

A Pre- and Post-Course Evaluation of *Taking Charge*[™] for Educators

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EXECUTIVE SUMMARY: A Pre- and Post-Course Evaluation of *Taking Charge™* for Educators

The present study evaluated *Taking Charge™* for Educators course. *Taking Charge™* for Educators is designed to support educators who work with students with special education needs or are considered at-risk for school failure. The curriculum highlights the role that language and implicit assumptions play in coordinating effective educational practices. Course instruction is based on the premise that self-monitoring and observation of language, including implicit assumptions, may ultimately lead to better outcomes for at-risk students. Rather than emphasizing new skills and techniques, the course guides the educator through a process of self-reflection and change.

This course evaluation involved the administration of a pre- and post-course questionnaire to all students who completed the *Taking Charge™* for Educators course in the winter of 2019. The questionnaire consisted of items to ascertain teacher experiences and reactions to course material, as well as self-reported impacts on teaching practices. Study findings indicated that participants had high satisfaction levels with the course concerning content and relevance. There was near unanimous agreement among participants that the Linguistic Coaches cared about student success. A majority of participants indicated that they would recommend the course to peers and that their teaching practices had changed as a result of taking the course. Finally, nearly all respondents indicated that their teaching practices had changed as a result of taking the course.

Key Findings

Overall, questionnaire results were clearly positive, reflecting extremely high percentages (over 80%) of students that indicated they frequently or extensively reflected on the identified practices included in the evaluation, and that they regarded them as effective or very effective. Many practices had favorable ratings of over 90% at post-course measurement. While perceptions generally improved between pre- and post-course measurement, pre-course responses reflected very positive (over 80%) perceptions. This factor created a measurement ceiling that limited substantially the amount of improvement that could be demonstrated and, concomitantly, the potential of obtaining statistically significant effects.

In general, we detected a trend for items reflecting more concrete practices to show greater change than those that were more abstract or academic. Responses by online students and in-person students tended to be fairly similar, as was the case for first-time students versus repeat students, although the latter, as might be expected, indicated more usage of several practices upon entering the course. The high pre-

survey ratings perhaps can be attributed to several factors. Given that students were mostly in-service rather than pre-service practitioners, it is likely that many entered the course already familiar with and positively disposed toward most of the practices. As noted, repeat students, who comprised about half of the respondents, completed the pre-survey having already been exposed academically to the practices. In addition, the pre-survey responses might have been positively biased to some degree by some students “aspiring” to actualize practices that as described on the survey appeared potentially effective, whether or not fully understood at that time. In this regard, it is noteworthy that responses to a number of items on the “attitudes” section of the post-survey showed increases over time in two response categories—“very effective” and “undecided.” The suggestion is that recognizing individual differences in pedagogical beliefs and practical experiences, the course served to accentuate positive views about certain practices by some students but greater skepticism by others. Either type of change (increased endorsement vs. questioning) arguably suggests a meaningful contribution to students’ growth as practitioners.

Conclusion

A salient finding in the present study was that separate from their perceptions about the 12 specific practices, students appeared to enjoy the course and find it to be valuable to their development as practitioners, as nearly all respondents indicated that their teaching practices had changed as a result of taking the course. The most positive responses were associated with communication skills and the use of language, learning environment, learning styles, and understanding learner concerns and how these areas impact motivation and success. Less favorable but still positive overall were reactions to the pacing and difficulty of the course. Encouragingly for future professional development and peer support, over 80% of the students expressed the desire to continue dialoguing with their classmates. Open-ended comments conveyed an increased awareness of self and/or others related to communication and language use and an improvement in communication skills as a result of taking the course. Students would like more group work, modeling, or real-life practice as opposed to the use of worksheets and exercises. Finally, students suggested delivering the course by level of experience (newcomer vs. previously enrolled student).

In conclusion, the overall results showed high endorsement by both online and in-person students of the targeted 12 practices both for instruction and perceived effectiveness. The vast majority viewed the course and the associated peer relationships as beneficial to them educationally and personally. The extent to which these perceptions translate into actual changes in practices would be an important and informative focus for future research.

A Pre- and Post-Course Evaluation *Taking Charge*[™] for Educators

Taking Charge[™] is an organization dedicated to supporting students who are considered at-risk for school failure. Through youth programming, parent education, and training for educators, the organization seeks to improve educational experiences for at-risk students. All *Taking Charge*[™] programs and materials begin with a view of individuals as whole, able, and complete just as they are.

The present study is a pre- and post-course evaluation of *Taking Charge*[™] for Educators. *Taking Charge*[™] for Educators is designed to support educators who work with students with special education needs or are considered at-risk for school failure. The curriculum highlights the role that language and implicit assumptions play in coordinating effective educational practices. Course instruction is based on the premise that self-monitoring and observation of language, including implicit assumptions, may ultimately lead to better outcomes for at-risk students. Rather than emphasizing new skills and techniques, the course guides the educator through a process of self-reflection and change.

This course evaluation reported is part of a larger evaluation of the *Taking Charge*[™] for Educators program. Overall evaluation questions include:

1. To what degree does the program and its support materials align with research-based instructional design practices?
 - a. What are stronger design features?
 - b. What are weaker design features?
 - c. What are recommendations for improvement?
2. What are student (special education professionals and others) perceptions of program effectiveness?
 - a. What are stronger features?
 - b. What are weaker features?
 - c. How has the program influenced their practices in special education?
 - d. What are recommendations for program improvement?

Method

This course evaluation involved the administration of a pre- and post-course questionnaire to all students who completed the *Taking Charge*[™] for Educators course in the winter of 2019. The questionnaire consisted of Likert-type ratings items and open-ended items to ascertain teacher experiences and reactions to course material, as well as self-reported impacts on teaching practices.

Participants

Participants in this evaluation include educators who enrolled and completed the *Taking Charge™* for Educators course in the fall semester of 2019. Initially, 60 students enrolled in the course, though only 39 students fully completed the course. All 60 students (100% response rate) completed the pre-course survey, and 29 of 39 students (74.4%) completed the post-course survey. All 29 students who completed the post-course survey also completed the pre-course survey, with similar proportions of first-time and online students at both survey administrations.

Measures

Data reported in the current study emerged from pre- and post-course questionnaires administered to enrolled students. The surveys were co-developed by CRRE and Dr. Nancy Lavelle, president and founder of the Taking Charge organization. The pre-course questionnaire was administered in-person while the post-course questionnaire was administered online.

Student surveys. The pre-course questionnaire was administered in paper-and-pencil form by an instructor in one of the early fall 2019 class sessions. The post-course survey was administered online in late January 2020 by CRRE, after students had completed the course. Students were offered a small incentive (\$5) to encourage post-course participation.

The questionnaire contained items that addressed students' knowledge and usage of particular teaching practices, as well as attitudes toward particular teaching practices. Knowledge items used rating scales related to the frequency with which they used each practice (Extensively, Frequently, Occasionally, Rarely, Never). Attitude items used a scale related to perceptions of the importance of each practice in achieving students' educational goals (Very important, Somewhat Important, Undecided, Somewhat Unimportant, Very Unimportant). In addition, the post-survey contained items relating to student satisfaction with identified features of the course, including content, pacing, difficulty, relevance, and perceived value. The pre- and post-test questionnaire is presented in Appendix A.

Analytical Approach

Descriptive statistics including means, standard deviations, frequencies, and percentages were computed for questionnaire items, where appropriate. In addition, pre- and post-course comparisons were conducted, along with comparisons between students who took the course in an online vs. in person format, as well as between students who were taking the course for the first time vs. those who had previously taken the course. Additional qualitative analyses were conducted on open-ended survey items and general design features of the study.

Results

We begin by presenting item-level descriptive statistics for all students on the pre-course ($n = 60$) and post-course ($n = 29$) questionnaire. We then present a comparison of pre- and post-course questionnaire responses of students who completed the survey both before and after course administration ($n = 29$). Finally, we present further comparisons on the basis of a student being a first-time or repeat student, and whether a student took the course online or in-person.

Descriptive statistics

All pre-course questionnaire items and the majority of post-course items involved students self-reporting the frequency they performed specific teaching practices, and then the student's perception of the effectiveness of each specific teaching practice. We present these two items for each teaching practice together.

Teaching practice frequencies. Figure 1 shows the frequency with which students reflected on assumptions of learners, words used to describe themselves and learners, and how learners' descriptions impacted student motivation to learn, on the pre- and post-course surveys.

