

Using live, “bug-in-ear” coaching to provide immediate feedback to in-service teachers.

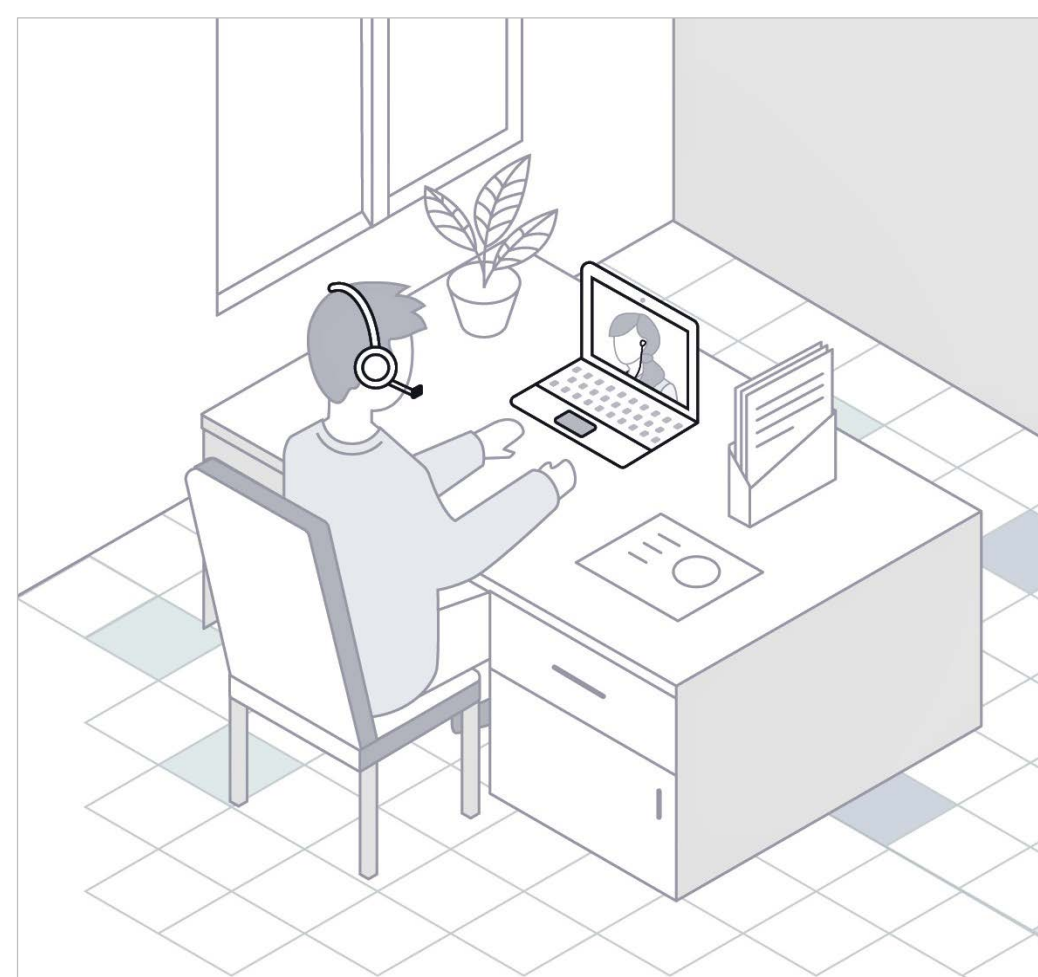
