



Online Coaching Feasibility Pilot Study

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Executive Summary

Previous research has found that online coaching facilitates individualized, specific training in job-related skills, regardless of experience level, across various fields (Hu et al., 2012) Building on such research and on the success of our traditional on-site coaching model, LAUP is exploring the feasibility of implementing online coaching at our sites, using a platform called Today's One Room School House (TORSH). TORSH is a cloud-based technology system designed to harness the power of video observations, actionable data, and expert coaching, in order to drive effective instruction that improves student learning. LAUP's pilot study of this online coaching program evaluated its feasibility, and compared the program to traditional coaching in terms of time, resources, and cost. The study also attempted to characterize teachers' and coaches' experience with the program, including their receptivity to its use. The following were key findings and conclusions of this pilot study.

Feasibility

- All but one teacher successfully integrated the TORSH technology with minimal support into their classroom routines.
- Teachers unfamiliar with the relevant technology adopted the program a little more slowly.
- Buy-in between groups varied, with "hybrid" teachers having less interest than TORSH-only teachers.
- Coaches using the on-site model drove about 275 miles, on average, per month; this represents roughly 270 pounds of CO2 emission each month, per coach. Thus, 42 tons of CO2 emissions typically result from LAUP's on-site coaching model over a 10-month period (July 1, 2016 – April 30, 2017).
- Use of TORSH reduces the need to drive to sites, and would significantly lower LAUP's environmental impact.

Teacher and Coach Experience

- Coaches found TORSH easy to use, and reported that they enjoyed using the software.
- Coaches felt they could accomplish more of their goals in a shorter amount of time, while saving time and energy.
- Teachers and coaches gained new skills in their use of technology.
- Coaches felt they could be more thoughtful and intentional with their instruction when using TORSH.
- Both coaches and staff expressed support for the integration of TORSH into LAUP's coaching model.
- Teachers felt empowered with the new technology, and they believed that their use of TORSH software and online coaching placed them "on the cutting edge" of professional development.

Recommendations

- TORSH has the potential to increase coaching intentionality, and could form a beneficial part of LAUP's overall coaching model.
- Implementation of TORSH could be improved by establishing relationships with districts and large sites ahead of time; with more lead time, accommodations could be made to allow TORSH access through district or agency firewalls.
- To improve initial implementation efforts, it may be beneficial to develop an introductory "video tutorial" phase, which would familiarize teachers with use of the camera and software capabilities.
- Introducing an entirely online coaching model, or even a hybrid coaching model, would reduce carbon emissions and save on costs of reimbursement for coaches' driving expenses. Over a 10-month period (July 1, 2016 – April 30, 2017), LAUP paid \$15,174 in reimbursement costs to coaches who submitted data.

Introduction

Coaching for early education teachers confers important benefits, and numerous approaches to coaching have been created (e.g., Isner et al., 2011). However, time and distance constraints make it difficult for teachers to receive consistent and readily available in-person coaching. An innovation in online communication, called “Today’s One Room School House” (TORSH), may help provide teachers with frequent, on-demand, individualized quality coaching. TORSH is a cloud-based technology system that allows teachers to upload videos of their practice to be viewed by coaches, who then provide specific feedback and recommendations tied to events in teachers’ videos. Video coaching allows teachers to receive professional development from anywhere in the world (as long as both the provider and recipient have access to an internet connection).

Video coaching has been used in disciplines including education and medicine. For example, Hu et al. (2012) examined the use of video coaching with a team of surgeons, ranging in experience from intern to chief resident. Their results showed that all surgeons found the video coaching “highly instructive” and useful in increasing their professional development and surgical skills. Surgeons reported that “hands-on” learning was complemented by video coaching. Hu’s study demonstrated that skilled practitioners, regardless of their experience level, recognized the usefulness of receiving individualized and specific training on the skills necessary for improving their craft.

The use of online coaching programs in early learning settings can also reduce the environmental impact of organizations that provide coaching, by decreasing the miles driven by coaches. The United States transportation sector accounts for a significant contribution to greenhouse gas emissions, which is a major contributor to poor air quality in urban areas (Wang, 1999). Online coaching offers an alternative that would limit this effect in our communities, and would also save on travel-related expenses.

The current pilot study investigated TORSH to learn about its feasibility as an online coaching tool, to develop an LAUP online coaching model (including a manual), and to learn about teachers’ and coaches’ experiences in working with TORSH. The study compared two coaching conditions – the “hybrid” group of teachers received half of their coaching online and received the other half through LAUP’s traditional, in-person coaching.¹ The experimental, or “TORSH-only,” group of teachers received only online coaching.

