

The Pennsylvania Institute for Instructional Coaching (PIIC) Teacher Follow-Up Survey Report

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Introduction

The Pennsylvania Institute for Instructional Coaching (PIIC), a partnership between the Annenberg Foundation and the Pennsylvania Department of Education, works to build teacher capacity as a means of increasing student engagement and improving student achievement. PIIC believes instructional coaches should provide professional development for teachers and school leaders focused on refining classroom practices, implementing statewide initiatives, and measuring student progress in real time. 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.

Since 2013, annual surveys have been administered to teachers that participate in the PIIC program as part of a larger series of research studies on the PIIC model. The teacher survey explores the effects of coaching, looking for relationships among coaching, teaching, and student outcomes as perceived by teachers themselves. In fall 2016, PIIC teachers who were coached in the 2012-2013 school year were contacted to complete a follow up survey that examines the sustained impact of PIIC instructional coaching. Teachers were asked a series of questions about their perceptions of how the experience of getting coached through PIIC affected instruction, student engagement, and student learning over the years. This report details the key findings from this follow-up survey.

The PIIC Framework for Instructional Coaching

Grounded in evidence-based practices, the PIIC framework of instructional coaching has four essential elements:

- One-on-one and small group coaching
- Adapting evidence-based literacy practices to support and improve instruction across all content areas
- Collecting, analyzing, and applying student, classroom, and school-wide data to issues of instructional practice, and
- Engaging in reflective, non-evaluative practices to better understand what does and does not work, and why

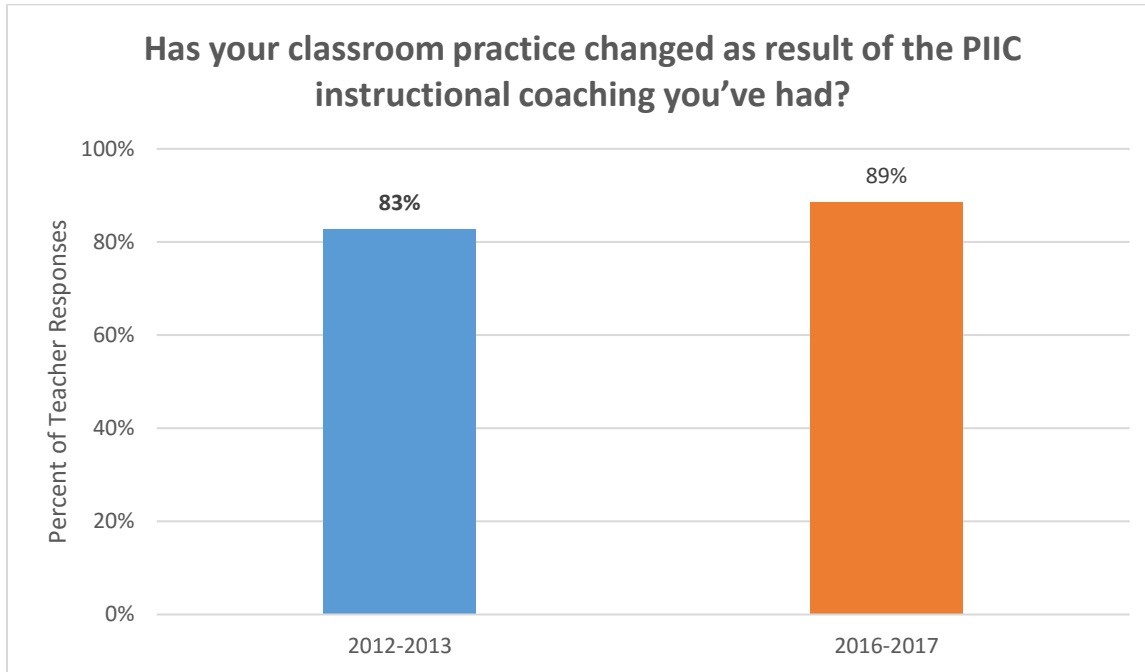
These four elements are addressed through a Before-During-After (BDA) cycle of consultation which helps both the coach and teacher arrive at a focus for collaboration, a means of action, and a way of assessing whether the work accomplishes the intended objectives. Much of this report focuses on how much teachers sustained some of the changes they made in their practice due to the PIIC instructional coaching they received. It reviews the sustained impact of coaching on classroom instruction and the sustained effect of changes on classroom instruction on student engagement and achievement. The report also explores how useful various professional development activities were for the teachers throughout the years.

