

# **PHASE 2 EVALUATION OF THE INSTRUCTIONAL COACHING PROGRAM**

## **THUMBNAIL SUMMARY FOR ELEMENTARY SCHOOL PRINCIPALS**

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### **CONCLUSIONS**

- APS has established an effective, efficient model to facilitate teacher development through instructional coaching.
- Findings confirm results found in Phase 1 of the instructional coaching evaluation.
- Instructional coaches mentor new teachers and coach experienced teachers.
- Instructional coaches perform essential coaching functions, i.e., one-on-one mentoring and collaborative group coaching.
- Instructional coaches provide school-wide, collaborative, professional development.
- 100% of principals, 89% of instructional coaches, and 73% of coached teachers agree the current instructional coaching model is very effective.
- The program is cost-effective considering 81% of teachers receive coaching in schools with an instructional coach.
- Coached teachers learn new instructional skills.
- Coached teachers apply the newly learned skills in their classrooms.
- Teachers across the entire career span report they receive instructional coaching.
- Principals, teachers and instructional coaches report an increased alignment to instructional standards as a result of coaching.
- The most positive teaching outcomes result when teachers receive both one-on-one and collaborative group coaching.
- Instructional coaches often engage in various non-coaching activities, i.e., administrative duties.
- Fidelity to the essential coaching functions results in best outcomes.
- Effective school leadership is associated with greater program fidelity and effectiveness.

### **RECOMMENDATIONS**

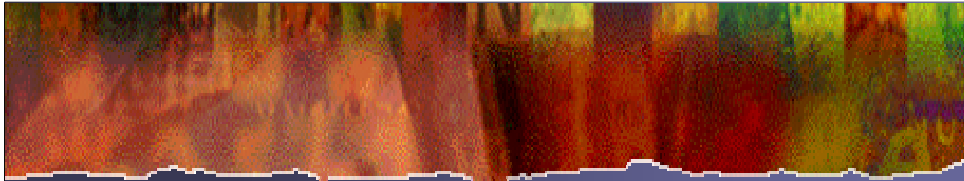
- Get the most coaching value and effect by maximizing instructional coaches' time on essential coaching functions.
- Assign coaches based on schools' readiness to implement with fidelity.
- Include the coaching of principals in the model.
- Continue coaching at all tenure levels.

### **FOR MORE INFORMATION PLEASE VIEW THE POWERPOINT PRESENTATION:**

<http://www.rda.aps.edu/RDAMain/main.asp> then click on:

[APS Instructional Coaching Program Evaluation - Phase 2](#)

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**APS Instructional Coaching (IC)  
Program Evaluation – Phase 2:**

**Survey Results from Teachers,  
Principals, and Instructional Coaches  
Spring 2005**

**APS/RDA  
March 16, 2005**



## APS IC Program Description

- TLS trains instructional coaches in Cognitive Coaching, one of many coaching models
- Coaches use modeling, observing, questioning & collaboration to help teachers adopt, integrate & apply new knowledge & skills in the classroom
- 2004-05 is 4<sup>th</sup> year of APS' IC program
- 111 coaches are in 101 schools



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### Other coaching models:

- Peer Coaching – whole school organizational improvement
- Content Coaching – focuses on specific content areas
- Peer Coaching – educators coach one another
- Technical Coaching – focuses on helping teachers transfer ideas from PD to classroom practice
- Collegial Coaching – 2 or more teachers collaborate to enhance instruction
- Challenge Coaching – Focuses on resolving a persistent problem

- 
- 8 schools have more than 1 IC

## APS IC Program Description

IC essential coaching functions are:

- Mentoring teachers
- Coaching new & experienced teachers
- Facilitating study & collaboration groups
- Planning & implementing staff development
- Supporting standards implementation & assessment
- Helping teachers & principals access resources
- Building a collaborative culture of learning



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IC essential coaching functions were defined in various communications from TLS, including a memo to principals from Dr. Beth Everitt dated August 5, 2003.

## Research Designs

- 2003-2004 (Phase 1) Success Case Method
  - Survey Instructional Coaches
  - Review IC time use logs
  - Conduct case studies of 6 elementary schools
- 2004-2005 (Phase 2) Surveys
  - Teachers
  - Principals
  - Instructional Coaches



The Success Case Method combines purposive sampling with case study methods to find out how well an organizational initiative is working and why (Robert Brinkerhoff, 2003).

## IC Program Evaluation Results (Phase 1)

2003-04

- Teachers & Principals preferred instructional coaching to previous PD approaches
- Many ICs performed administrative functions
- Fidelity to the IC “essential coaching functions” was associated with the best outcomes
- School climate & leadership determined IC implementation & outcomes
- TLS, principals, CLPs and district leaders had differing expectations



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### **PHASE 1 RESULTS Many ICs performed administrative functions**

- Only 16% of surveyed coaches reported no involvement in administrative/non-coaching activities.
- 40% of coaches reported a moderate or high level of administrative and non-coaching activities.
- IC time use logs showed that, on average, coaches spent 21% of their time on administrative and non-coaching activities, including: AIP development, testing, computer and technical support, teaching, office assistance, working with students one-on-one, cafeteria duty, and leadership of school-wide programs such as Reading First and Character Counts.