Given that LAUP has never used an online coaching platform, the primary intent of this study was to explore the possibility of using this approach. This exploration included the creation of processes for giving site staff access to the platform, training coaches and teachers on the use of TORSH, understanding coach and teacher attitudes toward new technology, and clarifying whether TORSH was perceived as a valuable piece of the coaching puzzle. Some of this effort’s accomplishments are documented in the online coaching manual created by the study’s author and the team of coaches who volunteered to be part of the pilot.

Research Questions

The following research questions guided the study:

1. What, if any, advantages does TORSH technology provide (in terms of time, resources, and cost) as compared to traditional, in-person coaching?
2. How do teachers and coaches experience this technology as a method of professional development and training? Do users believe it can have an impact on sites?
3. Is an online platform feasible for coaching, based on the precepts of LAUP’s traditional onsite model?
4. What differences are observed between a group of participants who receive half online coaching and half in-person coaching (the “hybrid” group), and the group of participants who receive online coaching only?

¹ LAUP’s traditional coaching consists of monthly, face-to-face coaching sessions that include observations, goal-setting, discussions, and quality improvement support.

Table 1. Data Sources

	Online Coaching Only	Half Online/Half In-Person Coaching
Feasibility	<ul style="list-style-type: none"> On-site setup Teacher debrief Made adjustments as they arose 	<ul style="list-style-type: none"> On-site setup Teacher debrief Made adjustments as they arose Mileage reimbursement data
Coach Experience	<ul style="list-style-type: none"> Focus groups Monthly meetings Individual check-ins 	<ul style="list-style-type: none"> Focus groups Monthly meetings Individual check-ins
Teacher Experience	<ul style="list-style-type: none"> Conversations Coaches' reports Setup meeting 	<ul style="list-style-type: none"> Conversations Coaches' reports

Sites were assigned to one of two conditions – either half online/half onsite, or all online. All teachers worked with a coach. Four coaches were assigned to work with either two or three teachers each. One coach had a total of seven teachers, and another coach had five teachers. Teachers who used the TORSH cloud-based technology were instructed to record during meal time, large group time, small group time, and free play, for a total of one hour, comprising one session. Teachers in the “hybrid” group were asked to complete one session of TORSH per month. Teachers in the TORSH-only group were asked to complete two sessions per month. Coaches from both groups were also asked to fill out a survey at the end of the study. Table 2 summarizes the coaching elements that were present in both of the study’s conditions.

Table 2. Summary of Study Conditions

	Half Online/Half Onsite	All Online
LAUP Coach	✓	✓
TORSH Video Feedback Sessions	1x per month	2x per month
Onsite Visits	1x per month	None
Emails and/or Phone Calls	✓	✓
Number of Coaches Involved	6	3
Number of Teachers Involved	12	12

The qualitative data collected for this study included notes from the following events: observations of sites’ technology set-up process, regular meetings with coaches about their online coaching, informal interviews with coaches, and multiple in-person conversations with teachers.

As part of the Developmental Evaluation approach used in this study, researchers conducted frequent interviews with coaches in order to gauge real-time attitudes and experiences related to TORSH’s implementation and make adjustments to the approaches. Additionally, at least once a month, the study’s author facilitated discussions among the coaches, in which they shared their experiences and brainstormed ideas to improve use of the online platform. These meetings helped to develop the online coaching approach (documented in an Online Coaching Manual) and to refine the user experience.

See Appendix A for details on the study’s methodology.

The following are key findings intended to guide further exploration and scaled-up efforts.

Finding: TORSH implementation was successful; however, teachers unfamiliar with technology adopted the program a little more slowly.

Overall, the implementation of TORSH at participating sites encountered few problems. Almost all teachers and staff who signed memoranda of understanding to participate were able to successfully create an account, record and submit videos, and engage in online coaching. However, a teacher at one school district site was unable to utilize the TORSH software due to district-wide internet firewalls. In the future, this problem could be resolved by approaching school districts weeks or months ahead of time for assistance in making TORSH accessible by the participating sites.

Finding: Minor implementation issues did arise during the initial stages of TORSH usage among teachers.