Findings from the Teacher Follow-Up Survey

Survey Response Rates

Of those, there were 12 emails that were no longer working and 53 emails that the recipients never opened, which brings the total number of teachers who received the email to 126. Of the 126 teachers who received the email, 64 teachers responded to at least some of the questions on the survey, resulting in a response rate of 51 percent. We were unable to track the non-respondents and hypothesize that some may have changed schools without deactivating their old email account or their schools changed their schoolwide URLs and teacher email addresses. Others may have moved from a teaching position to a non-teaching position within the same school or district and therefore did not respond to the survey. This report is based on the responses of teachers who completed the survey. Because of the total response rates on some items, the results and its generalizability should be considered with caution as the responses come from a small sample of teachers and may not represent the entire PIIC teacher cohort of 2012-2013.

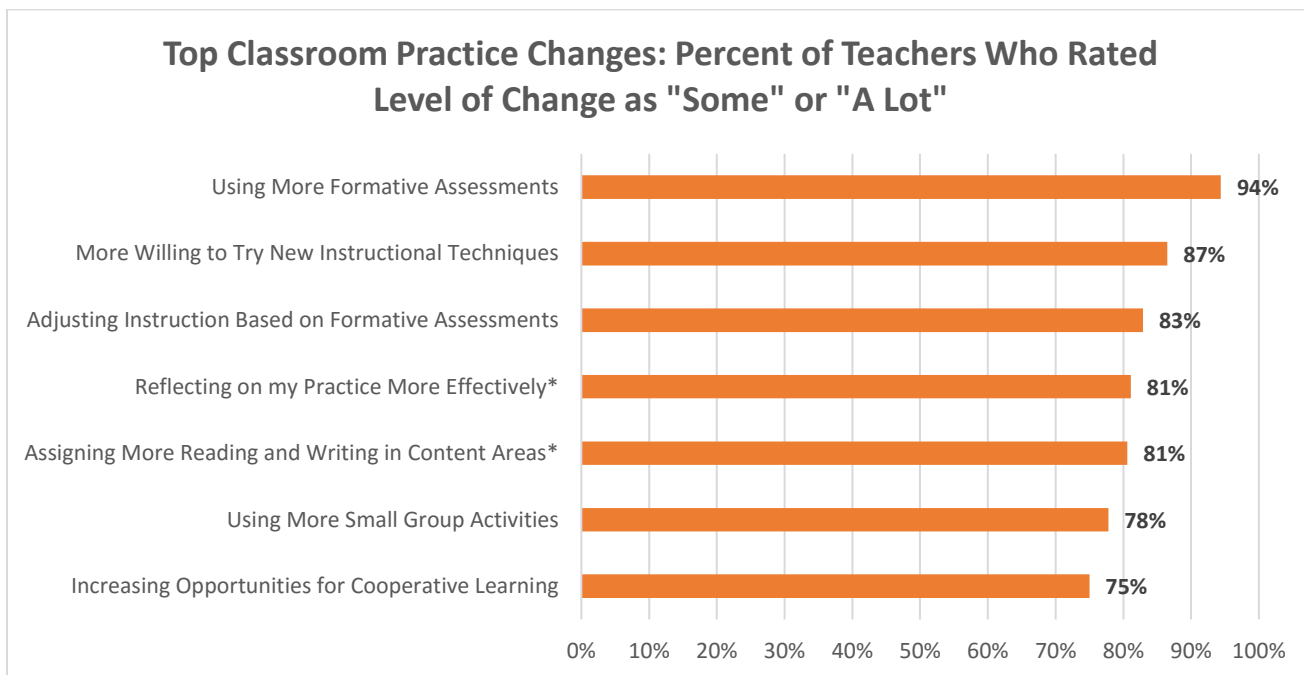
Classroom Practice Changes



Total N=44; N for Teachers Coached One Year= 20; N for Teachers Coached More than One Year= 24

