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Clinical Internship Support: Instructional Coaching

ELEM, MIDG, SPED

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Introduction

The Instructional Coaching Model is a product of the Teacher Quality Partnership Grant funded 2009-2014. Over the last four years, instructional coaches have been introduced in the traditional internship model with the intent of strengthening the internship experience and leading to positive gains in internship performance measures and K-12 student achievement.

Research

Multiple measures indicate the coaching model has yielded statistically significant gains in intern edTPA performance assessment results, increases in the use of instructional practices, and most importantly impact on k-8 student achievement.

TQP Cohorts	Participants Pitt & Greene Counties	Research Methods Data Sources	Findings
2009-2010			
2010-2011	ELEM- MIDG- SPED N=28	Data Mining Multivariate exploratory Analysis Teachscape Observations	Students were using some instructional strategies but it was not clear to what extent interns were using those strategies in planning or how well they executed those strategies.
2011-2012	ELEM-MIDG-SPED N=55	(Fisher's Exact Test, t-tests, multiple regression) Teachscape Observations	Significant increase in the use of instructional practices used by interns supported by instructional coaches.
2012-2013	ELEM-MIDG-SPED N=145	Univariate and bivariate Poisson Regression Teachscape Observations LEA Achievement Data	Analysis in progress
2013-2014	All COE departments N= 400	Quantitative Analysis Teachscape Observations LEA Achievement Data	To be determined…

Comparison Sample of Spring 2013 Elementary Interns edTPA Rubric Scores: Instructional Coaching vs. No Instructional Coaching Support

Items	Pathway	Mean	Std Dev	p-Value
Rubric 9 – **Subject-Specific Pedagogy**	No IC Support	3.44	0.877	.0166*
	IC Support	3.79	0.595	
Rubric 11 – **Analysis of Student Learning**	No IC Support	3.18	0.905	.0038*
	IC Support	3.62	0.797	
Rubric 12 – **Providing Feedback to Guide Learning**	No IC Support	3.24	0.881	.0012*
	IC Support	3.67	0.670	
Rubric 13 – **Student Use of Feedback**	No IC Support	3.02	0.805	.0148*
	IC Support	3.36	0.862	

Note: *$p < .05$, two tailed

"I felt the TQP Coach was a huge asset for my intern's success in the classroom. She gave wonderful feedback for improvement from her observations." *Clinical Teacher*

"I felt together we were seen as a mentoring team by our interns." *Clinical Teacher*

"My coach was always available and very helpful when needed. She was a great support and resource for my intern." *Clinical Teacher*

"My coach is what saved me this semester. I owe passing the edTPA to her." *Intern*

"It was nice to have someone provide feedback and suggestions without assigning a grade." *Intern*

Observation Walkthrough Results

Focus on Instruction Instructional Practices	Baseline No Reforms	Year 2 Reforms Begin	Difference	p-value
Coaching	4%	43%	39%	0.0003
Discussion	11%	68%	57%	<0.0001
Hands-on Experience	25%	36%	11%	0.4456
Learning Centers	4%	11%	7%	0.4044
Lecture	4%	13%	9%	0.2504
Modeling	46%	64%	18%	0.2313
Opportunities for Practice	64%	79%	15%	0.1833
Presentation	7%	68%	61%	<0.0001
Providing Directions/ Instructions	50%	91%	41%	<0.0001
Questions & Answers	43%	87%	44%	<0.0001
Technology	11%	32%	21%	0.0313
Testing	0%	2%	2%	1.00

P-Values are the result of Fisher's Exact Test on Independent Samples. Level of significance alpha of 0.05 used for all statistical testing.

IC Roles/Responsibilities

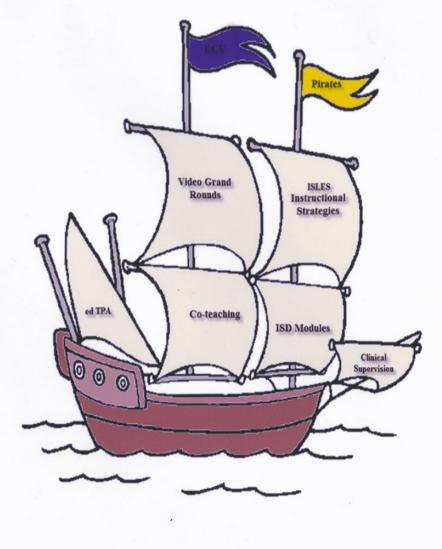| Senior I	Senior II
o Complete 3 Teachscape Walkthrough observations.	o Complete 2 Teachscape observation walkthroughs and 2 progress reports for interns.
o Discuss TQP instructional strategies with students; encourage their use; Utilize the *Selecting Instructional Strategies Checklist* in those conversations.	o During the first 10 days connect with the University Supervisors and conference often or as needed for intern support.
o Use observation walkthrough data to conference individually with interns and assist them with lesson planning, classroom management, implementation of instruction.	o Provide edTPA support. o Provide fidelity checks for edTPA.
o Provide targeted professional development: i.e. classroom management, technology integration, lesson planning as deemed appropriate for interns.	o Provide targeted professional development: READ 3D, edTPA.
o Provide support for video taping ISLES 3 lessons.	o Provide on-going individual and small group conferencing with interns.
o Provide feedback to intern and clinical teacher regarding lesson plans.	o Conduct informal visits, redirect, assist, and encourage interns as needed.

Implications

The implication of this project for colleges of education is that carefully designed clinical practice experiences involving instructional coaches can effectively prepare novice teachers. As a result of this work in improving clinical practice, it is hypothesized that this type of clinical experience reform has the potential to change the teaching effectiveness trajectory of first year teachers while ensuring more children benefit from highly effective teachers. A manuscript was submitted, AACTE 2014 proposal, AERA 2014 symposium proposal with 2 other IHEs, and chapter proposals were submitted. An IES RFP was explored.

Next Steps

❖ Implementation of TQP Year 5 of instructional coaching
  ❖ Cross County Collaboration
  ❖ Scale up instructional coaching in Secondary Grades
  ❖ Teachscape Walkthrough Observations
  ❖ Intern support for internship and edTPA
❖ Continued data analysis of IC vs. No IC Support
❖ LEA student achievement data analysis to determine impact of instructional coaching on K-12 student achievement