

Welcome!



THE PROFESSIONAL LEARNING ASSOCIATION

Webinar

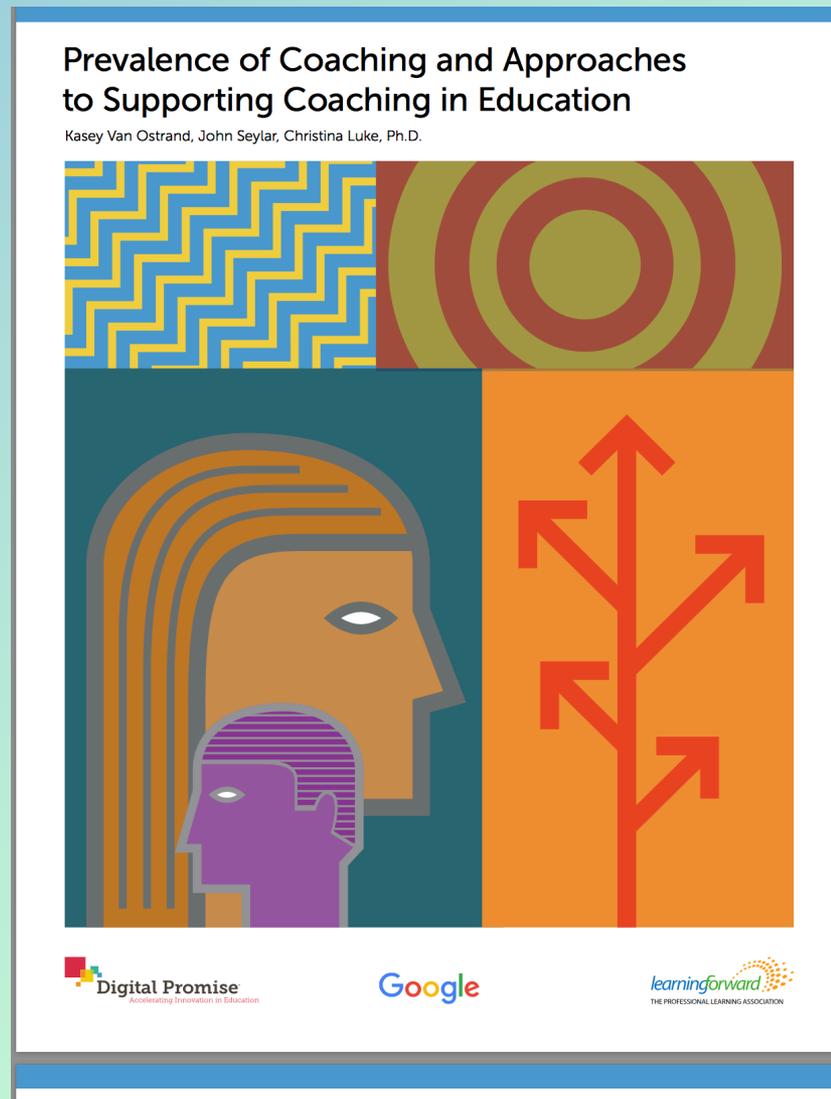
If you see can see the slide and hear music, you're all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.

The webinar will be recorded. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Findings From a National Coaching Survey

February 11, 2020



Today's webinar features:



Elizabeth Foster
Vice President,
Research/Standards
Learning Forward



Kasey Van Ostrand
Project Director,
Dynamic Learning Project,
Digital Promise



Heather Lageman
Executive Director,
Organizational
Development,
Baltimore County

Coaches Panel



**Courtney
Suddes**



**Danielle
Johnson**



**Jody
Flowers**

What is your role in education?

- ① District leader (e.g. superintendent or assoc. superintendent);
- ② School leader (principal or assist. Principal);
- ③ Coach;
- ④ Other teacher leader (e.g. dept. head);
- ⑤ Teacher or other school staff (e.g. counselor);
- ⑥ Nonprofit professional (e.g. trainer, researcher);
- ⑦ Higher education staff (e.g. faculty, supervisor)

Agenda

Activity	Presenter	
Welcome and poll	Elizabeth Foster Vice President, Research and Standards, Learning Forward	
Survey and Report	Kasey Von Ostrand Project Director, Dynamic Learning Project, Digital Promise	
District Response and Reflection	Heather Lageman Executive Director, Organizational Development, Baltimore County	
Coaches Panel	<ul style="list-style-type: none">• Jody Flowers, MTP Coach, Waco ISD• Danielle Johnson, Dynamic Learning Coach• Courtney Suddes, Whole Person Coaching	
Discussion and questions	All	
Closing	Elizabeth Foster	



Digital Promise[®]

Accelerating Innovation in Education

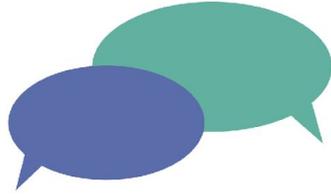
Working at the Intersections



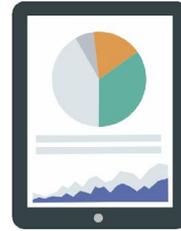
We believe in the power of...