Coaches reported that some teachers recorded multiple videos and deleted them due to “not liking” the way the videos came out. This poses a problem, in part because the essence of coaching is to see an accurate representation of what goes on in the classroom. However, coaches stated that as teachers became more comfortable with the camera, they did not delete any videos. To deter future video deletions, coaches may want to conduct “trial” videos at the beginning of implementation to familiarize the teachers with the camera.

Finding: From an environmental perspective, online coaching was less costly. It required no travel and left no carbon footprint on the environment.

Gas consumption and mileage are significant expenses for LAUP; more than 50 coaches travel hundreds of thousands of miles each year to conduct their coaching. Online coaching offers an alternative to this traditional approach that reduces time and environmental costs. Under current conditions, on average, each coach drives about 275 miles per month, which creates roughly 270 lbs. of CO₂ emission each month per coach. In total, about 42 tons of CO₂ emissions are released into the environment from LAUP coaching mileage over a 10-month span. Switching to an online, or hybrid model, would significantly reduce carbon emissions, as well as reimbursement expenses (\$15,174 was allocated to reimbursement of travel expenses between July 1, 2016 – April 30, 2017).

Finding: Coaches found TORSH easy to use, and enjoyed using the software.

During the implementation pilot, coaches were asked numerous times to discuss the ease of use they experienced with TORSH. Consistently, coaches referred to TORSH as “user-friendly” and “simple to use.” Coaches often cited the clean interface on both the TORSH app and the TORSH Talent website (www.torshtalent.com). The process of learning to view and edit videos appeared to be short and fairly simple, based on coach reports. Coaches reported that once they had viewed, commented on, and finished one video, the process became second nature.

Coaches were provided with training on TORSH three weeks before the implementation was set to take place. The TORSH training was administered by the study’s author, who had been trained by TORSH staff. Training lasted roughly 30 minutes, and covered step-by-step instructions for use of the software. Coaches were given the opportunity to ask questions and to practice on the software with their own accounts. Once coaches were given accounts and assigned to participating teachers, they were free to begin implementing the TORSH program. Coaches reported that teaching staff were eager to use the program, and found it quite easy to get started. Similarly to coaches, teachers also reported that once “a few videos” had been completed and shared, the process became easy and straightforward.

The opportunity to pilot a new technology was intriguing to the participating coaches. Several of the coaches expressed a feeling of excitement about the chance to work on a new project. Development of initial buy-in did not take long; an introductory training exposed the coaches to the capabilities of TORSH and how it could be used to benefit programs. In general, coaches believed the software could make a difference, and believed it would be enjoyable to use.

Finding: Coaches felt they could accomplish more in a short amount of time, while saving time and energy.

On average, LAUP Program Coaches meet face-to-face with their sites 1-2 times per month. During a typical coach visit, a coach performs an observation, takes notes, and holds a brief meeting with the teacher to review goals and results from the observation. The drive time, observation, meeting, and return drive can take up to 5 hours. In contrast, using TORSH, LAUP coaches were able to observe teacher-child interactions between 4 and 8 times per month, with observation times ranging from 15 minutes to 30 minutes per video, although only instructed to record for no more than 15 minutes. These shorter and more convenient observations could allow one coach to receive and view videos for between 10 and 20 sites in a 5-hour period, rather than using that time to visit only one site. During the TORSH pilot study, 125 videos were shared with 8 LAUP Program Coaches, and 643 comments and notes were made. In addition to this steep increase in coaching opportunities, there were no costs for gas mileage or traveling time, and teachers did not have to take time away from the classroom in order to meet with their coaches or discuss observations.

In a focus group, coaches were asked how they felt about TORSH as a means of providing high-quality coaching. Coaches identified a range of benefits; primarily, they felt that much of their work could be accomplished in a much shorter amount of time, and they cited the ease of viewing the video and providing feedback. Coaches also felt they had more energy to complete the videos because they were not driving long distances or maneuvering through a busy classroom. However, coaches did report that relationship building is a key aspect of coaching; that aspect may be difficult to replicate in online formats.

Finding: Coaches felt that TORSH helped them to be more thoughtful and intentional with their instruction.

According to coaches, one of the most meaningful uses of TORSH was the ability to pause, rewind, and re-watch particular teacher-child interactions. Coaches reported that it was easier for them to provide meaningful suggestions when they had the opportunity to reflect on the behavior (as opposed to needing to make an immediate comment in a constantly changing, face-to-face situation). In contrast, coaches reported that at times it could be difficult to discuss behavior and interactions during face-to-face coaching with teachers, due to noise in the classroom, time elapsed since the interaction, and other factors.

