

Coaches: Using Data from the Teacher and Coach Survey

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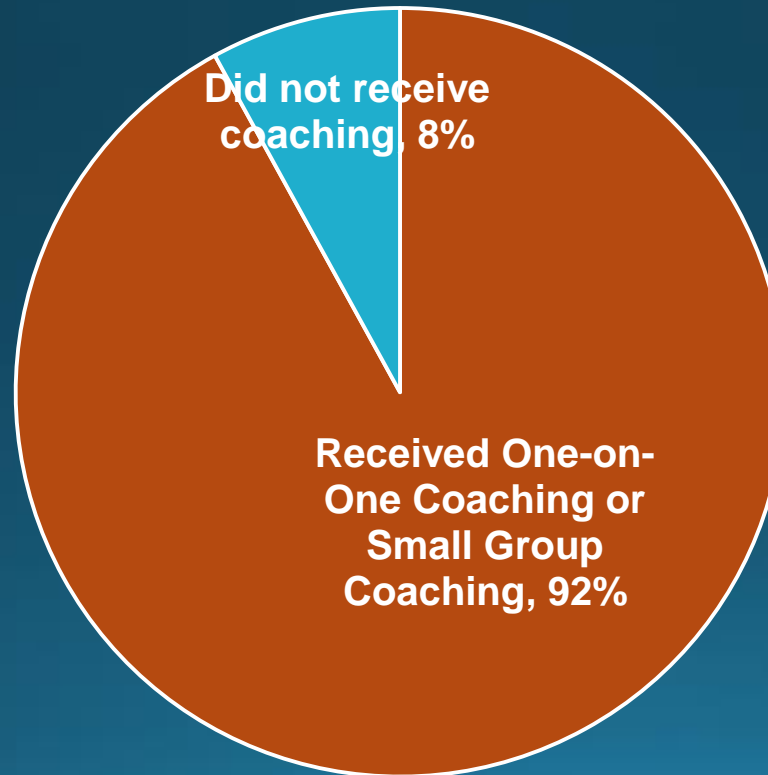
FHI 360



Key Findings: Teacher Survey

Coaching Received

- Almost all teachers received some form of coaching: one-on-one or small group.

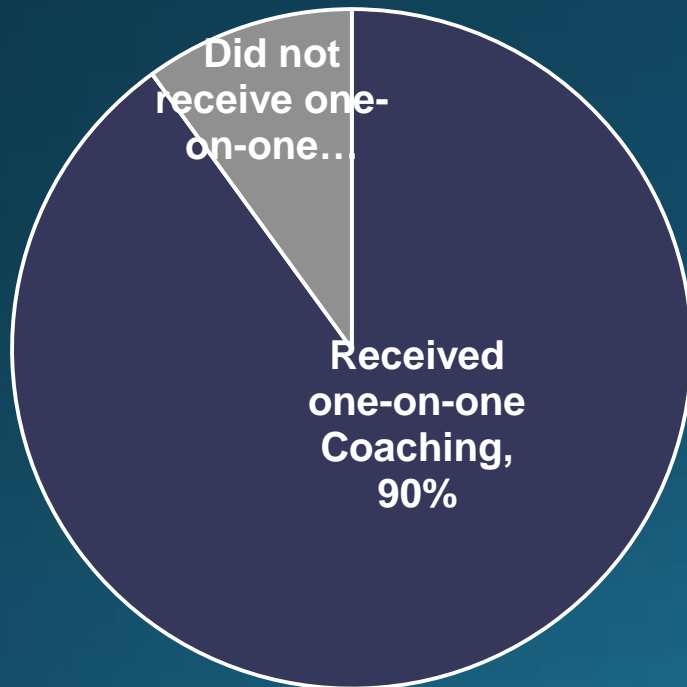


Key Findings: Teacher Survey

Coaching Received

- 90% of teachers received one-on-one coaching and 69% received small group coaching

One-on-one Coaching



Small Group/Whole School Coaching



Key Findings: Teacher Survey

Topics Addressed

- Almost two-thirds received professional development around the essential elements of the PIIC framework and the BDA cycle of collaborative coaching

Topic Addressed	Percent of Teachers that Indicated Coaches Addressed the Topic
Using appropriate literacy strategies	88%
Attending grade level or content area meetings	79%
Using data for instructional improvement	77%
Implementing the BDA cycle of instructional coaching	77%
Applying reflective practice	64%

* Over 80% of teachers indicated that the coaches addressed these topics “somewhat” or “very” effectively.

