eCoaching Continuum Feedback Matrix

North Carolina State Improvement Project

Table 1
A Summary of a Meta-analysis of the Effects of Training and Coaching on Teachers' Implementation in the Classroom (Joyce & Showers, 2002)

TRAINING COMPONENTS	OUTCOMES (% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

Fixsen, Naoom, Blase,, Friedman, & Wallace, 2005, p. 30

Big Picture-Main Idea: Coaching

Which do you predominantly use? How many of the four components do you engage with?

(Rock, 2019 adapted from Joyce & Showers, 1982)

eCoaching Continuum: Data-Informed Feedback Matrix

Data Sources	Feedback: Strengths	Feedback: Areas for Growth	eCoaching Continuum Components for Enhancing Knowledge, Practice, & Outcomes (Activities to help meet the goal – "the How")
			Study: *What will you study to develop and deepen your knowledge of the areas for growth specified re: the content included in Unit _____?* -Insert some examples here.
			Observe: *How and who will you observe to develop and deepen your knowledge of the areas for growth specified re: the content included in _____?* -Insert some examples here.
			Coach One-on-One: *How and who will coach you 1:1 to develop and deepen your application of the areas for growth specified re: the content included in _____?* -Insert some examples here.
			Coach Peers (Small Groups): *How and who will you engage in peer coaching with to develop and deepen your application of the areas for growth specified re: the content included in _____?* -Insert some examples here.
Goals: ("The What")	1.		

eCoaching Continuum: Data-Informed Feedback Matrix

Data Sources	Feedback: Strengths	Feedback: Areas for Growth	eCoaching Continuum Components for Enhancing Knowledge, Practice, & Outcomes

• Fidelity Observation
• HQPD
 	
Unit 2: **The Structure of Language**
-The Structure of the English Language
-The Phonemes in English
-History of the English Language
	• Instructor demonstrates the ability to connect with participants by addressing participants by name, maintaining good eye contact, and making personal/professional connections with participants on breaks.
	• Instructor uses notes to support delivery of Unit 2 content
	• Instructor provides ample time for participants to process information and to ask clarifying questions
	• Instructor demonstrates appropriate tone and volume to ensure participants can hear the content delivered, instructor maintains effective proximity to participants that supports engagement or redirection if participants appear to be off task (engaging in excessive side conversations). Adjusting to provide more time to share with an elbow partner
		• At times, appears to read notes verbatim. Specifically slides 10, 11, 12, & 13 and slides 31 & 32. Need to build fluency with this content to ensure understanding of content so that the delivery is smooth and confident and not note dependent.
		• Improve sound production to ensure clipping sounds appropriately and supporting participants in understanding of clear and accurate sound production.
		Specifically, on slide 11, the /g/ an added /uh/ was attached to the phoneme and produced as /g//uh/ rather than
			Study:
			What will you study to develop and deepen your knowledge of the areas for growth specified re: the content included in Unit 2: The Structure of Language? What is your overall theory of change that will guide your efforts?
			
			-To build knowledge in the content covered on slides 10-13 and 31-32 of Unit 2
			
			-Insert some examples here.
			• https://www.ncsip.org/copy-of-unit-1-rrtcp-trainer-2
			   ○ Under Reading Resources:
			     http://english.glendale.cc.ca.us/phonics.rules.html
			     https://soundsofspeech.uiowa.edu/home
			• Print and study Phonics, Syllable, and Accent Rules
			• Use the interactive platform to study and practice Sounds of Speech in particular manner and place of articulation
			
			Observe:
			How and who will you observe to develop and deepen your knowledge of the areas for growth specified re: the content included in Unit 2: The Structure of Language?
			
			-Insert some examples here.
			• Schedule and carry out on-site or online observations of Instructors teaching Unit 2- specify who, when, how often, and for how long.
			• Complete written reflection(s) of Unit 2 strengths observed and submit for feedback.
			
			Coach One-on-One:
			How and who will coach you 1:1 to develop and deepen your application of the areas for growth specified re: the content included in Unit 2: The Structure of Language?
			
			-Insert some examples here.
			• Schedule and carry out 1:1 coaching during teaching of Unit 2 - specify who, when, how often, and for how long.
			