The overwhelming majority of teachers (89 percent) in 2016-2017 report that their classroom practice has changed as a result of participating in PIIC instructional coaching. This is slightly higher than the percentage of teachers who reported changes in classroom practice in 2012-2013 (83 percent), which indicates that teachers have sustained the changes in classroom practice over the years. In addition, 100 percent of those who were coached more than one year by a PIIC instructional coach reported that their classroom practice has changed, versus 75 percent of teachers who were only coached for one year.

Top Classroom Practice Changes

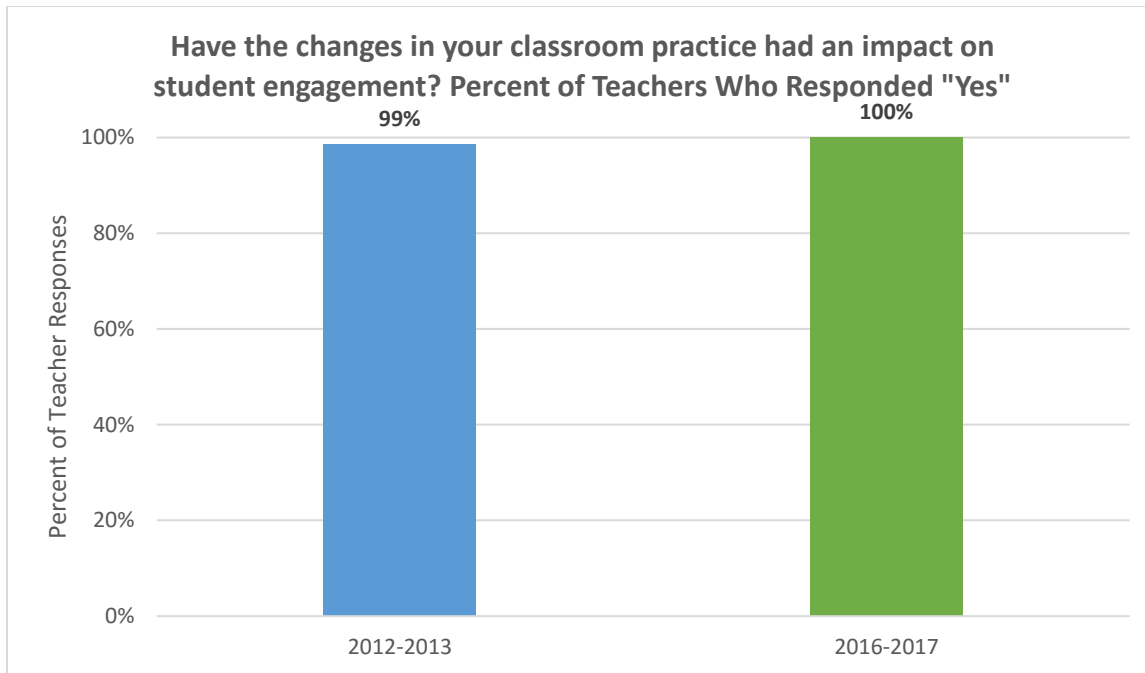


**These items had at least a 15-percentage point difference between coaches who were coached one year versus coaches who were coached more than one year.*

Teachers indicated which specific classroom practice had changed as a result of PIIC instructional coaching by selecting any options that applied. The top three changes reported were using more formative assessments (94 percent), more willing to try new instructional techniques (87 percent), and adjusting instruction based on formative assessments (83 percent). Using more formative assessments has been a focus on PIIC instructional coaching as part of its overall model, so it is compelling to see that the change has sustained over the years for teachers. Being more willing to try new instructional technique and adjusting instruction based on formative assessments, however, are skills honed over time and involves changing teacher behavior. To see that over 80 percent of teachers report these changes may be an indication of some of the long-term impacts and implications of PIIC instructional coaching.