### **Fidelity to the IC “essential coaching functions” produced the best outcomes**

- The study determined implementation fidelity by surveying instructional coaches and analyzing time use logs.
- Fidelity = degree to which coaching activity aligns with the essential functions of coaching, as defined by TLS and superintendent’s memo.
- Outcomes reported by teachers, principals and ICs (in interviews) include improvements in teacher effectiveness, use of new teaching methods, improved school climate, enhanced teacher collaboration, and increased student achievement.
- Schools that had high levels of alignment to the IC essential functions reported more positive outcomes than schools with low levels of alignment.

### **School climate & leadership determined IC implementation & outcomes**

- Interview results suggest that school leadership strongly influences school climate and that both climate and leadership shape the role and performance of the IC.
- Among factors associated with successful implementation and outcomes were (a) scheduled, frequent teacher collaboration time; (b) placing the IC away from admin offices and (c) protecting the IC’s role as non-administrative.

### **TLS, principals, CLPs and district leaders had differing expectations**

- Interviews with teachers, principals and ICs (and the later presentation of results and discussion with district leaders) revealed a lack of consensus and clarity about whether IC activity should encompass teaching, testing coordination, lunch and cafeteria duty, etc.
- August 5, 2003 memo about essential coaching functions permits wide interpretations, e.g., statement that coaches should “contribute to the work of the principal by supporting them personally in their role as instructional leader.”
- Structures and opportunities for dialogue between TLS, CLPs and principals about IC issues are limited. TLS’ formal line of communication with principals is through CLPs. However principals and CLPs reported they rarely, if ever, discuss IC program issues. They also said they are not aware that CLPs are responsible for addressing IC issues.
- There is no ongoing process for collecting and feeding data back to principals and TLS about IC implementation.

## 2004-2005 Survey Purpose (Phase 2)

- Investigate findings from the Instructional Coaching Program evaluation Phase 1
- Determine satisfaction with the IC program
- Describe coaching recipients
- Quantify perceived impact on instructional effectiveness
- Examine IC success factors from Phase 1



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Phase 1 results provided a strong foundation for developing Phase 2 surveys.

- Provided basis for valid survey items.
- Generated hypotheses (e.g., regarding associations between leadership, school climate and fidelity of implementation to the essential coaching functions) that were tested by the surveys.

## Respondents:

	Teachers	Principals	Coaches
Surveys Distributed	1965*	101	111
Surveys Returned	908	59	75
Response Rate	46%	59%	68%
Level: Elementary	80%	91%	83%
Middle	20%	7%	14%
High	0%	2%	3%

\*in 96 schools w / ICs



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RDA distributed surveys to 1,965 teachers in the 96 APS schools reported (by TLS) to have instructional coaches.

- RDA did not distribute surveys to teachers at high schools, primarily because most high schools had only recently started their IC programs.
- RDA did distribute surveys to principals and ICs at high schools.
- Surveys were received from EVERY school that has IC.
- The breakdown of teacher respondents by years teaching at their school is:
  - 23% 0-2 years (n = 181)
  - 54% 3-10 years (n = 455)
  - 23% 11+ years (n = 191)
  - No response = 121

Principal survey respondents included 3 assistant principals and 1 cluster leader principal.



## Respondents

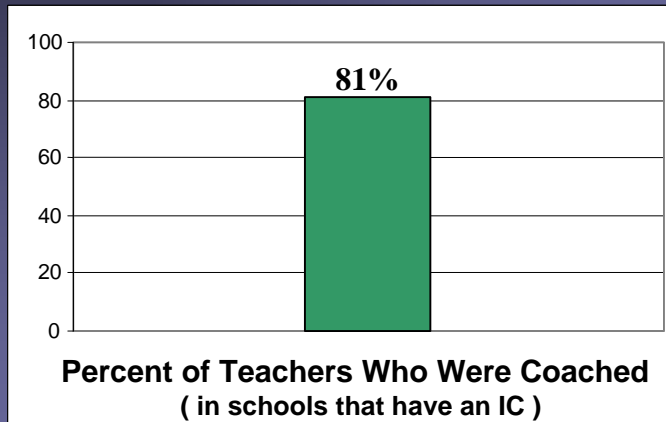
- 45% of responding teachers are members of the teachers' union (ATF)
  - There were no differences between union teacher responses and non-union teacher responses



55% of responding **Instructional Coaches** are Union members

## APS IC Program Implementation Coaching Recipients

A majority of teachers are reached by coaching



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According to teacher reports, 111 coaches provided coaching services (1-on-1 and/or group) to 81% of all teachers in schools that have ICs.

- This is tremendous coverage.
- Suggests that IC program offers cost-effectiveness as a professional development approach.