Finding: Buy-in between groups varied, with “hybrid” teachers having less interest than TORSH-only teachers.

Participants receiving only TORSH coaching uploaded 126 videos during the study. The participants receiving both face-to-face and TORSH coaching uploaded a total of 58 videos. However, several teachers in the “hybrid” condition did not meet the minimum requirements for videos per month, while others in this condition uploading well beyond the expected number. TORSH-only teachers all uploaded videos at a steady rate, indicating an overall buy-in.

Finding: Teachers and staff gained new skills in the use of technology.

Teachers and staff were trained on the basic operation of an iPad tablet device, which included: turning the device on and off, locating a reliable Wi-Fi connection, unlocking the device, and locating and opening apps. Through a survey, teachers reported feeling comfortable with the device shortly after its initial use. In addition, teachers and staff were trained on TORSH, which required access to a desktop computer and a secure internet connection. Increasing the technical skills and capabilities of early education staff is a current priority for many organizations, and demand for these skills will continue to increase in the future.

Finding: Teachers felt empowered by using new technology in their classrooms.

Coaches were asked to describe their teachers’ attitudes and beliefs about TORSH throughout the entire implementation process. Teachers consistently reported feeling empowered by the software, and specifically mentioned that using online coaching made their site feel modern and “on the cutting edge.” This sentiment was similar across sites, with both conditions reporting a sense of excitement about the new platform for coaching.

Conclusion

TORSH has the potential to increase coaching intentionality. Data from interviews showed that coaches felt they were able to be more intentional with their coaching when they used TORSH. The ability to pause the video gave the coaches time to refer to their resources and helped them provide in-depth suggestions for their teachers. This practice, as reported in interviews, helped them become better coaches by slowing down the feedback process and improving their focus.

LAUP has the capacity to train staff and successfully implement a virtual coaching program at Early Childhood Education (ECE) sites in Los Angeles County. TORSH's "train the trainer" model was implemented with LAUP staff and site participants. Once LAUP coaches were trained on the software, they were able to successfully train the teaching staff in turn. The new skills that teachers and LAUP coaching staff learned (operation of the recording device, Wi-Fi procedures, and software competency) were demonstrated by the hundreds of videos and comments that were shared.

Implementation of TORSH could be improved by establishing relationships with districts and large sites ahead of time, so accommodations could be made to allow TORSH access through firewalls. In one situation, a school district site was unable to complete the study due to firewall restrictions set forth by district IT requirements. Firewall restrictions in this particular site made the participating teacher unable to view video feedback from her coach. For future implementation, it is important to establish relationships with districts to better understand their firewall protocol, and whether or not those firewalls can be adjusted to accommodate TORSH software.

To improve initial implementation efforts, it may be beneficial to develop an introductory "video tutorial" phase to familiarize teachers with use of the camera and software. Several coaches reported that teachers often uploaded incomplete videos, or videos with poor quality, due to unfamiliarity with the program. In order to limit data usage and streamline the integration process, developing an introductory "video tutorial" that summarizes the process of capturing and uploading video would be beneficial. Teachers would be asked to view the tutorial video and to prepare questions for their coaches as needed.

References

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Appendix A. Methodology

Participants

Twenty-four teachers at nine early learning sites across Los Angeles County participated in the study. Six LAUP coaches worked with these teachers as part of the study. The teachers and coaches were all part of the LAUP network of early learning providers. Coaches were nominated by their supervisors, and then volunteered to participate in the study. Most of the coaches had participated in LAUP's Race to the Top grant, during which they had opportunities to implement innovative approaches to coaching.

Materials

Several written materials were created, including a memorandum of understanding for each site, a parent notification letter (Appendix B), and a parent opt-out information sheet and form (Appendices C and D). The following materials were also used for the study: an Apple iPad 2 for each participating teacher, the TORSH Talent Software, and the T-Uploader Application. Participants were each issued an iPad 2 equipped with TORSH Talent software for the duration of the study.

Procedure

Sites were assigned to one of two conditions—the “hybrid” condition, which received half their coaching online and half on-site, or the “TORSH-only” condition, which received all their coaching online. All teachers worked with one of six LAUP coaches. Four of these coaches were assigned to work with two or three teachers each, one coach was assigned a total of seven teachers, and another coach was assigned a total of five teachers. Teachers who used the TORSH cloud-based technology were instructed to record during meal time, large group time, small group time, and free play, for a total of 60 minutes, comprising one session. Teachers in the “hybrid” group were asked to complete one session of TORSH per month. Teachers in the TORSH-only group were asked to complete two sessions per month.

