

Bringing Self-Coaching to Life in a Web-Based Environment

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Professional Development Intervention: Key Components

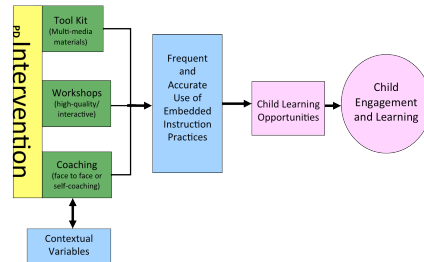


Figure 1. Theory of Change Model

Web-Based Self-Coaching Process

- Self-coaching was designed to be a self-guided, on-going process (see Figure 2) to support teachers' practices related to embedded-instruction implementation
- Website included resources to support self-coaching and implementation of embedded instruction
- Teachers received an on-site orientation before accessing the self-coaching website
- Teachers received weekly emails that included information about new resources and a "tip of the week"

Figure 2. Self-Coaching Cycle and Processes



Participants' Use and Perspectives of Utility

Profiles of teachers' website use:

High-users (2-teachers)

- Visited the site more than once every 2 weeks
- Submitted action plans and uploaded forms online consistently

Moderate-users (7 teachers)

- Visited the site less than once every 2 weeks
- Submitted action plans or uploaded forms online occasionally

Low-users (2 teachers)

- Did not access the website after initial training period
- Did not submit action plans or upload forms online

Background

- Episodic training workshops generally do not result in implementation of evidence-informed practices in early childhood classrooms
- Alternative professional development approaches (e.g., coaching and web-based supports) have been recommended in the extant literature
- This poster presents information about the self-coaching component of a PD intervention study implemented in Florida, Wisconsin, and Washington
- Teachers were randomly assigned to 1 of 3 experimental conditions:
 1. Tools for Teachers plus on-site coaching
 2. Tools for Teachers plus self-coaching via a project-developed website
 3. Wait-list control (business-as-usual PD)
- Teachers in self-coaching condition received a series of high-quality workshops and 16 weeks of access to project-developed website

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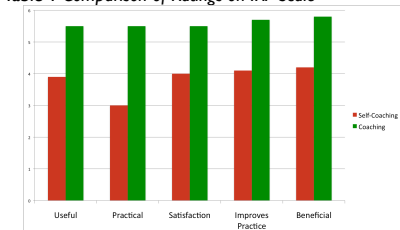
Resources and Technical Features of Website



- Use the action plan form to set goals and evaluate progress
- Watch video examples and learn more about embedded instruction
- Upload project and planning forms online
- Upload a video of your self-coaching process to receive feedback
- Access technical help about using the website and resources

- Developed using open-source content management system based on PHP-platform; layout and customization developed in conjunction with a website designer, programmer, and instructional design consultant
- Integration of publicly available applications and software include Adobe™, Flash Media Player™, Final Cut™ for video production, and Audacity™ for audio production
- Graphing tool is a project-developed database application to store and graph child-specific data

Table 1 Comparison of Ratings on IRP Scale



At end of study, teachers completed an Intervention Rating Profile (IRP)* evaluating acceptability of self-coaching and on-site coaching conditions

Rating scale 1 (negative view) to 6 (positive view)

*Scale adapted from Martens, Witt, Elliot, & Darveaux, 1985

Summary

- Teachers' use of the website and use of the self-coaching process was variable across teachers
- Teachers who participated in on-site coaching rated the intervention more favorably than teachers who participated in self-coaching
- Future research might continue to explore variables that influence teachers' use and perspectives of self-coaching and web-based resources