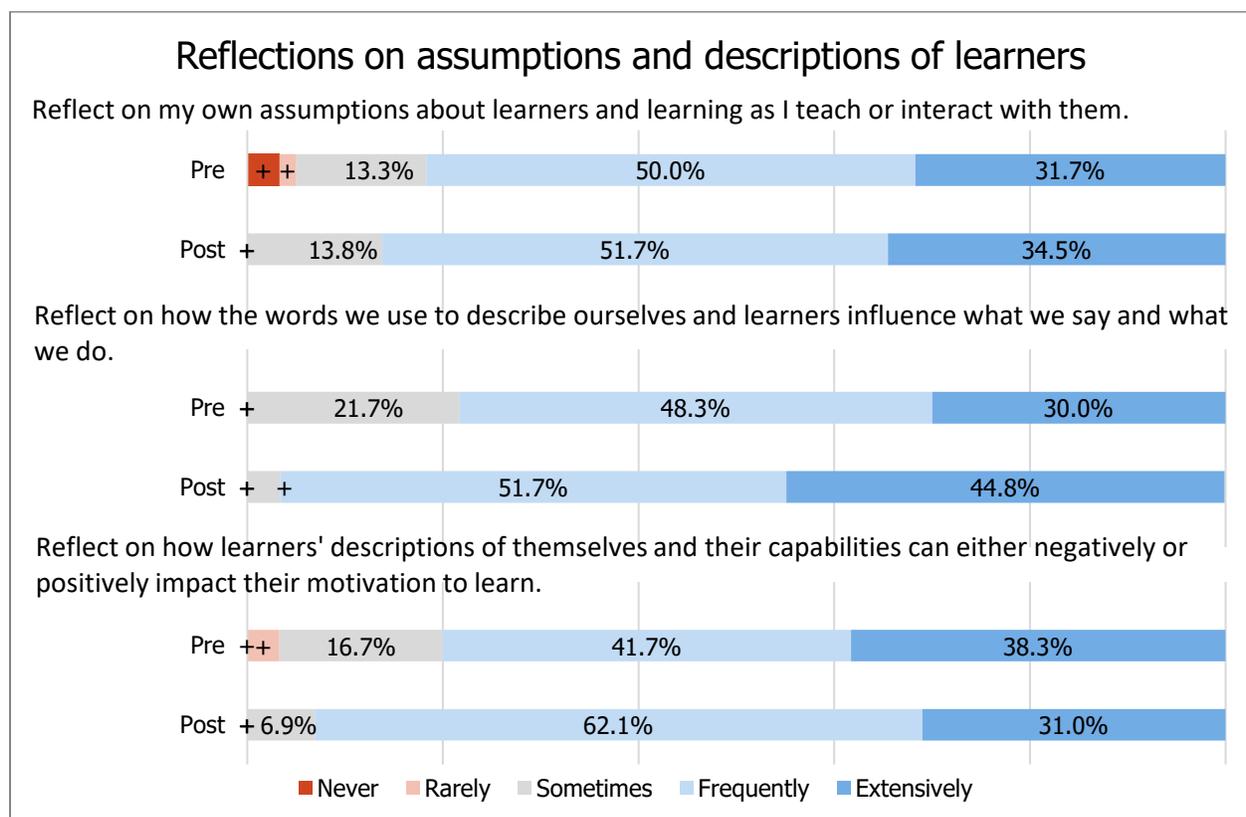


Figure 1. Frequency of reflections on assumptions and descriptions of learners, before and after Taking Charge course.

Note: + indicates < 5.0%

Students reported reflecting on assumptions about learners with slightly greater frequency after the course, but over 80% of students performed this activity frequently or extensively at both pre- and post-course timepoints. Students reflected on words they used to describe themselves and learners more frequently after the course, with nearly all students performing this activity frequently or extensively. Similarly, students reflected on how learners’ descriptions could impact their motivation to learn, with over 90% of students doing this frequently or extensively after the course, representing an increase of over 10% from before the course.

Figure 2 displays frequencies of practices relating to establishing trust with learners, helping learners make effective choices, and understanding that learners have concerns that influence motivation. For these three items, nearly all students reported engaging in these behaviors frequently or extensively after course completion, compared to 80-85% of students before taking the course.

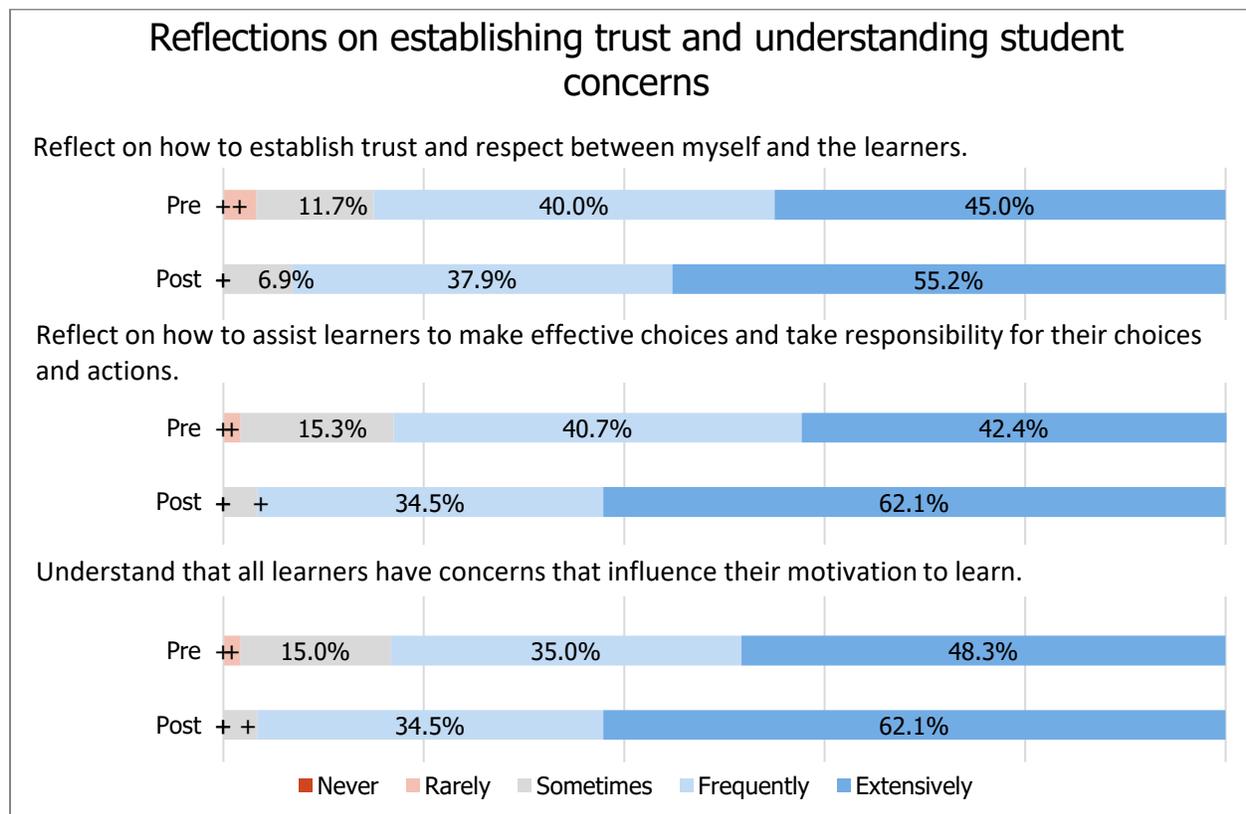


Figure 2. Frequency of reflections on establishing trust and understanding student concerns, before and after course completion.

Note: + indicates < 5.0%

Next, we move on to items relating to understanding learners' learning styles (see Figure 3). Reported frequencies are generally very similar before and after course completion on both items, with a small increase in agreement on both items.

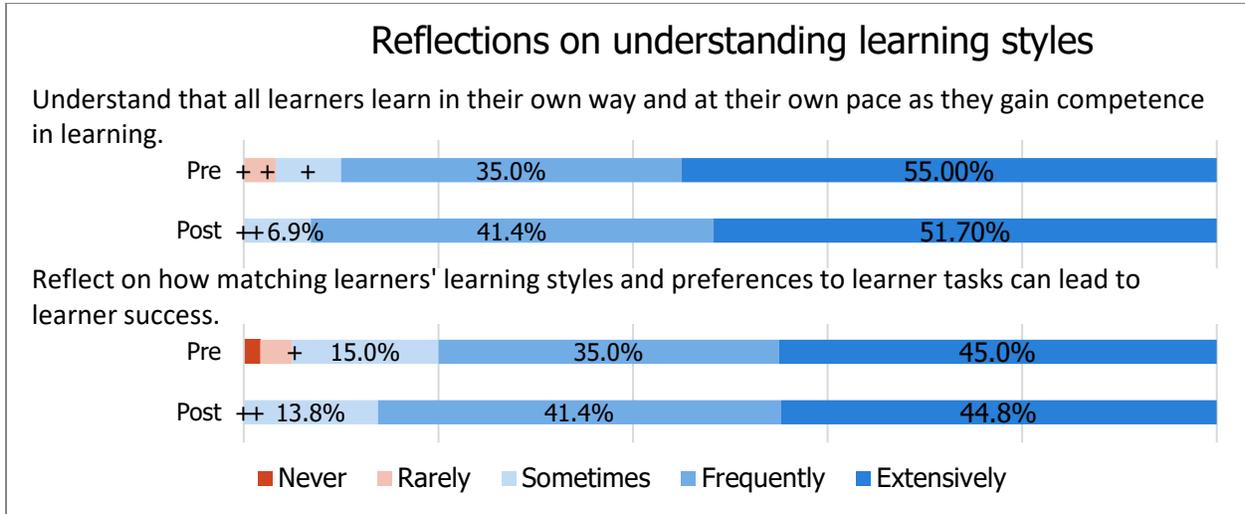


Figure 3. Frequency of reflections on understanding learning styles, before and after course completion.

Note: + indicates < 5.0%

There were also four items relating to the frequency with which students reflected on communication in learning (see Figure 4).

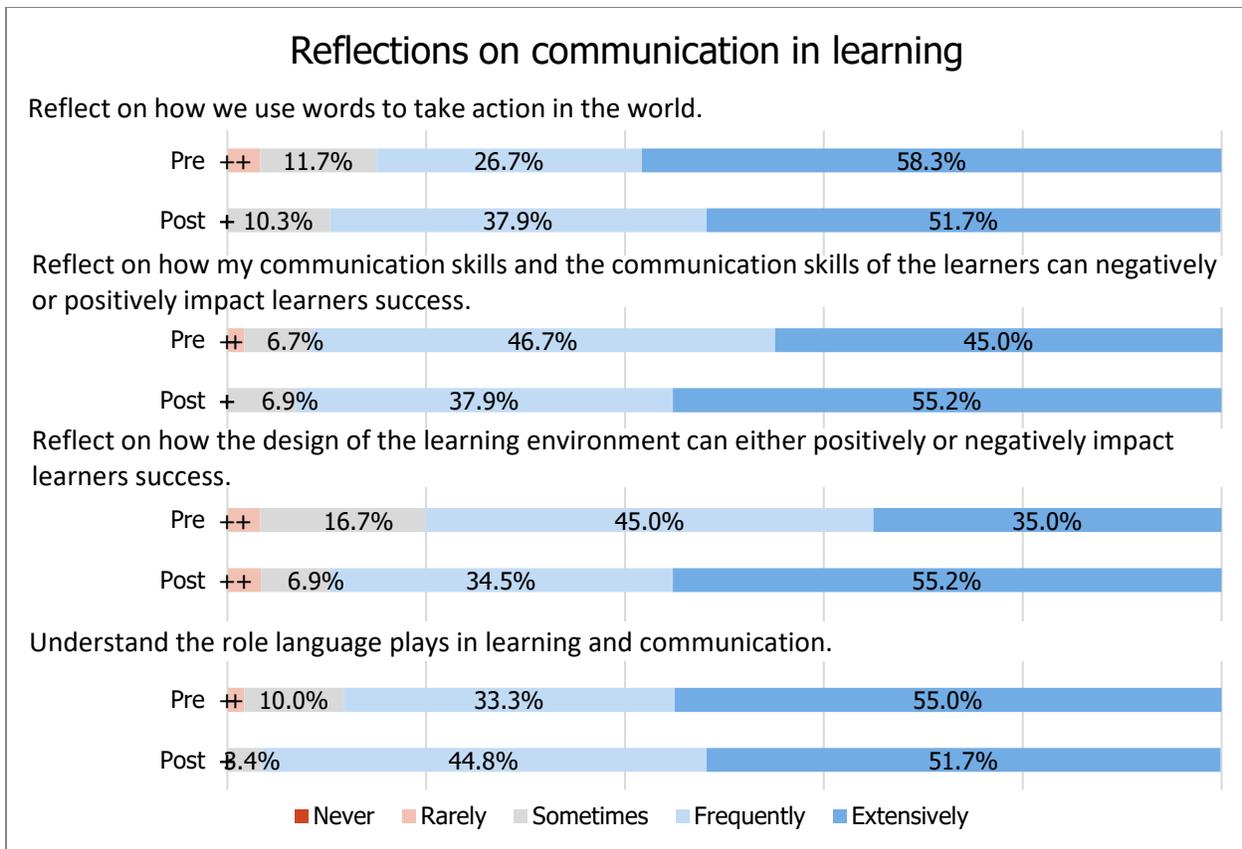


Figure 4. Frequencies of reflections toward communication in learning.
 Note: + indicates < 5.0%

Students appeared to reflect on how communication skills can impact learners' success more frequently after course completion. Interestingly, some students appeared to reflect on how we use words to take action slightly less often after the course, with a slightly smaller percentages of respondents reporting extensive use and larger percentage reporting frequent use post-course. Students reflected on how the learning environment design can impact learner success more often after the course, while responses relating to understanding the role language plays in increased slightly from before to after the course, with high rates of "frequently" and "extensively" responses at both time points.

Student attitudes. We now examine the second set of items, which measured student attitudes toward each specific teaching practice reported above. Figure 5 shows students' perceptions of the effectiveness of teaching practices related to understanding learning styles, both before and after the course.

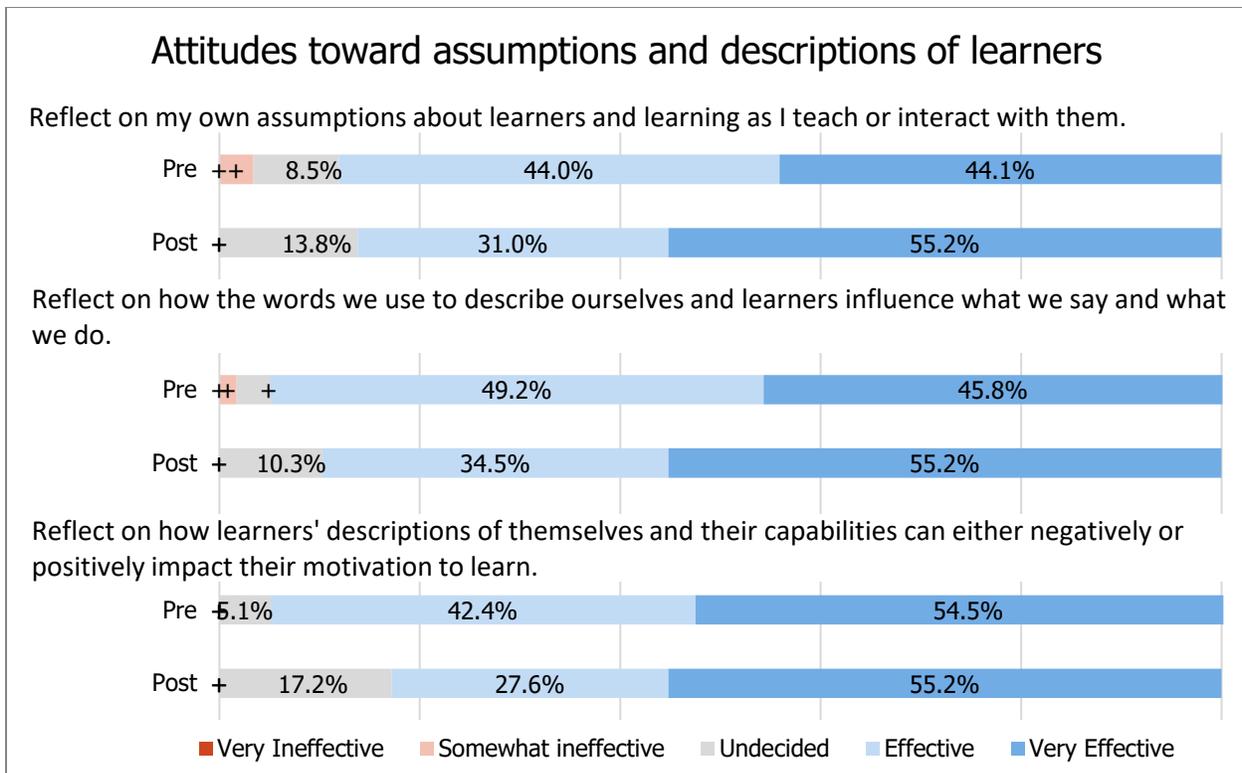


Figure 5. Frequencies of attitudes related to reflecting on assumptions about learning.

Note: + indicates < 5.0%

For all three items, there were increases from pre-course to post-course in the percentage of students who found each teaching practice very effective or were undecided. This is interesting, as it indicates movement in two directions. Most students found these behaviors to be effective or very effective after course completion, but a small percentage (10-17%) was finished the course undecided regarding these behaviors.

Figure 6 shows students' perceptions of the effectiveness of teaching practices related to establishing trust and understanding student concerns. As with the previous set of items, there was a movement in responses from "effective" to "undecided" between pre-course and post-course surveys. Smaller frequencies of students responding "effective" were observed on all three of these items, with the largest drop observed on the "understanding that all learners have concerns that influence motivation to learn" item. Classifications of teaching practices as "very effective" remained fairly stable before and after the course. Attitudes toward understanding that all learners have concerns that influence motivation to learn seemed to show the most sizeable gains from before to after the course, as evidenced by the 9% gain in "very effective" responses.

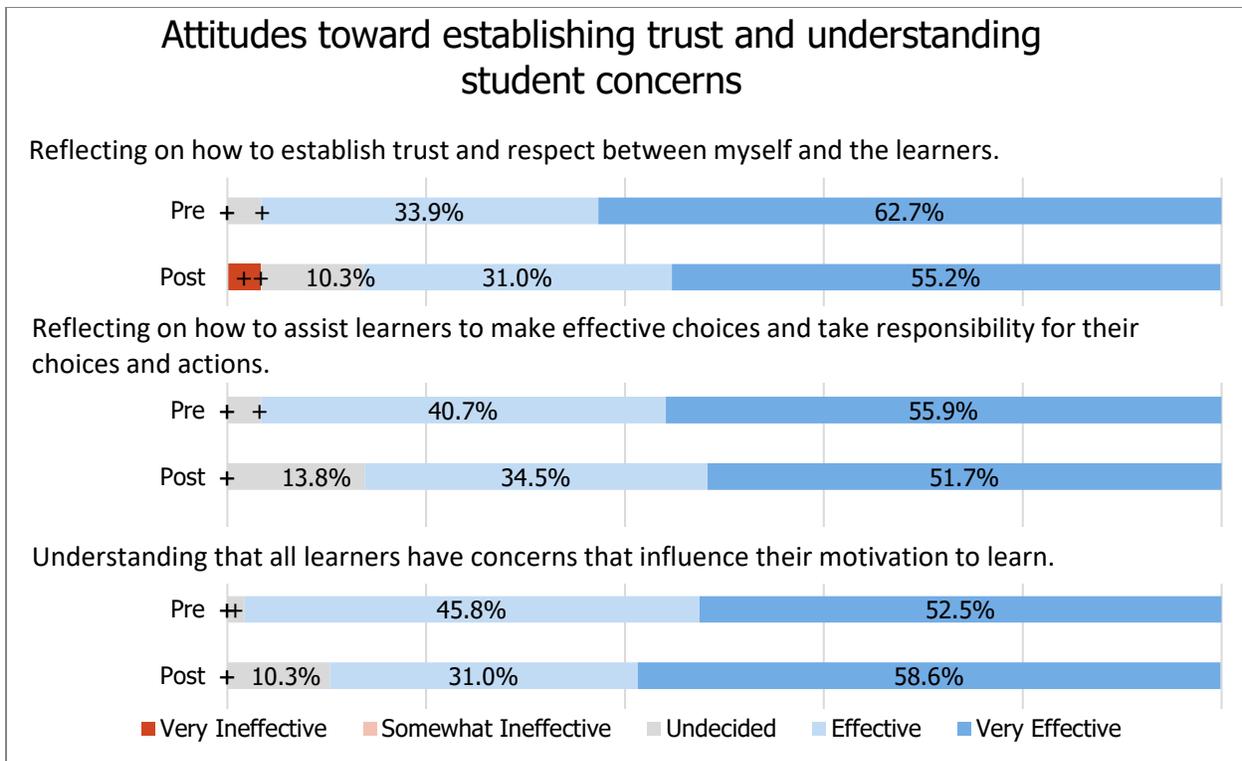


Figure 6. Frequencies of attitudes toward establishing trust and understanding student concerns.

Note: + indicates < 5.0%

The next two teaching practices were related to attitudes toward reflecting on learning styles (see Figure 7). For both items, considerably higher percentages of students rated the behavior as “very effective” after the course than before.

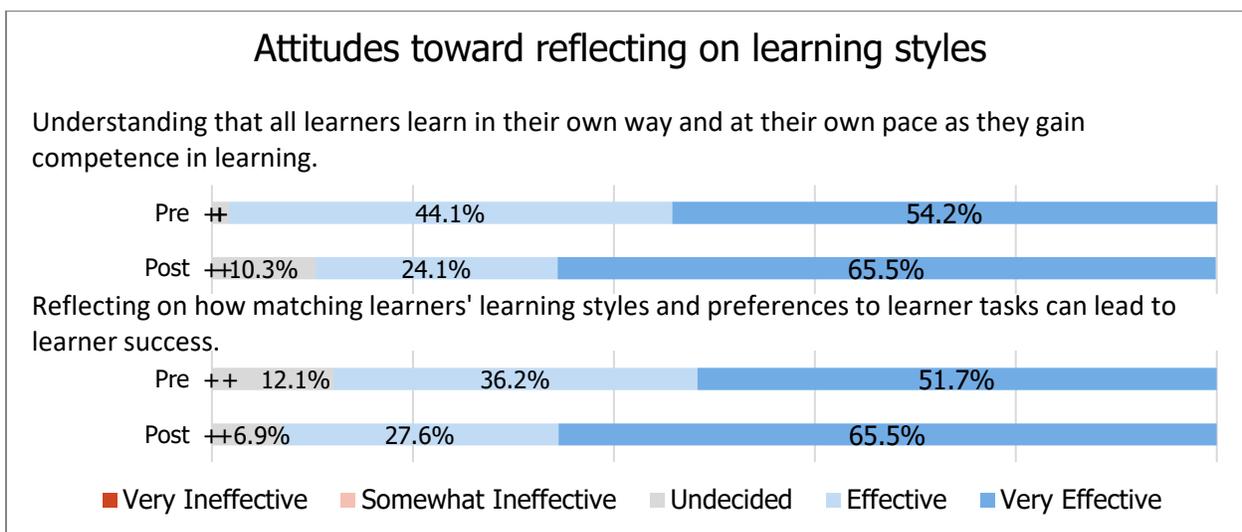


Figure 7. Frequencies of attitudes toward reflecting on learning styles.

Note: + indicates < 5.0%

The final set of items examined attitudes toward teaching practices related to different types of communication in learning (see Figure 8). Generally, higher percentages of students reported finding each of these behaviors very effective after course completion, compared to before. For items “how we use words to take action” and “how communication skills can impact learners’ success,” a slightly larger percentage of students reported being undecided after course completion. Generally, though, responses to these items tended to follow similar patterns to the other items related to attitudes and perceptions.

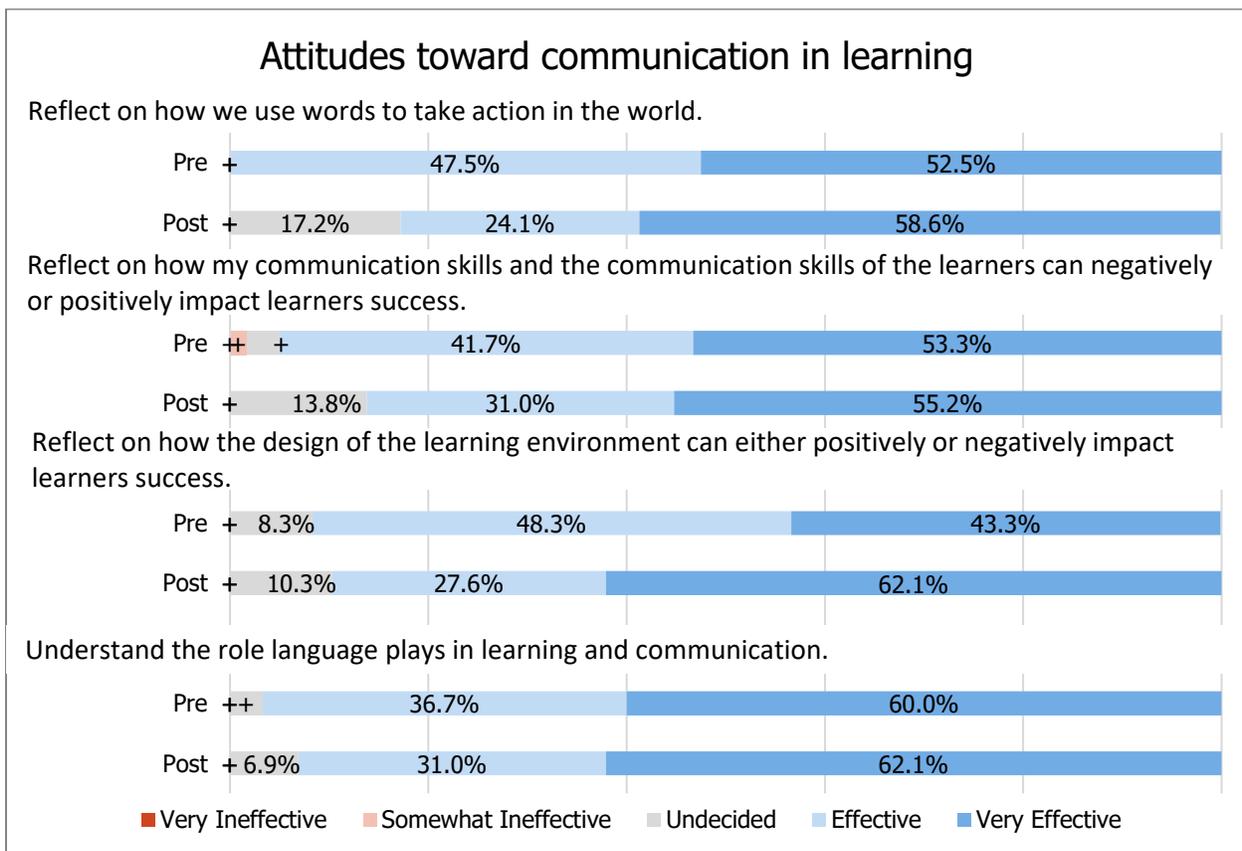


Figure 8. Frequencies of attitudes toward communication in learning.

Note: + indicates < 5.0%

Course satisfaction (posttest only). In this section, we present descriptive statistics related to course satisfaction and course materials items (see Figure 9). These items were only administered on the post-course survey.

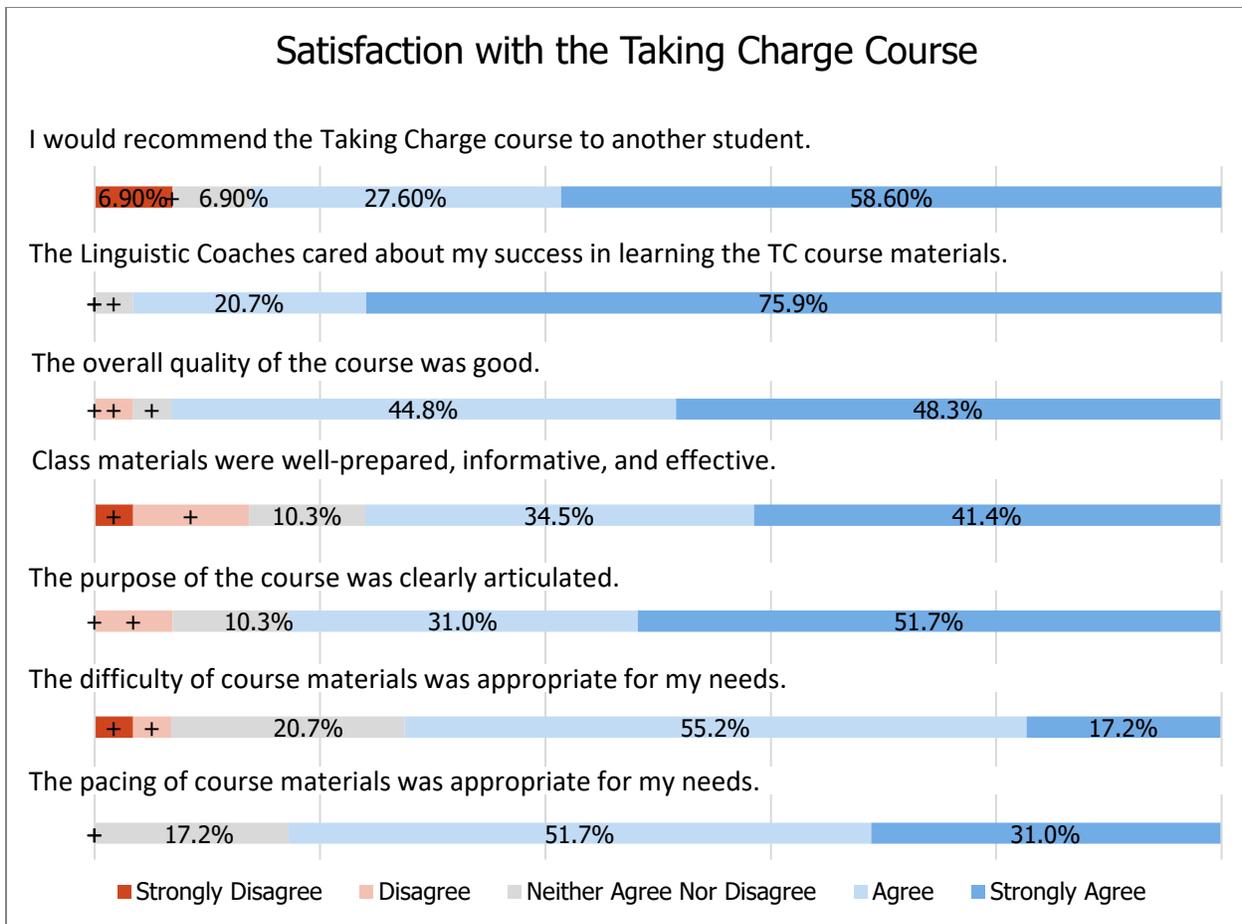


Figure 9. Frequencies of responses relating to satisfaction with the Taking Charge course.

