



The ADDIE Model: Designing, Evaluating Instructional Coach Effectiveness

By Shelby Danks, Hurst-Euless-Bedford Independent School District

The era of accountability throughout the last decade has brought with it a demand for increased capabilities in today's educators. The elevated need for teachers to engage in the practices of effective instructional design, quality lesson delivery using research-based strategies, and data-enhanced reflection of student results has begun a flurry of interest in a form of professional development known as "instructional coaching." Specifically, districts that have begun the improvement journey using the *Baldrige Criteria for Performance Excellence* may experience an even greater sense of urgency to develop their teachers and leaders as key elements to improving overall organizational results.

Recent literature and conversations have demonstrated great strides in identifying the proper role of the instructional coach, as well as key practices coaches can use to support the work of their campuses. Very little information, however, has surfaced in the public education community that describes specific, systematic processes that coaches can use to evaluate the impact and effectiveness of their support. Some of the key questions about instructional coaching that remain for district leaders and funders of these programs include:

1. How does an instructional coach design their work functions to ensure proper alignment to student, teacher, principal and federal needs?
2. How does an instructional coach evaluate his or her effectiveness and impact?
3. How does an instructional coach personally model the usage of a systematic learning process and data-enhanced decision making?

By using the Analysis-Design-Develop-Implement-Evaluate (ADDIE) Model of instructional design, the instructional coach can effectively demonstrate a proper return on expectation for each of his or her intended stakeholders.

The ADDIE Model

The ADDIE Model is a five-step instructional design and project management tool borrowed from the field of human performance technology (HPT) and is commonly used to

develop, implement and evaluate performance improvement services. Some of the core values and principles that govern the use of the ADDIE Model in HPT include:

- A focus on outcomes.
- A systems perspective.
- The intent to add value.
- The effort to be systematic in all aspects of the design of interventions and solutions.

For a full description of each of the steps used in the ADDIE process, please refer to the *Handbook of Human Performance Technology* (Stolovitch and Keeps, 1999).

ADDIE for Instructional Coaches

While the job description of an instructional coach may be clearly communicated to the coach, the campus administrator, and even to teachers, it may still remain unclear what the goals of the support position will be, how the support will be structured to best address needs, and how the stakeholders will know whether these key support mechanisms, such as coaching, training and modeling, are effective. The following chart (Figure A) summarizes how the ADDIE Model might be adapted by an instructional coach to analyze stakeholder needs, design a support logic model, develop key work functions, implement the key work functions, and evaluate the effectiveness of each key work function.

Date	Process Step	Key Activities
Before academic year	Analyze Conduct needs analysis	<ul style="list-style-type: none"> • Collaborate with site administration to determine perceived needs of staff members. • Analyze campus performance results and improvement areas, as well as other evaluation tools, to determine additional requirements and needs. • Calculate and report results from these findings.
Before academic year	Design Design support model	<ul style="list-style-type: none"> • Use data and information to draft logic model and project scorecard. • Report data to site administration and other stakeholders. • Use results to list and describe the specific key work functions.
Early in academic year	Develop Develop key work functions	<ul style="list-style-type: none"> • Develop data management strategy and tools. • Communicate goals to all relevant stakeholders.

Through-out year	Implement Implement the key work functions	<ul style="list-style-type: none"> Use the PDSA model, quality tools, and other question stems to formally reflect on the effectiveness of each function. Maintain accurate records of each activity and document ideas and offerings on the key work functions.
End of year	Evaluate Evaluate the impact of each function	<ul style="list-style-type: none"> At the end of the year, conduct EOY evaluations; analyze survey or focus group results and organizational results to determine whether key goals were met. Present findings (SWOT Analysis) to site leadership and make recommendations for following year.

Figure A: An Adapted ADDIE Model for Instructional Coaching

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Analysis. During the analysis phase, the instructional coach collaborates with the site administration to determine the perceived needs of staff members. Using this input, the coach uses follow-up strategies, for example, surveys, focus groups and interviews, to collect additional data to determine the current levels of performance for each area of focus. In addition, the coach analyzes the campus's current student performance and other organizational results and improvement documents to ensure the needs align with the current direction and initiatives of the campus. Once additional data are obtained, it can be summarized to communicate to each of the relevant stakeholder groups (see Figure B).

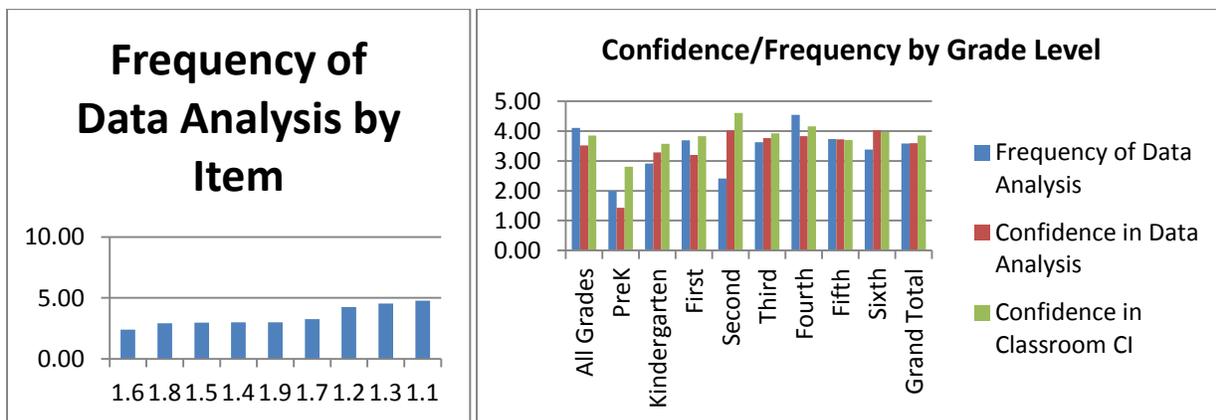


Figure B: Example of Results Obtained from BOY Survey about Frequency and Confidence in Data Analysis