NETWORKS



STORY



RESEARCH

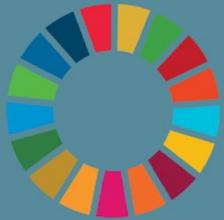


ENGAGEMENT

Our Networks



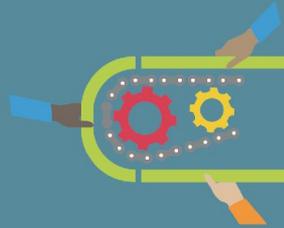
Five Principles of Powerful Learning:



Authentic &
Relevant
Problems



It's Personal



Connected,
Collaborative and
Team-based

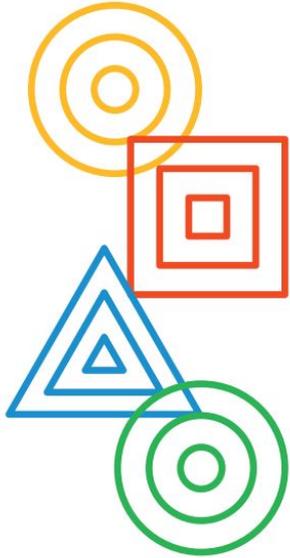


Inquiry-focused



Builds
Ownership
and Agency

What is the **Dynamic Learning Project (DLP)**?



The DLP is an instructional coaching program that helps teachers use technology in impactful ways.



Implemented in 160+ underserved schools across the country since 2017

10 states: Alabama, Arkansas, California, New York, North Carolina, Pennsylvania, South Carolina, Washington, Wisconsin, and Texas



Google for Education



DLP facts: Pilot Years

100+ Schools

70,000 Students

2,000+ Teachers

88% Schools receive Title I funding

66% Students receive free or reduced-price lunch

56% Students of color

Professional Development for Coaches

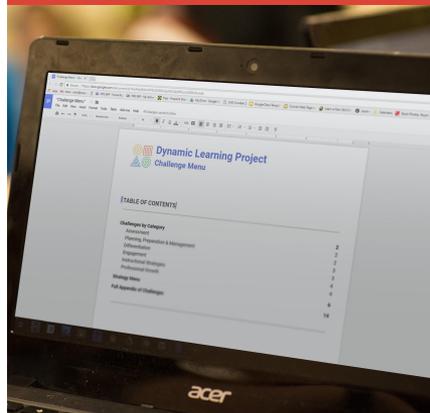
Summer & Winter Institutes



1:1 Mentoring from Experts



Custom Coaching Tools

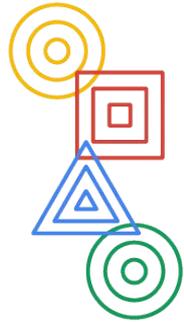


Communities of Practice



Characteristics of Effective Coaching Programs

1. Partnership - voluntary and non-evaluative
2. Personalized - needs and timing
3. Active Learning - enough time to try and evaluate new ideas
4. Sustained over time