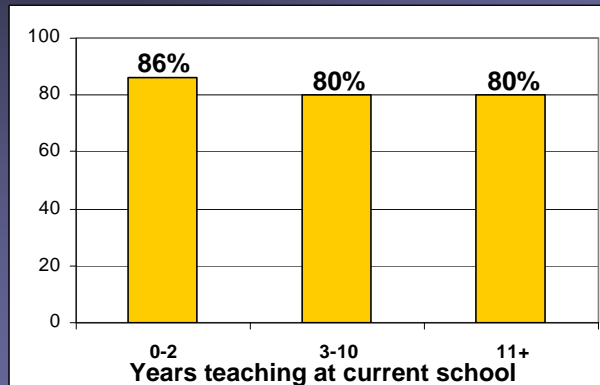
“Receive coaching” is defined as experiencing any one or both of the following:

- One-on-one instructional coaching
- IC facilitation of collaboration groups

It does not include teachers who only received other kinds of professional development coordinated or provided by the IC.

## APS IC Program Implementation Coaching Recipients

Majorities at all tenure levels receive coaching



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This slide shows that a majority of teachers at each tenure level receive coaching (frequently or sometimes).

- 86% of teachers new to their school (0-2 years) receive coaching.
- 80% of mid-tenure teachers(3-10 years at their school) and veteran teachers (11+ years) receive coaching.

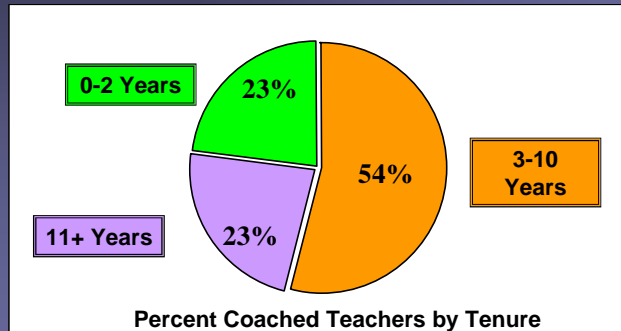
“Receive coaching” is defined as experiencing any one or both of the following:

- One-on-one instructional coaching
- IC facilitation of collaboration groups

It does not include teachers who only received other kinds of professional development coordinated or provided by the IC.

## APS IC Program Implementation Coaching Recipients

Teachers at all tenure levels receive coaching



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This slide shows the break-down of IC coverage.

### **Teacher survey results suggest that ICs are coaching teachers at all levels of tenure (years teaching at their current school) :**

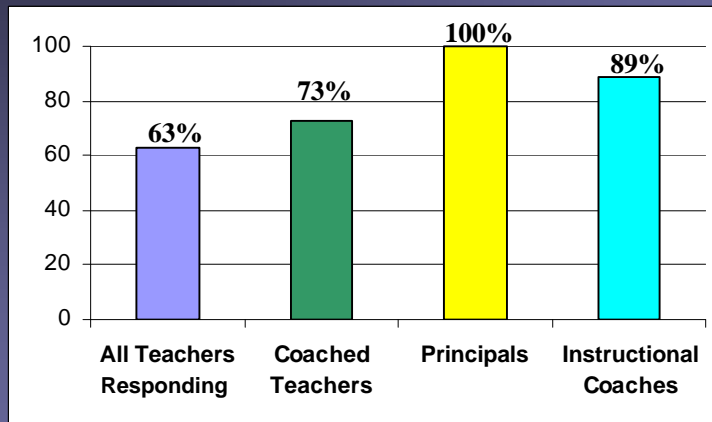
- About one-quarter of respondents who received coaching were new teachers (0-2 years teaching at their current school)
- About one-quarter of respondents who received coaching were more veteran teachers (with 11 years or more at their current school).
- About half of respondents who received coaching had been in their current school for 3-10 years.

### **Survey results indicate that IC's are reaching teachers in direct proportion to the numbers of teachers at each tenure level:**

- Figures for coached teachers at each tenure level mirror the percentages of all responding teachers at each tenure level (0-2 = 22%; 3-10 = 55%; 11+ = 23%)

# Effectiveness of IC Program

All groups perceive IC program as very effective



The instructional coaching program is very effective.



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The next slides report people's perceptions about the effectiveness of the IC program, and about outcomes of the program.

This slide shows that all surveyed groups consider the IC program very effective in their schools.

- About two-thirds of ALL teachers surveyed.
- About three-fourths of teachers who received group or 1-on-1 coaching [frequently or sometimes]
  - a. "Coached Teachers" in this slide include those who only received group coaching [no 1-on-1]. The *n* is bigger than the group represented below.
  - b. When we look at responses from only teachers who received BOTH 1-on-1 and group coaching [frequently or sometimes], results are even more favorable (91% consider IC program very effective.)
    - See below for more results
- All responding principals deem the IC program very effective in their schools.
- A majority of IC's deem the IC program very effective in their schools.

