

# Frank Porter Graham's SISEP Coaching Series Succeeds with Scenario-Based, Hands-On Learning

Frank Porter Graham (FPG) Child Development Institute  
 at the University of North Carolina (UNC), Chapel Hill  
 Best Advance in Custom Content  
 October 2019



## Company Background



### FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

<b>Company-at-a-Glance</b>	Frank Porter Graham (FPG) Child Development Institute at the University of North Carolina (UNC), Chapel Hill
<b>Headquarters</b>	Chapel Hill, NC
<b>Year Founded</b>	1966
<b>Revenue</b>	None/nonprofit
<b>Employees</b>	300
<b>Global Scale</b>	U.S.
<b>Customers/Output, etc. (Key customers and services offered)</b>	Communities, schools, families, and children
<b>Industry</b>	Education and Research
<b>Website</b>	<a href="http://fpg.unc.edu">fpg.unc.edu</a>

## Budget and Timeframe

<b>Budget and Timeframe</b>	.30 full-time employees yearly; two modules per year/.15 FTEs per module
<b>Overall budget</b>	Less than \$45,000
<b>Number of (HR, Learning, Talent) employees involved with the implementation?</b>	Two
<b>Number of Operations or Subject Matter Expert employees involved with the implementation?</b>	Three
<b>Number of contractors involved with implementation</b>	One
<b>Timeframe to implement</b>	1½ years; six months per module
<b>Start date of the program</b>	All modules were completed by December 2018

## Overview

As a project at Frank Porter Graham (FPG) Child Development Institute at the University of North Carolina-Chapel Hill, State Implementation and Scaling-up of Evidence-based Practices (SISEP; a division of the National Implementation Research Network or NIRN) supports primarily state and local education administrations (SEAs and LEAs) as they scale up evidence-based practices (EBPs).

One ongoing need of SEAs and LEAs is coaching — they must coach their administrators and teachers to implement EBPs with fidelity (EBPs must be utilized properly to get results). But coaching is also a skill that must be implemented with fidelity. So, SISEP must coach the coaches by providing technical assistance (TA) to bring coaching practices up to fidelity standards. However, providing onsite support to SEAs and LEAs is costly in terms of both budget and staff time (full-time employees or work hours). A blended-learning approach would take some of the burden off the onsite instructors, allowing them to use their face-to-face time more effectively and efficiently. Therefore, a series of Coaching Modules was designed to impart important and universally-needed coaching skills and provide hands-on application.

The modules also provide learner activity data to onsite instructors, allowing them to tailor their instruction by focusing on the areas of greatest need.

The module design was begun with the end in mind — by investigating the way in which coaching fidelity is assessed. SISEP had two documents they relied upon to assess fidelity: Coaching Look Fors and a Practice Profile. The Look Fors detailed the data gathering and action planning that structured the process before, during and after each coaching session. Therefore, the first module was designed to be the overview of the process, walking coaches through planning, gathering data and action planning. The Practice Profile detailed coaching behaviors and the continuum of coaching support; consequently, the second and third modules focused on those areas respectively.

The learning objectives of the modules aligned with the existing evidence-based approach to coaching, and the design to achieve each objective was interactive, hands-on and scenario-based. Where didactic information was required, the content was animated to maximize engagement. Usability testing revealed that the modules were easy to use and engaging, and strongly suggested that they were effective. The SISEP team has found the modules useful to their TA efforts.

Lessons were learned about the utility of learner activity data. Though misalignment of instructional content and fidelity assessment was identified and corrected, there is more work to do. Moving forward, FPG and SISEP can further the utility of the learner activity data to bolster blended learning outcomes by standardizing the TA process. Doing so will also allow a rigorous, scientific study of effectiveness.

## Learning Objectives

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The onsite TA that SISEP provides to SEAs and LEAs is costly in terms of both budget and staff time (FTE or work hours). A blended-learning approach would take some of the burden off the onsite instructors, allowing them to use their face-to-face time more effectively and efficiently. Therefore, a series of Coaching Modules was designed to impart important and universally-needed coaching skills and provide hands-on application. The modules also provide learner activity data to onsite instructors, allowing them to tailor their instruction by focusing on the areas of greatest need.

The module design was begun with the end in mind — by investigating the way in which coaching fidelity is assessed. SISEP had two documents it relied upon to assess coaching fidelity: Coaching Look Fors and a Practice Profile.

The Look Fors detailed the data gathering and action planning that structured the process before, during, and after each coaching session. Therefore, the Coaching Overview Module was designed to cover the overall process and walk coaches through planning, gathering data, and action planning. The learning objectives were: identify coaching needs, observe skills in use and target coaching needs.

To achieve these learning objectives, learners were introduced to a case study coaching recipient and asked to:


- Select the appropriate source of data to begin action planning for coaching that recipient;
- Design the action plan with the coaching recipient;
- Follow the plan during observation; and then
- Revise the plan for the next observation

These learner activities are described in detail in this Case Study. Throughout the activities, personalized learner feedback was provided in response to the choices made.

Learner activity data derived from these activities was custom-programmed as xAPI statements reported to an LRS and queried to an online form that allowed .CSV export. The data were mapped onto the Look Fors (see following) to facilitate a tailored approach onsite.

**Figure 1: Look Fors\***

**Look Fors\*:  
Coaching**



*Look Fors* identify best practices teams and staff use to facilitate meetings, learning exercises, and coaching sessions. Items are recorded as observed or not observed during the session with an example of the behavior or permanent product observed. Observation data are used to guide feedback and support in order to improve facilitation of various implementation activities.