Components of Effective Coaching Programs

Research-proven coaching model



Coaching for coaches



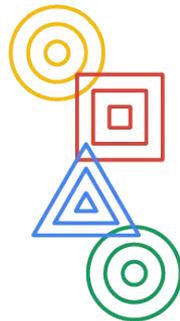
PLCs for coaches

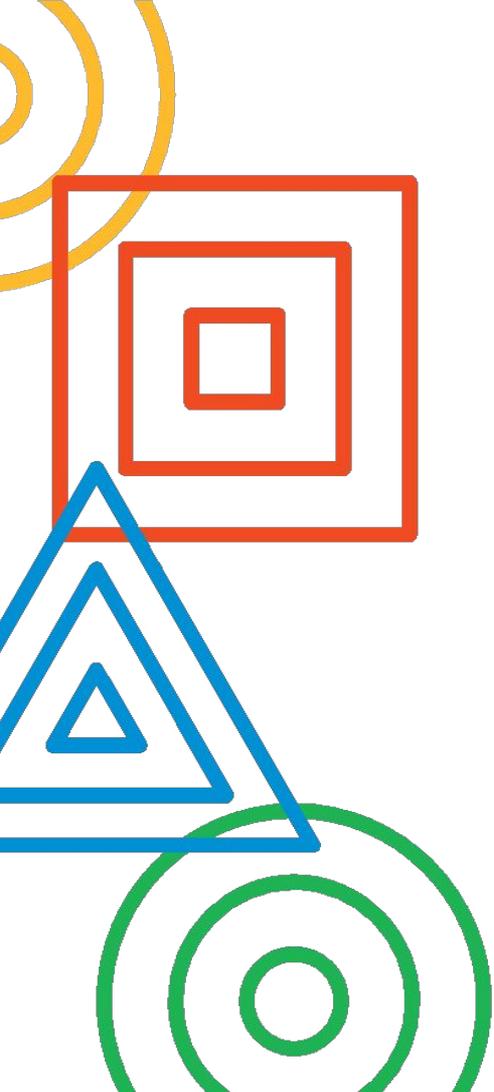


Tools and resources for coaches and admin leaders



Process for tracking progress and growth





Prevalence of Coaching and Approaches to Supporting Coaching in Education Report

bit.ly/CoachinginEducation

February 2020

Respondent Profile

1,246 total responses

13.7 percent of all respondents NOT engaged in coaching. The demographics of the respondents not engaged in coaching did not significantly differ from the overall population.

83 percent reported being currently engaged in coaching in their school or district. These respondents are distributed across all 50 states.

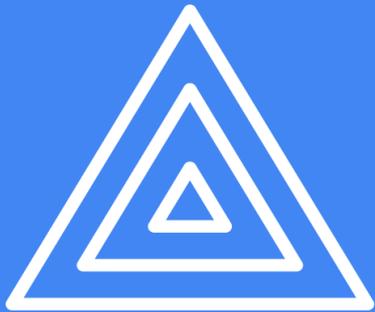
Respondent Profile

Of those who are engaged in coaching, **slightly more serve in school-based roles (55.1 percent) than district-based roles (44.9 percent).**

The **majority of respondents are coaches**, followed by administrators, educators, and “other,” which includes curriculum coordinators, instructional specialists, and special education support staff.

Respondents engaged with coaching are **distributed across urban, suburban, and rural regions**, with more respondents from suburban regions, followed by urban, and then rural.

More than **two-thirds of the respondents are from schools or districts with more than 40 percent of students qualifying for free and reduced-price lunch.**



FINDINGS

Coach Workload

Key Findings:

Forty percent of school-based coaches are also classroom teachers

Almost half of all school-based coaches serve **more than 16 teachers at one time**, while 65 percent of district-based coaches serve more than 16 teachers concurrently

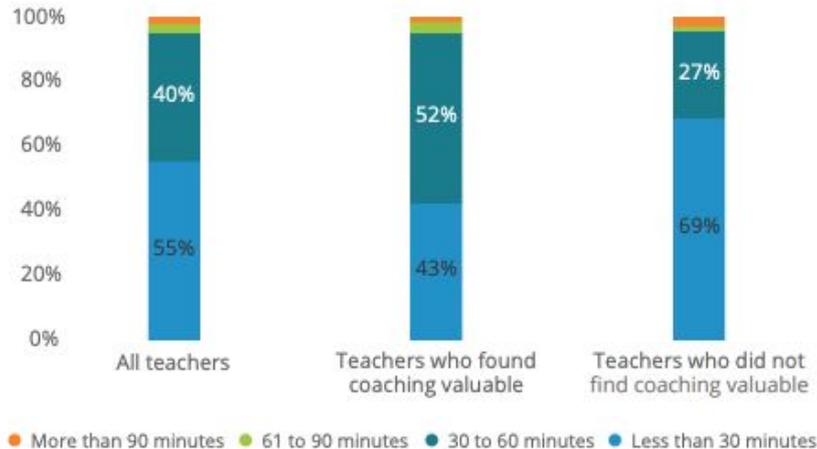
→ **Recommendation:** In order to see the most impact as a result of coaching, coaches ideally would be full time and working with ~10 teachers at a time on 8 week coaching cycles.

