Welcome!

If you 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
Introductions poll

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)
<table>
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<th>Activity</th>
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| 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                     | • **Jody Flowers**, MTP Coach, Waco ISD  
• **Danielle Johnson**, Dynamic Learning Coach  
• **Courtney Suddes**, Whole Person Coaching |
| Discussion and questions          | All                                                                       |
| Closing                           | **Elizabeth Foster**                                                      |
Working at the Intersections

EDUCATORS

RESEARCHERS

DEVELOPERS
We believe in the power of...

NETWORKS

STORY

RESEARCH

ENGAGEMENT
Our Networks
Five Principles of Powerful Learning:

1. Authentic & Relevant Problems
2. It’s Personal
3. Connected, Collaborative and Team-based
4. Inquiry-focused
5. 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

**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
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.
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.
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

- I use technology to communicate with educators: 94%
- Technology facilitates my work (scheduling, organizing, etc.): 90%
- I use technology to support educator learning (by sharing web-based content): 80%
- I support educators in using technology with their students for learning: 76%

Other: 2%

Figure 12: How Teachers Report Coach Use of Technology

- My coach uses technology to communicate with me: 74%
- Technology facilitates my coach’s work (scheduling, organizing, etc.): 46%
- My coach uses technology to support my learning (by sharing web-based content): 45%
- My coach supports me in using technology with my students for learning: 31%

Other: 11%
Use of Technology - teacher perceived value of coaching

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

![Bar chart showing the use of technology with teachers who find coaching valuable.](chart14)

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

![Bar chart showing the use of technology with teachers who do not find coaching valuable.](chart15)
Recommendation:

Longer-term investments could support comprehensive programs and maintain continuity from year to year.

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.
bit.ly/CoachinginEducation
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

- Consulting: SOLVING
- Therapy: PROCESSING & HEALING
- Mentoring: BESTOWING
- Mediation: RESOLVING

Coaching: EXPLORING & MOTIVATING

Created by Courtney Suddes, 2020
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

Coaching to Unlock Capability

“...Many organizations still view coaching as a tool for correcting poor performance. However, good coaching is about achieving a high-performance culture, not managing a low-performance one, and should not be seen primarily as a remedial tool.”

“Creating a Coaching Culture” – The Institute of Leadership Management
Coaches Panel

Courtney Suddes

Danielle Johnson

Jody Flowers
Discussion and Questions
Resources
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.

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

SecondaryCoaching.org
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

Visit: learningforward.org/webinars