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In October 2013, the School District of Philadelphia Office of Research and Evaluation (ORE) administered the 2013 Coaching Survey to collect feedback about the role of teacher coaches, in order for the Office of Educator Effectiveness (OEE) to best support coaches in their role to improve teacher practice. The survey was administered electronically via Survey Monkey to all teacher coaches in the District. A total of 19 coaches responded to the survey, which represented a response rate of approximately 86% of teacher coaches.

Time Spent Coaching and Preparing to Coach

Coaches were asked to indicate how many hours per day they spend supporting or preparing to support teachers who are progressing well in their practice, from the following options: “less than 1 hour”, “1-2 hours”, “2-3 hours”, “3-4 hours”, or “more than 4 hours”. Twelve coaches responded that they spend 2-3 or 3-4 hours per day supporting teachers who are progressing well in their practice. Three coaches responded that they spend more than 4 hours, three spend 1-2 hours, and two spend less than 1 hour. (See Figure 1). One coach selected more than one response to this question.

Coaches were asked to indicate how many hours per day they spend supporting or preparing to support teachers who are struggling in their practice, from the following options: “less than 1 hour”, “1-2 hours”, “2-3 hours”, “3-4 hours”, or “more than 4 hours”. Ten coaches reported spending more than four hours per day supporting teachers who are struggling in their practice. The remaining half of coaches spend either 3-4 hours per day (4), 2-3 hours per day (4) or 1-2 hours per day (2) supporting struggling teachers. (See Figure 2). One coach selected more than one response to this question.

Key Findings

- Most coaches spend between two and four hours per day supporting teachers who are progressing well in their practice. Most spend more than four hours per day supporting teachers who are struggling in their practice.
- Most coaches spend 45 minutes or less commuting between schools each day.
- Primary administrative duties that require office time for coaches include copying documents, researching resources, making weekly summaries and schedules, organizing files, PAR prep, and collaboration and planning with others.
- To be successful, coaches need resources such as paper, laminating machines, textbooks, Smartboards, laptops, etc. as well as more professional development, access to support, time to collaborate, and designated work space.

Figure 1. Time spent by Coaches supporting Teachers who are progressing well in their practice

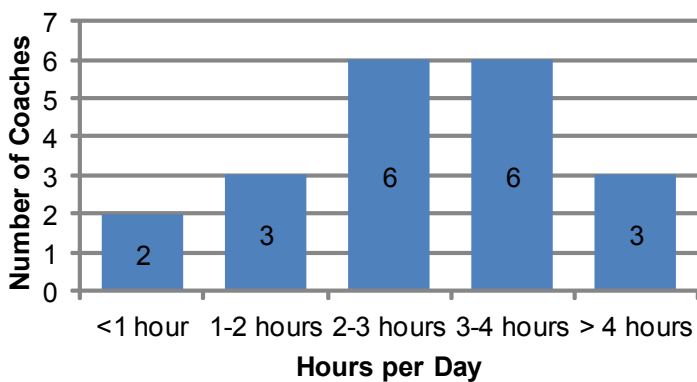
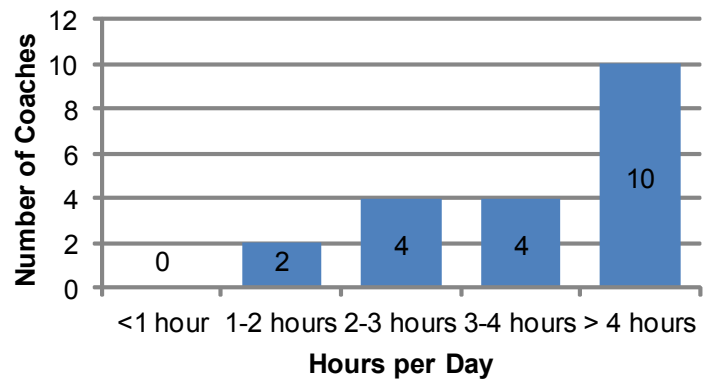


Figure 2. Time spent by Coaches supporting Teachers who are struggling in their practice



Teacher Coaches Provide Feedback on Job Responsibilities

Results from 2013 Coaching Survey

Time Spent Commuting

Coaches were asked to indicate, on average, the length of their daily commute from school to school, not to include time spent commuting between home and a school. They were provided with the following options: “30 minutes or less”, “30-45 minutes”, “45 minutes-1 hour”, “more than 1 hour”. Most coaches spend 30 minutes or less (35%) or 30-45 minutes (35%)

commuting between schools. Approximately 25% of coaches spend 45 minutes-1 hour, and 5% spend more than 1 hour. (See Figure 3).