In the hybrid condition, coaches were asked to make one face-to-face coaching visit per month and to respond to at least four TORSH video submissions by their teachers. Each TORSH submission was intended to be approximately fifteen minutes long. Teachers were asked to film one large group session, one small group session, one meal time session, and one free play session, for a total of 60 minutes of footage per month for the duration of the study. Once the footage was submitted, coaches were asked to view the videos, provide detailed feedback, and re-submit the videos with comments for the teachers to view. Phone calls, e-mails, and other forms of communication between coaches and teachers were encouraged.

Three LAUP coaches were assigned to twelve teachers total for the TORSH-only condition. In this condition, coaches were asked to only communicate with their assigned teachers via the TORSH Talent software, phone calls, or e-mail. Teachers in the TORSH-only condition were required to submit eight in-class videos of fifteen minutes each. Teachers were asked to film two large group sessions, two small group sessions, two meal time sessions, and two free play sessions, for a total of 120 minutes of footage per month for the duration of the study. Once the videos were submitted, coaches in the TORSH-only condition were asked to view the videos, provide detailed feedback, and re-submit the videos with comments for the teachers to view. Phone calls, e-mails and other forms of communication between coaches and teachers were encouraged.

As part of the Developmental Evaluation approach used in this study, researchers conducted frequent check-in interviews with coaches in order to gauge real-time attitudes and feelings about TORSH's implementation. At least once a month, coaches gathered in a meeting room to have an open discussion about the implementation of the online coaching platform. During these meetings, coaches were encouraged to share their experiences and provide examples of how LAUP could improve the implementation of this new coaching approach. These meetings helped to develop the online coaching platform and refine the user experience.

Appendix B. TORSH Notification Letter Sent by Teachers To Parents

Dear Parents, Guardians, and Families:

As a participant in TORSH Talent Coaching Pilot Study, I have been selected to participate in a one-on-one coaching-based training called TORSH Talent. I am required to videotape 15-minute segments of classroom and outdoor activities for a total of about 2 to 5 hours sometime between now and the end of the school year. These videotapes will be shared only with my LAUP coach to provide me with feedback on strategies designed to improve daily interactions with children.

During the videotaping, the image of your child may be captured on film. Please let me know if you have any concerns regarding this possibility so that appropriate accommodations can be made during the videotaping.

If you do not want your child to participate in the TORSH Talent Coaching Pilot Study, please let me know. I will provide you with an Opt-Out Form for you to sign and return to me.

If you would like more information regarding this program, please feel free to contact LAUP researcher, Drew Barrett at dbarrett@laup.net, (213)416-1287 or the site Director/Owner.

Sincerely,

TORSH Talent Participant

Appendix C. Opt-Out Information for the TORSH Talent Pilot Study

Dear Parent or Guardian:

Your child's classroom has been selected to take part in a new coaching program from LAUP. We want to make your child's classroom even better.

To make sure that our program works, your child's teacher is required to videotape 15-minute segments of classroom and outdoor activities for a total of about 2 to 5 hours sometime between now and the end of the school year. These videotapes will be shared only with one LAUP coach to provide feedback on strategies designed to improve daily interactions with children. Once the videos are complete, they will be securely uploaded to TORSH Talent account. Videos can only be seen by one LAUP coach. The coach will then view, and provide detailed feedback about how to improve the quality of interactions. The information cannot be shared outside of the TORSH Talent platform, and coaches cannot share videos with anyone but their assigned teacher.

What does it mean to participate?

Your child will not be asked to do anything extra or different. They will just do what they usually do every day at school. They will not have to take extra tests or do any extra work.

A few times a week your child's teacher will video tape normal classroom activities for about 15 minutes. During videotaping, your child may be captured on film.

This information will help improve the quality of instruction at your child's preschool program.

LAUP will not collect any information that can identify your child during this pilot study. Your child's teacher will know your child's name, but we will not. We do not need this information to conduct the pilot study.

You, on behalf of your child, at any time, can opt-out by filling out and submitting the opt-out form that is part of this document.

What does it mean to opt-out?

For your child:

If you choose to opt-out your child, this means that accommodations will be made to ensure your child will not be captured on film. Your child will still be able to fully participate in their normal activities.