			Coach Peers (Small Groups):
			How and who will you engage in peer coaching with to develop and deepen your application of the areas for growth specified re: the content included in Unit 2: The Structure of Language?

or prompting to use sticky notes at table to share thoughts rather than maintain side conversation was effective to bring the participants back to the content. ● Content delivered included slides 1-32 of unit 2, section: *The Structure of the English Language* and *The Phonemes in English Language* Pacing for the unit appears to be on target to ensure enough time to cover all scheduled content for the day. This content is connected to the objective: Define and explore the components that make-up the structure of the English Language.	the clear sound /g/ and slide 28 /g/ and /j/ had /uh/ added to the sound. In addition, there is a need to strengthen knowledge of when the soft sound of the letters c and g are used.	-Insert some examples here. ● Schedule and carry out small group coaching through online or blended PLCs to share specific celebrations and problems of practice encountered during teaching of Unit 2 - specify who, when, how often, and for how long?	

eCoaching Continuum: Data-Informed Feedback Matrix

Data Sources	Feedback: Strengths	Feedback: Areas for Growth	eCoaching Continuum Components for Enhancing Knowledge, Practice, & Outcomes
• Fidelity Observation • HQPD Unit 7: Proportional Reasoning (Slides 1 – 24	• Instructor demonstrates the ability to connect with participants by addressing participants by name, maintaining good eye contact, is enthusiastic about the content, is approachable and knowledgeable • Instructor uses notes to support delivery of content and delivers content in a natural and conversational manner • Instructor provides ample time in some sections of the content for participants to process information and to ask clarifying questions • Instructor provides opportunities for participants to practice content in a structured and safe environment encouraging risk taking and participants to feel safe in practicing a new skill or applying new knowledge	• Starting with slide 14, the instructor has difficulty explaining the two distinct multiplicative relationships (scalar vs. functional). Instructor used the instructor notes and on the surface appeared to have a understanding. However, when questioned by a participant was unable to explain in another way or provide a different example. • When questioned by the participant, pace was quick and moved on to the next slides without really addressing the participant's question.	**Study:** *What will you study to develop and deepen your knowledge of the areas for growth specified re: the content included in Unit 7: Proportional Reasoning? What is your overall theory of change that will guide your efforts?* - Participant will review the instructor notes with specific attention to functional and scalar relationships. While instructor notes were followed, when questions were asked by a participant, the instructor was unable to discuss these concepts to clarify the similarities and differences – and did not provide another example to build the participant's knowledge of the concept. (Reference slide 23 and associated instructor notes) - Review the proportional reasoning video created by a DPI math consultant in order to see this concept presented. - As a follow-up to the items above, instructor will video himself presenting these slides. This video will be reviewed and compared with the instructor notes and consultant's video and instructor will reflect and write a written reflection of the strengths and areas for growth. - The instructor's video could also be submitted to a DPI math consultant for feedback. - Following these items, a peer could serve the role of a participant asking questions and provide opportunity for practice. Peer could also provide feedback. **Observe:** *How and who will you observe to develop and deepen your knowledge of the areas for growth specified re: the content included in Unit 7: Proportional Reasoning?* - Instructor could observe a consultant, regional coach or highly qualified instructor delivering this content with a debriefing to follow. **Coach One-on-One:** *How and who will coach you 1:1 to develop and deepen your application of the areas for growth specified re: the content included in Unit 7: Proportional Reasoning?* - Instructor could co-teach proportional reasoning with a consultant, regional coach or highly qualified instructor delivering this content with a debriefing to follow. - A gradual release of responsibility could lead to the instructor delivering the content and be coached using BiE technology with a debriefing to follow.
			Coach Peers (Small Groups): *How and who will you engage in peer coaching with to develop and deepen your application of the areas for growth specified re: the content included in Unit 7: Proportional Reasoning?* - Peers could have a group discussion to develop a deeper understanding of the concept and discuss experiences with participants' misunderstanding and questions. They could also share and discuss resources related to this concept. - Peer group could serve in the instructor (delivering the content to peers) and as participant to ask questions (to allow opportunities for instructor to respond). Peer coaching could be utilized focusing on areas for growth.

References

Fixsen, D. L., Naoom, S. F., Blasé', K. A., Friedman, R. M. & & Wallac, F. (2005). Implementation research: A synthesis of literature. National Implementation Research Network

Rock, M. L. (2019). *The eCoaching continuum for educators: using technology to enrich professional development and improve student outcomes*. Alexandria, VA: ACSD.