Figure 3. Time Spent by Coaches Commuting Between Schools

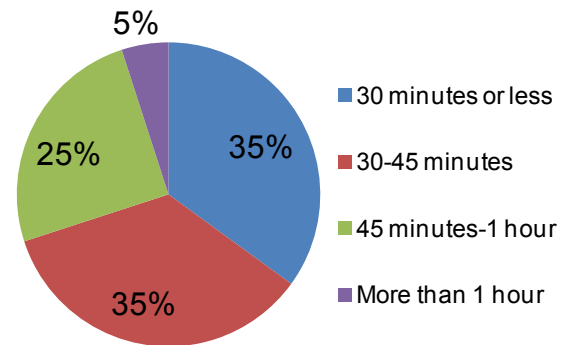


Figure 4. Administrative Duties Requiring Office Time for Coaches

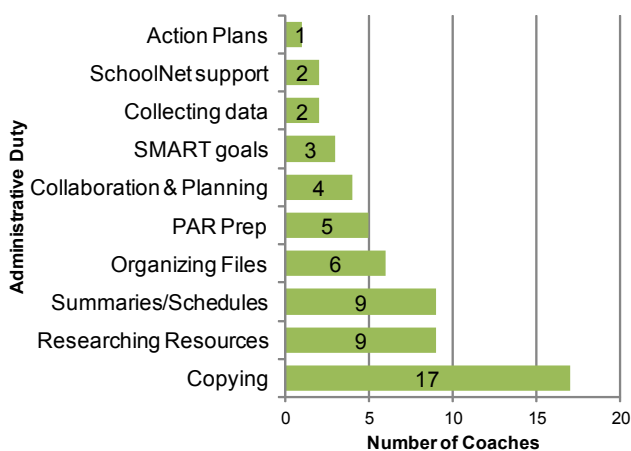
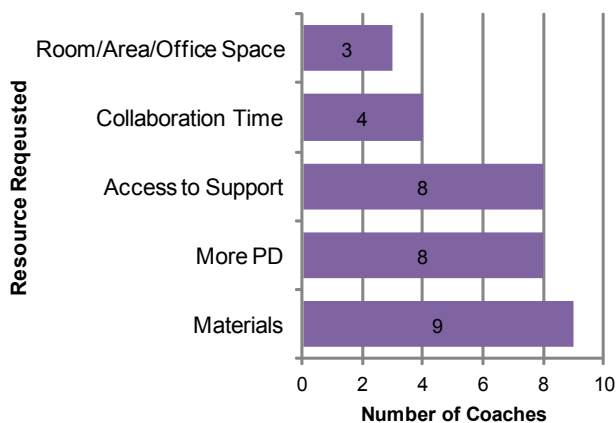


Figure 5. Resources Needed by Coaches



Primary Administrative Duties

Coaches were asked to list their primary administrative duties that require office time. The question was open-ended. The duty that was listed most often was “copying documents”, with 17 out of the 19 respondents listing this as a primary administrative duty. Nine coaches listed researching resources, and making weekly summaries and schedules. Six coaches listed organizing files, five coaches listed PAR prep, and four coaches listed collaboration and planning with others. Between one and three coaches mentioned collecting data for support, making action plans, providing support for SchoolNet, and creating SMART goals (See Figure 4).

Resources Needed for Success

Coaches were asked to list the types of supports/resources they need to be successful in preparing to coach participating teachers. The question was open-ended. The most frequent response, mentioned by nine of the eighteen respondents, was materials for success – examples such as paper, laminating machine, textbooks, Smartboards, laptops, etc. The next most common responses were for more professional development (8) as well as access to support (8). Four coaches requested more collaborative time so that they could share ideas with other coaches. Three coaches specifically requested a resource room/area or more office space. Other responses included “more time” to watch videos with teachers or to research information.

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