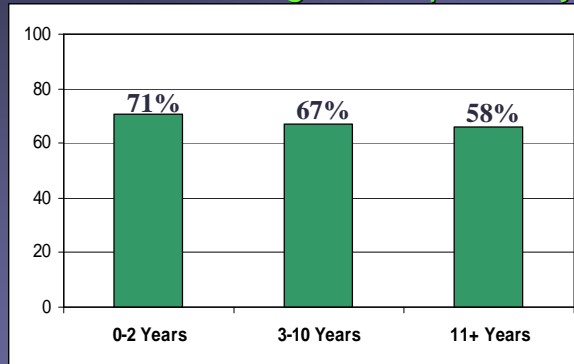
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Results from only teachers who received both one-on-one and group coaching [frequently or sometimes]:

- Instructional coaching has improved instructional practices in my school (89% agree)
  - Instructional coaching is working well at my school (87%)
  - As a result of instructional coaching my effectiveness as a teacher has improved greatly (74%)
  - As a result of instructional coaching I have had more access to instructional materials (86%)
-

## Effectiveness of IC Program: Outcomes Teachers Receiving Coaching

Teachers at all experience levels report expanding the number of teaching techniques they use



As a result of IC I have expanded the number of teaching techniques I use.



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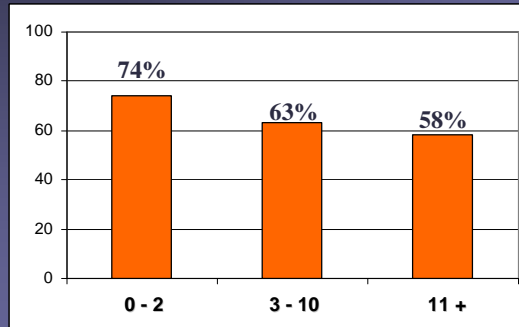
One outcome of instructional coaching reported by teachers, and confirmed by principals and ICs, is that teachers have expanded the number of teaching techniques they use.

This chart shows the percent of positive responses by respondents' years teaching at their current school:

- Almost three-quarters of new teachers agree they have expanded the # of techniques they use (0-2 years at their school,  $n = 148$ ) 10% disagree
- About two-thirds of mid-career teachers agree (3-10 years at their school,  $n = 345$ ) 15% disagree
- Over half of veteran teachers agree (11+ years at their school,  $n = 146$ ) 22% disagree

## Effectiveness of IC Program: Outcomes Teachers Receiving Coaching

Teachers at all experience levels report doing a better job applying new skills in the classroom



As a result of IC I am doing a better job applying new skills in the classroom.



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Another outcome of instructional coaching reported by teachers, and confirmed by principals and ICs, is that teachers are doing a better job applying new skills in the classroom.

This chart shows the percent of positive responses by respondents' by years teaching at their current school:

- About three-quarters of new teachers agree they are doing a better job applying new skills in the classroom (0-2 years at their school,  $N = 148$ ) 10% disagree
- About two-thirds of mid-career teachers (3-10 years at their school,  $N = 345$ ) 16% disagree
- Over half of veteran teachers (11+ years at their school,  $N = 146$ ) 20% disagree

### OTHER ITEMS FROM COACHED TEACHERS:

As a result of instructional coaching...

"...I am creating better lesson plans."

- 0-2yrs: 55% agree vs. 12% disagree
- 3-10yrs: 54% agree vs. 18% disagree
- 11+yrs: 49% agree vs. 26% disagree

"...I am doing a better job of addressing a wide range of learning needs."

- 0-2yrs :68% agree vs. 11% disagree
- 3-10yrs: 56% agree vs. 18% disagree
- 11+yrs: 50% agree vs. 25% disagree

"...I have had more access to instructional materials."

- 0-2yrs: 68% agree vs. 11% disagree
- 3-10yrs: 68% agree vs. 15% disagree
- 11+yrs: 65% agree vs. 16% disagree

## Effectiveness of IC Program

### New & veteran teachers wrote:

"Having an IC, especially in my first year, was the only way I survived. Had it not been for our IC, I may not have returned to teaching."

"Even though I'm an experienced teacher, the IC has helped me see the vision of our school, how our school functions and how to use new effective ideas in my classroom."



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### Other quotes:

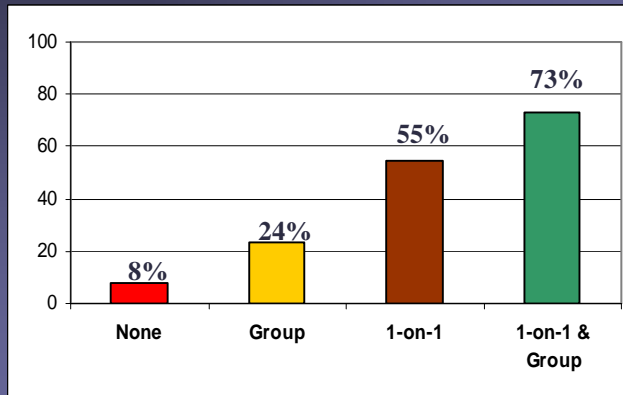
"As a new teacher I feel my IC has done so much for me. She has helped with lesson planning, behavior management and as a support during parent/teacher conferences. She has helped open veteran teachers to new methods."

