alltag kaum selbst. Also, das bringt allein schon was. Die Kommentare auch total und das Gespräch darüber dann auch nochmal. Ich bin sowieso eigentlich, im Sprechen kommen einem halt auch nochmal Ideen und Lösungen. Dieses mit dem Ball Pool, das kam halt im Gespräch mit Jessie und dann wurde es halt integriert. Also, es macht halt total Sinn, so sprechend zu denken und sich dann so weiterzuentwickeln. Das finde ich / also, für



mich persönlich zumindest. Aber / also, wenn das jetzt sozusagen "Ja und wie ist das dann mit der Kritik und so?". Da würde ich dann irgendwie das sagen, was ich gerade gesagt habe. Das es halt wirklich eine total lösungsorientierte / ja, nicht mal. Erstmal eine positiv, beispielorientierte Feedbackkultur ist, in diesem Gespräch. Dass das total dominiert. Und, das dann eigentlich bei Punkten, die möglicherweise verbesserungswürdig wären, eher so Alternativen aufgezeigt werden oder halt die Lehrerperspektive wird total berücksichtigt. Und irgendwie, dass es dann eben ein Gespräch auf Augenhöhe ist und total weiterhilft. Also, da würde ich in dem Gespräch sozusagen versuchen, völlig die Angst zu nehmen oder den Nutzen herauszustellen.

80 [0:31:20] I: Ja. Hattest du denn durch das Coaching das Gefühl, dass du besser verstehst, wie Probleme im Unterricht vielleicht zustande gekommen sind?

81 [0:31:33] B: (...) Ja, also, weil man dann eben manchmal so / Wenn du halt so den Kreis siehst, während du sprichst, von außen, dann fallen dir halt zum Beispiel ein paar Sachen auf, die du normalerweise nicht siehst. Und dann fragst du dich manchmal "Wieso ist jetzt nicht vollständig klar, wie wir jetzt hier starten?". Ja, weil wahrscheinlich vorher der Kreis so aussah, wie er aussieht. Also, irgendwie ein Beispiel. Also, das gibt es schon. Und vielleicht auch nicht mal so zu Problemen. Sondern so zum Beispiel die Sache mit dem permanenten Anfeuern war zum Beispiel etwas, wo ich verstanden habe, "okay, das scheine ich häufig machen". Und das trägt dann dazu bei, dass diese Klasse eben einfach total engagiert und fröhlich dabei ist. Und vielleicht war das dann manchmal auch so "Ja, also das sind jetzt auch nicht nur die. Die sind super. Aber ich trage irgendwie auch etwas dazu bei, dass es irgendwie dann häufig ganz so gut läuft." Also, diese Erkenntnisse gab es auch. Also, jetzt nicht nur, wenn ein Problem aufgetreten ist, sondern, ich konnte auch mal sehen, was ist es eigentlich, zum Beispiel, was ich tue, was einen Beitrag dazu leistet, dass es jetzt ganz gut gelingt? Wir hatten zum Beispiel einmal eine Stunde, wo wir / da sollten die Kinder im Flagfootball so Spielzüge erstellen in Dreierteams. Und wir haben das in einem großen Turnier gespielt. Und ich habe dieses Turnier und die genauen zeitlichen Abstände auf einer großen Tafel alles aufgeschrieben. Und es war dann immer so "Spielzeit, Reflektionszeit, Wechselzeit, Spielzeit, Reflektionszeit, Wechselzeit". Es war halt komplett so durchgetaktet. Und normalerweise würde ich das / hätte ich das vielleicht nicht so machen. Da hätte ich einfach gesagt "Okay und Wechsel und besprecht euch kurz und so". Aber dadurch, dass es so getaktet war und ich dann wirklich gesagt habe bei den ersten Durchgängen "Okay Stopp. Jetzt ist eine Minute Reflektionszeit. Alle reflektieren". Und dann mussten sie halt ihren Spielzug da für das nächste Spiel sich ausdenken. Dann mussten sie diesen Spielzug üben und dann so ging es immer weiter. Und dadurch, dass es so getaktet war, habe ich total erfahren, wie ich mich selber von Handlungen befreit habe im Unterricht, die sonst notwendig gewesen wären. Nämlich immer wieder zu sagen "Tu jetzt dies, tu jetzt das". Dadurch, dass wir nach zehn Minuten klar hatten, was jetzt hier die nächsten vierzig Minuten passiert, hatte ich alle Hände frei hinzugehen, zu gucken und so weiter. Und das habe ich dann halt erst im Video richtig gesehen, dass ich eigentlich keine Anweisungen gegeben habe zum Ablauf der Stunde, weil, der Ablauf der Stunde war halt vorher durch Vorarbeit klar. Und ich hatte dann Zeit zum Helfen, zum Tipps geben und so weiter. Und, ich glaube, das war zum Beispiel etwas, was ich mir total gemerkt habe. Weil, viele Handlungen, die man so tut, glaube ich, häufig den Ablauf der Stunde betreffen. Und das ist ja eigentlich / also, ich habe das, nur so was für mich, was ich dann daraus gezogen habe. Das gilt es eigentlich ein Stück weit schon zu minimieren, wenn man ganz gut vorarbeitet und vielleicht eine gute Struktur, auch eine räumliche Struktur hat, so. Dann muss man diese ganzen / dieses Sorgen für Reibungslosigkeit und so nicht mehr während der Stunde machen, sondern man hat sich halt vorher um eine gute Struktur gekümmert und hat dann wie gesagt die Hände frei.

82 [0:34:49] I: Ahja, verstehe.

83 [0:34:51] B: Sowas zum Beispiel, ja wäre dafür jetzt ein Beispiel.

84 [0:34:55] I: Ja, ja. Jetzt hatten wir ja erst sozusagen, ob du gesehen hast, wie Probleme zustande gekommen sind. Da hast du gesagt "Ja, irgendwie, so im Kreis hast du das dann teilweise gesehen, warum das jetzt nicht geklappt hat". Und dann habt ihr aber auch konkrete Lösungen euch überlegt? Also, du hast am Anfang / du hattest eben schon einmal gesagt, es war lösungsorientiert.

85 [0:35:17] B: Ja.

86 I: Hattest du den Eindruck, du hast danach auch irgendwie das Gefühl gehabt "Ich weiß jetzt, was ich mal versuchen kann, oder was ich irgendwie anders machen könnte?".

87	[0:35:24] B: Ja, auf jeden Fall, also, diese Thematik mit dem Bälle Pool war sowas, da war es halt zuerst so "ja, die Regeln nochmal betonen". Und dann habe ich das halt gemacht und dann liefs. Und in der dritten Stunde habe ich es halt wieder vergessen und dann war halt so der Punkt so "Nein. Also das reicht jetzt halt nicht." Das werde ich ja auch immer wieder vergessen. Das heißt, dass muss jetzt irgendwie eine andere Lösung her. Und dann war eben das mit diesem räumlichen Ort für Bälle jedes Mal zu haben. Und das ist eigentlich eine gute Faustregel sozusagen, die man immer im Kopf haben kann. "Wo ist der Ort für Bälle?" Und wenn es keinen Ort für Bälle gibt, dann ist es ein Störpotential sozusagen. Also, es sollte immer einen Ort für Bälle geben.
88	[0:36:00] I: Ja.
89	[0:36:01] B: Das war eigentlich ja ein super Beispiel dafür, dass wir irgendwie im Gespräch eine Lösung gefunden haben.
90	[0:36:11] I: Was würdest du denn sagen, hat den größeren Teil eingenommen? Mehr die Frage danach, wie ist das Problem zustande gekommen? Oder, wie kann man es jetzt lösen?
91	[0:36:17] B: (...) Nein, eher, wie man das lösen kann. Also, in diesem Beispiel. Ja, ist vielleicht jetzt auch nicht so gut. Aber, naja. Das geht ja so ein bisschen Hand in Hand. Also, wie ist das Problem zustande gekommen wäre in diesem Beispiel zu sagen: "Ja gut, das Kind hat halt einen Ball mitgebracht." So und dann denkt man sich halt "Ja gut, warum macht es das? Weil Bälle toll sind und das einfach für das Kind besser ist einen Ball in der Hand zu haben, als keinen Ball in der Hand zu haben." Und dann denkst du dir natürlich "Okay. Könnte man jetzt so beantworten." Aber dann spielt auch noch eine Rolle, dass nur, weil ich das sage, oder wir irgendwann die Regel festgelegt haben, heißt das ja nicht, dass die sich da automatisch jeder dran hält. Und dann war halt so die Frage, "okay, wie wäre es denn leichter sich an die Regel zu halten?". Und das war dann / dann ist man ja schon auf einem Lösungsweg. Also, ich würde schon sagen eher lösungsorientiert, aber es geht halt immer sehr eng miteinander einher so.
92	[0:37:14] I: Ja, ja, verstehe. Würdest du sagen, dass du im Coaching auch etwas Neues über dich selbst irgendwie erfahren hast oder gelernt hast?
93	[0:37:25] B: (...) Ja, ich glaube schon. Also, (...) also, mir ist, glaube ich, deutlich geworden, dass ich auf der einen Seite mich sehr bemühe, irgendwie ein freundliches, gelöstes, freies Klima irgendwie in der Klasse zu haben. Ich habe jetzt gerade wieder eine Fünfte und da kann man ja ganz neu anfangen. Und das ist total super. Weil, ich habe jetzt so ein, zwei Punkte, wo mir einfach irgendwie vielleicht auch im Coaching klargeworden ist, was mir so wichtig ist. Also, und die steuere ich jetzt gezielter an. Und das ist vorher vielleicht viel / das ist viel intuitives Handeln. Wie gesagt, ich meine, ich habe jetzt noch kein Referendariat gemacht, ich komme aus der Uni, ich habe so ein paar Vorstellungen und irgendwie, wie man dann auch so ist. Da hat man so ein paar intuitive Handlungen, die dann zu einem gewissen Unterrichtsstil führen vielleicht. Die sind teilweise aber eben nicht so ganz bewusst. Und dadurch, dass man sich dann häufiger selbst gesehen hat, ist es mehr so ein "Ins-Bewusstsein-Rücken" von "Was-ist-mir-eigentlich-wichtig"? Und da war es jetzt zum Beispiel so, also, mir ist auf einmal / also, auf der einen Seite die positive, emotionale Komponente wichtig. Also, ich möchte eigentlich, dass alle gerne immer mitmachen und jeder sich alles traut sozusagen. Also, irgendwie so, ne. Und zweitens, und das steht jetzt nicht mal im Gegensatz. Aber zweitens ist mir auch wichtig, dass wir eine ziemlich große Reibungslosigkeit und auch so ein bisschen Zug drin haben und nicht irgendwie so trödeln, Zeit verschwenden / also, ich möchte zum Beispiel, wenn wir eine Trinkpause haben, dass die in einer Minute wieder da sind. Und nicht so "Jetzt hier jeder macht hier so, was er will". Also, ich habe eher jetzt gerade drüber nachgedacht, ob das ein Gegensatz ist. Ich finde nicht, aber / also, das wären so zwei Punkte, die mir relativ wichtig sind und, das habe ich während des Coachings gelernt. Das ist mir durchaus klargeworden, dass das so ist. Also, dass es mir halt wichtig ist, dass während Teamwechselfasen / Dass die so kurz, wie möglich sind und, dass die Spielzeit so lange wie möglich ist. Und so, also, dass ich da sehr darauf achte. Und, das war mir vorher nicht so bewusst. Auch, wenn ich jetzt durch das Coaching nicht mein Verhalten geändert habe; nur mein Wissen um das Verhalten.
94	[0:39:59] I: Es ist klarer geworden sozusagen? Was das Entscheidende für dich ist in dem Moment?
95	[0:40:06] B: Ja.