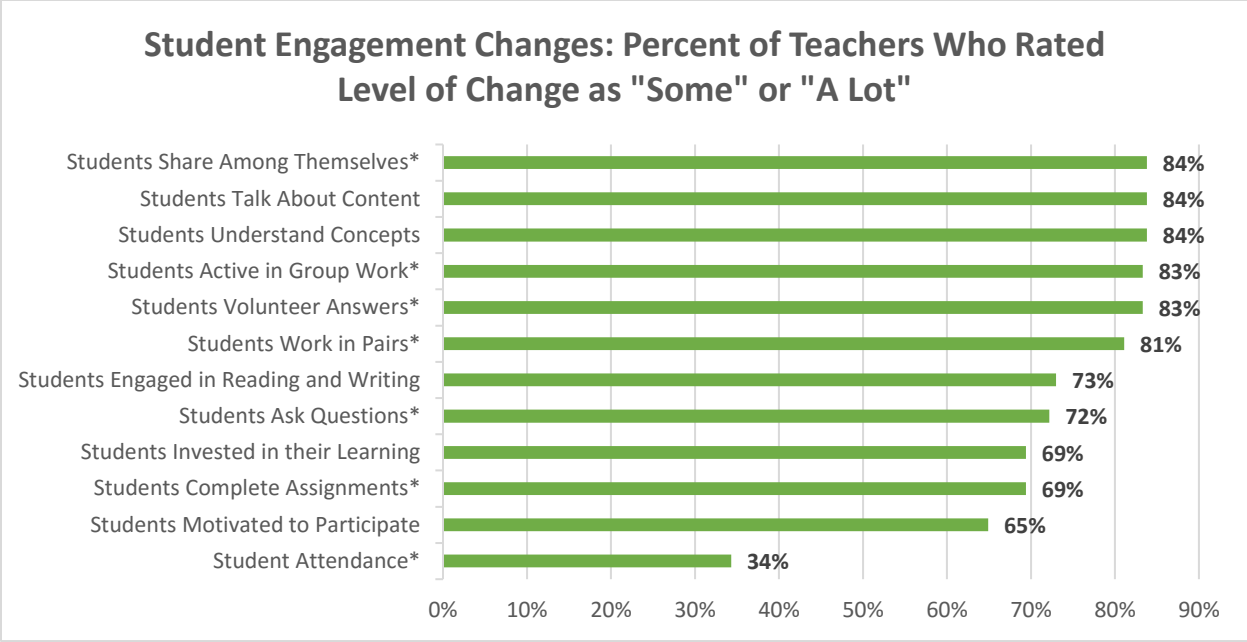
There were a few differences among teachers who were coached one year versus teachers who were coached more than one year. A higher percentage of teachers who were coached more than one year report that they are reflecting on their practice more effectively (91 percent versus 64 percent of teachers who were only coached one year) and are assigning more reading and writing in content areas (86 percent versus 71 percent of teachers who were only coached one year). Participating in PIIC instructional coaching continuously could explain these differentiations. Some of these skills are built over time and participating in multiple years of PIIC coaching allows teachers to focus on and practice these strategies.

Impact on Student Engagement



Total N=44; N for Teachers Coached One Year= 20; N for Teachers Coached More than One Year= 24

All teachers surveyed in 2016-2017 report that PIIC instructional coaching had an impact on student engagement. This is consistent with what was reported in 2012-2013. It appears that PIIC instructional coaching has helped teachers better engage students in a variety of ways and this impact on engagement has sustained over the years.