"I don't know where our school would be w/out the IC's They play such an important part of our daily instruction and offer much support & guidance. Having IC's makes our school excellent."



## Effectiveness of IC Program: Outcomes Teachers report:

1-on-1 plus group coaching shows strongest effect



As a result of IC my teaching practice  
has substantially improved.



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The more ways teachers interact with their IC (in collaboration groups, 1-on-1) the more they report improved teaching practice.

This chart shows the percentages of teachers who agree that their teaching practice has substantially improved as a result of instructional coaching, by type of contact they have had with their IC:

- About one-quarter of teachers who had group-level contact only (collaboration groups) [frequently or sometimes] said their teaching practice had improved as a result of coaching
- Over half of teachers who had only 1-on-1 contact (no group) [frequently or sometimes]
- About three-quarters of teachers who experienced both group and 1-on-1 contact [frequently or sometimes]
- Only 8% of teachers who reported no group or 1-on-1 contact [rare or none] with ICs (perhaps school-level effect).

“Group” = teachers who reported that they personally experienced IC facilitation of collaboration groups [frequently or sometimes]. This correlated highly with teachers who reported experiencing IC demonstration of lessons.

“1-on-1” = teachers who reported that they personally experienced one-on-one instructional coaching [frequently or sometimes].

## Effectiveness of IC Program: Outcomes

### Teachers & principals report school-level outcomes:

- Instructional materials are more aligned to the school's EPSS (59% teachers; 98% principals)
- Improved school climate (51% teachers; 95% principals)



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Over half of teachers, almost all principals and most ICs report that instructional coaching also has produced school-level outcomes. For example:

- Our school's instructional materials are more aligned to the school's instructional priorities, i.e., EPSS

Teachers: 59% agree (66% of teachers who were coached), 26% neither agree nor disagree, 15% disagree

ICs: 76% agree, 23% neither agree nor disagree

- Instructional coaching has improved my school's climate

Teachers: 51% of all teachers agree; 25% neither agree nor disagree

ICs: 78% agree, 22% neither agree nor disagree

Instructional coaches (in interpretive focus group) offered the following possible explanations for the discrepancies between principal and teacher reports:

- Administrators are cheerleaders for their schools.
- Teachers have a classroom-level perspective, while principals have a school-level perspective which affords them greater opportunity to see school-level impacts.
- Related to the above, principals may know more about IC's range of activity and influence through regular conversations with the IC.
- Because textbooks are adopted on a 7-year cycle, some departments have not adopted instructional materials since the school's IC started. ICs therefore have not had a chance to impact the alignment of instructional materials affecting all teachers.
- IC's serve as buffers – teachers have complaints that principals never hear because teachers go to ICs first.

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Most principals say their effectiveness as a principal has improved greatly as a result of instructional coaching (78%)

## Effectiveness of IC Program

### Teachers' written comments illustrate...

"In the 2 schools I have been at, I saw improvements not only in professional knowledge and teacher use of methods, but also in school climate. It's the best PD I've seen in my 26 years with this district!"



This is one teacher's comment that illustrates what many other teachers wrote.

# APS IC Program Implementation

## What Coaches Report They Do

### Essential Coaching Functions

- Facilitate PD activities (100%)
- Assist teachers implement standards (97%)
- Coach teachers in new instructional techniques (97%)
- Assist with teacher collaboration groups (95%)
- Mentor teachers (93%)
- Help implement a district initiative (91%)

### Not Essential Functions

- Coordinate testing (65%)
- Teach a regularly scheduled class (62%)
- Perform cafeteria duty (40%)
- Perform various administrative duties (28%)



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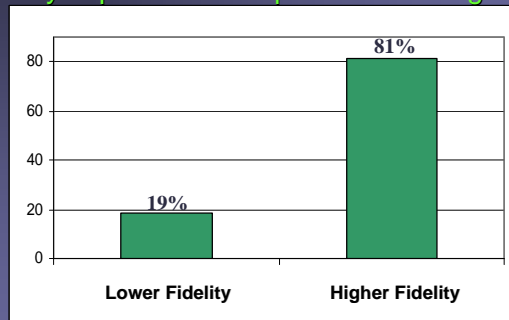
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This slide shows what IC's say they do, and the percentages of coaches reporting that they fulfill each function [frequently or sometimes].

1. Almost all IC's report fulfilling each of the essential coaching functions (91% to 100% of IC respondents report doing each essential coaching function frequently or sometimes).
2. Many also report performing duties that are outside the essential functions (28% - 65% of all IC respondents). This means that many IC's have less time available to perform essential coaching functions.

## Effectiveness of IC Program Fidelity to Coaching Functions - Teachers report:

High fidelity implementation produces strongest effects



Percent reporting their teaching practice has substantially improved.



