**Perry Community School District:**

**Evaluating the Teacher Leadership Program,**

**Summary of Staff Perceptions**

**2016-2017**

*“I want to put your skills to work to help me be a better teacher- especially in math, but I will be honest and say that it is difficult to admit that I need help.”*

**Perceptions of Instructional Coaches by Teachers**

Surveys asked teachers to select among eight attributes that instructional coaches are trying to exhibit. By the end of the school year, over 90% of teachers indicated instructional coaches were professional (95%), available (93%), and respectful of me as a professional (91%). Additional attributes included honest, confidential, and unobtrusive during visits in my classroom, objective, and a learner him/herself.

**Perceptions of having Instructional Coaches in Classrooms**

In December, 96% of teachers shared they were comfortable and stress-free or mostly comfortable and mostly stress-free with having an instructional coach in their classroom. In May, this percent was 95%.

**Receiving Support from an Instructional Coach**

In December, 77% of teachers indicated they received support from an instructional coach; that percent increased to 78% by May.

The table below shows how teachers described the support they had received or if they decided not to seek support from an instructional coach. Overall there was a 2% increase in the number of teachers reporting they worked with an instructional coach. Also, some teachers marked more than one response so these will not add up to 100%.

|  |  |  |
| --- | --- | --- |
|  | Dec. 2016 | May 2017 |
| Received support & would like to receive more | 21% | 19% |
| Received support and am satisfied | 56% | 59% |
| Received support and unsatisfied | 6% | 3% |
| Not received support and would like to | 7% | 3% |
| Opted not to seek support | 20% | 22% |

If teachers chose to work with an instructional coach, they collaborated in one or more of the following areas as reported by teachers:

* Planning and reflecting on practice (75%); collecting data on either teacher or student behaviors (50%); embedding professional learning into practice (25%); deepening understanding of the curriculum (25%); Other (22%), or Nothing (22%)

*“I feel like [instructional coaches] do a really good job being supportive. I never felt like they were judging my teaching, rather they were simply there to help me in whatever capacity I felt comfortable with. Neither of them have the attitude that they know it all, rather they are continuously learning and growing.”*

If teachers decided not to seek support from an instructional coach, their reasons are listed below; lack of time and uncertainty about how an instructional coach can help were the most frequent reasons listed in both surveys.

* Lack of time
* Unsure of how coaches can help
* Use AEA and colleagues for support
* Haven’t felt the need/am confident in what I am doing

*“Thanks for your dedication! It is comforting knowing that I have somewhere to go to ask questions and get support to better my teaching.”*

**Perceptions of Leadership by the Instructional Coaches**

Across the district, by May 95% of teachers indicated the Teacher Leadership and Mentor Coordinator and Instructional Coaches are leading the TLC program in a positive direction.

Teachers also indicated that the areas listed below are most positively impacted by the Teacher Leadership Grant:

* Mentoring program – 53%
* Professional growth of teachers (professional learning, ITPDP, etc.) – 44%
* Enhancement of student learning (classroom management data or strategies, interventions, etc.) – 39%
* Collection, analysis, and sharing of data – 31%
* Relationships with staff and students – 29%
* I have seen no positive impact – 7%

Additional quotes about the work that instructional coaches accomplished during this school year include:

* + *“Very helpful and open. Listened to what I wanted/needed and offered suggestions, not just telling what I should do.”*
  + *“I think that it might be more beneficial if they would come in more often just to watch a few lessons and how we teach. Get a better feel for us as educators and how we go about running our classroom.”*
  + *“I think it was a great first year. People adapt to change very slowly, but I think people will use instructional coaches more as time goes by.”*

**Survey Design**

Instructional Coaches along with the Director of Teaching and Learning crafted two surveys collecting data on teacher perceptions of their first school year as coaches under the Teacher Leadership Program. Teachers completed surveys in December 2016 and May 2017. A copy of the analysis from each survey is available by contacting the Director of Teaching and Learning.

**Completion Rates**

93% of all teachers in the district completed the survey in December and 95% in May.