96	[0:40:08] I: Ja. (...) Ich muss mal kurz gucken. Du hast eben schon mal gesagt, das Coaching wäre sehr / die Lehrerperspektive würde sehr stark berücksichtigt werden. Also, war es auch so, dass sich die / Oder du hast auch schon gesagt eigentlich, dass Jessie immer nach Alternativen gefragt hat sozusagen. Also, war es auch so, dass sie auch deine Vorschläge und Ideen irgendwie integriert hat, oder dass sie sich dafür interessiert hat?
97	[0:40:33] B: Ja, total. Also, wie gesagt, weil meistens ging es halt mit so einer Frage los, so "Hier hast du das so gemacht. Was würde es da jetzt noch für Möglichkeiten geben?" oder "Hier scheint Kind so und so nicht ganz bei der Sache zu sein." Oder "kannst du dir vorstellen, warum das so ist?". Also, es war eigentlich immer irgendwie mit einer Frage eröffnet. Und (...) das führt halt dazu, dass man eigentlich total selber angeregt wird sich mit alternativen Handlungen auseinanderzusetzen, was ich total gewinnbringend fand.
98	[0:41:12] I: Okay. Und, hast du das auch genutzt, wenn sie eine Frage gestellt hat. Hast du auch zurückkommentiert? Oder war das nur im Gespräch dann?
99	[0:41:19] B: Also, meistens habe ich eigentlich zurückkommentiert. Und, das war dann ja meistens so "Ja stimmt, vielleicht könnte man so und so". So lief das irgendwie häufig ab.
100	[0:41:30] I: Ja.
101	[0:41:31] B: Und dann / ich habe manchmal auch relativ kurz erst vor dem Gespräch zurückkommentiert, deswegen weiß ich nicht genau, ob Jessie immer noch Zeit hatte das zu lesen. Aber es war dann im Gespräch auch häufig so, dass wir dann so irgendwie kurz hatten so "Ja, hier das hattest du auch geschrieben, hatte ich auch kurz einen Satz darauf geantwortet". Und dann haben wir eh darüber gesprochen. Also, es war dann sozusagen / die Kommunikation über diese Kommentare fand vielleicht gar nicht mal so statt, aber es war eine gute Vorstrukturierung für das Gespräch.
102	[0:42:03] I: Okay. Würdest du denn insgesamt sagen, dass du dich durch das Coaching eher sicherer gefühlt hast in deinem Unterricht oder auch ein bisschen unsicherer durch vielleicht, ja, Kritik, die dann auch kam?
103	[0:42:11] B: Nein, unsicherer eigentlich nicht. Also, du meinst jetzt so beim Durchgang Nummer zwei, Nummer drei, Nummer vier, als dann wieder gefilmt wurde?
104	[0:42:22] I: Jetzt so generell eher im Nachgang.
105	[0:42:24] B: Achso, im Nachgang.
106	[0:42:26] I: Also, nach dem Projekt. Wie ist es jetzt im Unterricht?
107	[0:42:28] B: Nein, überhaupt nicht unsicherer. (...) Eher auch sicherer jetzt, irgendwie, weil mal irgendwie ein, zwei Dinge hat, an die man regelmäßiger auch denkt. Und, da / aber das ist auch schwierig, weil, ich bin ja sozusagen noch Anfänger. Und ich glaube, es ist relativ klar, dass man sich sicherer fühlt, wenn man jetzt im zweiten oder im dritten oder im vierten Jahr unterrichtet. Das man sich halt von Jahr zu Jahr sicherer fühlt ist glaube ich relativ klar. Ich weiß nicht jetzt, ob das viel mit dem Coaching zu tun hat. Aber, es ist jetzt auf jeden Fall nicht so, dass es zu Unsicherheit beigetragen hat.
108	[0:43:12] I: Okay. Das ganze Coaching war ja - du kennst jetzt ja CLASS schon ziemlich gut - das Ganze war ja auch mit CLAAS strukturiert. Und sie hat sich ja immer / dadurch war ja eigentlich schon eine Menge vorgegeben sozusagen, worauf jetzt die Rückmeldung basiert. Wie war das für dich, dass das so festgelegt war?
109	[0:43:29] B: Also, aus den Gründen / also, für das Feedback / also, für die ganze Nachbetrachtung und das Feedback und so war es gut. Weil, sonst ist es ja viel zu viel. Da kann man ja / also das hätte ja überhaupt jeden Rahmen gesprengt. In der Unterrichtsvorbereitung war es manchmal ein bisschen schwierig, weil ich festgestellt habe, dass bestimmte Dimensionen sich / oder manche Unterrichtsstunden

eignen sich besonders, um bestimmte Dimensionen zu präsentieren oder Verhaltensweisen in Dimensionen zu präsentieren und manche Stunden führen eher dazu, dass bestimmte Verhaltensweisen aus bestimmten Dimensionen kaum vorkommen. Das heißt, man muss das eigentlich so ein bisschen im Vorhinein sich überlegen: "Ja, komme ich denn überhaupt viel in Feedbackprozesse" oder "sind die Feedbackprozesse vielleicht in dieser Stunde eher so angelegt, dass sie sich gegenseitig Feedback geben und ich bin dann viel stärker bei Berücksichtigung der Athletenperspektive oder so". Und das habe ich schon festgestellt, dass man sich irgendwie / also, ich habe nicht einfach die Stunde gemacht, sondern ich habe die Stunde ein bisschen für die Dimension geplant.

110 [0:44:49] I: Okay.

111 B: Das blieb jetzt nicht ganz aus.

112 [0:44:52] I: Ja, weil ihr vorher festgelegt habt, welche Dimension jetzt im Fokus ist?

113 [0:44:54] B: Genau, und dann war halt auch so ein bisschen so "ja gut, dann Berücksichtigung der Athletenperspektive; dann machen wir halt was, was irgendwie zu Interaktionen und Autonomieerleben und so weiter und sofort beiträgt".

114 [0:45:08] I: Verstehe. Und, generell aber sozusagen, dass jetzt überhaupt CLASS so die Grundlage war. Das wir überhaupt gesagt haben, wir nehmen jetzt dieses Beobachtungsinstrument. Und, dass sozusagen ist unser Maßstab, dir Rückmeldung jetzt zu geben. Wie fandst du das?

115 [0:45:24] B: Also, das fand ich natürlich total sinnvoll. Also, einfach, weil ich mich ja auch so ein bisschen damit auseinandergesetzt habe, wo die Vorteile des Instruments sind. Und ich ja, ja, wie gesagt finde, dass es ganz wenige Alternativen gibt, die dir wirklich mit einer ziemlich guten Verlässlichkeit sagen können, welche Handlungen eigentlich gut, im Sinne von lernförderlich, sind, so. Wenn man dann weiß, dass man sich da so ein bisschen darauf verlassen kann, dann gibt es da eigentlich nicht mehr viel zu hinterfragen sozusagen. Also, also, wenn man sich sozusagen mit der wissenschaftlichen Begründung und Rechtfertigung dieses Instruments ein bisschen befasst hat, dann, dann bleiben so Fragen aus wie, ja "Was soll das denn jetzt? Das ist doch gar nicht praktikabel?", oder irgendwie so. Also, dass man so eine Skepsis hat, fiel bei mir dann zumindest weg. Aber ich habe jetzt auch nicht 20 Jahre Berufserfahrung und irgendwie so schon ganz gehärtete Meinung und Ansichten. Sondern es war mehr so "Ja, also, alles was Jessie mir erzählt / ich kenne ja CLASS, das wird schon seine Richtigkeit haben und dann versuche ich das mal umzusetzen". Also, sozusagen, dass ich war da sehr offen. Aber eben, weil ich weiß, was sozusagen dahintersteckte. Also, es war jetzt nicht Jessie, die mir das /

116 [0:46:56] I: Verlässlichkeit sozusagen. Okay, dass du weißt, es ist nicht Jessys Willkür, sondern /.

