



Coaching, Confidence, and Retention

A Quantitative Study of Instructional Coaching and Teacher Retention

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Abstract

Instructional coaching (IC) is a personalized intervention tool to assist teachers through sustained modeling and feedback; however, there are limited data on IC, teacher growth, and retention of lateral-entry teachers. The 3-D Model of Coaching: Discover, Develop, Deliver addresses the need to retain Career and Technical Education (CTE) lateral-entry teachers in the southeastern United States and consists of four days of professional development, four small-group webinars, and eight days of personal coaching in the classroom. Teachers (n = 24) in 22 different schools were invited to participate in a pre/post survey documenting their confidence associated with IC supports. Lateral-Entry teachers are teachers who have not gone through a traditional teacher licensure program, and work on an alternative licensure program while they teach. Retention rate data (frequency counts, percentages, and description of support) were collected from schools (2013-2018) receiving coaching supports. Teachers reported significant increase in confidence in planning, instruction, and assessment with coaching support. Teachers cited sharing ideas and experiences (74%) and receiving feedback from an unbiased source (26%) were beneficial. The primary challenge was limited time with the instructional coach (80%). During the 2013-2014 year, there was a 47% retention rate (receiving no support) in comparison to the 2017-2018 year (80% retention rate with 3D support). There is a need for future studies to examine critical factors, such as administrative support and student-based outcomes, to understand the benefit of IC in K-12 learning environments.

Background

Instructional coaching (IC) is a personalized intervention to assist teachers through sustained modeling and feedback (Knight, 2009; Kretlow & Bartholomew, 2010). However, given the variety of structures associated with IC, limited data exist highlighting the impact IC has on teacher growth (Waring, 2014). The need to retain lateral-entry teachers in this study's location has been defined as critical, as there is an "85% higher rate of attrition than their non-lateral entry counterparts" (Public Schools of North Carolina, 2018). The 3D - Discover, Develop, Deliver coaching model addresses the need to retain Career Technical Education (CTE) lateral-entry teachers in the southeastern United States.

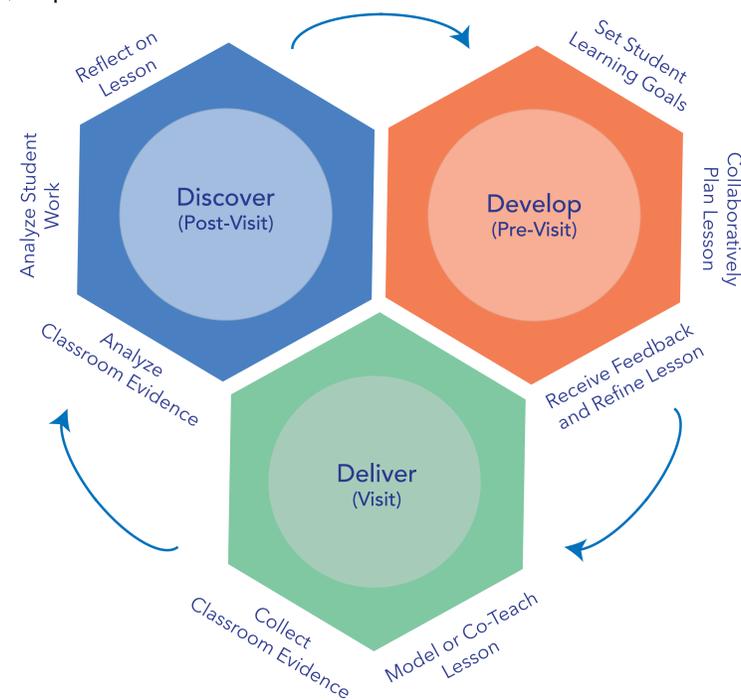


Objectives

Research Question 1 (RQ1): How do lateral-entry teachers' perceived confidence in instruction compare after receiving IC support?
Research Question 2 (RQ2): What are benefits and challenges of instructional coaching?
Research Question 3 (RQ3): What is the trend of IC support and CTE lateral-entry teacher retention rates?

Design

The 3D - Discover, Develop, Deliver model consists of four days of professional development, four small-group webinars, and eight days of personal coaching in the classroom. The coaching cycle includes the following: 1) pre-visit to co-plan and share strategies; 2) class visit to collect data; 3) post-visit to reflect on the data and the lesson.



Method

RQ1/2: CTE lateral-entry teachers (n = 24) in 22 different schools were invited to participate in a pre/post survey documenting their confidence in planning, instruction, assessment, benefits, and challenges associated with IC. Responses to items were on a 5-point Likert scale and compared utilizing a Wilcoxon Signed-Rank test (alpha level of 0.01). Open-ended survey items were reviewed and coded (two researchers) with an inter-rater reliability score of 97%.

RQ3: Data on CTE lateral-entry teacher retention rates (frequency counts, percentages, and description of support) were collected from schools (2013-2018) receiving coaching supports for CTE lateral-entry teachers.

Findings

RQ1: Teachers reported increase in confidence or no change in confidence over time (there was no observed decrease in confidence scores). Specific highlights: 1) Provide opportunities for students to solve problems (p = 0.009); 2) Create opportunities for student self-assessment (p = 0.005); 3) Provide students a role in collecting and analyzing their data (p = 0.008)

RQ2: Teachers cited the ability to share ideas and experiences (74%) and receiving feedback from an unbiased source (26%) were beneficial. The primary challenge was limited time with the instructional coach (80%).

RQ3 – Table 1

Year Hired	Number Hired	Returned Year 2	Returned Year 3	Completed License	Retention %	Support Rec'd
2013-14	30	22	16	14	46.67%	No Support
2014-15	40	33	27	24	60.00%	4 Days of Training
2015-16	51	40	31	22	43.14%	4 Days of Training
2016-17	61	55	46	44	72.00%	3D Model
2017-18	41	34	33	33	80.00%	3D Model

Discussion

There was an increase in retention rates and confidence of CTE lateral-entry teachers participating in IC. There is a need for future studies to examine critical factors, such as administrative support and student-based outcomes, which may enhance the understanding of how IC is utilized in K-12 learning environments.



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