Key Findings: Teacher Survey

Changes in Instructional Practice

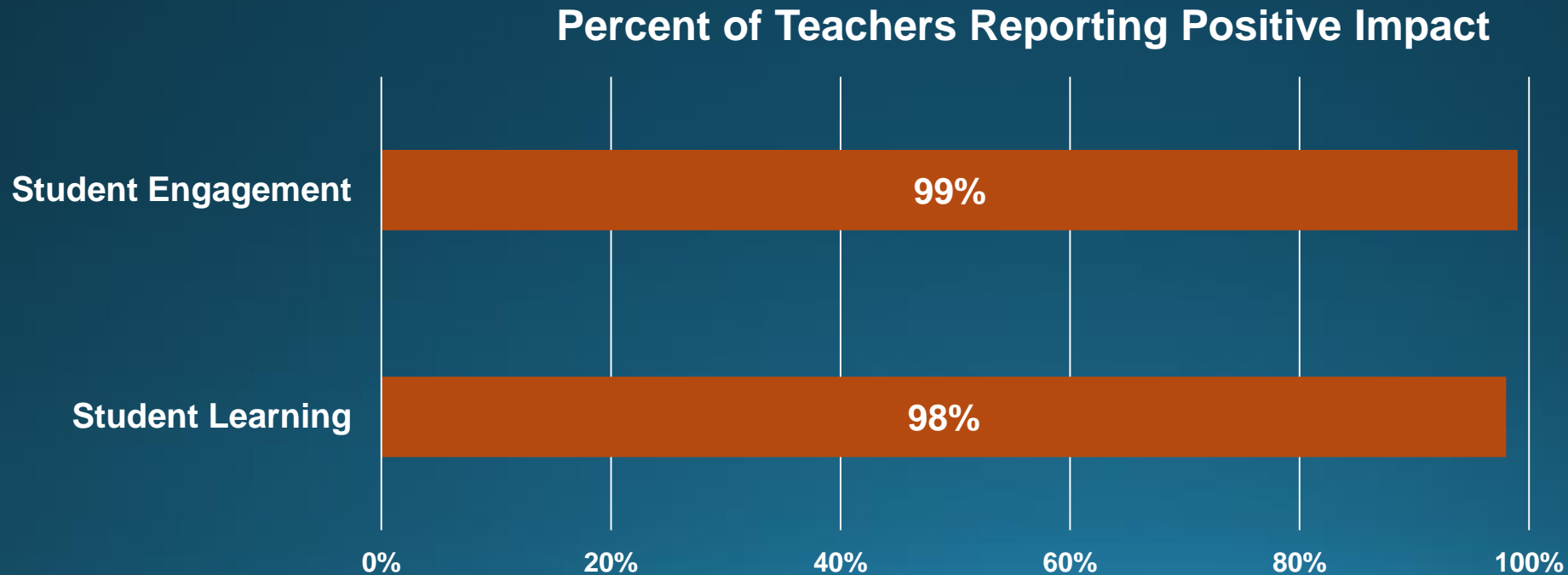
- 84% of teachers reported changing their instructional practice as a result of the coaching received.
- The top changes in instructional practice:

Change in Instruction Practice	Percent of Teachers that Indicated they Changed their Practice
More willing to try new instructional techniques	61%
Reflecting on my practice more or more effectively	54%
Assigning more reading and writing in content areas	47%

Key Findings: Teacher Survey

Impact on Students

- Almost all teachers who reported that their instructional practice has changed also reported that the changes in classroom practice had a positive impact on student engagement and student learning.



What does the data suggest about the impact of coaching on teachers and their practice?