Design. Once the instructional coach collaborates with its stakeholder groups to complete the analysis step, the design of a support logic model can help clarify the customer requirements, goals, measures, key work functions and function checks for each of these stakeholder groups (Figure C). Goals can be written to address each of the levels of the “ROI Methodology” (Phillips and Phillips, 2007):

- Satisfaction/reaction/confidence
- Learning
- Application/implementation
- Organizational impact
- ROI

Key Customer Requirements	Outputs	Strategic Goals	Performance Measures	Key Work Functions	Function Checks (Formative)
Support with data-driven decision-making (analysis of student performance data) and the measurement journey; development and use of necessary measures Support for special projects in data analysis (Source: BOY meetings with administration and BOY Survey)	Increased use of segmentation and quality tools to support deeper data analysis	By the end of the school year, all teachers will indicate frequent application of data analysis and confidence in data analysis, as measured by an average score of 4 or above in each of these constructs on the Instructional Support Survey.	Average score of teachers indicating team implementation of segmentation and quality tools as “Very frequent” (or a score of 4); Average score of teachers indicating a confidence level of 4 or higher in segmentation and use of quality tools (see Survey)	1. DATA ANALYSIS FOR GRADE LEVEL TEAMS	# of meetings attended # of options offered # of options used # of projects completed
	Confidence in use and access to additional data sets to facilitate improvement			2. DATA ANALYSIS FOR SPECIAL PROJECTS	# of meetings/conversations attended # of support projects completed # of users indicating satisfaction (verbal)
Provision of ideas and instructional strategies (Source: BOY	Increased number of ideas, strategies, and	By the end of the school year, all teachers will indicate increased	Average score of teachers indicating learning and implementation	3. TRAINING IN INSTRUCTIONAL STRATEGIES	# of training sessions conducted # of participants

Survey/Requirements Assessment)	analysis tools learned and implemented	learning and use of instructional strategies, as measured by session-specific, retrospective consensograms.	(Retrospective consensograms; Survey)		learned (consensogram) # of participants used strategies (consensogram)
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Figure C: Excerpt from a Support Logic Model

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Develop and Implement. Once the logic model has been designed, the instructional coach develops mechanisms to communicate it to key stakeholders. Next, he or she uses traditional Plan-Do-Study-Act methods to implement each of the support functions and monitors progress throughout the year in order to ensure that the tasks continue to meet needs, contribute to the development of innovative solutions, and facilitate improvement.

Evaluate. Using the evaluation strategies described in the logic model, the instructional coach collects data at the end of the year to evaluate whether each of his or her key strategic goals have been met. These results, as well as other results pertaining to satisfaction, knowledge, learning, etc. can be reported through graphs and charts that communicate the impact of the support functions offered by the coach (see example, Figure D).

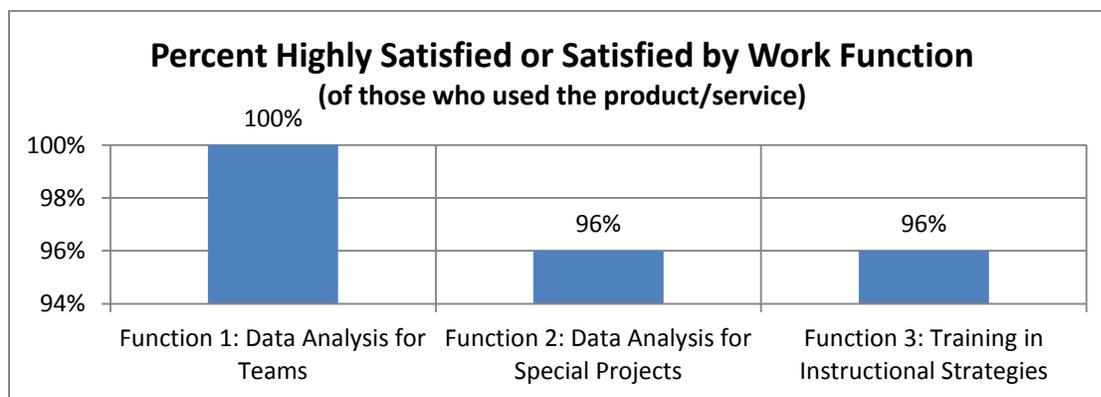


Figure D: Example of Results Obtained from EOY Survey about Satisfaction with Functions

Conclusions

The ADDIE Model is an effective, systematic model that can be adapted for use by instructional coaches to design, implement and evaluate the effectiveness of critical work



functions. By encouraging individual or organizationwide use of this model, all stakeholders can be better informed about the impact of the instructional coaching position on teacher capability, and by extension, student results.

References

1. J.J. Phillips and P.P. Phillips, *Show Me the Money: How to Determine ROI in People, Projects, and Programs*, Berrett-Koehler Publishers, Inc., 2007.
2. H.D. Stolovitch and E.J. Keeps, ed., *Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide*, 2nd ed., Jossey-Bass, Pfeiffer, 1999.

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