117 [0:47:00] B: Genau. Ich konnte das sozusagen / ich habe Jessie jetzt nicht als, die Mentorin oder so wahrgenommen. Sondern als eine Vermittlerin der wissenschaftlichen Erkenntnisse, die eben in diesem Instrument stecken, so.

118 [0:47:14] I: Okay.

119 [0:47:16] B: Ich weiß nicht, ob das für jemanden, der sich nicht besonders viel mit CLASS auseinandergesetzt hat, auch gelten wird. Das weiß ich nicht genau, aber bei mir war das so.

120 [0:47:25] I: Auch so deutlich wird, sozusagen, ja. Hattest du denn das Gefühl, dass sie, auch wenn ihr das immer so / das mit den Dimensionen ja schon eine starke Vorgabe war, war sie trotzdem auch flexibel, wenn du irgendwie spezielle Probleme hattest, die du mal besprechen wolltest. Oder, besondere Situationen mit einzelnen Schülern, konntet ihr das dann besprechen?

121 [0:47:42] B: Ja, total. Also ich hatte ein, zwei Nachfragen, hier bei dieser Szene, wo ich nach der Stunde das Gespräch mit den drei Schülern hatte über faire Teams und so. Da hatten wir gesprochen und ich meinte so: "Also, ich fühle mich da völlig / also, komplett improvisierend. Also, ich habe keine Ahnung an was für Gesprächsregeln / was es / wie man so etwas aufbaut, so ein Problemgespräch", ne. Also, wenn man sich wirklich fünf Minuten mit Schülern hinsetzt und sagt "hey, ich nehme das und das wahr und so. Und das muss

	in Zukunft / ". Und ich habe / ich bin völlig unerfahren. Das habe ich dann zurückgemeldet und dann hat sie halt / also, da konnte sie mir spontan das jetzt auch nicht sagen, ob es da so einen Gesprächsleitfaden oder goldene Regeln für Problemgespräche oder so gibt. Aber das hatte sie dann aufgenommen und in der nächsten E-Mail hatte sie dann so ein paar Vorschläge gemacht unten. Und das fand ich eigentlich total gut. Also das war etwas, was jetzt eigentlich über CLASS hinausging. Das waren so, ja Problemlösegespräche irgendwie. Irgendwie Konfliktmanagement oder schieß mich / irgendwie, weiß ich nicht, aus welchen /.
122	[0:48:48] I: Ja.
123	B: Und da hatte sie sich dann irgendwie schlau gemacht und hatte mir noch ein bisschen was rübergeschickt. Das fand ich eigentlich richtig gut.
124	[0:48:56] I: Ahja, okay. Hattest du denn insgesamt das Gefühl, dass sie genug Kenntnisse hat, um dir gutes Feedback zu geben?
125	[0:49:06] B: Ja, total.
126	I: War das ein Problem, dass sie selbst keine Lehrerin ist?
127	[0:49:09] B: Naja, gut, ich bin ja auch kein Lehrer [lacht]. Also, nein, für mich überhaupt nicht. Also, weil ich / Nein, also das, was man sich vielleicht vorstellen könnte, wenn eine junge wissenschaftliche Mitarbeiterin einen mittelalten, sehr erfahrenen Lehrer irgendwie coacht ist in meinem Fall ja überhaupt nicht da. Also, Jessie war ja sowohl qualifizierter vom Bildungsabschluss als ich, als auch besser in CLASS drin und da gab es jetzt überhaupt keinen / ich weiß nicht / also, die ein, zwei Jahre, die ich unterrichtet habe, da habe ich mir da jetzt nichts darauf eingeblendet. Also, das / also, das war jetzt überhaupt nicht so, dass ich da irgendwie dachte so, dass sie mir da jetzt nichts erzählen kann.
128	[0:49:52] I: Okay. Wenn du ihr jetzt insgesamt eine Note geben solltest, von eins bis sechs, wie Schulnoten. Welche Note würdest du ihr geben?
129	[0:50:01] B: Ja, ziemlich gut glaube ich. Also, würde ich mit eins machen.
130	[0:50:06] I: Okay. Wenn du jetzt nochmal ganz zusammenfassend sagen würdest über die sechs Monate, waren es ja glaube ich, was würdest du sagen, hast du gelernt im Coaching?
131	[0:50:16] B: Also, ich habe ein paar Sachen über mich selber gelernt, die / also, einfach, was so meine Prioritäten sind. Was ich wichtig finde im Unterricht. Das habe ich ja gerade schon beschrieben. Ich habe gelernt / naja, also, ich habe eigentlich vieles gelernt, was ich in den Seminaren so theoretisch eben mitbekommen habe, indem, dass ich häufig Momente hatte "Ah ja, guck mal, das wäre jetzt der Fall". Also, ich habe gelernt, dass es viele Dinge im Unterricht gibt, die ich nicht wahrnehme zum Beispiel. Ich habe gelernt, dass es nicht ausreicht, sich Sachen vorzunehmen, sondern, dass man sich, wenn man wirklich etwas verändern will, sich sehr sehr gut überlegen muss, "wie mache ich selber das am einfachsten, wie möglich?". Das kann eine Faustregel sein, das kann diese Geschichte mit räumlichen Dings / mit dem Ball Korb sein. Also / oder eine sehr gute Vorbereitung der Unterrichtsstruktur, damit ich, wie gesagt, die Hände frei habe für Feedback oder so. Also, das war irgendwie so eine Frage "wie entbinde ich mich von vielen Dingen, indem ich mich vielleicht gut vorbereite?". Ja, ich glaube, ich habe auch irgendwie gelernt, dass ich es wirklich unheimlich gerne tue. Also, ich habe echt Spaß daran und ja, also, es hat dazu beigetragen, dass ich sozusagen ganz glücklich bin, dass ich da jetzt mein Referendariat machen kann und dann loslegen kann, dass es so ein bisschen der richtige Beruf ist, glaube ich. Weil, da bin ich ja auch sozusagen noch am Anfang und in der Bestätigung dessen sozusagen / auf der Suche nach der Bestätigung dessen. Und, ja, ich glaube, ich habe auch gelernt, dass ich auch / also, irgendwie jetzt so als Berufsanfänger oder so, ein gewisses Talent habe, manche Sachen auch schon ziemlich gut mache und dass mir viele Dinge auch liegen und ja, wie gesagt, ich das gerne mache, so.
132	[0:52:19] I: Ja. Schön.

133	[0:52:21] B: Ja.
134	[0:52:22] I: Eine ganze Menge. Du hast am Anfang ja gesagt, du wolltest da mitmachen, um irgendwie diese Gelegenheit zu nutzen, da mal von außen Feedback zu bekommen. Und, würdest du sagen, jetzt, deine Erwartungen oder deine Hoffnungen an das Coaching haben sich auch eingelöst?
135	[0:52:38] B: Ja, auf jeden Fall. Ich hatte jetzt keine sozusagen / konkreter als "ich krieg Feedback und schau dann mal" so, war es auch nicht. Aber, das ist dann auch passiert. Also, ich wusste nicht, was sozusagen rauskommt. Aber es ist auf jeden Fall dann Einiges rausgekommen und dementsprechend hat sich das total erfüllt, ja.
136	[0:52:59] I: Ja. Und wenn wir das jetzt noch mal machen würden. Was würdest du uns noch für Tipps geben? Was könnten wir noch besser machen? Wie könnten wir das Coaching irgendwie noch praktischer gestalten oder noch besser für die Lehrer machen?
137	[0:53:08] B: Also, dieser eine Punkt mit den Dimensionen, dass der Unterricht sozusagen auf die Dimensionen hin so ein bisschen konzipiert wird / ich weiß nicht so genau, ob das so / Also, das ist eigentlich dann doch ein bisschen eine künstliche Situation, habe ich mir gedacht. Weil, ich würde ja niemals einen Unterricht planen und sagen "ja, heute lege ich mal / ". So ist das ja auch eigentlich nicht gedacht, das Modell. Also, die sind ja nicht sozusagen gegenseitig irgendwie priorisiert oder so. Sondern, möglicherweise wäre es vielleicht auch so / also, zum Beispiel positives Klima. Das hätte man jetzt auch vielleicht weglassen können. Also, in meinem Fall jetzt. Weil, das war irgendwie / das war so unsere erste Sitzung und es war auch gut zum Start eigentlich, aber, es war dann nur so "ja hier / " und dann gab es ganz viele gute Sachen und es gab eigentlich nicht wirklich etwas Negatives. Und dann war auch so "Ja Mensch, läuft doch ganz gut." Das war so der Start, so.
138	[0:54:07] I: Ja.
139	[0:54:09] B: Und, das ist zum Start auch super und vor allen Dingen, wenn man sich nicht kennt, ist es, glaube ich, fast absolut notwendig, damit das Ganze überhaupt klappt. Aber, vielleicht könnte man ein erstes Gespräch haben, wo man so sagt "also, in der Stunde oder in den und den beiden Dimensionen bist du richtig, richtig stark, das hat uns richtig gut gefallen". Vielleicht nimmt man sogar zwei Stunden, weil, wie gesagt, manche Stunden eher die eine Dimension zeigen, manche eher die andere, so. Das man so ein bisschen so eine Bestandserhebung hat oder so? Und dann vielleicht sagt "Okay, in der Dimension war jetzt noch kaum etwas zu sehen oder / und das ist ja auch passiert, was würde dich denn interessieren?", so. Aber vielleicht nicht mal mit dem Anspruch, alle Dimensionen abzuhaken. Also, man könnte vielleicht auch etwas weglassen.
140	[0:55:00] I: Übergreifend sozusagen, ja.
141	B: Weil, dann / und dann vielleicht nicht zu sagen "Und dann machen wir in der nächste Stunde Qualität des Feedbacks, sondern ja, dann haben wir ja diese drei Dimensionen jetzt so ein bisschen im Hinterkopf / ".
142	[0:55:09] I: Und dann in der nächsten /
143	B: "Und dann mach mal deinen Unterricht und dann schauen wir, wo wir sozusagen, danach / ".
144	[0:55:15] I: Ja, verstehe.
145	B. Ich weiß nicht, ob das /.
146	[0:55:16] I: Also nicht jede Sitzung eine Dimension, sondern mehr, dass man am Anfang überlegt, was sind die starken Dimensionen, die braucht man vielleicht nicht so sehr zu berücksichtigen. Und was sind eher die Dimensionen in denen man nicht so stark ist?