If you have any questions, you can call Drew Barrett at (213) 416-1287, or email him at dbarrett@laup.net

If you don't want to opt-out, you don't have to do anything. Just keep these forms in case you have questions later.

Appendix D. Opt-Out Form (Parent/Guardian)

I have received information about the pilot study. The process is clear to me and my questions have been answered satisfactorily.

As a parent or legal guardian, **I do NOT** give permission for LAUP to videotape _____ for the purposes of the TORSH Talent Pilot Study.
(Name of child)

PRINT NAME OF PARENT/Legal Guardian:

SIGNATURE OF PARENT/Legal Guardian:

DATE:

LAUP
Research and Evaluation
888 South Figueroa St, Suite 800
Los Angeles, CA 90017 (213) 416-1299

Appendix E. TORSH Setup

Step by Step TORSH Setup:

1. Open T-Uploader App on the iPad (unlock code:8888)
2. Each teacher must input their e-mail and password (the same one they used to sign up)
3. To take videos (make sure you are connected to Wi-Fi): Position the iPad in an area that will capture the entire area being viewed (free play, snack time, small group, rug time, etc.)
4. Hit record (videos should be around 15 minutes in length)
5. Videos will automatically upload to the TORSH cloud and are ready to be shared
6. Log on the a desktop at the following site: www.torshtalent.com
7. Each teacher must login (using the same e-mail and password and the iPad)
8. Select "Videos"
9. Select the video you would like to share, then select "Share and notify"
10. Enter your coach's name
11. Share and notify
12. You're done, you have now captured, uploaded, and shared a video with your coach
13. Your coach will then review and provide her feedback to each video she receives, in order to view the videos all you need to do is log back on to your desktop at www.torshtalent.com and click on videos.

If you have any questions please e-mail me at dbarrett@laup.net.

Drew Barrett

Appendix F. Online Coaching Pilot Study Participant Agreement Condition One

LAUP is conducting a pilot and study of the feasibility and outcomes of online coaching through “TORSH” between January and May, 2016. TORSH is a video-based observation, feedback and data management platform that allows users to reflect, collaborate and measure growth through use of an online platform. The study will compare traditional coaching to online coaching and allow LAUP to make decisions about implementing this approach in the future.

As a participant in the study, the teacher indicated below agrees to the following activities:

- Submit 1 meal time, 1 large group, 1 small group, and 1 play time videos at least 15 minutes in length to TORSH each month for the duration of the study (remember to upload each video as soon as you are finished recording)
- Face-to-face coaching once per month
- Complete a brief interview (optional)
- Complete a brief survey at the end of the study

LAUP will provide each participant with an iPad, which will be used to record and upload video to the TORSH digital platform. However, participants have the option to use their own device if they feel more comfortable to do so. Keep in mind, using your own device will not use personal data, or memory when using the TORSH application. Please check the appropriate box which indicates your preference:

- LAUP loaned iPad
- Personal device

In addition, please indicate if your site has reliable Wi-Fi which will be used to upload recordings to TORSH’s digital platform:

- Yes
- No

Los Angeles Universal Preschool	Participant
Name:	Name:
Title:	Title:
Date:	Date:
Email:	Email:

Appendix G. Online Coaching Pilot Study Participant Agreement Condition Two

LAUP is conducting a pilot and study of the feasibility and outcomes of online coaching through “TORSH” between January and May, 2016. TORSH is a video-based observation, feedback and data management platform that allows users to reflect, collaborate and measure growth through use of an online platform. The study will compare traditional coaching to online coaching and allow LAUP to make decisions about implementing this approach in the future.

As a participant in the study, the teacher indicated below agrees to the following activities:

- Submit 2 meal time, 2 large group, 2 small group, 2 play time videos at least 15 minutes in length each to TORSH each month for the duration of the study (remember to upload each video as soon as you are finished recording)
- Complete a brief interview (optional)
- Complete a brief survey at the end of the study

LAUP will provide each participant with an iPad, which will be used to record and upload video to the TORSH digital platform. However, participants have the option to use their own device if they feel more comfortable to do so. Keep in mind, using your own device will not use personal data, or memory when using the TORSH application. Please check the appropriate box which indicates your preference:

- LAUP loaned iPad
- Personal device

In addition, please indicate if your site has reliable Wi-Fi which will be used to upload recordings to TORSH’s digital platform:

- Yes
- No

Los Angeles Universal Preschool	Participant
Name:	Name:
Title:	Title:
Date:	Date:
Email:	Email: