



## Teacher Perceptions of Instructional Coaching

Teachers and teaching are at the forefront of improving student engagement and increasing student learning. Instructional coaching is one approach to professional development that many considered to be a strategy for improving the quality of instruction in schools.

This study is part of a larger research effort that focuses on a coaching model designed by the Pennsylvania Institute for Instructional Coaching (PIIC), a project supported by the Annenberg Foundation and the Pennsylvania Department of Education (PDE). The PIIC model emphasizes the simultaneous use of four strategies: one-on-one teacher engagement; evidence-based literacy practices applied across the curriculum; data analytics; and reflection on practice.

The teacher study explores the effects of coaching, looking for relationships among coaching, teaching, and student outcomes as perceived by teachers themselves. Teachers were asked a series of questions about their experiences with coaches and coaching and their perceptions of how those experiences affect instruction, student engagement, and student learning. Over 200 middle and high school teachers, from schools that provide instructional coaching and who are participating in an evidence-based literacy program, were surveyed in the winter of 2012-2013\*.

Preliminary analyses of the survey findings uncovered the following.

- 52% of the teachers received one-on-one coaching in the current school year.
- 54% of the teachers participated in coach-led small group or coach-led whole school activities in the current school year.
- 71% of the teachers received either one-on-one coaching or participated in coach-led small group or coach-led whole school activities in the current school year.
- Teachers experienced different levels of intensity of coaching. Intensity, is examined in a number of different ways. **First**, based on the frequency of one-on-one coaching and the frequency of coach-led small group and whole school activities – low intensity defined as once or twice a semester and high intensity defined as once or twice a month. **Second**, based on the number of coach-led activities in which the teacher participated – low intensity defined as participating in one or two activities, medium as participating in three to five activities, and high intensity defined as participating in six to eight activities. **Third**, a combined measure of one-on-one and coach-led small group or whole school activities – low intensity defined as experiencing one-on-one coaching and participating in small group or whole school activities less than once or twice a month, and high intensity defined as experiencing one-on-one coaching or participating in small group or whole school activities at least once or twice a month and participating in the other at least once or twice a semester.

### Frequency of One-on-One Coaching and Frequency of Coach-led Activities Measures

- 95% of teachers that experienced high intensity one-on-one coaching changed their classroom practice compared with 80% of teachers that experienced low intensity one-on-one coaching.

98% of teachers that experienced high intensity coach-led small group or whole school activities changed their classroom practice compared with 85% of teachers that experienced low intensity coach led activities.

### **Number of Coach-led Activities Measure**

100% of teachers that had high participation (intensity) in coach-led activities changed their classroom practice compared with 93% of teachers that had medium participation (intensity) and 76% of teachers that had low participation (intensity) in coach-led activities, respectively.

### **Combined One-on-One and Coach-led Activities Measure**

- 96% of teachers that experienced high intensity combined one-on-one coaching and coach-led activities changed their classroom practice compared with 85% of teachers that experienced low intensity combine coaching.

### **Changes in Classroom Practice**

- Changes in classroom practice included: willingness to try new instructional techniques; reflecting more effectively on their practice; assigning more writing and reading; and increasing opportunities for cooperative learning.

### **Changes in Student Engagement**

- Teachers believe that changes in their classroom practice impact student engagement. Changes in student engagement included: feeling a greater number of students are engaged; students sharing more among themselves; students being more active in group work; and students being more engaged in reading and writing.

### **Changes in Student Learning**

- Teachers believe that changes in their classroom practice impact student learning. Changes in student learning included: demonstrating ability to make connection with prior learning; demonstrating deeper understanding of concepts; and thinking more broadly about materials.

- This is not a representative sample of teachers in the Commonwealth of Pennsylvania