147	[0:55:26] B: Auf der anderen Seite widerspricht das halt auch so den ganzen positiven Sachen, wenn man eben viel Lob und viel positive Rückmeldung und so bekommt. Das ist wahrscheinlich am Ende wichtiger, vor allen Dingen, wie gesagt, wenn man mit unbekanntenen Personen das macht, die sich erstmal irgendwie so daran gewöhnen müssen. Aber so in meinem Fall wäre das vielleicht /
148	[0:55:46] I: Auch in Dimensionen, in denen es noch Entwicklungsbedarf gibt, gibt es ja bestimmt Dinge, die man schon gut macht?
149	[0:55:51] B: Ja, ja, das stimmt. Also, das wäre vielleicht ein Punkt. Ja, und / Also, es gab ja so ein paar Beispiele. Die Videos zum Beispiel. So Positivbeispiele, zu bestimmten / Und auch da war / Also, ich hatte zum Beispiel zwei, dreimal die Situation: Ich habe mir das dann angeguckt und dann habe ich so festgestellt "ja, aber diese Unterrichtssettings kommen eigentlich in meinem Plan nicht so wirklich vor." Also, entweder man hat noch eine größere Vielfalt an Beispielen. Ja, vielleicht das. Oder, ist vielleicht auch vermessen zu sagen, dass man jetzt immer irgendwie ein total gutes Beispiel findet, was man dann einfach so adaptieren kann. Aber möglicherweise irgendwie / Wie gesagt, eine meiner Erfahrungen war halt, die Art und Weise / Also, würde ich das jetzt Methodik nennen oder Unterrichtsstruktur. Also, es macht halt einen totalen Unterschied - zum Beispiel "Qualität des Feedbacks" - ob ich irgendetwas in Teams habe, oder ob sich zwei Leute eine Choreographie oder eine Präsentation ausdenken. Also, es ist ein komplett unterschiedliches Feedbackverhalten, was dann so. Und wenn ich jetzt Bodenturnen mache, dann hilft mir eine - fand ich - ein Videobeispiel aus einer Handballstunde wirklich kaum weiter. Und andersherum auch, weil, ich habe während so einem Spiel überhaupt nicht die Zeit, jetzt wirklich auf einzelne einzugehen, wenn fünf Leute vor mir stehen. "Ja, wie war das?". Dann wird das Gespräch so unglaublich lang, also solche Sachen. Also, vielleicht könnte man unter dieser Perspektive die Videopositivbeispiele noch ein bisschen differenzierter und vielfältiger irgendwie gestalten, damit man immer auf jeden Fall etwas Cooles findet. Weil, immer, wenn ich etwas gefunden hatte, fand ich das total gut. Weil, man hat halt richtig / man hat das dann richtig gesehen und so: "Ja, so könnte das." Und, das ist eigentlich total einfach, wenn man einfach einen anderen Lehrer nachmachen kann.
150	[0:58:01] I: Ja.
151	[0:58:03] B: Also, find ich zum Lernen total gut im Vorhinein.
152	[0:58:05] I: Also, hast du das schon genutzt. Hast du da schon viel reingeguckt?
153	[0:58:10] B: Ja, ich habe da reingeguckt, aber, wie gesagt, nicht immer was Passendes gefunden. Und dann musste man am Ende sich dann doch / Ach, ich habe jetzt kein konkretes Beispiel mehr so genau, aber es war dann zwei, dreimal so, dass ich mir das zwar angeguckt habe, aber dann festgestellt habe "Ja, nein, das passt auch gar nicht und nicht mal so, dass ich es nur ein bisschen verändern muss." Also, ich muss mir schon einen ganz eigenen Weg einfallen lassen, wie ich jetzt die Athletenperspektive berücksichtige oder was weiß ich. Und, wenn es da eine bisschen größere Vielfalt gegeben hätte, vielleicht wäre das noch komfortabler gewesen.
154	[0:58:44] I: Ja, schön. Okay, gibt es sonst noch etwas, was du loswerden möchtest?
155	[0:58:49] B: Nein. vielen Dank, dass ich mitmachen durfte. Habe ich auch Jessy schon gesagt. Ja, war eigentlich ziemlich gut.
156	[0:58:57] I: Danke, dass du mitgemacht hast. Da hast du uns ja auch mit weitergeholfen. Dann habe ich soweit alles gefragt, was ich fragen wollte.
157	[0:59:05] B: Sehr gut. Wie lange läuft das eigentlich noch? Also, Trainer- oder Lehrercoaching?
158	[0:59:14] I: Also, dass Lehrer / also, Jessy ist jetzt mit ihrer Stichprobe durch. Und wir haben ja jetzt gerade ein neues Projekt angefangen im Training. Also, das erste Trainingsprojekt ist auch durch. Und jetzt haben wir gerade das Neue angefangen. Das heißt, das geht jetzt erst wieder los und jetzt sind wir da in einer anderen Altersklasse. Also, wir waren ja erst bei so ungefähr neun- bis zwölfjährigen und jetzt sind wir halt im Jugendbereich. Also, ab zwölf aufwärts. Zwölf bis achtzehn ungefähr. Da fangen wir jetzt eine neue Stichprobe im Training wieder an.

159	[0:59:44] B: Und so Handballer und Turner und so die alten Sportarten?
160	[0:59:51] I: Genau, das sind wieder die beiden Verbände, die da mit drin sind in dem neuen Projekt. Ja, der deutsche Handballbund und der deutsche Turnerbund. Deswegen sind es vor allem Handballer, Turner und Rhythmische Sportgymnastik.
161	[1:00:01] B: Ja, sehr gut.
162	[1:00:03] I: Ja, ja. Und ich habe gehört, du hast einen Referendariats Platz? Herzlichen Glückwunsch.
163	[1:00:08] B: Ja! Und ich hoffe auch an der Schule, das stellt sich jetzt irgendwie noch raus.
164	[1:00:12] I: Okay.



# Appendix B – Codesystem

Code	Codebeschreibung	Wert
Codesystem		562
Voraussetzungen Coaching		0
> Coaching - Mögliche Barrieren		57
> Coach - Kompetenzzuschreibung		35
> Coachee - Intention, Motivation, Ziele		24
Wertschätzung/emot. Unterstützung, Sensitivity		0
> Gesprächsathmosphäre und Zusammenarbeit		29
> Charakteristika		29
Affektaktivierung/-kalibrierung		0
> unangenehme oder ärgerliche Situationen		23
Ergebnisorientierte Problemreflexion		0
> Verteilung Lösungsorientiert und Problemanalyse		5
> Problemanalyse		7
> Fragetechniken		6
Ergebnisorientierte Selbstreflexion		0
> Reflexion ist wichtig		9
> nichts neues über sich selbst gelernt		4
> Sachen über mich selbst gelernt		18
Zielklarheit/Zielzustände		0
> Motivationale Klärung/Zielklärung		3
> Aufbau Coaching		9
> Rückmeldung CLASS		36
> Rückmeldung Videobibliothek		16
Ressourcenaktivierung		0
> externe Ressourcen		3
> interne Ressourcen		12
Umsetzungsunterstützung		0
> Lösungsorientiert und Praxisbezug		32
> Austausch wichtig um Unterricht weiter zu entwickeln		4
> Praxisbezug		9