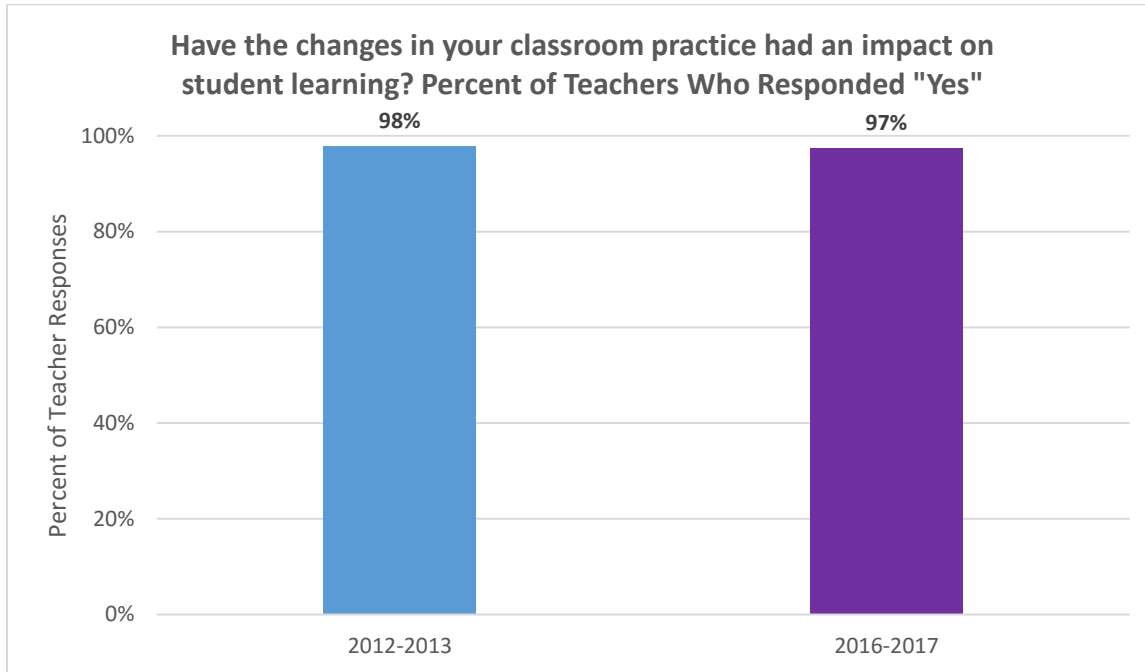


**These items had at least a 15-percentage point difference between coaches who were coached one year versus coaches who were coached more than one year.*

Teachers indicated which student engagement indicator changed as a result of PIIC instructional coaching by selecting any options that applied. The top areas of student engagement changes, as indicated by the percent of teachers who indicated that there was “some” or “a lot” of change, include students share among themselves (84 percent), students talk about content (84 percent), students understand concepts (84 percent), students active in group work (83 percent), and students volunteer answers (83 percent). All of these changes indicate greater student engagement and should have positive benefits in their learning and achievement.

For a number of student engagement changes, there were differences between teachers who were coached one year versus teachers who were coached more than one year. A higher percentage of teachers who were coached more than one year rated the following student engagement items as “some” or “a lot” of change: students share among themselves (91 percent versus 71 percent of teachers who were only coached one year), students are active in group work (91 percent versus 71 percent), students volunteer answers (91 percent versus 69 percent), students work in pairs (87 percent versus 71 percent), students ask questions (82 percent versus 57 percent), students complete assignments (82 percent versus 50 percent), and student attendance (43 percent versus 21 percent). Again, this could be an indication of the benefits of participating in more than one year of PIIC instructional coaching. Teachers who do so are more likely to see impacts on student engagement. This speaks to the importance of continuous coaching and additional opportunities for teachers to get support and hone their craft.