Note: + indicates < 5.0%

Overall satisfaction with the course was high, with the vast majority of students responding “agree” or “strongly agree” to each satisfaction item. Responses related to how much Linguistic Coaches cared about students’ success in learning course materials were particularly positive, with over 95% of respondents agreeing or strongly agreeing with this statement. However, a lower percentage (17.2%) of students strongly agreed that difficulty of course materials was appropriate for their needs.

The next three items assessed how helpful students found different aspects of the course (see Figure 10). Responses were generally very positive for all three items. Based on students’ responses, it appears that exercises were the least helpful, though still over 75% of students indicated they were somewhat or very helpful.

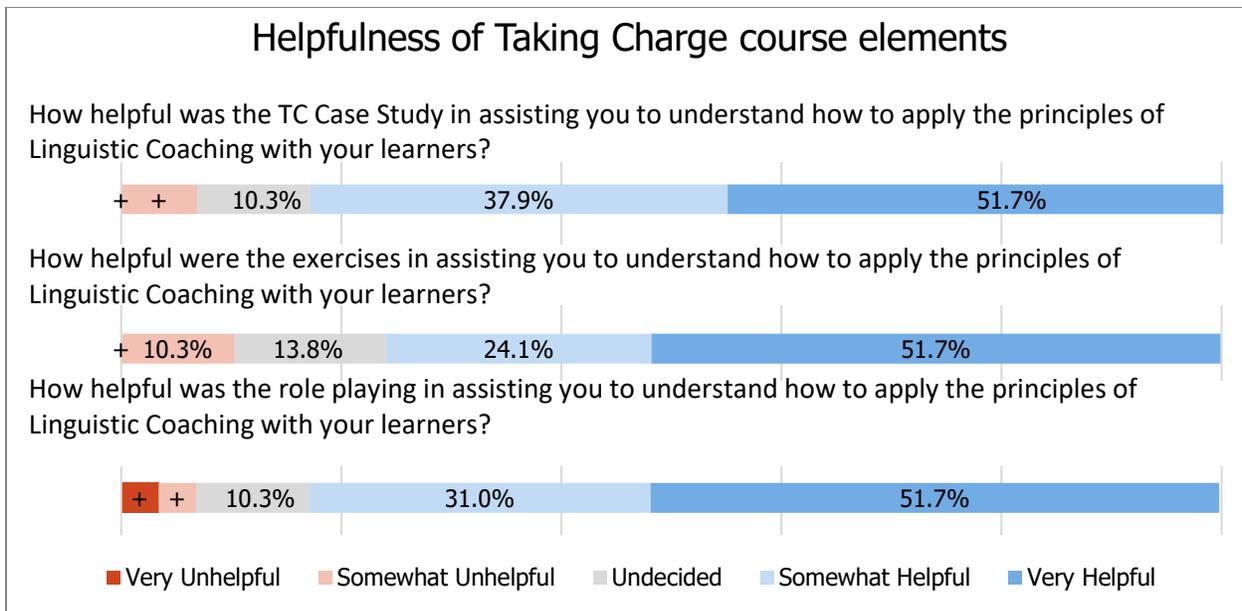


Figure 10. Frequencies of helpfulness perceptions of Taking Charge course elements. Note: + indicates < 5.0%

The next item (see Figure 11) related to satisfaction examined how likely it would be that students would dialogue with other students after the course, and how much students’ teaching practices changed after the course.

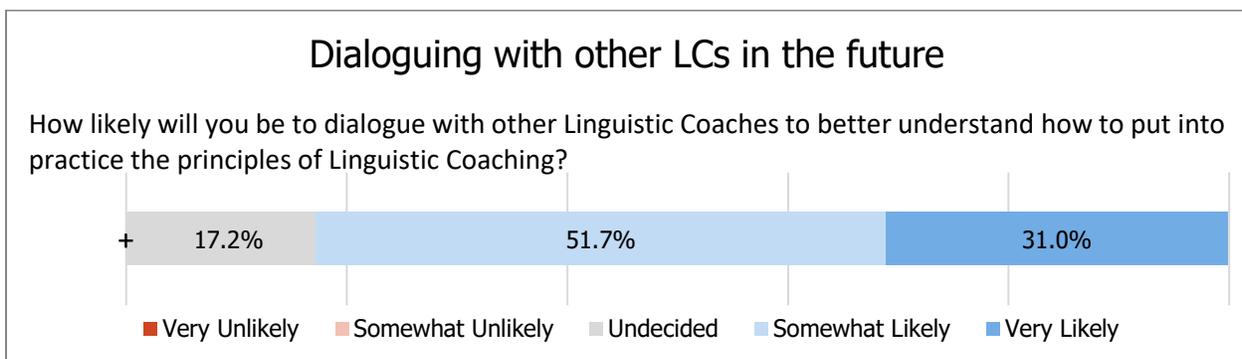


Figure 11. Frequencies of likelihood of students dialoguing with other Linguistic Coaches in the future. Note: + indicates < 5.0%

Most students responded they were either somewhat likely or very likely to communicate with other Linguistic Coaches in the future to improve their understanding of Linguistic Coaching; only one student responded that he/she would be unlikely to do this. Regarding the degree to which students felt their teaching practices changed after this course, nearly all students (96.1%) responded that their teaching practices changed “some” or “quite a bit” as a result of what they learned in the course.

Pre/Post course comparisons

Next, we compare questionnaire responses from before and after the Taking Charge course using dependent *t*-tests to examine whether there were any statistically significant differences in responses at the two timepoints. Here, we've only included those participants with both pre- and post-course questionnaire responses. A total of 60 students completed the pre-course questionnaire and 29 of those 60 students completed the post-course questionnaire, resulting in a sample size of 29 students for the following analyses. As with the descriptive statistics, we will start with frequencies of performing behaviors followed by attitudes of effectiveness of the same behaviors.

Teaching practice frequencies. We first examine average pre-course and post-course questionnaire responses regarding the frequency with which students performed different teaching practices (see Table 1). These analyses included only observations which had non-missing responses for both pre- and post-course timepoints.

Table 1

Mean survey frequency responses from before and after course completion (n = 29)

Item	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them.	4.19	4.23
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.19	4.46
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.04	4.27
Reflect on how to establish trust and respect between myself and the learners	4.31	4.54
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.15	4.65*
Understand that all learners have concerns that influence their motivation to learn	4.42	4.65
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.35	4.46
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.35	4.35
Reflect on how we use words to take action in the world	4.54	4.46
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.38	4.54
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.12	4.46
Understand the role language plays in learning and communication	4.46	4.54

Note: Likert scale options ranged from 1 ("Never") to 5 ("Extensively")

* $p < .05$

Average responses generally increased at post-course (11 of 12 items). Most of these increases did not reach statistical significance.¹ Responses related to one item, "How frequently do you reflect on how to assist learners and to make effective choices, were statistically significant different at post-course measurement ($p < .05$). Overall, though, movement was generally positive, with students reporting more frequent use of specific practice at post-course than pre-course. With individual item means above four out of a five-point scale, there is evidence of a ceiling effect on these items, which may have further limited the potential to detect statistically significant changes from pre-course to post-course.

Student attitudes. Students' average response to questionnaire items related to perceptions of the effectiveness of specific teaching practices are presented in Table 2.

Table 2
Mean survey attitude responses from before and after course completion (n = 29)

Item	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.31	4.42
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.46	4.46
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.38	4.42
Reflect on how to establish trust and respect between myself and the learners	4.62	4.35
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.46	4.38
Understand that all learners have concerns that influence their motivation to learn	4.46	4.50
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.42	4.58
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.35	4.62
Reflect on how we use words to take action in the world	4.58	4.46
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.42	4.46
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.31	4.58
Understand the role language plays in learning and communication	4.58	4.62

Note: Likert scale options ranged from 1 ("Very Ineffective") to 5 ("Very Effective")

* $p < .05$

¹ The lack of statistically significant changes may be due in part to the small sample size in these analyses, resulting in limited statistical power.

No statistically significant changes were observed in comparisons of students' perceived effectiveness of specific practices at pre- and post-course timepoints. Average responses increased on eight items, stayed constant on one item, and decreased on three responses. Overall, though, the changes observed are quite small. The decreases were found on items relating to establishing trust and respect with learners, assisting learners to make effective choices and take responsibility, and how we use words to take action in the world, and there was no difference on the item relating to how words we use to describe ourselves and learners influence what we say and what we do. As with the usage items, a ceiling effect was observed in responses to attitude items, which limits the potential for these analyses to detect statistically significant changes in average responses.

