



CONNECTING TO RESEARCH ON INSTRUCTIONAL COACHING

US Department of Education

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AGENDA



Introductions and Ice Breaker



Reviewing the Research



Connecting to the Research



Wrapping Up



INTRODUCTIONS & ICEBREAKER

Two Truths and a Wish



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BREAKOUT ROOMS:

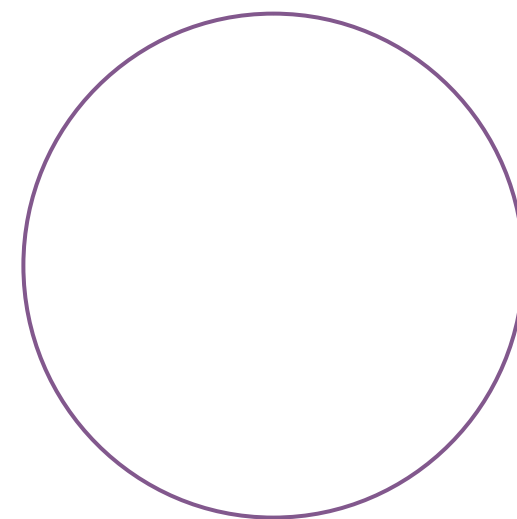
Icebreaker Prompt

In your breakout room:

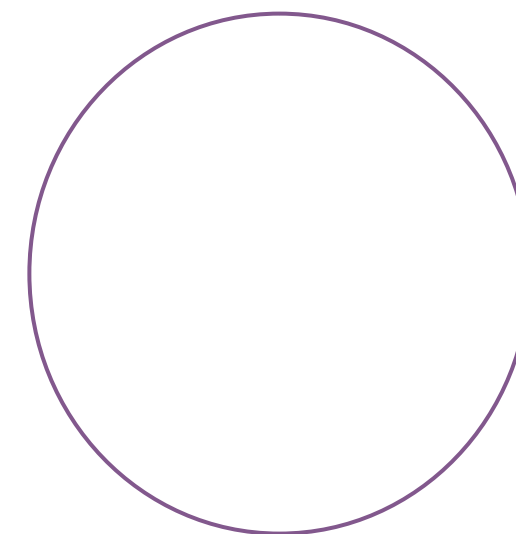
- **Introduce** yourself and share the city where you are located.
- **Share** two truths and a wish about your career or current role.

How familiar are you with research surrounding instructional coaching?

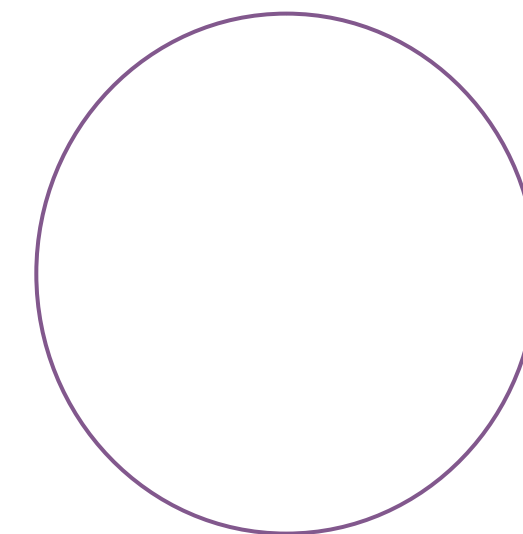
INDICATE YOUR RESPONSE IN THE CHAT:



Very familiar



Somewhat familiar



Not familiar

WHAT DO WE KNOW ABOUT COACHING?



Which of the following is true regarding the effectiveness of instructional coaching?

A.

Instructional coaching has been found to have no impact on student learning outcomes.

B.

The research on instructional coaching is inconclusive and mixed.

C.

The research shows that instructional coaching has a direct positive impact on student learning outcomes.

IMPACT OF INSTRUCTIONAL COACHING



1.

Instructional coaching has a significant impact on student outcomes.

2.

The impact of coaching varies depending on contextual factors.

3.

General pedagogy and content-focused coaching are both essential.

4.

In-person and virtual coaching can be effective.

5.

One-on-one coaching may not be appropriate for all teachers.



WHAT CHARACTERISTICS AND SKILLS MAKE AN INSTRUCTIONAL COACH EFFECTIVE?



Which of the following traits or skills are associated with effective instructional coaches?

A.

A strong background in instructional design.

B.

The ability to build strong relationships with teachers.

C.

The willingness to impose strict performance standards on teachers.

EFFECTIVE COACHES WILL...



1. Prioritize intentional relationship-building.
2. Establish rapport and trust with teachers.
3. Use modeling, engaged observation, and reflection.
4. Use data-driven coaching experiences.
5. Provide positive, timely, and guidance-based feedback.



WHO MAKES AN EFFECTIVE COACH?



1.

Limited evidence on relationship between teacher practice and

- Years of experience
- Coach gender
- Coach race/ethnicity

2.

Some evidence for teacher-coach race/ethnicity matching



HOW ARE INSTRUCTIONAL COACHES DEVELOPED?



Which of the following types of professional development is most valuable for instructional coaches?

A.

Training on specific coaching techniques and strategies.

B.

Opportunities to observe other coaches and provide feedback.

C.

Professional development on content knowledge in the subject areas coaches support.

INDICATE YOUR RESPONSE IN THE ZOOM POLL.

INSTRUCTIONAL COACHES NEED..

1.

Appropriate pedagogical knowledge, content expertise, and interpersonal skills to support teachers effectively.

2.

PL experiences that leverage ongoing learning opportunities, data-driven approaches, collaboration, and reflection.



WHAT WE DON'T KNOW ABOUT COACHING



STILL TO LEARN ABOUT COACHING



1.

Optimal teacher-coach ratio?

2.

Long-term impact of coaching on teachers and students?

3.

Effectiveness of coaching across subject areas and grade levels?

4.

Most effective coaching model for different contexts?

5.

Impact of coaching on teacher well-being and job satisfaction?

RESEARCH SUMMARY



**SCAN THE QR CODE TO ACCESS A DOWNLOADABLE
OVERVIEW OF THE RESEARCH.**

CONNECTING THE RESEARCH TO THE SPDG FRAMEWORKS

**SPDG Evidence-based
PD Rubric (Program
Design)**

**HQPD Observation
Rubric
(Implementation)**

**SPDG Program
Measures (Evaluation)**



BREAKOUT ROOMS:

APPLYING THE RESEARCH TO YOUR GRANT WORK

Use the [Padlet link](#) provided in the chat to brainstorm ways of connecting the research to your grant work.

We'll regroup to discuss our findings.

KEY TAKEAWAY

Research Overview & Padlet Notetaker



THIS RESEARCH OVERVIEW ALSO CONTAINS A LINK TO OUR GROUP PADLET.



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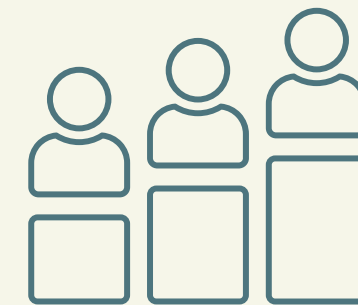
STAYING CONNECTED

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Did you enjoy this session? Do you have any feedback?
Please fill out a **brief evaluation form**, linked in the chat. Thank you!