### Coaching Look Fors\*

SISEP Liaison/State: _____	Date: _____
Coaching Provided by: _____	Recipient of Coaching: _____
State/Region/District: _____	Focus of Coaching: _____

**Describe Coaching Session** (e.g., STS coaching RITs, SISEP coaching STS's in coaching of RITs):

Current data collected in module 1: coaching process overview (# of markers clicked), fidelity data (# of incorrect choices), action plan areas 7-10 chosen, correctly follow action plan (# of incorrect choices)

**Directions:** Insert an "x" or "✓" in the box to indicate that the behavior was observed and/or notes are included. In the section below the item, include behaviors observed or permanent products that serve as examples of the item. As a reminder, **Look Fors do not produce scores but instead serve as reference points for coaching delivery of coaching supports.**

**Before Coaching Meeting**

- Previous** coaching notes (e.g., learning and service delivery plans) are **available**.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Current data** (e.g. Look Fors, fidelity data, permanent products) are **available**.  
*Behaviors or Permanent Products Observed:* Fidelity data (# of incorrect choices)
- Coaching **Action Plan** is **available**. Action plan areas 7-10 chosen (# chosen)  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_

**During Coaching Meeting**

- Coaching goals and objectives** are reviewed. Correctly follow action plan (# of incorrect choices)  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Current data** and coaching goals are **reviewed** to inform immediate coaching needs and discussion. Correctly follow action plan (# of incorrect choices)  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- A clear **definition** that includes **essential components** of targeted needs (skill or concept) is discussed.  
*Behaviors or Permanent Products Observed:* Action plan area 7 chosen
- A **rationale** highlighting the **importance** of the concept or target **skill/behavior** is provided.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Specific** (behavior-based) **feedback** (positive and/or constructive) is provided for targeted skill set.

\* Coaching *Look Fors* is an active modeling and coaching tool to be used to develop implementation capacity.

- Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Coaching **recipient(s)** is asked for his/her **review of behaviors/skills** in order to develop accurate self-reflection and evaluation of skill use.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Coaching **recipient(s)** is asked to share **his/her current needs** or challenges so that **collaborative problem solving** addresses barriers hindering use of skills/practices with fidelity.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Data** are used **collaboratively** to **inform next steps** in **progression** of skill development and **allocation** of coaching supports (see *Continuum of Coaching Supports*).  
*Behaviors or Permanent Products Observed:* **Action plan area 9 chosen**
- Opportunities to practice** (behavior rehearsals) are provided with prompts, cues, or the setting established to **elicit targeted skills** that are not observed frequently or structured situations to build generalization.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- If opportunities to **practice** were provided, they are followed with **feedback** based on data describing what was observed, how it was used, and collaboration on next steps.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Next Steps and Follow Up: Coaching process overview # of markers chosen for all next steps & follow-up**
- Process to **collect data to guide future coaching** is identified.  
*Behaviors or Permanent Products Observed:* **Action plan area 9 chosen**
- Clear meeting summary of **identified next right steps** (e.g., action items, sharing of resources) is reviewed.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Action Plan** is **updated** to reflect identified next right steps including coaching supports (e.g., use of prompts, scaffolding supports needed, resource development) and data needed. **Add action plan areas 10-14 to data collected?**  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Next **observation** (or other data source) of coaching **recipient's use of targeted skills/practices** is **identified**.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_
- Next coaching **session** following observation (or review of other data source) is **identified**.  
*Behaviors or Permanent Products Observed:* \_\_\_\_\_

**Comments/Notes/Recommendations:**

\* Coaching *Look Fors* is an active modeling and coaching tool to be used to develop implementation capacity.

The Practice Profile detailed seven essential components of coaching and the behaviors that accompany each. “Module 2: Coaching Behavior” and “Module 3: Continuum of Coaching Supports” were designed to focus on five of those specific coaching behaviors.

During the process of strategizing the design and data collection, as well as writing the content for the modules, it was noted that the behaviors taught did not align well with the Practice Profile standards of fidelity. As a result, the SISEP team took the initiative to rewrite its Practice Profile to better align with the skills taught in the modules, making better use of the learner activity data they planned to collect.

Learning objectives of Module 2: Coaching Behavior were to deliver three of the key coaching behaviors effectively: performance feedback, prompting, and scaffolding. To deliver performance feedback, learners were presented with four scenario-based examples and asked to make choices about performance feedback to provide. These choices tapped four underlying markers of effective performance feedback: specific to practice, directed at behavior, linked to goal and includes rationale.

To deliver prompting, learners were presented with a case study and asked to make decisions about when and how to prompt. These choices tapped four underlying markers of effective prompting: timing, clarity, discretion and appropriate fading of the support. To deliver scaffolding, learners were presented with three scenario-based examples and asked to make choices about scaffolding methods. Following that, learners were provided an in-depth case study exploring scaffolding over time to allow choices related to methods, behaviors, timing and appropriate fade-out. Throughout, personalized learner feedback was provided in response to choices made.

Learning objectives of Module 3: Continuum of Coaching Supports covered constructs that cut across both remaining key coaching behaviors: identify phases of learning given relevant data, identify the appropriate level of support given the phase of learning, construct a plan that reflects the expected use of the appropriate support level in practice, and identify the appropriate level of support given new data after plan implementation. To achieve these learning objectives, learners were presented with four different case studies and asked to make scenario-relevant choices related to learning phase, level of support, coaching planning, and fade-out. Throughout, personalized learner feedback was provided in response to choices made.

Learner activity data derived from these activities was custom-programmed as xAPI statements reported to an LRS and queried to an online form that allowed .CSV export. The data were mapped onto the Practice Profile areas to facilitate a tailored approach onsite:

## Figure 2: Module Data Collected Per Practice Profile Areas

Module Data collected per Practice Profile areas:

1. Prompting  
  
Module 2:  
4 Prompting data points: timing correct (T/F), discretion (# of incorrect choices), clarity (# of incorrect choices), fade correct (T/F)
2. Performance Feedback  
  
Module 2:  
3 Performance feedback data points: specific to practice (# of incorrect choices) directed at behavior (# of incorrect choices), linked to goal (# of incorrect choices), includes rationale (# of incorrect choices)
3. Creating an Enabling and Collaborative Context
4. Data Use  
  
Module 3:  
Phase of learning (# of incorrect choices)  
Level of support (# of incorrect choices)  
Fade correct (# of incorrect choices)
5. Application of Content Knowledge
6. Continuum of Supports  
  
Module 3:  
Phase of learning (# of incorrect choices)  
Level of support (# of incorrect choices)  
Fade correct (# of incorrect choices)  
\*Qualitative coaching plan, to use for blended coaching support  
\*would require coding for quantitative analysis
7. Scaffolding  
  
Module 2:  
7 Scaffolding data points: method choice (# of incorrect choices), modeling behaviors chosen (T/F), modeling fadeout (T/F), coleading behaviors chosen (T/F), coleading fadeout (T/F), independent behaviors chosen (T/F), independent behavior fadeout (T/F)



## Screenshots

In the interest of space, only screenshots from the Coaching Overview Module are presented here. However, the scenario-based application, logical sequencing, navigational control, interactivity, and engagement demonstrated below spans the entire module series.