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Autonomieunterstützung               <ul style="list-style-type: none"> <li>konnte mir das passende aussuchen</li> <li>regler Austausch von Ideen</li> <li>interessiert</li> <li>konnte selber Sachen einbringen, die aufgefallen sind</li> <li>flexibel</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>6</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>0</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>6</li> </ul>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Ganzheitlicher Ansatz               <ul style="list-style-type: none"> <li>Integrierender Lernfortschritt</li> <li>Mehrere Dimensionen</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>3</li> <li>3</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>0</li> <li>3</li> <li>3</li> </ul>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Kommentare und Video-Clips               <ul style="list-style-type: none"> <li>Kommentare</li> <li>Video-Clips</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>43</li> <li>40</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>43</li> <li>40</li> </ul>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Outcomes               <ul style="list-style-type: none"> <li>Verbesserung meines Lehrerdaseins</li> <li>Inhalte des Coachings im Gedächtnis</li> <li>Verbesserungsbedarf erkannt</li> <li>Komplexität von Unterricht deutlich geworden</li> <li>Handlungsoptionen notwendig für Veränderung</li> <li>veränderte Wahrnehmung</li> <li>Selbstreflexion wichtig</li> <li>Ziele-Bilanz</li> <li>Emotional Support</li> <li>Classroom Management</li> <li>Instructional Support</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>6</li> <li>8</li> <li>3</li> <li>1</li> <li>1</li> <li>2</li> <li>3</li> <li>10</li> <li>14</li> <li>18</li> <li>3</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>0</li> <li>6</li> <li>8</li> <li>3</li> <li>1</li> <li>1</li> <li>2</li> <li>3</li> <li>10</li> <li>14</li> <li>18</li> <li>3</li> </ul>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Verbesserungen               <ul style="list-style-type: none"> <li>PC vielleicht unnötig</li> <li>zwei plattformen</li> <li>offene Bestandserhebung/ Ist-Zustand am Anfang</li> <li>nicht der Anspruch alle Dimensionen abzarbeiten</li> <li>Künstliche Situation, wegen Orientierung an Dimensionen</li> <li>Aufnahme alle 4 Wochen unrealistisch</li> <li>positive Verstärkung, wenn schon in Videobib. geguckt etc.</li> <li>mehr persönliche Zeit mit dem Coach</li> <li>mehr am Lerngegenstand orientieren</li> <li>weniger Fragebögen</li> <li>nicht für so lange verpflichten, lieber erst ausprobieren</li> <li>zeitlich reduzieren</li> <li>mehr kritisches Feedback</li> <li>Verbesserung Videobib</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>2</li> <li>1</li> <li>1</li> <li>2</li> <li>6</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>0</li> <li>1</li> <li>3</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>1</li> <li>2</li> <li>1</li> <li>1</li> <li>2</li> <li>6</li> </ul>

## Appendix C – Interview Guide

### Interview Guide Developed by Richartz in the Coaching-Project and Adapted for PE

<p>Allgemeines: Intention, Motivation, Ziele</p>	<p>1. Sie haben sich ja für das Coaching entschieden – welche Gedanken und Gefühle hatten Sie dabei? (Unsicherheit, Neugier, Wunsch nach Hilfe, )... → Wie hat es angefangen? Wie kam es dazu, dass Sie bei dem Projekt mitgemacht haben?</p> <p>2. Was haben Sie sich gewünscht, was das Coaching Ihnen nutzen wird? (Intention, Motivation, zielgerichteter) / Was fanden Sie spannend an der Idee</p>
<p>Barrieren: spezifisch: Video Allgemein: Offenheit</p>	<ul style="list-style-type: none"> <li>• Bei Webinar dann auch Frau Maier kennengelernt – was hatten Sie für einen <u>(ersten) Eindruck</u>?</li> <li>• Manche Menschen haben ein unangenehmes Gefühl, wenn sie sich vorstellen, man würde sie beim Unterricht aufnehmen und hinterher darüber sprechen. Wie war das bei Ihnen? (Barrieren, Ausgangslage Beziehungsaufnahme)</li> <li>• Ziel: Selbsteinschätzung Beziehungsvoraussetzung</li> <li>• Sie haben dann ja die erste Aufnahme gehabt– welche Gedanken und Gefühle hatten Sie da? (Unsicherheit, Neugier,...) Wie war die erste Aufnahme? Fühlt man sich geprüft? Wie war es, dass die Kamera da war? ... vor der Kamera zu stehen?</li> </ul>
<p>Technik</p>	<ul style="list-style-type: none"> <li>• Im Anschluss haben Sie sich zum ersten Mal in der Plattform eingeloggt. Waren Sie sich unsicher, ob das mit der Technik einfach ist? War das schwierig, sich auf der Plattform zurechtzufinden? Hätten wir Ihnen da noch besser helfen können? (Evaluation Technik, offen)</li> <li>• Manchmal verliert man ja die Lust, wenn die Technik nicht klappt – gab es mal so einen Moment bei Ihnen?</li> </ul>
<p>Video</p>	<ul style="list-style-type: none"> <li>• Dann haben Sie zum ersten Mal die Video-Clips gesehen. Wie war das für Sie? Was hatten Sie für Gedanken und Gefühle? (Manchmal ist es ein unangenehmes Gefühl, sich im Video zu sehen – wie war das?)</li> <li>• Haben Sie die Clips ganz durchlaufen lassen und gleichzeitig auf die Kommentare geachtet oder auf die Kommentare geklickt?</li> <li>• Wie war der Umfang?</li> <li>• Gab es etwas wie: Das habe ich gut gemacht und vorher gar nicht gemerkt / gewusst</li> </ul>
<p>Wirkfaktor: Wertschätzung/emot. Unterstützung</p>	<ul style="list-style-type: none"> <li>• Können Sie sich an <u>Kommentare</u> erinnern, die Sie besonders gut fanden? (emot. Schwerpunkt) Erzählen Sie mir von drei Kommentaren, die ihnen besonders in Erinnerung sind.</li> </ul>

<p>Einführendes Verstehen</p> <p>Ermutigung</p> <p>Zuhören</p> <p>Echtheit/Kongruenz</p> <p>Sensitivity: Wahrnehmung, Responsivität für Stress,</p>	<ul style="list-style-type: none"> <li>• Wenn Sie mindestens <u>drei höchstens fünf Worte</u> wählen müssen, um Ihren Coach zu beschreiben, was würden Sie auswählen?</li> <li>• Geht Ihnen manchmal im Unterricht etwas durch den Kopf, von dem was sie vorher besprochen haben?</li> <li>• Wenn Sie jemand kennen würden, der sich überlegt ein Coaching bei Frau Maier zu machen und der sagt Ihnen: Ich bin ein bisschen unsicher, das ist doch bestimmt auch unangenehm – was würden Sie sagen?</li> <li>• Manchmal gab es vielleicht Situation im Gespräch, wo Sie <u>anderer Meinung</u> waren als ihr Coach. Können Sie sich an eine erinnern? (Erinnerung: Wie war das dann so ...?)</li> <li>• Haben Sie manchmal das Gefühl gehabt, Ihr <u>Coach versteht nicht richtig</u>, wie Sie es meinen oder warum Sie etwas tun?</li> <li>• Sie haben vielleicht auch manchmal über Situationen gesprochen, die ein bisschen <u>unangenehm</u> waren – vielleicht weil etwas nicht geklappt hat, oder weil Sie sich im Unterricht geärgert haben. Wie war das, auch über so etwas mit ihrem Coach zu sprechen?</li> <li>• Haben Sie bei den Video-Aufnahmen mal das Gefühl gehabt: Oh, Mann, dass mir das ausgerechnet jetzt passiert, wo es aufgenommen wird? (Wie ist Ihr Coach auf die Situation eingegangen?) (z.B.: „Hätte ich jetzt nicht so sagen sollen.“)</li> <li>• Haben Sie sich von Ihrem Coach mal ungerecht kritisiert gefühlt?</li> <li>• Wie war es für Sie über Fehler zu sprechen? (Fokus auf unangenehmes Gefühl/Problem: Scham, Vermeidung von Beschämung)</li> </ul>
<p>Wirkfaktor Affektivierung/-kalibrierung</p> <p>Negative Affekte im Gespräch angemessen aktualisieren, aber vor allem auch beruhigen</p>	<ul style="list-style-type: none"> <li>• Manchmal haben Sie sich vielleicht im Unterricht besonders stark <u>geärgert</u> oder waren <u>enttäuscht über die Kinder</u>. Wurden auch solche Situationen im Coaching angesprochen? (zornig sein)</li> <li>• Wie war das so? Das ist vielleicht unangenehm.</li> <li>• Wie das am Ende: man kann sich ja hineinsteigern oder sich beruhigen, wenn man darüber spricht.</li> <li>• Wie war die Gesprächsathmosphäre?</li> </ul>

<p>Ergebnisorientierte Problemreflexion</p> <p>Subjektive Wahrnehmung der Problemsituation (Interpretation, Zuschreibung)</p> <p>Andere Interpretation möglich?</p> <p>Folgerung für Praxis/Handlung</p> <p>Lösungsorientierung, nicht in Problemanalyse hängenbleiben</p>	<ul style="list-style-type: none"> <li>• Hatten Sie das Gefühl, durch das Coaching <u>versteht man besser, wie Probleme im Unterricht zustande kommen?</u></li> <li>• Wenn Sie über Situationen gesprochen haben, mit denen Sie nicht zufrieden waren – wurden da auch <u>Lösungen für die Praxis</u> besprochen? Gab es für Probleme auch Lösungsvorschläge?</li> <li>• Hatten Sie das Gefühl: „Ich weiß jetzt, was ich mal versuchen kann?“ oder eher „schön und gut: aber wie soll ich das in der Praxis machen?“ oder „na gut, aber bei den Kindern ging das nicht?“</li> <li>• Haben Sie mit Ihrem Coach mehr darüber gesprochen, wie Probleme <u>zustande</u> kommen oder darüber, wie man die Probleme vielleicht <u>lösen</u> kann?</li> </ul>
<p>Ergebnisorientierte Selbstreflexion</p> <p>Selbstkonzept</p> <p>Werte</p> <p>Stärken/Schwächen</p> <p>Indiv. Erleben/ Potenziale</p> <p>Neue Einsichten?</p>	<ul style="list-style-type: none"> <li>• Haben Sie eigentlich etwas <u>Neues über sich selbst</u> im Coaching erfahren?</li> <li>• War das eher etwas Positives oder Negatives?</li> <li>• Wie hat sich das Coaching darauf ausgewirkt, wie Sie sich selbst als Lehrer/im Umgang mit Kindern sehen?</li> <li>• Würden Sie das Coaching weiterempfehlen?</li> <li>• Fanden Sie es immer nützlich/praktisch?</li> </ul>