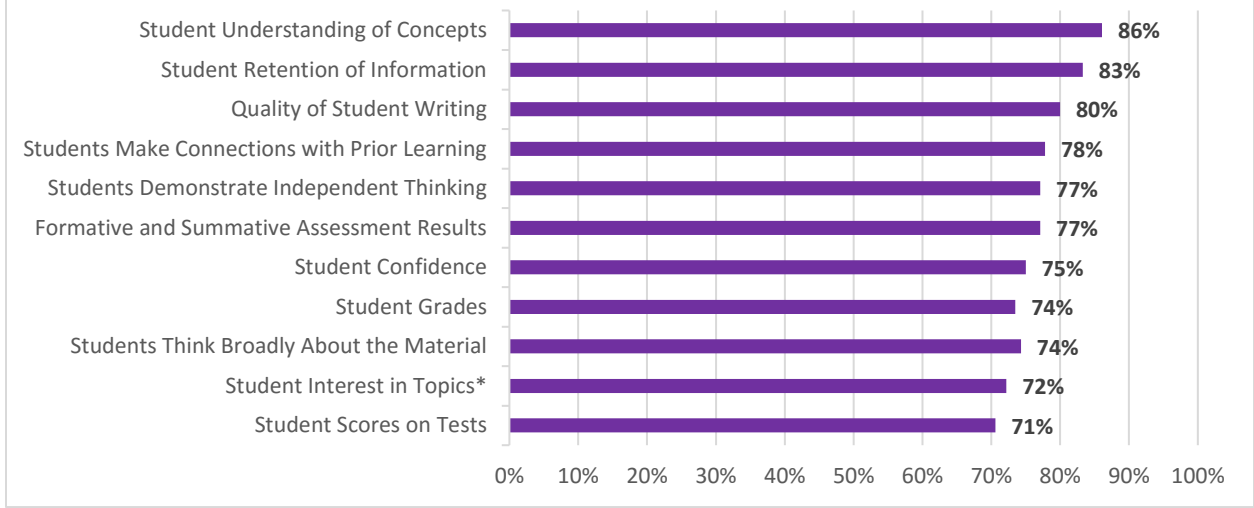
Impact on Student Learning



Total N=44; N for Teachers Coached One Year= 20; N for Teachers Coached More than One Year= 24

Like student engagement, almost all teachers surveyed in 2016-2017 report that PIIC instructional coaching had an impact on student learning. This is consistent with what was reported in 2012-2013. Through helping teachers, it appears that PIIC instructional coaching has helped students learn as well. This impact on students has sustained over the years as well. Unlike student engagement, there were not too many discrepancies among the percentage levels between teachers who were coached one year versus teachers who were coached more than one year.

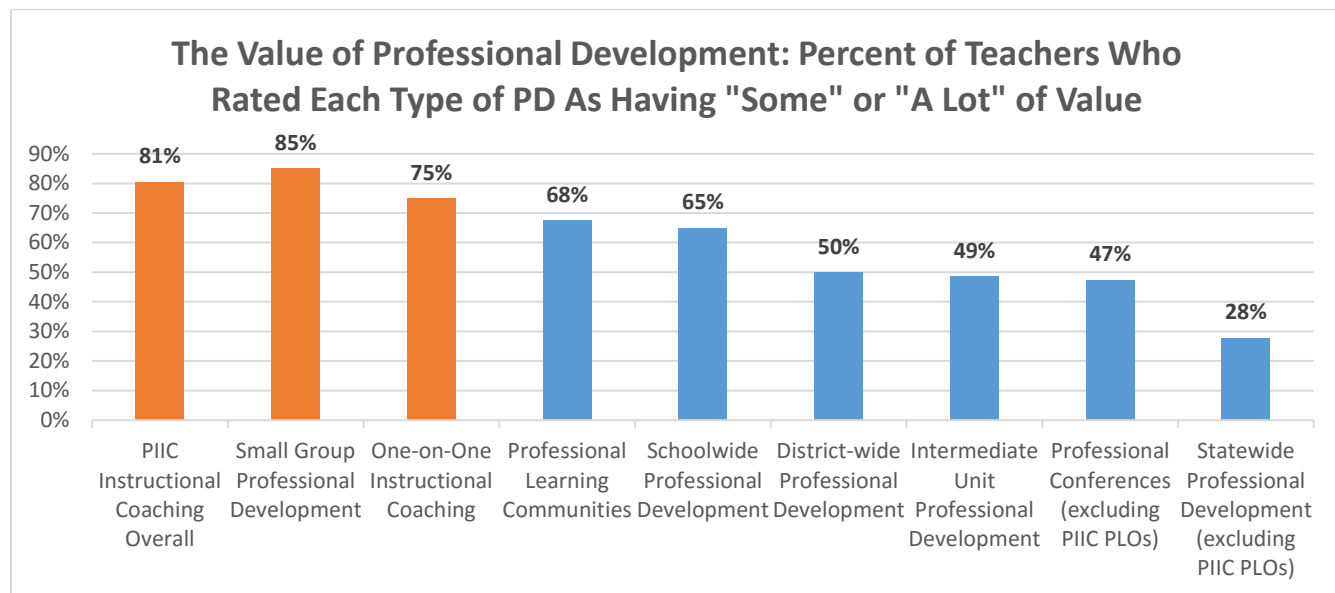
Student Learning Changes: Percent of Teachers Who Rated Level of Change as "Some" or "A Lot"



