

Investigating the Efficacy and Sustainability of Instructional Coaching on Teacher Pedagogy

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Abstract

Identifying value-added models and measures of instructional coaching are increasingly important with renewed focus on improving teacher quality. This longitudinal and quasi-experimental study investigates the efficacy and sustainability of instructional coaching outcomes with urban elementary teachers ($N = 36$). The instructional coaching intervention targets use of five research-based practices—the Standards for Effective Pedagogy—known to benefit culturally, linguistically, and economically diverse learners. Quantitative pre-intervention, post-intervention, and one-year-after intervention data were collected across two years. The intervention consisted of a 30-hour workshop and seven individual coaching sessions across the school year. Findings demonstrate instructional coaching led to statistically significant teacher change against a performance standard. Teachers were able to sustain these changes, albeit at a slightly lower level of fidelity, one year following the intervention. The pattern of attrition reveals that teachers struggle to sustain a commitment to providing teacher assistance to students in the process of learning.