First-time Students

Pre-course differences. Independent *t*-tests were used to compare findings from first-time students to findings from students who have previously taken the course. Just over half ($n = 34$; 56.67%) of the pre-course respondents and just under half ($n = 14$; 48.28%) of post-course respondents were enrolled in the course for the first time. For frequency of practice items, no significant differences between first-time and repeat course students were observed at the pre-course timepoint. Students who had taken the course previously reported slightly more frequent practice, on average, of nine items, while first-time students reported slightly more frequent practice, on average, of two items, and average responses were identical on one item. Tables 4 and 5 of Appendix B contain all pre-course questionnaire item means for first-time and repeat course students.

Average responses related to perceived effectiveness of practices were slightly different between student groups at pre-course. Repeat course students reported more perceived effectiveness, on average, of all 12 items, and these differences were statistically significant on five items (see Table 3).

Table 3
Mean pre-course survey attitude responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.32	4.68*
Reflect on how to establish trust and respect between myself and the learners	4.47	4.76*
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.35	4.76*
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.32	4.65*

Understand the role language plays in learning and communication	4.38	4.81*
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Note: Likert scale options ranged from 1 ("Very Ineffective") to 5 ("Very Effective")

* $p < .05$

In summary, first-time and repeat students appeared to use the specific teaching practices with similar frequencies before taking the course. However, repeat students tended to have more positive attitudes in terms of perceived effectiveness toward these practices, on average, than first-time students. It is important to note that for all items, average responses for both groups were always very high (above 4 on five-point scales), indicating generally very frequent usage and very positive perceptions of these practices.

Post-Course differences. Only one significant difference was observed between first-time and repeat course students on frequency items at post-course. Repeat students reported, on average, more frequently "reflecting on understanding the role language plays in learning and communication" than first-time students. Repeat students generally reported slightly more frequent usage of specific teaching practices than first time students, at post-course. Overall though, patterns of responses on pre-course and post-course patterns of responses were similar for first-time and repeat course students.

On questionnaire items related to students' perceptions of the effectiveness of teaching practices, repeat course students demonstrate slightly higher responses, on average, than first time students on all items. Only one of these differences was statistically significant, but this may have been due in part to the smaller sample size for the post-course survey items ($n = 29$).

The post-course survey also contained items related to course satisfaction. While there were no statistically significant differences between first time and repeat course students on these items, there were some interesting findings. The lowest average responses across both groups were found on items relating to the class materials being well prepared, the course being at an appropriate difficulty level, and pacing of the course being appropriate. Repeat course students generally reported slightly higher levels of satisfaction on most items, but again, these differences were small in magnitude and not statistically significant. Complete tables presenting all post-survey item means for first-time and repeat course students may be found in tables 6-8 of Appendix A.

Pre- and post-course comparisons. Responses related to frequency of using specific teaching practices were analyzed using separate dependent t-tests for first time and repeat course students. Patterns of responses were generally similar for both groups of students. There were two statistically significant observations of change in pre- and post-course responses. First-time students statistically significantly increased the frequency of "reflecting on how to assist learners to make choices and take

responsibility.” Repeat students reported statistically significantly more frequent practice of “reflecting on how the design of instruction influences learners’ success” at post-course measurement. Reported frequency of usage of all 12 teaching practices increased for repeat students increase from pre-course to post-course, while first-time students reported increases in the frequency of five practices, decreases in the frequency of five practices, and no change on two practices.

There were no statistically significant changes in perceived effectiveness of the twelve teaching practices between timepoints, for either first-time or repeat students. Average perceived effectiveness increased for seven practices, decreased for four practices, and stayed the same for one practice for repeat students. For first time students, average perceived effectiveness increased for six practices and decreased for six practices. In general, pre- and post-course perceptions of effectiveness were similar for first time and repeat students. Complete tables of all pre- and post-survey comparisons for first-time and repeat course students may be found in tables 9 and 10 of Appendix A.

Online Students

Pre-Course Differences. We now examine differences in responses between students who took the Taking Charge course online versus in person. As with previous analyses, we will start with differences in pre-course teaching practice frequency survey items. A total of 10 students (18.33%) who completed the pre-course survey were taking the course in an online format, while 6 (20.69%) students who completed the post-course survey took the course online. For all twelve teaching practices, online students reported higher frequency of usage, on average, than in-person students. None of the differences observed reached statistical significance, though.

A similar pattern of responses was observed for online and in-person student responses to items related to the perceived effectiveness of the specific teaching practices. Online students did report more positive perceptions, on average, on 10 of the 12 attitude items at pre-course measurement. Again, none of these differences reached statistical significance. Full tables of average item responses for online and in-person students can be found in Tables 11 and 12 of Appendix B.

Post-course differences. Next, we examined differences in online and in-person student responses at post-course measurement. It is important to consider that in all post-course analyses, sample sizes were extremely small for the online group ($n = 6$), resulting in underpowered comparisons. Thus, examination of general patterns and trends is more useful than looking for statistically significant differences in these data.

As with pre-course responses, no statistically significant differences were observed in reported frequencies or attitudes toward specific teaching practices between online and in-person learners. Practice frequencies in particular were very

similar, with online students reporting slightly higher frequencies of six practices and in-person students reporting slightly higher frequencies of the other six practices. Perceptions of effectiveness of teaching practices were generally slightly higher for online learners, as these students reported slightly higher attitudes toward 10 of the 12 practices.

Our analysis did not reveal any statistically significant differences in post-course satisfaction between online and in-person learners. Both online and in-person students expressed the highest levels of satisfaction with the degree to which course instructors cared about students' success in learning the course materials. Online students also expressed high levels of satisfaction with the helpfulness of the case studies and role-playing exercises, while in-person students reported the highest levels of satisfaction with overall course quality, in terms of recommending the course to other teachers. Full tables of average item post-survey responses for online and in-person students can be found in tables 13-15 of Appendix C.

Pre- and post-course comparisons. As with the previous pre- and post-course analysis, we only considered students with non-missing survey responses from both survey administrations. Due to the small number of online students with both pre- and post-course survey responses ($n = 6$), an analysis of trends is more useful than only using statistical significance testing, so both will be discussed here.

In terms of teaching practice frequencies, there were two practices where in-person students reported statistically significant increases in frequency at post-course measurement--reflecting on "how words we use influence what we say and what we do," and "reflecting on how to assist learners to make effective choices and take responsibility for actions." In general, frequency of practice increased from pre-course to post-course on 11 of 12 items for in-person learners. There were no statistically significant increases for online students, but this is to be expected with such a small sample size. In general, responses were very similar before and after the course for online students, with reported frequencies staying the same for four practices, slightly increasing for four practices, and slightly decreasing for four practices.

No statistically significant differences in perceptions of effectiveness were observed between pre- and post-course measurement either in-person or online learners. For in-person students, average attitude responses increased slightly for seven items, remained the same for one item, and decreased slightly for four items. For online students, average attitude responses increased slightly for three items, remained the same for three items, and decreased slightly for six items. All of these differences were of very small magnitudes, indicating relative consistency of attitudes from before and after the course for both types of students. Full tables of item-level pre-post comparisons for online and in-person students can be found in Tables 16 and 17 of Appendix C.

Open-ended prompts

At the end of the post-course evaluation, respondents were presented with two optional, open-ended prompts. The first prompt asked respondents to elaborate on any changes to their teaching practices as a result of course participation. A total of 24 responses were gathered. The most frequent change described related to increased awareness of self and/or others. For example, one respondent said, "I am more aware of my word choices." Another said, "I am more mindful of the way I communicate with others." Roughly half of awareness comments mentioned language or communication. Increased awareness of body language and assumptions were also mentioned.

Seven responses indicated their teaching practices had changed to cultivate more dialogue or better communication with students. One respondent said, "The coaching skills I've developed from this class has [*sic*] made it easier for me to communicate with students and pinpoint their needs."

Five respondents provided a general response, that they are a better teacher or linguistics coach, with no details about specific changes to teaching practices. Another five respondents indicated their teaching practices had changed to provide or create more opportunities or "possibilities" for students. For example, one respondent wrote, "I am more intentional and consistent with verbal instruction with an emphasis on empowering and strength-based language." This type of response ultimately relates to teachers' efforts to cultivate positive learning experiences for students.

At the conclusion of the questionnaire, the second open-ended prompt asked teachers to provide additional comments or recommendations related to the course. Twenty-one respondents provided additional comments. The most frequent feedback was a request for more or less of a specific instructional practice. For example, two respondents indicated less worksheets and exercises, while five respondents indicated more group work, modeling, or practicing "real-life" situations – which are all instructional strategies that are more active for participants.

Six respondents made recommendations about the format of the course. Three of these responses were related to the experience of newcomers in a class that was perceived to be primarily geared toward individuals who had taken the class previously. Respondents recommended splitting the course by level of experience. Two participants recommended a hybrid model, noting that the online format was lacking and "not enough to fully immerse yourself in the concept of taking charge." One recommended the course be offered in the summer. Two respondents noted that the number of instructors caused confusion, and that some instructors did not teach to all levels of enrollees.

Six respondents indicated they had no recommendations, and that the class was helpful, informative, or effective. Three respondents named specific instructors: two

instructors were complimented, while one participant wrote, “The exchanges between [name] and [name] are excessive and not as productive as they could be.”

Discussion

The current analyses examined the Taking Charge course student responses to a survey that was administered before and after course administration in the fall of 2019 and winter of 2020. Students were asked a series of questions relating to the frequency of and attitudes toward 12 teaching-related practices before and after taking the course. In addition, students were asked a series of questions relating to course satisfaction and the degree to which teaching actions changed after the course. We analyzed all pre- and post-course item responses descriptively, and conducted pre/post comparisons on average item scores. We also conducted similar analyses in comparing patterns of responses for first-time and repeat students, as well as online and in-person students. Finally, participants were asked to address two open-ended prompts at the conclusion of the survey.