### Coaching Overview Module

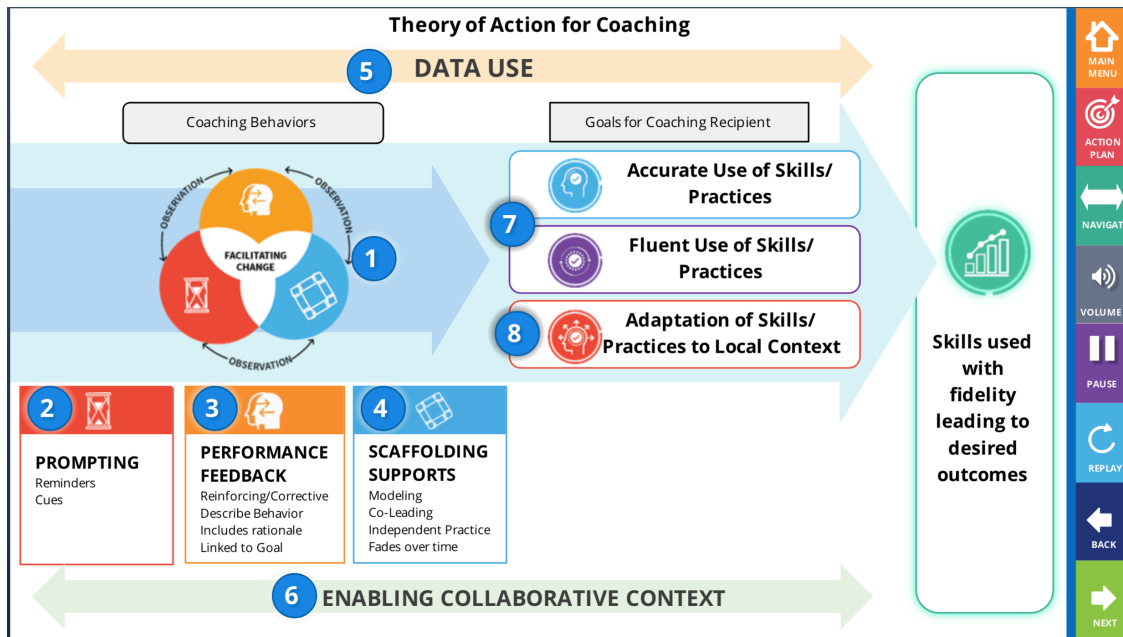
Animation was utilized to keep the learner engaged in didactic content.

**Figure 3: Animation Was Utilized to Keep the Learner Engaged in Didactic Content**



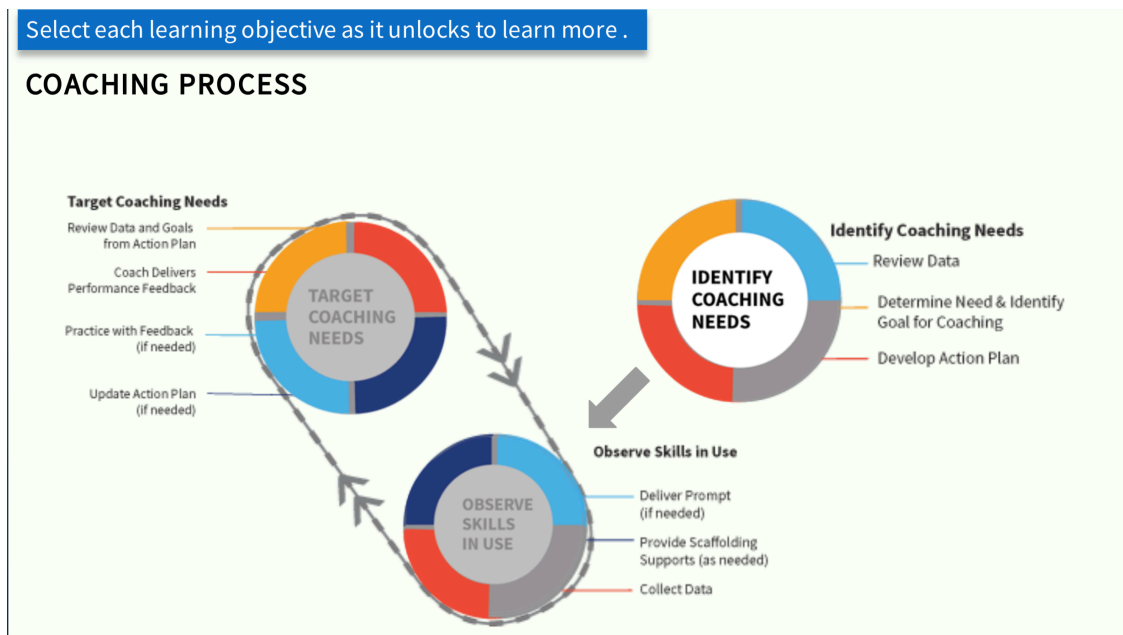
The coaching model provided was also interactive.

