

Treatment Teacher Coaching Satisfaction

Project STAIR

Technical Report #06

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Purpose

The purpose of this technical report is to describe the results of a coaching satisfaction survey administered to treatment teachers at the conclusion of participation throughout Year 2 (2019-2020) implementation of Project STAIR (Supporting Teaching of Algebra: Individual Readiness). The following report will present summaries of the teachers' ratings of various aspects of their experience with coaching as well as recommendations for changes to coaching features.

Method

All ten teachers in the treatment condition completed the coaching satisfaction survey at the conclusion of their participation. The survey consisted of five questions in which teachers were asked to rate on a Likert type scale (strongly disagree, disagree, agree, strongly agree) if they would recommend changes to aspects of coaching and nine questions in which teachers were asked to rate on a Likert type scale (strongly disagree, disagree, agree, strongly agree) their level of agreement with statements about their coach and coaching experience. There were also three open-ended questions that asked teachers about ways their practice has improved as a result of coaching, their coach's strengths, and ways their experience could have been improved.

Results

When asked if teachers would recommend making changes to the frequency of coaching, 8 disagreed (80%), and 2 agreed (20%). When asked if teachers would recommend making changes to the targeted agenda components of coaching, 8 disagreed (80%), and 2 agreed (20%). When asked if teachers would recommend making changes to the pre-planning meetings of coaching, 6 disagreed (60%), and 4 agreed (40%), making this the most recommended change. When asked if teachers would recommend making changes to the action plans developed in coaching, 8 disagreed (80%), and 2 agreed (20%). When asked if teachers' ability to meet the needs of students with mathematics difficulty has increased overall

as a result of interactions with their individual coach, 1 strongly disagreed (10%), 6 agreed (60%) and 3 strongly agreed (30%).

Table 1

Treatment Teacher Recommendations for Changes to Coaching Features

	Strongly Disagree	Disagree	Agree	Strongly Agree
How would you improve STAIR bi-weekly coaching sessions (Face to Face & Virtual) to support DBI, assessment, and instructional practices?				
Improve frequency (more often/less often)?	0	8	2	0
Improve targeted agenda components?	0	8	2	0
Improve pre-planning meetings?	0	6	4	0
Improve action plans (teachers & students)?	0	8	2	0
Overall, my ability to meet the needs of students with mathematics difficulty has increased as a result of my interactions with this coach	1	0	6	3

When asked if teachers' individual coach demonstrated knowledge of the needs and characteristics of diverse learners, 2 agreed (20%) and 8 strongly agreed (80%). When asked if teachers' individual coach demonstrated needed content knowledge, 2 agreed (20%) and 8 strongly agreed (80%). When asked if teachers' individual coach demonstrated knowledge of research-based practices, 1 agreed (10%) and 9 strongly agreed (90%). When asked if teachers' individual coach was responsive to my needs and concerns demonstrated knowledge of research-based practices, 1 agreed (10%) and 9 strongly agreed (90%). When asked if teachers' individual coach provided useful teaching resources, 2 agreed (20%) and 8 strongly agreed (80%). When asked if teachers' individual coach helped them identify teaching strategies to better meet the needs of students, 2 agreed (20%) and 8 strongly agreed (80%). When asked if teachers' individual coach seemed comfortable in their coaching role, 1 agreed (10%) and 9 strongly agreed (90%). When asked if teachers' individual coach seemed demonstrated professionalism in our interactions, 1 agreed (10%) and 9 strongly agreed (90%). When asked if teachers were satisfied overall with the ongoing professional development provided through coaching, 3 agreed (30%) and 7 strongly agreed (70%).

Table 2*Treatment Teacher Coaching Experience Rating*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Please indicate your level of agreement with the following statements: The Project STAIR Coach...				
Demonstrated knowledge of the needs and characteristics of diverse learners	0	0	2	8
Demonstrated needed content knowledge	0	0	2	8
Demonstrated knowledge of research-based practices	0	0	1	9
Was responsive to my needs and concerns	0	0	1	9
Provided me with useful teaching resources	0	0	2	8
Helped me identify teaching strategies to better meet the needs of students	0	0	2	8
Seemed comfortable in their coaching role	0	0	1	9
Demonstrated professionalism in our interactions	0	0	1	9
Overall, considering all components of coaching support, I was satisfied with the ongoing professional development provided through coaching.	0	0	3	7

All ten treatment teacher provided additional qualitative comments within the survey. When asked about ways their practice has improved as a result of coaching, all ten teachers reported an improvement in their awareness of, comfort level with and ability to integrate multiple representations or explicit instruction into their daily practice. Five teachers reported higher confidence levels with data collection and analysis. When asked about their coach's greatest strength, 3 teachers mentioned listening, 5 mentioned providing resources, and knowledge of strategies and mathematics content, relational trust, and flexibility were each mentioned once. When asked about ways their experience could have been improved individual teachers mentioned access to better resources, better preparation and grasp of assessment tools, scheduling improvements, and 6 teachers had no suggestions or reported that they were completely satisfied with their coaching experience.

Conclusion

Treatment teachers responded overwhelmingly positively to their individual coaching experiences, with all teachers agreeing or strongly agreeing to the statements on the Treatment Teacher Coaching Experience ratings and few recommended changes to coaching practices, however the most recommended change was to improve the pre-planning meetings.