Respondents reported high satisfaction levels with the course concerning content and relevance. There was near unanimous agreement among participants that the Linguistic Coaches cared about student success. A majority of participants indicated that they would recommend the course to peers. Finally, nearly all respondents indicated that their teaching practices had changed as a result of taking the course.

All Students

Overall, the questionnaire results were clearly positive, reflecting extremely high percentages (over 80%) of students indicating that they frequently or extensively reflected on the identified practices, and that they regarded them as effective or very effective. Many practices had favorable ratings of over 90%. However, although perceptions generally improved somewhat from the pre-survey to the post-survey, it is important to note in interpreting results, that the former (pre-survey) responses reflected very positive (over 80%) perceptions before the course began. This factor created a measurement ceiling that limited substantially the amount of improvement that could be demonstrated and, concomitantly, the potential of obtaining statistically significant effects. Therefore, in forming conclusions from the study, the quantity of significant outcomes becomes less important than examining the practices for which (a) absolute (combined pre and post) perceptions were more or less positive than others and (b) changes in perceptions (across pre to post) were more pronounced.

In general, we detected a trend for items reflecting more concrete practices to show greater change than those that were more abstract or academic. Responses by online students and in-person students tended to be fairly similar, as was the case for first-time students versus repeat students, although the latter, as might be expected, indicated more usage of several practices upon entering the course. The high pre-

survey ratings perhaps can be attributed to several factors. Given that students were mostly in-service rather than pre-service practitioners, it is likely that many entered the course already familiar with and positively disposed toward most of the practices. As noted, repeat students, who comprised about half of the respondents, completed the pre-survey having already been exposed academically to the practices. In addition, the pre-survey responses might have been positively biased to some degree by some students “aspiring” to actualize practices that as described on the survey appeared potentially effective, whether or not fully understood at that time. In this regard, it is noteworthy that responses to a number of items on the “attitudes” section of the post-survey showed increases over time in two response categories—“very effective” and “undecided.” The suggestion is that recognizing individual differences in pedagogical beliefs and practical experiences, the course served to accentuate positive views about certain practices by some students but greater skepticism by others. Either type of change (increased endorsement vs. questioning) arguably suggests a meaningful contribution to students’ growth as practitioners.

Teaching Practices

In terms of teaching practice frequencies, high pre-test scores somewhat lessened the gains on post-test responses. For example, one item on understanding individual learning styles and two items on communication skills showed a minimal increase in agreement from pre to post-survey, indicating small but not significant growth. However, the following areas displayed noteworthy movement from pre to post survey:

- Descriptions of learners and its impact on motivation to learn
- Establishing trust and respect
- Assisting learners in making effective choices/taking responsibility
- Understanding student concerns
- Impact of learning environment
- Understanding the role of language

Attitudes

In terms of attitudes toward teaching practices, a similar pattern of generally small increases in average responses was found. However, a new pattern was also present; from pre-course to post-course survey administrations, a small percentage of students (usually around 10%) seemed to move from responding “effective” or “very effective” to “undecided” on a number of items. This is partly a function of fewer post-survey item responses, but frequencies of students responding “undecided” also increased on several attitude questions, not just percentages. For example, the following areas displayed an increase from pre to post-survey in effectiveness but also undecided:

- Assumptions/descriptions of learners
- Communication in learning
- Motivation in learning
- Reflection on student learning styles

This is an interesting pattern, as students seemed to move away from “effective” to either a more positive (“very effective”) or less positive (“undecided”) response from pre-course to post-course survey administration. No statistically significant differences were detected on average attitude item responses from pre- to post-course survey administrations. However, positive growth related to learning styles was noted from pre to post-surveys, as well as positive growth over time.

Post-course responses to course satisfaction items were generally positive, with large majorities responding “agree” or “strongly agree” to nearly all items. The most positive responses were in regard to the following:

- Overall quality of the course
- Recommend the course to others
- Linguistic Coach support

The least positive responses were on items relating to purpose, pacing, and difficulty of the course. Responses were still generally positive, but somewhat smaller percentages of students responded “strongly agree” to these items, and larger percentages were undecided or disagreed with these items. Thus, these responses may indicate a need to take a closer look at the pacing and difficulty levels of course materials.

Conclusion

A salient finding in the present study was that separate from their perceptions about the 12 specific practices, students appeared to enjoy the course and find it to be valuable to their development as practitioners, as nearly all respondents indicated that their teaching practices had changed as a result of taking the course. The most positive responses were associated with communication skills and the use of language, learning environment, learning styles, and understanding learner concerns and how these areas impact motivation and success. Less favorable but still positive overall were reactions to the pacing and difficulty of the course. Encouragingly for future professional development and peer support, over 80% of the students expressed the desire to continue dialoguing with their classmates. Open-ended comments conveyed an increased awareness of self and/or others related to communication and language use and an improvement in communication skills as a result of taking the course. Students would like more group work, modeling, or real-life practice as opposed to the use of

worksheets and exercises. Finally, students suggested delivering the course by level of experience (newcomer vs. previously enrolled student).

In conclusion, the overall results showed high endorsement by both online and in-person students of the targeted 12 practices both for instruction and perceived effectiveness. The vast majority viewed the course and the associated peer relationships as beneficial to them educationally and personally. The extent to which these perceptions translate into actual changes in practices would be an important and informative focus for future research.

Appendix A: Taking Charge Course Evaluation

[Introduction and consent]

1. Great! Thanks for participating. Is this your first time taking the course?
 - a. Yes, this is my first time taking the course.
 - b. No, I have taken this course two or more times.
2. (if No) How did you complete this course previously?
 - a. I have only taken this course online.
 - b. I have only taken this course in person.
 - c. I have taken this course both online and in person.

Overall Perceptions (Post-course evaluation only)

Use the scale (strongly disagree to strongly agree) to answer the questions below regarding your overall perceptions of the Taking Charge course.

1. I would recommend the Taking Charge® course to another student.
2. The Linguistic Coaches cared about my success in learning the TC course materials.
3. The overall quality of the course was good.
4. Class materials were well-prepared, informative, and effective.
5. The purpose of the course was clearly articulated.

Course Materials (Post-course evaluation only)

Use the scale (strongly disagree to strongly agree) to answer the questions below regarding your overall perceptions of the Taking Charge course.

1. The difficulty of course materials was appropriate for my needs.
2. (if disagree or strongly disagree) Please indicate why the difficulty of course materials was not appropriate:
 - a. Course materials were too easy.
 - b. Course materials were too difficult.
 - c. Other: _____
3. The pacing of course materials was appropriate for my needs.

4. (if disagree or strongly disagree) Please indicate why the pacing of course materials was not appropriate:
 - a. Pace was too fast.
 - b. Pace was too slow.
 - c. Other: _____

Use the scale (not helpful to very helpful) to respond to questions about your teaching practices.

1. How helpful was the TC Case Study in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?
2. How helpful were the exercises in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?
3. How helpful was the role playing in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?

Teaching Practices (Post-course evaluation only)

1. To what degree have your teaching practices changed as a result of what you learned in the course?
 - a. None
 - b. Some
 - c. Quite a bit

Use the scale (very unlikely to very likely) to respond to questions about your teaching practices.

2. How likely will you be to dialogue with other Linguistic Coaches to better understand how to put into practice the principles of Linguistic Coaching®?
3. Please describe how your teaching practices have changed as a result of what you learned in course. (*open-ended*)

Teaching Practices Frequency and Effectiveness

Use the scale to indicate *how frequently you personally use each of the practices* that professionals may use in educating children or adults with intellectual and other developmental disabilities.

1. Reflect on my own assumptions about learners and learning as I teach or interact with them.
2. Reflect on how the words we use to describe ourselves and learners influence what we say and what we do.
3. Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn.
4. Reflect on how to establish trust and respect between myself and the learners.
5. Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions.
6. Understand that all learners have concerns that influence their motivation to learn.
7. Understand that all learners learn in their own way and at their own pace as they gain competence in learning.
8. Reflect on how matching learner's learning styles and preferences to learner tasks can lead to learner success.
9. Reflect on how we use words to take action in the world.
10. Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success.
11. Reflect on how the design of the learning environment can either positively or negatively impact learners' success.
12. Understand the role language plays in learning and communication.

Use the scale to indicate *the degree to which you regard the specific practices below as potentially effective* (whether you use it or not) when educating children or adults with intellectual and other developmental disabilities.

1. Reflecting on my own assumptions about learners and learning as I teach or interact with them.
2. Reflecting on how the words we use to describe ourselves and learners influence what we say and what we do.
3. Reflecting on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn.
4. Reflecting on how to establish trust and respect between myself and the learners.
5. Reflecting on how to assist learners to make effective choices and take responsibility for their choices and actions.

6. Understanding that all learners have concerns that influence their motivation to learn.
7. Understanding that all learners learn in their own way and at their own pace as they gain competence in learning.
8. Reflecting on how matching learner's learning styles and preferences to learner tasks can lead to learner success.
9. Reflecting on how we use words to take action in the world.
10. Reflecting on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success.
11. Reflecting on how the design of the learning environment can either positively or negatively impact learners' success.
12. Understanding the role language plays in learning and communication.