Time with Coach

Key Findings:

- Less than 50% of teachers meet with their coach bi-weekly, and when they do they spend less than 30 minutes with their coach.
- The majority of teacher respondents who find coaching valuable spend at least 30-60 minutes with their coach.

Figure 16: Average Time Teachers Spent With Coaches, By Valuation of Coaching



→ **Recommendation:** Coaches should try to spend a minimum of 30 minutes with each of their teachers weekly. Sustained, just-in-time coaching is most effective.

Use of Technology - difference in coach and teacher perceptions

Figure 13: How Coaches use Technology with their Teachers

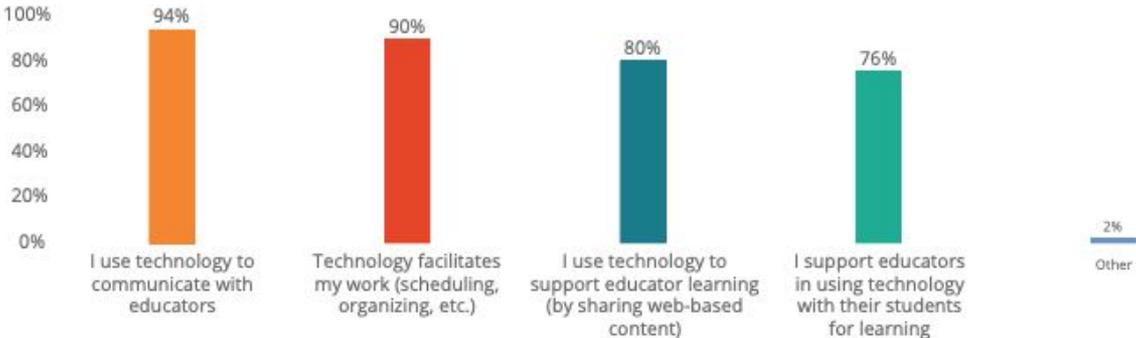


Figure 12: How Teachers Report Coach Use of Technology

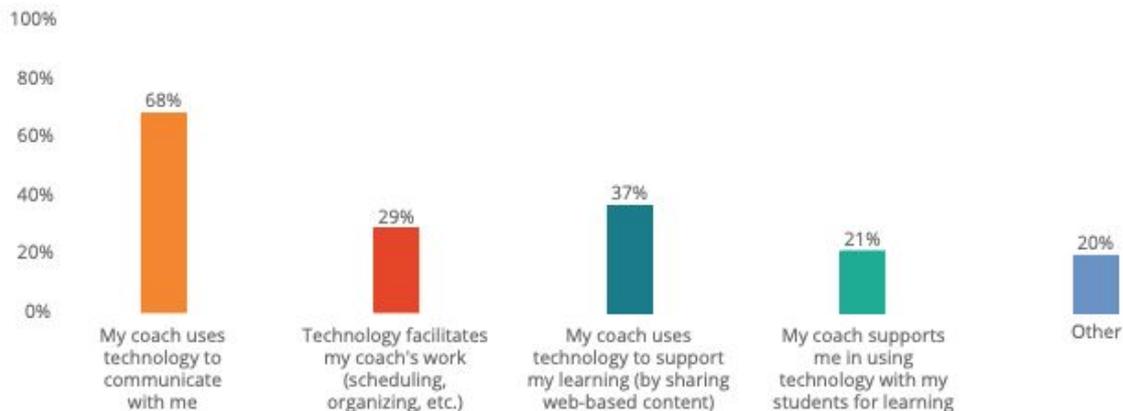


Use of Technology - teacher perceived value of coaching

Figure 14: How Technology is Used with Teachers Who Find Coaching Valuable



Figure 15: How Technology is Used with Teachers Who Do Not Find Coaching Valuable



Funding

Key Findings:

The majority of coaches are funded on a year-to-year to basis (not long term).

School-based coaches are less likely to have long term funding than district coaches.

Coaches are funded primarily by **Title II federal funds**, which are designated to support preparing, training, and recruiting high-quality teachers and principals.

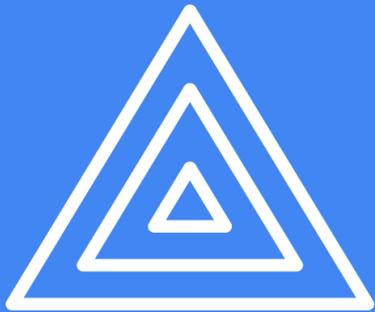
Other sources of funding:

- State or local formal funding
- School staff budget / teacher salary
- Title I federal funds, which provide financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards

→ **Recommendation:** Longer-term investments could support comprehensive programs and maintain continuity from year to year.