<p>Ressourcenaktivierung</p> <p>Interne Ress: Selbstwirksamkeit, Wissen, Erfahrung, Kompetenzen</p> <p>Externe: Hilfe u. Unterstützung mobilisieren</p>	<ul style="list-style-type: none"> <li>• (vgl. auch selbstreflexion): Selbstwirksamkeit!</li> <li>• Haben Sie etwas <u>Positives über sich</u> erfahren, was Ihnen noch nicht so deutlich war?</li> <li>• Hatten Sie mehr das Gefühl: Ich kann <u>besser umsetzen</u>, was mir wichtig ist, oder oh jeh, wie soll ich das schaffen? Beispiel?</li> <li>• Hat Ihr Coach sich auch dafür interessiert, was Sie für Vorschläge und Ideen haben? (wie hat ihr Coach reagiert?)</li> <li>• Wollte Ihr Coach eher vermitteln oder hat sie auch nach Ihrer Meinung gefragt? → Fanden Sie es anregend mit der Kommentarfunktion (Zurückkommentieren)?</li> <li>• Haben Sie sich nach dem Coaching eher sicherer oder eher unsicherer gefühlt im Umgang mit Kindern? (Haben Sie sich manchmal durch das Coaching verunsichert gefühlt?)</li> <li>• Wie war das für Sie, dass jemand Ihnen vielleicht helfen kann?</li> <li>• Haben Sie das im Alltag von anderen auch?</li> <li>• Hat es sich darauf ausgewirkt, wie Sie mit anderen arbeiten/sprechen?</li> </ul>
<p>Motivationale Klärung/Zielklärung</p> <p>Ziele/Intention eigener Handlungen</p>	<ul style="list-style-type: none"> <li>• Manchmal bekommt man in einem Gespräch mehr Klarheit über sich selbst, zum Beispiel weil man klarer sieht, warum einem bestimmte Sachen wichtig sind oder auch warum man bestimmte Sachen macht, die man sich angewöhnt hat. Gab es solche Momente? Können Sie mir ein Beispiel erzählen?</li> </ul>
<p>Umsetzungsunterstützung</p>	<ul style="list-style-type: none"> <li>• Manchmal hat man nach einem solchen Gespräch vielleicht das Gefühl: „Ja, ja, das hört sich erstmal gut an, aber ob ich das wirklich umsetzen kann, das weiß ich jetzt auch nicht.“</li> <li>• Hatten Sie nach einem Coaching-Gespräch das Gefühl: „Ich weiß jetzt besser, wie ich bestimmte Sachen hinkriege, die mir wichtig sind?“ Können Sie mir ein Beispiel erzählen?</li> </ul>
<p>Zielklarheit</p> <p>Zielzustände</p>	<ul style="list-style-type: none"> <li>• Mit den Dimensionen und Verhaltensmarkern von CLASS war ja eigentlich eine ganze Menge vorgegeben. Wie fanden Sie das?</li> <li>• Wie fanden Sie, dass Ihr Coach sich an die CLASS – Verhaltensmarker gehalten hat?</li> <li>• Haben Sie die Videobibliothek genutzt? Wie fanden Sie sie?</li> </ul>

Autonomieunterstützung	<ul style="list-style-type: none"> <li>• War Ihr Coach eigentlich flexibel, wenn Sie besondere Probleme besprechen wollten, z.B. mit einzelnen Kindern oder haben Sie das mehr als vorgegeben empfunden, was besprochen wurde?</li> </ul>
Kompetenzzuschreibung  Vertrauenswürdigkeit	<ul style="list-style-type: none"> <li>• Hatten Sie das Gefühl, ihr Coach hat genug Kenntnisse, um Ihnen gut Feedback zu geben?</li> <li>• Wenn Sie Ihrem Coach eine Note geben sollten wie in der Schule, also von 1-6, was würden Sie geben?</li> <li>• Zusammenfassend: <u>Was haben Sie gelernt?</u> Beispiele?</li> <li>• Was machen Sie jetzt anders? Was können Sie besser als vorher? Sehen Sie sich jetzt anders?</li> </ul>
Ziele-Bilanz	<ul style="list-style-type: none"> <li>• Am Anfang hatten Sie gesagt, Sie haben das Coaching gemacht, weil ....</li> <li>• Wie sehen Sie es jetzt: Ist das auch eingelöst?</li> <li>• Was hätten wir noch besser machen können? Wie noch praktischer?</li> </ul>

## Appendix D – Item Lists Teacher’s Questionnaire

### Items Developed in the Coaching-Project of Richartz and Adapted for PE

Educational Beliefs – Items	CLASS-Dimension
1. LehrerInnen sollten die Verhaltensregeln für den Unterricht oft wiederholen und bekräftigen.	BM
2. Wenn LehrerInnen ständig alles im Blick haben, treten keine problematischen Situationen auf.	BM
3. SchülerInnen sollten ständig etwas zu tun haben, damit sie konzentriert bleiben.	BM
4. LehrerInnen sollten einen genauen Ablaufplan vom Unterricht haben, sonst gibt’s Leerlauf.	P
5. Um mit dem Verhalten von SchülerInnen klarzukommen ist es am wichtigsten, die Kontrolle zu behalten.	RSP-
6. Es ist wichtig, dass SchülerInnen im Unterricht Möglichkeiten zur Mitbestimmung haben.	RSP
7. Die SchülerInnen lernen am besten, wenn sie eng von dem/r LehrerIn geführt werden.	RSP-
8. SchülerInnen sollten selbstständig üben, was sie schon kennen.	RSP
9. LehrerInnen müssen immer prüfen, ob Erklärungen falsch verstanden werden.	TS
10. Beim Lernen von neuen Sachen sollte man möglichst anknüpfen an etwas, was SchülerInnen schon kennen.	QF
11. Wenn man die SchülerInnen mit Respekt und Freundlichkeit behandelt, gibt es weniger Verhaltensprobleme.	PC
12. Es ist wichtig, ausschließlich positive Formen des Umgangs mit Sportlerverhalten zu zeigen.	PC
13. Es ist wichtig, dass Kinder in jeder Unterrichtseinheit Spaß haben.	PC
14. SchülerInnen sollten in jedem Unterricht Erfolgserlebnisse haben können.	TS
15. LehrerInnen sollten sich Zeit nehmen, etwas über das Privatleben der Kinder zu erfahren.	PC
16. Es ist wichtig, in jeder Unterrichtsstunde ein Gemeinschaftserlebnis zu schaffen.	PC
17. Ich mag alle SchülerInnen in meinen Unterrichtsgruppen, jede(r) hat etwas Positives.	PC
18. Unterricht sollte interessant und abwechslungsreich sein.	ILF
19. Mindestens einmal pro Unterricht muss man laut werden, damit Ruhe und Konzentration herrschen.	NC
20. SchülerInnen drücken sich gern, wenn es anstrengend wird.	NC



21. Es fällt meinen SchülerInnen oft schwer, sich zu konzentrieren.	<b>BM-</b>
22. Die meisten Kinder wollen im Unterricht nicht lernen, sondern spielen.	<b>NC</b>
23. Es ist wichtig, die Gefühle der SchülerInnen zu verstehen.	<b>TS</b>
24. Man kann im Unterricht nicht auf jede Empfindlichkeit eingehen.	<b>TS-</b>
25. Bei jeder Übung müssen LehrerInnen überlegen, wo SchülerInnen Probleme haben könnten.	<b>TS</b>
26. Wenn jemand eine gute Erklärung nicht versteht oder umsetzen kann, dann kann man nichts machen.	<b>TS-</b>
27. Damit SchülerInnen besser werden, sollte man ständig ihre Fehler benennen.	<b>QF-</b>
28. LehrerInnen müssen die Stärken ihrer SchülerInnen hervorheben, um sie zu motivieren.	<b>QF</b>
29. LehrerInnen sollten jedem Kind in jedem Unterricht mehrfach technisches/taktisches Feedback geben.	<b>QF</b>

<b>Expected-Outcomes – Items</b>
<b>Wenn ich an dem Coaching-Programm zur pädagogischen Unterrichtsqualität teilnehme ...</b>
werde ich interessante Informationen erhalten.
werde ich mehr Freude im Unterricht haben.
werde ich in meinem Unterricht zufriedener sein.
wird das Klima in meinem Unterricht besser.
werde ich mit meinen SchülerInnen bessere sportliche Erfolge erreichen.
werde ich persönlich zufriedener sein.
werde ich bei meinen SchülerInnen größere Unterrichts- und Lernfortschritte erzielen.

<b>Process Quality –Items</b>
1. Mein Coach hat wirklich wichtige Situationen aus dem Unterricht für das Feedback ausgewählt.
2. Mein Coach wirkte stets gut vorbereitet.
3. Mein Coach war engagiert und begeistert bei der Sache.
4. Meinem Coach war es wichtig, dass das Coaching für mich nützlich ist.