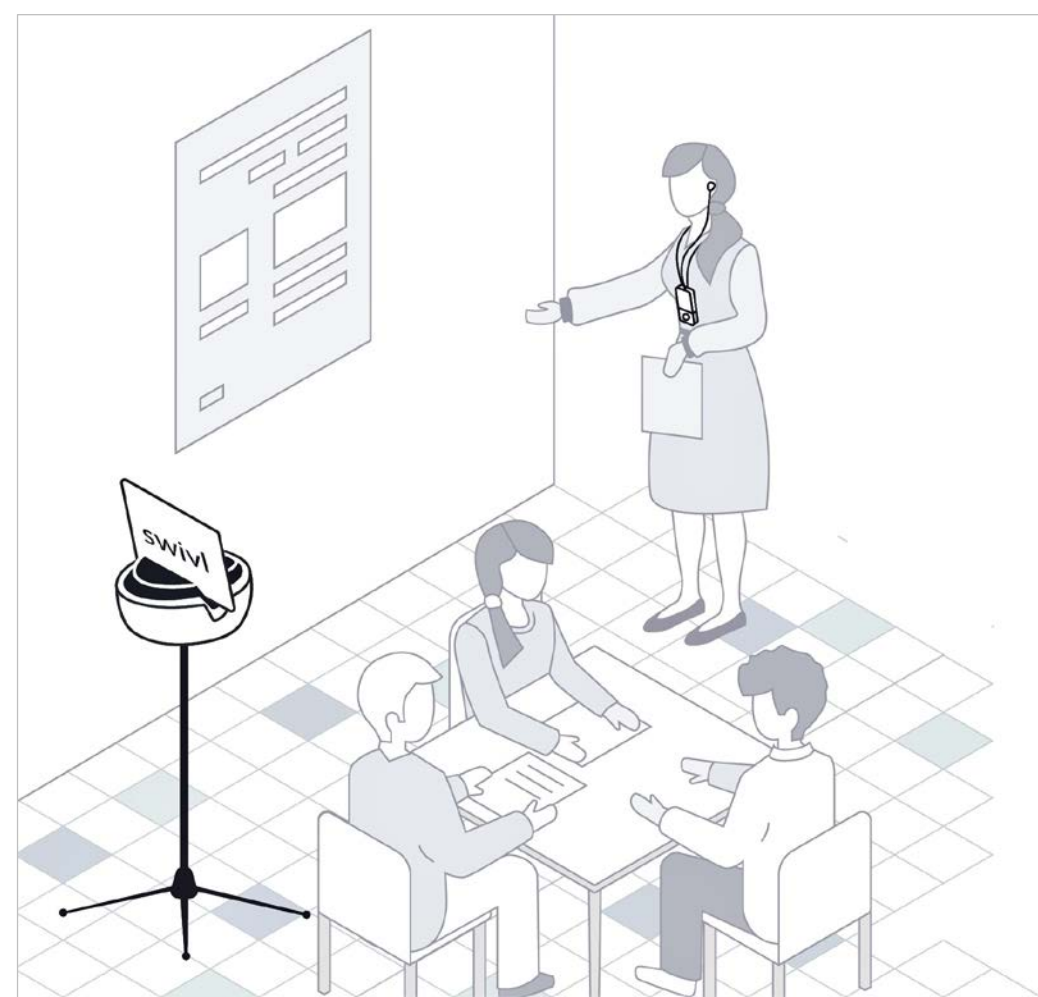
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Introduction

