

Fostering Powerful Use of Technology Through Instructional Coaching

Results from the Pilot Year of the Dynamic Learning Project

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.

Digital Use Divide



The Question

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

POWERFUL USE OF TECHNOLOGY DEFINED

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

SELECT RELEVANT TECH TOOLS

DEVELOP COLLABORATION SKILLS

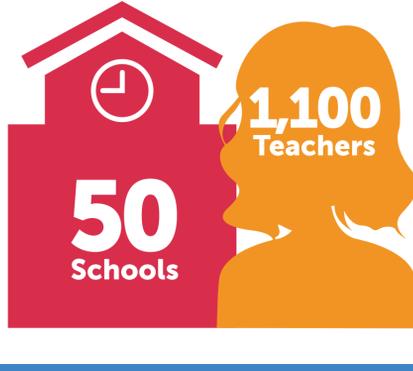
DEVELOP COMMUNICATION SKILLS

DEVELOP CREATIVITY AND INNOVATION SKILLS

DEVELOP CRITICAL THINKING SKILLS

DEVELOP AGENCY

PARTICIPATION



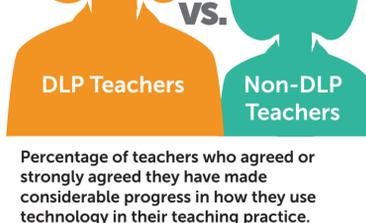
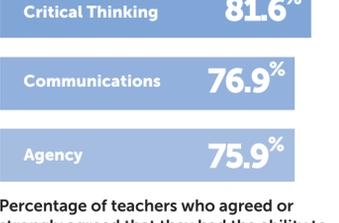
DYNAMIC LEARNING PROJECT COACHING MODEL



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

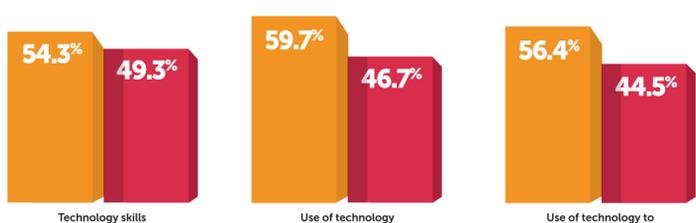
WHAT WE LEARNED - FINDINGS

Teachers improved their ability to use technology in powerful ways



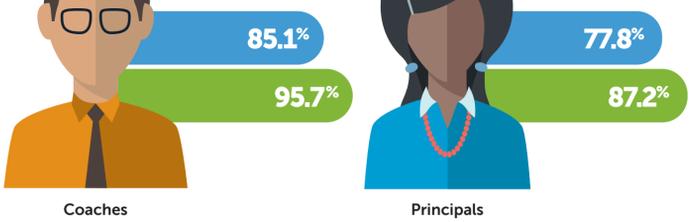
Percentage of teachers who agreed or strongly agreed that they had the ability to actively engage their students in using technology in powerful ways.

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

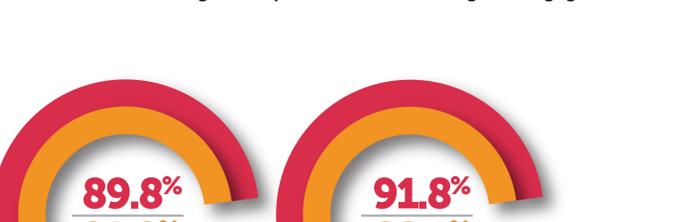


Percentage of DLP versus non-DLP teachers who reported considerable or extreme progress (as opposed to no, slight, or moderate progress) in the development of their technology skills, and selection and use of technology to teach specific content and to improve teaching approaches (pedagogy).

Coaches, principals and teachers all feel coaching can improve student learning and engagement

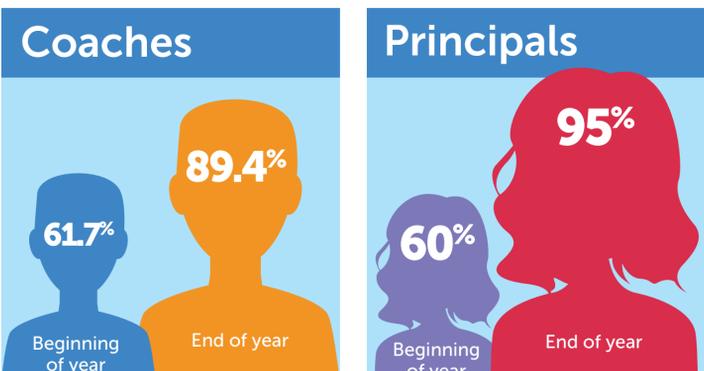


Percentage of coaches and principals who agreed or strongly agreed that instructional coaching can improve student learning and engagement.



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

Coaches and principals improved their skills related to coaching



Percentage of coaches and principals who reported high or extremely high confidence in their skills related to instructional coaching.

CONCLUSIONS

What did we learn about structuring a successful coaching program?



What did we learn about what makes a successful coach?