5. Mein Coach war immer freundlich und aufgeschlossen.
6. Mein Coach ist immer auf meine Wünsche und Interessen eingegangen.
7. Ich konnte mit meinem Coach auch unangenehme und kritische Situationen besprechen.
8. Mein Coach hat sich Mühe gegeben, meine Situation zu verstehen.
9. Ich habe durch das Coaching viel gelernt.
10. Ich habe durch das Coaching etwas Sinnvolles und Wichtiges gelernt.
11. Mein Coach und ich konnten gemeinsam auch für schwierige Situationen Lösungen finden.
12. Mein Coach hat mir Mut gemacht, neues Verhalten auszuprobieren.
13. Mein Coach versteht, wie man sich als LehrerIn fühlt.
14. Beim Coaching wurden konkrete Vorschläge und Maßnahmen erarbeitet.
15. Mein Coach hat mich unterstützt, eigene Verbesserungsideen zu finden.
16. Mein Coach hat mein Selbstvertrauen als LehrerIn gestärkt.
17. Ich weiß durch das Coaching besser, was meine Stärken sind und was ich gut kann.
18. Ich habe mich bei den Gesprächen sicher und unterstützt gefühlt.
19. Die Zusammenarbeit hat mir Spaß gemacht.

## Appendix E – Item List Children's Questionnaire

SMoPE Instrument, Kohake, & Heemsooth, 2021

Hier findest du nun eine Reihe von Aussagen zu deinem Sportunterricht. Bitte kreuze für jede Aussage an, wie diese im Allgemeinen für dich und deinen Sportunterricht stimmt.



stimmt nicht



stimmt etwas



stimmt ziemlich



stimmt genau

Im Sportunterricht sind wir immer alle nett zueinander.





Ich darf im Sportunterricht manchmal Übungen oder Spiele aussuchen.





Ich schaffe im Sportunterricht immer auch die schwierigsten Übungen.





Ich habe mich im Sportunterricht schon mal ein bisschen ausgeschlossen gefühlt.





Ich darf im Sportunterricht ab und zu für mich alleine üben.





Im Sportunterricht bin ich sehr stolz auf mich, weil ich immer alle Übungen schaffe.





Manchmal haben wir im Sportunterricht auch ein bisschen Streit.





Ich darf im Sportunterricht häufig mitbestimmen.

Ich schaffe immer alle Übungen im Sportunterricht.

Im Sportunterricht sind wir alle miteinander befreundet.

**Warum machst DU im Sportunterricht mit?**



**Ich mache im Sportunterricht mit, ...**

**stimmt nicht**

**stimmt etwas**

**stimmt ziemlich**

**stimmt genau**

weil ich regelmäßig üben will, um besser zu werden.

weil ich ein schlechtes Gewissen habe, wenn ich nicht zum Sportunterricht gehe.

weil ich glaube, dass meine Eltern das wollen.

weil ich es spannend finde.

weil ich mich gut fühle, wenn ich mich angestrengt habe.

weil ich mich ein bisschen schuldig fühle, wenn ich nicht zum Sportunterricht gehe.

weil das alle so machen.



**Ich mache im Sportunterricht mit, ...**

**stimmt nicht stimmt etwas**

**stimmt  
ziemlich**

**stimmt  
genau**

weil es für mich  
nichts Wichtigeres gibt.

weil ich es toll finde, neue Dinge im Sport  
zu lernen.

weil ich mich sonst ein bisschen schlecht  
fühle.

weil ich glaube, dass mein Sportlehrer das  
will.

weil ich es interessant finde.

weil ich dafür eine Belohnung bekomme.

**In den folgenden Aussagen geht es um dich  
und deinen Sportlehrer.**



stimmt nicht



stimmt  
etwas



stimmt ziem-  
lich



stimmt  
genau

Mein Sportlehrer lässt mich oft mitentscheiden.





Mein Sportlehrer gibt mir immer Tipps, damit ich die Übungen schaffe.





Mein Sportlehrer achtet immer darauf, dass wir alle zur Gruppe dazugehören.





Manchmal ist mein Sportlehrer ein bisschen genervt, wenn ich eine Frage stelle.





Mein Sportlehrer gibt mir immer Übungen, die nicht zu leicht und nicht zu schwierig sind.





Meinem Sportlehrer ist es sehr wichtig, dass sich alle gut verstehen.





Mein Sportlehrer will manchmal, dass ich im Sportunterricht Sachen mache, die ich nicht mag.

Mein Sportlehrer hilft mir, damit ich mich verbessern kann.



stimmt nicht



stimmt etwas



stimmt ziemlich



stimmt genau

Mein Sportlehrer sagt mir immer, ob ich eine Übung richtig oder falsch mache.

Meinem Sportlehrer ist es sehr wichtig, dass wir uns immer gegenseitig helfen.

Mein Sportlehrer hört mir wirklich zu, wenn ich etwas anders haben möchte.

Mein Sportlehrer findet, dass ich gut in meinem Sport bin.

Mein Sportlehrer lässt uns im Sportunterricht das machen, was uns Spaß macht.

Mein Sportlehrer ermutigt mich immer wieder, bei schwierigen Übungen nicht aufzugeben.

Jetzt geht es wieder um euren Sportunterricht.



stimmt nicht



stimmt etwas



stimmt ziemlich



stimmt genau

Im Sportunterricht stehen wir manchmal herum und machen gar nichts.





Mein Sportlehrer sagt uns am Anfang des Sportunterrichts, was er mit uns üben will.





Mein Sportlehrer lobt mich, wenn ich mich angestrengt habe.





Ich weiß im Sportunterricht immer genau, was man machen darf und was verboten ist.





Im Sportunterricht hören die Kinder manchmal nicht auf das, was der Sportlehrer sagt.





Mein Sportlehrer merkt sofort, wenn ich etwas nicht richtig verstanden habe.





Im Sportunterricht wird manchmal Zeit vertrödelt.





Mein Sportlehrer sagt mir, warum ich die Übungen machen soll, die er ausgesucht hat.





stimmt nicht



stimmt etwas



stimmt ziemlich



stimmt genau

Mein Sportlehrer nimmt sich Zeit, um mir Sachen zu erklären.

Manche Kinder quatschen, wenn der Sportlehrer etwas erklärt.

Mein Sportlehrer merkt sofort, wenn eine Aufgabe zu schwierig für mich ist.

## Appendix F – Item List Video Library Questionnaire

<b>Wie beurteilen Sie das soeben gesehene Video?</b>
1. Es handelt sich um eine Situation, die im alltäglichen Sportunterricht umsetzbar ist.
2. Lehrkräfte bringen im Allgemeinen die geeigneten Voraussetzungen mit, um diese Situation zu realisieren.
3. Es handelt sich um eine authentische Situation.
4. Es handelt sich um eine Situation, die im alltäglichen Sportunterricht berufspraktisch möglich ist.

## Appendix G - Summary

Video recordings have been used in teacher professional development for many years (Klinzing & Zifreund, 1986) and their use has steadily increased and changed in recent years (Brophy, 2004). Video recordings can be used in professional development as a visual tool to support and accurately explain feedback, as they can depict instructional processes not only in their complexity, but also in their variability (Noltenius, 2012). For the subject of physical education (PE), however, there are comparatively few digital learning opportunities in teacher professional development (Borchert, Seidel, Schneider, & Karapanos, 2017).

To promote this area of research, the present project focuses on the further development of an existing video library with best-practice clips for PE teachers and a professional development program in form of an individual video-based online-coaching in the K-3/UE-level based on the MyTeachingPartner™ (MTP) Program (Allen et al., 2011). The generic observation instrument Classroom Assessment Scoring System (CLASS) (Pianta, La Paro & Hamre, 2008) served as the basis for both the video library (selection of clips) and the coaching intervention (including assessment of teaching quality). The video library expansion and coaching intervention conducted in this study are derived from the theoretical background and design plan of projects by Richartz (2011, 2015, 2018). In this study, the theoretical considerations and design plans developed in the various projects by Richartz were transferred to another context – PE. They were adapted and reworked with a mixed methods design to link the methods in a new kind of way. In this context, extensive preparatory work includes for example the creation of a video library for PE, the development of a new format for knowledge transfer or additional evaluation steps.

In the first study part, 44 video clips were produced and validated in a lengthy and elaborate process. These video clips are intended to show best practices for daily PE instruction related to a single CLASS dimension. They were embedded in an existing online-learning platform and were used as part of the individual video-based online coaching to improve teaching quality. Clips could be generated from eight different teachers from different schools and external validation was carried out by 29 additional expert teachers. Results concerning the video library are presented on the validation of the video clips and on the usage of this online-learning platform during the coaching intervention. Three different types of learners could be identified: those who learn mainly with their own videos, those who imitate other teachers, and those who incorporate the portrayed examples into their lessons in an adapted form.

The adapted video-based coaching intervention was conducted with a subsample of five PE teachers ( $M_{\text{age}} = 37.40$ ,  $SD_{\text{age}} = 8.75$ ). It is an exploratory study that was evaluated using a mixed methods

design. In addition to quantitative data (teacher's questionnaires, the children's questionnaires, usage of the video library and the CLASS scores), qualitative data were the focus of the research design (interviews, behavioral data from within the coaching intervention describing the coachee's preferences with reference to the CLASS dimensions and qualitative data of the video recording describing individual lessons). Triangulations were used to link the different data sets in order to provide a more detailed picture of the teachers' conditions at the beginning of the intervention and to shed light on their individual developments from different perspectives.

Overall, participants consistently rated the process quality of the coaching positively in all effectiveness factors (Greif, 2016) and all five teachers seem to have learned aspects regarding their educational beliefs thus being more in line with empirically well-secured quality characteristics of teacher behavior (based on CLASS). However, no distinct and linear changes regarding the motivation of the children of the five teachers could be identified. In addition, contrary to the expected linear positive change in CLASS scores due to the coaching intervention, the different types of teachers showed a divergent picture. The divergent trajectories are partly confirmed by the different data sets, but partly questioned. This underlines the importance of a mixed methods approach in a field as complex as teaching quality.