**Figure 4: Theory of Action for Coaching**



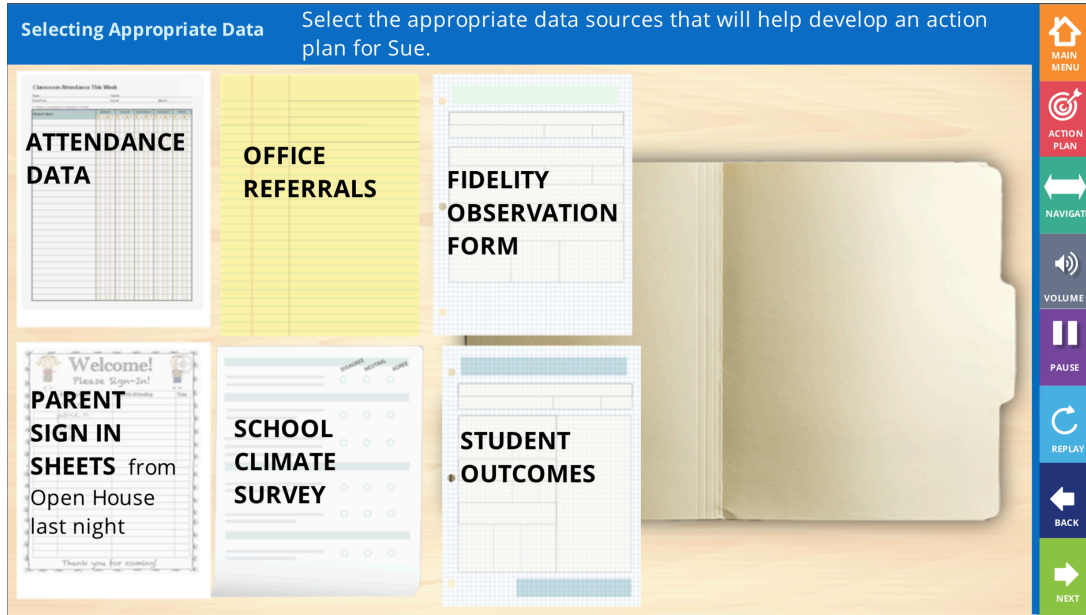
The list of learning objectives was drawn from initial didactic contact, and it was interactive; in fact, it was the main menu of the course.

**Figure 5: Coaching Process**



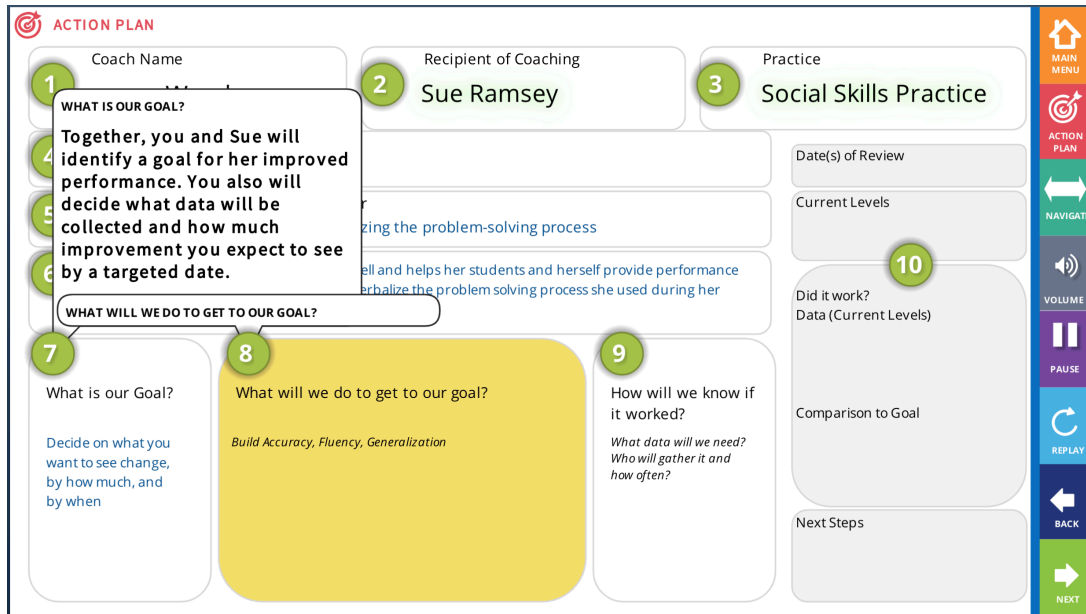
Learning objectives were explored with interactive activities; here, a coach chooses the appropriate data source to begin action planning for coaching.

**Figure 6: Selecting Appropriate Data**



The action plan was introduced with an interactive form

**Figure 7: Action Plan Introduced with Interactive Form**



The process of collaboratively planning was entire interactive. Learners are permitted to indicate any of “Sue’s” preferences for areas 7, 8 and 9 of the action plan, resulting in

different action plans that reflect the choices made. They can go back and recreate the plan as many times as they like. Two of the 54 possible plans are shown below.

**Figure 8: Two of the 54 Plans Available — Part 1**

Question 1 out of 4

Hi Sue! Last time we met, we decided to focus our coaching on modeling social skills by verbalizing your use of the problem solving process for your students. What do you think is a realistic goal for this?

I want to focus on learning the problem solving steps well enough so that they flow easily. I think I can:

verbalize all four steps without having to look at my notes during the next lesson

verbalize 3 out of the four steps without having to look at my notes during the next lesson

*Click one option above*

**Social Skills Problem Solving Steps**

1. Stop and Think...
2. Am I going to make a good choice or a bad choice?
3. What are my actions or steps?
4. Just do it!

MAIN MENU

ACTION PLAN

NAVIGATE

VOLUME

PAUSE

REPLAY

BACK

NEXT

**ACTION PLAN**

<p>1 Coach Name <b>Wendy</b></p>	<p>2 Recipient of Coaching <b>Sue Ramsey</b></p>	<p>3 Practice <b>Social Skills Practice</b></p>
<p>4 Date of Initial Coaching Action Plan Sept. 7</p>		<p>Date(s) of Review</p>
<p>5 Brief Description of Targeted Behavior Modeling and verbalizing the problem-solving process</p>		<p>Current Levels</p>
<p>6 Current Levels Sue sets up the lesson well and helps her students and herself provide performance feedback. She did not verbalize the problem solving process she used during her modeling of the skill.</p>		<p>10 Did it work? Data (Current Levels)</p>
<p>7 What is our Goal? Sue will verbalize all four steps of the problem solving process across all opportunities that arise without looking at her notes during the lesson.</p>	<p>8 What will we do to get to our goal? Prompt with visual reminders. Model the target skills then Sue will use the skills during the lesson with supports from me, such as visual prompts.</p>	<p>Comparison to Goal</p>
<p>9 How will we know if it worked? Complete the fidelity checklist and also track all opportunities to model the problem solving steps. Then provide performance feedback.</p>		<p>Next Steps</p>

MAIN MENU

ACTION PLAN

NAVIGATE

VOLUME

PAUSE

REPLAY

BACK

NEXT

Figure 9: Two of the 54 Plans Available — Part 2

Question 1 out of 4

Hi Sue! Last time we met, we decided to focus our coaching on modeling social skills by verbalizing your use of the problem solving process for your students. What do you think is a realistic goal for this?