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This slide shows the relationship between the IC's fidelity to the essential coaching functions and improvements in teacher practice.

We are using the term “**fidelity**” to describe the degree to which IC's perform the essential functions.

This slide shows two groups of teachers:

**Higher Fidelity** = Teachers who report that their school's coach spends most time doing essential coaching functions (n = only teachers who experienced group and/or one-on-one coaching)

**Lower Fidelity** = Teachers who report that their school's coach spends less time on essential coaching functions

For example, teachers who reported “Lower Fidelity” reported that they do the following frequently or sometimes:

- Perform cafeteria duty
- Perform administrative duties
- Conduct teacher evaluations
- Coordinate testing

Teachers in the Higher Fidelity group are more likely to say their teaching practice has substantially improved as a result of instructional coaching.

- 81% of coached teachers in the higher fidelity group reported improved teaching practice, while...
- Only 19% of teachers in the lower fidelity group reported that their teaching practice had improved.

Higher fidelity also is linked to greater teacher satisfaction and reported improvements in school climate, among other outcomes.

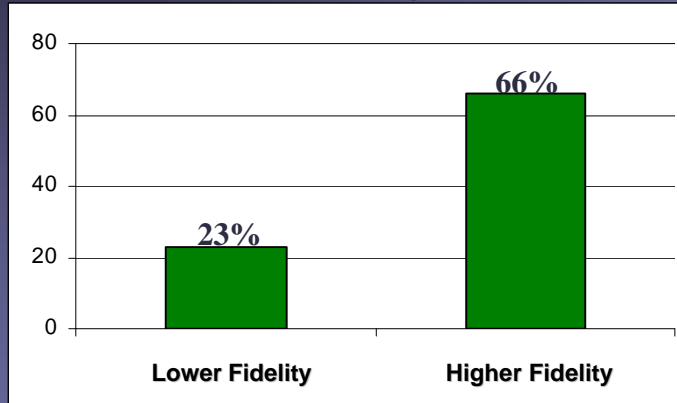
The implications are significant given findings presented on the previous slide.

- If two-thirds of coaches are spending less time on essential coaching functions because they have to coordinate testing and/or teach a class, two-thirds of schools are missing the opportunity to derive the full benefit of instructional coaching. In other words, they are not improving teaching practice as much as they could.

Survey results confirm what we found in Phase 1 of the IC program evaluation

## Effectiveness of IC Program Fidelity to Coaching Functions - Teachers report:

IC role clarity accompanies high fidelity implementation



Percent reporting the principal clearly communicated the role of the IC.



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The previous slide brings up the question of why some schools have higher fidelity and other schools have lower fidelity of implementation.

One of the factors associated with fidelity of implementation is role clarity.

- Teachers who reported higher fidelity also were more likely (than lower fidelity reporters) to say that their school's principal clearly communicated the role of the IC.
- Over three-quarters of teachers in lower fidelity schools report lack of clear communication.

Note here that even in higher fidelity schools one-third of teachers report lack of clear communication about the IC's role. Keep this in mind for later slide about principals' perceptions of own IC role clarity and communication.

## Effectiveness of IC Program School Leadership Effects – Teachers report:

Leadership correlated with fidelity to IC model



Percent reporting high fidelity to essential coaching functions.



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Survey results also suggest that **school leadership** is associated with fidelity of IC program implementation.

The survey asked teachers to address the following leadership issues:

- The P at my school is very supportive of teachers in my school.
- My P implements policies that maximize learning.
- The P at this school is an effective manager.
- The leadership at my school is very effective.

Teachers fell into 2 groups:

- Those who reported more effective leadership
- Those who reported less effective leadership

91% -- almost all -- of teachers reporting More Effective Leadership also reported higher fidelity to the essential coaching functions.

Only 9% of teachers in the Less Effective Leadership group also reported higher fidelity to the essential coaching functions.

This suggests a strong relationship between school leadership and fidelity to the IC model.

For example:

- Teachers who reported more effective school leadership were more likely to report that their IC **assists w/standards implementation** frequently or sometimes (83%) compared to teachers reporting less effective leadership (47%)
- Teachers who reported more effective leadership were more likely to report that their IC **coaches teachers in instructional techniques** (74%) compared to those reporting less effective leadership (50%)
- Teachers who reported more effective leadership were more likely to report that their IC **facilitated PD activities** (93%) compared to those reporting less effective leadership (77%)

These findings confirm what we found in Phase 1.

## Effectiveness of IC Program Fidelity to Coaching Functions

Phase 1 found principals' interpretations of essential functions varied.

Phase 2 survey shows most principals report clarity:

- Say essential functions are very clear (95%)
- Feel able to clearly communicate IC role (98%)
- Understand what IC program expects (84%)
- Report clear communications from district (66%)



How do you explain the discrepancies between Phase 1 and Phase 2 findings?



