Coaches, principals and teachers all feel coaching can improve student learning and engagement. 89.2% select relevant tech tools, 85.4% collaboration, 83.4% creativity, 81.6% critical thinking, 76.9% communications, and 75.9% agency.

Percentage of teachers who agreed or strongly agreed that they had the ability to actively engage their students in using technology in powerful ways.

Percentage of teachers who agreed or strongly agreed they have made considerable progress in how they use technology in their teaching practice.

In the past 10 years, the first digital divide across US public schools has narrowed significantly – over 90% of schools now have access to the internet. At the same time, a new divide emerged – the “digital use divide” – which is fueled by major differences in how teachers and students use technology.

1. Identify one or more challenges to focus on
2. Investigate innovative strategies for tackling each challenge
3. Select one or more strategies to implement
4. Implement those strategies with support from the coach
5. Reflect on the experience

WHAT WE LEARNED - FINDINGS

Coaches Principals
At the beginning of the year 85.1% 77.8%
At the end of the year 95.7% 87.2%

Percentage of coaches and principals who agreed or strongly agreed that instructional coaching can improve student learning and engagement.

Percentage of DLP teachers who agreed or strongly agreed that providing educator support through instructional coaching improves student learning and engagement.

What did we learn about structuring a successful coaching program?

1. It’s a partnership
2. It’s personalized
3. It’s non-evaluative
4. It’s voluntary
5. It’s situated within the school and classroom
6. It’s sustained

A relationship builder
An insider
A strong communicator
A tech believer
An experienced teacher

What did we learn about what makes a successful coach?

Fostering Powerful Use of Technology Through Instructional Coaching

Results from the Pilot Year of the Dynamic Learning Project

DYNAMIC USE DIVIDE

POWERFUL USE OF TECHNOLOGY DEFINED

“What are the conditions necessary for instructional coaching to effectively foster powerful use of technology for learning?”

Powerful use of technology is when educators have the ability to engage their students in using technology to:

50% Schools

- Teachers improved their ability to use technology in powerful ways
- Coaches and principals improved their skills related to coaching

3% Technology skills

Selective DLP Teachers

- Use of technology to teach content area
- Use of technology to improve pedagogy

Teacher Development

49.3%

- Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

54.3%

- Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

46.7%

- Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

44.5%

- Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

56.4%

- Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

The Dynamic Learning Project Coaching Model

1,100 Teachers

61.7%

Beginning of year

End of year

60%

89.4%

The Coaching Cycle

DLP Teachers Non-DLP

SELECT

RELEVANT

TECHNOLOGY

TOOLS

DEVELOP

COLLABORATION

SKILLS

DEVELOP

COMMUNICATION

SKILLS

DEVELOP

CREATIVITY AND

INNOVATION

SKILLS

DEVELOP

CRITICAL

THINKING

SKILLS

DEVELOP

AGENCY

DLP Teachers Non-DLP

60%

51.8%

59.7%

49.3%

54.3%

56.4%

61.7%

89.4%

58.5%

46.7%

54.3%

56.4%

58.5%

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