I want to focus on learning the problem solving steps well enough so that they flow easily. I think I can:

verbalize all four steps without having to look at my notes during the next lesson

verbalize 3 out of the four steps without having to look at my notes during the next lesson

*Click one option above*

**Social Skills Problem Solving Steps**

1. Stop and Think...
2. Am I going to make a good choice or a bad choice?
3. What are my actions or steps?
4. Just do it!

Navigation: MAIN MENU, ACTION PLAN, NAVIGATE, VOLUME, PAUSE, REPLAY, BACK, NEXT

**ACTION PLAN**

1 Coach Name

2 Recipient of Coaching  
Sue Ramsey

3 Practice  
Social Skills Practice

4 Date of Initial Coaching Action Plan  
Sept. 7

Date(s) of Review

5 Brief Description of Targeted Behavior  
Modeling and verbalizing the problem-solving process

6 Current Levels  
Sue sets up the lesson well and helps her students and herself provide performance feedback. She did not verbalize the problem solving process she used during her modeling of the skill.

Current Levels

7 What is our Goal?  
Sue will verbalize three out of the four steps of the problem solving process across all opportunities that arise without looking at her notes during the lesson.

8 What will we do to get to our goal?  
Prompt via an email, text, or phone call just prior to observation. Provide prompts before the lesson and Sue will use the skills during the lesson.

9 How will we know if it worked?  
Only track all opportunities to model the problem solving steps. Use the rest of the checklist for future observations

10 Did it work?  
Data (Current Levels)

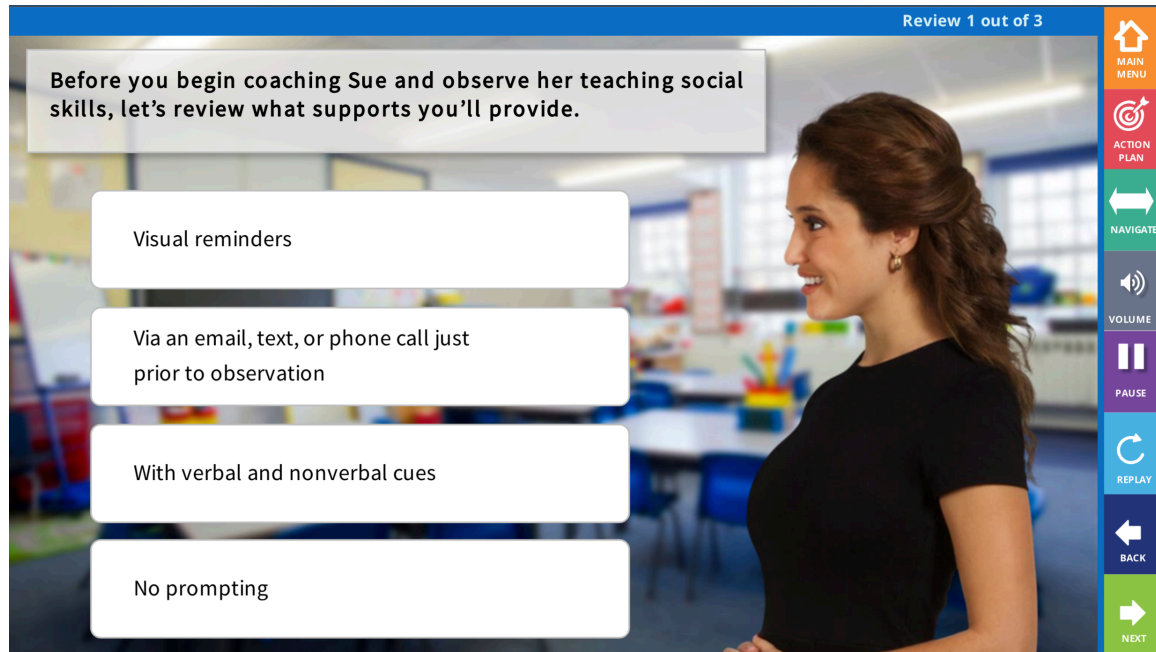
Comparison to Goal

Next Steps

Navigation: MAIN MENU, ACTION PLAN, NAVIGATE, VOLUME, PAUSE, REPLAY, BACK, NEXT

Once the action plan is complete, learners are asked to utilize it during their observation. Feedback is entirely customized to the action plan decided earlier.