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Phase 1:

- Interviews revealed that principals do not always know what they don't know. They thought they understood the essential coaching functions, but they demonstrated different understandings from TLS' written definition.
- Confirming this, Phase 2 survey results (slide #21) showed that 77% of teachers in lower fidelity schools report lack of clear communication about the IC's role, and even in higher fidelity schools 33% of teachers report lack of clear communication.

Phase 2 principal survey results:

Have seen essential coaching functions specified in writing (78%)

Received clear communications from district about how the IC program should be implemented in my school (66%)

Say essential coaching functions are very clear to me (95%)

I have been able to clearly communicate IC role to my staff (98%)

I understand clearly what IC program expects of me as a principal (84%)

Phase 2 findings raise questions:

- If one-third of principals have not received clear communications from the district about how the IC program should be implemented, how is it that 95% say the essential coaching functions are very clear?

The discrepancies between Phase 1 and Phase 2 results may be explained by differences in methods:

- Phase 1 used open-ended questioning to determine principal clarity about the essential coaching functions.
- Phase 2 used close-ended self-report items.



## Satisfaction with IC Program

About two-thirds of all teachers are satisfied:

- Get enough support from their school's IC (65%)
- See IC as responsive to needs (65%)
- Want an IC available to them (68%)
- Said their school's IC is highly effective (67%)



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The next slides are about satisfaction with the IC program.

This slide represents all respondents, whether they were coached or not.

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COACHED teachers are even more likely to be satisfied.

The percentages of coached teachers, at each tenure level, who say instructional coaching is responsive to their needs as a teacher are:

- 0-2 yrs: 78% agree vs. 7% disagree
- 3-10 yrs: 75% agree vs. 14% disagree
- 11+ yrs: 70% agree vs. 16% disagree

The percentages of coached teachers, at each tenure level, who say they want an IC available to them

- 0-2yrs: 82% agree vs. 3% disagree
- 3-10yrs: 75% agree vs. 10% disagree
- 11+yrs: 65% agree vs. 21% disagree

## Satisfaction with IC Program

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### Teachers write:

"The IC is potentially the strongest supporter of standards-based instruction at our school."

"Since we have had our IC, we have had more professional development opportunities than I have ever had offered, and I have taught for 17 years! Both our IC's are awesome and have provided wonderful coaching!"



## Satisfaction with IC Program

Almost all principals express satisfaction:

- Want IC (100%)
- Responsive to school needs (98%)
- One of APS' best PD models (97%)
- IC program very effective (100%)



Only 10% of principals say TLS is NOT doing an excellent job of supporting the IC program

## Satisfaction with IC Program

### Principals write:

"The IC program provides the best professional development I've experienced in my 30 + years with APS. It supports the school's implementation of the EPSS and redesign essentials. The fact that the professional development is ongoing, site based, and job embedded ensures continuity.

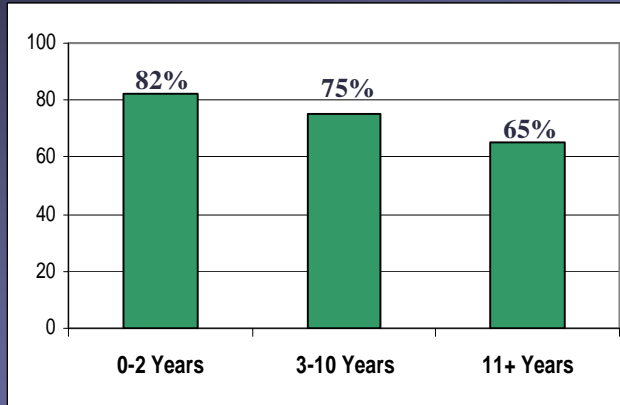
It is impossible to overstate the benefit of having an IC who is familiar with the school's instructional programs and available to work directly with teachers in their classrooms on an ongoing basis."



This comment (written by one principal) reflects the sentiments expressed by many other principals.

## Satisfaction with IC Program: Teachers Receiving Coaching

Teachers at all tenure levels desire an IC



I want an IC available to me.



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At all levels of experience/tenure (years teaching at their school), most teachers say they want an instructional coach available to them.

Even most veteran teachers who have been coached want an IC available to them.

(This slide represents only teachers who have experience with coaching.)

## Satisfaction with IC Program

About one-quarter of responding teachers are not satisfied with IC program. They say:

- Coaching is not working well at their school (21%)
- Coaching resources would be better used in another manner (26%)
- They strongly prefer a different PD model (24%)



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About one-quarter of teachers are not satisfied with the IC program.

(This slide shows the percentages of ALL teacher respondents, whether they have experience being coached or not).

## Satisfaction with IC Program

Teacher comments suggest dissatisfaction primarily stems from IC / school mismatch, poor implementation, or poor IC skills

"I am supportive of the IC model. Any negative responses arose from a desire to see our coach more intimately involved in helping teachers and students (and less in administrative chores)."

"The quality of the program is directly related to the quality of the person in the role. The IC may well be effective in other schools. Our IC is not beneficial to our school."