Areas for further exploration

- The availability and sustainability of funding for coaches. Specifically, what are the barriers to using state or federal funds for long-term support of coaching?
- The barriers that exist in schools and districts that reported not being currently engaged in coaching.
 - 13.7% of respondents were not currently engaged in coaching
 - The demographics of the respondents not engaged in coaching did not significantly differ from the overall population (state, urbanicity, or percentage of students qualifying for Free and Reduced Lunch)
- Coach access to programs that provide professional development and support for coaching.

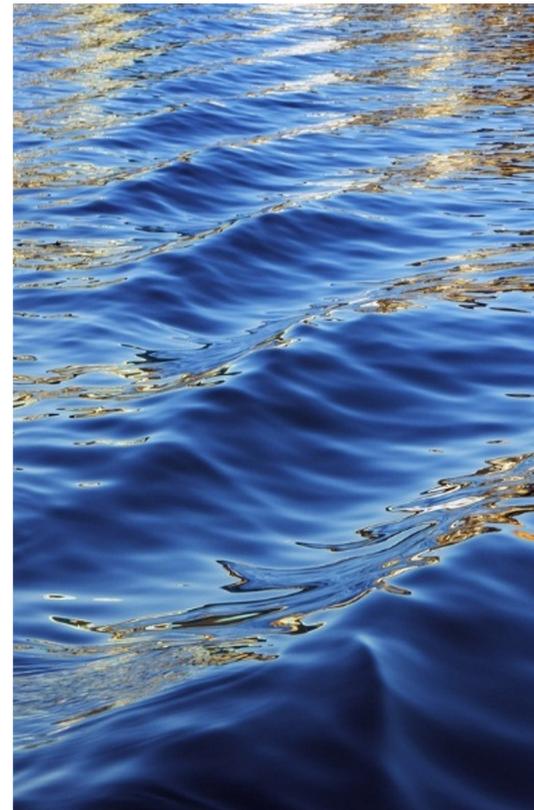


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Coaching Matters

Heather Lageman



Constellation of Coaching Opportunities

- School-based instructional technology coaches (Dynamic Learning Project)
- Instructional coaching
- Equity coaching
- Cognitive coaching
- Transformational coaching
- Leadership coaching
- Whole person coaching



When teachers succeed, students succeed

- Teachers receive in person professional development, model teaching, and coaching in Code.org's computer science curriculum.
- A foundational relationship is essential to build the trust and vulnerability for adults to take risks, learn, and encourage their students to do the same.



Coaching is Part of a Constellation of Supports



Created by Courtney Suddes, 2020



Steve Barkley
Education Consultant

BLOG: “A Mentoring & Coaching Culture”

Coaching is everyone’s responsibility and reward

“Mentors-of-the-Moment help promote a mentoring culture where all members of the organization ...seek opportunities in daily interactions to develop or grow junior colleagues and peers.”

W. Brad Johnson & David G. Smith, “Real Mentorship Starts with Company Culture, Not Formal Programs” in the *Harvard Business Review*



Steve Barkley Blog:

<https://barkleypd.com/blog/a-mentoring-and-coaching-culture/>

Coaches Panel



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**Danielle
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**Jody
Flowers**

Discussion and Questions

Resources

FEBRUARY 2ND, 2020



A Mentoring and Coaching Culture

Whenever I have been part of a mentor training program, I have suggested that the job of a mentor should be to mentor the system because everyone in the school and district office should have a role to play in the success of the new teacher. Similarly, I have suggested that instructional coaches should play the role of coaching "coaching." Sufficient coaching cannot be provided to teachers if coaching is only done by the instructional coach and perhaps the rarer coaching from a building administrator. We need a culture where coaching is everyone's responsibility and reward.

Steve Barkley
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OUT LOUD**

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SEARCH BLOG



PONDERING TOPICS

[Barkley Book Reviews \(13\)](#)

<https://barkleypd.com/blog/a-mentoring-and-coaching-culture/>

<https://hbr.org/2019/12/real-mentorship-starts-with-company-culture-not-formal-programs>

FOCUS

Accentuate the positive

Video can motivate teachers to improve their skills

By Jody Flowers

DECEMBER 2019

VOL. 40, NO. 6



For many of us, the role of a coach is ubiquitous throughout our childhood into our adolescent years. From the time we participated in youth soccer, Little League, dance classes, or music lessons, coaches were there to guide us. Coaches build relationships, encourage us, demonstrate techniques, provide motivation — all to heighten our efforts and expand our skills. Many times, it is these special people who inspire us to teach.