**What additional data would be helpful?
How can you collect it?**

Key Findings: Coach Survey

Types of Coaching

- Almost all coaches provided one-on-one and small group coaching.

Type of Coaching	Percent of Coaches
One-on-one	94%
Small group/whole school	94%

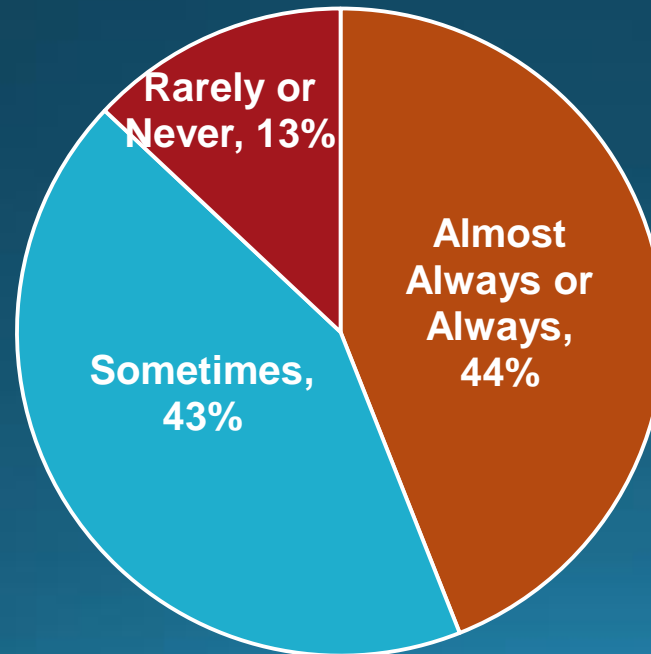
- 78% of coaches provided one-on-one coaching to four or more teachers.
- 70% of coaches offered six or more activities a year in their small group/whole school coaching.

Key Findings: Coach Survey

BDA Cycle of Instructional Coaching

- 87% of coaches report using the BDA cycle of instructional coaching at least sometimes.

Frequency of Coaches' Use of the BDA Cycle



Key Findings: Coach Survey

Topics Addressed

- Over half of all coaches addressed the essential elements of the PIIC framework in **one-on-one coaching**.

Topic Addressed	Percent of Coaches that Addressed the Topic
Using appropriate literacy strategies	84%
Using data for instructional improvement	80%
Applying reflective practice	55%
Using classroom management techniques	52%

* Almost 90% of coaches indicated that they addressed these topics “somewhat” or “very” effectively.

Key Findings: Coach Survey

Topics Addressed

- Over one-third of all coaches addressed the essential elements of the PLC framework in **small group or whole school coaching**.

Topic Addressed	Percent of Coaches that Addressed the Topic
Using data for instructional improvement	80%
Using appropriate literacy strategies	78%
Holding grade-level or content-area meetings	73%
Establishing PLCs	40%
Applying reflective practice	34%

* Over 90% of coaches indicated that they addressed these topics “somewhat” or “very” effectively.

**What does the data suggest about coaches
and their practice?**

Key Findings: Coach Survey

Working with Mentors

- **Almost two-thirds of coaches met one-on-one with their mentor and virtually all coaches attended mentor-held coach meetings.**

Type of Mentoring	Percent of Coaches
One-on-one meetings with mentor	64%
Attended mentor-held coach meetings	99%

Key Findings: Coach Survey

Additional Assistance from Mentors

- Almost half of the coaches requested additional support from their mentors on the following topics:

Topic	Percent of Coaches
Goal setting and action planning to meet your school and/or professional goals	48%
Planning professional learning for teachers	47%
Organizing/facilitating professional learning communities	44%

What does the data suggest about mentoring?

**What additional data would be helpful?
How can you collect it?**

3-2-1 Exit Ticket Activity

3

List three key findings you will share with teachers at your next whole-school meeting.

2

List two areas for small-group or whole-school PD that could be improved based on the findings.

1

List one finding or set of findings that you will share with your school administrator or leadership team that shows that coaching has been effective.