



SUPPORTING TEACHERS' PROFESSIONAL LEARNING DURING A PANDEMIC:

Teachers' Views on ISA Virtual Coaching and Student Outcomes



When the COVID-19 pandemic hit in Spring 2020, ISA pivoted quickly from providing on-site coaching to virtual coaching for teachers and leaders in its partner schools. After a year and a half of offering virtual coaching supports to individual teachers and teacher teams, we wanted to learn about and from teachers' experiences with ISA virtual coaching. To do so, we conducted teacher focus group discussions and a teacher survey during Spring 2021. In this brief, we focus on what teachers said about the quality of ISA virtual coaching and connections between their work with ISA coaches and improvements in student outcomes.

How Teachers Rated Their Satisfaction with the ISA Virtual Coaching They Received

We asked teachers to rate their satisfaction with the different forms of ISA virtual coaching supports they received during the 2020–21 school year, supports which included virtual class observations, co-teaching, and technology training (Figure 1). Most teachers (between 75% and 98%) said they were

satisfied or very satisfied with the ISA coaching they received.

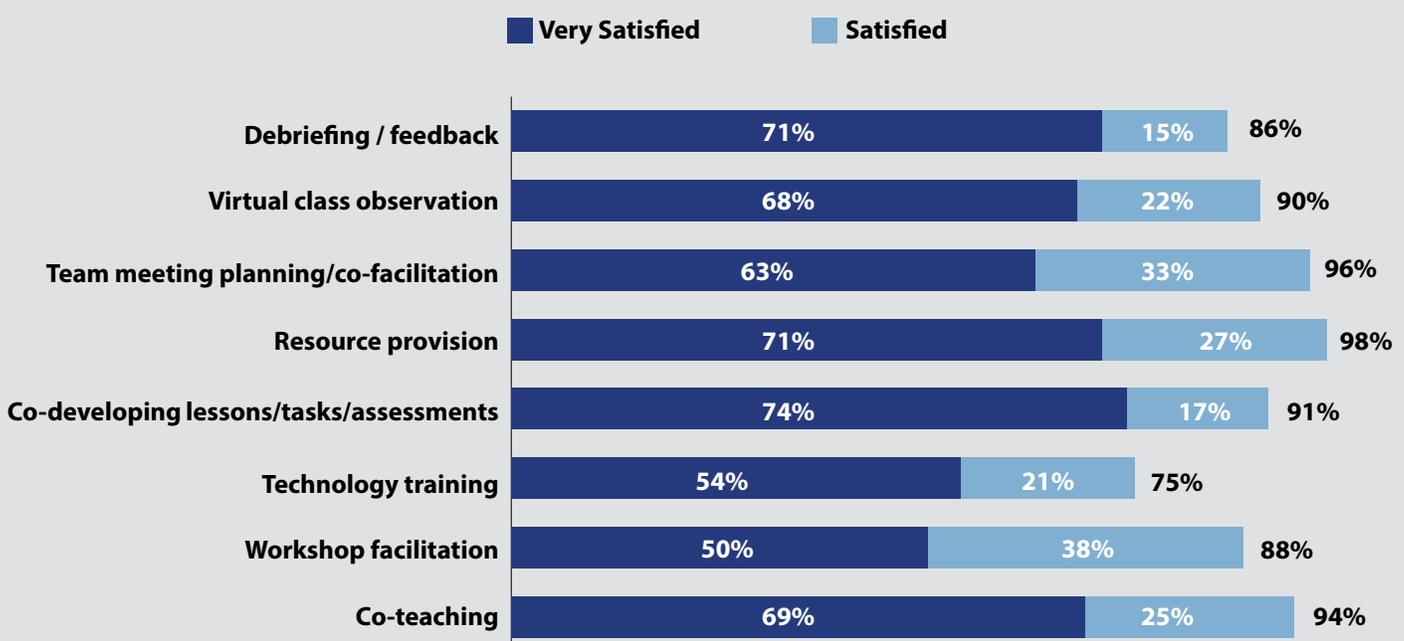
One teacher expressed their satisfaction with ISA virtual coaching this way:

“ [ISA coaching for] me was the first time in all of the years where I felt that “Wow I have support!” and I feel I can do better because of it. . . . I wish everyone could experience it. . . . This was a nice change, and for the first time, I felt supported as an educator. ”

How Teachers Perceive ISA Virtual Coaching's Impacts on Student Outcomes

We asked teachers whether they observed improvements in student outcomes that they believed resulted from working with their ISA coaches. About two thirds (66%) reported observing **improvements in student engagement** in the virtual teaching and learning environment. One teacher provided the following examples of

Figure 1. Teachers Reporting to Be *Satisfied* or *Very Satisfied* with the Virtual Coaching They Received



student engagement improvements they observed, attributing the improvement to supports received from their ISA coach:

“ I had students participating and engaging with my class during daily lessons. [The ISA coach] helped bring out ideas during our debriefs that helped me support my students. ”

Another teacher described the improved student engagement they saw after employing strategies received from their ISA coach:

“ I noticed that with my more targeted questioning techniques that were sharpened with [the ISA coach], my class was able to delve much deeper into the text and connect to a wider range of topics. ”

About half of the surveyed teachers (51%) reported observing **improvements in student academic performance** and attributed that in large part to having worked with their ISA coach. The following quotes illustrate examples that teachers provided as evidence of student academic performance improvements they observed.

“ Students’ test scores improved as I worked with my ISA coach. ”

“ All of my ELL students were more engaged and more of the students completed their courses. Fewer students failed their classes. ”

About ISA

For more than 30 years, we have partnered with schools and districts to improve student achievement by transforming how teachers and administrators approach learning. At ISA, we believe that every student can succeed—in school and in life—and that every educator can nurture that success. Teachers, principals, and other school and district leaders simply need the right support at the right time. ISA’s coaching and professional development accelerate student learning outcomes by supporting educators as they further enhance, develop, and refine their practice.



www.studentachievement.org
Studentachievement@ets.org
646.838.3863