Yet when educators enter the classroom, this kind of guidance and support often vanishes. Or worse, the term coach takes on a pejorative connotation because only struggling teachers are assigned a coach. But when done right, coaching improves teaching and students' achievement by leading teachers to focus on the skills that address social, behavioral, and academic needs.

Search The Learning Professional

Published Date

Jody's article in the Learning Professional Magazine:
<https://learningforward.org/journal/coaching/accentuate-the-positive/>

Courtney Suddes – Whole Person Coaching

- Certified Coach through International Coaching Federation
- Coach the whole person - impact reverberates out to other areas of profession, life and those around you
- Skills are practical, designed for immediate implementation & sharing
- Being a coach vs. being “coach-like”
- Identifying what’s missing - values, reflection, inspired action
- Children, teens & adults are coachable

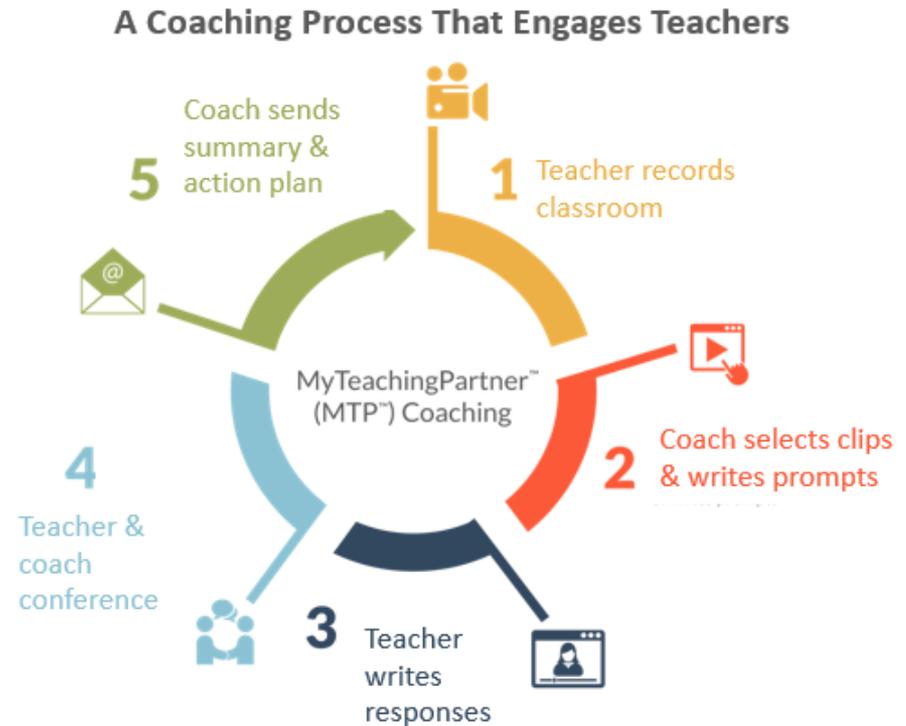


Interested in learning more? Visit:

www.courtneysuddescoaching.com

Recruitment Now Open: My Teaching Partner – Secondary Project

- Strengths-Based Video-Assisted Instructional Coaching
- Proven to increase student engagement and achievement, reduce disciplinary referrals.
- Grant-funded opportunity: grant provides training and support for district staff
- Slots open for 220 more teachers in eligible districts (see website for more information)



**MY TEACHING PARTNER
SECONDARY PROJECT**

SecondaryCoaching.org

THE LEARNING PROFESSIONAL

THE LEARNING FORWARD JOURNAL

EXPERTS SHARE
HOW TO MAKE
THE MOST
OF COACHING

Jim Knight p. 28

Joellen Killion p. 24

Elena Aguilar p. 10

Robert Pianta p. 33

ALSO IN
THIS ISSUE:

**Disrupting
inequity** p. 45

**How to hire
great coaches** p. 12

COACHING

learningforward.org/journal/coaching/

Mark Your Calendar!

Evidence and Impact Webinar

Wednesday, February 19, 3 p.m. ET

Collecting evidence to share impact of professional learning: Districts share their stories



Scott Feder
South Brunswick, NJ



Sara Monaco
Smithfield, RI



Chad Sutton
North Kansas City, MO

Visit: learningforward.org/webinars