**Figure 10: Provided Supports**

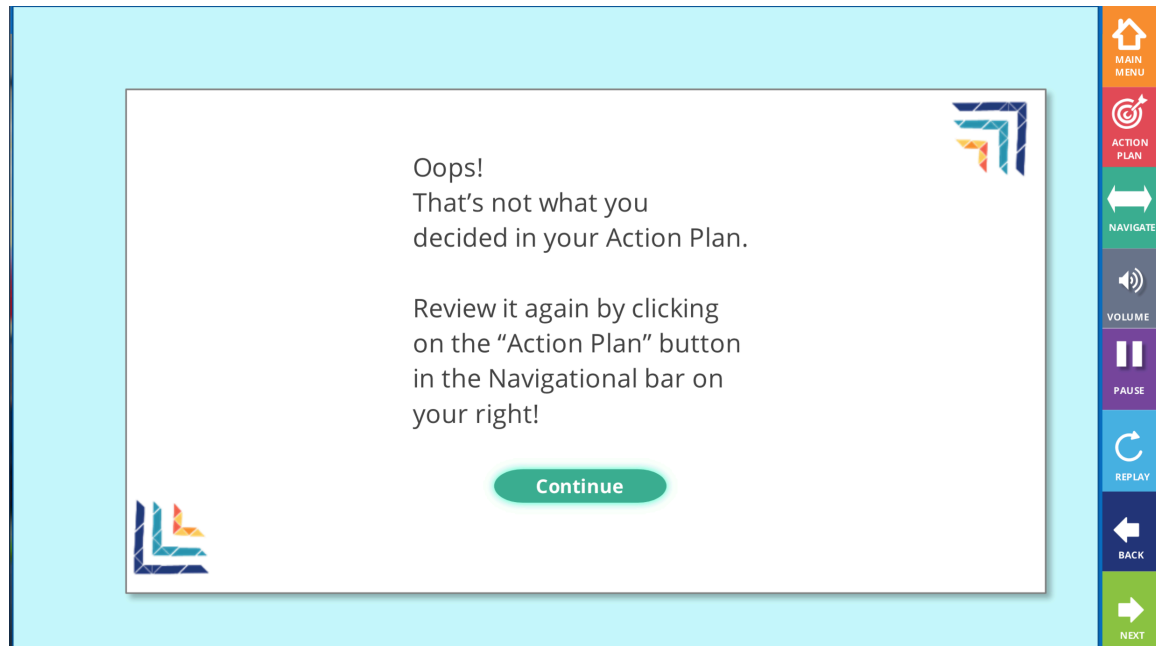


Review 1 out of 3

Before you begin coaching Sue and observe her teaching social skills, let's review what supports you'll provide.

- Visual reminders
- Via an email, text, or phone call just prior to observation
- With verbal and nonverbal cues
- No prompting

Navigation bar: MAIN MENU, ACTION PLAN, NAVIGATE, VOLUME, PAUSE, REPLAY, BACK, NEXT



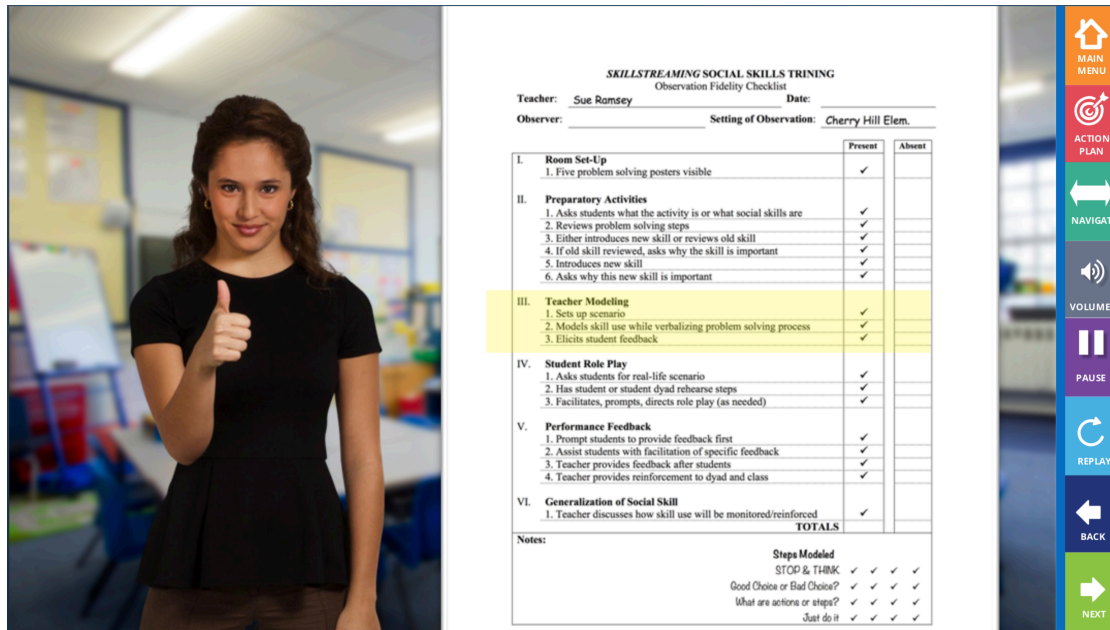
Oops!  
That's not what you decided in your Action Plan.

Review it again by clicking on the "Action Plan" button in the Navigational bar on your right!

Continue

Navigation bar: MAIN MENU, ACTION PLAN, NAVIGATE, VOLUME, PAUSE, REPLAY, BACK, NEXT

Figure 11: Observation Fidelity Checklist



**SKILLSTREAMING SOCIAL SKILLS TRAINING**  
Observation Fidelity Checklist

Teacher: Sue Ramsey Date: \_\_\_\_\_  
Observer: \_\_\_\_\_ Setting of Observation: Cherry Hill Elem.