**These items had at least a 15-percentage point difference between coaches who were coached one year versus coaches who coached more than one year.*

Teachers indicated which student learning indicator had changed as a result of PIIC instructional coaching by selecting any options that applied. The top areas of student learning changes, as indicated by the percent of teachers who indicated that there was “some” or “a lot” of change, include students understanding of concepts (86 percent), student retention of information (83 percent), the quality of student writing (80 percent), students make connections with prior learning (78 percent), students demonstrate independent thinking (77 percent), and formative and summative assessment results (77 percent). These types of changes in student learning are indications that students will be more equipped to gain 21st century skills and meet benchmarked standards for college and career readiness.

The Value of Professional Development



Total N=44; N for Teachers Coached One Year= 20; N for Teachers Coached More than One Year= 24

Teachers receive a wide variety of professional development throughout the school year (not including PIIC PLOs). When asked to rate the value of the different types of professional development they receive, PIIC instructional coaching activities (indicated by the orange bars) were ranked highest in value. Overall, 81 percent of teachers rated PIIC instructional coaching to have “some” or “a lot” of value. PIIC small group professional development (85 percent) and PIIC one-on-one instructional coaching (75 percent) had a similar high value to teachers. By contrast, some of the schoolwide (65 percent), districtwide (50 percent), regional (49 percent), and statewide professional development, other than PIIC PLOs, (28 percent) activities had much less positive value to teachers. PIIC instructional coaching is targeted and focused to the context in which teachers are teaching and its yearlong model provides ongoing, continuous professional development that builds on and connects strategies. These features make them much more valuable than the “one-and-done” and “one-size-fits-all-teachers” approach of many schoolwide, districtwide, regional, and statewide professional development activities.

Conclusions

One of the starkest findings is that the positive effects of PIIC instructional coaching has stayed consistent over time. The percentage of teachers who report classroom changes, positive impacts on student engagement, and positive impacts on student learning remain high after several years. The items most frequently selected as classroom practice changes are consistent with what PIIC instructional coaching focuses on (e.g. using formative assessments and assigning more reading and writing in content areas). Moreover, there appears to be some positive teaching behavior changes that PIIC teachers have adopted as a result of the coaching they received. For example, many report that they are more willing to try new instructional techniques and they are more

reflective of their teaching practice. Some of these changes were more prevalent among teachers who were coached more than one year, indicating that teachers who receive consistent PIIC instructional coaching for more than one year may have greater positive changes.

This observation is also apparent with the perceived impact on student engagement. There were a number of student engagement changes that teachers who were coached more than one year reported more frequently than teachers who were only coached for one year. Student learning changes, however, were high across the board and relatively even between teachers who were coached one year and teachers who were coached more than one year.

When teachers were asked to rate all the different types of professional development, it became clear that they valued the activities associated with PIIC instructional coaching the most. The further removed professional development is from their classrooms and schools, the less valuable it became. PIIC instructional coaching consists of ongoing one-on-one and small group coaching, so teachers receive very tailored coaching that best fits their needs in their classroom and they receive this coaching all year. The lowest ranked professional development activities were intermediate unit professional development, professional conferences, and statewide professional development (excluding PIIC PLOs). Those activities are often one-time events and adopts a one-size-fits-all approach that many teachers do not find helpful. It is reassuring to know that the PIIC instructional coaching approach appears to resonate well with teachers.