## Appendix H – Zusammenfassung

Videoaufzeichnungen werden seit vielen Jahren in der Lehrerfortbildung genutzt (Klinzing & Zifreund, 1986), und ihr Einsatz hat sich in den letzten Jahren stetig erweitert und verändert (Brophy, 2004). Videoaufnahmen können in der Fortbildung als visuelles Instrument zur Unterstützung und genauen Erläuterung von Feedback eingesetzt werden, da sie Unterrichtsprozesse nicht nur in ihrer Komplexität, sondern auch in ihrer Variabilität darstellen können (Noltenius, 2012). Für das Fach Sportunterricht gibt es jedoch vergleichsweise wenige digitale Lernangebote in der Lehrerfortbildung (Borchert, Seidel, Schneider, & Karapanos, 2017).

Zur Verbesserung der pädagogischen Unterrichtsqualität im Fach Sport wurde daher für die Aus- und Fortbildung von Sportlehrkräften Best-Practice Videoclips erstellt sowie ein Weiterbildungsprogramm in Form eines individuellen videobasierten Online-Coachings im K-3/UE-Bereich auf Basis des MyTeachingPartner™ (MTP) Programms (Allen, Pianta, Gregory, Mikami, & Lun, 2011). Das generische Beobachtungsinstrument Classroom Assessment Scoring System (CLASS) (Pianta, La Paro & Hamre, 2008) diente als Grundlage sowohl für die Videothek (Auswahl der Clips) als auch für die Coaching-Intervention (einschließlich der Bewertung der Unterrichtsqualität). Die Erweiterung der Videothek und die Coaching-Intervention, die in dieser Studie durchgeführt wurden, leiten sich aus dem theoretischen Hintergrund und dem Designplan der Projekte von Richartz (2011, 2015, 2018) ab. In dieser Studie wurden die theoretischen Überlegungen und Designpläne, die in den verschiedenen Projekten von Richartz entwickelt wurden, auf den Kontext des Sportunterrichts übertragen. Sie wurden angepasst und mit einem Mixed Methods Design ausgewertet, um die Methoden auf eine innovative Art und Weise zu verknüpfen. Umfangreiche Vorarbeiten umfassen in diesem Zusammenhang z. B. die Erstellung einer Videothek für den Sportunterricht, die Entwicklung eines neuen Formats zur Wissensvermittlung oder zusätzliche Auswertungsschritte.

Im ersten Studienteil wurden in einem langwierigen und aufwendigen Prozess 44 Videoclips erstellt und validiert. Diese Videoclips sollen authentische Best-Practice Clips für den täglichen Sportunterricht in Bezug auf eine einzelne CLASS-Dimension zeigen. Sie wurden in eine bestehende Online-Lernplattform eingebettet und als Teil des individuellen videobasierten Online-Coachings zur Verbesserung der Unterrichtsqualität eingesetzt. Videoclips konnten von acht verschiedenen Lehrkräften aus unterschiedlichen Schulen generiert werden. Die externe Validierung wurde von 29 weiteren Fachlehrkräften durchgeführt. Die Ergebnisse der Videobibliothek werden im Hinblick auf die Validierung der Videoclips und die Nutzung dieser Online-Lernplattform während der Coaching-Intervention vorgestellt. Es konnten drei verschiedene Lerntypen identifiziert werden: diejenigen, die hauptsächlich mit ihren eigenen Videos lernen, diejenigen, die andere Lehrer imitieren, und diejenigen, die die gezeigten Beispiele in angepasster Form in ihren Unterricht einbauen.

Die adaptierte videobasierte Coaching-Intervention wurde mit einer Teilstichprobe von fünf Sportlehrkräften ( $M_{\text{Alter}} = 37,40$ ,  $SD_{\text{Alter}} = 8,75$ ) durchgeführt. Es handelt sich um eine explorative Studie, die mit einem Mixed Methods Design ausgewertet wurde. Neben quantitativen Daten (Fragebögen der Lehrkräfte, Fragebögen der Kinder, Nutzung der Videothek und CLASS-Scores) standen qualitative Daten im Mittelpunkt des Forschungsdesigns (Interviews, Daten zu den Präferenzen der Coaches in Bezug auf die CLASS-Dimensionen und qualitative Beobachtungsdaten der Videoaufzeichnungen, die die verschiedenen Unterrichtssettings beschreiben). Mit Hilfe von Triangulationen wurden die verschiedenen Datensätze miteinander verknüpft, um ein detaillierteres Bild der Situation der Lehrkräfte zu Beginn der Intervention zu erhalten und ihre individuelle Entwicklung aus verschiedenen Perspektiven zu beleuchten.

Insgesamt bewerteten die Teilnehmerinnen und Teilnehmer die Prozessqualität des Coachings in allen Wirksamkeitsfaktoren durchgängig positiv (Greif, 2016) und alle fünf Lehrkräfte scheinen Aspekte hinsichtlich ihrer Educational Beliefs gelernt zu haben, die eher mit empirisch gesicherten Qualitätsmerkmalen des Lehrerverhaltens (basierend auf CLASS) übereinstimmen. Allerdings konnten keine eindeutigen und linearen Veränderungen in Bezug auf die Motivation der Kinder bei den fünf Lehrkräften festgestellt werden. Zudem zeigten die verschiedenen Lehrertypen entgegen der erwarteten linearen positiven Veränderung der CLASS-Werte durch die Coaching-Intervention ein divergentes Bild. Die divergierenden Verläufe werden durch die verschiedenen Datensätze teilweise bestätigt, teilweise aber auch in Frage gestellt. Dies unterstreicht die Bedeutung eines Mixed Methods Ansatzes in einem so komplexen Gebiet wie der Unterrichtsqualität.

## Appendix I – List of Publications from Jessica Maier

- Greve, S., Weber, K. E., Brandes, B., & **Maier**, J. (2020). Development of pre-service teachers' teaching performance in physical education during a long-term internship. *German Journal of Exercise and Sport Research*, 50(3), 343–353. <https://doi.org/10.1007/s12662-020-00651-0>
- Greve, S., Weber, K. E., Brandes, B., & **Maier**, J. (2021). What do they reflect on? – A mixed-methods analysis of physical education pre-service teachers' written reflections after a long-term internship. *Journal of Teaching in Physical Education*, Ahead of Print.
- Kohake, K., **Maier**, J., & Richartz, A. (2022). *Measuring pedagogical quality in children's sports: validity and reliability of the Classroom Assessment Scoring System K-3 in sports training*. Under Review.
- Maier**, J., Kohake, K., & Richartz, A. (In Progress). *Teaching Beliefs*.
- Richartz, A., Kohake, K., & **Maier**, J. Individuelle videogestützte Lernbegleitung zur Verbesserung der pädagogischen Trainingsqualität im Nachwuchsleistungssport. In Bundesinstitut für Sportwissenschaft (Ed.), *BISp-Jahrbuch Forschungsförderung 2018/19* (pp. 97–114).
- Richartz, A., Kohake, K., & **Maier**, J. (In Press). Pädagogische Qualität des Trainings im Kinder- und Jugendsport. In F. Bessi (Ed.), *Gerätturnen 2.0 Band 3* (pp. 270–318).
- Richartz, A., Kohake, K., & **Maier**, J. (In Progress). *Pädagogische Qualität im Nachwuchsleistungssport: Trainer-Coaching für das frühe Jugendalter und Multiplikatoren-Training*.
- Richartz, A., Kohake, K., & **Maier**, J. (2018). Individuelle videogestützte Lernbegleitung zur Verbesserung der pädagogischen Trainingsqualität im Nachwuchsleistungssport. In Bundesinstitut für Sportwissenschaft (Ed.), *BISp-Jahrbuch Forschungsförderung 2017/18* (pp. 143–149).
- Richartz, A., Kohake, K., & **Maier**, J. (2021). Pädagogische Qualität im Kinder- und Jugendsport fördern – Vier videogestützte Module für die Trainerbildung. In N. Neuber (Ed.), *Kinder- und Jugendsportforschung in Deutschland – Bilanz und Perspektive* (pp. 365–387). Heidelberg: Springer.
- Richartz, A., **Maier**, J., & Kohake, K. (2021). Pädagogische Qualität des Trainings im Kinder- und Jugendsport - normative und wirksamkeitsorientierte Kriterien. In N. Neuber (Ed.), *Kinder- und Jugendsportforschung in Deutschland – Bilanz und Perspektive* (pp. 171–202). Heidelberg: Springer.

## Declaration

**Eidesstattliche Erklärung nach § 7 (4) der Promotionsordnung des Instituts für Bewegungswissenschaft der Universität Hamburg vom 18.08.2010.**

Hiermit erkläre ich an Eides statt,

1. dass die von mir vorgelegte Dissertation nicht Gegenstand eines anderen Prüfungsverfahrens gewesen oder in einem solchen Verfahren als ungenügend beurteilt worden ist.
2. dass ich die von mir vorgelegte Dissertation selbst verfasst, keine anderen als die angegebenen Quellen und Hilfsmittel benutzt und keine kommerzielle Promotionsberatung in Anspruch genommen habe. Die wörtlich oder inhaltlich übernommenen Stellen habe ich als solche kenntlich gemacht.

Drage, 30.06.2022

*Ort, Datum*

(Signatur entfällt aus datenschutzrechtlichen Gründen)

*Unterschrift*