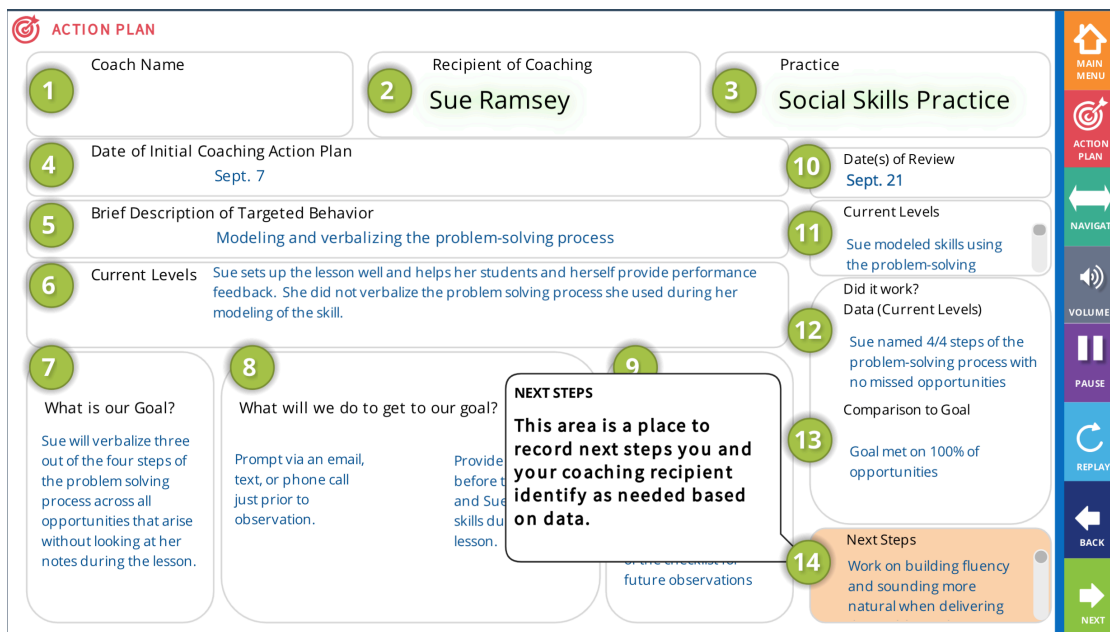
	Present	Absent
<b>I. Room Set-Up</b>		
1. Five problem solving posters visible	✓	
<b>II. Preparatory Activities</b>		
1. Asks students what the activity is or what social skills are	✓	
2. Reviews problem solving steps	✓	
3. Either introduces new skill or reviews old skill	✓	
4. If old skill reviewed, asks why the skill is important	✓	
5. Introduces new skill	✓	
6. Asks why this new skill is important	✓	
<b>III. Teacher Modeling</b>		
1. Sets up scenario	✓	
2. Models skill use while verbalizing problem solving process	✓	
3. Elicits student feedback	✓	
<b>IV. Student Role Play</b>		
1. Asks students for real-life scenario	✓	
2. Has student or student dyad rehearse steps	✓	
3. Facilitates, prompts, directs role play (as needed)	✓	
<b>V. Performance Feedback</b>		
1. Prompt students to provide feedback first	✓	
2. Assist students with facilitation of specific feedback	✓	
3. Teacher provides feedback after students	✓	
4. Teacher provides reinforcement to dyad and class	✓	
<b>VI. Generalization of Social Skill</b>		
1. Teacher discusses how skill use will be monitored/reinforced	✓	
<b>TOTALS</b>		

Notes:

Steps Modeled	✓	✓	✓	✓
STOP & THINK	✓	✓	✓	✓
Good Choice or Bad Choice?	✓	✓	✓	✓
What are actions or steps?	✓	✓	✓	✓
Just do it	✓	✓	✓	✓

Finally, new fidelity data resulting from the coaching leads to a revised action plan that is also interactive.

Figure 12: Revised Action Plan



**ACTION PLAN**

- Coach Name
- Recipient of Coaching: Sue Ramsey
- Practice: Social Skills Practice
- Date of Initial Coaching Action Plan: Sept. 7
- Brief Description of Targeted Behavior: Modeling and verbalizing the problem-solving process
- Date(s) of Review: Sept. 21
- Current Levels: Sue sets up the lesson well and helps her students and herself provide performance feedback. She did not verbalize the problem solving process she used during her modeling of the skill.
- Current Levels: Sue sets up the lesson well and helps her students and herself provide performance feedback. She did not verbalize the problem solving process she used during her modeling of the skill.
- What is our Goal? Sue will verbalize three out of the four steps of the problem solving process across all opportunities that arise without looking at her notes during the lesson.
- What will we do to get to our goal? Prompt via an email, text, or phone call just prior to observation.
- Did it work? Data (Current Levels) Sue named 4/4 steps of the problem-solving process with no missed opportunities
- Comparison to Goal: Goal met on 100% of opportunities
- Next Steps: Work on building fluency and sounding more natural when delivering
- Next Steps: This area is a place to record next steps you and your coaching recipient identify as needed based on data.

## Overall

Members of the intended audience (state and local education administrators) were asked to test Module 2: Coaching Behavior and Module 3: Continuum of Coaching Supports (the modules designed in conjunction with the Practice Profile). The usability testing results indicate that the module series is certainly engaging and easy to use, and strongly suggest that it is also effective.

**Figure 13: Coaching Module 2 – Behaviors of Coaching User Survey**

**Use and Ease Goal:** Three out of five participants (60%) report the module to be easy to use and navigate through as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**

**It was easy to navigate across content in the *Behaviors of Coaching* module.**

Answer	%	Count
<b>Strongly agree</b>	<b>80.00%</b>	<b>8</b>
Somewhat agree	20.00%	2
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	10

**I could easily find content referenced in the *Behaviors of Coaching* module.**

Answer	%	Count
<b>Strongly agree</b>	<b>80.00%</b>	<b>8</b>
<b>Somewhat agree</b>	<b>20.00%</b>	<b>2</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	10

**Relevance Goal:** Four out of five participants (80%) report that scenario reflect a real-life sample of what could happen in a K-12 or other related setting as measured by a 3 or greater on a 5-point Likert scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**



Scenarios presented in the *Behaviors of Coaching* module depict possible real-life examples of coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>40.00%</b>	<b>4</b>
<b>Somewhat agree</b>	<b>60.00%</b>	<b>6</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	10

**Clarity Goal:** Four out of five participants (80%) report the coaching module depicts research-based coaching as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree).

-> **Goal Met**

The practices presented in the *Behaviors of Coaching* module aligns with research-based ideas of coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>90.00%</b>	<b>9</b>
<b>Somewhat agree</b>	<b>10.00%</b>	<b>1</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	10

**Engagement Goal:** Four out of five participants (80%) report the coaching module presented a high level of engagement/interaction to develop coaching skills as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**

The *Behaviors of Coaching* module has a high level of interaction that facilitates acquisition of coaching knowledge or skills.

Answer	%	Count
<b>Strongly agree</b>	<b>50.00%</b>	<b>5</b>
<b>Somewhat agree</b>	<b>30.00%</b>	<b>3</b>
Neither agree nor disagree	10.00%	1
Somewhat disagree	10.00%	1
Strongly disagree	0.00%	1
Total	100%	10

**Knowledge and Skills Goal:** Four out of five participants (80%) report participation in the coaching module increased their confidence and knowledge/skills to develop a research-based action plan for coaching as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree).