Conclusion (Post-course evaluation only)

1. Please make comments or suggestions to improve the quality and effectiveness of the class. (*open-ended*)

Appendix B: Comparisons Between First-time and Repeat Taking Charge Students

Table 4

Average pre-course survey usage responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.03	4.08
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.06	4.12
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.15	4.15
Reflect on how to establish trust and respect between myself and the learners	4.29	4.23
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.12	4.40
Understand that all learners have concerns that influence their motivation to learn	4.15	4.50
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.29	4.58
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.06	4.35
Reflect on how we use words to take action in the world	4.35	4.46
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.32	4.38
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.21	4.00
Understand the role language plays in learning and communication	4.35	4.50

Table 5

Average pre-course survey attitude responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.18	4.44
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.26	4.56
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.32	4.68*
Reflect on how to establish trust and respect between myself and the learners	4.47	4.76*
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.35	4.76*

Understand that all learners have concerns that influence their motivation to learn	4.41	4.64
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.41	4.68
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.30	4.52
Reflect on how we use words to take action in the world	4.44	4.64
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.32	4.65*
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.26	4.46
Understand the role language plays in learning and communication	4.38	4.81*

* $p < .05$

Table 6

Average post-course survey usage responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.21	4.25
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.50	4.42
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.29	4.25
Reflect on how to establish trust and respect between myself and the learners	4.43	4.67
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.57	4.75
Understand that all learners have concerns that influence their motivation to learn	4.57	4.75
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.36	4.58
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.29	4.42
Reflect on how we use words to take action in the world	4.29	4.67
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.43	4.67
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.29	4.67
Understand the role language plays in learning and communication	4.36	4.75*

* $p < .05$

Table 7

Average post-course survey attitude responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
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Reflect on my own assumptions about learners and learning as I teach or interact with them	4.21	4.67
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.21	4.75*
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.36	4.50
Reflect on how to establish trust and respect between myself and the learners	4.07	4.67
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.21	4.58
Understand that all learners have concerns that influence their motivation to learn	4.29	4.75
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.36	4.83
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.43	4.83
Reflect on how we use words to take action in the world	4.21	4.75
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.36	4.58
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.43	4.75
Understand the role language plays in learning and communication	4.57	4.67

* $p < .05$

Table 8

Average post-course satisfaction responses for first-time and repeat Taking Charge course students

Item	First time	2+ times
I would recommend the Taking Charge course to another student	4.43	4.42
The Linguistic Coaches care about my success in learning the TC course materials	4.64	4.83
The overall quality of the course was good	4.29	4.50
Class materials were well-prepared, informative, and effective	4.00	4.08
The purpose of the course was clearly articulated	4.14	4.58
The difficulty of course materials was appropriate for my needs	3.71	3.83
The pacing of course materials was appropriate for my needs	4.21	4.08
How helpful was the TC Case Study in assisting you to understand the principles of Linguistic Coaching with your learners?	4.29	4.58
How helpful were the exercises in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?	4.36	4.00
How helpful was the role playing in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?	4.21	4.25
How likely will you be to dialogue with other Linguistic Coaches to better understand how to put into practice the principles of Linguistic Coaching?	4.29	4.58

To what degree have your teaching practices changed as a result of what you learned in the course? (3 point scale) 2.50 2.42

Table 9

Average usage survey responses from before and after course completion, first time and repeat course students

Item	First-time		Repeat	
	Before	After	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.29	4.21	4.08	4.25
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.07	4.50	4.33	4.42
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.14	4.29	3.92	4.25
Reflect on how to establish trust and respect between myself and the learners	4.36	4.43	4.25	4.67
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.07	4.57*	4.25	4.75
Understand that all learners have concerns that influence their motivation to learn	4.36	4.57	4.50	4.75
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.36	4.36	4.33	4.58
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.50	4.29	4.17	4.42
Reflect on how we use words to take action in the world	4.57	4.29	4.50	4.67
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.50	4.43	4.25	4.67
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.29	4.29	3.92	4.67*
Understand the role language plays in learning and communication	4.43	4.36	4.50	4.75

*p < .05

Table 10

Average attitude survey responses from before and after course completion, first time and repeat course students

Item	First-time		Repeat	
	Before	After	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.36	4.21	4.25	4.67
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.29	4.21	4.67	4.75

Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.29	4.36	4.50	4.50
Reflect on how to establish trust and respect between myself and the learners	4.50	4.07	4.75	4.67
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.29	4.21	4.67	4.58
Understand that all learners have concerns that influence their motivation to learn	4.36	4.29	4.58	4.75
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.29	4.36	4.58	4.83
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.29	4.43	4.42	4.83
Reflect on how we use words to take action in the world	4.50	4.21	4.67	4.45
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.29	4.36	4.58	4.58
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.14	4.43	4.50	4.75
Understand the role language plays in learning and communication	4.36	4.57	4.83	4.67

Appendix C: Comparisons Between Online and In-Person Taking Charge Students

Table 11

Average pre-course survey usage responses for online and in-person Taking Charge course students

Item	Online	In-person
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.30	4.00
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.20	4.06
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.20	4.14
Reflect on how to establish trust and respect between myself and the learners	4.50	4.22
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.50	4.18
Understand that all learners have concerns that influence their motivation to learn	4.40	4.28
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.80	4.34
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.50	4.12
Reflect on how we use words to take action in the world	4.70	4.34
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.50	4.32
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.30	4.08
Understand the role language plays in learning and communication	4.70	4.36

Table 12

Average pre-course survey attitude responses for online and in-person Taking Charge course students

Item	Online	In-person
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.40	4.27
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.70	4.33
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.60	4.45
Reflect on how to establish trust and respect between myself and the learners	4.60	4.59
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.70	4.49

Understand that all learners have concerns that influence their motivation to learn	4.60	4.49
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.60	4.51
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.60	4.35
Reflect on how we use words to take action in the world	4.60	4.51
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.40	4.48
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.30	4.36
Understand the role language plays in learning and communication	4.70	4.54

Table 13

Average post-course survey usage responses for online and in-person Taking Charge course students

Item	Online	In-person
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.17	4.25
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.17	4.55
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.17	4.30
Reflect on how to establish trust and respect between myself and the learners	4.83	4.45
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.67	4.65
Understand that all learners have concerns that influence their motivation to learn	4.67	4.65
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.67	4.40
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.33	4.35
Reflect on how we use words to take action in the world	4.67	4.40
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.50	4.55
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.67	4.40
Understand the role language plays in learning and communication	4.50	4.55

Table 14

Average post-course survey attitude responses for online and in-person Taking Charge course students

Item	Online	In-person
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.33	4.45

Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.33	4.50
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.50	4.40
Reflect on how to establish trust and respect between myself and the learners	4.50	4.30
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.67	4.30
Understand that all learners have concerns that influence their motivation to learn	4.67	4.45
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.67	4.55
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.67	4.60
Reflect on how we use words to take action in the world	4.67	4.40
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.67	4.40
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.67	4.55
Understand the role language plays in learning and communication	4.67	4.60

Table 15

Average post-course satisfaction responses for online and in-person Taking Charge course students

Item	Online	In-person
I would recommend the Taking Charge course to another student	4.33	4.45
The Linguistic Coaches care about my success in learning the TC course materials	4.67	4.75
The overall quality of the course was good	4.50	4.35
Class materials were well-prepared, informative, and effective	4.33	3.95
The purpose of the course was clearly articulated	4.50	4.30
The difficulty of course materials was appropriate for my needs	3.50	3.85
The pacing of course materials was appropriate for my needs	4.17	4.15
How helpful was the TC Case Study in assisting you to understand the principles of Linguistic Coaching with your learners?	4.67	4.35
How helpful were the exercises in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?	4.33	4.15
How helpful was the role playing in assisting you to understand how to apply the principles of Linguistic Coaching with your learners?	4.67	4.10
How likely will you be to dialogue with other Linguistic Coaches to better understand how to put into practice the principles of Linguistic Coaching?	4.33	4.45
To what degree have your teaching practices changed as a result of what you learned in the course? (3 point scale)	2.33	2.50

Table 16

Average usage survey responses from before and after course completion, online and in-person course students

Item	Online		In-person	
	Before	After	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them	4.17	4.17	4.20	4.25
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.50	4.17	4.10	4.55*
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.17	4.17	4.00	4.30
Reflect on how to establish trust and respect between myself and the learners	4.50	4.83	4.25	4.45
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.50	4.67	4.05	4.65*
Understand that all learners have concerns that influence their motivation to learn	4.33	4.67	4.45	4.65
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.83	4.67	4.20	4.40
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.67	4.33	4.25	4.35
Reflect on how we use words to take action in the world	4.67	4.67	4.50	4.40
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.50	4.50	4.35	4.55
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.33	4.67	4.05	4.40
Understand the role language plays in learning and communication	4.67	4.50	4.40	4.55

*p < .05

Table 17

Average attitude survey responses from before and after course completion, online and in-person course students

Item	Online		In-person	
	Before	After	Before	After
Reflect on my own assumptions about learners and learning as I teach or interact with them.	4.50	4.33	4.25	4.45
Reflect on how the words we use to describe ourselves and learners influence what we say and what we do	4.83	4.33	4.35	4.50
Reflect on how learners' descriptions of themselves and their capabilities can either negatively or positively impact their motivation to learn	4.67	4.50	4.30	4.40

Reflect on how to establish trust and respect between myself and the learners	4.83	4.50	4.55	4.30
Reflect on how to assist learners to make effective choices and take responsibility for their choices and actions	4.83	4.67	4.35	4.30
Understand that all learners have concerns that influence their motivation to learn	4.67	4.67	4.40	4.45
Understand that all learners learn in their own way and at their own pace as they gain competence in learning	4.67	4.67	4.35	4.55
Reflect on how matching learners' learning styles and preferences to learner tasks can lead to learner success	4.67	4.67	4.25	4.60
Reflect on how we use words to take action in the world	4.50	4.67	4.60	4.40
Reflect on how my communication skills and the communication skills of the learners can negatively or positively impact learners' success	4.50	4.67	4.40	4.40
Reflect on how the design of the learning environment can either positively or negatively impact learners' success	4.50	4.67	4.25	4.55
Understand the role language plays in learning and communication	4.83	4.67	4.50	4.60
