



SUPPORTING TEACHERS' PROFESSIONAL LEARNING DURING A PANDEMIC:

ISA Virtual Coaching and Teachers' Technology Skill Development



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 told us about the role of ISA virtual coaching in developing and strengthening their instructional technology skills.

How Teachers Say Their Technology Skills Changed from Pre-Pandemic Levels

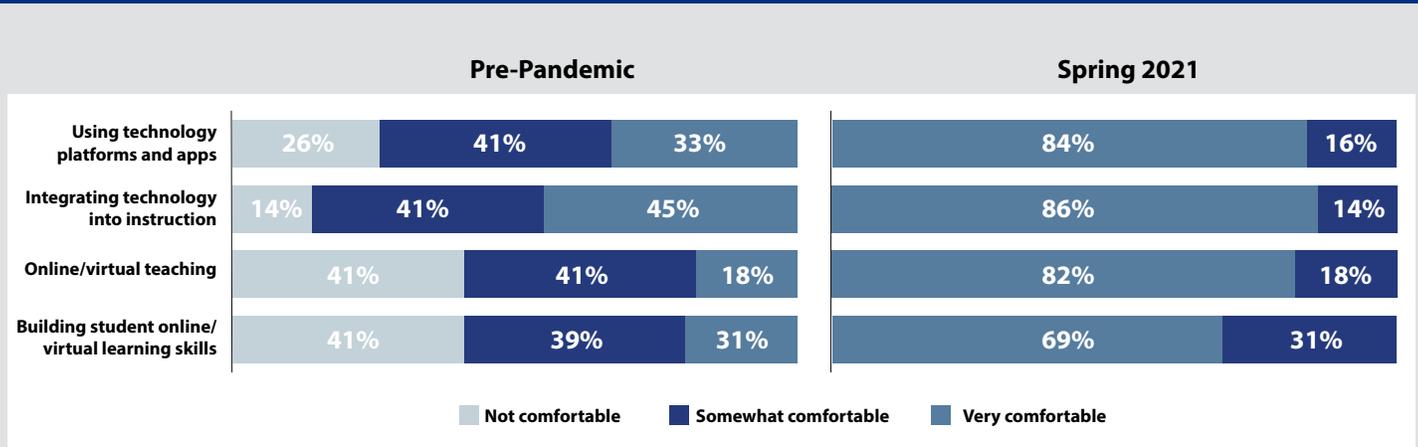
We asked teachers to rate their comfort levels with aspects of instructional technology prior to the COVID-19 pandemic and in Spring 2021 in four areas: (1) using technology platforms and

platforms and apps increased by 51 percentage points (from 33% to 84%). Similarly, the rate of teachers who felt very comfortable with integrating technology into their instruction increased by 41 percentage points (from 45% to 86%). Rates of being very comfortable with online/virtual teaching skills and building students' online/virtual learning skills increased by 64 percentage points and by 49 percentage points, respectively. While substantial proportions were uncomfortable with these instructional technology competencies pre-pandemic, no teachers were uncomfortable by Spring 2021.

How Teachers Say ISA Virtual Coaching Impacted Their Technology Skills Development

We wanted to know from teachers whether they believed that working with their ISA coach during the 2020–21 school year contributed to increases in their comfort levels with instructional technology from pre-pandemic

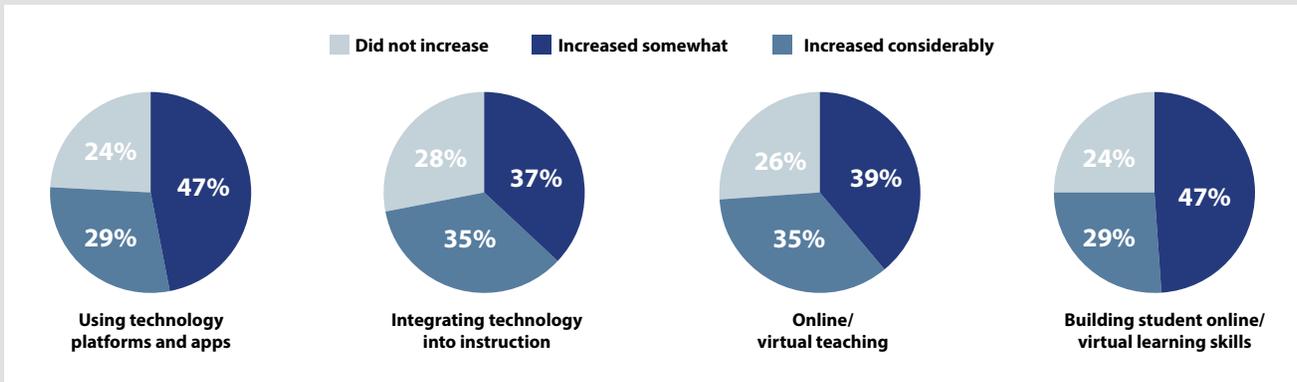
Figure 1. Teacher Ratings of Their Pre-Pandemic and Current Instructional Technology Skills



apps, (2) integrating technology into instruction, (3) online/virtual teaching, and (4) building students' online/virtual teaching skills. Generally, **teachers reported increases in their comfort level with these four instructional technology competencies from pre-pandemic levels** (Figure 1). The rate of teachers who reported being very comfortable with technology

levels. About **three quarters of teachers reported that working with their ISA coaches increased their comfort levels with instructional technology** (Figure 2). About one third of teachers (29% to 35%) felt that working with their ISA coach *increased considerably* their technology comfort levels. The largest portion of teachers (from 39% and 47%) felt their

Figure 2. Percentage of Teachers Reporting That ISA Coaching Increased Their Technology Skills



technology comfort levels *increased somewhat* from working with their ISA coach.

ISA virtual coaching appears to have been most impactful on those teachers who reported low pre-pandemic technology comfort levels (Figure 3). Compared to teachers who reported moderate or high levels of pre-pandemic technology skills, teachers with low pre-pandemic technology skills reported at higher rates that ISA coaching increased

their skills considerably with using technology platforms and apps, integrating technology into instruction, and building student online/virtual learning skills. The exception is seen with online/virtual teaching skills, where teachers with moderate pre-pandemic skills reported that ISA coaching had considerably increased their skills at higher rates compared to teachers with low and high pre-pandemic skills.

Figure 3. Teachers Reporting That ISA Coaching *Increased Considerably* Their Technology Skills