-> **Goal Met**

Participation in the *Behaviors of Coaching* module increased my confidence in how to provide effective and efficient coaching

Answer	%	Count
<b>Strongly agree</b>	<b>30.00%</b>	<b>3</b>
<b>Somewhat agree</b>	<b>50.00%</b>	<b>5</b>
Neither agree nor disagree	10.00%	1
Somewhat disagree	10.00%	1
Strongly disagree	0.00%	0
Total	100%	10

Participation in the *Behaviors of Coaching* module increased my knowledge and skills for providing effective and efficient coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>33.33%</b>	<b>3</b>
<b>Somewhat agree</b>	<b>55.56%</b>	<b>5</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	11.11%	1
Strongly disagree	0.00%	0
Total	100%	9

### Coaching Module 3 – Continuum of Coaching Supports

**Use and Ease Goal:** Three out of five participants report the module to be easy to use and navigate through as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree).

-> Goal Met

It was easy to navigate across content in the Coaching Module.

Answer	%	Count
<b>Strongly agree</b>	<b>66.67%</b>	<b>8</b>
<b>Somewhat agree</b>	<b>33.33%</b>	<b>4</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	12

I could easily find content referenced in the *Continuum of Coaching Supports* module.

Answer	%	Count
<b>Strongly agree</b>	<b>66.67%</b>	<b>8</b>
<b>Somewhat agree</b>	<b>33.33%</b>	<b>4</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	12

**Relevance Goal:** Four out of five participants report that scenario reflect a real-life sample of what could happen in a K-12 or other related setting as measured by a 3 or greater on a 5-point Likert scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**

The scenarios presented in the *Continuum of Coaching Supports* module depict possible real-life examples of coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>58.33%</b>	<b>7</b>
<b>Somewhat agree</b>	<b>41.67%</b>	<b>5</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	12

**Clarity Goal:** Four out of five participants report the coaching module depicts research-based coaching as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree).

-> **Goal Met**

The practices addressed in the *Continuum of Coaching Supports Module* align with research-based ideas of coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>72.73%</b>	<b>8</b>
<b>Somewhat agree</b>	<b>27.27%</b>	<b>3</b>
Neither agree nor disagree	%	1
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	11

**Engagement Goal:** Four out of five participants report the coaching module presented a high level of engagement/interaction to develop coaching skills as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**

The *Continuum of Coaching Supports Module* has a high level of interaction that facilitates acquisition or further development of practices for effective coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>54.55%</b>	<b>6</b>
<b>Somewhat agree</b>	<b>45.45%</b>	<b>5</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	11

**Knowledge and Skills Goal:** Four out of five participants report participation in the coaching module increased their confidence and knowledge/skills to develop a research-based action plan for coaching as measured by a 3 or greater on 5-point Likert Scale (1 = strongly disagree; 3 = neutral; 5 = strongly agree). -> **Goal Met**

Participation in the *Continuum of Coaching Supports* module increased my confidence in how to provide effective and efficient coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>18.18%</b>	<b>2</b>
<b>Somewhat agree</b>	<b>72.73%</b>	<b>8</b>
Neither agree nor disagree	9.09%	1
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	11

Participation in the *Continuum of Coaching Supports* module increased my knowledge and/or skills for providing effective and efficient coaching.

Answer	%	Count
<b>Strongly agree</b>	<b>18.18%</b>	<b>2</b>
<b>Somewhat agree</b>	<b>81.82%</b>	<b>9</b>
Neither agree nor disagree	0.00%	0
Somewhat disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	11

In addition to quantitative usability data, testers provided qualitative responses to the module series. Some quotes from the testers are listed below:

- *“Action plan effective – personalized to the viewer and also populated during the training with the specifics – coming back to the plan reinforces the need to develop it and use it! Some of the Feedback data examples were dense and required multiple reviews. Mandy example very relevant and data ‘consumable’”*
- *“Nice work! I really appreciate the module's content, interactions, and overall navigation. ... I thought the coaching worksheet included all the critical information and would be very useful. I thought the activity where you select best response was helpful. ...”*
- *“The modules captured multiple layers of information and the Content Structure aligned with the Knowledge/Practice objectives provided.”*

- *“Great job! I love the various scenarios to show how this applies across a variety of situations.”*
- *“The coaching module was effective. The use of real scenarios along with data allowed for the participant to think about next steps aligned with the levels of coaching.”*

The Director of SISEP, Dr. Caryn Ward, had this to say about the modules:

*“As a TA provider for a state education agency’s implementation teams, the Coaching Modules facilitate our TA recipients’ learning of key coaching constructs. We have used the coaching modules as follow-up to an introduction of coaching to provide a greater in-depth look at functions and practices of coaching. Recipients have been able to access these resources on their own time individually to support application of the knowledge and skills gained. The evidence of the success of the modules is apparent in the consequent coaching plans they have developed to support their work. In summary, the coaching modules support continued learning and application, and the additional knowledge and skills gained allow our on-site time to be more effective and efficient.”*

Lessons learned through the process of creating and deploying the modules have revolved around the utility of learner activity data. Though misalignment of learner activity data and fidelity measurement was identified and corrected, there is more work to do. At this time, use of this module series is somewhat ad hoc; the modules are assigned to TA recipients individually, and both module use and onsite follow-up vary. This instructional process limits the utility of the learner activity data and prevents systematic measurement of effectiveness.

Moving forward, FPG and SISEP want to bolster blended-learning outcomes by standardizing the TA process. Doing so will involve creation of specific instructor manuals that detail particularly effective onsite activities, description of the learner activity data available from the modules and how to retrieve it, and instructions detailing how to tailor onsite work to the strengths and weaknesses revealed by the learner activity data. Once this standard process is in place, rigorous study of effectiveness will be possible. Ideally, such a study would involve a randomized trial in which pre- and post-test data for SEAs and LEAs that do receive the modules can be compared with pre- and post-test data for SEAs and LEAs that do not.

## About Brandon Hall Group

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