Edtech Coaches Valuable in Transition to Digital Learning

New Report Examines the Role of Instructional Technology Coaches during COVID-19 School Closures

August 13, 2020 | Washington, D.C. – A survey of instructional technology (edtech) coaches across the country found that administrators and teachers valued the role of edtech coaches more during the COVID-19 school closures than they did prior to the pandemic. The survey findings are detailed in Digital Promise’s new report, “The Valuable Role of Edtech Coaches during the COVID-19 Pandemic: A National Survey,” which provides school and district leaders with insights on the value of coaches in moving instruction online in effective ways.

Edtech coaches reported that they provided significant support to ensure learning continuity during school closures by offering teachers professional development on effective practices, strategies, and technology tools for transitioning to digital learning. Most coaches also said they supported more teachers than before closures and stayed connected with them on a regular basis during and after school hours.

With the new school year set to begin, coaches reported varying levels of preparedness in addressing the challenges they may face. While coaches feel prepared in many areas, including providing professional development sessions to teachers and supporting teacher collaboration, fewer coaches feel the same about providing deep coaching online or helping teachers differentiate to meet the needs of diverse learners.

“As schools rapidly shifted to remote learning this spring, instructional technology coaches were invaluable as thought partners and problem solvers for teachers who were supporting student learning at home,” said Karen Cator, president and CEO of Digital Promise.

Read the full report to explore the findings on the valuable role of edtech coaches during school closures. To learn more about Digital Promise’s work on instructional coaching, visit https://digitalpromise.org/initiative/instructional-coaching/.

Press Contact:
Jessica Schuler
Digital Promise
410-598-9848
jschuler@digitalpromise.org
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