

Measures of the Fidelity of Instructional Coaching

Developers and Evaluators Collaborate to Create Measures of the Fidelity of Instructional Coaching

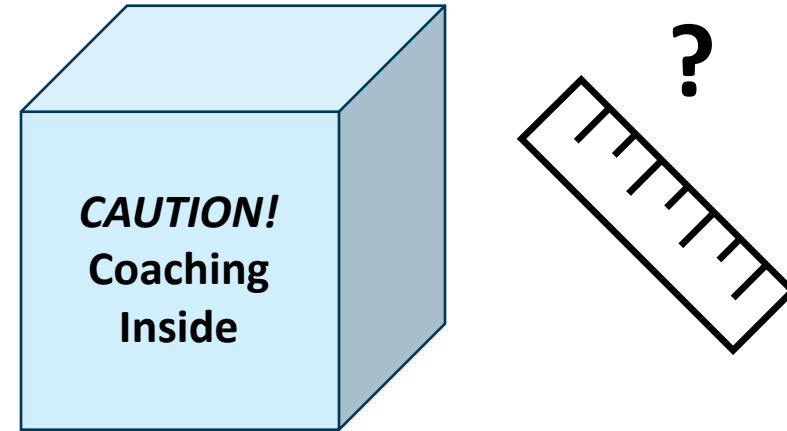
Jessica Giffin & Andrew Wayne (AIR) | Bridget Hamre (Teachstone) | Lee Kappes (The Danielson Group)

EIR Project Directors and Evaluators Meeting | October 2022

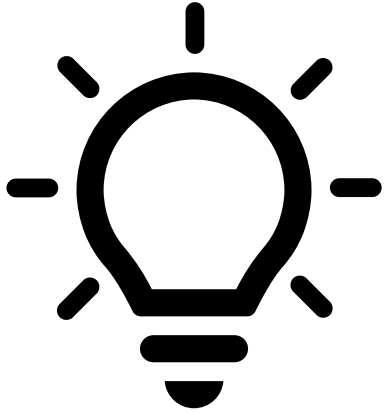
How do you measure the fidelity of instructional coaching?

“Inconvenient” features of coaching

- Individualized
- Private
- Requires situational judgments
- Shifty



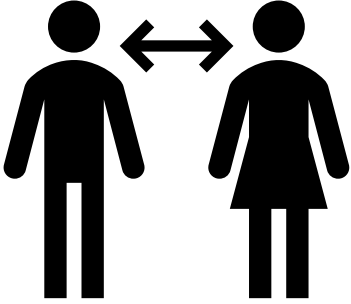
How do you measure the fidelity of instructional coaching?⁽²⁾



Some Ideas

1. Use sampling
2. Capture coaching artifacts electronically
3. Look also at the supports for coaches (e.g., were the coaches trained?)

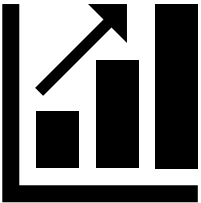
Preview of resource with examples of measures

	<h2>Coaching</h2> <p>Based on 7 measures from 5/5 studies</p>
<h3>Dosage</h3>	<p>Teacher receives intended number of:</p> <ul style="list-style-type: none">• Coaching cycles• Meetings with coach <p>Teacher-coach meetings last intended duration</p> 

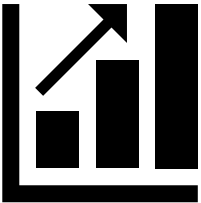
Preview of resource with examples of measures⁽²⁾

	<h2>Coaching</h2> <p>Based on 7 measures from 5/5 studies</p>	<h2>Supports for Coaches</h2> <p>Based on 12 measures from 3/5 studies</p>
<h3>Dosage</h3>	<p>Teacher receives intended number of:</p> <ul style="list-style-type: none"> • Coaching cycles • Meetings with coach <p>Teacher-coach meetings last intended duration</p> <div data-bbox="759 961 1105 1260" data-label="Image"> </div>	<p>Coach attends group trainings for coaches:</p> <ul style="list-style-type: none"> • Initial training • Ongoing meetings <p>Coach receives intended number of 1-1 check-ins with lead</p> <p>Coach completes exercises:</p> <ul style="list-style-type: none"> • Writes sample report and receives feedback • Records a coach-teacher meeting and receives feedback • Shadows another coach • Participates in peer coaching • Sets personal goal

Preview of resource with examples of measures⁽³⁾

	<h2>Coaching</h2> <p>Based on 8 measures from 4/5 studies</p>
<p>Responsiveness of participants</p> 	<p>Coach perception of:</p> <ul style="list-style-type: none">• Teacher engagement, involvement, contribution to the coaching process• Quality of the coach-teacher relationship <p>Teacher perception of:</p> <ul style="list-style-type: none">• Value of the coaching• Helpfulness of the coach

Preview of resource with examples of measures⁽⁴⁾

	Coaching Based on 8 measures from 4/5 studies	Supports for Coaches Based on 2 measures from 2/5 studies
Responsiveness of participants 	Coach perception of: <ul style="list-style-type: none"> • Teacher engagement, involvement, contribution to the coaching process • Quality of the coach-teacher relationship Teacher perception of: <ul style="list-style-type: none"> • Value of the coaching • Helpfulness of the coach 	Coach perception of: <ul style="list-style-type: none"> • Timeliness of support from the lead • Usefulness of support from the lead

Panel Discussion

Facilitator



Jessica Giffin

**Senior Technical
Assistance
Consultant**

*American Institutes
for Research*

Panelists who will speak about experience with specific coaching models



Bridget Hamre

Chief Executive Officer

Teachstone

*Speaking about the coaching
model **MyTeachingPartner***



Lee Kappes

**Director of Professional Learning
and Programs**

The Danielson Group

*Speaking about the coaching
model embedded in the program
**Professional Learning with
Impact***



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