- **Instructional coaching** for in-service teachers is an important element of an existing project, in which teachers are participating in a pilot course around implementing intensive intervention with students. Data suggest that remote instructional coaching is an effective and efficient strategy for improving teacher quality (Rock et al., 2013; Rock, Zigmond, Gregg, & Gable, 2011; Scheeler, McAfee, Ruhl, & Lee, 2006).
- **Synchronous feedback:** Cutting-edge technology allows instructional coaching to occur in real time, without requiring the coach to be physically present in the classroom. Teachers share their lesson as they teach via a live stream. Data suggest that providing teachers with immediate feedback during coaching is effective in changing teacher behavior (O’Reilly et al., 1992; O’Reilly, Renzaglia, & Lee, 1994).
- **A Bug-in-Ear (BIE) approach** prevents coach feedback from being obtrusive or potentially distracting to students. A coach privately shares feedback with a teacher via an earbud as they implement a lesson. There is increasing data to suggest that this approach is effective for remote coaching, especially when teachers are learning to implement classroom management strategies (Fettig, Barton, Carter, & Eisenhower, 2016; Rock et al., 2014; Coogle, Rahn, Ottley, & Storie, 2016).



Context

In collaboration with the National Center on Intensive Intervention and the American Institutes for Research, the University of Connecticut is developing and piloting a course sequence designed to support special education teachers (SET) in improving the quality of intensive intervention. This course sequence includes four courses, each with a different area of focus: (1) *Introduction to Intensive Intervention*, (2) *Intensive Intervention in Reading*, (3) *Intensive Intervention in Math*, and (4) *Behavior Support for Academic Intervention*. The live, bug-in-ear coaching approach was piloted with teachers participating in this course sequence during the pilot of the *Behavior Support for Academic Intervention* course. Teachers volunteered to participate in this coaching opportunity in addition to their participation in the course pilot.

Teacher 1

- Middle school SET
- Grade 6 resource room

Teacher 2

- Elementary school SET
- Grade 5 co-taught class

Teacher 3

- Elementary school SET
- Grade 2 resource room

Teacher 4

- Elementary school SET
- Grade 4 resource room

Objectives

1. Explore how to use the technology to facilitate live, bug-in-ear coaching.
2. Develop training materials for teachers to learn how to effectively use the technology.
3. Pilot the bug-in-ear coaching with in-service teachers participating in the *Intensive Intervention Certificate* pilot courses.
4. Evaluate the social validity of this approach to instructional coaching.

Technology



Swivl Robot



Swivl Marker



Earbuds



iPad



Swivl App



Zoom App

1. Turn on the iPad

If the iPad is asleep:

- Press the home button to wake the iPad
- Press the home button to unlock the iPad
- Enter the passcode: 2018

If the iPad is powered off:

- Press and hold the power button until the screen turns on
- Enter the passcode: 2018

4. Connect the Swivl and iPad

- Connect the iPad to the Swivl Robot using the white connecting cable
- When connected, a pop-up message should appear on the iPad screen
- Tap “Allow” on the iPad pop-up message

Press the center button of the Swivl Marker to keep the Swivl Robot from rotating

Training Materials

Teacher Technology Manual

- Technology components for teachers
 - Swivl robot, marker, and earbuds
 - iPad with Zoom & Swivl Apps
- Technology procedures for teachers
 1. Turn on the iPad
 2. Turn on the Swivl robot and marker
 3. Connect the earbuds
 4. Connect the Swivl and iPad
 5. Start the Swivl App
 6. Start the Zoom App

Coach Technology Manual

- Technology components for coaches
 - Zoom App on tablet or computer
- Technology procedures for coaches
 1. Log onto the Zoom App
 2. Initiate call with the teacher

BIE Coaching Guide

- Strategies for desensitizing students to technology
- Guidelines for location of the Swivl robot in the classroom based on target(s) for observation
- Logistical “lessons learned” from pilot

Pilot Activities

Visit 1: Introduction to BIE Coaching

- Distributed technology manual and reviewed step-by-step while simultaneously modeling the process on the equipment
- Discussed target student (background, behaviors of concern, possible strategies for intervention within scope of course)
- Teacher 1: conducted BIE coaching with coach on-site
- Teacher 2: observed target student

Visit 2: Observation with On-Site Coach

- Assisted all teachers with setting up BIE coaching equipment
- Conducted BIE coaching with coach on-site, but in a different room

Visit 3: Observation with Remote Coach

- All teachers set up BIE coaching equipment independently
- Conducted BIE coaching remotely

Social Validity

1. Did you like receiving feedback using the BIE technology? Why/why not?
2. How did you feel about wearing the earpiece while teaching?
3. Was receiving immediate feedback helpful? Were you distracted by the feedback?
4. Would you recommend using BIE to other teachers? Why/why not?
5. What other ways could BIE be used by teachers?
6. What impact, if any, did using the BIE have on your students? (e.g., changes in student behavior).

Adapted from Scheeler, McKinnon, & Stout (2011) and Scheeler & Lee (2002).