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**IC/School Mismatch:** some teachers perceive that IC doesn't have skills teachers at their school needs, or that they do not have experience with special ed, bilingual issues, and/or certain grade levels.

**Poor implementation:** many teachers said the IC was too administrative, too much time in principal's office, that they didn't know what the IC was supposed to be doing, and/or that IC was part-time rather than full-time.

**Poor IC skills:** some teachers perceive their IC as less skilled than they are, and/or perceive that IC does not have constructive attitudes and behaviors.

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Other quotes:

"Our IC was an amazing professional. However I feel she was misused by administration."

"While our IC is pleasant and helpful, she has not been able to perform as an IC. Rather she functions as the principal's lackey and the test rep."

"Our staff is unclear about the duties & roles of the IC and as a result I have witnessed resentment & defiance from some teachers... She often seems to be made the messenger of information that teachers do not want to be told."

"Keeping the ESL kids tested and all the standardized tests delivered & scheduled & returned to proper sources seems to be more than enough to keep the IC busy. She will also cover classes and assists the principal."

"I feel that we now have a exceptional IC but that the program is only as effective as the person holding the position."

## Satisfaction with IC Program

### Most ICs are satisfied.

- Satisfied with amount of support from school administration (91%)
- Say instructional coaching is one of the best PD models from APS (91%)
- TLS is doing an excellent job (89%)



This slide shows the percentages of instructional coaches reporting satisfaction with selected aspects of the IC program.



## Success Factors

### To be successful, ICs say they need:

- Strong support from school administration
- Role clarity
- Clear and consistent goals & expectations from APS leaders regarding district initiatives
- Understanding that schools without climates of collaboration & trust will take longer to show results



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#### •Clear support from school administration

“IC are change agents. Teachers are often opposed to change. At schools where the school climate does not value or have experience with collaboration, IC's have a battle to do their job effectively. Without strong support from upper level administration the program cannot be effective.”

#### •Role clarity

“Teachers really are misled about IC roles, for example one of my leaders asked our principal that "Isn't IC job was to go and cover lesson and release the teachers while teaching are serving one another (highly quality sub).”

#### •Clear and consistent goals & expectations from APS leaders regarding district initiatives

“It is difficult to do this job when the district expectations are continually changing. The example is all the work done toward SBPR. And then the district's change in expectation totally shut down my staff. Developing the trust and rapport goes back to none and I feel like I am always starting over.”

#### •Understanding that schools without strong climates of collaboration & trust will take longer to show results

“My first year dealt w/trust issues and developing rapport w/the teachers. My second year has been used to provide some time for collaboration and looking at student work which has never been done before. I feel this year teachers have become more aware of how standards relate to student work.”

“Being new to a school this year, it also takes time to build trust for teachers to ask for assistance on a personal level.”

## Conclusions

- Teachers, principals and instructional coaches perceive current IC program as very effective
- ICs mentor teachers, coach experienced ones and provide school-wide PD
- A majority of teachers receive group and/or 1-on-1 instructional coaching
- Instructional coaching enhances teaching practice
- ICs help increase alignment to standards



## Conclusions (continued)

- Fidelity to the essential coaching functions results in best outcomes
- Skilled school leadership is critical to IC model fidelity and positive outcomes
- Best teaching outcomes result from 1-on-1 and group coaching experiences together
- Phase 2 findings support results found in Phase 1



## Recommendations

- Get most coaching value and effect by maximizing IC time on essential functions
- Assign coaches based on schools' readiness to implement with fidelity
- Include principal coaching in the model
- Continue coaching at all tenure levels
- What do you think?



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RDA offers these recommendations based on findings from Phase 1 and Phase 2 of the Instructional Coaching Program Evaluation. RDA welcomes contributions to the discussion of how to continue strengthening APS' Instructional Coaching program specifically, and professional development in general.

### **Get most coaching value and effect by maximizing IC time on essential functions**

Ensure that principals understand that they and their schools will benefit most from maximizing the amount of time IC's spend on group and one-on-one coaching activities, and by limiting the amount of time IC's spend on non-coaching functions. Higher fidelity to the essential coaching functions is associated with greater effects on teacher practice.

### **Assign coaches based on schools' readiness to implement with fidelity**

Some schools may need time or assistance to ready themselves for instructional coaching. Resources may be best spent helping the principal prepare his/her school, e.g., gain teacher buy-in, before placing an instructional coach at that school.

At the same time, district leaders and departments need to consider how they can help schools accommodate ever-increasing administrative and testing demands without compromising fidelity to the essential coaching functions.

### **Include principal coaching in the model**

Principals, too, may benefit from ongoing, job-embedded professional development. Coaching for principals could help school leaders ensure the effectiveness of instructional coaching and other programs.

### **Continue coaching at all tenure levels**

This evaluation found that instructional coaching benefited teachers at all levels of experience. RDA recommends continuing the provision of instructional coaching to new teachers (mentoring) as well as more veteran teachers.

## Contact RDA for more information

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